

84TH GENERAL ASSEMBLY

REGULAR SESSION

APRIL 10, 1985

PRESIDENT:

The hour of noon having arrived, the Senate will please come to order. Will the members be in their desks...at their desks and will our guests in the gallery please rise. Prayer this afternoon by Rabbi Israil Zoberman, Temple B'rith Sholom, Springfield, Illinois. Rabbi.

RABBI ZOBERMAN:

(Prayer given by Rabbi Zoberman)

PRESIDENT:

Thank you, Rabbi. Reading of the Journal.

SECRETARY:

Tuesday, March 26th, 1985; Wednesday, March 27th, 1985.

PRESIDENT:

Senator Smith.

SENATOR SMITH:

Thank you, Mr. President and members of the Senate. I move that the Journals just read by the Secretary be approved unless some Senator has additions or corrections to offer.

PRESIDENT:

You've heard the motion as placed by Senator Smith. Is there any discussion? If not, all in favor indicate by saying Aye. All opposed. The Ayes have it. The motion carries and it's so ordered. Committee reports.

SECRETARY:

Senator Savickas, chairman of Assignment of Bills Committee, assigns the following Senate bills to committee:

Agriculture, Conservation and Energy - 444; Appropriations I - 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 496 and 507; Appropriations II - 476, 477, 478, 479, 480, 481, 482 and 483; Elections and Reapportionment - 488, 500 and 506; Elementary and Secondary Education - 503, 504; Executive - 486, 510; Finance and Credit Regulations - 512, 525; Higher Education - 508; Insur-

ance, Pensions and Licensed Activities - 442, 445, 447, 497, 501 and 514; Judiciary I - 493, 517; Judiciary II - 494, 499 and 522; Labor and Commerce - 509, 516, 520 and 523; Local Government - 498, 502, 505, 515 and 518; Public Health, Welfare and Corrections - 443; Revenue - 446, 485, 487, 489, 490, 491, 511, 513, 519 and 521; Transportation - 584...or rather 484, 492, 495 and 524.

PRESIDENT:

Message from the House.

SECRETARY:

Message from the House by Mr. O'Brien, Clerk.

Mr. President - I am directed to inform the Senate the House of Representatives passed the following bills, in the passage of which I am instructed to ask the concurrence of the Senate, to-wit;

House Bills 336 and 456.

PRESIDENT:

All right, with leave of the Body, we'll move to the Order of Resolutions. At the request of one of our members, Senator Coffey has asked that we immediately consider a Senate resolution. Mr. Secretary.

SECRETARY:

Senate Resolution 107, it's congratulatory and it's offered by Senator Coffey.

PRESIDENT:

Senator Coffey.

SENATOR COFFEY:

Thank you, Mr. President and members of the...of the Senate. I would like to ask permission of this Body to suspend the rules for immediate adoption of this resolution.

PRESIDENT:

All right, Senator Coffey has asked for the suspension of the rules for the immediate consideration and adoption of Senate Resolution 107, it's a congratulatory resolution in

favor of the Chrisman High School basketball team who are in Springfield visiting with us and you will be introduced to them momentarily. Senator Coffey has moved to suspend the rules for the immediate consideration of Senate Resolution 107. All in favor of the motion to suspend indicate by saying Aye. All opposed. The Ayes have it. The rules are suspended. Senator Coffey now moves the adoption of Senate Resolution 107. All in favor indicate by saying Aye. All opposed. The Ayes have it. The resolution is adopted. If I can have your attention...if I can have your attention, we have some special guests with us and the Chair would yield to Senator Max Coffey. Senator.

SENATOR COFFEY:

Thank you, Mr. President. It's indeed an honor today to be able to introduce a person to you which will introduce some people that we think is very important in this State. We were fortunate...we were not as fortunate as we'd like to have been but we were fortunate in our district with our Chrisman Basketball Team which did receive second place in the 1985 Illinois Class A Boy's Basketball Team, and I'd like to introduce to you Roger Beals, the head coach of this team, which will introduce the players at this time. Roger.

ROGER BEALS:

(Remarks given by Mr. Beals)

SENATOR COFFEY:

Thank you, Roger. Again, I want to remind you, not only did we get second place in the State but a team from our area also got third place in the State. Now, we didn't get first but we did get third and fourth. Next year we'll be up for first and second. So thank you, very much, to allow us to be here and thanks to Representative Woodyard for being here also.

PRESIDENT:

Resolutions.

SECRETARY:

The following resolutions are all congratulatory.

Senate Resolution 108, by Senator Lenke.

109, by Senators Dunn and Hall.

110, by Senators Mahar and Kelly.

111, by Senator Holmberg.

112, by Senator Hall.

113, by Senator Jeremiah Joyce.

And 114, by Senator Jeremiah Joyce.

PRESIDENT:

Consent...Consent Calendar.

SECRETARY:

We have two resolutions that are congratulatory that were left up here without a name, Morton Scholarship League...

PRESIDENT:

If I can have your attention, UPI has requested permission to take some still photographs. Senator Sam, are you ready? UPI wants to take your photograph, you know, get the...leave granted? Leave is granted. Senator Maitland, for what purpose do you arise?

SENATOR MAITLAND:

Thank you, very much, Mr. President. I would move that the Senate resolve itself into a Committee of the Whole.

PRESIDENT:

All right, Senator Maitland has moved that the Senate resolve itself into a Committee of the Whole to consider again the issues of education reform and education funding. All in favor of the motion indicate by saying Aye. All opposed. The Ayes have it. The motion carries, the Senate is now convened as a Committee of the Whole and the committee will be chaired by Senator Arthur Berman, the chairman of the Elementary and Secondary Education Committee. Senator Berman.

MR. CHAIRMAN: (SENATOR BERMAN)

Thank you, Senator Rock. The Senate Committee on...the Senate Committee of the Whole on Education Reform will please come to order. Ladies and gentlemen, this is the final Committee of the Whole meeting that has been scheduled pursuant to the resolution that was previously adopted. We have several witnesses today who will address issues relating to the question of education reform. Our first witness is Bob Beckwith. Bob Beckwith manages the Small Business and Education Departments of the Illinois State Chamber of Commerce. Could we please have some attention and ask that the conferences be removed from the Floor so that we can extend some courtesy to our guests who are here to testify on the question of education reform. In the field of education,...in the field of education, Bob Beckwith's responsibilities include representing the viewpoint of industry in maintaining and strengthening the State's educational system with a particular emphasis on manpower training. He is the senior staff leader for the Task Force on the Future of Education in Illinois composed of a variety of groups in the private sector. Mr. Beckwith is a member of the State Council on Vocational Education, the Illinois Literacy Council and represents the Chamber on the Illinois Job Training Coordinating Council which oversees the Federal Job Training Partnership Act. Bob earned his Bachelor of Science Degree in Elementary and...Education and a Masters Degree in Educational Administration, both from the University of Illinois. Before joining...the Chamber staff in 1967, Bob served as a classroom teacher in Wheeling and Decatur, Illinois and was a field representative from the Illinois Education Association for five years. It is a pleasure to have Bob Beckwith with us today. Mr. Beckwith. Before you start, Bob, ladies and gentlemen, could we please have your attention. If there are conferences, please take them off the Floor so that we can give our undivided attention to our witnesses today. Thank

you. Mr. Beckwith.

MR. BECKWITH:

Thank you, Mr. Chairman, honorable members of the Illinois Senate. The Illinois State Chamber of Commerce appreciates this opportunity to share with you a business perspective regarding the need for education reform and the work of the Task Force on Education in Illinois. For more than thirty-five years the State Chamber has worked to better education in Illinois. In the early fifties we addressed the need to build more schools and improve teacher salaries, in the sixties we supported the creation of the Board of Higher Education and the Community College System, in the seventies we advocated an appointed State Board of Education and supported passage of the Resource Equalizer Formula whose implementation resulted in the additional eight hundred million dollar State investment in our public schools. We commend the Illinois General Assembly, Governor Thompson, the State Board of Education and the State's leading education organizations for taking forthright steps to identify and offer solutions to many of the major impediments which are seriously undermining the ability of public education to efficiently do its job of educating the children of Illinois. We are impressed with the breadth of the recommendations, many of which call for change and innovation. Business knows only too well that without the desire for responsible change, the willingness to assume some risk, true progress will be difficult, if not impossible, to achieve. It is incumbent upon the business community as part of society to lend its support and influence in the development and maintenance of an efficient system of high quality education institutions and services. It has an equal obligation to direct attention to education programs and services which it believes are failing to achieve their purpose and suggest their modification or elimination so that precious tax dollars can be reallocated

for educational improvement. A strong education delivery system is vital to the economic security of Illinois. If we are to retain and encourage the expansion of commerce and industry and attract new jobs into this State, education must be ready to provide from our high schools, colleges and universities a well trained and educated work force. The...interdependency of education, commerce and industry is undeniable. To help bring the business community into support of true education reform, the State Chamber's Board of Directors established a task force on the Future of Education in Illinois. The task force functions under the auspices of the Illinois Alliance for Economic Initiatives, which is a Statewide coalition of employers, concerned government leaders, other Statewide business associations including the Taxpayers' Federation of Illinois, the Illinois Farm Bureau, the Chicago Association of Commerce and Industry, the Civic Federation of Chicago and over seventy local chambers of commerce. The purpose of the alliance is to encourage everyone in Illinois to work together for stronger economic growth, more investments and more jobs. Rather than developing its own reform program, the task force has focused on the...on the major reform programs now before this General Assembly; namely, the recommendations of the Illinois Commission for the Improvement of Elementary and Secondary Education, the State Board of Education, the Illinois Project for School Reform and the Illinois Better Schools Program proposed by Governor Thompson. The task force will identify from a business perspective which combination of...

MR. CHAIRMAN: (SENATOR BERMAN)

...excuse me, Bob.

MR. BECKWITH:

...recommendations...

MR. CHAIRMAN: (SENATOR BERMAN)

Bob, just one minute. Would those people in the audience

who are guests of the Senate please extend a little courtesy to our witness. Thank you, Bob. Please continue.

MR. BECKWITH:

Thank you. The task force will identify from a business perspective which combination of recommendations it believes will best strengthen student learning, improve instruction, upgrade supervisory standards, stimulate cost efficient school management, provide incentives for school district reorganization, assure accountability to the public and assure an adequate source of financing and distribution of those finances to the elementary and secondary schools and to higher education. The need to maintain and strengthen this State's outstanding system of public and private higher education institutions will be addressed later on this year. The task force's first step was to establish criteria against which the various reform proposals could be evaluated. For example, does a proposal to restructure the academic/occupational program provide a method of measuring individual student performance and progress, does it identify and eliminate or modify ineffective courses and introduce new courses if they more efficiently address present and future needs. The task force believes the single, most important component in the education process is the teacher. Competent teachers value the need to grow professionally, update their knowledge and teaching skills and be compensated for what their students have learned under their tutelage. Equally, the need for well prepared supervisory administrators is essential. The various recommendations dealing with supervisor/teacher relationships reform are receiving very careful review. For those few professionals who have fallen short of expectation is there a mechanism which will be...which will enable the employing school district to more expeditiously identify and retrain, reassign or replace them? The task force is concerned with a need to strengthen teacher

training programs and encourage talented students to enter teaching particularly in high demand subject areas. Major reform is also necessary at the general administration level. To achieve improved efficiency of operations, the proposed reforms must encourage reallocation of funds to reduce or eliminate duplication of effort, lead toward increased worker productivity and incorporate other cost and time efficient procedures. There is a need to reorganize the education systems so as to reduce costly and duplicative administrative overhead and reallocate the dollars saved toward improved curriculum and instruction. There is a need to give the local school districts adequate authorities to set education standards and goals, monitor their progress and be held accountable. In the important area of school finance and distribution of funds, the task force is cognizant that there is keen competition for the education tax dollars from elementary, high school and unit districts, public community colleges and universities, private colleges and universities. Reform proposals are being reviewed as they may encourage reallocation of existing resources from lower to higher priority programs. A dependable program for generating revenues to provide public services and adequately sustained government is considered essential. The task force believes that any change in the current State tax program must be considered only after exhausting all avenues of identifying and applying tax saving measures to existing programs; determining that the present tax program has no further growth potential under the existing rate structure and that the express desire of the taxpayers is to increase taxes if the failure to do so would jeopardize essential services such as public education. The complete text of the task force education criteria should be at your...at your desks. The task force has also developed some preliminary opinions and prioritized some twenty-nine broadly stated reform concepts.

While this is not the finalization of the task force's position, there are several reform concepts which seem noteworthy. There is a strong belief in the preservation and enhancement of local control of the education enterprise. There is a strong belief in the need to measure student achievement using Statewide education achievement standards and appropriately reporting the results to the student, parent and the public. This is essential for maintenance of accountability. In conjunction with testing is a strong belief that local school districts must establish learning objectives and report to the public how well they are being met. There is a strong belief that the present methods of compensating teachers are inadequate, fail to attract the ablest of our college graduates, provide no incentive for the teacher to excel and have no bearing on student achievement. Few businesses could survive if they similarly compensated their valued professional staff. There is a strong belief by the task force that schools need to adopt innovative methods which will enable the general public and business to assist the schools. Too frequently the desire by business to be of assistance is seen as unwarranted intrusion into the classroom. Business has no business telling a teacher how to teach, but business like all other responsible segments of society has a right, an obligation, to inform the school system of what it believes should be taught, and the schools should reach out for the voluntary services of business people to advise on how to help acquire better, more current education equipment and lists of helps the local business community could provide are endless and many could result in a more educationally productive use of our tax dollars. Next Monday the task force meets again. It is expected to identify the specific reform recommendations it believes can best strengthen public education. In some instances it may suggest modifications to be in more acceptance or accordance

with the criteria. The conclusions of the task force will then be presented for adoption by...to the Executive Committee of the State Chamber a week from this Friday. As soon as possible we will share with you this phase of the task force's work. With the prospect of real education reform, the opportunity to help build Illinois will be significantly enhanced. But the question most raised of the business community is, "How do you, business, propose to pay for this and will you support a tax increase?" Many of the reforms will require little if any additional expenditure. They will require a new way of doing the job because the old way has not been good enough. Reallocation of existing dollars is a first step. Some reforms can be carried out by eliminating duplication or consolidation of administrative units so as to free up dollars to better use in the classroom rather than unnecessary overhead. Existing State tax programs should be reviewed as to the effectiveness of collections, uniformity of application, simplicity of administration and the extent they minimize negative impacts on economic growth and job creation. Incentives should be created, or at least disincentives removed which inhibit the expansion of the tax base. These are but several examples of what can be done to help pay for needed improvements in public education. Will business support a tax increase? A simple yes or no answer is not possible. The wrong tax increase at the wrong time can be counterproductive to economic growth, job creation and to the self-interest of public education. Several other steps for generating revenue need to be taken first. Further, unless there is clear indication that significant reforms we can sell to the general business community will be enacted and enforced with assurances of public accountability, the State Chamber would be hard pressed to convince the general business community of the need to support more funding for education much less for additional taxes. In 1969 it

was clear the State could not continue to fulfill its responsibilities without a major source of new revenue. For the first time in fifty years the State Chamber removed its opposition and supported a State Income Tax. As mentioned earlier, the State Chamber supported the Resource Equalizer Formula which added eight hundred million dollars to fund elementary and secondary education. The Illinois business community wants the finest education system this State can afford. We know most school teachers, administrators and school board members are working toward the same end. We know the great responsibility of the General Assembly and the Governor to chart the legislative course which will provide for an efficient system of high quality public education institutions and services so as to provide for the educational development of all persons to the limits of their capacities. We are thoroughly impressed by the magnitude of the job at hand and the importance facing this Senate. The Illinois State Chamber of Commerce offers its assistance, advice and counsel and enthusiastically looks forward to an active role in helping clarify the issues and find equitable solutions. We thank Senator Berman for inviting us and appreciate your thoughtful consideration of our views. Thank you.

MR. CHAIRMAN: (SENATOR BERMAN)

Thank you, Bob. We'll ask that the questions of the witnesses be held until all of the witnesses have completed their testimony. Our next witness is Doctor Manford...Byrd. Manford Byrd was appointed general superintendent for the Chicago Public School System on March 25th, 1985, just two weeks ago. Prior to his appointment as general superintendent, Doctor Byrd has served as a classroom teacher for eighteen years and as deputy...superintendent of the system responsible for a variety of educational programs since 1967. Doctor Byrd received his Bachelor of Arts Degree from Central

College in...Pella, Iowa, his Masters Degree in Educational Psychology from Atlanta University and his Doctoral in Educational Administration from Northwestern University in Evanston. Doctor Byrd is the recipient of over fifty different awards and honors in addition to being listed in Who's Who in America, Who's Who in Education and Volume I of the Ebony Success Library. He is the author of three books. Doctor Byrd is also a member of numerous educational and civic organizations. Manford Byrd assumes his responsibility as general superintendent at a time when a serious rethinking of the mission and purpose of our educational system is being considered. I personally wish him well as he begins his tenure in one of the most difficult yet challenging positions in American public education. On behalf of the Illinois Senate, we're very pleased to welcome Superintendent Manford Byrd.

MR. BYRD:

Mr. Chairman, President Rock, Minority Spokesman Maitland and distinguished Senators, I welcome the opportunity to address you, and I wish to thank you for affording me the chance to do so. I'm here today as the new general superintendent of Chicago Public Schools. It is equally significant, however, that you note that I am here today as Manford Byrd, Jr., a man who has committed his entire career to the growth and development of our State's children through education. Beginning as a teacher in Quincy, Illinois in 1949, I have labored for thirty-six years to provide our state with the intelligent, trained and productive citizenry it requires to hold its place as a leader among states. Educational reform is being widely discussed throughout Illinois this year. I welcome this public debate on a most important topic, public education. This nation made an early commitment to free, universal, public education in the belief that only an educated citizenry could ensure continued liberty.

Since that time, the vast majority of Americans have been products of the public schools. I would guess that most of you today are products of the public schools. Public education has fulfilled society's charge to prepare America's children to be productive adults and competent citizens. We can and must continue to perform this service for the young generations of today and tomorrow. As I am enthusiastic about public education, I am also a believer in the Chicago Public Schools. We have in our classrooms, our offices and throughout the school system many men and women of dedication, talent, experience and integrity. We also have a community of parents and citizens who want quality schools for their children and are willing to invest their time and energies to ensure that we have quality schools. I recognize and...and acknowledge, however, that we have some distance to travel before we reach our goal of a quality education for every child. Too many of our youngsters drop out of school before they graduate; too many students are failing their courses; too many pupils are not mastering reading and math skills; too many children are being caught in the web of gang activity. In accepting the responsibility to lead the Chicago Public Schools, I have committed myself to re-forming them into a model for the nation. All children can learn, and every school can give its students a quality education. To make certain this happens, I am making it my priority to reduce the number of students who drop out of school. There are many reasons why...youngsters quit, but perhaps the most important is that their sense of continuing failure and frustration in school. Failure starts in the elementary schools. We are examining our systemwide reading and mathematics programs, Mastery Learning, to determine if they work as intended. We also need to strengthen our elementary teachers' grasp of subject content, we need to emphasize science and math in the early grades, and we need to expand our kin-

dergarten and preschool efforts. Experience and research have demonstrated that earlier education can significantly contribute to children's success in school. Among our successes in Chicago are the magnet schools and programs which have helped in our desegregation efforts. However, some critics have charged that the local elementary and general high schools have been shortchanged in the process. We must make certain that every school has the resources, the staff and the leadership to meet the needs of every student. Many voices have been heard recently, both nationally and in Illinois, calling for more demanding high school programs. I support the concept of a more challenging education for our students. At the same time, however, we have to make certain that they are able to meet the challenge. We need to re-examine and strengthen high school requirements, but we must simultaneously initiate strategies to make certain our students can succeed in high school. To reduce the number of failures and to help keep students in school, we need to restore free summer school for youngsters who are falling behind. A full summer school program will give students a chance to keep pace with their peers. We also need to institute other strategies to help youngsters stay in school. This year, our legislative program seeks your help with some of these: an extended day high school program; a pilot project in dropout reduction; high school preparation centers for elementary students; a career training and job academy; and intermediate schools for students who are likely dropouts. In many of our programs, we desperately need to upgrade equipment. But because of the financial difficulties of recent years, we have been unable to modernize our scientific, vocational and other equipment. If we are to give students quality programs, we must give them proper equipment to use. To do so, we need your help. In addition, we need your help to reinstitute the Lighted Schoolhouse Program, to

open our doors after the regular school day. This program will help to reduce the number of dropouts, will give young people an alternative to gangs and will serve as a recreational and educational resource to all the citizens of the community. The Lighted Schoolhouse will be one step in our efforts to forge a new alliance with the parents and the community. They are the cornerstone upon which a successful school is built, and I intend to work closely with them on matters affecting their schools and their children. I also intend to strengthen the role of the school principal. Soon, I will be presenting a reorganization plan to give principals and other field administrators more control of the decisions that affect their schools. They will be given more authority and will be held accountable. While I'm on the subject of school personnel, let me note that it is a myth that the central office of our school system is top heavy with administrators. Of some forty thousand employees, administrators make up slightly more than two percent, or nine hundred twelve positions. And of this number, six hundred seventy-three are principals, their assistants and district superintendents who are serving in the field. Over ninety-four percent of our staff is in the classroom and school buildings, providing direct service to the students. In reorganizing, I propose to make sure that the remaining six percent are providing more efficient and effective support to the schools. I also promise to provide to the public accurate, reliable, clear data about the schools. We must recognize the size and scope of the problems if we hope to solve them. Therefore, I am now moving to restore credibility and integrity to our citywide testing program. At the same time, I want to remove the burden of unnecessary paper work from the local schools. Principals and teachers spend too much time responding to administrative requests for information, time that is taken away from their students. We

will be simplifying the information collection process, cutting back on the paper bureaucracy. I'm also going to ask the Chicago business community to help us in several ways: by turning work sites into classrooms; by donating state-of-the-art equipment that we cannot afford; and by inviting teachers into their firms during summers to learn up-to-date practices that they in turn will teach their students. An important point I want to mention is that the Chicago Board of Education improved its financial position during the fiscal year that ended on August 31, 1984. For Fiscal 1984, the Board operated within its resources. When Fiscal 1985 ends on August 31, it will mark the fourth consecutive year that the Chicago Public Schools have completed...has completed its fiscal year with a balanced budget. I can assure you that these improvements are no aberration. The goal of financial management has been and continues to be to make constant improvements in this area and to ameliorate past problems and improve financial and accounting controls. An improved financial position does not belie the need for additional revenue, and we are asking you for that this year by eliminating utility taxes we pay; allowing us to levy a transportation tax just as all other districts do; and increasing the playground tax rate for the first time in fifteen years. We're also seeking to correct a technical error in previous legislation and asking for the elimination of the investment tax credit for replacement taxes. Most of all, we're asking you to commit yourselves to educational reform by fulfilling the State's constitutional responsibility to assume the primary responsibility for funding public education. Educational reform is essential today. But reform measures without the money to support them will be empty promises. It is time to give the citizens and children of Chicago, and of Illinois, not promises, but hope. We must renew public education and the dream upon which this country

was built, that every person is entitled to an opportunity for a full and decent life. Without a good education, a good public education, many of our children will be denied this dream. As educators and legislators, we must encourage young people's dreams and hopes and ambitions. We must help them to expand their minds and develop their talents. We must stimulate them to challenge the world and discover its secrets, even in Chicago. Who will make the city joyful? Who will wipe away its tears? Who will tell the children stories? Who will make their clear eyes gleam? Maybe lawyers nursing tender flowers, businessmen exploring stars. Maybe those who listen to the children are beyond the other maybes, maybe you and maybe me. We must help the children become the future of which we ourselves dream. Thank you, very much.

MR. CHAIRMAN: (SENATOR BERMAN)

Thank you, Doctor Byrd. We'll...we'll entertain questions. There are two more witnesses and then we will open it up for questions of any of the witnesses. This being the concluding session of the Committee of the Whole, fourth session, we've heard from a number of people that have had important titles. The two last witnesses hold what, in my opinion, are probably the most important titles, the title of parents of children in our schools, and we're very pleased to have them with us today. They are constituents of Senator Savickas. The first witness of this duet will be Marge Sullivan who is a president of a parents' organization on the southwest side of Chicago. She has five children that have gone through the public schools and has been a close observer of the Board of Education for over thirteen years. Mrs. Sullivan.

MRS. SULLIVAN:

Thank you, Senator Berman. Senators, I have two and a half minutes, so please listen. My credentials are that I am

a wife and a...a mother and a taxpayer living on the south-west side of Chicago. As Senator Berman said, five of my children have gone through the public schools, but I still have one left in the Chicago Public Schools in elementary school. Time and time again the Chicago Board of Education has come down to Springfield asking for more money, more money, more money. A few years back...you set up the Chicago Finance Authority to oversee their budgets and keep them in line, and the more money that is given, I have seen...not only have I not seen any improvement in education, but I have seen a decline in education. My children are in the schools. My children have been in the schools and I have seen the decline since my oldest one graduated until my youngest one now is in seventh grade. What we...we don't need reform, we have to go back and restore. Ask any ten year old or twelve year old what is the capital of Illinois...a child that lives in the State of Illinois. You'll be lucky if they can tell you Springfield. Ask them where east, west, north and south is. Ask them what is a city and what is a state. Geography hasn't been taught in the schools for many, many years. That's what we have to do. We have to put back into the schools what we had before. You can come up with all the innovative programs you want to, all the consultants can be hired, all the money that can be given to them and our children's education has declined, and it concerns me. And if you wouldn't have to give millions...millions you give to the colleges today for remedial programs. Why? Think about that. Why are you giving millions to colleges for remedial programs? They shouldn't even be in college if they're in remedial classes and it has to start in first grade and has to start in the elementary schools. I...I would like to see one thing in...public schools in the City of Chicago and that is the Mastery Learning Program be disbanded. It is nothing except teachers are teaching to test and that is the problem,

that's all they're doing. Week after week they're teaching the students to test. There's no recall, there's no more enjoyment of reading, children are not getting anything out of it, they're moving from classroom to classroom and it has gotten so that our children who are in the above average reading groups are now not passing their high school exams from our own local school and it is true that the magnet schools have hurt the neighborhood schools. Everything is being put into the...magnet schools, the high schools have left...has...have lost languages...I haven't kept time part of the time, so...let me know when my two and a half minutes are up. But they take the languages out of the local high schools and put everything in these magnet schools to attract. The principals in the magnet schools can pick their teachers; the principals in the neighborhood schools do not have that privilege, they have to take what's sent to them, and we do need some overseeing of the teachers. All they have to do is send in their five dollars every year and renew their teacher's certificate. If they're not teaching, we have to have a way of getting them out of these schools and they're...and getting them off this gravy train, but the answer is not always more funding. Please believe me. I am sick and tired of paying more money to see my children...they're not getting the education they did five years ago. Thank you. And I'll...and I'll be available for questions too.

MR. CHAIRMAN: (SENATOR BERMAN)

Our final witness is Francine Fatima.

MRS. FATIMA:

Yes, good afternoon. I am a mother, a parent of four children, I have a husband who supports us as well as he can living in the City of Chicago which is draining our budget drastically, and I am really very frightened coming before you...certainly not to speak before you, that doesn't

frighten me. I do want to have faith that you will do the best you can in your votes regarding Chicago funding, not to fund it any more than it is presently being funded. Did you hear me? Not to fund it. I know there are proposals for an increase in the transportation tax, playground fund and various things. Please do not believe these are going to benefit the children. My children have been in the schools since 1971. There has been a steady deterioration as there has been an escalation in our taxes...increases in our taxes. It's very difficult for me in some ways to speak before you because we are a minority opinion here. This Committee of the Whole has heard other testimony, the Illinois Education Association, the Illinois Federation of Teachers and it would seem that this was a very one-sided type of testimony, vested interest in jobs. Well, I have no vested interest but a child who presently is in the Chicago Public Schools, and all I want is for her to be educated and it very upsetting to me to find that people will sit here...here in the Senate or in the House and be very willing to just vote Aye and not expect real reform from those educators at the Chicago Board of Education. You see, they're using the word reform and it...all it means is more monies for them to play with. Now we do have a new superintendent of schools and there is always hope that some good will come of it, but don't believe in promises because I don't. I don't believe in politicians' promises. I believe in action and believe me, we haven't seen much in the way of action since 1980 when it was all restructured. So, all I'm trying to bring before you is some balance and I would hope, Senators, yourself, I realize you have very heavy schedules but you are parents yourselves, it would be an eye-opener for you to walk into a public school. I welcome you to mine, John F. Eberhardt on the southwest side. Walk into a classroom, sit there and see the learning process that's going on. You may find a good teacher or two, but

believe me, even in that fine school, it's my neighborhood school, the good teachers are at a minimum because the principal cannot choose...because of union...restraints he cannot choose fine teachers for that school and that's why the children are suffering, and money is not the solution. They're very finely paid in Chicago. So, I guess what I'm just trying to get the point across to you is, a lot of money is going to the magnet schools and a lot of money is not going where it really is needed, but they don't need any more money. Thank you.

MR. CHAIRMAN: (SENATOR BERMAN)

Thank you, Mrs. Fatima.

MRS. FATINA:

And I am also available for questioning.

MR. CHAIRMAN: (SENATOR BERMAN)

All right. If you'd stay right there and, Mrs. Sullivan, if you'll come back and Doctor Byrd and Bob Beckwith and now we'll open it up for questions from the Senators. Senator Geo-Karis.

SENATOR GEO-KARIS:

I would like to address my query to Doctor Manford Byrd, please. And, Doctor Byrd...

MR. BYRD:

Yes...yes, Senator.

SENATOR GEO-KARIS:

...I'm Adeline Geo-Karis. I would like to ask you, what is about the...the minimum salary of assistant principals?

MR. BYRD:

I would think it's...I would think the...the minimum salary of assistant principal? Somewhere between twenty-five and thirty thousand dollars.

SENATOR GEO-KARIS:

You said in your remarks, sir, that don't believe that we are top heavy with administrators. Well, I have figured it

out, if you have forty thousand employees and you have nine hundred and twelve positions as...as administrators, there's one administrator to...forty-three persons. Don't you think that's quite a...a big amount of administrators?

MR. BYRD:

No, Senator. I think if you were to really to take a look at the personnel that we have to administer our schools and compare those with schools all over the State that you would find that we are...administering them with fewer resources. Let me...let me tell you this. When I served as principal of Englewood High School, twenty years ago in the city, there were more human resources for administering a community of three thousand youngsters than there are today. We've reduced and we've cut because of financial restraints and difficulties so that we are thin. Let me give you another example. We do not have freed assistant principals in our elementary schools. Those are teaching assistants. We give them an...a stipend for serving as an assistant principal so that we have someone responsible in that building at all times, but they are full-time teachers...they're full-time teachers. We have eliminated freed assistant principals at the elementary level, even in the very large elementary schools.

SENATOR GEO-KARIS:

Yeah, but, Doctor Byrd, I'm not trying to be facetious...when I went to grammar school, which was a few years ago, we had eight hundred students in the school and one principal.

MR. BYRD:

And an assistant principal.

SENATOR GEO-KARIS:

No, one principal.

MR. BYRD:

In Chicago?

SENATOR GEO-KARIS:

Yes, sir. I happen to be from Chicago. One principal and it seems to me that you are top heavy in administrators because that's the problem we're having all over. Number two, what have you done to stop the unions from having the right to strike instead of having collective bargaining with mandatory arbitration and right of appeal to the courts if it's not...if they're...if they don't follow the standards? Isn't that an expense...a great expense that your school district has to face with the present laws that have been passed here which I opposed? What have you done to encourage collective bargaining with mandatory arbitration so that our children aren't out of schools and the parents aren't worried where they are and the teachers have to make the...finance companies...wealthy? What have you personally done about it?

MR. BYRD:

Well, I have had about three weeks, personally, to address this...this problem, since March 25th. I plan to take a look at our collective bargaining procedures, the laws that we have for that process, and I indeed...would want to not have that as a wasteful process but to save it and to stop interruptions of schooling and I'm hopeful that we will stop the strikes there. I want to go back to one thing though about...I don't want to belabor it on the matter of the assistant principals. I came into the system in 1954, came into a school that had two freed assistant principals at that time. That same school today does not have one freed assistant principal and that's the comparison in...between 1954 and 1985 in Chicago.

SENATOR GEO-KARIS:

One more point, sir. It would seem to me that it isn't just money, I think dedication and discipline where your teachers feel safe to teach. More money should be spent on discipline and more encouragement for...dedication on the

part of the teachers when they feel safe enough to teach in areas instead of just slopping their work, some of them. You heard these two ladies, Mrs...

MR. BYRD:

Mrs. Fatima and Mrs. Sullivan. I...

SENATOR GEO-KARIS:

...Mrs. Fatima and Mrs. Sullivan. I think they're very...

MR. BYRD:

I...I know them.

SENATOR GEO-KARIS:

...well, I haven't met them before, so I've never had any concert with them, but I can tell you, I think that they're right. Money doesn't make for good education. It's the dedication and the discipline that goes with it like Marva Collins has. So, I cannot believe that this money is going to do it. You've got to protect your teachers in some of these areas where they're teaching with good discipline around the areas, and I say to you, Doctor Byrd, I hope that you will consider what I'm saying at this time that perhaps some of the money that's going for so many principals and assistants and assistant superintendents probably should go for some discipline personnel so that the teachers can feel comfortable teaching and the...and the children can feel safe.

MR. BYRD:

Let me...let me say this...let me hasten to add, never once would I say that monies will...solve all of our problems. I agree that we've got to have high morale in the staff, we've got to have dedication and we have that. You hear a lot of negatives, but you've got to know that out of our forty thousand employees we have people who give of their evenings, who give of their weekends. We had a science fair at the Museum of Science and Industry last week and we had

teachers there who had been giving their time since January. So in that school population we do have people who give of themselves beyond what we would require to earn their salaries. Now we do want to make each of our schools safe and we'll work for that and we'll work hard for that. We're going to reorganize. We're going to try to give more responsibility to principals and field administrators, and we're going to supervise them closely because I agree with you that we must have a...a safe environment in order for learning to take place.

SENATOR GEO-KARIS:

I happen to know a lot of your...well, I would say at least a hundred teachers in the Chicago area are teaching there, and I can tell you one of their biggest gripes is as follows and they teach in areas where it's rather unsafe at times, many times.

MR. BYRD:

Yes.

SENATOR GEO-KARIS:

They say if we had better discipline...better discipline...personnel keeping an eye out for us and for the children, we would feel that we could do a better job teaching, and they say that you are top heavy with personnel that is not...that necessary. So, I hope that you take that back.

MR. BYRD:

I....

SENATOR GEO-KARIS:

Plus, I feel...that teachers and public employees should never have the right to strike, they're entitled to collective bargaining with mandatory arbitration with the right of appeal to the courts if the guidelines aren't followed, because we don't have the right to stop paying taxes when all those strikes take place.

MR. BYRD:

Thank you.

MR. CHAIRMAN: (SENATOR BERMAN)

Senator Kelly.

SENATOR KELLY:

Thank...thank you, Mr. Chairman. I'd like to ask one of the witnesses a question. Anyone would...would be fine. I see now that there are those who have...might have a little different outlook as far as the educational community withstanding our distinguished witness...right here, but what I'm concerned about or interested in is the final product and I'd like to know...we keep looking at earlier intervention into the educational process. Let me ask you a question to Mr. Byrd or one of the other witnesses. What would the possibilities be of improving the final product if we held off the...the student to a later age rather than something like seven or eight for entrance as opposed to five or at a younger age? Do you think there is any merit to that or do you think that by entering a student in at an earlier age that the final product would be better? I've been told and had some visits recently from some proponents of...of raising the age rather than lowering it, and I'd like to get some professional...some testimony on thoughts on that.

MR. BYRD:

Well, my experience, personally and what I've gained from the research, if we were to raise the age for entry, it would be disastrous for us. There is the preponderance of evidence in our city if we can get youngsters in the child/parent centers even before kindergarten and work with them and follow programs once they have entered kindergarten, we do a much better job of making them successful in the upper grades of elementary school and if they're successful there, they're going to be more successful at high school. So, I...I think it would be disastrous for us in Chicago.

SENATOR KELLY:

Thank you, Mr. Byrd. I...I would say that in certain areas that that would be a...a fact, particularly in areas where there is disadvantaged or low process where you need more early teaching and intervention, but I'd like to know how this would apply Statewide? Suppose I should just make a statement that when we look...

MR. CHAIRMAN: (SENATOR BERMAN)

...excuse me, Senator, Mrs...Mrs. Sullivan would like to respond, Senator Kelly.

SENATOR KELLY:

Oh, thank you.

MRS. SULLIVAN:

Senator, I...I can tell you from my own experience because I have two children that had late birthdays and entered kindergarten at the age of four and consequently college at the age of seventeen, and in both their cases I would say that they did well, but if I had to do it over again, I would...have held both of them back. They did well academically and they got through, but I would have held them back. If...if I was told when I...was registering the children that I had a choice, and parents are not told that, that the children do not have to enter kindergarten at five, that they can go when they're six, and if I was told at that time that I had a choice that both these children, I would have held them back for a year and I think that's what has to be is that the school districts have to tell the parents that these children do not have to be in school when they are five.

MR. CHAIRMAN: (SENATOR BERMAN)

Senator Kelly.

SENATOR KELLY:

Thank you, very much, for those comments and I...I had visits from...from teachers in public schools who had discussed this subject with me, believe it or not,

and...and...and advised me, at least, in their opinion that a student who graduated from high school may, in fact, even though they entered...at an age of eight might be, in fact, equal to if not more so advanced than a student going...graduating from high school or going into college, and that sort of intrigued me not being an educator and that's why that had brought...and also they even mentioned the development. For instance, we have a lot kids now that have eyeglasses. If...we didn't have those in years past and there was some thoughts along the line that maybe physically the eyes aren't even ready at...at age five and that they have to develop to a certain point and that's why maybe we have some problems. What I'm doing is giving you a little different perspective on some of these issues, and I thank you for the courtesy, Mr. Chairman.

MR. CHAIRMAN: (SENATOR BERMAN)

Senator Schaffer.

SENATOR SCHAFFER:

Doctor Byrd, I was wondering, in your comments you didn't get too specific, how many new dollars are you looking for from the State for the Chicago School System next year over this year?

MR. BYRD:

Mr. Senator, there are some things that we'd like to do that I think are harmonious with the concept of reform. We talk about trying to catch some kids at middle grades with some...prevocational programs. We'd like to come with some flexible scheduling from high schools. We've got a package of what we call drop-out prevention and staying in school programs that amount to something like nineteen million dollars, those would be new dollars. But I have to say to you that although I mentioned that we're going to balance our budget by the end of this year in August, we will balance our budget this year with a lot of one-time only revenues that we

received last session of the Legislature, and if we were to try to carry forward the programs we have in place right now, this very moment, we have inadequate dollars in prospect to do so to the tune of something in the neighborhood of seventy million dollars, just to be made whole.

SENATOR SCHAFFER:

The seventy million plus the nineteen?

MR. BYRD:

Yes.

SENATOR SCHAFFER:

So we're ...we're quickly...

MR. BYRD:

If we're going to do those...if we're going to do those reform things.

SENATOR SCHAFFER:

And does that...does that fund any increases in salary or is that just...

MR. BYRD:

No...no, it does not.

SENATOR SCHAFFER:

So that just...that gets you...that opens the door September 1 with what you have in place plus...

MR. BYRD:

Plus the new...plus some new programs and I would not be opposed if those monies were categorical for those programs.

SENATOR SCHAFFER:

So...but that would not leave any new dollars for labor contracts or anything else?

MR. BYRD:

That's right.

SENATOR SCHAFFER:

Well, let me ask you a question, and I...I've listened to your suggestions for your new programs and I guess the...the buzz word is reform and...and I...I can't argue with what

you're talking about, they all sound good to me. But many times we have seen people, not only from Chicago but Chicago has certainly been there, come down with, if you will, highfalutin new plans and wanting new...new dollars and then lo and behold there was a labor negotiation or an increase in the prevailing wage, and when we looked back we found that none of those programs had really gotten off the ground because all the money had been taken up by a new labor contract or a...some of the prevailing wage employees got rather sizable gains and that sort of thing; and I'm not arguing against good salaries, I...I think you got to pay good salaries if you want good teachers, but I can recall for instance the Title I money which was supposedly for poor kids in Chicago went ten or fifteen years before it ever got any relationship to helping poor kids, and to this day I'm not really sure that there's a real relationship, I hope there is, I'll take your word that there is. I guess what I'm saying is, if you want a hundred million plus new dollars over...new State dollars over last year, what assurances do we have that these reforms will really happen, that in fact the new dollars won't be sucked up by your labor negotiations which I assume are ongoing or an increase in the prevailing wage? I don't question your credibility or your good intentions, I just know that about the fifteenth day of that labor strike next fall, some of those good programs, and maybe the lights will go out at nights in the schools again. What kind of assurances can you give us and what kind of things can we do to see that these monies which are for these noble causes end up being spent on those noble causes and not bargained away in the wee hours some Sunday morning? And, again, I'm not hacking salary increases; if their reasonable, fine, we...I can go along with it, but all too often the reforms go by the wayside in those late hour sessions.

Page 32 - APRIL 10, 1985

END OF REEL

REEL #2

DOCTOR BYRD:

Mr. Senator, I appreciate very much your remarks and it was for that reason that I responded the way that I did. First of all, I do not want to have to try to talk about dismantling any other programs that we have in order to balance a budget for us to open the doors. That's the reason I said we need desperately to be made whole for once. And then to prevent the...the kind of thing that you talk about to insure that those dollars that we talk about over and beyond what we need to be made whole, I have no problem. If in staff development, if in developing incentives for increasing the expertise of teachers, if in retraining administrators and indeed if salaries, if that's a categorical item, I have no problem if the monies that come with the reforms are categorical to that...to that extent because I, too, want to see programs get down to youngsters. And I have been concerned about some of the things that you've talked about over the years, the State Title I monies and the rest of them, and I think we're doing better in...in that area. But I have the same concerns as you, I want to be made whole and then I am not bothered if the funding for specific programs are indeed categorical.

MR. CHAIRMAN: (SENATOR BERMAN)

Senator Schaffer.

SENATOR SCHAFFER:

I think...I think I just heard a...a rather eloquent plea for some very careful appropriations process and I think perhaps that's something we ought to bear in mind and it's my hope, quite frankly, not only for Chicago but for all schools that whatever reforms that we implement that they are funded in each and every school district at a hundred percent or we

don't force the school districts to implement the reforms. However...noble and wonderful sounding they are, if we don't pay for them we ought not to force the school districts...Chicago or Deerfield or Carbondale ought not to be forced to implement them.

DOCTOR BYRD:

Thank you.

MR. CHAIRMAN: (SENATOR BERMAN)

Senator DeAngelis.

SENATOR DeANGELIS:

I...thank you, Mr. President. I have a question of Dr. Byrd. Dr. Byrd, I believe that the Chicago Board of Education is the second largest school district in the United States and the largest one from a contiguous municipal boundary in the United States. My question is, do you feel that the Chicago Board of Education as currently constructed is manageable in the form it's in? If not, what type of restructuring would you like to see done?

DOCTOR BYRD:

I think the...the district, geographically, ought to remain intact as District 299. I think the district is manageable because I think you can get some smallness within that largeness and I...I think we ought to do it administratively. Financially we've been...been forced to do the reverse of what I think we ought to be doing. Twenty...twenty years ago, twenty-five years ago there were twenty-seven subdistricts within the system. Because of financial reasons four or five years ago we were forced to...to cut those districts to...to twenty. And so, in essence, we have a single district superintendent trying to administer thirty-one schools, probably making that subdistrict larger than any other district in the State of Illinois. And if you take a look at the resources we've...we've put at the disposal of that administrator, we have really

given him an awesome task. Over the long-haul, our...our improved results will come from not new strategies but will come from improved output from persons so that we pick the best people we can get, supervise them closely. I think we've got to...to redesign our districts in a way that we can supervise closely that way and not charge a district superintendent for administering and knowing what's going on in thirty-one schools. I think we can do it administratively and I'd like to see us move in that direction.

MR. CHAIRMAN: (SENATOR BERMAN)

Senator DeAngelis.

SENATOR DeANGELIS:

Well, what you're talking about is maintaining 299 but regionalizing it.

DR. BYRD:

That's right...or increase the subdistricts. We've got twenty-nine and we've got to stay with that because we don't have the funding. I would like to see more districts. Especially in some areas where the youngsters are having great difficulty, we need the district superintendents and staff to get into those schools often to know what's going on. I'd like to go in that direction.

MR. CHAIRMAN: (SENATOR BERMAN)

Because of time constraints our last questioner will be Senator Hudson.

SENATOR HUDSON:

Thank you, Mr. Chairman...members of the Senate. I think my question would be addressed to one or both of the two ladies that testified and if I understood them correctly, either one or both made the point that in their opinion it was not necessary to infuse massive...that is, infuse money in massive new amounts into the educational program in the City of Chicago but that seems to be at variance with Dr. Byrd's requests or assessments, if I may. Now, my question

boils down to this, Dr. Byrd outlined certain reforms that he indicated in response to questions asked him would cost a considerable amount of money. My question to you ladies, one or both of you, do you see in those reforms that are mentioned the remedies, the solutions to the problems that you seem to be most concerned about? And you might...you might tell us again how you see the educational system going ahead without the new money that Dr. Byrd seems to feel is necessary?

MR. CHAIRMAN: (SENATOR BERMAN)

Mrs. Sullivan.

MRS. SULLIVAN:

Well, as far as the dropout program is concerned, I'll tell you what is going on right now in the public schools, in some of the schools. I received a call...because I am a board watcher, people throughout the area do call me. I received a call from a mother who has a child in a local high school and this boy was cutting classes. This mother was not aware of the fact that this boy was cutting classes because she was never notified there. Now the system is set up now that that mother should have been notified but somebody wasn't doing their job. And then when she found out the...went...when she did go to the school, she found out her boy was cutting classes, she also found out that...and this school is open from 8:00 a. m. to 4:00 p. m. and the child attended classes...he should have been attending classes from 8:00 a. m. to 1:00 p. m. Instead of going to his classes, he was supposed to sit in a room because he cut classes; so, consequently, not only...he was...he was punished for cutting classes but he still kept on missing his classes because he was supposed to sit in this room. And her objection was, since he went to school from 8:00 a. m. to 1:00 p. m., why couldn't he sit in this room for the three hours after and make up for his punishment. So he continued missing classes,

missing classes, and this is not an isolated case and that's why you have drop-outs. Because if the kid cuts first to start with, they're prevented from going to class because they're sitting in some classroom reading comic books and they're prevented from attending their regular classes. If there's punishment going to be given, it should be given before school or after school and not during school hours. Now this should...this is set up right now that this should be done and it isn't being done. So how it's going to be changed...is another hundred thousand dollars going to make some counselor call a parent? Is...is...is that going to change it? I don't see that change.

MR. CHAIRMAN: (SENATOR BERMAN)

Mrs. Fatima.

MRS. FATIMA:

Yes. Senator, my response would be this. Granted, Dr. Byrd has come with proposals in preventing dropouts, et cetera, and of course there's money attached in the tune of eighteen million dollars at least. I would watch those funding, it always seems to escalate. But I think my main...the main thrust would be this. In the School Code the City of Chicago's city council does not have the ability of a line item veto in the school system's budget. In other words, the budget comes forward to the city council and under this home rule provision or whatever, they just blanketly approve it...by law they do, without any type of scrutiny in actuality. Now if there are proposals for reform, I think first what must have to come is that that budget is looked at line by line to exactly see what is in place right now and how it is being implemented before these proposals are enacted. That is our feeling as taxpayers in the City of Chicago that that is not being done now, and it is a 1.5 billion dollar budget and our councilmen in Chicago have no real authority over it. And if they had that, and you are the ones that can

give that to them by changing the School Code, then that would be real reform because that would allow for the ridding of all the fat that's in that budget, and maybe then implementing some good reform.

MR. CHAIRMAN: (SENATOR BERMAN)

Dr. Byrd.

DOCTOR BYRD:

Mr. Senator, I wanted a whack at your question because I want you to know that a few years back this Body in collaboration with the House installed the Chicago School Finance Authority that does, in...in fact, oversee our budget operation. The chairman of that Finance Authority, Mr. Van Gorkom, when he approved the board's amended budget in January indicated that we did face the shortfall that I just talked about and further indicated that the Board of Educated...Education needed an...an infusion of new monies. He had his accountants take a look at the funding for the schools and found that when we compare what we're receiving this year with what we received in 1977 that there has been a reduction of ten percent for funding behind each of the students in the Chicago schools. So we do need some additional funding to do some things. I...I would say this, that we are a big school district with some four hundred and thirty thousand youngsters. You ought to know that Mrs. Sullivan and Mrs. Fatima come from a school where the youngsters are achieving at grade level, that feed into a high school that has a very low dropout rate when we compare it to the full city. And we applaud that, we've got other schools that way, but we've got some other schools that are not functioning well and it is our responsibility to try to salvage all of the youngsters in that school system. And I think if you heard the testimony of some parents from many of those other schools they would describe some needs that indeed would be impressive to you.

MR. CHAIRMAN: (SENATOR BERMAN)

Ladies and Gentlemen, that...concludes the questions and the testimony. We have had four Commissions of the Whole...Committees of the Whole of the Senate. I personally want to thank Senate President Rock and Senate Minority Leader Philip for allowing the Senate and the witnesses to show our concern to the people of the State of Illinois as to the importance that we place on the question of education reform and education funding. Of course the specific legislation will be introduced by Friday and they will be carefully analyzed in the respective committees. I want to thank the members of the Senate as well as the witnesses for their attention and tell the people of the State of Illinois that we look forward to working with all of them for the improvement of our educational system. Senator Maitland, for the purpose of a motion.

SENATOR MAITLAND:

Thank you, very much, Mr. President, I want to personally thank you for holding these hearings. I think the speakers that we had at all hearings were quite good. I want to personally thank the speakers today for...for their involvement in our endeavor. And at this point, Mr. Chairman, I would move that the Senate arise from Committee of the Whole.

MR. CHAIRMAN: (SENATOR BERMAN)

You've heard the motion. All those in favor signify by saying Aye. Nay. The motion carries and the Committee of the Whole does arise.

PRESIDENT:

All right. Senators Berman and Maitland have moved that the Committee of the Whole do now arise. All in favor indicate by saying Aye. All opposed. The Ayes have it. The Senate is now back in Regular Session. Resolutions.

SECRETARY:

The following resolutions are all congratulatory.

Senate Resolution 115, by Senator Macdonald.

Senate Resolution 116, by Senator Davidson and all Senators.

Senate Resolution 117, by Senator Poshard.

Senate Resolution 118, by Senator Demuzio.

Senate Resolution 119, by Senators Fawell, Philip, Etheredge, Topinka and others.

Senate Resolution 120, by Senator Topinka.

And Senate Joint Resolution 33, by Senator Topinka.

PRESIDENT:

Consent Calendar. Resolutions.

SECRETARY:

Senate Resolution 120 offered by Senators Newhouse, Jones, Etheredge and Hudson.

Senate Resolution 121 offered by the same sponsors.

Senate Joint Resolution 34 offered by Senator Topinka.

Senate Joint Resolution 35 offered by Senators Newhouse, Jones, Etheredge and Hudson.

And Senate...Joint Resolution 36 Constitutional Amendment.

PRESIDENT:

Executive Committee. Message from the Governor.

SECRETARY:

A Message from the Governor by Kirk Dillard, Director, Legislative Affairs.

Dear Mr...Mr. President - The Governor directs me to lay before the Senate the following Message.

To the Honorable members of the Senate, the 84th General Assembly, I have appointed...nominated and appointed the following named persons to the offices enumerated below, respectfully ask concurrence in and confirmation of these appointments by your Honorable Body.

PRESIDENT:

Committee on Executive Appointments. Resolutions.

SECRETARY:

Senate Resolution 120 offered by Senator Netsch and it's congratulatory.

PRESIDENT:

Consent Calendar. Message from the Executive.

SECRETARY:

Executive Order No. 3.

(Secretary reads E.O. No. 3)

Executive Order No. 4.

(Secretary reads E.O. No. 4)

PRESIDENT:

Executive Committee. Senator Savickas, for what purpose do you arise?

SENATOR SAVICKAS:

Well, for two motions, Mr. President. One is, we have an influx of Senate bills and we have postponed assigning House bills. I would ask then for the permission of the Senate and I would move for the immediate suspension of Senate Rule 5 to allow for the assignment of all House bills following the deadline for introductions and assignment of Senate bills, because we do have...instead of assigning some House bills now, we'd like to finish the assignment of all the Senate bills and then move on to the House bills.

PRESIDENT:

All right. You've heard the motion to delay the assignment of House bills in the Senate until the Senate bills have been assigned. Any discussion? If not, all in favor indicate by saying Aye. All opposed. The motion carries and it's so ordered. Senator Savickas.

SENATOR SAVICKAS:

And we do have...a few reassignments. We have found that in Public Health we had Senate Bill 339 that deals with Alzheimer's insurance. We had that in Public Health, we want to...reassign that to Insurance. In Insurance we had two

bills that deal with humane care for animals and these are dog...humane care for treatment of dogs. We thought they were...dog racing bills and we found out they are not, Senate Bill 86 and 370. So we'd like to reassign that from Insurance to Agriculture. And we had a bill that we...Senate Bill 437 that we assigned to Labor but it dealt with...consideration of tenure in teachers, and we...reassigned that to Elementary Ed.

PRESIDENT:

All right. Senator Savickas has moved that the Committee on Public Health be discharged from further consideration of Senate Bill 339 and that the bill be reassigned to the Committee on Insurance. All in favor of that motion indicate by saying Aye. All opposed. What...what, I beg your pardon, what number is it? You read 339.

SENATOR SAVICKAS:

Oh, I'm sorry, 389. Senate Bill 389.

PRESIDENT:

3-8-9. The motion is to discharge the Committee on Public Health from further consideration of Senate Bill 389 and...and reassign the bill to the Committee on Insurance. All in favor indicate by saying Aye. All opposed. The Ayes have it. The motion carries and it's so ordered. The next one is Senate Bills 86 and 370. The motion is to discharge the Committee on Insurance from further consideration of those bills and move that they be reassigned to the Committee on Agriculture. All in favor of that motion indicate by saying Aye. All opposed. The Ayes have it. The motion carries and that's so ordered. The final bill is Senate Bill 437. The motion is to discharge the Committee on Labor from further consideration of Senate Bill 437 and request that the bill be reassigned to the Committee on Elementary and Secondary Education. All in favor indicate by saying Aye. All opposed. The Ayes have it. The motion carries and it's so

ordered. Senator Vadalabene, for what purpose do you arise?

SENATOR VADALABENE:

Yes, I would like the...the record to...show that...that Senator Zito be the hyphenated sponsor of Senate Bill 22 and 23, and also I would like to remove myself as the lead sponsor of Senate Bill...or of House Bill 428 and show Senator Dawn Netsch as the lead sponsor and I will be the hyphenated sponsor.

PRESIDENT:

All right. The gentleman seeks leave to show Senator Zito as a cosponsor of Senate Bills 22 and 23 and further show Senator Netsch as the chief Senate sponsor of House Bill 428. Without objection, leave granted? Leave is granted. Senator Geo-Karis, for what purpose do you arise?

SENATOR GEO-KARIS:

Mr. President, Ladies and Gentlemen of the Senate, I would like to add as an immediate cosponsor to my Senate Bill 341 Senator Jack Schaffer and also Senator William Mahar.

PRESIDENT:

All right. The lady seeks leave to show Senator Schaffer and Mahar on Senate Bill 341. Is leave granted? Without objection, leave is granted. Senator Karpziel, for what purpose do you arise? Senator Karpziel.

SENATOR KARPIEL:

Thank you...thank you, Mr. President. I would like leave of the Senate to put Senators Marovitz and Senator Zito on as hyphenated cosponsors on Senate Bill 179.

PRESIDENT:

All right. The lady seeks leave to show Senators Marovitz and Zito as cosponsors of Senate Bill 179? 179. Without objection, leave is granted. Senator Topinka, for what purpose do you arise?

SENATOR TOPINKA:

Yes, Mr. President, I'd like leave of the Senate, please,

to be added on with the...okay of the sponsor as a hyphenated joint sponsor of Senate Bill 610 and 611.

PRESIDENT:

The lady seeks leave to be shown as a hyphenated cosponsor of Senate Bills 610 and 611. Without objection, leave is granted. Senator Geo-Karis, for what purpose do you arise?

SENATOR GEO-KARIS:

Mr. President, Ladies and Gentlemen of the Senate, I think there's been some oversight, but I would like to add Senator Virginia Macdonald as a hyphenated cosponsor to my Senate Bill 341.

PRESIDENT:

All right. The lady seeks leave to show Senator Macdonald as the hyphenated cosponsor of Senate Bill 341. Is leave granted? Leave is granted. Senator Macdonald, you wish to get off 341? Senator Macdonald.

SENATOR MACDONALD:

No...no, Mr. President, I...with the approval of the sponsor, I would like to go on as the hyphenated sponsor of Senate Bill 12, Senate Bill 129 and Senate Bill 153 as cosponsor.

PRESIDENT:

All right. The lady seeks leave to be shown as the cosponsor of Senate Bills 12, 129 and 153, 1-5-3. Without objection, leave is granted. Senator Holmberg, for what purpose do you arise?

SENATOR HOLMBERG:

With leave of the sponsor, I would like to be added to Senate Bill 336 as the hyphenated joint sponsor.

PRESIDENT:

All right...the lady seeks leave to be shown as the hyphenated sponsor on Senate Bill 336. Is leave granted? Leave is granted. Senator Demuzio, for what purpose do you arise?

*HB 485
2nd Reading*

SENATOR DEMUZIO:

At great personal risk, I'd like to add my name as hyphenated cosponsor of Senate Bill 562 with Senator Vadalabene.

PRESIDENT:

The gentleman seeks leave to be shown as the hyphenated sponsor on Senate Bill 562. Is leave granted? Without objection, leave is granted. All right. With leave of the Body, there's been a request to move to the Order of House Bills 2nd Reading, the bottom of page 6. Bottom of page 6, on the Order of House Bills 2nd Reading, Mr. Secretary. House Bill 485. On the Order of House Bills 2nd Reading, House Bill 485. Read the bill, Mr. Secretary, please.

SECRETARY:

House Bill 485.

(Secretary reads title of bill)

2nd reading of the bill. No committee amendments.

PRESIDENT:

Any amendments from the Floor?

SECRETARY:

No Floor amendments.

PRESIDENT:

3rd reading. If I can have your attention. We have, it appears, a couple of hundred bills for introduction. The last day for introduction, obviously, is Friday. When we...adjourn today, we will come back at noon tomorrow and we will go through the Calendar on Senate bills 2nd reading, Senate bills 3rd reading, House bills 3rd reading. We will...we will be in Session on Friday for the purpose of introduction of bills. We will start at nine o'clock in the morning and the Senate will remain open or at the call of the Chair until five o'clock, until the close of business. The Reference Bureau has indicated that they think they can accommodate...will have accommodated everybody's request so

that bills will be introduced up to and including Friday at five o'clock. It will not be necessary for all of us to be here on Friday. So, at the close of business tomorrow, those who have pressing constituent business back in the district can feel free and...to get back. But tomorrow we will go on the Order of Senate Bills 2nd Reading and the Order of Senate Bills 3rd Reading and the Order of House Bills 3rd Reading. In the meantime, since committees are scheduled to meet at this moment, Transportation is scheduled in Room 400, Labor and Commerce in Room A-1 and Appropriations II in Room 212, might I suggest that...the only other business that will transpire is the introduction of bills and that members can feel free to go to their committee, and the Secretary and the Assistant Secretary and myself and the Parliamentarian will sit here and make sure that everything is properly introduced, at which point we will adjourn until ten o'clock tomorrow morning. Senator Netsch, for what purpose...noon tomorrow morning. Tomorrow...Thursday at noon. Announcements or further business to come...

SENATOR NETSCH:

Yes. Thank...

PRESIDENT:

...before the Session. Yes, Senator Davidson, I'm aware. Senator Netsch.

SENATOR NETSCH:

...thank you, Mr. President. I wanted to announce to all of the members of the Illinois Economic and Fiscal Commission that we will meet at 8:00 a. m. in Room 212 tomorrow morning, and those who are members of the Pension Subcommittee of Economic and Fiscal, we will meet at 7:00 a. m. in Room 212. So that's 7:00 a. m. for the Pension Subcommittee, 8:00 a. m. for Economic and Fiscal Commission, and then the regular Revenue Committee meeting will be a 10:00 a. m. also in Room 212.

PRESIDENT:

Senator Davidson, for what purpose do you arise?

SENATOR DAVIDSON:

Mr. President, I'd like to remind yourself and the other members of the Senate that tomorrow morning starting at 8:00 a. m. in Room 400 will be the annual fitness examination testing for members of the Legislature as we did last year, put on by the I-A...for the Illinois Association of Health and Physical Fitness instructors and people throughout the State. Many of you participated last year and found out how good or how bad you were as far as fitness. Now, if you want to participate in the blood testing, you must have a twelve-hour fast. So please do not eat any breakfast before you go if you're going to want that blood sampling testing done; otherwise, you can go up and take it anytime, it'll be going on from 8:00 a. m. till noon or till two o'clock tomorrow afternoon. I hope you enjoy the apple.

PRESIDENT:

Senator Kelly.

SENATOR KELLY:

Yes, Mr. President, I'd like to make an announcement that the Elections and Reapportionment Committee will be meeting tomorrow at ten o'clock in A-1 in the Stratton Building. Appreciate the members being there and thank you, very much.

PRESIDENT:

Senator Collins.

SENATOR COLLINS:

Yes...like to announce that the...that the Labor Committee will meet immediately after the Session. We have only two bills, so that if you would please go directly to A-1, we can complete our business in about fifteen minutes. So, I'm asking all of you to be there and be there on time because I do have another committee meeting.

PRESIDENT:

Senator Berman.

SENATOR BERMAN:

Thank you, Mr. President. In order to accommodate the fitness program which will be in Room 400, the Senate Committee on Finance will be held at 10:00 a. m. tomorrow morning on the Senate Floor. Finance, on the Senate Floor, 10:00 a. m.

PRESIDENT:

Senator Hall.

SENATOR HALL:

Thank you, Mr. President. I'd just like all the members of Appropriations II to gather in Room 212 immediately.

PRESIDENT:

All right. Any further announcements or further business? Otherwise, we will begin with the introduction of bills. Upon the conclusion of the introduction, we will adjourn until Thursday at the hour of noon. Tomorrow at noon. Mr. Secretary, introduction of bills.

ACTING SECRETARY: (MR. FERNANDES)

Senate Bill 526, by Senator Keats.

(Secretary reads title of bill)

627, Senator Carroll.

(Secretary reads title of bill)

528, by Senators Philip and Rock.

(Secretary reads title of bill)

529, by Senator Donahue.

(Secretary reads title of bill)

530, by Senator Coffey.

(Secretary reads title of bill)

531, by Senator Lemke.

(Secretary reads title of bill)

532, the same sponsor.

(Secretary reads title of bill)

523, the same sponsor.

(Secretary reads title of bill)

534, by the same sponsor.

(Secretary reads title of bill)

535, by the same sponsors.

(Secretary reads title of bill)

536, by the same sponsor.

(Secretary reads title of bill)

537, by the same sponsor.

(Secretary reads title of bill)

538, by the same sponsor.

(Secretary reads title of bill)

539, the same sponsor.

(Secretary reads title of bill)

540, by the same sponsor.

(Secretary reads title of bill)

541, by Senator Lemke.

(Secretary reads title of bill)

542, by Senator Lemke.

(Secretary reads title of bill)

543, by the same sponsor.

(Secretary reads title of bill)

544, by the same sponsor.

(Secretary reads title of bill)

545, by the same sponsor.

(Secretary reads title of bill)

546, by the same sponsor.

(Secretary reads title of bill)

547, by the same sponsor.

(Secretary reads title of bill)

548, by the same sponsor.

(Secretary reads title of bill)

549, by the same sponsor.

(Secretary reads title of bill)

550, by the same sponsor.

(Secretary reads title of bill)

551, by the same sponsor.

(Secretary reads title of bill)

552, by Senators Rock and Philip.

(Secretary reads title of bill)

553, by Senator Vadalabene.

(Secretary reads title of bill)

554, the same sponsor.

(Secretary reads title of bill)

555, by the same sponsor.

(Secretary reads title of bill)

556, by the same sponsor.

(Secretary reads title of bill)

557, by Senator Holmberg.

(Secretary reads title of bill)

558, by Senator Weaver.

(Secretary reads title of bill)

559, by Senator Weaver.

(Secretary reads title of bill)

560, by Senator Vadalabene.

(Secretary reads title of bill)

561, by the same sponsor.

(Secretary reads title of bill)

562, by Senators Vadalabene and Demuzio.

(Secretary reads title of bill)

563, by Senators Geo-Karis and Lemke.

(Secretary reads title of bill)

564, by the same sponsors.

(Secretary reads title of bill)

565, by the same sponsors.

(Secretary reads title of bill)

566, by the same sponsors.

(Secretary reads title of bill)

567, by Senators Jeremiah...Jerome Joyce and Rigney and

Maitland.

(Secretary reads title of bill)

568, by Senators D'Arco, Schaffer, Savickas and

Vadalabene.

(Secretary reads title of bill)

569, by Senators D'Arco and Bloom.

(Secretary reads title of bill)

570, by Senators D'Arco and Bloom.

(Secretary reads title of bill)

571, by the same sponsors.

(Secretary reads title of bill)

572, by Senator D'Arco.

(Secretary reads title of bill)

573, by Senator Maitland.

(Secretary reads title of bill)

574, by Senator Topinka.

(Secretary reads title of bill)

575, by the same sponsors.

(Secretary reads title of bill)

567, by the same sponsor.

(Secretary reads title of bill)

577, by Senator Degnan.

(Secretary reads title of bill)

578, by Senator Rigney.

(Secretary reads title of bill)

579, by Senators Jeremiah Joyce.

(Secretary reads title of bill)

580, by the same sponsors.

(Secretary reads title of bill)

581, by the same sponsor.

(Secretary reads title of bill)

582, by...Jeremiah Joyce.

(Secretary reads title of bill)

583, Senator Luft.

(Secretary reads title of bill)

584, by Senator Luft.

(Secretary reads title of bill)

585, by Senator Barkhausen.

(Secretary reads title of bill)

586, by Senator Karpiel.

(Secretary reads title of bill)

587, by the same sponsor.

(Secretary reads title of bill)

588, by the same sponsor.

(Secretary reads title of bill)

589,...by Senators Davidson, Schaffer, Demuzio and
Lechowicz.

(Secretary reads title of bill)

590, by Senators...Senator Welch.

(Secretary reads title of bill)

591, by the same sponsor.

(Secretary reads title of bill)

592, by Senators Bloom and Sangmeister.

(Secretary reads title of bill)

593, by the same sponsors.

(Secretary reads title of bill)

594, the same sponsors.

(Secretary reads title of bill)

595, by Senators Bloom, Sangmeister and Barkhausen.

(Secretary reads title of bill)

596, by Senator Dudycz.

(Secretary reads title of bill)

597, by Senator Darrow.

(Secretary reads title of bill)

598, by Senator Darrow.

(Secretary reads title of bill)

599, by Senators Etheredge and Davidson.

(Secretary reads title of bill)

...600, by the same sponsors.

(Secretary reads title of bill)

601, Senator Etheredge.

(Secretary reads title of bill)

602, by Senators Etheredge and Luft.

(Secretary reads title of bill)

603, by Senator Maitland.

(Secretary reads title of bill)

604, by Senator Fawell.

(Secretary reads title of bill)

605, by Senators O'Daniel and Poshard.

(Secretary reads title of bill)

606, by Senator Welch.

(Secretary reads title of bill)

607, by Senator Maitland.

(Secretary reads title of bill)

608, by Senator Maitland.

(Secretary reads title of bill)

609, by the same sponsor.

(Secretary reads title of bill)

610, by Senator Schaffer.

(Secretary reads title of bill)

1st reading of the bills.

SECRETARY:

Senate Bill 611...Senate Bill 611 introduced by Senator Schaffer.

(Secretary reads title of bill)

Senate Bill 612, by Senators Bloom, Berman, Donahue, Jones and others.

(Secretary reads title of bill)

Senate Bill 613, Senator Etheredge.

(Secretary reads title of bill)

614, Senator Degnan.

(Secretary reads title of bill)

615, by Senators Welch and Netsch.

(Secretary reads title of bill)

616, Senator Welch.

(Secretary reads title of bill)

617, Senators Geo-Karis and Lenke.

(Secretary reads title of bill)

618, by Senator Dunn.

(Secretary reads title of bill)

619, Senators Lenke and Geo-Karis.

(Secretary reads title of bill)

620, Senator Davidson.

(Secretary reads title of bill)

621, Senator Demuzio.

(Secretary reads title of bill)

622, Senator Demuzio.

(Secretary reads title of bill)

623, Senator Coffey.

(Secretary reads title of bill)

624, Senators DeAngelis and Zito.

(Secretary reads title of bill)

625, Senator Welch.

(Secretary reads title of bill)

627, Senators Newhouse, Jones, Etheredge and Hudson...or

626 rather.

(Secretary reads title of bill)

627, by the same sponsors.

(Secretary reads title of bill)

628, Senator Savickas.

(Secretary reads title of bill)

629, by Senator Savickas.

(Secretary reads title of bill)

630, Senator Savickas.

(Secretary reads title of bill)

631, Senator Poshard.

(Secretary reads title of bill)

632, Senators Barkhausen and...and Dudycz.

(Secretary reads title of bill)

633, Senator Barkhausen...Senate Bill 633, Senator Jerome Joyce.

(Secretary reads title of bill)

634...634, Senator Barkhausen.

(Secretary reads title of bill)

635, by the same sponsor.

(Secretary reads title of bill)

636, by the same sponsor.

(Secretary reads title of bill)

637, by Senator Fawell.

(Secretary reads title of bill)

638, by the same sponsor.

(Secretary reads title of bill)

639, Senators Dawson and Newhouse.

(Secretary reads title of bill)

640, by Senators Jerome Joyce and Maitland.

(Secretary reads title of bill)

641, Senator Zito.

(Secretary reads title of bill)

642, Senators Hudson and Dawson.

(Secretary reads title of bill)

643, Senator Coffey.

(Secretary reads title of bill)

644, Senators Barkhausen and Dudycz.

(Secretary reads title of bill)

645, by the same sponsors.

(Secretary reads title of bill)

646, by the same sponsors.

(Secretary reads title of bill)

647, by the same sponsors.

(Secretary reads title of bill)

648, by Senators Barkhausen, Geo-Karis and Dudycz.

(Secretary reads title of bill)

649, by the same sponsors.

(Secretary reads title of bill)

650, by the same sponsors.

(Secretary reads title of bill)

651, by Senators Barkhausen and Dudycz.

(Secretary reads title of bill)

652, by Senators Lemke and Dawson.

(Secretary reads title of bill)

653, by Senators Smith and Poshard.

(Secretary reads title of bill)

654, by Senator Karpiel.

(Secretary reads title of bill)

655, by Senators Schuneman, Lemke and Geo-Karis.

(Secretary reads title of bill)

656, Senator Netsch.

(Secretary reads title of bill)

657, by the same sponsor.

(Secretary reads title of bill)

658, by the same sponsor.

(Secretary reads title of bill)

659, Senator Jones.

(Secretary reads title of bill)

660, Senators Lechowicz, Lemke, Poshard and Savickas.

(Secretary reads title of bill)

661, by the same sponsors.

(Secretary reads title of bill)

662, by Senator Jerome Joyce.

(Secretary reads title of bill)

663, Senator Luft.

(Secretary reads title of bill)

664, Senator Hudson.

(Secretary reads title of bill)

665, by Senators Lechowicz, Poshard, Smith and others.

(Secretary reads title of bill)

666, Senator Lemke.

(Secretary reads title of bill)

667, Senators Rock, Savickas, Demuzio and others.

(Secretary reads title of bill)

668, Senator Demuzio.

(Secretary reads title of bill)

And 669, same sponsor.

(Secretary reads title of bill)

670, Senator Dawson.

(Secretary reads title of bill)

671, by the same sponsor.

(Secretary reads title of bill)

672, Senator Holmberg.

(Secretary reads title of bill)

PRESIDENT:

All right. If there's no further business to come before the Senate, the Senate will stand adjourned until noon on Thursday. The Senate stands adjourned.