

Freshman Campus leadership named

Amid the excitement and positive reactions, the words “trust,” “confidence,” and “student-centered,” were repeated often when it was announced that Jan Borja and Gene Helfrich would be the Principal and Assistant Principal, respectively, of New Trier High School’s Freshman Campus opening in August 2001.

Ms. Borja and Mr. Helfrich were selected from a candidate pool of internal and external applicants who were interviewed by a committee comprised of teachers,

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Jan Borja, Principal

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Gene Helfrich, Assistant Principal

Current 7th graders will be “first” at New Trier’s Freshman Campus

New Trier’s Freshman Campus will open in August 2001 at the District’s Northfield campus. With District enrollment projected to increase from 3,428 to 4,505 students between the years 2000 and 2009, the New Trier Board of Education voted on June 8, 1998 to open a temporary freshman-only campus. The Northfield campus now houses the District’s administrative offices, New Trier Extension community education program, West Center Academy and numerous tenants who will relocate. It was home to New Trier West High School from 1965-1981.

A 45-member Task Force, chaired by Board members Buz Graettinger and Adair Waldenberg and comprised of staff, community members, and students, focused on the curriculum, extracurricular program, facilities challenges, and staff assignments on the two campuses. They also addressed the organization of New Trier as a two-campus, one-school District and made several recommendations.

Administrative structure

The Principal and Assistant Principal already have been named (see column at left). Department Coordinators for English, Kinetic Wellness, Mathematics, Modern and Classical Languages, Science, Social Studies, and Special Education will be named in late May. They will work next year with Department Chairs and the administration to continue to plan the transition.

The Freshman/Upper-class Campus Model solves the District challenge of enrollment growth in a measurable, definable, affordable way. It allocates resources fairly and equitably. Most important, it allows students to stay with classmates all four years.

Board President Chuck Happ

Also in late May, two faculty members with released time from part of their teaching assignment will be named Freshman Campus Athletics/Intramurals Coordinator and Activities Coordinator. In addition, a new Freshman Boys Adviser Chair will be named to work with JoEllen Ham, Freshman Girls Adviser Chair. The new chair will replace Gene Helfrich, who will be Assistant Principal of the Freshman Campus. The position of Modern and Classical Languages Department Chair will be posted next fall to replace Jan Borja, who will be Principal of the Freshman Campus.

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New Trier's Freshman Campus opening in fall 2001

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Committees plan for change

The Task Force is continuing to work on space planning for the academic program and determining the possible location of departments and administrative offices. The group's three sub-committees are examining issues and making recommendations concerning academic issues, operations, and student services. Some of the recommendations include changes to the adviser program, desirable because of the transition into and from the Freshman Campus. Adhering to the Freshman Campus' philosophy of "Identity, Community, Transition," the freshman adviser program will include more group and teaming activities among adviser groups.

"Thanks to the hard work of numerous staff members and community participants, we are on target with our planning of the Freshman/Upperclass Campus program," said Superintendent Hank Bangser. "The Task Force has identified a philosophical framework for the Freshman Campus and has crafted recommendations."

Staffing Committee surveys faculty

To determine institutional and individual factors that may affect staffing at both campuses, a committee comprised of teachers, administrators, and Board members in February surveyed the New Trier faculty to gather information about how teachers perceive staffing assignments at both the Freshman and Upperclass Campuses. Results indicate sufficient interest among faculty to staff both sites. Survey results were used to develop staffing guidelines for the two campuses.

In the survey, teachers were asked, "How important are the following factors for the *institution* to consider when staffing the Freshman Campus." The factors they identified as most important for New Trier to consider when staffing both campuses are shown in the following chart:

“Thanks to the hard work of numerous staff members and community participants, we are on target with our planning of the Freshman/Upperclass Campus program.”

**Dr. Hank Bangser
Superintendent**

Factor	Importance
Curriculum needs	97%
Adviser and student service needs	85%
Need for core group to teach fulltime at Freshman Campus	77%
Maintain balance of experience of teachers	75%
Need for core group over time (i.e. 3-5 years)	64%
Need for current adviser to continue with advisees	59%

Survey results showed that teachers view athletic and activity needs as important factors to consider when staffing both campuses; however, they were not ranked as important as the six factors shown in the chart above. Teachers believe the most important factors to consider are the curriculum needs, the adviser and student services needs, the need for a core group of teachers to teach fulltime at the Freshman Campus, the ability to maintain a balance of new and experienced teachers at both campuses, and the need for a core group of faculty to stay at the Freshman Campus over time to build and maintain traditions and culture.

Staffing procedure guidelines

The goal of all staffing decisions is to balance institutional needs with individual preferences to staff both the Freshman and Upperclass Campus in a

manner that delivers the best possible educational program to students.

The proposed staffing procedures are grounded in the following beliefs:

- Students and their needs are at the center of staffing and every other educational decision.
- The two campuses are one school, and teachers belong to one faculty.
- Both campuses are joined in a commitment to excellence in teaching and learning.
- The opening of a Freshman Campus will have an impact on the students, teachers, and curriculum of both campuses.
- Both the opening of the Freshman Campus and the consequential changes at the Upperclass Campus are exciting opportunities for both students and staff.

Institutional Needs

The academic program is the primary institutional factor to be considered when making staffing decisions. Department chairs, in collaboration with the administration and teaching staff, will determine the academic needs at both the Freshman Campus and the Upperclass Campus. Those needs will be matched with the teachers' strengths and experiences to make teaching assignments.

The adviser program is the second institutional factor in staffing decisions. In an ideal program, advisers of upperclassmen in 2001-2002 would continue with their current group of advisees; however, adherence to that ideal may mean that some advisers of upperclass students will teach at both campuses, dividing their day and commuting. Because of the needs of the academic program at the Freshman Campus, a small number of advisers may even leave their current group of advisees. In terms of the freshman program, it would be desirable for advisers of fresh-

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men in 2001-2002 to be on that campus for the entire day. Practically, however, to meet the needs of the academic program, some freshman advisers may need to teach at the Upperclass Campus as well. The needs of the adviser program will require flexibility on the part of teachers, administrators, and the community.

Other institutional needs which also may play a role in the assignment of teachers to either of the two campuses are:

- The need for a core group of faculty to serve fulltime at the Freshman Campus over time. This group will be essential to establishing the campus' identity, traditions, and culture.
- A balance in years of experience of teachers, with both campuses having similar proportions of less and more experienced teachers.
- Both campuses require teachers committed to the co-curricular activities of students. All other factors being equal, it would be desirable to have teachers lead co-curricular activities at the campus of their primary responsibility.

Freshman Campus Staffing Procedures

After department chairs and the administration have defined the institutional needs and teachers have communicated their individual preferences, department chairs will poll teachers as to whether they have a strong interest, some interest, or little interest in teaching at the Freshman Campus. Department chairs then will use the following procedures to assign faculty to the Freshman Campus:

- Volunteers with a strong interest in teaching at the Freshman Campus will be given priority, provided they meet the needs of freshman programs.
- If the number of volunteers in a department exceeds the number of available positions, the teachers who best meet the needs of the freshman program will be assigned first.
- Teachers with some interest in teaching freshman courses and who meet the needs of the freshman program will be assigned next.

The Staffing Committee has been impressed with the professionalism of the faculty and, as always, their commitment to our students during this time of transition. We join them in viewing the opening of the Freshman Campus as a new and exciting opportunity for the students of our District.

*Dr. Betty Brockelman
Assistant Superintendent
for Curriculum and Instruction*

- If more teachers are needed to fill the academic and adviser program needs at the Freshman Campus, non-volunteers will be assigned to the Freshman Campus.
- Department chairs, working with the department coordinators, will consult with the principals of both campuses about the needs of both the academic and the adviser programs. The department chairs then will recommend campus assignments to Betty Brockelman, Assistant Superintendent for Curriculum and Instruction.

Two other Freshman/Upperclass Campus Staffing committees, focusing on support staff and physical plant services, are meeting to identify personnel needs, processes and timelines for postings, applications and/or transfers to positions.

Operations Committee

Having identified an administrative structure and a daily schedule for students, the Operations Committee is now working on issues that will need to be addressed regarding staff scheduling, technology, commuting between the two campuses, and facilities. Working with the archi-

ects, the Committee has developed a facilities plan that recommends the location of each departmental office and classrooms as well as the offices for administrators, adviser chairs and the social work team.

Student Services Committee

The Student Services Committee is discussing how to implement programs for athletics, performing arts, student activities and the adviser system. The group's goal is to provide each student with experiences that will contribute to the sense of community, his/her emerging identity, and facilities transition. The sub-committee's philosophy is:

- We care about the development of the "whole child."
- We would like each student to:
 - develop a "love of learning,"
 - experience the joy of participation, and
 - contribute to and enjoy being part of a community.
- We want to provide students with opportunities to take risks in informal, less competitive activities.

Academic Committee

The Academic Committee continues to work on identifying ways to provide freshmen with the same broad range of course offerings that is currently provided. They also are exploring the possibility of offering more introductory courses and expanding interdisciplinary course offerings.

"How we feel about the Freshman Campus is evident in our philosophy which is *Identity, Community, Transition,*" said Jan Borja, Freshman Campus Principal Designate. "We want to help students individually and as a class of freshmen build a strong identity. We want to develop a sense of community among the students and adults who will be housed at the Freshman Campus. Third, we want to emphasize programs and activities that will help students successfully transition into the Freshman Campus as well as into the Upperclass Campus. We strongly believe freshmen will have an outstanding experience at this new facility."

Voluntary Enrollment Model approved as one of two long-term facilities options

This model addresses community needs by expanding opportunities for students and providing a choice of large school and small school environments for different learning experiences.

Onnie Scheyer, Board Member and Task Force Co-Chair

The Voluntary Enrollment Model calls for New Trier to operate two comprehensive, independent high schools — a school of about 3,000 students in Winnetka and a school of about 1,000 students at the Northfield Campus. Students in the District could choose to attend either the large school or the small school.

At the February 22 Board Meeting, the Board unanimously adopted the Voluntary Enrollment Model as a possible long-term solution to enrollment growth after receiving the Second Task Force Final Report on the model. At the same time, the Board eliminated the options of a single school in Winnetka and two four-year schools with a boundary. The Freshman/Upperclass Campus plan continues as a second possible long-term solution.

Superintendent Hank Bangser stated his position concerning the two options at the March 7 Board meeting. He recommended that the focus of the District should be on operating the Freshman Campus beginning in August 2001. He also identified December 2004 as the optimal time for the Board to determine whether to continue the Freshman/Upperclass Campus plan as the long-term option or begin the planning needed to implement the Voluntary Enrollment Model in August 2006. No formal Board vote was taken.

Following are excerpts from the Final Report presented by the Second Task Force on the Voluntary Enrollment Large School/Small School Model:

A District Model

“... The Voluntary Enrollment Model is a District model. The services would be in

Voluntary Enrollment Model Highlights

June 1998

Board authorizes study of Voluntary Enrollment Model

January 1999

Board receives First Task Force Final Report, indicates support for the model and authorizes Second Task Force study

July 1999

Board approves Second Task Force recommendation to hire the University of Chicago Survey Lab to conduct focus groups in the community about the enrollment models

Fall 1999

- Board receives Second Task Force Interim Report
- Task Force, administration and Board meet with elementary district parent groups to talk about the opening of the Freshman Campus, review long-term models for handling increased enrollment, and introduce the Voluntary Enrollment Model

February 7, 2000

Board receives Second Task Force Final Report

February 22, 2000

Board unanimously approves Voluntary Enrollment Large School/Small School Model as a long-term facilities option, joining the Freshman/Upperclass Model as the other potential long-term option

place as they are now, and all students would benefit from the quality, depth, and breadth of offerings in a district which serves 4,000 students. Students also would gain opportunities for leadership and activities because of the operation of two campuses. They would benefit on both campuses from an increased opportunity to know classmates and faculty, due to the smaller student body in both locations....”

Curriculum

Curriculum would be generally the same as it is now in the large school; different in the small school. “For the small school, we envision a strong program in English, mathematics, science, social studies, and the modern and classical languages. We propose keeping the same level system that is now used at New Trier.... We also envision a rich variety of

elective courses. On an annual basis we would not be able to offer every course in the small school that we offer in the large school, just as a small college cannot offer every area of specialization that a large university offers. However, we are confident that the small high school can offer electives in every discipline and most of the senior capstone courses offered by the large high school.”

Facilities

“If the Board decides to convert the Freshman Campus to a four-year high school of 1,000-1,200 students, some additional facilities modifications will be required, but more than 90% of the Freshman Campus improvements will remain as designed.”

... “If the Voluntary Enrollment Model is implemented, the Winnetka Campus can be returned to use as a four-year school of approximately 3,000 students with very few modifications. The large school enrollment will likely range between 3,000 and 3,400 students. The Winnetka Campus has proven that it can easily support a program for 3,000 students, and that it can be stretched to serve over 3,400 students if necessary.”

Finance

Approximately \$24 million in capital costs are necessary in 2001 to convert the Northfield Campus to the Freshman Campus. Approximately \$5-6 million in additional capital expenditures would be needed to implement the Voluntary Enrollment Model at the Northfield Campus. Also, the additional annual cost of operating the Voluntary Enrollment Campus plan beyond the Freshman/Upperclass Model is approximately 5% of the total current budget, or \$2.5 million.

Student Participation

Compared with the Freshman/Upperclass Model, the Voluntary Enrollment Model would provide students with about 800 more openings in interscholastic sports and about 400 more openings in performing arts.

For a copy of the Task Force Report, call 501-6310.

Freshman campus leadership named

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administrators and Board of Education representatives. They were appointed at the March 20, 2000 Board meeting but will not assume their leadership roles officially until July 1, 2001, just prior to the opening of the Freshman Campus. Until then, they will continue to plan for the Freshman Campus, as both have been key members of the 1-3 Transition Task Force, a committee of staff, community members and students. The Task Force has been meeting throughout the year to study and make recommendations concerning academic issues, operations and student services for the Freshman and Upperclass Campuses, once the student population divides between the two sites at the start of the 2001-2002 school year.

“Gene and I are extremely excited to help lead the Freshman Campus and we are equally pleased to be working together again,” Ms. Borja said, referring to the five years that she and Mr. Helfrich had served together as Freshman Adviser Chairs, coordinating all student services programs and activities for freshmen and faculty members who served as freshman advisers. “Our shared vision for the leadership of the campus is one of open partnership with the students, faculty, support staff and all members of the New Trier community. I know I speak for both of us when I say we want to approach this daunting responsibility with a love and a caring for individuals and their different perspectives and roles.”

Ms. Borja began her New Trier career as a German and Spanish teacher in 1970 after teaching in Frankfurt, Germany. From 1989-91, she served as Sophomore Adviser Chair and was then named Freshman Adviser Chair, a position she held until her appointment as Modern and Classical Languages Department Chair in 1999. She received a bachelor of arts degree in German from Western

To create an inviting and nurturing freshman experience — one where connectedness, student engagement, risk taking, and personal responsibility are a reality — will be an exciting component of our roles as Principal and Assistant Principal.

*Jan Borja
Freshman Campus
Principal Designate*

Illinois University and a master of arts degree in German and German Literature from Northwestern University.

Mr. Helfrich began his New Trier career as a mathematics teacher in 1973 after teaching at Northbrook Junior High School. In 1978, he was named Adviser Chair and has served in this position for each of the four year groups — freshman, sophomore, junior and senior — with 15 of those years as Freshman Adviser Chair. He received a bachelor of science degree in mathematics and a master of arts in educational administration from Northwestern University.

“The student services arena has been my life since 1978 when I first became an Adviser Chair,” Mr. Helfrich said. “I have a deep investment in the quality of life for our students. Planning the Freshman Campus throughout this school year has been one of the most rewarding professional experiences I have had so far in my career. Now, I can look forward to a new phase — giving all my energy and passion for this experience to the Class of 2005.”

Mark your calendar for New Trier’s Centennial Celebration

Distinguished New Trier alumni are responding with an outpouring of excitement to news of Centennial Celebration events being planned for the 2000-2001 school year. All New Trier alumni, numbering over 40,000, will be invited to participate in special activities during the year-long celebration involving the entire New Trier High School community, past and present.

The celebration will kick off at New Trier’s Homecoming football game on September 23, 2000, with a Centennial Tailgate Party and special halftime events. Various distinguished alumni will present community lectures and speak to students throughout the year. An alumni and faculty Art and Book Showcase and Sale will be held on November 3, 4 and 5, 2000, featuring the work of New Trier authors and artists.

On April 27, 2001, New Trier will host a Birthday Open House featuring student performances. The Centennial Celebration will culminate on April 28, 2001, with a gala dinner dance. Complete details of all Centennial activities will be mailed to alumni and community members in late August 2000. Information on Centennial events also will be posted on the Centennial Web site at www.newtriercentury.org and the Centennial Infoline at 847-784-2345.

Mark your calendars now to join in this once-in-a-lifetime opportunity to celebrate the “New Trier Century: Opportunity, Excellence and Tradition.”

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Centennial Celebration

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Among the distinguished alumni who have said they're interested in participating in the New Trier Centennial Celebration are:

- Pete Burnside '48, baseball player.
- Liz Callaway '78, actress/singer.
- Ann Compton '65, White House correspondent for ABC News.
- Thomas Miller '66, American Ambassador to Bosnia-Herzegovina.
- Christie Hefner '70, Playboy CEO.
- Walter Jacobson '55, WFLD-TV Chicago news anchor.
- Virginia Madden '79, actress.
- Hugh "Wyatt Earp" O'Brian '41, actor.
- Charles Percy '37, former U.S. Senator.
- Donald Rumsfeld '50, former Secretary of Defense.
- John Robson '48, businessman, corporate Board member and former Presidential appointee.
- Sharon Percy Rockefeller '62, WETA-TV CEO.
- Rich Samuels '59, reporter for WTTW-TV Channel 11 in Chicago.
- Terry Savage '62, *Chicago Sun Times* columnist and financial whiz.
- Dr. Dennis Selkoe '61, Alzheimer's Disease researcher at Harvard Institutes of Medicine, will try to return and share his "fond memories of life at NTHS," as well as the "joys of a career in science and technology."
- Jack (Hans) Steinberger '38, Nobel Prize winning physicist.
- Charlie Trotter '77, Chicago restaurateur.
- Scott Turrow '66, author.
- Ed Zwick '70, movie producer.
- Athletes Mike Pyle '57, formerly of the Chicago Bears, and Peter Mannos '72, member of the soccer Hall of Fame, will participate in community youth sports clinics.

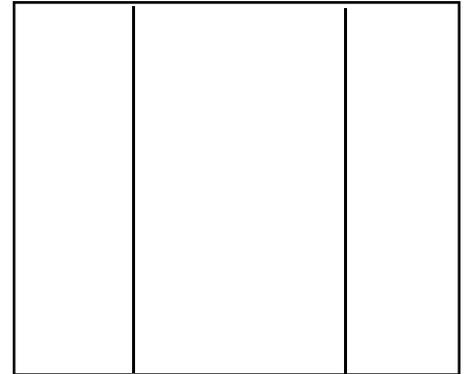
Students win national Westinghouse competition

New Trier senior Steven Malliaris and former New Trier student Danair Hussain won top honors in the 1999 National Siemens Westinghouse Science and Technology Competition, which recognizes exemplary independent student research projects in the physical or biological sciences, or mathematics. The two will share \$120,000 in college scholarships for their original computer program which applied Darwin's Theory of Evolution – survival of the fittest – to basic computer functions in order to improve methods of data storage and retrieval.

"Through tremendous initiative, the team used their knowledge of one scientific area – specifically Darwin's Theory of Evolution – to develop new techniques in another area of science – information and computer science," said one of the Westinghouse judges. "We judges were very excited to see this level of science being done by high school students."

It was during their junior year at New Trier that Malliaris and Hussain got the idea for their computer program. "We were in the computer lab talking about how we could use the theory of evolution to improve a computer program," Malliaris said. "We decided we could adapt our initial set of functions using the evolutionary techniques of reproduction and adaptation to be very efficient."

"We judges were very excited to see this level of science being done by high school students."



Steven Malliaris

Part way through their independent project, Hussain moved to Pennsylvania. He and Malliaris, however, continued collaborating via the Internet and telephone. They decided to enter their program in the prestigious Westinghouse competition.

Last fall, the two students and New Trier mathematics/computer science teacher Paul Sally went to Carnegie Mellon University in Pittsburgh to participate in one of the contest's six regional competitions. The students presented their computer program to a judges' panel of scientists and university faculty and took first place in the team division for the region. They were awarded a silver medal and \$30,000 in college scholarships to share.

As regional winners, the team advanced to national competition in Washington D.C. last December. Taking first place in the team division, Malliaris and Hussain took home gold medals, and an additional \$90,000 in college scholarships to share.

Back at New Trier, Malliaris continues his involvement in the chess team, math team, the radio control model club, and the theoretical physics club. He and Hussain plan to study computer science in college.

Music program is among top 10 in nation

New Trier High School was one of only 10 schools from more than 18,000 public high schools nationwide named a 2000 GRAMMY Signature Schools Gold recipient by the GRAMMY Foundation. Determined on the basis of a scoring system applied by a panel of top music educators and professionals, the award recognizes the school's high level of commitment to music education. One hundred schools were selected as Grammy Signature Schools. Of those, the top 10 were named Gold Recipients.

"Our community has always taken pride in New Trier's outstanding performing arts program, and this award verifies that its one of the best in the nation," said Principal Wes Baumann. "I am extremely

pleased for the music department's students and staff."

Eligible schools received applications from the GRAMMY Foundation last September. Responses were processed by an independent data compilation firm. Selected schools then were asked to submit additional documentation, such as recordings of school concerts, sample concert programs and music curriculum and repertoire, which was reviewed by an independent screening committee to determine the school's meriting Signature School status.

"We are very excited about this acknowledgment by professionals in the industry," said Music Department Chair and Performing Arts Coordinator Phil Smith.

"Our comprehensive music program is an integral part of New Trier's curriculum and provides students with the depth of technical training and performance opportunity they need to excel." Smith credits the combined efforts of students, staff, community, administration, and the Board of Education for the success of New Trier's music program. "A lot of things came together for us to win this award, but the students are at the center," he said.

The GRAMMY Foundation will present a \$5,000 cash award to New Trier's Music Department at a spring concert at the school. A non-profit arm of the Recording Academy®, the Foundation is dedicated to advancing music and arts-based education nationwide.

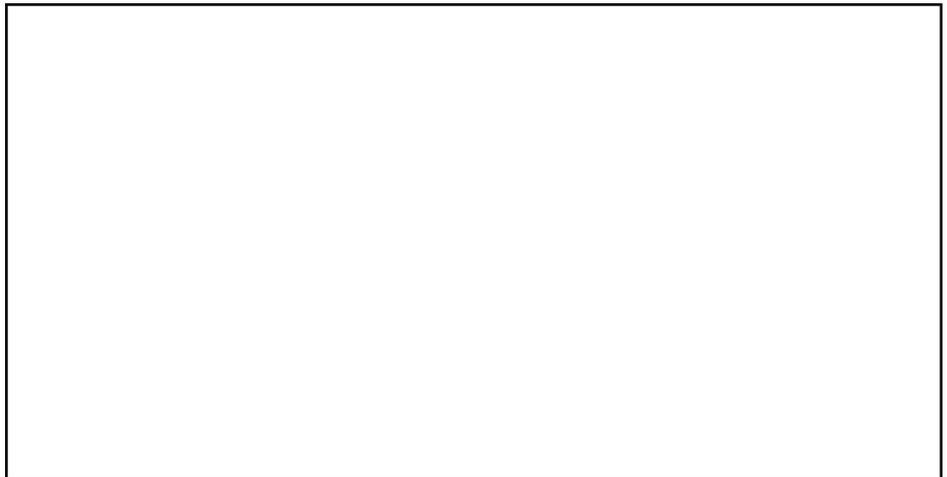
Students plan summer concert tour of China

The New Trier Chamber Orchestra and the Jazz Ensemble will tour China's Henan Province this summer and give concerts at the Great Wall of China, in conjunction with The Chinese Acrobatic Troup, and as part of a cultural exchange with a local school.

The tour, from June 8 - 21, will give students a first hand view of another culture. To prepare for the differences between American and Chinese culture, students will participate in three evening classes that will include presentations by several people who have lived in China.

As American musicians, group members look forward to "sharing things that are uniquely our own," said senior Adam Ferrari, drum set player. Junior Laura Usiskin, who plays the cello, is anxious to "play in venues that are completely different than American venues."

When not performing, students will visit the Forbidden City of the Ming and Qing Dynasty, Tiananmen Square, the first Buddhist temple in China, the Henan National Museum, the Dragon's Hall and the Forbidden City ruins of the Song



Members of the Chamber Orchestra and Jazz Ensemble will spend two weeks in China this summer, conversing through the international language of music to the hearts of their listeners and learning firsthand about another culture.

Dynasty, and the century old iron Pagoda. Students also will spend a morning participating in early Morning Dance Exercises with local people in Kaifeng.

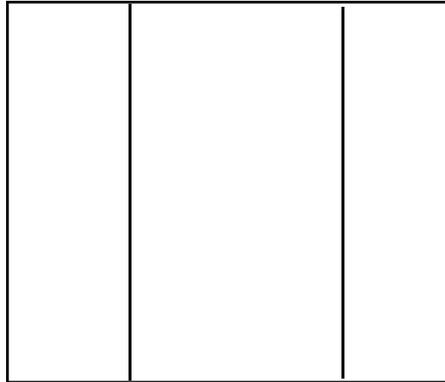
To help defray trip costs, students will host an on-line auction; sell their CD, "Bejing, My Kind of Town;" sponsor a "Weigh to Go" contest, with entrants guessing the weight of the tour group; and perform at several spring concerts,

including one featuring professional musicians Chick Corea and Gary Burton on Saturday, April 29, at 7:30 p.m. at New Trier. For further information about the concerts, call 847/441-NTHS.

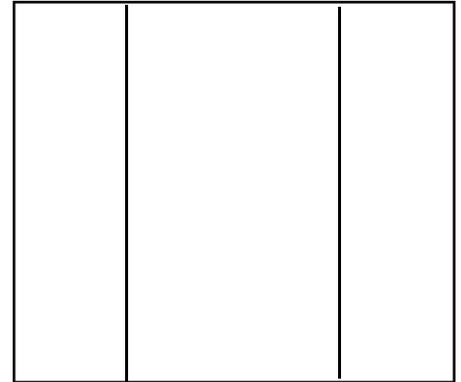
Plans for the China Tour are frequently updated on the trip's Web site, <http://ntjazz.com/ChinaTour>. All performances in China will be aired live over the Web site.

Science teachers elected to head national groups

Two New Trier science teachers have reached a new level of national and presidential distinction. Biology teacher Phillip McCrea has been named President of the National Association of Biology Teachers (NABT). Physics teacher Chris Chiavernia, current Vice President of the American Association of Physics Teachers (AAPT), will be that organization's President in 2002. The two associations involve teachers at both the high school and university levels.



Chris Chiavernia



Phillip McCrea

"Phil and Chris represent the very best in science education in America," said Superintendent Dr. Hank Bangser. "The fact that New Trier's Science Department includes two presidents of national organizations testifies to the remarkable achievements of our faculty."

Chiaverina has served as a delegate to U.S.-Japan-China conferences on Physics Education and has served as

President of the Chicago section of the AAPT. McCrea, currently secretary of the NABT Illinois affiliate, last November, represented NABT at a congressional hearing on the future of education in science. More recently, he attended the first summit of 60 presidents of biology organizations working on common goals.

"Phil and Chris have been dynamic and creative teachers for years, inspiring students and teachers by their efforts," said Gerry Munley, Science Department Chair. "Their work with their respective national organizations comes with the same vision and dedication. They are both a credit to their profession and to New Trier."

New Trier Township High School
District 203 • Board of Education
385 Winnetka Avenue
Winnetka, IL 60093-4295

Laura Blair Bertani, Editor
Director of Personnel and Communications

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