

Catalyst

VOICES OF CHICAGO SCHOOL REFORM

THE PERENNIALS

Close schools

by Dan Weissmann

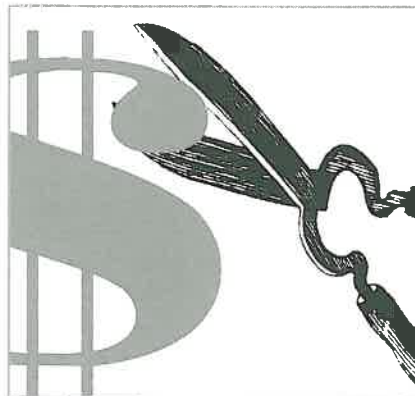
Whenever the Board of Education takes out its budget knife, people in high places point to the dozens of underused schools in the city, telling the board to shut them down.

These calls have issued from City Hall and the State Capitol. As Supt. Argie Johnson matter-of-factly told the anguished supporters of schools put on the chopping block this year, "Legislators have said to me ever since I came here that we have empty seats, and I know that we do. We must deal with the closings of some schools so we will be able to open all schools in September."

The pressure to close schools is understandable. When there are seven schools within a six-block radius that together have 43 empty classrooms—which is the case in an area surrounding the new United Center—it doesn't make sense to keep all of them open.

Yet closing schools generates relatively little financial savings and can impose educational costs. In addition, some activists say the board is missing an opportunity to bring social services closer to children; excess space should be rented to non-profit and government agencies, they say.

See **CLOSE SCHOOLS** page 5



NANCY GILDART

Stop busing

by Lorraine Forte

In the past few years, one public official after another has asked the same question: In a school system with only 12 percent white enrollment and deficits in the hundreds of millions of dollars, why spend \$35 million a year on busing for integration?

In April, Congressman William Lipinski called for an end to busing; outgoing School Board Vice President Juan Sanjurjo-Cruz and former board member Albert Logan have done the same. All three argued that the \$35 million would be better spent on improving neighborhood schools.

"I understand what the court says,

See **STOP BUSING** page 8

Sell land

by David Roeder

"Land is the only thing in the world that amounts to anything, for 'tis the only thing in this world that lasts ..."

Gerald O'Hara to Scarlett in
Gone With the Wind.

Land endures, in nature, in memory and on the books of the Chicago Board of Education. Superintendents, board members and funding crises come and go, but the board's identity as a property owner and landlord persists, along with demands that it dump its holdings and concentrate on the business of education.

The School Board was born with plenty of property, courtesy of a 210-year-old act of Congress that deeded land for public education. Down through the years, it actually has disposed of most of what it didn't need for a school. It's easy for the board's critics, especially those in Springfield, to portray it as a wastrel-like Donald Trump that collects rents without buying textbooks. But the reality is that because of how Congress formed school districts, it's not that easy to separate the issues of property and education. Prudent property management may dictate that much of the excess property still in the

See **SELL LAND** page 10

Lighting fires for change

Recent developments at Herbert Elementary on the Near West Side (see Front Lines) suggest a new, if unorthodox, approach to school improvement: Tell every underused school in the city it has to figure out a way to attract more students or be shut down.

That was the warning Deputy Supt. Marjorie Branch issued to Herbert last year. And, all of a sudden, a 2-year-old improvement program that some staffers had been resisting didn't look so bad after all. "I think for the first time some people saw how being a 'Comer school' could help the school stay open, and they started giving it a chance," says Rodney Brown, an outside consultant for the Comer School Development Program, which focuses on helping schools handle the social problems that hamper learning.

Branch also suggested that Herbert adopt a Spanish, dual-language program to attract students from overcrowded Hispanic schools. While Herbert rejected that idea, it did adopt a curricular focus: entrepreneurship. A new principal who had been a teacher at Herbert played an important role in Herbert's fresh start. But the warning from Branch certainly helped. As it turned out, Herbert was spared a shutdown—it's not clear why—and is slated to receive students from nearby Suder Elementary, which also is underused.

Underused schools have a number of options for filling space. Wooing students from overcrowded schools is the most obvious. They also could roll out a welcome mat for the new, small schools that are looking for homes. (See Updates.) Crane High School, for example, finally got itself off the "hit list" by turning over a wing to Foundations School, a teacher-run elementary school, and by taking in a number of citywide school workers who once had their desks at Pershing Road. A handful of schools across the city have brought such ancillary ser-

vices as health care into their buildings. Price Elementary even wants to house wards of the state. (See Updates.)

There's precedent for a do-or-die approach to school closings. The School Board's new overcrowding policy gives schools a year to reduce class sizes—by adopting, for example, a year-round schedule—or have students bused to other schools. Perhaps underused schools should be given a year to show progress toward using their excess space. Schools might not fill up, but they probably would end up doing a better job with the kids they have.



As *CATALYST* goes to press, Republican legislation that continues the radical overhaul of the Chicago Public Schools has just arrived on the governor's desk. It goes overboard on the Chicago Teachers Union (CTU). Besides barring strikes for 18 months, it strips such major issues as class size, staffing, assignment, the academic calendar and hours and places of instruction from the purview of collective bargaining. It's one thing to rescind laws passed over the years to protect the union, but it's quite another to narrowly restrict the scope of what the union and School Board can talk about.

If the board that Mayor Richard M. Daley appoints likewise treats the CTU as the enemy instead of a potential ally for change, school reform will suffer. The teachers union is not blameless for the school system's ills, but it is the only entity that teachers trust. Hacking at it is more likely to hurt than help performance in the classroom.

On the plus side, provisions in the legislation for school accountability press a powerful lever for school change. If student achievement doesn't improve, whole faculties could suffer the consequences. That should light some fires.



ANOTHER AWARD *CATALYST* Managing Editor Lorraine Forte and Associate Editor Debra Williams have won a Peter Lisagor Award for reporting for their package of articles on truancy in the wake of the School Board's decision to fire all its truant officers. The Lisagor contest is sponsored by the Chicago chapter of the Society for Professional Journalists.

Linda Long Lorraine Forte

CATALYST: Voices of Chicago School Reform is an independent publication created to document, analyze and support school improvement efforts in Chicago's public schools.

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PRINTED BY
Glenbard Graphics

Published nine times a year (monthly except January, July and August) by the Community Renewal Society, 332 S. Michigan Ave., Suite 500, Chicago, Ill. 60604. Phone: Editorial (312) 427-4830; Advertising (312) 202-5435. FAX (312) 427-6130. Copyright 1995, Community Renewal Society. All rights reserved. The opinions expressed in *CATALYST* are not necessarily those of CRS. Free to Chicago's local school council members. Annual subscription rates for others: students/unemployed, \$10; parents/community, \$15; professionals, \$20; organizations/institutions, \$25. Back issues: \$1 if picked up; \$2 prepaid if mailed.

Catalyst

VOICES OF CHICAGO SCHOOL REFORM

VOLUME VI NUMBER 9
JUNE 1995

PERENNIAL MONEY MATTERS

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Small savings, big headaches. Plus: "No, you go," shout Lindblom neighbors . . . Metro High declines at Crane, but enrollment is on the rise.

1 Stop busing

If the School Board stopped desegregation busing, every school in the city would be affected. Plus: Other facts about a common but controversial topic.

1 Sell land

Board hires a real estate consulting firm to clean up an inherited mess. Plus: What if the board had kept Midway Airport?

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New principal, closing threat jar Herbert Elementary, a Comer Program school, into action. Meanwhile, Comer hasn't clicked at Brown, which is on remediation.

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A special look at the T.I.M.E. Project: From new mops to new hiring rules, T.I.M.E. aims to set new course . . . Board ventures into privatization . . . Chicago schools join Hallmark, Taco Bell in "re-engineering"

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1995, Peter Lisagor Award, Reporting.
1994, Best Newsletter, Educational Press Association of America
1995, 1994, 1993 Distinguished Achievement Award, Educational Press Association of America.
1993 Peter Lisagor Award, Best Newsletter.

Board closes schools

On May 24, the Board of Education voted to close four school buildings and vacate four others for students from overcrowded schools.

The maps on this page show the neighborhood schools that will be affected. Howland, Medill Primary, and Schiller will be closed, Dumas and Suder will be retooled.

The board used two criteria for selecting these schools:

- Whether students would be able to attend another school within a mile and a half. (The state reimburses school districts for busing only if students live more than a mile and a half from a neighborhood school.)

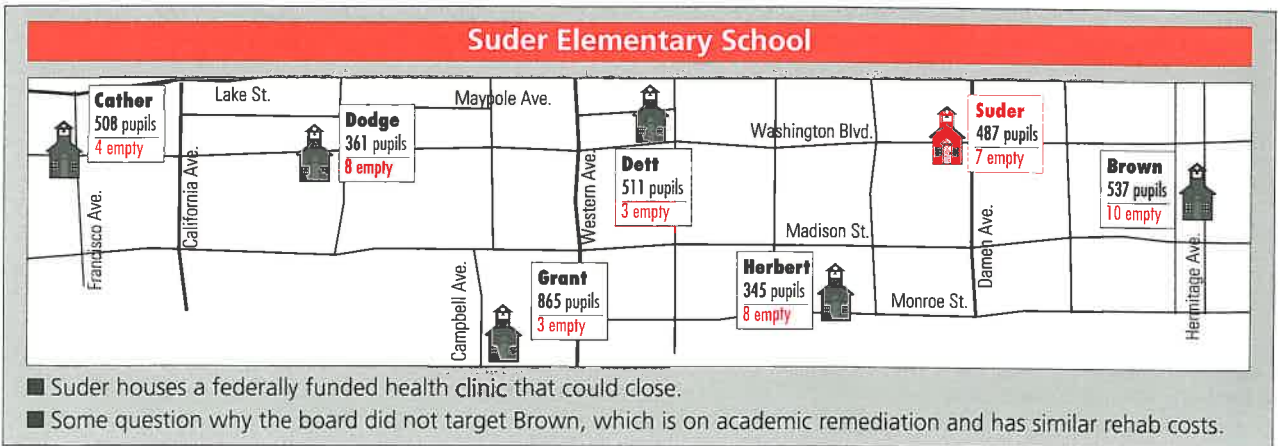
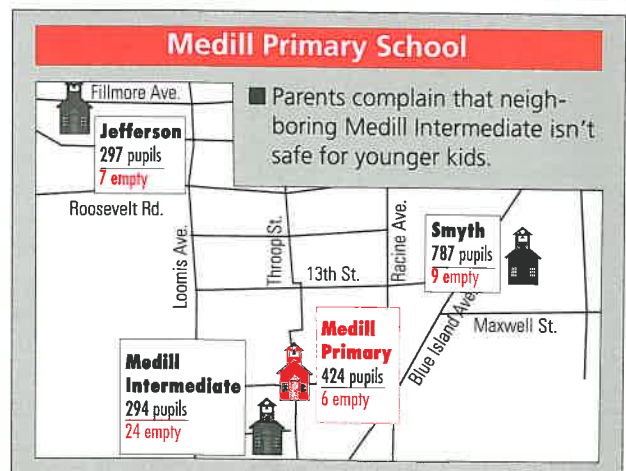
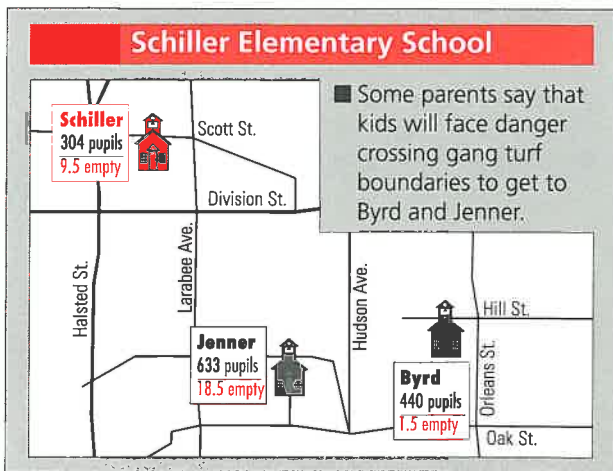
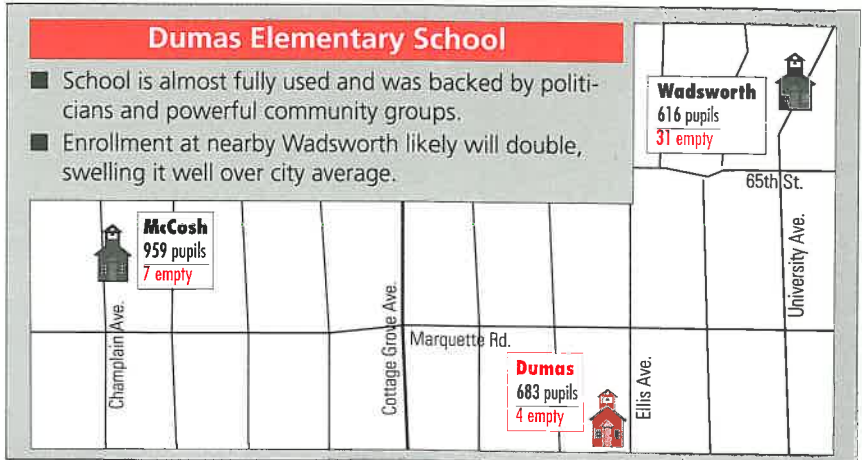
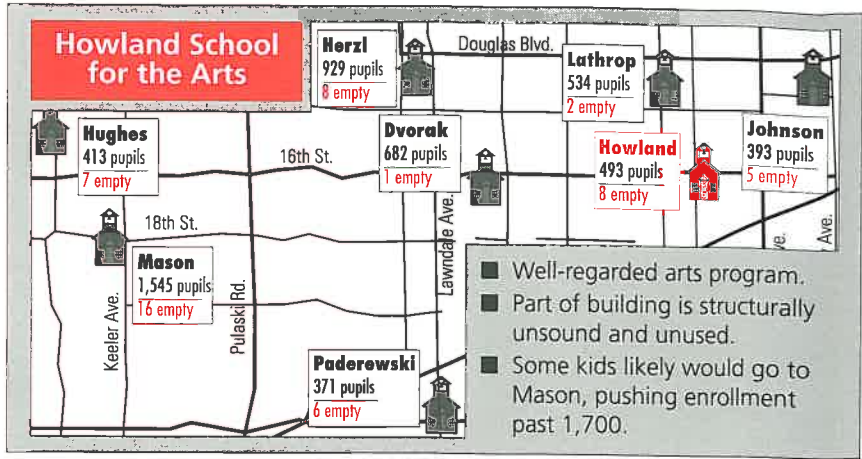
- How much it would cost to rehabilitate the building.

If two schools in a given area fit the bill equally well, only then does the board consider the quality of their educational programs. School officials said they did not need to apply this measure in these cases.

School name
pupils
classrooms empty

Legend:

Source: Board of Education



CLOSE SCHOOLS

continued from page 1

When the School Board shuttered a school building, it saves only the salary of the principal and about 70 percent of operations and maintenance costs, such as heat, light and maintenance personnel. (Maintenance savings are not 100 percent because, for example, buildings must be heated in winter so pipes don't burst.)

Total savings for the four buildings the board voted to close next year add up to \$2.35 million. The board also voted to vacate four buildings that will be used to relieve overcrowding.

In addition, there are some one-time benefits for the board: It can forego planned building rehabilitation, and the property can be sold. So far, though, none of the eight schools closed in the 1990s has been sold.

They don't stay closed

In fact, three have been re-opened. The landmark school building that housed Metro High at the western edge of the Gold Coast is now home to primary-school kids from Pilsen, whose schools are severely overcrowded. Goldsmith Elementary in South Deering now holds middle school kids from nearby Burnham Elementary and a program for severely disabled 3- to 5-year-olds. And Irving Park Elementary, which once served children from overcrowded schools five miles away, is now a middle school for children who live close by.

These re-openings illustrate another complicating factor: The city also has a number of schools that are desperate for additional classrooms. Even if every now-empty elementary classroom in the city were filled with kids from overcrowded schools, the system would still come up 2,106 classrooms short, according to board calculations.

While overcrowded schools would like to have new schools built nearby, the School Board has made clear that it can't afford that remedy. As a result, the board recently adopted a get-tough policy on overcrowding that could lead to increased busing to underused schools. (See story on page 32.)

In addition, a number of groups are planning to start new, small innovative schools and are looking for space—a

TONY CETSUC



An elderly resident takes advantage of the peace and quiet surrounding the now-shuttered Shakespeare Elementary in the Kenwood-Oakland community. After the school was closed in 1992, its corridors became a set for the hospital scenes in the movie "The Fugitive."

move the Legislature has encouraged with new charter school legislation. (See story on page 28.)

Finally, school closings can take a toll on education. Under the board's school-closing policy, the quality of a school's educational program is not a major factor. Rather, the board looks primarily at whether kids who attend an elementary school could find another within 1.5 miles—which the board defines as "walking distance." For high schools, the criteria are less well-defined. As a result, one of the schools chosen for relocation this year was Lindblom Technical High, which posts high test scores and graduation rates.

Even when there is no outstanding program at stake, closing a school and dispersing its children inevitably increases the enrollment at neighborhood schools, which flies in the face of research showing that smaller schools tend to work better.

"Large schools do not work well for disadvantaged students," analyst Todd Rosenkranz of the Chicago Panel on School Policy said in a statement to the Board of Education. "Yet this proposal for closing schools seeks to take what are, on average, already-large schools and make them larger . . . simply because there is space available to do so."

Rosenkranz acknowledges that the receiving schools could divide themselves into schools-within-schools, but he notes that there's no guarantee. "What's the point in just warehousing kids and hoping they'll do schools-within schools, when you already had

them in smaller schools to start with?"

The Panel recommends that the board rent out unused classrooms to outside groups, including non-profit agencies that serve students.

An even more fundamental concern for some parents is that changing schools may put their children's safety at risk.

"If you close Schiller, you are putting a bomb in every backpack, just waiting to explode," Wanda Hopkins

Savings from one school closing

Here's what the Board of Education will save by closing Schiller Elementary School. The school enrolls 304 students in a building designed for 880.

Staff

Principal	\$ 68,177
Teachers*	60,286
Maintenance staff (70% savings)	98,109
Clerks	20,078
SUBTOTAL	248,469

Operations

Fuel, electricity (75%)	\$ 46,922
Repairs (75%)	14,450
Communications (e.g. phones) (75%)	7,748
Furniture (100%)	4,387
Building supplies (70%)	1,829
SUBTOTAL	73,553

TOTAL \$322,022

* Supplemental teachers, e.g. art, music, physical education and guidance.

said at a board hearing in May. Hopkins is the former local school council chair of Schiller Elementary, whose kids would have to cross a gang boundary at Division Street to get to neighboring Byrd or Jenner elementary schools.

Freddy Calixto, who runs the gang-intervention agency BUILD, Inc., says Hopkins's fears are not unfounded. Even kids who are not gang members often become targets of harassment and violence when they cross from one gang's territory to another's, he says.

"I think that's one of the factors they don't consider," Calixto says of School Board members.

However, at a May meeting of the board's Facilities Committee, chair Charles Curtis said he didn't like the idea of letting gangs dictate board decisions. In an interview, board member Bertha Magana says she wants to find out what the school system can do to support parents who are concerned for their children's safety getting to school.

"The only thing they can do is support more parent patrols around schools," says Calixto. "We work with parent patrols, and it's been very effective." ■

'No, you go,' shout Lindblom neighbors

When Supt. Argie Johnson proposed to "close" Lindblom High in West Englewood, the long-time pride of the South Side, by moving it in with Harlan High in Roseland, she touched off a chain reaction of outrage.

One result has been a contentious debate among neighboring schools, none of whom wants to become the "other educational purpose" slated for the Lindblom building. "Schools are fighting over scraps," when they should gang up on the Board of Education, says Joe Damal, director of the Southwest Community Congress.

Lindblom's students and faculty, backed by prominent alumni, were the first to explode. Though they blame the area's high crime rate for keeping enrollment down—the school takes up

just half of its building—they don't want to move because they fear their highly regarded academic program would fall apart in another school.

Lindblom Principal Cheryl Rutherford is highly skeptical of Johnson's contention that, under a merger, Harlan will rise to Lindblom's level. "How in the world can a school do that when they haven't had the success rate we have?" she asks. "They're on the other side of the continuum." Also, Lindblom has entrance requirements while Harlan does not.

Indeed, there was some confusion over whether Johnson meant to move the Lindblom program as a whole or simply its students. Some School Board members said the intent was to squeeze Lindblom into Harlan as a school-within-a-school. (They used "squeeze" advisedly

Metro High declines at Crane, but enrollment on rise

When Metro High School, a "school without walls," was forced to move in with Crane High School four years ago, enrollment plummeted overnight from several hundred to several dozen.

Today, Metro's program is a shadow of its former self, but enrollment is expected to hit 200 by September. And some parents and teachers have begun to dream of the day when, once again, Metro will have a home of its own.

Given what Metro has gone through, it's surprising it still exists.

First, there were the resentments. Metro students, who thought of themselves as an elite bunch, resented being thrown in with Crane's "ordinary" students. Crane students, in return, resented having a bunch of "snobs" take over part of their school, particularly when they could come and go for their off-campus classes while Crane students were locked into a closed campus. There were tensions, too, between parents from the two schools and

between teachers.

"I wasn't pleased," recalls Crane Principal Melver Scott, who had just become principal. "It's much easier to run just one school."

However, Scott was grateful for the small favors he did receive: from Board of Education officials, who made a point of telling Crane students and staff that Scott was not to blame; from Metro's principal-turned-program-director, Nina Robinson, who supported Scott as the final authority in the building; and from the students themselves, who didn't let their frustrations boil over.

The logistics of the move remain a problem. When the majority of Metro students refused to follow the school, Metro's staff dropped to five (its current level). So, since Metro teachers don't teach all the courses their students need, Metro and Crane students must be combined for some courses.

But Metro students regularly leave campus for classes at the School of the Art Institute, a downtown film-study

center, and museums across the city. As a result, they regularly miss sessions of their "Crane" courses. Even today, with the number of outside classes drastically reduced, nobody knows what to do about that.

"Basically, it's been turned into Crane," says Latresa Gatewood, who is graduating this month. "When I came here my sophomore year, we used to have outside classes every day, sixth and seventh period. We used to have more freedom—travel all around the city. Now, it's limited.

"If I had known it was going to be like this, I would have stayed at my old school," Gatewood sighs. "I just put up with it because I'm about to graduate."

"My freshman year was so fun," agrees junior Monica Johnson, "but things have changed. The students who were here when I first came, who had been at the old Metro, said it was even better. They had more outside classes, and there were all different groups of people. Before, I heard it was like, they

because combining the student bodies will push Harlan past its capacity.) But board administrators said they had heard nothing of such plans, and that it would be up to Harlan's administration to decide how to handle the merger. Eventually, the board voted to move Lindblom whole.

As speculation spread that Johnson meant to use the Lindblom building to relieve severe overcrowding in elementary schools to the west, the principal of one of those schools chimed in with a suggestion that angered her neighbor, Gage Park High.

Kathleen Mayer, principal of Rachel Carson Elementary, suggested that Gage Park students sent to Lindblom. Then, Gage Park could be used to relieve elementary school overcrowding, she said.

While Mayer got the support of nearby Nightingale Elementary and the *Chicago Sun-Times*, the Gage Park High School community was furious. They stormed a May 17 community meeting at the Southwest Community Congress, demanding support for keeping Gage Park alive and in place.

Aside from their attachment to the



Alumni rally for their school. Front (from left): Teacher Bill Himmelmann, Darryl Roberts '80, Jeff Dillard '78, Earl Mosley '38. Back (from left): Ronald Bell '88, Paul Rand '85, Stephanie Nelson '96, Walidah Smith '93, Prince Qualls '75, Kimberly Carter '85, Ed Nolan '40, Dawn Jasper '75, Joe McAuliffe '37.

school itself, Gage Park parents and students fear that students would be targets of gang violence if they had to go to school in West Englewood. Race is a factor in that fear. West Englewood is virtually all black, while the communities

to the west, just across Western Avenue, are predominantly white and Hispanic.

"If you're talking about the Latino kids or the white kids, there's a lot of apprehension about going east of Western," says Damal. He stresses that Lindblom itself is relatively safe, but worries, "The introduction of that many more students may make things a little more hot."

Lindblom's enrollment is virtually all black, while Gage Park's is a mix of black, Hispanic and white, with blacks and Hispanics attending in about equal numbers because of a desegregation consent decree.

Reports Damal, "A lot of the emotion at the [May 17] meeting came because parents were concerned with having their kids go to school in 'that neighborhood,'" he says. Asked if parents of elementary school students would be any less worried, he replies, "I think those emotions could be doubled if you're talking about elementary school kids."

However, Miriam Lopez, a Gage Park junior who is committed to keeping her school open, says it may be that Lindblom would be safer for elementary students because, unlike high school students, elementary school kids are bused directly to the school door. High school kids have to walk a couple blocks to wait for CTA buses, she notes, adding, "and while you're waiting for that bus, anything can happen." ■

Dan Weissmann

had a hundred classes. Now there's hardly anything. And they used to have all different races—now it's just black kids."

Some of the older students think that Metro's student body has gone downhill, too. "We need students, and we're accepting anybody," Johnson complains. "They used to have standards."

Veteran Metro teacher Michael Liberles agrees. Having taught at Metro for almost 25 years, he says he's "cynical" and hopes the board offers teachers early retirement again sometime soon.

However, Lori Real, Metro's art teacher, feels she's never had it so good. Real taught at Crane and other regular high schools before winning assignment to Metro in 1993. "To me, this is the way education really should be," she says. Metro's off-campus programs and progressive philosophy give both teachers and students more freedom and responsibility than other

schools give; Real believes that is good for all concerned.

Metro owes its upswing in enrollment—in fact, its existence—to program director George Fry, who took over when Robinson retired about a year ago. At the time, only 12 students had signed up to become freshmen in September 1994; but the School Board was demanding that Metro line up 25 or be dismantled. Fry, a former basketball coach in elementary schools, got on the phone, calling acquaintances across the system in a last-minute push for students. He got 40; 33 showed up for class.

One of his recruits was Dante Patterson, now finishing his first year at Metro. Dante had signed up to go to Crane, but says, "Mr. Fry, he knew me. He said if I came to Metro, and I worked hard, he'd help me get a scholarship to anywhere I wanted. And if we get our own school, I'll probably be on the football team."

Dan Weissmann

Each day, 64 buses line up around Disney Magnet in Lake View, bringing more than 1,400 students to the school. Disney buses in more students than any school in the city.



TONY GERSTIC

STOP BUSING

continued from page 1

what the federal government says [about desegregation], and I believe kids should go to school with kids of other races," says Cruz. "But I don't know if we need to have the extensive busing that we have now."

Most recently, Mayor Richard M. Daley has said he will ask the federal courts to alter the School Board's 1980 desegregation consent decree and allow the school system to stop busing.

Says Len Dominguez, deputy mayor for education, "The mayor wasn't saying that there shouldn't be any magnet [schools] or that there shouldn't be any busing at all. What we're saying is that there ought to be some flexibility. In cases where a minority student is going to a minority school, does that really need to happen?" Daley's administration has no immediate plans for court action, Dominguez adds.

But even if Daley went to court today, a case would likely take several years to wind its way through the courts.

"I don't think you're looking at immediate [budget] relief," says Rodney Blackman, a professor of constitutional law at DePaul University and the author of a recent *Marquette Law Review* article on school desegregation.

It's unclear whether the system has legal grounds to alter the desegregation decree. "The district has to make a 'good-faith' effort [to end segregation]," says Blackman. "The question is, what constitutes 'good faith'? I'm not sure we know." However, the federal courts have in recent years leaned toward "getting the

government out of integration," he says.

One recent court precedent involves Oklahoma City. In 1991, the U.S. Supreme Court ruled that the city was no longer guilty of *intentionally creating* a segregated school system and could revert to neighborhood schools—even though, given the city's housing patterns, the neighborhood schools would be more segregated.

Aside from legal questions, there's another Catch-22: the current trend toward greater school choice, which will require more busing, not less. Dominguez acknowledges the paradox. "We support more choice, but we support more efficiency too," he says.

Where the money goes

The \$35 million pays for busing about 33,000 elementary students—about 11 percent of citywide elementary enrollment—to magnet schools and special "Options for Knowledge" programs at neighborhood schools, and to relieve overcrowding. The board, in fact, spends only about \$21 million of its own money on busing; the remaining \$14 million is reimbursed by the state.

High school students "don't get anything. They have to get [to schools] on their own," notes Ed Holmes, the director of student transportation.

Holmes is quick to note that, given the system's demographics, busing is "for choice, not integration."

The board never launched a large-scale busing plan, even when more white students were in the system and more integration could have been attained. Instead, the board relied on

voluntary transfers to magnet schools and special programs, and encouraged minority students to transfer to schools that were once virtually all white.

Busing supporters also maintain that achieving some integration, however minimal, is worthwhile. Without busing, "we would then have all-white schools, and [more] all-black schools and all-Hispanic schools," says Alvin Peterson, director of the board's office of equal educational opportunity. "We're never going to integrate some schools, but what we can do is provide some kind of 'tri-ethnic' experience for some kids, and integrate black and Hispanic kids too."

Still, Peterson agrees that busing isn't primarily for desegregation. "It's a matter of giving parents a choice of where to send their kids." In fact, 15 schools that have 50 percent or more bused students are not "integrated" under the desegregation plan's guidelines. For instance, magnet schools are to have a white enrollment of between 15 and 35 percent, but Black Magnet School in South Shore is only 7 percent white; African American enrollment is 84 percent, Hispanic enrollment, 6 percent, and Asian and Native American enrollment, 3 percent.

To get an overall picture of who's bused where, *CATALYST* analyzed School Board data on student transportation, school enrollment and school capacity and came up with the following "busing basics":

■ **Magnet schools account for about a third of Chicago's busing program.**

Just under 12,000 of the 33,000 students who are bused, or 36 percent, go

to magnet schools.

It's unclear how magnet schools would survive without busing, since most have a majority of kids bused in: 28 magnet schools have a bused enrollment of 50 percent or more, and four have a bused enrollment of 30 percent to 50 percent. Another four—Kanoon, Goodlow, Gallistel and Randolph—have only about 10 percent busing students.

■ **At least a quarter of desegregation busing—and probably more—is actually for overcrowding relief.**

The board's original desegregation plan, recalls one observer, was intended as a "two-fer": a plan that would relieve overcrowding and achieve integration in the process by transferring minority students from overcrowded schools to white schools with space.

Board officials say it's almost impossible to pinpoint exactly how many students are being bused for overcrowding relief; the transportation department does not count those children separately.

Peterson notes that schools don't always have accurate records of how many children in their attendance area are bused out. Parents who know that a

local school is overcrowded may enroll their child in another school without first going to the neighborhood school, he explains; in those cases, the school's record of children being bused out will come up short.

One measure of busing for overcrowding is the number of students being bused from schools on controlled enrollment, which requires new students to be bused to schools with space. The 30 schools currently on controlled enrollment send just over 8,700 students—26 percent of the 33,000 bused—to other schools. Some schools, such as Lewis Elementary in Austin, bus out nearly as many children as are enrolled in the home school. (One widely-held misconception is that overcrowding is a Latino problem, but Lewis and other overcrowded Austin schools are African American.)

In some cases, schools send upper-grade students to nearby middle schools to avoid overcrowding; so these children could be added to the "overcrowding" category.

One example involves Hay Community Academy and McNair Academic Center in Austin. Several years ago, both were sending children to schools on the Far Northwest Side, an arrangement that meant a bus ride of up to 40 minutes each way for some students. Now, 6th- through 8th-grade students go to Michele Clark Middle School, a much shorter bus ride.

Some parents, recalls Clark Principal Marietta Beverly, "felt they [children] were traveling too far, and were not doing well academically or socially." Some also felt another black school like Clark would be a better choice, especially for the young men, she adds.

The schools had to get special permission from the board for the arrangement, recalls James Deanes, a parent and member of Michele Clark's local school council; under the board's desegregation guidelines, Clark "could not bus in African-American kids" Deanes says.

The board's new overcrowding policy could substantially increase busing. The policy is meant to force schools to adopt solutions such as year-round schedules, but if schools fail to come up with a plan within a year, the board will begin busing students out. (See story on page 32.)

■ **Busing does not cause overcrowding.**

In calling for a halt to busing, Lipinski charged that it causes over-

crowding in white, middle-class schools because minority parents in poor, crime-ridden neighborhoods opt to send their children to schools in "safer" areas. Lipinski theorized that, with so few white students in the system, overcrowding in white areas must be caused by busing in outside students.

Citywide, 31 schools with white enrollments of 50 percent or more receive bused-in students. (Most of these schools are on the Northwest and Southwest Sides, and take in students from severely overcrowded black and Latino schools.)

Even with busing, three of the 31 are still at around 50 percent of capacity, while 12 are operating at 60 to 75 percent of capacity. To qualify as overcrowded, a school must be at least 80 percent of capacity.

The remaining 15 schools meet the "overcrowded" definition, but take in relatively few busing students; on average, 40 students out of an enrollment of 640. The non-overcrowded schools, in contrast, take in an average of 118 students out of an enrollment of 525.

Only two of the 15—Smyser Elementary in Portage Park and Bridge Elementary in Dunning—would drop below the 80 percent threshold if busing were scrapped. Both schools are borderline cases; without busing, they would drop just below the 80 percent threshold. (Another school, Fleming, has no officially listed capacity figures.)

"When a school becomes overcrowded, you back off from busing," Holmes says.

■ **Without busing, some neighborhood schools would lose so many students that they could run the risk of being closed.**

Twelve neighborhood schools, including Wildwood in Forest Glen and Esmond in Morgan Park, have more than half their students bused in. Another 34 have 30 percent to 50 percent of students bused in. Even so, some of these schools remain at about half their building capacity.

■ **If the board stopped busing tomorrow, the impact would be felt citywide.**

Fifty-five percent (261 of 473) of elementary schools take in students from outside their attendance areas. Nearly every school, however, has students being bused elsewhere; those that do not are mostly magnets, which have no attendance boundaries and draw students from throughout the city. ■

Busing's top 10

Receiving schools	Students bused in
Disney Magnet	1405
Beasley Academic	1089
Inter-American Magnet	593
Thorp Scholastic	557
Burnside Scholastic	541
Newberry Magnet	525
Saucedo Scholastic	512
Mayer Elementary	500
LaSalle Language Academy	440
Hawthorne Scholastic	423

Receiving schools	Students bused out
Young Elementary	743
Nobel Elementary	705
Nixon Elementary	628
Lloyd Elementary	587
Haugan Elementary	540
Anderson Community	536
Lewis Elementary	503
Mozart Elementary	429
Hibbard Elementary	363

Note: Each sending school, except for Anderson, is on controlled enrollment.

Source: Board of Education Transportation Department.

The School Board as rent collector

Here are the 42 rent-producing properties owned by the Board of Education. Except where noted, the board owns only the land, not the building on it. U.S. Equities Realty Inc., the board's real estate advisor, recommends only one, 443 N. Wabash, for immediate sale.

Address	Description	Lease termination	Current annual income
7 W. Madison	Chicago Building	Feb. 2044	\$ 69,600
6 S. State	Toys 'R' Us	Feb. 2044	230,400
26-34 S. State	Petrie Stores	Jan. 2001	440,000
36-40 S. State	Evans furrier	Apr. 2000	56,340
22 W. Monroe	Shubert Theatre	May 2001	\$ 27,000
21-41 S. Dearborn	Inland Steel	Oct. 2053	131,250
37-39 S. State	mid-block part of Carson's	Jan. 2066	19,920
18-24 W. Madison	mid-block part of office bldg.	Mar. 2020	252,000
166-172 W. Madison	parking garage	Mar. 2062	\$493,000
800 W. Madison	Quality Inn	Sep. 2065	216,000
443 N. Wabash	now-vacant building	Dec. 2011	0
600 N. LaSalle	Ohio-House Hotel	Sept. 2014	129,731
4725 N. Central	Jewel Food Store	July 2004	\$ 85,744
1521 W. Foster	commercial-residential building	June 2023	5,995
1100 W. Diversey	Perillo Pontiac	June 1996	69,300
1100 N. State	Walgreen's, parking lot	Aug. 2010	299,184
5337 W. Harrison	Streets and San facility	July 1995	\$ 1,170
5001 W. Harrison	empty factory	Dec. 2016	4,031
5070 W. Harrison	industrial building	Apr. 2057	2,360
5080 W. Harrison	industrial building	Apr. 2057	2,106
5501 W. Grand	Pettibone Manufacturing plant	Nov. 2026	\$ 58,440
5401 W. Grand	Northwest Mailing Service building	Nov. 2026	27,000
5111 W. Lexington	Canteen Corp. building	Dec. 2016	11,150
5200 W. Harrison	South Shore Bank facility	July 2032	25,000
5100 W. Flourney	manufacturing plant	May 2016	\$ 6,292
2200 W. 95th	Helig-Meyers Furniture Store	Nov. 2006	11,700
200 E. 71st	shopping center	Jun. 2002	32,232
1900 S. Wentworth	parking lot	Feb. 2001	3,000
21 W. Chestnut	parking lot	Jul. 2003	\$125,000
300 S. Canal	parking lot	May 2065	75,000
3900 W. 111th	CTA bus turnaround	month-to-month	1,500
2429 N. Cicero	Al's Auto used car lot	Feb. 2001	36,465
2340 S. Michigan	parking lot	Dec. 1995	\$ 9,358
1234 W. 95th	21st Ward Democratic Org.—bldg. and land	month-to-month	20,160
9130 S. Vincennes	religious school—bldg. and land	month-to-month	14,309
225 S. Aberdeen	Catholic Charities—bldg. and land	Mar. 2008	55,644
115 W. 108th	Maranatha Christian Ministries—bldg. and land	Sep. 2090	\$ 12,865
3021 W. Devon	former Green School—bldg. and land	Aug. 1995	145,060
6717 S. Wood	former school—bldg. and land	June 1998	22,680
5151 W. Madison	Austin Development—bldg. and land	May 2000	24,428
2747 N. California	muffler shop	July 2000	\$ 27,349
2641 S. Calumet	CHA training center	month-to-month	37,044

Source: U.S. Equities Realty

SELL LAND

continued from page 1

board's hands should stay there for years to come.

It's true that some of the board's land is in the downtown area and could increase significantly in value in coming years. The board owns the land beneath the Shubert Theatre, the Inland Steel building, the Chicago Building at 7 W. Madison, the State Street Toys 'R' Us store and the Quality Inn at Madison and Halsted, to name a few prime locations. But it does not own the buildings on top of those parcels, and many of these parcels are tied up in long-term leases that would be binding on any subsequent owner, hence diminishing the value to a buyer.

Even if the board could magically sell at market price everything it owns that isn't used for a public school, it would earn only \$35 million to \$40 million, according to U.S. Equities Realty Inc., a firm the board hired to evaluate its portfolio. That's far short of its current \$150 million budget deficit and a fraction of its annual expenditures. Besides, the board would have to figure on losing about \$3.3 million a year in rentals.

"Thirty-five or forty million, it's nothing to be sneezed at, but it's not the singular answer either," says Bruce Murray, whom the school system hired last summer to direct its bureau of real estate.

When issuing its portfolio analysis in April, Martin Stern, senior vice president of U.S. Equities, said it wouldn't make sense for the General Assembly to order a divestiture, as one pending bill would require, because forced sales would only depress the land values. "Decisions regarding each individual asset should be made individually to maximize return to the board," the U.S. Equities study said.

Murray is a Pershing Road employee, and Stern's firm is being paid \$250,000 a year as a consultant to the school system, so it's appropriate to seek opinions beyond them. But when other real estate professionals are interviewed about the board's holdings, they concur with the general idea that while the board should commit to reducing its holdings, it also should keep the best of what it has.

"If real estate is productive for you, hang on to it," comments Miles Berger,

vice chairman of Heitman Financial Services Ltd., who 20 years ago perused the holdings at the behest of the late Mayor Richard J. Daley. Berger says it's important for the board to identify not only its best rental properties, but also those that have the greatest potential for appreciation. Examples might be the Shubert property or land in Austin that could benefit from federal designation as an Empowerment Zone.

The overall picture of the board's land looks like this: 68 parcels are classified as "surplus," meaning they're not used for a public school. Some include former schools that are empty or leased out. Fifteen of the parcels are located downtown or Near North and represent 70 percent of the portfolio's value. Forty-two parcels produce rental income.

U.S. Equities identified 21 non-income-producing properties that the board should sell soon, provided it can get decent offers. The catch is that these addresses represent only an estimated 7 percent of the whole portfolio's value, or perhaps \$2 million to \$3 million. Probably the most prominent property on this list is 443 N. Wabash, where the board owns the land beneath an empty, five-story office building whose owner has defaulted on the lease and property taxes. The rest is vacant land on the South Side, a West Side building now used by an auto body repair shop, an empty office building near 95th and Ashland and two former schools.

No rush to sell

The U.S. Equities study was presented in May to the board, which supported its general principles. Murray insists everything's for sale at the right price and says that he expects the inventory of rent-producing properties to drop from 42 to somewhere in the 20s within the next two years. He says the board should not sell too much land into the teeth of a slow real-estate market and that some properties simply won't draw good offers.

Board properties not among U.S. Equities' selling priorities include old industrial buildings on the West Side, residentially zoned lots on West Bryn Mawr tucked next to a forest preserve, and land beneath a Jewel Food Store on North Central and the Perillo Pontiac dealership on West Diversey. The Jewel lease expires in nine years, but the

Perillo property could go on the market when its lease ends in 1996.

The board owns one suburban property—7.5 acres of a 77.6-acre former farm in Orland Park that it acquired in a foreclosure. The board has sold off most of the parcel, but U.S. Equities says what's left may not be buildable because of soil conditions. The parcel goes back more than 20 years to when the board made an ill-advised foray into issuing mortgage loans. "They must have thought they could make money at it," Murray says.

Many of the properties, however, trace their origins to the U.S. Congress. In 1785, the Land Ordinance adopted for the Northwest Territory ordered the states to create townships and to set aside one section (one square mile) out of 36 in each township as school property. When Illinois was admitted to the union in 1818, terms of that ordinance were implemented by reserving for schools the section numbered "16" by surveyors. On the 19th-century maps of Chicago, section 16 included everything from Madison Street to Roosevelt Road, and from State to Halsted. So the board truly did own the town long ago; its few downtown properties today are all that's left of that landed legacy.

As the city grew, the School Board was granted title to five more section 16s. Over the years, it has done mostly what Congress and the state Legislature intended with the land set-asides—selling the property to get funds for an expanding school system.

The overall record may be positive, but in some cases the board's land decisions reflect naivete or, at worst, raise the stink of an underhanded deal. One case is the lease for the land under the Shubert Theatre and Majestic Office Building at 22 W. Monroe. Signed in 1902 and expiring in 2001, the lease fixes the rent at \$27,000 per year, less than \$2 per square foot. Meanwhile, the Toys 'R' Us store at 6 S. State is paying the board more than \$16 per square foot on a ground lease that provides for rent increases through 2044. "That was a '90s deal," Murray explains, commenting that perhaps years ago no one at the board anticipated drastic escalation of property values.

Drastically below-market rents also are enjoyed by owners of the 36-40 S. State building and at Inland Steel at 21 S. Dearborn. As their leases expire soon, the Shubert and State Street



Martin Stern of U.S. Equities Realty outside the Shubert Theatre; the board gets only \$27,000 a year for the land under the theater.

properties are regarded as sale possibilities in the awakening downtown market. Expect the board to be stuck with Inland Steel.

Why were the cut-rate leases negotiated? And why, despite the board's ongoing sell-off of property, haven't some valuable parcels been moved, especially during the real-estate boom in the 1980s? Some real-estate professionals caution that the board hardly is the only landowner to regret a lease. One source attributed the inaction on some properties simply to bureaucratic inertia. "It's so terribly difficult to get a decision on the board's side," the source said. "And for those properties that are marginal, what's the point of expending the effort?"

Also, the process can take at least a year and requires School Board and City Council approval. The U.S. Equities study said that without streamlined selling procedures, the board is at a serious disadvantage.

Peter Childs, a commercial real-estate consultant and chairman of an Arlington Heights-based company, suggests that for property containing outmoded industrial or office buildings, the best course for the board might be acquiring and demolishing the buildings, thus making the land more attractive for development.

That's risky, but so is the landowner's role that was the Board of Education's birthright. In its heart of institutional hearts, it may not want the land, but arbitrarily selling it off amounts to a one-time revenue injection, and a tiny one at that. ■

David Roeder is a business writer for the Daily Herald and former editor of Chicago Enterprise magazine.

What if board had kept Midway?

CHICAGO DEPARTMENT OF AVIATION



by Debra Shore

Here's a question for you Board of Education trivia buffs: What was the board's biggest real estate deal, and how much did the board get?

Answer: The 1982 sale of the land under Midway Airport to the City of Chicago. The selling price was \$41.5 million—\$16.5 million paid in cash and \$25 million in credits against newly enacted city sewer fees.

At the time, the Midway deal looked good. Appraisals conducted for the board had put the land's market value at \$13.4 million to \$14.7 million. So when then-Mayor Jane Byrne agreed to the fee waiver as well as \$16.5 million in cash, "the board felt a point had been scored," recalls Jared Shlaes, who conducted one of the appraisals.

However, some observers cried foul because the city wasn't collecting sewer fees from the School Board. The waiver, they charged, was a sham. But the city had collected sewer fees from other governmental bodies since the fees were first imposed in 1980. And Byrne had announced her intention to start collecting them from the board.

Besides, the School Board was facing

one of its routine school-opening crises and was looking everywhere for cash.

But how does the Midway deal look in hindsight? How much would the board be paying in sewer fees today? And how much rental income could it have been earning?

While the board budgeted \$1 million for sewer fees before the airport deal was struck, today it likely would be paying more than twice that amount because of rate increases. From May 1981 to January 1994, the sewer service charge increased from 45 percent of one's water bill to 77 percent, while the water rate rose from 71.1 cents per 1,000 gallons to 101 cents.

Starting with the \$1 million the board initially budgeted, the board has used up roughly \$15 million of its credits and, at current rates, has about four years' worth left, according to *CATALYST* calculations.

However, the city isn't keeping track. While many schools have water meters, the Water Department does not have a running tab for the board, says Cindy Gountanis, a spokesperson for the department. She adds that it would be up to the Sewer Department to decide whether the sewer fee should be imposed eventually. At press time, the spokesperson for the Sewer Department

had not responded to *CATALYST*'s inquiry about the issue.

Meanwhile, increased business at Midway Airport also would have increased the board's rental income had it held onto the land. The original 1931 lease between the board and the city for use of Midway provided for an annual fee of \$24,650, plus 10 percent of gross annual receipts. In 1979, the lease generated \$181,000 for the board.

The 1931 lease expired in 1980. Even if the terms of a new lease stayed the same, the board today would be taking in more than \$1.5 million a year, based on 1993 airport data, the most recent available.

Moreover, the value of Midway itself has soared and presumably would garner a much higher sale price. "They brought in Midway Airlines and reconfigured the new terminals," notes Ray Rogers, a commercial property appraiser whose firm conducted one of the 1981 appraisals. "But remember," he adds, "in 1980 we were going into the worst recession this country has had, though it's certainly rebounded since then."

Mike MaRous, an industrial and commercial land appraiser based in Park Ridge, agrees that 1982 was a bad time to be selling real estate. He says that since then, "Inflation alone would have more than doubled the value of Midway."

Miles Berger, vice chairman of Heitman Financial Services Ltd., participated in the Midway negotiations. "The one thing I remember is that we were very careful to try to balance the interests," he says. "The Board of Education was giving up a significant asset, but Midway, at the time, wasn't getting the kind of business it is getting today."

Berger says industrial land values on the Southwest Side in the early 1980s were \$1 to \$1.50 a square foot. That would put Midway's square mile at \$27.9 million to \$41.8 million. However, no one could have used the land for industrial purposes without getting the City Council to rezone it and removing runways.

Also, as former board member Sol Brandzel said at the time, the School Board had little choice but to go along with Byrne's offer since the city could have taken the airport by condemnation. That, he said, probably would not have produced more than \$15 million for the board. ■

Debra Shore is a Chicago writer.



THE CHICAGO PUBLIC SCHOOLS AND IBM: TECHNOLOGICALLY IMPROVING STUDENT ACHIEVEMENT

By Argie K. Johnson
General Superintendent
Chicago Public Schools

The Chicago Public Schools has been named the recipient of a \$2 million grant from the computer giant IBM Corporation to establish a partnership for creation of an on-line information technology network tying together the school system's major systemic reform efforts. This new alliance shares IBM's technical expertise and resources to bring state-of-the-art technology of the type currently used by major business and industry into our classrooms for immediate access and application by our students, teachers, parents, and other educational stakeholders.

This collaborative communications effort will cohesively and symmetrically link a number of the system's far-reaching local school reform initiatives, designed to demonstrate and foster best practices throughout our educational program, into networked technology that will increase students' opportunities and resources for learning, and that will offer teachers improved curriculum design and staff development options. Among the strategic initiatives identified are the following:

- The Chicago Systemic Initiative, part of a nationwide program funded by the National Science Foundation, is designed to raise academic standards in mathematics, science, and technology to enhance student achievement. A leader in this effort, Chicago already has increased course requirements in mathematics and science for high school students, beginning in 1996, in order to better prepare them for the technologically competitive society in which they may continue their education and enter the world of work.
- The T.I.M.E. (To Improve Management of Education) Project, a partnership led by a private corporation with representatives from educational and civic organizations and business, to reengineer four key school system management functions to provide more efficient and effective support to enable improved decision-making at the school level, targeted toward enhanced student outcomes;

- The Three-Tiered Process for School Improvement: Pathways to Achievement, a phased and guided self-analysis process which offers schools the tools to help identify areas of weakness and recommend processes aimed at improving student achievement, attendance, graduation rates, and staff professional development and training.

In fact, it is these and other systemic reform-minded school system strategies that convinced IBM, through its "Reinventing Education" national program, to fund our "Knowledge Network" technology-based design. IBM's generous donation also places it in the enviable position of being the first corporation to step forward and meet the Annenberg Challenge, the grant that invites the creation of more student-focused and school reform partnerships among Chicago's public schools with business, educational, civic, and community organizations.

The whole basis -- the entire purpose -- the singular focus of this merger of IBM technology and expertise with our schools is to bring added opportunities for exemplary student achievement. There is no more shining example of that student achievement -- both individually and collectively -- than that demonstrated by the members of the Whitney Young Magnet High School Academic Decathlon Team. These young men and women are representatives of why the Chicago Public Schools exists. Their hard work, their dedication, and their scholarship have earned them a silver medal for winning second place in the U.S. Academic Decathlon national academic competition that involved 440 of this country's brightest students at more than 40 schools around the country. These outstanding students -- Sandeep Gyawali, Reynaldo Sequerra, Allan Nuñez, Delma Jarrett, Sandy Lee, Margaret Gulbrandsen, Lincoln Chandler, Debrell Head, and Scott Glab -- exemplified a winning philosophy, a winning attitude, and a winning practice. Each of them -- as well as their coach, Larry Minkoff, their teachers, their principal, and their parents -- deserves to be congratulated for their winning standards.

Front Lines

New principal, closing threat jar school into action

by Debra Williams

For 20 years, Cloria Duckins and Joyce Smith lived in the same neighborhood, sent their children to the same school and worked as volunteers at that school. Yet they went out of their way not to speak to each other.

"I couldn't stand her, and she couldn't stand me," says Duckins, chair of the local school council at Herbert Elementary School on the Near West Side. "I'd see her and turn my nose up at her," concurs Smith, who is Herbert's parent coordinator.

But on a recent Wednesday morning, the two were laughing and joking with each other and making plans for when they next would see each other. The transformation, both say, came after Herbert adopted the Comer School Development Program in 1992.

The program, developed by Dr. James Comer, a child psychiatrist and professor at Yale University, operates on the assumption that many inner-city children face overwhelming developmental and social obstacles, such as poverty, that make it difficult for them to concentrate on academics. In order to teach these children, Comer says, schools must create sturdy ties among teachers, parents and students. (See *CATALYST/Opinions*, May 1994.)

During their Comer training, Duckins and Smith came to see that the program wouldn't work at Herbert if they didn't change their personal relationship.

"We started talking to each other and discovered that a lot of things we had heard about the other just weren't true," says Duckins. "As a matter of fact, when we went to Connecticut for train-



TONY GETSUC

Best buddies Cloria Duckins (left) and Joyce Smith work together to draw parents into the school. Before the Comer Program, they snubbed one another.

ing in the process, we shared a hotel room and talked way into the night."

"A whole lot of activities never would have happened if they hadn't started talking," says Rodney Brown, a Youth Guidance social worker who serves as Herbert's Comer facilitator. Brown adds that he was shocked to learn that Duckins and Smith once were enemies.

Ripe for change

The Comer program is carried out by three teams. The School Planning and Management Team sets specific goals and designs programs to improve the school's social and academic environment; its members include the principal, parents, teachers and other school staff. The Mental Health Team works to improve the general school climate through such events as School Pride Day, and to support teachers, particularly in working with children who have behavior problems. Members

include special education teachers, guidance counselors and other professional support staff. The Parent Team works to create a positive social atmosphere for staff and students.

By most accounts, Herbert was ripe for relationship-building. Some staff members didn't get along with each other or with parents, prompting children to quarrel as well. But the school wasn't ready for the Comer program, which was brought in by former Principal William Rankin. "This place didn't want no part of the program," recalls Duckins.

Denise Gamble, the current principal, says that faculty, who average more than 20 years at the school, generally were suspicious of "this outside force coming into their house" to tell them what to do. Teachers also were leery of Northwestern University, which was chosen to assess the program through site visits and parent and staff surveys. There has been some progress; yet, Gamble reports, "even today, Northwestern will sit in on meetings, but the

Herbert Elementary School

staff still will not participate in its surveys."

Smith says that some teachers even objected to creation of a parents' resource room. "Some staff members didn't want us in the building or to have this room," she says.

Herbert's first year as a Comer school was stormy, with frequent clashes at meetings of the School Planning and Management Team.

"If there are rumors or he-said, she-said stuff, you've got all the people together in one room, so you can resolve an issue right then and there," says Duckins. "You don't like something, you bring it up at these meetings. Somebody did something you don't like, it gets taken care of."

These meetings "are real popular," she adds. "People go to keep up with what's going on."

"Some people felt that the Comer process tore the school apart because all of a sudden we were finding out we had so many problems," says Gamble. "But I think it just spotlighted the division that was there all along."

Even though the air was beginning to clear on some issues, and people were beginning to open up, staff held the Comer program at arm's length until two things happened.

First, when Rankin retired in 1993, he was succeeded by a Herbert teacher who strongly supported the program and was keenly aware of teachers' needs.

"When I became principal, people said, 'I guess we'll get rid of the Comer program, right?' and I said 'No, we're still going to do it,'" Gamble laughs.

"She was really committed," Brown says of Gamble. "She set up a schedule for teachers and ancillary staff to meet in their own groups and talk about problems they were encountering. Child welfare attendants, bus aides, the janitorial staff, they all have their own meetings. Then a representative would take their concerns to the [planning and management team] meetings."

Gamble also funneled more school funds directly to teachers and arranged for more staff development, including schoolwide instruction in classroom management techniques.

"Each classroom teacher receives

The Student Body

The school enrolls 350 children in kindergarten through 8th grade; 30 percent are special education students bused from other neighborhoods. The racial/ethnic makeup is 98 percent black and 2 percent Hispanic. 98 percent of pupils also are low-income.

IGAP Reading and Math Scores

	3rd-, 6th-, 8th-grade reading	3rd-, 6th-, 8th-grade math
Herbert	154	196
Chicago	188	200
Illinois	259	269

The Neighborhood

Just west of the new United Center on the Near West Side, Herbert sits on a quiet cul-de-sac that separates it from the sports arena and its parking lots. The area is undergoing a wave of revitalization, with nearby properties a mix of new homes, vacant lots and decaying residences. The James Jordan Boys and Girls Club will be built across the street. A film production company plans on making its home five blocks away.

Overall goal

To educate every student to achieve his or her full potential; to create a climate that fosters high expectations, sensitivity, respect, dignity and pride; to be an integral member of the community at large.

New programs

- ✓ The Comer School Development Program, which creates three parent and staff teams to improve relationships at the school and help students over developmental and social hurdles.
- ✓ After-school tutoring.
- ✓ The Bowdoin Parent Education program, an eight-class course that teaches parenting skills to parents.



Principal Denise Gamble talks about nutrition and food groups with kindergartners.

TONY GERBAC

funds so they can get the resources they need," she says. "They've gotten more money than they've ever had. I always have to stay on them to spend it."

The second thing that made staff more receptive to change was the specter of the school being closed.

Herbert serves just 350 children in a building built for 1,000. Near the end of last school year, Marjorie Branch, deputy superintendent of academic support, told Herbert to look for ways to boost its enrollment. One recommendation Branch made was creation of a dual-language program in English and Spanish. The board has been touting dual language programs as a way for underused schools in African-American communities to attract children from overcrowded schools in Latino communities.

Some staff members responded by leaving, but the ones who stayed pulled together to talk strategy. "By the end of last year, attitudes were changing about what this school needed to do," Gamble says.

"I think for the first time some people saw how being a Comer school could help the school stay open, and they started giving it a chance," says Brown.

Staff considered the dual-language program but decided instead to apply for speciality-school status with a curriculum emphasizing business, entrepreneurial and global education. (Specialty schools get to "restaff" their faculties—within certain limits.) To get their feet wet, Gamble and seven staff members recently attended an Entrepreneurship Education Program sponsored by Northern Illinois University.

Better climate, but scores fall

Meanwhile, some say that the school climate is improving. "I've seen some people around here laugh and joke that I didn't think were capable of doing that," says Duckins, laughing herself. And more staff members are attending school retreats—so far, there have been three. At the most recent retreat for all Comer schools in Chicago, almost all Herbert staffers attended. "That's pretty good considering staff had to help pay if

they wanted to attend," Smith adds with a laugh.

However, test scores dropped significantly in 1994. "These test scores are not a negative against the Comer process," says Gamble. "I think the school is in transition because it got a new principal, some teachers left, and there was all this uncertainty over the school's future. The culture of the school is different than a year ago and that's going to make a difference. It takes time. I'm very positive about that."

Vivian Loseth, assistant director of Youth Guidance, says that Herbert is in the second of four phases that Comer schools go through; in the second phase, teams have been assembled, and the school community is aware of how

the program works.

Loseth says most of the 12 Comer schools in Chicago are between the second and third phases; in the third phase, the Comer program is more ingrained, and positive changes are starting to show. In the fourth phase, the program is fully integrated into the school's day-to-day operations, and a facilitator is no longer needed; schools should see significant growth in student achievement.

One school has withdrawn from the Comer program since it came to Chicago in 1990. Last year, Prescott Elementary in Lincoln Park dropped out after a controversial change in principals. And Smith-Joyner on the West Side, which Loseth says has internal political problems, is receiving only

Comer Program hasn't clicked at Brown

Three minutes away from Herbert Elementary School sits Brown Elementary, one of the city's first Comer schools. It's been four years since Brown adopted the program, but, so far, the process has not taken hold. Indeed, the school was put on academic remediation earlier this year.

According to a number of individuals both inside and outside the school, the problem rests with the principal, Shayle Gerstein.

"He may be a nice guy, but as a leader, he's just not assertive enough to pull his staff together," says one source, who asked not to be identified. "He has a problem following through on things, and when things go wrong, he's quick to blame others. He never takes responsibility."

Along those lines is the touchy subject of the rape of a student that occurred in the school last year. Several sources say they are not pleased with the way Gerstein handled the situation. The offender was a volunteer; one source says that had a background check been done, the school would not have let him in.

"That man wasn't in the school a full week before the rape occurred," the source says.

After the rape, sources report, Gerstein maintained the school was not at fault, and declined to tighten security procedures.

Playing politics?

In addition, says one staff member, faculty dissension is a problem, and staff are not taking remediation seriously.

Gerstein, however, believes remediation is unwarranted. "It's politics," he maintains. "We've been told that our test scores went down, and we have a governance problem, but if you compare our school with others in this subdistrict, we are not the worst. We've always been somewhat in the middle."

Gerstein, who has a four-year contract that expires in 1998, contends that a local school council member with influence at the subdistrict level wants him out. "The district superintendent decides who is put on remediation, but he can get suggestions on which schools to choose, and the subdistrict council, on which this person is a member, votes on it. There are certain politics involved."

Subdistrict 4 Supt. Allen Smith's

Herbert Elementary School

minimal advice and principal training.

Initially, Comer himself was reluctant to bring his program to Chicago. "In 1990, the beginning of school reform, he was very concerned about school politics—the role of central office and of local school councils and how they could fit into his three-team approach," says Loseth, who had become well acquainted with Comer's work and was determined to bring the program here.

As Comer's national profile grew and he was pressed to expand, Loseth pressed too. She believes the deciding factors were Youth Guidance's work in schools, which paralleled Comer's efforts to support teachers and staff in the classroom; and the blessing of for-

response: "We have agreed that while we are working with schools that have been placed on remediation, we are doing so in confidence. I simply cannot answer such a statement in the media."

Gerstein acknowledges the school has problems. For one, the assistant principal is incompetent, he maintains. "And under the rules, the assistant principal cannot be dismissed unless, as in the case of a teacher, he is proven incompetent," says Gerstein. "You have to document and shadow someone for days. And after reform, there is so much principals have to do at the local level that no one has time to do that."

(Two years ago, the Chicago Teachers Union agreed to permit principals to select their assistant principals, but veteran assistant principals are protected by a grandfather clause allowing them to keep their posts.)

Also, Gerstein claims, teachers don't support each other and need to collaborate more. The presence of some new teachers, he adds, particularly those in special education, may "shake up the building. I have found special ed teachers to be more together, and maybe some of that can filter down to the rest of the staff."

Gerstein also says that vacancies on

mer Supt. Ted Kimbrough.

Nationally, the Comer program is in more than 500 schools in 20 states and Washington, D.C.; several participants are middle schools or high schools.

According to Comer evaluation reports, some schools have made statistically significant gains in language arts, reading, mathematics, attendance and behavior. Locally, Riis Elementary

on the Near West Side is the only school to see test scores rise significantly. The percentage of Riis students scoring at or above average on nationally standardized reading tests has risen from 8.2 percent in 1990 to 16.7 percent in 1994.

Even so, skeptics question the program's focus on attitudes and relationships, to the seeming exclusion of



Comer facilitator Rodney Brown, who divides his time between Brown and Herbert schools, stops to chat with some of Herbert's young students.

the council make it hard to run the school. One community and two parent slots are empty, and another member rarely attends meetings, he says. While the school has several parents who are always at the school, they are ineligible to serve on the council because they receive a \$3 hourly stipend from the school. Parents who have "paid jobs" at a school cannot serve on its council.

Youth Guidance, the social service agency that helps implement the Comer process in Chicago, says it's taking steps to help remedy Brown's problems.

"We have been trying to pull the major leadership in the school—teachers and principals—together to talk and air out their differences," says Rodney Brown, the Youth Guidance social worker who is the Comer facilitator at both Brown and Herbert schools. "We have talked to the principal about what he needs to work on. I talk to them in small groups to help them isolate what needs to be done."

The school's Mental Health Team

recently completed a school self-analysis and identified four areas for work—leadership, discipline, curriculum and staff development. No plans have yet been laid for dealing with these issues because staff members may be reassigned within the school, to help settle things down, says Brown.

For example, he notes, there has been talk about moving one of the teachers on staff, someone whom Gerstein feels he can work with, into a "second" assistant principal position, and of hiring a social worker from Youth Guidance to work with teachers.

Maurine Woodson, a parent advocate who staffs the parent resource room, says the school needs staff development, better communication and help working together. "Coming together is so hard. The Comer process is supposed to be no-fault, but I'm afraid I've seen a lot of fingerpointing," she says sadly. "If we get our act together, the children will fall right into place."

Debra Williams

teaching techniques and curriculum. Gamble responds: "If staff members don't have any type of rapport, then it will be difficult for them to sit down and plan what it is they want their students to be able to do in terms of curriculum."

Edward Joyner, acting national



Granzlee Banks, who heads the Mental Health Team, offers tips on classroom management to preschool teacher Madeline Kanter.

Mental Health Team

This year, twin boys with severe emotional and behavior problems were transferred to Herbert School. Before they arrived, members of Herbert's Mental Health Team met with all the teachers who would have contact with them and mapped out a strategy for controlling behavior and boosting their academic achievement. After the twins arrived, the team continued to support the teachers. Now, one of the boys is behaving much better.

"We discovered that he likes to help out in this office," says Granzlee Banks, the school's head special education teacher. "So we use a reward system. He controls his behavior and he gets to help out. The other one, we're still working on, but we haven't given up."

Banks says the Mental Health Team mainly serves as a "sounding board" for teachers' frustrations. "Also, some teachers ask us to observe them in the classroom and make suggestions as to teaching techniques," he adds.

The Mental Health Team also sponsors special events to bolster morale. Last fall, it organized a back-to-school parade,

director of the Comer program, concurs that relationships are the starting point and the foundation for human success. Typically, schools begin to revise curriculum and hone teaching techniques during the second phase of Comer program implementation, he says.

"I see Comer as a new beginning

which was led by Benny the Bull. (The Chicago Bulls have adopted Herbert.) Later in the year, Bulls coach Phil Jackson and three team members talked to students about staying in school.

Currently, the team is planning a "Special Friends" program that will pair staff members with children who need an extra push. "We want to give these children someone they can talk to, turn to if they have problems," says Banks.

Parent Team

If the Comer program hadn't come to Herbert School, chances are there never would have been a "Right Hand" party, an "I Love Leslie Day" or singing telegrams on Valentine's Day. That's because there probably wouldn't have been a Parent Team charged with promoting healthy attitudes in students and building healthy relationships between parents and staff.

With the help of teachers, the Parent Team raised \$700 to throw a "Right Hand" party for the school's aides and support staff. "We raised every cent of that money to throw that party, and it was very successful," reports parent coordinator Joyce Smith. "The support staff loved it."

For Valentine's Day, Smith and other parents lined up a community resident to sing to teachers and students. For a small fee, students could order singing telegrams for other students or teachers, and teachers and parents could order one for their children. "Everyone got a kick out of that," says LSC Chair Cloria Duckins.

And then there was "I Love Leslie Day," held for a teacher who had suffered a death in the family. The two

that eventually will become 'Herbert's process,' not Comer's process," Gamble says. "I'm very hopeful." ■

For more information about the Comer program, call Denise Gamble, Herbert School, (312) 534-7806 or Vivian Loseth, Youth Guidance, (312) 435-3900.

parent leaders presented Leslie Williams with a bouquet of balloons and gathered some staff members for a lunch of submarine sandwiches.

"I was so surprised," says Williams. "I was really touched that they thought so much of me to do this for me."

The Parent Team's next task is to get more parents involved in the school, which is especially challenging because 30 percent of Herbert's enrollment are special education students who live outside the neighborhood.

"We're working on it," says Duckins. "I've tried sending special letters, [having] free refreshments, but that doesn't work for long. I think my next trick will be to tell them some kind of lie to get them up here and find a way to keep them coming."

Planning, Management Team

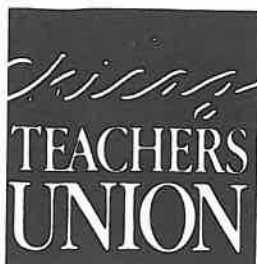
The School Planning and Management Team is the hub of school operations and communications central.

Smith says she once planned a "lottery" to reward students who had completed their homework and had good behavior, but she failed to talk to teachers about it even though they would be responsible for selecting participants.

Soon after, at a Planning and Management Team meeting, teachers told Smith they thought the lottery was a good idea but that they should be involved in its planning or at least be briefed on what it entailed.

"I wasn't thinking, and they were absolutely right," says Smith. "Teachers should have been included. So we worked it out. That is what the [team] does, deals with specific issues."

Debra Williams



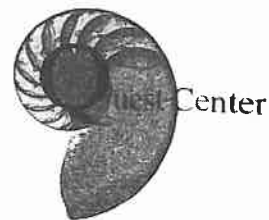
by Deborah Walsh
Director
Chicago Teachers' Union

Imagine an event that required taking time off from work, driving a considerable distance, perhaps hundreds of miles, spending money for gas and housing and meals for the sole purpose of seeing where your car had been made and meeting the people who made it. Sounds like a lot to ask, doesn't it? Tell that to the 44,000 people who showed up in Spring Hill, Tennessee last summer.

This kind of customer enthusiasm, along with the fact that this unique experiment in union-management collaboration and employee involvement began making money sooner than anyone expected, reflects what is happening at the Saturn Corporation, a subsidiary of GM and an unprecedented partnership between GM and the UAW (United Auto Workers). This partnership features total collaborative decision making, from the self-managed work team on the shop floor all the way up the line to the Saturn and local UAW presidents.

Saturn's self-managed work teams make all the decisions about their jobs, from managing their own budgets to scheduling their own training and vacations, to working with Saturn engineers to create a better or more efficient way of doing something. In Saturn's Worksite Development Center, teams can design and refine their ideas for making a better product. They also do "tear downs", that is,

The Saturn Experience: Labor Management Partnership in Action



bring in the top competition's cars and take them apart to compare themselves to the best in the business. Posted all throughout the plant are signs indicating "world class" times for doing certain tasks and Saturn times.

Shared values, agreed on by labor and management, include a commitment to customer "enthusiasm" (they are not satisfied with mere satisfaction), a commitment to excel (taking the responsibility and really having the authority), teamwork (building on individual talents and encouraging team growth), trust and respect for the individual (dignifying the workers with real authority and trust), and continuous improvement (recognizing success hinges on the ability to continually improve the quality of the product and their service). Everyone in the corporation, including the Saturn and local UAW presidents, is required to spend 5 percent of work time (about 92 hours per year) in training. In fact, 5 percent of their salaries depend on everyone completing the 92 hours. Saturn offers over 650 courses developed, again, in total partnership with equal numbers of management and represented workers on the training team.

The Saturn contract looks pretty different from other GM-UAW contracts which average about 600 pages. This one is 27 pages. Saturn workers, all people laid off from other GM plants, are given jobs for life. They do have a kind of peer review program of consultation when there are problems, and if after a series of remediations the problem remains, they have counseled a few

people out. They also have the grievance process -- seen as a last resort. In eight years, with about 8,000 employees, there have been only 7 grievances.

Why did both labor and management agree to such a radically different approach? Because by the early 1980's GM had gone from 65 percent to about 30 percent of the car market. GM's image was so poor that they decided that if they were going to dedicate themselves to getting the small car market back, they had to start fresh with a subsidiary, a new corporation. A group of 99 people, about half labor and half management, spent time exploring what was happening here and in other countries (e.g. Deming's work in Japan), and recommended this approach. GM and UAW, with nothing to lose, agreed to give it a try.

One of Saturn's current challenges, and this has implications for the charter school movement, is that today the heads of both GM and UAW who launched this idea are going or already gone. New people have taken their places, people without the same commitment to the concepts. This speaks to the issue of whether it is best to spin these ideas out of the system or whether it is a better idea to make the changes within the system. There are a lot of other possible implications for education and schooling. If Saturn workers and management can work together to create a world-class car, why can't we in education work together to create a world-class education for Chicago schoolchildren?

Grants

Applications for Annenberg due out soon

by Lynnette Richardson

The governing bodies of the Chicago Annenberg Challenge finally have been assembled, but details of the application process were still not available as *CATALYST* went to press.

Applications should arrive in schools by the end of this school year, and schools will have until sometime in the fall to complete them, says Anne Hallett, executive director of the Cross City Campaign for Urban School Reform. She estimates that up to \$3 million will be distributed by the end of 1995, and another \$11.5 million will be distributed next year.

The money is coming from a \$49.2 million, five-year challenge grant from the Annenberg Foundation, which was formally announced in January but had been in the works for months before that.

Chicago is among several cities directly benefiting from publishing magnate Walter Annenberg's \$500 million pledge to improve public education and create a better learning environment for students, particularly in urban and rural areas.

To be eligible, schools must work with an outside, not-for-profit partner such as a university or community organization, and be part of a cluster of five to 10 schools working to change.

Because schools may not immediately be able to meet all the grant requirements, the application process may be divided into two stages—a planning stage and an implementation stage—according to Warren Chapman of The Joyce Foundation.

Applicants should show how schools



TONY GETSIC

Students from Sayre Language Academy plant plumeria, flowers used in Hawaiian leis, in a new rooftop greenhouse, built with a \$25,000 grant from the Chicago Community Trust.

plan to address three areas of change: creating smaller learning environments by, for example, lowering class sizes so that student-teacher ratios are no more than 15 to 1; setting aside time for teachers to plan and work together; and collaborating with other schools and with community organizations, to combat isolation.

Below are the members of the Chicago School Reform Collaborative, which is designing the application, and the Board of Directors, which will approve grant applications, hire staff and decide which contributions from other funders can be used to match the \$49.2 million grant from Annenberg. (A 2-for-1 match is required.) One board member and two collaborative members are yet to be selected.

BOARD OF DIRECTORS Susan Crown, president, Arie and Ida Crown Memorial; Patricia Albjerg Graham, president, The Spencer Foundation; Stanley Ikenberry, outgoing president, University of Illinois; Handy Lindsey Jr., executive director, Field Foundation of Illinois; Barack Obama, attorney, Davis, Miner, Barnhill & Galland; Ray Romero, vice president and general counsel, Ameritech; Arnold Weber, president, The Civic Committee of the Commercial Club of Chicago; Wanda White, executive director, Community Workshop on Economic Development.

REFORM COLLABORATIVE Pat Anderson, principal, Sullivan High School; William

Ayers, associate professor, University of Illinois-Chicago; Sheila Castillo, coordinator, Chicago Association of Local School Councils; Jessica Clarke, education director, Chicago Urban League; Adela Coronado-Greeley, teacher, Inter-American Magnet School; Delores Cross, president, Chicago State University; James Deanes, president, Parent/Community Council; Lafayette Ford, LSC member, Lucy Flower Vocational High School; Anne Hallett, executive director, Cross-City Campaign for Urban School Reform; Pat Harvey, executive assistant to the general superintendent, Chicago Public Schools.

Also: Brenda Heffner, head of the Chicago office of the Illinois State Board of Education; Sokoni Karanja, executive director, Centers for New Horizons; Peter Martinez, senior program officer, John D. and Catherine T. MacArthur Foundation; Coretta McFerren, executive director, WSCORP; Eric Outten, Schools First and LSC member, Hirsch High School; Millie Rivera, executive director, Latino Institute; Joan Slay, associate director, Designs for Change; Bernard Spillman, consultant, the Comer Project; Lynn St. James, director, Chicago Forum for School Change; Carol Swinney, policy advisor, Office of the Mayor; Beverly Tunney, president, Chicago Principals Association; Deborah Walsh, director, CTU Quest Center; Warren Chapman, program officer, The Joyce Foundation. ■

Grant Briefs

American National Bank

■ \$25,000 each to Goldblatt Elementary and Sabin Magnet, the bank's adopted schools.

■ \$10,000 to Junior Achievement for programs at Goldblatt and Sabin.

Chicago Foundation for Education

■ \$153,950 in small grants (up to \$400) to Chicago teachers for innovative classroom projects they designed.

■ \$13,800 in mentor grants (\$400 to \$600) to help previous winners of small grants share their projects with other teachers.

■ \$28,000 in adapter grants (up to \$200) to help teachers duplicate projects designed by teachers who have won mentor grants.

Fel-Pro/Mecklenburger

■ \$3,500 to Family Matters for its "Latchkey Learning" program, an after-school education and child-care program for low-income families in Rogers Park.

■ \$2,500 to Designs for Change for the "Links to Literacy" project, which encourages children to read independently and helps schools develop their reading curriculum.

■ \$1,500 to Hug-A-Book to expand its preschool literacy training and lending library for low-income parents.

Illinois Resource Center

■ \$10,000 to Addams Elementary, \$6,300 to White Elementary and \$4,972 to McCosh Elementary for "Learn and Serve," a program in which students work in the community and later develop classroom projects based on what they learned.

Illinois State Board of Education

■ \$200,000 to DuSable High to pay for installation of a computer network that will provide access to the Internet and staff training, and to promote the use of computers in instruction.

■ Education to Careers project, for in finance, health, hospitality or manufacturing: Chicago High School for

Agricultural Science, \$30,000; Manley and Las Casas Occupational, \$20,000 each; Steinmetz, \$19,984; Clemente, Orr, Julian, DuSable and Englewood, \$15,000; Dunbar, Farragut, Harper and Calumet, \$13,000 each.

■ School Improvement Change grants: Crane High, Falconer, Healy, Mayo, Overton, Pullman, Ray, Sheridan, Simpson, Von Steuben High, \$10,000 each; Corkery, \$9,969; Hope, \$9,700; Gregory, \$9,000; McCosh, \$8,500; Addams, \$8,370; T. Marshall, \$8,000; Howland, \$7,900; Chicago Vocational, \$7,600; Inter-American, \$7,000; Aldridge, \$6,260; Niños Heroes, \$6,000.

■ \$6,000 each to Hitch Elementary, Irving Park Middle and Jackson Language Academy for a state board program to provide training for library personnel on the use of technology and to purchase equipment to aid in organizing school and community resources to improve students' science skills.



The Joyce Foundation

■ \$527,905 (over three years) to the University of Chicago for the Center for School Improvement, which is working to restructure a group of schools.

■ \$498,610 (over three years) to National-Louis University for the Best Practice Project, which integrates training for teachers, parents and principals.

■ \$220,000 (over two years) to Northwestern University's J.L. Kellogg Graduate School of Management to develop a peer-review process for schools.

■ \$200,000 (over two years) to Leadership for Quality Education and Cross-City Campaign for Urban School Reform to expand programs into other cities.

■ \$150,000 to the University of Illinois at Chicago's Center for Urban Educational Research and Development for a principal training program that will focus on restructuring.

■ \$143,550 to Northeastern Illinois University for Project Co-Lead, a training program for principals.

■ \$101,400 (over two years) to Facing History and Ourselves to pay for expanded training of teachers on how to address issues of racism and bigotry.

■ \$100,000 (over two years) to Business and Professional People for the Public Interest for programs to foster the development of small schools in Chicago.

■ \$100,000 to Roosevelt University for the leadership and professional development program of the Teachers' Task Force for School Reform.

■ \$94,395 to the Institute of Positive Education for support for the Mary McLeod Bethune Teacher-Training Institute to provide training to teachers and parents.

■ \$82,650 to University of Illinois at Urbana-Champaign to support research on the need for school restructuring strategies that will address the challenges posed by race, class, ethnicity and gender bias.

■ \$80,000 to United Neighborhood Organization for its Education Policy Initiatives Project, which focuses on parental involvement and school restructuring in two predominantly Latino neighborhoods.

■ \$70,000 to the Latino Institute to strengthen the Latino community's ability to participate more fully and effectively in the implementation of the Chicago School Reform Act.

■ \$25,000 to Designs for Change to work with the Cross-City Campaign for Urban School Reform on a public information campaign about school reform.

Northern Charitable Trust

■ \$5,000 to Fund for Educational Reform for its small-grants program.

■ \$5,850 to Wells Community Academy for its summer writing program; its Close-Up program, aimed at acquainting students who have lived in the U.S. for less than five years with local, state and national governments; and its Intergenerational Program, where 15 freshmen visit with nursing-home residents.

■ \$4,000 to Inroads/Chicago for its pre-collegiate program, which prepares high school juniors and seniors for college and exposes them to careers.

■ \$3,500 to CHILDSERV for HIPPY, the Home Instruction Program for Preschool Youngsters.

■ \$1,000 to Illinois Council on Economic Education for operating support.



Sara Lee Foundation

■ \$44,000 to Youth Guidance for counseling services, tutoring, adult and peer monitoring, drama and other activities at Harper High.

■ \$10,000 to Facing History and Ourselves to bring together students of various backgrounds to talk about racism, prejudice and anti-Semitism.

■ \$7,500 to Youth Communication/Chicago, which publishes *New Expressions*, a newspaper written by and for teenagers.

■ \$5,000 to Designs for Change for support of the Network for Leadership Development and a policy reform program.

■ \$5,000 to the Golden Apple Foundation for Excellence for its Illinois Scholars program for high school juniors who want to become teachers.

■ \$5,000 to Scholarship and Guidance Association for counseling services for youth.

■ \$3,500 to National Lekotek Center, to help integrate disabled children into classroom and community life.

Wieboldt Foundation

■ \$10,000 to the Small Schools Workshop for operating support.

■ \$10,000 to the Chicago Association of Local School Councils to support membership recruitment.

■ \$10,000 to the Cross-City Campaign for Urban School Reform to work with Designs for Change on a public information campaign about school reform.

■ \$5,000 to the Lawyers' School Reform Advisory Project for operating support.

Lynnette Richardson

From new mops to new hiring rules, T.I.M.E. aims to set new course

by Grant Pick

Normally on a Monday morning, Douglass Middle School in Austin is aswim with 6th-, 7th- and 8th-graders, pressing their sneakers against the floors as they make their way between classes. But on Martin Luther King's Birthday, the kids are gone. Instead, the school is the scene of a workshop for engineers and janitors from Douglass and four neighboring schools.

Maurice Thomas, the supervising engineer for Subdistrict 11, which includes all the city's high schools, addresses a small clump of custodians standing in a spare stairwell looking onto an atrium.

Thomas holds up a mop. To the untrained eye the mop appears regular enough, but looks deceive. "This thing has a swivel head," Thomas explains. "You can clean all the way down into a tight little space and turn it easily with your wrist." Thomas then squirts what he calls "dust controllant" on the loop-ended head and pushes the mop across the floor. Soon others are giving the mop a shot. "Oh, God, that's heavy," remarks Pat Horton, a second-shift janitor at Clark Elementary, but her opinion changes as she notices how nimbly she can work the mop.

In due course Thomas moves on to other subjects. The five schools being trained at Douglass will have access to better wax that gives a glossier shine, he promises. Talking stops as Thomas introduces a new scrubbing machine. All you can hear for some seconds is the gentle sound of the pump until one janitor pipes up to say, "Don't forget to get

the baseboard."

The Douglass workshop constituted the first concrete stab in what's titled the T.I.M.E. Project (short for To Improvement Management of Education), a two-year effort by the Board of Education to redesign various operations using a business curative called corporate reengineering. T.I.M.E. is designed to do a total cleanup in four areas: staffing, staff development, communications and facilities—beginning with a better mop, a better scrubber and better wax.

Traveled the country

The project began last summer, but only hit stride in November when planning teams were assembled to address each of the four areas. The teams have been meeting three days a week at two locations—board headquarters on Pershing Road and Jones Metropolitan High—and have traveled the country to examine outstanding programs. Each team, made up of central office administrators, teachers, retired principals, engineers and students (who serve part time), is assisted by a representative from CSC Index.

A subsidiary of the California-based Computer Sciences Corp., CSC Index has pioneered the concept of reengineering. Reengineering takes players from all levels of an organization and unleashes them to junk traditional business practices for sleeker and more efficient alternatives. (See story on page 37.)

The proposed revamping at the Board of Education has its critics, principally the crafts unions and some

school activists, who complain that T.I.M.E. minimizes the role of parents and community members and sets the stage for privatization. Indeed, nothing is set yet, since implementation will require everything from orders from Supt. Argie Johnson to renegotiated union rules to new laws from Springfield.

But the T.I.M.E. leadership is pleased with the results so far and is pressing to spread the changes, many of them now being piloted, throughout the city schools. "This should significantly alter how the system is managed," says Cozette Buckney, regularly the principal at Jones and the T.I.M.E. project director, or what's called the "reengineering czar" in business theory jargon.

Here's what the teams, so far, have in store.

■ **FACILITIES** "A clean and cared-about environment, rather than one of disorder and filth, translates into a better attitude in schools," says Douglass Principal Betty Smith. To that end, the facilities team is applying new methods and higher standards for cleaning schools. Custodians in the pilot schools are being furnished with improved equipment and supplies.

In the future, says facilities team leader Roger Quinn, schools will be encouraged to cluster both to order materials and to maximize their potential for doing chores. "If you need help for an assembly or the science fair, or you need a snow blower but don't have one, you can call your neighbor," he explains.

When repairs are needed, specifics will be logged on computer; the goal is for schools to accomplish minor repairs within 30 days, instead of having to wait endlessly for a crew to materialize. Schools also will receive a yearly allotment for construction projects, such as rewiring or partitioning a room, and will be able to either have board tradesmen undertake a job or hire outside, independent contractors.

The facilities team has consulted

with private cleaning services and visited school systems in San Antonio, Texas, and Columbus, Ohio. Quinn was most impressed by Columbus, where Asa Alexander, the facilities maintenance manager, refers to the schools as "customers" and his tradesmen as "ambassadors." Radio-dispatched plumbers, carpenters and electricians take care of emergencies within 15 minutes. Other repairs are placed on-line by phone operators; new construction projects are handled separately and in writing. Says majordomo Alexander, a former air force civil engineer, "We don't let anything fall through the cracks. We respond to every request."

In its most controversial move, T.I.M.E. also is suggesting that principals be able to select their engineers. "In the long run, it's beneficial to the engineers to be working with someone they know and understand," contends Quinn, himself the supervising engineer for Subdistrict 1 on the Far Northwest Side.

■ **STAFFING** In terms of teacher staffing, T.I.M.E. wants to increase the board's recruiters from one to five professionals. "The recruiters will have a better handle on demographics," suggests Cozette Buckney. "If there's a demand for more bilingual or special education teachers, they then can deal with that."

Teams of teachers and principals will be employed to recruit teachers as well. That follows a model used by the Broward County, Fla. public schools, which enlists a dozen principals to help six recruiters scout prospects at university education schools from February through May, mainly to fill in-demand slots like special education. As a consequence, the 200,000-student Broward County schools, centered in Ft. Lauderdale, report no teacher vacancies, in contrast with Chicago's vacancy rate of 6 percent.

Lists of eligible teachers will go on computer, largely via CPSNet 2000, a voice, computer and video network the board has begun installing in every school. "If there's an opening at your school, you will be able to get it filled on-line," says Anita Gallardo, a board human resources manager who leads the staffing team. A teacher candidate will still have to trek to board headquarters for a background and medical check, according to Gallardo, yet principals should be able to complete a hiring

within 48 hours instead of the current norm of 45 days.

■ **STAFF DEVELOPMENT** The goal in staff development is to develop for every school employee training that reflects local needs and the school improvement plan, says Patricia McKenzie Jackson, the staff development team leader. "You figure out what you want, and we'll provide it," says Jackson, a professional development administrator. The board will either furnish the training itself or serve as a matchmaker for outside providers.

Jackson's team traveled to Broward County as well as the small Blue Valley School District in Overland Park, Kansas, to check out training models. In Blue Valley, teachers receive four days of training annually. Two days are keyed to what a school's faculty decides it wants. One day is devoted to a districtwide agenda—last year's topic was student assessment. And each teacher merits a final day to do research or visit another building.

For their training, clerks and food-service workers elect courses ranging from retirement options to tai chi, conducted two days a year.

In Chicago, newcomers to the system—from clerks and janitors to teachers—will be paired with mentor-advisers for periods ranging from 60 to 180 days. T.I.M.E. also envisions dramatically increasing training, doubling the teacher allotment from five to 10 days a year—though in the near term, T.I.M.E. is only suggesting that the five days set aside on the school system's calendar become more meaningful.

Employees will be encouraged to fulfill the training requirement by taking courses arranged through an energized Department of Professional Development and Training.

T.I.M.E. also proposes that principals be required first to apprentice in the post of an assistant principal.

Another feature of revamped staff development is what's called "360-degree feedback," a performance evaluation form that employees will distribute to those in the professional circles around them. In a teacher's case, the form will be funneled to the principal, colleagues, students and parents, says Buckney. Participation will be voluntary, and the results will go no farther than the employee being evaluated. "We're talking about being developmental, not punitive," Buckney notes.



TONY GETSUG

Douglass Middle School custodians William Wade (front) and Charles Payton try out a new wax, one of T.I.M.E.'s improvements.

■ **COMMUNICATIONS** "As a system, we're allowing everyone else to spread information on us," says Martha Alexakos, the communications team leader who's regularly an aide to Supt. Argie Johnson. "We want to get back in charge."

The communications team intends to juice up board interaction between the administration and its 45,000 employees. Among the tools: a new, more topical and issue-oriented newsletter sent weekly to workers and LSC chairs, replacing the current Superintendent's Bulletin; several central office ombudsmen to handle individual gripes and questions; and a hotline for off-hours inquiries.

Also, the current phone directory is slated for updating, as is the switchboard. "When you call up, you shouldn't get transferred more than once," thinks Alexakos.

The existing Communications Department is to be scrapped in favor of a school-community relations division, employing publicists as well as marketing representatives. The communications team wants to adapt programs it saw firsthand in the Dade County schools in Miami. Schools Supt. Ostavio Visiedo, for example, heads an effort that raises \$500,000 annually for college scholarships through a lavish ball, athletic tournaments and school-site fund

raisers. Dade Partners, Miami's school adoption program, flourishes, with 2,400 business and groups involved. By comparison, Chicago's own campaign, run out of Mayor Richard Daley's office, has a mere 125 adopters.

A computer data base on educational policies will be set up, and principals and Pershing Road personnel will receive tips on how to be effective spokesmen. "We want multiple spokespersons, to remove 'no comment' from our vocabulary," says Alexakos.

Cuts, but no change

T.I.M.E. had its genesis in the thinking of Charley Gillispie, an audit partner at the accounting firm Deloitte & Touche, who was hired as the board's chief financial officer in March 1992. A budget crisis that same summer forced Gillispie to help fire 200 administrators within two days. "The reductions were made, but no job duties changed," he relates sadly.

Such bureaucratic cost-cutting had some effect—the board's administrative layer now accounts for only 3 percent of the board's budget—but Gillispie was discomfited that there was no accompanying change in functioning. "I got sick of reading about how we weren't performing," he remarks.

In 1993 Gillispie, the Civic Committee of the Commercial Club and the Financial Research and Advisory Committee (FRAC), a spin-off think-tank on municipal problems, made common cause around the need for substantive restructuring. In January 1994, Johnson released a generalized plan to bring about the restructuring, and consultants were asked to submit their qualifications to carry out the task. One request arrived at the Cambridge, Mass., headquarters of CSC Index.

The request was bucked back to Robert Dantowitz, the company's Midwest regional manager, stationed in Chicago. Dantowitz had recently moved his family to the city from the suburbs, enrolling his children in a public school as the Board of Education stumbled through a cliff-hanging start to the academic year (the same one that con-founded Gillispie). "I was angry and disappointed about all that," says Dantowitz, who was therefore receptive

to a restructuring project. "I realized that we [CSC Index] could help the system not by licking envelopes, but by doing what we do best."

CSC Index joined Arthur Andersen & Co., McKinsey & Co. and Germini Consulting in pitching to lead the restructuring, all on a pro-bono basis. Ultimately Johnson, Gillispie and Stephen Ballis, then-chair of the board management committee, picked CSC for the job on the advice of a steering committee of reform activists.

T.I.M.E. marks one of CSC's first public-sector applications of its reengineering principles, and it's committed a half-dozen Chicago staffers to the effort. Day to day, the CSC contingent is led by Dick Bobst, the husband of a longtime teacher who, like his associates, views T.I.M.E. as a mission: "I guess I have the feeling, much like Newt [Gingrich], that things are screwed up and that they're

sinking lower and lower. T.I.M.E. gives me a chance to do something worthwhile." Ellie Kerson, a key Bobst associate, hails from DiBianca-Berkman, a New Jersey-based CSC subsidiary with expertise in organizational culture. FRAC executive director Janet Froescher is likewise a key team member.

Dantowitz estimates CSC will be donating up to \$6 million in time and salary before T.I.M.E. has wrapped up. Other firms, such as Deloitte & Touche and Ameritech, have also contributed advice. The board itself is lending the energies of dozens of staffers. The project is officially underwritten by foundation grants totaling \$1.2 million, with \$450,000 coming from the John D. and Catherine T. MacArthur Foundation. The foundation money has paid for publicity, paperwork, travel, consultants and the wages of Buckney and Adela Coronado-Greeley, a communications

Board ventures into privatization

To some, the T.I.M.E. Project seems a subterfuge for privatizing the Board of Education.

While T.I.M.E.'s architects deny such an ulterior motive, the board is moving separately, through partnerships with private companies, to spin off or augment several non-educational functions.

"We should get out of the business of anything that doesn't relate to education of those clients who are between the ages of 5 and 18 years old," says Michael Rankins, the board's director of procurement and contracts, the former owner of an Oklahoma City construction management firm and a privatization enthusiast. "Our other concern is to save money."

To that end, the board, in April 1994, awarded a year-long contract to F.H. Paschen Venture, a century-old construction firm based in Des Plaines, to undertake up to \$8 million in minor to moderate repairs and maintenance at city schools, repairs that would be let on a case-by-case basis. Paschen was the low bidder among eight firms that sought what's called a job order contract, or JOC.

Historically, the board has drawn up architectural and engineering spec-

ifications for every construction or rehabilitation project—for example, rewiring a school's science labs—and then sought bids for the project.

Under JOC, however, the board itself, working with a consultant, set prices for 55,000 different work items, based on the cost of materials and labor and the square footage involved. Paschen and the other firms then submitted bids, based on these targets.

"It's like you could have an in-house contractor in your house at pre-bid prices, to rake the leaves or fix the sink," says F.H. Paschen Vice President John Paschen. The one proviso: If the board was dissatisfied with the firm's performance, it needn't commission more than \$100,000 in assignments.

As it happens, the board has been pleased, so far initiating 110 projects at a cost of \$6.5 million. Paschen's JOC contract, which extends up to \$8 million, was extended in April. Rankins is soliciting bids for an additional \$12 million in JOC work from other contractors.

According to a study by the Financial Research & Advisory Committee (FRAC), the board already has realized some 9 percent in cost savings from JOC. FRAC also reports

teams member and Illinois Teacher of the Year.

Last summer, CSC staffers gathered a dozen school figures for an intensive, six-week short course on reengineering and team-building. "At first it seemed like they'd sent me to a Russian university to study astrophysics," says Roger Quinn. "All this jargon was being thrown around. It was emotionally draining. But in time we bonded, so that we would look to each other for support."

The initial T.I.M.E. organizers, knit more tightly, convened a series of city-wide meetings in August, asking teachers, engineers, parents, vendors and other interested parties for the pluses and minuses—called "prouds" and "sorries"—that they saw in the schools. "It was enlightening, but it was also depressing," says Quinn, a 31-year board veteran. "Lots of times the per-

ceptions about the schools were very, very poor. It was hard to listen to all those things wrong with a system you'd spent three decades with." About T.I.M.E. per se, reports Quinn, "There was an awful lot of skepticism, that this was just 'the same-old, same-old.'"

Based on comments from the meetings, collected on blue index cards that audience members submitted, the T.I.M.E. organizers narrowed their focus to the four areas. (The areas received upbeat titles. Facilities was dubbed "conducive environment"; staffing became "perfect match." Dick Bobst

admits, "The titles *are* rather hokey.") Meanwhile, the organizers located people to staff the area teams.

The teams exhibit one obvious flaw—they contain no school parent representatives. "We tried," says Buckney. "We asked for volunteers at meetings, and we networked to find people. But T.I.M.E. requires a lot of time and effort, and parents have jobs—we couldn't pay anyone." Counters Eric Outten, a member of two local school councils and chairman of the reform group Schools First, "A way should have been found to include parents and LSC members."

TONY GETSIC



At Jones Metro, Principal Cozette Buckney (center), temporarily Chicago's "reengineering czar," goes over plans with Roger Quinn and Anita Gallardo.

that half the JOC work is being performed by minority and women subcontractors, compared with just 16 percent under old board procedures. But Taylor Cotton Jr., executive director of Black Contractors United, says he isn't aware of any boon for his members.

What delights people at schools, however, is the speed of execution. Some 80 percent of JOC jobs are completed within 40 days, says FRAC, a vast improvement from the time-lag reported in a Booz Allen & Hamilton study of non-emergency jobs released in 1992. At Bass Elementary in Englewood, the installation of fluorescent lights in a dark tunnel leading from the original building to a 1961 addition took no more than six weeks. "I thought we were looking at four or five months to get the work done, the usual period," says Bass Principal Kathryn Kemp. "I'm thrilled."

The JOC process was pioneered in 1981 by Harry Mellon, then an army colonel in charge of facilities for NATO in Europe. Mellon later brought JOC to other federal agencies and, as a private consultant, to the Miami-area public schools, the Philadelphia Housing Authority and the city of Baltimore.

Responding to reports that the Chicago flood of 1992 was caused by slow and shoddy work by contractors,

Mellon's Maryland-based consultancy, called the Gordian Group, contacted city officials and got them to try JOC. "This is designed for small jobs where you have to spend needless time in bidding and doing specs," says Kim Megaro, first deputy city purchasing agent, who has championed JOC. It's now being used by various city departments, including aviation, transportation and facilities, reaping savings of 15 per cent, reports Megaro. (Among city JOC contractors: F.H. Paschen.) Board of Education representatives became acquainted with JOC when Megaro convened a meeting on the program in November 1993.

In another move toward taking its functions private, the board has taken a more aggressive position on its non-school real estate holdings. Last November, it hired U.S. Equities Realty for \$250,000 a year to assess the property it owns and to come up with a strategy to maximize profits. (See story on page 1.)

Further, the board has asked various property management compa-

nies—ServiceMaster, the Marriott Management Services and ISS Building Maintenance—to submit their qualifications to help manage the schools' scandal-plagued facilities department. "We want someone to advise us on the newest techniques," says Charley Gillispie, the board's chief financial officer.

"It's a move toward privatization," contends Donald McCue, president of the International Union of Operating Engineers, Local 143, "but we're going to prove we can go do things better than any outside provider."

Gillispie, however, insists there's no threat to the system's engineers and janitors. "They remain our employees," he asserts. "We're just looking for a better way to manage them."

With that said, there seems a genuine commitment to utilizing outside providers. "This is the beginning of many such efforts," says Rankins, "the start of Sherman's march to the sea. Soon, we're going to be a vanguard school district in the nation as how we do business." *Grant Pick*

In November, Designs for Change, an ally of Schools First, fired off a memo to the T.I.M.E. steering committee complaining that the project was intent on empowering principals at the expense of LSCs, parents and the community. Designs was troubled, for example, that T.I.M.E. did not recognize the LSCs' key power—hiring the principal—and was aiming training only at employees.

In May, Designs Executive Director Don Moore voiced surprise, too, at the recommendation that principals cut their teeth as assistant principals before ascending. "That flies in the face of reform," he says, noting that the reform law says only that a prospective principal has to have a Type 75 administrator's certificate. Yet Beverly Tunney, president of the Chicago Principals Association, applauds making the assistant principalship a stepping stone: "It's

board, but Jarvis Williams, president of the local custodians union, criticizes T.I.M.E. for failing to advocate increasing the number of janitors, whom, he claims, already face twice the workload experienced in private industry. While McCue is mum on the point of principals being able to hire engineers (now assigned based on grade and seniority), Williams is forthright: "The principal isn't qualified to hire the engineer. The principal has academic expertise, but doesn't know the first thing about how to fire a boiler." But Tunney says her membership applauds the proposed change.

There remains the suspicion that T.I.M.E. merely translates to privatization, though the project recommendations do not expressly call for moving to outside providers. "From what I've seen, this seems an excuse for privatization,"

ership—Johnson, Gillispie, Valinote and board President D. Sharon Grant—got its first extended look at T.I.M.E. and seemed to fall in love with it. At the end of the two-hour presentation in a board meeting room on Pershing Road, the atmosphere grew thick with emotion. "People actually had tears in their eyes," says Dick Bobst. "Everyone felt this had to be done." Buckney predicts T.I.M.E. will make its presentation to the full board in June.

The T.I.M.E. task forces will disassemble by fall; Buckney herself is retaking her principalship. The major responsibility for the project will revert to so-called "champions"—in other words, central office department heads—who have been overseeing the T.I.M.E. teams from afar. The whole project is slated for completion in June 1996.

Before this September, T.I.M.E. costs will prove "minimal," says Buckney; principally, charges for launching the weekly newsletter and publishing orientation handbooks. Eventually, some costs will climb, says Gillispie, but others will fall. "Overall this all should be cost-neutral," he insists.

Facilities recommendations can be accomplished within the current \$300 million facilities budget, says Quinn, but Alexakos estimates the communications advances will require an additional \$250,000, principally for the newsletter and training. T.I.M.E.'s staffing proposals, if carried out, should cost no additional money, says Buckney; its computer demands will be met by CPSNet 2000. Buckney says the board will make better use of the \$59 million a year it presently spends on staff development by improving offerings for teachers and non-instructional staff; the long-term goal will be expanding teacher training, too.

Anyway, the object of T.I.M.E. is not to squeeze economies out of the budget, says Gillispie, but to make the system function "efficiently and effectively." The idea that the board has embarked on reengineering but is not saving money may be difficult for legislators and Chicago's budget-minded mayor to stomach. "But that's a message we have to send," says FRAC's Janet Froescher. "T.I.M.E. is about giving better service for the same amount of money." ■

Grant Pick is a Chicago writer.

"This will make the system more competitive against privatization. The price is that people have to change the way they work."

—John Valinote, School Board member

absolutely imperative. We have teachers taking over schools who don't know a budget from a want ad."

The Chicago Teachers Union (CTU), in the figure of John Kotsakis, a well-respected assistant to the president, got behind T.I.M.E. early on. Kotsakis died in September. His replacement, CTU educational issues director Jo Ann Harper, voices support for T.I.M.E., though she's unsure how her membership will accept the "360-degree feedback" idea.

Clearly T.I.M.E. has upset the craft unions. Donald McCue, president of the International Union of Operating Engineers Local 143, resigned from the T.I.M.E. steering committee in April, firing off a letter charging that the project "has bypassed the best interest of the school children and has gone off on other tangents, adopting an agenda to break the employee unions."

McCue declined to elaborate, citing ongoing contract negotiations with the

says activist Larry Nowlin, "which is simply black elimination." (About 80 percent of custodial workers are black.)

But maintenance staffers seem to be embracing T.I.M.E., in part because they see the threat of privatization looming. "The feeling is, if we don't get involved in this, the alternative is that we lose our jobs," confides Mike McAdams, the engineer at Douglass Middle School.

T.I.M.E. leaders dismiss the privatization rumblings. "We're taking the staff that exists and training them better, with accountability," insists Buckney. "This is absolutely not privatization." According to Jack Valinote, chairman of the board's operations support committee, T.I.M.E. should blunt, not encourage privatization: "This will make the system more competitive against privatization schemes. But the price is that people have to change the way they work."

On May 9, the school system's lead-

Chicago schools join Hallmark, Taco Bell in 'reengineering'

In the 1920s it was the assembly line. In the 1980s it was "total quality management" (TQM), the cooperative, Japanese-nurtured method to improve customer satisfaction. Today, however, the raging notion among business leaders is corporate reengineering.

"There's fad and fashion in management, like in anything else," says Wayne Baker, business policy professor at the University of Chicago, "and reengineering is the popular fad now. It sounds so good—so systematic and purposeful—and yet often reengineering can't deal with the blood and guts of a corporation."

The concept owes much of its popularity to Michael Hammer, a consultant and former computer science professor at MIT, and to James Champy. From 1988 to 1993, Champy was chairman of CSC Index, the \$200 million-a-year firm that's helping the Board of Education recraft four of its fundamental practices. A lawyer and engineer, the 52-year-old Champy now heads CSC Consulting, which oversees Index and another research and education subsidiary. Champy and Hammer's book *Reengineering the Corporation*, published in 1993, rode the hardcover best-seller list for more than a year, and the paperback edition is also selling briskly.

"It is no longer necessary or desirable for companies to organize their work around Adam Smith's division of labor," write Hammer and Champy. "Task-oriented jobs in today's world of customers, competition and change are obsolete."

Although the authors' prime focus is the corporation, they claim that reengineering also can apply to government, as witness Vice President Al Gore's campaign to "reinvent government." The U.S. Coast Guard and the Minnesota Department of Revenue predate the Board of Education as Index clients.

The authors say reengineering requires that companies not tinker with their processes but start over,



James Champy, one of the authors of *Reengineering the Corporation*.

from scratch. In rethinking, a company should open its mind to new options. Feel free to combine several jobs into one. Reorder traditional positions, even if across organizational boundaries. Get rid of rusty checks and controls. Harness technology to enable specialists to become generalists. And let lower-level employees make decisions.

The authors detail several case studies from the Index files. Hallmark Cards, for instance, was burdened with long delays in getting its greeting cards to market, in large part because each suggestion demanded countless okays and handoffs. After reengineering, the company allowed cross-level teams, not just managers, to review proposed creations, reducing the delivery period from two-to-three years to less than a year. In addition, a point-of-purchase computer system was put in place to clue in higher-ups immediately as to what was selling—and what was bombing.

Taco Bell set out to cut costs, placing its district managers over triple the number of restaurants and retrained them to foster innovation. Customer seating grew as the kitchens shrank and became assembly parlors; meats, beans and vegetables were prepared off-site in commissaries. The changes fueled sales and earnings, taking Taco Bell from a \$500-million-a-year regional company to a \$3 billion national corporation in a decade.

Despite all the tales of success, Champy and Hammer still conclude that between 50 and 70 per cent of reengineering drives fail; they list a number of

reasons, among them a lack of focus, indifferent leadership and the allocation of skimpy resources to the cause. In his new book *Reengineering Management*, written without Hammer, Champy says reengineering fails primarily because managers push for change in everyone but themselves.

Excuse for layoffs?

Too often, say other observers, reengineering fails because it's just an excuse for layoffs. The U. of C.'s Baker says that employees of firms in the throes of reengineering are often overcome by fear and loss of morale because they anticipate their jobs being axed.

Reengineering isn't about downsizing, contends Dick Bobst, the lead Index consultant on T.I.M.E., adding that his experience with the Chicago schools bears that out. "We're mapping out how to do work differently, not necessarily with less people," he says. Still, a 1994 Index study found that a predominance of North American and European corporations cut jobs through reengineering.

T.I.M.E., trafficking as it does in the public sector, has presented its own thorny problems. "In a corporation you have the management and the workers to deal with," observes Bobst. "With T.I.M.E. there are so many constituencies involved—the board, the administration, the reform groups, the unions, the parents, the kids, the Legislature, the mayor—and they all have to come to agreement on what you're doing, or have some understanding of it. We've had enough yeses so far that we can move forward, but, for example, until the mayor actually gets in charge [of the School Board] we won't really know where we stand."

Robert Dantowitz, the Index senior vice president in Chicago who first thrust the company into the public school project, sees the board as overripe for change. "We're talking about a very troubled organization in terms of informational systems and infrastructure," he remarks. "Plus, it's been battered emotionally and through budget pressure for 15 years. If a company had as many CEOs as the public schools, you'd never buy stock in it. So reengineering can be of great assistance."

Grant Pick

TONY GETSIC



Parent Katie Miller speaks out against sending younger students to a nearby vacant school to make room for a new 9th-grade class at Hendricks. Parents voted 59-18 in favor of the plan.

Hendricks Academy scores a first: becomes a K-12 school

by Dan Weissmann

Hendricks Community Academy in Fuller Park is poised to become the city's first public K-12 school, with this year's 8th-graders becoming the first freshman class.

Principal Ann Hines calls her plan for Hendricks a "New Concept Community School," though she points out that the concept is "new only for black, inner-city kids." Elite private schools like Frances Parker and the University of Chicago Lab School offer K-12 schooling. "I figure there must be something good to it, if they've kept it for themselves," she says.

To make room for high school classes—one grade level will be added each of the next four years—Hines will send the school's youngest students to a vacant school building a mile south. While the Board of Education readily okayed her plans, some parents objected.

"We don't want our babies on 51st Street!" insisted Katie Miller, mother of a 4th-grader and soon-to-be kindergartner, at a jam-packed parent meeting on May 12.

"I know you're scared," responded another parent. "I'm frightened to

death. But we have got to try this."

Gesturing to the dozens of parents in the room, Hendricks teacher Charles Bures said: "If we went down there [to 51st street] with this many people every morning, we could knock that fear out the window." Bures' granddaughter is a student at Hendricks; Hines says that 90 percent of Hendricks staff who have school-age children have enrolled them at Hendricks.

Opponents of the satellite site come from the neighborhood immediately surrounding Hendricks, located at 4316 S. Princeton. Proponents hail from farther away, and either bus or drive their kids to Hendricks under the Board of Education's Options for Knowledge Program.

The Options parents, who outnumber neighborhood parents by over 2 to 1, maintain that it is the efforts of parents and teachers, not location, that make for safety. To many of them, Hendricks itself is a case in point; they think the school's current location at 43rd Street is less than desirable.

Miller understands their point of view, but disagrees. "A lot of those people who bring their kids in from outside think 43rd isn't safe. But this part of 43rd has always been very quiet. It's

relatively safe. Most of the time when we do have problems, it's guys from back that way, 47th through 51st, shooting up people over here."

However, Hines says having two sites is a temporary measure, since she hopes to have demountable classrooms erected just outside the school.

Parents voted 59-18 in favor of the proposed arrangement. Miller has registered her son and 5-year-old daughter at a local Catholic school. Not all parents have that option, she notes.

Meanwhile, nearly all of Hendricks's current 8th-graders are enrolled for the school's planned 9th-grade. Eighth-graders interviewed by *CATALYST* are looking forward to staying put. "The teachers here already know us and know how to teach us," says Valerie Davis.

"Everyone has a whole lot of friends," says Lance Tanner. "And for younger kids, who are coming in, we can be helpful."

"We can set a good example for them," agrees Natasha Sanders. She also thinks some of her peers could use extra time to mature. "Some of the students are not mature enough to go into another environment yet."

The neighborhood high school for Hendricks is Tilden, though the students *CATALYST* interviewed said that they would more likely go to schools like Curie, Dunbar, Chicago Vocational and Morgan Park. "Most of us don't live around here," explained Jeffrey Griffin.

"I don't think the high schools are doing that bad a job," says Hines. She just thinks Hendricks could do a better one because of the bonds that have been established among teachers and students. Drawing a parallel from her own life, Hines says, "I did a good job with my son, who I got at birth. I'm struggling with my niece, who I got at age 12."

Hines says she was spurred to pursue her new concept when two recent Hendricks graduates came back for a visit—with new babies in their arms. She was spurred again when she attended the funerals of two young men who also were recent graduates.

"I began to think that we could really do a better job with our kids if we could keep them through the 12th grade," says Hines. Echoing Natasha Sanders, she says many 8th-graders aren't ready to leave the small, nurturing environment of Hendricks.

As for staffing, Hines says the chal-

lence of hiring regular high-school teachers can wait until next year because Hendricks's current teachers have certification through 9th grade. She adds that she wants to give current staffers time to extend their certification through 12th grade.

Hines says she doesn't need extra funds to add high-school grades, but that she is seeking money for the extensive after-school program that is part of her plan for the school. The plan calls for after-school and weekend programs for all children, and expanded social work.

Hines says she expects to receive \$50,000 in grant money for each of the next three years, through her collaborations with the Best Practice Network, a staff development program at National-Louis University.

For more information, call Mahalia Ann Hines, principal, at (312) 535-1696.



Meanwhile, several other groups have moved closer to realizing their visions for new schools:

■ **BOARDING SCHOOL #1** Negotiations are nearing completion for the U.S. Department of Housing and Urban Development to pay the costs of rehabbing two now-vacant buildings in the Robert Taylor Homes to create a boarding school, reports Donna Wilson-Williams, director of the Chicago Cluster Initiative.

If the project stays on schedule, 120 7th- and 8th-graders will move in January 1996; they will attend nearby Farren and Beethoven elementary schools and live in the rehabbed dorms. Eventually, the school is to enroll 540 students in 4th through 12th grades. The high school students will attend DuSable.

Staff are being recruited from the Farren and Beethoven faculties, who will run recreational and enrichment programs for resident students at night and live in the dorms as advisors.

The Chicago Cluster is a four-year old collaboration among several government entities and non-profit agencies, including the Chicago schools, public housing agencies, the Chicago police and the YMCA.

For more information, call Donna Wilson-Williams, executive director, at (312) 726-5324.

■ **BOARDING SCHOOL #2** Price

Elementary School in Kenwood has received a \$7,000 grant from Chicago Community Trust to study the feasibility of turning some of its classrooms into lodging for wards of the state. The study is due in late June.

Principal Carl Lawson envisions bunking 15 children in each of four empty classrooms; funding would come from the Illinois Department of Children and Family Services.

"Kids whom parents can't control often fall through the cracks," says Lawson. "We want to teach them basic skills of life—things they should have learned at home. Being principal, I see these kids here for six hours a day. Then we have to re-condition them the next day. If we could work with them longer, they could probably survive."

For more information, call Carl Lawson at (312) 535-1300.

■ **BEST PRACTICE HIGH** The Best Practice Network is eyeing Nettlehorst Elementary in Lake View as a possible site for a small high school they plan to open in 1996.

Nettlehorst's local school council is discussing the proposal and consider-

ing objections from local community groups, according to acting Principal Sylvia Acierto.

Harvey "Smokey" Daniels, one of the National-Louis University professors who head Best Practice, says his group is looking at other sites as well.

The group has received sizable planning grants for the project—described in the *Best Practice* newsletter as a "multi-cultural, community-oriented, student-centered, experiential and collaborative" enterprise. The Lloyd A. Fry Foundation has granted \$25,000; the Polk Brothers Foundation, \$30,000; and the McDougal Family Foundation, \$18,000.

For more information, call Steven Zelman at National-Louis University, (708) 475-1100, ext. 2106.

■ **HERITAGE HIGH** Parents and teachers working to open a similar high school, already named Maxwell Street Heritage High School, are advertising for teachers for next fall. However, spokesperson Margy McClain says a site has not been identified.

For more information, call Margy McClain at (312) 743-4634 or Anita Sims at (312) 262-2498.



Chicago Public Schools
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Half of schools will win, half lose in dramatic Title I shift

by Michael Selinker

A dramatic redistribution of Chicago's \$168 million in federal Title I funds is in the works after recent changes in federal law.

Half of the 350 Chicago schools eligible for Title I funds will get more money—in many cases, hundreds of thousands of dollars—and half will get less under the new Title I law, school officials report. One high school will see its share soar by more than \$1 million.

While federal law provides for no period of transition, Chicago's Department of Funded Programs is insisting on just that. It will not allow a school to gain or lose more than 15 percent of its current Title I funds.

"We needed to let these schools with a dramatic shift adjust for a year," says Assistant Supt. Lula Ford, who heads funded programs.

However, the Chicago Lawyers Committee for Civil Rights under Law objects to Ford's unilateral decision. "They're not complying with the law in how they're providing the money, and they're unwilling to talk about it," says Karen Berman, an attorney with the committee.

While a U.S. Department of Education spokesperson says a phase-in has no basis in federal law, Ford says the School Board plans to seek permission.

Walter Allen, who oversees Title I for Chicago schools, declined to identify schools that will lose and gain. However, he provided some startling numbers.

All high schools eventually will see their Title I funding go up at least 35 percent, he reports. One high school will see its allotment soar from \$127,000 to \$1.4 million, while another will go from \$15,000 to \$294,000—increases of more than 1,000 percent.

Meanwhile, many elementary schools will be hard-hit, with one school dropping from \$384,000 to \$181,000—the cost of four teachers.

"We're not putting this [increased]

money out there in one fell swoop, because some schools wouldn't know what to do with it," says Allen. "And we surely don't want the elementary schools hit with a bomb where they lose half their money, especially when people are talking about cutting state Chapter 1."

The large-scale redistribution is the result of two changes approved by Congress last year.

The Title I program is aimed at helping schools with relatively large numbers of low-income students, but in the past achievement also played a role. Once a school district identified its "poorest" schools, it ranked the schools by the number of low-achieving students. The more low-achieving students a poor school had, the more money it got. Responding to complaints that this punished schools for improving achievement, Congress dropped achievement from the distribution formula.

'Go-slow' approach

The other pivotal change involves how schools can use their Title I money. Previously, most schools had to spend it on separate, "pull-out" programs that were only for low-achieving students, a requirement that was criticized for stigmatizing children and fostering low expectations. Now, most Chicago schools will be able to use the money on schoolwide programs, which present fewer logistical hurdles, for high schools in particular.

But here, too, the board is taking a go-slow approach.

The U.S. Department of Education's proposed regulations require schools that want to use their money schoolwide to spend a year planning for the change; under the law, that planning must include widespread participation. However, the proposed regulations permit school districts to grant waivers to schools already engaged in such planning.

But Ford is refusing to grant



JOHN BOOR

Voc-ed programs like this one at Simeon Vocational are in jeopardy due to cuts being considered by Congress. See story on page 32.

waivers, insisting that "waivers would have to be granted by the federal government in Washington."

"Oftentimes, we jump into things without much thought," Ford explains. "I expect a school to form a collaborative effort with parents, take a look at their school improvement plans, and look at how they can combine [various] funds."

To many school leaders, including Piccolo Elementary Principal Linda Sienkiewicz, that sounds a lot like what local school councils have been doing for years. "We do a needs assessment, we talk to parents and staff, we've reached a consensus on what we want to do and how we want to do it," she says.

Piccolo wants all its students to be able to use its \$700,000 computerized reading lab. But, says Sienkiewicz, "we have received instructions that the law says we must have a year of planning. I'm just a bit confused, because we hear from outside that we have a possibility of a waiver. But from the board I'm not being told I have this option."

For its part, the U.S. Department of Education believes the responsibility for evaluating individual schools properly rests with the school district. Its proposed regulations say it's up to districts, not the federal government, to grant permission to skip the planning year. Ford says she hasn't received the regulations and so will not grant such permission.

"We're light-years ahead of the rest of the country" when it comes to Title I's new approach, says Berman. "In a lot of respects we should be a model city

on this subject. But we're not going to be because of the politics."

The Lawyers Committee is considering challenging the actions of Ford's department with state and federal education agencies; it has requested documents from the department under the Illinois Freedom of Information Act.

One thing that has not changed is the formula the School Board uses to identify which schools are the poorest and therefore receive Title I money. Controversy has long swirled around this issue, with blacks and Hispanics tending to favor different formulas.

Federal law says only that a district should use the "best available" data to determine poverty.

In determining poverty for the purpose of Title I distribution, Chicago gives equal weight to a school's free-lunch count (the number of children eligible to receive free and reduced-price lunches) and its neighborhood welfare count (the number of neighborhood children in families receiving Aid

to Families with Dependent Children).

Berman and others have been pushing Ford to use only the free-lunch count. This move would benefit schools with Hispanic students because Hispanic families have relatively lower participation in Aid to Families with Dependent Children.

Enrollment at Whittier Elementary on the Lower West Side, for example, is 91 percent Hispanic and 80 percent low-income by the free-lunch count (which governs distribution of state Chapter 1 dollars). Under the board's Title I formula, however, its poverty rate is 50 percent, a level that makes it ineligible, under Chicago's application of the law, for Title I money next year.

Whittier has been told it will lose its \$700,000, which Principal Irene Damota says has been used to hire teachers that carry out Whittier's schools-within-schools program. "The loss of these funds is the loss of my school's vision," she says.

Damota not only opposes the board's

formula, but also is challenging its calculations, charging they are "unscientific, statistically incorrect and biased, by human error or design."

Ford says relying entirely on the free-lunch count would not fulfill the government's requirement for using the best available data. "We never turn down anyone who comes in and asks for free lunch," she explains. "That is not our most reliable data."

Amid these controversies, one issue unites Ford and her critics. The federal law mandates that each school district spend 1 percent of its Title I money to "facilitate" parent involvement.

"The new law emphasizes that parents be involved in all aspects of their children's education," says Margot Rogers, a lawyer with the Washington-based Center for Law and Education. With its local school councils, "Chicago's ahead of a lot of places in the country on this," she says. ■

Michael Selinker is a Chicago writer.

New rules for Chicago's \$168 million in federal Title I

Old Chapter 1 Rules

A school's enrollment must be at least 75 percent low-income for it to use the money for schoolwide programs, i.e., those serving all students, not just the poorest or lowest achieving.

Use of "pull-out" programs (where Chapter 1 students are separated from others) is mandated for most schools.

Schools receive money in part on the basis of how many low-achieving students they enroll; thus, schools that improve achievement lose money.

School districts are told to use "best available data" to determine a poverty ranking for each school.

Districts must use nationally standardized tests to identify children who may participate in Chapter 1 programs.

Funds from various federal programs, including Chapter 1 and bilingual education, cannot be combined to serve the same students.

There is no mention of parent involvement in decisions on the use of Chapter 1 funds.

New Title I Rules

A school's enrollment must be at least 60 percent low-income—next year the cutoff drops to 50 percent—for it to use the money for schoolwide programs.

Pull-out programs are discouraged for schools able to use funds schoolwide.

The so-called achievement index is eliminated; schools are now funded solely on the basis of their poverty rankings.

No change.

States must develop tests that hold all students to high standards.

Combining of funds is encouraged when helpful.

Parent involvement is mandated in most decisions on Title I; 1 percent of a district's Title I funds must be used to encourage parent involvement.

Effect on Chicago schools

Before, few schools could use funds schoolwide; now, nearly all that receive Title I money will be eligible, after a year-long planning period.

The board is pushing schoolwide usage, but the choice to keep or abandon pull-out programs rests with each LSC.

Schools will no longer be punished for improving achievement. Also, some schools will lose money while others will gain money.

Controversy will continue over the board's decision to use a formula that tends to work against largely Latino schools.

Chicago no longer is required to use the Iowa Tests of Basic Skills. A state panel is touring the state to solicit opinions; the IGAP tests could be replaced or altered.

Schools may now combine various categorical funds to create, for example, a Spanish-language reading lab.

The board has not decided how to enforce the 1 percent requirement; parent LSC training has been suggested.

Federal cuts imperil voc-ed programs

Chicago schools could lose some \$10 million under cuts Congress is considering in federal education programs. But it could have been much worse.

In late May, a House-Senate conference committee proposed eliminating all of the Education Department's vocational education funds, which could cost Chicago \$7 million; half the funding for the Safe and Drug-Free Schools and Communities Program, which could cost Chicago \$2.5 million; and a quarter of federal funding for bilingual education, which could cost Chicago \$145,000.

Previously, the House had approved much larger cuts, which also hit Title I, programs for the handicapped, immigrant aid and assistance for parent involvement.

The cuts rescind money approved last year. When Republicans took over Congress, their "Contract with America" called for huge cuts in education funds. President Bill Clinton has threatened a veto.

Voc-ed funding supports career programs in 21 high schools. Each program, such as DuSable's medical technology program and Farragut's automotive school, has received about \$170,000 a year for five years. If federal money disappears, some of these programs may too, maintains Frank Candioto, who oversees vocational education programs for the board.

Drug-free schools money pays for such addiction-prevention programs as Drug Abuse Resistance Education (DARE), a cooperative program with the Chicago Police Department.

"The overall situation is certainly worse than it was a year ago," says Buzz Sawyer, senior advisor to the Board of Education's chief financial officer. "We've reduced our long-term projections for federal aid from an expected 3 percent per year to 0 percent and perhaps significantly less. But even if they simply flatline us, [inflation] means that the programs would decline over time."

Michael Selinker

New overcrowding policy angers some schools

by Debra Williams

In a first, the Board of Education is brandishing the sword of forced busing to force schools to take steps to relieve overcrowding. And schools aren't happy.

"We don't disagree that something has to be done to relieve overcrowding," says Valerie Torres, senior research associate at the Latino Institute. "It's just the way it was done."

Torres predicts that some schools won't comply with the board's new policy because local school councils and community representatives weren't consulted.

Beginning June 30, all schools whose enrollment is more than 95 percent of their buildings' design capacity will be put on controlled enrollment, meaning that new students, with a few exceptions, will be bused to other schools. Currently, 31 schools are on controlled enrollment as a result of their local school councils' votes; under the board's new policy, up to another 55 could be forced onto controlled enrollment.

Schools whose enrollment exceeds 100 percent of design capacity will have until June 30, 1996 to develop plans to bring enrollments down to capacity; if they don't, the board will begin the following Sept. 1 to bus currently enrolled students, not just new ones.

Three board members, Juan Sanjurjo-Cruz, Ashish Sen and Maria J. Vargas, voted against the new policy.

This school year, administration officials visited overcrowded schools and urged them to adopt such alternatives as year-round schedules or dual shifts. (See *CATALYST*, April 1995.)

Currently, only 12 schools are on year-round schedules, and one is on dual shifts. However, five more—McPherson, Eberhart, Edwards, Hamline and Gale, which is already a year-round school—recently voted for dual shifts next school year, and three

more—Lee, Chavez and Casals—opted for a year-round schedule.

Torres says increased busing could run the risk of escalating tensions between Latino and black communities. If largely black schools get an influx of Hispanic students, the likely scenario, school improvement plans will be disrupted, Torres notes, adding that that is unfair to both groups.

Ronald James, principal at Avondale Elementary in Avondale, says he thinks the new policy was adopted to stop schools from beseeching the board for new buildings. "What they've done is said, 'Here, we've solved the problem for you, now you just have to do this.' It's an easy way out for them."

When queried about complaints, William McGowan of the Office of Academic Support, predicts that few schools will be subjected to forced busing. "We don't know how many schools yet, but when we do, we'll sit down with principals at both schools—those sending and those receiving children—and determine what support is needed so that an educational program is in place for the receiving students," says McGowan.

At Nobel School in Humboldt Park, which enrolls 1,000 children, buses another 700 under controlled enrollment and is still over its design capacity, Principal Mirna Diaz-Ortiz says she'll have to make some tough decisions. "We will probably be forced to go on a dual shift, and that's going to be a problem."

A survey of Nobel parents shows that most would want their children assigned to the first shift, she says. The majority of teachers want the first shift, too, she adds.

"If I go on a dual shift, I'd have to break up my team teachers, and they've told me they'd rather have 45 to 50 children in the classroom and be together than have smaller classrooms and teach by themselves," she says, adding with a laugh, "Isn't that something?"

Yet another board in wings as unions take big hit

by Michael Klonsky

The Chicago Public Schools will get their fourth entirely new school board and eighth new chief executive in the last 14 years under legislation that, at press time, had just arrived on Gov. Jim Edgar's desk.

Declaring a "state of emergency" for the Chicago public schools, the Republican-dominated Legislature imposed radical changes in how the school system is governed and financed, giving Mayor Richard M. Daley new powers to shake it up but no new money to ensure it opens on time next September.

Instead, the GOP removed the strings from much of school funding, making it easier for the School Board (to be appointed directly by Daley) to make budget cuts. The current shortfall estimate is \$150 million, not counting employee raises, which would cost about \$12 million for every percentage point.

The business community was behind much of the legislation, particularly provisions abolishing the five-year-old School Board Nominating Commission and giving the mayor free reign in selecting board members.

Immediately following passage of the School Reform Act in 1989, Daley directly appointed an Interim Board of Education, whose record generally gets bad marks from school reformers.

Asked why business leaders believe Daley will appoint a more savvy board this time, John Ayers of Leadership for Quality Education says: "It's a good question. That experience must be held up to the mayor. Yet we've gone five years with this present approach, and it's stalled. Only one person applied last time. We need a process that will get strong people who are willing to serve. The bottom line is attracting some good, dynamic leadership."

Commenting on the legislation as a whole, Ken McNeil of the CityWide Coalition for School Reform says, "On a

scale of 1 to 10, I'd give it a 5." The coalition is an umbrella group for many, but not all, reform organizations. McNeil points to provisions giving more authority to principals and reserving the lion's share of state Chapter 1 for individual schools. The legislation's major shortcoming is its lack of additional funding, he says.

While the legislation bans strikes for 18 months and wipes out many protections the Chicago Teachers Union has negotiated over the past 30 years (e.g. class-size limits), CTU spokesperson Jackie Gallagher says the union does not want to stop the new law in its tracks. A lawsuit seems a certainty, but, Gallagher says, "We don't want an injunction that would slow down the process [of board reorganization]. That would not serve anybody well."

Meanwhile, the tenure of Supt. Argie Johnson seems tenuous, since Daley also will appoint a board president who will serve as the system's chief executive officer. Daley will set the president's salary; the president will select chief officers for education, finance, operations and purchasing.

The following are some details of the legislation:

■ **BOARD, BUREAUCRACY** The mayor will appoint a new five-member superboard that will replace the current 15-member board and serve for the next four years. Beginning in 1999, the mayor will appoint a seven-member board, with members serving staggered, four-year terms, and the board will select a general superintendent.

Subdistrict councils and superintendents will be eliminated, with their powers reverting to the chief executive officer. For example, the chief executive will decide whether to intervene at troubled schools and will select a principal when a local school council deadlocks.

■ **SCHOOL ACCOUNTABILITY** An Academic Accountability Council will be created within the school system to analyze school performance and provide data to



The Legislature refused Mayor Daley's request to lift the property-tax cap so the School Board could sell bonds to build more schools.

schools. It will identify schools for possible intervention. The chief executive may remove the faculty from such schools.

■ **STATE CHAPTER 1** Next school year, individual schools will be guaranteed only the amount of state Chapter 1 money they spend this school year. Carryover funds and Chicago's scheduled increase in Chapter 1 funds (an estimated \$60 million) will be in the hands of the superboard, which is expected to use them to help balance the budget.

■ **UNIONS** The Chicago Teachers Union will lose the right to bargain over matters relating to charter schools, third-party contracts, layoffs, class sizes, staffing, pilot programs, assignment, scheduling, the academic calendar, hours and places of instruction, and public assessment policies. The union also will lose the right to approve or reject waivers of contract provisions sought by faculties at individual schools, which now will require only a simple majority vote.

The classification of "reserve" teacher will be abolished. As a result, teachers who lose their positions at a school because of declining enrollment, for example, will not be guaranteed a job in the system; under the current teacher contract, such teachers have two years to get certified in an area of critical systemic need.

The superboard will have the power to contract with third parties for services performed by board employees and to lay off board employees with 14 days' notice.

Chicago Teachers Union falls from grace

A defining moment for the Chicago Teachers Union and its allies came outside Gov. Jim Edgar's office before Republicans unveiled their Chicago school reform package last month.

Edgar's staff announced they would limit attendance at the press conference to reporters. So Gail Purkey, spokesperson for the Illinois Federation of Teachers, borrowed a reporter's notebook and stood in line, hoping the blue-suit brigade would let her slip by. She ultimately chose to avoid a possible confrontation and watched the heavy oak doors to the governor's office slam shut behind the press pack.

"I can't believe we've been reduced to this," said Purkey, only half-joking.

The incident is an example of how far the IFT and the Chicago Teacher Union have fallen in Springfield since Republicans took control of the General Assembly. While their counsel once was sought by political leaders, the Chicago union today is reviled and accused of blocking improvements in the troubled system.

Three years ago, when lawmakers crafted a borrowing package to keep Chicago schools open, the union's representatives were at the right hand of then-Speaker Michael Madigan (D-Chicago). Union lobbyists worked out of the speaker's office, and they played a major role in crafting legislation regarding Chicago schools.

By contrast, union representatives said they were given a copy of the Republicans' 140-page reform bill just

hours before it was muscled through the House and Senate in late May. Asked why the union wasn't included in negotiations that produced the reform package, Edgar said, "I don't think the Chicago Teachers Union has the best interests of the children in mind. They want to protect the status quo."

Union representatives say they want to be part of the solution. They're concerned the five-member "superboard" to be appointed by Mayor Daley will end up increasing class sizes to save money.

"They've [Republicans] got the votes. They could do something right," said Jackie Gallagher, the CTU's spokesperson. "Instead, they feel they have to be punitive and take out their frustrations on the people who teach the children in Chicago."

Frustrated union officials who watched the reform bill pass the General Assembly from the House and Senate galleries found little consolation in rhetoric from allies like Sen. Miguel del Valle (D-Chicago). "We're giving the mayor enough rope to hang himself," said del Valle. "But when he hangs himself, he takes us with him. He takes my kids with him."

Union representatives are banking on restoring Madigan and other pro-labor Democrats to power in 1996.

The Illinois Education Association, meanwhile, is trying to court Republicans after endorsing Democratic gubernatorial candidate Dawn Clark Netsch over Edgar in 1994. The IEA, which represents downstate and suburban teachers, traditionally has supported Republican gubernatorial candidates and has been more friendly with GOP lawmakers than their counterparts at the CTU and IFT.

Michael Hawthorne

Corporate School looks for new teachers

In March, Rollie Jones, a public school veteran, became principal of the Corporate/Community School, a once-private school whose entry into the public school system last year was hailed as a catalyst for innovation.

In April, Jones threw the school's nine teaching positions up for grabs, advertising them in the Superintendent's Bulletin.

Mildred Jones (no relation to Rollie), a teacher member of the local school council, says she learned of the move through the Board of Education's Bulletin. "The other teachers are upset but are trying to be professional about it," she adds.

Rollie Jones insists that the staff isn't being fired. "I met with each teacher separately and asked them to apply," she says, adding that applications have come in from across the country as well as the city. "This is an exciting place to teach, and with continued business support, we will have great resources for teachers."

The principal and several LSC members say that teachers, most of whom do not yet have state teaching certificates, had been informed that their jobs would be guaranteed only for 1994-95, the school's first year as a public school.

"They are all FTBs [full-time basis substitutes] and therefore must apply for permanent status," she says. (Mildred Jones is an exception; she has a state certificate.)

The agreement between the school's corporate founders and the Board of Education provided that teachers could work toward certification their first year on the job, with special classes provided at the school itself.

When Rollie Jones was named acting principal, she expressed concern about previous teacher turnover at the school and said she intended to work with current staff. "Working with the old teachers remains partially my approach," she says, now that she has a four-year contract. "My main focus, however, is on improving the instructional program, which was not a good program."

Michael Klonsky

CONSORTIUM ON CHICAGO SCHOOL RESEARCH LOCAL SCHOOL COUNCIL SURVEY

Throughout this month all Local School Councils will be invited to complete a survey entitled *Listening to Local School Councils*. This survey will provide all concerned constituents with accurate and useful information about how Local School Councils are working to improve Chicago schools. Please encourage all council members to participate in this important effort in order to ensure an accurate picture of LSC members' views.

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Comings and goings

STUDENT ALLIANCE Patti Tuomey-Quigley, formerly of Teen Living Programs, has become the development director of the **Student Alliance**, an organization of activists at Chicago area junior and highs. **Phillip Bleicher**, former student rep on the Chicago Board of Education, is executive director. This summer, the group will produce four half-hour talk shows—on male responsibility, gangs, summer activities and a topic to be determined—for broadcast on cable TV. In the works: a newsletter (being developed by Wells High senior **Robert Silva**) and a youth service directory. Address: P.O. Box 8449, Chicago, IL 60680-8449. Phone: (312) 281-0076. Internet: YouthVoice@aol.com.

WITS Maxine Duster, former principal of the Corporate/Community School, now is executive director of **WITS (Working in the Schools)**, a group that provides volunteers for Cabrini-Green area schools. Also, 30 WITS volunteers and 30 retirees from Sears will participate in a new program developed by **Loyola University School of Education** to train volunteers to teach math and reading. In three years, WITS has grown from three tutors in one school to more than 150 in five schools. Address: 919 N. Michigan, Suite 2140, Chicago, IL 60611. Phone: (312) 751-WITS.

PRINCIPAL CONTRACTS RENEWED The following principals have received new contracts: **Frank Allocco**, Palmer; **Geraldine Banks**, Kinzie; **Cynthia Barron**, Addams; **Weldon Beverly**, Hyde Park; **Frank Blatnick**, Yates; **Nereida Bonilla**, Audubon; **Kathleen Bowman**, Mitchell; **John Bradley**, Scanlan; **Rufus Brown**, Banneker; **Mary Burke**, Turner-Drew; **Jessie Butts**, Lovett; **Frances Carroll**, Cook County J.D.C.; **William Clair**, Graham; **Emmerine**

Clarkston, Evers; **Joronda Crawford**, Foster Park; **Sally Culhane**, Taylor; **Shirley Dukes**, Sherwood; **Eugene Dumas**, Doolittle West Primary; **Linda Echols**, Madison; **Arthur Fumarolo**, Thorp Scholastic; **Vera Green**, W. Green; **Patricia Grissett**, W. Smith; **Dean Gustafson**, Revere; **Louis Hall Jr.**, Raymond; **Beverly Hides**, Goethe; **Tam Hill**, Calumet High; **Leon Hudnall Jr.**, Morse.



Phillip Bleicher



Maxine Duster

MORE RENEWALS **Marie Iska**, Andersen; **Barbara Jackson**, Cook; **Catherine Jernigan**, Crown; **Theodis Leonard**, Paderewski; **Mark Mack**, Chase; **Kathleen Mayer**, Carson; **Sandra McCann**, May; **Freddie McGee**, Ross/Cockrell CPC; **Mary Meike**, Edwards; **Kenneth Millar**, Dever; **Lillian Nash**, Goldblatt; **Michael Polak**, Jahn; **John Reilly**, Portage Park; **Ellen Reiter**, Sawyer; **Bobby Roper**, Lawndale; **Joyce Seidel**, Grimes-Fleming Branch; **Mary Silva-Vera**, Sheridan; **Catherine Smith**, Solomon; **Cecellia Smith**, Kohn; **Richard Smith**, Stock; **Marlene Szymanski**, Manierre/Ferguson CPC; **Henry Thompson III**, Calhoun North; **Margaret Tolson**, Donoghue Elementary and CPC; **Domingo Trujillo**, Whitney; **Alfonso Valtierra**, Galileo; **Cheryl Washington**, Dyett; **Paul Zavitkovsky**, Boone; **Mary Zeltmann**, Jackson.

NEW PRINCIPALS The following acting, assistant and interim principals have received full principal contracts: **Queen Brown**, Earle;

Peter Carlino, Richards Vocational; **Larry Grant**, Beasley Academic Center; **Frank Horton**, South Shore Academy; **Rollie Jones**, Corporate/Community School; **Norma Rodriguez**, Washington High . . . **Eduardo Cadavid**, Cooper (formerly of the department of academic services) . . . **Elizabeth Elizondo**, former principal of Drummond Elementary, has been appointed interim principal of the new Hammond/Spry Elementary.

NEW ACADEMIES **Andersen**, **Attucks** and **Grant** elementary schools and **Manley** and **Tilden** high schools each have received \$200,000 to become community academies.

YEAR-ROUND SCHOOLS **Pablo Casals** and **Chavez Multicultural Academic Center** have been designated as year-round schools.

NEW NAMES **Spalding Branch School** has been renamed **Wilma G. Rudolph Learning Center**. . . The new school building at 2750 S. Kedzie has been named **Francisco I. Madero Middle School**. . . The Corporate/Community School has been renamed **Joseph Kellman Corporate/Community School**, after its cofounder.

SUMMER INSTITUTE Facing History and Ourselves, a national organization devoted to teaching students the consequences of racism, prejudice and anti-semitism, will hold an institute July 10-14 at Woodstock Center, Woodstock. For more information, contact **Barbara Baldini** at (312) 726-4500.

COMMUNITY DIRECTORY A 173-page directory of community organizations is available from the Community Renewal Society; it lists addresses, phone and fax numbers, officers, office hours, boundaries, primary programs and publications. Cost: \$12 if picked up, \$15 prepaid if mailed. Address: 332 S. Michigan, Suite 500, Chicago, IL 60604. Phone: (312) 427-4830.

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