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## ABSTRACT

This publication outlines the ways in which school districts are implementing school reform. Information in this resource directory is based on a survey of national affiliate districts and members of the National School Boards Association's (NSBA) Federal Relations Network. Section 1 discusses school reform, the role of school boards in improving American education, and general information gathered from the NSBA survey of school districts. Findings indicate that time, money, and teacher resistance are the primary obstacles to reform. The most frequently undertaken reform actions involve parent and community involvement, professional development, changing the school day and year, and changing the decision-making process. Section 2 provides brief descriptions of 543 ways in which school districts have implemented school reform. These tips are organized into 29 categories. Each tip includes a brief description of the reform, estimated costs, and a contact person and telephone number. Section 3 includes basic information on the school districts that participated in the survey. (LMI)

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# RESTRUCTURING REFORM & REALITY

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*What School  
Districts are*

# about NSBA...

The National School Boards Association is the nationwide advocacy organization for public school governance. NSBA's mission is to foster excellence and equity in public elementary and secondary education in the United States through local school board leadership. NSBA achieves its mission by amplifying the influence of school boards across the country in all public forums relevant to federal and national education issues, by representing the school board perspective before federal government agencies and with national organizations that affect education, and by providing vital information and services to Federation Members and school boards throughout the nation.

NSBA advocates local school boards as the ultimate expression of the unique American institution of representative governance of public school districts. NSBA supports the capacity of each school board — acting on behalf of and in close concert with the people of its community — to envision the future of education in its community, to establish a structure and environment that allow all students to reach their maximum potential, to provide accountability for the people of its community on performance in the schools, and to serve as the key community advocate for children and youth and their public schools.

Founded in 1940, NSBA is a not-for-profit federation of state associations of school boards across the United States and the school boards of Hawaii, the District of Columbia, the U.S. Virgin Islands, and the Commonwealth of Puerto Rico. NSBA represents the nation's 97,000 school board members. These board members govern 15,500 local school districts that serve more than 41 million public school students — approximately 90 percent of all elementary and secondary school students in the nation. Virtually all school board members are elected; the remainder are appointed by elected officials.

NSBA policy is determined by a 150-member Delegate Assembly of local school board members from throughout the nation. The 24-member Board of Directors translates this policy into action. Programs and services are administered by the NSBA Executive Director, assisted by a professional staff. NSBA is located in metropolitan Washington, D.C.

## NSBA PROGRAMS AND SERVICES

- National Affiliate Program — enables school boards to work with their state association and NSBA to identify and influence federal and national trends and issues affecting public school governance.
- Council of Urban Boards of Education — serves the governance needs of urban school boards.
- Large District Forum — serves the governance needs of large but non-urban boards.
- Rural and Small District Forum — serves the governance needs of rural and small enrollment districts.
- Federal Relations Network — school board members from each Congressional district actively participate in NSBA's federal and national advocacy efforts.
- Federal Policy Coordinators Network — focuses on the administration of federally funded programs.
- Award Winning Publications — The American School Board Journal, The Executive Educator, School Board News, and special substantive reports on public school governance throughout the year.
- Institute for the Transfer of Technology to Education and Technology Leadership Network — advances public education through best uses of technology in the classroom and school district operations.
- Council of School Attorneys — focuses on school law issues and services to school board attorneys.
- Annual Convention and Exposition — the nation's largest policy and training conference for local education officials on national and federal issues affecting the public schools in the United States.
- National Education Policy Network — provides the latest policy information nationwide and a framework for public governance through written policies.
- Training/Development and Clearinghouse Information — for the policy leadership of state school boards associations and local school boards.



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# RESTRUCTURING REFORM AND REALITY

**WHAT SCHOOL DISTRICTS ARE REALLY DOING**

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**What Districts are Really Doing** does not necessarily reflect  
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What School Districts Are Really Doing

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## Foreword

Long before publication of A Nation At Risk, school boards were strong advocates of school reform. Today, school boards, their state associations, and NSBA remain committed and forceful leaders for continuously improving our nation's schools. This publication, Restructuring, Reform, and Reality: What School Districts Are Really Doing, outlines more than 500 ways school districts are pursuing their goal of educational excellence.

This publication, and the study on which it was based, were sponsored by NSBA's National Affiliate program on behalf of local school district subscribers. It is the third in a series of publications outlining the "Best Practices" in school districts. The National Affiliate program includes the Council of Urban Boards of Education (CUBE), the Large District Forum (LDF), and the Rural and Small District Forum (RSDF). In addition to the "Best Practices" series, the National Affiliate program -- in partnership with many state associations across the nation -- provides numerous services designed to improve American education, including conferences and publications.

The information in this resource directory was based on a survey of National Affiliate districts as well as members of NSBA's Federal Relations Network. It has been organized to provide local school board members with ready access to information about how other school districts are responding to the challenge of school reform.

Local boards and their state associations may also wish to use this publication for advocacy at the local, state, and national levels. Clearly, local school boards remain energetic in their pursuit of school improvement.

Even one of these tips may help your district better meet the needs of your students. We hope that Restructuring, Reform, and Reality will help all school districts as they strive to provide the best possible education to every child.

Very truly yours,

William M. Soult  
President

Thomas A. Shannon  
Executive Director



# Table of Contents

## **RESTRUCTURING, REFORM, AND REALITY WHAT SCHOOL DISTRICTS ARE REALLY DOING**

<b>HOW TO USE THIS DIRECTORY</b>	<b>1</b>
<b>SECTION I: HOW SCHOOL DISTRICTS ARE MEETING THE CHALLENGE OF SCHOOL REFORM</b>	<b>3</b>
<b>SECTION II: PROJECT DESCRIPTIONS</b>	<b>9</b>
Accountability	9
Administrative reorganization	11
Choice	12
Community/parental involvement	14
Creative use of space	18
Creative use of time/organization of the school day	19
District/state relationship	22
Facilities	22
Grouping for instruction	23
Instructional materials	26
Integrating service collaborations	27
Labor-management relationships	30
Locus of decision-making	32
Minimum teacher competencies	34
Modified school year	35
Professional development	36
Public/private partnerships	39
Role of school boards	40
Role of teachers	41
School district consolidation/deconsolidation	41
School finance	42
School policies	43
School-to-work transition	44
Standards/ Student assessment/outcomes	46
Teaching techniques	48
Use of non-traditional personnel	49
Use of technology	50
Other	53
<b>SECTION III: SCHOOL DISTRICT INFORMATION</b>	<b>56</b>



## How to Use This Directory

This publication focuses on school reform or restructuring. Section I discusses school reform, the critical role school boards are playing in improving American education, and general information gathered from the NSBA survey of school districts.

Section II includes brief descriptions of 543 ways school districts have implemented school reform. The tips are organized into 29 categories:

- Accountability
- Administrative reorganization
- Choice
- Community/parental involvement
- Creative use of space
- Creative use of time/organization of the school day
- District/state relationship
- Facilities
- Grouping for instruction
- Instructional materials
- Integrating services/collaborations
- Labor-management relationships
- Locus of decision-making
- Minimum teacher competencies
- Modified school year
- Professional development
- Public/private partnerships
- Role of school boards
- Role of teachers
- School district consolidation/deconsolidation
- School finance
- School policies
- School-to-work transition
- Standards
- Student assessment/outcomes
- Teaching techniques
- Use of technology
- Use of non-traditional personnel
- Other

Each tip includes:

- A brief description of the reform or restructuring effort, based on information provided by the school district
- Estimated costs (or savings, in some cases), again based on information provided by the school district, if this information was provided by the school district
- A contact person and telephone number, if one was provided.

Section III includes basic information on the school districts that participated in the survey. Districts are listed alphabetically, by state. Information in this section, all provided by the school districts responding, includes the school district name, mailing address, and other pertinent information, including district size and type. Section III also serves as an index to Section II, listing the page numbers on which reform efforts from that district appear.

Thus, districts who want to learn what other school districts in their state are doing to implement school reform can turn to Section III for the listing of districts in their state included in this publication, and then find the appropriate references in Section II. Districts can also use Section III to identify districts of similar size, again turning to Section II to see how these districts have addressed specific issues.

Another important way for local boards to use this publication is for advocacy at the local, state, and national levels. Demonstrating your board's commitment to continuous improvement is a critical component of building support for education. As this publication clearly indicates, there is no shortage of ideas or creativity on the part of local school boards.

Given space limitations, individual program descriptions are necessarily brief. For more information on how a reform effort really worked—as well as specifics on such issues as working with teachers and community to implement the reforms—telephone the contact person listed in Section II.





## Section I - How School Districts Are Meeting the Challenge of School Reform

In 1993, the school reform movement entered its second decade. The past decade has been among the most exciting in American education, both in the number of new initiatives launched and in the sustained focus on reform.

Since A Nation At Risk was published in 1983, states and school districts have enacted thousands of reform efforts. For example, by 1984, 30 states had adopted minimum competency tests, and action was pending in 12. School boards raised high school graduation standards, and instituted more rigorous curriculum in all disciplines. They made major investments in teacher salaries and in teacher training. They established their goals and vision for the future.

All this activity came about not because most schools were failing, but because their responsibilities had become even greater. A changing workforce required that all employees be able to understand complicated mathematics and to express their thoughts clearly, for example. Changing family patterns meant that some tasks that had traditionally been the responsibility of parents were now left to the schools. Finally, American schools, like American businesses, recognized the need for continuous improvement as a requirement of living in a rapidly changing world.

On the national level, school board members have been leaders in the movement to make America's schools even better. For example, a cooperative project between the U.S. Department of Education and the National School Boards Association led to the publication of The National Education Goals: America's School Boards Respond. This joint project, which involved school board representatives from across the nation, outlined some of the ways school boards were turning the national education goals into practical realities in their districts, and suggested additional ways school boards could improve education at the local level. NSBA also continues to work toward including local school board representatives on national panels addressing school reform, education standards, and other key issues.

Yet as the nation enters its second decade of reform, school board members are continuing to look for

additional ways to improve schools to meet the realities of today's increasingly diverse students. Many are tightening accountability measures, setting high standards for student achievement and then holding staff members accountable for reaching those goals. Others are exploring new governance structures, encouraging individual schools to make more decisions at the local school level. Yet despite all this activity, some critics still argue that local school boards are an obstacle to change.

Many new initiatives seek to remove authority from local school boards. Site-based decision-making, for example, is sometimes viewed as a way to reduce the authority of local school boards. On the national level, NSBA has successfully advocated in President Clinton's Goals 2000: Educate America Act for a clear, governing role for local school board members in leading innovation efforts at the local level.

It was in an effort to find out what school boards are doing in this important area that NSBA launched the study that led to Restructuring, Reform, and Reality, the third in a series of NSBA Best Practices publications. NSBA selected survey responses from the more than 2,000 National Affiliate school districts as well as members of NSBA's Federal Relations Network to ask them about what they are doing to improve education.

NSBA's questionnaire asked districts whether they were making systemic changes . . . or approaching reform on a piecemeal basis (or whether they wished the whole subject would just go away.) It also asked districts to highlight specific efforts they have undertaken, to discuss activities that were not successful, and to outline the major barriers to their efforts to improve education in their communities.

The results of that survey include 543 specific school reform efforts collected in Restructuring, Reform, and Reality.

### **REFORM IS ALIVE AND WELL**

Locally initiated school reform is alive and well across the United States, according to the respondents to the NSBA survey. Some of the activities changed



virtually all aspects of local school district operations. For example, the San Diego, California, schools have just developed an accountability and policy plan. Now being piloted in ten schools, the plan covers everything from relationships between the central office and local schools to the way decisions are made in school buildings. Other reforms focused on a single school, such as New York City's choice program, offering schools that specialize in everything from vocal singing (the Harlem Choir Academy) to the El Puente School for Peace and Justice.

Districts were asked to check all the areas in which their districts had already implemented education reform. They were also asked to give a detailed description of two or three reforms their districts had adopted. In the following chart, the first column indicates the percentage of districts indicating that they had adopted reforms in each of the categories. The second column indicates the number of tips that are included in Section II of this publication.

(Answers total more than 100% because districts could list as many as they chose.)

These results indicate that school reform is clearly a major priority of school boards, and that it remains a major part of what school boards do.

Thomas A. Shannon, Executive Director of NSBA, recently told The Washington Post that many of the practices now embraced by school boards would not have been accepted as recently as five or six years ago. "Our viewpoint today is that education is part of raising up children." As a result, he says, emphasis on collaborations with other social service agencies, for example, have become an important part of many districts' educational programs.

#### OBSTACLES TO REFORM

Time and money (or money and time) are the primary obstacles to school reform, according to the districts who responded to the NSBA survey. Typical of these responses is Brevard County, Florida: "The two greatest obstacles have been (1) lack of funding available at the local/school level to initiate significant research-based improvements, and (2) insufficient time to plan and organize."

The San Diego, California, schools made a similar observation: "The greatest obstacles, of course, are lack of time and money. In addition, the complexity of a large, urban school district added challenge to school reform efforts."

#### WHAT CHANGES HAVE SCHOOL DISTRICTS ADOPTED?

	<u>% OF DISTRICTS</u>	<u># OF TIPS</u>
Accountability	47%	22
Administrative reorganization	44%	14
Choice	23%	21
Community/parental involvement	65%	48
Creative use of space	23%	10
Creative use of time/Organization of the school day	26%	34
District/state relationship	17%	5
Facilities	26%	15
Grouping for instruction	50%	31
Instructional materials	38%	8
Integrating services/collaborations	45%	39
Labor-management relationships	29%	20
Locus of decision-making	46%	22
Minimum teacher competencies	8.5%	0
Modified school year	12%	13
Professional development	62%	38
Public/private partnerships	45%	21
Role of school boards	18%	3
Role of teachers	28%	9
School district consolidation/deconsolidation	9%	8
School finance	23%	15
School policies	24%	13
School-to-work transition	23%	18
Student assessment/outcomes/standards	51%	17
Teaching techniques	46%	13
Use of non-traditional personnel	9%	8
Use of technology	60%	51
Other	15%	27

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Time is an essential component of school reform. It takes time to analyze research, time to plan, time to train teachers, and time to convince the community that new ways of doing things are in the best interests of children and education. Yet time is always a scarce resource in schools.

The Danbury, Connecticut, Public Schools found that the lack of planning time became the single biggest hurdle to overcome. "We could only free up teachers for so many days," noted Kathleen Dzubak, project administrator for the district, "and then it began to impact the schools and the children. We found that school went on even while we were engaged in major reform efforts."

For the El Segundo, California, schools, lack of time also became a major obstacle. "The greatest difficulty we have faced has been in finding time for the staff to meet and discuss changes. There has been concern about the value of staff development time versus class seat time," the district noted.

Yet without sufficient time, many worthwhile new initiatives are unlikely to be successful. As the Bakersfield, California, schools noted, "In order to get teachers to buy into reform efforts, they need to be involved in planning, implementing, and evaluating the reform."

Money is the second major obstacle to reform. In the early 1980s, states and districts were able to secure additional funding for school improvement. But as the recession affected more and more districts, many other important efforts, including curriculum development and new approaches to student assessment, still remain unfunded or underfunded. In fact, the Dade County Public Schools noted that "continued reduction of funds from the state have had a serious impact on professionalization programs." As a result, the district noted, the district has had to "revise professionalization priorities in light of these reduced funds."

On the national level, NSBA also has pointed out that ambitious goals for school improvement (including the Goals 2000: Educate America Act) will require substantial investment of funds from both the national and state government. Without this commitment, it is unlikely that local school boards will be able to do all that is being asked of them.

Other districts described programs—ranging from after-school activities for latchkey students to more technology in classrooms—that they had been unable to fund. The pervasive impact of low funding for education was best summarized by one district, which when asked, "Please list the one or two greatest obstacles you have

faced in implementing school reform," responded simply: 1. Money 2. Money.

Yet while school board members and educators understand the relationship between adequate funding and school reform, taxpayers may not always see things the same way. As Val Dombrowski, a school board member from Redondo Beach, California, noted, "I believe that 'reform' has different definitions for staff, board members, and community. Reform to the taxpayer means cut out the fat and get rid of the dead wood."

Another school superintendent noted, "In too many places, 'school reform' means 'cut the budget.'"

A third obstacle is a resistance to change—from teachers, from community members, and sometimes even from current or aspiring school board members. Although the national teacher organizations have been among the strongest proponents of education reform, their local affiliates do not always follow that lead.

In district after district, "teacher resistance" was noted as a barrier to many new programs. As one school board member noted, "mistrust from the state and local union" made school reform a "battle of wills" in the district. Another board member observed, "School staff have apprehension about making decisions for which they are accountable. It is easier to gripe and have someone outside the schools responsible for what happens."

The general public may also resist. As one Florida district noted, "Educators, parents and community fear the innovative. They expect schools to remain 'like they were when I was in school' while society and children differ radically from the recent past."

The secret to overcoming this resistance is to communicate clearly and regularly about the need for change . . . and the district's commitment to doing things differently. The school board's leadership in communicating its commitment to school improvement is essential for success.

Some boards also noted that resistance sometimes came from within their own ranks . . . or from outsiders with political agendas who want to be elected to school boards. Although more than 67 percent of those who responded to the NSBA survey said that school reform had not been a key issue in their most recent school board election, a growing number of districts have faced challenges to reform efforts. In Pennsylvania, for example, the move to outcome-based education was criticized by conservatives and the religious right, who argued that the state's program fostered New Age philosophies.

A board member observed, "In the midwest, both ultra-conservatives and religious groups have opposed a number of progressive projects and curricular approaches." Another noted, "We are currently receiving questions from the fundamentalists in our community questioning outcomes, critical thinking, self-esteem as being anti-parent/family. These people are well organized and gaining notice!"

*Has school reform been a key issue in your most recent school board election?*

*Yes - 20 percent*

*No - 67 percent*

*No response - 13 percent*  
from the NSBA survey

A willingness to innovate is a critical element in school reform—and in keeping school boards focused on policy rather than administration. "Maintaining a clear focus on important education policy issues is the most important responsibility of the school board," says Leland Yee, chairman of the Council of Urban Boards of Education.

A fourth barrier is the lack of appropriate processes that allow schools to be accountable for student achievement. As the Milwaukee Public Schools noted in the NSBA survey, without these measures, "the public still relies heavily on standardized test scores to measure a school's success."

#### **WHAT DIDN'T WORK**

*"Site-based management does not appear to work when we have rapidly declining budgets. The struggle to maintain resources makes it very difficult for groups to successfully manage the downsizing of an organization."*  
from the NSBA Survey

#### **WHAT ARE DISTRICTS DOING?**

Section II of this publication lists 543 specific reforms that school districts have already implemented. The three categories mentioned most frequently were involving parents and the community (by 65 percent of responding districts); providing adequate professional development for all staff members (62 percent); and incorporating technology into the instructional program (60 percent). In addition, several districts mentioned creative ways of finding more time for professional

development for teachers. Given the number of districts that list "lack of time" as a significant barrier, it is worth examining how other districts have dealt with this problem.

#### **Involving Parents and Community**

Schools exist as part of communities . . . and they cannot succeed without the support and help of the communities they serve. It is therefore not surprising that the single reform most often mentioned by those responding to the NSBA survey (65 percent of responding districts) were programs to increase parent and community involvement in education.

One of the most extensive parent involvement programs was described by Portland, Oregon. This four-year program began by providing all staff—including school secretaries—with training in how to work with parents.

The Liberty County, Georgia, schools have used community and parent volunteers to combat school violence. Community volunteers have established the Silent Witness program at the high school or middle school level. Volunteers visit each English class each year. They explain to students that they have the right to a clean and safe learning environment, and give students a telephone number to call if they have learned of information that could threaten their safety. Volunteers also assure students that although the information will be referred to the school authorities, students' names will never be used.

Another interesting approach to parent involvement was described by the Limon County School District in Colorado. The district's homework policy now stipulate: that all students will come to school with their homework complete. What happens if students arrive with homework undone (as some 60 percent did when the policy was first initiated)? Parents are required to come to school to sit with their child until the work is complete. Homework must be done at or above a passing grade level (78 percent). By the end of the school year, fewer than 2 percent of students came to school with their homework unfinished.

#### **Professional Development**

Today's school reforms encompass everything from new curriculum to new teaching methods. For the nation's 2.4 million teachers, these reforms will require major effort to learn new ways of operating in the classroom. Maria Ucelli, a senior program adviser at the Rockefeller Foundation, says, "If we don't deal with the

issue of ongoing training and renewal for people in the classroom, then none of the reforms we think are valuable are going to stick."

David K. Cohen, a professor at Michigan State University, agrees. "Serious reform has to involve serious learning" for teachers, he told Education Week. "There are relatively few people who have a sense of how enormous the learning is, and how difficult it will be to encourage it."

The NSBA survey indicates that most school districts are recognizing the need for increased professional development. In fact, it was the reform effort mentioned by 62 percent of all responding districts.

One of the most important aspects of this emphasis on professional development has been a shift in the way schools provide continuing education to teachers and other staff members. The Salina, Kansas, schools reflect these changes. Over the past several years, professional development has changed from a "one-shot, district-wide event, usually with a motivational speaker," to a model based on effective staff development methods—practice and feedback. Decision making was shifted from an administrator at the central office to building-level school improvement teams and a professional development council made up of teachers and administrators.

In Kentucky, the Jefferson County Public Schools/Gheens Professional Development Academy is responsible for all education and training of teachers and administrators in the district. The district believes that professional development is a primary instrument in school reform. From establishing a peer coaching model for teachers to serving as the contact for the Coalition of Essential Schools, the academy touches the lives of virtually all school staff members.

In Dallas, Texas, the district now funds "staff-development associates" in each school. These teachers are responsible for identifying their school's needs, arranging for appropriate inservice, and training new teachers.

This shift is in line with what most experts now agree is the best way to foster long-lasting changes in teacher behavior. The Center for Research on the Context of Secondary School Teaching at Stanford University found, "Those teachers who made effective adaptations to today's students had one thing in common: Each belonged to an active professional community which encouraged and enabled them to transform their teaching."

Yet with both time and money as scarce resources, districts are having to be creative in finding time for staff development. For example, the Amphitheater School District in Arizona has added 15 minutes to four school days to comply with state regulations governing the total time children must spend in school. Teachers use that "banked" time on a fifth day to share, learn, plan, and support each other. (In some Amphitheater schools, the inservice sessions are held biweekly rather than weekly.)

In the Christina School District in Delaware, teachers and parents agreed to add 15 minutes per day of instructional time in order to "bank" 6.5 days of staff development. The teacher's union, however, is opposing a proposal to add an additional 30 minutes per day to accumulate 12 additional staff development days.

The Osborne County, Kansas, schools have found another way to foster professional development. Teachers in the district gain credit for moving on the salary schedule by attending educational seminars other than college credit courses. They also can gain credit by working on the district's outcomes program or other mandated programs.

### Changing the School Day and Year

For the typical school district, time is money. On average, 85 percent of the school budgets are devoted to staff salaries. At an average per-pupil cost of \$27.45 per day, the National Education Association estimates that lengthening the school year to the 210 days that is more typical in Asia and Europe would require an additional \$33 billion in funding.

As a result, few schools have been able to lengthen the school year significantly. Yet districts are making progress. Twelve percent of respondents to the NSBA survey indicated that they were modifying the school year, and another 26 percent mentioned other efforts to use time more creatively.

The state of Minnesota, for example, plans to add two additional days of schooling each year until reaching a goal of 190 days per year in 1995. The state of Kansas has set a goal of 186 days by the year 1995.

The Valley Center Schools in Wichita, Kansas, have already begun to move toward that goal. The district has added three days to the school year for all students. In addition, the district has developed special programs for education students at risk of school failure. They now attend school until June 30. In Dade County, Florida, more than 60 percent of students participate in some type of summer school program.



### ***WHAT DIDN'T WORK***

*The decentralization plan that was developed about five years ago divided the schools into six areas, called service delivery areas. It was very expensive—but not very effective. The service delivery areas were dissolved after two years and the focus is now on some school-based decision making, with some decisions made centrally.*  
Milwaukee, Wisconsin, Public Schools

Other districts are moving to year-round education. Originally begun by districts that lacked the facilities to educate their growing student populations, year-round education is now often seen as a way to improve student learning. By shortening the periods students spend out of school, some educators believe students will retain more of what they have learned . . . and reduce the need for extensive review that usually limits what teachers can teach at the beginning of a new school year. The Orange County, Florida, schools have a typical program. Students attend school for 12 weeks, followed by a three-week break.

Yet efforts to lengthen the school day do not always meet with public support. One survey respondent noted, "Any attempt to extend the school year to do away with the long break during the summer met with significant opposition from the public."

### **Changing the Way Decisions Are Made**

A growing number of districts (46 percent) noted that they are making educational decisions in new ways. Several districts noted that they have created school-improvement teams, including teachers, staff, and parents in the process of making decisions.

Perhaps nowhere is this collaborative decision-making more prominent than in Dade County, Florida. The current contract between the school system and the teachers' union details the collaborative philosophy that serves as the foundation for the school district's reform initiative. The contract contains 44 sections that speak to a broad spectrum of reform initiatives, each supporting a longstanding practice of establishing joint committees and task forces to address reform efforts.

On the other hand, the West Hartford, Connecticut, schools found that school-based management "does not appear to work when we have rapidly declining budgets. The struggle to maintain resources makes it very difficult

for groups to successfully manage the downsizing of an organization." Those who see school-based management as a cheap way to reform schools should take note.

### **REFORM REMAINS A PRIORITY**

The preceding examples are just a few of the more than 500 reform efforts detailed on the following pages. They clearly indicate that school reform remains a major priority of school boards across the country.

Yet, as one school board member noted, "Until the reform effort is de-politicized and those at the local level are given more opportunity" to make needed changes "(rather than top-down national commissions dominated by businessmen and state legislative mandates) . . . the reform effort is not going to have significant, lasting impact."



## Section II: Project Descriptions

This section includes more than 500 specific descriptions of reform efforts, based on information provided by school districts. The tips are organized into 29 categories:

**Accountability**  
**Administrative reorganization**  
**Choice**  
**Community/parental involvement**  
**Creative use of space**  
**Creative use of time/organization of the school day**  
**District/state relationship**  
**Facilities**  
**Grouping for instruction**  
**Instructional materials**  
**Integrating services/collaborations**  
**Labor-management relationships**  
**Locus of decision-making**  
**Minimum teacher competencies**  
**Modified school year**  
**Professional development**  
**Public/private partnerships**  
**Role of school boards**  
**Role of teachers**  
**School district consolidation/deconsolidation**  
**School finance**  
**School policies**  
**School-to-work transition**  
**Standards**  
**Student assessment/outcomes**  
**Teaching techniques**  
**Use of technology**  
**Use of non-traditional personnel**  
**Other**

Within each category, school districts are listed alphabetically by state.

Contact names and phone numbers, as well as estimated costs, are included if they were provided by school districts. For additional information on school districts, see Section III.

NOTE: It is sometimes difficult to determine how to categorize school reforms. New facilities, for example, may be designed to enhance curriculum or to promote greater use of technology. Labor-management relations may lead to a change in the way decisions are made. As Dr. Neil Johnson, superintendent of the Brecksville Broadview Heights School District in Ohio noted, "Actually, all our reform is linked together. The district worked with strategic planning first. But this was linked to site-based management, technology, total quality management, personalized learning, and outcome-based education."

In most cases, responding districts noted which categories they best believed described their reforms. This section reflects those local decisions.

### ACCOUNTABILITY

- The district is using multiple assessments to improve accountability for both students and teachers. Cost: \$20,000 per year.

**Litchfield Elementary SD, Arizona**

**Contact: Ace Faust (602) 257-3001**

- The school district has identified objectives by grade level. These are reported to parents on each report card. The district creates achievement profiles for each school and submits an annual report on student achievement to the community.

**Adams County SD #14, Colorado**

**Contact: Barbara Conroy (303) 289-3945**

- Building accountability teams of parents, faculty, staff, and administrators make building budgets. The budgets are forwarded to the district accountability teams. Once approved at this level, the district administrative team reviews and makes recommendations to the board of education.

**Brush Public Schools RE 25, Colorado**

**Contact: Doug Johnson (303) 842-5176**

- The district just completed work on a new accountability policy and plan. Ten schools have volunteered to serve as Leadership in Accountability Demonstration (LAD) schools. A central office advocate has been assigned to each LAD school, and district-level assistance teams are being formed to provide each school with help to meet site-specific needs. Cost: grant funding provided by the Parker and Stuart Foundations, state assessment advocacy funding, and district funds.

**San Diego City Schools, California**

**Contact: Freda Callahan (619) 293-8412**

- A district accountability/accreditation committee has focused attention on reviewing a number of outstanding, successful or innovative curriculum programs. The district continues to "review, encourage, and admire the development of building-level accountability committees." Among the issues being reviewed in 1992-93 are block scheduling, transition to middle schools, and the district communication plan.

**St. Vrain Valley SD, Colorado**

**Contact: Ric Rogers (303) 776-6200 x. 315**

- Individual schools are assessed annually for effectiveness. This is accomplished both by survey and through disaggregation of data to show results by school as well as district-wide. A committee of teachers, administrators, parents, and community leaders establish goals, objectives, and strategies for improvement based upon the determined need of the school.

**Martin County SD, Florida**

**Contact: Deana Hughes (407) 287-6400 x. 216**

- The district has returned responsibility for student performance and educational program excellence to the schools, principals, teachers, and community leaders. Over 50 of the 67 schools adopted school improvement models that use school improvement teams, school-based management with participatory decision making, outcome-based education, school-based staff development, and other changes. This is a continuing effort and the results have met or exceeded expectations.

**SD of Escambia County, Florida**

**Contact: Cecil Carlton (904) 469-6139**

- Using the National Education Goals as a model, this district has developed a blueprint for systemwide planning. In the process, a community/school board task force developed long-term recommendations to serve as guidelines for the school board for the next five years. The 160-member task force's recommendations include everything from the makeup of textbook selection committees to inservice courses in multicultural education to the need for more funding for technology. Cost: N/A

**Fulton County Schools, Georgia**

**Contact: Richard Holder (404) 763-6839**

Also mentioned by

**Crete-Monee SD #201-U, Illinois**

**Contact: Bill Hoecker (708) 672-2606**

- This district is in its sixth year of implementing a plan placing accountability in principals and their staffs. Student achievement, staff growth, and management of student needs are the components. Compensation is based on achieving documentable results.

**Bloomington District #87, Illinois**

**Contact: Leonard Roberts (309) 827-6031**

- The district assesses administrators quarterly, based on job description, goals, and leadership skills.

**Crete-Monee SD #201-U, Illinois**

**Contact: Steve Humphrey (708) 672-2680**

- A Total Quality Management (TQM) teamwork policy established five leadership teams—one for each building and a 27-member district team. The program provides the frame-

work for the district's ongoing school improvement process, and provides for integrated collaboration of parents, staff, students, board, and community members. Cost: \$17,000

**Midwest Central District #191, Illinois**

**Contact: Michael Risen (309) 968-6868**

Also mentioned by

**Bedford Public Schools, Michigan**

**Contact: Herbert Moyer (313) 847-6736**

- Members of the community, faculty, administrators, and students, as well as board members, met together to develop a mission statement and goals for the school.

**Minodia Community H.S. District 111, Illinois**

**Contact: James Naylor (815) 467-6147**

- Rather than having a programmatic approach to reform, the district has tried to integrate positive change into the daily operation of the district, using trial and error or experimentation, as well as learning from other districts. Key questions include: What needs to change? What should it change to? How should change be executed?

**Pleasantdale Elementary SD #107, Illinois**

**Contact: Alice Ericksen (708) 784-2013**

- A strategic planning team of 30 people has created a mission statement for the schools. Action team members developed written recommendations for fulfilling each strategy.

**MSD of Wayne Township, Indiana**

**Contact: Rita Brodnax (317) 243-8251**

Also mentioned by

**Auburn-Washburn USD 437, Kansas**

**Contact: Howard Shuler (913) 862-0419**

**Pass Christian Public SD, Mississippi**

**Contact: Jack Courtney (601) 452-7272**

**Midland Public Schools, Michigan**

**Contact: Gary Verlinde (517) 839-2401**

**Holland Public Schools, Michigan**

**Contact: Ned Curtis (616) 393-7501**

- As part of the Kentucky Education Reform Act, all schools are involved in an authentic assessment program with a rewards and sanctions program. Students must achieve levels of performance established by the state or a school will suffer sanctions.

**Fayette County Public Schools, Kentucky**

**Contact: Ben Oldham (606) 281-0125**



- Assessment under the Kentucky Education Reform Act in this district includes transitional, portfolios, and performance events.

**Kenton County, Kentucky**  
**Contact: N/A**

- Each summer, administrators meet with teachers to develop school management plans that parallel effective schools correlates. Together, they establish goals and objectives, write activities, and set timelines. Audit teams visit schools each spring to monitor progress. Morale has improved and employee support for reform has increased.

**Beauregard Parish, Louisiana**  
**Contact: Lennie Hanchey (318) 463-5551**

- The district has collected and graphed data on the following areas: attendance, grade distributions, normed test scores, SAT scores, out-of-school suspensions, dropout rates, functional tests, post-secondary enrollment, teacher attendance, students receiving free and reduced price lunch, special education, and Chapter 1. Schools receive information about their school. Each year, the superintendent sets goals and schools use their own data to show improvement toward meeting these goals.

**Washington Co. Schools, Maryland**  
**Contact: Carolyn Seburn (301) 791-4149**

- Schools establish and publish school improvement goals—anything from increasing parent involvement to improving student attendance and punctuality. The district publishes the actions taken and progress toward meeting the goals.

**Portland School Department, Maine**  
**Contact: N/A**

- Because of severe budget cuts, some administrators now have dual assignments. For example, the district's director of science also staffs the planetarium. Some elementary school assistant principals also have responsibility as subject matter specialists.

**Richardson ISD, Texas**  
**Contact: Carolyn Bukhair (214) 301-3387**

- The K-12 Teaching and Learning initiative is a response to the challenges that face urban school districts to improve teaching and learning in all grades. Its goal is to offer all children an equitable, multicultural education and to teach children to think deeply, critically, and creatively. Goals and performance indicators were developed with extensive staff, community, and student input. These goals form the basis for the development of a school effectiveness plan at each school through which schools are held accountable for student achievement.

**Milwaukee Public Schools, Wisconsin**  
**Contact: N/A**

- Each school has a School Improvement and Effectiveness Committee that identifies goals and is held accountable for achieving those goals each year. A district committee coordinates district efforts and identifies up to five operational goals each year.

**Oshkosh Area SD, Wisconsin**  
**Contact: George Pouba (414) 424-0100**

**ADMINISTRATIVE REORGANIZATION**

- The central administrative staff was reorganized, naming four directors—for administration, finance, instruction, and operations. This eliminates a layer of middle management and gives principals greater authority. The district has also hired several teacher mentors to assume some administrative responsibilities (for example, Chapter 1). Other teacher mentors spend 1/2 day in the classroom and the rest of their time as curriculum resource teachers.

**Shelby County, Alabama**  
**Contact: Jim Davis (205) 669-5600**

- Before 1990, principals made few decisions that did not require approval by the superintendent. Today, they are informed of their role and their responsibilities—and held accountable for the decisions they make. Working with staff, principals also have the responsibility over their budgets.

**Fairfield City, Alabama**  
**Contact: Paul R. Goodwin (205) 780-6137**

- The district budget is divided to give the local schools and departments their individual budgets to control.

**Globe Unified SD, Arizona**  
**Contact: O.K. Nutting (602) 425-3231 x 205**

*"In too many places, 'school reform' means 'cut the budget.'"*  
 A school superintendent

- Reduced budgets required restructuring the administrative team. Responsibilities were consolidated and duties were reassigned. However, there is a "clear loss of services to schools and to the public, although schools are functioning."

**Montebello Unified SD, California**  
**Contact: Darline Robles (213) 726-1225**

- With the aid of a citizen's committee that evaluated the functions and roles within the school system, the district reorganized its administrative staff in 1990. As a result, staffing was reduced by 1.5 positions. Changes in program emphasized responsibility at the local school level and the development of extensive teacher committees to support the program.

**West Hartford, Connecticut**

**Contact: John J. Battles (203) 523-3500**

- Most decisions about school budgets, curriculum planning, and staffing are now made by professionals at the school. The central office curriculum division was organized into teams and given staff development on facilitative techniques for providing assistance and support for schools.

**SD of Escambia County, Florida**

**Contact: Cecil Carlton (904) 469-6139**

- Rather than having routine administrative decisions made by administrators only, the administrative cabinet has been expanded to include teachers. Cost: none

**Pleasantdale Elementary SD #107, Illinois**

**Contact: Alice Ericksen (708) 784-2013**

- The district administrative staff has been reorganized. Titles now reflect job responsibilities. One job was eliminated.

**St. Frances ISD #15, Minnesota**

**Contact: J.A. Noennig (612) 753-5713**

- The school board eliminated the deputy superintendent position when the incumbent retired. It also created a position for the director of technology.

**Brick Township Schools, New Jersey**

**Contact: Dr. Nicastro (908) 477-2800**

- This district has phased out chairperson positions. They were replaced with lead teachers (curriculum) and co-administrators (evaluation). Net savings: \$200,000

**Harborfields CSD, New York**

**Contact: Ray Walters (516) 754-5320**

- The district downsized and combined responsibilities.

**Harrisburg Schools, Pennsylvania**

**Contact: Randolph Outen (717) 257-8840**

- The central office was streamlined by the elimination of several positions. Now principals report directly to the superintendent.

**Tooele County, Utah**

**Contact: Michael Jacobsen (801) 833-1900**

- When the district closed five elementary schools, it established a new approach to administrative leadership. Collaborative leadership teams of two principals were assigned to the new elementary schools. They have an equal and joint responsibility for the leadership of their schools. By pairing administrators with different skills, the school benefits.

**Northampton County Schools, Virginia**

**Contact: Nancy Freeze (804) 678-5151**

- Central administration was downsized by 97 positions, with an anticipated savings of \$3.8 million annually. A second reorganization will eliminate 35 more positions (and authorize 18) at a total savings of \$6.1 million annually.

**Virginia Beach City Schools, Virginia**

**Contact: Anne Meek (804) 427-4373**

**CHOICE**

- The district accepts students from neighboring school districts without a tuition charge—and permits its own students to attend neighboring districts. Currently about 300 students leave the district, while another 300 enter each year.

**Globe Unified SD, Arizona**

**Contact: O.K. Nutting (602) 425-3211 x 205**

Also mentioned by

**Newburyport Public Schools, Massachusetts**

**Contact: Marilyn Flaherty (508) 465-4456**

- This district has always allowed parents free choice among district schools. Two alternative programs (back to basics and child-centered/holistic) are available. The district also facilitates home schooling for parents, making available resource teachers, instructional materials, testing, and networking opportunities. Cost: minimal (administrative)

**Cupertino Union SD, California**

**Contact: Patricia Lamson (408) 252-3000**

Other districts offering open enrollment include  
**Redondo Beach/Redondo Unified, California**  
**Contact: Beverly Rohrer (310) 379-5449**

**Cleveland City, Tennessee**

**Contact: D.P. Yates (615) 472-9571**

*"Choice within public education will thwart private school choice advocates."*

Patricia Lamson, Superintendent  
 Cupertino Union School District, California

- The district is moving toward "mission specific" schools and as near to 100% of the students in the system as practicable attend schools of their choice. A mission specific school's theme is a set of organizing principles through which every student engages in all dimensions of learning—knowledge, skills, values, and attitudes that reflect the vision of the school community.

**San Francisco Unified SD, California**  
**Contact: Waldemar Rojas (415) 241-6000**

- In three elementary schools, one middle and one high school, the district began with substantive changes in curriculum that would raise achievement levels of students. In each case, parents were oriented to the program and given the option to choose that school instead of an assigned school, provided that their students could meet the admission criteria. For programs in existence over one year, student achievement results have been outstanding and the parents are choosing the programs in large numbers.

**SD of Escambia County, Florida**  
**Contact: Cecil Carlton (904) 469-6139**

- Parents may choose from among five elementary schools if space is available and they provide the transportation. All the Seminole Indian children are transported by their buses to one elementary school by choice. Cost: none

**Okeechobee County Schools, Florida**  
**Contact: Danny Mullins (813) 763-3157**

- Out-of-county students are accepted at a charge of \$175 per year and picked up at the county line. Cost: not significant

**Okeechobee County Schools, Florida**  
**Contact: Danny Mullins (813) 763-3157**

- Several of the county's 13 high schools have developed magnet programs to provide an opportunity for students to learn more about specific areas. Magnets include International Baccalaureate, engineering and science technology, animal production, international studies, and medical services. Students are bused to the magnets.

**Orange County, Florida**  
**Contact: David Sojourner (407) 849-3211**

- Interdistrict choice brought in 123 students and \$525,000 in the first year. This allowed for the hiring of nine teachers, equipment purchases, and a reduction in the town assessment.

**Masconomet Regional Schools, Massachusetts**  
**Contact: Barbara Was (508) 887-5660**

- A limited choice policy allows fifth- and eighth-graders who would otherwise be assigned to middle or high schools different from those the majority of their classmates attend.

Students are then free to choose the high school where their peers attend, although bus transportation is not provided.

**Baltimore County Schools, Maryland**  
**Contact: James Kraft (410) 887-4215**

- All students in Nebraska are allowed to choose to attend another district.

**Cairo Schools, Nebraska**  
**Contact: Robert Norvell (308) 485-4258**

- The New York City Public Schools have created 25 "new high schools." Ranging from the Choir Academy of Harlem to the El Puente Academy for Peace and Justice, these alternative schools are open to students by application. Some schools have admission criteria—performance on a reading test, talent, or student interest.

**New York City Schools, New York**  
**Contact: Stanley Litow (718) 935-2790**

- All students in grades 9-12 may choose one of two neighboring high schools to attend.

**Tuckahoe Common SD, New York**  
**Contact: Robert Moraghan (516) 283-3550**

- Each of the district's 32 schools is a magnet school in which the curriculum and program reflects a magnet theme. Examples include the Microsociety School in which children have jobs, earn money, and pay taxes while learning. The Museum Elementary and Junior High Schools offer a museum-focused curriculum. Parents have choices of schools and programs at each level.

**Yonkers Public Schools, New York**  
**Contact: Gladys Pack (914) 376-8213**

- Parents have a variety of options for student enrollment: a neighborhood area school, a math/science school, an assigned school, or a school closer to home on an existing transportation route. This Prime 6 plan has been chosen by over 1,000 students.

**Clark County SD, Nevada**  
**Contact: Kay Carl (702) 799-5474**

- Ohio districts may choose whether or not to be part of the state's open enrollment program.

**Bucyrus City Schools, Ohio**  
**Contact: Daryl Hall (419) 562-4045**

Also mentioned by  
**Piqua City Schools, Ohio**  
**Contact: Jerry Clark (513) 773-4321**

**Trotwood-Madison City Schools, Ohio**  
**Contact: Don Davis (513) 854-3050 x. 30**

- Students may attend any school in the district via application and lottery.

**Greater Albany Schools, Oregon**  
**Contact: Wayne Goates (503) 967-4519**

**Medford Schools, Oregon**  
**Contact: N/A**

**Yamhill Education Service District, Oregon**  
**Contact: James Redmond (503) 472-1431**

- One magnet school allows students to attend for up to 220 days per year.

**Ector County ISD, Texas**  
**Contact: Gene Buinger (915) 332-9151**

- The C.I.T.Y. school offers seniors an alternative to the regular school program. C.I.T.Y. was developed as a half-day program. Community leaders—college teachers, writers, lawyers, politicians, etc.—teach humanities courses. Students intern for 100 hours in a service agency or a vocation of their choice.

**Roanoke City Schools, Virginia**  
**Contact: E. Wayne Harris (703) 981-2381**

- Parents have the right to select their child's teacher in grades K-6.

**Boyceville Community SD, Wisconsin**  
**Contact: Susan Halseth (715) 643-4331**

- Parents may request that their child attend a middle school or high school out of the family's attendance area, subject to the availability of space and staff. High school students who elect this option forfeit one year of athletic eligibility.

**SD of Janesville, Wisconsin**  
**Contact: Leslie Steinhaus (608) 758-6428**

- Parents are free to choose between two attendance areas. Choices, made in the summer, are for one year only. The district has found that few people actually move, but they "don't feel coerced" to attend the school to which they have been assigned.

**Werton County SD #1, Wyoming**  
**Contact: Ray Partridge (307) 746-4451**

## **COMMUNITY/PARENTAL INVOLVEMENT**

- The district has formed strategic planning committees at each of its schools. They include classified and certified staff members, an administrator, community members, and a school board member. The committees have developed a mission statement, goals, and objectives for each school with input from staff and community. Planning for capital outlay, bond issue items, budget, and programming issues are funneled through the committee.

**Littleton Elementary SD #65, Arizona**  
**Contact: Myrtle Combrink (602) 936-3333**

Also mentioned by  
**Arriba-Flagler CSD #20, Colorado**  
**Contact: Mark A. Ricken (719) 765-4684**

**Grand Rapids, Michigan**  
**Contact: Patricia Oldt (616) 771-2115**

- Beginning with a series of community meetings, including volunteers going to every high school classroom to talk with students, this district is engaged in a community effort to reinvent high school. Four teachers were released half time from classroom instruction to form the core of the planning/implementation team. Cost: staff time

**Scottsdale SD, Arizona**  
**Contact: John Butts (602) 952-6239**

- The district is using the Cambridge model for strategic planning.

**Yuma District #1, Arizona**  
**Contact: Steve Farrar (602) 782-6581 x. 311**

- The Ridgecrest Renaissance is a joint effort between a high school and local businesses. The goal is to increase student motivation. Incentives range from cards for student discounts at local businesses to tee-shirts. Results include substantial increases in students qualifying for honor roll, merit roll, perfect attendance, as well as a general attitude change throughout the school. Cost: \$5,000 - \$6,000, locally supported.

**Northeast Arkansas School District**  
**Contact: John Shewmaker (501) 236-7744**

*Community partnerships can be very hard to maintain. Time is a problem for both business people and for parents.*  
from the NSBA survey

- The district has hired a parent coordinator, who oversees all activities involving parents. Early in the year, all parents are invited to an annual public meeting at which parents learn of anticipated school programs and offer input about the programs. Constant communication is emphasized—newsletters, individual letters, newspaper ads, and television announcements are among the ways the district communicates. Parenting classes are offered at the local college, with registration at individual school sites. The school district pays the tuition for all district parents who attend the classes. Cost: \$27,650

**Van Buren SD #42, Arkansas**  
**Contact: Gloria Keifer (501) 471-3141**

*Many people do not see a need for change because by many traditional measures [our district] is successful—and the children of the most active parents tend to be very successful.*  
 from the NSBA survey on school reform

- A Parent University offers workshops to train parents in effective parenting skills.

**Bakersfield City SD, California**  
**Contact: Ida Randall (805) 631-4761**

- For three years, a community committee has worked to foster collaboration among the community at large, parents, staff, students, government, higher education, and the state education department. The committee is actively involved in restructuring, including publishing a report about parent involvement in the schools.

**Danbury Public Schools, Connecticut**  
**Contact: Kathleen Dzubak (203) 797-4845**

- Each of the district's 11 schools is developing a partnership with a local business. A team at each school attended a day-long workshop and is in the process of implementing a business/school partnership in their school.

**Middletown Public Schools, Connecticut**  
**Contact: Ted Warner (203) 347-4461**

- The Different Drummer Program was instituted at an elementary school to meet the needs of children considered at risk. They spend quality time with a caring adult, known as a Different Drummer, selected because of their intelligence, their nurturing qualities, and their desire to work with children. Different Drummer volunteers participate a minimum of one hour per week.

**Liberty County, Georgia**  
**Contact: La Fayne May (912) 368-3114**

- Community volunteers have established the Silent Witness program to protect students against drugs, weapons, or unforeseen dangers at the high school or middle school level. Volunteers visit each English class each year. They explain to students that they do not have to live in fear of anything and that they have the right to a clean and safe learning environment. They give students a telephone number to call if they have learned of information that could threaten their safety. Volunteers also assure students that although the information will be referred to the school authorities, students' names will never be used.

**Liberty County, Georgia**  
**Contact: Joan Hollingsworth (912) 876-6121**

- An ad hoc committee surveyed, researched, and studied in an effort to develop a comprehensive involvement program. The community determined that multiple approaches would be needed to solve problems of different parents (languages, working, etc.). The committee also recommended that the school board develop a policy that expresses the district's commitment to community involvement—and that the board create a new position of parent/community coordinator. The emphasis of future efforts will be on parent education, including at the preschool level.

**Niles Elementary SD #71, Illinois**  
**Contact: Richard Tomoleoni (708) 647-6642**

- At risk freshmen and sophomores are tutored by volunteer teachers and student "Big Brothers" and "Big Sisters" for 1.5 hours after school twice a week.

**Thornton Township, H.S. District 205, Illinois**  
**Contact: Turnitta Rayburn (708) 596-1000 x. 2602**

- The "Parents As Teachers" program is an effort to raise the quality of preparation of entering students and to get parents involved. Cost: \$4,000 per year

**Ell-Saline USD 307, Kansas**  
**Contact: Theresa Weigel (913) 225-6787**

- The district has hired a parent activities liaison, who is responsible for coordinating four parent resource centers, as well as planning parent activities and coordinating volunteers. The parent liaison actively promotes parent involvement, helps create links between home and school, and between school and community agencies. The parent centers are staffed by a full-time paraprofessional who coordinates building-level parent involvement activities.

**Geary County USD #475, Kansas**  
**Contact: Cheryl Asbury (913) 238-6184**



- The Riverton School Volunteer Program (RSVP) operates in grades K-12. Parent and community people volunteer their time to work at schools to help students learn. The district also makes a major effort to get 100 percent participation at parent conferences, including personal contact.

**Riverton USD #404, Kansas**  
**Contact: Joanna Burgelin (316) 848-3388**

- The district has initiated an Even Start program, a family-centered education program that involves parents and children in cooperative efforts to benefit their children's learning. Early Start (4-year-old preschool) and Parents as Teachers are also part of this district's parent involvement.

**Southern Lyon County, Kansas**  
**Contact: Dennis Versch (316) 392-5519**

- At the start of the year, parents are encouraged to become volunteers. Parents who volunteer are given an orientation on school policy, operation of equipment, and routine procedures. In a school with an enrollment of 130, parent volunteer time has averaged over 7 hours a day.

**Stafford USD #349, Kansas**  
**Contact: Jodi Case (319) 234-5243**

- Volunteers serve as tutors for any student who requests help. Business and industry allow company time for their employees to participate.

**USD #445, Kansas**  
**Contact: Abby Stose (316) 252-6820**

- Parent involvement is encouraged, and a school volunteer coordinator is responsible for organizing their efforts. Last year, more than 170,000 hours were donated. Cost: Negligible

**St. Tammany Parish, Louisiana**  
**Contact: Jordan Brooks (504) 892-2276**

- The Boston Compact is one of the most successful collaborative efforts in the nation. The Boston School Committee agreed to a number of goals, including improving student attendance and achievement. In return, the business community has agreed to hire the district's students and graduates on a priority basis for summer and part-time jobs during school and for permanent positions following graduation.

**Boston Public Schools, Massachusetts**  
**Contact: Edward Dooley (617) 635-9060**

- The volunteer program generated nearly 1 million hours from 44,899 volunteers. At \$4.00 per hour, these volunteers provided \$3.89 million in services to the district.

**Baltimore County Public Schools, Maryland**  
**Contact: JoAnn Murphy (410) 887-4171**

- Each school has a parent involvement committee. The most valuable result is the gradual development of a corps of volunteers who do a great variety of tasks to improve the school's effectiveness. Cost: a dinner honoring volunteers

**Trenton Public Schools, Michigan**  
**Contact: Carol Wallman (313) 676-8600**

Also mentioned by  
**Barrington Public Schools, New Jersey**  
**Contact: Nelson Malony (609) 547-8467**

- A home-school-community liaison provides counseling and workshops to involve and train parents of at-risk students. Other activities include parent-teacher-student resource center, students' radio talks. The district also holds joint parent-student sessions on how to use the computer.

**Holly Springs SD, Mississippi**  
**Contact: Deneice Johnson (601) 252-7723**

- Project LEAP (Longview Education Assistance Project) is a family literacy project. Parents attend school two days a week. They work on basic skills and work toward their GED. They have lunch with their children, who take part in activities that promote literacy.

**Hickory Public Schools, North Carolina**  
**Contact: D. Stuart Thompson (704) 322-2855**

- Every two months, the district sends home brochures on a topic of interest. A 12-page newsletter is sent home quarterly. Monthly meetings communicate information to volunteer coordinators and PTA presidents, so they are aware of what's happening in the district.

**Fort Bragg Schools, North Carolina**  
**Contact: N/A**

- A newsletter four times a year keeps parents in contact with what's going on.

**Barrington SD, New Jersey**  
**Contact: Nelson Malony (609) 547-8467**

- A phone and newsletter chain of key communicators keep the community involved.

**North Wildwood, New Jersey**  
**Contact: Mary Kurtz (609) 522-6885**

- A "parent university" offers specific courses for parents and other taxpayers. They include computers, health-related workshops, conversational foreign language, and other suggestions.

**Totowa Public Schools, New Jersey**  
**Contact: Viktor Joganow (201) 956-2125**

- A group of administrators, staff members, one board representative, interested parents, citizens, business owners serve as key communicators. The group meets monthly to discuss programs, budget, buildings, and other school-related ideas.

**Totowa Public Schools, New Jersey**  
**Contact: Viktor Joganow (201) 956-2125**

- A team of 5 staff members and 1 parent were trained in cooperative communication between home and school. They in turn have trained parents in ways to work effectively with the school to promote better communication.

**Amagansett UFSD, New York**  
**Contact: George Aman (516) 267-3572**

- In response to concerns that the community did not have enough opportunity to have input into the budget, the district instituted open forums that have no set agenda. Two meetings are held, one in the fall and one in the winter. Residents can ask any question or make comments on anything except personnel matters.

**Baldwin UFSD, New York**  
**Contact: Barry Edelson (516) 377-9291**

- For the parents of elementary school children, the district has developed a college financial planning fair. Parents learn what they need to know so they can make informed decisions about investment/savings for their children's higher education. Also involved were representatives of 20 private and governmental institutions.

**Mineola UFSD, New York**  
**Contact: Harry Jaroslaw (516) 741-5036**

- Four parent involvement programs—Family Math, Family Science, MegaSkills, and Parent Outreach—are offered. In Family Math and Family Science, parents and children attend a five-session cycle involved in structured activities that promote science and math.

**City SD of New Rochelle, New York**  
**Contact: Gerald Kirshenbaum (914) 576-4204**

*Economic climate in this area increases the possibility that there will be resistance to change. Change is difficult in any case, and even where issues are not necessarily of pocketbook nature, financial implications almost always enter into the discussion.*  
 from the NSBA survey

- A 28-member committee including parents, citizens, and school representatives, is working to develop the reforms necessary to move the schools into the 21st century.

**Owsego City SD, New York**  
**Contact: Lee Cravotta (315) 343-5885**

Also mentioned by  
**Roslyn Public Schools, New York**  
**Contact: Marilyn Silverman (516) 625-6310**

**Brecksville Broadview Heights, Ohio**  
**Contact: Neil Johnson (216) 546-5200**

**Piqua City Schools, Ohio**  
**Contact: Jerry Clark (513) 773-4321**

- Two 17-year-olds from a class of autistic students are offered a program at their job sites and at other community facilities (libraries, restaurants, the YMCA) within easy travel distance of their homes. A full-time teaching assistant provides support.

**Southern Westchester BOCES, New York**  
**Contact: John McKay (914) 948-7271**

- All parents receive a brochure outlining expected student outcomes in each subject area at each grade level, how students will be assessed, and no-cost ways parents can help their children.

**Midwest City-Del City Schools, Oklahoma**  
**Contact: Cheryl Steele (405) 737-4461**

- A four-year plan to increase parental involvement started with teacher and secretarial training in working with parents. Cost: \$90,000 for the first year

**Portland Public Schools, Oregon**  
**Contact: Mary Ellen Conklin (503) 280-5780**

- Copies of basal readers are provided to parents of eligible Chapter 1 students. Having a home copy of the reader has significantly improved the rate of homework completion. Assignment sheets are sent home weekly. Students are to read orally to a parent, who initials a sheet to indicate that the reading has been completed. Cost: \$4,000 annually

**Cambria Heights SD, Pennsylvania**  
**Contact: Harold Gabrielson (814) 344-8506**

- Senior citizens work for the district and receive tax credits for their time to reduce real estate taxes. This program brings senior expertise into the schools at a nominal cost. Cost: \$5 per hour of time, given as a tax credit.

**Daniel Boone Area SD, Pennsylvania**  
**Contact: Lewis Cuthbert (215) 582-6106**



- Over 100 parents work in the schools on a scheduled weekly basis.

**Marion Center Area Schools, Pennsylvania**  
**Contact: Michael Vedere (412) 397-5551**

- A Citizens Advisory Committee (parents, community members, business leaders) meets to work on ideas or problems assigned to them by the board. Feedback comes back to the board to help them make informed decisions. Cost: very minimal

**Richland SD, Pennsylvania**  
**Contact: Elizabeth Gensante (814) 266-6063**

- Parent classes encouraged parents to visit the schools to learn how they can promote education and help their children.

**Southern Fulton SD, Pennsylvania**  
**Contact: Alleene Hoopengardner (717) 294-3251**

- The superintendent meets with the community in neighborhood coffees in each attendance area. This has enhanced communication.

**Aberdeen Public Schools, South Dakota**  
**Contact: Paul Kinder (605) 622-7188**

- Community Advisory Teams are exploring many aspects of school life, from the length of the school day to whether the district should offer an International Baccalaureate program.

**Bristol City Schools, Tennessee**  
**Contact: Jim Street (615) 988-4171**

- A mobile classroom visits different parts of the community each day. One teacher, one aide, and two parent volunteers conduct parenting sessions.

**Greensville County, Virginia**  
**Contact: Margaret Lee (804) 634-3748**

- A Parent Center Bus makes weekly stops at each of the district's schools, bringing books, educational games, and parenting materials for parents to check out. The program also sponsors preschool co-op programs in neighborhoods. These groups meet in homes and provide preschoolers with chances to play and learn together. The groups also provide support for parents.

**Central Kitsap SD, Washington**  
**Contact: Libby Correll (206) 698-4587**

- A 15-member advisory council consisting of parents, students, and teachers, work together to promote a positive climate for their school building.

**East Valley SD #361, Washington**  
**Contact: Charles Stocker (509) 924-1830**

- Family FUN (Fostering Understanding Nurturing) nights are especially designed for young children and their parents. These activity-based, family centered evenings provide family members a chance to come together, have fun, and work on activities that promote learning. Everyone from the newborn baby to a grandparent is invited to take part. Community members also assist.

**SD of Greenfield, Wisconsin**  
**Contact: Linda Wandtke (414) 281-7100**

**CREATIVE USE OF SPACE**

- A remodeling project enlarged classrooms for both kindergarteners and third graders. The district also set up a five-piece modular unit to create a new science lab and two regular classrooms. Cost: \$200,000

**Miami/Yoden SD #60, Colorado**  
**Contact: Richard Hoeppeal (719) 478-2186**

- An old school building from 1936 is being used for Chapter 1 students in the second grade. Classes number between 12 and 15 students. Also housed in the building is an Alpha Program for 4th through 6th grade students, which helps with study skills, discipline, and lower reading or math skills.

**Okeechobee County Schools, Florida**  
**Contact: Zella Kirk (813) 763-3725**

- Placing English classrooms near the library and a computer lab minimized student travel time between areas to maximize classroom time-on task. Cost: \$40,000

**Ridgewood H.S. #234, Illinois**  
**Contact: David Jennings (708) 456-5880**

- Elementary students are reconstructing an actual 1860s log cabin on the school property. The cabin will become part of an outdoor learning lab, accessible to all students, and will be used in the study of Indiana history. The surrounding area will include a pond and wetlands areas for science.

**South Madison, Indiana**  
**Contact: Nancy Phenix (317) 649-6631**

- In spite of a growing school district, one small elementary school was closed because of the need to reduce operating costs. Cost savings: \$200,000

**St. Frances ISD #15, Minnesota**  
**Contact: J.A. Noennig (612) 753-5713**

- The OASIS tutoring program involves a growing senior citizen population with the schools.

**Pattonville School District, Missouri**  
**Contact: Bob Guttman (phone n/a)**

- The school board examined use of space in schools as it related to curriculum requirements. As a result, the metal shop is being eliminated and the space will be reconfigured for foreign language and computer labs.

**Brick Township Schools, New Jersey**  
**Contact: Dr. Nicastro (908) 477-2800**

- A school for emotionally handicapped students was developed, using a former elementary school.

**Clarkstown Central SD, New York**  
**Contact: Joel Klein (914) 639-6419**

- The district, located in a high-tax, low-wealth area, has reached out to other agencies to encourage them to rent space in schools. They currently rent an entire building to a BOCES and ten additional rooms in two schools to house the county's hearing impaired programs. During the evening hours, the district rents rooms and office space to the fire marshal's office.

**East Meadow UFSD, New York**  
**Contact: Lee Campo (516) 794-7000 x. 290**

- The Nature Nook is an exploratory center where children will discover the wonders of nature. It is composed of three units that provide a hands-on center where students can interact with animals and plants. Within the center will be plants, invertebrates, reptiles, amphibians, mammals, and fish. Cost: \$4,000

**Werton County SD #1, Wyoming**  
**Contact: Larry Hodgson (307) 746-2718**

**CREATIVE USE OF TIME/ORGANIZATION  
 OF THE SCHOOL DAY**

- This district added 30 minutes per day to the school day to increase instructional time.

**Aleutians East Borough Schools, Alaska**  
**Contact: Tom Ryan (907) 383-5222**

- Most schools in the district have some times when teachers can meet to share, learn, plan, and support each other. This has been achieved by adding 30 minutes to four school days to comply with state regulations governing the minutes per week children must spend in school.

**Amphitheater Public Schools, Arizona**  
**Contact: Mike Schmoker (602) 690-7797**

- Teachers at the 7th and 8th grade levels have scheduled time every day to plan as a core (science, math, language arts, social studies). All students in the middle schools are divided into cores—each taught by the same group of teachers.

**Glendale Elementary Schools, Arizona**  
**Contact: Mary Metzger (602) 842-8304**

*"We found that change is messy and threatening and that care has to be taken to assure people that the district is in it for the long haul."*

Kathleen Dzubak,  
 Danbury Public Schools, Connecticut

- Every other Wednesday, the school district dismisses the student body two hours early. Staff development is offered during this time.

**Littleton Elementary SD #65, Arizona**  
**Contact: Myrtle Combrink (602) 936-3333**

- Class periods in the high school have been shortened. At the end of the school day, students receiving a grade of D or F can return for extra help in the subject they are failing. Students who do not need special assistance can take enrichment classes, or, with parental approval, can work in a work release program.

**Williams Unified SD, Arizona**  
**Contact: Glen Hadlock (602) 635-4474**

- In September 1992, the district opened an academy program featuring a curriculum specifically designed to prepare students for careers or further education and training in the field of health services. The teachers and administration instituted a modified bell schedule and a student schedule that varies from day to day in response to the needs of the program. The staff and students in other programs within the school continue to operate on a traditional basis.

**Montebello Unified SD, California**  
**Contact: Margarita Rosette (213) 773-3871**

- This district has adopted an 8-block day plan. Major features include: 1) every-other-day class sessions; 2) classes that meet for 84 minutes; 3) the elimination of study halls. All students now have the opportunity to take 32 courses in a four-year high school career and receive guided practice in class as opposed to no guidance in study hall.

**Byron Consolidated USD #226, Illinois**  
**Contact: Gary Hassler (815) 234-5491 x. 225**

Also mentioned by  
**Ignacio SD #11, Colorado**  
Contact: Fred Smith (303) 563-4521

**Minodia Community High School,  
District 111, Illinois**  
Contact: Steve Thomas (815) 467-2146

**Albany County SD, Wyoming**  
Contact: Bob Bryant (307) 721-4420

- The school community agreed to add 15 minutes per day of instructional time in order to "bank" 6.5 days of staff development. The teacher's union, however, is opposing a proposal to add an additional 30 minutes per day to accumulate 12 additional staff development days.

**Christina SD, Delaware**  
Contact: Marlene James (302) 454-2104

- Converting a high school to outcomes-based education required major restructuring. Students have unscheduled learning time each week—as do staff. Instructional Media Centers in each department will serve as a gathering or connection point.

**Auburn-Washburn USD #437, Kansas**  
Contact: Bruce Thezan (913) 862-0958

- A math and science camp have been added to the summer school sessions of music and reading.

**Southern Lyon County, Kansas**  
Contact: Dennis Versch (316) 392-5519

- The district has added three days of school. At-risk students will attend school until June 30. Cost: \$36,000 in the introductory year

**Valley Center Schools, Kansas**  
Contact: Ron Ballard (316) 755-7100

*Any attempt to extend the school year to do away with the long break during the summer met with significant opposition from the public.  
from the NSBA survey*

- The district has eliminated all pull-out programs for special students. This includes Chapter I, special education, and gifted students. Their special needs are met by the regular teacher with help from special teachers.

**Bardstown City Schools, Kentucky**  
Contact: Patrick Hagan (502) 348-1650

Also mentioned by  
**Eminence ISD, Kentucky**  
Contact: Steve Frommeyer (502) 845-5427

- Students who are in danger of falling behind or failing are given extra time after school or in the summer. Cost: \$40,000 for one year

**Frankfort ISD, Kentucky**  
Contact: Frank Stauffer (502) 875-8661

- A modular schedule has been implemented to accommodate the demands of a 7-period day. Periods 1 and 7 meet for 50 minutes each day. The other five periods are 87 minutes long and are staggered throughout the week.

**St. Tammany Parish, Louisiana**  
Contact: Billy Heckel (504) 643-7366

- A pre-kindergarten program for young five-year-olds (based on developmental age) was offered.

**Comstock Public Schools, Michigan**  
Contact: Ceville Hinman (616) 388-9440

- "Making Time for Making Change" is a program that dismisses students early on 12 Mondays throughout the year. Students go home one hour early, teachers stay one hour late. Teachers accumulate that time as compensatory time (1-1/2 days). Cost: \$10,000

**Delton Schools, Michigan**  
Contact: Marilyn Baker (616) 623-9277

- Several tutorial classes in reading are taught by volunteers and by teachers before the school day.

**Humphreys County SD, Mississippi**  
Contact: Patricia Williams (601) 247-2262

- School starts 15 minutes early 9 days out of 10. On the 10th day, students arrive 2 hours late, while the teachers meet for professional development.

**Madison SD, Michigan**  
Contact: James L. Hartley (517) 263-0741

- Students failing two or more subjects are encouraged to stay after school for a seventh period. Teachers are paid with state remediation/summer school funds. Student tutors are paid with a peer helper grant. Bus transportation is provided.

**Perquimans County Schools, North Carolina**  
Contact: Douglas Umphlett (919) 426-5779

- A 9-period day has increased student course loads, created fewer scheduling conflicts, increased flexibility, and increased access to optional courses. Class size in core subjects increased.

**Sag Harbor UFSD, New York**  
**Contact: John Luciano (516) 725-5302**

- The school year was lengthened by scheduling unused "snow days" during exam week. Teachers receive their contractual days off, and a small staff is needed to supervise and proctor during exam week.

**Sag Harbor USFD, New York**  
**Contact: John Luciano (516) 725-5302**

- The school day has been reorganized into four blocks of 90 minutes each. Students enroll in four courses per semester. This offers them an opportunity to focus on fewer courses at one time.

**Asheboro City Schools, North Carolina**  
**Contact: Diane Frost (919) 625-5104**

- An extra period each day allows junior and senior high school students time for tutoring, test makeup, science lab work, computer lab work, club meetings, etc.

**Parma City Schools, Ohio**  
**Contact: Raymond Sposet (216) 885-8313**

- The high school has a block schedule with three 90-minute periods and one "encore" period at the end of the day. Teachers teach 3 periods and have one planning period per day. Students must take 3 consecutive classes, but they may take all four. During the "encore" period, students who want extra help from teachers may receive it. Teachers may also require students to attend.

**Midwest City-Del City Schools, Oklahoma**  
**Contact: Cheryl Steele (405) 737-4461**

- The school day is divided into six modular teaching units. Students begin each day with a homeroom teacher and continue for reading/language arts. During Mod 2, students are homogeneously grouped for math. In mods 3, 4, and 6, students receive instruction in science, social studies, and English in heterogeneous groups.

**Bristol Township SD, Pennsylvania**  
**Contact: William Kent (215) 943-3200**

- Schedules change daily (7 or 8 period day) to provide additional electives.

**Franklin Area SD, Pennsylvania**  
**Contact: Gene Rexford (814) 432-8917**

- Three separate reforms have all dealt with how this district uses time. A full-day kindergarten replaced the traditional half-day program. Qualified students are now permitted to graduate after three years. A 7th period was added to the high school day.

**Bridge City ISD, Texas**  
**Contact: Harold Ramon (phone N/A)**

- A school-after-school is a dropout retrieval program operating from 4 p.m. to 8 p.m. daily. It offers students who have dropped out another chance to earn a diploma.

**Greensville County, Virginia**  
**Contact: Milton Featherston (804) 634-2195**

- High school students who do not fit the regular program may attend adult education.

**Lee County, Virginia**  
**Contact: John Collier (703) 346-2107**

- A middle school block schedule allows teachers to be decision makers about the amount of time needed to achieve student outcomes.

**Quantico Dependents' School System, Virginia**  
**Contact: Coleman Starnes (703) 221-9775**

- At the request of elementary teachers, the school day was reorganized so they share common planning time.

**Virginia Beach City Schools, Virginia**  
**Contact: John Kalocay (804) 471-5858**

- Two mornings a week, students have a 30-minute tutorial period. Students use this time for second-chance testing, extended learning opportunities, or meeting with teachers for extra help.

**Bremerton SD #100-C, Washington**  
**Contact: Marilee Hansen (206) 478-0753**

- About half the elementary schools have an early dismissal one day a week (with the time made up on the other four days per week). On early dismissal days, students can go home or stay at school to attend classes organized by a parent advisory group—Scouts, Tae Kwon Do, dancing, and foreign language, for example. During this time, teachers meet as a group. The same approach is used at some secondary schools, but they have elected a late arrival, allowing students to sleep late one day a week. The time is used for team planning, not for individual work.

**Central Kitsap SD, Washington**  
**Contact: Jeannie Harmon (206) 689-3480**

*"In organizing for either early release or late arrival, parents have to be involved from the beginning. Any time an alteration of structure occurs affecting parents, they need to be part of the decision."*  
Central Kitsap Schools, Washington

- Century 21 is a three-year high school. Students begin school two weeks early.

**West Valley SD #208, Washington**  
Contact: Jerry Craig (509) 965-2040

### **DISTRICT-STATE RELATIONSHIP**

- Accreditation standards have allowed the district to improve both the instructional program and administrative operations. The goal is to do more than what is required.

**Otoe Elementary SD #78, Nebraska**  
Contact: Benita Thummel (402) 265-2741

- There is a major bill pending to equalize educational funding throughout the state.

**Dallas ISD, Texas**  
Contact: Robby Collins (214) 824-1620

- In creating individual long-term school improvement plans, schools had the opportunity to request waivers of local policy. Waivers have included permission to offer Algebra I as a two-year course, numerical grading for primary grades, and modification of annual school calendars for staff development and parental involvement.

**Houston ISD, Texas**  
Contact: Faye Bryant (713) 892-6070

- The Texas Education Agency allows local school districts to request waivers from some state mandates. This has allowed some schools in this district to pilot a year-round calendar.

**Richardson ISD, Texas**  
Contact: Pam Smith (214) 301-3391

- The school board has regular breakfast meetings with legislators, especially before, during, and after the legislative session. School board members make their concerns known, and the state senator and representatives share information about state level issues and concerns.

**Puyallup SD #3, Washington**  
Contact: Herb Berg (206) 841-8769

### **FACILITIES**

- New guided learning centers, now under construction, will provide flexible spaces for technology, teacher collaboration, libraries, community and school use. The district feels that limited funding and large class size demand collaboration, while technology makes creative solutions more practical.  
Cost: millions of dollars

**Cupertino Union SD, California**  
Contact: Beverly Armstrong (408) 252-3000

- The Saturn School Project is designed to develop new schools differently. Teams of teachers and administrators write proposals that detail a specific educational plan for a new school in a particular community of the district. Teams are selected by a joint committee of teachers and school administrators and released for one semester in advance of the opening of the school to shape the educational program of the school. This approach encourages the possibility of forging new coalitions in public school education, including those with the private sector, foundations, and universities.

**Dade County Public Schools, Florida**  
Contact: Daniel Tosado (305) 995-1497

- In a Satellite Learning Center (SLC), businesses provide space for a school site at its facility. The school system provides the teachers, instructional materials, and related services. The first SLC opened for children of employees of the American Bankers Insurance Group in a facility constructed and paid for by the host corporation on its grounds located in Miami. Since then, three more centers have opened locally.

**Dade County Public Schools, Florida**  
Contact: Daniel Tosado (305) 995-1497

- In a community made up by nine cities, split by the city of Atlanta, and 75 miles in length, the school board decided that all schools should have the same facilities and resources. The district closed 34 schools and remodeled the remaining 51. Middle schools are in all communities. All classrooms are computer networked. All schools have school-based budgets.  
Cost: \$243 million

**Fulton County Schools, Georgia**  
Contact: William McFatter (404) 763-4593

- The district used patrons to carry out a facility study for the school district, allowing non-school people to see the problems and participate in developing solutions.

**Osborne County USD #392, Kansas**  
Contact: Joe Clouse (913) 346-2145



- A bond issue has made it possible to build a vocational education complex and a new high school. Existing facilities were renovated.

**Clalborne County SD, Mississippi**  
**Contact: F.A. White, Jr. (601) 437-4232**

- The senior high was upgraded to improve science labs, update art, technology, and home economics departments. The school now complies with ADA requirements.

**Baldwin UFSD, New York**  
**Contact: Lee Chapman (516) 377-9272**

- A committee that included teachers, support staff, and administrators worked on a facility planning committee. Each member of the committee was networked with a number of other school staff to receive and disseminate ideas, suggestions, concerns, etc. The new school was essentially designed by staff.

**Hopevale UFSD, New York**  
**Contact: Joseph Caligiuri (716) 648-1930**

- A 10,000-square-foot addition was constructed using modular technology. Cost: \$900,000

**Tuckahoe Common SD, New York**  
**Contact: Robert Moraghan (516) 283-3550**

- A 1988 bond (\$675 million) paid for 41 new schools and devoted millions of dollars to renovation projects. All schools are being designed to accommodate goals for technology, energy efficiency, and curriculum.

**Clark County SD, Nevada**  
**Contact: Vern Burk (702) 799-8710**

- Galena High School was built to accommodate a technologically advanced curricular and instructional program. The school features an integrative computerized instructional, research, and management system that supports a curriculum that focuses on interdisciplinary and thematic units. Students and faculty are organized into teams.

**Washoe County SD, Nevada**  
**Contact: Jaculine Jones (702) 851-5630**

- A renovation will include adaptations for today's learning. The district recalled bonds and reissued them at a substantial savings. Savings: \$35,000 - \$40,000

**Franklin Area SD, Pennsylvania**  
**Contact: Bob Ord (814) 432-8917**

- Because of enrollment growth, this district is constructing a new secondary school to house grades 6 and 7. When it is

completed, the high school will change from a 9-12 configuration to grades 10-12. The junior high will house students in grades 8 and 9. The middle school will house students in grades 6 and 7.

**Canyon ISD, Texas**  
**Contact: Jane Stephens (806) 655-1081**

- Three schools that were closed in 1991 have been reopened. One is an alternative middle school for students whose behavior makes it impossible for them to remain in their regular school. A second houses a family service center, a one-stop center for families. The third school is about to reopen as a multicultural arts center.

**Houston ISD, Texas**  
**Contact: Lloyd Choice (713) 892-6800**

- This district has built three new elementary schools and has major remodeling additions at seven other locations. These facilities improvements were made possible by a long-range facility planning effort coordinated across the district.

**Green Bay Public Schools, Wisconsin**  
**Contact: Jerry Whitehouse (414) 448-2146**

## **GROUPING FOR INSTRUCTION**

- Students in grades 6 through 8 are grouped into a "school within a school." This increased group identity and pride, and led to more productivity and responsibility. Cost: \$10,000 for furniture and windows.

**Aleutians East Borough, Alaska**  
**Contact: Jerry Foldenauer (907) 497-2359**

- A true "middle level" program for 5th and 6th graders includes interdisciplinary teaming, cooperative learning, schools within a school, block scheduling, common planning time, and the elimination of tracking and ability grouping. The plan gives the principal great latitude in restructuring. Cost: some additional cost for busing.

**Northeast Arkansas School District**  
**Contact: Harry Branch (501) 586-0483**

- High school academic houses are being developed to direct students into career areas they may wish to enter. For example, in the business house, students learn accounting, business math, shorthand, etc. The goal is to prepare students to take courses beyond high school.

**Tuba City USD 15, Arizona**  
**Contact: George Lee (602) 283-4211**

- The California State Framework sets standards for grouping. Large group instruction supports access to the core curriculum. Small, flexible, ad hoc groups are formed for specific purposes.

**Goleta Union SD, California**  
**Contact: Ida Rickborn (805) 681-1202**

- Students in grades K-3 attend elementary school. 4th - 6th graders are grouped in a middle school. 7th and 8th graders attend junior high. High school is grades 9-12.

**Ignacio SD 11, Colorado**  
**Contact: Superintendent (303) 563-4521**

- A primary school piloted the elimination of grade designations. Children are grouped in a multi-age setting with instruction based on developmental needs.

**Danbury Public Schools, Connecticut**  
**Contact: Kathleen Dzubak (203) 797-4845**

- On the coattails of the Carnegie Council on Adolescent Development's Task Force on Education of Young Adolescents, the district embarked on a reorganization of its K-12 grade configurations. After extensive planning, the district effectively established middle schools that follow the Carnegie recommendations.

**Indian River SD, Delaware**  
**Contact: Patricia Oliphant (302) 436-1000**

Also mentioned by  
**Byron CUSD #226, Illinois**  
**Contact: Frank Conry (815) 234-5491 x. 282**

**Sheldon ISD, Texas**  
**Contact: Ruby Jean Smith (713) 459-7305**

**East Valley SD #361, Washington**  
**Contact: Tom Feldhausen (509) 924-1830**

- 11th and 12th graders who are potential dropouts because of their lack of academic success and poor attendance are served through a competency based program. Their assignments are on a computer so they can work at their own pace. The program has an 80 percent success rate.

**Okeechobee County Schools, Florida**  
**Contact: Phoebe Raulerson (813) 763-3191**

- One elementary school has organized students into Primary I, Primary II, and Intermediate. Instruction is thematic-based and teachers are using the Kovic model for integration. A second elementary school has a Primary House (grades 1-3) with a four-teacher team. Pupils are grouped for instruction in Language Arts and Math.

**Brevard County SD, Florida**  
**Contact: Pat Eyster (407) 631-1911 x. 340**

- Options for grouping in this district include family grouping and cross-grade grouping. Schools have the opportunity to apply to implement the new grouping structures, but they must maintain a traditional approach so that parents have options for their children.

**Cobb County, Georgia**  
**Contact: Phil Blackwell (404) 426-3401**

- High schools have begun to structure their students and personnel into "schools within schools." A 2200-student school is broken into three smaller subschools. Counselors and administrators are dedicated to one of the three schools and will follow students through to graduation.

**Joint SD #2, Idaho**  
**Contact: Rex Johnson (208) 939-1404**

- The district has deliberately untracked its high school with "much success."

**Mundelein C.H.S. #120, Illinois**  
**Contact: Linda Hanson (708) 949-2242**

Also mentioned by  
**Chelsea School District, Michigan**  
**Contact: Harry DeYoung (313) 475-9131**

**School District of Crete, Nebraska**  
**Contact: Jody Isernhagen (402) 826-5855**

**York County, Virginia**  
**Contact: Richard Lewis (804) 898-0300**

- All schools have implemented both cooperative learning and heterogeneous grouping. Student achievement has improved, self-esteem has heightened, and concern for fellow students has increased.

**Beauregard Parish, Louisiana**  
**Contact: Lennie Hanchey (318) 463-5551**

Also mentioned by  
**Arlington ISD, Texas**  
**Contact: Nancy Borver (817) 459-7227**

- Converting a junior high to a middle school involved team teaching, adopting the effective schools model, outcomes-based education, site-based management, and adapting the school site to support instructional goals.

**Auhurn-Washburn USD #437, Kansas**  
**Contact: David Reese (913) 862-1490**



Also mentioned by  
**L'Anse Creuse Public Schools, Michigan**  
Contact: Ronald Johnson (313) 791-1890

**Clark County SD, Nevada**  
Contact: Len Paul (702) 799-5466

**Springboro Community Schools, Ohio**  
Contact: Stephen Bartalo (513) 748-3960

**Oregon City Schools, Oregon**  
Contact: Warren Burley (503) 657-2428

- A special education inclusion model focuses on educating all children. Special services teachers are teaming with regular classroom teachers. Special education students are being educated in the regular education classroom.

**Auburn-Washburn USD #437, Kansas**  
Contact: Don Fast (913) 862-0419

Also mentioned by  
**Attleboro, Massachusetts**  
Contact: Frank Leary (508) 222-1550

**L'Anse Creuse Public Schools, Michigan**  
Contact: Harold Siebert (313) 465-1941

**Ardsley Free Union SD, New York**  
Contact: Rose Green Willner (914) 693-7564

**Mehopac Central SD, New York**  
Contact: Candace LaVigne (914) 628-3415

**Portsmouth Public Schools, Virginia**  
Contact: C.R. Bailey, Jr. (804) 393-8658

*"Primary school is the hardest program to implement."*  
a Kentucky superintendent

- 9th grade students in groups of 25 or less are scheduled for all core curriculum courses together. These students will stay together—with the same teachers—for two years.

**Toledo Public Schools, Ohio**  
Contact: Brian Remsnyder (419) 729-8200

- One elementary school groups students by "family" — K-1, 2-3, and 4-5. They remain in the same family with the same teacher for two years. The school uses the British Primary School system as an example.

**Winfield USD #465, Kansas**  
Contact: Kay Laren (316) 221-5155

- All schools have implemented a K-3 primary program with continuous progress, multi-age groupings, and outcomes-based assessment.

**Boyd County Public Schools, Kentucky**  
Contact: Marganina Phelps (606) 928-4141

Also mentioned by  
**Eminence ISD, Kentucky**  
Contact: David Baird (502) 845-4788

**Fayette County Public Schools, Kentucky**  
Contact: Judy Reddell (606) 281-0233

**Frankfort ISD, Kentucky**  
Contact: Diane Cobb (502) 875-8661

**McPherson USD 418, Kansas**  
Contact: Gay Heurikson (316) 241-2394

**Attleboro Schools, Massachusetts**  
Contact: Dolores Fitzgerald (508) 223-1560

**Millard Public Schools, Nebraska**  
Contact: Sue Spangler (402) 895-8314

**Medford Schools, Oregon**  
Contact: N/A

- Teachers are assigned to the same students for two consecutive years (1-2, 3-4, 5-6, 7-8). This helps in student assessment, accountability, attendance, and attitude.

**Attleboro Schools, Massachusetts**  
Contact: Joseph Rappa (508) 222-0012

- Teachers are encouraged to group children flexibly in the communication arts program. Traditional reading groups have been abolished in favor of grouping by specific need. Need-based groupings may be drawn from the classroom or the grade level.

**Galloway Township Schools, New Jersey**  
Contact: Virginia Hilton (609) 748-1250

- Students in middle school but who have failed once or twice are grouped into one classroom. Although they are technically classified as 7th graders, they have individual instructional plans covering 7th and 8th grades. If they pass, they are promoted to ninth grade in the coming year.

**Bucyrus City Schools, Ohio**  
Contact: Daryl Hall (419) 562-4045

- Elementary staff are beginning the Effective Schools process.

**Mechanicsburg Schools, Ohio**  
**Contact: Bob Hoover (513) 834-2497**

- Elementary students from 15 buildings meet in a single location by grade, one day per week. Gifted students use high school space, facilities, and staff.

**Parma City Schools, Ohio**  
**Contact: Rosemary Gulick (216) 885-8312**

- The district is moving away from homogeneous groupings in grades K-6. After identifying the 10 percent of highest achievers, the remaining students are heterogeneously grouped.

**Governor Mifflin SD, Pennsylvania**  
**Contact: Samuel Varano (215) 775-1461**

- At the elementary and secondary levels, teams of teachers devise instructional units for a "family" of students.

**Greensburg Salem SD, Pennsylvania**  
**Contact: Thomas Yarabinetz (412) 832-2903**

- Heterogeneous grouping is used K-12 except in some high school upper level and AP courses.

**Pequea Valley SD, Pennsylvania**  
**Contact: N/A**

- A total inclusion program for students in grades K-2 meets the needs of EMR and LD students in the classroom through a collaborative team teaching approach. This program is also being used in the gifted and talented program for grades 1-5.

**West Shore SD, Pennsylvania**  
**Contact: Joseph Gargiulo (717) 938-6565**

- Heterogeneous grouping is used in elementary and middle schools.

**Washington County, Virginia**  
**Contact: Bobby Hammond (703) 628-1831**

- A pilot first grade program has joined all 75 first graders in one large room. Three teachers, Chapter 1 teachers, and volunteers work with the students.

**Westmoreland County, Virginia**  
**Contact: David Welling (804) 472-2081**

- Students are grouped for instruction for language, writing skills, geography, and history, all taught in a block. Learning is mostly hands-on, not rote. Cost: "This is a costly program"

**West Valley SD #208, Washington**  
**Contact: Lauri Miller (509) 965-2v12**

- Students who are emotionally disabled or learning disabled are more fully integrated into regular education classes in grades K-5. This model has eliminated the educational resource room altogether and has moved the special education teacher into the regular classroom.

**Pewaukee Schools, Wisconsin**  
**Contact: Lee Wille (414) 691-2100**

## **INSTRUCTIONAL MATERIALS**

- TUB science is a hands-on science curriculum for the elementary level. Designed to replace textbooks, the curriculum was developed by teachers at each grade level with science expertise. Cost: \$73,700 (vs. \$75,000 expected cost for textbooks)

**Adams County SD #14, Colorado**  
**Contact: Barbara Conroy (303) 289-3945**

- Students learn math with hands-on teaching aids. Students understand math by actually seeing and feeling objects they are working with in solving problems.

**Altamont CUSD #10, Illinois**  
**Contact: Sue Marysen (618) 483-5171**

- This district purchased a K-12 curriculum from a larger system, with all subjects aligned. The curriculum is complete with pre- and post-tests. The district is now adapting the curriculum to make it a better "fit." Cost: \$3750

**Unified SD #209, Moscow, Kansas**  
**Contact: William Grimes (316) 598-2205**

*In the midwest, both ultra-conservatives and religious groups have opposed a number of progressive projects and curricular approaches.  
 from the NSBA survey*

- The New Orleans multicultural education program is designed to provide curricula that reflect understanding and respect for children's differences. Its goal is to create an educational environment in which a wide range of cultural groups—women, handicapped individuals, various ethnic groups, and different regional groups—will experience equity. Cost: \$500,000 (year 1)

**New Orleans Public Schools, Louisiana**  
**Contact: Linda Stelly (504) 483-6425**

- Student teams observe worksites in the community. They then relate what they observe on the job to the skills they are learning in the classroom.

**Holly Springs SD, Mississippi**  
**Contact: Mrs. F. Hood (601) 252-2329**

- New language arts textbooks emphasize whole language. The math series is based on the recommendation of the National Council of Teachers of Math. The district also purchased new science and history texts. Cost: \$300,000

**Hoboken Public Schools, New Jersey**  
**Contact: Dennis Sevano (201) 420-2168**

- This district has purchased kits of math manipulatives for geometry, probability, estimation, fractions, patterns, and measurement—all for grades K-2 and 3-6. Staff members also created their own kits for place value. All coordinate with NCTM curriculum standards.

**Amagansett UFSD, New York**  
**Contact: George Aman (516) 267-3572**

- The district has identified the core concepts taught each six weeks, which are identified in the report card so parents can understand how their students are doing.

**Southampton County, Virginia**  
**Contact: J. Corbett (804) 653-2692**

#### **INTEGRATING SERVICES/COLLABORATIONS**

- The School of the 21st Century is a comprehensive, high-quality, affordable early childhood care and education plan that brings together an umbrella of services for students and their families.

**Northeast Arkansas School District**  
**Contact: Shirley Lane (501) 236-8064**

- A partnership with the Evergreen Air Center provides career information, student motivation, and resource sharing.

**Red Rock, Arizona**  
**Contact: Frank Klell (602) 682-3331**

*Please list the one or two greatest obstacles you have faced in implementing school reform.*

1. Money
  2. Money
- from the NSBA survey

- Rather than the traditional special education pull-out program, the resource teacher goes into the regular classroom where several resource room students are clustered. The specialist and regular education teacher plan together and co-teach. They provide the extra assistance necessary to the resource room students within the regular classroom. Cost: none

**El Segundo Unified SD, California**  
**Contact: Kathleen Koop (310) 615-2676**

- Healthy Start, a program funded by the state of California, is a collaborative of providers of health-related services. State, county, city agencies, and departments within the district are working with private agencies, parents, and school site personnel for a clearinghouse for services. The goal is to create a case management process that will facilitate the delivery of needed health services to all students K-8.

**Montebello Unified SD, California**  
**Contact: Darline Robles (213) 726-1225**

- New Beginnings Project is a collaborative effort of the schools, the department of social services, the health department, the community college district, the city of San Diego, and Children's Hospital. This demonstration project provides comprehensive, integrated health and social services to students and families in one school's attendance area. Plans call for demonstration schools throughout the county in the near future.

**San Diego City Schools, California**  
**Contact: Connie Busse (619) 527-6200**

- The town manager's and superintendent's offices have cooperated on a shared services plan that has resulted in significant financial savings. The key to success has been appointing officials from both sides of government who are not "turf warriors" and who want to achieve savings.

**Cheshire Public Schools, Connecticut**  
**Contact: Gregory Florio (203) 272-8137**

- A local youth and family agency was formerly not allowed in the schools. Now the schools provide space for their counselors. The district is also developing a school-based health clinic.

**Groton Public Schools, Connecticut**  
**Contact: George Reilly (203) 536-4957**

- Ten communities have created a voluntary early childhood magnet school. Parents are extensively involved in every aspect of the school—serving on the management team, volunteering during the day, serving on every committee (including hiring). Community social service agencies provide services in the school.

**Project LEARN, Connecticut****Contact: Richard Spindler-Virgin (203) 437-7775**

- Many support services have been consolidated to save money for both the town and the school. They include administrative computer use, printing, distribution, and mailing. They are also examining consolidating custodian and maintenance services.

**West Hartford, Connecticut****Contact: Matthew Borrelli (203) 523-3500**

- The school district works collaboratively with other agencies to provide health and social services to the schools. Each school is visited weekly by a certified nurse to do student assessments in the areas of vision, hearing, dental, and scoliosis screening. Social workers under the supervision of the county also serve the students.

**Martin County SD, Florida****Contact: Jayne Palmer (407) 287-6400 x. 255**

- The Health Department provides an early periodic screening diagnostic testing through the schools. A local college has established one school as a professional development center to serve professional growth needs of both the system and the college.

**Cobb County Schools, Georgia****Contact: Bette Bush (404) 514-3863**

- An after-school recreation program, organized and staffed by the recreation department, is offered to all middle school students to provide them with supervised, structured activities from 3:00 - 6:00 p.m. Students take part in intramurals, play games, and participate in clubs including 4-H and Boy Scouts. Cost: provided by the Decatur Recreation Department

**Decatur City Schools, Georgia****Contact: Karen Eldridge (phone N/A)**

- Elementary schools are served by Family Resource Centers, which help eliminate barriers to education for children. Collaboration with social and health agencies is an integral part of these centers.

**Boyd County Public Schools, Kentucky****Contact: Norma Meek (606) 739-5344**

Also mentioned by

**Kenton County, Kentucky****Contact: N/A**

- The School Development Program is a school-university collaborative effort whose purpose is to bring about school reform through the creation of collaborative working relations between the New Orleans Public Schools, Southern Univer-

sity, and the Yale Child Development Center. It has resulted in a comprehensive approach to achieving school objectives and goals with the child at the center. Cost: \$262,566

**New Orleans Public Schools, Louisiana****Contact: Earline Fuller (504) 483-6425**

- A student support team at each school uses the expertise of all staff within a school who have responsibility for providing support services—school nurses, counselors, the school psychologist, and other faculty members including the director of instruction and the dean of discipline. The goal is to resolve problems related to the behavior or educational needs of students.

**Boston Public Schools, Massachusetts****Contact: N/A**

- Six small, rural northern Maine districts formed a purchasing coalition. This has evolved into a partnership for grants, curriculum development, and teacher inservice training.

**Easton School Department, Maine****Contact: William P. Braun (207) 488-7700**

- The Caring Community is designed to achieve the nation's first education goal: that all children will start school ready to learn. In partnership with health care agencies, the courts, Head Start, Even Start, Parents as Teachers, and private day care providers, the school district's goal is to provide each child with health services, good nutrition, and a secure family.

**Independence Public Schools, Missouri****Contact: James Caccamo (816) 833-3433**

- The Healthy Children and Youth (HCY) program provides early screening, diagnosis, and treatment for children. Medicaid HCY allows certain qualifying school districts to become administrative case managers for Medicaid-eligible children. The school board has become one such agency, which has enabled the district to provide services such as counseling, nursing, psychology, and general health screenings.

**Independence Public Schools, Missouri****Contact: James Caccamo (816) 833-3433**

- The North Carolina Mathematics and Science Coalition includes business and industry representatives, officials from public and private education, teachers, and the N.C. Department of Public Instruction. The coalition has been successful in setting standard goals and objectives for math and science education.

**Franklinton City Schools, North Carolina****Contact: Peggy McGhee (919) 494-2185**

- An interagency council oversees a community-based alternative program for families at risk.

**Perquimans County Schools, North Carolina**  
**Contact: Fondella Leigh (919) 426-5741**

- A collaborative preschool, funded by Chapter 1, special education, and Head Start, is a first for Nebraska.

**Cairo Schools, Nebraska**  
**Contact: Robert Norvell (308) 485-4258**

- Voice mail in all schools allows teachers to leave daily or weekly messages concerning homework, class projects, and school events. Parents can leave messages for teachers at any time of the day or night.

**Township of Ocean SD, New Jersey**  
**Contact: Camille Tighe (908) 531-5700**

- FINISH is a program designed to offer pregnant and parenting teens in grades 9-12 the opportunity to complete their education. Expert child care, funded by the department of social services, is provided while young mothers work toward completing their high school courses and acquiring vocational skills. Parenting education, prenatal, and post partum education are critical program components. Cost: \$4700 per student, which includes quality day care

**Erie 1 BOCES, New York**  
**Contact: Rosemary Conley (716) 686-2099**

- Three neighboring school districts and a teacher's center have created an administrative planning committee that discusses ways to share services, staff development, resources, and innovations.

**Hopevale Union Free SD, New York**  
**Contact: Joseph Caligiuri (716) 648-1930**

- 14 school buildings pool their Chapter 1 funds to plan, offer, assess, and improve Chapter 1 services.

**Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES, New York**  
**Contact: A. Paul Scott (315) 788-0400**

- The New York City schools have qualified as a Medicaid provider. This will provide federal reimbursement for mandated health services for students with disabilities.

**New York City Schools, New York**  
**Contact: Carl Schneider (718) 935-3464**

Also mentioned by  
**Coventry School Department, Rhode Island**  
**Contact: Mr. Capalbo (401) 822-9400**

- The housing authority and the board of education are creating an alternative school for secondary students who have trouble adjusting.

**Niagara Falls City SD, New York**  
**Contact: Cynthia Bianco (716) 286-4253**

- To ensure educational placement of students who are at risk of residential placement if no day program can be provided, an interagency council including the department of social services, probation officers, community mental health, and local school districts, meets to discuss options for individual students.

**Southern Westchester BOCES, New York**  
**Contact: Thomas Gill (914) 948-7271**

- The Delaware Initiative is a service learning project using university students, social service agencies, and student assistance staff from the school district to serve students at risk.

**Delaware City SD, Ohio**  
**Contact: Kim DiLuzio (614) 363-1188**

- Consortiums include everything from artists-in-residence to joint purchasing of supplies, natural gas, etc.

**Beaver Valley Intermediate Unit #27, Pennsylvania**  
**Contact: Thomas Zelesney (412) 774-7800**

- A transitional first grade serves six-year-olds who are not ready for first grade. Collaborations with the health department and the department of human services help meet the needs of these children.

**Tooele County, Utah**  
**Contact: Cleo Riggs (801) 884-4520**

- The Berkley/Campostella Early Childhood Center serves the entire family. Children as young as three can attend a six-hour preschool (with before- and after-school care available). Parents can take parenting classes or visit with representatives of city or health agencies.

**Norfolk City Schools, Virginia**  
**Contact: Cheryl Bunch (804) 441-1977**

- The schools and the city have shared computer services for several years. Now, they also have worked out agreements in postage/mail room services, grounds maintenance, and records management.

**Portsmouth City Schools, Virginia**  
**Contact: James Roberts (804) 393-8435**



- The Madison Project focuses on establishing connections between social services providers and educational programs. A social worker employed by the department of social and health services is assigned to the school for providing family support services, coordinating social services, and facilitating family and parental involvement in school activities.

**Olympia SD, Washington**  
**Contact: Stillman Wood (206) 753-8822**

- The city-wide Early Childhood Collaborative links 50 different city agencies in an effort to improve life outcomes for children ages 0-8. The collaborative selected two public housing complexes and an elementary school. Full range of family support includes parent education, literacy training, health and mental health, job training and placement, housing assistance, and safety.

**District of Columbia Schools**  
**Contact: Maurice Sykes (202) 724-4099**

- Each school has established a "child-study" collaborative team, consisting of regular teachers, specialist teachers (for example, music and art), special education teachers, psychologists, and other resource personnel.

**Elmbrook SD, Wisconsin**  
**Contact: Greg Maass (414) 785-3960**

- The Second Chance program serves adjudicated, emotionally disturbed students from districts in the county in a segregated facility owned by the county. Shared staffing from the school district, and from the department of health and social services, jointly work in the program.

**Oshkosh Area SD, Wisconsin**  
**Contact: David Webster (414) 424-0100**

- Project 2000 is a collaboration with the local university. The focus is on community councils for the development of early childhood, responsible citizenship, alternative programming, academics and technology, and community involvement. Cost: Full implementation would cost \$171,000 in the first year.

**Stevens Point Area Schools, Wisconsin**  
**Contact: Emery Babcock (715) 345-5509**

- F.A.S.T. (Families And Schools Together) integrates community services to better meet the needs of at-risk students. Cost: very limited

**Stevens Point Area Schools, Wisconsin**  
**Contact: Mike Bubla (715) 345-5502**

## **LABOR-MANAGEMENT RELATIONSHIP**

- An outside facilitator was hired to conduct "collaborative bargaining." The goal was to create a win-win scenario. In three days, the district developed a three-year contract accepted by consensus of both the teacher's union and the school board. Cost: \$4,000 - 5,000

**Tanana City Schools, Alaska**  
**Contact: Ron Delay (907) 366-7203**

Also mentioned by  
**Pekin Public Schools District #108, Illinois**  
**Contact: Jerry Parker (309) 346-3151**

**McPherson USD #418, Kansas**  
**Contact: Perry McCabe (316) 241-1643**

**Garden City Public Schools, Michigan**  
**Contact: Mike Wilmot (313) 425-4900**

**Steuben Allegany BOCES, New York**  
**Contact: Margaret Munson (607) 776-7631**

**Brecksville Broadview Heights, Ohio**  
**Contact: Neil Johnson (216) 546-5200**

**Oregon City Schools, Oregon**  
**Contact: Dick Newman (503) 657-2506**

- The school board has begun to implement management principles based on the work of W. Edwards Deming, typically known as Total Quality Management. Teams within volunteering departments or schools are seeking ways to work toward a series of goals, each designed to improve instruction for all children. Because several employers in the district are also adopting Deming's principles, the district hopes to work collaboratively in this new management technique.

**Amphitheater Public Schools, Arizona**  
**Contact: Mike Schmoker (602) 292-4310**

*"Programs like Total Quality have a strange and esoteric sound to school staff and administrators . . . . We decided to break it down into just a few basic concepts, in terms that were meaningful to our employees . . . in this way, Total Quality becomes an enhancement, not an add-on."*

Mike Schmoker,  
 Amphitheater Public Schools, Arizona

- The district is in its fifth year of a performance-based compensation program for administrators, including the superintendent. All administrators have the opportunity to earn as much as 15 percent above base pay. One of the major focuses of the evaluation is how each administrator succeeds in increasing student academic achievement, performance, and success. Cost: \$250,000

**Creighton SD, Arizona**  
**Contact: Donald Covey (602) 381-6018**

A similar plan is used by Clarkstown Central SD, New York

- This district has launched Action 2000, total management planning for district initiatives.

**Tucson Unified SD, Arizona**  
**Contact: Monte Littell (602) 629-8260**

- The school board, superintendent's cabinet, the teacher executive board, and bargaining teams for management and teachers held a two-day workshop on interest based bargaining.

**Elk Grove Unified SD, California**  
**Contact: JoAnne Gatejen (916) 686-7795**

- In 1992, the school board voted to discontinue traditional negotiations. The district formed a 16-member council that will provide a foundation and forum for research and development of issues pertinent to the district. An employee handbook has replaced the master agreement.

**Lamar SD RE 2, Colorado**  
**Contact: Richard Heger (719) 336-3251**

- The current contract between the Dade County Public Schools and the United Teachers of Dade details the collaborative philosophy that serves as the foundation for the school district's reform initiative. The contract contains 44 sections that speak to a broad spectrum of reform initiatives, each supporting a longstanding practice of establishing joint committees and task forces to address reform efforts.

**Dade County Public Schools Florida**  
**Contact: Daniel Tosado (305) 995-1497**

- The district devised and implemented a local model resulting in year-round participative relationships with the unions, causing significant acceptance of tough cost containment decisions.

**Bloomington District #87, Illinois**  
**Contact: Leonard Roberts (309) 827-6031**

Collaborative negotiations also mentioned by  
**Crete-Monee SD #201-U, Illinois**  
**Contact: Bill Hoecker (708) 672-2606**

**Albany Schohorie Schenectady BOCES, New York**  
**Contact: Ruth Kellogg (518) 456-9215**

**Aberdeen Public Schools, South Dakota**  
**Contact: Paul Kinder (605) 622-7188**

*[The greatest obstacles to change] were conflict, a media fight, and mistrust from the state and local union. It became a 'battle of wills.'*  
 from the NSBA survey

- In 1992, the district paid a total of \$24,000 in Christmas bonuses to all staff members as a reward for an increase of 30 percent by students on the Illinois Goal Assessment Program when measured against the previous year. This year the pool will be increased to \$100,000.

**Midwest Central District #191, Illinois**  
**Contact: Michael Risen (309) 968-6868**

- Traditional teacher evaluations were replaced with personal work plans that are far more positive and offer more opportunities for growth. Plans are developed cooperatively between the individual teacher and the principal.

**Niles Elementary SD #71, Illinois**  
**Contact: Tom Ray (708) 966-9280**

- T<sup>2</sup> (Think Tank) brings together 2-3 staff members per building and one member of the administrative committee who meet monthly to talk, socialize, and solve problems.

**Delton Schools, Michigan**  
**Contact: Gordon Christensen (616) 623-9226**

- In a highly unionized system, the bargaining units and the school district have engaged in win/win negotiating since 1990. As a result, contracts have been settled earlier and an atmosphere of cooperation exists.

**Flint Public Schools, Michigan**  
**Contact: James Banks (313) 760-1943**

- A "collective gaining" approach is used in negotiations with teachers. This has allowed the teachers to have greater confidence in relationships with the school board.

**Bozeman Public Schools, Montana**  
**Contact: Sara Young (406) 505-1515**



- Liaison committees with each bargaining unit are being transformed into labor-management forums to foster agreement, especially on issues of school reform.

**Oswego City SD, New York**  
**Contact: Lee Cravotta (315) 343-5885**

- Monthly meetings with teachers and support staff help deal with minor problems before they become major issues.

**Brunswick City SD, Ohio**  
**Contact: Ed Myaeli (216) 225-7731**

- Performance outcomes and merit pay for teachers were developed in cooperation with the AFT.

**Cuyahoga Valley Joint USD, Ohio**  
**Contact: Jerry Shuck (216) 526-5200 x. 901**

*People employed in the public sector must begin to realize what the rest of the world deals with.*  
 from the NSBA survey

- Traditional bargaining was replaced with issues bargaining. Subgroups worked on specific issues. The final resolution was over a weekend when all parties were empowered to resolve the issues.

**Delaware City SD, Ohio**  
**Contact: Nick Pittner (614) 227-8815**

- A new style of bargaining was begun in response to years of adversarial negotiations. A second group was formed to evaluate insurance options.

**Greenville City Schools, Ohio**  
**Contact: Ken Peters (513) 548-3185**

- Frequent meetings and face-to-face dialogue has promoted open communication. A district leadership team includes teachers and administrators and retreats that include the school board. The district has not had a work stoppage in 23 years.

**West Mifflin Area Schools, Pennsylvania**  
**Contact: Joseph Dimperio (412) 466-9133**

- "Consensus bargaining" is the new focus of this district's labor-management relations.

**South Milwaukee, Wisconsin**  
**Contact: Gary Schumacher (414) 768-6300**

## LOCUS OF DECISION MAKING

- The district has launched a special process to restructure a traditional high school into a learning community involving students, staff, parents, and business partners. The goal is to increase student achievement and to help each student plan for the future. The key element is the involvement of those directly affected by the change, and reaching consensus before implementing the proposed change. Cost: None

**Bellflower Unified SD, California**  
**Contact: Donn Ashton (310) 920-1801**

- Staff participation in decision making has increased because of site-based management. Different schools have adopted different modes of operation, based on their individual needs.

**Culver City Unified SD, California**  
**Contact: C. Rethmeyer (310) 839-4361**

Also mentioned by  
**Clark County SD #161, Idaho**  
**Contact: Delbert McFadden (208) 374-5215**

**Des Moines, Iowa**  
**Contact: James Wise (Phone N/A)**

**Webster City SD, Iowa**  
**Contact: William Garner (515) 832-9200**

**East Aurora UFSD, New York**  
**Contact: Robert Fort (716) 652-1215**

*Teachers say they want to be involved in decisions, but are unwilling to spend the time or make the effort.*  
 from the NSBA survey

- To decentralize governance and foster collaboration at school sites, the district has decentralized resources, including staff and curriculum development.

**Boulder Valley Public Schools, Colorado**  
**Contact: John Senger (303) 447-5036**

*The movement to school-based decision-making has caused a change in the role of the board of education. It has been difficult to find persons interested in seeking board seats when this perception of the position has lost authority.*  
 from the NSBA survey

- School improvement teams at each building include parents and staff and, at the high school, students.

**Groton Public Schools, Connecticut**  
**Contact: George Reilly (203) 536-4957**

Also mentioned by  
**Duval County Schools, Florida**  
**Contact: Francis Powell (904) 390-2239**

**Orange County Schools, Florida**  
**Contact: Wes Blamick (407) 849-3284**

**USD #248, Kansas**  
**Contact: N/A**

**Boyd County Public Schools, Kentucky**  
**Contact: Dan Branham (606) 928-4141**

**Frankfort ISD, Kentucky**  
**Contact: Mike Oder (502) 875-8661**

**Garden City Public Schools, Michigan**  
**Contact: Cheryl Willet (313) 425-8900**

**Pass Christian Public School District, Mississippi**  
**Contact: Philip Terrell (601) 452-7271**

**Ardsey Free Union SD, New York**  
**Contact: Stan Toll (914) 693-6300**

**Niagara Falls City School District, New York**  
**Contact: Arthur McDonald (716) 286-4257**

**Franklinton City Schools, North Carolina**  
**Contact: Peggy McGhee (919) 494-2185**

**Hopewell Area SD, Pennsylvania**  
**Contact: Dr. Barnes (412) 375-2348**

**Lewisburg Area SD, Pennsylvania**  
**Contact: Ed Keller (717) 523-3220**

**Pequea Valley SD, Pennsylvania**  
**Contact: N/A**

*School staff have apprehension about making decisions for which they are accountable. It is easier to gripe and have someone outside the schools responsible for what happens.*  
*from the NSBA survey*

- A systematic, ongoing renewal process is helping create an education system that will prepare all students for the 21st century. This includes collaborative decision making on issues including curriculum, instruction, assessment, and overall improvement. Local school-site profiles and improvement plans are an integral part of this renewal.

**Stonington Public Schools, Connecticut**  
**Contact: N/A**

- One secondary school has adopted a faculty senate as its governance structure. A 10-member board consists of 8 teachers and 2 administrators. Teachers elect their own members.

**L'Anse Creuse Public Schools, Michigan**  
**Contact: Richard Benedict (313) 463-5881**

- All appropriate decisions are reviewed in committees (composed of board members, staff, and administrators). The only issues not presented to committees are tuition agreements and routine regular activities.

**Garrison Public School District 51, North Dakota**  
**Contact: Hy C.J. Schlieve (701) 463-2818**

- The district divided its legislative special appropriation 80/20 between the central office (20 percent) and the buildings (80 percent). Teachers, with principals as the resource, were asked to spend the funds in ways they thought would best help students. The only requirements were that there could be no recurring expenditures and teachers could not give the money to themselves.

**Dickinson Public Schools, North Dakota**  
**Contact: Rolli Mound (701) 225-1550**

- The district is moving to a more decentralized decision making model, while still attempting to maintain comparability of services among the seven schools in the district. The middle school will offer choices between integrated curriculum education and thematic instruction.

**Galloway Township Schools, New Jersey**  
**Contact: Bonnie LaFave (609) 748-1250**

- New York state's "Compact for Learning," with strategic planning including site-based management, is in full swing. Committees including staff, faculty, school board, students, parents, and the business community have met to set beliefs, strategies, a motto, etc. Subcommittees with similar makeup at each building location are in the process of forming.

**Clarence Central SD, New York**  
**Contact: Joan Johnston (716) 759-8311**

Also mentioned by  
**Harborfields CSD, New York**  
**Contact: Ray Walters (516) 754-5320**

- The New York City Schools have launched a major effort to institute school-based management at individual schools. A typical team receives a grant of \$9000 for planning. School staff and parents must volunteer to participate in the program. Working with school profile data and input from the school community, the team completes a needs assessment and develops instructional plans that meet the school's needs.

**New York City Schools, New York**  
**Contact: Askia Davis (718) 935-5727**

- A district steering committee of parents, teachers, administrators, and non-teaching staff set district goals and objectives. Now building-level committees are translating those district goals into building action plans.

**Washingtonville CSD, New York**  
**Contact: Walter Dudek (914) 496-2229**

- The district has launched a strategic planning initiative. Cost: \$4,000

**Wessington Springs SD 36-2, South Dakota**  
**Contact: James Heinert (605) 539-9311**

- To support the district's site-based management initiative, teams of administrators visit schools to help identify and resolve problems related to student achievement.

**Weslaco ISD, Texas**  
**Contact: James Lehman (210) 968-6607**

- The district has been a national leader in moving to school-based management and site-based decision-making.

**Prince William County, Virginia**  
**Contact: Edward Kelly (703) 791-8712**

- The district has changed drastically from top-down management style to school-based decisions. The role of the central office is to provide support and guidance.

**Williamsburg-James City Schools, Virginia**  
**Contact: David Papenfuss (804) 253-6746**

- This district has moved to decentralize decision making.

**Everett Schools, Washington**  
**Contact: Royce Holladay (206) 339-4317**

Also mentioned by  
**Clinton County, Iowa**  
**Contact: Jack Klotz (319) 659-5025**

**Neenah Joint SD, Wisconsin**  
**Contact: Jim Wiswall (414) 751-6815**

- School councils make educational decisions, including budget.

**Boyceville Community SD, Wisconsin**  
**Contact: Susan Halseth (715) 643-4331**

- With the community and unions, this district is beginning to explore the benefits of school-based management.

**Dodgeand Schools, Wisconsin**  
**Contact: Carl Munson (414) 386-4404**

- School councils, comprised of elected parents, elected teachers, building principals, and a school board member, are responsible for identifying and planning for changes in school governance that will support desired changes in instruction and assessment. The schools have adopted a consensus decision making model.

**Middleton-Cross Plains Area SD, Wisconsin**  
**Contact: Loren Rathert (608) 828-1600**

- School Effectiveness Teams operate at each building, helping manage building-level operations. Curriculum teams evaluate curriculum.

**Seymour Community SD, Wisconsin**  
**Contact: Bill Loasching (414) 833-2304**

- Faculty, parents, and administrators at each building are involved in making as many decisions as possible.

**Two Rivers SD, Wisconsin**  
**Contact: Keith Martin (414) 793-4560**

- District policy compels involvement in the decision making process by those most affected by a decision.

**Albany County SD, Wyoming**  
**Contact: Charles Head (307) 721-4400**

#### **MINIMUM TEACHER COMPETENCIES**

Although 8.5 percent of the districts who responded to the NSBA survey indicated they had instituted this reform, none of them described a program in detail.

## **MODIFIED SCHOOL YEAR**

- Beginning in July 1993, this district will move to year-round schooling.

**Shelby County, Alabama**  
**Contact: Debbie Smith and Garry Adams**  
**(205) 669-5600**

- In 1992-93, the district operated a dual-track calendar. In the 1993-94 school year, following renovations, all but one school will operate on a 45-15 modified calendar.

**Crane Elementary SD 13, Arizona**  
**Contact: Tom Wynn (602) 782-5183 x 202**

- This district has instituted a year-round school.

**Glendale Elementary Schools, Arizona**  
**Contact: Tom Freehill (602) 842-8280**

Also mentioned by  
**Trotwood-Madison City Schools, Ohio**  
**Contact: Genevieve Caldwell (513) 854-3196**

- All students failing exit examinations will attend a 20-day summer program designed to remediate the area they failed.

**Limon SD RE 45, Colorado**  
**Contact: Jerre Doss (719) 775-9052**

- More than 60 percent of the district's students participated in summer school during the summer of 1991. This program provides an opportunity for students to accelerate academic progress.

**Dade County, Florida**  
**Contact: Daniel Tosado (305) 995-1497**

- Elementary and middle schools are on a five-track modified calendar rather than the traditional school year.

**Duval County Schools, Florida**  
**Contact: Jon Thompson (904) 720-1623**

- To meet the rapid growth in student population, the district initiated a year-round school calendar. Students attend school for 12 weeks, followed by a 3-week break. In the multi-track schools, there are five tracks, so approximately 20 percent of the students are on break at all times.

**Orange County, Florida**  
**Contact: Diane Locker (407) 849-3200**

- One new elementary school is operating on a 6-track calendar (6 weeks on, 3 off), which provides for spring break, Christmas vacation, and the month of July off for all students.

Teachers are on a traditional 10-month contract for the most part, with some on an 11-month contract. Cost: \$60,000 in salaries, \$12,000 in utilities and \$150,000 total cost annually

**Joint SD #2, Idaho**  
**Contact: Darlene Fulwood (208) 888-6701**

- Chapter 1 eligible students attend summer school. Many students corrected deficiencies and were promoted to the next grade.

**Humphreys County SD, Mississippi**  
**Contact: Fred Avery (601) 247-2262**

- Parents are offered a choice of year-round of traditional calendars. The year-round schedule is 45 days on, 15 days off. It includes remediation and enrichment programs during the 15-day intersessions.

**Asheboro Public Schools, North Carolina**  
**Contact: Diane Frost (919) 625-5104**

- The "Flexible Quarter Schedule" is by parental option. Enrichment and mastery skill development are offered at the end of each quarter.

**Henderson County Schools, North Carolina**  
**Contact: Mary Margaret Ingle (704) 697-4133**

*The responsibility for all of society's ills is placed at the door of public elementary and secondary schools, but the resources with which to correct the current ills and to prevent future infestation are not provided. If all educational and social welfare functions AND FUNDS were placed under the control and responsibility of public schools, enormous improvements would be evident immediately.*  
an Arkansas respondent

- This district runs a year-round program as well as a traditional schedule.

**Canyon ISD, Texas**  
**Contact: Leslie Laughter (806) 353-1862**

- All students from preschool through grade 6 are now attending school on a year-round calendar using a single track. At-risk students attend school during the intersessions in November, March, and July, with compensatory education funds providing support for this additional learning time.

**Sheldon ISD, Texas**  
**Contact: Stephanie Cravens (713) 459-7303**

## PROFESSIONAL DEVELOPMENT

- Monthly curriculum seminars are held for all building administrators to update their understanding of the school curriculum. Over a four-month period, administrators gain in-depth knowledge of the various content areas.

### Deer Valley Unified SD, Arizona

Contact: Kay Coleman (602) 481-7791

- Two lead teachers from each site are developed into "resource specialists" for one academic area. These lead teachers are responsible for site-based and grade-level staff development (along with mentor teachers).

### Groleta Union SD, California

Contact: Ida Rickborn (805) 681-1202

- The district has developed its own teacher training program that provides training directly related to the district core curriculum, provides district salary credits, and features collegial and collaborative staff development designs. Since it was implemented five years ago, the program has served to significantly upgrade the teaching competencies of staff and to significantly raise the level of professional satisfaction and motivation.

### Manteca Unified SD, California

Contact: Phill Gustafson (209) 825-3242

- Everyone in the district was trained in cooperative learning, TESA, Madeline Hunter's Essential Elements of Instruction, and Mastery Learning (4 topics, with training lasting 3 years). Trainers were faculty leaders—teams of five for each topic. The commitment for trainers was three years. They were sent to "exotic" places for the best workshops at district expense. This was the district's "best inservice ever." Cost: trainers received no pay for the first year, were paid for years 2 and 3.

### Rocky Ford R2 District, Colorado

Contact: Georgetta Driskill (719) 254-7681

- The Atlanta Math Project is an innovative teacher-enhancement project, involving 13 metro Atlanta school systems, that seeks to provide students with stronger mathematics skills and more creative problem-solving techniques. The project provides teachers with experiences that foster new ideas about the teaching and learning of math and encourages them to implement the National Council of Teachers of Mathematics curriculum.

### Decatur City Schools, Georgia

Contact: Carolyn Gilbert Phone N/A

- Substitutes and classified computer assistants were included in some professional development workshops.

### Joint SD #2, Idaho

Contact: Linda Clark (208) 939-1412

- Teachers in the district gain credit for moving on the salary schedule by attending educational seminars other than college credit courses. They also can gain credit by working on the district's outcomes program or other mandated programs.

### Osborne County USD 392, Kansas

Contact: Joe Clouse (913) 346-2145

- Over the past several years, professional development has changed from a one-shot, district-wide event, usually with a motivational speaker, to a model based on effective staff development methods—practice and feedback. Decision making was shifted from an administrator at the central office to building-level school improvement teams and a professional development council made up of teachers and administrators. The council is now writing an outcomes-based staff development plan.

### Salina USD 305, Kansas

Contact: Nancy Kiltz (913) 826-4705

Also mentioned by

Anthony-Harper USD 361, Kansas

Contact: Chris Kastler (316) 842-5155

### USD 445, Kansas

Contact: Carolyn Roberson (316) 252-6850

- Teachers were trained in the Teacher Expectation-Student Achievement (TESA) method.

### Unified SD #209 Moscow, Kansas

Contact: William Grimes (316) 598-2205

Also mentioned by

Hopewell Area SD, Pennsylvania

Contact: Dr. Gordon (412) 375-7765

- The Jefferson County Public Schools/Gheens Professional Development Academy is responsible for all education and training of teachers and administrators in the district. The district believes that professional development is a primary instrument in school reform. From establishing a peer coaching model for teachers to serving as the contact for the Coalition of Essential Schools, the academy touches the lives of virtually all school staff members. For example, at one elementary school, 90 percent of the teachers take more professional development courses than the state requires; 53 percent have more than double the hours needed to meet state guidelines.

### Jefferson County, Kentucky

Contact: N/A



- This district has contracted with the High Success Network for two years to present five-day workshops on outcomes-based education. Cost: \$55,000

**Oldham County, Kentucky**

**Contact: Thomas Peterson (502) 222-8880**

- This district provides an ongoing program of staff-orchestrated inservice training.

**Beauregard Parish, Louisiana**

**Contact: Lennie Hanchey (319) 463-5551**

- To date, 100 of the district's 950 teachers have been trained in the 4-MAT learning styles technique. The goal is to train remaining teachers during the next three years.

**Iberia Parish, Louisiana**

**Contact: Judith Guidry (318) 364-7641**

- In cooperation with Michigan State University, the district has opened a professional development program at five sites. Subjects include curriculum and innovative teaching methods.

**Flint Public Schools, Michigan**

**Contact: Joyce Putman (313) 760-1250**

- Working with the University of North Dakota, a teacher training collaboration, based on the recommendations of the Holmes Group, provides field-based training for teachers. Cost: \$250,000, funded by Knight Ridder Foundation grant

**Grand Forks School District 1, North Dakota**

**Contact: N/A**

- Before the beginning of school, the district provides a two-day inservice for new staff. Training continues throughout the year. Topics include basics like setting up a grade book, as well as curriculum-related issues.

**Township of Ocean SD, New Jersey**

**Contact: William Hauselt (908) 531-5650**

- Central staff members take over classes so teachers can receive inservice training.

**Willingboro Schools, New Jersey**

**Contact: Joan McAndrew (609) 871-9000 x. 363**

- Teachers are released to participate in a three-cycle series of science workshops (measurement, physical sciences, life sciences). They have also participated in multicultural workshops and whole language sessions. A teacher resource center is run by retired teachers.

**City SD of New Rochelle, New York**

**Contact: Gerald Kirshenbaum (914) 576-4204**

- The Instructional Staff Development Committee has taken charge of planning staff development. The committee includes representatives elected from each school and administrators. They control the budget for conference days. The cost has decreased since the committee has focused on articulation between grade levels and among buildings. The committee often uses district experts as presenters.

**Farmingdale Public Schools, New York**

**Contact: Concetta Chalcraft (516) 752-6570**

- This district has adopted a thematic approach to staff and curriculum development. This year, most workshops focus on three themes: effective strategies for interacting with students, effective strategies for interacting with other adults, and authentic assessment of student progress.

**Jefferson-Lewis-Hamilton-Herkimer-Oneida**

**BOCES, New York**

**Contact: A. Paul Scott (315) 788-0400**

- A staff development center was an outgrowth of an imaginative contract negotiation. The teacher contract eliminated the Masters + 30 level and instituted a career option for teachers who took 15 - 20 hours of credit during a given school year. They were required to take additional hours the next year to receive the same stipend. Administrators are also required to take additional hours of professional development to receive additional pay. The Staff Development Center is governed by an independent governing board.

**Kenmore-Town of Tonawanda, New York**

**Contact: Sam Alaimo (716) 874-8505**

- Experienced teachers can become mentors for a maximum of three years. They mentor new teachers in the district, then cycle back into the classroom.

**Kenmore-Town of Tonawanda, New York**

**Contact: Sam Alaimo (716) 874-8505**

- Administrators, teachers, and parents are working together to plan an inservice program.

**Roslyn Public Schools, New York**

**Contact: Marilyn Silverman (516) 625-6310**

- Support staff are permitted a nontraditional schedule so they can become university graduates and teachers. This program targets minority teaching candidates.

**Clark County Schools, Nevada**

**Contact: George Ann Rice (702) 799-5323**

- One elementary and one middle school serve as professional development school models. Goals include improving the education from diverse background, improving the preparation of preservice teachers, counselors, and administrators, and providing opportunity for professional growth of experienced teachers.

**Washoe County Schools, Nevada**  
**Contact: Jim Weish (702) 851-5640**

- Leadership teams within each building provide professional development goals. This program was selected as Ohio's staff development model of the year. Cost: \$15,000 for training

**North Olmsted City Schools, Ohio**  
**Contact: Nancy Truelson (216) 779-3548**

- Staff development is focused on teaching for multiple intelligences.

**Great Valley SD, Pennsylvania**  
**Contact: Adele Corbett (215) 889-2125**

- The district has made a sizable financial commitment to staff development, offering both mandatory and voluntary activities. All professional staff identify professional goals and are encouraged to attend workshops or classes that will help them meet those goals.

**West Mifflin Area SD, Pennsylvania**  
**Contact: Bert Ogden (412) 466-9193**

- This district has moved to a portfolio-based plan for supervision, evaluation, and staff development. Members of the staff set personal goals related to the improvement of instruction. Throughout the year, each staff member completes classroom and staff development activities and compiles information in a portfolio. At the end of the year, the portfolio is part of the evaluation process.

**Wyomissing Area SD, Pennsylvania**  
**Contact: Elaine Balkiewicz (215) 374-4031**

- Most staff development was moved to a two-day period at the beginning of the year. This schedule allows a smoother opening of school and reduces the half-day interruptions throughout the year.

**Coventry School Department, Rhode Island**  
**Contact: Todd Flarehty (401) 822-9400**

- Staff development is focused on outcome-based education and other curricular topics.

**Huron Public Schools, South Dakota**  
**Contact: Corrine Johnson (605) 352-8945**

*A great deal needs to be done to tailor professional development programs to different levels of personnel—from administrators to paraprofessionals. These programs must also be tailored to the needs of urban students.*

**Ruben Gallegos, Dallas ISD, Schools**

- A director of life-long learning has been hired. A staff development teacher is released to do full-time training. Teachers may use up to five days a year of release time. Cost: \$60,000 to \$75,000 per year

**Kingsport City Schools, Tennessee**  
**Contact: Bill Clark (615) 378-8561**

- This district's goal is to tailor staff development to the needs of various levels of employees—administrators, teachers, paraprofessionals, and parents.

**Dallas ISD, Texas**  
**Contact: Ruben Gallegos (214) 302-2520**

- Professional development conferences designed by teacher leaders promote the curriculum and goals of the school year. Two sessions are held annually. A typical conference offers more than 70 sessions, with topics ranging from instructional-media technology applications to strategies for dealing with students with special needs. Cost: \$4,000 - \$5,000 per conference

**Charlottesville Public Schools, Virginia**  
**Contact: Arletta Dimberg (804) 979-9250**

- The school board and administrators attend an annual retreat.

**Grayson County Schools, Virginia**  
**Contact: Danny Edwards (703) 773-2832**

- In-house teachers conduct much of the district's staff development.

**Westmoreland County, Virginia**  
**Contact: George Ortman (804) 493-8018**

- Teachers have gained salary increases through locally bargained, extended contracts for TRI (Time-Responsibility-Incentives). Days are tied to projects developed by teachers and approved by a building committee. Unused funds budgeted for instructional improvement projects revert back to the building committee for capital expenditures. Cost \$45,000

**Woodland SD #404, Washington**  
**Contact: John Bohrsen (phone N/A)**

- Each year, the school board budgets a specific amount for staff development. The money is under the jurisdiction of a staff committee, which decides how the funds are to be spent. In addition to district-planned staff development, individual teachers or groups of teachers may apply for funds for staff development.

**Johnson Creek Public School, Wisconsin**  
**Contact: Steve Patz (414) 699-3481**

## **PUBLIC/PRIVATE PARTNERSHIPS**

- Public/private partnerships provide resources and teamwork for students in all grade levels. The district is also establishing a foundation to be headed by business and community leaders to raise additional funds to support specific programs.

**Redondo Beach and Redondo Unified, California**  
**Contact: Jim McDonald (310) 379-5449**

- Not only do 2/3 of the schools in this district have established public/private partnerships, but the partnerships are supporting further restructuring.

**Boulder Valley Public Schools, Colorado**  
**Contact: John Senger (303) 447-5036**

- A partnership with the General Electric Corporation has led to technology education, equipment, and materials. The business partner has offered tutors to work with students.

**Plainville Public Schools, Connecticut**  
**Contact: Paul Cavaliere (203) 793-3250**

- A community partnership between the district and the Private Industry Council allows participating students to get hands-on experience in many occupational skill areas, earn a high school diploma, and take home a paycheck every week.

**Martin County SD, Florida**  
**Contact: Carl Miller (407) 287-6400 x. 256**

- The county actively recruits business partners to become involved in school life. The business donates time and/or materials to motivate student performance. The school gives back to the partner via artwork for display, performing on site, entertaining guest Partners, etc. The county has partnerships with 1,856 area businesses.

**Orange County, Florida**  
**Contact: Ronald Blocker (407) 849-3218**

- All 85 schools in the district have at least one business, corporate, or public service partner to support the faculty and

students in their educational efforts. The emphasis of the district's Partners in Education Program is on involving employees rather than funding. Hundreds of hours of volunteer effort have come to the schools through this effort.

**Cobb County Public Schools, Georgia**  
**Contact: Fred Sanderson (404) 426-3454**

- Two museums provide opportunities for children to see and touch history. The museums link past and present with the world and community history. The museums have numerous teaching exhibits, including a courtroom (for mock trials), a one-room schoolhouse, 1930's-40's heroes room, Bill of Rights room and Transportation room.

**Fulton County, Georgia**  
**Contact: Jacque Coxé (404) 552-6339**

- A Business/Education Success Team (BEST) combines efforts to finance and facilitate progressive moves for academic accountability.

**Valley Center Schools, Kansas**  
**Contact: Connie Deitz (316) 265-2095**

- All 56 schools have local businesses assigned to them as partners.

**Calcasieu Parish, Louisiana**  
**Contact: Leo Miller (318) 491-1600**

- The Education/Business Coalition supports the schools.

**Newburyport Public Schools, Massachusetts**  
**Contact: Francis Bresnahan (508) 465-4456**

- "We Mean Business" matches volunteers from the business community with ninth grade students who are not meeting their academic potential. Each business mentor meets with his or her assigned student for at least one hour per week.

**Baltimore County Schools, Maryland**  
**Contact: JoAnn Murphy (410) 887-4171**

- The Maryland Tomorrow is a mentoring program that provides support and incentives to keep students in school through high school graduation. Supported by the local chamber of commerce, it involved nearly 100 adults and more than 200 students. In the four years of the program, the attendance rate of students has increased by 5 percent to 92 percent. Cost: \$601 per student.

**Washington County, Maryland**  
**Contact: Barbara Downey (301) 791-4128**

- Public/private partnerships have led to several "adoptions" — adult mentors who get to know a student in need of special attention.

**Portland School Department, Maine**  
**Contact: N/A**

- Partnerships with Electronic Data Systems, General Motors, and Dow Chemical provide for staff training as well as interaction with students.

**Buena Vista Public Schools, Michigan**  
**Contact: Mildred Mason-Dennis (517) 754-1493**

Other schools with public/private partnerships  
**Rockwood Public Schools, Missouri**  
**Contact: Judy Bushman (314) 938-5225**

**Cabarrus County Schools, North Carolina**  
**Contact: Kaye Amos (704) 786-9474**

**Richland SD, Pennsylvania**  
**Contact: Elizabeth Gensante (814) 266-6063**

**West Shore SD, Pennsylvania**  
**Contact: Elaine Wilson (717) 938-9577**

**Washington County, Virginia**  
**Contact: Amy Smith (703) 628-9992**

- Project PAYBAC goes beyond the traditional partnership. A sophomore job interview unit was developed and conducted by businesses. Parent education for low-income families is subsidized by businesses and takes place in housing projects.

**Millard Public Schools, Nebraska**  
**Contact: Margo Bassinger (402) 895-8418**

- The Maritime Project, which will be fully operational by September 1984, is an alternative education program that teaches students maritime trades.

**Albany Schohorie Schenectady BOCES, New York**  
**Contact: Walter Jones (518) 456-9253**

- A partnership with the Air Force has provided a computer lab dedicated to the use of an artificial intelligence tutor. This is the first partnership in New York between the Department of Defense and a local school district.

**Rome City SD, New York**  
**Contact: Daniel Farsaci (315) 336-0383**

- Partnerships with colleges and universities, businesses, and cultural institutions are designed to be an integral part of the curriculum and program of a school. For example, the Bank Street College of Education has provided staff and curriculum development in multi-age program development as well as

museum education and primary education. Museums and arts organizations have become a part of the ongoing program of each school.

**Yonkers Public Schools, New York**  
**Contact: Gladys Pack (914) 376-8213**

- A full-time coordinator promotes public-private partnerships. An advisory committee representing parents, community organizations, and school staff have identified priorities including marketing the program, identifying site coordinators to facilitate partnerships at the building level, and providing effective staff training. Cost: \$47,000 including salary, benefits, supplies, equipment, and mileage.

**Northshore SD, Washington**  
**Contact: Connie Roberts (206) 489-6335**

- Through a public-private partnership, students conducted research, on-site visitations, and hands-on laboratory experimentation by students to become aware of and concerned about water resources in the community. Cost: Grants to date total \$43,589 have funded this ongoing and developing program.

**Steilacoom Historical SD #1, Washington**  
**Contact: Alonda Droege (206) 588-1885**

- Through a public-private partnership with a bank, all students in one elementary school have opened bank accounts. The bank has also donated a copier and helped with volunteers.

**SD of Greenfield, Wisconsin**  
**Contact: Linda Wandtke (414) 281-7100**

## **ROLE OF SCHOOL BOARDS**

- Schools may request waivers or modification to current waivers to the teachers' labor contract, school board rules, or state of Florida statutes. A Memorandum of Understanding is approved by the school board and the teachers' union. With approved waivers, schools have restructured the school day, created smaller classes, designated new teaching positions/functions, and have implemented a host of other changes designed to improve student achievement and school effectiveness.

**Dade County, Florida**  
**Contact: Daniel Tosado (305) 995-1497**

- New board members are given a "very intensive" orientation to acquaint them with administrators and their respective activities and duties. Individual board members actively take part in strategic planning, district public relations, and advisory boards (education, policy, discipline, problem areas).

**Ridgewood H.S. #234, Illinois**  
**Contact: David Jennings (708) 456-5880**

- Each board member adopts a school, visits it regularly, meets with the principal and staff, and is called upon to represent the board at various school functions. The president and vice president of the board are "floaters," visiting all schools.

**Grand Haven Public Schools, Michigan**  
**Contact: Bill Dean (616) 847-4614**

## **ROLE OF TEACHERS**

- A mentor teacher program matches experienced teachers with new teachers, both experienced and inexperienced.

**Iowa City, Iowa**  
**Contact: Pam Kautz (319) 339-6800**

- Visual arts, music, physical education, and movement teachers work as a team to integrate their subjects. They teach with each other and with classroom teachers, using concepts such as "patterns," "branching," and "rhythm." Cost: \$8,000 per year for materials and training

**Attleboro, Massachusetts**  
**Contact: Deborah Amylon (508) 399-7561**

- A group of teachers (6-8 per building) are paid \$500 apiece to serve as the school improvement team. They plan school improvement work and the inservice programs.

**Madison School District, Michigan**  
**Contact: James L. Hartley (517) 263-0741**

- A teacher-driven committee led to total restructuring of both the elementary and middle school program and configuration.

**Midland Public Schools, Michigan**  
**Contact: Linda Cline (517) 839-2401**

- Because of a belief in teacher empowerment, teachers are given roles in curriculum development, staff development, scheduling, and hiring.

**School District of Crete, Nebraska**  
**Contact: Jody Isernhagen (402) 826-5855**

- The role of teachers is becoming larger. Today, they are advisers to the board on policies and implementation of policies.

**Otoe Elementary SD, Nebraska**  
**Contact: Benita Thummel (402) 265-2741**

- The district's goal is to foster inquiry-based, self-motivated learning. The goal is to move teachers to facilitators of knowledge rather than being the source of information. Inservice focuses on team teaching, a more democratic approach to classroom management, authentic assessments, and thematic curricula.

**Bergen County Technical Schools, New Jersey**  
**Contact: N/A**

- Teachers mentor individual students one-on-one. They take part in informal after-school activities and provide informal counseling.

**North Wildwood Schools, New Jersey**  
**Contact: Carol Babiniuk (609) 522-1454**

- This district is moving from a basal reader to a whole language approach in teaching reading. This requires teachers to teach in a new way.

**Washingtonville CSD, New York**  
**Contact: Walter Dudek (914) 496-2229**

- To create a professional culture in the schools, this district has established study groups on a variety of topics. Teachers and administrators meet together, read professional literature, and discuss issues of importance.

**Wisconsin Rapids SD, Wisconsin**  
**Contact: John Davenport (715) 422-0906**

## **SCHOOL DISTRICT CONSOLIDATION/DECONSOLIDATION**

- In 1992, after a general election, the district became a K-12 district. As a result, one school district (covering two high schools) was eliminated. The consolidation strengthened community support, increased A.D.A. funding, and eliminated extra administrative costs.

**Redondo Beach City and Redondo Unified, California**  
**Contact: Beverly Rohrer (310) 379-5449**



- Three districts were consolidated. As a result, the new district has increased course offerings, implemented the middle school approach, and lowered costs to taxpayers.

**Midwest Central District 191, Illinois**  
**Contact: Michael Risen (309) 968-6868**

- The county and city schools will merge on July 1, 1993. The process includes an administrative merger, curriculum revision, new attendance zones, and grade structure reorganization.

**Henderson County Schools, North Carolina**  
**Contact: Dan G. Lunsford (704) 697-4733**

- The district is still exploring consolidation, but must develop a working relationship with neighboring districts.

**Goshen Central SD, New York**  
**Contact: Joseph Colistra (914) 294-2410**

- A kindergarten center was formed as a result of a reorganization of district grade level assignments. The reorganization resulted in reopening an elementary building for kindergarten students only. Costs were reduced as a result of consolidation.

**North Olmstead City Schools, Ohio**  
**Contact: Jeanne Gaughan (216) 779-3569**

- The district annexed an adjoining district. The annexed district maintains their identity in name, athletics, and other activities. The annexing district provides the superintendent and business office. Both districts have representatives on the school board.

**Alva Independent SD 001, Oklahoma**  
**Contact: N/A**

- Two school districts were consolidated, eliminating some administrative positions. Now the new district is better able to adequately finance its school system.

**Grayson County Schools, Virginia**  
**Contact: Danny Edwards (703) 773-2832**

- Five high schools were consolidated into one. Two of the buildings were converted to middle schools, two to primary schools.

**Lee County, Virginia**  
**Contact: John Collier (703) 346-2107**

## **SCHOOL FINANCE**

- A fundamental "meeting of the minds" of the town council, the school board, and the staff has been achieved by program and financial benchmark. Now the budget uses three descriptors: "maintain," "enhance," and "new." The result is described as "relative civic harmony in a period of regional recession."

**Cheshire Public Schools, Connecticut**  
**Contact: Dr. Ralph Wallace (203) 272-8137**

- By developing a wish list submitted by teachers and prioritized by team leaders and management, items are purchased on a priority (not first-come, first-get) basis. Costs can be controlled and areas of education can be systematically upgraded. Cost: \$0

**Ridgewood H.S. #234, Illinois**  
**Contact: John Berquist (708) 456-5880**

- The district has moved totally to school-based budget allocations, rather than funding many things from the district level.

**Oldham County, Kentucky**  
**Contact: Blake Haselton (502) 222-8880**

- The Minimum Foundation Program allocates instructional staff to schools based on a formula that factors in the number of students in each school. In addition, students in grades K-3 count as 1.15 children in allocating funds; at-risk students count as 1.15; secondary vocational students generate a 5 percent bonus; and remediation students count as 1.1.

**Jefferson Davis Parish, Louisiana**  
**Contact: W.F. Whitford (318) 824-1834**

*Many of our state-mandated reform requirements are not funded. As a result, the burden falls on already financially strapped districts.*  
 from the NSBA survey

- This district is integrating the finances of Chapter 1, Chapter 2, Drug Education, etc. to better meet the needs of at-risk students.

**Holly Springs SD, Mississippi**  
**Contact: Cherrie Shaw (601) 252-2183**

- The district has adopted business service/accounting, which led to receiving the ASBO award for accounting excellence.

**Pattonville, Missouri**  
**Contact: Tom Huddleston (phone n/a)**

- A financing and building strategy was developed to build a 68,000-sq-ft school for 900 students. The school was financed for \$5.1 million and built in one year. Cost: \$5.1 million

**Lower Township Board of Education, New Jersey**  
**Contact: Michael Foster (609) 884-9400**

- Each year, all personnel engage in making recommendations to program supervisors for the future budget. Each supervisor prepares program goals, activities, and expected outcomes in several decision packages. These lead to a zero-based budget each year that has saved millions of dollars.

**Piscataway Schools, New Jersey**  
**Contact: Philip Geiger (908) 572-2289 x. 2513**

- School-site budgeting combined with outcome-based education give autonomy to schools that achieve goals, while still allowing the district to set overall direction for the district.

**Goshen Central SD, New York**  
**Contact: John Kodra (914) 294-2410**

- A community budget committee helps review the district's budget.

**Hicksville Public Schools, New York**  
**Contact: Salvatore Mugavero (516) 733-6600**

Also mentioned by  
**North Olmsted City Schools, Ohio**  
**Contact: Dennis Allen (216) 779-3548**

- Buildings are given more flexibility in the way funds are expended at their schools. They are given a dollar amount before the beginning of each school year to run their instructional program.

**Wayne County Schools, New York**  
**Contact: John Dalton (phone N/A)**

- The district is planning a "quality budget" annually.

**Brentwood Borough SD, Pennsylvania**  
**Contact: Eugene Bolt (412) 881-2227**

- A Citizens' Budget Review Committee helped the school board decide how to cut \$12.7 million from the budget.

**Arlington ISD, Texas**  
**Contact: Marlene Carle (817) 460-4611**

- The district has instituted zero-based budgeting and a great circle of involvement in the budgeting process.

**Newport News Public Schools, Virginia**  
**Contact: Susan Purser (Phone N/A)**

- The city has granted local schools purchasing authority under the Direct Activity Purchase System. This allows principals to purchase directly from vendors without prior approval from central administration. Every year, the school receives an annual allotment, which can be spent for office, maintenance, educational supplies, repairs, office support, and equipment.

**District of Columbia Public Schools**  
**Contact: Rung Pham (202) 724-4030**

## **SCHOOL POLICIES**

- A policy committee of administrators, teachers, a school board member, and parents reviewed and, if necessary, rewrote the school's policy manual. The current draft, now under review, would make the staff and board more responsible to parents and community.

**Fairfield City Schools, Alabama**  
**Contact: Paul R. Goodwin (205) 780-6137**

- The board president and superintendent conducted a week-long, intensive policy review, update, and codification workshop sponsored by the state school boards association. As a result, the school district's policies are now up to date legally—while the district maintained its individuality. Cost: \$2500 + travel

**Tanana City Schools, Alaska**  
**Contact: Ron Delay (907) 366-7203**

- The board president scheduled workshops for two hours prior to regular board meetings to review, rewrite, and update the district's policy manuals. Hundreds of policies were reconsidered, reviewed, or added if needed. Cost: time

**Redondo Beach/Redondo Unified, California**  
**Contact: Valerie Dombrowski (310) 372-8519**

*"[Reviewing board policies] has built a strong confidence among the Board and district as a whole. Here is where accountability is the checkpoint."*  
 Valerie Dombrowski, Board President.  
 Redondo Beach, California

- The district has a policy of involving teachers and parents in reviewing and discussing discipline problems. This review also includes the school site committees and the district advisory council.

**Savanna School District, California**  
**Contact: Gary Fite (714) 220-0470**

- The board constantly reviews policy changes to make sure the trustees are up to date.

**Savanna School District, California**  
**Contact: Gary Fite (714) 220-0470**

Also mentioned by  
**Clarence Central SD, New York**  
**Contact: Thomas Coseo (716) 759-8311**

- The district has initiated a new homework policy. All students will come to school with their homework complete or parents will be called to come to school and sit with their child until the work is complete. At the beginning of the year, many students in this K-12 district did not complete their homework, which must be done at or above a passing grade level (78 percent). By the end of the school year, fewer than 2 percent of students' parents needed to be called.

**Limon SD RE 45, Colorado**  
**Contact: Jerre Doss (719) 775-9052**

- The district has instituted a forum for discussing innovative proposals that may require a district or state waiver. This forum, the Restructuring Council, meets monthly and includes representatives from parents, teachers, administrators, and the central office.

**Christina SD, Delaware**  
**Contact: Ann Mowery (302) 454-2000 x. 256**

- School policies have been reviewed and revised, reflecting the emphasis on site-based decision making.

**Valley Center Schools, Kansas**  
**Contact: O. Nelson Hart (316) 755-7100**

- The school district has established both a human relations policy and an educational and personal rights policy. Both are mutually supportive in their intent. They represent some of the most far-reaching policy actions in terms of establishing a strong and positive human relations climate that supports diversity and multicultural education.

**Howard County Schools, Maryland**  
**Contact: M.E. Hickey (410) 313-6674**

- Policy manuals are reviewed regularly. A new section is covered and reviewed before each monthly school board meeting.

**Garrison Public School District 51, North Dakota**  
**Contact: Hy C.J. Schlieve (701) 463-2818**

- The school board approved a no-smoking policy in all buildings. This is setting a quality of life standard.

**Brentwood Borough SD, Pennsylvania**  
**Contact: Eugene A. Bolt (412) 881-2227**

- School district policies are being revised to give site-based administrators more authority to make decisions.

**Lewisburg Area SD, Pennsylvania**  
**Contact: Donald Baumgartner (717) 523-3220**

- The school district has developed a policy manual in cooperation with the state school boards association.

**Southeastern Greene SD, Pennsylvania**  
**Contact: Superintendent (412) 943-3630**

## **SCHOOL-TO-WORK TRANSITION**

- Calling readiness for the world of work "the fourth R," this district has established a networking partnership initiative with the community.

**Tucson Unified SD, Arizona**  
**Contact: Karen Sanders (602) 629-8277**

- To encourage the school-to-work transition, students are trained through both the business and the vocational agriculture department for work experience. Some students receive credit for work experience.

**Riverton USD 404, Kansas**  
**Contact: Mary Ann Talbot (316) 848-3388**

- "Tech prep" is replacing the general track in high school. Students will follow a college prep or tech prep program of study. The program consists of academics, vocational, and junior college course work leading to a two-year A.S. degree.

**USD #445, Kansas**  
**Contact: Ron Childress (316) 252-6810**

Also mentioned by  
**Grand Rapids Public Schools, Michigan**  
**Contact: Barry Boyer (616) 771-2182**

**Sussex County Vocational School, New Jersey**  
**Contact: Warren Carmen (201) 383-6700**

**Cabarrus County Schools, North Carolina**  
**Contact: Jim Lunsford (704) 786-6191**

**Polk County Schools, North Carolina**  
**Contact: James Causby (704) 894-3051**

**Galveston ISD, Texas****Contact: Mickey Ohlendorf (409) 766-5781**

visits and employment. Enrollment has more than doubled, and students have real job skills when they leave.

**Norfolk City Schools, Virginia****Contact: Frank Peele (804) 441-2957****East Meadow UFSD, New York****Contact: Vincent Cirello (516) 334-3100 x. 405**

- To encourage students to seek employment in the auto repair and sales field, this district is establishing a closer relationship between area auto dealers and the vocational auto program. In the future, the district envisions providing adult education to dealer employees.

- The Community-As-School seeks out community resources that will allow students to earn high school credit by completing hours at an off-campus site and by fulfilling the academic requirements of a Learning Experience Activity Packet (LEAP). This program is partially funded by Chapter 1.

**Monroe Public Schools, Michigan****Contact: Bernie Bodner (313) 241-1491****Sugar Loaf UFSD, New York****Contact: Steve Janove (914) 469-2136 x. 328**

- An alternative classroom is established for students who cannot handle a regular classroom in the high school. Students are mentored by local businesses, and have a job after school. School maintains close contact with the employer, who must write a report at the end of the semester.

- All students in this vocational planning district develop an individualized career plan before entering 9th grade. This plan helps them focus on appropriate education and career goals.

**Monroe Public Schools, Michigan****Contact: Ann Lux (313) 241-1807****Great Oaks Joint Vocational SD, Ohio****Contact: Claire Patterson (513) 771-8840**

- The district eliminated traditional typing and instituted keyboarding. Other business programs were also consolidated. Home ec was consolidated with occupational foods. Savings: \$50,000

- Graduating seniors prepare career passports—documentation of their work, achievements, commendations, etc. Passports are designed to be used on job interviews.

**Maryville R-II Schools, Missouri****Contact: Paul Coffman (816) 562-3255****Great Oaks Joint Vocational SD, Ohio****Contact: Claire Patterson (513) 771-8840**

- Project SERVE forms a partnership among the Hickory Public Schools, NC Outward Bound School and the United Way Volunteer Center to promote key skills identified in the US Department of Labor SCANS report.

- Project STARS helps all students map out an educational program that will help them reach career goals. 9th and 10th grades are devoted primarily to general study. The last two years concentrate on a "constellation"—career-related groupings. Each constellation includes occupations ranging from entry level to those requiring four years of college and beyond.

**Hickory Public Schools, North Carolina****Contact: Duane Kirkman (704) 322-2855****David Douglas SD, Oregon****Contact: John Harrington (503) 252-2900**

- Hospital facilities are used to train 50 9th grade students in the allied health/medical fields for entry into college, the workforce, or a professional school.

- A technology center has replaced the industrial arts program. Twelve centers, dealing with topics such as electronics, applied physics, computer-aided drafting, and photography, are part of the program.

**Camden City Schools, New Jersey****Contact: Marion Proffitt (609) 541-4246****Springfield Township SD, Pennsylvania****Contact: Brian Turner (215) 233-6070**

- Students are in a simulated work situation in their business education course. They work on projects as if they ran a small business. The classroom is set up like an office.

- A career center was implemented at one school district. It is equipped with 30 computers, color monitors, and a comprehensive library of software, videos, and printed material. Senior students use the Center to access information. A new program entitled "Be a \_\_\_\_\_ for a Day" is now in the planning stage.

**Bath Central Schools, New York****Contact: Betty Lou Herter (607) 776-4107****Galveston ISD, Texas****Contact: Trudy Rea (409) 766-5735**

- A partnership with two local machine shops has greatly enhanced the district's machine technology course. The shops have helped the district rewrite curriculum, which now includes blueprint reading. They have opened their facilities to

- A magnet high school focusing on health careers is located in the heart of a regional medical center.

**Northside ISD, Texas**

**Contact: John Boyers (210) 692-0022**

- A business careers focused magnet school operates as a school-within-a-school. Begun with financial and logistical support from area businesses, the school serves students from throughout the county.

**Northside ISD, Texas**

**Contact: James Greene (210) 647-1021**

**STANDARDS/STUDENT ASSESSMENT/OUTCOMES**

- A coalition of school districts has worked together cooperatively to study and develop assessment criteria for students.

**Littleton Elementary SD 65, Arizona**

**Contact: Brian Ott (602) 936-3333**

- Every student is pre- and post-tested in math and reading. Computers monitor student progress.

**Red Rock, Arizona**

**Contact: Frank Klell (602) 682-3331**

- Student progress is monitored and assessed by a curriculum-based measurement that is district norm-referenced.

**Bakersfield City SD, California**

**Contact: Randy Ranes (805) 631-4633**

- A locally developed system uses performance-based assessment to measure student learning for educationally disadvantaged students in terms of both program exit criteria and the "substantial progress" criteria. The district has developed its own computer-supported management system that groups student progress by total district, individual school, and individual classroom. The result is an assessment system for Chapter 1 that relates directly to the district core curriculum and is based on learning outcomes. Cost: \$30,000 to develop, \$5,000 annually to implement.

**Manteca Unified SD, California**

**Contact: Joann Flinn (209) 825-3200**

Other districts focusing on outcomes-based education:

**Peoria Unified SD, Arizona**

**Contact: Janet Barry (602) 486-6005**

**Boulder Valley Public Schools, Colorado**

**Contact: Carla Santorno (303) 447-5088**

**Rocky Ford R2, Colorado**

**Contact: Georgetta Driskill (719) 254-7681**

**Arriba-Flagler C.S.D. #20, Colorado**

**Contact: Fred Trimmer (719) 765-4684**

**Clark County S.D. #161, Idaho**

**Contact: Delbert McFadden (208) 374-5215**

**Altamont CUSD #10, Illinois**

**Contact: John Van Alt (618) 483-6193**

**Bloomington District #87, Illinois**

**Contact: Catharine Parker (309) 827-6031**

**Mundelein Consolidated H.S. #120, Illinois**

**Contact: Linda Hanson (708) 949-2249**

**Township High School District 214, Illinois**

**Contact: Marilyn Kulieke (708) 364-8642**

**Anthony-Harper USD #361, Kansas**

**Contact: DeAnne Hastings (316) 842-5155**

**Geary County USD #475, Kansas**

**Contact: David Flowers (913) 238-6184**

**Unified SD # 209 Moscow, Kansas**

**Contact: William Grimes (316) 598-2205**

**Riverton USD 404, Kansas**

**Contact: Bill Sweeton (316) 848-3388**

**Salina USD 305, Kansas**

**Contact: Marilyn Green (913) 826-4733**

**Stafford USD 349, Kansas**

**Contact: Dennis Boepple (316) 472-5255**

**USD #250, Kansas**

**Contact: Dan Neunsewander (316) 232-3100**

**Valley Center Schools, Kansas**

**Contact: Ron Ballard (316) 755-7100**

**Winfield USD #465, Kansas**

**Contact: Bill Medley (316) 221-5100**

**Buena Vista Public Schools, Michigan**

**Contact: Londia Langston (517) 755-2184**

**Flint Public Schools, Michigan**

**Contact: James Ray (313) 760-1690**

**Garden City Public Schools, Michigan**

**Contact: Cheryl Willet (313) 425-4900**



**Holland Public Schools, Michigan**  
**Contact: Tony Thaxton (616) 393-7501**

**Blue Springs R-1V Schools, Missouri**  
**Contact: Dick Howard (816) 224-1300**

**Maryville R-11 Schools, Missouri**  
**Contact: B.C. Thompson (866) 562-3255**

**Rockwood Public Schools, Missouri**  
**Contact: N/A**

**Ardsey Union Free SD, New York**  
**Contact: Stan Toll (914) 693-6300**

**Farmingdale Public Schools, New York**  
**Contact: Maryalice Gutierrez (516) 752-6512**

**Rome City SD, New York**  
**Contact: Daniel Farsaci (315) 336-0383**

**Steuben Allegany BOCES, New York**  
**Contact: Jim Blizzard (607) 776-7631**

**Wayne County Schools, New York**  
**Contact: Eleanor Gregory (Phone N/A)**

**Harrisburg Schools, Pennsylvania**  
**Contact: Randolph Outen (717) 257-8840**

**Bremerton School District #100-C, Washington**  
**Contact: Mariwyn Tinsley (206) 478-5124**

**Everett Schools, Washington**  
**Contact: Leann Torgerson (206) 339-4200**

**Dodgeland Schools, Wisconsin**  
**Contact: Pat Wild (414) 386-2601**

*Computer or other tracking and reporting is essential to an effective outcomes program.*

Georgetta Driskill, Rocky Ford R2 District, Colorado

- Curriculum standards have been developed at all grade levels. Students who fall below grade level will attend summer school. The graduation and diploma award will be based on demonstrated ability to perform specified tasks.

**Brush Public Schools RE 25, Colorado**  
**Contact: Doug Johnson (303) 842-5176**

- The district is using a number of different assessment techniques. These include the New Standards Project, the PACE Portfolio Project, the California Learning Record, the CRESST History/Social Studies Project, and the California

Learning Assessment System. In addition, the district is developing a new assessment policy and guidelines based on standards and learner outcomes. Cost: funded by district funds, grants from the Rockefeller, MacArthur, and Stuart Foundations and the Pew Charitable Trust, and state assessment advocacy funding.

**San Diego City Schools, California**  
**Contact: Linda Carstens (619) 293-8464**

- Students' progress is evaluated in three main ways: Application Level Assessments (ALA's) given in all grades; a district writing sample given at grades 5 and 8; and the Comprehensive Tests of Basic Skills given at grades 3, 5, 8, and 10. The district also reports the grades of students taking the ACT and the SAT. ALA's align with the curriculum, measure the student's ability to apply the concept being assessed, and often are not paper-and-pencil tests. In 1991-92, elementary students assessed students in two curricular areas and secondary schools implemented one assessment in each subject.

**St. Vrain Valley S.D., Colorado**  
**Contact: Sherri Stephens-Carter (303) 776-6200**

- All teachers in grades K-12 have worked to describe their grade-level expectations in all subject areas in terms of measurable instructional objectives. Students are assessed based on these objectives every 4 to 6 weeks. Reports inform students, teachers, parents, and administrators of student progress as individuals and as groups.

**Byron CUSD #226, Illinois**  
**Contact: Bill Craig (815) 234-5491 x. 274**

- Authentic assessment has been implemented at each of six high schools.

**Township High School District 214, Illinois**  
**Contact: Marilyn Kubeke (708) 364-8642**

- The Kansas Board of Education has established the Quality Performance Accreditation program. Schools first determine the outcome (a statement of agreed-upon results), then set a standard—the acceptable level of excellence. They identify indicators, which must be valid, reliable, measured over time, have policy implications, and be understood by a wide audience. Finally they determine the set of indicators that they will use.

**Ellsworth-Kanopolis, Kansas**  
**Contact: Kent Garhart (913) 472-5561**

- After extensive discussion with teachers, the district eliminated letter grades in K-3, eliminating failure grades in grades 4-5.

**Chelsea School District, Michigan**  
**Contact: Laurice Bissell (313) 475-9131**

- Teachers in each of the ninth grade core classes use portfolio assessment with classroom instruction.

**Polk County Schools, North Carolina**  
**Contact: James Causby (704) 894-3051**

Portfolios also used by  
**Coos Bay Schools, District 9, Oregon**  
**Contact: Vicki Jenkins (503) 267-3104**

- With parental and school agreement, students can set their own graduation requirements for junior and senior years. School board approval is needed to enter the contract.

**Greater Albany Schools, Oregon**  
**Contact: Duane Hedy (503) 967-4525**

- The district adopted a new grading scale (A = 92-100; B = 83-91; C = 74-82; D = 65-73; F = 0-64).

**Cambria Heights SD, Pennsylvania**  
**Contact: Russell DeFrahn (814) 674-3626**

- PROBE combines outcomes-based learning, mastery learning, and cooperative learning. Student learning has increased. Parental involvement has also increased.

**Daniel Boone Area SD, Pennsylvania**  
**Contact: Lewis Cuthbert (215) 582-6106**

- Promotion and retention policies have been written in terms of clearly defined skills in language arts and mathematics. Pacing charts assure correct scope and sequence.

**Dorchester County SD 4, South Carolina**  
**Contact: N/A**

- The district is implementing a variety of student assessment procedures designed to correspond with the instructional program and the evaluation of individual student achievement. The assessment program focuses on both lower and higher levels of thinking.

**Olympia SD, Washington**  
**Contact: Carl Hauser (206) 753-8890**

## **TEACHING TECHNIQUES**

- Mathematics Their Way teaches math concepts to kindergarten children. Activities include number and spatial readiness, counting, graphing, classification, comparison, measuring, place value, problem solving, and whole number operations. Materials include everything from unifix cubes to mirrors to measuring spoons to toothpicks. Cost: \$350/classroom plus teacher training.

**Van Buren S.D. #42, Arkansas**  
**Contact: Carol Brody (501) 474-7942**

- Reading Recovery is a research-based method of intervention for beginning readers having difficulty learning to read. Students who have gone through the program not only catch up with their classmates, but remain with their class for several years after the intervention.

**Deer Valley Unified S.D., Arizona**  
**Contact: Kay Coleman (602) 581-7791**

Also mentioned by  
**Manteca Unified School District, California**  
**Contact: Frank Purdy (209) 825-3200**

**Plainville Public Schools, Connecticut**  
**Contact: Lois Lanning (203) 793-3272**

**Forrestville Valley CUSD #221, Illinois**  
**Contact: Romaine Capp (815) 738-2226**

**Comstock Public Schools, Michigan**  
**Contact: Ceville Hinman (616) 388-9440**

**Hoboken Schools, New Jersey**  
**Contact: John DelMonaco (201) 420-2170**

**Canandaigua City Schools, New York**  
**Contact: Karen Salvia (716) 396-3930**

- The Mathemagician program is offered to students before and after school and during lunch. Although it is a volunteer program, most students participate. Students learn math by a combination of the rote method and friendly competition.

**Williams USD, Arizona**  
**Contact: Jon Sheldahl (602) 635-4428**

- Students are writing in every subject at all levels. Teachers were taught how to integrate writing into all subject areas as a part of the Write On Illinois Program.

**Altamont CUSD #10, Illinois**  
**Contact: Karyn Grunloh (618) 483-5171**

Similar program mentioned by  
**Bardstown City Schools, Kentucky**  
**Contact: Patrick Hagan (502) 348-1650**

- Through the Successive Teaching program, a teacher, students, and their parents can work together for two to three years. A teacher chooses to be assigned to the same group of students for this period. Parents can choose to participate and can withdraw only at the end of the school year.

**MSD of Wayne Township, Indiana**  
**Contact: Phillip Ehrhardt (317) 243-8251**

- Teachers have experimented with various teaching techniques, including cooperative learning, mastery learning, outcomes-based classrooms, and authentic assessment.

**Anthony-Harper USD #361, Kansas**  
**Contact: DeAnne Hastings (316) 842-5155**

- All teachers and administrators have been trained in Madeline Hunter's principles. Other activities include learning styles, Mississippi Effective Schools Program, and extensive staff development.

**Claiborne County SD, Mississippi**  
**Contact: F.A. White, Jr. (601) 437-4232**

- Teachers are trained to use effective techniques in teaching writing and to use writing as a unifier and integrator in the curriculum. An entire faculty is trained at one time. Very high expectations are set for students and teachers.

**Elmont UFSD, New York**  
**Contact: Maria Palandra (516) 326-5500 x. 29**

- Teachers begin each day by teaching "prosocial skills"—everything from giving a compliment and saying thank-you to being honest and saying no.

**Sugar Loaf UFSD, New York**  
**Contact: Chuck Giardina (914) 469-2136 x.315**

- The New Saxon Math Program uses both abstract and concrete teaching methods. Each math lesson is introduced with a concrete learning activity; then students work abstractly.

**Albion Public Schools, Oklahoma**  
**Contact: N/A**

- Project Equal is a district-wide math improvement program, including assessment, staff development, and building improvement plans.

**David Douglas School District, Oregon**  
**Contact: Barbara Rommel (503) 252-2900**

- This district has offered a 5-day course on cooperative learning. Participants then adapt these strategies in their classrooms.

**Great Valley SD, Pennsylvania**  
**Contact: Adele Corbett (215) 889-2125**

- Teaching techniques used in this district include cooperative learning, interdisciplinary learning and teaching, and higher level thinking skills.

**Williamsburg-James City Schools, Virginia**  
**Contact: Carol Beers (804) 253-6781**

## **USE OF NON-TRADITIONAL PERSONNEL**

- The Macon County Role Model Program involves citizens—business people and college professors—in an enrichment program in math and science for middle and high school students.

**Macon County School System, Alabama**  
**Contact: Avery Webber (205) 727-1600**

- One person at each school has the authority to make legal and educational decisions for special education conferences. They are trained in special education law, state regulations, and the paperwork required. They must also have good communications skills.

**Van Buren SD #42, Arkansas**  
**Contact: Steve Morris (501) 474-7942**

- A traditional counseling program was not meeting the needs of all students. The district's goal was to reach out to students with new programs, rather than reacting to trouble when it occurred. The guidance office was restructured, supervised by an assistant principal whose background is in guidance. Four educational advisers, three of whom teach two periods, were hired. Each is responsible for a grade level and moves with that grade level from 9th grade through graduation. Cost: hiring one additional staff member.

**El Segundo Unified SD, California**  
**Contact: Sheralyn Smith (310) 615-2664**

- The district is using teaching assistants to assist elementary classrooms in which class size had increased because of budget reductions. Interim programs, developed in conjunction with a local college, provide more opportunities for learning in the absence of certified staff.

**West Hartford Schools, Connecticut**  
**Contact: John Battles (203) 523-3500**

- Retired administrators are used to fill in as acting personnel. Their knowledge and expertise is invaluable.

**Toledo Public Schools, Ohio**  
**Contact: Gerald Biernacki (419) 729-8200**

- A testing resource counselor is responsible for scheduling, administering, interpreting, and reporting district-wide testing.

**Washington Local Schools, Ohio**  
**Contact: Gary Loeffler (419) 473-8203**

## USE OF TECHNOLOGY

- Technology labs have been installed in several high schools. The labs are used in courses ranging from Applied Biology to Chemistry to Principles of Agriculture. Cost: \$25,000 per school.

### **Shelby County, Alabama**

**Contact: Jimmy Bice (205) 669-5600**

- By taking advantage of technology—everything from electronic mail to satellite communications to CD ROM—this district is changing the way teachers teach and students learn. Cost: \$500,000

### **Aleutians East Borough, Alaska**

**Contact: Charles Beckley (904) 532-2409**

- The district is working toward a 5:1 ratio of students to computers. By 1995, the goal is for each teacher to have a desktop computer, printer, and appropriate software in a networked environment. Comprehensive staff training has gone along with the hardware and software purchases. Cost: \$3.5 million

### **Creighton SD, Arizona**

**Contact: Donald D. Covey (602) 381-6018**

- The district is using technology to improve science and mathematics teaching. Cost: \$250,000 over 4 years.

### **Litchfield Elementary SD, Arizona**

**Contact: Ace Faust (602) 257-3001**

- Categorical funds and foundation grant moneys have provided computer labs in schools to increase academic achievement. A Homework Hotline has increased parent involvement and improved home-school communication.

### **Bakersfield City SD, California**

**Contact: Henrietta Sakamaki (805) 631-4743**

- For over five years, this rural Colorado school district has used satellite instruction to provide enhanced educational opportunities for students. Cost: varies according to student enrollment.

### **Arriba-Flagler CSD #20, Colorado**

**Contact: Mark Ricken (719) 765-4684**

- The district's curriculum revisions include technology as a support for or in some cases to replace traditional instruction.

### **Ignacio SD 11, Colorado**

**Contact: Ann Swine (303) 563-4521**

- The district has established a computer lab for use by all levels of students. In addition, ten computers on rolling carts are available for use in individual classrooms. Cost: \$90,000

### **Miami/Yoden SD #60, Colorado**

**Contact: Richard Hoepfner (719) 486-2186**

- Computer labs networked both to classrooms and to each other are being installed in every building. The first lab has an aide; additional labs do not. Labs teach only outcomes written in the district's outcomes for math and language arts. Operating the labs requires volunteer help. Teachers must be trained and believe in the effectiveness of computer education. Cost: \$100,000/25 computer lab.

### **Rocky Ford R2, Colorado**

**Contact: Jim Wilkins (719) 254-7851**

- A new technology plan has led to a technology lab, computer-taught math, networked computers, etc.

### **Americus City Schools, Georgia**

**Contact: Don Hicks (912) 924-3605**

- The National Science Center Foundation developed a computer-based program to provide instruction in the course traditionally named Algebra I. The lab provides computers for 30 students, and the instruction is entirely self-paced. The teacher serves as a consultant. Even homework is custom printed from the computer according to the specific needs of the students. During the first year of the course, the failure rate in Algebra I was reduced by 60 percent and teachers reported that participants learned more than did students in traditional classes. Cost: \$240,000

### **Hall County, Georgia**

**Contact: David Massey (404) 534-1080**

- Networked computers have reduced the use of workbooks, saving \$40,000 a year. Preliminary results indicate that children who were previously turned off are learning. Cost: \$1 million

### **Midwest Central District #191, Illinois**

**Contact: Michael Risen (309) 968-6868**

- A district technology committee of teachers and management sets priorities and plans. Implemented technologies include computers (in labs and classrooms), writing lab, ILS, video disk, CD ROM, CAD, Amiga Toaster, and CIMS management software. Cost: \$500,000+

### **Thornton Township High School District #205, Illinois**

**Contact: JoAnn Evans (708) 210-2231**

- The district has a complete industrial technology curriculum from grades 6 through 12.

**Clinton County Schools, Iowa**  
**Contact: Mary Corbin (319) 659-5025**

- All high school classrooms are networked with the central office and the library. Much of the library resource material is also networked through CD Rom, allowing research to be conducted from the classroom. All administrative functions—grades, attendance, lunch count—are networked to the building office.

**Ell-Saline USD 307, Kansas**  
**Contact: Linda Loder (913) 225-6633**

- Middle schools have remodeled facilities and revised curriculum to integrate applied technology into the industrial arts curriculum.

**Salina USD 305, Kansas**  
**Contact: Stan Lauer (913) 826-4785**

- Through a partnership with Humana Inc., the New Kid in School project brought computers into the classrooms of Louisville's inner city schools. Today, all students have access to computers (compared with 46 percent of students nationally). The next phase of the project, The New Kid Moves Ahead, will expand the district's capacities to integrate advanced technology into the education of students.

**Jefferson County, Kentucky**  
**Contact: N/A**

- Writing to Read labs, computer curriculum labs, and a technical training center for teachers are part of this district's commitment to technology.

**Calcasieu Parish, Louisiana**  
**Contact: Leo Miller (318) 491-1600**

- Teaching and Learning with Computers (TLC) has been implemented at the second grade at seven elementary schools. TLC is a computer-based program to help students improve in all academic areas.

**St. James Parish, Louisiana**  
**Contact: N/A**

- This district passed a technology millage. Each school submits a plan for the use of computers before they are delivered.

**Grand Haven Public Schools, Michigan**  
**Contact: Rick Kent (616) 847-4614**

- A technology magnet middle school offers computer labs for music, computer-aided design, and applied physics. The goal is "not to entertain students, but to work on team building and creative problem solving."

**Grand Rapids, Michigan**  
**Contact: Barry Boyer (616) 771-2182**

- A course called Principles of Technology is "essential applied (hands-on) physics."

**Lakeshore Public Schools, Michigan**  
**Contact: Gary Grot (616) 428-1400**

- An incentive plan encouraged teachers to learn more about technology. If each teacher attended, participated, and completed 50 hours of training, the school district issued a computer, monitor, printer, and software to them. The teachers owned this equipment. Approximately 80 percent of teachers earned the equipment in the first year. The remaining 20 percent earned it in the second year.

**The Lamphere Schools, Michigan**  
**Contact: James McCann (313) 589-1990**

- An instructional technology department supports teachers and students with hardware and software use in the classroom. The technology includes LAN and four computers/classroom, video cables, satellite programs, interactive multimedia.

**The Lamphere Schools, Michigan**  
**Contact: James McCann (313) 589-1990**

- The district opened a K-5 magnet school for science and technology. The school is nongraded, with multi-age groupings.

**Bozeman, Montana**  
**Contact: Ned Levine (406) 585-1533**

- Classrooms are networked within the building, and district wide. Some programs are placed on the network. Others are available through telephone modem.

**Buena Vista SD, Michigan**  
**Contact: Londia Langston (517) 755-2184**

- Each building has a computer lab staffed with a paraprofessional.

**Trenton Public Schools, Michigan**  
**Contact: Dennis Hamilton (313) 676-8600**



- A \$3 million technology package will network the district, place a computer in all classrooms, create additional labs, and install E-mail. The system will use both MS-DOS and Apple programs.

**Blue Springs R-IV Schools, Missouri**  
**Contact: Dick Ritchie (816) 224-1300**

- A district-wide technology committee plans for integration of future and current technology applications, including communication, instruction, and mainframe applications.

**Pattonville SD, Missouri**  
**Contact: Jayne Kasten (phone N/A)**

Also mentioned by  
**Millard Public Schools, Nebraska**  
**Contact: John Crawford (402) 895-8214**

**Marion Center Area Schools, Pennsylvania**  
**Contact: Gary Grant (412) 5551**

- The district has created the Academy for the Advancement of Science and Technology. Curriculum is interdisciplinary and project-based. The school day is longer than an adult's typical workday—8-1/2 hours. This amounts to 45 weeks of school per year—the longest in the state public school system. The Academy houses state-of-the-art technology, including well appointed physics, chemistry, and biology labs.

**Bergen County Schools, New Jersey**  
**Contact: N/A**

- Thirteen schools and all offices will be linked through a LAN. All teachers and classrooms will be able to communicate with one another.

**Pemberton Township Schools, New Jersey**  
**Contact: Harold Jones (609) 894-4833**

- Each classroom K-8 is being equipped with 4 student stations, one teacher station, color printers, fax machines and printers. Customized curriculum material can be requested from every teacher every day for all classes. Cost: \$4 million

**Piscataway Schools, New Jersey**  
**Contact: Philip Geiger (908) 572-2289 x. 2513**

- A technology initiative identified present technology capability in the county and explored ways to link technology county-wide.

**Salem County Vocational Schools, New Jersey**  
**Contact: Charles Lee (609) 769-0101 x. 305**

- All district schools have computer labs. The district also uses satellite long distance learning.

**Willingboro Schools, New Jersey**  
**Contact: John Peraino (609) 871-9000 x. 591**

- A new high school is equipped with computers in every classroom, linked to a computerized library system. Modems can be taken home to use with family-owned IBM or compatible computers. Several stations are in the library, business department, technology, math labs, etc. School also includes a complete video production studio.

**Canandaigua City Schools, New York**  
**Contact: John Cooper (716) 396-3700**

- The district placed computers in the homes of 10 pre-kindergarten children who are speech and language impaired. The goal is to increase developmental performance, promote computer literacy for parent and child, and enhance parenting skills.

**Asheboro City Schools, North Carolina**  
**Contact: Sue Daughtry (919) 672-6636**

- The district created a training center to use technology in instruction and administration.

**Cabarrus County Schools, North Carolina**  
**Contact: Jean White (704) 786-9805**

- CD-ROMs in media centers and selected classrooms promote less reliance on paper and more emphasis on video presentation of instructional material.

**Fort Bragg Schools, North Carolina**  
**Contact: Bill Landis (919) 436-5410**

- An emerging technology program is required for all eighth graders. Students work in cooperative groups for 10 days before changing partners. Girls are "invited into math/science careers without much to-do."

**Dickinson Public Schools, North Dakota**  
**Contact: Rollie Mound (701) 225-1550**

- The district has installed more than \$3 million worth of McIntosh computers in the past two years. The system is networked to include libraries. Two full-time local trainers provide support.

**Grand Forks School District 1, North Dakota**  
**Contact: Darlene Johnson (701) 746-2200**

- Teachers and other staff members are provided with a computer for home use. Staff members also receive software, printer, and maintenance for their computer.

**Cuyahoga Valley Joint USD, Ohio**  
**Contact: Jerry Shuck (216) 526-5200 x. 901**

- The district is in the process of determining how distance learning would work best—fiber optics or microwave.

**Portage County Schools, Ohio**  
**Contact: Jim Vincent (216) 297-1436**

- The district has added a technology coordinator and is working to incorporate technology into the operations and curriculum.

**Coos Bay Schools, District 9, Oregon**  
**Contact: Tom Leahy (503) 267-3104**

- Computer labs at the elementary level are used for supplementary instruction and diagnosis in basic skills. They form the heart of the district's summer remediation activities.

**Dorchester County SD 4, South Carolina**  
**Contact: N/A**

- A "space lock-in" allowed students to simulate a space launch.

**Bristol City Schools, Tennessee**  
**Contact: Jim Street (615) 968-4171**

- At each campus, a "classroom of tomorrow," featuring the latest in instructional technology, will be established.

**Weslaco ISD, Texas**  
**Contact: James Lehman (210) 968-6607**

- Teachers "earned" computers to use at home by completing 40 hours of inservice on their own time.

**Morgan SD, Utah**  
**Contact: Dale Porter (801) 829-3411**

- The media center has been transformed into an information access center. There are many fewer books and periodicals, but much more access to information through the use of technology.

**Weber SD, Utah**  
**Contact: Jan Parrish (801) 774-4922**

- The district participates in the Apple Classroom of Tomorrow training program. New hardware, software, networks, and technology-related curriculum are being tried at four schools before going into district-wide use. These "frontier teachers" are working with others in their building and the district.

**Northshore SD, Washington**  
**Contact: Debbie Branstetter (206) 489-6359**

- A \$12 million bond issue will provide funds for a six-year phase-in of technology in the classroom. One full-time administrator is responsible for implementing the program.

**Puyallup SD #3, Washington**  
**Contact: Tim McKamey (206) 841-8789**

- In pilot classrooms, each child has access to a computer. In these classrooms, computer technology has been more fully integrated into a variety of curriculum areas. Cost: "Considerable"

**Two Rivers SD, Wisconsin**  
**Contact: Frank Helquist (414) 793-4560**

- Seven school districts are united through fiber optics into an audio-visual television network. Outstanding teachers in all subject areas offer courses to the other districts via this network, which operates eight periods daily.

**Wittenburg-Birnamwood SD, Wisconsin**  
**Contact: Richard L. Roth (715) 253-2213**

## OTHER

- In the past, the superintendent interviewed all administrative candidates and recommended them to the school board. Today, two committees, each including at least one person who does not work for the school system, are responsible for screening and interviewing administrative candidates and recommending them to the school board.

**Fairfield City Schools, Alabama**  
**Contact: Paul R. Goodwin (205) 780-6137**

- Due to an increase in gang activity, this elementary district has set up the Gang Resistance Education and Training (GREAT) program to help students and staff avoid and prevent gang activity on campus and at home.

**Crane Elementary SD 13, Arizona**  
**Contact: Casey Campbell (602) 726-0553**

- After two years of research with parents and community leaders, the AIM program (integrated math, science, and humanities studies for gifted high school students) has been developed. It significantly increases the challenge for gifted students in grades 9-12.

**Peoria Unified SD, Arizona**  
**Contact: Janet Barry (602) 486-6005**

- During the 1992-93 school year, four teachers and one principal were released from teaching to design, in collaboration with the community, a new elementary school program. The school, which will open in September 1993, will be based on creating what the district calls a "brain-compatible" instructional system and environment. Costs: salaries of personnel for one year.

**Scottsdale SD, Arizona**

**Contact: Carolyn Repp (602) 994-8187**

- Because of a large enrollment of Navajo students, the district uses bilingual and ESL instruction to help students comprehend the English words being taught. Teachers also use the native language to reinforce the learning process.

**Tuba City USD 15, Arizona**

**Contact: Ray Vernon (602) 283-4211**

- The Newcomer's Program is a district restructuring effort brought about by the need to deal with changing demographics and the needs of newly arrived immigrant children. It helps meet the needs of the entire family through adult ESL programs and child care as well as a K-6 program that incorporates site-based decision making, thematic instruction, variable grouping, multigraded classrooms, school-based health clinics, and language instruction. Cost: reprioritization of district funds

**Bellflower Unified SD, California**

**Contact: Tom Lau (310) 804-6566**

- A California district has convinced a municipal court judge to volunteer his time after normal sessions to allow the district to bring in chronic truants and their parents. The judge reinforces with the students that the law requires students to be in school and on time. Although it is obviously a last resort, the district's director of student services says "a sensitive judge has made it very effective."

**Cupertino Union SD, California**

**Contact: Jim Paul (408) 252-3000**

- Over 1500 students (of 6,000 high schoolers) work 20 or more hours per week. Records showed the grade point average and attendance for these students was less than for students who worked less than 20 hours per week. As a result, the district now monitors the authorization for work permits. If students fall below standards for grades and attendance, the school calls their boss and requests that work hours be decreased. After one quarter, the permit is pulled if there are no improvements.

**Elk Grove Unified SD, California**

**Contact: Christy Moustris (916) 686-7726**

- A Center for School Development and Redesign provides resources to staff and schools engaged in school reform. The center supports research and development of new ideas, supplemental grant writing, professional development, and any other support activities that enable schools and teachers to take risks and to engage in projects aimed at reform. The Center makes the statement that the school district "takes reform seriously."

**Danbury Public Schools, Connecticut**

**Contact: Kathleen Dzubak (203) 797-4845**

- The district has made extensive initiatives to provide the least restrictive environment to educationally handicapped students. Approximately eight sites have been established for trainable and Intensive Learning Center (ILC) students in regular schools.

**Indian River SD, Delaware**

**Contact: Judith Cullen (302) 436-1000**

- One elementary school has been instrumental in planning, developing, and maintaining a schoolyard habitat. It includes tables, bird feeders, bird baths, a pond, and plantings. Plans for a third phase are in progress and include the development of a forest nature trail, completion of an outdoor classroom-on-the-pond, and the development of a habitat curriculum.

**Decatur City Schools, Georgia**

**Contact: Judy Green (phone N/A)**

- The L.E.A.D. program is an alternative to expulsion and suspension for students with behavioral problems. Saturday School is offered as an alternative to suspension for some offenses (chronic tardiness, cutting classes, truancy). Students make up the time missed in classes during their own time. Two in-school probation officers handle 12-20 case loads for students with juvenile records referred through the school system expulsion program or court services. The alternative has allowed many at-risk students the chance to stay in school. Cost: funding for the probation officers through Juvenile Justice Coordinating Committee

**Liberty County, Georgia**

**Contact: Chris Chalker (912) 876-3795**

- Students can earn \$50 per trimester toward a scholarship by keeping their grades at a B or above average, displaying good work habits and attendance. This begins at the 7th grade level, so a student could earn \$900 by graduation. Funds come from foundations, gifts, grants, and so on. Cost: \$18,000

**Clark County SD #161, Idaho**

**Contact: Delbert McFadden (208) 374-5215**

- Teachers have volunteered to organize and supervise an after-school games program to address the reality of changing family structures. Students meet for 75 minutes after school each week. Teachers take part in simple games such as Scrabble, checkers, and Uno. The students rate this low- or no-cost program very highly. It meets the needs of latchkey children and gives students a close working relationship with teachers who serve as their role models. Cost: little or none

**Earlville CUSD #9, Illinois**  
**Contact: L. Walder (815) 241-8361**

- The district has "brought back" as many special education children for cooperative classes and returned the children to home schools with support staff and programs.

**Elementary SD 159, Illinois**  
**Contact: Thomas Mullins (708) 720-1300**

- Conversational Spanish is offered to 7th and 8th graders. Cost: \$10,000

**Forrestville Valley CUSD #221, Illinois**  
**Contact: Lynn Carter (815) 938-2301**

- The district's early childhood education program serves 120 four-year-old children. The ratio is 1:10, and staff includes three certified teachers, three aides, one secretary, and one parent coordinator who works with parents on parenting skills.

**Bardstown City Schools, Kentucky**  
**Contact: Patrick L. Hagan (502) 348-1650**

- Students in a 7th grade life science class researched and documented poor air quality and coastal erosion in their community. They also visited sixth graders to share what they had learned.

**Jefferson Davis Parish, Louisiana**  
**Contact: W.F. Whitford (318) 824-1834**

- Six classes of at-risk four-year-olds take part in a full day early childhood education program. The curriculum is child-centered, and assessment portfolios are used in place of standardized tests. Cost: \$338,000

**New Orleans Public Schools, Louisiana**  
**Contact: Barbara Emelle (504) 483-6406**

- A grade 8-1/2 has been piloted at two high schools. It allows eighth grade students with histories of academic deficits and high failure rates to attend classes on the high school campus instead of remaining at the junior high level.

**St. James Parish, Louisiana**  
**Contact: N/A**

- A large-scale effort is designed to address the education of minority students. Areas include: minority staffing and promotion, student achievement and participation, student suspension/expulsion, staff development, school-community relations, and multiple cultural curriculum.

**Baltimore County Schools, Maryland**  
**Contact: Evelyn Chatmon (410) 887-4138**

- Believing that assertive discipline was leading to a "near police state built on fault finding," the district has moved to conflict resolution and responsible participation.

**Pass Christian Public SD, Mississippi**  
**Contact: Philip Terrell (601) 452-7271**

- The district runs peer leadership sessions with students, especially at the junior high level which helps with drug education and self-esteem.

**Bath Central School, New York**  
**Contact: Sandy Zaidel (607) 776-4107**

- Elementary students who move within a geographical area are permitted to remain in their original school for the remainder of the year. This reduces the high mobility rate of students.

**Toledo Public Schools, Ohio**  
**Contact: Craig Cotner (419) 729-8200**

- A discipline-based art program has made art come alive.

**Cleveland City, Tennessee**  
**Contact: June Chase (615) 472-9572**

- A.I.M High is a dropout recovery program offering continuous progress instruction. The program is housed in a once-vacant office park, "a silver lining out of the savings and loan crisis."

**Ector County ISD, Texas**  
**Contact: Felipe Alanis (915) 332-9151**

- Plans have been completed to combine the district's at-risk, gifted, and reading programs into an umbrella support initiative for both students and staff.

**Green Bay Public Schools, Wisconsin**  
**Contact: Dan Norad (414) 448-2190**



## Section III - School District Information

This section includes information provided by the school districts that responded to the NSBA survey. It contains the following information on each of the districts:

- Name of the district (listed alphabetically by state)
- School district address
- School district enrollment
- Type of community in which the district is located
- Population of the community, if provided

This section also serves as an index to Sections I and II. Turn to Section II for specific project descriptions as well as names and telephone numbers of district contacts for each of the reforms included in this book.

Section III can also help school board members and other education leaders learn what similar districts are doing to implement school reform. For example, districts might look in this section for other schools in their state, then find the appropriate references in Section II. Or, they might identify districts of similar size, again turning to Section II to see how these districts have addressed specific issues.

### ALABAMA

Fairfield City School System  
P.O. Box 110  
Fairfield, AL 35064  
Enrollment: 2,200  
Suburban (14,000)  
Pages 11, 43, 53

Macon County School System  
P.O. Box 90  
Tuskegee, AL 36083  
Enrollment: 2,000  
Rural (18-19,000)  
Page 49

Shelby County School System  
410 E. College Street  
Columbiana, AL 35051  
Enrollment: 17,000  
Suburban (100,000 +)  
Pages 11, 35, 50

### ALASKA

Aleutians East Borough School District  
P.O. Box 429  
Sandpoint, AK 99661  
Enrollment: 375  
Rural (2,500)  
Pages 19, 23, 50

Tanana City School District  
P.O. Box 89  
Tanana, AK 99777  
Enrollment: 100  
Rural (353)  
Pages 30, 43

### ARIZONA

Amphitheater Public Schools  
701 W. Wetmore Road  
Tucson, AZ 85705  
Enrollment: 14,000  
Suburban (N/A)  
Pages 7, 19, 30

Crane Elementary School District 13  
4250 W. 16th Street  
Yuma, AZ 85364  
Enrollment: 4873  
Rural (N/A)  
Pages 35, 53

Creighton School District  
2702 E. Flower Street  
Phoenix, AZ 85016  
Enrollment: 5,804  
N/A (N/A)  
Pages 31, 50

Deer Valley Unified School District  
20402 N. 15 Avenue  
Phoenix, AZ 85027  
Enrollment: 17,000  
Suburban (N/A)  
Pages 36, 48



**ARIZONA cont.**

Glendale Elementary Schools  
7301 N. 58th Avenue  
Glendale, AZ 85302  
Enrollment: 9,300  
Suburban (N/A)  
Pages 19, 35

Globe Unified  
501 Ash Street  
Globe, AZ 85501  
Enrollment: 2,025  
Rural (10,000)  
Pages 11, 12

Litchfield Elementary School District  
553 Plaza Circle  
Litchfield Park, AZ 85340  
Enrollment: 1,500  
Rural (5,000)  
Pages 9, 50

Littleton Elementary School District 65  
P.O. Box 280  
Cashion, AZ 85329  
Enrollment: 1,400  
Rural (N/A)  
Pages 14, 19, 46

Peoria Unified School District  
6330 W. Thunderbird Road  
Glendale, AZ 85306  
Enrollment: 23,248  
Suburban (N/A)  
Pages 46, 53

Red Rock  
P.O. Box 1010  
Red Rock, AZ 85245  
Enrollment: 60  
Rural (N/A)  
Pages 27, 46

Scottsdale School District  
3811 N. 44th Street  
Phoenix, AZ 85018  
Enrollment: 20,000  
Suburban (N/A)  
Pages 14, 54

Tuba City Unified School District 15  
Tuba City, AZ 86045  
Enrollment: 2,500  
Rural (25,000)  
Pages 23, 54

**ARIZONA cont.**

Tucson Unified School District  
1010 E. 10th Street  
Tucson, AZ 85705  
Enrollment: 58,000  
Large-size Urban (600,000)  
Pages 31, 44

Williams Unified School District  
9th Street & Oak  
Williams, AZ 86046  
Enrollment: 700 +  
Rural (3,500)  
Pages 19, 48

Yuma District 1  
450 6th Street  
Yuma, AZ 85364  
Enrollment: 9,200  
Rural (N/A)  
Page 14

**ARKANSAS**

Northeast Arkansas School District  
631 W. Court  
Paragould, AR 72450  
Enrollment: 2,435  
Rural (18,500)  
Pages 14, 23, 27

Van Buren School District 42  
2221 Pointer Trail  
Van Buren, AR 72956  
Enrollment: 4,910  
Suburban (19,000)  
Pages 15, 48, 49

**CALIFORNIA**

Bakersfield City School District  
Education Center  
1300 Baker Street  
Bakersfield, CA 93305  
Enrollment: 26,198  
N/A  
Pages 5, 15, 46, 50

Bellflower Unified School District  
16703 S. Clark Avenue  
Bellflower, CA 90706  
Enrollment: 10,688  
Suburban (N/A)  
Pages 32, 54

**CALIFORNIA cont.**

Culver City Unified School District  
 4034 Irving Place  
 Culver City, CA 90230  
 Enrollment: 4,800  
 Suburban (40,000)  
 Page 32

Cupertino Union School District  
 10301 Vista Drive  
 Cupertino, CA 95014  
 Enrollment: 13,500  
 Suburban (N/A)  
 Pages 12, 22, 54

Elk Grove Unified School District  
 8820 Elk Grove Boulevard  
 Elk Grove, CA 95624  
 Enrollment: 31,000  
 Suburban (124,300)  
 Pages 31, 54

El Segundo Unified School District  
 641 Sheldon Street  
 El Segundo, CA 90245  
 Enrollment: 2,100  
 Suburban (N/A)  
 Pages 5, 27, 49

Goleta Union School District  
 401 N. Fairview Avenue  
 Goleta, CA 93117  
 Enrollment: 4,100  
 N/A (N/A)  
 Pages 24, 36

Manteca Unified School District  
 2901 E. Louise Avenue  
 P.O. Box 32  
 Manteca, CA 95336  
 Enrollment: 13,400  
 Mid-size Urban (52,000)  
 Pages 36, 46, 48

Montebello Unified School District  
 123 S. Montebello Boulevard  
 Montebello, CA 90640  
 Enrollment: 32,809  
 Suburban (130,000)  
 Pages 11, 19, 27

Redondo Unified School District  
 1441 Inglewood Avenue  
 Redondo Beach, CA 90278  
 Enrollment: 8,430  
 Suburban (62,000)  
 Pages 5, 12, 39, 41, 43

**CALIFORNIA cont.**

San Diego City Schools  
 4100 Normal Street  
 San Diego, CA 92103  
 Enrollment: 125,000  
 Large-size Urban (N/A)  
 Pages 4, 9, 27, 47

San Francisco Unified School District  
 135 Van Ness Avenue  
 San Francisco, CA 94102  
 Enrollment: 64,000  
 Large-size Urban (N/A)  
 Page 13

Savanna School District  
 833 Kouri Lane  
 Anaheim, CA 92804  
 Enrollment: N/A  
 N/A (N/A)  
 Pages 43, 44

**COLORADO**

Adams County School District 14  
 4720 E. 69th Avenue  
 Commerce City, CO 80022  
 Enrollment: 5,500  
 Suburban (18,000)  
 Pages 9, 26

Arriba-Flagler Consolidated School District 20  
 421 Julian  
 P.O. Box 218  
 Flagler, CO 80815  
 Enrollment: 237  
 Rural (650)  
 Pages 14, 46, 50

Boulder Valley Public Schools  
 6500 E. Arapahoe Avenue  
 Boulder, CO 80301  
 Enrollment: 24,000  
 Mid-size Urban (N/A)  
 Pages 32, 39, 46

Brush Public Schools RE 25  
 527 Industrial Park Road  
 Brush, Co 80723  
 Enrollment: 1,350  
 Rural (6,000)  
 Pages 9, 47

**COLORADO cont.**

Ignacio School District 11  
P.O. Box 446  
Ignacio, CO 81137  
Enrollment: 982  
Rural (N/A)  
Pages 20, 24, 50

Lamar School District RE 2  
210 W. Pearl  
Lamar, CO 81052  
Enrollment: 2,053  
Rural (9,901)  
Page 31

Limon School District RE 45  
P.O. Box 249  
Limon, CO 80828  
Enrollment: 511  
Rural (N/A)  
Pages 6, 35, 44

Miami/Yoden School District #60  
420 Rush Road  
Rush, CO 80833  
Enrollment: 200  
Rural (N/A)  
Pages 18, 50

Rocky Ford R2 District  
601 South 8th Street  
Rocky Ford, CO 81067  
Enrollment: 1,200  
Rural (4,500)  
Pages 36, 46, 47, 50

St. Vrain Valley District  
395 Pratt Parkway  
Longmont, CO 80501  
Enrollment: 15,863  
Suburban (N/A)  
Pages 9, 47

**CONNECTICUT**

Cheshire Public Schools  
29 Main Street  
Cheshire, CT 06410  
Enrollment: 4,500  
Suburban (28,000)  
Pages 27, 42

**CONNECTICUT cont.**

Danbury Public Schools  
Administrative Center  
63 Beaver Brook Road  
Danbury, CT 06810  
Enrollment: 8,600  
Mid-size Urban (66,000)  
Pages 5, 15, 24, 54

Groton Public Schools  
Groton, CT 06340  
Enrollment: 5,700  
Rural (N/A)  
Pages 27, 33

Middletown Public Schools  
311 Hunting Hill Avenue  
Middletown, CT 06457  
Enrollment: 4,300  
Suburban (N/A)  
Page 15

Plainville Public Schools  
47 Robert Holcomb Way  
Plainville, CT 06062  
Enrollment: 2,200  
Suburban (18,000)  
Pages 39, 48

Project LEARN  
P.O. Box 220  
East Lyme, CT 06333  
Enrollment: 45,900  
Mid-size Urban, Suburban, Rural (N/A)  
Page 28

Stonington Public Schools  
49 N. Stonington Road  
P.O. Box 479  
Old Mystic, CT 06372  
Enrollment: 2,148  
Suburban (N/A)  
Page 33

West Hartford Public Schools  
28 S. Main Street  
West Hartford, CT 06107  
Enrollment: 8,000  
Suburban (N/A)  
Pages 8, 12, 28, 49

## **DELAWARE**

Christina School District  
83 E. Main Street  
Newark, DE 19711  
Enrollment: 18,000  
Suburban (150,000)  
Pages 7, 20, 44

Indian River School District  
R.D. 2, Box 236  
Frankford, DE 19945  
Enrollment: 6,741  
Rural (95,000)  
Pages 24, 54

## **DISTRICT OF COLUMBIA**

District of Columbia Public Schools  
415 12th Street, N.W.  
Washington, D.C. 20004  
Enrollment: N/A  
Large-size Urban (600,000 +)  
Pages 30, 43

## **FLORIDA**

Brevard County Public Schools  
2700 St. John's Street  
Melbourne, FL 32940  
Enrollment: 60,421  
Suburban (417,740)  
Pages 4, 24

Dade County Public Schools  
1450 N.E. Second Avenue  
Miami, FL 33132  
Enrollment: 297,000  
Large-size Urban (1.2 million)  
Pages 5, 7, 8, 22, 31, 35, 40

Duval County Public Schools  
1701 Prudential Drive  
Jacksonville, FL 32207  
Enrollment: 120,000  
Large-size Urban (800,000)  
Pages 33, 35

Escambia County Public Schools  
215 W. Garden Street  
P.O. Box 1470  
Pensacola, FL 32597  
Enrollment: 44,264  
Mid-size Urban (262,798)  
Pages 10, 12, 13

## **FLORIDA cont.**

Martin County School District  
500 E. Ocean Boulevard  
Stuart, FL 34994  
Enrollment: 12,000  
Suburban (112,000)  
Pages 10, 28, 39

Okeechobee County Schools  
100 S.W. 5th Avenue  
Okeechobee, FL 34974  
Enrollment: 6,100  
Rural (30,000)  
Pages 13, 18, 24

Orange County Public Schools  
445 W. Amelia  
Orlando, FL 32801  
Enrollment: 110,000  
Large-size Urban (712,637)  
Pages 8, 13, 33, 35, 39

## **GEORGIA**

Americus City Schools  
P.O. Box 347  
Americus, GA 31709  
Enrollment: 3,200  
Rural (16,000)  
Page 50

Cobb County Public Schools  
514 Glover Street  
Marietta, GA 30060  
Enrollment: 76,000  
Large-size Urban (470,000)  
Pages 24, 28, 39

Decatur City Schools  
320 N. McDonough Street  
Decatur, GA 30030  
Enrollment: 2,320  
Mid-size Urban (N/A)  
Pages 28, 36, 54

Fulton County Schools  
786 Cleveland Avenue, S.W.  
Atlanta, GA 30315  
Enrollment: 48,000  
Mid-size Urban (228,453)  
Pages 10, 22, 39

**GEORGIA cont.**

Hall County School System  
 711 Green Street, Suite 100  
 Gainesville, GA 30505  
 Enrollment: 15,000  
 Suburban/Rural (N/A)  
 Page 50

Liberty County School System  
 110 S. Gause Street  
 Hinesville, GA 31313  
 Enrollment: 9,725  
 Suburban (54,000 +)  
 Pages 6, 15, 54

**IDAHO**

Clark County School District 161  
 343 S. Center  
 P.O. Box 237  
 Dubois, ID 83423  
 Enrollment: 195  
 Rural (795)  
 Pages 32, 46, 54

Joint School District 2  
 911 Meridian Road  
 Meridian, ID 83642  
 Enrollment: 16,045  
 Suburban (N/A)  
 Pages 24, 35, 36

**ILLINOIS**

Altamont Consolidated Unified School District 10  
 116 N. Main  
 Altamont, IL 62411  
 Enrollment: 825  
 Rural (4,500)  
 Pages 26, 46, 48

Bloomington District 87  
 300 E. Monroe  
 Bloomington, IL 61704  
 Enrollment: 5,700  
 Suburban (N/A)  
 Pages 10, 31, 46

Byron Consolidated Unified School District 226  
 P.O. Box 911  
 Byron, IL 61010  
 Enrollment: 1,403  
 Rural (5,000)  
 Pages 19, 24, 47

**ILLINOIS cont.**

Crete-Monee School District 201-U  
 1742 Dixie Highway  
 Crete, IL 60417  
 Enrollment: 4,500  
 Suburban (10,000)  
 Pages 10, 31

Earlville Community Unit School District 9  
 P.O. Box 539 Union Street  
 Earlville, IL 60518  
 Enrollment: 500  
 Rural (1,400)  
 Page 55

Elementary School District 159  
 6131 Allemong  
 Matteson, IL 60443  
 Enrollment: 1,545  
 Suburban (N/A)  
 Page 55

Forrestville Valley Community Unit School District 221  
 P.O. Box 665  
 Forreston, IL 61030  
 Enrollment: 1,097  
 Rural (5,500)  
 Pages 48, 55

Midwest Central District 191  
 1010 S. Washington Street  
 Manito, IL 61546  
 Enrollment: 1,500  
 Rural (N/A)  
 Pages 10, 31, 42, 50

Minodia Community High School, District 111  
 Minodia, IL  
 Enrollment: 850  
 N/A (N/A)  
 Pages 10, 20

Mundelein Consolidated High School District 120  
 1350 W. Hawley  
 Mundelein, IL 60060  
 Enrollment: 1,200  
 Suburban (N/A)  
 Pages 24, 46

Niles Elementary District 71  
 6935 W. Touhy  
 Niles, IL 60714  
 Enrollment: 380  
 Suburban (30,000)  
 Pages 15, 31



**ILLINOIS cont.**

Pekin Public Schools District 108  
 501 Washington Street  
 Pekin, IL 61554  
 Enrollment: 4,000  
 Suburban (30,000 +)  
 Page 30

Pleasantdale Elementary School District 107  
 7450 S. Wolf Road  
 Elmhurst, IL 60126  
 Enrollment: 573  
 Suburban (N/A)  
 Pages 10, 12

Ridgewood High School District 234  
 7500 W. Montrose Avenue  
 Norridge, IL 60634  
 Enrollment: 606  
 Suburban (15,500)  
 Pages 18, 41, 42

Thornton Township High School District 205  
 151st & Broadway  
 Harvey, IL 60426  
 Enrollment: 6,500  
 Suburban (N/A)  
 Pages 15, 50

Township High School District 214  
 2121 Goelbarb Road  
 Arlington Heights, IL 60005  
 Enrollment: 10,500  
 Suburban (200,000)  
 Pages 46, 47

**INDIANA**

MSD of Wayne Township  
 1220 S. High School Road  
 Indianapolis, IN 46241  
 Enrollment: 12,400  
 Suburban (N/A)  
 Pages 10, 48

South Madison Community School Corporation  
 201 S. East Street  
 Pendleton, IN 46064  
 Enrollment: 3,269  
 Rural (N/A)  
 Page 18

**IOWA**

Central Community Schools of Clinton County  
 DeWitt, IA 52742  
 Enrollment: 1,568  
 Rural (9,000)  
 Pages 34, 51

Des Moines Independent Community School District  
 1800 Grand Avenue  
 Des Moines, IA  
 Enrollment: 31,000  
 Mid-size Urban (200,000)  
 Page 32

Iowa City Community School District  
 509 S. Dubuque Street  
 Iowa City, IA 52240  
 Enrollment: 9,655  
 Mid-size Urban (60,000)  
 Page 41

Webster City Community School  
 825 Beach Street  
 Webster City, IA 50595  
 Enrollment: 1,850  
 Rural (N/A)  
 Page 32

**KANSAS**

Anthony-Harper Unified School District 361  
 124 N. Jennings  
 Anthony, KS 67003  
 Enrollment: 1,100  
 Rural (6,000)  
 Pages 36, 46, 49

Auburn-Washburn Unified School District 437  
 5928 S.W. 53rd Street  
 Topeka, KS 66610  
 Enrollment: 4,700  
 Suburban (150,000)  
 Page 10, 20, 24, 25

Ellsworth-Kanopolis Unified School District 327  
 P.O. Box 306  
 Ellsworth, KS 67439  
 Enrollment: 900  
 Rural (2,500)  
 Page 47

Ell-Saline Unified School District 307  
 1757 N. Halstead Road  
 Salina, KS 67401  
 Enrollment: 400  
 Rural (1,200)  
 Pages 15, 51

**KANSAS cont.**

Geary County Unified School District 475  
 1120 W. 8, P.O. Box 370  
 Junction City, KS 66441  
 Enrollment: 7,000  
 Rural (N/A)  
 Pages 15, 46

McPherson Unified School District 418  
 514 N. Main  
 McPherson, KS 67460  
 Enrollment: 3,000  
 N/A (N/A)  
 Pages 25, 30

Moscow Public Schools, Unified School District 209  
 P.O. Box 158  
 Moscow, KS 67952  
 Enrollment: 167  
 Rural (500)  
 Pages 26, 36, 46

Osborne County Schools, District 392  
 P.O. Box 209  
 Osborne, KS 67473  
 Enrollment: 523  
 Rural (N/A)  
 Pages 7, 22, 36

Riverton Unified School District 404  
 P.O. Box 290  
 Riverton, KS 66770  
 Enrollment: 750  
 Rural (1,800-2,000)  
 Pages 16, 44, 46

Salina Unified School District 305  
 P.O. Box 797  
 Salina, KS 67402  
 Enrollment: 7,500  
 Rural (43,000)  
 Pages 7, 36, 46, 51

Southern Lyon County  
 302 Commercial  
 Hartford, KS 66854  
 Enrollment: 597  
 Rural (1,300)  
 Pages 16, 20

Stafford Community Schools, Unified School District 349  
 418 E. Broadway  
 Stafford, KS 67578  
 Enrollment: 300  
 Rural (N/A)  
 Pages 16, 46

**KANSAS cont.**

Unified School District 248  
 401-415 N. Summit  
 Girard, KS 66743  
 Enrollment: 1,200  
 Rural (3,200)  
 Page 33

Unified School District 250  
 510 Deill Street  
 Pittsburg, KS 66762  
 Enrollment: 3,000  
 Rural (20,000)  
 Page 46

Unified School District 445  
 615 Ellis  
 Coffeyville, KS 67337  
 Enrollment: 2,700  
 Rural (17,500)  
 Pages 16, 36, 44

Valley Center Schools  
 132 S. Park Street  
 Valley Center, KS 67147  
 Enrollment: 2,300  
 Suburban (8,000)  
 Pages 7, 20, 39, 44, 46

Winfield Unified School District 465  
 920 Wellington  
 Winfield, KS 67156  
 Enrollment: 2,600  
 Rural (15,000)  
 Pages 25, 46

**KENTUCKY**

Bardstown City Schools  
 308 North 5th Street  
 Bardstown, KY 40004  
 Enrollment: 1,600  
 Rural (10,000)  
 Pages 20, 48, 55

Boyd County Public Schools  
 1104 Bob McCullough Drive  
 Ashland, KY 41102  
 Enrollment: 3,968  
 Rural (51,158)  
 Pages 25, 28, 33

**KENTUCKY cont.**

Eminence Independent School District  
101 S. Main, Box 146  
Eminence, KY 40019  
Enrollment: 550  
Rural (2,550)  
Pages 20, 25

Fayette County Public Schools  
701 S. Main Street  
Lexington, KY 40502  
Enrollment: 33,000  
Mid-size Urban (225,000)  
Page 10, 25

Frankfort Independent School District  
315 Steele Street  
Frankfort, KY 40601  
Enrollment: 850  
Small Urban (N/A)  
Pages 20, 25, 33

Jefferson County Public Schools  
VanHoose Education Center  
P.O. Box 34020  
Louisville, KY 40232  
Enrollment: 93,000  
Large-size Urban (N/A)  
Pages 7, 36, 51

Kenton County Schools  
20 Kenton Lands  
Erlanger, KY 41018  
Enrollment: 11,500  
Suburban (N/A)  
Pages 11, 28

Oldham County Public School District  
P.O. Box 207  
La Grange, KY 40031  
Enrollment: 7,000  
Suburban/Rural (33,263)  
Pages 37, 42

**LOUISIANA**

Beauregard Parish School System  
202 W. Third Street-P.O. Drawer 938  
DeRidder LA 70634  
Enrollment: 6,500  
Rural (30,303)  
Pages 11, 24, 37

**LOUISIANA cont.**

Calcasieu Parish School Board  
1724 Kirkman Street  
Lake Charles, LA 70601  
Enrollment: 34,000  
Suburban/Rural (150,000)  
Pages 39, 51

Iberia Parish School Board  
1500 Jane Street  
New Iberia, LA 70560  
Enrollment: 16,000  
Rural (N/A)  
Page 37

Jefferson Davis Parish School Board  
203 E. Plaquemine Street  
P.O. Box 640  
Jennings, LA 70546  
Enrollment: 7,000  
Rural (N/A)  
Pages 42, 55

New Orleans Public Schools  
4100 Touro Street  
New Orleans, LA 70122  
Enrollment: 83,000  
Large-size Urban (497,000)  
Pages 26, 28, 55

St. James Parish Public School System  
1876 W. Main  
P.O. Box 338  
Lutcher, LA 70071  
Enrollment: 4,500  
Rural (N/A)  
Page 51, 55

St. Tammany Parish Public Schools  
212 W. 17th Avenue  
P.O. Box 940  
Covington, LA 70434  
Enrollment: 28,000  
Suburban (N/A)  
Pages 16, 20

**MAINE**

Easton School Department  
P.O. Box 126  
Bangor Road  
Easton, ME 04740  
Enrollment: 300  
Rural (1,300)  
Page 28

**MAINE cont.**

Portland School Department  
331 Veranda St.  
Portland, ME 04103  
Enrollment: 8,000  
Small Urban (N/A)  
Pages 11, 40

**MARYLAND**

Baltimore County Public Schools  
6901 N. Charles Street  
Towson, MD 21204  
Enrollment: 92,655  
Large-size Urban/Suburban (N/A)  
Pages 13, 16, 39, 55

Howard County Public School System  
10910 Route 108  
Ellicott City, MD 20142  
Enrollment: 34,000  
Suburban (200,000)  
Page 44

Washington County Public Schools  
820 Commonwealth Avenue  
P.O. Box 730  
Hagerstown, MD 21740  
Enrollment: 18,311  
Rural (120,000)  
Pages 11, 39

**MASSACHUSETTS**

Attleboro Schools  
Rathbun Willard Drive  
Attleboro, MA 02703  
Enrollment: 6,000  
Small Urban (N/A)  
Pages 25, 41

Boston Public Schools  
26 Court Street  
Boston, MA 02108  
Enrollment: 60,896  
Large-size Urban (N/A)  
Pages 16, 28

Masconomet Regional School District  
RFD 1  
Topsfield, MA 01983  
Enrollment: 1,110  
Suburban (N/A)  
Page 13

**MARYLAND cont.**

Newburyport Public Schools  
70 Low Street  
Newburyport, MA 01950  
Enrollment: 2,270  
Rural (16,000)  
Pages 12, 39

**MICHIGAN**

Bedford Public Schools  
1623 W. Stems Road  
Temperance, MI 48182  
Enrollment: N/A  
N/A (N/A)  
Page 10

Buena Vista School District  
705 N. Towerline Road  
P.O. Box 4829  
Saginaw, MI 48601  
Enrollment: 1,760  
Suburban (10,900)  
Pages 40, 46, 51

Chelsea School District  
500 E. Washington Street  
Chelsea, MI 48118  
Enrollment: 2,500  
Suburban (N/A)  
Pages 24, 47

Comstock Public Schools  
301 N. 26th  
P.O. Box 369  
Comstock, MI 49041  
Enrollment: 2,745  
Suburban (13,000)  
Pages 20, 48

Delton Schools  
327 N. Grove Street  
Delton, MI 49046  
Enrollment: 630+  
Rural (N/A)  
Page 20, 31

City of Flint School District  
923 E. Kearsley Street  
Flint, MI 48502  
Enrollment: 30,000  
Mid-size Urban (140,000)  
Page 31, 37, 46

**MICHIGAN cont.**

Garden City Public Schools  
1333 Radcliff  
Garden City, MI 48135  
Enrollment: 6,000  
Suburban (N/A)  
Pages 30, 33, 46

Grand Haven Area Public Schools  
ESC Beechtree  
Grand Haven, MI 49417  
Enrollment: 5,000  
Suburban (N/A)  
Pages 41, 51

Grand Rapids Public Schools  
143 Bostwick NE  
Grand Rapids, MI 49503  
Enrollment: 30,000-31,000  
Mid-size Urban (195,000+)  
Pages 14, 44, 51

School District of the City of Holland  
372 S. River Avenue  
Holland, MI 49423  
Enrollment: 6,000  
Mid-size Urban (N/A)  
Pages 10, 47

Lakeshore Public Schools  
5771 S. Cleveland Avenue  
Stevensville, MI 49127  
Enrollment: 2,845  
Suburban/Rural (10,000)  
Page 51

The Lamphere Schools  
31201 Dorchester  
Madison Heights, MI 48071  
Enrollment: 2,100  
Suburban (40,000)  
Page 51

L'Anse Creuse Public Schools  
36727 Jefferson  
Harrison Township, MI 48045  
Enrollment: 8,400  
Suburban (31,000)  
Pages 25, 33

Madison School District  
3498 Treat Highway  
Adrian MI 49221  
Enrollment: 635  
Rural (N/A)  
Pages 20, 41

**MICHIGAN cont.**

Midland Public Schools  
600 E. Carpenter Street  
Midland, MI 48640  
Enrollment: 8,839  
Mid-size Urban (45,000)  
Pages 10, 41

Monroe Public Schools  
1275 N. Macomb  
Monroe, MI 48161  
Enrollment: 7,250  
Suburban (60,000)  
Page 45

Trenton Public Schools  
2603 Charlton Road  
Trenton, MI 48183  
Enrollment: 3,166  
Suburban (20,596)  
Pages 16, 51

**MINNESOTA**

St. Frances Independent School District 15  
3225 Bridge Street  
St. Frances, MN 55070  
Enrollment: N/A  
N/A (N/A)  
Pages 12, 18

**MISSISSIPPI**

Claiborne County School District  
P.O. Box 337  
Port Gibson, MS 39150  
Enrollment: 2,300  
Rural (11,370)  
Pages 23, 49

Holly Springs School District  
165 N. Walthall Street  
Holly Springs, MS 38635  
Enrollment: 1,999  
Mid-size Urban (7,261)  
Pages 16, 27, 42

Humphreys County School District  
P.O. Box 678  
401 Fourth Street  
Belzoni, MS 39038  
Enrollment: 2,578  
Rural (13,400)  
Pages 20, 35



## MISSISSIPPI cont.

Pass Christian Public School District  
701 W. North Street  
Pass Christian, MS 39571  
Enrollment: 1,500  
Suburban/Rural (N/A)  
Pages 10, 33, 55

## MISSOURI

Blue Springs R-IV Schools  
1801 W. Vesper  
Blue Springs, MO 64015  
Enrollment: 11,300  
Suburban (N/A)  
Pages 47, 52

School District of the City of Independence, Missouri  
1231 S. Windsor  
Independence, MO 64055  
Enrollment: 11,000  
Suburban (75,000)  
Page 28

Maryville R-II School District  
109 E. Summit Drive  
Maryville, MO 64468  
Enrollment: 1,500  
Rural (N/A)  
Pages 45, 47

Pattonville School District  
115 Harding Avenue  
Maryland Heights, MO 63043  
Enrollment: 6,600  
Suburban (N/A)  
Pages 19, 42, 52

Rockwood School District  
111 E. North Street  
Eureka, MO 63025  
Enrollment: 17,400  
Suburban (N/A)  
Pages 40, 47

## MONTANA

Bozeman Public Schools  
404 W. Main  
Bozeman, MT 59715  
Enrollment: 4,800  
Rural (N/A)  
Pages 31, 51

## NEBRASKA

Cairo Schools  
P.O. Box 430  
Cairo, NE 68824  
Enrollment: 600  
Rural (N/A)  
Pages 13, 29

School District of Crete  
920 Linden Avenue  
Crete, NE 68333  
Enrollment: 1,380  
Rural (5,000)  
Pages 24, 41

Millard Public Schools  
5606 S. 147th Street  
Omaha, NE 68137  
Enrollment: 17,337  
Suburban (60,000)  
Pages 25, 40, 52

Otoe Elementary School District 78  
314 Locust  
P.O. Box 93  
Otoe, NE 68417  
Enrollment: 30  
Rural/Village (196)  
Pages 22, 41

## NEVADA

Clark County School District  
2832 E. Flamingo Road  
Las Vegas, NV 89121  
Enrollment: 136,188  
Large-size Urban (N/A)  
Pages 13, 23, 25, 37

Washoe County School District  
425 E. Ninth Street  
Reno, NV 89520  
Enrollment: 41,746  
Mid-size Urban (254,667)  
Pages 23, 38

## NEW JERSEY

Barrington School District  
School Lane - 1  
Barrington, NJ 08007  
Enrollment: 560  
Suburban (N/A)  
Page 16

**NEW JERSEY cont.**

Bergen County Technical Schools District  
 200 Hackensack Avenue  
 Hackensack, NJ 07601  
 Enrollment: 1,800 (Secondary)  
 Suburban (825,000)  
 Pages 41, 52

Brick Township Public School District  
 101 Hendrickson Avenue  
 Brick, NJ 08724  
 Enrollment: 9,906  
 N/A (N/A)  
 Pages 12, 19

Camden City Public Schools  
 2101 Ferry Avenue, 3rd Floor  
 Camden, NJ 08104  
 Enrollment: 19,700  
 N/A (N/A)  
 Page 45

Galloway Township Public Schools  
 P.O. Box 728  
 101 S. Reeds Road  
 Absecon, NJ 08201  
 Enrollment: 2,954  
 Suburban (25,000)  
 Pages 25, 33

Hoboken Public Schools  
 1115 Clinton Street  
 Hoboken, NJ 07030  
 Enrollment: 3,200  
 Mid-size Urban (N/A)  
 Pages 27, 48

Lower Township Board of Education  
 834 Seashore Road  
 Cape May, NJ 08204  
 Enrollment: 2,000 (K-6)  
 Rural (20,000)  
 Page 43

North Wildwood  
 1201 Atlantic Avenue  
 North Wildwood, NJ 08260  
 Enrollment: 460  
 Suburban (N/A)  
 Pages 16, 41

Township of Ocean School District  
 163 Menmouth Road  
 Oakhurst, NJ 07755  
 Enrollment: 4,000  
 Suburban (26,000)  
 Pages 29, 37

**NEW JERSEY cont.**

Pemberton Township Public Schools  
 Trenton Road  
 Browns Mills, NJ 08015  
 Enrollment: 6,500  
 Rural/Urban (N/A)  
 Page 52

Piscataway Public Schools  
 P.O. Box 1332  
 1515 Stelton Road  
 Piscataway, NJ 08855-1332  
 Enrollment: 5,850  
 Suburban (50,000)  
 Pages 43, 52

Salem County Vocational Technical Schools  
 P.O. Box 350  
 Woodstown, NJ 08098  
 Enrollment: 500  
 Rural (65,000)  
 Page 52

Sussex County Vocational School  
 105 N. Church Road  
 Sparta, NJ  
 Enrollment: 965  
 Suburban (N/A)  
 Page 44

Totowa Public Schools  
 93 Lincoln Avenue  
 Totowa, NJ 07512  
 Enrollment: 760  
 Suburban (28,000)  
 Pages 16, 17

Willingboro School District  
 50 Salem Road  
 Willingboro, NJ 08046  
 Enrollment: 5,904  
 Suburban (36,291)  
 Pages 37, 52

**NEW YORK**

Albany Schohorie Schenectady BOCES  
 1013 Watervliet-Shaker Road  
 Albany, NY 12205  
 Enrollment: 65,000  
 Regional Education Service Agency (N/A)  
 Pages 31, 40

**NEW YORK cont.**

Amagansett Union Free School District  
Main Street  
P.O. Box 7062  
Amagansett, NY 11930  
Enrollment: 146  
Rural (2,200)  
Pages 17, 27

Ardsley Union Free School District  
500 Farm Road  
Ardsley, NY 10502  
Enrollment: 1,577  
Suburban (9,000)  
Pages 25, 33, 47

Baldwin Union Free School District  
960 Hastings Street  
Baldwin, NY 11510  
Enrollment: 4,660  
Suburban (33,000)  
Pages 17, 23

Bath Central School  
25 Ellis Avenue  
Bath, NY 14810  
Enrollment: 2,200  
Rural (N/A)  
Pages 45, 55

Canandaigua City School District  
69 Howell Street  
Canandaigua, NY 14424  
Enrollment: 4,000+  
Small City (20,000)  
Pages 48, 52

Clarence Central School District  
Main Street  
Clarence, NY 14031  
Enrollment: 3,505  
Suburban (19,000)  
Pages 33, 44

Clarkstown Central School District  
30 Parrott Road  
West Nyack, NY 10994  
Enrollment: 8,500  
Suburban (80,000)  
Page 19

East Aurora Union Free School District  
Main Street  
East Aurora, NY 14052  
Enrollment: 1,800  
Suburban (N/A)  
Page 32

**NEW YORK cont.**

East Meadow Union Free School District  
101 Carman Avenue  
East Meadow, NY 11554  
Enrollment: 7,600  
Suburban (46,000)  
Pages 19, 45

Elmont Union Free School District  
135 Elmont Road  
Elmont, NY 11003  
Enrollment: 3,300  
Suburban (N/A)  
Page 49

Erie 1 BOCES  
2 Pleasant Avenue West  
Lancaster, NY 14086  
Enrollment: 3,700  
Regional Education Service Agency (N/A)  
Page 29

Farmingdale Public Schools  
50 Van Cott Avenue  
Farmingdale, NY 11735  
Enrollment: 5,373  
Suburban (N/A)  
Page 37

Goshen Central School District  
Main Street  
Goshen, NY 10924  
Enrollment: 2,500  
Suburban (15,000)  
Pages 42, 43

Harborfields Consolidated School District  
2 Oldfield Road  
Greenlawn, NY 11740  
Enrollment: 2,600  
Suburban (26,000)  
Pages 12, 34

Hicksville Public Schools  
Division Avenue  
Hicksville, NY 11801  
Enrollment: 4,450  
Suburban (N/A)  
Page 43

Hopevale Union Free School District  
3780 Howard Road  
P.O. Box 828  
Hamburg, NY 14075  
Enrollment: 100  
Special Act Public School District (N/A)  
Pages 23, 29

**NEW YORK cont.**

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES  
RD 1, Box 130, Arsenal St. Road  
Watertown, NY 13601  
Enrollment: 25,000  
Regional Education Service Agency(N/A)  
Pages 29, 37

Kenmore-Town of Tonawanda Union Free School District  
1500 Colvin Boulevard  
Kenmore, NY 14223  
Enrollment: 8,808  
Suburban (82,464)  
Page 37

Mahopac Central School District  
112 Lakeview Drive  
Mahopac, NY 10541  
Enrollment: 4,045  
Suburban (N/A)  
Page 25

Mineola Union Free School District  
200 Emory Road  
Mineola, NY 11501  
Enrollment: 2,700  
Suburban (25,000)  
Page 17

City School District of New Rochelle  
515 North Avenue  
New Rochelle, NY 10801  
Enrollment: 8,282  
Suburban (67,265)  
Pages 17, 37

New York City Public Schools  
110 Livingston Street  
Brooklyn, NY 11201  
Enrollment: 995,000  
Large-size Urban (8 million)  
Pages 4, 13, 29, 34

Niagara Falls City School District  
607 Walnut Avenue  
Niagara Falls, NY 14302  
Enrollment: 9,000  
Mid-size Urban (N/A)  
Pages 29, 33

Oswego City School District  
233 W. Utica Street  
Oswego, NY 13126  
Enrollment: 5,300  
Suburban (35,113)  
Pages 17, 32

**NEW YORK cont.**

Rome City School District  
112 E. Thomas Street  
Rome, NY 13440  
Enrollment: 8,034  
Small City (N/A)  
Pages 40, 47

Roslyn Public Schools  
Hanson Hill Road  
Roslyn, NY 11576  
Enrollment: 2,500  
Suburban (25,000)  
Pages 17, 37

Sag Harbor Union Free School District  
RR2, Box 11  
Sag Harbor, NY 11963  
Enrollment: 610  
Rural (5,000)  
Page 21

Southern Westchester BOCES  
17 Berkley Drive  
Rye Brook, NY 10573  
Enrollment: N/A  
Regional Education Service Agency (N/A)  
Pages 17, 29

Steuben Allegany BOCES  
6666 Babcock Hollow Road  
Bath, NY 14810  
Enrollment: 19,000  
Regional Education Service Agency (N/A)  
Pages 30, 47

Sugar Loaf Union Free School District  
P.O. Box 530  
Gibson Hill Road  
Chester, NY 10918  
Enrollment: 114  
Special Act School District (N/A)  
Pages 45, 49

Tuckahoe Common School District  
468 Magee Street  
South Hampton, NY 11968  
Enrollment: 209  
Rural (1,500)  
Pages 13, 23

Washingtonville Consolidated School District  
52 W. Main Street  
Washingtonville, NY 10992  
Enrollment: 4,400  
Suburban (12,400)  
Pages 34, 41

**NEW YORK cont.**

Wayne County Schools  
534 Albany Road  
Monticello, NY 42633  
Enrollment: 2,688  
Rural (17,468)  
Pages 43, 47

Yonkers Public Schools  
145 Palmer Road  
Yonkers, NY 10701  
Enrollment: 20,246  
Mid-size Urban (N/A)  
Pages 13, 40

**NORTH CAROLINA**

Asheboro City Schools  
1126 S. Park Street  
P.O. Box 1103  
Asheboro, NC 27203  
Enrollment: 3,600  
Suburban (18,000)  
Pages 21, 35, 52

Cabarrus County Schools  
660 Highway 29 North  
P.O. Box 388  
Concord, NC 28026  
Enrollment: 14,000+  
Suburban/Rural (98,935)  
Pages 40, 44, 52

Fort Bragg Schools  
P.O. Box 70089  
Fort Bragg, NC 28307  
Enrollment: 4,800  
Suburban (40,000)  
Pages 16, 52

Franklinton City Schools  
P.O. Box 430  
Franklinton, NC 27525  
Enrollment: 1,275  
Rural (7,275)  
Pages 28, 33

Henderson County Schools  
125 E. Allen Street  
Hendersonville, NC 28792  
Enrollment: 10,000  
Rural (90,000)  
Pages 35, 42

**NORTH CAROLINA cont.**

Hickory Public Schools  
432 4th Avenue, S.W.  
Hickory, NC 28602  
Enrollment: 4,075  
Small Urban (28,301)  
Pages 16, 45

Perquimans County Schools  
411 Edenton Road Street  
P.O. Box 337  
Hartford, NC 27944  
Enrollment: 1,900  
Rural (10,000)  
Pages 20, 29

Polk County Schools  
P.O. Box 638  
Columbus, NC 28722  
Enrollment: N/A  
N/A (N/A)  
Pages 44, 48

**NORTH DAKOTA**

Dickinson Public School District  
444 4th Street West  
Dickinson, ND 58601  
Enrollment: 3,200  
Rural (N/A)  
Pages 33, 52

Garrison Public School District 51  
51 N.E. 5th Avenue  
Garrison, ND 58540  
Enrollment: 513 (K-12)  
Rural (2,000)  
Pages 33, 44

Grand Forks School District 1  
317 Demers Avenue  
Grand Forks, ND 58201  
Enrollment: 10,000  
Rural (50,000)  
Pages 37, 52

**OHIO**

Brecksville Broadview Heights City Schools  
6638 Mill Road  
Brecksville, OH 44141  
Enrollment: 3,375  
Suburban (25,000)  
Pages 9, 17



**OHIO cont.**

Brunswick City School District  
3643 Center Road  
Brunswick, OH 44212  
Enrollment: 7,011  
Suburban (35,000)  
Page 32

Bucyrus City Schools  
630 Jump Street  
Bucyrus, OH 44820  
Enrollment: 2,100  
Suburban (N/A)  
Pages 13, 25

Cuyahoga Valley Joint Unified School District  
8001 Brecksville Road  
Brecksville, OH 44141  
Enrollment: 1,000 (High School)  
Suburban (23,000)  
Pages 32, 53

Delaware City School District  
248 N. Washington Street  
Delaware, OH 43015  
Enrollment: 3,850  
Suburban (N/A)  
Pages 29, 32

Great Oaks Joint Vocational School District  
3254 E. Kemper Road  
Cincinnati, OH 45241  
Enrollment: 2,700  
Suburban/Rural (300,000)  
Page 45

Greenville City Schools  
Memorial Hall  
Greenville, OH 45331  
Enrollment: 3,800  
Rural (13,800)  
Page 32

Mechanicsburg E.V. Schools  
60 High Street  
Mechanicsburg, OH 43044  
Enrollment: 792  
Rural (2,000)  
Page 26

North Olmsted City Schools  
24100 Palm Drive  
North Olmsted, OH 44070  
Enrollment: 5,100  
Suburban (N/A)  
Pages 38, 42, 43

**OHIO cont.**

Parma City Schools  
6726 Ridge Road  
Parma, OH 44129  
Enrollment: 13,000  
Suburban/City (130,000)  
Pages 21, 26

Piqua City Schools  
316 N. College Street  
Piqua, OH 45356  
Enrollment: 4,200  
Rural (22,000)  
Pages 13, 17

Portage County Board of Education  
224 W. Riddle Avenue  
Ravenna, OH 44266  
Enrollment: 23,300  
Suburban (142,000)  
Page 53

Springboro Community City Schools  
270 W. Central Avenue  
Springboro, OH 45066  
Enrollment: 2,500  
Suburban/Rural (7,000)  
Page 25

Toledo Public Schools  
Manhattan & Elm Streets  
Toledo, OH 43608  
Enrollment: 39,416  
Mid-size Urban (N/A)  
Pages 25, 49, 55

Trotwood-Madison City School  
444 S. Broadway  
Trotwood, OH 45426  
Enrollment: 4,150  
Suburban (40,000)  
Pages 14, 35

Washington Local  
3505 W. Lincolnshire Boulevard  
Toledo, OH 43537  
Enrollment: 7,300  
Suburban (N/A)  
Page 49

## OKLAHOMA

Albion Public School  
P.O. Box 189  
Albion, OK 74521  
Enrollment: 90  
Rural (225)  
Page 49

Alva Independent School District 001  
501 14th Street  
Alva, OK 73717  
Enrollment: 1,160  
Rural (6,000)  
Page 42

Midwest City-Del City Schools  
7217 S.E. 15th  
Midwest City, OK 73110  
Enrollment: 15,598  
Suburban (100,000)  
Pages 17, 21

## OREGON

Coos Bay Schools, District 9  
P.O. Box 509  
Coos Bay, OR 97420  
Enrollment: 4,400  
Rural (20,000)  
Pages 48, 53

David Douglas School District  
1500 S.E. 130th Avenue  
Portland, OR 97233  
Enrollment: 6,765  
Suburban (25,000)  
Pages 45, 49

Greater Albany Public Schools  
718 S.W. 7th  
Albany, OR 97321  
Enrollment: 7,500  
Rural (35,000)  
Pages 14, 48

Medford Schools  
500 Monroe Street  
Medford, OR 97501  
Enrollment: 10,850  
Rural (60,000)  
Pages 14, 25

## OREGON cont.

Oregon City Schools District  
1417 12th Street  
Oregon City, OR 97045  
Enrollment: 6,200  
Suburban (N/A)  
Pages 25, 30

Portland Public Schools  
501 N. Dixon  
Portland, OR 97227  
Enrollment: 57,000  
Mid-size Urban (N/A)  
Pages 6, 17

Yamhill Education Service District  
800 E. Second Street  
McMinnville, OR 97128  
Enrollment: 13,304  
Rural (61,000)  
Page 14

## PENNSYLVANIA

Beaver Valley Intermediate Unit 27  
225 Center Grange Road  
Aliquippa, PA 15001  
Enrollment: 30,000  
Rural (N/A)  
Page 29

Brentwood Borough School District  
3601 Brownsville Road  
Pittsburgh, PA 15227  
Enrollment: 1,244  
Suburban (11,000)  
Pages 43, 44

Bristol Township School District  
800 Coates Avenue  
Bristol, PA 19007  
Enrollment: 7,925  
Suburban (40,000)  
Page 21

Cambria Heights School District  
510 Beech Avenue  
Patton, PA 16668  
Enrollment: 2,103  
Rural (11,800)  
Pages 17, 48

**PENNSYLVANIA cont.**

Daniel Boone Area School District  
1444 E. Main Street  
Douglassville, PA 19518  
Enrollment: 2,200  
Suburban (14,000)  
Pages 17, 48

Franklin Area School District  
417 13th Street  
Franklin, PA 16323  
Enrollment: 2,900  
Rural (10,000)  
Pages 21, 23

Governor Mifflin School District  
10 S. Waverly Street  
P.O. Box C-750  
Shillington, PA 19607  
Enrollment: 3,900  
Suburban (25,000)  
Page 26

Great Valley School District  
P.O. Box 617  
Devanite, PA 19432  
Enrollment: 3,000  
Suburban (N/A)  
Pages 38, 49

Greensburg Salem School District  
11 Park Street  
Greensburg, PA 15601  
Enrollment: 3,900  
Suburban (N/A)  
Page 26

Harrisburg Schools  
1201 N. 6th Street  
Harrisburg, PA 17102  
Enrollment: 9,100  
N/A (N/A)  
Pages 12, 47

Hopewell Area School District  
2121 Brodhead Road  
Aliquippa, PA 15001  
Enrollment: 2,960  
Suburban/Rural (N/A)  
Pages 33, 36

Lewisburg Area School District  
2249 W. Market Street  
P.O. Box 351  
Lewisburg, PA 17837  
Enrollment: 1,800  
Rural (N/A)  
Pages 33, 34

**PENNSYLVANIA cont.**

Marion Center Area Schools  
Main Street  
Marion Center, PA 15759  
Enrollment: 2,000  
Rural (16,000)  
Pages 18, 52

Pequea Valley School District  
166 S. New Holland Road  
Kinzers, PA 17535  
Enrollment: 1,950  
Rural (N/A)  
Pages 26, 33

Richland School District  
343 Theatre Drive  
Johnstown, PA 15904  
Enrollment: 1,665  
Suburban (14,000)  
Pages 18, 40

Southeastern Greene School District  
RD No. 1  
Greensboro, PA 15338  
Enrollment: 925  
Rural (5,280)  
Page 44

Southern Fulton School District  
RD 2, Box 45  
Warfordsburg, PA 17267  
Enrollment: 892  
Rural (N/A)  
Page 18

Springfield Township School District  
Paper Mill Road  
Oreland, PA 19075  
Enrollment: 1,800  
Suburban (20,000)  
Page 45

West Mifflin Area School District  
515 Camp Hollow Road  
West Mifflin, PA 15122  
Enrollment: 3,000  
Suburban (26,000)  
Pages 32, 38

West Shore School District  
507 Fishing Creek Road  
P.O. Box 803  
New Cumberland, PA 17070  
Enrollment: 7,600  
Suburban/Rural (N/A)  
Pages 26, 40

**PENNSYLVANIA cont.**

Wyomissing Area School District  
 630 Evans Avenue  
 Wyomissing, PA 19610  
 Enrollment: 1,641  
 N/A (N/A)  
 Page 38

**RHODE ISLAND**

Coventry School Department  
 50 Wood Street  
 Coventry, RI 02816  
 Enrollment: 5,400  
 Rural (N/A)  
 Page 29, 38

**SOUTH CAROLINA**

Dorchester County School District 4  
 500 Ridge Street  
 St. George, SC 29477  
 Enrollment: 2,600  
 Rural (N/A)  
 Pages 48, 53

**SOUTH DAKOTA**

Aberdeen School District  
 203 S.E. 3rd Avenue  
 Aberdeen, SD 57401  
 Enrollment: 4659  
 Rural (30,000)  
 Pages 18, 31

Huron Public Schools  
 535 Illinois S.W.  
 Huron, SD 57350  
 Enrollment: 2,650  
 Rural (13,000)  
 Page 38

Wessington Springs School District 36-2  
 301 N. Dakota Avenue  
 P.O. Box 449  
 Wessington Springs, SD 57382  
 Enrollment: 500  
 Rural (2,500)  
 Page 34

**TENNESSEE**

Bristol City Schools  
 Edgemont Avenue  
 Bristol, TN 37620  
 Enrollment: 3,500  
 Small Urban (N/A)  
 Pages 18, 53

Cleveland City  
 2600 Mouse Creek Road  
 Cleveland, TN 37312  
 Enrollment: 4,300  
 Suburban (35,000)  
 Pages 12, 56

Kingsport City Schools  
 1701 E. Center Street  
 Kingsport, TN 37664  
 Enrollment: 6,000  
 Small Urban (N/A)  
 Page 38

**TEXAS**

Arlington Independent School District  
 1203 Pioneer Parkway  
 Arlington, TX 76013  
 Enrollment: 48,000  
 Mid-size Urban (N/A)  
 Pages 24, 43

Bridge City Independent School District  
 Bower Street  
 Bridge City, TX 77611  
 Enrollment: 2,500  
 Suburban (10,000)  
 Page 21

Canyon Independent School District  
 508 16th Street  
 Canyon, TX 79015  
 Enrollment: 6,219  
 Suburban (50-60,000)  
 Pages 23, 35

Dallas Independent School District  
 3700 Ross Avenue  
 Dallas, TX 75304  
 Enrollment: 140,000  
 Large-size Urban (1 million)  
 Pages 7, 22, 38

**TEXAS cont.**

Ector County Independent School District  
 P.O. Box 3912  
 Odessa, TX 79760  
 Enrollment: 28,000  
 N/A (N/A)  
 Pages 14, 55

Galveston Independent School District  
 3904 Avenue T  
 Galveston, TX 77550  
 Enrollment: 11,000  
 Suburban (N/A)  
 Page 45

Houston Independent School District  
 3830 Richmond Avenue  
 Houston, TX 77027  
 Enrollment: 198,750  
 Large-size Urban (1,280,000)  
 Pages 22, 23

Northside Independent School District  
 5900 Evers Road  
 San Antonio, TX 78238  
 Enrollment: 54,000  
 Mid-size Urban, Suburban, Rural (250,000)  
 Page 46

Richardson Independent School District  
 400 S. Greenville Avenue  
 Richardson, TX 75081  
 Enrollment: 33,000  
 Suburban (N/A)  
 Pages 11, 22

Sheldon Independent School District  
 8540 C.E. King Parkway  
 Houston, TX 77044  
 Enrollment: 4,200  
 Suburban (N/A)  
 Pages 24, 35

Weslaco Independent School District  
 P.O. Box 266  
 Weslaco, TX 78596  
 Enrollment: 13,000  
 Rural (N/A)  
 Pages 34, 53

**UTAH**

Morgan School District  
 Morgan, UT 84050  
 Enrollment: 1,900  
 Rural (N/A)  
 Page 53

**UTAH cont.**

Tooele County School District  
 66 W. Vine  
 Tooele, UT 84074  
 Enrollment: 7,500  
 Suburban (28,000)  
 Pages 12, 29

Weber School District  
 5320 S. Adams Avenue  
 Ogden, UT 84405  
 Enrollment: 27,000  
 Suburban (80,000)  
 Page 53

**VIRGINIA**

Charlottesville Public Schools  
 1562 Dairy Road  
 Charlottesville, VA 22903  
 Enrollment: 4,500  
 Small-size Urban (43,000)  
 Page 38

Grayson County Schools  
 P.O. Box 215  
 Building 412 E. Main  
 Independence, VA 24348  
 Enrollment: 2,160  
 Rural (N/A)  
 Pages 38, 42

Greensville County Public Schools  
 105 Ruffin Street  
 Emporia, VA 23847  
 Enrollment: 2,850  
 Rural (15,000)  
 Pages 18, 21

Lee County  
 5 Park Street  
 Jonesville, VA 24263  
 Enrollment: 4,411  
 Rural (N/A)  
 Pages 21, 42

Newport News Public Schools  
 12465 Warwick Boulevard  
 P.O. Box 6130  
 Newport News, VA 23606  
 Enrollment: N/A  
 Mid-size Urban (N/A)  
 Page 43



**VIRGINIA cont.**

Norfolk Public Schools  
800 E. City Hall Avenue  
Norfolk, VA 23510  
Enrollment: 36,000  
Mid-size Urban (260,000)  
Pages 29, 45

Northampton County Public Schools  
P.O. Box 37  
Eastville, VA 23347  
Enrollment: 2,500  
Rural (13,000)  
Page 12

Portsmouth Public Schools  
801 Crawford Street  
Portsmouth, VA 23704  
Enrollment: 18,200  
N/A (N/A)  
Pages 25, 29

Prince William County School Division  
P.O. Box 389  
Manassas, VA 22110  
Enrollment: 45,600+  
Mid-size Urban (250,000)  
Page 34

Quantico Dependents' School System  
3307 Purvis Road  
Suite 101  
Quantico, VA 22134  
Enrollment: 1,300  
Suburban (N/A)  
Page 21

Roanoke City Schools  
P.O. Box 13145  
Roanoke, VA 24031  
Enrollment: 12,700  
Mid-size Urban (100,000)  
Page 14

Southampton County  
P.O. Box 96  
Courtland, VA 23837  
Enrollment: 2,380  
Rural (N/A)  
Page 27

Virginia Beach City Public Schools  
2512 George Mason Drive  
P.O. Box 6038  
Virginia Beach, VA 23456  
Enrollment: 74,000  
Large-size Urban (N/A)  
Pages 12, 21

**VIRGINIA cont.**

Washington County Public Schools  
812 Thompson Drive  
Abingdon, VA 24210  
Enrollment: 7,500  
Rural (46,000)  
Pages 26, 40

Westmoreland County  
P.O. Box 1060  
Montross, VA 22520  
Enrollment: 1,970  
Rural (15,400)  
Pages 26, 38

Williamsburg-James City County  
101-D Mounts Bay Road  
Williamsburg, VA 23185  
Enrollment: 6,434  
Suburban (N/A)  
Pages 34, 49

York County Public Schools  
302 Dare Road  
Yorktown, VA 23693  
Enrollment: 10,375  
Suburban (42,000)  
Page 24

**WASHINGTON**

Bremerton School District 100-C  
300 N. Montgomery Avenue  
Bremerton, WA 98312  
Enrollment: 6,200  
Suburban (36,000)  
Pages 21, 47

Central Kitsap School District  
9210 Silverdale Way N.W.  
Silverdale, WA 98383  
Enrollment: 12,400  
Mid-size Urban (40,000)  
Pages 18, 21, 22

East Valley School District 361  
North 3415 Pines Road  
Spokane, WA 99206  
Enrollment: 4,600  
Suburban (N/A)  
Pages 18, 24

**WASHINGTON cont.**

Everett Schools  
4730 Colby Avenue  
Everett, WA 98203  
Enrollment: 17,000  
N/A (N/A)  
Pages 34, 47

Northshore Schools  
18315 Bothell Way N.E.  
Bothell, WA 98011  
Enrollment: 18,250  
Suburban (120,000)  
Pages 40, 53

Olympia School District  
1113 Legion Way S.E.  
Olympia, WA 98501  
Enrollment: 8,400  
Suburban (N/A)  
Pages 30, 48

Puyallup School District 3  
109 E. Pioneer Avenue  
Puyallup, WA 98371  
Enrollment: 15,000  
Suburban (N/A)  
Pages 22, 53

Steilacoom Historical School District 1  
510 Chambers  
Steilacoom, WA 98388  
Enrollment: 1,650  
Suburban (11,400)  
Page 40

West Valley School District 208  
8902 Zier Road  
Yakima, WA 98908  
Enrollment: 3,800  
N/A (N/A)  
Pages 22, 26

Woodland School District 404  
1331 N. Goerig  
P.O. Box 370  
Woodland, WA 98674  
Enrollment: 1,334  
Rural (2700)  
Page 38

**WISCONSIN**

Boyceville Community School District  
Rt. 2, Box 500  
Boyceville, WI 54725  
Enrollment: 950  
Rural (N/A)  
Pages 14, 34

DodgeLand Schools  
302 S. Main  
Juneau, WI 53039  
Enrollment: 1,000  
Rural (N/A)  
Pages 34, 47

Elbrook School District  
13780 Hope Street  
Brookfield, WI 53003  
Enrollment: 6,800  
Suburban (60,000)  
Page 30

Green Bay Public Schools  
200 S. Broadway  
Green Bay, WI 54303  
Enrollment: 18,000  
Suburban (N/A)  
Pages 23, 55

School District of Greenfield  
8500 W. Chapman Avenue  
Greenfield, WI 53228  
Enrollment: 3,100  
Suburban (N/A)  
Pages 18, 40

School District of Janesville  
527 S. Franklin Street  
Janesville, WI 53545  
Enrollment: 10,000  
Rural/City (53,000)  
Page 14

Johnson Creek Public School  
111 South Street  
Johnson Creek, WI 53038  
Enrollment: 537  
Rural (5,300)  
Page 39

Middleton-Cross Plains Area School District  
7106 South Avenue  
Middleton, WI 53562  
Enrollment: 4,400  
Suburban (25-30,000)  
Page 34

**WISCONSIN cont.**

Milwaukee Public Schools  
 5225 W. Vliet Street  
 Milwaukee, WI 53208  
 Enrollment: 100,163  
 Large-size Urban (628,000)  
 Pages 6, 8, 11

Neenah Joint School District  
 410 S. Commercial  
 Neenah, WI 54956  
 Enrollment: 6,500  
 N/A (N/A)  
 Page 34

Oshkosh Area School District  
 1600 Southland Avenue  
 P.O. Box 3048  
 Oshkosh, WI 54903  
 Enrollment: 9,500  
 N/A (N/A)  
 Pages 11, 30

Pewaukee Public Schools  
 510 Lake Street  
 Pewaukee, WI 53072  
 Enrollment: 1,600  
 Suburban (20,000)  
 Page 26

Seymour Community School District  
 10 Circle Drive  
 Seymour, WI 54165  
 Enrollment: 2,300  
 Rural (12,000)  
 Page 34

South Milwaukee  
 1225 Memorial Drive  
 South Milwaukee, WI 53172  
 Enrollment: 3,400  
 Suburban (23,700)  
 Page 32

Stevens Point Area Public Schools  
 1900 Polk Street  
 Stevens Point, WI 54481  
 Enrollment: 8,291  
 Suburban (60,000)  
 Page 30

Two Rivers Public School District  
 1500 27th Street  
 Two Rivers, WI 54241  
 Enrollment: 2,100  
 Suburban/Rural (N/A)  
 Pages 34, 53

**WISCONSIN cont.**

Wisconsin Rapids Public Schools  
 510 Peach Street  
 Wisconsin Rapids, WI 54494  
 Enrollment: 5,975  
 Rural (30,000)  
 Page 41

Wittenberg-Birmamwood School District  
 Highway 29 West  
 Wittenberg, WI 54499  
 Enrollment: 1,515  
 Rural (N/A)  
 Page 53

**WYOMING**

Albany County School District 1  
 1948 Grand Avenue  
 Laramie, WY 82070  
 Enrollment: 4,100  
 Rural (25,000)  
 Pages 20, 34

Werton County School District #1  
 116 Casper Avenue  
 Newcastle, WY 82701  
 Enrollment: 1,200  
 Rural (6,000)  
 Pages 14, 19

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