

## APPENDENCIES

# Parents Must Become Involved to Help Public Schools Overcome Problems

## ECONOMIC OUTLOOK



by  
WILLIAM TODERAN

Parents must become involved and must want their children to be educated. If they don't, America's public schools will be hard pressed to solve the educational system's problems.

Parental involvement at home and with the school is the key to overcoming problems facing every school. John M. Elliott, president of the Detroit Federation of Teachers, told the Economic Club of Detroit.

Public schools can't pick and choose their students, he pointed out. Schools must take "what comes up" and must do the best they can with each student.

Urban systems, such as Detroit's, have problems that are not encountered by suburban systems, Elliott indicated. In Detroit, at least 25 percent of the students do not finish the term in their original school.

Schools have no control over this "transient rate" because families do move for one reason or another. Families are broken by divorce and other causes. Stable relationships are difficult to establish and maintain.

"All students have the right to clean, safe and orderly schools," Elliott pointed. Parents, the community, business and industry must work with teachers to provide such schools.

Charter schools are not the answer, he feels. They do not serve every child, as do the public schools. Equally disturbing is that charter schools create more segregation.

Clean, safe and orderly schools

are part of the 10 point "Bill of Rights" the Detroit Federation advocates for all students, Elliott told his audience.

A fair and consistent discipline code is another right. Students need to know what the rules are. Enforcement should be prompt and consistent. Parents should work with the school and insist their children comply.

Rigorous and clearly stated academic standards are a must, Elliott



JOHN M. ELLIOTT

declared as he re-affirmed his support of standards. Schools and the community are doing a disservice to students if they do not support standards.

Business, industry, parents and the community must work with students and encourage them to do their best, Elliott said. Students who meet the standards have a sense of achievement and their self esteem is enhanced.

Schools must have the materials and the equipment if they are to perform adequately. Proposal A is not the answer and in the long term many public schools will be underfunded, he predicted.

Elliott and the federation oppose

merit pay because there are too many variables. Each teacher faces different problems in the class room because every student is different. Setting performance standards that are fair and consistent would be difficult.

The union does not protect poor teachers, Elliott reported. An evaluation process has been set up with the school board and the union takes part. Poor teachers have been dismissed.

A so-called voucher system will not solve schools' problems, Elliott said. A voucher in Cleveland, for example, does not solve problems and is only a temporary bandage, in his view.

Elliott was a last minute substitute for Albert Shanker, the federation's national president, who had a medical emergency a few hours before flying to Detroit.

In a wide-ranging question and answer session, Elliott made the following comments:

He does not favor uniforms for students. Clothes will not solve the major problems schools face.

Single sex classes are hard to support. Students will live in a two gender world and schools should prepare them for that world.

Adult Education classes are important, as they offer the opportunity for people to learn new skills and to prepare for career changes.

While he doesn't expect to see it happen soon, he feels the federation and the National Education Association "should get together."

The primary responsibility of the schools is to "prepare students for life as it is or might be."

"One of the strongest natural proofs of the folly of hereditary right in kings is, that nature disapproves it; otherwise she would not so frequently turn it into ridicule by giving mankind an ass in place of a lion."

— Thomas Paine

# Detroit plans for \$60-million school effort



J. KYLE McENER/Detroit Free Press

Yvette Banks, with her son Jose, 3, was among parents and educators Monday who heard about plans for a \$20-million grant.

## Call for involvement

BY JENNIFER JUAREZ ROBLES  
Free Press Education Writer

Yvette Banks can't wait for the infusion of cash from the Annenberg Foundation's \$20-million grant that will spur a five-year, \$60-million educational reform effort in Detroit Public Schools.

"When is the money going to be put out in the schools?" Banks, a Detroit mother with four children in the school system, asked Monday. "Today?"

Bill Beckham, president of New Detroit Inc. and a spokesman for the coalition that is spearheading the effort, fielded Banks' question at a news conference at Spain Elementary School.

"Our first commitment is the will to change, the will to reform. That's free. That's on us," Beckham said. "The next thing is to have a plan that will work. That's on us to come together and design it. The money will follow."

The coalition wants to raise \$40 million in private and public money to add to the \$20 million from the Annenberg Foundation.

Banks, whose children attend Martin Luther King High School and Carstens Elementary School on the city's east side, joined about 75 others at Monday's formal announcement.

In addition to parents and students, the audience included government officials, school and college administrators and teachers, union officials, school board members and challengers, clergy, representatives of community groups and executives of foundations.

Irma Clark, president of the Detroit Board of Education, said she had never seen such a diverse assembly gathered on behalf of public education in Detroit.

"Everybody now understands that they can't just sit back and wait for the educators to do it," Clark said. "They must involve the total community."

Superintendent David Snead said receiving the Annenberg grant fulfilled a dream he had three years ago when he took over the district. In 1993, billionaire philanthropist Walter Annenberg said he was ear-

marking \$500 million to improve urban schools in the form of challenge grants to be awarded through his Pennsylvania foundation.

Deputy Detroit Mayor Nettie Seabrooks said quality education for Detroit children was the "single most important issue" for Mayor Dennis Archer's administration next to ensuring public safety.

A collaborative, grassroots method is what makes Detroit's Annenberg grant unique, Beckham said.

The program's objectives are to improve teaching and learning; enhance the relationship between schools, staff and the public; and free schools to reshape and redefine their relationship with administrators.

A 16-member board will be named before year's end by the 22-member coalition that won the grant. The board will govern a new nonprofit organization, Schools of the 21st Century Corp. A 30-member council, to be named soon, will recommend grants to the board.

The effort will work this way:

■ Planning grants will be awarded over two years to 32 clusters of three or more schools so they can prepare improvement plans.

■ Clusters with the best plans will be invited to apply for four-year implementation grants, 10 of which will be awarded in the first two years. Thirty to 45 schools are expected to participate.

■ A leadership consortium will provide technical assistance to the clusters to help them prepare grants and implement reforms. It will consist primarily of college and university educators.

In its first five years, the effort is expected to disperse its money as follows: local schools, \$48.7 million; leadership consortium, \$4.6 million; school district, \$2 million; and 21st Century, \$4.5 million.

An independent evaluator will be hired by the 21st Century governing board and approved by the Annenberg Foundation and other private funders to measure the effort's success. If successful, an additional \$40 million could extend the program for five years.

THIS IS ONE OF OUR BIGGEST

ANOTHER VIEW: BARRY MCGHAN

## Don't blame teachers for low standards

**"S**tate teachers underqualified" howled the front page headline (The Detroit News, Sept. 13). I can hear the thuds as teachers all over the state dive for cover from this most recent bombardment. Why don't newspapers fire a salvo or two in the direction of other responsible parties once in a while? For example, why didn't we see one of these equally appropriate headlines instead?

"State Bureaucrats Set Low Employment Standards"

"Shoddy Administrative Hiring Practices Revealed"

"Colleges Take Teachers' Tuition Money and Run"

It must be that teachers — so visible in every community — are easy targets. Scoring hits on them while the real culprits stay safely out of sight is like shooting fish in a barrel — effective, but not very sporting.

Let me tell you something about teacher certification — let me tell you about my Grandma Lula. She started teaching near Ludington in 1906 — at the age of 18, with an eighth grade education. She'd passed a teachers' test and the state said that was good enough for it to trust her with a one-room school. A few years later she left teaching to marry. My dad was born, and a year later her young husband died of TB. She wanted to return to teaching, but the state now required teachers to have a year of "normal" school training. She left her infant son on the farm with his grandparents and moved into Ludington to attend County Normal. In the fall of 1913 she was back in the classroom. In 1917, at the age of 29, she got her high school diploma.

Throughout the '20s she took workshops in order to improve her teaching skills and keep her second grade certificate current. During the summers she took college courses, and in the early 1930s completed the requirements for her life certificate. The state proclaimed her fully qualified to teach grades K-8 anywhere in the state for the rest of her life. Even so, she continued to improve her skills through workshops and other studies. She brought her 44-year career to a close in 1954, well-honored by colleagues, former students, and parents. I know, I was there. There's even a small scholarship fund in her name at the local community college.

While Grandma was a great character in our family, what she did to prepare herself as a teacher is no more

than what thousands of Michigan teachers, past and present, have done and continue to do. Teachers, like most people, do what is expected of them. If the state sets inadequate certification standards, are teachers to blame? If colleges offer inadequate training, where do teachers turn for something better? What can good teachers do when school administrators fail to properly evaluate and remove incompetent ones?

Having said all this, do teachers need to be better trained? Sure they do, just like everyone else in this increasingly technological global village. But it won't be cheap and it won't be easy. The average teacher in my former district is 45 years old and has been teaching for 20 years, with another 10 or more to go. She is right in the middle of her life — kids just starting college, elderly parents to cope with, maybe a husband who's on the verge of being down-sized from his corporation. How is such a person going to find the time and money to get more training on her own?

And who says it's just the teacher's own professional responsibility anyway? What about the responsibility of other culpable parties — state bureaucrats, administrators, and colleges? School district curriculum specialists — with little help from the state, colleges, or even some of their own colleagues — have offered this training for a number of years now. They will have to do more. Where will they get the money for it? How will they find time to train teachers in ways that don't disrupt the schooling process? There are no easy answers to these questions, and this is not a situation that will be fixed any time soon.

Not only is under-certification a problem that's been around since at least 1906, it's a problem the State vacillates on. For example, certification laws are still in effect, but Michigan's new charter school legislation allows such schools to hire non-certified teachers if they choose! So what does the state really think the connection between certification and competent teaching is after all?

If you figure it out, let me know.

*Barry McGhan is director of the Center for Public School Renewal in Fenton.*



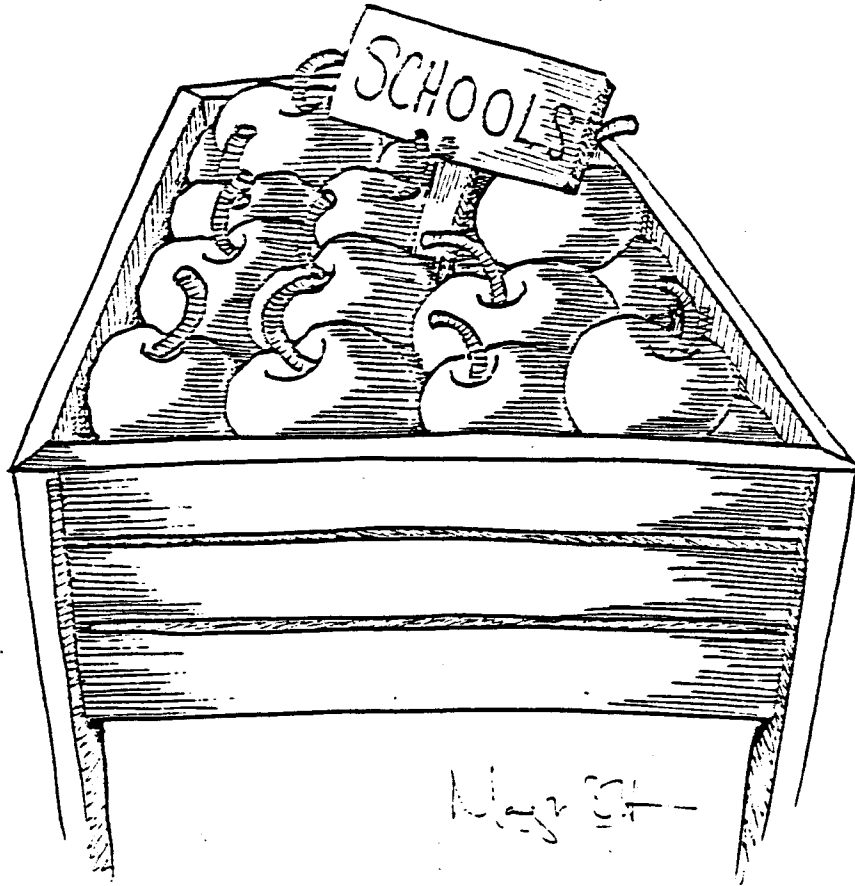
### Should Snead resign?

The school year in Detroit started with kids not being able to ride the bus to a school of choice. Parents asked Schools Superintendent David Snead to reconsider his position. His response: No.

Now we see that the district's former purchasing director apparently spent our tax money as if it were from her personal account. This makes me wonder whether Snead is capable of handling his job. He selects people for his team, but blames personnel officials for not checking their credentials more carefully.

Why aren't we asking Snead for his resignation, rather than asking him to give buses back to the children?

**Brenda G. Flowers**  
*Detroit*



MARGARET SCOTT/Special to the Free Press

## How much school choice?

**I**t should be a parent's prerogative to send his or her child to a school other than the assigned one if it means a better education ("School Choice: A battle joined," Oct. 15).

It is amazing that a school district can spend \$5,300 per pupil and still not furnish a decent educational environment. The money is eaten up by teachers' wages and pensions.

My children attended public schools in Madison Heights until two years ago, when I sent them to a parochial school. They are urged to meet challenges, show good manners, and take pride in themselves and their school. The basics are stressed, and parents are involved.

I resent having to pay taxes to a school system and government that neglect the education of children.

**Lela S. Burgess**  
*Madison Heights*

### Good and bad consequences

Advocates of school choice are right that some schools are in dire need of change. But negative pressures on these schools will not work.

Students who cannot afford to leave a troubled school will be burdened even further by the loss of students and school funds a voucher system would cause. Public education in America is supposed to be the great equalizer. We should be looking at ways to equalize school funding.

Perhaps choice should come in the form of tax credits for those who send their children to private schools. This would allow for flexibility and the right amount of pressure if the local public school is bad.

**Rand Moorhead**  
*Beverly Hills*



# Detroit elementary school has high achievement down to a science

BY JENNIFER JUAREZ ROBLES  
Free Press Education Writer

Paris Davis, a fourth-grader at Detroit's Joyce Elementary School, peered into a microscope Thursday and squealed.

"Oooooooo — that's ugly," she said. "What is it?"

Magnified insects may look ugly, but as learning aids, they help show why the 614 students at Joyce excel on Michigan Educational Assessment Program tests.

Seventy-five percent of last year's fifth-graders there scored in the proficient range on the revamped science MEAP, compared with Detroit's district-wide average of 18.3 percent. The state average was 26.9 percent.

In the last four years, at least 92 percent of Joyce students earned satisfactory scores on the science MEAP.

"From day one — whether that's prekindergarten, kindergarten or first grade — we get them comfortable with science so when the MEAPs come around, they feel comfortable

taking them," said fifth-grade teacher Tamiko Corbin.

Students also have done well on math, reading and writing MEAPs. Attendance and parent involvement are high at the east side school.

The achievements there debunk the assumption that a school in an impoverished neighborhood — 75 percent of the students in prekindergarten through fifth grade at Joyce receive free or reduced-price lunches — must be low quality.

Every classroom has a live-in ani-

mal and students take turns feeding and caring for them, even during school breaks. Iguanas, guinea pigs and fish are particularly popular. When bees fly into Sheneia Davis' fourth-grade class, they're safely caught and studied under microscopes.

- In the school's computer lab, Corbin worked on a promotional graphic. Soon the "Beat the MEAP" slogan will be posted throughout the school.

"We have to keep the motivation high," she said.

# Middle schools found lacking in state survey

BY CHRIS CHRISTOFF

Lansing Bureau Chief

LANSING — Too many middle schools in Michigan discourage students — whose grades and self-esteem slip as a result — because teachers aren't trained to deal with adolescents and school districts don't pay enough attention to them.

That's the conclusion of a statewide survey of middle schools, teachers and students released Wednesday by the Michigan League for Human Services.

The survey questioned 45,600 students in 224 middle schools, grades five through nine. It's considered the first comprehensive look at attitudes and academic performance in middle schools.

Middle schools are "the last chance we have to give them the skills, attitudes and behavior they need to become productive adults," said Leah Meyer Austin of the W.K. Kellogg Foundation, which commissioned the study.

Austin said middle school staffs and administrators often aren't equipped to properly steer youths who are undergoing the hormonal changes, mood swings and personal crises that often accompany the early teen years. There are about 850,000 students ages 10-15 in Michigan.

Only 14 percent of middle school teachers had specific training for those grades, the survey found.

Adolescents are "different than high schoolers or elementary students," said Norma Bailey, an instructor in Central Michigan University's school of education who taught middle school for 20 years. "We have everyone certified to teach middle school, but nobody prepared."

Peggy Gaskill, a teaching development professor at CMU, said middle schools often are established in "hand-me-down schools with hand-me-down materials."

The study found:

■ In middle schools that encourage teacher training, team-teaching methods and parental involvement, students performed better on state tests.

■ Middle schools must do more to make lessons interesting and relevant to adolescents who are easily distracted.

The survey was conducted by the University of Illinois' Center for Prevention Research and Development.

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# Failure rates high on state school tests



Ashley Hudson checks her microscope as Christopher Foster looks up at a slide in the fourth-grade classroom at Joyce Elementary School in Detroit. DAVID P. GLUKEY/Detroit Free Press

## *Revised exams find widespread lack of skills*

BY TRACY VAN MOORLEHEM,  
ARIANA E. CHA  
AND JENNIFER JUAREZ ROBLES  
*Free Press Staff Writers*

**R**esults of a tough new battery of state tests for fifth-, eighth- and 11th-graders released today won't do much to silence critics of public education.

When only eight school districts out of nearly 100 in the Detroit area can boast that half or more of their juniors mastered all four tests, and when students across the state failed in startling numbers to demonstrate a

secure grasp of skills, can anyone not wonder:

■ Are members of Michigan's Class of 1997 — not to mention their younger brothers and sisters — ill-prepared to meet the world?

■ Has public education failed — again — to do its job?

On first glance, the answer might appear to be yes. Only a third of this year's seniors were deemed proficient in science and writing, while fewer than half met the standard in math and reading.

High school students took the profi-

ciency tests in math, reading, writing and science for the first time ~~appear~~, as part of the state's Michigan Educational Assessment Program.

Fifth- and eighth-graders also took a revamped science test, with alarmingly low results. They did much better on a new writing test.

And students in private high schools did better than their public-school counterparts. Statewide, 56 percent of them earned math endorsements, compared with 49 percent of

Please see SCHOOL, Page 12A

## ► THE RESULTS

For a full page of coverage, including scores for districts in the five-county Detroit area, please turn to Page 12A.

Also on that page are looks inside two ~~31,500~~ that score "very well. One is Bloomfield Hills' Lahser High School, where they do little specific preparation for the tests.

The other is Detroit's Joyce Elementary School, where a combination of factors keeps motivation high.

# Failure rates high on state tests

SCHOOL. from Page 1A

public school students.

Those most familiar with the tests were quick to offer these perspectives:

- Each time a test is introduced, scores tumble. Then they rise as teachers adjust lessons, and students get used to the format. When the state introduced a reading test in 1989, the percentage of fourth-graders passing plummeted from 82.3 to 35.8, then crept up to 50 percent by 1995.

“Asking students to score well on a new test would be like asking a novice high jumper to clear six feet the first time out,” Kent Voigt, an assistant superintendent in the Macomb Intermediate School District, said this week.

- The new tests are tougher.

“These tests were not designed to be minimum competency tests,” Diane Smoien, supervisor of the Michigan Educational Assessment Program, said Thursday. “We should be applauded in Michigan for having high standards and expectations for our students.”

- Many lessons are geared more toward rote learning than problem solving, and students balk at being asked to work in groups or answer open-ended questions such as those on the new tests.

Even at schools in the Saline district in Washtenaw County, where students scored among the highest in the area, “teachers get a lot of complaints” when they ask for that kind of work. Superintendent Ellen Ewing said Thursday.

- Scores don’t take into account a district’s socioeconomic makeup, which most educators agree plays an important role in achievement.

Reporting district totals alone also ignores the effects of factors such as ethnic and gender makeup. On the new tests, white high school students were 3½ times more likely than their black peers to achieve proficiency in the math portion.

Those explanations aside, state officials agree the results disappoint.

“I think this says we have to work a little harder,” said Peter Bunton, test coordinator for the Department of Education. “It says, too, we need to continue to give our students practice in the kinds of things we’re looking at. We have to have our students writing more.”

Local educators agreed, saying the test is likely to cause major changes in low-scoring classrooms.

“Instructional practices must change as a result of this assessment,” said Sharon Johnson-Lewis, an assistant superintendent in the Detroit Public Schools.

Detroit was among the 10 lowest-scoring districts in the metro area, with just 5 percent of high school juniors reaching proficiency in science and 11 percent in writing. Johnson-Lewis said that shows the 171,000-student district must focus on teaching the hands-on, problem-solving skills measured by the new exams.

“Many of the things that have been done in the past that promoted rote

and memory learning will be eliminated from the classroom,” she said.

Changes are under way in the Fitzgerald district in Warren, where fewer than a quarter of 11th-graders were proficient in the four subjects.

The district changed its math curriculum this year so seventh-graders can take pre-algebra and eighth-graders can take algebra. Previously, students weren’t taught pre-algebra until ninth grade and algebra until 10th.

“One of the challenges of the new test is to first learn its expectations,” Superintendent James Edoff said. “Then we have to change procedures to meet them.”

One of the lowest-ranking districts in the metro area, Highland Park, began re-evaluating its curriculum for all grades last spring.

Assistant Superintendent John Stindt said students may have performed dismally in science — 1 percent of fifth-graders were proficient, no eighth-graders and 4.7 percent of 11th-graders — because they are not being taught the material early enough. “The tests mean a lot of curriculum changes here,” Stindt said.

Districts that scored relatively well said they don’t see a need for wholesale changes.

“Clearly, it tells us where we put our efforts has paid off, and we need to do more of the same,” said Patrick O’Donnell, assistant superintendent for instruction at Plymouth-Canton Community Schools.

O’Donnell believes such changes are healthy, as long as teachers keep their eyes on meeting state curriculum goals instead of catering to a test.

That’s too late for today’s seniors, but those who failed one or more of the proficiency tests will have time to retake the test before and after graduation to earn the state endorsement.

Educators just wish they could give the students a better idea of how meaningful the endorsements are.

Michigan’s 15 public universities have not included endorsements as an admissions requirement, saying it’s too soon to tell what they say about the quality of a candidate. None will consider endorsements when selecting next fall’s freshmen, but some are discussing what to do in the future.

Educators also wonder whether employers will ask for a transcript to see whether an otherwise qualified applicant has earned endorsements.

“In my 25 years at Andover, only one company on a regular basis has ever asked for transcripts,” said Marty Ceremuga, a counselor for the Bloomfield Hills high school. **DETROIT**

No one indicator can capture a student’s potential for success, educators and others stressed.

“What we have here is an indication of work to be done, of where we need to make curriculum adjustments,” said Dawn Cooper, a spokeswoman for the Michigan Education Association. “We can look at those and see the goals we have to set. We’ll attain them. We’ll get there. It isn’t going to be easy.”

The Associated Press contributed to this report.

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CRAIG PORTER/Detroit Free Press

Senior Kelly White, 17, peers through the microscope she shares with senior Billy Hartman, 17, in an advanced placement biology class at Lahser High School, whose students outpace state averages on the statewide exam.

## Lahser's courses give students the edge

BY TRACY VAN MOORLEHEM  
Free Press Staff Writer

While many of his peers across the state toiled over the 11-hour High School Proficiency Test, John Poch quelled his boredom by making up stories in the writing section.

"It was annoying. I thought it was just a longer version of the same elementary tests I've taken all my life," Poch, a senior at Bloomfield Hills' Lahser High School, said Thursday.

School officials aren't surprised that Poch and other top students in the 5,600-student Oakland County district thought the exam a breeze. The district far outpaced state averages and scored highest among 98 districts in metro Detroit.

Principal David Symington said that although the school tried to prepare students by giving them sample questions provided by the state, he doesn't credit that cursory review for their performance.

Rather, he said, the school's long-term commitment to high academic standards made the difference. More than 98 percent of Lahser students go on to college, he said, and parents

### STATE AND COUNTY AVERAGES

Percentages of students who earned proficient scores on new tests show how statewide averages compare with those for students in five Detroit area counties:

Area	Birmingham		Bloomfield Hills		Birmingham		Bloomfield Hills	
	Science	Writing	Science	Writing	Math	Science	Reading	Writing
Michigan	26.9	55.6	21.5	69.1	47.7	32.0	40.2	34.4
Livingston	38.6	74.0	32.5	75.1	58.3	42.7	45.5	42.2
Macomb	32.6	72.5	25.7	77.6	50.3	29.3	39.8	35.8
Oakland	34.9	69.2	26.7	77.9	55.9	37.4	49.7	42.3
Washtenaw	30.7	59.4	27.5	75.0	57.2	45.6	52.8	50.1
Wayne	22.5	44.1	15.0	57.1	33.5	20.6	31.8	24.7

Source: Michigan Department of Education

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Detroit Free Press

demand that students be proficient in core subjects.

The school was so confident about its curriculum that, as the state explained the new test format, staff coolly decided not to cater to it by changing curriculum.

"We're not going to take shortcuts just to have higher scores on the

proficiency test," Symington said.

Apparently, Lahser didn't have to. Yet even the district's good showing hasn't quelled some fears that the test will ultimately force staff to fix what isn't broken.

"A lot of students are concerned about those teachers who might mold curriculum around the test," Poch

### HOW THEY STACK UP

This ranking of districts in five Detroit area counties — Wayne, Oakland, Macomb, Livingston and Washtenaw — is based on average proficiency scores of all tests taken, by grade:

Highest scoring	Lowest scoring
1. Bloomfield Hills	1. Westwood
2. Grosse Pointe	2. Highland Park
3. Birmingham	3. Inkster
4. Ann Arbor	4. Willow Run
5. Saine	5. Lake Orion
6. Plymouth-Canton	6. Detroit
7. Novi and Troy (tie)	7. Madison
8. Northville	8. Pontiac
9. Rochester	9. Van Dyke
10. Grosse Ile	10. River Rouge and Ecorse (tie)

Highest scoring	Lowest scoring
1. Grosse Pointe	1. Highland Park
2. Clintondale	2. Westwood
3. Troy	3. Lincoln Park
4. Allen Park	4. Detroit
5. Birmingham	5. Ecorse
6. Bloomfield Hills	6. Taylor
7. Northville	7. Madison
8. Grosse Ile	8. Pontiac
9. Hartland	9. Romulus
10. Huron Valley	10. Inkster

Highest scoring	Lowest scoring
1. Birmingham	1. Westwood
2. Troy	2. Highland Park
3. Northville	3. Milan
4. Rochester	4. River Rouge
5. Grosse Pointe	5. Melvindale
6. West Bloomfield	6. N. Allen Park
7. Brighton	7. Detroit
8. Bloomfield Hills	8. Ecorse
9. Hartland	9. Hamtramck
10. Farmington	10. Lincoln Cons.
11. Pontiac	11. Pontiac

Source: Free Press research by Arlene E. Cila and Tracy Van Moorlehem  
published by Detroit Free Press

said. "That would make fine classes that were distinct just generalized."

Symington shares that worry. When results from one test can mean more to lawmakers and parents than years of careful school planning, his nightmare is a curriculum where students "repeat fundamentals forever."

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# THE NEW SCHOOL TESTS

## RESULTS OF 1996 STATE PROFICIENCY TESTS

Scores show the percentage of students in each district who earned proficient ratings on the state's new science and writing exams for fifth- and eighth graders and the new High School Proficiency Test given in March. High school students who earn the rating receive state endorsements on their diplomas.

**Livingston County**  
Science Writing Science Writing Math Science Reading Writing

District	Science Writing	Science Writing	Math	Science Reading	Writing
Brighton	49.5	84.8	42.2	75.7	62.7 43.5 60.9 42.6
Fowlerville	24.6	67.5	17.8	75.8	51.0 38.7 50.3 39.7
Hartland	48.5	82.9	41.0	83.1	57.3 38.7 44.9 53.2
Howell	23.4	71.7	21.8	75.1	63.7 41.7 46.8 48.1
Pinckney	44.3	58.0	33.4	66.6	54.7 52.4 39.0 33.3

## Macomb County

District	Science Writing	Science Writing	Math	Science Reading	Writing
Anchor Bay	20.7	61.2	11.3	57.5	36.8 29.4 45.4 42.4
Armada	29.4	77.4	11.4	66.1	41.2 36.5 42.4 60.0
Center Line	26.9	79.7	34.7	77.0	57.1 32.6 45.0 26.1
Chippewa V.	30.1	79.0	30.0	83.3	51.6 33.8 42.1 38.5
Clintondale	21.2	55.1	77.5	65.1	31.8 10.4 26.7 27.8
East Detroit	31.9	70.9	13.6	63.3	36.8 14.9 31.4 16.6
Fitzgerald	38.2	50.0	18.9	81.8	24.8 20.6 20.9 21.4
Fraser	28.2	76.8	30.9	85.9	46.5 26.0 42.7 27.8
Lake Shore	24.5	63.4	23.0	76.3	51.9 22.5 38.6 30.1
Lakeview	28.7	68.6	17.6	75.5	52.7 22.6 36.5 43.0
L'Anse au Loup	48.2	80.5	31.3	73.8	51.8 31.0 40.1 30.7
Mt. Clemens	23.2	48.8	20.7	65.6	44.2 33.7 34.7 49.5
New Haven	13.9	41.7	9.9	64.1	53.8 32.7 39.2 19.6
Richmond	40.8	50.0	23.3	79.3	52.2 26.1 37.0 24.6
Romco	30.8	83.3	21.6	84.2	64.3 39.8 42.4 29.0
Roseville	31.9	70.8	11.1	69.2	35.0 16.7 30.0 13.9
South Lake	20.6	50.6	24.2	89.4	64.3 37.4 54.7 44.4
Ulrich	36.4	80.6	31.5	82.7	61.0 35.9 46.1 46.7
Van Dyke	41.5	64.3	17.3	70.4	29.4 9.5 18.6 13.7
Warren Dms.	32.6	82.9	26.2	81.2	50.1 29.9 39.2 43.0
Warren Woods	25.7	59.5	23.4	83.6	43.5 22.3 30.1 37.3

## Oakland County

District	Science Writing	Science Writing	Math	Science Reading	Writing
Avondale	23.1	61.0	24.3	87.7	49.7 29.8 52.0 51.8
Berkley	45.0	75.6	25.7	86.0	50.3 37.3 51.7 36.2
Birmingham	64.6	89.7	94.2	72.1	62.7 61.4 70.4
Blomington	47.6	82.2	35.9	86.9	88.7 58.6 71.1 74.1

**Wayne County**  
Science Writing Science Writing Math Science Reading Writing

District	Science Writing	Science Writing	Math	Science Reading	Writing
Brandon	17.7	44.8	25.2	80.1	48.6 24.2 45.4 26.9
Clarenceville	30.2	70.4	30.8	85.6	42.5 27.8 46.0 31.0
Clarkston	28.2	79.4	35.3	78.0	52.2 37.4 48.9 44.3
Clawson	21.5	43.5	14.2	77.1	32.1 18.0 37.7 13.2
Farmington	43.7	84.9	27.8	80.7	63.0 44.5 57.7 63.3
Ferndale	24.0	58.1	24.2	63.3	34.4 19.7 31.3 29.1
Haral Park	14.2	53.3	12.4	80.8	36.5 15.0 39.8 20.3
Holly	26.6	40.8	21.3	68.5	52.7 30.5 51.1 36.0
Iron Valley	35.1	79.8	35.9	84.9	46.7 38.3 44.8 34.2
Lake Orion	36.1	54.8	27.8	87.8	53.8 42.7 49.8 45.5
Lampore	22.0	43.0	19.5	83.6	45.2 24.0 38.6 30.9
Madison	12.6	50.0	10.4	45.9	20.6 9.5 14.1 19.4
Novi	40.0	84.8	31.6	80.7	73.6 62.4 52.2 55.3
Oak Park	18.1	54.0	8.8	65.0	21.9 26.8 32.3 15.9
Oxford	31.5	44.7	15.2	65.9	50.0 34.1 47.2 35.2
Penitac	11.1	42.6	7.2	64.4	23.0 9.2 23.4 14.2
Rochester	52.9	85.1	32.1	87.9	71.5 50.9 59.8 46.7
Royal Oak	36.4	62.9	26.6	68.2	47.1 32.7 38.6 25.7
South Lyon	28.1	64.4	19.7	91.9	61.6 37.5 46.5 48.0
Southfield	24.3	63.8	12.2	63.2	36.9 21.1 40.1 32.1
Troy	51.3	91.6	51.8	89.0	75.5 60.7 54.9 52.4
Walled Lake	28.6	69.7	15.8	69.0	53.9 32.4 49.5 35.2
Waterford	34.9	66.9	22.2	66.6	59.9 31.0 54.3 40.7
West Bloom.	50.8	84.9	35.0	84.8	58.3 39.0 52.5 50.8

## Washtenaw County

District	Science Writing	Science Writing	Math	Science Reading	Writing
Ann Arbor	38.3	78.9	27.5	77.8	67.8 56.6 64.0 66.5
Chelsea	40.1	45.3	37.7	65.1	59.8 46.2 53.8 54.1
Dexter	31.9	65.2	27.3	84.6	58.6 44.7 51.4 61.5
Excelsior	15.8	35.2	11.6	73.8	29.6 24.1 32.9 9.9
Manchester	31.8	48.8	34.5	77.6	62.3 51.9 53.8 39.7
Midland	13.6	25.4	19.3	70.9	35.8 27.0 36.6 30.1
Saline	38.9	65.2	28.8	83.0	73.6 57.3 61.0 55.7
Whitmore Lk.	23.5	43.1	25.3	73.1	36.2 33.3 33.3 20.3
Willow Run	18.4	46.6	8.0	63.8	18.8 15.8 6.9
Ypsilanti	18.7	53.4	18.6	66.0	24.0 24.0 34.1

**Wayne County**  
Science Writing Science Writing Math Science Reading Writing

District	Science Writing	Science Writing	Math	Science Reading	Writing
Allen Park	26.5	68.1	57.1	82.9	59.3 29.8 48.8 41.5
Crestwood	28.8	70.0	17.8	76.0	66.0 48.5 47.7 27.3
Dearborn	19.5	55.2	20.1	74.8	42.6 21.4 39.8 41.8
Dear, Hts.	17.4	47.8	15.9	68.0	31.0 22.3 30.2 22.9
Detroit	18.3	27.3	7.9	39.6	14.6 5.0 19.4 11.2
Ecorse	32.9	15.2	1.4	48.5	9.4 15.6 26.7 20.0
Fiat Rock	29.2	31.2	15.6	58.8	35.1 16.7 26.0 35.6
Garden City	25.8	57.5	13.0	65.4	37.1 21.5 28.8 35.9
Gibraltar	27.1	43.0	30.3	71.6	32.8 20.5 24.7 11.5
Grosse Ile	35.2	74.2	36.5	90.0	75.9 49.6 59.3 34.3
Grosse Pointe	48.3	91.4	53.2	90.8	80.2 55.2 68.8 59.3
Hamtramck	14.7	35.1	5.2	69.8	39.5 5.3 26.5 16.7
Harper Woods	58.8	58.8	19.5	75.6	51.6 35.9 43.8 39.1
Highland Park	1.0	19.5	0.0	35.1	8.8 4.7 17.5 4.0
Huron	18.8	44.8	6.5	82.8	43.9 30.4 30.9 22.8
Inkster	30.8	23.2	3.2	64.8	7.7 5.1 23.8 7.6
Lincoln Park	13.1	42.2	6.2	40.8	29.2 19.4 25.9 13.9
Livonia	34.5	75.0	24.0	79.3	53.5 35.5 47.5 41.8
Mt. N. Al. Pk.	18.8	23.2	7.5	71.9	31.4 18.2 28.6 25.0
Northville	55.5	85.8	41.1	89.7	70.7 51.2 64.4 46.2
Plym.-Canton	33.9	81.4	33.9	84.8	71.5 52.3 60.7 55.4
Redford Union	25.1	68.2	21.3	51.4	43.5 27.9 29.4 30.8
River Rouge	8.9	32.1	4.3	74.8	20.8 13.9 18.0 19.0
Riverview	32.2	62.4	17.2	69.5	45.6 50.7 39.7 52.9
Romulus	27.7	44.5	3.3	62.4	24.2 15.1 37.9 39.1
S. Redford	58.3	28.2	25.4	77.7	44.8 29.5 37.5 31.1
Southgate	30.8	60.4	29.7	76.9	42.2 26.3 38.4 22.2
Taylor	15.8	47.8	9.5	46.4	23.7 17.5 23.5 10.7
Trenton	44.1	77.7	18.7	80.1	71.8 42.3 49.5 45.7
Van Buren	31.5	69.8	13.4	69.0	33.4 24.9 35.5 15.7
Wayne-West.	13.0	52.4	12.5	68.0	31.8 17.0 27.8 20.4
Westwood	4.7	15.7	2.0	37.1	7.2 3.8 12.9 1.4
Woodhaven	23.3	66.0	19.1	83.4	60.7 37.1 41.2 46.1
Wyandotte	20.2	41.9	17.2	63.4	40.7 39.8 25.8 31.8

# Candidates have education's ways — but not its means

BY R.A. ZALDIVAR  
Free Press Washington Staff

WASHINGTON — With all their talk about kids and education, you might think Bill Clinton and Bob Dole were running for school board instead of the presidency of the United States.

President Clinton wants to field one million volunteer tutors to guarantee that every 8-year-old in America will be able to read. Dole wants to launch a national experiment with tuition vouchers, helping parents send their kids to private and religious schools.

On the college front, both candidates are proposing tax breaks to help families pay tuition costs.

Clinton would also create a controversial role for the Internal Revenue Service: reviewing college transcripts to see whether students' grades are good enough for the new America's Hope Scholarships he's proposing.

The focus on schooling is not accidental. It underscores the higher-than-ever importance of education to middle-class America. In today's knowledge-based economy, education is the key to upward mobility.

But the flurry of ideas from Clinton and Dole exaggerates the presidential role in education. It remains largely a parental, local and state responsibility. Federal funds amount to about 7 percent of the more than \$250 billion a year the United States spends on elementary and high school education.

"It's one thing to give rhetorical importance to education and quite another thing to recognize that the federal government is far from being the be-all and end-all," Hayes Mizell of the Edna McConnell Clark Foundation, a New York-based charity that focuses on improving middle schools, said last week.

Some of the Dole and Clinton ideas are little more than made-for-the-media sound bites. When Clinton issues guidelines for school uniforms, it's not clear that anybody has to follow them. Dole has come out with an Education Consumer's Warranty. Yet who's going to call Washington if they're unhappy with their child's kindergarten teacher?

Former President George Bush's drive to create national standards for elementary and high school achievement shows the limits of a president's power. National standards became a point of contention in the ideological struggle between conservatives and liberals, and have been rendered largely meaningless.

Nonetheless, the Clinton and Dole proposals would have unquestionable impact on millions of families. Here's a closer look at some of their main ideas:

**PRESCHOOL, ELEMENTARY, AND HIGH SCHOOL** When it comes to the basics, Clinton and Dole see a more activist role for the federal government.

Dole's activism follows the agenda of social and religious conservatives, while Clinton mixes support for Great Society programs with some New Democrat ideas.

Clinton would expand the Head Start preschool program to serve one million children by 2002, from the current 750,000. He would provide \$300 million in government grants to

Please see SCHOOL, Page 12A



# Education fighters lack arms

SCHOOL, from Page 5A

groups that train parents to help their children learn to read. He's gone on record as supporting public school choice, school uniforms and character education.

Clinton's main new initiative is America's Reading Corps, an effort to guarantee that all children can read by the time they reach the third grade. According to standardized test results, 40 percent of fourth-grade students fail to reach a "basic" level of reading ability.

The program would train and deploy one million volunteer tutors to help kids after school and during the summer. Five-year cost: about \$2.5 billion.

Clinton's literacy initiative draws mixed reviews.

Diane Ravitch, a senior education official in the Bush administration, called it "a small, incremental step."

Dole's major proposal is a \$6-billion federal-state program to provide par-

ents with vouchers to send their kids to any school of their choice: public, private, or religious. Under the four-year experiment, the vouchers would be worth \$1,000 a year for elementary education and \$1,500 for high school.

Dole's proposal would help an estimated four million families. But its most significant impact would be on ideas. Public schools would be nudged from their central place in government policy, with Washington encouraging competition from private schools.

Gary Becker, a Nobel prize-winning economist and Dole adviser, said the voucher plan would be a catalyst for education reform by creating competition for the public schools.

But critics say the plan would undermine public education, particularly if existing programs for low-income students are cut to fund the new vouchers.

With Dole proposing to reduce tax rates by 15 percent and balance the budget without cutting defense or So-

cial Security, teachers' unions and education experts say existing federal aid could dry up.

"The tax cut is going to be the end of all the education programs you have out there," said Al Shanker, president of the American Federation of Teachers.

**HIGHER EDUCATION** The ideological divide between Clinton and Dole on elementary and high school education fades when it comes to higher education.

At the college level, Washington plays a more significant role than with K-12 education. The federal government accounts for some 12 percent of colleges' funding, and about 75 percent of all student aid.

Both candidates would use tax breaks to increase aid to families. The main difference is largesse. Clinton's college tax breaks are about 10 times bigger. Dole's camp counters that his across-the-board tax cuts would also help families pay for college.

# Will vouchers improve schools?



**Y**our Aug. 26 editorial "School Success: Talk of vouchers undermines genuine progress" accused school voucher proponents of favoring self-interest over social responsibility.

You predicate your argument on rising test scores, as an index of the existing system's "success." But the very slight rise in Michigan SAT scores should be measured against the recent 50-point "recentering" of the exam.

A five-point "increase" in the average score on an exam that has been made easier by 50 points represents an actual 45-point fall in student achievement. A slight rise in Michigan Education Assessment Program test scores is attributable to the first-time inclusion of private school students.

Another fact that casts doubt on your claim that "most public schools provide solid educations" to Michigan students is the proliferation of remedial courses in state universities. If Michigan's public schools are doing such a fine job, why do so many of their students require remediation in basic subjects once they get to college?

It's in everyone's self-interest to get the best education, and it's socially responsible to want the best education for one's children. A voucher plan would allow Michiganders to demonstrate that there is no necessary difference between self-interest and social responsibility.

Thomas F. Bertonneau  
Mt. Pleasant

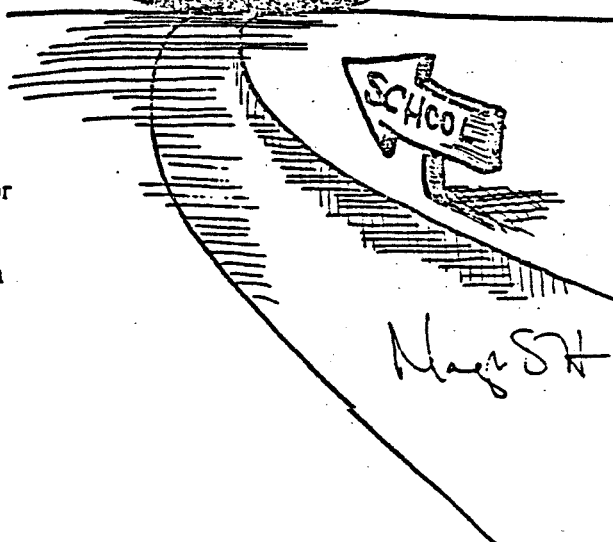
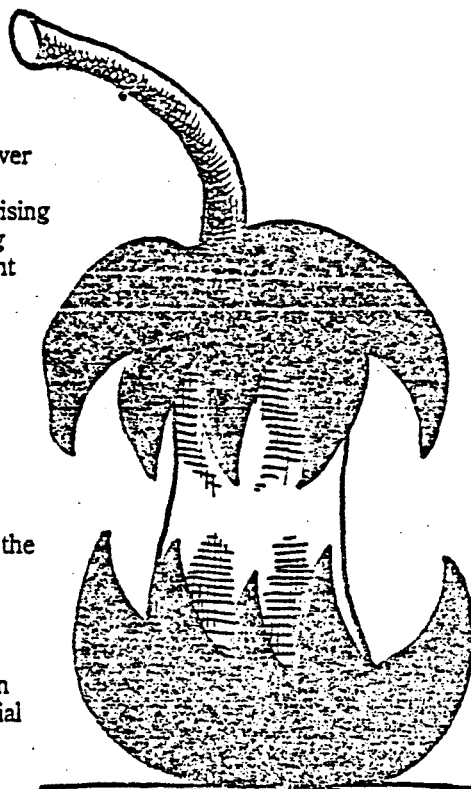
## Vouchers spell ruin

If we take money out of public education for vouchers, the American concept of the melting pot will be dead.

We'll have Islamic, Palestinian, Muslim, Catholic and Jehovah's Witness schools. A few years of that kind of balkanizing will make Bosnia and Northern Ireland look like love-fests.

If your God is so different, pay your own tuition. Keep your hand out of your neighbor's purse.

Lew L. Coy  
Wixom



MARGARET SCOTT/Special to the Free Press

people in the system to see that supplies and equipment are ordered and available.

Marion Smith  
Berkley

## Books rule

I hope everyone paid special attention to

## Let state take over schools

Recent statements by the Detroit Public Schools' finance director, William Aldridge, make clear that the district should be placed in state receivership ("Schools near ruin, official says," Sept. 4).

# Romulus official plans school for dropouts +

SCHOOL, from Page 1A

and share some of its profits with Romulus. Under the choice law, a \$5,300 state grant follows each transferring student.

Critics of the proposal say Bedell is motivated by the desire for more school funding, not by the desire to help students.

"They are looking at our youngsters as being cash crops. That cannot be tolerated," Arthur Carter, a deputy Detroit Public Schools superintendent, said Monday.

"We think this is an act of school piracy. It destroys the fundamental concept of local school district autonomy," he said.

Bedell said profit was a primary motive for opening the school, but said he wouldn't do so if it meant taking students from the Detroit Public Schools. He said that since all the students at Baron-Romulus School of Choice are Detroit dropouts, he is simply dipping into an unserved pool.

"There are a lot of dropouts out there. This contractor has found a way to recruit them, give them another shot," he said.

Still, he said his 4,100-student district would not be involved but for the hope of profit. "I'm not a social worker. If there wasn't a chance to help our kids while helping some of

their kids, I wouldn't be there," he said.

Proposal A, which revamped the state's school funding in 1994, also left Romulus schools hemmed in financially, Bedell said. So when Baron Schools contacted him, suggesting the partnership, he decided it would be in the best interests of his students, he said.

A Baron representative could not be reached Monday for comment.

Now, Bedell said politics is getting in the way of the alternative school plan. In particular, he is angry with state school Superintendent Arthur Ellis, who he says denied a waiver that would allow the school to recruit students past the Aug. 15 enrollment deadline provided in the school choice law.

Bedell said that since the school serves dropouts, it makes sense that Baron waited until Detroit schools were back in session to recruit students. Without a waiver, the school will be unable to enroll hundreds of students who want to attend, he said.

Ellis said Romulus never officially filed for a waiver, but even if it had, he would have rejected it.

"I will not use the office of superintendent to facilitate the creation of that kind of program," he said Monday. "There's an old administrative

rule I've had: If it doesn't pass the smell test, I don't want it. I'm troubled by what's involved in this."

Ellis questioned whether the program meets the intent of the choice law.

State Rep. James Agee, D-Muskegon, believes it doesn't. He said the Legislature never meant for public school districts to open schools within other districts' boundaries.

Such a loophole, he said, could have extreme and far-reaching effects on the state's public school system.

"It would say, in effect, that there are no more boundaries within an ISD. Any school could run a school in any other district without its permission," Agee said Monday.

Agee, a former school superintendent who sits on the House education committee, thought it curious that Romulus would be the district to propose such a school, since Bedell originally opposed the school choice law.

"Is the motive that Romulus believes Detroit can't effectively operate their own schools?" he said. "Is it that Romulus has a deep-seated feeling for the children of Detroit? Or is it that the Romulus schools feel there's a buck to be made, and they want to be the ones to make it?"

Romulus scored higher than De-

troit in recent High School Proficiency tests, but still fell below state averages in three of four subjects tested.

Bedell said he opposed the law because he feared it would exacerbate white flight, upsetting his district's racial balance.

While he still wishes the law hadn't passed, Bedell said he's trying to make the best of a bad situation now that it has.

Those who oppose the alternative school say they'll fight it in the courts and in Lansing.

Agee said he's willing to amend the choice law to close the loophole.

"I think every dime we have for education should be spent on making better students, not on making one district richer than another," he said.

Detroit Public Schools may not wait for legislative change, Carter said. He said the district may try to stop the Romulus plan in court.

"We do not want fly-by-night schools that are not well thought out being developed for the kids here in Detroit," Carter said.

Ellis declined comment on the issue of legality, saying it is a matter for the Michigan Department of Education to grapple with when it conducts its official enrollment counts, by which it allocates per-pupil funding.

# Member of school board charged in gun incident

BY JENNIFER JUAREZ ROBLES

Free Press Education Writer

**B**efore firing a .45-caliber pistol into the ceiling of his north-east-side home June 17, Detroit Board of Education member Kenneth Daniels pointed it at his wife and said, "I can't take it anymore," then put the weapon to his head and said, "I should kill myself."

That account of the disturbance was given to police by Daniels' wife, Polette Daniels, according to charges filed Thursday in 36th District Court.

Kenneth Daniels entered not guilty pleas Thursday to two counts of felonious assault and discharging a weapon in an occupied home.

Magistrate Irma Chenevert-Bragg ordered Daniels to attend a domestic violence program July 20 and set a preliminary examination for July 23.

She kept Daniels' bond at \$1,000, which he had posted after his arrest. But Chenevert-Bragg modified an earlier bond restriction that prevented the

Danielses from having any contact. She said the couple could have no contact of an assaultive nature while Daniels is free on bond.

Kenneth Daniels' lawyer, Andrew Robertson, told Chenevert-Bragg that Polette Daniels had recanted the statements she made to Officers Miles Booker and Anthony AVECILLA.

Robertson told the magistrate that Daniels had been "seriously overcharged."

The charges filed by the Wayne County Prosecutor's Office said the couple had had an argument; the nature of it was not specified.

Two weeks ago, Polette Daniels told the Free Press that she and her husband had quarreled about women who called their home on school board business. This week, she said that statement was incorrect, but she would not say what the argument was about.

According to her complaint, Kenneth Daniels reached for a pistol on a



KARIN ANDERSON/Detroit Free Press

**Kenneth Daniels and Polette Daniels pause outside Detroit's 36th District Court on Thursday.**

nightstand and waved it around the room. He then pointed it at his wife.

The gun was described by police as a .45-caliber Glock, a lightweight, plastic semiautomatic.

After his arraignment, Daniels said the criminal charges surprised him. When asked if he intended to step down from his board seat or issue a public apology, Daniels said, "What has this to do with kids?"

He said he and his wife had resolved the matter.

Margaret Betts, the school board's vice president, defended Daniels on Thursday, saying, "I've not lost any confidence in him."

Daniels was appointed to the board last year and faces one challenger in the November general election.

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## CONGRESS

*shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*

FIRST AMENDMENT TO  
THE U.S. CONSTITUTION

## Honeywell Contract: Caution

The Detroit Board of Education should table today's expected vote on Phase III of a Honeywell Inc. contract for extensive lighting and heating work. The school system has serious energy management needs. But questions persist about the board's process in awarding this contract. The board should proceed cautiously.

The contract for the Honeywell School Services Program, which totals about \$22 million, is for a system designed to reduce energy consumption and building operations costs, as well as improve the comfort and safety of students. Phase I involved 12 buildings and included an automation system linking all 12 buildings to centrally monitored temperature controls at the Schools Center building. Phase II involved 25 schools, including door monitoring and closed circuit surveillance equipment. Phase III, which is up for a vote, includes 50 additional buildings.

School board member Ben Washburn has criticized his colleagues for rushing to approve the final phase of a proposal that was not competitively bid. In 1993, when the first phase was approved, the state School Code exempted Detroit from putting the work up for bid. However, a revision to the code takes effect July 1, which eliminates that exemption.

Mr. Washburn is also concerned that the total cost-per-school for Honeywell's improvements comes to \$440,000. School engineers claim to be able to do basically the same work, excluding the centralized control system, for about half the per-school cost. And if competitively bid, he says, the district could cut another 20 percent from the in-house estimate.

Another concern is that the Honeywell program was touted as "self-funding" with "no initial investment requirements" and "guaranteed" savings. However, an independent audit conducted by Ayres, Lewis, Norris & May Inc. of Ann Arbor contended that Mackenzie High School saved only \$5,400 on its \$120,000 annual light-

ing costs instead of Honeywell's guarantee of \$25,699. Honeywell Vice President J. Kevin Gilligan responded to a Detroit News story on the Ayres study, saying it "... did not have accurate data." "To date," wrote Mr. Gilligan, "we have produced \$1.8 million in cost savings." Mr. Washburn, however, contends that the company subsequently presented conflicting numbers about those savings.

Moreover, an in-house assessment of the project, dated June 6, 1996, found that the systems are not working to Honeywell's own specifications. The district's Heating Plant Department found "no noticeable reduction" in energy use as well as blown ballasts, inferior steam traps and problems with temperature control. It suggests Honeywell's equipment may not be compatible with the district's electrical set-up which produces brownouts and power failures.

Honeywell officials, in addition to contending that the audit was inaccurate, have defended their work before the school board. We make no judgment about the facts underlying the dispute. The real issue isn't Honeywell's performance. It is the school board's contract-awarding process.

A daughter of school board President Irma Clark is a Honeywell employee. We hope this is not related to the speed with which the contract is headed for approval. Mrs. Clark assures us that her daughter is not in a decision-making position at the firm and would not benefit from the contract extension. It would have been better, however, if she had abstained from participating in the school board's majority vote as a committee of the whole to move the phase III contract to today's final vote — and had she publicly disclosed her family situation.

Taking a step back and putting the remaining work up for a competitive bid would restore public confidence that taxpayer dollars are being well-spent.

# 4 basic areas

Michigan students traditionally took the MEAP tests. What are these new tests?

The new High School Proficiency Test for 11th-graders is actually four tests — in math, science, reading and writing — that take the place of Michigan Educational Assessment Program math, science and reading tests. Students in grades five and eight take a revamped science and new writing tests. Students in grades four and seven take the traditional MEAP reading and math tests.

How do the new tests differ?

Previous MEAPs had multiple-choice questions only. Now there are open-ended questions requiring essays and short answers. That increases the difficulty. Multiple-choice questions also have been changed to test for problem-solving abilities. The high school tests take 11 hours to complete.

What's the connection between the high school test and diplomas?

Eleventh-graders who score in the proficient range earn state endorsement seals on their diplomas. Endorsements are available in math, science and communication arts, for which a student must be proficient in writing and reading. This year only, students can use their 10th-grade math and reading MEAPs to gain endorsements.

Are the endorsements necessary for graduation?

No. Students must meet local graduation requirements.

Then what good are they?

Nobody knows. The endorsements go on a student's transcript. Unless businesses ask for them from job applicants, or colleges use them for admissions, they mean little apart from a student's personal satisfaction.

Are students allowed to retake the tests?

Yes. Opportunities to retake one or more of the tests will be available in fall, spring and after graduation.

How were the tests scored?

Since machine scoring was impossible in many cases, the state hired contractors.

How can we be sure the scoring was objective?

Scorers received extensive training and had to pass a test to prove they had mastered the method. Two people read every paper. If the two grades weren't the same or adjacent, a more experienced reader made the final call.

Who decided what score constitutes proficient?

A committee of parents, business leaders and teachers set preliminary cut scores, which were reviewed by a bias committee, curriculum specialists and testing experts. With their input, the State Board of Education set the final scores.

How are the scores divided?

Into three levels: proficient, novice and not yet novice. Students in the top range have mastered essential skills. Those in the middle range are making progress and may be expected to reach proficiency with additional study. Students in the bottom range have not mastered basic skills or demonstrated an ability to apply the knowledge they have to answer real-world problems.

## SAMPLE QUESTIONS

High school juniors answer questions similar to these on the High School Proficiency Test.

### Math

Your assignment is to find the average of the set of data below:

2.5, 3.0, 4.1, 2.2, 1.2

A) Describe a procedure that can be used to find the average of the numbers above without using decimals.

B) Compute the actual average of the numbers above using your method.

Answers: A) Multiply the numbers by 10. Add the new numbers. Divide the result by the number of numbers (5). Divide the result of that by 10.  
B) Answer is 2.9.

### Writing

Topic: Justice.

To help them think about the topic, students are given four quotations and two cartoons that relate to the topic. Then they are given 20 minutes to respond in writing to the topic. "What does 'justice' mean to you?"

Students also get into small groups to continue to think and talk about the topic. They are asked to go through certain topics during eight minutes of discussion.

Source: Michigan Department of Education

Detroit Free Press

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Hollowell  
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ANOTHER VIEW: BARRY MCGHAN

## Don't blame teachers for low standards

**"S**tate teachers underqualified" howled the front page headline (The Detroit News, Sept. 13). I can hear the thuds as teachers all over the state dive for cover from this most recent bombardment. Why don't newspapers fire a salvo or two in the direction of other responsible parties once in a while? For example, why didn't we see one of these equally appropriate headlines instead?

"State Bureaucrats Set Low Employment Standards"  
"Shoddy Administrative Hiring Practices Revealed"  
"Colleges Take Teachers' Tuition Money and Run"

It must be that teachers — so visible in every community — are easy targets. Scoring hits on them while the real culprits stay safely out of sight is like shooting fish in a barrel — effective, but not very sporting.

Let me tell you something about teacher certification — let me tell you about my Grandma Lula. She started teaching near Ludington in 1906 — at the age of 18, with an eighth grade education. She'd passed a teachers' test and the state said that was good enough for it to trust her with a one-room school. A few years later she left teaching to marry. My dad was born, and a year later her young husband died of TB. She wanted to return to teaching, but the state now required teachers to have a year of "normal" school training. She left her infant son on the farm with his grandparents and moved into Ludington to attend County Normal. In the fall of 1913 she was back in the classroom. In 1917, at the age of 29, she got her high school diploma.

Throughout the '20s she took workshops in order to improve her teaching skills and keep her second grade certificate current. During the summers she took college courses, and in the early 1930s completed the requirements for her life certificate. The state proclaimed her fully qualified to teach grades K-8 anywhere in the state for the rest of her life. Even so, she continued to improve her skills through workshops and other studies. She brought her 44-year career to a close in 1954, well-honored by colleagues, former students, and parents. I know, I was there. There's even a small scholarship fund in her name at the local community college.

While Grandma was a great character in our family, what she did to prepare herself as a teacher is no more

than what thousands of Michigan teachers, past and present, have done and continue to do. Teachers, like most people, do what is expected of them. If the state sets inadequate certification standards, are teachers to blame? If colleges offer inadequate training, where do teachers turn for something better? What can good teachers do when school administrators fail to properly evaluate and remove incompetent ones?

Having said all this, do teachers need to be better trained? Sure they do, just like everyone else in this increasingly technological global village. But it won't be cheap and it won't be easy. The average teacher in my former district is 45 years old and has been teaching for 20 years, with another 10 or more to go. She is right in the middle of her life — kids just starting college, elderly parents to cope with, maybe a husband who's on the verge of being down-sized from his corporation. How is such a person going to find the time and money to get more training on her own?

And who says it's just the teacher's own professional responsibility anyway? What about the responsibility of other culpable parties — state bureaucrats, administrators, and colleges? School district curriculum specialists — with little help from the state, colleges, or even some of their own colleagues — have offered this training for a number of years now. They will have to do more. Where will they get the money for it? How will they find time to train teachers in ways that don't disrupt the schooling process? There are no easy answers to these questions, and this is not a situation that will be fixed any time soon.

Not only is under-certification a problem that's been around since at least 1906, it's a problem the State vacillates on. For example, certification laws are still in effect, but Michigan's new charter school legislation allows such schools to hire non-certified teachers if they choose! So what does the state really think the connection between certification and competent teaching is after all?

If you figure it out, let me know.

*Barry McGhan is director of the Center for Public School Renewal in Fenton.*

# Rescind all school cuts! Defend school bus service! Build a movement to defend public education!

**T**EACHERS, parents, students and school workers are outraged by the \$80 million in cuts adopted by the Detroit school board July 1. These cuts include \$20 million from adult education, \$8.4 million from school bus service, a virtual freeze in hiring new teachers to replace those who retire and a 10 percent cut in the maintenance staff. Class sizes will increase about 4 percent across the board.

The adult education cuts involve the layoff of 400 teachers and staff and the dismantling of the largest such program in the state. Instead of opposing the destruction of adult education ordered by the state government in Lansing, the school board has decided to match Engler's \$20 million cut with a \$20 million cut of its own.

The school bus cuts will be equally devastating. Nearly 9,000 school children—all those attending schools of choice, academies and other citywide schools—are being deprived of bus service. The parents of these children have already been told that the only way to maintain bus service is to contract with private companies at a cost of as much as \$3,000 a year.

A struggle against these cuts can only be successful if it is based on understanding that the attack on public education is an attack on the whole working class and must be fought on that basis, through uniting parents, students, teachers and other school workers. The school cuts are hitting inner-city, suburban and rural districts, in Detroit and out-state, affecting working class families whatever their color or ancestry.

The school board vote July 1 is

*Issued by Jerry White, Socialist  
Equality Party candidate for  
President, and Helen Halyard,  
SEP candidate for Congress,  
14th Congressional District  
(northwest and northeast Detroit)*

only the latest installment in an ongoing campaign to undermine and ultimately destroy public education, spearheaded by the political representatives of big business from President Clinton and Governor Engler on down. Both Democrats and Republicans agree on an agenda of budget-cutting, privatization and the creation of an openly class-based system in education: well-financed private schools for the wealthy and upper middle class, public schools which are starved of funds and provide only a pretense of education for the children of working people.

At the national level, Clinton has embraced the nostrums of the Republican right-wing: denouncing "big government"—i.e., publicly funded social services available to all, like education, Medicare, Medicaid and Social Security—and scapegoating welfare recipients, as though poverty was the fault of the poor or caused by AFDC. Clinton supports charter school experiments whose principal purpose is to create quasi-private schools within the public school system, as a step towards full privatization.

At the state level, the Engler administration has worked hand in hand with Democrats in the state legislature to undermine the financial basis of the schools, encourage charter schools and privatization and now to abolish adult education.

The Detroit school board is not defending the public schools against Engler's cuts, as the board members pretend. The school board members, all Democrats, many of them employees of Mayor Dennis Archer or Wayne County Executive Edward McNamara, are co-conspirators with the Republicans in the attack on the principle of public education. Here anti-working-class politics and personal profiteering go hand in hand, as privatization of services and lucrative contracts directly reward profit-making companies run by cronies of the board members.

Parents, students, teachers and other school workers must recognize that they cannot defeat these attacks merely by protest to and pressure on the very same politicians who are carrying out the cuts. Regardless of what school board members promise when confronted by a large and angry turnout at a public meeting, they have been given their orders by big business and they intend to carry them out.

The defense of public education requires a political struggle against both big business parties and against the domination of all aspects of American life by corporate wealth. This struggle must be based on the reaffirmation of the principle that education is a basic democratic right, not a privilege of the rich.

All children must have the right to attend decent schools, equipped with books, computers and other modern technical aids, with qualified and devoted teachers and other necessary services, ranging from school lunches to proper maintenance.

(Please turn over)



WOODS

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HSK for solution

# Rescind all school cuts! Defend school bus service! Build a movement to defend public education!

*(Continued from front)*

nance and transportation. If the capitalist system cannot afford such services for the children of the working class, then this system has failed and must be replaced.

Public education is one of the most fundamental gains of the working class over the past century. It took decades of struggle to put an end to such social evils as child labor, establish the right of children to attend elementary and secondary schools at public expense, create community colleges which would be affordable for working class youth, and abolish racial segregation and other restrictions on equal education.

The deepening crisis in public education is the result of the failure of American society to live up to this democratic principle. While unlimited resources are made available for military operations overseas or to boost the profits of American corporations, school systems have to scrape together every penny simply to operate from day to day, while necessary investment in school buildings, equipment, computers and teacher training is neglected.

The glorification of the "market" and privatization as the solution to the crisis of the schools is a cynical deception. First the big business politicians starve the schools of funds. Then the resulting deterioration becomes the pretext for declaring the "failure" of public education, and pushing more privatization.

In the upside-down world of current political discourse, school children and their parents are to be "freed" from public schools, just as welfare recipients are to be "freed" from dependence on public assistance. In plainer language, big business aims to destroy public education, welfare and all other social programs because they represent a drain on profits.

The real issue facing teachers, parents and school workers is the development of a political movement of the working class which will defend our interests against those of the giant corporations and their political front men. This means rejecting the politics of the trade union bureaucrats, who are once again campaigning for Clinton and the Democratic Party in the 1996 elections.

The unions have collaborated with school board officials in attacking the rank-and-file workers. The Detroit Federation of Teachers sold out the 1992 strike and supports cuts in jobs and increased class sizes. Teamsters Local 214 has been so blatant in siding with management that it is presently being sued by nine bus drivers for failure to represent them and working with management to get them fired after a protest last year over late paychecks.

The Socialist Equality Party is fighting to build an independent political movement of the working class, to unite parents, students, teachers and school workers, black, white and Hispanic, to defend public education. The resources

must be obtained through the reorganization of the economy to serve the needs of working people rather than corporate profits.

We propose the following program to restore and build up the public schools:

- Rescind all cuts in public education, including the cuts in school bus service and the elimination of jobs for school bus drivers. Restore and expand adult education.
- Launch a crash program to wipe out illiteracy and improve reading skills. Increased funding for Head Start and other programs to assist poor and disadvantaged students.
- Build new schools in urban and rural areas, equipped with the most advanced tools of learning and technology, including computers, lab facilities and up-to-date textbooks. Comprehensive training in physical education, music and art.
- Raise the pay for teachers in inner-city and rural districts to the level of the best suburban systems, and provide equal financial resources for all districts.
- Stop all privatization of school services. Eliminate all state subsidies for private and parochial schools. Halt efforts to introduce religious doctrine into the public schools under the guise of teaching "morals" or creationism.
- Free higher education for all students who wish to go to college.

# Socialist Equality Party candidates arrested

## Stop the attack on democratic rights in Detroit!

**A**LL THOSE who defend democratic rights and civil liberties should demand the dropping of charges against Jerry White, the presidential candidate of the Socialist Equality Party, and Jim Hartnett, the party's candidate for the 13th Congressional District.

The two were arrested and charged with disorderly conduct August 29 after White spoke at a public hearing to oppose the Detroit Board of Education's decision to eliminate school bus service for thousands of students. If convicted, White and Hartnett face 90 days in jail and \$500 fines. Their next hearing is set for October 14 at the 36th District Court.

The charges against White and Hartnett are fraudulent. The two were arrested for speaking out against school budget cuts and because of their socialist beliefs. Both candidates were participating in a public, community forum called by the school board to hear comments on the school bus cuts. Hundreds of parents, students and school employees attended the hearing at Western International High School. White was among dozens who spoke against the cuts from the floor microphone, and he received a very warm ovation



**Jerry White**  
SEP presidential  
candidate



**Jim Hartnett**  
SEP candidate  
for Congress,  
13th District

from the audience after his remarks.

As White left the auditorium he was accosted by three board of education security guards under the direction of Western International Principal Paul Gray. Gray ordered that White and Hartnett be brought into his office, where two Detroit police officers handcuffed and arrested the candidates.

Police then led the two out a side door, deliberately keeping them out of the view of the hundreds of parents in the auditorium who would have been outraged to see what had taken place. As they were led away, Gray stated, "I'm not having any socialists in my school."

White and Hartnett were kept in a prison pen at the Third Precinct for more than five hours. Meanwhile, Detroit police ransacked their bags, seizing political literature. Police also confiscated a letter sent by an attorney to the

Socialist Equality Party, violating the right of attorney-client privilege.

After Hartnett and White were finally released, the police refused to return their belongings, claiming the bags and their contents were being held as "evidence." The film from Hartnett's camera, which included photos of the security guards accosting White, was removed, although police claim to have no knowledge of its whereabouts. Also missing from one of the bags was money donated by workers to the election campaign.

These arrests were a flagrant assault on First Amendment rights and a violation of federal election laws. Throwing candidates in jail because the authorities disagree with their political beliefs makes a mockery of the election process.

Over 42,000 registered voters in Michigan signed petitions to place the Socialist Equality Party on the ballot for the November election and only three days before White's arrest, the state election authorities certified the SEP as a new statewide political party and confirmed that White and the party's congressional candidates would appear on the ballot.

The Socialist Equality Party

*(turn page)*

# Romulus to start school in Detroit

*Critics say money  
is the only motive*

BY TRACY VAN MOORLEHEM  
Free Press Education Writer

Using the schools of choice law he previously fought, Romulus Superintendent Bill Bedell plans to open a public alternative school for dropouts in Detroit.

A top Detroit school official calls the idea "school piracy," saying lawmakers never intended public schools to compete on each other's turf.

But Bedell says he's only giving students and parents what Gov. John Engler and the state Legislature said they want: greater choice.

"Apparently, it's OK for private schools and colleges to make money on kids by recruiting them from public schools, but it's not OK for public schools to do so," Bedell said Monday.

The alternative school is to open Thursday in the former Detroit Business Institute on State Street in downtown Detroit, with an estimated enrollment of 500 to 1,000 Detroit dropouts, ages 15 to 19.

The controversy is among the first involving the schools of choice law signed by Engler on June 19. The law allows students to attend any school in their intermediate school district (ISD) that agrees to open its boundaries. In the metro area, ISDs roughly follow county lines.

But Romulus' plan to open the Baron-Romulus School of Choice is the first example of a district opening a school within another district's boundaries.

The Romulus Community Schools board voted 6-1 Monday night to approve hiring a for-profit company, Baron Schools Inc., to run the school

## Our Costly Teachers

It is well known that Michigan teachers are among the highest paid in the nation. But Michigan teachers also have the highest pay relative to the state's economic base — again. That's worth remembering as the school year begins.

The average pay for a teacher in Michigan, as calculated by the National Education Association, was \$49,168 in the 1995-96 school year. That's third highest in the country, behind only Connecticut, at \$50,400, and resource-rich Alaska, at \$49,620. It is also almost 30 percent higher than the average national teacher pay of \$37,846.

But the Michigan Citizens Research Council (CRC), an independent research group, has adopted a different measure of teachers' pay. The CRC takes statewide pay and divides this figure by a standard measure of the state's economic health, per capita personal income. (Per capita personal income is not the average wage for all workers.)

Michigan's per capita personal income in 1995 was \$23,551, about 3.3 percent higher than the national average per capita income of \$22,788. The result is that Michigan's average teacher salary, 30 percent higher than the national average, is 208.8 percent of Michigan's slightly above average per capita personal income.

This ratio between average teacher pay and per capi-

ta personal income in Michigan is the highest in the nation (the average ratio is 166). In other words, teachers' salaries in Michigan put more of a burden on the state's ability to pay than those in any other state. Michigan has had the highest ratio on this index since the 1990-91 school year.

Now, it is not possible to pay a really good teacher enough. If Michigan's students were performing well above average, the investment in teacher pay would be worth it. But are they? Michigan students' average score on the American College Tests, used by many universities to determine admission, is 21.1. The national average ACT score is 20.9, so Michigan is slightly above average.

Moreover, less than 10 percent of the state's elementary and middle schools meet the standards for full state accreditation. This accreditation is based, in large part, on student performance on the Michigan Educational Assessment Program (MEAP) tests in math, science and reading.

Teachers union officials point out average pay in Michigan is so high because state teachers have so much seniority. All this means is they are extremely satisfied with the pay and working conditions. Unfortunately, outstanding pay for teachers has still not resulted in outstanding performance — on average — from Michigan's pupils.



# Michigan Chronicle

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## More choosing academic quality over multicultural perfection

By Peter Kirsanow

Black children are inherently incapable of learning unless seated near White children. Only when enveloped by the intellectual aura of White children can Black children receive a meaningful education, or so hold the opponents of the Milwaukee Parental Choice Plan (MPCP).

The MPCP provides vouchers to parents who are permitted to select the school their children will attend. It is the product of the Herculean efforts of Wisconsin legislator Polly Williams.

The MPCP is being challenged in court by the Milwaukee teachers union and others who oppose school choice. The opponents argue that the MPCP will result in the resegregation of public schools. The presumption is that White parents will choose to send their children to predominantly White schools and Black parents will send their children to predominantly Black schools.

The NAACP has gone on record as opposing school choice. The organization has tenaciously clung to the school desegregation cum integration orthodoxy. In fact, the organization has censured members who depart from the NAACP's busing groupthink. Kenneth Jenkins, head of the Yonkers, N.Y., NAACP chapter, was recently suspended for questioning the utility of busing for the purpose of racial balance. Jenkins compounded his infraction by opining that perhaps the primary focus should be on quality education. The head of the Bergen County, N.J., NAACP, was threatened with suspension for voicing similar heresies.

But in an amicus curiae brief filed on behalf of the Center for New Black Leadership (CNBL), Michael Williams notes that the NAACP's position is at odds with

that of its founder, W.E.B. DuBois, who stated that "the Negro needs neither segregated schools nor mixed schools. What he needs is education."

More recently, Justice Clarence Thomas, in a concurring opinion in the Kansas City desegregation case, *Missouri vs. Jenkins*, stated "It never ceases to amaze me that the courts are so willing to assume that anything that is predominantly Black must be inferior."

But it is not only the courts presiding over desegregation cases that make such assumptions. It is also the assumption of many in the group rights lobby who assert that public schools not integrated to achieve a proper racial mix are invariably inferior and consequently in violation of the equal protection clause of the 14th Amendment to the Constitution.

The fallacy in this argument is obvious: "Integration" and "desegregation" are not synonymous. The equal protection clause prohibits purposeful racial segregation in public schools. But the clause does not mandate integration so that public schools reflect the racial composition of the surrounding community. In other words, while de jure racial segregation is prohibited, racial integration is not required.

And that is precisely the argument made by the CNBL in its amicus brief.

The MPCP would violate the 14th Amendment only if the state's intent in adopting the program was to segregate public schools. That is emphatically not the case. Principal sponsor Polly Williams seeks to improve educational opportunities for poor children and has been fighting the predominantly White educa-

tion establishment for years in an attempt to do so. School choice enjoys overwhelming support from Blacks. Its approval rating among Blacks in the most recent polls hover between 70 to 80 percent. Many Black parents simply want an alternative to schools they perceive as having failed their children.

Should school choice perpetuate racial isolation, it will not be due to state action. Rather, it will be because parents, White and Black, are making decisions they believe are in the best interest of their children. Such decisions may threaten the racial engineers in the group rights lobby, but they are not prohibited by the 14th Amendment.

Voluntary racial isolation in our pluralistic culture is clearly undesirable, giving rise to a host of societal ills. But racial engineering by the state, even in the ostensibly "benign" form of compulsory integration, is contemptible and likely to result in racial resentment.

School choice may ultimately prove not to be the panacea many of its proponents claim it to be. School choice proposals that include private schools may result in government involvement in such institutions, a horrible prospect for most school choice advocates.

But the defenders of the status quo are bucking a wave of dissatisfaction with public school education, a wave causing more parents of all races to choose academic quality over multicultural perfection.

*Peter Kirsanow is a labor lawyer in Cleveland, Ohio, and a member of the board of directors of the Center for New Black Leadership.*

# Support Detroit school bus drivers fight against union-management collusion

**A** GROUP of Detroit workers is involved in a legal battle that is important for all working people. Nine school bus drivers, victimized for participating in a January 18, 1995 protest against late paychecks, are charging management with unfair discipline and their union, Teamsters Local 214, with failing to represent them.

The case before the Michigan Employment Relations Commission began on June 20. It will resume this Thursday, August 1. The workers are seeking compensation for lost wages and the removal of the record of disciplinary action from their personnel files.

The nine drivers were singled out from among 200 workers who protested in January 1995 at the west side school bus terminal. Rank-and-file workers organized the action independently of Teamsters Local 214 because of the union's long-standing refusal to oppose management abuse and poor working conditions. Although the protest took place well before working hours and on a public sidewalk, Teamsters officials denounced it as an "illegal work stop-

page," giving management the pretext to victimize workers. When supervisors selected a small group of drivers and threatened to terminate them, union officials refused to do so much as secure the workers a hearing.

In order to defend themselves some of the victimized drivers and their supporters formed the Committee to Defend Detroit School Bus Drivers in March 1995. The Socialist Equality Party and its newspaper, *The International Workers Bulletin*, were active in this fight. The committee gathered more than 7,000 signatures demanding the dropping of charges. With opposition to the planned firings growing, school board and union officials concluded a deal to drop the terminations and instead to suspend the nine drivers and strip them of their summer work. The discipline cost each worker up to \$7,000 in lost wages.

As most workers know, collusion between management and union is not only a situation faced by school bus drivers or public employees. It has become the norm for all workers. Over

the last 15 years, the United Auto Workers union has collaborated with the Big Three auto companies in shutting scores of factories and destroying the jobs and living standards of hundreds of thousands of auto workers.

What are the issues in the school bus drivers' case? The right of all workers to defend themselves against management abuse, the right to genuine representation, instead of unions that defend the interests of bureaucrats and not rank-and-file workers.

The Socialist Equality Party calls on workers to attend the Michigan Employment Relations Commission hearings on August 1 and 5. They will start at 10 a.m. on the 14th Floor of the Michigan State Building, 1200 Sixth Street. We also urge you to send letters to the judge demanding that the drivers be fully compensated and have the disciplinary action removed from their records.

## Send letters to:

Administrative Law Judge Nora Lynch  
Michigan Employment Relations Commission  
1200 Sixth Street, 14th Floor  
Detroit, MI 48226.

## Appeal from school bus drivers

*Mary Coleman, a 17-year veteran school bus driver, launched the legal action against school management and Teamsters Local 214. On July 24 she issued an open letter urging workers to support her case. It read in part:*

This is the first time in 18 months that we have had the opportunity to confront our accusers and present testimony and witnesses on our own behalf. We want to know how nine workers were selected out of more than 200 who protested? What discussions did the union and management have behind our backs? This case is not just about our rights, but the rights of all workers. Why should any of us accept false accusations against us? It would be like keeping silent while being thrown in jail for a crime you didn't commit.

I am not attacking the union for

personal reasons. I came to the union for representation and asked them to get the discipline and suspensions dropped. They refused to represent us. Instead the union worked hand in glove with management. The union wanted us disciplined in order to intimidate the whole work force. When we stood up on January 18, 1995 the union saw that as a threat to their cozy relations with management.

What are we facing? The school board just cut \$8.4 million from student transportation and is expanding the use of low-paying private bus vendors. Our jobs and livelihoods are at stake. At the same time, students and parents are having their right to public education taken away. Look at what is happening to the newspaper workers and other workers. Everywhere management is abusing its workers and making millions, while the

unions sit by and work with the bosses. Our case is a step in the fight against this. If we win, it can be the beginning of a struggle to improve our lives and the lives of our children and grandchildren.

My lawyer and *The International Workers Bulletin* can only do so much. I need your support when I go to court. Don't be intimidated. If you stand up for my rights, you are standing up for yours. In every fight of workers which has been lost, it was because the workers fought that battle alone. It's high time that we revive the tradition that an injury to one is an injury to all.

We intend to put management and union officials on the witness stand to bring out how they trampled on our rights. I urge you to attend the next hearing to bear witness to the truth and give us moral support.

**For more information contact the Socialist Equality Party at: (810) 967-2924**

# Preschool educational standards suggested

*Many programs lack  
quality, panel says*

BY DEB RIECHMANN  
Associated Press

WASHINGTON — All children need access to two years of high-quality preschool, but too many simply mark time waiting for "real" education to begin in kindergarten, a new report says.

The report, to be released today by the New York-based Carnegie Corp.'s Task Force on Learning in the Primary Grades, proposes a blueprint to ensure the success of youngsters age 3 to 10.

Task force cochairman Shirley Malcom is convinced the goal of universal preschool can become a reality for 3- and 4-year-olds. "You know, 40 years ago, there was no universal kinder-

garten, either," she said.

Right now, publicly funded programs and systems supported by employers or churches constitute a patchwork that offers U.S. children an array of educational experiences, not all of them good.



"The kids live in a humpty-dumpty world. All of it is fractured — the pieces don't hang together," said Malcom, who directs education and human resources for the American Association for the Advancement of Science.

To change that, the report says, preschool programs should not only connect with what parents try to teach their toddlers but with what kindergarten and elementary school teachers will try to accomplish once the child enters school.

Preschool also should complement after-school programs and what children watch on television or learn at community activities ranging from Scouts and Little League to church, the report says.

"Academic self-image is shaped between the age of 3 and 10," according to the report. "Children who take an early dislike to schoolwork or have doubts about their academic worth face disadvantage in all future learning."

The report, being taken up at a two-day conference in New York ending Tuesday, also recommends:

- Reallocation of resources to programs with proven track records.
- Programs to teach parents, rich and poor, how to be their child's first teacher.
- High standards for elementary schools.

"If you have high expectations, and if you have the vision of where you want a child to be at grade 1, 6 and 12, then you have to set the course," said Marlene Guy, principal at Richardson Elementary School in Washington, D.C. "If you have low expectations, that's what you'll get."

+ The 20 youngsters in Richardson's Head Start program are not isolated from the rest of the pupils, she says. They join the school's morning assembly and must complete a weekly or biweekly book report — just as every pupil at the school must.



# Unions help teachers protect students' rights

By Sidney Kardon

Lamenting the condition of public schools is an autumn rite. The usual suspects are the teachers' unions: the National Education Association and the American Federation of Teachers. They are portrayed as special interest groups that spawn incompetence by making teachers immune from discipline and interfere with the attempts of administrators and school board members to improve schools.

By protecting teachers, the unions also protect children's educational rights. First, the myth that unions produce incompetent teachers needs to be debunked.

A new teacher is not protected by the union contract for three years. This is to insure that teachers who become tenured are competent. If uncertainty remains about a teacher's performance, the probation can be extended to a fourth year.

Probationary teachers are supervised by a principal and an administrator. Board members give final approval to tenure decisions. While there are incompetent teachers in unions, incompetence originates in the hiring process. School boards have

complete latitude in making tenure decisions.

Once given tenure, teachers receive full union protection. They still aren't "unfireable." The burden of proof shifts to the school board to show an arbitrator why a tenured teacher should be dismissed. The union insures that due process is followed and that the teacher is adequately represented.

The second myth is that the unions are destructive forces in the schools. The opposite is true. Unions create a healthier educational environment. My former position as a school social worker in a day treatment center provides an example. Day treatment is a program for children who are certified Severely Emotionally Disturbed. If the resources of a district were insufficient in providing for some students' emotional needs, they attended day treatment. When a student was ready to return to school, an Individual Education Planning Committee (IEPC) meeting was convened to identify the services needed to provide a good education.

IEPCs can be overwhelming. Legally, parents are on equal footing with other participants. Functionally,

administrators hold sway. I helped parents prepare for the meetings. I recommended that both parents attend. I informed parents about available services and reminded them that they had five days to decide whether to agree with the IEPC recommendations. Parents became more effective advocates for their children.

Their children received better services as a result — much to the chagrin of some administrators who made statements such as, "that program is not available because it is full" (an illegal reason to deny services to a student) or, "now that your child is leaving day treatment he or she should be 'cured' and no longer in need of help" (a preposterous reason for denying services). When the teacher or I suggested otherwise — and parents supported our recommendations — the administrators became upset. They disliked confronting parents directly. They were on shaky legal grounds in attempting to deny services and relied on voluntary consent to implement their decisions. Armed with knowledge, decisions better reflected parental concerns.

The seven disciplinary letters in my

personnel file were the proof of my success. The gist of these letters was that I "conducted pre-IEPC meetings with parents with the intent of undermining the IEPC process."

Having union protection allowed me to be an advocate for children. I was upholding my profession's value of putting a client's needs first. However without the union, I wouldn't be able to do what I was doing. I'd have been fired.

Unions protect students' interests by empowering educators to articulate a child-centered perspective. Employees do not disagree continually with their superiors if they feel that their jobs are not secure. Without a balance of power school districts become monolithic — the ideas of those in power become the uncontested actions that affect all students.

The views of teachers and other school professionals need to be represented for a child's educational needs to be adequately met.

*Sidney Kardon is a social worker at Royal Oak Public Schools and political action chairperson of the Royal Oak Education Association. He lives in Huntington Woods.*

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# Clark bloc pins hopes on ousting board opponents

By Charles Hunt  
The Detroit News

Detroit school board President Irma Clark and her allies are hoping for quieter, quicker meetings after voters fill five seats on the board this year.

Four board members, including three persistent opponents of Clark, are on a crowded primary ballot this summer. That shakeout will trim 17 candidates to 10, who'll compete for four at-large board seats in November.

Another seat will be filled by District 6 voters on the east side, where an ally of Clark is running against a newcomer.

The fact that Clark's three rivals — Kwame Kenyatta, Rodeana Murphy and former board President Robert Boyce — must fight for their posts sets the stage for a board that could be more unified.

Moreover, her most ardent rival on the 11-member board — past President April Howard Coleman — is running for 36th District Court judge. She's considered unlikely to keep her board seat if elected to the bench.

Also up for re-election are Clark allies Kenneth Daniels and Darryl Redmond.

An Aug. 6 primary pits the incumbents against 13 challengers. The election will be in November.

"Everyone would be working together" if the four dissenters wind up leaving, said Janet Williams, a Clark loyalist who works for Mayor Dennis Archer. "(There) would be no more splits."

Clark's opposition has been in the minority since two supporters of the board president were appointed to vacancies last fall. Although the dissenters can't prevail, their objections often cause issues to be tabled — delaying a final vote.

Clark's opposition has been in the minority since two supporters of the board president were appointed to vacancies last fall. Although the dissenters can't prevail, their objections often cause issues to be tabled — delaying a final vote.

Williams listed a half-dozen examples of how Kenyatta, Murphy, Boyce and Coleman stalled votes on topics where Clark eventually prevailed.

"No one will hold up the meetings" if voters change the board makeup, she said.

Boyce, a retired Detroit principal, voices confidence about keeping his seat. "I'm the only trained, certified member on the board," he said, noting that he's studying school board administration in Lansing. "I'm a master boardsman."

Clark brings political clout to her leadership role. In addition to the part-time Board of Education job, she's human relations director for Wayne County Executive Edward McNamara.

"(There are) only two machines in this town — McNamara and Archer — and they both support her," Williams said at the Schools Center Building, while clutching a paperback copy of Tom Peters' *Thriving on Chaos: Handbook for Management Revolution*.

But Detroit political analyst Adolph Mongo, a longtime board watcher, says voters could keep Clark's rivals in place.

"I don't think Archer or Clark or anyone is in the catbird seat on this one," he said. "It's going to be a free-for-all."

Mongo acknowledged that Boyce, Kenyatta and Rodeana Murphy are going to have some real problems. He explained: "People are really fed up with what's happening on the board. We might get four new, unnamed folks."

Also on the primary ballot are former board member Penny Bailer and N. Charles Anderson, an Archer appointee, both certain allies of Clark if they win.

# Student transportation cuts debated

By MARILYN J. MOORE  
All About Detroit

With the start of the 1996-97 school year just weeks away, parents again raised the issue of student transportation at the meeting of the Detroit Public School (DPS) Board held Tuesday, August 13.

Though the issue was not on the agenda, parents of children attending schools of choice expressed their disapproval of Board approved cuts which eliminate DPS funded transportation to all schools of choice and magnet schools.

The Board recommended that parents committed to have their children attend schools of choice but who face transportation difficulties in light of the transportation cuts transfer their children to a closer school of choice.

Schools of choice proliferated under the Deborah McGriff administration. They are those schools which offer special programs or themes which

go beyond the normal curricula, and offer either area wide or city wide or city wide enrollment. Many believe that they offer DPS students a better quality of education than neighborhood schools.

During the 1995-96 school year, DPS operated 58 schools of choice, including the Academy of the Americas and the Foreign Language Immersion School, which offer a bilingual education on the elementary level, Detroit Academy for Science, Mathematics and Technology, Malcolm X Academy which offers an African-centered education, and the Medicine Bear Academy, a school for Native Americans. Of those, 10 provided transportation according to the DPS 1996-97 Programs Directory.

The cuts are expected to affect at least 11 thousand DPS students, however, DPS puts the total student enrollment in schools of choice at 29,000 students and the total DPS student enrollment at around 76 thousand DPS students.

Some see the transportation cuts as one step in the effort to elimi-

nate schools of choice. However, Board President Irma Clark, in her statement to those gathered, expressed a commitment to continuing schools of choice.

"Let me state for the record that this Board and the Administration support schools of choice," said Clark. "We do believe that they contribute to the quality and variety of educational alternatives for our children. We have seen first hand the wisdom in accommodating individual student needs and learning styles, and we know that there is no one best way to educate all children."

Transportation was not eliminated for special education students

whose IEPs call for transportation, and elementary school students living more than 1 1/2 mile from their neighborhood school.

Middle and high school students living more than 1 1/2 mile from their neighborhood school, students transferred to relieve overcrowding at their neighborhood schools, and students who were administratively transferred will also be provided transportation. For many of those students, transportation will take the form of a free or reduced price Detroit Department of Transportation bus pass.

ALL ABOUT  
DETROIT

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## Board to devise new Detroit busing plan

Bus service to Detroit's schools of choice and magnet schools might not be dead yet.

Detroit School Superintendent Dr. David L. Snead told a public meeting Thursday that his staff would work around the clock over the weekend to devise a new busing plan. It will be submitted to the Board of Education members for their meeting at 11 a.m. Tuesday at board headquarters, 5057 Woodward, Snead said.

The new plan, Snead said, could include a fee for transport and could limit the distance from a school in which service would be provided.

Nearly all parents who spoke at the meeting at Western International High School were highly critical of the board's decision to eliminate transport to the schools to help cut \$80 million from the system's annual budget.

*- Alan Forsyth*

# **RECLAIMING OUR SCHOOLS GUIDING PRINCIPLES**

Education is not a privilege, but a right. Education is not a choice, but a responsibility. Our children have the right to a quality education and we have the responsibility to give them that opportunity. We therefore articulate the following Reclaiming our Schools guiding principles.

**We believe students have the right to:**

1. Safety in education- On routes leading to and from school, in hallways, classrooms, lunchrooms, bathrooms, and playgrounds.
2. Respectful treatment which affirms differences in race, gender, family composition and family income.
3. Not be labelled by their characteristics or their learning skills. When diagnosis is needed, to be diagnosed and assessed by clinically trained and licensed professionals.
4. Challenging learning opportunities that prepare them for higher education and realistic work force demands.
5. Consistent reinforcement of constructive behavior and consistent corrective feedback with consequences for conduct destructive to self and others.
6. Exposure and opportunities to develop skills in diverse arts, sciences, and athletic disciplines.
7. Regular access to computers and challenging software programs.
8. School administration and faculty with training in effective teaching and child management techniques.
9. Low student/staff ratios to facilitate positive student teacher interaction and responsiveness to students needs and problems.
10. Access to supportive and remedial, as well as extra-curricular activities both during and after schools hours.
11. A clean, safe, well-equipped, well-maintained learning environment.
12. Quality schools dedicated to high achievement and high expectations, no matter which school in the system they attend.
13. Parents and neighbors who are supportive, influential, and involved in the school community.

**RECLAIMING OUR SCHOOLS" PROJECT  
PROPOSED SELECTION CRITERIA**

**INTERNAL (INSIDE THE SCHOOL)**

- 1.) Expressed interest in partnering with WCDC to gain more parent participation in the school
- 2.) LSCO or active parent group or willingness to help organize one
- 3.) Active student group or willingness to organize one
- 4.) Willingness to meet with school administration
- 5.) Completion of a school information sheet (SEE ATTACHED)
- 6.) A commitment of a specific contact person to work with WCDC staff
- 7.) Willingness to collaborate on information gathering for meetings and grant reports
- 8.) Willingness to commit space and/or open facilities for meetings/appropriate activities

**EXTERNAL (SURROUNDING THE SCHOOL)**

- 1.) Schools that have active neighborhood groups in the area
- 2.) Other financial and non-financial resources committed to the school
- 3.) Located in the RCI Target Area
- 4.) Other community groups in the area

## School Classifications/Terminology

**Comer School** focuses on student needs in a comprehensive, collaborative, school-based improvement process. The program requires the active involvement and support of all major school/community constituencies with emphasis on active parent involvement.

**School of Choice** is an entire school community with an academic theme, educational philosophy or career and technical education focus. Choice schools have space for students who reside outside of their immediate attendance areas.

**Empowered School** has authority at the school site. Empowered have greater autonomy over their budget, curriculum, and personnel. School site decision making enhances leadership, ownership, commitment, and accountability at all levels.

**Compact School** is designed to assure a certainty of opportunity for middle and high school students who achieve specific standards.

**Theme** provides a focus for students, parents and staff in describing the kinds of learning experiences emphasized in the school. For example, Starks Elementary School of Technology. Technology is the theme.

### Other

**Suspension** Short-term leave from the school system, no more than 3 days.

**Expulsion** Terminated from the public school system.

**Partners** Business, church, and community contributions to Detroit Public Schools.

**Interim** Test scores met requirements (did not give aa specific percentage)

**Unaccredited** Very low MEAP test scores

**Accredited** Received at least 66% on MEAP scores

**31A** Government Funding to pay teachers that tutor disadvantaged youth in special afterschool programs beyond their work hours

**Title I** Government funding for disadvantaged youth under the Improvement of America School Act. Also focused on economically depressed areas.

## **Request for Proposals**

### **FIELD COORDINATOR Development Leadership Network**

The Development Leadership Network, a national network of community development practitioners, is seeking an experienced community development professional with broad CED experience and perspective for the position of Field Coordinator. Applicants should have excellent facilitation, communication and written skills. Individuals, not firms, are encouraged to apply.

#### **Terms:**

- Full-time, \$40,000 annual contracted position plus expenses
- Two-year contract
- Extensive travel required
- Starts immediately

#### **Overall scope:**

- Coordinate, attend, and provide write-ups of at least 18 regional forums on "success measures" in CED.
- Facilitate other regional forums as appropriate, working with DLN Board members; providing input and write-ups from all forums.
- Serve on Success Measures Advisory Committee, reporting input from all forums.
- Assist in documenting case studies.
- Coordinate input from these forums into the DLN National Retreat, regular DLN newsletter, and subsequent forums.
- Work with the subcontractor (University of Massachusetts) and Princeton University interns in designing a national survey of CED practitioners and recruiting local people to administer it and conduct interviews.
- Produce and present the final success measures report in coordination with the University of Massachusetts.
- Complete reports on project grants, working with the Financial Management Consultant.
- Participate in all DLN Board meetings (conference calls and face-to-face meetings which require travel).
- Communicate regularly with the DLN Board Chair and Vice-Chair.

**Send resume, preliminary workplan, and cover letter by April 30, 1996 to:**

Martin Johnson, Visiting Fellow  
Princeton University  
Room 411, Woodrow Wilson School  
Princeton, New Jersey 08544  
mjohnson@wws.princeton.edu  
(609)258-4842 • FAX (609)258-2809



## School Information sheet

School \_\_\_\_\_

Theme \_\_\_\_\_ Type \_\_\_\_\_

Principal \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Total number of students enrolled? \_\_\_\_\_

What is the attendance percentage? \_\_\_\_\_

What were the MEAP test scores? math \_\_\_\_\_ reading \_\_\_\_\_

What measure are being taking to help improve the test scores? \_\_\_\_\_

What is the total number of classes? \_\_\_\_\_ How many are Special  
Education Classes? \_\_\_\_\_ Are the classes the same size? \_\_\_\_\_

How many expulsions in the last semester? \_\_\_\_\_

What other programs are offer to the students? \_\_\_\_\_

What is your vision for this school? \_\_\_\_\_

What are your goals and objectives for acheiving this vision? \_\_\_\_\_

What type of major/minor challenges are you having at this school? \_\_\_\_\_

What do you think it would take to make your school number one in  
the Detroit Public School system? \_\_\_\_\_

How would you rate parent involvement on a scale of 1-10 ? \_\_\_\_\_

Why? \_\_\_\_\_

What else can you tell us about your parent involvement activities? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
When does the LSCO meet? \_\_\_\_\_

What other volunteer opportunities are available for parent?  
\_\_\_\_\_

What other projects are you currently involved in with an outside community organization? \_\_\_\_\_  
\_\_\_\_\_

Partners

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Are the partners of your school active? \_\_\_\_\_

What are their roles? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Reclaiming Our Schools Community Meeting

### Participant Ballot Questions

## Part I.

**Place a Check Mark By the Correct Answer**

1. Are you a Detroit Resident? Yes \_\_\_\_  
No \_\_\_\_
2. Do you have school age children? Yes \_\_\_\_  
No \_\_\_\_
3. If yes, do your children attend Detroit Public Schools? Yes \_\_\_\_  
No \_\_\_\_
4. If yes, what is their level of schooling? head start \_\_\_\_  
elementary \_\_\_\_  
middle school \_\_\_\_  
high school \_\_\_\_
5. If your children attend school, how would you rank the education they receive?  
Excellent \_\_\_\_  
Very Good \_\_\_\_  
Good \_\_\_\_  
Bad \_\_\_\_  
Very Bad \_\_\_\_
6. What is your top priority for school reform?  
Safety \_\_\_\_  
Academic Improvement \_\_\_\_  
School Building Renovations \_\_\_\_  
Increased Parental Control \_\_\_\_  
Improved School Supplies, Books, Computers and Equipment \_\_\_\_  
School Curriculum Reform \_\_\_\_  
School Policy Changes \_\_\_\_  
Transportation \_\_\_\_

## Part II.

**Please Rank Your Opinion on the Following Statements from Strongly Agree to Strongly**

Disagree By Placing a Check By the Correct Answer.

**Our Children Have The Right To:**

7. Safety in education -- On routes leading to and from school, in hallways, classrooms, lunchrooms, bathrooms, and playgrounds.

Strongly Agree \_\_\_\_\_  
Agree \_\_\_\_\_  
No Opinion \_\_\_\_\_  
Disagree \_\_\_\_\_  
Strongly Disagree \_\_\_\_\_

8. Respectful treatment which affirms differences in race, gender, family composition and family income.

Strongly Agree \_\_\_\_\_  
Agree \_\_\_\_\_  
No Opinion \_\_\_\_\_  
Disagree \_\_\_\_\_  
Strongly Disagree \_\_\_\_\_

9. Not be labelled by their behavioral characteristics or their learning skills. When diagnosis is needed, to be diagnosed and assessed by clinically trained and licensed professionals.

Strongly Agree \_\_\_\_\_  
Agree \_\_\_\_\_  
No Opinion \_\_\_\_\_  
Disagree \_\_\_\_\_  
Strongly Disagree \_\_\_\_\_

10. Challenging learning opportunities that prepare them for higher education and realistic work force demands.

Strongly Agree \_\_\_\_\_  
Agree \_\_\_\_\_  
No Opinion \_\_\_\_\_  
Disagree \_\_\_\_\_  
Strongly Disagree \_\_\_\_\_

11. Consistent reinforcement of constructive behavior and consistent corrective feedback with consequences for conduct destructive to self and others.

Strongly Agree \_\_\_\_\_  
Agree \_\_\_\_\_  
No Opinion \_\_\_\_\_  
Disagree \_\_\_\_\_  
Strongly Disagree \_\_\_\_\_

12. Exposure and opportunities to develop skills in diverse arts, sciences, and athletic disciplines.

Strongly Agree \_\_\_\_\_  
Agree \_\_\_\_\_  
No Opinion \_\_\_\_\_  
Disagree \_\_\_\_\_  
Strongly Disagree \_\_\_\_\_

13. Regular access to computers and challenging software programs.

Strongly Agree \_\_\_\_\_  
Agree \_\_\_\_\_  
No Opinion \_\_\_\_\_  
Disagree \_\_\_\_\_  
Strongly Disagree \_\_\_\_\_

14. School administration and faculty with training in effective teaching and child management techniques.

Strongly Agree \_\_\_\_\_  
Agree \_\_\_\_\_  
No Opinion \_\_\_\_\_  
Disagree \_\_\_\_\_  
Strongly Disagree \_\_\_\_\_

15. Low student/staff ratios to facilitate positive student teacher interaction and responsiveness to students needs and problems.

Strongly Agree \_\_\_\_\_  
Agree \_\_\_\_\_  
No Opinion \_\_\_\_\_  
Disagree \_\_\_\_\_  
Strongly Disagree \_\_\_\_\_

16. Access to supportive and remedial services as well as extra-curricular activities both during and after school hours.

Strongly Agree \_\_\_\_\_  
Agree \_\_\_\_\_  
No Opinion \_\_\_\_\_  
Disagree \_\_\_\_\_  
Strongly Disagree \_\_\_\_\_

17. A clean, safe, well-equipped, well-maintained learning environment.

Strongly Agree \_\_\_\_\_  
Agree \_\_\_\_\_  
No Opinion \_\_\_\_\_  
Disagree \_\_\_\_\_  
Strongly Disagree \_\_\_\_\_

18. Quality schools dedicated to high achievement and high expectations, no matter which school in the system they attend.

Strongly Agree \_\_\_\_\_  
Agree \_\_\_\_\_  
No Opinion \_\_\_\_\_  
Disagree \_\_\_\_\_  
Strongly Disagree \_\_\_\_\_

19. Parents and neighbors who are supportive, influential, and involved in the school community.

Strongly Agree \_\_\_\_\_  
Agree \_\_\_\_\_  
No Opinion \_\_\_\_\_  
Disagree \_\_\_\_\_  
Strongly Disagree \_\_\_\_\_

Reclaiming Our Schools  
Community Meeting  
Thursday, May 30, 1996

On Thursday, May 30, 1996 over 15 parents, community leaders and school administrators attended one of several "Reclaiming our Schools" community meetings. Parents expressed their concerns about the school system. Parents and principals came together to work on issues to help better educate our children. The three more important topics are listed below.

**HOW CAN PARENTS IMPROVE SCHOOL SAFETY**

- \* Parents patrol corners.
- \* Parents to work in groups at corners.
- \* Watch/organize to get vacant houses torn down.
- \* Parents should ask more questions and intervene when youth are ganged up.
- \* Enforce school rules and regulations.
- \* Look out for all children in the community.
- \* Change dismissal time to accommodate students.
- \* Parents be informed of gang symbols.
- \* Follow up when you are told your child is in a gang.
- \* Parents can check to see that their youth have homework and take supplies to school.
- \* Parents working with teachers and principals.

**HOW CAN PARENTS HELP IMPROVE OUR SCHOOL APPEARANCE?**

- \* If someone sees paper pick it up.
- \* Have parents to volunteer.
- \* Share skills in cleaning and gardening.
- \* Parents talk to businesses to get donations or discounts.
- \* Parents should be vocal and physical when repairs are needed at the school.
- \* Instill a sense of pride in the school and the community.
  - students don't mark on walls
  - students don't throw paper on the floor or ground
  - science classes plant flowers and gardens at school
- \* Parents organize and sponsor periodical clean-ups around the school.
- \* Parents attend LSCO and Board of Education meetings to promote appearance improvement projects.
- \* Sponsor "Beautiful Room" and area/constellation contest, award prizes and give documented recognition to the students.
- \* Congratulate children on the fine appearance of their schools.

## **WHAT CAN PARENTS DO TO IMPROVE STUDENT ACHIEVEMENT?**

- \* More equipment for the elementary schools.
- \* More LSCO workshops and PTA meetings.
- \* More Homework
- \* Have parents come and mentor classes.
- \* More tutors getting involved in planning.
- \* Parents attend conferences.
- \* Project a positive image for education

The next steps in this process was to get input from the group about how we could get more parents involved. The group filled out a questionnaire providing us with information that will help us in the Reclaiming our Schools process. Attached are the resolves.



**Reclaiming Our School  
PEI Dinner Club  
Wednesday, June 5, 1996**

On Wednesday, June 5, 1996, the Youth and Family Development staff meet with the PEI Dinner Club participants to inform them about the Reclaiming our School Initiative and to get some of the parents issues or concerns the Detroit Public School system. We opened the discussion with the question: How many of your children have been in or exposed to violence? Overwhelmingly the parents agreed that all youth have been exposed to violence in their school at point in time. The participants felt that safety is a big problem in the schools. Several of the participants stated that gang activity is a problem of safety for students.

We then divided the participants into (2) work groups to focus on a series of questions. Listed below are the results of each group discussion.

**Group 1**

**What things make you or other parents uncomfortable about your child's school? .**

- How administration and staff treat the parents.
- The communication between parents and teachers
- Teachers teaching with their salary in mind.
- How teachers talk to the students.

**What do you think teachers can do to help parents assist their children?**

- Monthly progress reports on students.
- Call parents before the student are falling the class
- Call immediately when the student acts up.
- Give parent semester schedules.

**Group 2**

**What roles do you think parents should play in the schools?**

- Attend Meetings.
- Check on your child.
- Get progress report throughout the school year.
- Visit the schools and talk with counselors.
- Attend more programs that your child is involved in.
- Get to know the teachers.
- Work alone with the teacher as a team.

**What strategies do you think would get more parents involved?**

- Care more about their child's education and life.
- Get involved.
- Safety
- Get to know more about your children friends and their parents.
- Paid their for seminars and workshops.
- Form parent groups.

REPORT ON CANDIDATES NIGHT  
TUESDAY, JULY 30, 1996  
6:00pm to 8:00pm

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On Tuesday, July 30, 1996 over 50 concerned parents and community leaders came out to participate in the "Reclaiming our Schools" Candidates Night held at Butzel Family Center. Unlike several other candidates nights around the city almost every candidate running was present as follows: Ingrid Draper, Tonya Wells, David Murray, Willie Hall, Roland Matthews, Louise Burton, Rodeanna Murphy, Kwame Kenyatta, Jeffrey Lewis, Minnie Pearce, Penny Bailer, Darryl Redmond, N. Charles Anderson and Dolores Smith. The candidates night was hosted by parents involved with Reclaiming our Schools. Reclaiming our Schools focuses on empowering parents and increasing parental involvement at 5 neighborhood schools. This was an effort to educate parents about the candidates running for the Board of Education. The event begun with each candidate giving a (1) minute introduction about themselves. After each candidate gave their introduction, we opened the floor to questions from the audience. The participants in the audience were very anxious to have their questions answered. Parents formed a line at the microphone and used index card to submit their questions. One of the participants asked about the transportation issue. She stated, that she has 3 children in special education classes and she wanted to know how they were going to get to school? One of the candidates suggested that the children get bus tickets. The parent argued how do you put small children on the public transportation system. Many of the questions asked by parents kept the candidates on their toes. It resulted in some good and challenging dialogue among the parents and the candidates.

The event took a turn when a student age 15 stood up and asked the candidates "how come there is no supplies in the schools?" Candidate (running for re-election) Rodeanna Murphy said, "there are no supplies in the schools, because the trucks that deliver the supplies had no gas." The audience couldn't believe the response that she gave. No other current board member dared to answer that question.

The questions and answers segment went on for over a hour. Candidates were allowed (1) minute to make closing statements. At the end of this event, several of the candidates stated that this was the best candidates night that they had attended because it gave the audience a real opportunity to get to know and understand the people running for the board of education. Parents and candidates mingled and talked after the event came to a closure.

The "Reclaiming our Schools" Committee volunteered to type all the remaining questions that were not addressed and mail them to the candidates.

"RECLAIMING OUR SCHOOLS"  
MINUTES  
AUGUST 22, 1996

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The meeting began at 6:10pm. Members were present as follows: Newell J. Foster, Kim James, Regina Foqua, Helen Moore, Reather Mott, G.D. Williams, Etrue Bryant, Alycia N. Gassyombo, Charlie Anderson, Karen Whittler, Sylvia Dixon, Glenn Dixon, Maria Perry, Karen Morrow, Pamela Dupree, Jeff Lewis, Kim L. Johnson, Charlie Robinson, and Audrey Dixon. Lillian Williams came in during the end.

Staff Present were: Sharlonda Gillis, Yvonne Allen, and Darnella Keaton.

The meeting began with welcome and introductions. Sharlonda gave an overview of the project for new members. Immediately following, the group began debriefing the candidates night. The results are outlined below:

WHAT WENT WELL

14 out of 19 candidates showed up  
Question and answer process  
Committee members showed up to do their jobs  
Candidates mingled with parents after the meeting  
The members worked as a team  
The meeting was well organized  
Compliments from candidates that this was the best candidates night and the process was fair

WHAT DID NOT GO WELL

Talking among staff and guests  
Sergeant at arms  
Some of the candidates attitudes (Tonya Wells)

Other improvements included having pitchers of water at the candidates tables, coffee and tea available, danishes, pop, and juice.

The committee decided to convene another candidates night. There was some discussion of the candidates night including other issues aside from just the school board. The committee voted to remain focused on the school board to ensure that we don't lose the emphasis on education.

The committee decided that the candidates night should be promoted largely and identified several groups to co-sponsor this event. The sponsors included: Morningside, NSO Project Guide, Chandler Park Neighborhood Association, WCDC, Black Parents for Quality Education, YWCA, United Children and Families, Cities and Schools,

and Mack Alive.

The committee felt the event would have more impact and influence if it encompassed more community groups with constituents. They also discussed inviting the League of Women Voters who could help with mailings and TEAM members.

The group decided we should be prepared to provide some child care but should not advertise it because of the number of people. We should keep it simple and productive.

The group brainstormed several possible sites for this event including the previous site at Butzel Family Center. One member commented that there would be strength in keeping the event east near the five schools to enable us to reference issues with those five schools. They finally decided to host the next candidates night as follows:

YWCA  
OCTOBER 24, 1996  
6:00PM - 8:00PM

Charlie Anderson confirmed the availability of the YWCA during the break. The group discussed the program for the event to include 2 speakers (1) for Devil's Night considering halloween and the mayors campaign, another to talk about the importance of getting out to vote.

The discussion will be set-up to allow question and answer from the panelists and each guest will have the option to ask or write their question.

Promotions for this event will include a flyer, mailings, telemarketing, PSA's, article in newsletters, press releases, and handing out flyers at the school board meetings.

The committee also discussed attracting people by offering parents starter halloween bags for coming to the candidates night. Instead of just candy we would include school supplies.

Each member of the group signed up to volunteer for this event as follows:

Data Entry - Karen Morrow

Host/Hostess - Alycia Gassiyombo, Mrs. Dupree, Kim James, Glen Dixon and Kim Johnson

Facilitator - Etrue Bryant, Minister or Mrs. Banks

Clock Watchers - Minister Banks and Sylvia Dixon

Registration - Helen Moore, Reather, Lillian Williams, and Maria

Sergeant at arms - Mr. JD Williams (CORRECT JD WILLIAMS NAME ON THE MAILING LIST)

Mailings - Etrue, Newel, and others if they can make it

Telemarketing - Alicia, Sylvia

Door to Door flyering- WCDC Staff

Student Involvement - YOE, Charlie will get youth from other

### organizations

MC - Charlie Robinson

Flyering - All group members will help

The group took a 5 minute break and began discussion on this groups role in the ROS project. The following members agreed to form as the official ROS advisory committee:

Alicia G.

Helen M.

Mr. and Mrs. Williams

Kim James

Kim Johnson

Etrude Bryant

Mrs. Dupree

Karen W.

Mr. and Mrs. Banks

Reather

Jeff Lewis

Dwayne Rudd

Glenn Dixon

A few of the above members were nominated by the committee because of their consistent involvement with the group. Others in attendance wanted time to consider it later because it was their first meeting or they were just unsure.

The committee agreed they should be responsible for the following roles:

- 1.) Education and Information for parents
- 2.) Provide parent training opportunities
- 3.) Make decisions on what school issues to get involved in outside of our five project schools
- 4.) Decide and plan strategies to increase parent involvement at each of the five schools
- 5.) Serve as mediators in parent/school conflicts
- 6.) Do advocacy work deemed appropriate by the group (support all schools as appropriate)

The group spent the last fifteen minutes discussing activities for each school in September. The first decision was to hold off activities until October because the young people will be moving around to different schools and it was not enough time to plan a successful event. Other ideas were discussed as follows:

Parent enrollment fairs - This would only be appropriate for the elementary schools. We could tie this in with a report card day.

Open House - The committee felt this would not work because the schools have their own open houses.

Sports figure/Talent Show/Rapper - This could be held for the middle and highschool level youth.

Raffles including grocery certificates, food baskets and other freebies.

The committee decided an event would be appropriate for each school to kick it off and then we could look at doing the traditional clean-ups etc...

The committee discussed getting Title 1 information to parents at these events.

The next meeting has been scheduled for September 19, 1996 from 6:00pm - 8:00pm. The meeting place will be determined.

RECLAIMING OUR SCHOOLS  
COMMUNITY MEETING  
THURSDAY, SEPTEMBER 19, 1996  
- MINUTES -

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The meeting began at 6:15pm. Members presents as follows: Newell J. Foster, Kimberly James, Helen Moore, Reather Mott, G.D. Williams, Etrue Bryant, Alycia Gassyombo, Charles Anderson, Pamela Dupree, Jeff Lewis, Lilliam Williams

Staff present were: Tonya Johnson and Erma Jones.

The meeting began with welcomes and introductions. Tonya gave an overview of the project for the new members. The minutes were reviewed and approved.

Ms. Bryant opened the floor with a question "how can we get parents involved in the 5 target schools. Suggestion were as follow:

- Have a co-op of parents
- More networking (parents and organization)
- Staff Development at each of the 5 schools
- Parent Workshops informing parents on the school policies
- Getting parents involved on every level.
- Parent Center - room where parents can have a sense of ownership
- Have teachers and principles set aside time for parents
- Bring speakers in to speak to parents.
- Have parents adopt a child in the school to help them with tutoring or any other need that the student may have.
- Find out what took parents out of the school in the first place
- Get principles to work with the parents
- We need to just ask them through telemarketing or door to door
- Stand in front of the schools and pass out materials and get parents input
- Develop a garden or other school beautification projects
- Educate ourselves before we can educate parents
- Get principles and administrator together to talk with parents

Tonya asked how can we implement these suggestion into the 5 schools that we are currently working with. The committee felt that staff development is the first obstacle we should tackle. Ms. Williams asked have we set down and met with the 5 target schools and how do the principles feel about this initiative. Tonya informed the committee of the process that took place to chose the 5 five schools. A discussion developed about issues concerning teachers and principals behavior. Most of the committee felt that administrators does not have respect for parents. The committee also felt that parents don't know their rights. Jeff Lewis stated that we should be educated on the "policies of the 90" he said that he would get a copy to the committee. Ms. Bryant concluded the discussion by inviting the committee to form a subcommittee that would just focus on parent involvement activities. We recruited two volunteers Pamela Dupree and Aylcia Gassyombo. Tonya informed the committee that the League of Women Voters would



be a co-sponsor only if they could help facilitate the candidates night. The committee strongly disagreed with the idea of the League co-facilitating. They agreed that the co-sponsors should stay listed as co-sponsors. The committee reviewed the flyer, the only correction was the spelling of Cities in Schools. The committee approved the flyer. The committee also decided that there will be a focus around halloween to bring people in. Tonya suggested that the committee set deadlines for the candidates night. Deadlines as follows:

#### Flyering

Etrue Bryant  
WCDC staff

#### Distribute Flyers

Ms. Gassyombo (at her school)  
Minister Bank (at his school)  
Mr. and Mrs Williams (at their organization)  
Mr. Anderson (at 7 schools)

#### Contact Area Superintendent

Abbey Phelps

#### Publication

PSA - Jeff Lewis and Ms. Mott  
Radio station - Jeff Lewis (Joanna Watson), Charles Anderson (Lynn Smith) and Etrue Bryant (Martha Jean the Queen)

At the community meeting in August each member of the group signed to volunteer for the Candidates night in October. Volunteers for this event as follows:

Data entry - Karen Morrow

Host/Hostess - Alycia Gassiyombo, Pamela Dupree, Kim James, Glen Dixon and Kim Johnson

Facilitator - Etrue Bryant, Minister or Mrs. Banks

Time Keepers - Minister Banks and Sylvia dixon

Registration - Helen Moore, Reather Mott, Lillian Williams and Maria Perry

Sergeant at Arms - GD Williams and Abbey Phelps

Mr. Darryl Redmond suggested to the committee that when they hold the next candidates night make sure that they have questions prepared before the event. He also suggested to the committee to asks candidates "how will you do it and what have you done?" and for current Boardmembers "what have you done since you were elected and what promises have you kept?"

Ms. Bryant asked the committee to give feedback on the Education survey . The committee has no feedback. The committee complete the education surveys.

Tonya updated the committee to where we are with the transportation. She informed them of one idea: the presentation to the school board. She stated that it wouldn't be until October 8th before ROS could be put on the Board's agenda. Mr. Redmond said that he would try to get ROS on the Board's agenda the following Tuesday (September 24th). Tonya open the floor for other comments or suggestions. The committee suggested a rally set on the Friday, September 27th since this was the fourth Friday. The committee decided that the rally will focus on parent unity. The committee also decided that parents will not take their children out of school. Mr. Crawford from Joy Middle informed the committee how taking the students out of school could cause damage. He informed us that the school gets 5,700 per pupil and that the students has 10 days after the 4th Friday count to get to school and the school will still receive funding. He also informed the committee that 3 schools are unaccredited. Those are Joy and Burbank middle and Southeastern High and that they have 3 years to get the schools accredited. He told the committee how he welcomes parent involvement. He commented on a program that he has started at Joy to get parents involved. It early morning basketball from 6:45am to 7:45am. He stated that he has 715 students, he goal is to have a least 300 parents actually involved.

The committee decided to move forward with the rally. The time of the Rally was set for 9:30am to 12:30pm in front of the school center building. Assignments and Deadlines are as followed:

#### Flyer

WCDC staff

#### Signs

Every committee member will bring 3 signs to the location

#### Facilitator

Helen Moore from 9:30am to 11:00am

Jeff Lewis from 11:00am to 12:30pm

#### Publicity

Jeff Lewis - PSA

#### Refreshments

Jeff Lewis

#### Flyering

WCDC Staff

Ms. Gassyombo

Ms. Dupree

Ms. Williams

Ms. Moore

#### Surveys

WCDC Staff

Kim James

The next meeting has been scheduled for October 10, 1996 from 6:00pm to 8:00pm. The meeting place will be determined.

Meeting adjourned at 8:25pm.

RECLAIMING OUR SCHOOLS  
ADVISORY MEETING  
THURSDAY, OCTOBER 10, 1996

The meeting was called to order at 6:20pm.

Members presents: Audrey Dixon, Sylvia Dixon, Kimberly James, Maria Perry, Minister J. Banks, Yvette Banks, Xylia Hall, Pamela Dupree, Alycia Gassiyombo, Karin Whittler, Helen Moore, Walter Brown, Etrud Bryant, Antionette McClain, Reather Mott, Donald Carter.

Staff Present: Sharlonda Gillis, Tonya Johnson and Erma Jones.

Ms. Gillis opened the meeting by thanking everyone for coming out to the meeting. The minutes from the last meeting were handed out to the member presents. No changes were made to the minutes.

Update on Board Presentation:

Ms. Gillis stated that we went to the last School Board meeting prepared to do a presentation on safety issues related to transportation for Hutchinson's students that live in the Parkside Housing Complex. After going through the Boards process of getting on the agenda and realizing once we got there that we were not on the agenda, we then proceeded to try to talk to one of the Board Members and finally got through to Mr. Cox, who is one of Dr. Snead's Deputy Superintend. Mr. Cox was very helpful in setting up a meeting at Hutchinson Schools with various School Board Department Heads related to our concerns and we invited concerned parents from Parkside Housing to the meeting. The parents got upset and walked out, because they were disappointed that the alternatives and options being discussed were not to their satisfaction. This only made us more determine to stay and come to some type of resolution. The outcome of the meeting was that the Board representatives would take another look at the bus route at Hutchinson. They also would get safety guards for the students.

Ms. Moore expressed to the committee is going about the wrong way to get the Board's attention. She stated that we can't be nice to the Board of Education. Ms. Gillis commented that her approach and this is our approach for this project. The committee went in a deep discussion about the right or wrong approach with the Board of Education. Ms. Gillis called the meeting back to order. She refocused the group. Ms. Hall then commented that there should be one focus group. She wanted the various groups in the city to work together on one approach. She informed the committee about the group UPSET activities and how they are moving ahead with the recalling of school Board members (Irma Clark, Margaret Betts, Ben Washburn). The final discussion lead to the committee agreeing to go to each school board meeting as "Reclaiming our Schools". They will go each time representing different schools.

Ms. Gillis will prepare a presentation for the board meeting on Tuesday, October 22th. Ms. Gillis asked if anyone would attend the Board meeting. Volunteers as follows: Helen Moore, Xylia Hall, Alycia Gassiyombo, Kim Johnson, Minister Banks and Yvette Banks.

Ms. Gillis informed the parents that as the advisory committee we still have individuals who are coming and have not officially joined the advisory committee. She asked the committee to vote on allowing those individuals to continue to come and inter officially by joining the advisory committee or one of the 5 schools sub-committees. The committee agreed. Ms. Gillis asked the committee members to attend one of the meetings at the 5 schools as we attempt to move into the five schools, the project is intended to work within the schools.

Nov. 6th 1:00 - 6:00 (Hutchinson)	Nov. 12th 10:00 - 1200 (Jackson)
Ms. Banks	Mr. Dixon
Ms. Moore	Ms. Banks
	Mr. Brown

Nov. 12th 5:30 (SE)	Nov. 13th (Clark)	Nov. 20th (Joy)
Ms. Moore	Ms. Banks	Ms. Whitter
Mr. Carter		Ms. Dupree
Ms. Dupree		Ms. Gassiyombo
		Ms. Mott

Ms. Gillis then asked the committee to discuss the candidates night that would be held on Thursday, October 24th at the YWCA. The committee wanted to know if they could have badges or T-sheets so that they could be identify as a members of ROS. The committee agreed to have name badges and ribbons. The committee also decided to arrive at the event at 5:30pm. The committee went over their assignments and confirmed details for the event.

Ms. Gillis then opened the floor to the committee to discuss what other community groups are doing. The next meeting was scheduled for Thursday, November 7th at WDCD.

Meeting adjourned at 8:15pm.

RECLAIMING OUR SCHOOLS  
ADVISORY MEETING  
THURSDAY, NOVEMBER 7, 1996

- MINUTES -

The meeting was called to order at 6:30p.m.

**Members present:** Kim James, Newell Jerome-Foster, Karin Whittler, Jonathan Crawford, Aubrey Dixon, Sylvia Dixon, Maria Perry, Pamela Dupree, Vance Jackson, Dwayne Rudd, Minister Banks, Yvette Banks, Kim Johnson, Alycia Gassiyombo, Helen Moore, Lillian Williams, and J.D. Williams. **Staff present:** Sharlonda Gillis, Tonya Johnson, and Erma Jones.

Ms. Gillis opened the meeting by thanking everyone for taking time out of their busy schedule to attend the meeting. The minutes from the last meeting and a report from the candidates night was reviewed with one correction. The names of the time keepers were noted wrong at the Candidate Night. The time keepers were Karin Whittler and Minister Banks.

Candidates Night debriefing

The committee discussed the candidates who were elected to the Board of Education. The elected candidates as follows: Alonzo Bates, Kwame Kenyatta, Darrly Redmond and Rodeana Murphy for the at-large seats (4 year terms). Kenneth Daniels for the District 6 seat (4 year term).

What went well:

- Candidates answered questions
- # of Candidates that showed up
- # of Volunteers that showed up
- Location was good - but cold
- YWCA staff was helpful- quick to get us out
- Candidates had no time to pass out literature
- Young people asked questions

**IMPROVEMENTS:**

- The rules needed clarification of rules
- Set time limits time on concerns and responses to questions
- Some received too much time to talk
- The questions on cards never got asked
- Set a specific time for question card to be answered
- Schedule more time for event
- Start on time

- Things was not professionally done
  - ♣ Not starting on time
  - ♣ Name tags for volunteers or candidates wasn't provided
  - ♣ Dress code \ Uniforms to identify the committee
  - ♣ Logo Banners
  - ♣ Set clear Rules and clear Information
  - ♣ Expected larger turnout
- Sponsors have to push the event - show more support
- Several other candidate night on same night
- Better refreshments
- Better organization/False advertisement
- Scripts

Ms. Gillis mentioned to the committee that WCDC was working with 1 1/2 staff to coordinate this event. The committee agreed that they should have lent more support and suggested that we use the committee's help with planning and coordinating events.

#### Annenberg Foundation Presentation

Ms. Gillis introduced Maggie Desantis, Executive Director of Warren Conner Development Coalition. Ms. Desantis informed the committee of the Annenberg proposal which was awarded for 20 million dollars and will be match each year according to performance. She explained that the grant will not be managed by the school board. She also explained to the committee how the Reclaiming our Schools committee could benefit from the proposal. She asked the committee to look at serving on the 30 seat advisory committee or the 16 member Board that would govern Annenburg.

#### ROS Presentation

Sharlonda Gillis and Tonya Hartley gave a presentation on Reclaiming our Schools. She informed the committee that this is an example of how the presentations would be at the five (5) schools. She informed the committee that the volunteers who signed up to go to one of the five schools will be presenting too and that a script will be prepared a day in advance for them.

Due to the lateness of the meeting a lot of items were tabled. Items tabled were:

- \* Setting Ground Rules
- \* Setting Standard Meeting Dates
- \* Report on the Board Presentation
- \* Report from parent conferences attended

These items will be presented at the next ROS meeting.

Meeting adjourned at 8:16pm.

1st DRAFT

**RECLAIMING OUR SCHOOLS  
ADVISORY MEETING  
THURSDAY, DECEMBER 19, 1996**

Meeting called to order at 6:17pm

Members presents: Sylvia Dixon, Kimberly James, Maria Perry, Pamela Dupree, Alycia Gassiyombo, Karin Whittler, Helen Moore, Donald Carter, Reather Mott, Charles Anderson, Kim Johnson, Dwayne Rudd, Lillian Williams, J.D. Williams, Patricia Smith and

Staff Present: Sharlonda Gillis, Tonya Hartley and Erma Jones.

The minutes was reviewed and submitted with no corrections. The meeting began with welcomes and introductions. Sharlonda Gillis opened the meeting by thanking everyone for coming our to the meeting.

Report on schools presentations

Tonya gave an update on the presentations at the 5 schools. She updated the committee of the process at each of the schools. She also asked for representation at each of the meetings.

<u>School</u>	<u>Kick-off date</u>	<u>Representation</u>
Clark	Feb. 21st	Dwayne Rudd
Hutchinson	No event	
Jackson	Feb. 8th	Helen Moore
Joy	Feb. 7th	Karen Whittler Patricia Belinda Kim

Tonya informed the committee that Southeastern High School needed more time to make a decision on forming a partnership with ROS.

Next Steps

PR strategy - Banner with "Reclaiming Our Schools"

School tours - Work with the school calendar of events and enhance those events.

Draft surveys- The committee suggested that the survey should have a list of option to select from. This would make the process of completing the survey easier. The committee also suggested that the information collected should be a way to hold administration accountable. The survey can be used as documented information.



Report on Board of Education Presentation

Standard meetings dates for 1997

Meeting adjourned at 8:25pm.

# **SOUTHEASTERN PLANNING MEETING**

## **THURSDAY, NOVEMBER 21, 1996**

### **- SUMMARY -**

The planning meeting was called to order at 2:36pm.

**Participants Present:** Diana Kendrick, Kim Johnson, Angelnet Clark, Xylia Hall and members of the student council. **Staff present:** Tonya Hartley and Erma Jones.

The committee decided to have an Ancestor Day for their kickoff. The Ancestors Day will be a day of fun activities for children, parents and senior citizens. The event will be centered around black history month. This event will consist of:

- Moon Walking game
- Arts and Crafts
- Play/Drama
- Skating
- Rap session
- Bingo
- Raffle
- Health fair
- Bowling
- Basketball (adults vs students)
- volleyball (adults vs students)
- Clowns
- face painting
- pre olympic
- taste fest (selling the food)
- entertainment ( Clark sisters, SE Choir and Band)
- academic games ( adults vs students)

The committee agreed that each activity will focus on a historical event. The facilitator will give background information on the games or activities that they are facilitating. These events will provide information about many different cultures.

Diana Kendrick volunteered to coordinate the raffles and Angelnet Clark volunteered to coordinate the Bingo games. The student council members stated that they will help with the event. The president of the student councils will be at the next planning meeting or she will send a representative.

The tentative date scheduled is Saturday, February 15th from 10:00am to 4:00pm. The next planning meeting has been scheduled for Tuesday, December 10th at Southeastern High School at 5:00pm.

## Comments:

This meeting was a little challenging because there were only two parents present and several students. We were not going to let that stop us. As the meeting proceeded parents and students started throwing out good ideas. The parents that were there showed an eagerness to be involved. Some of the students (like Kim Johnson's daughter) gave great input on how this event can be a success. For example, the entertainment - she suggested that the school get the Clark Sisters. She knew how to get in contact with Clark Sisters and before the meeting was over she had contacted the appropriate person to schedule the Clark Sisters. Although a lot of parents didn't come to the meeting, I felt that it was a productive meeting.

SOUTHEASTERN SSCO MEETING  
TUESDAY, NOVEMBER 12, 1996  
5:30PM

- SUMMARY -

The meeting was called to order by Kim Johnson SSCO chairperson at 5:40pm.

The meeting began with the principal's report. Dr. Miller informed the committee that there has been several break-ins and fifteen TV monitors were stolen. She called the company that supplied the TV monitors to replace them. They informed her that she would have to get a police reports for all the break-ins and then they would replace them. She contacted the 5th precinct and got the police reports. Now thirteen of the fifteen will be replaced. She will also be looking into buying more TV monitors. These TV monitors serve several roles in the school. They would allow the principal or administration to speak to the students and allow the students to see them. They also would keep security informed of hall activities.

She also informed the committee that the Education week will begin November 18th through November 22nd.

WCDC then presented the "Reclaiming our Schools" project. The committee asked when are the ROS meetings held. The committee then gave feedback on:

how to get parents involved?

- Fashion Show
- Talent Show
- Raffle ( bags of sugar)
- Personal phone calls - follow up
- at functions encourage parents to come
- Reports cards - students should grade their parents
- Open house
- Caramou - parents/staff prepare food (potluck)
- Rally - each member sponsor a family
- Work with the sport dept- appearance at the event
- Work with a popular club in the school
- Have student representation at the SSCO meeting
- Have events around the students (their interest)

The first planning meeting is scheduled for Thursday, November 21st at 2:30pm.

The meeting went on to the fund raiser piece. They were selling fruit as a fundraiser. They raised over \$2,000 after the deductions they profited \$1,278.16

## Comments:

We asked the parents if we could schedule a planning meeting to plan a kickoff event for their school. Some of the parents were reluctant to participate. One participant (she was not a parent) felt as if we were rushing them to make a decision. Dr. Miller inform her that this process must move forward. I explained to the committee that we understand that this group is just getting stabilized. I then explained how ROS would bring in more parental involvement. It's important that we start with two (2) eager people and grow then to wait. I then gave the example of how we only start with five (5) people attending the ROS meetings and now we have over 30 participants. Dr. Miller and Kim Johnson agreed with me. Dr. Miller and Kim really supported ROS. All in all the presentation went well. We received a lot of comments.

**JACKSON MIDDLE SCHOOL  
PLANNING MEETING  
TUESDAY, DECEMBER 3, 1996**

**- SUMMARY -**

**Staff present:** Erma Jones and Tonya Hartley.

The committee decided to have an Open House for their kickoff at Jackson Middle School. This Open House will be a day of fun activities and information for the family. This event will consist of:

- Pool party (parents and students)
- Games (in different areas)
- Pictures (family portraits)
- Information stations (public safety patrol)
- Basketball (parents vs staff)
- Volleyball (parents vs staff)
- Dance (the Jackson dance troop will be featured)
- Dance social (parents, students and administration)
  - food
  - MC
  - music for parents and students

The committee wants this day to focus on the family. This event will benefit the whole family.

There will also be a contest for the class who has the most parents to attend this event will win a prize. The open house will rap up with a dance social. The committee felt that this would be way for parents to meet their children's friends and families.

The tentative date scheduled is Saturday, February 8th from 9:00am to 3:00pm. The next planning meeting has been scheduled for Tuesday, December 10th at 12:00 noon at Jackson Middle School.

**HUTCHINSON LSCO MEETING  
WEDNESDAY, NOVEMBER 20, 1996  
9:30AM**

**- SUMMARY -**

**WCDC IN ATTENDANCE: Tonya Hartley and Erma Jones  
ROS MEMBERS IN ATTENDANCE: Walter Brown**

The meeting was called to order at 9:47am by Mrs. Greer the Community Representative. She introduced Ms. Karen Lemons the new librarian and allowed her to give an overview of the proper procedures of the library. Ms. Lemons stated that her goal is to teach kids how to get information from different resources, look up word in the dictionary, teach them how to use the almanac and write book reports. Ms. Lemons also stated that the library has out dated books and equipment. She informed us that she has spent most of her budget. She also informed the committee that she wants to get some computers and magazines for the students.

Mrs. Greer then introduced the Warren/Conner Development Coalition. Tonya Hartley, Erma Jones and Walter Brown did a presentation on the "Reclaiming our Schools" project. Ms. Hartley then asked the LSCO members about representation on the ROS advisory committee. Ms. Delores Green and Mr. Lloyd Harris volunteer to represent Hutchinson on the ROS advisory committee. Tonya explained to the committee how WCDC wants to work with the LSCO to plan a kickoff event for their school. She then asked the committee if they had any ideas or suggestions about an event that would get parent involved. The LSCO committee suggested:

- Door to door outreach
- Phone parents
- Talent show
- Bake sales
- Health fair (activities and games)
- Fashion show
- Christmas program (with parents involvement)
- Family talent show
- Play
- Arts and crafts displays
- Raffle

The LSCO committee also suggested that we reward the student or class who gets the most parents to attend the LSCO meetings.

The next planning for Hutchinson has been schedule for Wednesday, December 4, 1996 at 9:30am

## Comments

The parents at Hutchinson Elementary School although they were few in number but many in determination to improve their school. The parents gave great input and was every willing to get started. It was very obvious that the school administration controlled the LSCO. There is no LSCO chairperson and no organization in this group at all. This made the presentation more successful because the parents saw that the community does care. I think that this group will excel with the right guidance.

One comment that was made at this meeting that we found interesting was a staff person from Hutchinson thought that playground equipment should be the first priority of parents. We were talking about the tour of the school and fundraisers that could help with the computers or other equipment that the school may need. This staff person stated that computers and books are in the budget and the library will get in sometime in the future. She stated that there is an immediate need for playground equipment. Tonya explained to her that the parents will decide what is the greatest need whether it be playground equipment or computers, it's the parents decision. This was a very good meeting.



**JOY MIDDLE SCHOOL LSCO MEETING**  
**MONDAY, NOVEMBER 25, 1996**  
**9:30AM**

**- SUMMARY -**

Mr. Nathan Crawford gave the principals report. He stated that he and Mrs. Smith (assistant principal) have met with Ms. Willie Woods (Interim Area F Superintendent) to try and resolve some of their problems and concerns. He informed the LSCO that he could not work with someone that undermines him. He feels that he is not getting the support that he needs from his staff. He also informed the LSCO that a list of teacher concerns has been circulated. He was told by Ms. Woods to address those concerns. There will be a meeting on Monday, November 25, 1996 for him to address those concerns. He also gave an update about the building and maintenance problems. He stated that the building is becoming more secure. The school now has a backdoor with a lock. He is now working to get waterfountains in the school. The school only has one (1) working fountain. The total cost to replace the fountains are \$3980.00. Mr. Webb, from the area F office commented on the water fountains. He stated that the fountains are not in working order because of vandalism. He informed the LSCO that they did order new fountains, but they were the wrong kind and someone sent them back.

A discussion about students not being in class and roaming the hall formed. Mr. Crawford stated that teachers are supposed to be on hall duty while the students are changing classes. He stated that parents are needed to help with this problem. Mr. Webb told Mr. Crawford to work on a schedule for parents to do hall monitoring.

Warren/Conner Development Coalition did a presentation on the "Reclaiming our Schools" project. The committee gave suggestions on:

how to get parents involved?

- Outreach
- Signs around the schools
- Survey
- Get students to talk to their parents

Kickoff suggestions:

- Display student woodwork
- Talent show
- Gospel choir concert
- Open house

The first planning meeting has been scheduled for Thursday, December 5, 1996 at 5:00pm.

The meeting was adjourned at 11:10pm.

## Comments

The LSCO chair is eager to work with ROS project. The parent were not very active but they responded to the questions about getting parents involved. The parents on the other hand, were very ready to get fundraisers started in the school. They had a lot of suggestions. This meeting was very informative.

One thing that really upset the committee was the way Mr. Stanley Webb tried to take over the meeting. He didn't say it with words, but he made it very clear that he didn't want parents to take ownership of the hall duty piece. He kept saying, "let the principal handle and organize the hall monitors." I explained to Mr. Webb that ROS is about empowering parents. If the parents want to organize the hall monitoring piece, they should let them. The parents and Mr. Crawford should work together to develop a schedule that would best benefit the parents. If they keep excluding parents they will never want to get involved. The parents agreed. After the meeting several people expressed their concerns about administration taking over meetings and they didn't like it.

**JOY MIDDLE SCHOOL  
PLANNING MEETING  
THURSDAY, DECEMBER 5, 1996**

**- SUMMARY -**

**Staff present:** Tonya Hartley and Erma Jones.

The committee decided to have a Family Banquet Night for their kickoff at Joy Middle School. This event will be a dinner and award ceremony for the students and parents. This event will consist of:

Entertainment (Joy students)

- ♥ Choir
- ♥ Band
- ♥ Dancer
- ♥ Double Dutch

Award Ceremony

- ♥ Student Achievement
- ♥ Performance

Door prizes and Raffles

Food/Dinner

Student Presentation's on Black History

There will be a prize given to the class with the most parents presented at the Family Banquet Dinner. The committee will tag chairs and plates for surprise drawings.

The committee has scheduled the next planning meeting for Thursday, January 2, 1996 at 5:00pm and every Thursday thereafter.

The Family Banquet Dinner has been scheduled for Friday, February 7th from 4:30pm to 8:00pm at Joy Middle School.

**CLARK ELEMENTARY SCHOOL LSCO MEETING  
WEDNESDAY, DECEMBER 1996**

**- SUMMARY -**

Mr. Zeffie Speed sworn in the newly elected LSCO members. The elected officers are: Patricia Smith (president), Kathy Lockett (vice president), Linda Robertson (treasure), Terri Perkins (Corr. Secretary), Malvena Adams (Rec. Secretary).

Warren/Conner Development Coalition did a presentation on the "Reclaiming our Schools" project. The committee suggested for their kickoff:

- Ice Cream Social
- Talent Show
- Open House
- Awards ceremony

Mr. Speed told the committee that the owner of the Mobile Gas station wants to become involved with Clark Elementary. Mr. Speed stated that the owner will give a percentage of his earnings that is made on Tuesdays to the school.

The parents also suggested that at the end of the school the committee sponsor a Parent Involvement Award Dinner.

The next planning meeting has been schedule for January 8, 1997 at 9:00am.

**CLARK ELEMENTARY SCHOOL  
PLANNING MEETING  
WEDNESDAY, JANUARY 8, 1997**

Staff present: Tonya Hartley and Erma Jones.

The committee decided to have a Talent/Fashion Show Dinner for their kickoff at Clark Elementary School. This event will allow students to demonstrate their talents and show off their fashions to parents and friends including an evening dinner. This event will consist of:

- Talent Show
- Fashion Show
- Award Ceremony
- Dinner
  - Spaghetti
  - Salad
  - Rolls
  - Punch
- Raffles

The Talent/Fashion show will be judged by a panel of three. The judges will consist of community residents and business leaders. There will be prizes for first and second place winners for both events. However, all participants will receive a certificate of participation.

The parents volunteered to cook all the food. There will also be five free raffles for parents at the end of the event.

The Talent/Fashion Show Dinner is scheduled for Friday, February 21, 1997 from 5:00pm to 8:00pm. The next planning meeting has been scheduled for Wednesday, January 22nd.