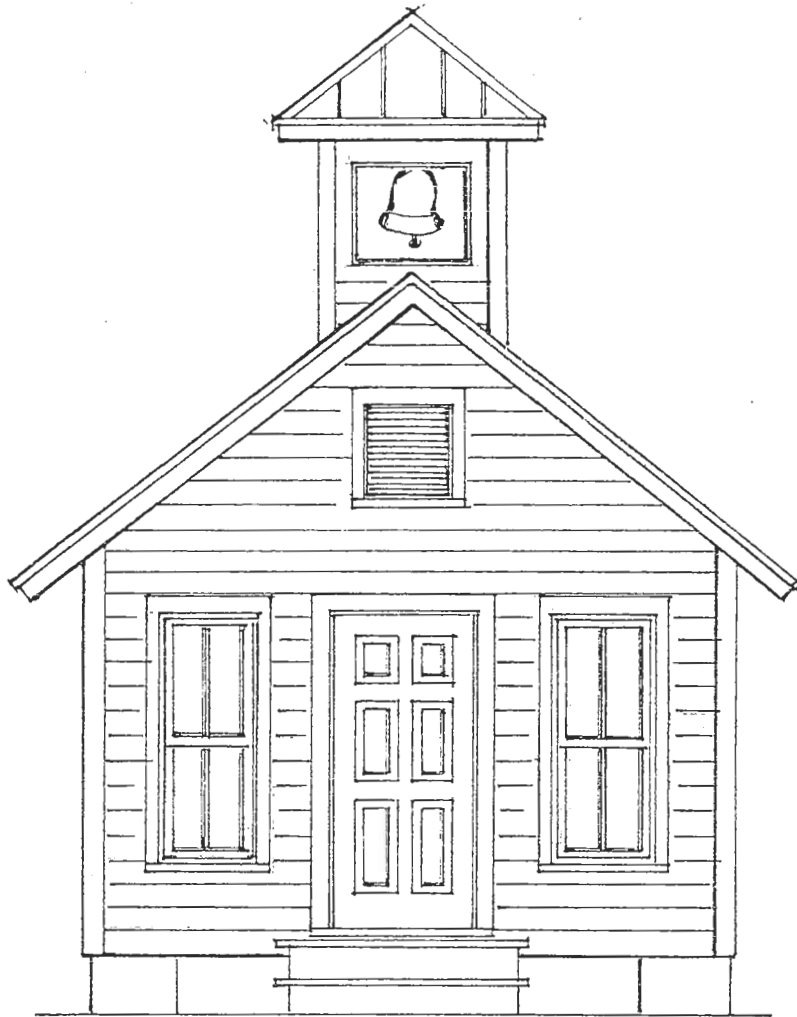


A Charter School Proposal



From The
Seaside Neighborhood School
To The
Walton County School District

June 13, 1996

Mr. James King
Superintendent
Walton County School District
145 Park Street
DeFuniak Springs, FL 32433



Dear Superintendent King and Members of the
Walton County School District Board:

The charter school proposal which we submit to you today represents over three years of careful planning and discussion by parents and other community members.

While the legislation makes it necessary for us to submit a proposal on a tight deadline, we want you to know that we will work with you to modify or elaborate upon any aspect of our plan for the Seaside Neighborhood School.

We look forward to working with you in the best interest of the children we all serve.

Sincerely,

Rosemary Williams, D.Ed.
Director, Seaside Neighborhood
School Planning Project

RW/kb

Enclosures

INTRODUCTION

About three years ago, a group of concerned parents and other community members began meeting informally to discuss improving the quality of education in Walton County. Meetings continued every six to eight weeks with participation from individuals in Seagrove, Seaside, Grayton Beach, Destin, Freeport and Niceville, among other places. The message was clear: quality education is a top priority of many citizens (and would-be citizens) of our northwest Florida neighborhoods.

Over time, the discussion began to focus on the desirability of developing a small population neighborhood school to serve young people in grades six, seven, and eight.

CONCEPT

The concept for the proposed Seaside Neighborhood School is informed by

input from parents and interested citizens regarding the needs of this unique geographical area

recent research on how children learn and how teachers teach for understanding

Florida Department of Education Curriculum Frameworks, Grades 6, 7, and 8

Florida's Blueprint 2000 and other performance-based education initiatives

Sunshine State Standards approved by the Florida State Board of Education on May 29, 1996

Turning Points: Preparing American Youth for the 21st Century. A Report of the Carnegie Council on Adolescent Development (1989)

Great Transitions: Preparing Adolescents for a New Century: Concluding Report of the Carnegie Council on Adolescent Development (1995)

research on the effectiveness of small, neighborhood schools

VISION

A Small School (fewer than 200 students) Close to Existing and Future Neighborhoods

Our intention to create and maintain a small school is consistent with our mission and is supported by a significant body of scholarly work.

In 1989, the Carnegie Council's Task Force on the Education of Young Adolescents wrote in Turning Points Preparing American Youth for the 21st Century

"Many large middle grade schools function as mills that contain and process endless streams of students...Such settings virtually guarantee that the intellectual and emotional needs of youth will go unmet..."

"The enormous middle grade school must be restructured in a more humane scale. The student should, upon entering middle grade school, join a small community in which people -- students and adults -- get to know each other well to create a climate for intellectual development." (p.37)

A study conducted by John Goodlad (A Place Called School, 1984) demonstrated that the smallest schools "were better at solving their problems, more intellectually oriented, and had more caring teachers and greater parent and student satisfaction. (see "Small Schools, Great Expectations" Educational Leadership article attached)

Deborah Meier, recipient of a MacArthur Foundation Fellowship and author of The Power of Their Ideas (1995) devotes a chapter of her book to "Small Schools" and outlines reasons why they are essential. She concludes that "Small autonomous schools are, when all is said and done, a way to reestablish for us all, adult and children, the experience of community, of conversation, of the stuff of public as well as academic life." (p.118)

The setting for the proposed charter middle school is in the lyceum of the town of Seaside, a successful living example of the New Urbanism, a movement whose practices support the following principles:

Neighborhoods should be diverse in use and population;

communities should be designed for the pedestrian and transit as well as the car;

cities and towns should be shaped by physically defined and universally accessible public spaces and community institutions;

urban places should be framed by architecture and landscape design that celebrate local history, climate, ecology, and building practice.

Our vision of a "neighborhood" school in this context is that schools should be sized and

located to enable children to walk or bicycle to them. Our students' safety and sense of community are supported by this arrangement.

A "Classroom" Which Extends Beyond the School Itself

Through the use of technology as an educational tool as well as the use of the surrounding pristine physical environment for certain learning experiences, our students will be encouraged to search for knowledge beyond the limits of the school room.

High Expectations for Students

In the book The Middle School and Beyond, a publication of the Association for Supervision and Curriculum Development (1992), The authors discuss "achievable challenges" in the middle grades. They note that "teachers serve children particularly well when their standards and learning challenges require students to stretch themselves to succeed, so long as the degree of stretching is within students reach." (p.22).

Among the advantages of a small school is the enhanced ability of the faculty to know what their students' achievable challenges might be, to offer increased support, and to spend more time with each student toward meeting those challenges.

I. QUALITY OF ACADEMIC DESIGN

1. Mission:

- A. We seek to create and sustain an educational community where an emphasis on academic excellence is complemented by a concern for each learner's personal growth and intellectual, aesthetic, and psychological development.
- B. Our middle school will serve approximately 20 to 36 students who are what is commonly sixth-grade age through what is commonly eighth-grade age and who reside in the school district in which the charter school is located.

Our middle school shall be open to any student residing in the school district in which the charter school is located. A charter school may give enrollment preference to a sibling of a student enrolled in the charter school.

Our middle school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of our program or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process.

Our middle school shall abide by anti-discrimination provisions of s.228.2001 which forbids discrimination on the basis of race, national origin, sex, handicap, or marital status against a student or an employee in a state system of public education.

2. Educational Program:

A. Curriculum

Developmentally responsive

In keeping with the National Middle School Association's description of curriculum in "developmentally responsive" middle schools (This We Believe A Position Paper of the NMSA, 1995), the curriculum in the Seaside Neighborhood School will be

challenging -- actively engaging each student in learning skills in context rather than just "covering material"

integrative -- helping students connect school experiences to their daily lives

exploratory -- enabling students to discover their particular abilities, interests, etc., and ways they can make contributions to society.

Performance-based

This curriculum will be performance-based in keeping with Florida's Sunshine State Standards. Results rather than processes are emphasized.

Interdisciplinary

"In the traditional curriculum, the student learns subject by subject. This does not allow students to connect new and old ideas or to construct their own meaning of the information.

In the core curriculum of the transformed middle grade school, the student confronts themes, which are clusters of subjects, and learns to inquire, associate and synthesize across subjects" (from Turning Points: Preparing American Youth for the 21st Century, "Teaching Young Adolescents to Think Critically")

Our teachers, by planning interdisciplinary units or courses, by linking subject matter thematically or through specially designed projects and programs, by teaming with community faculty who have a special knowledge or expertise, or by using any other sound instructional approach, will help our students see the connectedness of what they are learning.

Core curriculum component

Language Arts
Mathematics
Science
Social Studies
Life Skills
Health, Safety and Fitness
Computer Science

Exploratory Program

Including, but not limited to

Music

Art

Architecture

Drama

Foreign Language

B. Instruction

Flexible grouping/non-graded school organization

Because the student population of the Seaside Neighborhood School is projected to remain relatively small (up to 36 students in the first three years), the possibility exists to plan curriculum delivery for multiple kinds of groups. In *Today's Children: Creating A Future for a Generation in Crisis*, Dr. David A. Hamburg lists student grouping practices that maximize student success in the middle grades. He notes that the traditional "tracking" by student achievement is "divisive and often damaging" (p.212). He suggests two well-documented alternatives: cooperative learning and cross-age tutoring. These grouping strategies are also recommended by the Carnegie Council on Adolescent Development. (Turning Points, pp. 49-52). Teachers in the Seaside Neighborhood School will group students for specific experiences toward specific learning outcomes. This approach recognizes the enormous variability among young people in the age group (roughly 10 to 15 years old) to be served by our middle school. The assumption has been that the work of a grade, a year of progress, and a year in a child's life are roughly comparable for the purposes of schooling. The reality is that the way young people develop, particularly in the middle level years, defies the ordering of their abilities and achievements into the traditional grade structure. (This conclusion is from a report from the National Education Commission on Time and Learning entitled "Prisoners of Time").

Time as an asset, not a liability of learning

The Sunshine State Standards and Benchmarks describe the knowledge and skills the student will have upon completing particular course work. Instruction toward these benchmarks will not be driven by "seat time" (e.g., the students sits in class for a certain number of days for a prescribed number of minutes per day). Instruction will be guided by what it is that

students are supposed to know or be able to do. This shift requires that teachers in the Seaside Neighborhood School plan instructional time around the learning goals for each student and around moving each student toward the intended skills and knowledge.

Hands-on learning experiences

While direct instruction is still an important teaching strategy, the research indicates that adolescents learn best through interaction and active, hands-on learning. Simulations, independent study, projects and other approaches that capitalize on the characteristic strengths of this age group will be employed by the faculty of the Seaside Neighborhood School.

Personalized education plans

The faculty of the Seaside Neighborhood School, with the assistance of each student's parent or parents, will prepare a personal education plan (PEP) for each student prior to the end of the first nine week period of school as indicated in the Walton County School District Calendar, 1996-97. Each PEP will be reevaluated by faculty at any time but at least at the end of each nine week period. Faculty will make necessary recommendations for revision(s) to parents.

Teachers working in teams

The professional staff and their aides will work as a team in the process of planning and delivering instruction, in the preparation of personalized instructional plans, in the scheduling of community faculty and visiting scholars, and in the development of appropriate learning assessments.

Technology as an educational tool

Over the next three years, the faculty of the Seaside Neighborhood School will work on integrating technology and instruction so that students can take advantage of the many ways technology may be used to help them learn, to help them prepare for the workplace, and to help them reach out to experience (and, perhaps, positively change) the larger world of which they are citizens.

C. Special needs and limited English proficient students

The Seaside Neighborhood School will work with the guidance of the Walton County School District to identify the special needs of our students and to meet all applicable state and federal requirements including Section 504 of the Rehabilitation Act of 1973 and the Individuals With Disabilities Education Act (IDEA).

When preparing the personalized education plan for a student of limited proficiency in the English language, faculty of the Seaside Neighborhood School and the parent(s) of the student will plan the means for further instruction of the student in the English language and/or will specifically indicate how instruction will be modified in the basic subject areas.

In cases of extreme impairment or disability whereby the student cannot be served appropriately by a typical public school's resources, the Seaside Neighborhood School will discuss options for that student with the Walton County School District and the student's parent(s).

3. Student Assessment:

- A. The Seaside Neighborhood School as a public charter school is responsible for participating in the Florida statewide assessment program. In addition, we anticipate that we will be using essentially the same instruments to assess our students as the Walton County School District currently uses with its students.

The Seaside Neighborhood School views assessment as the process of measuring a student's progress toward a goal. Each student's personalized education plan will serve as the foundation from which to measure student outcomes.

Outcomes will be congruent with the Sunshine State Standards which identify what Florida public school students should know and be able to do.

Students are expected to achieve learner expectations at the end of the developmental levels of grades 6, 7, and 8 as outlined in the benchmarks of the Sunshine State Standards and as specified in each learner's personalized education plan.

At the end of each evaluation period, students will receive a written report from the faculty which will include specific information on the student's

We realize that part of creating a new learning environment is to refine continually with faculty, parents, and students the definitions, implementation and measurement of pupil outcomes.

- Methods of assessment will gradually move our students from traditional testing to authentic assessment. (See model below prepared by Jay McTigue for the Maryland public schools.)

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Methods used will include but not be limited to performance assessments like oral presentations and demonstrations; product assessments like science projects, art exhibits, design projects, and portfolios; and process - focused assessments like interviewing, learning logs, and "kid watching".

- C. Faculty of the Seaside Neighborhood School will plan with representatives of the Walton County School District the alignment of testing with that planned for the district's middle level grades which may include the Florida Competency Assessment Test (FCAT) in 1997-98, and Florida Writes for grade 8 in 1996-97.

As the Florida Department of Education develops new assessment tests driven by the benchmarks in the Sunshine State Standards, the faculty of the Seaside Neighborhood School will work with the D.O.E. and Walton County School District on the implementation of these assessments.

- D. Not applicable.

II. GOVERNANCE AND MANAGEMENT

1. Profile of the Founding Board:

- A. The Seaside School, Inc., is a not-for-profit Corporation which has been organized within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. The Corporation had three directors initially: Andreas Duany, Robert Orr, and Rosemary Williams (profiles of Duany and Orr attached).

The Founder of the Seaside Neighborhood School is Rosemary Williams, D.Ed., Seaside homeowner (Vita attached).

The "Organizing Group" of the Seaside Neighborhood School includes Robert and Daryl Davis, who donated the land for the school, and numerous parents and other community members who began meeting in 1993 for the purpose of improving the quality of education in Walton County. (A partial list is attached.)

- B. There are no current business arrangements or partnerships between the proposed school and existing schools, educational programs, business, or non-profit organizations. We anticipate that this situation will change in the future.

- C. There are currently no plans for further recruitment of founders or organizers of the school. However, the term "founder" may be used in future fundraising campaigns to designate a contributor category.

2. School Governance:

- A. The Seaside Neighborhood School will be a private employer.

The school site administration will be conducted by the Director of the middle school who, for the purposes of continuity of vision and implementation of planning begun in 1993, will be the Founder who is presently Director of the Seaside Neighborhood School Planning Project.

A Charter School Community Advisory Council, whose members will serve for one school year, will be comprised of:

- One Seaside School faculty member
- One student from the Seaside School student body
- Two parents of students in the Seaside School
- A business leader
- A school board member from Walton County School District
- A ninth grade teacher from the Walton County School District
- The Director of the Seaside Neighborhood School

The Council will for the first year be comprised of volunteers. The Walton County School District will provide the representative of the Walton Board and the ninth grade teacher representative.

The Community Advisory Council will meet toward the end of each nine week period as designated on the Walton County School District 1996-97 Calendar for the purposes of discussing academic program issues and making recommendations to the Seaside Neighborhood School Director and Board of Directors.

The Community Advisory Council will determine at the end of the school calendar's third nine week period (March, 1997) the procedure for selection/election of subsequent Council members and will present this process as a recommendation to the Seaside Neighborhood School Board of Directors for their action.

- B. The governing board of the Seaside Neighborhood School shall be made

up of its Board of Directors who will function as described in the By-Laws for Seaside School, Inc., a not-for-profit corporation. (By-laws are attached).

For the purposes of maintaining continuity of vision and implementation of planning begun in 1993, the Board of Directors will, in at least the first three years, include organizers and planners of the school who have volunteered or who have been recommended to the Director of the Seaside Neighborhood School by those involved in the planning process. As per the Corporation's By-Laws, the Board of Directors may initially designate some terms of one or two years to permit staggered terms. The Founder will sit on the Board for the first three years in order to maintain continuity of vision with the Board.

- C. The roles and responsibilities of the Board of Directors of the Seaside Neighborhood School shall have control and jurisdiction over the affairs and property of the Corporation, subject to the Articles of Incorporation and the By-Laws (attached) of the Seaside School, Inc. Paid teachers and the Director of the Seaside Neighborhood School shall work for and under the supervision of the corporation and its Board of Directors.
- D. In the event of a conflict between the Board of Directors of the Seaside Neighborhood School and the Walton County School District, members of both boards will meet to try to reach a compromise. Because the Charter School Statute allows for the modification of the charter in its initial term or in any renewal term upon approval of both parties, we are confident that as concerns over the needs of our students arise, we will meet these challenges as opportunities for improvement and modify the charter in the students' best interest.

If solutions to conflicts are not easily found by the meeting of both boards, each board may then submit a written plan for compromise to one or two neutral reviewers like the Department of Education or the Florida School Boards Association.

- E. The Seaside Neighborhood School recognizes that the school's partnership with families is a key to student success. Parent involvement in school matters will be possible at many levels. The original Board of Directors and, hopefully, all future Boards, will include parent representation. The Community Advisory Council requires parent representation. Parents assist in the preparation and implementation of the student's personalized education plan. In addition, parent volunteers will participate in the daily life of the school and on various committees created by need.

- F. As they are defined in Chapter 119 Florida Statutes, public records of the Seaside Neighborhood School shall be open for personal inspection by any person. According to s.286.011 Florida Statutes, Board of Directors' meetings will be open to the public. Reasonable notice of the time and place of Board meetings will be publicized in the newspapers.

Minutes of the Board of Directors' meetings will be kept and will be available for public inspection upon reasonable advance notice from any citizen of the state of Florida.

3. Length of Contract and Implementation Timetable:

- A. The length of the initial charter term shall be three years.
- B. Because we are a "start up" school, many of the details of hiring faculty, purchasing materials, and holding additional orientation meetings with parents, staff, and administration have to be addressed between now and the date for students to return to school in August, 1996.

We propose the following timetable for implementing the charter:

<u>Date</u>	<u>Action</u>	<u>Responsibility of:</u>
June 13, 1996	Walton County School District receives charter school application from the Seaside Neighborhood School	Rosemary Williams
June 13, 1996 to June 30, 1996	Walton County School District representatives and Seaside Neighborhood School representatives refine proposal	Rosemary Williams and/or her designees; the Walton County School Board and/or their designees
By July 1, 1996	Walton County School Board awards charter	Walton County School Board

Date	Action	Responsibility of:
July 2, 1996	Notification of parents of Walton County School Board decision	Rosemary Williams
July 2-10, 1996	The Board of Directors of the Seaside Neighborhood School hires faculty, aides, and any support staff	Seaside Neighborhood School Board of Directors
July 10 to School Opening, 1996	Faculty and staff participate in in-services, make final facilities preparation, order supplies	Faculty, staff, and Rosemary Williams
	Parents, staff, and students participate in orientation meeting(s)	Faculty, Board of Directors of Seaside Neighborhood School, and Rosemary Williams
July 31, 1996	Seaside Neighborhood School provides to the Walton County School Board any "Final Documentation" which has not yet been submitted	Rosemary Williams
August 14, 1996	Opening day of school	Faculty, staff, students, and parents

4. Evidence of Support:

- A. We attach letters of support as a sample of the community backing for the proposed school.

Since the planning process for the school began in 1993, the number of individuals participating from a variety of communities has increased indicating a sustained and growing support for the proposed school.

When the planning process for the school began in earnest in 1993, an initial survey of Seaside homeowners indicated overwhelming support for a community-based school in the town.

The donation of land for the school site by the developer of Seaside is another reflection of community-based support for the proposed school.

III. FINANCE & FACILITIES

1. Facilities:

- A. The Seaside Neighborhood School proposes to utilize two 24' x 36' Modular Classrooms connected by a 15' x 36' open deck. The school site would be located at the Lyceum on Smolian Circle in Seaside, Florida (see attached).

The Seaside Neighborhood School will have access to the Seaside Swim and Tennis recreational facilities which includes pools, tennis and croquet.

- B. These modular classrooms meet the Florida SREF 6-A2 Department of Community Affairs Educational Type VI, 1996 (see attached).
- C. Not applicable.
- D. Not applicable.

2. Finances:

- A. The Seaside Neighborhood School has worked with a certified public accounting firm to advise and organize the non-profit corporation application. He anticipated that the charter school will be able to solicit additional assistance from its board of directors with continued oversight by the CPA firm in the areas of:

- preparing income statements and balance sheets
- setting up internal accounting system

- setting up corporate books
 - selecting full-time personnel with experience in bookkeeping payroll, and non-profit tax and accounting matters
- B. The Seaside Neighborhood School plans to lease two temporary portable units to house the school at its inception on a parcel of land located in the Seaside Lyceum.

Start-up fees to lease the portables include transportation, set-up, utility hook-ups, decking, and landscaping and is estimated at \$30,000. An additional \$10,000 will be allocated for furnishings plus \$60,000 for laptop computers for each student. Start-up expenditures will be raised through fund raising.

- C. Budget (see attached).
- D. The Seaside Neighborhood School has already formed a fund-raising team which met once so far. We plan a vigorous fund-raising effort to assist financing our interim site and then a campaign of capital fund-raising for our permanent site.
- E. The Seaside Neighborhood School will acquire property, liability, and workers compensation insurance and any other appropriate coverage that would include accident insurance on the students at the appropriate levels through a private insurer with an A+ rated carrier or better as rated by A.M. Best Rating Service.

3. Recruiting and Marketing Plan:

- A. A general information meeting regarding the new school and its curriculum was held in Seaside on February 26, 1996, during which a prospective student pre-registration period was opened. The meeting was advertised through flyers and posters and newspapers from Fort Walton Beach to DeFuniak to Panama City. The Seaside Meeting Hall was filled to capacity. A representative of the Florida Commissioner of Education's office was present. Over twenty students were pre-registered within the next ten days. This figure represents about two-thirds of our projected interim site capacity. Since that time, numerous newspaper articles about the Seaside Neighborhood School have appeared locally and in other parts of Florida (e.g., Tampa, St. Petersburg Times)

We plan on conducting an additional general information meeting in late June and to open final registration from the date of the meeting to approximately one week later. The meeting will be advertised again through local newspapers serving the school district and through letters and flyers.

- B. In order to reach students representative of the racial and socioeconomic diversity in the community the Seaside Neighborhood School will use
- general information meetings open to the public and advertised in the media (already employed)
 - open houses for prospective students and their parents
 - newspaper articles about the school
 - additional means as recommended by the Seaside Neighborhood School Advisory Council

IV. OPERATIONS

1. Admissions and Registration Plan:

- A. Pupils will be considered for admission without regard to ethnicity, national origin, gender, disability or achievement level.

Pupils will be residents of the school district in which the charter school is located. Because inherent in the design of the school is the "neighborhood" quality, we expect that the school will serve primarily those individuals who can walk or ride a bicycle to the site.

Any of the following student behaviors are grounds for disciplinary action which may lead to dismissal of the student by the Seaside Neighborhood School Board of Directors.

- The illegal use, possession or sale of controlled substances, as defined in Chapter 893, or possession of electronic telephone pagers, by any student while the student is upon school property or in attendance at a school function.
- The possession of a firearm, a knife, a weapon, or an item which

may be used as a weapon by any student while the student is on school property or in attendance at a school function.

- Violence against any school personnel or another student.
- Sexual harassment.
- Vandalism (theft, defacing, misuse of school property).

The Seaside Neighborhood School Board of Directors shall be guided by Florida state law and Walton County School District policies in the development of the charter school's disciplinary policies.

- B. Each prospective student will complete an application for admission.

If the number of applications for admissions exceeds the school's capacity to serve, a lottery system will provide all applicants an equal chance of being admitted through a random selection process. This process will involve placing all of the names of the registered students in a hat and blindly selecting names until the student capacity of the interim school site is reached.

Pre-registrations of students began at an advertised meeting open to the public on February 26, 1996. Another advertised general meeting will be held for school information dissemination at the end of June, 1996.

Final registration will open for one week from the June, 1996, meeting date.

- C. Every student who registers for enrollment in the Seaside Neighborhood School does so on a voluntary basis and the school will accept all students until a maximum capacity is reached or a random lottery drawing determines the student population. The school's admissions procedures therefore, are not designed to influence any racial or ethnic balances. The Seaside Neighborhood School shall abide by anti-discrimination provisions of s.228.2001 which forbids discrimination on the basis of race, national origin, sex, handicap, or marital status against a student or an employee in a state system of public education.

- D. Not applicable.

2. Human Resource Information:

- A. All faculty and staff members to be employed by the Seaside Neighborhood School must possess the personal characteristics, knowledge base, and successful experiences in the responsibilities and qualifications identified in each posted job description.

The Seaside Neighborhood School shall abide by anti-discrimination provisions of s.228.2001 Florida Statutes which forbids discrimination on the basis of race, national origin, sex, handicap, or marital status against a student or an employee in a state system of public education.

- B. Salaries for all staff shall be consistent with those of the school district. In addition, staff will, by virtue of their special skills or areas of expertise, have the opportunity to receive extra compensation - either by the hour or by project contract. Cost of living increases will be factored into annual pay increases.

The Seaside Neighborhood School will establish human resource policies consistent with those of the school district in areas of qualification, hiring policies and nondiscrimination procedures. Procedures for the discipline and dismissal of charter school employees will be developed to assure that such actions are taken in accordance with principles of fairness and due process and in compliance with all applicable laws and regulations.

- C. Employees of the Seaside Neighborhood School will be hired by the charter school's Board of Directors at the recommendation of the Director.

The Seaside Neighborhood School shall hire teachers who

are certified as required by Chapter 231, Florida Statutes and who have been fingerprinted as provided in s231.02 Florida Statutes

have demonstrated success as educators of young adolescents

understand adolescent development through documented experience and/or appropriate course work

have excellent communication skills

have an educational philosophy consistent with the learner-centered philosophy of the Seaside Neighborhood School

have a willingness to work in teams

are committed to pursuing a variety of effective instructional methods, including using technology as an educational tool.

The Seaside Neighborhood School may also employ or contract with skilled selected non-certified personnel to provide instructional services or to assist instructional staff members as teacher aides as defined in Chapter 231, Florida Statutes. These employees will be fingerprinted as provided in s.231.02 Florida Statutes.

Community faculty/visiting scholars

The Seaside Neighborhood School will use the human resources of the larger community to strengthen the education program and to add texture to it. The unique geographic setting of south Walton County attracts professionals, particularly in the arts, in greater numbers than most small, rural towns. Whenever it is possible and appropriate to students' learning goals, full-time faculty will integrate the teaching contributions of artists, musicians, scientists, architects, etc., into the curricular experiences of our students.

- D. The Seaside Neighborhood School is aiming for a student to teacher ratio of 18 to 1. If the maximum student enrollment of 36 is reached, a combination of 2 teachers and 2 aides is likely. If the student enrollment is slightly more than 18, 2 teachers, or 1 teacher and 2 aides, will be considered options.

A full or part-time Director for the Seaside Neighborhood School is the only planned administrator position. A clerical assistant may be hired.

Part-time staff will be hired as needed.

- E. Not applicable.

3. Transportation:

- A. The Seaside Neighborhood School, in conjunction with the Walton County School District, will plan the transportation of the charter school's students consistent with the requirements of Chapter 234, Florida Statutes. We anticipate that the Walton County School Board will continue to provide

transportation to the Seaside Neighborhood School for students who would ordinarily travel existing school district transportation routes. In addition some parents have already indicated that they will be providing their children's transportation. For students who are not served by these two transportation options - district or parent - the Seaside Neighborhood School will, with the guidance of the Walton County School Board, seek private providers.

- B. A number of factors were considered in defining "reasonable distance" for transportation of students in the proposed charter school. A pivotal consideration is that inherent in our design of this "neighborhood" school is the premise that schools should be sized and located to enable children to walk or bicycle to them. Our vision is also focused on the goal of serving small numbers of students in the developmentally sensitive middle level years. We presently have no local model of this situation in Walton County School District. The nearest approximation for comparison purposes is Bay Elementary School in its current setting in Point Washington; however, this school services in excess of seven times the number of students projected as the maximum enrollment in the Seaside Neighborhood School.

If we look to the pre-registered students for the Seaside Neighborhood School, the majority of them are from communities along County Road 30-A which reaches approximately eight to twelve miles in each direction from the proposed school site.

Given the above considerations we define "reasonable distance" for transportation of our students as ten miles.

- C. Students whose homes are two miles or more from the Seaside Neighborhood School, or who reside within a reasonable distance of it, have the right to free transportation. The Seaside Neighborhood School, working with the Walton County School Board, will ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school.
- D. Not applicable.

Attachments

- 1) "Small Schools, Great Expectations" Article
- 2) Profiles of Duany & Orr
- 3) Vita of Rosemary Williams
- 4) List of Supporters
- 5) By-laws of the Corporation
- 6) Articles of Incorporation
- 7) Evidence of Support Letter
- 8) School Site Location Map
- 9) Modular Classroom Plan
- 10) Budget

Small Schools, Great Expectations

Thomas J. Sergiovanni

What's wrong with our schools today? Maybe the answer, in brief, is that they are too big.

Last year, newspapers across the country carried a story about a Dayton, Ohio, school's response to crowding and crime:

The lockers are being bolted shut, and backpacks are being banned next month at Wilson Junior High School.... Instead of having to haul around textbooks, students will be given a set to keep at home, and classrooms will contain another set.... [The principal] hopes the plan will lessen congestion during class changes; cut tardiness; reduce hiding places for guns, drugs, and other contraband; eliminate locker thefts; decrease the number of lost books; and help forgetful students (Associated Press 1994).

\$100 million to buy updated textbooks.

In San Antonio, one school district copes with discipline problems by requiring junior and senior high school students to carry only transparent backpacks and book bags so that contents are visible. Other school districts in the area have taken a high-tech approach, installing video cameras in 60 buses. According to a local paper, "The videotapes will be reviewed regularly, and can be used as evidence in student disciplinary actions" (Martinez 1994, p. 5b).

Imagine the reaction if these were the banner newspaper stories when we went to school. Yet in this age of

school district police forces and metal detectors, such articles hardly raise eyebrows. Harsher times call for more desperate measures. But does it have to be this way? Perhaps in addressing problems of discipline (and learning as well) we should pay more attention to another aspect of schools: the way we organize them and build them (Sergiovanni, *In press*).

Learning Communities

Recently, the Carnegie Foundation for the Advancement of Teaching proposed a new model for the elementary school that "connects people to people to build community; connects elements of the curriculum to achieve coherence; and connects learning to life to build character." A good school, the report

concludes, should be small enough for everyone to know one another by name (Boyer 1995).

Of course, no single solution will make all students eager learners and



The school board's decision "to plunk down an additional \$25,000 in local tax money to pay for duplicate books" came at an unfortunate time, the article noted, in that the state was short

caring members of their school. But there is a growing consensus that whatever else is done, schools must also become places where it is easier for students and teachers to know one another well and for students to connect to the school and its purposes. Schools, in other words, must become caring and learning communities, and community building is easier in small schools.

Communities are, in essence, places where members are bonded to one another by mutual commitments and special relationships, where they share a set of ideas and values that they feel compelled to follow. People belong and feel responsible for themselves and for others.

As school superintendent Joanne Yatvin says,

The framework of operation must be small, physically close to children, and flexible.... We need small schools or schools that are divided into small community units; classroom time, space, and organization that allows personal relationships to flourish (1994).

Yatvin believes that educators must become today's "catchers in the rye," to use a metaphor from J.D. Salinger's novel of that name, and that it is only in small-scale schools that educators can "catch children who stray too close to the edge":

Where schools are failing, it is not because they don't have enough projects and programs, but because they have lost the human touch. Children mired in the morass of family and community decay can't benefit from red ribbons, higher standards, or instructional technology; they need caring adults to pull them out of the muck and set them on solid ground one at a time (1994).

Not a Matter of Form

In defining schools as small collections of people who are committed to one another and who share similar values and ideas, we may have to abandon the traditional brick-and-mortar conception of a school. Small schools can take many forms. Some can be housed in their own buildings, designed or remodeled to handle fewer students. Or, several independent schools with different purposes could function side by side in the same building.

This latter arrangement raises important questions, of course. How will such schools be managed? How will they share resources? What do we do about the football team, the band, and other sports and activities? Who will be responsible for the cafeteria? To which school will the librarian be assigned? Who reports to whom? And how will we decide which students and teachers go where?

One model worth thinking about is the office building. Here, a detective agency may share the first floor with a dentist's office; while an insurance agency occupies the second floor; a real estate agency, the third; and two more dentists' offices, the fourth. The lower level may be vacant, but available for rent. These enterprises share the same parking lot, maintenance staff, elevator service, security, and cafeteria; and they must follow the same health and safety codes and civil rights laws. But they set their own calendar and hours; hire, evaluate, and develop their own employees; and have their own dress codes and ways of doing things.

I doubt a school district would have

problems working things out if it rented that lower level for a small elementary school that serves downtown commuters. So why would it be different if that district rented or owned the whole building, and put a different school on each floor? As with the dentists and their patients, students and their parents, together with teachers, could decide for themselves where to go.

Is Smaller Better?

In *A Place Called School*, John Goodlad (1984) concluded that the burden of proof is on *large* size. Data from a study he conducted demonstrated that the smallest schools were better at solving their problems, more intellectually oriented, and had more caring teachers and greater parent and student satisfaction. "It is not impossible to have a good large school,"

**A good school should
be small enough for
everyone to know one
another by name.**

Goodlad observed, "it is simply more difficult" (p. 309).

As a result of his study of New Jersey high schools, W. J. Fowler reached a similar conclusion. He noted that student outcomes are more favorable in smaller public schools, and also in smaller districts (Fowler 1989).

Twenty-five years earlier, Roger Barker and Paul Gump, in *Big School, Small School* (1964), contended that a

school should be small enough that all of its students feel needed and, in fact, *are* needed to make the school work. As a result, students' school lives have more sense and meaning. Barker and Gump also found that students in smaller schools were more eager to learn, and more likely to participate in school activities.

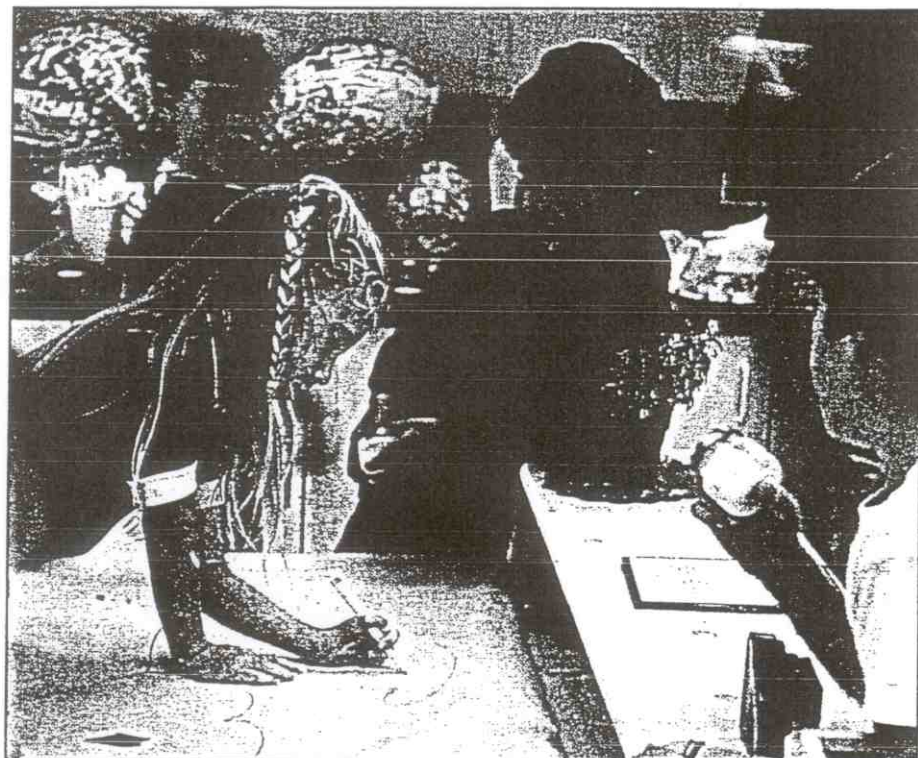
Another important advantage of small schools, according to Judith Kleinfeld (1993), is that they create "undermanned settings" where there are not enough people to fit all the available leadership roles. Consequently, more is asked of everyone, and students' learning curves are steeper as new challenges must be accepted, and new ideas mastered.

How Small Is Small?

A high school serious about preparing students for college, said James Conant in *The American High School Today* (1959), needs no fewer than 100 students in its graduating class. This has become the rule of thumb that many use in arriving at an optimum figure of about 400 students for a high school.

Douglas Heath (1994) recommends a range of 200–350 students for a lower school and 400–500 students for a high school. He believes that when these ceilings are exceeded, students and teachers alike have fewer opportunities for sustained relationships, resulting in an impersonal and bureaucratic climate:

Students see their friends less frequently, have less contact with adults other than their teachers, participate much less frequently in extracurricular activities, including athletic teams, have much less opportunity to hold leadership positions, are more aggressive and disorderly, and cheat more frequently. Parents no longer visit the school as frequently or know their children's teachers as well (p. 81).



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John Goodlad (1984) spoke favorably of the 225–250 student size of the British Infant School. As he put it,

Indeed, I would not want to face the challenge of justifying a senior, let alone a junior, high school of more than 500 to 600 students (unless I were willing to place arguments for a strong football team ahead of arguments for a good school, which I am not) (p. 310).

Small Change?

The conventional wisdom is that bigger schools offer economies of scale that not only increase learning but save the taxpayers money. But the evidence points in the opposite direction. It appears that large schools are actually more expensive to operate.

Recently, the New York City-based Public Education Association and the Architectural League of New York examined the feasibility of operating small schools in New York City. The

schools would not be alternative schools, but mainstays of the system. The two groups issued several reports that disprove the economy-of-scale argument. In *Small Schools' Operating Costs* (1994), the Public Education Association reported that

no research evidence supports the claim that large schools of the size found in New York City (for example, 1,500 to 4,000 or more) achieve operational cost-scale efficiencies significant enough to justify their existence or to offset size-related, educationally damaged inefficiencies.

On the contrary, studies show *diseconomies* (penalties) of scale in large schools. Difficult to manage efficiently and safely, large schools require ... an extra layer of managers—subject supervisors, assistant principals, deans, additional secretaries....

The report concludes that building schools with as few as 400 seats is cost-competitive with large-school

construction. In a joint report on *Schools for New York*, the association and Architectural League (1994) present drawings by 52 teams of architects and designers showing what cost-effective small schools might look like. The construction specialists note that even more money could be saved by remodeling existing buildings or adapting existing non-school buildings for school use.

Tom Gregory has pointed out that the lower student-to-non-teacher ratio in smaller schools affords a key cost saving. To lower this ratio, he recommends that schools be modeled after cottage industries rather than corporations and other formal organizations. He offers this scenario:

The average per-pupil expenditure in this country is now about \$5,260 per year. Envision a small, highly autonomous school, given that funding level. If the school has 200 kids in it, its annual operating budget is about \$1,050,000. Return 20 percent of that amount—\$210,000—to a trimmed-down central administration for its reduced services, and for bus transportation.

Imagine a low student-teacher ratio, say 20 to 1. Pay your 10 teachers well, say an average of \$45,000 a year. Hire a head teacher, and pay him or her \$60,000. Find an appropriate building and rent it for \$7,000 a month plus another \$3,000 for utilities. Hire a secretary, a custodian, and a cleaning person at \$20,000 each. Budget \$1,000 for supplies for each teacher, and \$3,000 for the central office.

Put aside \$10,000 to buy books each year, and \$20,000 for computers and A-V equipment. If the idea of [field] trips is appealing, lease three vans, each at \$7,000 a year. That's probably enough to cover their maintenance, but include another \$3,000 just to be sure. Put aside \$12,000 to subsidize the fuel costs of trips.

Now comes the fun: figuring out what to do with the \$70,000 that has yet to be spent (Gregory 1992, p. 17).

Of course small schools should be valued because they are better for students and better for teachers, not simply because they save money. It just so happens, however, that as schools get better, they become, as some say, more productive. And productivity divided by cost is the classic determiner of efficiency. In fact, even if a small school *did* cost a little more than a large school, it would still be more efficient if it were more productive.

The Parochial Model

Catholic schools and other independent schools, which tend to be smaller than their public school counterparts, have much to teach us. True, many such schools are choosy about who they let in, preferring students from privileged families and circumstances. But there are also Catholic schools in inner-city areas serving children of the underclass, and I am impressed with how well these schools are doing with these students.

One advantage of parochial schools is that parents choose to send their children there, and nearly all Catholic schools are able to let parents know what is expected of their children and

Above all, says Rivera,

Parochial schools are K-8 schools (sometimes with pre-school, too) that keep families in the same place for a very, very long time. The people in them feel personal ties. The parents know all the teachers and the administrators, and those professionals know the whole family.

Rivera notes that parochial schools weren't always unique in this respect:

Public schools used to be community/neighborhood-based at all grades. They *were* the center of neighborhood life. Everyone knew everyone. Even now, notice the uproar every time a district redistributes kids to schools, or implements some busing plan that's supposed to improve education for someone (1994).

Concrete Expression of Bureaucracy

Behind this discussion is a haunting question: If small schools and small classroom settings are good for students and good for our pocket-books, why do we continue to operate and build large schools? Perhaps it is because committing to smaller schools would require us to rethink the theories of leadership, management, and organization that now dominate school administration. In smaller schools, there would be no need for elaborate administrative structures and hierarchies. The roles of assistant principal and middle manager would have to be re-

evaluated. Counseling and social work would be more informal. In short, we would have to make some tough decisions about our present allocation of resources and personnel.

Superintendent Yatvin believes we need small schools that put "authority in the hands of frontline practitioners."

**It is not impossible to
have a good large school;
it is simply more difficult.**

to make these expectations stick. Mary Rivera, who has experience as a principal in both public and Catholic schools, sees two other crucial advantages. Because these schools "don't follow the theory that larger is more efficient when it comes to education," they can more easily build community.



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enabling them to "make exceptions to rules and change foolish ones":

I have lost faith in any and all large-scale, organized solutions to educational problems. They just put more paperwork, regulations, and job titles between children and the help they need (1994, p. 37).

Small size is a tough choice, but it is also the right choice because it helps us to see the small picture better. Nancy Webster, who has taught in Miami for 25 years, believes it is the small picture that counts big for students:

This really Big picture is full of problems I know but can't fix and vocabulary I understand but can't use: competency-based curriculum, authentic assessment, CORE, Total Quality Management, whole language, and a lot of other words....

I've seen the vocabulary change, the classes get larger, the programs come and go, and more children fail. Meanwhile, 'at-risk' children have entered our vocabulary, along with 'dysfunc-

tional families.' Schools with over 1,000 elementary students are big business.

It's too bad, really, because schooling is ... small, simple, and focused, when done well (1994, p. 52).

Perhaps we can use this small, simple, and focused school as a key leverage point for alleviating the alienation of students and making them more eager learners. If we succeed, surveillance cameras and transparent backpacks will no longer be necessary. ■

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PRINCIPAL INFORMATION

Andres M. Duany

Academic:

1971	B.A. Architecture and Urban Planning, Princeton University
1972	Ecole de Beaux Arts, Paris, Ancien Eleve
1974	Master of Architecture, Yale University School of Architecture
1979-Present	Adjunct Professor, University of Miami School of Architecture
1980 Fall	Visiting Professor, University of Houston School of Architecture
1981 Spring	Visiting Professor, University of Virginia School of Architecture
1984 Spring	Visiting Professor, Harvard Graduate School of Design
1985 Spring	Visiting Professor, Princeton Graduate School of Architecture
1987 Spring	Bishop Chair, Yale University School of Architecture
1990	Visiting Faculty, Prince of Wales's Summer School
1990 Fall	Visiting Professor, Harvard Graduate School of Design
1992 Summer	Visiting Professor of Land-Use Planning, Harvard Graduate School of Design

Professional and Service:

1976-1980	Founder and Partner, Arquitectonica
1977-1986	Founder and Board Member, Architectural Club of Miami
1983	Jury, Georgia A.L.A. Awards
1984-1986	Heritage Conservation Board, City of Miami
1985	Jury Chairman, National Endowment for the Arts
1985	Chairman, Florida Southern Chapter A.L.A. Urban Workshop
1986	Jury, National Endowment for the Arts
1986-1988	Board of Directors, Miami Beach Design Preservation League
1987-1988	Jury, National Endowment for the Arts
1987-1990	Board of Advisors, Tigertail Productions
1991	Jury, 11th Builder's Choice National Design and Planning Awards
1992	Jury, New York Chapter A.L.A. Awards

11/20/88 17:07 00000 044 1021 DUANY & PLATER
BIOGRAPHY OF
ANDRES DUANY AND ELIZABETH PLATER-ZYBERK

Andres Duany and Elizabeth Plater-Zyberk were born in 1949 and 1950, respectively. They are both first-generation Americans — his family coming from Cuba, her family from Poland. They both studied architecture as undergraduates at Princeton University and received their graduate degrees from Yale School of Architecture, where they were most influenced by the lectures of Vincent Scully. Their apprenticeships were under Robert Venturi, Denise Scott-Brown, and Robert Stern.

After moving to Miami in the recession of the middle '70s, they were founding partners of Arquitectonica. During the four years of this practice, they participated in the first executed buildings of the *Constructivist Revival* — some of which are, to this day, the largest exemplars of the style.

In 1980, having come under the influence of Leon Krier and other European rationalists, and disenchanted by the making of form undisciplined by urbanism, they started their own practice. Among their earliest projects was the regulating plan and the codes for the new town of Seaside. They have completed seventy-six plans since; most are new towns for private developers, but others are master plans for urban municipalities including those for the centers of Trenton, Providence, and Los Angeles, and those for inner city neighborhoods in St. Louis, Cleveland, and Fort Lauderdale. They are also planning northern extensions of Toronto for the provincial government of Ontario.

They are part of a national movement for the reform of urbanism, which is integrated with environmental, social, and economic initiatives. Together with Solomon, Calthorpe, Polyzoides and Moule, they are the coordinators of the Congress for the New Urbanism.

Andres and Lizz's efforts have also been dedicated to writing of model legislation including the Traditional Neighborhood Development Ordinance or T.N.D., which replaced the current P.U.D. ordinances, will appear in the forthcoming edition of Architectural Graphic Standards. The counties of Dade, Palm Beach, and Marion in Florida, Loudon in Virginia, and numerous other municipalities are using the T.N.D. The T.N.D.'s criteria for neighborhood street design will be incorporated in the next edition of the Manual of the Institute of Transportation Engineers.

While they usually do not design the buildings within their town plans, Andres and Lizz do maintain an architectural practice that is, by choice, confined to Florida and the Caribbean. Their buildings participate in a school that includes many young Miami architects exploring issues specific to the region.

Andres and Lizz have taught at the University of Miami School of Architecture since 1975. They find it so congenial and stimulating that they are no longer tempted to teach elsewhere.

FIRM DESCRIPTION

Since its founding in 1980, DPZ has designed over seventy new towns and community revitalization projects. In addition, more than ten community development plans for existing cities, towns, and neighborhoods have been designed by the firm. These designs have had an influence in changing the practice and direction of town and urban planning in the United States.

DPZ has received numerous awards including two State of Florida Governor's Urban Design Awards for Excellence. The firm's early project of the town of Seaside, Florida has been the only authentic new town to be built successfully in the United States in the last forty years. *Time Magazine* featured Seaside as one of the "Best of the Decade". The firm has been featured in other national media such as *NBC News* and *ABC News*, as well as many publications including: *Time*, *Newsweek*, *The New York Times*, *Washington Post*, and major professional magazines.

The firm's method of integrating design with accompanying design codes and regulations is currently being applied in towns and cities in areas ranging from 14 to 10,000 acres throughout the United States and Canada. Internationally, DPZ has projects under way in Canada, Germany, Jamaica, and Turkey. Urban redevelopment plans for existing municipalities include: Smart, Florida; St. Louis, Missouri; Trenton, New Jersey; Oxnard and Los Angeles, California; and Providence, Rhode Island.

A significant aspect of DPZ's work is its innovative use of planning regulations including the Urban and Architectural Codes which accompany each design. These codes have been designed to be implemented as overlays to existing zoning codes. The Urban and Architectural Codes are project specific. They not only address both the manner in which buildings are formed and placed to form well designed public spaces, but they also codify the local architectural traditions and building techniques.

DPZ's work is primarily carried out by the charrette process. A charrette is an intense period of creative activity, lasting three to five days, during which a broad range of involvement in the project design by the client, consulting professionals, municipal authorities, and the public is encouraged. The process allows for positive communication about community priorities, regulatory requirements, and administrative concerns during the design phase. Because everyone involved in the projects contributes to and, therefore, "owns" part of the final designs, charrettes elicit a positive response from the community and regulating agencies. The charrette process also reduces the project design time. The charrette produces a series of precise graphic documents, including a Master Plan, Detail Plans, Perspectives, Building Types, Street Sections, and the above-mentioned Codes.

DPZ maintains an architectural practice as well. The practice explores the relationship of the individual building to its urban context and its participation in the specific local, geographical, and historical tradition. The firm's architectural works have also been published and recognized nationally and internationally.

ROBERT ORR & ASSOCIATES

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RESUME - ROBERT ORR

Architectural Licenses: CT, CA, CO, FL, MA, MD, NY, AK (Prov.) and NCARB

EDUCATION

M.Arch.	Yale University	1973
B.A., History	University of Vermont	1970
Course Study	Victorian Society Summer School, Glasgow	1992
	Bronx Botanical Garden Seminars	1984
	University of Connecticut (<i>Master Gardener</i>)	1983
	Victorian Society Summer School, London	1978
	Oxford University (<i>Balliol College</i>)	1968
	Université de Paris (<i>Academic Year Abroad</i>)	1965-66
	Colorado Outward Bound School, Marble (<i>AA Rating</i>)	1965

PROFESSIONAL EXPERIENCE

Robert Orr & Associates, Architecture and Gardens (<i>Principal</i>)	1990-present
Seaside Prize Committee	1993
Orr & Taylor Architecture and Gardens (<i>Partner</i>)	1982-90
Juror Edgerton Park Fountain Design Competition	1989
Juror Ohio Society of Architects Awards	1988
Allan Greenberg Architect, New Haven	1979-82
Johnson/Burgee Architects, New York	1977-79
Masiello and Assoc., Palm Beach, FL	1975
Herbert S. Newman and Assoc., New Haven	1974
Builder, Self-employed, Edgartown, MA	1973-74

TEACHING EXPERIENCE

Guest Critic, Yale University (<i>Design Studios</i>)	1990, 1987
Guest Critic, University of Pennsylvania (<i>Design Studios</i>)	1989, 1988
Guest Critic, Harvard University (<i>Design Studios</i>)	1984, 1982
Visiting Critic, University of Miami (Coral Gables) (<i>Design Studio</i>)	1981
Full-Time Faculty, University of Miami (Coral Gables) (<i>10 Design Studios</i>)	1975-77
Teaching Fellow, Yale College (<i>History of Art, Vincent Scully</i>)	1974

MEMBERSHIPS/ AFFILIATIONS

Alliance for Architecture
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Classical America
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Lyne Academy of Fine Arts (*Board of Directors, Building Committee*)
Municipal Art Society of New York City
National Museum for Women in the Arts (*Charter Member*)
National Trust for Historic Preservation
Seaside Institute (*Secretary, Board of Governors*)
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FIRM BIOGRAPHY

FIRM MAKE-UP Robert Orr & Associates Architecture and Gardens is a firm of 17 practitioners located in New Haven, Connecticut. Both architecture and landscape architecture are offered, although architecture is the firm's primary focus. The firm's portfolio is about evenly split between commercial/institutional projects and residential projects. Because most projects are out of state, the firm has considerable experience interfacing with local firms and distant conditions. This experience also has proven the firm capable of engaging large projects with fewer personnel -- creating greater efficiency, lower fees and greater involvement on the part of the principal. All projects receive the full attention of the principal. The firm has CAD capability.

FOUNDING Founded originally in Florida in 1977 as Robert Orr Architect, the firm moved to Connecticut, and in 1990 assumed its current name and structure as Robert Orr & Associates.

BUDGET Construction budget is a strong partner in the design process. Robert Orr & Associates has developed a detailed computer spreadsheet accounting for each space of a building. It is used from the onset to monitor the design process, and has proven successful in closely matching bid figures and therefore accurately guiding design decisions to meet budget goals.

REGIONALISM The architectural practice of Robert Orr & Associates is anchored in the American classical and vernacular tradition. The firm considers not only a building's program, context and site, but the way in which these elements draw on regional building traditions to form familiar, graceful spaces. Rigorous attention to proportion and detail creates a characteristic scale in both indoor and outdoor rooms, and allows their work to develop a bond with its place -- a sense of having always been there.

TRADITION Determining the appropriate tradition of a project is a critical challenge for Robert Orr & Associates. We feel one's sense of the present must be tempered with an understanding of and respect for the history of architectural experience. Our work is an attempt to find those traits in building which bear truth and understanding, and continuity with the past.

TEAMWORK It is the philosophy of the firm that buildings, plazas, gardens, neighborhoods and cities which are conceived in terms of one another are far richer than when each of these is considered separately. A teamwork approach is critical to the success of this philosophy. Therefore, Robert Orr & Associates labors to include the input of all players -- planners, landscapers, technical consultants, builders, clients and the public at large. Due to this inclusive approach, the firm has had great success with committee clients and community action groups.

This studied approach has allowed Robert Orr & Associates to engage America's architectural traditions as well as its classical roots. Whether a commercial center on Cape Cod, an athletic center in Maryland, or a ranch house in Colorado, each project reflects a sensitivity to its place and the people who use it.

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Educational
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Education

1977

English

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1969

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CREDENTIALS and CERTIFICATION

Pennsylvania Assistant School District Superintendent Letter of Eligibility
Pennsylvania Instructional II Comprehensive English
Pennsylvania Instructional II Social Studies

PROFESSIONAL EXPERIENCE

1994 - Present

Director, Seaside Neighborhood
School Planning Project

Seaside, Florida

1992 - 1994

Associate Chair, Education Dept.
Director of Graduate Education
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Wilkes University

1988 - 1994

Director of Teacher Extension
Programs

Wilkes University
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Includes...

...graduate and undergraduate teaching

...administration of Project L.E.A.R.N. (Local Educational
Action Resource Network), a consortium of 22 basic and
higher education institutions, business and industry, and
community service organizations seeking to improve the
quality of local Kindergarten through University
education.

...Co-Director of the Northeastern Pennsylvania Writing Project, a National Writing Project site funded by a federal grant
 ...staff development planning and implementation for local private and public school teachers and administrators
 ...service on visiting educational evaluation teams: supervisory audits of local school district (function of the Pennsylvanian Association of Supervision and Curriculum Development) and Middle States evaluation visiting team

1987 - 1993	Educational Consultant	Performance Learning Systems, Inc. 466 Old Hook Road Suite 25-26 Emerson, NJ 07630
January 1985 - January 1987	Principal - Grades 7 through 12	Millville Junior-Senior High School Millville, PA 17846
1970 - 1980	Teacher of English, Speech Drama, Creative Writing	Greater Nanticoke Area School District Nanticoke, PA 18634
	Chaired District English Dept.	
1969 - 1970	Teacher of English and Reading Grades 8 and 9	Middle Country Central School District Centereach, NY 11720

SPECIAL HONORS

Represented Project L.E.A.R.N. at Middle States Association Awards recognizing this educational partnership as one of four best in Pennsylvania (1994)

Selected to the Pennsylvania Commonwealth Humanities Council Speakers' Bureau Program for 1989

Selected to present doctoral research findings at the American Education Research Association Annual Meeting in Montreal, April, 1983

One of the 35 graduate students selected nationally to participate in National Graduate Student Research Seminar in Educational Administration in Los Angeles, April, 1981 (sponsored by the National Institute of Education)

Vita
Dr. Rosemary Haydock Williams
Page 3

Nominated by the Greater Nanticoke Area School District for Pennsylvania Teacher of the year, 1979

Magna cum laude graduate of Wilkes College, 1969

RESEARCH AND PUBLICATIONS

"The School Administrator in Fiction"
Co-authored with Dr. Donald J. Willower
Published in The Educational Forum, Spring 1983

"Female School Superintendents' Perceptions of Their Work"
Co-authored with Dr. Donald J. Willower
Paper presented at the Annual Meeting of the American Educational Research Association in Montreal, April 1983

"Female School Superintendents' Perceptions of Their Work"
Doctoral Dissertation - March, 1983
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The Graduate School
Division of Education Policy Studies
Excerpted in Journal of Educational Equity and Leadership, 1983

PROFESSIONAL ACTIVITIES

Governing Board	NorthCentral Lead Teacher Center, Lewisburg, PA
Executive Board	PA Association of Supervision and Curriculum Development, Northeastern Region
Executive Board	Northeastern PA Writing Council

COMMUNITY SERVICE

Board of Governors, Seaside Institute, Seaside, Florida
Advisory Board Junior Leadership, Wilkes-Barre, PA (1988-1991)
Warrior 2000 Advisory Committee, Wyoming Area School District (1993)
Frequent public speaker (Kiwanis, Reading Council, Leadership Wilkes-Barre, Leadership Hazleton, etc.)

Vita
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Page 4

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The following is a partial list of individuals whose support and guidance have contributed to the success of the Seaside Neighborhood School Planning Project:

Rosemary and Ken Scoggins, Seagrove Beach

Linda and Bob White, Seagrove Beach

Mark and Melissa Breaux, Grayton Beach

Debbie Allen, Grayton Beach

Billy and Kelly Buzzett, Grayton Beach

Linda and James Boswell, Grayton Beach

Vivian White, Grayton Beach

Larry and Melissa Davis, Inlet Beach

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Beth Folta, Seaside

John Seaborn, Seaside

Linda Dwyer, Seaside

Kay and Benoit Laurent, Grayton Beach

Mark and Penny Dragonette, Seaside

David R. Williams, Seaside

May 21, 1996

Dear Sir, Mam,

Hi my name is Jessica Scoggins and im writing this letter in hope that you will make the new Seaside School a charter school.

I think it should be a charter school because some kids dont have the money to afford to go to a private school and it might be their hope and dream to go to the new Seaside School and it might have to remain only a dream. I know im sure excited about the new Seaside School, I cant go to freeport because it is to far away so the new Seaside School is pretty much the only place for me to go. Please take the letter under consideration.

Sincerely,
Jessica Scoggins

5-30-1996

To whome it my concern,

I am writing to show my support for the seaside neiborhood school. I believe that a charter scool will be our first step into the future. Giving us the freedom to make changes to help each child learn and grow at their own pace. I pian to send my son to the school public or private. I do hope that I will not be made to pay for the education that I feel my child needs. I donot feel that this school in any way will take away from Bay or freeport. If any thing it will open our eyes and our minds .Let us do something! please.

Sincerely,

Vannessia Moyer

13911 Backbeach road # 148
Panama City beach , Fl, 32413

May 28th, 1996.

To Whom This May Concern:

We are writing this letter in support of the initiatives of the Seaside Neighborhood School to achieve charter school status through a proposal to the Walton County School Board.

Charter schools are fundamentally sound in principal, given their integrative role in a community's day to day activities. To this extent we are analyzing the allocation of land to accommodate a charter school within our own town limits at Rosemary Beach.

We have invested substantially in Walton County and consider the orderly, well managed community growth of the County to be a high priority. In this regard the Seaside Neighborhood School is a very positive step toward that end.

Sincerely,



Patrick Bienvenue

President

The Village at Inlet Beach, Inc.

Rosemary Beach

May 28, 1996

To Whom It May Concern:

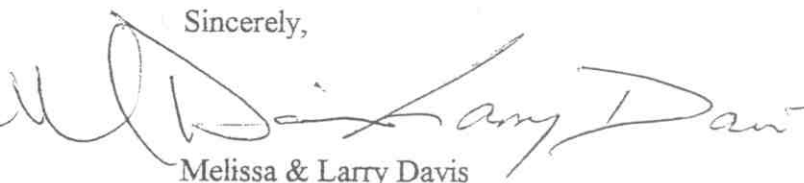
We are writing in support of the efforts of the Seaside Neighborhood School to achieve charter school status through a proposal to the Walton County School Board.

We believe that a charter school, as an independent public school, will be good for our community, our son Hunter, and the other children of this area because:

- avoiding the commute to a middle school located in Freeport will allow more time for education rather than travel time on very busy state highways
- as working parents, we will be able to be more involved with his education by being located south of Choctawatchee Bay
- Hunter suffers a form of learning disabilities and we feel very strongly, from the meetings we have attended, that the curriculum will be well suited for his needs
- as the owner of a real estate brokerage office (Davis Properties of Northwest Florida, Inc.) we constantly hear from buyers that would choose to make South Walton their home, but they also are very concerned about the quality of education for their children.

In conclusion, the Seaside Neighborhood School will serve as an appealing alternative for those parents choosing to become more involved in their children's education and continue to help make our community a better place to live.

Sincerely,

A handwritten signature in cursive script, appearing to read "Melissa & Larry Davis", written in dark ink.

Melissa & Larry Davis
P.O. Box 4662
Santa Rosa Beach, FL 32459
(904) 231-5082

May 30, 1996

To Whom It May Concern:

The purpose of this letter is to express wholehearted support of the Seaside Neighborhood School in its efforts to attain charter school status. South Walton needs and deserves a middle school which will be open to any student who wishes to attend.

As a parent, I have been actively involved in the effort to bring a new elementary school to South Walton. My daughter was in first grade when I started going to meetings about a new elementary school; this fall she will be entering sixth grade. Now we have a dedicated group of citizens who have devoted enormous amounts of time and energy towards the organization of a middle school. Plans are in place for housing the school, hiring teachers, methods of teaching, tapping of local resources, fundraising to help build a permanent home for the school, etc. Many parents and students are excited about the possibilities.

Having been recognized for the past three years as "outstanding volunteer of the year" at Bay Elementary, I believe that parent involvement is essential to the successful education of our children. With a South Walton middle school in place, I can continue my volunteer efforts while I work around my busy work schedule as a realtor and owner of a vacation rental business. Freeport is simply too far away to allow me to remain involved.

As a realtor, I can attest that having a viable middle school in the area will help South Walton become a true community instead of being only a vacationers' paradise supplemented by community. Although many people report they would like to live in our area, they are not willing to send their children to school so far away. Another concern is that Freeport can only be reached by one reasonable route which involves crossing the 331 bridge.

While I realize that the Seaside Neighborhood School could in no way at this time replace Freeport as a middle school for entire South Walton, I believe that we deserve an educational alternative. We want and need to keep our children close to home, neighborhood, and their family support group. We have the groundwork in place; please endorse our efforts and allow us to keep the Seaside Neighborhood School open to and for the entire community.

Sincerely,

Rosemary Scoggins

Rosemary Scoggins
51 Holly St.
Seagrove Beach, FL 32459
or P.O. Box 4849
Santa Rosa Beach, FL 32459

5/30/96

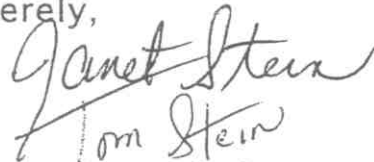
To Whom It May Concern,

We are writing in support of the Seaside Neighborhood School to achieve charter school status through a proposal to the Walton County School Board. We believe that a charter school, as an independent public school, will be good for our community. Inherently, education is a personal venture. To ensure success each community and each individual must take ownership and responsibility for the educational process.

It is in this spirit that we wholeheartedly support a charter middle school in South Walton. When a community becomes involved and committed to the educational process students will follow suit. Bay Elementary is a prime example of how parents, teachers and students working together can go beyond what is expected.

Do not stifle education in South Walton. Do not prevent the opportunity for students to learn and develop in their own community with the support of their family and community. Supporting charter schools in Walton County is supporting Walton County, its communities and its future!

Sincerely,

Handwritten signatures of Janet and Tom Stein. The signature for Janet is written above the signature for Tom.

Janet and Tom Stein

268 West Pt. Washington Rd.
Santa Rosa Beach, Florida 32459



INVESTMENT PERFORMANCE INC.

May 30, 1996

To Whom It May Concern:

As a South Walton resident, a business owner, and most importantly as the father of a middle school age daughter, I want to express my support for the Seaside Neighborhood School in its quest to achieve charter school status.

I believe that a publicly supported middle school in South Walton would benefit our community by providing an innovative educational alternative for the children of South Walton residents. Our children would be able to receive an education uniquely designed to meet individual needs. The school would be small and close to home encouraging the involvement of parents and community members. Although I realize there are many things a small school cannot offer such as team sports, I believe that such a middle school which South Walton can call its own can and will be a shining example for the schools of the future. I also believe that it is to the benefit of the Walton County School Board to be in support of such efforts and be leaders in our rapidly changing educational environment.

I view these plans as a unique opportunity for the Walton County School Board. Please support the school by quickly moving to grant charter school status to the Seaside Neighborhood School.

Sincerely,

Kenneth W. Scoggins
President,
Investment Performance, Inc.
P. O. Box 4880
Seaside, FL 32459

May 29, 1996

To Superintendent King of Walton Co. Schools:

We are requesting your support for the Seaside
Neighborhood School to achieve charter school
status.

We believe that a charter school, as an independent
public school, will be good for our children and
community. Please support our school.

Sincerely,

Norma + Arnaldo Capote

Norma and Arnaldo Capote
Box 592
Panama City, Fl. 32402

May 29, 1996

To Superintendent King of Walton Co. Schools:

We are requesting your support for the Seaside
Neighborhood School to Achieve charter school
status.

We believe that a charter school, as an independent
public school, will be good for our children and
community. Please support our school.

Sincerely,

Josephine & David R. Brewer

Josephine and David R. Brewer
135 Boca Lagoon Dr.
Panama City Beach, Fl. 32408

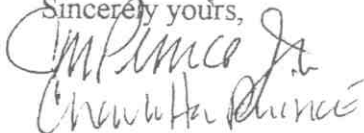
May 30, 1996

To Whom It May Concern:

We are writing in support of the efforts of the Seaside Neighborhood School to achieve charter school status through the proposal to the Walton County School Board.

We believe that a charter school, as an independent public school, would be beneficial to our child because it will provide an unique educational opportunity in our immediate community. Having a school in close proximity verses a school that is forty minutes away from our home, would be more advantageous in meeting our child's physical and educational needs.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Chuck & Charlotte Prince".

Chuck & Charlotte Prince
66 Walton Gulfview Dr.
Panama City Beach, Fl 32413

BEACH HOUSE

V A C A T I O N R E N T A L S

June 1, 1996

Dear Board Members,

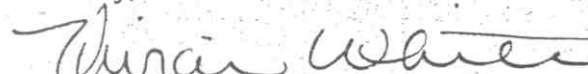
It is my understanding that you are considering a proposal by the Seaside Neighborhood School to attain charter school status. I would like to add my support to these efforts and encourage you to advance this worthy cause.

Such a school is needed in south Walton county to fill the expanding needs of a community where more and more children each year need this kind of alternative education. There seems to be more school age children in our area as more families make south Walton their permanent residence, just as we have done.

I pledge to you my support and involvement at the charter school if you see fit to authorize it. As you know, we desperately need a middle school in this area of the county, and the legislation passed this year authorizing charter schools affords us a unique opportunity to start one of the first such schools in Florida.

Thank-you in advance for your support, as I know you will do what is best for our community.

Sincerely,


Vivian White

GERALD W. ANDERSON & SANDRA FISKE
60 LIVE OAK STREET
SEAGROVE, FLORIDA 32459

June 1, 1996

To Whom It May Concern:

We are writing to express our strong support of the Seaside Neighborhood School's effort to gain charter school status through a proposal to the Walton County School Board.

We believe that the School Board's approval of a local charter school is to everyone's advantage... the community, the local school system, and most importantly, the children in this area. Our nation began with small, neighborhood schools and there is much evidence that this model is still one of the most effective available. The Walton County School Board has an opportunity to provide choice to our local students. A neighborhood charter school for the middle grades will eliminate long bus rides for the children and will provide a school site dedicated to innovation in educational methodology and technology.

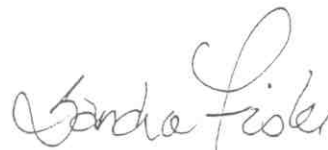
The implications for every child in the school system are tremendous. Innovations and new technology can be tried and tested on a small scale and successful efforts can be incorporated into other schools. All of this would be at no additional cost to the taxpayer. An educational effort such as this will help make the county and its' School Board a leader in ongoing nationwide efforts to improve our public schools.

We look forward to helping to make the Seaside Neighborhood School a success.

Sincerely,



Gerald W. Anderson



Sandra Fiske

June 3, 1996

To Whom It May Concern,

I am writing in support of the efforts of the Seaside Neighborhood School to achieve charter school status through a proposal to the Walton County School Board.

As a former educator, I believe that a charter school, as an independent public school, will be good for our community. Schools add permanency to an area. Friends and family relationships develop around the activities provided by a school.

The Seaside Neighborhood School will allow each child to receive an education in a small school setting. It will give individual and emotional support to each student. It will prepare each student by teaching life skills, encourage children to succeed, and prepare them to become independent. Students will have the opportunity to be what they want to be.

The school will provide an atmosphere to raise well rounded, considerate and responsible children by providing them the opportunities for challenge. It can provide many facets of academic skills and activities by drawing from the resources of the community. It will encourage everyone to participate, and activities will nurture life skills and quality of character which are fundamental goals of education.

The school will show children that they are important and will give them the opportunity to do anything they have energy and will to do. It will keep the children closer to their community and encourage them to become active, positive, and responsible members of society. It will give the students the opportunity to give back to the community which has blessed them abundantly.

Sincerely,

Barbara Cramer

Barbara Cramer
271 W. Grove St.
Seagrove Beach, FL 32459

May 31, 1996

To Superintendent King of Walton County School:

We are writing in support of the efforts of the Seaside Neighborhood School to achieve charter school status through a proposal to the Walton County School Board.

We believe that a charter school, as an independent public school, will be good for our community and our children. We are committed to this school with our support and our labor. Please support our school.

Sincerely,

Paula & Robert Dubuissone

Paula and Robert Dubuissone
1405 W. Beach Dr.
Panama City, Fl. 32401

