Gendered discussions and metaphors of progress affecting the 1999 debate about school closure in Missoula Montana

Naomi A. DeMarinis

The University of Montana

Follow this and additional works at: https://scholarworks.umt.edu/etd

Let us know how access to this document benefits you.

Recommended Citation
DeMarinis, Naomi A., "Gendered discussions and metaphors of progress affecting the 1999 debate about school closure in Missoula Montana" (2000). Graduate Student Theses, Dissertations, & Professional Papers. 7940.
https://scholarworks.umt.edu/etd/7940

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
Permission is granted by the author to reproduce this material in its entirety, provided that this material is used for scholarly purposes and is properly cited in published works and reports.

** Please check "Yes" or "No" and provide signature **

Yes, I grant permission  X
No, I do not grant permission

Author's Signature  Maureen and Mike

Date  5/31/00

Any copying for commercial purposes or financial gain may be undertaken only with the author's explicit consent.
GENGERED DISCUSSIONS AND METAPHORS OF PROGRESS
AFFECTING THE 1999 DEBATE ABOUT SCHOOL CLOSURE IN
MISSOULA, MONTANA

by

Naomi A. DeMarinis

B.A. The University of Montana, 1997

presented in partial fulfillment of the requirements

for the degree of

Master of Arts

The University of Montana

April, 2000

Approved by:

Chairperson

Dean, Graduate School

Date
Gendered Discussions and Metaphors of Progress Affecting the 1999 Debate about School Closure in Missoula, Montana

Director: Katherine M. Weist

Strong arguments are made in the literature that schools function in society as both a means of controlling the replication of culture and as a mechanism for improving society. An extensive literature also supports the idea that children who attend smaller schools have better educational outcomes than those who attend larger schools. In Missoula, Montana, in 1999, the Count Schools Administration proposed to close three small neighborhood schools and bus the affected students to larger attendance centers, due to what they portrayed as a financial crisis brought on by declining enrollment. Many people, from various sectors of the community, spoke at School Board meetings in opposition to closing these schools. Despite this public outcry, the majority of the School Board voted to follow the Administration’s recommendations, and the schools were closed.

In this thesis I examined this series of events in the hope of discovering why the School Board failed to heed the wishes of the public. I used observations of the School Board meetings, interviews, and archival documents as data, and analyzed these data using social theory, especially the metaphor analysis methods of Lakoff and Johnson (1980) and the ideas of Agger (1998) and Lutz (1990).

I found that during the Board meetings in which school closure was discussed a dynamic ensued in which the discussion became gendered with the Board adopting a rational, masculine role and the public adopting a more emotional, feminine role. This led to a power relationship in which it was easier for the Board to devalue the arguments of the public. I also found that the Board seemed to subscribe to an idea of progress different from that of the public. I chose one Board meeting to analyze in detail as an illustration of these conclusions. Although gendering of the discussion and differing views of progress are informative, they do not completely explain the Board’s failure to heed the public, and I argue that other power relationships, such as class and its attendant voicelessness should be explored in further research.
Table of Contents

Introduction ................................................................. 1

Methods and Voice ..................................................... 5

Background to School Closure ...................................... 12

Results ........................................................................ 18

Data and Analysis ......................................................... 29

Conclusions ................................................................. 50

Appendix 1: School Board Documents About School Closure .......... 64

Appendix 2: Activity Logs for Franklin School ....................... 104

Bibliography ................................................................. 113
List of Illustrations

Figure 1: Map of Missoula, Montana
Introduction

A school is built of wood, brick and cement, of bathrooms, tile and tables. It is also built of ideas, metaphors and meanings. A school has rooms with desks, paper and pencils. It also has teachers and students, parents and administrators. It has a setting, a community, a way of life. A school is built of many things by many people and processes.

At first, the physical construction requires materials, tools, trucks and workers. Later, when transforming building into “School”, it requires ideas, plans, vision and meaning. Conversely, what does it mean when a school closes, or in Missoula's case, several of them? And how does the conflict over the loss of School construct its meaning as schools are transformed, consolidated or eliminated by public administrators?

School is the place in which culture is reproduced (Ogburn and Nimkoff 1951, Reinhardt 1960). It is a place where access to opportunity and employment begins (Woolard 1985); a place where children spend many of the waking hours of their formative years. The study of School has been approached in diverse ways throughout the literatures of many disciplines. Foucault (1990) argues that School is a part of the mechanism of surveillance and control with which the dominant culture trains its subjects. Woolard (1985), working with Bourdieu's theories, says that as a cultural institution, "the school" reproduces inequality and controls access to the labor market.
While these criticisms of School are valid, and their arguments strong, school is an important part of community for reasons other than "discipline" and "control".

School, with a capital "S", is defined in terms of education by Durkheim (1956) as the influence exercised by adult generations on those that are not yet ready for social life. According to Durkheim (1956) its object is to arouse and to develop in the child a certain number of physical, intellectual and moral states which are demanded of him by both the political society as a whole and the special milieu for which he is specifically destined.

Put in another way, education, or School, is an institution and method of child development. It differs from school, using a lower case "s", because it defines universal characteristics of the institution. Missoula's neighborhood schools, Emma Dickinson, Lowell, Franklin, Paxson, Prescott, Roosevelt, Lewis and Clark, Chief Charlo, Russell and Cold Springs, share the universal characteristics described by Durkheim, but "lower case" school is personal, individualized and named. It is not seen in terms of its universality but in terms of its personal connection to community.

Historically, School, as a part of the general American community, functioned to reproduce culture, and in the hands of visionaries, the cultural reproduction could be improved (Rudy 1965). Beginning at the end of the nineteenth century with the kindergarten movement, mothers' clubs, the formation of the PTA and scientific studies of children's behavior (Rudy
1965), school became a setting for social pioneering (Peetergil 1930). School functioned as a setting in which an ideal child could be molded into an ideal citizen.

The movement to study and improve cultural reproduction did not remain confined to school itself, but spread beyond its boundaries into the home (Peetergil 1930, Rudy 1965). In the home it took the form of parenting studies of "the well adjusted child" and calls from the national PTA to re-create parenting into "new forms" which expressed the ideals of society, "democracy, abundance and joy", to be precise (Peetergil 1930 p.1).

School Closure

The influence of these earlier ideals and social pioneers remains intact today. Schools continue to exceed their boundaries of brick and fence and reach into the larger community. But School, in Missoula's School District One, is in a state of flux. Debate exists over the future of Missoula's schools and their funding. In 1998/1999 the administration put forth a budget which called for closing three of Missoula's elementary schools in the 1999/2000 school year. The public stated, in the context of School Board meetings, that this would hurt Missoula's children and create a negative impact on the affected communities.

The Board and Administration presented documentation of what some of its members considered a financial crisis caused by the reduction in
enrollment of approximately 800 K-5 students. Without school closure or significant program reductions the Budget of Missoula Public School district One was projected to have a bottom line ranging from $176,041 in debt to $636,166 surplus depending on the amount of increase in state funding. In addition, the Board and Administration felt that it was imperative to "reinvest" approximately $900,000, by which they meant use that money to pay for a set of additional prioritized needs. This produced a situation in which the Board and Administration portrayed itself as deeply in debt, even though the most probable level of state funding would have produced a budget surplus. Appendix 1 contains the documents referred to by the Board and Administration, which were provided to people who attended Board Meetings in which school closure was discussed.

This conflict is the topic of my thesis. I examined the language and metaphors used by both the administration and the School Board as well as the public to determine the currents of meaning within the discussion. Through this process of examination, I hoped to find the underlying reasons behind the decision to close schools, beyond budgetary, and what it is precisely that the public opposed. In other words, what does School mean to the Missoula community? Why are schools being closed? What does the conflict tell us about Missoula itself?
Methods and Voice

Nothing is stranger than this business of humans observing humans in order to write about them. 
Ruth Behar 1996

My research consisted of an examination of the conflict between the School Board and the public related to the closure of three Missoula schools, Roosevelt, Prescott and Emma Dickinson in Missoula County's School District One. I focused primarily on Dickinson, because most of the dialogue at the later Board meetings focused on this school,

Little is written on school closure in the literature. What there is outlines similar conflicts to the one experienced by Missoula's School District One. School Districts in many places have been dealt serious budget cuts and have made decisions to close schools in the midst of hot community protest (see Lacayo 1993 and Hunter 1998 for examples from Canada and Michigan). Yet even as communities face the loss of schools, educational journals highlight the benefits of small, community schools. In New York "boutique" schools (schools of 100-600 students) are being developed in response to the failing mega-schools attended by thousands of students (Donohue 1995). It has even been argued that smaller schools are more efficient and less costly to run than larger, consolidated schools (Sergiovanni 1995).
So why, if the evidence suggests that the value and efficiency of smaller schools benefits children and communities, did Missoula’s School District One pursue a model of large, consolidated schools outside the students' community, which has proven ineffective (Wynne and Walberg 1995)? Why has the conflict over school closure continued and why are both sides wedded to rigid viewpoints in which the children bear the brunt of the damage (Carnes 1995)?

My procedure in analyzing these topics was logical yet non-linear. My research consisted of three distinct yet concurrent and intertwined data collection phases, and an analysis phase. In phase one I immersed myself in the culture and social relationships of a neighborhood school so as to directly experience the relationship between the school and community. This immersion was accomplished easily and naturally as my daughter attends Franklin and I am an active parent in the school community. As Janet Finn (1998) found herself deeply connected to the subjects of her study in her work on the relationship between Butte, MT and Chuquicamata, Chile, I am also deeply connected to the subjects in my study. This work was anything but objective for me and I often found myself feeling the same anger and crying the same tears as the people I sought to observe.

Phase two consisted of attending four, four-to-five hour Board meetings, in which public comment was given and notes taken for later analysis.
During phase three I gathered data in a series of interviews and explored several people's knowledge of school closures and schools' relationships to community. The individuals I interviewed included Franklin School's secretary, a coordinator of the Evenstart preschool program also located in Franklin school, the Franklin Family Resource Center's Family Specialists and a former School Board Trustee who sat on the Board during four previous school closures. I selected these individuals because of their history and experience with school closure and their roles in tying School to the surrounding community. I chose not to interview members of the current School Board because I wanted to examine the ritual of the School Board meetings from some distance. I also wanted a device to help me distance myself from the meetings in order to more effectively write about them.

And finally, during my analysis, I used processes of metaphor analysis as developed by Lakoff and Johnson (1980) and theories developed by many social theorists, especially Agger (1998) and Lutz (1990). Throughout this process, I was informed by and grounded in context by the insights gained during the three phases of data collection.

I hypothesize that at least part of the cause of the conflict between the Board and the public, and the eventual closure of the three schools lay in ideas and attitudes that would be revealed in metaphors and language used by the respective sides. In particular, I hypothesized that the debate had become gendered, with the School Board adopting a masculinized stance,
thus forcing the public into a feminized stance. If this was indeed the case, then the power relationship implied by these gendered roles may have made it easier to devalue the data and arguments presented by the public.

In the presentation of my data and the writing of my thesis, I took a creative approach in that I experimented with voice and at times used the personal and fairly dominant first person present tense voice to set my data in time and space. I think that voice is arguably the most important component in any writing. Voice transmits the story of what we tell either effectively or miserably to the reader. In my experience, selecting the right voice is the most difficult part of beginning a work. I found that in my first attempt to write this thesis, my voice was overwhelming, I forgot that I am not the poem (Goldberg 1986).

However, I still wanted to maintain my commitment to a creative approach to the writing. I had to find a compromise between creative prose and the voice of the people I was trying to convey and analyze. In looking for this compromise, I selected two ethnographers as my mentors in this process. Smadar Lavie and Marguerite Guzman Bouvard write in a way both creative and interesting, but their personal voice does not overwhelm the point of their work—the people with whom they are working.

Smadar Lavie (1990), in The Poetics of Military Occupation, worked with a group of Bedouin in an area occupied by Israelis. She wrote her research in terms of allegory, and analyzed her data in those same terms.
Perhaps most significant was the manner in which she referred to herself within the work. It was variable according to the role she was playing at the moment. She, as anthropologist, referred to herself in that distanced term (1990: 141). But as she engaged in conversation she became, "Smadar" again (ibid: 199). This was an interesting and effective way to portray her unique situation as an anthropologist both included within and distanced from the social group with whom she was living. "Anthropologist" then became the allegorical role she played while "Smadar" was just who she is.

In Revolutionizing Motherhood, Marguerite Guzman Bouvard (1995) also took a creative approach to her work. Her study was based in Argentina and she worked closely with women whose children were "disappeared" by the violent military dictatorship. It is a story about women who transformed the traditional metaphors and symbols of motherhood into political resistance of the government. Bouvard was careful to let the mothers' voices reign dominant but it was also a very deep and emotional and physical account. The mechanism for Bouvard's personal voice showed itself in the form of poetry. The chapters were headed by poems which brought me to tears. This is where the author transmitted to the reader her feelings. But segregated as they were from the chapters themselves, they did not obscure the voice of the work.

Following, or trying to follow, the example of these authors led me to find a balance between creativity and anthropology. I decided to keep my
thesis to a fairly standard format. However, I experimented with voice in the presentation of my main example. I decided to use the very strong, first person present tense in that section to weave my story. This was risky in that I could easily have crossed the line and stomped out the voices of those I was trying to let be heard. But I found it to be a successful mode in which to embed the reader in my data.

If my job as an anthropologist and writer is to convey a story, a problem, understanding and meaning, then it behooves me to do more than a journalist in conveying the facts. It is important to tell the fullest possible truth of things so that the reader is transformed into the space of my observations and, hopefully, gains some new insights. It is perhaps similar to constructing fiction without being fictional in that the story is compelling but grounded in observation and theory and also inadequate to the fullness of its object, and colored by the author's interests, (Ortner 1991).

That ethnography is always inadequate and tainted by biases is not a problem upon which I dwell. I believe that it would be impossible to tell all, to relate everything, from all perspectives and voices. Nor would I want to read an ethnography which attempted to do so. Multiple perspectives and writings work like a web, connecting the strands and fibers of observations and meaning, leaving fewer holes through which understanding and insight can slip.
In the matter of voice colored by personal interests, I wouldn't want to read a work in which the author's interests could not be discerned. In Lavie's and Bouvard's works, their interests and voices flavor the data, but this adds a richness to the text and conveys to me their genuine care for the subject. As a reader I don't want to be distanced from the work being presented to me, I want to be drawn into it.

I suppose that is the characteristic which makes the writing of cultural anthropology unique amongst its relatives; we have the freedom to use metaphor and allegory, to create depth in our story if it effectively conveys the truth of experience. It is difficult to grasp what a ritual or experience feels like using only distance and objectivity (though those are also important tools of the observer and the process of data collection, but for the purposes of this discussion, I will stick to writing and leave those to be assumed). Human experience is not distanced and objective. It is real. It is lived. It is empathetic. It is not essentialized, but complex, mutable, and creative. Thus the writing of human experience, my writing of human experience, will attempt, in some degree, to mirror those characteristics.
Background To School Closure

In 1976, a woman for whom I give the pseudonym, “Sue”, ran for School Board. The impetus for her decision to run was the imminent closure of an old school, Lowell, on Missoula’s North side. Two other people ran for School Board at that time and together they successfully unseated three incumbent trustees. The issue on which they ran was school closure. Once seated on the Board, they reversed the decision to close the school. It remains open today.

I asked Sue why she had felt it was a bad idea to close Lowell, and she said that the area was very low income and the kids needed the security of a neighborhood school. At that time money was not an issue. They had the funds to keep it open but the administration wanted the funds saved from Lowell’s closure to restructure Missoula’s school system, creating middle schools, which at that time did not exist, and create expensive programs for the new schools. Sue and the majority of Missoula voters thought it was a bad idea and soon after the election, the superintendent of schools left the district.

After the Lowell controversy, four elementary schools in Missoula were closed. Sue voted to close them all. Each one had a different reason. Some were not contested at all, some were contested hotly.
In 1977 Lincoln school was closed. It was a small elementary school that housed only first and second grades. It had no staff and no principal. The only adults at the school were two teachers. The Board decided to close it and consolidate it with Prescott Elementary School. The Board closed it for reasons of safety and the children remained in their neighborhood, as both Prescott and Lincoln are located in the Rattlesnake, an affluent neighborhood on the Northeast side of town.

Central school was closed in 1985 due to the small number of students attending from its area, five students in all. The rest were bussed into town from East Missoula. It made sense at the time to locate the school where the children lived. However, the superintendent at the time, warned against building a new school in the East part of town. He was worried that there would not be a large enough student population to keep it filled. His worries were realized. The new school, MT Jumbo in East Missoula, now accommodates children from in-town, the bulk being bussed in from the Rattlesnake area.

Whittier school, on the North side of town was closed in 1985. Its closest neighboring school was Lowell. Both are located in a low income area and when Whittier was to be closed, there was a great deal of protest. Sue said this was the first time the issue of class was brought up. She also said that the parents of the Whittier children were angry because they would lose their neighborhood school and that it was being closed because it was located
in a low income area. However, she said that the reason the school was closed was because of the design. The school was designed with three floors but had no adequate way to get children out in case of a fire or other emergency. Willard school closed at this time, for the same reason, but was turned into an adult education center and the playground was maintained. The old Whittier building now houses the Head Start program, a preschool program for at risk kids.

Paxson school, in the affluent university area, was also poorly designed. The School Board, including Sue, decided to tear it down and completely rebuild it into a modern, larger school. It stands now, in 1999, beautifully re-built but filled only to two thirds of its capacity. At the time it was re-built, the student population had already begun to decline, according to the administration.

In the last ten years, there has been a decline of over 800 children in the elementary schools (District Enrollment Projections, 1990-1998, as charted in the 1999/2000 budget). However during this period of decline both Paxson and Chief Charlo schools were built. Chief Charlo is located in the South Hills, a wealthy suburb of Missoula built on the side of Dean Stone Mountain. Thus the conflict over schools is heightened as affluent, suburban sections of town are pitted against lower income, central sections for resources. This is evident if one looks at the geography of school closure (see
Figure 1). Which schools will close, which will be enriched? How are choices like these made?

In Missoula, historically and currently, the schools which are targeted for closure come from the urban core of the city (see Figure 1). They include, Roosevelt, Prescott and Dickinson. The trend has been to bus the children out of their home neighborhoods to schools much farther away. Thus, the conflict has become quickly polarized with older, inner city neighborhoods and their schools on the one side and newer, suburban neighborhoods and their schools on the other.

Lewis Coser says that conflict, in some situations, may help to establish unity or to re-establish unity and cohesion [within a group],(1956). This conflict is only positive if it does not “contradict the basic assumptions upon which [a] relationship is founded,” (p.307). Within the conflict over school closure, the relationship in the community which is primarily involved is loosely grouped in one basic division: School Board/administration vs. the public. The basic assumption upon which the relationship of these bodies is formed is School, its purpose and meaning, and its possible loss.

There seems to be an implicit agreement that everyone wants to do what's right. As Sue says, "The only right decision is the one that's best for Missoula's children." But what is best? What is a neighborhood school to its neighborhood? Herein lies the conflict. Basic assumptions about the
meaning of "best" and "school", such as the value of programs vs. the importance of location, are either confirmed or challenged by the discourse.
Figure 1: Map of Missoula, Montana
Results

In this section I present the main results of my data collection and analysis. The results are concentrated in two areas, the nature of Franklin School as a community-involved neighborhood school in an impoverished areas, and the results of my analysis of the metaphors and language used by the School Board.

Franklin and Community

The value of the closed schools to their communities can be illustrated by examining a very similar school, Franklin Elementary. I chose Franklin because it's the school which my daughter attends and it’s the school with which I’m most familiar.

Franklin Elementary School is especially similar to Emma Dickinson Elementary School because both reach (or reached in the case of Dickinson) into the community by providing a place where many extracurricular and community activities are held. The extracurricular activities are designed to involve both children who attend the school and their parents. Both schools have Flagship programs, both have a Family Resource Center, both are situated within a neighborhood and available for community activities which do not directly relate to the school, and both are located in less affluent areas.
The types of community activities that are held at Franklin Elementary include: Campfire program, Neighborhood Council meetings, intramural basketball (YMCA, Youth Homes, and Kiwanis teams), vision screening, elections, adult education and literacy programs, Girl Scouts, parent-teacher conferences, concerts, plays, various family activity nights (carnival, math, games, etc.), the Hands program (assisting children in developing motor skills), and a variety of craft programs. Custodians' monthly logs of activities or facilities schedules are available for all months of 1999 except August (in which the school is virtually shut down). I have included the months of January and February for 1999 in Appendix 2.

Franklin school has a rich documentation of its history preserved within itself. On its walls are photographs dating back to 1950 (the school itself opened in 1916). In the photos are the faces of Franklin's young athletes and in many of them the background consists of the surrounding neighborhood. These photos demonstrate the first visible ties to the greater neighborhood. In them, behind the students, are houses which I can still locate on the surrounding streets. Some things have changed, trees have gone, new ones grown. But the neighborhood and its contours contain Franklin within it, historically and presently.

For the written documentation of Franklin's community ties, I must go to the basement. Franklin is an unusual school, as its principal explained to me in one of our many visits, "We've kept our history here." In the basement,
I discover this is true. Franklin has a collection of PTA scrapbooks which date back to 1920. In them there are lists of PTA officers through the years, descriptions and menus from luncheons, pictures of kids' clubs and teams, scripts from skits and many other goofy and touching bits of memorabilia. There are also old newspaper clippings and lists of accomplishments of the early PTA.

The PTA of Franklin elementary was formed in the 1920's and was active in building the community around the school. It was instrumental, according to its own records, in the installation of cinder walks around the school as well as the planting of trees, the placing of street lights and the securing of the land for Franklin Park, one of the oldest city parks in Missoula. The Franklin PTA raised money and purchased milk for undernourished children and petitioned the city government for access to vaccines for rocky mountain spotted fever, a disease which claimed the lives of children each summer prior to effective cures.

The history of Franklin school, its depth and commitment to community, was very moving. The scrapbooks unfolded moments in time which really only scratched the surface of Franklin's history and development in its neighborhood. Sitting in the basement, it was easy to get lost in nostalgia and succumb to melancholy of times and events in which I sense a solidarity of purpose that I sometimes find elusive in the present. But in the basement, I was also acutely aware of Franklin's present. As I sat
under the pipes and ducts, floors and walls, the school rang with children's voices and footsteps. Franklin, in all its rich history, is very much a school of the present.

Franklin is proud of its community history, as the principal told me many times, and the school continues its tradition of community involvement currently. Franklin has many programs which are designed to be inclusive of parents and community. Its family literacy program, Evenstart, reaches out to families with children of preschool age which are considered at risk for issues of literacy. In an interview with a teacher in the program, she told me the following:

“The Evenstart program is designed to help children encounter a learning environment with encouragement and stimuli which will prepare them for school. (Personal communication)”

For the parents the program is structured around literacy, GED studies, job skills training and parenting. If a parent cannot, for a variety of reasons, come to the school to participate in the program, the program goes to them. This program's setting within the community is essential in that it gives parents a place to come, close to home, to begin the sometimes difficult process of personal growth. If it were detached from the school, dislocated from the community, the program, according to its designers and administrators, would not be as successful. In fact, its director says that the program simply could not exist without a setting in its clients' community.
It is true as Bourdieu (1990) and Foucault (1990) say, that School is an institution for reproducing culture, relationships of iniquity and a docile work force. But those features of School don't obviate its importance to community. As a participant in this community, I want my culture reproduced, and as Rudy (1965) points out, communities want culture reproduced in an ideal way, to its best possible end--I myself, as a parent, tend to see School both as a disciplining institution bent on conformity but also for its possibilities of fostering the growth of children which will have a positive influence on society. The range of movement, of possible and impossible (Bourdieu 1990), within the ideas which shape School is either intensely creative or conversely oppressive. This dichotomy is also played out in the conflict over school closure, a conflict which focuses on the creative manipulations of the language of the public, or the dry, numbers-driven language of the Board when the Board speaks or the oppressive silence it exudes in non-response to public comments (the very silence of the Board implies a position of power in that they are the ones who do not have to speak while the public is compelled to do so. Bourdieu 1990). In the next section I will explore this conflict further.
School Board Meetings

The setting for collection of metaphor and language data concerning the conflict over schools was School Board meetings. I attended four of these meetings between January 26th and March 9th of 1999. At these meetings the Board of Trustees, who are elected officials, set the policy and budget for School District One, Missoula County's largest school district (3517 K-5 students in 1999). The Board proposed to either fund or to cut programs, to close or build schools. At these meetings the public (public defined as those people who attended the meetings and who in addition chose to speak) was also allowed to voice opinion on issues and to protest or to support School Board decisions. At first glance a dialogue between public speakers and School Board trustees seemed possible. However, this was rarely the case.

At the School Board meetings, the public tended to speak one individual after another. The School Board acknowledged the speaker then moved directly to the next one with little or no productive exchange of ideas. This made the conflict over school closure fairly bitter, as the public expressed frustration over feeling disregarded, while the School Board expressed frustration over feeling disrespected and misunderstood. Rarely was a synthesis of ideas present and little unity was apparent.

The space and context of the meetings themselves was very ordered. There was, as one would expect, an agenda, a mode of conduct (Robert's Rules of Order prevail), and a designated structure through which public
comment can be recognized and recorded. The geography of the meetings was such that Board and public faced each other. The members of the Board were arranged in a semicircle, while the public was arranged in rows or on bleachers depending upon the location of the meeting. At the appropriate time, the chair of the School Board struck his gavel upon the table and called the meeting to order, at which point people in the room were silenced and the meeting began.

At School Board meetings there was always a time allotted for public comment. At the meetings in which the Board discussed the budget and school closure, the public comment section was scheduled so that it directly followed Board presentations of finances and proposals. The time allotted to public comment was typically one hour, as printed in the agenda. However, public comment sessions tended to last upwards of two or three hours when the topic was school closure.

The School Board tended to speak in rational terms and presented rational choices (Agger 1998). Numbers, charts, and statistics made up the bulk of the presentations on budget, stressing the need for school closure to bridge budgetary gaps. Rational choice, in the administrative context, meant that there was no other reasonable choice but to close schools. Choosing to keep schools open was conversely irrational and selfish in that students would suffer the loss of programs and would remain in larger classes. However, choices presented in this rational manner "ignore the vast
differences in resources and opportunities with which people enter into their supposedly rational calculations," (Agger 1998: 28). The administration calculated rationally the need to close schools while the public calculated, based on their different perspective and anticipated loss of resources, that there was a need to keep these schools open.

At first glance, an observer might judge these meetings on their surface attributes. They were fairly well ordered, everyone had a chance to speak, the Board waited silently as each speaker took her/his turn at the microphone. But upon repeated observation of these meetings, an interesting and subtle dynamic appeared. Upon further reflection of events and characteristics of the meetings themselves, I observed a clear element of gender. This gendered element manifested itself in the exchange between the Board and the public, through the use of language and metaphor, of emotion and reason. The rhetoric of the meetings was gendered but the gendering transcended biology as many men spoke emotionally and many women spoke rationally.

The Trustees and administration spoke in terms which were rational and because of that they were also gendered. They used charts and overheads to illustrate points. Budgets were presented in ways which showed that the only possible solution to the lack of adequate state funding was the closure of schools. Agger suggests that the very rational nature of
their positivist (the social world formulated as lawful and knowable) language lends itself to a gendered, masculine discourse.

"Language is gendered...[and] positivism is a male project that reflects and reproduces male values of control and clarity."
Agger 1998: 27

The public, on the other hand, did not usually enter into language that was gendered in the same way as that of the Board. Very often it was emotional, plaintive and frustrated. It was distinctly female (Lutz 1990), as it stood in opposition to the "rational", male, language of the Board. It called upon metaphors of family and equated School to heart, tying it to the emotional bonds of home and community. Lutz (1990) points out that when the language is emotional then the discourse is considered feminine.

As this dynamic was played out in the context of School Board meetings, I observed that it actually seemed to contribute to the lack of dialogue between the parties involved -- the Board and the public. The Board, the chair specifically, asked that the public remain in control of themselves (their emotions) while the public tried to engage the Board on an emotional level. As a result an impasse was formed, placing control on the one side and emotion on the other, with an uncommunicative chasm in between.

Many metaphors came embedded within this gendered discussion. Metaphor was used on both sides of the chasm, but to different ends. On the public side of the conflict, metaphor was used to call the Board to
"understand and experience one kind of thing in terms of another," (Lakoff and Johnson 1980: 5).

Lakoff and Johnson argue that "metaphor is pervasive in everyday life, not just in language but in thought and action," (p.3). Thus the manner in which metaphor was used in terms of School and school closure constructs School quite literally. The public called School "heart", "family", "home", it was understood in these terms and thus it inhabited these meanings literally.

Using these evocative metaphors, in addition to constructing School, may also have been a contrived attempt to draw the Board into the emotion of the public, effectively baiting them into engaging into a dialogue about School and its importance to community beyond budget and class size. Metaphor was thus the literal meaning of School and a tool used to illustrate to the Board that very literal meaning.

The Board of Trustees and administration had their own sets of metaphors which were used to maintain a sense of control and to develop complacency in the public regarding the Board's decision to close elementary schools. The Board used phrases such as, "We've done everything in our power to prevent this from happening," where "in our power" suggests a kind of container, power being the walls and possible decisions the contents. The Board saw themselves as having done everything in the container of power to prevent school closure. This implied that the Board had not stepped beyond
the container, which is precisely what the public's emotional metaphors of personification, of School as heart, of School as home, were attempting to cause them to do.
Data and Analysis

In this chapter I will illustrate the gendered nature of the debate over school closure using the language and events of the March 9, 1999 meeting as an example. I decided to focus on the March 9, 1999 School Board meeting, as I believe it was the climax of the conflict over school closure and provides an excellent framework in which to explore my questions. I have also chosen to discuss a few, selected exchanges and presentations in order to make my point concisely.

The Meetings: It Was a Dark and Stormy Night, March 9, 1999.

It is raining tonight. It is the first rain of the year that I can smell. The ground is thawing, trees are beginning to grow, the air smells like thick, wet clouds, even a little ozone which usually only comes with thunder. The weather is anxious, on the edge of spring. The small, school administration building on South Avenue rests like a brick in the grass, gradually filling with people anxious to listen to the School Board, and to comment, at this last in a series of meetings on school closure. The vote will be taken tonight, which school will they close? Emma Dickinson or Hawthorne? Roosevelt has already been closed.
As my husband and I enter the building, we are immediately lost. The building is small and there is no apparent meeting room. But we see others walking down a long corridor, so we follow and see at the end a room of moderate size, large enough to accommodate a couple hundred, tightly packed people. We are some of the first to arrive and choose seats in the front row, directly behind where the public microphone is stationed. I see that MCAT, Missoula's community access television station, is already here, anticipating a large crowd and smartly reserving a good vantage point.

I want to ask the people from MCAT if I can view archival footage of the previous meetings. A candidate running for School Board has asked me to look into this, so I find one of the camera operators and ask her how to view the tapings. When I ask her, I am told that they only have the last five or so meetings and that the tapes are four to five hours long each. She says I can sit in the studio and watch them or they can dub them for ten dollars per hour. She also tells me that the PTA has hired her to tape the meetings in order to document the process of school closure.

I find my seat again. The room is filling up quickly. On the meeting's agenda, the issue of school closure is late on the list, preceded by honors' student awards, a talk on new special education technology and a presentation by Beach Transportation on the safety of busses and bus routes. The Board trustees are milling about, talking with one another. "V", School District One's Superintendent, is wearing a purple suit. She walks past me
and taps my shoulder, "Willard." She says and I feel confused. Then I remember I told her at the last meeting that I worked as a tutor at Willard Adult Learning Center, a program housed in a former K-5 school, closed in 1991. "Yes," I say and she walks past. I lean to my husband and say, "That was a political tap." He laughs. The Chair of the Board hammers his gavel on the table to call the meeting to order.

The first two hours of the meeting are consumed by awards ceremonies and reports on issues other than school closure. (It has been my experience that votes of school closure are pushed to the latest possible moment, as if they are strategically placed beyond the point of fatigue.) After that is completed, the administration makes its presentation on the choices facing school district one if schools are not closed, IE, the loss of programs. Then a presentation of new bus routes is made, stressing safety of children, trying to alleviate parental concerns of getting to the new schools. After all the presentations, the public comment begins.

The Conflict and Gender:

Tonight the public comment begins with a woman from the Emma Dickinson population, one of the schools which may be destined for closure. She is presenting the Board with a survey which some of the parents have conducted. She is careful to state that it was neither scientific nor complete. And though this is the case, she is attempting to speak in a language
recognizable to the Board. The survey consisted of one question: Would you, as a parent of a fifth grader, be in favor of reincorporating the sixth grade back into the K-5 schools? She says that the "overwhelming majority of parents would be in favor of keeping the sixth grade with the K-5 schools," (public speaker at the March 9th Board Meeting) especially if it presented a way in which to save the K-5 schools from closure.

In meetings past, a paraphrased, collective quote has been, "We want answers, not numbers." Now a member of the public is trying to speak in numbers, "in a survey of eighty percent of the fifth grade population, sixty-three percent..." (same speaker March 9th meeting). She has sensed the "rational, economics driven" language (in the February 9, 1999 meeting the superintendent of schools illustrated the problems of lower student enrollment using bar graphs and statistics) of the Board, its contrasts of costs and benefits (Agger 1998) in making budgetary decisions. It seems to the observer that she attempts to appropriate the language which is native to the Board and its chair (an economics professor) and tries to adapt to its form.

However, the survey is only a portion of this woman's statement. She also asks that Emma Dickinson be allowed to remain intact until closure. As the proposal states, either Emma Dickinson or Hawthorne will be closed in the 2000/2001 school year, their enrollment for the following year will be capped, they will lose their full time principal. The woman asks that this not be considered. If Emma Dickinson is to be closed, she wants the school to
remain intact, "with its full population and principal" (same speaker at the March 9th meeting) until it closes. She says this will allow the students, parents and teachers to experience "closure" before the school is gone. Closure in this sense meaning a time to grieve.

Her second strategy is to appeal to the empathy of the Board by asking them for time to deal with the loss of their school. Her language again aligns with the public's use of emotion to communicate with the Board. Unfortunately, her efforts are largely unsuccessful.

She is unsuccessful because the relationship between her and the Board Trustees is asymmetrical (Tannen 1990: 28). She is in a position one-down from their status and thus, I believe, she is seen as a voice lacking legitimacy. The trustees won't listen to her because that would unite them as equals, when in actuality, there exists a hierarchy in which they are placed differently (Tannen 1990). The individuals in the one-down position of the hierarchy use feminized language, metaphors such as heart, home and pleas, "you are ripping people's hearts out" (public speaker at the Jan. 26th meeting), and as a result, the conflict is gendered.

The masculine hierarchy of the meetings is implied as a container metaphor. (In fact, a later speaker at the March 9th meeting calls the board to "step outside the box" but I will illustrate her argument later). The container is mapped by the wall which separates the rational from the irrational, the public from the administration, the emotional from the
controlling. Within the container is the budget and all its rational possibilities. In it exists the Board and the administration and their knowledge of the world and what is possible, and what must be done with Missoula's schools. In the sense of Bourdieu (1994), the Board controls the orthodoxy, the systematized rationalization of the meetings. The public, in contrast, tries to push back its limits through emotional forms of resistance but remains unsuccessful.¹

In addition the woman could never appeal to the Board on their terms, because more than language usage, she is aligned with an "irrational" group. Whatever the words she uses, her group is still the feminine, the emotional, the unreasonable. Her latter foray into the language of empathy, the asking for time to grieve, would, I believe, only affirm her lower status. It is not possible for the Board to change its ears, to listen to her, and simultaneously remain within its orthodoxy of knowledge, within their container of possible movement, of prepared budgets, of limited alternatives to school closure and ultimately, of progress.

¹ The resistance of the public against the walls of the Board's container is ineffectively expressed as emotion. Though I will not develop this line of argument further in this thesis, I will mention that the public did begin to strengthen their voice through political resistance as the School Board elections came up during this process.
The Conflict and Progress

Progress? Yes. As I write this, another thread begins to show its color in the fabric. It is progress, "changes presumed to be for the better" (Almond, Chodorow and Pearce 1982: 1). Progress is that which the Board is ultimately arguing for. Another look at the budget and packet of the January 26th meeting (Appendix 1) shows that much of the School Board's goals is centered on progress. In the Missoula County Public Schools Strategic Goals memoranda the language is structured in a metaphoric framework of progress.

Progress is the line that divides the School Board Trustees and the public. Within this conflict and the language and structure used at School Board meetings, are embedded metaphors of class and gender, but buried beneath it all is progress, its definition within the context of School, and its assumed beneficiaries (Almond, Chodorow, and Pearce 1977).

Progress has a variety of meanings from the overly simplistic Latin, "to go up", to more complex constructions which include ties to history and people (Agger 1998). Progress from an anthropological perspective is associated with social Darwinism (Gould 1990). But within the context of my thesis, progress, as I will discuss at greater length in following chapters, is tied to the decisions of the school administration and the School Board Trustees, the reasons behind their decisions and the effects on community.

The administration wanted to:
"aggressively explore alternative educational strategies; foster equity of educational opportunity within the district; and promote positive, district-wide morale, fostering a climate that promotes the growth and development of well-trained employees,"
(Missoula County Public Schools Board of Trustees Strategic Plan-1995-2000).

The manner in which the School Board intended to meet these standards of education was to close small urban schools, redistribute resources equitably, and bus children from their neighborhoods to large attendance centers (please refer to Appendix 1, which contains the 1999-2000 budget and January 26th, 1999 packet of information provided by the Board). One Board Member, “T”, defined the meaning of “equity in education” as evenly distributed class sizes.

The language of the administration and Board Trustees was of progress because it was changing the old way of schooling children for a newer, consolidated, restructured form, the standards of which were to be met at apparently any cost to the disadvantaged public. The Board Members in favor of school closure used motion metaphors, "moving forward with closure" (The Missoulian April 7, 1999). One benefit of school closure in their minds was the mixing of low income kids with high income kids, as an way to teach children to respect diversity, sensitizing the high income kids to those of lower social strata (as Sue said in my interview with her). Its language reflected the terms of "social pioneering" used by President of the national PTA in the 1930's. The effect of this kind of progress is meant to
better education by getting rid of low income schools and consolidating everyone into the affluent suburbs, when what the administration really needs to do is enrich those disadvantaged areas.

At the January 26th meeting, an item on the agenda read, "restructuring attendance centers". School had become "attendance center". Why? The term implies that location is not important. The building is just the attendance center. The education happens aside from that. The term was probably used with the intention of cooling the heat of school closure by coming at it with revised language. Restructuring attendance centers sounds like restructuring a stock portfolio. It does not imply that there is emotion and complexity associated with closing schools, in fact, it does not even imply closure. It simply means change. Yet in our culture change is not simple. It often implies changing for the better, a linear progression, a metamorphosis or evolution. It often implies progress toward something better.

But "progress is a myth" (Agger 1998). Progress tells us that things are getting better, that we are moving up a cultural/social ladder to a better end. Yet, it is a lie, it is an imposition upon the marginalized by the powerful because the marginalized are not given an alternate choice. It is something done to them, not with them. It is a sense that things could and should be improved, manipulated, made better.

Progress is a term of imposing change, of demanding evolution for the hope of something better. When I hear metaphors of progress, of unending
improvement and change, as a subjective individual, I feel colonized by ideas and limited by their imposition. As an anthropologist, I observe colonization (settling and control of a territory by a foreign power) and understand subjugation.

The Board and Public Can't be Partners

As the next speaker rises I am surprised that I do not recognize her. I don't remember her from other meetings, and though I am here to observe, trying for some sense of objectivity, I am afraid that she will speak in favor of the Board. However, this is not the case. In fact, she attempts to bridge the communication gap between the Board and the public by citing her credentials as a former administrator of a large non-profit organization. She speaks the language of administration well, and she calls the Board to unite with the public in purpose, and to reconstruct the conflict into a partnership with alternate scenarios for Missoula's schools.

This woman said she came to the meeting expecting to witness neighborhoods "pitted against one another" and found that this was not the case. She sees the public comment as having called for a "partnership between community and administration, a dynamic partnership, which doesn't eliminate 'hard decisions', but changes how you come at them." She says, "I am struck by charts and classroom size, but not until we got to the bus drivers did we talk about people." She says she is struck by the charts
and numbers as if presentation in that manner and language was a kind of violence in itself. From her choice of metaphor I can imagine the plaintiff, emotional appeals of parents literally being struck down by charts, struck down by the budget.

She goes on to say that, "The Board needs to think outside the box and form a dynamic partnership between constituents and decision makers." Thus by her language, I understand that she also sees the metaphoric container in which the Board exists. Maybe she even senses a literal container by the way they sit in the room, separated from their constituents by tables. They sit in oneness, as a whole, a static ear receiving public comment. "You say you've received public comment," says the woman at the mike. "But you need to start thinking outside the box."

She also says that for larger, healthy communities, we must start with healthy neighborhoods, which include neighborhood schools. She says that these impoverished communities in which the schools are slated to be closed are used to "hard choices", and she sees, on the part of the Board, a "lack of understanding about vision and partnership" she says that we are missing an opportunity to create a new partnership and calls to the Board to emulate Quaker values, as she comes from that spiritual background, and give "opportunities a chance...to come to a meeting, dropping self interest and work in the spirit of partnership." After she is finished speaking the Chair of the Board says, "Thank you. I'd like to get an idea of how many of you are
still planning on talking." He pauses, waiting for a show of hands. "OK," he says. "We're looking pretty good."

Partnership is an important metaphor in the speaker's monologue. It is what I will call a bridging metaphor. It seeks to cross a gap in the communication between the School Board and the public. Quinn (1991) would call partnership a sharedness metaphor in that partnership suggests a togetherness, in Quinn's work it is associated with marriage (p.66). But as the Board Trustees and the public have yet to share in purpose and communication, I think bridging is more appropriate as the speaker was truly seeking to create a link which has yet to exist.

Though the speaker was passionate in her convictions and in her attempt to bridge the gap, the Board was unresponsive, they did not address or engage her in any way but merely moved to the next speaker, and rejected her translation as the purpose in her language was not aligned with their own. Yet her speech left me recalling again, a previous meeting at which a member of the Board was singled out as an individual and spoken to directly. This member, T., had worked on a project to save a "cherished" mountain in our valley. The community wanted to purchase this mountain and save it as public land so that it would not be developed. The story is too complex to go into too much detail, suffice is to say that the speaker reminded T. of his commitment to, "work tirelessly against all odds to save it." The speaker
praised T. for his imagination and commitment and asked him to give schools the same consideration he gave the mountain.

**Choices: Quality vs Location**

In the Board meetings I attended during the time period of this study there were few proponents of school closure. In fact, most of the advocates of that choice were members of the Board. At each meeting at least one (though rarely more) person stood up in favor of the Board and its decision to close schools. The reasons for their support focused on one main issue, that of quality education. Quality education, as defined by members of the School Board and the public who support the decision to close schools, meant retaining programs such as art, music, sports and fostering small class size.

One parent at the March 1, 1999 meeting said that, "It is more important to have a quality education than a convenient location." Her simplified response to school closure is another indication of gender in the debate. Her statement suggested that the choice is obvious and hearkens back to Agger's (1998) sense of the rational in the decision making process. She was using rational language to appeal to parents. And though she is a parent, on the public side of the debate, she could not help but be aligned with the rational, masculinity of the Board's argument.

Her children are bussed seven miles to Mt. Jumbo Elementary in East Missoula. She said that she and her family love the school and it is worth
the sacrifice of closing smaller neighborhood schools such as Lincoln in 1977.

Another parent at the March 9, 1999 meeting said that there are too few children to keep all the schools open, that we must make sacrifices. That "education is not a building."

Their use of the term "sacrifice" is interestingly consistent. Both specifically chose that term. Their rhetoric exuded a "lifeboat ethic" where the budget is the boat, the schools which are perceived to be filling it with water are pushed over the edge. Some schools must be sacrificed so that the rest may live.

What were the Board and those members of the public who spoke favorably of school closure trying to convince us of? When "school is not a building", meaning its location is not important, when the argument is about "quality education and low class size", as T. often says, what does that tell me, as an observer, about the crux of the School Board's arguments?

A Different View of Progress

So, the arguments of those in favor of closure tell us that education is not a building, it is not a location. But what is it? What is education in relation to School and to school? Again, my thoughts stray to something I've read, to another text and another meeting:

"....It has been truly said, 'To cure was the voice of the past; to prevent, the divine whisper of today.' May the whisper grow into a mighty shout throughout the land until all mankind takes it
up as the battle cry for the closing years of the century. Let mothers, fathers, nurses, educators, ministers, legislators, and, mightiest of all in its swift, far-reaching influence, the press, make the child the watchword and ward of the day and hour; let all else be secondary, and coming generations will behold a new world and a new people."

Alice McClellan Birney, February 17, 1897

“We are developing little humans in our K-5 schools....our society doesn’t work well on prevention...if we prevented problems, we would have a healthier society. Prisoners are not losers, they are people who’ve missed opportunities.”

Woman public speaker 3-1-99 Board Meeting

In 1897 Alice McClellan Birney admonished society to make the child first and build more kindergartens or we would be faced with building prisons and asylums (Rudy, 1965). In 1999 a woman speaks at a School Board meeting, suggesting that prisoners are not “losers” (as quoted from a previous meeting), but people who’ve “missed opportunities”. She calls us to prevent problems and asks that we not close Emma Dickinson.

These two women, a hundred years apart, have the same message and themselves speak in terms of progress. But the parameters of progress which they use are sensitive to society and children. They use words associated with transformation and creation, of social change, of nurturing progress. They are calling on metaphors and images (developing humans, healthier society, new world, new people, opportunity) associated with creation, with possibilities. For them School is the nurturer (of social possibilities) and that metaphor takes on a distinctively feminine characteristic. Does School
literally nurture? In some respects, yes. It nurtures ties to community, it nurtures the future possibilities of children. But regardless of whether or not it is a literal nurturer, the public conceives of it as such and thus, acts in accordance with that conception (Lakoff and Johnson 1980: 5).

The next speaker comes to the mike, "My daughter goes to Hawthorne and I don't want to see it closed. We live very close to the school and know all the neighbors. If she forgets to go to her dance lesson after school and is left alone, my neighbors can step in and take care of her." Another speaker from Hawthorne, "We sent home a survey to parents, 'What will you do next year if Hawthorne closes?' One hundred and twenty-one surveys were returned. Thirty-one said they would send their kids to Emma Dickinson. Eighty-one would go to Target Range (a school outside district one), twenty-one would send their children to private school and thirty-seven would home school." One woman who works in many of the schools said she, "had the opportunity to see all schools grieving." And asked the Board to "continue to look for possibilities."

Another person from Hawthorne says that, "The Board is giving the illusion of listening." And yet another uses a Titanic metaphor to describe the Board's approach to the budget.
The Board Takes Action

The public comment gradually ends and the meeting recesses for ten minutes. It is very late. When the meeting is called to order again, the chair raps his gavel. "Item 14-d," he says. "The Board discusses and takes action on the issue of school closure."

"Hey," says B at the end of the table. She is one of the members of the Board who opposes school closure. "I've hand my hand up since the break..."

"Chair recognizes Miss B."

"Just B. is fine. I want to make a motion to reopen the budgetary discussion. I feel that we haven't taken the opportunity to develop opportunities. I don't feel we've had a systematic look at alternatives to closure. I feel if we need to close schools, we need to be better for it." She is distraught. "If we close schools, I think we're going to pay for it in the long run. I think it's terrible."

T, "I oppose the motion. Miss B. has mischaracterized the problem. We've spent two years exploring all possible alternatives."

S., the other board member in favor of keeping schools open, "I believe we do have a plan not to close schools. I second the motion."

T, "The reason for school closure in not just to save whatever the amount is per school. It is to lower class size."
B., "You're talking about equalizing resources within a district. I personally think Chief Charlo and Lewis and Clark are too big...we need to change boundaries and reduce the size of schools which are too large."

There is a pause, "Any further discussion?" says the chair. "Seeing none we'll take the vote. The motion is to reopen the budgetary discussion regarding school closure. All in favor?" Two hands raise, B's and S's. "All opposed?" The rest hands go up. Five in all.

After the vote a motion is made by board trustee, J. She says, "After assimilating all the input of community members and teachers, I believe a delay in the closure of either Emma Dickinson or Hawthorne until the year 2000 is only detrimental. It is distressful to have a year of closure hanging over their heads. I move that whatever school is selected for closure it be done the fall of 1999."

The audience rumbles. "Order," says the chair.

T seconds the motion. The chair calls for a vote. It passes 5 to 2.

"This is outrageous!" cries the Quaker woman. She is standing, addressing the Board without a mike.

"Ma'am, you're out of order." says the chair, he hits the table with his gavel.

"No sir, you are out of order."
"Sit down," he says. She refuses. She says that she is enacting a form of Quaker protest. It is called "standing at the door". Seven or eight others in the audience also stand.

"It's 11:30 and we still have a full agenda to get through," says the chair. "You can stand there, I don't care, but be quiet."

S. makes a motion to recess, saying that 11:30 is not the time to be making such decisions. The motion fails.

T now speaks again. He is wringing his hands and looking as if he is about to break down. "This has been an incredible, emotional week for all of you who care about your schools and love your neighborhoods and community, this night is the one all of you hoped would not happen, and for whatever it's worth, the Board didn't want it to happen. Don't assume these decisions don't affect us personally, that we come by them lightly. I've been trying to decide which one of these schools makes the most sense to close and I've decided to go along with the administration. I know wherever these children are moved they will be loved and become as the children of the people of their new school. I move to close Emma Dickinson."

The motion is seconded.

S., "This is an incredible decision for $160,000. I'm sorry," she pauses. "This is not acceptable."

The motion passes 5 to 2 and a resolution to close Emma Dickinson in read into the minutes, giving a final authoritative flavor to the evening.
I look at the clock. It is almost midnight. The audience around me is in tears, shaking their heads while a few remain standing in silence. My husband and I decide to leave. We pass bewildered people in the halls. A candidate for the upcoming School Board election is standing in the hall reassuring them, "Don't worry, this isn't over."

Outside it is still pouring.

How Gendering Caused Failure of Communication

These interactions illustrate one of the important factors in the school closure issue—the apparent failure of communication between the public and the Board. The public perceived the Board as present, sometimes listening, but not hearing what they had to say; whereas the Board perceived the public as having an irrational connection to School as a building rather than a set of programs structured into attendance centers. In the words of the chair of the Board, "we have listened to over thirty hours of public comment without a single compelling argument."

One reason for this failure of communication was that the participants and their arguments became gendered. The Board took on a patriarchal, paternalistic, masculine role, with a "rational", progressivist outlook. They perceived themselves as operating within a container with walls defined by the budget and the superintendent's positioning of only two options: close schools or drop programs. They portrayed the situation with the budget as a
crisis brought on by two factors: the lack of children and the resulting lack of funding (funding being based in part on numbers of children at school) which accompanies the lack of children.

The public, in this conflict, took on feminine characteristics in that their arguments were more emotive and child-centered, less economic, and less confined to a set of economic limits. The public tried various strategies to engage the Board in dialogue, including (1) appealing to the Board to escape from their container and explore alternative options (2) appealing to the Board to feel their concern and sense of loss, and (3) attempting to speak the Board's rational language. These attempts failed because the Board perceived their more feminine based arguments as irrational and insupportable.

Two other factions played lesser roles. The first of these were the members of the public who spoke in favor of school closure. These people used metaphors which indicated that they viewed the situation as being one of, as I earlier described, "lifeboat" ethics, some schools would have to be sacrificed in order that others might live. The second minor faction were those people who attempted to use the Board's rational metaphors. They did this by either presenting economic credentials, or by appealing to the past sense of humanity (irrational femininity) of individual Board members. Unfortunately, their attempts at translation were not successful.
Conclusion

In this thesis I explored the closure of two schools in Missoula, Montana, seeking to gain a better understanding of the constellation of factors that led the School Board to vote to close these schools in the face of considerable vocal opposition from the community. During the course of this exploration I examined several topics including: the roles of schools in to their communities, the history of previous school closure in Missoula, the stated reasons for why the schools were closed, some of the objections raised by the community, and the nature of the conflict between the School Board and the public.

In the course of pursuing this research I assumed, based on current research in the field of education, that small, neighborhood situated, community oriented schools are "better" in that they lead to better educational outcomes in the students who attend them. If this assumption is accepted, then the action of the School Board in closing two schools fitting the description above is misdirected. Given that it is unlikely that the Board acted out of overt malevolence, they must have had a reason for their action. One of the goals of this project was to identify possible reasons.

Since this thesis project directly sampled only one instance of school closure in Missoula, it is unlikely that definitive final answers have been discovered. Therefore, the conclusions presented in this chapter are best
thought of as working hypotheses for further research into the subject. Since it is likely that other schools will be targeted for closure in the near future, such further research is possible, but, obviously, beyond the scope of this thesis.

The Effect of a Gendered Conflict

I hypothesized that the nature of the conflict over school closure was gendered in a way that created a communication gap between the Board and the public which prevented effective sharing of ideas and purpose.

My hypothesis that gendering of the two opposing sides in the school closure issue influenced the nature of this discussion seems supported by the data presented and discussed herein. However, this one factor fails to provide a complete explanation for why the will of the majority of the attendees at the board meetings concerning this issue was not heeded by the School Board and Administration.

The Concept of Progress

Underlying the gendering of the discussion of school closure I encountered the notion of progress. The Board and administration used the language of progress to rationalize the closing of schools. The gendered nature of the conflict may have had less to do with their rigid stance on closure than their preconceived ideas of progress and their perceived need to
restructure the Missoula school system to fit those ideas. Therefore, although the gendered conflict is interesting, I think it is a superficial characteristic of the conflict.

So then, if progress is the motivator for the Board and administration's actions, how does the public communicate to them their conviction that this kind of progress is detrimental to community? This is clearly an area in which additional research is needed. Probably, any attempt to dislodge the Board and Administration from their entrenched position will require education, but what methods or mechanisms exist for accomplishing this task. Additional research on this issue, beyond the scope of this thesis is needed.

Class as an Additional Factor

As I pursued the research for this thesis, I came to the conclusion that beyond the gendered discourse of the meetings and the associated metaphors, and beyond the entrenched notions of progress, there is another issue, which surfaces partially, then disappears before it is recognized. That issue is class. It could be hypothesized that the issue of class affected which schools were closed. In particular, it could be possible that Emma Dickinson was targeted because its population was seen as voiceless, or powerless. It can be demonstrated using demographic information provided by U.S. census statistics and the Office of Planning and Grants in Missoula, that this school
is located in an impoverished area with a fairly large percentage of its population (ten percent) of Asian descent.

Although the exploration of the effects of class on the issue of school closure is such a large topic that it cannot be fully explored within the framework of this thesis, several points that may be of interest to future researchers can be preliminarily explored. I find the fact that the issue of class is consistently omitted from the discourse to be especially fascinating.

Class as an Unmentionable Issue

Class is a structure of oppression (Agger 1998) because it defines social hierarchy and the limits of one's life. I do not consider that this is a theory. I believe it is a fact. I believe it is as close to a universal truth about humanity as it is possible for there to be. Yet, according to Ortner (1991) there is an absence of any strong cultural category of "class" in American discourse. We simply don't talk about it. Yet, its absence from discourse does not imply its absence from existence. It exists, but is misrecognized (Bourdieu 1994), unmentionable.

My own observation as a twenty-five year resident of Missoula is that class is omitted from discourse because it is contrary to our identity as Missoulians. Missoula sees itself as a classless community. It is an issue which, as a community, we don't admit to. Missoula's identity is wrapped up in liberal idealism, the environment, political activism, acceptance and
tolerance of gay and lesbian groups, welcoming people of different ethnicities, and good old fashioned outdoor fun. This is confirmed by the number of agencies and businesses downtown which offer sporting goods, lifestyle clothing, "western environmental" home decor shops, imported coffees, peace centers, biking and environmental groups, art and more. The Chamber of Commerce describes Missoula as a place where "city cool" and "wilderness splendor" make a "trip [here] a one- of-a-kind vacation," (1998/1999 Travel Guide).

The attitude of liberal abundance is ubiquitous despite the fact that participation in the Missoula lifestyle is expensive. The outdoor goods stores do not sell at bargain prices. At the time of this writing coffees are $2-$3 a cup, the gas is almost $1.50 per gallon. Many people whom I call neighbors are not fully included in this ideal city simply because they can't afford it. We have grass roots movements designed to help people in all financial situations. These efforts range from the MUD project to the Missoula Food Bank. However these projects and the sense of the "goodness" (Kemmis 1990) of this place have lulled us into a false sense of complacency with social issues we think we've addressed but in actuality, have failed utterly to recognize the persistence of their presence.

Talking with people who've moved to Missoula, they say what a great place this is, and it is great, mostly. I remember a newspaper article some years back about an African American family from a large Midwestern city
who came to Missoula and were astonished at the lack of racism they saw here. Yet, I have also seen skin heads and neo-Nazis walking the streets. This past April 20th, Hitler's birthday, the large stone "L" on the side of Mount Jumbo, a hill overlooking the valley, was changed to a "4" and a 20 was written out next to it in commemoration of the anniversary. An apparent lack of social problems does not negate their existence. An apparent lack, in some ways, might actually be more dangerous than an obvious constituency of problems in that they are hidden.

However, to talk about problems in terms of the "racism pervading the Missoula valley", or the "class struggles of the lower income families", fundamentally changes our identity as "Missoula"; a place full of people who "are grateful to God for the quiet beauty of our state," (Kemmis 1990). It is easier to pretend these issues are not issues here in Missoula, not in this valley, than to face them.

In my interview with her. “Sue” told me that school closure is not a class issue. She says that schools are not closed because of class, but the low income kids which go to different schools benefit from the diversity of mixing classes. The emotional public, at School Board meetings, skirts the issue of class as well. It is hinted at. "I think it is interesting that the school you are choosing to close has greater than 60% of its students on free and reduced meals," said a woman at the February 23rd meeting. But she did not say you are discriminating against the lower classes of Missoula. She could not say it
directly because to say it would mean that class is an issue in Missoula, thus changing the perception of the Missoula we (we Missoulians) have chosen to live in.

Class, defined economically, in the issue of school closure, came up once or twice, briefly, then, as if burned by its own mention, retreated again into the repose of the unmentionable. In The Missoulian, the current Chair of the School Board said that, "there's still people who spit on the ground whenever Jake Block's (superintendent of schools at the time) name is mentioned over the Whittier school closure, they argued it was a class motivated thing," (Missoulian, March 1, 1999). Class was mentioned in the article but not discussed or probed. Its sheer swiftness of appearance encourages its passing from the conversation without engagement, it implies that the public was wrong. Why did they argue it was class motivated? What do you mean by class? These questions could not be asked.

Class and Voicelessness

In an interview with a woman who works at the Franklin family resource center, I asked why she thought the administration was closing Emma Dickinson. She said they were doing it because it was easier to close Dickinson, it is perceived as having a "voiceless population". Why is it voiceless? What difference would it make to the administration whether or not a population has a voice? I was left to wonder, she had to return to work.
What are the implications of the phrase "voiceless population". There are a few: They can not speak. They are not allowed to speak. They are not willing to speak. They can speak, are willing and allowed to do so, but will not be heard and thus are rendered voiceless. It is the latter which I believe and observe to be the truth in the case of school closure. As suggested by hooks (1993), people choose which voices to hear and which voices to silence.

The population of Emma Dickinson spoke a great deal during the public commentary sessions of the School Board meetings. But in their presentations, there was an air of desperation, as if they knew they were not being heard. During that last meeting which I recounted earlier, I remember looking at one of the female School Board members repeatedly. Every time I looked at her she wore the expression of someone completely placid. Her mouth was curved in a barely-noticed smile, her eyes were peaceful. She reminded me of a painting, glowing, detached. Did she hear what the public was saying? I will never know, her face never appeared to change.

At most meetings the Chair of the Board opened his mail during the presentations of the first few speakers at the public comment session. He did not even glance at the speakers for the first fifteen to twenty minutes. At the January 26th meeting, one of the Board members fell asleep, and another did so at the March 3rd meeting. The Board gave no indications that they were affected, moved or even attentive to the speakers.
This un-hearing appearance of the Board frustrated the speakers and the audience. Sitting in the audience, I perceived it as belittling and dismissive. It further added to the sense of "voicelessness" in that Emma Dickinson's supporters felt that they could speak all night and never be heard. Conversely, when the woman from the Rattlesnake spoke in support of closing schools to achieve smaller class sizes at the Feb. 23rd meeting, their body language changed. They were physically respectful to her and demonstrated the qualities of active listeners, i.e., leaning forward, nodding heads, showing by their bodies that they heard.

But what does voicelessness have to do with class? It has to do with class in that class is a category of oppression (Agger 1998). And voicelessness is a characteristic of that category. It is easier to dominate a "docile" (Foucault 1977), voiceless population, a population which knows its place and with whom negotiations, settlements and conciliations are unnecessary, than one which wields some power, (power in this case being economic).

Class and The Emma Dickinson Area

The question of class as it relates to school closure is demonstrable when a look is taken at which schools have been closed in the past, at which schools will close in the future, and at the impact on the remaining schools in Missoula. Since the schools which have been closed and are being targeted
for closure are located in the inner, less affluent, urban core, the trend is to bus children out of their neighborhoods to the suburbs. Lower income schools seem to be bearing a disproportionate share of the burden of having their children taken out of their local neighborhoods and placed in alien schools.

According to census figures and data provided by the Missoula Office of Planning and Grants, the Emma Dickinson area has a median income of $14,172 for a family of four, which is substantially less than that of Missoula as a whole ($42,987 for a family of four). Only 39 people living in the area make an income at or above the Missoula median, but more than 500 make an income below the median. There are other indicators of class in addition to income level. Roughly ten percent of the population is Asian/Pacific Islander (Census data, 1990). The median year in which most of the area's housing was built was 1968, which indicates it is an area with many older houses, which further indicates living conditions which do not meet city codes (as stated by the Office of Planning and Grants, Missoula MT). The Emma Dickinson area also has a large transient population, most of its households being rentals. Ninety-one out of a total of 500 households receives public assistance (statistics received in a personal communication from the Office of Planning and Grants in Missoula). Clearly this is an impoverished area.

Thus, I believe, class biases, discrimination based on income, are expressed in the choice of the schools which will close. The Board denies that issues of poverty play a role in the decision but rather the welfare of
Missoula children is the decisive factor. Yet, how can the welfare of the children of Emma Dickinson have been taken into consideration when it is they who will lose a valuable resource, one which they can ill afford to lose, according to many people who spoke at Board meetings? Why were these parents and children called upon to be the ones to sacrifice rather than people in a more affluent area of the city.

Why is Class an Unrecognized Issue

The School Board voted to close the school that served what is clearly one of the most impoverished districts in the City. This suggests that class must have played some role in the Board's choice of which school to close. If this is true, perhaps even obvious, then why is it so hard to talk about? Why is this voiceless population further obscured by a denial of the existence of the nature of its plight? I believe it is because it is misrecognized (Bourdieu 1994), or perhaps we are unwilling to recognize it. But why?

Again, I can act as an informant for this subject. Missoula is a vital town with a strong sense of self and destiny. It is a place which falls very much in line with the preamble to the State of Montana's constitution: "We the people of Montana, grateful to God for the quiet beauty of our state, the grandeur of its mountains, the vastness of its rolling plains, and desiring to secure to ourselves and our posterity the blessings of liberty for this and future generations do ordain and establish this constitution" (Kemmis 1990).
Missoula is a place, in my eyes, which assumes that its idealized sense of Western reality is objective and reflexive of actual experience. Little recognition of real social problems exists in our own community. We tend to look beyond ourselves, at other people's problems. Thus the bumper stickers, "Free Tibet" and our romantic history of political protest of foreign wars. These are worthy sentiments, but in focusing on the "idealness" of our community, looking so far beyond ourselves for social justice, we ignore our own social problems. Thus class and race, real issues which affect our real community, are obscured, "misrecognized" (Bourdieu 1994: 160) and not discussed.

If our habitus (Bourdieu 1994; or "parameters of personal identity" in the sense of Dirks, Eley, Ortner 1994: 13), and practice ("the cultural forms within which people live their lives" Dirks, Eley, Ortner 1994: 16), as Missoulians revolve around our sense of the environmental, of the global, of ourselves as an open and accepting community, then these concepts become our orthodoxy, our realm of possible discourse. Thus the mention of "class" is heresy (Bourdieu 1994), as it "pushes back the limits of doxa", that which is not said,(Bourdieu 1994: 164), and shatters the facade of our community.
Class and School Closure

The forgoing incomplete analysis of class as a factor in school closure could serve as a starting point for additional, future research. Ideally, the framework provided in this thesis might eventually allow a future researcher to integrate the topics discussed herein, namely gender, progress, and class, into a wider treatment of "power" as a vehicle by which these three threads might be synthesized.

Final Words

It is difficult, even for those who are members of the marginalized class, to talk about class as an issue in school closure. So I will say it. School closure is, at least partly, about class. The rationale of the School Board and administration includes notions of progress, and the plight of the public stems from this in that they are made members of a class that is being rendered voiceless by that same very same concept of progress. I would agree that progress demands sacrifice, but it is people we are sacrificing - not buildings. It is not only the structures that are being stripped from their neighborhoods, but the community solidarity and support that they provide. I have found during the research for this thesis that School is conceptualized by the public as a nurturer. It is a part of their family, the heart of their neighborhood. It is tied to the community in which it is located. Its children and families depend on it as they would a family member. It is these things
that we are called upon to throw over the side of the boat in order to move forward. And it is the voiceless populations of Missoula who are told they must be the ones to sacrifice. It is the voiceless which must bear the burden of administrative notions of progress. It is the voiceless which must remain silent in order that Missoula maintain its identity as an ideal, Montana town; that it always be the last best place, full of "abundance and joy", for all those grateful to God for its quiet beauty, its grandeur, and for the vastness of its rolling plains.
Appendix 1: School Board Documents About School Closure
MISSOULA COUNTY PUBLIC SCHOOLS
BOARD OF TRUSTEES
WORK SESSION/SPECIAL MEETING
FEBRUARY 23, 1999
7:00 P.M.
WASHINGTON MIDDLE SCHOOL GYMNASIUM

AGENDA

1. Opening & Purpose
   Dr. Kupilik

2. Public Comment
   Dr. Kupilik

3. Discussion of Administrative Recommendations for Balancing
   1999-2000 Elementary Budget
   Dr. Kupilik

4. Discussion of Administrative Recommendations for Balancing
   1999-2000 Secondary Budget
   Dr. Kupilik

5. Recommendation on Early Retirement Notification Incentive
   Dr. Kupilik

6. Convene Special Meeting to take Action on Recommendations for
   Balancing 1999-2000 Budgets - Elementary/Secondary
   Dr. Kupilik

7. Adjourn
   Dr. Kupilik
MISSOULA COUNTY PUBLIC SCHOOLS
BOARD OF TRUSTEES
WORK SESSION/SPECIAL MEETING
FEBRUARY 23, 1999
7:00 P.M.
WASHINGTON MIDDLE SCHOOL GYMNASIUM

AGENDA EXPLANATION

1. Opening & Purpose
   Dr. Kupilik

2. Public Comment
   Dr. Kupilik

3. Discussion of Administrative Recommendations for Balancing
   1999-2000 Elementary Budget
   Dr. Kupilik

Background Information: Several budget scenarios have been developed for Trustees to consider. These range from 0% increase to 4% increase. Trustees should plan for allocation of resources based on best and worst case scenarios as the outcome of legislative action and voter action is unknown. Further, Trustees should direct administration to move forward to prepare for staffing for 1999-2000.

Administrative Recommendation: In planning for both scenarios, administration recommends Trustees consider a plan for a 3.5% increase first and then consider a plan for 0% increase. To do so, the options previously recommended are grouped as such for Trustee consideration.

A. BALANCING THE ELEMENTARY BUDGET 1999-2000

GOALS: MAINTAIN PROGRAMS/MAINTAIN LOWER LEVELS OF CLASS SIZE

*To be adjusted

<table>
<thead>
<tr>
<th>LEVELS OF FUNDING INCREASES</th>
<th>0%</th>
<th>1%</th>
<th>2%</th>
<th>3%</th>
<th>3.5%</th>
<th>4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMON REDUCTIONS FOR ALL OPTIONS</td>
<td>$802,000</td>
<td>$802,000</td>
<td>$802,000</td>
<td>$802,000</td>
<td>$802,000</td>
<td>$802,000</td>
</tr>
<tr>
<td>TOTAL REDUCTIONS</td>
<td>$1,088,755</td>
<td>$1,088,755</td>
<td>$1,088,755</td>
<td>$1,088,755</td>
<td>$1,088,755</td>
<td>$1,088,755</td>
</tr>
<tr>
<td>BALANCE</td>
<td>-$88,745</td>
<td>$114,055</td>
<td>$318,755</td>
<td>$520,155</td>
<td>$922,155</td>
<td>$723,482</td>
</tr>
</tbody>
</table>

MOST SIGNIFICANT NEEDS WHICH MUST BE FUNDED (priority 1/18/99) Sub Pay increases

| | 87,296 | 87,296 | 87,296 | 87,296 | 87,296 | 87,296 |
| BALANCE | -$178,041 | $228,759 | $429,459 | $429,459 | $534,459 | $638,166 |

ADDITIONAL PRIORITIZED NEEDS TO BE FUNDED SHOULD ADDITIONAL REVENUE BECOME AVAILABLE GIVEN THE REMAINING

UNKNOWNs (priority as of 1/18/99)

| | $000,000 | $000,000 | $000,000 | $000,000 | $000,000 | $000,000 |
# BALANCING THE ELEMENTARY BUDGET 1999-2000

**GOAL:** MAINTAIN ALL K-5 ATTENDANCE CENTERS

*To be adjusted from February 1 enrollment counts*

<table>
<thead>
<tr>
<th>LEVELS OF FUNDING INCREASES</th>
<th>0%</th>
<th>1%</th>
<th>2%</th>
<th>3%</th>
<th>4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMISSIONATE REDUCTION IN DOLLARS</td>
<td>$1,187,500</td>
<td>$964,700</td>
<td>$782,000</td>
<td>$648,600</td>
<td>$427,000</td>
</tr>
<tr>
<td>COMMON REDUCTIONS FOR ALL OPTIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROGRAM REDUCTIONS</td>
<td>$800,000</td>
<td>$800,000</td>
<td>$800,000</td>
<td>$800,000</td>
<td>$800,000</td>
</tr>
<tr>
<td>TOTAL REDUCTIONS</td>
<td>$1,077,500</td>
<td>$944,700</td>
<td>$762,000</td>
<td>$638,600</td>
<td>$417,000</td>
</tr>
<tr>
<td>BALANCE</td>
<td>$865,000</td>
<td>$749,000</td>
<td>$592,000</td>
<td>$498,600</td>
<td>$341,000</td>
</tr>
<tr>
<td>MOST SIGNIFICANT NEEDS WHICH MUST BE FUNDED (priority 1/16/99) Sub Pay increases</td>
<td>$87,295</td>
<td>$87,295</td>
<td>$87,295</td>
<td>$87,295</td>
<td>$87,295</td>
</tr>
<tr>
<td>BALANCE</td>
<td>$817,705</td>
<td>$761,705</td>
<td>$594,705</td>
<td>$481,305</td>
<td>$343,245</td>
</tr>
<tr>
<td>ADDITIONAL PRIORITIZED NEEDS TO BE FUNDED SHOULD ADDITIONAL REVENUE BECOME AVAILABLE GIVEN THE REMAINING UNKNOWNS (priority as of 1/16/99)</td>
<td>$602,000</td>
<td>$602,000</td>
<td>$602,000</td>
<td>$602,000</td>
<td>$602,000</td>
</tr>
</tbody>
</table>

**B. MCPS: BALANCING THE ELEMENTARY BUDGET 1999-2000**

**GOALS:** MAINTAIN PROGRAMS/MAINTAIN LOWER LEVELS OF CLASS SIZE OR MAINTAIN ALL K-5 SCHOOLS

**COMMON REDUCTIONS FOR ALL OPTIONS**

- Central Administration General Fund Salary Costs Offset by Federal Funds $40,000
- Asst Supt assumes responsibility for Drug-Free Schools' grant administration
- Off-set Asst Supt general fund salary by $10,000 from Drug Free Schools
- Eliminate outside contract for that grant administration
- Curriculum Director assumes leadership responsibility for Title I
- Move day-to-day Title I coordination to a coordinator's position (K-12 admin) under supervision of Curriculum Director, paid for by federal funds
- Restructure within Title I to address needs of parent outreach & secretarial support
- Shift portion of trades & crafts costs to secondary
- Retirement attrition savings (6 retire & replace) $90,000
- Custodial reduction (.5 FTE at Porter) $8,000
- Reduce temporary help-operations & maintenance $14,000
- Central library savings - only given K-12 remuneration $10,000
- Student attrition-middle school results in 2.0 FTE reduced $60,000
- Student attrition-elementary-results in 6.0 FTE reduced $180,000
- Level K-5 students and increase K-2 class sizes-6.0 FTE reduced $180,000
- (Federal money may in part address these reductions.) Sub Total $602,000
GOALS: MAINTAIN PROGRAMS/MAINTAIN LOWER LEVELS OF CLASS SIZE
OR MAINTAIN ALL K-5 SCHOOLS

RESTRUCTURE K-5 SCHOOL POPULATIONS(Savings)
- Restructure K-5 school populations and school boundaries folding population into 9 schools rather than 12 schools
- Savings per two buildings:
  - Principal $55,000
  - Librarian $30,000
  - Secretary $16,700
  - Custodian $19,500
  - 1.0 Certified $30,000
  - Utilities $18,700
  $169,900 x 2 = 339,800
- Savings per one additional building: (Prescott)
  - Principal
  - Librarian
  - Secretary
  - Custodian
  - Utilities
  27,500
- Savings with attendance center restructuring
  - Print Shop $3,255
  $3,255
Shift $90,000 from general fund reserves to cover contingency needs. Sub Total $370,555

OR PROGRAM REDUCTIONS
- Reduce Fine Arts delivery to K-5 Schools by 2.0 FTE $60,000
  Principals/Fine Arts Supv responsible to restructure & present recommended delivery model
- Eliminate K-8 Gifted & Talented services specialists by 3.0 FTE $90,000
- Restructure K-8 Middle School computer lab coordinators duties & reduce 2.0 FTE $60,000
- Restructure 6-8 gen music delivery, saving of .8 FTE $24,000
- Eliminate middle school athletics $38,000
- Combine administration of six K-5 buildings, reducing 2.5 FTE administrative $138,000
- Combine library services of four K-5 buildings, reducing 2.0 FTE librarians (.50 library specialist per buildings.)** $470,000
- Shift $90,000 from general fund reserves to cover contingency needs. Sub Total $470,000

As to the issue of school closure, included in the packet is the discussion guide regarding the educational issues associated with school closure. Also included is a reformatting of the information Trustees previously received regarding an analysis of K-5 schools in the District.
Administration brought to the Board a recommendation to consider two school closures for 1999-2000 and a third school closure for 2001-02. This recommendation was brought forward for a number of reasons:

- As a means of balancing the budget dependent upon levels of reductions.
- As a means to maintain resources for program and lower levels of class size across the District.
- As a means to address the overall impact of declining enrollment within the K-5 schools, approximately 800 students K-5 since 1991-92.
- As a means of providing general fund reinvestment resources to a budget that has been stripped, beginning in 1994-95.
- As a means of a more balanced distribution of personnel resources across the whole of the K-5 schools.

The recommendation for school closure addresses restructuring of student populations and/or personnel allocations throughout all areas of the K-5 schools. Through the school closure process and by redefining K-5 school populations the enrollment levels of the K-5 schools would be more in balance with each other as would the allocation of personnel resources.

<table>
<thead>
<tr>
<th>Current Enrollments (2/1/99 Counts)</th>
<th>Projected Enrollments (Sept. '99 with School Closure)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area A</strong></td>
<td></td>
</tr>
<tr>
<td>Lewis &amp; Clark</td>
<td>Lewis &amp; Clark</td>
</tr>
<tr>
<td>Paxson</td>
<td>414</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>273</td>
</tr>
<tr>
<td></td>
<td>Roosevelt/Paxson</td>
</tr>
<tr>
<td></td>
<td>198</td>
</tr>
<tr>
<td></td>
<td>457</td>
</tr>
<tr>
<td><strong>Area B</strong></td>
<td></td>
</tr>
<tr>
<td>Dickinson</td>
<td>Franklin</td>
</tr>
<tr>
<td>Franklin</td>
<td>294</td>
</tr>
<tr>
<td>Hawthorne</td>
<td>260</td>
</tr>
<tr>
<td></td>
<td>Dickinson/Hawthorne</td>
</tr>
<tr>
<td></td>
<td>223</td>
</tr>
<tr>
<td></td>
<td>308</td>
</tr>
<tr>
<td><strong>Area C</strong></td>
<td></td>
</tr>
<tr>
<td>Lowell</td>
<td>Lowell</td>
</tr>
<tr>
<td>Mt. Jumbo</td>
<td>269</td>
</tr>
<tr>
<td>Prescott</td>
<td>288</td>
</tr>
<tr>
<td></td>
<td>Prescott</td>
</tr>
<tr>
<td></td>
<td>166</td>
</tr>
<tr>
<td></td>
<td>247</td>
</tr>
<tr>
<td><strong>Area D</strong></td>
<td></td>
</tr>
<tr>
<td>Chief Charlo</td>
<td>Chief Charlo</td>
</tr>
<tr>
<td>Cold Springs</td>
<td>461</td>
</tr>
<tr>
<td>Russell</td>
<td>397</td>
</tr>
<tr>
<td></td>
<td>274</td>
</tr>
<tr>
<td></td>
<td>458</td>
</tr>
<tr>
<td></td>
<td>412</td>
</tr>
<tr>
<td></td>
<td>356</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Because declining enrollment is an overall community challenge, the recommendation for two school closures and combining Mt. Jumbo/Prescott into a single school addresses the challenge throughout the community. A single school closure would partially address redistribution of resources but would still leave imbalances within the community.

Administration recommends the following school closures:
Area A  East
Close Roosevelt School and move the Roosevelt student population to Paxson, as well as shift a portion of the Paxson population to Lewis & Clark.

*Lewis & Clark                           - 178
  Paxson                                  - 45
  Roosevelt                               - 216
    *takes into account shift to Paxson when reopened
**Russell                                - 295
   **takes into account shift from Russell to Chief Charlo

Projected Enrollments 2003-04
  Lewis & Clark                          423
  Paxson                                  222
  Roosevelt                               214
  Russell                                 250

Determining Factors:
• Roosevelt has smallest number of rooms.
• Roosevelt has smallest population of the four schools.
• By closing Roosevelt, the population can be folded in its entirety into Paxson, provided some University Housing students are moved to Lewis & Clark.
• With the closing of Roosevelt, Lewis & Clark still has capacity.
• Roosevelt and Lewis & Clark have the same ADA compliance issues.

Impacts:
• Roosevelt students may/may not lose Title I services, dependent upon population shifts in the Paxson/Roosevelt areas. Final analysis for qualification may be required to be completed in the fall per federal government regulations.
• Family Resource Center could be initiated at Paxson separate from Title I.
• With Roosevelt closing, one (1) additional bus would be needed to transport students to Paxson.
• A second bus may be needed to transport University housing students to Lewis & Clark.

Projected Reconfigured Size of Open Schools:
  Paxson                                  379
  Lewis & Clark                          457
Reconfiguration may qualify Paxson/Roosevelt for Title I services.

Area B  West
Close Dickinson School and move the student population as follows: Jefferson area to Russell, South of Third Street to Franklin, North of Third Street to Hawthorne

  Dickinson                               - 33
  Franklin                                - 117
  Hawthorne                                - 72
                                            - 222
Projected Enrollments 2003-04:

Dickinson 282 (Includes former Jefferson School population attending Dickinson)
Franklin 247
Hawthorne 167

Determining Factors:

- Hawthorne has one less designated classroom than Dickinson. However, it has the largest square footage. Moreover, Dickinson has a multi-purpose room which can be subdivided and a stage which is used for instructional space. Dickinson has first grade rooms which could be subdivided from two rooms to three rooms. Hawthorne has a multi-purpose room which can be subdivided, a library which can be subdivided to two additional instructional spaces and a classroom that can be subdivided into two instructional spaces, as well as the stage.
- Hawthorne has the smallest population of the three schools. If Dickinson's student population is divided as a result of school closure in Area B, then Dickinson has the same number of students remaining in the area as Hawthorne. This student population could be moved as a group to Hawthorne. The same movement is possible if Hawthorne closed and Dickinson remained open.
- Dickinson is more ADA accessible than Franklin or Hawthorne.
- Franklin has the greatest number of students who are walkers living in the area.
- Dickinson's facility is a linear layout. Hawthorne's facility is designed around the media center with most classrooms adjacent to that area.

Impacts:

- Two buses will be needed to transport students either from Dickinson to Hawthorne or Hawthorne to Dickinson.
- West area will be at capacity. Capacity will loosen up in a few years, based on projections.
- One hundred and forty students will be shifted from Dickinson to Franklin and Russell.
- Dickinson building modification estimated costs - $10,000-12,000.
- Hawthorne building modification estimated costs - $10,000-12,000.
- Even Start remains at Franklin.
- Extended resource can be accommodated at both Dickinson and Hawthorne.
- Hawthorne's current self-contained special education would be moved to another area.
- Franklin will require more maintenance resources over time and Franklin has less acreage.
- At Franklin, music and Family Resource Center will share same space.
- According to federal regulations, with either school closure, Title I school-wide at Dickinson may have to be readdressed in the fall.

Projected Reconfigured Size of Open Schools:

<table>
<thead>
<tr>
<th>School</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawthorne</td>
<td>346</td>
</tr>
<tr>
<td>Franklin</td>
<td>308</td>
</tr>
</tbody>
</table>

Area C North-East
Combine Mt. Jumbo/Prescott into a K-5 school for 2001-02 at Mt. Jumbo. For 1999-01, staff Mt. Jumbo/Prescott with one K-5 building principal.

<table>
<thead>
<tr>
<th>Location</th>
<th>Losses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowell</td>
<td>-135</td>
</tr>
<tr>
<td>Mt. Jumbo</td>
<td>-45</td>
</tr>
<tr>
<td>Prescott</td>
<td>-15</td>
</tr>
<tr>
<td></td>
<td>-195</td>
</tr>
</tbody>
</table>

### Projected Enrollments 2003-04:

- Lowell: 184
- Mt. Jumbo: 255
- Prescott: 132

### Determining Factors:
- Combine Mt. Jumbo/Prescott into K-5 in two years (2001-02) at Mt. Jumbo. Move modulars from Lowell to Mt. Jumbo. Cost @ $60,000. This combination is more reasonable to accomplish in two years, given projected decline of student population.
- Reduce administrative costs by sharing principal K-5 for two years only. Hardship of sharing is for a two year time period; administrator would have same set of families/students with which to work.
- Reduce additional costs (library, secretary, custodian, utilities) in two years.
- Mt. Jumbo is more ADA accessible than Prescott.

### Impacts:
- Cost of moving modular, two years out.
- Difficult issues of sharing principal will be short term.
- Unable to reduce special education (1.0 FTE) until schools combine.
- May have lead teacher expenses and aide to be paid from contingency for two years only.

### Projected Reconfigured Size of Open Schools:

<table>
<thead>
<tr>
<th>Location</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowell</td>
<td>247</td>
</tr>
<tr>
<td>Mt. Jumbo (K-5)</td>
<td>272</td>
</tr>
<tr>
<td>Prescott</td>
<td>178</td>
</tr>
</tbody>
</table>

**Area D South**

Direct administration to proceed with planning for the movement of approximately 100 students from Dickinson to Russell.


- Chief Charlo: +456
- Cold Springs: -203
- Russell: -295
  - -42
  - *takes into account shift to Chief Charlo when it opened.

### Projected Enrollments 2003-04:

- Chief Charlo: 472
- Cold Springs: 396
- Russell: 250
Determining Factors:

- Russell would accommodate the movement of 100 Dickinson students from the former Jefferson School population. Students are already bussed - no new cost.
- Russell is maintained as an overflow school for Chief Charlo and Cold Springs.
- Boundaries in the area may be redrawn over time. Redefining boundaries is still possible without adding transportation costs.

Projected Reconfigured Size of Open Schools:

<table>
<thead>
<tr>
<th>School</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Charlo</td>
<td>458</td>
</tr>
<tr>
<td>Cold Springs</td>
<td>412</td>
</tr>
<tr>
<td>Russell</td>
<td>356</td>
</tr>
</tbody>
</table>

D. MOST SIGNIFICANT NEEDS WHICH MUST BE FUNDED (priority as of 1/18/99)

- Substitute Pay Rate Increases $87,296

ADDITIONAL PRIORITIZED NEEDS TO BE FUNDED SHOULD ADDITIONAL REVENUE BECOME AVAILABLE GIVEN THE REMAINING UNKNOWNS (priority as of 1/18/99)

- Apply federal dollars to reduce class size (each $100,000 buys 3.0 FTE)
- Off set high levels of class size @ approx. $30,000 FTE - $120,000
- Two .50 FTE Middle School Assistant Principals $35,000
- Instructional materials (supplies, repairs, replacement & equipment) - 1998-99 Curriculum Development priority areas $100,000
- Science $100,000
- Health Enhancement $25,000
- Restructure of 6th Gr. FTE, 6th Gr. PE delivery, 6-8 at-risk $60,000
- Add 1.0 FTE Nurse K-8 $30,000
- Reinvest in general fund support for supplies, repair, replacement & equipment (discretionary) $250,000
- Reinvest in general fund support for staff develop $200,000
- Reinvest in general fund support for Main & Op. $200,000
- Address attendance center restructure from above reductions * (Non-discretionary)
- Unknown CI75 Impact - If "permissive" levies fail, general fund may have to pick up cost increases.

$985,000

E. Memorandum to Trustees - January 21, 1999

1. Tuition K-8

Background Information: Currently, tuition is assessed for any K-8 student who lives outside the boundaries of the elementary District whose parents enroll them in MCPS. There is reason to believe that the District would pick up a few more students in excess of those paying tuition if the tuition provision were dropped for K-8 out-of-district students. Thus, full ANB would be collected for more students, potentially exceeding any benefit from tuition collected. Dropping the provision would also enable the District to enter into an agreement with DeSmet School District, whereby MCPS would educate any K-8 age
students who might live in the potentially planned affordable housing development at the industrial park. Waiving the tuition provision for K-8 does not jeopardize tuition charges for out-of-district secondary students because the Districts are two separate legal entities.

**Administrative Recommendation:** Administration recommends Trustees direct Administration to redraft the tuition policy to exclude payment of tuition for out-of-district K-8 students.

2. Protested Taxes

**Background Information:** Currently, the elementary general fund reserves exceed 10%. Given current circumstances, the District can only access the protested tax portion of the reserves, by Board directive, as long as the reserves remain at the 10% level. Administration continues to recommend that this portion of the reserves be held as contingency dollars until such are exhausted. When these funds are exhausted, the Board will need to reduce internally to set aside monies for contingency. The general fund protested tax picture is as follows:

- $421,000 current level of protested taxes
- $331,000 1998-99 contingency
- 138,000 Projected amount absorbed in new 10% ceiling due to a projected increase in general fund at 3.5% increase
- $193,000 Balance
- $90,000 1999-2000 contingency
+ $150,000 Estimated collection 1999-2000
- $253,000 Balance in 1999-2000 (allocation cycle continues)

**Administrative Recommendation:** Administration recommends Trustees maintain protested taxes as contingency source at a level of $90,000 per year.

4. Discussion of Administrative Recommendations for Balancing Dr. Kupilik 1999-2000 Secondary Budget

**Background Information:** Two budget scenarios have been developed for Trustees to consider. These range from 0% increase to 2% increase. Trustees should plan for allocation of resources based on best and worst case scenarios as the outcome of legislative action and voter action is unknown. Further, Trustees should direct administration to move forward to prepare for staffing for 1999-2000.

**Administrative Recommendation:** In planning for both scenarios, administration recommends Trustees consider a plan for a 1.5% increase first and then a plan for 0% increase. To do so, the options previously recommended are grouped as such for Board consideration:

**A. MCPS Balancing the 1999-2000 Secondary Budget - Goal: Maintain Program**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Reduction/Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>($442,815) Reducing</td>
</tr>
<tr>
<td>1%</td>
<td>($151,789) Reducing</td>
</tr>
<tr>
<td>1.5%</td>
<td>($48,396) Reducing</td>
</tr>
<tr>
<td>2.0%</td>
<td>$46,938 Increasing</td>
</tr>
</tbody>
</table>

**2. REDUCTIONS TO BE MADE AT 1.5% INCREASE**
If Vote Passes:

- Central Administration General Fund salary costs offset by $10,000
  Federal funds
  - Asst Supt assumes responsibility for Drug-free School's grant administration
  - Offset Asst Supt general fund salary from Drug-free Schools
  - Eliminate outside contract for that grant administration
  - Curriculum Director assumes leadership responsibility for Title I, salary offset by federal funds
  - Move day-to-day Title I coordination to a coordinator's position (K-12 administrative) under supervision of Curric Dir, paid for by federal funds
- Retirement - attrition savings - 3 retire and replace
- Eliminate remaining general fund support to Food Service
- Reduce PIR Costs (contract adjustment for third year)

**TO BE REALLOCATED**

- $213,000

Other:
- Adopt budget amendment for increased enrollment in 1998-99 in order to purchase 1999-2000 supplies at a total of $48,396 to cover budget shortfall. This offsets any further reductions and allows for reallocation from reductions made.

3. PRIORITIZED NEEDS WHICH MUST BE FUNDED:

If Vote Passes:

**Prioritized Needs Which Must be Funded (priority as of 1/18/99)**
- Increase Substitute pay
- Cover increased costs of MT Officials Assn.
- Cover increased cost of 1.0 FTE @ Seeley (math/science)
- Cover K-12 cost shifts of 57%/43% split
- Cover extra-curricular cost of JV Soccer (JV soccer approved in 1998 for 1998-99.) Subtotal

**Prioritized Needs to be Funded (priority as of 1/18/99)**
- Add 2.0 Deans at Big Sky and Hellgate each in lieu of previous staffing of 1.0
- Asst Prin at BSH and HHS

Cost budgeted into total cost of 1999-2000 salaries/benefits

4. ADDITIONAL PRIORITIZED NEEDS:

If Vote Passes:

**Additional Prioritized Needs to be Funded from Budget Reductions Made (Priority as of 1/18/99)**
- 3.0 Network Technicians (BHS, HHS, SIS)
- Increase student travel - regular instruction

Short funds budgeted to cover expenditures,
budget needs to be increased.

- Increase student travel - extra-curricular activities 35,000

Short funds budget to cover expenditures, budget needs to be increased.

- Increase computer lab para-pro support by 1.5 FTE 27,150
  (.5 at BSH, HHS, SHS)

Subtotal $120,150

5. ADDITIONAL NEEDS:

If Vote Passes

Additional Needs to be Funded should additional revenue become available, given remaining unknowns (listing as of 1/18/99)

- Instructional materials (supplies, repairs, replacement, textbooks & equipment) 1998-99 Curriculum Development priority areas 125,000
  - science ($100,000)
  - health enhancement ($25,000)

- Increase athletic trainer pay 13,389
  (3.0 @ $4,463 each at BHS, HHS, SHS)

- School Resource Officer Match 50,000

Subtotal $163,389

*Plus any add'l certified staffing @ $6,500/section

Note: Each $100,000 of reinvestment monies is distributed at approximately $26.02/student.

B. MCPS Balancing the 1999-2000 Secondary Budget - Goal: Maintain Program

1. SECONDARY REDUCTIONS IF VOTE DOES NOT PASS

<table>
<thead>
<tr>
<th>Increase</th>
<th>Reduction</th>
<th>Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>($442,815)</td>
<td>Reduction</td>
</tr>
<tr>
<td>1%</td>
<td>($151,789)</td>
<td>Reduction</td>
</tr>
<tr>
<td>1.5%</td>
<td>($48,396)</td>
<td>Reduction</td>
</tr>
<tr>
<td>2.0%</td>
<td>$46,938</td>
<td>Increase</td>
</tr>
</tbody>
</table>

2. REDUCTIONS TO BE MADE:

If Vote Does Not Pass

- Central Administration General Fund salary costs offset by $10,000 Federal funds $10,000
  - Asst Supt assumes responsibility for Drug-free School's grant administration
  - Offset Asst Supt general fund salary from Drug-free Schools
  - Eliminate outside contract for that grant administration
  - Curriculum Director assumes leadership responsibility for Title I, salary offset by federal funds
  - Move day-to-day Title I coordination to a coordinator's position (K-12 administrative) under supervision of Currie Dir, paid for by federal funds

- Retirement - attrition savings - 3 retire and replace $45,000
- Eliminate remaining general fund support to Food Service $25,000
- Reduce PIR Costs (contract adjustment for third year) $133,000
- Custodial Reduction (3.0 FTE) $60,000
- 1.0 at Hellgate, Big Sky & Sentinel
- Reduce Northwest Accreditation Budget $7,500
- Reduce central library service $4,000
- Reduce student supervisor by 1.0 FTE at Big Sky HS $11,000
- Other:
  - Adopt budget amendment for increased enrollment in 1998-99 in order to purchase 1999-2000 supplies $252,000

Total Reduction $547,500
Needed Reduction - $442,815

TO BE REALLOCATED $104,685

3. PRIORITIZED NEEDS WHICH MUST BE FUNDED:

If Levy Does Not Pass:

Prioritized Needs Which Must be Funded (priority as of 1/18/99)
- Increase Substitute pay $46,490
- Cover increased costs of MT Officials Assn. 4,700
- Cover increased cost of 1.0 FTE @ Seeley (math/science) 30,000
- Cover K-12 cost shifts of 57%/43% split 10,000
- Cover extra-curricular cost of JV Soccer 14,943
  (JV soccer approved in 1998 for 1999-99.) Subtotal $106,133

Prioritized Needs to be Funded (priority as of 1/18/99)
- Add 2.0 Deans at Big Sky and Hellgate each in lieu of previous staffing of 1.0 Cost budgeted into total cost of 1999-2000 salaries/benefits
- Asst Prin at BSH and HHS

4. ADDITIONAL PRIORITIZED NEEDS: If Levy Does Not Pass:

Additional Needs to be Funded should additional revenue become available, given remaining unknowns (listing as of 1/18/99)

- Restore custodians $60,000
- Restore Student Supervisor 11,000
- 3.0 Network Technicians (BHS, HHS, SHS) 33,000
- Increase student travel - regular instruction 25,000
  Short funds budgeted to cover expenditures, need to increase budget 99-2000 budget
- Increase student travel - extra-curricular activities 35,000
  Short funds budget to cover expenditures, budget needs to be increased.
- Instructional materials (supplies, repairs, replacement, textbooks & equipment) 1998-99 Curriculum Development priority areas
  - science ($100,000)
  - health enhancement ($250,000)
- Increase computer lab para-pro support by 1.5 FTE (.5 at IHS1, IHS2, SHS) $27,150
- School Resource Officers (Match) 50,000
- Any additional certified staffing @ $6,500/section
- Increase athletic trainer pay (3.0 @ $4,463 ea BSH, HHS, SHS) 13,389
- Reinstate Northwest Accreditation funding 7,300

GRAND TOTAL $468,737
Note: Each $100,000 of reinvestment monies is distributed at approximately $26.02/student.

5. Recommendation on Early Notification of Retirement

Background Information: Trustees requested administration present a proposal for an early notification incentive for employees who submit a letter of retirement from the District within a designated time period. Attached is a proposal for consideration for action during the convened portion of the meeting.

Administrative Recommendation: Administration recommends Trustees take action to offer an early notification incentive as proposed.
SPECIAL MEETING
FEBRUARY 23, 1999

Convene Special Meeting to take Action on Recommendations for Balancing 1999-2000 Budgets - Elementary/Secondary

1. Elementary
   1. Administration Requests Direction Regarding Balancing Elementary Budget at 3.5% Increase
      a.) Regarding school closure, Trustees may decide to consider the issue isolate of naming any schools.
      b.) If Trustees consider any other schools for closure other than those previously recommended, administration requests Trustees conduct one more public hearing on Monday, March 1, 1999 with action to be taken at the March 9, 1999 Board meeting.
   2. Administration Requests Direction Regarding Balancing Elementary Budget at 0% Increase
      a.) Regarding school closure, Trustees may decide to consider the issue isolate of naming any schools.
      b.) If Trustees consider any other schools for closure other than those previously recommended, administration requests Trustees conduct one more public hearing on Monday, March 1, 1999 with action to be taken at the March 9, 1999 Board meeting.
   3. Administration Requests Board Direction to Proceed to Implement Options Directed Above in a Timely Manner
   4. Administration Requests Board Direction Regarding Elementary Tuition Policy
   5. Administration Requests Direction as to Elementary Contingency Amount from General Fund Reserves for 1999-2000

2. Secondary
   1. Administration Requests Direction Regarding Balancing Secondary Budget at 1.5% Increase
   2. Administration Requests Direction Regarding Balancing Secondary Budget at 0%
   3. Administration Requests Board Direction to Proceed to Implement Options Directed Above in a Timely Manner
   4. Administration Recommends Board Consider Public Hearing for Seeley-Swan High School, Timely to the Election
   5. Administration Requests Board Direction Regarding Secondary Budget Amendment (As legislative action is known, administration will request direction from the Board as to expenditure of already approved general fund budget amendment.)

7. Adjourn
MEMORANDUM

TO: BOARD OF TRUSTEES
FROM: MARY M. VAGNER, Superintendent of Schools
DATE: FEBRUARY 5, 1999
RE: DISCUSSION GUIDE REGARDING EDUCATIONAL ISSUES ASSOCIATED WITH SCHOOL CLOSURE

At the November 24, 1998 Board of Trustees work session, Mike Maxwell, Principal of Franklin School, on behalf of the elementary principals, set forth the main discussion points for consideration regarding maintaining all of the K-5 schools, given shrinking enrollment. Those points are summarized as follows and may serve as a guide for discussion February 9, 1999.

OVERALL:

• Student skill attainment levels and curriculum expectations are more complex today.
  Greater demands on students and teachers for adapting curriculum.
• Increase in poverty level of Missoula community places greater demand on students and teachers.
• Budget requests are sparse but do not diminish other needs that should be addressed.
• Direct budget requests are for increased discretionary funds, specific to more secretarial hours and technology.
• Most critical student relationship is that between the child and teacher.
• Smaller class sizes are critical to provide for more individual student attention.
• Library services are necessary and global component of K-5 program; librarians assist with technology use, acquisition and research in general.
• Physical education and vocal music teachers are critical to the elementary school program; loss of them impacts program and classroom teachers.

DELIVERY IMPACTS OF DECLINING SCHOOL ENROLLMENTS:

• Forces combination grades for teachers and for students.
• Lack of grouping choices.
Multi-age may be option for some but number of staff/parents do not view as option.

One teacher per grade level prohibits options of placement of children and teachers.

Mixing children with others over several classrooms and spreading children having unique challenges for the teacher over several classrooms is no longer an option.

Impact to staff as to duty rotations -- frequency of rotations increases with continuing loss of moments of planning time, regrouping time, or time for some small group or one on one work with children -- rotations are more frequent each time staff shrinks.

Smaller enrollments result in greater difficulty handling fluctuations in enrollments -- schools can't absorb new students, imbalance of class sizes with sister school across district, resulting in greater leveling.

**ADMINISTRATIVE SHARING:**

- Sharing administrator between two K-5 schools may impact a direct connection between what the principal is expected to do on a daily basis in carrying out the policies of the Board, the regulations of the District and what happens day to day in terms of curriculum and instruction with teacher, students and parents.
- Safety concerns may be more compounded.
- Teachers and secretaries become responsible for administration day to day when principal gone -- takes away from instructional time.
- Principals statutorily responsible for student discipline, special education issues; legal responsibilities vested with principals in areas such as safety, abuse, legal, high risk parent, student, staff issues.

**ITINERANT PERSONNEL:**

- Itinerant staff K-8 at approximately same staffing level as 1994-95. (Special education - psychologists, OT's and PT's, speech therapists; art, music, physical education and gifted)
- Serve smaller number of students K-5 but have limited opportunity to increase contact time due to travel time which remains same.
- Still travel among the same number of buildings but serving fewer students per contact at building.
- Travel time variable to be diminished allowing for greater contact time.

**SHIFT RESOURCES:**

- Trustees asked administration to shift general fund expenditures to other funds.
- Reducing number of schools K-5, and shifting transportation costs to transportation fund, general fund money can be redirected to address areas of educational need K-8 within whole of the general fund budget.
- Should transportation become general fund cost, reduces amount of general fund savings, maintains a savings, however.
EQUITY OF RESPONSIBILITY:

• Work loads of principal, librarian, secretary, custodian are unequal throughout K-5 schools.

REINVESTMENT IN THE NEEDS OF k-8 STUDENT'S EDUCATIONAL PROGRAM:

• How is Board going to spend its resources, any current/new resources to be redirected to areas already presented.

DEMOGRAPHIC PROJECTIONS:

• Continued enrollment decline K-5.

TRUSTEE PLANS TO RECOUP THE RESOURCES ALREADY SHIFTED OUT OF THE GENERAL FUND:

• Contingency funds - protested taxes.

BARGAINING TIME LINES:

• Impact to 6-8 and 9-12.

STAFFING IMPACTS:

• Time lines personnel department must follow to address complex issues of staffing for next year.
• District may be facing RIF of tenured teachers.
• Staff reductions very serious and affect the livelihoods of people.
• Employees need to know where stand and decisions need to be made early enough so people have time to look for other employment at prime teacher hiring time (April into June).
• RIF complex process involving seeking retirements first, releasing non-tenured staff, reassigning tenured staff before begin RIF.
• Time for RIF will be about two full months after above completed above - - about one month.
• Time needed for notice, bumping, requests for hearing, conducting hearings of tenured staff, ultimately Board action on recommendation for termination, notification to the tenured staff affected.
• All governed by law and union contract and must be completed humanely, correctly, accurately and timely.
• Board must have all action with notifications completed and delivered to all certified employees no later than June 1, the statutory date set for such.
QUESTIONS TO CONSIDER REGARDING SCHOOL CLOSURE:

1. What budget plan will the Board set forth to prepare for 0% increase if that is the outcome of any state or local vote that may not be scheduled until June 8, 1999?

2. If legislature and voters approve 3-1/2% to 4% new money, where should any current/new money be allocated for today and the future based on the needs of all the students K-8. How does this relate to school closure?

3. If legislature and voters approve something between 0% and 3-1/2% new money, where should any current/new money be allocated for today and the future based on the needs of all the students K-8? How does this relate to school closure?

4. Is Board going to make decisions by the end of February so that the community and the employees know what plans are, depending on levels of funding? (Action on staffing needs to move forward so as not to leave the Board legally and financially liable for inaction or running out of time.)

MMV/tmg

c Administrative Team
CONSIDERATIONS FOR SCHOOL CLOSURE

Note: The considerations are listed below without any particular order of priority.

AREA A

I. **School Building and Site Capacity**

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Roosevelt</th>
<th>Paxson</th>
<th>Lewis &amp; Clark</th>
<th>Russell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bldg./Sq. Ft.</td>
<td>37,700</td>
<td>52,230</td>
<td>57,200</td>
<td>41,400 + 5,500</td>
</tr>
<tr>
<td>Playground</td>
<td>2.3 acres</td>
<td>2.1 acres</td>
<td>10 acres</td>
<td>6 acres</td>
</tr>
<tr>
<td>Current Classrooms</td>
<td>16</td>
<td>18</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>Additional space which could be converted to</td>
<td>1 - stage</td>
<td>4 - computer rm, project rm, multi-purpose (2)</td>
<td>3 - stage, multi-purpose rm. (2)</td>
<td>1 - stage</td>
</tr>
<tr>
<td>classrooms/specialty rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms needed with restructuring:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Roosevelt Closure</td>
<td>0</td>
<td>17</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>B. Russell Closure</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>0</td>
</tr>
</tbody>
</table>

II. **History and Enrollment Projections**

<table>
<thead>
<tr>
<th>Current Enrollment</th>
<th>197</th>
<th>267</th>
<th>409</th>
<th>271</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Currently Living in Attendance Area</td>
<td>186</td>
<td>289</td>
<td>359</td>
<td>231</td>
</tr>
<tr>
<td>5 year Enrollment Projection (w/o restructuring)</td>
<td>214</td>
<td>222</td>
<td>423</td>
<td>250</td>
</tr>
<tr>
<td>Consideration</td>
<td>Roosevelt</td>
<td>Paxson</td>
<td>Lewis &amp; Clark</td>
<td>Russell</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------</td>
<td>--------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Loss of Students 1991-98</td>
<td>-93</td>
<td>-45</td>
<td>-178 (significant # of these was due to reassignment of University housing to PX)</td>
<td>-295 (the majority of these were reassigned to Chief Charlo in 1994)</td>
</tr>
<tr>
<td>Projected Loss of Students 1998-2003</td>
<td>+17</td>
<td>-45</td>
<td>+14</td>
<td>-21</td>
</tr>
<tr>
<td>Estimated Enrollment (w/ restructuring) 1999-2000</td>
<td>287</td>
<td>331-379</td>
<td>457-496</td>
<td>356</td>
</tr>
</tbody>
</table>

### III. Building Age, Condition, and Improvements

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Improvements Needed (5-7 years)</td>
<td>$65,000</td>
<td>0</td>
<td>$150,000</td>
<td>$78,000</td>
</tr>
<tr>
<td>ADA Accessibility</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Floor not accessible</td>
<td>100% accessible</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; floor not accessible</td>
<td>Main bldg. 100% - modulars not accessible</td>
</tr>
<tr>
<td>Major cost of modifications due to restructuring</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### IV. Transportation

<table>
<thead>
<tr>
<th>Current number of busses</th>
<th>0</th>
<th>0</th>
<th>3</th>
<th>0</th>
</tr>
</thead>
</table>
| Additional busses needed if one school closes | 2 - $48,000
1 - RO students to PX
1 - Univ. to LC | NA | NA | 2 - 48,000
RU students to LC | |
| Number of students who live in area and walk to school | 100% | 100% | 264 | 100% |
| Number who will be bussed with restructuring | 110 to PX with RO closure
86 to LC with RO closure | NA | NA | 191 to LC with RU closure | |
### V. Program Impact and Analysis

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Roosevelt</th>
<th>Paxson</th>
<th>Lewis &amp; Clark</th>
<th>Russell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Area Boundary Considerations</td>
<td>• Students living east of Stephens within walking distance of PX</td>
<td>• Most university housing students attend LC if RO closes</td>
<td>• Northern area located within walking distance to PX if RU closes</td>
<td>• Students east of Russell may be within walking distance of LC</td>
</tr>
<tr>
<td></td>
<td>• All others would likely require bussing (1 new bus routes)</td>
<td></td>
<td>• If RO closes will need crossing guard at Brooks</td>
<td>• All others will likely require bussing (2 new bus routes)</td>
</tr>
</tbody>
</table>

Impact on Program Delivery:

- SLP moved to south hills area
- Possible loss of Title I services
- May qualify for Title I w/RO students plus some of the Univ. students
- Hearing impaired moved to PX
- Resource may utilize the project room
- Title I (if qualified) will use current computer room
- Multi-age remains as choice option
- Retain SLP
- SLP moved to south area school
- Students will lose Title I services
- Students will attend a different middle school than their peers
<table>
<thead>
<tr>
<th>Consideration</th>
<th>Roosevelt</th>
<th>Paxson</th>
<th>Lewis &amp; Clark</th>
<th>Russell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program space analysis:</td>
<td>Space analysis applied if Russell closes</td>
<td>Space analysis if Russell or Roosevelt closes</td>
<td>Space analysis if Russell or Roosevelt closes</td>
<td>Space analysis applied if Roosevelt closes</td>
</tr>
<tr>
<td>music</td>
<td>Accommodate</td>
<td>Accommodate</td>
<td>Accommodate</td>
<td>Accommodate</td>
</tr>
<tr>
<td>resource</td>
<td>Accommodate</td>
<td>Accommodate</td>
<td>Accommodate</td>
<td>Accommodate</td>
</tr>
<tr>
<td>s.e. replacement classes</td>
<td>Accommodate in gym</td>
<td>Accommodate</td>
<td>Accommodate</td>
<td>Accommodate</td>
</tr>
<tr>
<td>hot lunch</td>
<td>Accommodate</td>
<td>Accommodate</td>
<td>Accommodate</td>
<td>Accommodate</td>
</tr>
<tr>
<td>Title 1</td>
<td>Accommodate</td>
<td>Accommodate</td>
<td>Does not qualify</td>
<td>Accommodate in gym</td>
</tr>
<tr>
<td>family resource</td>
<td>Accommodate</td>
<td>Accommodate</td>
<td>No family resource currently</td>
<td>Accommodate</td>
</tr>
<tr>
<td>computer lab</td>
<td>Accommodate</td>
<td>No lab in place currently</td>
<td>No lab in place currently</td>
<td>Accommodate</td>
</tr>
</tbody>
</table>
VI. **Savings and Costs**

Note: Savings are approximately the same because savings are primarily personnel.

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Roosevelt</th>
<th>Passon</th>
<th>Lewis &amp; Clark</th>
<th>Russell</th>
</tr>
</thead>
</table>
| Personnel     | Principal - 1 FTE  
Librarian - 1 FTE  
Secretary - 1 FTE  
Custodian - 1 FTE  
Teacher - 1 FTE | NA | NA | Principal - 1 FTE  
Librarian - 1 FTE  
Secretary - 1 FTE  
Custodian - 1 FTE  
Teacher - 1 FTE | $151,200 |
| Additional costs for custodial and utilities are factored into the savings so for example, elementary schools have from 1.5 to 1.75 FTE custodians but only 1 FTE savings is identified. The FTE balance will be assigned to schools that increase substantially in enrollment | | | | |
| Utilities     | $16,990 | NA | NA | $20,649 |
| Savings for utilities are factored at 70% of current expenditures with the assumption that there is a cost of about 30% for maintaining minimal heat. Snow removal and lawn care will be done with existing personnel. | | | | |
| Costs         | Bussing - $48,000  
Moving - $10,000 | NA | NA | Bussing - $48,000  
Moving - $10,000 |
### VII. Other

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Roosevelt</th>
<th>Paxson</th>
<th>Lewis &amp; Clark</th>
<th>Russell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free and Reduced Meals</td>
<td>43%</td>
<td>32%</td>
<td>13%</td>
<td>39%</td>
</tr>
<tr>
<td>Sister School Relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>RU, CC, CS are part of a sister school relationship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>RU can take future overflow from CC and CS</td>
</tr>
</tbody>
</table>

### AREA B

#### I. School Building Capacity

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Franklin</th>
<th>Hawthorne</th>
<th>Dickinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bldg./Sq. Ft.</td>
<td>38,040</td>
<td>44,000</td>
<td>37,800</td>
</tr>
<tr>
<td>Playground</td>
<td>1.9 acres</td>
<td>4.6 acres</td>
<td>4.5 acres</td>
</tr>
<tr>
<td>Current Classrooms</td>
<td>17</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Additional space which could be converted to classrooms/specialty rooms</td>
<td>0</td>
<td>5 Multi-purpose (2) Classroom (1) Stage (1) Lib. Work room (1)</td>
<td>4 Multi-purpose (2) Stage (1) Classroom (1)</td>
</tr>
<tr>
<td>Classrooms needed with restructuring</td>
<td>0</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>A. Franklin Closure</td>
<td>14</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>B. Hawthorne Closure</td>
<td>14</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>C. Dickinson Closure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### II. History and Enrollment Projections

<table>
<thead>
<tr>
<th></th>
<th>Franklin</th>
<th>Hawthorne</th>
<th>Dickinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Enrollment</td>
<td>262</td>
<td>217</td>
<td>305</td>
</tr>
<tr>
<td>Students Currently Living in Attendance Area</td>
<td>259</td>
<td>175</td>
<td>312</td>
</tr>
<tr>
<td>5 Year Enrollment Projection (w/o restructuring)</td>
<td>247</td>
<td>167</td>
<td>282</td>
</tr>
<tr>
<td>Loss of Students 1991-98</td>
<td>-117</td>
<td>-72</td>
<td>-33</td>
</tr>
</tbody>
</table>
### III. Building Age, Condition and Improvements

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Franklin</th>
<th>Hawthorne</th>
<th>Dickinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Enrollment w/restructuring</td>
<td>308-334</td>
<td>344-354</td>
<td>344-354</td>
</tr>
</tbody>
</table>

#### IV. Transportation

<table>
<thead>
<tr>
<th>Current busses</th>
<th>1-am</th>
<th>2-pm</th>
<th>1-am</th>
<th>2-pm</th>
<th>2-am</th>
<th>4-pm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Additional busses needed if one school closes | 2 additional - 48,000 | 2 additional - 48,000 | 2 additional - 48,000 |
| Number of students who live in area and walk to school | 239 | 100 | 212 |
| Number of students who will be bussed with restructuring | 20 - no change | 175 - the entire HA attendance area to DK | 169 - DK students who live north of 3rd to HA |</p>
<table>
<thead>
<tr>
<th>Consideration</th>
<th>Franklin</th>
<th>Hawthorne</th>
<th>Dickinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Area Boundary Considerations</td>
<td>Boundary compact with school located in the center</td>
<td>Boundary large but contiguous</td>
<td>Boundary split with 48% of students bussed through FR area from JF area</td>
</tr>
<tr>
<td></td>
<td>Students above 14th may be within walking distance of DI</td>
<td>If closed, likely all students will require busing to DI</td>
<td>Students south of 3rd within walking distance to FR</td>
</tr>
<tr>
<td></td>
<td>Students south of 14th would likely require busing to HA</td>
<td></td>
<td>Students north of 3rd would likely require busing to HA</td>
</tr>
</tbody>
</table>

V. **Savings and Costs**

*Note: Savings are approximately the same because savings are primarily personnel.*

**Personnel**

<table>
<thead>
<tr>
<th>Franklin</th>
<th>Hawthorne</th>
<th>Dickinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal - 1 FTE</td>
<td>Principal - 1 FTE</td>
<td>Principal - 1 FTE</td>
</tr>
<tr>
<td>Librarian - 1 FTE</td>
<td>Librarian - 1 FTE</td>
<td>Librarian - 1 FTE</td>
</tr>
<tr>
<td>Secretary - 1 FTE</td>
<td>Secretary - 1 FTE</td>
<td>Secretary - 1 FTE</td>
</tr>
<tr>
<td>Custodian - 1 FTE</td>
<td>Custodian - 1 FTE</td>
<td>Custodian - 1 FTE</td>
</tr>
<tr>
<td>Teacher - 1 FTE</td>
<td>Teacher - 1 FTE</td>
<td>Teacher - 1 FTE</td>
</tr>
</tbody>
</table>

$151,200

*Additional costs for custodial and utilities are factored into the savings so for example, elementary schools have from 1.5 to 1.75 FTE custodians but only 1 FTE savings is identified. The FTE balance will be assigned to schools that increase substantially in enrollment.*
Utilities
Savings for utilities are factored at 70% of current expenditures with the assumption that there is a cost of about 30% for maintaining minimal heat. Snow removal and lawn care will be done with existing personnel.

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Franklin</th>
<th>Hawthorne</th>
<th>Dickinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilities</td>
<td>$18,858</td>
<td>$20,689</td>
<td>$20,001</td>
</tr>
</tbody>
</table>

Costs
- Bussing - $48,000
- Moving - $10,000 (one time cost)
### VI. Program Impact and Analysis

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Franklin</th>
<th>Hawthorne</th>
<th>Dickinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact on Program Delivery</td>
<td>• Retains Even Start</td>
<td>• Move significant needs classroom to another school in south area</td>
<td>• Future of school-wide Title I program uncertain</td>
</tr>
<tr>
<td></td>
<td>• Retains Family Resource Center but shares space with music</td>
<td>• Future of Read Well program uncertain</td>
<td>• Combine ESL program with HA</td>
</tr>
<tr>
<td></td>
<td>• Retains Title I</td>
<td>• Combine ESL program with DK</td>
<td>• Retain Title I but program may change</td>
</tr>
<tr>
<td></td>
<td>• Adequate space for Resource and Title I</td>
<td>• Retain Title I</td>
<td>• Extended resource now at DK in two separate full size classrooms move to two classrooms of approximately 550-625 sq. ft. each (divide current multi-purpose room)</td>
</tr>
<tr>
<td></td>
<td>• FR now at maximum capacity</td>
<td>• Extended resource now at DK located in two rooms of approximately 550-625 sq. ft. (split existing classroom)</td>
<td>• Flagship budget redone to add after school bus if DK closes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• IIA now at maximum capacity</td>
<td>• DK can expand one room</td>
</tr>
<tr>
<td>Program Space Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>music</td>
<td>Space analysis applied if HA or DI closed</td>
<td>Space analysis if FR or DI closed</td>
<td>Space analysis applied if FR or IIA closed</td>
</tr>
<tr>
<td>resource</td>
<td>Share with FRC</td>
<td>Accommodate in MP room</td>
<td>Accommodate</td>
</tr>
<tr>
<td>s.e. replacement classes</td>
<td>Accommodate</td>
<td>Accommodate by div. classroom</td>
<td>Accommodate</td>
</tr>
<tr>
<td>hot lunch</td>
<td>No replacement classes</td>
<td>Accommodate in gym</td>
<td>Maybe no space for s.e. if FR closes</td>
</tr>
<tr>
<td>Title I</td>
<td>Accommodate on stage/gym</td>
<td>Accommodate</td>
<td>Accommodate in gym</td>
</tr>
<tr>
<td>family resource</td>
<td>Family resource share w/music if IIA closes</td>
<td>Accommodate</td>
<td>Accommodate in gym</td>
</tr>
<tr>
<td>computer lab</td>
<td>No lab in place currently</td>
<td>Accommodate</td>
<td>Accommodate</td>
</tr>
</tbody>
</table>

No lab in place currently
### VII. Other

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Franklin</th>
<th>Hawthorne</th>
<th>Dickinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free and Reduced Meals</td>
<td>74%</td>
<td>45%</td>
<td>66%</td>
</tr>
</tbody>
</table>
Option A: K-5 at Jumbo and Lowell (restructure boundaries)
Option B: K-5 at Jumbo (all Prescott students)
Option C: K-4 at Jumbo (Pres. 4th) K-5 at Lowell (Pres. 5th)
Option D: K-2 at Jumbo and 3-5 at Lowell

<table>
<thead>
<tr>
<th>Considerations</th>
<th>Mount Jumbo</th>
<th>Lowell</th>
<th>Prescott</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of School (sq. ft.)</td>
<td>39,200</td>
<td>41,275</td>
<td>24,240</td>
</tr>
<tr>
<td>Playground Size</td>
<td>5.3 acres</td>
<td>3.8 acres</td>
<td>2.3 acres</td>
</tr>
<tr>
<td>Total Classrooms</td>
<td>16</td>
<td>20</td>
<td>NA</td>
</tr>
<tr>
<td>Classrooms Needed</td>
<td>Option A - 16</td>
<td>Option A - 17</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Option B - 19</td>
<td>Option B - 14</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Option C - 16</td>
<td>Option C - 17</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Option D - 19</td>
<td>Option D - 17</td>
<td>NA</td>
</tr>
<tr>
<td>Current Enrollment (Jan. 1999)</td>
<td>293</td>
<td>275</td>
<td>169</td>
</tr>
<tr>
<td>5 Year Enrollment Projection</td>
<td>255</td>
<td>184</td>
<td>132</td>
</tr>
<tr>
<td>Based on Current Enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-5 MCPS Students Actually Living in Area</td>
<td>308</td>
<td>318</td>
<td>169</td>
</tr>
<tr>
<td>(same as enrollment)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free/Reduced % of Enrollment</td>
<td>27%</td>
<td>76%</td>
<td>23%</td>
</tr>
<tr>
<td>Closure - Title I</td>
<td>Does not qualify under any option</td>
<td>Will qualify under all options</td>
<td>NA</td>
</tr>
<tr>
<td>Age of Building</td>
<td>1979</td>
<td>1909, 35, 60</td>
<td>1951</td>
</tr>
<tr>
<td>Needed Improvements (5-7 years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. general</td>
<td>$55,000</td>
<td>$170,000</td>
<td>$70,000</td>
</tr>
<tr>
<td></td>
<td>20,000</td>
<td>87,000</td>
<td>25,000</td>
</tr>
<tr>
<td>b. fire marshal</td>
<td>10,000</td>
<td>75,000</td>
<td>20,000</td>
</tr>
<tr>
<td>c. ADA (does not include elevator)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considerations</td>
<td>Mount Jumbo</td>
<td>Lowell</td>
<td>Prescott</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
<td>-------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Building Modifications to Accommodate New Plan</td>
<td>A - None</td>
<td>A - None</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>B - 3-4 modular classrooms</td>
<td>B - None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C - None</td>
<td>C - None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D - None</td>
<td>D - None</td>
<td></td>
</tr>
<tr>
<td>Analysis of space needed to accommodate identified programs:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>music</td>
<td>Accommodate</td>
<td>Accommodate</td>
<td></td>
</tr>
<tr>
<td>resource</td>
<td>Accommodate</td>
<td>Accommodate</td>
<td></td>
</tr>
<tr>
<td>S.E. replacement classes</td>
<td>Cannot accommodate</td>
<td>Cannot accommodate</td>
<td></td>
</tr>
<tr>
<td>hot lunch</td>
<td>Accommodate in gym</td>
<td>Accommodate in gym</td>
<td></td>
</tr>
<tr>
<td>Title I</td>
<td>Does not qualify</td>
<td>Does not qualify</td>
<td></td>
</tr>
<tr>
<td>family resource</td>
<td>No family resource currently</td>
<td>No family resource currently</td>
<td></td>
</tr>
<tr>
<td>other</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>computer lab</td>
<td>No lab in place currently</td>
<td>No lab in place currently</td>
<td></td>
</tr>
<tr>
<td>Attendance Area Boundary Considerations</td>
<td>A - Rattlesnake Valley would be divided between two elem. schools</td>
<td>A - Lowell attendance area expanded to Rattlesnake Valley</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B - Continuity for Rattlesnake Valley and E. Missoula students</td>
<td>B - No change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C - Rattlesnake Valley, E. Missoula 5th graders attend Lowell one year only</td>
<td>C - No change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D - Rattlesnake Valley, E. Missoula and Lowell attendance areas combined into one area coterminous with Rattlesnake MS attendance area</td>
<td>D - Rattlesnake Valley, E. Missoula and Lowell attendance area combined into one area coterminous with Rattlesnake MS attendance area</td>
<td></td>
</tr>
<tr>
<td>Considerations</td>
<td>Mount Jumbo</td>
<td>Lowell</td>
<td>Prescott</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Savings</td>
<td>Not recommended for closure</td>
<td>Not recommended for closure</td>
<td>principal: $27,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>librarian: 15,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>secretary: 16,700</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>custodian: 19,500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>utilities: 15,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>total: $93,700</td>
</tr>
<tr>
<td>Costs</td>
<td>A - None</td>
<td>A - None</td>
<td>Moving costs: $10,000</td>
</tr>
<tr>
<td></td>
<td>B - 3-4 modulars: $190,000</td>
<td>B - None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C - None</td>
<td>C - None</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D - Bussing: $120,000</td>
<td>D - None</td>
<td></td>
</tr>
</tbody>
</table>
# AREA D

## I. School Building Capacity

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Chief Charlo</th>
<th>Cold Springs</th>
<th>Russell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bldg./Sq. Ft.</td>
<td>61,090</td>
<td>47,300</td>
<td>41,400 + 5,500</td>
</tr>
<tr>
<td>Playground</td>
<td>14 acres</td>
<td>5.6 acres</td>
<td>6 acres</td>
</tr>
<tr>
<td>Current Classrooms</td>
<td>22</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>Additional space which could be converted to classrooms/specialty rooms</td>
<td>NA</td>
<td>NA</td>
<td>1 - stage</td>
</tr>
<tr>
<td>Classrooms needed with restructuring</td>
<td>NA</td>
<td>NA</td>
<td>17</td>
</tr>
</tbody>
</table>

## II. History and Enrollment Projections

| Current Enrollment | 451            | 396          | 271          |
| Students Currently Living in Attendance Area       | 437           | 423          | 231          |
| 5 year Enrollment Projection (w/o restructuring)   | 472           | 396          | 250          |
| Loss of Students 1991-98                           | +456          | -203         | -295         |
| (the majority of these were reassigned to Chief Charlo in 1994) |
| Projected Loss of Students 1998-2000                | +21           | 0            | -21          |
| Estimated Enrollment (w/restructuring) 1999-2000    | NA            | NA           | 356          |
### III. Building Age, Condition and Improvements

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Chief Charlo</th>
<th>Cold Springs</th>
<th>Russell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Dates</td>
<td>1995</td>
<td>1930</td>
<td>1963, 89</td>
</tr>
<tr>
<td>Cost of Improvements Needed (5-7 years)</td>
<td>NA</td>
<td>NA</td>
<td>$78,000</td>
</tr>
<tr>
<td>ADA Accessibility</td>
<td>100%</td>
<td>3 classrooms not accessible</td>
<td>Main building - 100% (modulars not accessible)</td>
</tr>
<tr>
<td>Major cost of modifications due to restructuring</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
</tr>
</tbody>
</table>

### IV. Transportation

| Current number of busses                   | NA           | NA           | 0                |
| Additional busses needed if one school closes | NA           | NA           | 2                |
| Number of students who live in area and walk to school | NA           | NA           | 100%             |
| Number who will be bussed with restructuring | NA           | NA           | 191 to LC with RU closure |
| Attendance Area Boundary Considerations    | NA           | NA           | Students east of Russell may be within walking district of LC All others will likely require bussing (2 new bus routes) RU positioned to take future overflow from Linda Vista and South Hills areas |
V. **Savings and Costs**

Note: Savings are approximately the same because savings are primarily personnel.

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Chief Charlo</th>
<th>Cold Springs</th>
<th>Russell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Additional costs for custodial and utilities are factored into the savings so for example, elementary schools have from 1.5 to 1.75 FTE custodians but only 1 FTE savings is identified. The FTE balance will be assigned to schools that increase substantially in enrollment</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Utilities</td>
<td>NA</td>
<td>NA</td>
<td>$20,649</td>
</tr>
<tr>
<td>Savings for utilities are factored at 70% of current expenditures with the assumption that there is a cost of about 30% for maintaining minimal heat. Snow removal and lawn care will be done with existing personnel.</td>
<td>NA</td>
<td>NA</td>
<td>$20,649</td>
</tr>
<tr>
<td>Costs</td>
<td>NA</td>
<td>NA</td>
<td>Bussing - $48,000 Moving - $10,000</td>
</tr>
</tbody>
</table>
### VI. Program

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Chief Charlo</th>
<th>Cold Springs</th>
<th>Russell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact on Program Delivery</td>
<td>NA</td>
<td>NA</td>
<td>• SLP moved to south area school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students will lose Title I services</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students will attend a different middle school than their peers</td>
</tr>
<tr>
<td>Program Space Analysis</td>
<td>NA</td>
<td>NA</td>
<td>Accommodate</td>
</tr>
<tr>
<td>music</td>
<td></td>
<td></td>
<td>Accommodate</td>
</tr>
<tr>
<td>resource</td>
<td></td>
<td></td>
<td>Accommodate</td>
</tr>
<tr>
<td>s.e. replacement classes</td>
<td></td>
<td></td>
<td>Accommodate</td>
</tr>
<tr>
<td>hot lunch</td>
<td></td>
<td></td>
<td>Accommodate</td>
</tr>
<tr>
<td>Title I</td>
<td></td>
<td></td>
<td>Accommodate</td>
</tr>
<tr>
<td>family resource</td>
<td></td>
<td></td>
<td>Accommodate</td>
</tr>
<tr>
<td>computer lab</td>
<td></td>
<td></td>
<td>Accommodate</td>
</tr>
</tbody>
</table>

### VII. Other

<table>
<thead>
<tr>
<th>Free and Reduced Meals</th>
<th>30%</th>
<th>12%</th>
<th>39%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sister School Relationship</td>
<td>NA</td>
<td>NA</td>
<td>RU, CC, CS are part of a sister school relationship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RU can take future overflow from CC and CS</td>
</tr>
</tbody>
</table>
TO: Mary M. Vagner, Superintendent  
FROM: W. Mark Walton, Director of Personnel  
DATE: February 23, 1999  
RE: Early Notification of Retirement

In order to encourage early notification of retirement to the District, an employee who submits a letter by March 15, 1999 of his/her retirement from the District with TRS or PERS with that retirement effective on or before June 30, 1999 will receive a one-time payment of $1500.00 (less appropriate deductions) on or before June 30, 1999. Guidelines for TRS and PERS retirement eligibility are as follows:

**TRS**  
1. 25 years service, regardless of age  
2. 5 years service and at least 50

**PERS**  
1. 30 years service, regardless of age  
2. 5 years service and at least 60

**PERS EARLY RETIREMENT**  
1. 25 years service, regardless of age  
2. 5 years service and at least 50

**Advantages:**  
1. Positions available for displaced employees are defined and available for others to choose from in a timely manner.  
2. Savings from retirements will be known in a timely manner for budget planning.

**Disadvantages:**  
1. Given staffing timelines, if early notification is set too late, there is no advantage to early notification.  
2. The incentive may not be large enough reward for early notification.  
3. Legislative action on two key bills may interfere with early notification:  
   a) HB 72 is designed to guarantee a cost of living increase to retired teachers.  
   b) HB 118 is designed to reduce or eliminate certain provisions of the Tax laws that impact retiring teachers.

**Considerations:**  
We give this incentive to all employees who retire from the District who have met the above qualifying criteria.

Set the date of notification by March 15, 1999. Once a staff member submits a letter of early notification of retirement and it is accepted by the Board; there will be no reconsideration.
Appendix 2: Activity Logs for Franklin School
<table>
<thead>
<tr>
<th>#</th>
<th>LOCATION</th>
<th>CONTACT PERSON</th>
<th>DATE</th>
<th>START TIME</th>
<th>HRS</th>
<th>PLEASE X ONE COLUMN ONLY</th>
<th>ORGANIZATION</th>
<th>INCIDENT REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/1/99</td>
<td>3:00:00 PM</td>
<td>1</td>
<td>X</td>
<td>FLAGSHIP PROJECT</td>
<td></td>
</tr>
<tr>
<td>740</td>
<td>020 GYM</td>
<td>VAGNER, MARY</td>
<td>1/1/99</td>
<td>6:00:00 AM</td>
<td>1.5</td>
<td>X</td>
<td>XMAS HOLIDAY-NO BLDG USE</td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>1/4/99</td>
<td>3:00:00 PM</td>
<td>3</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>833</td>
<td>020 MUSIC</td>
<td>KIRSCH LYNN</td>
<td>1/4/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>X</td>
<td>FLAGSHIP KAST THEATER</td>
<td></td>
</tr>
<tr>
<td>897</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/4/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>910</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>1/7/99</td>
<td>3:00:00 PM</td>
<td>3</td>
<td>X</td>
<td>FLAGSHIP KAST THEATER</td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/7/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>1/7/99</td>
<td>3:30:00 PM</td>
<td>0.45</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>833</td>
<td>020 MUSIC</td>
<td>KIRSCH LYNN</td>
<td>1/8/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>897</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/8/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/8/99</td>
<td>3:00:00 PM</td>
<td>1</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/8/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>914</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/8/99</td>
<td>3:00:00 PM</td>
<td>1</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>808</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/8/99</td>
<td>3:30:00 PM</td>
<td>0.45</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>1/8/99</td>
<td>2:00:00 PM</td>
<td>3</td>
<td>X</td>
<td>FLAGSHIP KAST THEATER</td>
<td></td>
</tr>
<tr>
<td>909</td>
<td>020 MUSIC</td>
<td>ARMSTRONG, CARL</td>
<td>1/8/99</td>
<td>6:45:00 PM</td>
<td>1.5</td>
<td>X</td>
<td>AD ED FRC HANDS WORKPLA Y</td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>1/8/99</td>
<td>6:00:00 PM</td>
<td>1</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 MUSIC</td>
<td>ARMSTRONG, CARL</td>
<td>1/8/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>911</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/11/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>910</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/11/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/11/99</td>
<td>3:00:00 PM</td>
<td>1</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 MUSIC</td>
<td>ARMSTRONG, STUART</td>
<td>1/11/99</td>
<td>3:30:00 PM</td>
<td>0.45</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>909</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>1/12/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td>CAMPFIRE AF/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>911</td>
<td>020 MUSIC</td>
<td>ARMSTRONG, STUART</td>
<td>1/13/99</td>
<td>3:00:00 PM</td>
<td>3</td>
<td>X</td>
<td>ADULT BASKETBALL</td>
<td></td>
</tr>
<tr>
<td>933</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/13/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td>CAMPFIRE KAST THEATER</td>
<td></td>
</tr>
<tr>
<td>933</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/13/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td>CAMPFIRE KAST THEATER</td>
<td></td>
</tr>
<tr>
<td>933</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/13/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td>CAMPFIRE KAST THEATER</td>
<td></td>
</tr>
<tr>
<td>933</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/13/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td>CAMPFIRE KAST THEATER</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>LOCATION</td>
<td>CONTACT PERSON</td>
<td>DATE</td>
<td>START TIME</td>
<td>DURATION</td>
<td>PLEASE X ONE COLUMN ONLY</td>
<td>ORGANIZATION</td>
<td>INCIDENT REPORT</td>
</tr>
<tr>
<td>----</td>
<td>----------------</td>
<td>----------------</td>
<td>------------</td>
<td>------------</td>
<td>----------</td>
<td>--------------------------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>910</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI, JULI</td>
<td>1/1/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI, JULI</td>
<td>1/3/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>909</td>
<td>020 LIB</td>
<td>LEWANDOWSKI, JULI</td>
<td>1/3/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>775</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>1/3/99</td>
<td>6:30 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>957</td>
<td>020 GYM</td>
<td>HOMSEN, SHARON</td>
<td>1/3/99</td>
<td>4:59 PM</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>914</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI, JULI</td>
<td>1/3/99</td>
<td>3:00 PM</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI, JULI</td>
<td>1/3/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>909</td>
<td>020 LIB</td>
<td>LEWANDOWSKI, JULI</td>
<td>1/3/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>775</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>1/3/99</td>
<td>6:30 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>886</td>
<td>020 GYM</td>
<td>CAMILLI, CHRIS</td>
<td>1/4/99</td>
<td>6:30 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>914</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI, JULI</td>
<td>1/4/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>774</td>
<td>020 GYM</td>
<td>LEWANDOWSKI, JULI</td>
<td>1/4/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>LOCATION</td>
<td>CONTACT PERSON</td>
<td>DATE</td>
<td>START TIME</td>
<td>PLEASE X ONE COLUMN ONLY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----------</td>
<td>------------------</td>
<td>----------</td>
<td>------------</td>
<td>--------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>1/25/99</td>
<td>3:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>910</td>
<td>020 Locker Room</td>
<td>LEWANDOWSKI JULI</td>
<td>1/25/99</td>
<td>3:30 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/25/99</td>
<td>3:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>775</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>1/25/99</td>
<td>6:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>1/26/99</td>
<td>3:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/26/99</td>
<td>3:30 PM</td>
<td>0.45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>020 LIB</td>
<td>LEWANDOWSKI JULI</td>
<td>1/26/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>1/27/99</td>
<td>3:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>851</td>
<td>020 GYM</td>
<td>EVANS RICK</td>
<td>1/27/99</td>
<td>8:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 MUSIC</td>
<td>KIRSCH LYNN</td>
<td>1/27/99</td>
<td>3:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>020 LIB</td>
<td>LEWANDOWSKI JULI</td>
<td>1/27/99</td>
<td>3:30 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>775</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>1/27/99</td>
<td>6:30 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>957</td>
<td>020 GYM</td>
<td>THOMSEN SHARON</td>
<td>1/27/99</td>
<td>4:30 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>1/28/99</td>
<td>2:00 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>880</td>
<td>020 GYM</td>
<td>CAMILLI CHRISS</td>
<td>1/28/99</td>
<td>6:30 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>1/28/99</td>
<td>3:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>020 MUSIC</td>
<td>LEWANDOWSKI JULI</td>
<td>1/28/99</td>
<td>3:30 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>774</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>1/29/99</td>
<td>3:00 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1143</td>
<td>Room 15</td>
<td>Carl Sundell</td>
<td>1/29/99</td>
<td>1-5 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1143</td>
<td>Room 15</td>
<td>Carl Sundell</td>
<td>1/29/99</td>
<td>1-5 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1087</td>
<td>Gym</td>
<td>Patricia Reich</td>
<td>1/29/99</td>
<td>1-5 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1143</td>
<td>Room 15</td>
<td>Carl Sundell</td>
<td>1/29/99</td>
<td>1-5 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1087</td>
<td>Gym</td>
<td>Robin Williams</td>
<td>1/29/99</td>
<td>1-5 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1143</td>
<td>Room 15</td>
<td>Carl Sundell</td>
<td>1/29/99</td>
<td>1-5 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1071</td>
<td>Gym</td>
<td>James Santos</td>
<td>1/29/99</td>
<td>1-5 PM</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FRANKLIN**

12/29/98

**LOCATION**: Armstron, Stuart

**CONTACT PERSON**: Miller, Rogers

**DATE**: 1/25/99 to 1/29/99

**START TIME**: 3:00 PM

**PLEASE X ONE COLUMN ONLY**

- **CAMFIRE AFT/SCHOOL**
- **.FLAGSHIP KAST THEATER**
- **FLAGSHIP KAST**
- **FLAGSHIP PROJECT**
- **YMCA 8-8 PRACTICE**
- **CAMPFIRE AFT/SCHOOL**
- **ADULT BASKETBALL**
- **FLAGSHIP KAST THEATER**
- **FLAGSHIP PROJECT**
- **FLAGSHIP POETRY**
- **CAMPFIRE AFT/SCHOOL**
- **YOUTH HOMES**
- **FLAGSHIP PROJECT**
- **FLAGSHIP ART**
- **CAMPFIRE AFT/SCHOOL**
- **YMCA 8-8 PRACTICE**
- **SCOUTS GIRL**
- **CAMPFIRE AFT/SCHOOL**
- **Family Literacy**
- **Kawasaki 88**
- **Family Literacy**
- **Kawasaki 88**
<table>
<thead>
<tr>
<th>LOCATION</th>
<th>CONTACT PERSON</th>
<th>DATE</th>
<th>START TIME</th>
<th>END TIME</th>
<th>CONTESTED</th>
<th>CANCELD</th>
<th>CANCELED</th>
<th>NOTED</th>
<th>REASON</th>
<th>DIRECTOR</th>
<th>ORGANIZATION</th>
<th>INCIDENT REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Box 1</td>
<td>John Smith</td>
<td>1-15</td>
<td>9-10 AM</td>
<td>11-00 AM</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Kauai's BB</td>
<td></td>
</tr>
<tr>
<td>Box 2</td>
<td>Jane Doe</td>
<td>1-16</td>
<td>11-00 AM</td>
<td>2-00 PM</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Family Literacy</td>
<td></td>
</tr>
<tr>
<td>Box 3</td>
<td>Mark Johnson</td>
<td>1-13</td>
<td>2-00 PM</td>
<td>4-00 PM</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Kauai's BB</td>
<td></td>
</tr>
<tr>
<td>Box 4</td>
<td>Lisa Lee</td>
<td>1-17</td>
<td>4-00 PM</td>
<td>6-00 PM</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Family Literacy</td>
<td></td>
</tr>
<tr>
<td>Box 5</td>
<td>Richard Miller</td>
<td>1-14</td>
<td>6-00 PM</td>
<td>8-00 PM</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Kauai's BB</td>
<td></td>
</tr>
<tr>
<td>Box 6</td>
<td>Susan Wilson</td>
<td>1-18</td>
<td>8-00 PM</td>
<td>10-00 PM</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Family Literacy</td>
<td></td>
</tr>
<tr>
<td>Box 7</td>
<td>David Brown</td>
<td>1-12</td>
<td>10-00 PM</td>
<td>12-00 AM</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Kauai's BB</td>
<td></td>
</tr>
<tr>
<td>Box 8</td>
<td>Mohamed Ali</td>
<td>1-19</td>
<td>12-00 AM</td>
<td>2-00 AM</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Family Literacy</td>
<td></td>
</tr>
<tr>
<td>Box 9</td>
<td>Emily Green</td>
<td>1-20</td>
<td>2-00 AM</td>
<td>4-00 AM</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Kauai's BB</td>
<td></td>
</tr>
<tr>
<td>Box 10</td>
<td>Thomas Pink</td>
<td>1-21</td>
<td>4-00 AM</td>
<td>6-00 AM</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Family Literacy</td>
<td></td>
</tr>
<tr>
<td>Box 11</td>
<td>Rachel White</td>
<td>1-22</td>
<td>6-00 AM</td>
<td>8-00 AM</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Kauai's BB</td>
<td></td>
</tr>
<tr>
<td>Box 12</td>
<td>Samuel Black</td>
<td>1-23</td>
<td>8-00 AM</td>
<td>10-00 AM</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Family Literacy</td>
<td></td>
</tr>
<tr>
<td>Box 13</td>
<td>Olivia Rose</td>
<td>1-24</td>
<td>10-00 AM</td>
<td>12-00 PM</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Kauai's BB</td>
<td></td>
</tr>
<tr>
<td>Box 14</td>
<td>Benjamin Green</td>
<td>1-25</td>
<td>12-00 PM</td>
<td>2-00 AM</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Family Literacy</td>
<td></td>
</tr>
</tbody>
</table>

Page 2
<table>
<thead>
<tr>
<th>#</th>
<th>LOCATION</th>
<th>CONTACT PERSON</th>
<th>DATE</th>
<th>START TIME</th>
<th>HRS COMPLETED</th>
<th>CANCEL YES</th>
<th>CANCEL NO</th>
<th>ORGANIZATION</th>
<th>INCIDENT REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>265</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>2/1/99</td>
<td>3:00:00 PM</td>
<td>3</td>
<td>X</td>
<td></td>
<td>CAMPFIRE AFT/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>833</td>
<td>020 MUSIC</td>
<td>KIRSCH, LYNN</td>
<td>2/1/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td>FLAGSHIP KAST THEATER</td>
<td></td>
</tr>
<tr>
<td>910</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>2/1/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>FLAGSHIP K Không</td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>2/1/99</td>
<td>3:00:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>FLAGSHIP PROJECT</td>
<td></td>
</tr>
<tr>
<td>775</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>2/1/99</td>
<td>6:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>YMCA 5-6 PRACTICE</td>
<td></td>
</tr>
<tr>
<td>1031</td>
<td>020</td>
<td>SONTAG, JIM</td>
<td>2/1/99</td>
<td>4:01:00 PM</td>
<td>2</td>
<td>X</td>
<td></td>
<td>KIWANIS B/B</td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>2/2/99</td>
<td>3:00:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>CAMPFIRE AFT/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>020 MUSIC</td>
<td>LEWANDOWSKI JULI</td>
<td>2/2/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>FLAGSHIP ART</td>
<td></td>
</tr>
<tr>
<td>914</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>2/2/99</td>
<td>3:30:00 PM</td>
<td>0.45</td>
<td>X</td>
<td></td>
<td>FLAGSHIP TUTORING</td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>2/2/99</td>
<td>3:00:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>FLAGSHIP PROJECT</td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>020 LIB</td>
<td>LEWANDOWSKI JULI</td>
<td>2/2/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>FLAGSHIP POETRY</td>
<td></td>
</tr>
<tr>
<td>1102</td>
<td>020 GYM</td>
<td>NUGENT, JIM</td>
<td>2/2/99</td>
<td>6:29:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>KIWANIS B/B</td>
<td></td>
</tr>
<tr>
<td>1086</td>
<td>020 GYM</td>
<td>WILLIAMS, ROBIN</td>
<td>2/2/99</td>
<td>4:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>CAMPFIRE AFT/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>2/3/99</td>
<td>3:00:00 PM</td>
<td>3</td>
<td>X</td>
<td></td>
<td>ADULT BASKETBALL</td>
<td></td>
</tr>
<tr>
<td>851</td>
<td>020 GYM</td>
<td>EVANS, RICK</td>
<td>2/3/99</td>
<td>8:01:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>FLAGSHIP KAST THEATER</td>
<td></td>
</tr>
<tr>
<td>833</td>
<td>020 MUSIC</td>
<td>KIRSCH, LYNN</td>
<td>2/3/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>FLAGSHIP PROJECT</td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>2/3/99</td>
<td>3:00:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>FLAGSHIP POETRY</td>
<td></td>
</tr>
<tr>
<td>909</td>
<td>020 LIB</td>
<td>LEWANDOWSKI JULI</td>
<td>2/3/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>KIWANIS B/B</td>
<td></td>
</tr>
<tr>
<td>910</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>2/3/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>CAMPFIRE AFT/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>775</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>2/3/99</td>
<td>6:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>YMCA 5-6 PRACTICE</td>
<td></td>
</tr>
<tr>
<td>1091</td>
<td>020</td>
<td>SONTAG, JIM</td>
<td>2/3/99</td>
<td>4:01:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>KIWANIS B/B</td>
<td></td>
</tr>
<tr>
<td>957</td>
<td>020 GYM</td>
<td>THOMSEN, SHARON</td>
<td>2/3/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>SCOUTS GIRL</td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>2/4/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>CAMPFIRE AFT/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>850</td>
<td>020 GYM</td>
<td>ARMSTRONG, STUART</td>
<td>2/4/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>YOUTH HOMES</td>
<td></td>
</tr>
<tr>
<td>1116</td>
<td>020 GYM</td>
<td>CAMILLI, CHRIS</td>
<td>2/4/99</td>
<td>4:01:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>KIWANIS B/B</td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>ARMSTRONG, STUART</td>
<td>2/4/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>KIWANIS B/B</td>
<td></td>
</tr>
<tr>
<td>914</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>2/4/99</td>
<td>3:30:00 PM</td>
<td>0.45</td>
<td>X</td>
<td></td>
<td>CAMPFIRE TUTORING</td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>020 MUSIC</td>
<td>LEWANDOWSKI JULI</td>
<td>2/4/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>FLAGSHIP ART</td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>LEWANDOWSKI JULI</td>
<td>2/5/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>KIWANIS B/B</td>
<td></td>
</tr>
<tr>
<td>1116</td>
<td>020 GYM</td>
<td>HUTCHESON, BRYAN</td>
<td>2/5/99</td>
<td>4:01:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>CAMPFIRE AFT/SCHOOL</td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>020 MUSIC</td>
<td>LEWANDOWSKI JULI</td>
<td>2/5/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>YMCA 5-6 PRACTICE</td>
<td></td>
</tr>
<tr>
<td>775</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>2/5/99</td>
<td>6:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>KIWANIS B/B</td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>2/5/99</td>
<td>3:30:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td>YMCA 5-6 PRACTICE</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>LOCATION</td>
<td>CONTACT PERSON</td>
<td>DATE</td>
<td>START TIME</td>
<td>HRS</td>
<td>PLEASE X ONE COLUMN ONLY</td>
<td>ORGANIZATION</td>
<td>INCIDENT REPORT</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------</td>
<td>--------------------</td>
<td>------------</td>
<td>------------</td>
<td>-----</td>
<td>--------------------------</td>
<td>------------------------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>633</td>
<td>020 MUSIC</td>
<td>KIRSCHLYNN</td>
<td>2/17/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td>FLAGSHIP KAST THEATER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>2/17/99</td>
<td>3:00 PM</td>
<td>1</td>
<td></td>
<td>FLAGSHIP PROJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>900</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>2/17/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td>FLAGSHIP KAST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>909</td>
<td>020 LIB</td>
<td>LEWANDOWSKI JULI</td>
<td>2/17/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td>FLAGSHIP POETRY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1091</td>
<td>020</td>
<td>MILLER, ROGER</td>
<td>2/17/99</td>
<td>6:30 PM</td>
<td>1.5</td>
<td>CANCEL YES</td>
<td>YMCA 5-6 PRACTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>902</td>
<td>020 SONTAG JIM</td>
<td></td>
<td>2/17/99</td>
<td>4:01 PM</td>
<td>1.5</td>
<td></td>
<td>KIWANIS B/B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>957</td>
<td>020 GYM</td>
<td>THOMSEN SHARON</td>
<td>2/17/99</td>
<td>5:30 PM</td>
<td>1</td>
<td></td>
<td>SCOUTS CHIL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMITSTRONG, STUART</td>
<td>2/18/99</td>
<td>3:00 PM</td>
<td>3</td>
<td></td>
<td>CAMPFIRE AF/ISCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1123</td>
<td>020 GYM</td>
<td>BLACK SUE</td>
<td>2/18/99</td>
<td>6:01 PM</td>
<td>1</td>
<td></td>
<td>FRC PIE FEST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1098</td>
<td>020 GYM</td>
<td>BLACK SUE</td>
<td>2/18/99</td>
<td>6:30 PM</td>
<td>3</td>
<td></td>
<td>CANCEL YOUTH HOMES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1116</td>
<td>020 GYM</td>
<td>HUTCHESON BRYAN</td>
<td>2/18/99</td>
<td>4:01 PM</td>
<td>1.5</td>
<td></td>
<td>KIWANIS BASKETBALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>020 MUSIC</td>
<td>LEWANDOWSKI JULI</td>
<td>2/18/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td>FLAGSHIP ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>914</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>2/18/99</td>
<td>3:30 PM</td>
<td>0.45</td>
<td></td>
<td>FLAGSHIP TUTORING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>2/18/99</td>
<td>3:00 PM</td>
<td>1</td>
<td></td>
<td>FLAGSHIP PROJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1124</td>
<td>020 GYM</td>
<td>SANDELL CAHL</td>
<td>2/18/99</td>
<td>7:02 PM</td>
<td>2</td>
<td></td>
<td>AD ED PIE &amp; PI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMITSTRONG, STUART</td>
<td>2/19/99</td>
<td>3:00 PM</td>
<td>3</td>
<td></td>
<td>CAMPFIRE AF/ISCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1116</td>
<td>020 GYM</td>
<td>HUTCHESON BRYAN</td>
<td>2/19/99</td>
<td>4:01 PM</td>
<td>1.5</td>
<td></td>
<td>KIWANIS BASKETBALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>906</td>
<td>020 MUSIC</td>
<td>LEWANDOWSKI JULI</td>
<td>2/19/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td>FLAGSHIP ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>774</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>2/19/99</td>
<td>6:30 PM</td>
<td>3</td>
<td></td>
<td>YMCA 5-6 PRACTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMITSTRONG, STUART</td>
<td>2/22/99</td>
<td>3:00 PM</td>
<td>3</td>
<td></td>
<td>CAMPFIRE AF/ISCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>833</td>
<td>020 MUSIC</td>
<td>KIRSCHLYNN</td>
<td>2/22/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td>FLAGSHIP KAST THEATER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>2/22/99</td>
<td>3:00 PM</td>
<td>1.5</td>
<td>CANCEL YES</td>
<td>FLAGSHIP PROJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>910</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>2/22/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td>FLAGSHIP KAST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>910</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>2/22/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td>CANCEL YES</td>
<td>FLAGSHIP KAST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>914</td>
<td>020 LIB</td>
<td>LEWANDOWSKI JULI</td>
<td>2/22/99</td>
<td>3:30 PM</td>
<td>0.45</td>
<td></td>
<td>CAMPFIRE AF/ISCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>809</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>2/22/99</td>
<td>6:30 PM</td>
<td>1.5</td>
<td></td>
<td>KIWANIS B/B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1091</td>
<td>020</td>
<td>SONTAG JIM</td>
<td>2/22/99</td>
<td>4:01 PM</td>
<td>2</td>
<td></td>
<td>YMCA 5-6 PRACTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>902</td>
<td>020 SONTAG JIM</td>
<td></td>
<td>2/22/99</td>
<td>4:01 PM</td>
<td>2</td>
<td></td>
<td>KIWANIS B/B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>2/23/99</td>
<td>4:30 PM</td>
<td>1.5</td>
<td></td>
<td>CAMPFIRE AF/ISCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1102</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>2/23/99</td>
<td>6:29 PM</td>
<td>1.5</td>
<td></td>
<td>KIWANIS B/B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1098</td>
<td>020 GYM</td>
<td>WILLIAMS ROBIN</td>
<td>2/23/99</td>
<td>4:30 PM</td>
<td>1.5</td>
<td></td>
<td>KIWANIS B/B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMITSTRONG, STUART</td>
<td>2/24/99</td>
<td>3:00 PM</td>
<td>3</td>
<td></td>
<td>CAMPFIRE AF/ISCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>851</td>
<td>020 GYM</td>
<td>EVANS RICK</td>
<td>2/24/99</td>
<td>8:01 PM</td>
<td>1.5</td>
<td></td>
<td>ADULT BASKETBALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>833</td>
<td>020 MUSIC</td>
<td>KIRSCHLYNN</td>
<td>2/24/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td>FLAGSHIP KAST THEATER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>909</td>
<td>020 LIB</td>
<td>LEWANDOWSKI JULI</td>
<td>2/24/99</td>
<td>3:30 PM</td>
<td>1.5</td>
<td></td>
<td>FLAGSHIP POETRY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>LOCATION</td>
<td>CONTACT PERSON</td>
<td>DATE</td>
<td>START TIME</td>
<td>HRS</td>
<td>PLEASE X ONE COLUMN ONLY</td>
<td>CANCELS</td>
<td>ORGANIZATION</td>
<td>INCIDENT REPORT</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>----------------------</td>
<td>---------</td>
<td>------------</td>
<td>-----</td>
<td>--------------------------</td>
<td>---------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1091</td>
<td>020</td>
<td>SONTAG JIM</td>
<td>2/8/99</td>
<td>4:01:00 PM</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>914</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>2/8/99</td>
<td>3:30:00 PM</td>
<td>0.45</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>020 MUSIC</td>
<td>LEWANDOWSKI JULI</td>
<td>2/8/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>910</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>2/8/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>909</td>
<td>020 LIB</td>
<td>LEWANDOWSKI JULI</td>
<td>2/8/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1102</td>
<td>020 GYM</td>
<td>NUGENT JIM</td>
<td>2/8/99</td>
<td>6:29:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1086</td>
<td>020 GYM</td>
<td>WILLIAMS ROBIN</td>
<td>2/8/99</td>
<td>4:30:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>910</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>775</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>2/8/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1091</td>
<td>020</td>
<td>SONTAG JIM</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>957</td>
<td>020 GYM</td>
<td>THOMSEN SHARON</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>880</td>
<td>020 GYM</td>
<td>CAMILLI CHRIS</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1116</td>
<td>020 GYM</td>
<td>HUTCHISON BRYAN</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>774</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>740</td>
<td>020</td>
<td>VAGNER, MARY</td>
<td>2/8/99</td>
<td>8:00:00 AM</td>
<td>15</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>914</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>2/8/99</td>
<td>3:00:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>651</td>
<td>020 GYM</td>
<td>EVANS RICK</td>
<td>2/8/99</td>
<td>8:01:00 PM</td>
<td>1.5</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>LOCATION</td>
<td>CONTACT PERSON</td>
<td>DATE</td>
<td>START TIME</td>
<td>HRS</td>
<td>PLEASE X ONE COLUMN ONLY</td>
<td>ORGANIZATION</td>
<td>INCIDENT REPORT</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>----------------</td>
<td>----------------</td>
<td>------------</td>
<td>--------------</td>
<td>-----</td>
<td>--------------------------</td>
<td>-------------------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>910</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>2/24/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>☑</td>
<td>FLAGSHIP KAS'T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>2/24/99</td>
<td>3:00:00 PM</td>
<td>1</td>
<td>☑</td>
<td>FLAGSHIP PROJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>775</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>2/24/99</td>
<td>6:30:00 PM</td>
<td>1.5</td>
<td>☑</td>
<td>YMCA 5 &amp; PRACTICE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1091</td>
<td>020</td>
<td>SONTAG JIM</td>
<td>2/24/99</td>
<td>4:01:00 PM</td>
<td>1.5</td>
<td>☑</td>
<td>Kiwanis B/B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>957</td>
<td>020 GYM</td>
<td>THOMSEN SHARON</td>
<td>2/24/99</td>
<td>5:30:00 PM</td>
<td>1</td>
<td>☑</td>
<td>SOUTS GIRL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>2/24/99</td>
<td>2:00:00 PM</td>
<td>4</td>
<td>☑</td>
<td>CAMPFIRE AFT/SCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>880</td>
<td>020 GYM</td>
<td>CAMILLI CHRIS</td>
<td>2/24/99</td>
<td>6:30:00 PM</td>
<td>1.5</td>
<td>☑</td>
<td>YOUTH HOMES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1116</td>
<td>020 GYM</td>
<td>HUTCHESON BRYAN</td>
<td>2/24/99</td>
<td>4:01:00 PM</td>
<td>1.5</td>
<td>☑</td>
<td>Kiwanis BKETBALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>2/25/99</td>
<td>3:00:00 PM</td>
<td>1</td>
<td>☑</td>
<td>FLAGSHIP PROJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>914</td>
<td>020 LOCKER RMS</td>
<td>LEWANDOWSKI JULI</td>
<td>2/25/99</td>
<td>3:30:00 PM</td>
<td>0.45</td>
<td>☑</td>
<td>FLAGSHIP TUTORING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>020 MUSIC</td>
<td>LEWANDOWSKI JULI</td>
<td>2/25/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>☑</td>
<td>FLAGSHIP ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>765</td>
<td>020 FRC</td>
<td>ARMSTRONG, STUART</td>
<td>2/25/99</td>
<td>3:00:00 PM</td>
<td>3</td>
<td>☐</td>
<td>CAMPFIRE AFT/SCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1116</td>
<td>020 GYM</td>
<td>HUTCHESON BRYAN</td>
<td>2/25/99</td>
<td>4:01:00 PM</td>
<td>1.5</td>
<td>☑</td>
<td>Kiwanis BASKETBALL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>907</td>
<td>020 GYM</td>
<td>LEWANDOWSKI JULI</td>
<td>2/26/99</td>
<td>3:00:00 PM</td>
<td>1</td>
<td>☐</td>
<td>FLAGSHIP PROJECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>908</td>
<td>020 MUSIC</td>
<td>LEWANDOWSKI JULI</td>
<td>2/26/99</td>
<td>3:30:00 PM</td>
<td>1.5</td>
<td>☐</td>
<td>FLAGSHIP ART</td>
<td></td>
<td></td>
</tr>
<tr>
<td>774</td>
<td>020 GYM</td>
<td>MILLER, ROGER</td>
<td>2/26/99</td>
<td>6:30:00 PM</td>
<td>3</td>
<td>☑</td>
<td>YMCA 5 &amp; PRACTICE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bibliography


Goldberg, Natalie. 1986 *Writing Down the Bones*. Shambala: Boston and London


Lakoff, George and Mark Johnson. 1980 *Metaphors we Live By*. The University of Chicago Press: Chicago


Rudy, Willis. 1965 *Schools in an Age of Mass Culture*. Prentiss Hall: New Jersey


Woolard, Kathryn. 1985 *Language Variation and Cultural Hegemony: Toward an Integration of Sociolinguistic and Social Theory*. American Ethnologist 12:738-48