This report describes the Comprehensive Local School approach to school restructuring, which envisions the school as the coordinating vehicle for all children's services, including health and social services, and which reconfigures and coordinates all categorical programs at the school site under a site-based management system characterized by a participatory decision-making process. The report presents a reprint of an article from the journal, "Remedial and Special Education" by Wayne Sailor, titled "Special Education in the Restructured School." The article identifies trends in special education reform, including the movement to integrate students with severe disabilities into general educational schools and classrooms and the effort to retain students with mild and moderate disabilities in the general classroom. The article then proposes that reform efforts in general education present an opportunity for amalgamation of related viewpoints through broad-based, school restructuring policy reform. This amalgamation is reflected in regulatory waivers, site-based management and budgetary control, shared decision making, and full infusion of federal categorical program resources into the general education program. A list of 12 organizations that support innovative restructuring efforts by schools is presented, and a list of the schools that these organizations support or work with in restructuring and reforming educational programs is also provided. In addition, a list is presented of 21 schools that indicated in a survey that they were implementing general and special education reform. (JDD)
Restructuring Education in the 90s

By:
Winna S. Le
Patricia Karasoff

California Research Institute
San Francisco State University
Restructuring Education in the 90s

By:
Wayne Sailor
Dotty Kelly
Patricia Karasoff

California Research Institute
San Francisco State University

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Restructuring Education In the 90s

The California Research Institute (CRI), federally funded at San Francisco State University since 1982, has a total of ten years of research experience with states and school districts throughout the United States involved in innovative, systematic reform efforts to enhance the education for students with disabilities.

Based on this research and experience, in 1985 CRI began the development of an approach to school restructuring which was widely disseminated in 1989 with the publication of the text, Comprehensive Local School: Regular Education for All Students with Disabilities (Sailor, Anderson, Halvorsen, Doering, Filler, & Goetz, 1989). This model, which began with efforts to integrate students with severe disabilities into the life of the regular school, has expanded over the past three years to a model of school restructuring that is strongly geared to coordinated management of categorical resources to the collective advantage of all students at the school site; hence, the term "comprehensive" local school.

The integration institute at CRI, which has now concluded its five years of federal funding, conducted a large-scale research program in support of various components of the restructuring model. The published research base up to 1988 was reviewed in Halvorsen and Sailor (1990) and in Sailor et al. (1989).

The CLS model in its present form is a blend of the categorical program-driven model published in Sailor et al. (1989) and the California Department of Education Reform Initiative (California Department of Education, 1990; Winget, 1990). The model is generic in the sense that it can be adapted wholly, or in part, to fit restructuring goals and objectives of any school, public or private. It is specifically designed to operate on existing school district resources, so that new sources of revenue are not required for either initial start-up or long-range implementation. The CLS model has five distinct components, each of which is geared to a specific age group in the educational
continuum. School organization and restructuring is thus examined in terms of issues affecting (1) early childhood programs; (2) elementary programs; (3) middle school, or junior high school programs; (4) secondary programs; and (5) post compulsory educational programs.

Comprehensive Local School as an approach to school restructuring has two principal features that distinguish it from many other models: (1) CLS envisions the school as the coordinating vehicle for all children's services, going beyond traditional educational issues to encompass health and social service issues as well. Schools under this model gradually progress toward comprehensive, interdisciplinary children's service centers, with education comprising the primary service around which other services are configured according to need; and (2) CLS functions as a comprehensive, unified educational vehicle with all categorical programs reconfigured and coordinated at the school site under a strong site-based management system characterized by a participatory decision-making process.

Other key variables related to the CLS restructured school at each level of schooling are described in detail in Sailor's 1991 article, Special Education in the Restructured School, located in Section One of this document.

In response to a request by states involved in systems change to support the integration of students with severe disabilities, CRI has developed the following list of restructuring organizations located across the country. These organizations support innovative restructuring efforts by schools.

Our objective in sharing this information is to encourage collaboration and the building of bridges between restructuring/reform initiatives in special education and general education systems. We wish to support the efforts of educators to join forces with one another to ensure that all students can succeed in schools that will embrace the diversity they bring in ethnic origin, color, socio-economic level, language, or ability.
The organizations listed in Section Two have provided CRI with a list of schools they support or work with in restructuring and reforming educational programs. The list provided in Section Three is a compilation of all the school lists provided to us by the organizations. This list is organized by state, not by organizational affiliation.

In addition, a list of twenty-one schools can be found in Section Four which includes those schools that responded to a CRI survey focused on collaboration between general and special education. These schools indicated that they were implementing reform that included both general and special education.

Since this task has been underway since early 1992, it is possible that some of the names and phone numbers have changed. We regret any inaccuracy in this information.

It is important to note that CRI has not had the opportunity to visit these school sites and/or validate their restructuring efforts. We present this list based on the sites’ indicating that they wished to be included on our list.

References


SECTION ONE

"Special Education in the Restructured School"

(Sailor, 1991)
Two significant, overriding trends in reform have emerged in special education at all levels from policy to program implementation during the past decade. These are, first, the movement to integrate students with severe disabilities and those with low-incidence disabilities into general education schools and classrooms for their educational programs; second, the effort to retain students with mild and moderate disabilities in the general classroom as an alternative to pull-out programs. These trends are closely associated. Until recently, parallel trends in general education reform have tended to focus on improvement in curriculum and in instructional techniques. Most recently, however, these reform efforts have shifted in the direction of systematic reorganization of school governance structures, policy, and resource utilization at the school site. This shift presents an opportunity for amalgamation of these various related viewpoints through broad-based, school restructuring policy reform. This amalgamation is particularly reflected in those aspects of restructuring that are concerned with regulatory waivers, site based management and budgetary control, shared decision making, and full infusion, with school site coordination, of federal, categorical program resources into the general education program. Sufficient parallels exist between the general and special education reform agendas to suggest that the time may be at hand for a shared educational agenda.

SIGNIFICANT REFORM EFFORTS have characterized special education over the past decade. Parallel efforts at reform have also been under way over the same period in general education. Until recently, these separate reform directions have held relatively little significance for one another and, if anything, have tended to increase the separation between the two groups of educators. Very recently, however, the dominant trend of reform in general education has shifted attention to organization and governance issues in an effort to better support the needs of a changing demography, characterized by greater diversity among the nation's collective student body.

Within special education, dominant reform trends have been focused in part on achieving greater social and, to a degree, academic integration of students with wide-ranging types of significant disabilities in general education schools and classrooms. For example, emphasis is frequently placed on partial participation in the general classroom curriculum, assisted by curricular and technological adaptations (e.g., Thousand & Villa, 1989), for students with even the most severe disabilities. A larger and more controversial agenda has been focused on efforts to retain students with milder disabilities, such as learning disabilities, in general education classrooms and to reduce the incidence of utilization of pull-out strategies, such as self-contained classes and resource room configurations for these students.

In general education, reform efforts have shifted recently, from intensive concentration on efforts to improve curriculum and instruction, to efforts in the reorganization of school and district-level governance systems and in the manner in which fiscal and personnel resources are allocated and utilized at the school site. This shift in emphasis in general education reform presents a window of opportunity for the emergence of a shared educational agenda, one that holds poten-
for capturing the innovative elements of improvement and reform in federal categorical programs such as special education as well as elements in general education reform. In the remainder of this paper, the basis for a shared educational agenda in school reform is examined by considering dominant aspects of special education reform in light of the current school restructuring movement.

**Trends in Special Education Reform**

The movement of students with significant and multiple disabilities ("severely handicapped") into general educational settings has undeniably represented the hallmark of research and development activity concerned with this population over the past decade. Much of the summative literature base of the 1970s was concerned with how and what to teach, focusing on behavioral teaching technology with its emphasis on task analysis and data management schemes (Haring & Bricker, 198; Haring & Brown, 1976, 1977; Sontag, 1979; York & Edgar, 1979). In the 1980s the focus shifted palpably to a concern with where to teach and the ramifications of the learning environment. This past decade also witnessed the least restrictive environment (LRE) language in statutory and regulatory language begin to take on a major significance from policy-level decisions to classroom practice (Sailor, Wilcox, & Brown, 1980; Snell, 1978).

The emphasis on social and, to a lesser degree, academic integration of the population with more severe disabilities has been strongly buttressed by positive outcomes in comparative "efficacy" studies (Brinker & Thorpe, 1984; Halvorsen & Sailor, 1990; Meyer, Peck, & Brown, 1990; Sailor et al., 1989), and by legal-policy analytic interpretations of the litigative history of P.L. 94-142 (Gilhool, 1989; Gilhool & Stutman, 1978). The integration thrust has met only token resistance in the research literature (Burton & Hirschoren, 1979; Cruickshank, 1977; Gottlieb, 1981; Haywood, 1981), but no controlled studies have surfaced to date presenting data supportive of separate rather than integrated educational programs (see Halvorsen & Sailor, 1990, for a review of efficacy studies on integration).

**Students with Severe Disabilities**

Studies of specific issues in the placement of students with severe disabilities are few in number and inconclusive, but seem to suggest increased placements in more integrated educational environments over time (Haring et al., in press) characterized by a great deal of variability across the states (Danielson & Bellamy, 1989). The emphasis on integrated educational placements appears to extend to students with the most severe disabilities, including those with significant health or behavioral problems (Campbell & Bailey, in press; Sailor, Gee, Graham, & Goetz, 1988), and to encompass a "zero-rejection" philosophy, wherein no student or disability category would be deemed too disabled to be integrated (Sailor, Gerry, & Wilson, in press-b).

"In general education, reform efforts have shifted recently, from intensive concentration on efforts to improve curriculum and instruction, to efforts in the reorganization of school and district-level governance systems and in the manner in which fiscal and personnel resources are allocated and utilized at the school site."

Most recently, the emphasis in the literature pertaining to integration of students with severe disabilities has shifted from a discussion of approaches that exemplify special class models within regular schools, where integration occurs primarily in extraneous school settings such as assemblies, recess, and lunch time involving peer tutors, friendship relationships, etc., to a discussion of "full inclusion" models that exemplify placement of these children in the general classroom with some program time in other environments, as needed (Biklen, Bogdan, Ferguson, Searl, & Taylor, 1985; Falvey, 1985; Forest & Lusthaus, 1989; Sailor et al., 1989; Stainback & Stainback, 1990; Stainback, Stainback, & Forest, 1989; Thousand & Villa, 1989). The pros and cons of these relative placement considerations are discussed in Brown et al. (1999a, 1999b) and in Sailor et al. (in press-b).

The full inclusion approach to the provision of integrated special educational services to low-incidence and severe disability populations appears to be gaining strength across the country. A recent study by the California Research Institute (CRI) resulted in the identification of some 15 school districts around the country that are reported by their administrative staff as entirely, or close to being entirely, operated on a full inclusion basis (Karoff & Kelly, 1989), with the most extensively documented service delivery model to emerge to date being provided by the Johnson City School District in upstate New York (Mamary & Rowe, 1990). Three entire states have now published their intent to commit to some form of a full inclusion delivery system within a short time span: Colorado (McNulty, 1990); Iowa (Hamre-Nietupski, Nietupski, & Maurer, 1990); and Vermont (Williams et al., 1986). Other states, including California, with the impetus provided by their successful competition in the federal Office of Special Education and Rehabilitation Services (OSERS) systems change grants program to enhance...
less restrictive educational placements (e.g., Winget, 1990), are developing positions of policy and program implementation philosophy that suggest strong trends toward statewide full inclusion practices. Several Canadian models have also emerged. most notably in Ontario and New Brunswick (Forest, 1987; Stainback et al., 1989; Vandercook, York, & Forest, 1989). Finally, within western European countries, Italy stands out as the country with the most visible application of full inclusion educational services, particularly in the northern provinces of Liguria (i.e., Genoa) and Emilia-Romagna (i.e., Bologna) (Gaylord-Ross, 1987; Sailor, 1989; Vitello, 1989).

The basic components that most full inclusion models share include:

1. All students attend the school to which they would go if they had no disability.
2. A natural proportion (i.e., representative of the school district at large) of students with disabilities occurs at any school site.
3. A zero-rejection philosophy exists so that typically no student would be excluded on the basis of type or extent of disability [except, see Sailor, Gerry, & Wilson (in press-a) for a discussion of the implications of these models for children with deafness].
4. School and general education placements are age- and grade-appropriate, with no self-contained special education classes operative at the school site.
5. Cooperative learning and peer instructional methods receive significant use in general instructional practice at the school site.
6. Special education supports are provided within the context of the general education class and in other integrated environments.

Obviously, a school organization that includes these six points can only exist in the context of a unified educational program wherein planning for the education of general as well as special populations at the school site is a shared responsibility of the total professional and administrative staff (Stainback et al., 1989; Stainback & Stainback, 1990), and, conversely, where special education does not function as a "second system" (Gartner & Lipsky, 1990b) with descriptors such as "a school within a school," "side-by-side program," and so on.

Students with Mild or Moderate Disabilities

Although the integration imperative has met with relatively little resistance from the educational research community, efforts to reform service delivery to the population of students with milder disabilities, to the contrary, have generated enormous controversy. These efforts surfaced visibly in 1986 as a federal policy initiative (Will, 1986), called the Regular Education Initiative, or REI, which seemed to suggest that responsibility for the education of these children should best be viewed as a shared responsibility of all educators rather than the sole purview of special education. The initiative quickly gained support from several prominent educational researchers whose data collectively suggested that under certain service delivery models, children with learning disabilities, for example, would do better in mainstreamed educational programs than in pull-out, resource-room, separate classroom-oriented programs (Wang & Beverly, 1987; Wang, Reynolds, & Walberg, 1986, 1988). These publications resulted in an unprecedented entire issue of the Journal of Learning Disabilities (January 1988) being devoted to a rebuttal of the Wang and Reynolds research and program development efforts.

Later on, others argued that the REI was "deeply flawed" social policy in that it was a special education initiative rather than a regular education initiative (Singer, 1988; Singer & Butler, 1987), that REI was inappropriate for certain categorical disability groups (Braaten, Kauffman, Braaten, Polsgrove, & Nelson, 1988), and that the REI constituted nothing less than a Republican plot to destroy special education and redirect the funds from P.L. 94-142 to a more socially affluent and high-achieving class of children and youth (Kauffman, 1989). [See also Goetz & Sailor (1990), Kauffman & Hallahan (1990), and McCleskey, Skiba, & Wilcox (1990), for discussions of this article.]

The issue on the special education side is clearly one that evokes strong emotion, even among otherwise sanguine academic researchers. Kauffman (1989). Singer (1988). Vergason and Anderegg (in press), and others have written in highly charged rhetorical terms on the topic, with reference to "throwing the baby out with the bathwater," for example. Opponents of REI have argued that its proponents believe:

1. No truly special instruction is needed by any student.
2. Special training is not required for handicapped students or for their teachers.
3. Specific targeting of funds for specific students is unnecessary.
4. All students can be instructed and managed effectively in general classrooms.
5. The more important equity issue is the site, not the quality of instruction. (Goetz & Sailor, 1990, p. 336)

McClesky et al. (1990) argued that extensive reviews of the literature that examine categorical labeling and grouping in terms of special education effectiveness collectively have revealed a set of conclusions that are at variance with the conclusions of the most vociferous reform opponents, particularly Kauffman (1989). Goetz and Sailor (1990) argued that the "most radical" suggestions that can be gleaned from the sum total
grouping strategies are nonprescriptive in themselves; of the reform literature are: (a) Special education may coordination with it. Opponents of special education and (c) special education may function most effectively
categorical labels and homogeneous special education than as a support to the regular educational program rather than as a second system operating in parallel to reg-
ual special education. The common denominator is the principle of
eral class placement sample. A substantial 87% of
objective of parents of both special and general education students under reformed service models. Their results
indicate that both sets of the parents they studied were satisfied with general class placement of special education students and that their degree of satisfaction increased over time. The parents of the special education children were particularly positive concerning friendships and self-esteem factors associated with the general class placement sample. A substantial 87% of the mainstream sample parents indicated that they would choose general class placement again.
Bauwens et al. (1989) reviewed a number of teacher consultation models that are facilitative of the goals of special education reform. They described a particular approach, which they call cooperative teaching, based on the collaborative consultation model of Idol, Paolucci-Whitcomb, and Nevin (1986). These models stress the use of teams made up of special and general education classroom teachers at the school site (a) to determine curricular and pedagogical approaches to be used with mainstreamed students identified for special education support and (b) to facilitate joint planning for utilization of professional resources at the school to best serve all of the students at the school.

Special Education Reform as a Cohesive Trend

In one sense REI is to children with moderate and mild disabilities as the integration imperative (Gilhool, 1989) is to children with low-incidence and severe disabilities. The common denominator is the principle of the least restrictive educational environment, which in turn is born of the recognition that social and communicative development in children with disabilities is predicated on opportunities for mainstream socialization as well as academic experiences, and that these experiences are an inherent entitlement of children with disabilities under the constitutional guarantee of freedom of association (Council of Chief State School Officers, 1989; Fine, 1983, 1987; Sailor, Gerry, & Wilson, in press-a). Current reform efforts in special education at both the policy and programmatic levels are aimed, as they are in the case of general educators, at redesigning existing statutory and regulatory systems to meet the needs of a changing demography of constituents and to better reflect major technological, curricular, and pedagogical advances over the recent short term (Bauwens, Hourcade, & Friend, 1989).

Lowenbraun, Magde, and Affleck (1990), for example, presented some data that illuminate the perspective of parents of both special and general education students under reformed service models. Their results indicate that both sets of the parents they studied were satisfied with general class placement of special education students and that their degree of satisfaction increased over time. The parents of the special education children were particularly positive concerning friendships and self-esteem factors associated with the general class placement sample. A substantial 87% of the mainstream sample parents indicated that they would choose general class placement again.

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Downing and Eichinger (1990) and Slavin, Stevens, and Madden (1988) presented impressive arguments for the extension of cooperative learning strategies to promote mainstream educational programs for students with dual sensory impairments and with "academically handicapped" students, respectively. It is clear from the emergent survey research literature on mainstreaming, however, that although general education principals and other administrators may be quite open to implementation of these kinds of reforms, little of the process will likely occur without efforts to deal specifically with the fear of loss of responsibility for special education students by special education teachers, and fear of lack of adequate classroom support felt by general education classroom teachers (Garvar-Pinhas & Pedhazur Schmelkin, 1989; Knapp & Turnbull, 1990; Vladero, 1990). Gersten and Woodard (1990) and Miller (1990) presented balanced arguments on the reform controversy and suggested that it should best be viewed as that portion of the school restructuring reform movement that is concerned with special education. Semmel and Gerber (1990), in reviewing the collection of papers by general educators that made up the special issue of Remedial and Special Education concerned with the REI (May/June 1990), provided a thoughtful focus on the perspective of classroom teachers in the reform process. In the context of expressing the usual caveat of special educators against the potential for cannibalizing P.L. 94-142 to find the money to solve the myriad larger problems of general education (Kauffman, 1989: Kauffman, Gerber, & Semmel, 1989), the authors in this publication have supported the reform efforts. This support, however, contains the caveat that at least some teacher collaboration models, which successfully focus efforts on all students in the general education classroom (including special education students), will need to be disseminated as highly visible demonstrations.

Semmel and Gerber (1990) also cited in detail Dolores Durkin's (1990) report of a classroom teacher who failed to benefit from consultation on special education children in her classroom because the general education teacher held "slavishly" to the idea that all of the children in her class should complete a given curriculum at the same minimal level of performance (i.e., mastery). Semmel and Gerber concluded that these kinds of educational reforms can be positive to the extent that
1. Reform focuses on conditions that inhibit successful accommodations of particular children in general education classrooms.

2. An ethic of unified, school-based ownership of all children at the school, including ownership of the problems posed by all “difficult-to-teach” children, prevails at the school site.

3. Special education must be focused at the school, not the district level, and a mechanism must exist for shared decision making and joint responsibility for all students at the site (Glatthorn, 1990a, 1990b).

The current wave of school reform in general education is clearly focused less on accelerating students who are already high achievers, and much more on improving the performance of more challenging populations associated with the changing demography of U.S. schools. This circumstance creates a significant window of opportunity for aligning the reform efforts in special education discussed above to those of general education. In the next section, reform efforts in general education are examined with an eye to potential correspondence with parallel efforts in special education reform.

Reform in General Education

The Problem of Students at Risk

The changing demography of America’s school population, coupled with the increasing demands of technological advances in business and industry, have given rise to startling findings in recent analyses of the preparedness of America’s schools to adapt to these changes. Among the findings of concern:

- 1 million students drop out of school each year
- 1.5 million teenage women become pregnant each year
- Between $\frac{1}{4}$ and $\frac{3}{4}$ of all U.S. children live below the poverty line
- On any given night it is estimated there are at least 100,000 homeless children
- Every year, more than 5,000 young people take their own lives
- More than 2.2 million cases of child abuse and neglect were reported in 1987
- Fifteen percent of graduates of urban high schools read at less than the 6th grade level
- Almost 10 million children have no regular source of medical care
- About 20 million children under age 17 have never seen a dentist
- An estimated 3 million children have a serious drinking problem. (Davis & McCaul, 1990, p. 4)

If “students at risk” are defined as comprising only those who are likely to leave school prematurely or to graduate without the social, academic, and vocational skills needed to lead a productive life in our society, current estimates would place the figure at about 30% of current enrollment and growing yearly (New Partnerships, 1988). Research on the factors placing students at risk have focused in recent years on the concept of educational disadvantage (Hodginson, 1985; Levin, 1985; McDill, Natriello, & Pallas, 1986) and its implications for the way services are organized at the school site.

The primary indicators of societal factors that place children at risk have been identified as (a) poverty; (b) minority, racial/ethnic group identity; (c) non-English or limited English background; and (d) specific family configurations, such as single parent households (Davis & McCaul, 1990). These societal factors, which have been extensively documented in, for example, Rose (1989) and Schoor (1988), interact with school organization and environmental factors such as defective student-teacher and parent-teacher communication, low-motivational instructional materials, weak or ineffectual school leadership, and outdated instructional procedures to produce an unbroken cycle of deterioration in American education (MDC, Inc., 1988).

Whether one uses a general definition of at risk such as “unlikely to graduate” (Slavin, 1989) or a more detailed analysis, such as “educationally disadvantaged children” (Levin, 1989), it is clear that the problem is not simply concentrated in and closely associated with areas of inner-city urban decay. A National School Boards Association (1989) study indicated that as many as three-fifths of the at-risk population can be found in rural and suburban areas.

According to Lipsky and Gartner (1989), the present wave of reform in general education is characterized by a focus on higher standards of performance and professionalism at the state and local levels, and on effective school’s research-based methods, such as cooperative learning and mechanisms for peer tutorial services (Bickel & Bickel, 1986; Gartner & Lipsky, 1990a; Jenkins & Jenkins, 1981), to address primarily the problems presented by the population of students at risk. The hallmark of this reform is community empowerment in the life of the schools (Carnegie Foundation for the Advancement of Teaching, 1988; Committee for Economic Development, 1988). Current school restructuring efforts, for example, are concerned with greater parent involvement in the decision-making apparatus of the schools, and greater community participation in school management, such as is evidenced by the local school governing board experiment currently under way in Chicago. Finally, greater flexibility in the integration of resources available to the school site through federal categorical programs is being strongly advanced (Gartner & Lipsky, 1987; Lipsky & Gartner, 1989).
One of the principal recommendations of the report by the National Center on Education and the Economy (NCEE), To Secure Our Future: The Federal Role in Education (1989), is to restructure schools for high performance. The report stresses incorporation of curriculum and instruction to promote mastery of higher order thinking skills in all students; requiring performance-oriented outcomes for school achievement; upgrading teacher skills and standards; and giving teachers more authority in school decision making. Most important, the NCEE report calls for a comprehensive restructuring of the way categorical programs, such as Special Education, Chapter 1, Vocational Education, Adult Education, Bilingual Education, Head Start, and other programs, are operated. Removal of children from opportunities to succeed or even excel in the mainstream, according to the report, is costly and detrimental to all, particularly since the relatively rich resources provided through categorical programs to benefit children who are often inappropriately labeled neither demonstrably improves their educational outcomes in isolation (Lipsky & Gartner, 1989), nor allows for the maximization of educational resources for the good of all.

The categorical restructuring of the type recommended by NCEE can be accomplished within the framework of existing rules, regulations, and waiver processes to permit experiments in school restructuring to be properly evaluated and useful models to be disseminated without throwing various categorical "babies" out with the proverbial bathwater (Vergason & Anderegg, in press). The rules and regulations governing the Individuals with Disabilities Act (IDEA), for example, are specifically designed to protect the rights of children with disabilities and prevent their resources from being redirected to meet the needs of "more capable, but underachieving" populations. Compromising those protections is dangerous, unwise, and unwarranted, particularly if it can be demonstrated that IDEA resources can be harnessed and coordinated in such a manner, at the school site, to actually improve outcomes for students with disabilities while, at the same time, having a positive impact on the total school population through an integrated programmatic structure (California State Department of Education, 1989).

In addition to innovation in assessment, curriculum, and instructional practices, most school restructuring models that have been described in the literature to date have at least three of the following four primary sets of operations in common:

1. School organizational autonomy
2. Site-based management and shared decision making
3. Full infusion and coordination of categorical resources
4. Community participation in the life of the school

**School Organizational Autonomy**

Elmore and Associates (1990) have argued that school restructuring must concern itself with curriculum and teaching technology issues, but only within the context of school organization, school governance, and the place of the governance structures within the state systems. Cohen (1988) similarly argues that restructuring must be viewed as organizationally multitiered and, most important, must be related in clear, measurable ways to improved school productivity and student performance. States must stimulate restructuring through evolving functional standards of accountability, highly publicized results of accountability data, and by providing rewards and sanctions linked to school/student performance. Concomitant changes at the school, district, and state levels will be required to accomplish restructuring.

David, together with her colleagues (David, 1990; David, Cohen, Honetschlage, & Traiman, 1990), recently provided a set of recommendations to the nation's governors entitled State Actions to Restructure Schools: First Steps, a publication of the Center for Policy Research of the National Governors' Association (David et al., 1990). David et al. approach restructuring from a policy analysis perspective, and target specific actions that can be initiated at the level of the state education agency to stimulate action at the district level. Their blueprint for state action includes the following steps:

1. Define restructuring at the state level and create a vision for its outcomes.
2. Initiate conferences, statewide and regional, to inform the educational community and the public about the initiative.
3. Build statewide support for the initiative through networking organizations.
4. Start small with invited or competed pilot demonstration projects.
5. Offer access to waivers from state rules to facilitate demonstration projects (see Table 1 for examples of waiver requests).
6. Provide time for staff development and staff meetings to get restructuring off the ground.
7. Offer technical assistance and training from state and brokered services.
8. Gradually shift the state role from compliance policeman to facilitator and assistance provider.
9. Provide an outcomes-driven philosophy that stresses school accountability and increases student performance.
10. Maintain a clear focus on the specific goals and objectives of a state-level restructuring initiative.

What is clear from the writings of David, and also Skrtic (1988; 1990), is that restructuring is a viable concept and worth retaining as a clearly focused set of
goals, objectives, and specifiable outcomes; restructuring cannot be accomplished from either the "top down" by a policy analytic/administrative set of interventions, nor can it effectively proceed from the "ground up" by simply restructuring what goes on within individual schools in isolation. Effective restructuring is organizationally systemic in nature and must proceed from both directions simultaneously. The set of operations required for school organizational autonomy require multilevel policy analyses and clear specifications as to the extent of autonomy and flexibility afforded to the school site.

Site-Based Management and Shared Decision Making

Virtually all of the broad strategies that have emerged in the recent literature of school restructuring have stressed the component of decentralized governance (Sirotnik & Clark, 1988). In these systems, the locus of decision making with regard to the day-to-day operation of school programs is largely shifted from the central district office to the school site administrators, with the resulting much more flexibility and autonomy among the schools, both in organization/ governance and in program implementation.

Site-based management models allow decisions to be made about how various categorical revenues are to be coordinated and utilized, how instruction is to be organized and delivered, how curriculum and materials are to be selected and staffing arrangements to be made—all concentrated at the level of the building principal (Cohen, 1988). Site-based management can, of course, vary substantially on dimensions of school organization, such as the extent to which the management style is "bureaucratic or adhocratic" (Skrtic, 1988).

Shared decision making is one current focus of site-based management efforts at restructuring. Under this model, teachers, other school staff, administrators, and parents form a group that is charged with the responsibility of making key school decisions in allocating resources. Issues such as how students and staff are assigned to classrooms; how roles of administrators are to be determined; how personnel are evaluated, hired, fired, or promoted; curriculum issues: all can come under the purview of a shared-responsibility site-management group.

The issue of teacher authority in decision-making models at the school site is a second factor in site-based management models that may directly affect teacher motivation and job performance (e.g., Cistone, Fernandez, & Tornillo, 1989). It is axiomatic that "fired-up" teachers produce results that are reflected in a wide range of pupil-focused outcomes. Teacher motivation has long been a critical, neglected, and puzzling variable in the school reform literature, but is clearly linked to teacher perception of professional authority in all aspects of the life of the school (The Holmes Group, 1986; McDonnell & Pascal, 1988). The most creative ideas for educational reform at the school site level will have only a fraction of their potential impact under a top-down, administrative-mandate structure, in which teachers are given in-service training in new technologies and configurations and then expected to implement reforms with no particular say in the decisions that led to the mandate. The room for creative restructuring at the level of the school site is clearly at the point of design of organizational schemes that secure teacher buy-in concerning all aspects of educational reform and resource allocation to implement those reforms (Skrtic, 1988).

Conley (1988) found four critical domains that must be influenced directly by teachers in a shared-decision model: (a) organizational resource allocation; (b) work allocation (e.g., school assignments); (c) professional-organizational interface (i.e., grading policies, staff hiring); and (d) teaching process (curriculum, textbooks, etc.). Greater teacher authority in these realms implies different organizational studies to support the process. Similarly, Lieberman (1988) pointed to the need to pay careful attention to sociological aspects of organizat-
tion theory in moving toward shared-decision models that emphasize greater teacher authority and professionalism, because some arrangements are likely to operate more effectively than others.

Perhaps the most comprehensive resource to emerge to date on all of the myriad issues that face conversion to shared-decision models is that provided by Marburger (1985). The issue of "management councils" is discussed in detail, with particular concern given to membership; size issues; selection or election processes for membership; processes for selection of membership from the community; relationship of the management council to the district office, school board, and community agencies; the role of the principal; and the conflict-resolution issues surrounding the school accountability criteria with respect to the position of the principal and his or her relationship to the management council, council products and procedures, and issues concerned with budgeting and allocation of time for participation on the council (Sailor et al., in press-a, in press-b; Sykes, 1990).

Full Infusion and Coordination of All Available Resources

The third set of operations characterizing some school restructuring models pertains to the issue of resource reconfiguration and management. The best teachers working with the most advanced curriculum and with effective teaching practices still cannot hope to reverse the processes that place students at risk for school failure and dropout without adequate resources, particularly when class sizes are high. The needs of children at risk are many, and human resources in general education are typically too few. Many of those human resources needed for the educational improvement of all children are locked up in federal categorical programs that are designed to benefit relatively few students, and often historically in isolation. The major policy issue at stake here is whether those students for whom categorical resources are tagged can have their specialized needs met in a manner that allows all students at the school to benefit from those programs (Sapon-Shevin, 1988; Shaw et al., 1990).

An examination of special education resource allocation, as one categorical program, provides a case in point. In fiscal year 1987, 4.4 million students were served in special education in the U.S. at an annual cost for that year of $11.338 billion (Lipsky & Gartner, 1989). The process of referral and placement of these students varies so widely and haphazardly around the country, according to one report, that at times it seems to approximate pure chance (Ysseldyke, 1983). The Council of Great City Schools in 1986, for example, reported that referral rates for special education programs in the nation's large cities varied between 7.8% and 91.8% (Council of Great City Schools, 1986). The problem of identifying who is truly in need of special education resources is significant, and raises serious questions as to whether expensive resources are being largely mismanaged or misapplied. For example, as a category, learning disabilities (LD) increased 142% between 1977 and 1986, whereas special education as a whole increased only 20% in the same period LD now describes around 4.4% of all students identified nationally for special education services.

- More than 80% of the student population could be classified as learning disabled by one or more definitions presently in use (Ysseldyke, 1983).
- Based upon the records of those already certified as learning disabled and those not, experienced evaluators could not tell the difference (Davis & Shepard, 1983).
- Students identified as learning disabled cannot be shown to differ from other low achievers on a wide variety of school-related characteristics (Algozzine & Ysseldyke, 1983; Bartoli & Botel, 1988; Ysseldyke, Algozzine, Shinn, & Mcgure, 1982). (U.S. Department of Education, 1989, p 9).

A further complication in the referral and placement of students for special education services is to be found in the continuing overrepresentation of students of various racial and ethnic groups. In the 1986-1987 school year, minority populations represented 30% of all U.S. public school students, but made up 42% of special education students labeled as educable mentally retarded (EMR). This proportion was particularly over-balanced for students of African-American descent, who made up 16% of the public school population but 35% of the EMR subpopulation within special education, according to a 1988 national survey (Hume, 1988b, 1988c). The question of misidentification of pupils for specialized resources might not present such a monumental concern for school restructuring if these students' educational needs were being met in the mainstream, but such is not the case. In the 1985-1986 school year, barely one-fourth of all students served in special education nationally received those services in general education classrooms and other general instructional environments (Hume, 1988a, 1988b, 1988c). For most special education students, their program is a separate pull-out or send-off effort for most of the school day. If special education students and their relatively rich mix of resources are pulled out of mainstream education, the relevant question of interest becomes: do they so benefit from this educational apartheid? Lipsky and Gartner (1989) in a review of the literature on special education efficacy concluded:

Reviews and meta-analyses ... consistently report little or no benefit for students of all levels of
severity placed in special education settings (Carlberg & Kavale, 1980; Gergelka & Tyler, 1980; Epps & Tindal, 1987; Glass, 1983; Kavale & Glass, 1982; Leinhardt & Pallay, 1982; Madden & Slavin, 1982, 1983; Semmel, Gottlieb, & Robinson, 1979; Ysseldyke, 1988). Even the authors of a petulant attack on challenges to present special education practices offer little to defend them (Kauffman, Lloyd, & McKinney, 1988). (Lipsky & Gartner, 1989, p. 19)

If special education in separate pull-out programs is a relative failure (Lipsky & Gartner, 1989), and, conversely, the success rate is demonstrably higher in general education program applications (Hagerty & Abramson, 1987; Slavin & Madden, 1989), then the question arises as to whether coordinating special education resources within the general education program might indeed benefit all students. Slavin (1990), for example, showed that special education students profited significantly in a range of educational outcomes from inclusion in cooperative learning groups at the elementary school level when compared with similar students in a special class situation, and without any loss to the general education students in the group. In a report that generated much controversy, Wang (1988) found similar results in a comprehensive series of studies of the Adaptive Learning Environments Model (ALEM), a general education-based delivery system.

Resource infusion as a set of restructuring operations thus reflects the existing knowledge base concerning the comparative efficacy of keeping federal categorical programs within their diverse resources, such as represented by special education, closely coordinated with and infused into the general education program so that benefits might accrue to both general education and categorically identified students. As yet, however, there is no data base with which to refute or support the attribution of benefits for general education students resulting from a full infusion of special education resources. Finally, there is an obvious need to protect the statutory and regulatory requirements, including due process mechanisms in P.L. 94-142 and P.L. 99-457, within the specified operations of resource infusion. School restructuring efforts are a failure if there are no demonstrable improvements in the educational programs and performances of special education students, as well as the general student population at the school. Some states (e.g., California) have passed laws designed to facilitate these kinds of school restructuring efforts in a manner that protects the specific federal requirements for each program category.

Community Participation in the Life of the School

The fourth component of typical school restructuring models involves the extent to which the school can successfully regain its all-but-lost status as a fundamental mainstay of the community it serves (Sailor, 1990). This component has a particular relevance for the potential of its impact on children at risk for school failure and dropout. The work of Clark (1983, 1989) presents an example of community participation in restructuring. Clark developed strategies to involve the families, single parents, and foster care providers of African-American children in predominantly poor, multiethnic, minority school districts in their children's academic life in the school. His efforts, particularly in math and reading through parent involvement in homework, paid off in greatly improved test performances of his subjects and reduced status for being at risk. Clark (1989) was able to show that illiterate parents can nevertheless stimulate a child's reading and writing skills by, for example, focusing the child's attention on stories invented by the parents to nontext picture story books.

Many community involvement strategies are focused on the problem of high school dropout. Among the factors most closely associated with high school dropout has been the perception of school as a relatively valueless place in the eyes of families of children at risk in earlier grade levels (Council of Chief State School Officers, 1989). If school is a place where children of poverty are viewed negatively by teachers and administrators, and where parents are held accountable for these perceived problems by being furnished with detention slips, requests to come in for disciplinary discussions, threats of suspension, and so on, then parents will come to view the school as mainly a place of bad news and harassment. Such a view is soon communicated to the child, and the school comes to have a negative value.

Community involvement is required, as a key component of restructuring, in such diverse areas as improved health care for young children, provision of preschool and infant support services, case management, and child protective services (Hickey, Lockwood, Payzant, & Wenrich, 1990). Parent involvement in school decision-making councils, community volunteer participation in middle and junior high schools (Vasquez, 1990a, 1990b), and the involvement of business and industry in the process of transition from school to adult status at the secondary school level (Sailor et al., 1989). This list taps but a few of the significant ways that members of the community can enhance the life of a school under restructuring and identification of services to meet children's specific health care needs (Hickey et al., 1990).

A number of federal programs are now under way that significantly augment the community involvement effort through the restructured school. For example, the Comprehensive Child Development Program will supply $19.60,000 per year through fiscal year 1993 for the funding of 10 to 25 projects for intensive, comprehensive, integrated, and continuous support ser-
ties Act (IDEA) entitlements to early childhood at-risk poverty-level income will be eligible for Medicaid. Young children under the age of 1 year Medicaid expansion program, pregnant women and parents, and other household members. Under the services for low-income families, toddlers, preschoolers, children (AFDC) and to establish a Basic Skills (JOBS) program. Under this law, states are required to engage in education, training activities, or work. The critical need to expand and coordinate children's services through the schools is highlighted by the extent to which many children eligible for entitlement programs are not presently recipients of these programs (Kagan, 1989; Leichter, 1979; Lightfoot, 1987; McLaughlin & Shields, 1987; Seeley, 1981). Sixty percent of families headed by single mothers with children under 6 are living in poverty. These children are three times more likely to die in infancy than are other children; four times more likely to become pregnant as teenagers; far more likely to suffer serious illness, abuse, neglect, and to drop out of school than are their economically sufficient counterparts. Yet, in California research shows that less than half of all eligible children in that state receive AFDC income (Wald, Evans, & Ventresca, 1989).

Community Involvement In Secondary Education

Community involvement at the high school level is often heavily focused on the foundation of new partnerships between business/industry and the schools to facilitate the transition of students into adult status. Central to high school restructuring around transitional services is the regrouping of traditional vocational educational programs (Kadamus & Daggett, 1986). Examples of restructuring in high schools in Boston (Dentzer & Wheelock, 1990) and in New York (Kadamus & Daggett, 1986) have indicated how vocational education resources can be effectively reorganized to facilitate the movement of students into the workplace or into higher education through partnership arrangements between high schools and business/industry councils, or between high schools and higher education agencies.

Integrated learning environments, for example, can provide a vehicle for blending community and school resources into a common planning framework that has a significant, measurable impact on the reduction of high school dropout (Fillmore, in press, Flynn, 1989).

Remedial and Special Education

Collaboration between high schools and such agencies as the Department of Vocational Rehabilitation (DVR) and Department of Developmental Services (DDS) or their equivalents, together with business and industry groups, has led to recent strong movements in vocational education to create direct community job experiences within career employment opportunities for high school students (Siegel, 1988; Siegel & Gaylord-Ross, 1991), and the creation of transition specialists within high schools whose jobs call for the development of career-linkage plans for categorical students and students at risk for dropout (Sailor et al., 1989).

Comprehensive Local School (CLS)

The California Research Institute (CRI) at San Francisco State University began the development of an approach to school restructuring in 1985, which was widely disseminated in 1989 with the publication of the text. The Comprehensive Local School: Regular Education for All Students with Disabilities (Sailor et al., 1989). This model, which began with efforts to socially integrate students with severe disabilities into the life of regular schools, has expanded over the past 3 years to a model of school restructuring that is strongly geared to coordinated management of categorical resources to the collective advantage of all students at the school site; hence, the term comprehensive local school.

The CLS approach has five distinct components, each of which is geared to a specific age group in the educational continuum. School organization and restructuring is thus examined in terms of issues affecting (a) early childhood programs, (b) elementary programs, (c) middle school or junior high school programs, (d) secondary programs, and (e) postsecondary educational programs.

Comprehensive Local School as an approach to school restructuring has two principal features that distinguish it from many other models. First, CLS envisions the school as the coordinating vehicle for all children's services, going beyond traditional educational issues to encompass health and social service issues as well (Kirst & McLaughlin, 1990; Morrill & Gerry, 1990). Schools under this model gradually progress toward becoming comprehensive, interdisciplinary children's service centers, with education making up the primary service around which other services, including case management and health-related services, are configured according to need (Hickey et al., 1990). Second, CLS functions as a comprehensive, unified educational vehicle with all categorical programs reconfigured and coordinated at the school site under a strong site-based management system characterized by a shared decision-making process.
Conclusions

Those special educators associated with, or indeed committed to the current directions in reform, such as those indicated by the LRE mandate for social and academic integration and the retention of special education students in general education classrooms, might well consider forming a strong alliance with the school restructuring process under way in the dominant reform movement within general education. With an increasing likelihood of further progress in special education reform being closely linked with (if not co-opted by) processes of change in the bigger picture of general school organizational reform, an opportunity exists to realign all educational systems to work more effectively and efficiently for all children at the school site. The inherent danger to special educators who choose to maintain the status quo and to wait this one out is to ultimately witness the possibility of a takeover of special education programs and funding by an increasingly troubled and strained general education system that is ill-equipped to utilize effectively special education and other federal categorical resources to benefit the increasingly diverse population it is intended to serve.

In terms of federal policy, special education, as a field, is at a crossroads. The pressing reform movement in general education can result in an expanded use of special education as a separate system (Lipsky & Gartner, 1989). An expansion in eligibility of the number of types of categorically defined students with special needs, for example, offers one possibility. The present debate over whether Attention Deficit Disorder (ADD) should be included is a case in point. Expansion in special education eligibility could lead to a condition under which as many as 25% to 30% of public school enrollment is served by a separate special education delivery system.

Alternatively, reform efforts within special education to achieve greater levels of integration within general education offer the more attractive possibility for a shared educational agenda for all students. By a more judicious and efficient application of special education and other federal, categorical program resources at the local school site level, these resources might well be reconfigured under school restructuring efforts to better meet the needs of all students at the school.

Wayne Sailor, PhD, directs the California Research Institute at San Francisco State University (SFSU), a 5-year research and technical assistance institute concerned with the integration of students with severe disabilities into general education classrooms and schools. He is also site director of the SFSU Research and Training Center for Community-Referenced Behavior Management Technologies for Students with Severe Disabilities.

Dr. Sailor is a professor of teacher education at SFSU and is also co-coordinator of the Joint Doctoral Program in Special Education with the University of California at Berkeley. A member of the editorial board of The Journal of The Association for Persons with Severe Handicaps. Dr. Sailor is also senior author of the book The Comprehensive Local School (published by Paul H. Brookes, 1989), which is concerned with issues and models of general school service delivery for all students with disabilities. Address: Wayne Sailor, San Francisco State University, 612 Font Blvd., San Francisco, CA 94132.

Author's Notes

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SECTION TWO

Restructuring Organizations
Section Two – Restructuring Organizations

Accelerated Schools Project
402 S. CERAS
Stanford University, CA 94305-3084
(415) 725-1669; 1676

Coalition of Essential Schools (and) Re: Learning
Brown University
Education Department, Box 1938
Providence, RI 02912

American Federation of Teachers
Center for Restructuring
555 New Jersey Avenue, N.W.
Washington, D.C. 20001
(202) 879-4440

National Alliance for Restructuring Education (of the) National Center on Education & the Economy
1341 “G” Street, N.W., Suite 1020
Washington, D.C.
(202) 783-3668

Association for Supervision & Curriculum Development
1250 N. Pitt Street
Alexandria, VA 22314
(703) 549-9110

National Center for Restructuring Education, Schools, & Teaching (NCREST)
NYC Center for School Reform
Teachers College, Columbia University
525 W. 120th Street, Box 110
New York, NY 10027
(212) 678-3432

Center for Educational Renewal
College of Education, DQ-12
Institute for the Study of Educational Policy
University of Washington
Seattle, WA 98195

National Education Association
National Center for Innovation in Education
1201 16th Street, N.W.
Washington, D.C. 20036-3290
(202) 822-7783, x7940

Center for Leadership in School Reform
950 Breckenridge Lane, Suite 200
Louisville, KY 40207
(502) 895-1942

Panasonic Partnership Program
Panasonic Foundation
1 Panasonic Way
Secaucus, NJ 07094
(201) 392-1432

Child Study Center
230 S. Frontage Road
Box 3333
New Haven, CT 06510
(203) 785-2548

Program for School Improvement
College of Education, Aderhold Hall
University of Georgia
Athens, GA 30602
(404) 542-2516

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SECTION THREE

National List of Schools Engaged in Restructuring
### Section Three – National List of Schools Engaged in Restructuring

#### ALASKA

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<tr>
<td>WISE Project</td>
<td>John Carey</td>
<td>Flippin High School</td>
<td>Anchorage, AK 99501</td>
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<td>Woodland Junior High School</td>
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<td>Perryville High School</td>
<td>James Floyd</td>
<td>Arkansas Dept. of Education</td>
<td>Perryville, AR 72126</td>
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<tr>
<td>P.O. Box 129</td>
<td></td>
<td>4 Capitol Mall</td>
<td></td>
</tr>
<tr>
<td>Perryville, AR 72126</td>
<td>Cecilia Johnson</td>
<td>Little Rock AR</td>
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<td>Soquel High School</td>
<td>Philip Bliss</td>
<td>Mid-Peninsula High School</td>
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<td>401 Old San Jose Rd.</td>
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<td>870 North California Avenue</td>
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<tr>
<td></td>
<td>Robert Stein</td>
<td>O'Farrell Community School</td>
<td>San Diego, CA 92114</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6130 Skyline Drive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lois Jones</td>
<td>Oceana High School</td>
<td>Pacifica, CA 91107</td>
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<td>Roger L. King</td>
<td>Coordinator</td>
<td>Rancho San Joaquin Middle School</td>
<td>4861 Michelson Road</td>
<td>Irvine, CA 92715</td>
</tr>
<tr>
<td>Judy Cunningham</td>
<td>Principal</td>
<td>Rancho San Joaquin Middle School</td>
<td>4861 Michaelson Rd.</td>
<td>Irvine, CA 92715</td>
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<tr>
<td>Mary Lou Mendoza</td>
<td>Principal</td>
<td>James Lick Middle School</td>
<td>1220 Noe St.</td>
<td>San Francisco, CA 94114</td>
</tr>
<tr>
<td>David Pope</td>
<td>Principal</td>
<td>Spring View Middle School</td>
<td>5040 5th Street</td>
<td>Rocklin, CA 95677</td>
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<tr>
<td>Robert Stein</td>
<td>Principal</td>
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<td>James Storer</td>
<td>Principal</td>
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<tr>
<td>David Marsh</td>
<td>Regional Coordinator</td>
<td>University of Southern California</td>
<td>W.P.H. 702</td>
<td>Los Angeles, CA 90089-0031</td>
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<td>Judy Cudding</td>
<td>Principal</td>
<td>Pasadena High School</td>
<td>2925 E. Sierra Madre Blvd.</td>
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<td>Pam Watson</td>
<td>Acting Principal</td>
<td>Fremont High School</td>
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<td>David Gray</td>
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<td>Principal</td>
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<td>Dennis Gray</td>
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<tr>
<td>Chloe Kamprath</td>
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<tr>
<td>Christopher Franklin</td>
<td>Principal</td>
<td>Central Jr. High School</td>
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<td>Pittsburg, CA 94565</td>
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<td>Steve Jubb</td>
<td>Regional Coordinator</td>
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<tr>
<td>Jeff Reich</td>
<td>Principal</td>
<td>Antioch High School</td>
<td>700 West Eighteenth St.</td>
<td>Antioch, CA 94509</td>
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<td>Tena Peterson</td>
<td>Principal</td>
<td>Longfellow Elementary School</td>
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<tr>
<td>David Pope</td>
<td>Principal</td>
<td>Spring View Middle School</td>
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<td>Jeff Reich</td>
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<td>Antioch High School</td>
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Joe Sewell
Principal
Piner High School
1700 Fulton Rd.
Santa Rosa CA
95403

Nardy Samuels
Principal
Santa Monica High School
601 Pico Blvd.
Santa Monica CA
90405

Ruth Baumann
Ontario Teachers' Federation
1260 Bay Street
Toronto
Ontario CANADA
M5R 2B5

Gerry Baker
Principal
Woodside High School
199 Churchill Ave.
Woodside CA
94062

Tim Scully
Assistant Principal
North High School
3620 W. 182nd St.
Torrance CA
90504

COLORADO

Rob Gaskill
Principal
Irvington High School
41800 Blacow
Fremont CA
94536

Bill Herrera
San Ramon Valley U.S.D.
9870 Broadmoor Dr.
San Ramon CA
94583

D. Smith
Superintendent
Buena Vista S.D. R 31
113 N. Court St.
Buena Vista CO
81211

Marilyn Loushin-Miller
Principal
Crocker Middle School
2600 Ralston Dr.
Hillsborough CA
94010

John DiPaola
Fremont Unified School District
41800 Blacow Rd.
Fremont CA
94538

Kenneth Frisbee
Superintendent
Weld County Highland RE 9
P.O. Box 68
Ault CO
80610

Suga Moriwaki
Assistant Principal
California High School
9870 Broadmoor Dr.
San Ramon CA
94583

BERNARD BAJNOK
PRINCIPAL
BISHOP CARROLL HIGH SCHOOL
4624 RICHARD ROAD SW
CALGARY
ALBERTA CANADA
T3E 6L1

CANADA

Walter Quinn
Principal
Foothill Middle School
2755 Cedro
Walnut Creek CA
94598

Katie McGovern
The Board of Education
for the City of York
2 Trethewey Drive
City of York
Ontario CANADA
M6M 4A8

Thomas Crawford
Superintendent
Academy School District 20
7610 N. Union Blvd.
Colorado Springs CO
80920

Victor Ross
Superintendent
Adams-Arapahoe 28j
1085 Peoria
Aurora CO
80011
James Mitchell  
Superintendent  
Adams County School District #12  
11285 Highline Dr.  
Northglenn CO  
80233

Harry Masinton  
Superintendent  
North Park School District R1  
910 Fourth St.  
Walden CO  
80480

Dean Damon  
Superintendent  
Boulder Valley School District RE 2  
6500 E. Arapahoe  
Boulder CO  
80301

Jim McDermott  
Superintendent  
Agate School District #300  
P.O. Box 66  
Agate CO  
80101

Durell Thompson  
Superintendent  
Otis R-3  
P.O. Box 401  
Otis CO  
80743

John Meyer  
Superintendent  
Brighton School District 27 J  
630 S. Eighth St.  
Brighton CO  
80601

Lillian Stanton  
Superintendent  
Aguilar School District R.E. 6  
P.O. Box 567  
Aguilar CO  
81020

Glen Hanson  
Superintendent  
Platte Valley RE 1  
P.O. Box 485  
Kersey CO  
80644

Douglas Johnson  
Superintendent  
Brush School District RE 2-J  
527 Industrial Park Rd.  
Brush CO  
80723

Dallas Strawn  
Superintendent  
Lewis Palmer School District 38  
146 Jefferson St.  
Monument CO  
80132

Keith Christy  
Superintendent  
Sterling Valley RE 1  
119 N. 3rd Ave.  
P.O. Box 910  
Sterling CO  
80751

George Sauter  
Superintendent  
Byers School District 32J  
444 E. Front St.  
Byers CO  
80103

Superintendent  
Limon Public Schools  
146 Jefferson St.  
Monument CO  
80132

Victor Becco  
Superintendent  
Trinidad School District  
240 North Convent  
Trinidad CO  
81082

Dennis Disario  
Superintendent  
Calhan School District RJT 1  
800 Bulldog Dr.  
Calahan CO  
80808

Cile Chavez  
Superintendent  
Littleton School District #6  
5776 S. Crocker St.  
Littleton CO  
80120

Brent Mutsch  
Superintendent  
Weld County Fort Lupton RE 8  
Superintendent  
301 Reynolds St.  
Fort Lupton CO  
80621

Leon Cummings  
Superintendent  
Campo School District RJT 1  
480 Maple St.  
Campo CO  
81029
### Section Three – National List of Schools Engaged in Restructuring

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>School District</th>
<th>Address</th>
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<tbody>
<tr>
<td>Robert Rael</td>
<td>Superintendent</td>
<td>Centennial School R1</td>
<td>909 N. Main St.</td>
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<td>Johnie Dombaugh</td>
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<tr>
<td>Robert Tschirki</td>
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<tr>
<td>Daniel Jonson</td>
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<td>Clear Creek School Dist. RE 1</td>
<td>545 Hwy 103</td>
<td>Idaho Springs</td>
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<td>Lonnie Rogers</td>
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<td>Stephen Beaber</td>
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<tr>
<td>Jane Martin</td>
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<td>Del Norte C-7</td>
<td>Del Norte Box 159</td>
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<td>Richard O’Connell</td>
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<td>Bob Ash</td>
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<td>John Cox</td>
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<td>Fountain School District 8</td>
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<td>Larry Vibber</td>
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<tr>
<td>Jack Pendar</td>
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<td>James Hess</td>
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<td>Bruce Yoast</td>
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<td>Anton Leon Sant</td>
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<td>Mike Hinnegan</td>
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<tr>
<td>J. Timothy Waters</td>
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<td>Jasper Butero, Jr.</td>
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<td>Delano Arnold</td>
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<td>Mary A. Ricken</td>
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<td>Tom Farrell</td>
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<td>Edward Schelhaas</td>
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<td>1327 Highway 1608</td>
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### Section Three – National List of Schools Engaged in Restructuring

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<th>Superintendent</th>
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<td>James M. Poole</td>
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<tr>
<td>Richard Ullom</td>
<td>Big Sandy School District 100J</td>
<td>609 Pueblo</td>
<td>Simla</td>
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<tr>
<td>Leonard Hainley</td>
<td>Big Sandy 100J</td>
<td>P.O. Box 68</td>
<td>Simla</td>
<td>CO</td>
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<tr>
<td>Jeanne S. Howes</td>
<td>Holyoke School District RE-1J</td>
<td>435 S. Morlan</td>
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<td>Michael Hinnegan</td>
<td>Huerfano School District Re-1</td>
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<td>Walsenburg</td>
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<td>Lew Finch</td>
<td>Jefferson County Schools</td>
<td>5375 Otis St.</td>
<td>Arvada</td>
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<tr>
<td>Robert Hall</td>
<td>Kim School District R88</td>
<td>P.O. Box 100</td>
<td>Kim</td>
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<tr>
<td>Roger Brunelli</td>
<td>La Vega School District RE-2</td>
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<tr>
<td>James R. McCabe</td>
<td>Lake County School District R1</td>
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<tr>
<td>Bill Van Buskirk</td>
<td>Lamar District RE 2</td>
<td>210 W. Pearl</td>
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<tr>
<td>Larry Swain</td>
<td>West End District RE2</td>
<td>Drawer 190</td>
<td>Naturita</td>
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<tr>
<td>Dick Amman</td>
<td>Pueblo County High School</td>
<td>1050 Lane 35</td>
<td>Pueblo</td>
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<td>81006</td>
</tr>
<tr>
<td>Mary Apodaca</td>
<td>Colorado Department of Education</td>
<td>201 East Colfax</td>
<td>Denver</td>
<td>CO</td>
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<tr>
<td>Peggy Reynolds</td>
<td>Weld County School District RE-8</td>
<td>301 Reynolds Ft. Lupton</td>
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<tr>
<td>Charley Todd</td>
<td>Joel Barlow High School</td>
<td>100 Black Rock Turnpike</td>
<td>West Redding</td>
<td>CT</td>
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<tr>
<td>Eddie Davis</td>
<td>Weaver High School</td>
<td>415 Granby Street</td>
<td>Hartford</td>
<td>CT</td>
<td>06105-1096</td>
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<tr>
<td>Kenneth Martinelli</td>
<td>Sacred Heart High School</td>
<td>P.O. Box 2120</td>
<td>Waterbury</td>
<td>CT</td>
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### DELAWARE

<table>
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<tr>
<th>Name</th>
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<th>School</th>
<th>Address</th>
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<tr>
<td>Harry H. Dukes</td>
<td>President - School Board</td>
<td>Indian River</td>
<td>R.D. 2, Box 236</td>
<td>Frankford DE</td>
<td>19945</td>
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<tr>
<td>John DeWitt</td>
<td>President - School Board</td>
<td>Indian River</td>
<td>215 W. Garden St., P.O. Box 1470</td>
<td>Pensacola FL</td>
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### FLORIDA

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<tbody>
<tr>
<td>Marlene James</td>
<td>Principal</td>
<td>Brookside Elementary School</td>
<td>R.D. 2, Box 236</td>
<td>Newark DE</td>
<td>19713</td>
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<tr>
<td>Larry Katz</td>
<td>Principal</td>
<td>Nova Blanche Forman School</td>
<td>3521 Davie Road</td>
<td>Davie FL</td>
<td>33314</td>
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<tr>
<td>Steve Pomerantz</td>
<td>Principal</td>
<td>Nova High School</td>
<td>3602 SW College Avenue</td>
<td>Fort Lauderdale FL</td>
<td>33314</td>
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<tr>
<td>Steven Friedman</td>
<td>Principal</td>
<td>Nova Middle School</td>
<td>3602 SW College Avenue</td>
<td>Fort Lauderdale FL</td>
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### GEORGIA

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<tr>
<td>Mark Smith</td>
<td>President</td>
<td>Silver Ridge Elementary School</td>
<td>9100 S.W. 36 Street</td>
<td>Davie FL</td>
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**33**
Section Three – National List of Schools Engaged in Restructuring

Robert Cresswell
Principal
Salem High School
3551 Underwood Road
Conyers GA
30208

Wayne Stone
Brooks Elementary
119 Price Rd.
Brooks GA
30205

Jim Willis
Clarke Central High School
350 S. Milledge Ave.
Athens GA
30606

Hazel Ratliff
Project Coordinator
Paulding County Schools
522 Hardee Street
Dallas GA
30132

Jerry Locke
A.L. Burruss Elementary
325 Manning Rd.
Marietta GA
30064

David Hill
Douglas County Comp. High School
8705 Campbellton St.
Douglasville GA
30134

Sandra Holbrook
Air Line Elementary
RFD 1
Bowersville GA
30516

Lynne Horton
Camp Creek Elementary
958 Cole Dr. SW
Liburn GA
30247

Jim Kahrs
Duluth High School
3737 Brock Rd.
Duluth GA
30136

Audrey Wood
Barton Chapel Road Elementary
2329 Barton Chapel Rd.
Augusta GA
30906

Mike Stanton
Cedar Shoals High School
1300 Cedar Shoals Dr.
Athens GA
30610-3541

Jean anne Marra
East Newton Elementary
2286 Dixie Rd.
Covington GA
30209

Patsy Lentz
Benton Elementary
Route 1, Box 69
Nicholson GA
30565

Leontine Espy
Central High School
2155 Napier Ave.
Macon GA
31204

Cyndy Stephens
Eastvalley Elementary
2570 Lower Roswell Rd.
Marietta GA
30067

Karen Allen
E.T. Booth Middle School
1899 Eagle Dr.
Woodstock GA
30188

Rick Little
City Park Elementary
515 S. Pentz St.
Dalton GA
30720

Gary Phillips
Fayette County High School
205 LaFayette Dr.
Fayetteville GA
30214
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<td>Len Patton</td>
<td>Fayette Middle School</td>
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<td>Jane Robertson</td>
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<td>Sharon Denero</td>
<td>Fowler Drive Elementary</td>
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<td>Marie C. Washburn</td>
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<td>Deloris Bryant-Booker</td>
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<td>Bonny C. Dixon</td>
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<td>Sandra Levent</td>
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<td>Mary Perry</td>
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<td>Lynne Gray</td>
<td>McIntosh High School</td>
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<td>Joy B. Williams</td>
<td>Patterson Elementary</td>
<td>P.O. Box 6</td>
<td>Patterson</td>
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<td>Jimmy G. Jordan</td>
<td>Jasper County Comp. High School</td>
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<td>Wayne Myers</td>
<td>Morgan County Primary</td>
<td>993 East Ave.</td>
<td>Madison</td>
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<td>Judi Rogers</td>
<td>Pinckneyville Middle School</td>
<td>5540 W. Jones Bridge Rd.</td>
<td>Norcross</td>
<td>GA</td>
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<tr>
<td>Michael McLemore</td>
<td>Kelsey Middle School</td>
<td>200 Kelsey Ave.</td>
<td>Griffin</td>
<td>GA</td>
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<tr>
<td>Nelda Heatherley</td>
<td>Mountain Park Elementary</td>
<td>1500 Pounds St.</td>
<td>Liburn</td>
<td>GA</td>
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<tr>
<td>Judy Robinson</td>
<td>Pointe South Elementary</td>
<td>631 Flint River Rd., SW</td>
<td>Riverdale</td>
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Section Three – National List of Schools Engaged in Restructuring

Pam Johns  
South Jackson Elementary  
Route 2  
Athens GA  
30607

Alice Fitzgerald  
White County Elementary  
Route 5, Box 5041  
Cleveland GA  
30528

Damon Lamb  
Miller Middle School  
210 S. 12th Ave.  
Area Education Agency 6  
Marshalltown IA  
50158

Erma Jenkins  
Swainsboro Primary  
336 West Pine St.  
Swainsboro GA  
30401

Gretchen Reese  
Windsor Forest Elementary  
414 Briarcliff Circle  
Savannah GA  
31419

ILLINOIS

Sharla Van Dyke  
Thomas Elementary  
801 Watson Blvd.  
Warner Robins GA  
31093

Deloris Bryant-Booker  
Love T. Nolan Elementary  
2725 Creel Rd.  
College Park GA  
30349

Principal  
Kenwood School  
1001 Stratford Dr.  
Champaign IL  
61821

Truman Atkins  
Thomas Co. Central High School  
1500 U.S. 84 By-Pass  
Thomasville GA  
31792

Kenwood School  
1001 Stratford Dr.  
Champaign IL  
61821

Principal  
Westinghouse Vocational High School  
3301 Franklin Blvd.  
Chicago IL  
60624

IOWA

Shannon Floyd  
Thunderbolt Elementary  
3313 Louis St.  
Thunderbolt GA  
31404

Mary Wilcynski  
Principal  
Metro High School  
1212 7th Street SE  
Cedar Rapids IA  
52401

Bruce Bell  
Principal  
Anna Jonesboro High School  
608 South Main Street  
Anna IL  
62906

Jim Colwell  
Union County Elementary  
451 School Circle  
Blairsville GA  
30512

Phil Tetzloff  
Project Coordinator  
Marshalltown Education Association  
c/o Marshalltown High School  
1602 S. Second Avenue  
Marshalltown IA  
50158

Charles Bowen  
Principal  
Broadmoor Junior High School  
501 Maywood Drive  
Pekin IL  
61554
<table>
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<tr>
<th>Name</th>
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<th>Address</th>
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<tr>
<td>Russell Ballard</td>
<td>Principal</td>
<td>Carpentersville Middle School</td>
<td>100 Cleveland Avenue</td>
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<td>IL</td>
<td>60110</td>
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<tr>
<td>David Bottom</td>
<td>Principal</td>
<td>Sparta High School</td>
<td>205 Hood Avenue</td>
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<td>IL</td>
<td>62286</td>
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<tr>
<td>Lynn St. James</td>
<td>Principal</td>
<td>Lindblom Technical High School</td>
<td>6130 South Wolcott Avenue</td>
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<td>60636</td>
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<td>James Miglin</td>
<td>Principal</td>
<td>Elmwood Junior/Senior High School</td>
<td>301 West Butternut</td>
<td>Elmwood</td>
<td>IL</td>
<td>61529</td>
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<td>Floyd Wyrick</td>
<td>Principal</td>
<td>Calumet High School</td>
<td>8131 South May Street</td>
<td>Chicago</td>
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<td>60620</td>
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<tr>
<td>Arthur A. Cervinka</td>
<td>Principal</td>
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<td>5935 North Lincoln Avenue</td>
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<tr>
<td>Jerry Blew</td>
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<td>600 South Medinah Road</td>
<td>Roselle</td>
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<td>Roosevelt T. Burnett</td>
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<td>2100 East 87th Street</td>
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<td>Jacqueline H. Simmons</td>
<td>Principal</td>
<td>Paul Robeson High School</td>
<td>6835 South Normal Avenue</td>
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<tr>
<td>James Peterson</td>
<td>Principal</td>
<td>Malta Junior/Senior High School</td>
<td>Lincoln Highway</td>
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<td>Charles Mingo</td>
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<td>Juanita J. Tucker</td>
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<td>Thomas Gunning</td>
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<td>5600 Godfrey Road</td>
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<td>Warner Birts</td>
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<td>Constantine Kiamos</td>
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<td>60067</td>
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<td>Daryl Unnasch</td>
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<td>7560 Oak Avenue</td>
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<td>60305</td>
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<td>Dorothy Williams</td>
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<td>Flower Vocational High School</td>
<td>3545 West Fulton Boulevard</td>
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<tr>
<td>Robert Brazil</td>
<td>Principal</td>
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<td>6631 North Bosworth Avenue</td>
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<td>60626</td>
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Section Three – National List of Schools Engaged in Restructuring

Warren Chapman  
Learning Coordinator  
Department of Education  
100 West Randolph  
Chicago IL  
60601

Sandy Allen  
Principal  
Ballard High School  
6000 Brownsboro Road  
Louisville KY  
40222

Donna Ludwig  
Principal  
Mayme S. Waggener High School  
330 South Hubbards Lane  
St. Matthews KY  
40207

INDIANA

Principal  
Stonybrook Junior High School  
11300 E. Stonybrook Dr.  
Indianapolis IN  
46229

John Sizemore  
Principal  
Brown School  
546 South First St.  
Louisville KY  
40202

Charles Miller  
Principal  
Pleasure Ridge Park High School  
5901 Greenwood Road  
Pleasure Ridge KY  
40258

Principal  
Henry W. Eggers School  
5825 Blaine Ave.  
Hammond IN  
46320

Gordon E. Milby  
Principal  
Doss High School  
7601 St. Andrews Church Road  
Louisville KY  
40214

John Locke  
Principal  
Seneca High School  
3510 Goldsmith Lane  
Louisville KY  
40220

Dave Wilkinson  
Learning Coordinator  
Office of Program Development  
Department of Education  
State House, Room 229  
Indianapolis IN  
46204-2798

James A. Sexton  
Principal  
Eastern High School  
12400 Old Shelbyville Rd.  
Louisville KY  
40243

Terry Shinkle  
Principal  
Valley High School  
10200 Dixie Highway  
Valley Station KY  
40220

KANSAS

Clark Reinke  
Principal  
Amanda Arnold Elementary School  
1435 Hudson  
Manhattan KS  
66502

Marilyn Hohmann  
Principal  
Fairdale High School  
1001 Fairdale Road  
Louisville KY  
40118

Lucian Yates, III  
Principal  
Western High School  
2501 Rockford Lane  
Louisville KY  
40216

KENTUCKY

Donald Ingwerson  
Superintendent  
Attn: Clyde Caudill, Asst. to  
332 Newburg Rd.  
Louisville KY  
40218

Stuart Watts  
Principal  
Iroquois High School  
4615 Taylor Blvd.  
Louisville KY  
40215

Debbie Riggs  
Jefferson Co. Coordinator  
JCPS-Gheens Academy  
4425 Preston Highway  
Louisville KY  
40213
Section Three – National List of Schools Engaged in Restructuring

June Lee
Project Coordinator
Jefferson County Teachers Association
1941 Bishop Lane
Suite 902
Louisville KY
40218

LOUISIANA
Phillis Crawford
Principal
Audubon Elementary
10730 Goodwood Blvd.
Baton Rouge LA
70815

P. Edward Cancienne, Jr.
Superintendent
Assumption Parish School Board
P.O. Drawer B
Napoleonville LA
70390

James J. Bordelon
Superintendent
Avoyelles Parish School Board
201 Tunica Dr. West
Marksville LA
71351

Sue Magee-Tulios
Bogalusa City Schools
113 Cumberland St.
P.O. Box 310
Bogalusa LA
70429-0310

Katy McCallister
Bossier Parish School Board
P.O. Box 2000
Benton LA
70429-0310

Jacquelyn A. Shipp
Superintendent
Franklin Parish Schools
1809 Prairie Rd.
Winnsboro LA
71295

L. Keith Guice
Superintendent
Catahoula Parish
P.O. Box 308
Jonesville LA
71343

Bernard J. Weiss
Superintendent
East Baton Rouge Parish Schools
P.O. Box 3950
Baton Rouge LA
70821

L. Keith Guice
Superintendent
Catahoula Parish
P.O. Box 308
Jonesville LA
71343

Dave J. Cavalier
Superintendent
Iberia Parish Schools
1500 Jane St.
New Iberia LA
70560

James Turner, Jr.
Superintendent Caldwell Parish
P.O. Box 1019
Columbia LA
71418

P. Edward Cancienne, Jr.
Superintendent
Assumption Parish School Board
P.O. Drawer B
Napoleonville LA
70390

Charles P. Bujoi
Superintendent
Iberville Parish School Board
P.O. Box 151
Plaquemine LA
70765-0151

James Turner, Jr.
Superintendent Caldwell Parish
P.O. Box 1019
Columbia LA
71418

Max Skidmore
Superintendent
LaFayette Parish School System
P.O. Drawer 2158
LaFayette LA
70502

J. Rogers Pope
Superintendent
Livingstone Parish Schools
P.O. Box 1130
Livingston LA
70754

Larry J. Broussard
Superintendent
Evangeline Parish Schools
1101 TE Mamou Rd.
Ville Platte LA
70586

Martin Verhagen
Superintendent
Madison Parish Schools
P.O. Box 1620
Tallulah LA
71282
Section Three – National List of Schools Engaged in Restructuring

<table>
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<tr>
<th>Superintendent</th>
<th>School</th>
<th>Address</th>
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<th>State</th>
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<tbody>
<tr>
<td>Mike Whitford</td>
<td>St. Bernard Parish School Board</td>
<td>67 E. Chalmette Circle</td>
<td>Charlemette</td>
<td>LA</td>
<td>70043</td>
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<tr>
<td>Everett J. Williams</td>
<td>St. Charles Parish School System</td>
<td>P.O. Box 46</td>
<td>Luling</td>
<td>LA</td>
<td>70070</td>
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<tr>
<td>Carroll A. Perlander</td>
<td>St. John Parish School</td>
<td>P.O. Drawer A L</td>
<td>Reserve</td>
<td>LA</td>
<td>70084</td>
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<td>Michael J. Lucia</td>
<td>St. Landry Parish Schools</td>
<td>P.O. Box 310</td>
<td>Opelousas</td>
<td>LA</td>
<td>70571-0310</td>
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<td>Lanny Johnson</td>
<td>St. Tammany Parish Schools</td>
<td>P.O. Box 940</td>
<td>Covington</td>
<td>LA</td>
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<td>P.O. Box 457</td>
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<td>John Glen Middle School</td>
<td>McMahan Rd.</td>
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<td>MA</td>
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<td>Thomas S. Tocco</td>
<td>Blackstone Square Community</td>
<td>380 Shawmut Ave.</td>
<td>Boston</td>
<td>MA</td>
<td>02118</td>
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<tr>
<td>Gerald J. Keller</td>
<td>Washington Parish Schools</td>
<td>P.O. Box 587</td>
<td>Franklinton</td>
<td>LA</td>
<td>70438</td>
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<tr>
<td>Earle R. Brown</td>
<td>West Feliciana Parish Schools</td>
<td>P.O. Box 1910</td>
<td>St. Francesville</td>
<td>LA</td>
<td>70775</td>
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<td>Patrick Cooper</td>
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MASSACHUSETTS

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<tr>
<td>Principal</td>
<td>John Glen Middle School</td>
<td>McMahan Rd.</td>
<td>Bedford</td>
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<tr>
<td>Principal</td>
<td>Blackstone Square Community</td>
<td>380 Shawmut Ave.</td>
<td>Boston</td>
<td>MA</td>
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Section Three – National List of Schools Engaged in Restructuring

Frank Guiliano, Jr.
Superintendent
Milton Public Schools
Brook Road at Central
Milton MA
02186

Diane Haarman
Project Coordinator
Nashoba Regional High School District
12 Green Road
Bolton MA
01740

Ronald L. Snyder
Superintendent
MAINE SAD 11 Gardiner
P.O. Box 250
Gardiner ME
04345

Maryland

Wilbur Hixon
Principal
Andover High School
Andover MA
01810

Barbara Chase
Headmistress
Bryn Mawr School
109 West Melrose
Baltimore MD
21210

Michael Cormier
Superintendent
SAD 56
Mortland Rd.
P.O. Box 467
Searsport ME
04974

Anne Reenstierna
Headmistress
Brimmer and May School
69 Middlesex Road
Chestnut Hill MA
02167

Pamela L. Shaw
Principal
Park Heights Street Academy
3901 Park Heights Avenue
Baltimore MD
21215

Albert S. Hall
Superintendent
Waterville School Dept.
21 Gilman St.
Waterville ME
04901

Sidney Smith
Principal
English High School
144 McBride Street
Jamaica Plain MA
02130

Samuel Billups
Principal
Walbrook High School
2000 Edgewood Street
Baltimore MD
21216

Dana Allen
Principal
Portland High School
284 Cumberland Avenue
Portland ME
04101

Maine

Larry Myatt
Director
Bunker Hill Community College
New Rutherford Avenue
Boston MA
02129

William Dove
Superintendent
Islesboro School Dept.
P.O. Box 118
Islesboro ME
04848

Jean Konzal
Learning Coordinator
Maine Department of Education
State House Station #23
Augusta ME
04333

Lisa Bryant
Principal
Bartlett School
79 Wannalancit Street
Lowell MA
01854

Jay Bartner
Superintendent
Old Orchard Beach School Department
Jameson Hill Rd.
Old Orchard ME
04064

Julia Phelp
Principal
Wells Junior High School
P.O. Box 310
Wells ME
04090
Section Three – National List of Schools Engaged in Restructuring

MISSOURI

Valijeane Olenn  
Principal  
Wells High School  
P.O. Box 578  
Wells ME  
04090  

Craig Larson  
Principal  
Parkway South High School  
801 Hanna Road  
Manchester MO  
63021  

Sally Kakitis  
Associate President  
41 Rust Road  
Gorham ME  
04388  

Mary L. Burke  
Headmistress  
Ann Watt  
Whitfield School  
175 South Mason Road  
St. Louis MO  
63141  

William Peay  
Principal  
Parkland High School  
1600 Brewer Road  
Winston-Salem NC  
27105  

MICHIGAN

Lawrence Patrick  
Detroit School Board President  
c/o Detroit Public Schools  
5057 Woodward  
Detroit MI  
48202  

Kristi O’Brian  
Project Coordinator  
112 East Maple  
Vicksburg MI  
49097  

Patricia Kloostermann  
Terry Morris, Principal  
Mendan Community Schools  
26393 Kirby  
Mendon MI  
49072  

MONTANA

Peter Carparelli  
Superintendent  
Billings School District #2  
415 N. 30th St.  
Billings MT  
59101  

Rebecca Scott  
Project Coordinator  
North Asheboro Middle School  
900 West Bailey Street  
Asheboro NC  
27203  

NORTH CAROLINA

Patricia Kloostermann  
Terry Morris, Principal  
Mendan Community Schools  
26393 Kirby  
Mendon MI  
49072  

David St. Germain  
Project Coordinator  
Chaska Public Schools  
110600 Village Road  
Chaska MN  
55318  

William Peay  
Principal  
Parkland High School  
1600 Brewer Road  
Winston-Salem NC  
27105  

Betty Neigum  
Project Coordinator  
Dickinson Public School District  
P.O. Box 1057  
Dickinson ND  
58601  

MINNESOTA

Principal  
Hazelwood Elementary School  
216 Virginia Ave.  
Hazelwood NC  
28783  

Betty Neigum  
Project Coordinator  
Dickinson Public School District  
P.O. Box 1057  
Dickinson ND  
58601  

Dawn Wooten  
Principal  
Philo Middle School  
410 Haverhill Street  
Winston-Salem NC  
27105  

Janice Sherrill  
Principal  
Konnoak School  
3200 Renon Road  
Winston-Salem NC  
27105
### NEBRASKA

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Ben Nelson</td>
<td>Governor</td>
<td></td>
<td>State Capitol</td>
<td>Lincoln</td>
<td>NE</td>
<td>68509</td>
</tr>
<tr>
<td>Mike Peterson</td>
<td>Asst. Superintendent</td>
<td>South Sioux City Public Schools</td>
<td>3625 G St., Box 158</td>
<td>South Sioux</td>
<td>NE</td>
<td>68776</td>
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<tr>
<td>Dennis Gehringer</td>
<td>Project Coordinator</td>
<td>Millard Education Association</td>
<td>13823 “P” Street</td>
<td>Omaha</td>
<td>NE</td>
<td>68137</td>
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<tr>
<td>Theresa Sadler</td>
<td>Principal</td>
<td>Turquoise Trail Elementary</td>
<td>Route 2 Box 800</td>
<td>Santa Fe</td>
<td>NM</td>
<td>87502</td>
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<tr>
<td>Stephen Dilg</td>
<td>Principal</td>
<td>Capshaw Middle School</td>
<td>351 W. Zia Road</td>
<td>Santa Fe</td>
<td>NM</td>
<td>87501</td>
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<tr>
<td>Steven Dilg</td>
<td>Principal</td>
<td>Capshaw Middle School</td>
<td>351 Via Rd.</td>
<td>Santa Fe</td>
<td>NM</td>
<td>81501</td>
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<tr>
<td>Ruth Johnson</td>
<td>Principal</td>
<td>Roosevelt Middle School</td>
<td>P.O. Box 310</td>
<td>Tijeras</td>
<td>NM</td>
<td>87059</td>
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<tr>
<td>Andrew Rendon</td>
<td>Principal</td>
<td>Capital High School</td>
<td>4851 Paseo Del Sol</td>
<td>Santa Fe</td>
<td>NM</td>
<td>81501</td>
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<tr>
<td>Sandra Purrington</td>
<td>Principal</td>
<td>Sweeney Elementary School</td>
<td>501 Airport Road</td>
<td>Santa Fe</td>
<td>NM</td>
<td>87501</td>
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<tr>
<td>Patsy Duran</td>
<td>President, Board of Education</td>
<td></td>
<td>3220 Dryer St.</td>
<td>Las Cruces</td>
<td>NM</td>
<td>88001</td>
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<tr>
<td>Barbara Gordon</td>
<td>Principal</td>
<td>Dowa Yalane Elementary School</td>
<td>P.O. Box Drawer D</td>
<td>Zuni</td>
<td>NM</td>
<td>87327</td>
</tr>
<tr>
<td>Dennis Littky</td>
<td>Principal</td>
<td>Bernalillo Middle School</td>
<td>P.O. Box 640</td>
<td>Bernalillo</td>
<td>NM</td>
<td>87004</td>
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<tr>
<td>Alfonso Garcia</td>
<td>Principal</td>
<td>El Dorado Elementary School</td>
<td>2 Avenida Torreon</td>
<td>Santa Fe</td>
<td>NM</td>
<td>87505</td>
</tr>
<tr>
<td>Joan Pritchard</td>
<td>Principal</td>
<td>Santa Fe Technical High School</td>
<td>2201 West Zia Road</td>
<td>Santa Fe</td>
<td>NM</td>
<td>87501</td>
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### NEW JERSEY

<table>
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<tr>
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<tbody>
<tr>
<td>Victor Gilson</td>
<td>Superintendent</td>
<td>Dennis Schools</td>
<td>Academy Road</td>
<td>Dennisville</td>
<td>NJ</td>
<td>07402</td>
</tr>
<tr>
<td>Andrew Rendon</td>
<td>Principal</td>
<td>Capital High School</td>
<td>4851 Paseo Del Sol</td>
<td>Santa Fe</td>
<td>NM</td>
<td>81501</td>
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<tr>
<td>Barbara Gordon</td>
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<td>Dowa Yalane Elementary School</td>
<td>P.O. Box Drawer D</td>
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<tr>
<td>Patsy Duran</td>
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<td></td>
<td>3220 Dryer St.</td>
<td>Las Cruces</td>
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### NEW MEXICO

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<td>Riette Mutleston</td>
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<tr>
<td>Andrew Rendon</td>
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<td>4851 Paseo Del Sol</td>
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<tr>
<td>Joan Pritchard</td>
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<td>Santa Fe Technical High School</td>
<td>2201 West Zia Road</td>
<td>Santa Fe</td>
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Section Three – National List of Schools Engaged in Restructuring

Linda Belarde  
Principal  
Twin Buttes High School  
P.O. Box 680  
Zuni NM  
87327

John Cheska  
Headmaster  
Adelphi Academy  
8515 Ridge Boulevard  
Brooklyn NY  
11209

Laura Frenk  
Principal  
John Jay High School  
Katonah NY  
10536

Bruce Sojka  
Principal  
Zuni High School  
P.O. Box 550  
Zuni NM  
87327

Dave Lehman  
Principal  
Alternative Community School  
111 Chestnut Street  
Ithaca NY  
14850

Anthony Aranella  
Director  
Scarsdale Alternative School  
45 Wayside Lane  
Scarsdale NY  
10583

Jack Bradley  
Principal  
Zuni Middle School  
P.O. Box 447  
Zuni NM  
87327

Mauricen Grolnick  
Principal  
Bronxville High School  
Pondfield Road  
Bronxville NY  
10708

Dan Drmacich  
Administrator  
School Without Walls  
480 Broadway  
Rochester NY  
14607

Pedro Atencio  
Learning Coordinator  
Santa Fe Public Schools  
Sierra Vista Annex 13  
1300 Camino Sierra Vista  
Santa Fe NM  
87505

Brian Howard  
Principal  
Chatham High School  
50 Woodbridge Avenue  
Chatham NY  
12037

Carolyn Jones  
Principal  
The Bronx New School  
3200 Jerome Avenue  
Bronx NY  
10468

NEW YORK

Penny Constantine  
A2K Coordinator  
Trinity School  
180 Pelham Rd.  
New Rochelle NY  
10805

Sherry King  
Principal  
Croton-Harmon High School  
Old Post Road, South  
Croton-on-Hudson NY  
10520

Mary Ellen Bosch  
Director  
The Brooklyn New School  
Nelson & Hicks Streets  
Brooklyn NY  
11215

Jeff Schmidt  
Am2K Coordinator  
Longwood Middle School  
Middle Isl-Yaphark Rd.  
Middle Island NY  
11953

Harry McCormak  
Principal  
Fox Lane High School  
Rte. #172, South Bedford Rd.  
Bedford NY  
10506

Paul Schwarz  
Co-Director  
Central Park East  
Secondary School  
1573 Madison Avenue  
New York NY  
10029
### Section Three – National List of Schools Engaged in Restructuring

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<td>Crossroads Schools</td>
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<td>31-11 Thomson Avenue</td>
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<td>P.S. 261 The New Program</td>
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<tr>
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<td>Urban Academy</td>
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<td>A2K Parent Organizer</td>
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### Section Three – National List of Schools Engaged in Restructuring

**OREGON**

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<tr>
<td>Harry Hillegas</td>
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<td>Howard Elementary School 700 Howard Ave. Eugene OR</td>
<td>Ravenna OH 44266</td>
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<tr>
<td>Tom Bassett</td>
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<td>Upper Arlington City Schools 1650 Ridgeview Rd.</td>
<td>Upper Arlington OH 43221</td>
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<tr>
<td>George Lanning</td>
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<td>Amity School District 4Jt P.O. Box 138 Amity OR</td>
<td>Tulsa OK 74119</td>
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<tr>
<td>Bob Vernon</td>
<td>Principal</td>
<td>Burns High School 1100 Oregon Ave. Burns OR</td>
<td>Burns OR 97720</td>
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<tr>
<td>Jim Harlow</td>
<td>Principal</td>
<td>Carlton School District 11 P.O. Box 338 Carlton OR</td>
<td>Oklahoma City OK 73125</td>
</tr>
<tr>
<td>Wes Smith</td>
<td>Superintendent</td>
<td>Newberg S.D. 29Jt 1431 Deborah Rd. Newberg OR</td>
<td>Newberg OR 97132</td>
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<tr>
<td>Ian Grabenhorst</td>
<td>Superintendent</td>
<td>Sheridan S.D. 48Jt 339 NW Sherman Sheridan OR</td>
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<tr>
<td>Brian Metke</td>
<td>Principal</td>
<td>Springfield School District 19 525 Mill St.</td>
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<tr>
<td>Mark Hyde</td>
<td>Superintendent</td>
<td>Willamina School District 30Jt 324 SE Adams</td>
<td>Willamina OR 97396</td>
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<tr>
<td>Paul Plath</td>
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<td>Yamhill School District UH-1 Yamhill-Carlton Union H.S. 275 N. Maple St. Yamhill OR 97148</td>
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</tr>
<tr>
<td>Mike Brott</td>
<td>Superintendent</td>
<td>McMinnville School District 40 15000 N. Baker McMinnville OR 97128</td>
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<tr>
<td>James Redmond</td>
<td>Superintendent</td>
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**OKLAHOMA**

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<td>James Barns</td>
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<td>Burns High School 1100 Oregon Ave. Burns OR</td>
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<td>Mark Hyde</td>
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<td>Carlton School District 11 P.O. Box 338 Carlton OR</td>
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<td>Steve Johnson</td>
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21
### RHODE ISLAND

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<tr>
<td>DONALD REED</td>
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<td>17557</td>
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<tr>
<td>Henry Tarlian</td>
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<td></td>
<td>34 Warwick Lake Ave.</td>
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<td>Bill Bentley</td>
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<td>Neil Raymond Smith</td>
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<td>Tyrone Area Jr/Sr High School</td>
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<td>JEAN di SABATINO</td>
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<tr>
<td>MANUEL J. BARBOZA</td>
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<td>MARY V. QUIRK SCHOOL</td>
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<tr>
<td>Carol Polkinghorn</td>
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<tr>
<td></td>
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47
### Section Three – National List of Schools Engaged in Restructuring

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<tr>
<td>RI</td>
<td>ROBERT BATES</td>
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<td>DENISE JENKINS</td>
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<td>SCHOOL ONE</td>
<td>Providence</td>
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<td>75 JOHN STREET</td>
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<td>KATHY SIOK</td>
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<td>ST. XAVIER ACADEMY</td>
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<tr>
<td></td>
<td>David Wetzel</td>
<td>Superintendent</td>
<td>Elizabethton City School System</td>
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<tr>
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<td>804 So. Watauga Ave.</td>
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<tr>
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<td>J. ROBERT SHIRLEY</td>
<td>Principal</td>
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<td>DENISE JENKINS</td>
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<td>George Levin</td>
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Section Three – National List of Schools Engaged in Restructuring

TEXAS

Elizabeth Flores
Senior Vice President
P.O. Box 59
Laredo TX
78042-0059

Richard G. Rivera
Executive Assistant
Office of the Mayor
P.O. Box 839966
San Antonio TX
78283-3966

Jose Manzano
Superintendent
P.O. Box 158
Zapata TX
78076

NITA WHITESIDE
PRINCIPAL
PASCHAL HIGH SCHOOL
3001 FOREST PARK BOULEVARD
FORT WORTH TX
76110

JIM JUDSON
DIRECTOR
THE JUDSON MONTESSORI SCHOOL
705 TRAFALGAR
SAN ANTONIO TX
78216

SHIRLEY JOHNSON
PRINCIPAL
WESTBURY HIGH SCHOOL
5575 GASMER ROAD
HOUSTON TX
77035

Mike Simmons
Superintendent
Johnson City Schools
P.O. Box 1517
Johnson City TN
37683

Dallas Hardin
Executive Director
Upper E. Tennessee Cooperative
P.O. Box 23110A ETSU
Johnson City TN
37614

John Payne
Superintendent
Johnson County School System
211 No. Church St.
Mountain City TN
37683

Grant Rowland
Superintendent
Washington County School System
405 W. College St.
Junesborough TN
37659

James Gaddis
Superintendent
Newport City Schools
202 College Street
Newport TN
37821

Gerald Bailey
Principal
Hixson High School
5705 Middle Valley Pike
Chattanooga TN
37343

Gary Peevely
Superintendent
Rogersville City Schools
116 Broadway
Rogersville TN
37617

Rev. William S. Wade
Headmaster
St. Andrew’s – Sewanee
St. Andrew’s TN
37372

Lennell Terrell
Project Coordinator
Memphis Education Association
126 South Flicker Street
Memphis TN
38104

Ron Wilcox
Superintendent
Sullivan County School System
P.O. Box 306
Blountville TN
37617

Garland Cureton
Hamblen County Board of Education
210 E. Morris Blvd.
Morristown TN
37813

Ron Wilcox
Superintendent
Unicoi County School System
600 No. Elm Ave.
Erwin TN
37650

Rev. William S. Wade
Headmaster
St. Andrew’s – Sewanee
St. Andrew’s TN
37372

Lennell Terrell
Project Coordinator
Memphis Education Association
126 South Flicker Street
Memphis TN
38104

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37813

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Morristown TN
37813

Ron Wilcox
Superintendent
Unicoi County School System
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Erwin TN
37650
### Section Three – National List of Schools Engaged in Restructuring

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<tr>
<th>State</th>
<th>Principal Name</th>
<th>Principal Title</th>
<th>School Name</th>
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<tr>
<td>UTAH</td>
<td>Marilyn Butcher</td>
<td>Principal</td>
<td>Travis Heights Elementary</td>
<td>2010 Alameda</td>
<td>Austin</td>
<td>78704</td>
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<td>Ron Stephens</td>
<td>Superintendent</td>
<td>Murray School District</td>
<td>147 E. 5065 South</td>
<td>Murray UT</td>
<td>84107</td>
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<td>Vicki Baldwin</td>
<td>Principal</td>
<td>Fulmore Middle School</td>
<td>201 East Mary Street</td>
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<td>Brent Rock</td>
<td>Superintendent</td>
<td>Westridge Elementary School</td>
<td>195 E. 5th North St.</td>
<td>Richfield</td>
<td>84701</td>
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<td>Elena Vela</td>
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<td>Travis High School</td>
<td>1211 East Oltorf</td>
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<td>John Bone</td>
<td>Principal</td>
<td>Westridge Elementary School</td>
<td>1720 West 1460 North</td>
<td>Provo</td>
<td>84604</td>
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<td>Steven Peterson</td>
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<td>Capital High School</td>
<td>200 Elizabeth St.</td>
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<td>VERMONT</td>
<td>SVEN HUSEBY</td>
<td>INTERIM DIRECTOR</td>
<td>THE PUTNEY SCHOOL</td>
<td>ELM LEA FARM</td>
<td>PUTNEY</td>
<td>05346</td>
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<tr>
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<td>Vicki Foreman</td>
<td>Principal</td>
<td>Kimball Elementary School</td>
<td>3200 – 23rd Avenue, South</td>
<td>Seattle</td>
<td>98144</td>
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<td>WISCONSIN</td>
<td>DOUGLAS MOLZAHN</td>
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<td>1433 SOUTH 8TH STREET</td>
<td>MANITOWOC</td>
<td>54220</td>
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<td>ROBERT STRODE</td>
<td>PRINCIPAL</td>
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<td>CHARLES KENT</td>
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<td>WALDEN III</td>
<td>1012 CENTER STREET</td>
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SECTION FOUR

National List of Schools Engaged in Collaborative Restructuring Between Special & General Education
## National List of Schools Engaged in Collaborative Restructuring Between Special and General Education

### CALIFORNIA
- **Lois Jones**
  - Principal
  - Oceana High School
  - 401 Paloma Avenue
  - Pacifica, CA 91107

- **Tim Scully**
  - Assistant Principal
  - North High School
  - 3620 W. 182nd St.
  - Torrance, CA 90504

- **Bill Herrera**
  - San Ramon Valley U.S.D.
  - 9870 Broadmoor Dr.
  - San Ramon, CA 94583

- **John DiPaola**
  - Fremont Unified School District
  - 41800 Blacow Rd.
  - Fremont, CA 94538

### GEORGIA
- **Robert Cresswell**
  - Principal
  - Salem High School
  - 3551 Underwood Road
  - Conyers, GA 30208

- **Wayne Stone**
  - Brooks Elementary
  - 119 Price Rd.
  - Brooks, GA 30205

- **Jerry Locke**
  - A.L. Burruss Elementary
  - 325 Manning Rd.
  - Marietta, GA 30064

### COLORADO
- **J. Timothy Waters**
  - Superintendent
  - Weld//City S.D. 6
  - 811 15th St.
  - Greeley, CO 80631

- **Peggy Reynolds**
  - Weld County
  - School District RE-8
  - 301 Reynolds
  - Ft. Lupton, CO 80621

### FLORIDA
- **Charlotte Brower**
  - Coral Springs Middle School
  - 10300 West Wiles Rd.
  - Coral Springs, FL 33076

### LOUISIANA
- **Phillis Crawford**
  - Principal
  - Audobon Elementary
  - 10730 Goodwood Blvd.
  - Baton Rouge, LA 70815

### MICHIGAN
- **Patricia Kloostermann**
  - Terry Morris, Principal
  - Mendon Community Schools
  - 26393 Kirby
  - Mendon, MI 49072

### MISSOURI
- **Mary L. Burke**
  - Headmistress
  - Whitfield School
  - 175 South Mason Road
  - St. Louis, MO 63141

### NEW YORK
- **Cecilia L. Cullen**
  - Principal
  - Middle College High School
  - 31-11 Thomson Avenue
  - Long Island City, NY 11101

### OHIO
- **Harry Hillegas**
  - Project Coordinator
  - Brown Middle School
  - 228 S. Scranton
  - Ravenna, OH 44266

### IOWA
- **Tom Bassett**
  - Upper Arlington City Schools
  - 1650 Ridgeview Rd.
  - Upper Arlington, OH 43221

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**Section Four** - National List of Schools Engaged in Collaborative Restructuring Between Special and General Education
Section Four – National List of Schools Engaged in Collaborative Restructuring Between Special and General Education

PENNSYLVANIA

HOLLY H. PERRY
PRINCIPAL
ACADEMY FOR THE MIDDLE YEARS
WASHINGTON LANE & MUSGRAVE
PHILADELPHIA PA
19144

TENNESSEE

Garland Cureton
Hamblen County Board of Education
210 E. Morris Blvd.
Morristown TN
37813

UTAH

John Bone
Westridge Elementary School
1720 West 1460 North
Provo UT
84604

It is important to note that CRI has not had the opportunity to visit these school sites and/or validate their restructuring efforts. We present this list based on the sites' indicating that they wished to be included on our list.