

November 2, 1971

TO: Honorable Providence School Committee
FROM: Charles M. Bernardo, Superintendent of Schools
SUBJECT: Letter of Transmittal Pursuant to Resolution Nos. 662 April 15, 1971 and
68 October 28, 1971

The enclosed document represents the culmination of my best thinking to date on the reform of urban education. Through Resolutions Numbers 662 and 68 you have given me the opportunity to present an action program which has been formulating in my mind since the earliest days of my professional career.

Admittedly the report is more lengthy than customary; and yet something as technical as administrative reorganization can only be viewed within the broader context of educational philosophy.

Also necessary to point out is that this proposal, as cogent as it is in its call for reform, is not meant to be disrespectful to the individuals who have served the system so well over past years and decades. Rather it is a critique of the system itself which no longer possesses the capacity for meeting the needs of the coming years and decades.

As I look forward to your positive and negative reactions and ultimate support, I am reminded of Emerson's oft quoted "This time like any time is a good time if we but know what to do with it."

A PROPOSAL FOR THE RESTRUCTURING OF THE
PROVIDENCE SCHOOL SYSTEM
PROVIDENCE, RHODE ISLAND

IN CITY COUNCIL

FEB 17 1972

READ:

WHEREUPON IT IS ORDERED THAT
THE SAME BE RECEIVED.

Vernice Vespene
CLERK

"That schools will change to accommodate new demands is really not in doubt. What is in doubt is whether enough contemporary men will be prepared to respond to new demands in radically new ways. My fear is not that man is dying, but that we will once again miss the opportunity to edit the social script differently. Now, more than ever, we need to examine carefully the relationship of established institutions and the men inside and outside of them to the particular characteristics that make the present unique."

Colin Greer, "All Schooled Up" (a review of Illich's Deschooling Society), Saturday Review (September 16, 1971), p. 89

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INTRODUCTION

The following proposal probably contributes the boldest attempt to alter an entire American municipal educational system. While it has been designed specifically for the Department of Public Schools of Providence, Rhode Island, it could be implemented in any community in the United States. It outlines a decade of change during which parents, teachers administrators, government, and the whole community may, in gradual fashion, alter the educational institutions, steadily moving toward the realization of a broadened new concept of education.

The ultimate projection of the proposal (set forth in "Phase VII") cannot be understood unless one views the whole proposal as a constantly evolving unit; with each new phase directly related to, and dependant upon, the one directly before. Once in motion, the proposal's separate parts cannot be considered as standing by themselves. Each must be seen as coming from a carefully laid foundation, with a culmination in an educational vision so different from our present perspective as to defy excessive concretization at the outset.

It must also be stressed that the specific content necessary to flesh out the actual process of learning is to be developed, in each instance, by those who are directly involved with the learning experience; namely, the student, parents, teachers and all those who constitute the community to whose needs and aspirations the educational institution must be responsive. With this in mind, it is important to note that the "mechanism" for the decade of change requires constant involvement and direction from community forces so that both the process and the resulting learning experience may flow from, and change with the community reality. What is described herein, then, as much as anything else, is a suggestion for setting in motion a dynamic process from which

specific changes may evolve. The method employed allowing this to happen is structural modification. Only the Central School Committee and its Superintendent can legally initiate this approach, and only this approach can foster the massive changes that are necessary.

There are some members of the community who are apprehensive about any proposal for change which emanates from central administration. On the basis of past experience throughout the country, much of this distrust is highly understandable. With respect to this proposal, I think a careful review will find that the basic questions, the content of the educational experience, are in large measure developed with community people in each situation. Once again, what is here proposed in every sense of the word, is a "restructuring"; the transitional establishment of new structures, designed to be more flexible and better able to respond to the constantly changing needs of people who, particularly in urban, post industrial America, are experiencing the impact of change unprecedented in human history.

Because of this phenomenon of impermanence and transience in all areas, it is not sufficient to merely encourage the development of an "alternative system". The concept of staticism, both old or potentially new, must be rejected. Short range plans will see us again in the future where we are today, with our backs against the wall, responding to daily breakdowns and hourly crisis.

It should be clear that what is really needed is a massive reconstructive effort; one that points years ahead, and yet with its gradual movement incorporates a concern for the necessity of phasing in as well as the capacity for constant evaluation, adaptation and modification.

THE SCOPE OF THE PROPOSAL

The Proposal outlines a series of suggested transitional phases, leading to the creation of Formal Learning Centers in the communities of the City. Ultimately, these should be multi-faceted community learning resource institutions voluntarily used, shaped and directed by the children and adults who draw upon and design their resources and programs, seven days a week, twelve months of the year.

Specifically, the scope of the proposal is limited to the evolution of our urban educational system. As it unfolds, however, it is possible to see developing a whole new series of opportunities and options for urban education in general. Evaluation of past practice reveals the irrelevancy in our post industrial society of school structures, schedules and fixed curricula which reflect the needs of industrialism and the factory, very much as Comenius anticipated and designed them in the seventeenth century. Alternatives to the rigid levels of study, evaluation and twelve year certification, taking into account formal as well as informal activity and broader evaluative procedures are certain to be considered. An unprecedented concern for learning outside of school-informal education-could be considered and the most massive inservice training commitment ever made may well be developed.

Beginning with one segment of the Providence system, comprised of fifteen schools, each succeeding phase incorporates a new segment and allows the pilot to move further along the road to fundamental reconstruction. Throughout this process, old conceptions and relationships are gradually changed and modified. It must be stressed here, however, that this cannot and will not occur overnight, but can only evolve over a number of years. Although segmented change will be discernable in the first year (1972-1973) it will literally take a decade before the entire system reflects the transformation.

In this projection, "schools" as we presently know them, will have been transformed over a number of years into voluntary Formal Learning Centers, which may themselves be only one integral part of a wider series of Human Development Agencies in every community, variously concerned with health, social welfare, child rearing, all age recreation and public safety.

As it develops, the emergence of a new concept of the function of Central school administration and its relationship to the Formal Learning Centers will be possible. Rather than directing, controlling and supervising every aspect of learning in the system, the Central Office is freed to become an essential professional resource arm available to all of the emerging options. Finally, out from under a multitude of bureaucratic and clerical tasks, Central Office professionals may function essentially as skilled persons who can aid individual Segments and Centers, develop awareness in every area of activity, from office and business procedures to educational practice and innovation developing in other sections of the State and nation. For those Segments and Learning Centers which continue to desire the Central Office to function in the traditional manner, this, too, should be a possible option.

The clearing and transmission of all finances from the Central Office seems a necessary factor for some time, with the possibility of regular Central Office audit eventually replacing the traditional daily control of expenditures as a program budget emerges. In any event, for the foreseeable future, the daily administration, operating and capital funds should remain the responsible function of the Central Administration.

Teachers have an unprecedented opportunity to become professional educators in the fullest sense of the words under this proposal. They are at last, to be freed from the clerical and disciplinary functions which have, perhaps of necessity under the old system, been made a part of their daily responsibility. Our first order will be to remove the consuming burden -- not to mention the

emotional and physical toll, and the barrier it often poses to warm, open relationships with students--professional educators, also involved in planning and policy making at every level, come to perform the all important task of the resource professional, who inspires, encourages, facilitates and instructs in the learning process.

The role of the community also undergoes gradual change; both its children and adults emerging as key creators, innovators and fundamental architects of the learning environment. With each new phase, it becomes more deeply involved with the responsibility of shaping and developing the policies and programs of the developing Learning Center, which is established, after all, to reflect its needs, aspirations and total living reality. It must be stressed that the community need not be defined solely in geographical terms. To be certain, this may become the case through changed housing patterns, but the commitment of Providence to integrated schooling, whereby children of all ethnic, racial, and most importantly, socio-economic groups may learn together, is an important present reality and provides for us a broader sense of community as we apply it to the learning institution. It becomes simply, all of those children and adults who are served by a particular Center. Many will work and reside in the immediate geographical area, others will not; the direction of this evolution remains to be seen, for obviously any number of alternatives are possible.

The proposal envisions a gradually increasing participatory role for children in all aspects of their learning experience. This pertains not only to the shaping of informal learning activities, but also to their relationship with the Formal Learning Center, its programs, policies and planning. Not only is it possible to see the child becoming accustomed to forming much of

his own educational experience, but gradually, his perspectives and insights should play an ever expanding role in the present decision making and future planning processes. The developing involvement of the student-children could lead to an entire reconceptualization of the child with the farthest reaching social as well as educational ramifications.

A similarly growing involvement is projected for adults who relate to the Learning Centers as students, parents, or, in many cases, both. Growing awareness, concern and activity on the part of adult citizens who have long felt left out of the educational aspect of their children's lives, as well as bearing deeply ingrained resentment for being short changed themselves, can find an adequate response in the new opportunities opened up continually by the restructuring.

This synopsis of the Proposal's scope should begin to illustrate some of the dimensions of the changes which are involved. Many of the questions can only be answered in the course of phase by phase restructuring, outlined later.

WHY PROVIDENCE

The school administration and School Committee of Providence, has shown itself to be unusually, if not uniquely receptive on the American scene, to the challenge of developing a far ranging program of educational restructuring and planning. This administration, not content to sit back and respond to crises and conflicts as they occur has been steadily moving toward a whole hearted commitment to long term planning and fundamental change.

Providence, is, in many ways, typical of American municipalities experiencing the ordeal of intensive urbanization. Within its population of some 200,000 people, who reside in an area of 18.91 square miles, there are a variety of racial and ethnic groups. Not unusually, there is a growing number of increasingly aware and assertive black citizens and large numbers of ethnic white, upwardly mobile and aspiring to what has become the traditional symbols and status of middle class America.

The Providence School Department administers a system of some 26,000 students at all levels, one third of whom are reportedly from poverty track areas, and spends some \$32,500,000.00 or by their calculations about \$954.00 a year, per student in average daily membership. (All of the figures cited herein are related to 1971-1972). The system consists of 49 schools, 5 high schools, including the open application Alternate and Classical High Schools; 8 middle schools; and 29 elementary schools. It employs 1471 teachers, guidance counselors and social workers, 45 principals 26 assistant principals, or Administrative Assistants to Principals, 8 Directors (of functions or levels of schooling) 5 Assistant Superintendents, 1 Deputy Superintendent and 1 Superintendent of Schools. This does not include Supervisors and a plethora of Central Office Management Personnel.

The nine-member school committee is number among the minority of school

boards in the nation in that it is appointed by the Mayor. All local and State educational funds are appropriated from the City's general funds. (Even the State funds go into the City general fund, always received after the year's end). The local share comprises 58.2 per cent of the total operational expenditures. State and Federal funds are equivalent to 24.9 and 16.9 per cent of the total, respectively. (including 1971 Federal funds).

The Providence schools are presently experiencing similar problems to other urban systems, namely: Community reaction to the desegregation of the schools; wide-spread parental frustration-black and white-emanating from their feelings of powerlessness to change educational programs which they believe to be inadequate; student hostility to structures and curricula variously felt to be unresponsive, irrelevant or dehumanizing; unionized teachers seeking continued job security and incremental advancement as well as a partnership voice in determining educational direction..

Two factors which to some extent set Providence apart from many urban communities are: (1) its extraordinary fiscal dependence on the City in every area, including approvals for all leases, contracts and purchases from the Municipal Board of Contract and Supply; and (2) the very unusual, separate unionization of the system's administrative personnel. (assistant principals through certain directors).

In light of all the factors which make Providence generally similar to American urban communities, and the two important dissimilarities, I feel that there is no question that if fundamental change can be realized in this system, the successful method and process might be utilized in cities across the nation. In the final analysis, however, it is the courage and creativity of the School Committee and its top executives in considering the role of developing a national model system that may stand out as the major incentive.

THE ROLE OF THE SCHOOL OF EDUCATION OF THE UNIVERSITY OF MASSACHUSETTS

The School of Education of the University of Massachusetts, could through the coordination of its Alternate Schools program, provide access to a variety of essential resources. Not only could it make available a considerable amount of professional consultation, directional suggestion and regular evaluation applied to each phase in the proposal's overall implementation, but it could be particularly helpful in teacher reconditioning programs and new teacher training and referral.

Equally important to any other, contribution which the University might make could be its consultation with respect to the qualification, application and acquisition of both public and private funds available for the on-going planning and implementation of such a vast effort designed to transform an urban educational system.

It is proposed that the School of Education thus become a full and active participant and partner with the Providence School Department in the development of this unprecedented undertaking. Regular liaison and coordinating committee sessions staffed by selected members of the Providence School Department and the School of Education should be held for the purposes of review, evaluation and the development of future projections.

As close and as inter-related as this association may become, it should be clear from the outset that the final policy decisions in all aspects of the proposal must, of course, remain with the Providence School Department, its School Committee and Superintendent of Schools, and in those specific areas where governmental action is statutorily required with the Mayor, City Council and the Board of Contract and Supply.

Nothing in this section should be interpreted as precluding an important role for more localized colleges and universities in this reform movement

Comm. Cont.

A Guide to Planning

Working Considerations for Each New Segment: Preparation for Phase I

1. Election and formation of a Local Advisory Council for each school.
2. Designation and formation of a larger Representative Council, consisting of members from each Local Council.
3. The scheduling of regular public meetings of both the Local and Representative Councils.
4. The development of a public awareness campaign, designed to reach people throughout the Segment area, primarily carried out by the Local Councils.
5. The consideration by each Local Advisory Council of its particular needs with respect to: Formal learning, personnel, (and a personnel system) (professional and paraprofessional) administrative, maintenance, housekeeping, social services, informal learning, use of community resources, etc. These discussions should be carried on with the Central Administration most immediately in the person of the Segment manager in every instance. The service division teams from the new central administration structure will be expected to be especially responsive.
6. The development of a procedure of operations within the fiscal management system established in the Proposal (Program Budgeting).
7. The development of a plan for the evolution of a system of voluntary attendance in a context of expanded programs serving both adults and children, seven days and evenings a week, twelve months a year.
8. Discussion in each Local Council of the roles of teachers, principals, and students--adults and children--and the community.
9. The planning, by each Local Council, in conjunction with the Central Administration, of alternate or optional programs for those who desire them.

THE RESTRUCTURING

PHASE I

Planning and Preparation

During Phase I all of the individuals and groups associated with the proposed fifteen schools (hereafter Formal Learning Centers) which constitute the Pilot Segment of the proposal begin to assess their individual (school) and collective (as an experimental unit) needs. Eleven of the Pilot Segment schools fall under the Federal Guidelines as "target area schools". They are as follows: Althea, Broad, Vineyard, Fogarty, Lexington, Messer, Sackett, Reservoir, Elementary Schools; Stuart, Williams, Middle School; and Central High School.

The Alternate High School, Flynn, Central Vocational and Classical High School, all open-enrollment schools will begin their planning at Phase I also. Further, the three Follow-Through Schools (Berkshire, Jenkins and Our Lady of Lourdes) will be an adjunct to Phase I due to the necessity of local funds picking up a part of the cost in 1973-1974. This is a period of planning and preparation which must lead to the election of a Local Advisory Council for each participating Learning Center, and a broader representative Council consisting of representatives from each of the Local Councils to a unit wide coordinating body. It is expected that the Local Advisory Councils should consist of seven to fifteen members constituting three classes--1/3 serving for one year, 1/3 for two years, 1/3 for three years--and its members come from and be elected by the (children) and parents who are served directly by the Learning Center. From the beginning it should be possible for children--at first probably from age 9--to elect and be elected to the Local Council. Eventually an actual quota may be established for their presence. It is also

hoped that some means of representation will be devised by the Local Council for members of the local community (where the Center is located) who are not parents, but who may wish to participate in expanded learning programs.

Their ultimate electoral eligibility should be explored. It is also expected that a professional consultative committee will meet regularly with the Local Council to assist in the formulation of plans.

Finally, it is expected that regardless of how many times the Local Council may meet in Executive Session, it will convene in public meeting at least once a week during this planning period of Phase I.

Prior to the formation of the Advisory Councils, however, there must be a great deal of dialogue between the Central Administration and all of the individuals involved--children, parents, teachers, and members of the individual communities. Every effort must be made to set forth clearly for all to see the ultimate scope of the proposal, as well as the potential for immediate change it embraces.

This is really a time when public awareness and support is to be developed, and when increasing numbers of those related to the thirteen Centers and affected imminently by the changes are to be encouraged to shape the new direction. Particular emphasis should be placed on the new opportunities for children to participate as fully as possible in the process.

Central Administration officials will pursue every potential funding avenue in the interests of furthering the proposal, as well as being constantly ready to provide the Local Councils with the consultative or special skills they request.

Advisory Councils should begin their work by defining their needs in terms of curriculum and instruction, perhaps better termed, formal learning content, personnel--professional, paraprofessional, administrative, maintenance, housekeeping, and service--so forth. The planning process will be

when?

similar to that previously approved by the School Committee with its appropriate approval requirements.

It is particularly expected that they will address themselves to new, relevant areas of Formal Learning, as well as the concepts of informal education whereby skills and experiences available in the child's neighborhood may be seen as an important part of his total learning process. It is hoped that the goal will become one of integrating his living and learning worlds, and that the Local Councils will seek to gradually move toward this realization. With this in mind, the objective of voluntary attendance should be planned. Local Councils, hopefully, will also address themselves to the idea of the Formal Learning Center being utilized to serve the needs and interests of adults as well as children. Expanded programs, taking place over a seven day week, twelve month year, day and evening, in which community people are involved, sharing their skills or special knowledge, could make the Learning Center truly a vital institution, available for the use, growth and pleasure of the entire community.

While it is expected that these and other innovative concepts will be raised in the first Phase, planning and implementation will, of course, continue, and frequently require, a number of years.

Teachers should engage in a continual analysis of their role with students, parents and Advisory Council, so that if a disagreement ensues, a definition is clarified.

Any administrator, teacher, or other staff member who emerges from this planning period uneasy with the new direction, uncomfortable with it professionally or personally, or unwilling to participate in it, should be able to opt for re-assignment before the beginning of the new term.

The extent of usefulness of this period of planning and preparation will depend on the cooperation of the Council and the staff within the school. It is hoped, and central

Office officials should do everything in their power to encourage this, that Local Councils will communicate about everything of mutual interest. Only in this way can each benefit from the deliberations and unfolding experiences of the others. The larger representative Council is a formal means of aiding this process but cannot be a substitute for a constant exchange of information.

University of Massachusetts, School of Education personnel should be made available, within feasible limits, at the request of the School Department, for any area of consultation and even active participation in the preparatory process. If additional professional staff is needed in any particular area, the School of Education should use its referral capacity in assisting the filling of vacancies. In this latter regard, all applicants for openings in a particular Learning Center should be scheduled for interview with the local school administration and possibly the Local Advisory Council.

All of these matters then, curricular, expanded learning programs, personnel, budgetary and general office management, administrative and supervisory functions, as well as future planning and the task of alerting the public, must be considered by the Local Advisory Councils and the adults and children of each of the thirteen new Formal Learning Centers.

Implementation--The First Year (1972-1973)

The implementation, beginning with the new school year, September, 1972, constitutes the first actualization of the restructuring of the Providence Schools into Formal Learning Centers. The fifteen pilot schools (with the possibility of the additional Alternate High School being a second High School--which students may choose to attend to the limit of its capacity) make up the first experimental segment within the Providence system. They are, in fact, a system within a system. It is also suggested that the Providence Free School be

explored as a possible component part of the Pilot Segment, available to a limited number of elementary applicants.

During the course of the first year the Local Advisory Councils will meet constantly, in both executive and public session. They will also meet regularly in the larger Unit Council so that their information is frequently exchanged, and it is expected that informal dialogue will also be present, continually. Central Office personnel, will, additionally, consult with each of the Councils and the entire group and provide whatever resources are available and needed, and the University of Massachusetts, School of Education personnel may also be called into help where needed.

The actual programs should evolve over the first year emphasizing a vastly expanded formal learning opportunity, with new areas and interests gradually offered to students, and new paraprofessionals-frequently talented community people-involved. The aspect of voluntariness in all aspects of the programs should be steadily built in.

Planning

A most important part of the first year, indeed any year in which the proposal is being implemented, and a counterpart to implementation, is the on-going planning. Local Councils of the first experimental Segment, and those of each new Segment of schools entering Phase II each year for five years, in addition to constant re-evaluation, must address themselves, in planning and preparation, to the next set of opportunities and challenges inherent in their entering Phase II and the second year of operation. The proposed planning and Program Development Division will provide alternate planning models for use in the Segments.

Ways and means of effectively expanding the use of a Center over a seven day and evening week and a twelve month year should be developed. The extent

that this is possible during the first year, it should be encouraged, but it is so important an undertaking that the planning should be considerable in terms of the beginning of total use.

Continual planning should go on with respect to all aspects of formal learning material, the role of the teacher and reconceptualization of the child's functions in the learning process. Local Councils will be expected to continue planning for the increased involvement of children at all levels of operation. It is hoped that the first year experience will provide much of value to be used in the planning process.

In anticipation of their second year, first year Local Councils will also be expected to have involvement in budgetary requests under the leadership of the principal (unit manager), and submit them by fixed date to the Central Office for review, discussion and authorization.

The Local Councils, and their appropriate committees, will want to be continually involved in developing better practices for the school overall.

The Central Office will want to be in regular communication with each of the Local Councils with respect to the first year's operation and the on-going planning. It, and the University of Massachusetts, School of Education, can provide valuable assistance at all levels. The Central Office might want to assign one person, or more, to liaison responsibility with each Council, and it might require some formal reporting system to be established which would help in its evaluation process and, more practically, in its continued search for additional funding. A planning team from the new Planning Division will facilitate this step.

Phase II, or the first year planning, must see the projected next Segment of the Providence School system begin the same process of planning and preparation through which the pilot Segment went. The Second Segment consists of the

following schools: Willow, Kenyon, Grove, Ralph, Joslin, Webster, and Laurel Hill Elementary; Perry and Bridgham Middle schools. They constitute the remaining middle and elementary schools in the feeding pattern leading to Central High School. They will, of course, have the advantage of learning from the experience of the previous group, and every effort should be made to learn and benefit from the Pilot Segment's planning and activity. The Central Office and the University School of Education will want to be as involved with the preparation of the second "system within a system" as it was with the development of the Pilot Segment.

PHASE II

THE SECOND YEAR 1973-1974

The Pilot Segment of fifteen Learning Centers will have had one year of intensive planning and involvement in 1972-1973. The second year programs of the pilot Segment Centers should show increased opportunity for students to become a part of every aspect of Learning Center activity. Some Centers may actually have evolved, by this time, an actual children's quota for Council membership; all should have insured the right of every student to join in the elective process, public and private discussions and influence his program of study. It is, of course, evident that the implementation of this spirit will vary according to the particular Center, and the age of the children. What is being emphasized here, however, is the development of an attitude with respect to child participation that will pervade the entire experiment, even though its implementation will, of necessity, differ. The concept of children being encouraged and allowed an opportunity to participate in individual and group decision-making from the youngest age is essential. Children must, from the earliest consciousness, begin to see themselves differently than they have under the old system. Requiring some special safeguards and concerns during the primary years, the reality of individual involvement and the growth of self-determinative power must be encouraged as much as the emphasis on group responsibility.

During the second year of operation, it is expected that the expanded use of facilities and offerings of programs for both children and adults will see the availability of Learning Centers extended to the seven day week (including evenings), and the twelve month year. Obviously, this hope will be tempered by budget realities. However, changing use on compensatory and manpower funds already received by the School Department should make movement in this direction plausible.

By this time the Local Councils should be well along the road toward the implementation of a new system of their own professional role definition and personnel practices. A plan for the involvement of skilled community people, on a part or full time basis, according to the need for their special talents, should be in effect and regular channels of communications established with the neighborhoods so that such talent may become known. Regular training and reconditioning programs must be underway, so that both new and older personnel may be constantly aware, participate themselves, in the evolution of the new role of the teacher as facilitator and resource professional.

Even at this early point of Phase II, the traditional curriculum should be giving way to the development of formal learning programs which more relevantly reflect the interests and needs of the children and adults who study at the various Formal Learning Centers. Not only technical and specialized study opportunities should emerge, but also we should see the broadest offerings in the humanities, arts and social sciences. Central Office inter-disciplinary and informal education coordinators will assist the development of Foreign language, mathematics and government will be pursued on the basis of real interest, and often immediate need. Particularly in the whole area of implementing curriculum change the evolutionary, experimental process of each Center should be communicated to all of the other Centers, and carefully documented by the Central Office's research facilities. Such a research capacity is part of this proposal in a later section.

The Second Segment

As the Pilot is entering Phase II of the proposal, the Second Segment of the Providence System, having completed its planning phase, will begin its first year of operation under the restructuring, thus becoming the second "system within a system". The Second Segment, which also feeds into Central High School, consists of: Grove, Kenyon, Willow, Perry, Ralph, Joslin, Webster, Laurel Hill and Bridgham.

These new Centers should take every advantage of the experience of the Learning Centers in the Pilot Segment as they begin to implement their programs.

Planning

Throughout the course of the second year, in the tradition already established, the Pilot Segment and its Local Councils should be constantly laying plans and preparations for the third year. Presumably, they will deem it necessary to move toward the completion of programs, forms and practices which have been started, as well as devoting some energy to innovation.

The Second Segment will, of course, be expected to spend considerable time on the planning and preparation for its upcoming second year. The planning stage would put them in regular connection with Central Office and representatives of the Pilot Segment Councils, so that the lessons of previous experience may be well understood and incorporated into their deliberations.

The third Segment, slated for commencement in autumn, 1974-1975, should use the entire previous year for the fulfillment of its Phase I, or initial planning and preparation. It will have the double experience of two previous Segments, within the system from which to draw and benefit. By this time a good deal should have been learned with respect to timing and proper groundwork. The major difficulties which may be endemic to the proposal's process are certain to have surfaced in one form or another, and while it is simply not possible for anyone to anticipate many of these in advance, by the period of the third year involvement, they should have become quite clear, and responses might even have been developed and refined. Its present schools feed into Hope High School and are as follows: Hopkins and Bishop Middle Schools; Veazie, Branch Windmill, Summit, King, Fox Point and Howland Elementary.

PHASE III

THE THIRD YEAR 1974-1975

Implementation

The Pilot Segment

With the third year of the experiment, the Pilot Segment should be well along in the transformation of old school structures, decision making procedures, curriculum and teacher student role definitions. A constant in the change process should be the regular two way communication between the Local Councils and the University School of Education. It should be noted that with the third year of Pilot Segment operation the last class of Council members - that third whose terms were for three years - will be serving their last year. The annual expiration of the terms of one third of the members, suggested earlier, insures new involvement and perspectives, to some degree, but it also assures stability.

The Second Segment

The second "system within the system: should move to implement its second year changes, benefitting from the previous experience, but in no way limited by the scope of activity and innovation of the pilot group. Here also the importance of communication and continued information exchanges cannot be over emphasized.

The Third Segment

With the beginning of the first experimental year for a Third Segment of the Providence School System, more than half of the public school children, their parents and teachers are involved in the restructuring effort. Lessons gleaned from the previous two experiences may enable the remaining Segments to move in transformation at a faster pace. This is not a primary concern, however, for the individual Local Councils responding to the particular realities of their situations will probably evolve at their own pace, in all of the areas.

Planning

The Pilot, Second and Third Segments should continue throughout 1974-1975 to plan for their next respective phases. It is crucial for the Pilot Segment to always keep in mind that after the next two years it will have functioned for five years, and then automatically enter into the period of Phase VII, which constitutes the second five years, possibly opening up the most far reaching opportunities culminating in the extensive reconstruction toward which each Segment is moving.

The Fourth Segment of the Providence School system consists of the following schools, which presently include and feed into Mt. Pleasant High School. They are: Greene and West Middle Schools, Camden, Academy, Regent, West, Manton, Sisson-Academy and Kennedy elementary schools. It will use 1974-1975 as its initial planning and development period as have the three previous Segments.

PHASE IV

The Fourth Year 1975-1976

Implementation

Pilot, Second, Third and Fourth Segments should have an involvement with their various stages of implemented growth following the pattern largely evolved by the Pilot Segment, but not unalterably bound to it, either in scope or timing. It is hoped that by this time there may be evolving some sort of Assembly of individual Council representatives from throughout the system. This gradually increasing body could meet periodically so that the "systems within the system", and the many individual Councils, may have, aside from their informal contacts, a regular formal chance to share experiences and air grievances, of any nature. The precursor of this body will be the Community Advisory Committee formed during the 1971-1972 school year. to work with the Superintendent's staff and especially the Project Manager for the Long-Range Plan.

Planning

All of the Segments should continue to plan and prepare for the next phase, but the most crucial groundwork must be done by the pilot, which is to enter its fifth year in 1976-1977. Since the second five years are likely to be devoted to the most basic institutional changes which, in terms of change may dwarf all that has gone before, it is essential that the early structural modifications have been carried out and refined by the end of the fifth year of operation. For example, Local Councils should be on the seven day and night, twelve month program. Students should be fully involved as members of the Council and electors of those governing bodies. Traditional fixed curriculum and rigid letter and number grades should have given way to previously unimagined areas for study and pass/fail, or even paragraphical evaluations of formal learning performance; and students--be they children or adults--should have a mechanism for evaluation of Centers, programs and, in some cases personnel. Budgetary planning, preparation and management should be well accomplished by the fifth year, and here as in all areas of functioning. Central Office and city wide confidence should have been established without question.

In light of the potentially great changes which may occur, it is urgently stressed that as each Segment, with the Pilot in the lead, moves to restructure and possibly introduce the kind of change illustrated in small part above, that there be consideration for the problems of providing options every step of the way for those teachers, students and parents who are unwilling or unable to move experimentally as fast as an individual Council, or indeed an entire Segment.

In 1975-1976 the final Segment of the Providence system begins its year of initial planning and development. Being left with a decided advantage in light of the multitude of experience that has gone before.

PHASE V

Implementation

With the beginning of the proposal's fifth year, the entire Providence School system should operationally come under the restructuring process. At this time, probably autumn 1976, teachers, students, parents, the communities, Central Office and University School of Education personnel should all be involved in the evolutionary transformation of a school system--the decade of change having reached its mid-point.

Each of the four Segments will function at its level of development, but as was indicated earlier, the operation of the pilot Segment at this point is most important because its functional reality--programs, practices--will largely determine its planning for the next year which begins the final Phase.

Planning

Each Segment will continue the planning and preparation practice for the following year, in the light of the previous experience with the special burden falling then on the second Segment, which will next enter the fifth year.

In preparation for the beginning of the second half of the period of transformation, the pilot Segment may be in a position, and want to consider, a number of directions. The planning, although subject to a yearly review, may at that time be more effectively projected over a five year period. It should, more than ever, be undertaken with regular consultation with Central Office staff, for its potential changes could be momentous, the successes or failures of which could have wide sweeping effects upon the rest of the system.

It should be remembered that, to this point, all of the Learning Centers have continued to constitute a vertical feeding unit. This upward feeding pattern was established prior to the beginning of the proposal in execution of the Providence Plan for Desegregation, designed to assure integrated schooling. It is expected that this feeding arrangement would be occasionally discussed during earlier planning sessions by the Local Councils and the larger Unit Councils, but that it would continue throughout the first half of the change period. Consequently, even if grades-academic levels of study were modified or even eliminated within an individual Learning Center, as hopefully would be the case-the Learning Centers themselves would likely still be subject to, and limited by, their previous designations; i.e. Elementary, Middle School or High School.

During the planning for Phase VI (1976-1977) it is hoped that these fundamental arrangements will be carefully reviewed in the light of all the experience of the prior five years.

Individual Councils, and the Segment as a whole, may advise retention of this system. Parts of the Segment, i.e., some individual Councils, may opt to retain, while others may elect another direction.

It is conceivable that any one of a variety of alternatives may be devised in replacement. Some Councils may want to extend their programs of formal learning all the way up in ungraded fashion, so that a single formal learning institution can evolve, which will serve the needs and interests of all the people who study there. The capital implications of this should be considered carefully and in conjunction with the Urban Planning Commission. Important steps may be taken in this direction at various times during the earlier Phases as the programs are expanded to seven days, evenings and twelve months. Such an ungraded extension would make transfer to another Center unnecessary in terms of advanced study. The problem of racial and ethnic segregation which the busing approach is designed to eliminate, is however, likely to remain, for it is not probable that the city's residential areas will be integrated over the course of a short span of five or ten years. If no other solution emerges, the two way transportation could still be employed to insure integration in every area of the Segment. It is hoped, however, that the opportunity of voluntary choice being available to all effected persons within a Segment, and ultimately extended across Segment lines, may provide a good measure of racial and ethnic mixture, simply because people-adults and children alike-may choose to associate with one Learning Center or another, on the basis of the appeal of particular programs and approaches which have evolved with which they feel comfortable. This points up the tremendous importance of encouraging local Councils, at every level of development, to experiment and evolve a variety of educational options. Not only may people have a choice but the better "system" will be the "system" may continually benefit

and grow from the diversity of ideas and practices. Long before the tenth year of experimental operation, the City of Providence should be alive and teeming with the testing and discussion of concepts vitally important to the future of urban education. It may well be that for a good number of people, the pull of a particular learning opportunity will overcome any considerations of race, nationality or social position. The test should be made, and it is hoped that in its planning, the Pilot Segment will review these questions.

The Pilot Segment should also project its transformation over the second five years to evolve a situation of voluntary attendance, unprecedented student mobility and opportunity for initiative, and even wider community involvement. If anything, the consultative ties with the Central Office should be closer than ever before, particularly because of the possible need for legislative action and the good offices of central administration which might be needed. Increasing planning for college admissions and vocational placement should be developed and in this area as well, the Central Office and University School of Education may render invaluable assistance.

PHASE VI

The Sixth Through the Tenth Year
(1977-1982)

Implementation

The Second, Third, Fourth and Fifth Segments are expected to continue implementing their planning and preparation for the next phase of respective development.

The Pilot Segment should begin in 1977 to take those first steps which will ultimately execute its experimental thinking with respect to Learning Center transfers, ungraded singly Center institutions and a whole array of presently unimaginable directions and programs. The possibility of real diversity and alternate approaches by Local Councils within the Pilot Segment is very real, and should be expected and encouraged, as should the continued availability of some more traditional options, for those parents and students who desire them. Eventually it may even be desirable to establish one whole Segment or "system of schools within the system" as a traditional wing, much as we think today of establishing an "experimental school".

Planning

All Segments should continue their projections based on their own experiences, and those of each other. The Pilot Segment, and later each of the others as they enter the second five years, should be more conscious of long term planning with five year objectives more clearly in mind than they might have been during the first period when so much of the planning and preparation was developed on a year to year basis, of testing and evaluating. Evaluation must, of course, continue to be a constant practice, but a new emphasis on what should be achieved at the end of the ten years must be pervasive.

PHASE VII

The Tenth Through the Fifteenth Year
(1982-1987)

During this period all of the Segments will enter their final five year period, and will of course, one by one, complete their phased development as this proposal has projected. Throughout this time it should be advisable for a thorough review and evaluation of the entire movement to take place, so that the new Segments and Councils, both of which may well be in forms we cannot possibly imagine today, can project a future direction. By 1987 the entire system of formal education in Providence should have passed through the most fundamental reconstructive process of any school system in the history of formal education in the United States, if not the world. What happens beyond the fifteenth year will be crucial for the relevance and shape of formal learning, in Providence, up to and beyond the beginning of the twenty-first century. So that the old mistake of inadequate planning is not duplicated, it is essential that this concern be built into the new situation.

THE REORGANIZATION OF CENTRAL ADMINISTRATION

Revised Evolving Table of Organization

The success of this proposal requires the complete reorganization of every administrative aspect and life in the Providence school system.

This top to bottom revision creates in fact, a new organization, which will eventually be less costly, and specifically designed for the changing system.

It must be stressed that the new organization is not static. Like the total system it serves, it is constantly evolving over a period of many years. New functions are required and created in phased fashion, as each year new Segments join the restructuring experiment, and what is not readily apparent, as various Central Administrative functions are assumed by Local Councils, many corresponding Central Office posts are phased out. This is the only practical perspective for administration at any time. It is an organic, dynamic part of an ongoing, ever changing process.

Whenever administrative forms and administrators themselves are regarded as fixed and immutable in their positions, they inevitably stagnate, and eventually become out of touch with the objects of their administration who are inexorably subject to forces and pressures of change. Too frequently, then, administrators, having developed such vested interests in the way things are, become resistant to change, not understanding the need or unable to feel secure with it. In the extreme it can even become an identity issue where a person's whole concept of self and professional identification becomes synonymous with the way things are.

Reorganization must be accomplished in the earliest possible manner, preferably before or during the transition period of reorganization, particularly in the case of the Providence School System (1972-1973). It is essential that both administrative reorganization and the reorganization of the school system be carried out in a coordinated manner.

Characteristics of the Current and Proposed Administrative Structure

Current

- 1). Dysfunctional in that it relates to functions keyed to the past rather than the future.
- 2). Emphasis placed on routine functions at higher levels.
- 3). Planning, implementation and evaluation combined in line and staff positions which nullifies effective planning and evaluation.
- 4). Vertically structured with five levels of personnel between the Superintendent and principals.
- 5). Crossed lines of authority between divisions with everyone "higher on the chart" being perceived as a "boss".
- 6). A larger bureaucracy without jobs in much needed areas of community relations, research and evaluation and data or systems management.
- 7). Rigid lines of authority with heavy reliance on bureaucratic mechanisms of memo-writing, upward delegation and many meetings involving numerous high priced administrators working with each other rather than with schools and programs.
- 8). Absence of a coherent management salary schedule.
- 9). Increasingly more costly with no definitive terminal points.

Proposed

- 1). Assignment by functional needs of the newly proposed school system.
- 2). Emphasis placed upon functions needed for educational reform at the highest levels with routine more appropriately delegated downward.
- 3). Planning, implementation and evaluation separated into functional job assignments (Planners and Administrators).
- 4). Horizontally (Flat) structure with two levels between superintendent and principals.
- 5). A single line of authority flowing from Superintendent to implementation manager to Segment manager to unit manager.
- 6). A smaller bureaucracy with all critical assignments covered.
- 7). One line of authority with the "management team" approach and task forces being used as the prime vehicle for decision making.
- 8). A management salary plan based upon responsibility, accountability, and supply and demand.
- 9). Significantly less costly over a long projection and contains salary and terminal points by position. Significantly more eligible for out-funding.

Current

10). Format is basically archaic and is unable to respond adequately to community demands, trends at the Federal and State levels, and, most of all, the needs of people.

Proposed

10). Format is futuristic in that it is geared to lead in educational change for the remainder of this century.



The Cabinet

It is strongly proposed that an educational Cabinet be formed, serving directly under and responsible to the Superintendent. This body would consist of four offices or portfolios, and be primarily responsible for every administrative division. The four divisions are Business and Operations, Training and Staff Development, Planning and Program Development, and Implementation. Its recommendations and suggestions would, of course, require the final decision of the Superintendent within School Committee policy. It is urged that, if at all possible, Cabinet members serve at the pleasure of the Superintendent, who must have the close use of them. It is conceived that the special reporting relationship to the School Committee by the Business Manager would be retained. The Special Assistants for Equal Educational Opportunities, Community Relations, Staffing, Employee Relations and the general administrative assistantant who serve in an advisory capacity to the Superintendent, should also be in this status.

The four Cabinet members should hold the equal rank of Manager. The position of Deputy Superintendent would be assumed by the Implementation Manager for additional financial consideration in the event of incapacitation or absence of the Superintendent.

Personnel Subdivisions

The basic categorical breakdown of management level personnel would be: Manager, planners, administrators, special assistants and project directors.

Planning and Program Development

The division of Planning and Program Development is primarily responsible for encouraging the development of innovations and experiments with respect to formal and informal learning, increased and more efficient use of existing facilities, and assisting the development of projections for future needs. The Manager for Planning and Program Development will have to be constantly in touch with what is emerging in the Formal Learning Centers, in order to assist and suggest and generally represent needs to the other Cabinet members and the Superintendent. It is in this area that most fundamental learning and administrative experiments will be carried out by the new "systems within the system" and their individual Local Advisory Councils.

Directly responsible to the Manager for Planning and Program Development is a team of seven educational program Planners spanning the following areas: Communications and Aesthetics, Human Relations and Cultural Studies, Technology and Environment Life Studies, Individual Programs, Special Education, Research and Evaluation and Funding Private and Public.

Interdisciplinary Areas

Each of the four Formal Learning Planners will be attached to a Segment of Local Learning Centers related to a specific interdisciplinary area of formal learning during the planning phases. Eliminated are the old subject oriented departments. We can only surmise which formal subject matter will survive the test of our future needs and interest, and in any event it is certainly time to acknowledge the interrelationship and interdependency of even our present divisions of learning content. This interdisciplinary arrangement, across the board provides the kind of flexibility that is likely to be needed in the future.

It is suggested that under Communications and Aesthetic Studies come those formal studies of native and foreign language; creative and fine arts, including photography, painting, sculpture, film-making, wood carving, metal work, music, theatre, dance and physical education. Most areas of the broader humanities should also be in this area.

Under Human Relations and Cultural Studies the following formal courses would likely to be placed: Social sciences, including history, sociology, economics, anthropology, archeology, government, political science, cross cultural studies and psychology.

In the area of Technology and Environmental Studies one would likely find: Physics, mathematics, chemistry, physical science, life science, health, astronomy, biology, ecology, vocational skills and oceanography.

The entire planning team would be responsible for assisting the development, design, and implementation of new areas of formal and informal learning related to the world, the needs and the citizens of the future. Here are the eyes, ears and sensitivity specifically oriented to tomorrow. Such a perspective has long been needed in our Antebellum period curriculum planning. In this proposal, it

is built into every Segment by virtue of phased planning and given a high priority of improvement.

The futuristic interdisciplinary planning team puts back into an American System of education something which has gradually, and virtually completely been removed over the generations: A recognition of the fact that learning does not solely occur in school and in the classroom, but is rather a dynamic, ongoing and as (Piaget attempted to teach us long ago) somewhat complicated process by which the individual continually assimilates what interests him from his total environment, and then restructures the new knowledge according to his previous experience and capability, thereby altering, for the future, his own personality, perspective and capacity.

If one fully understands the scope of this dynamic, it stands to reason that any attempt to limit the learning process, entirely or partially, to a particular place, individual, or experience constitutes a disservice to teacher and student alike. Indeed, with respect to schools, there are numerous examples, well documented and widely published, where "schooling" as we know it, is clearly destructive to the learning process. With this in mind, it is proposed that the team would have the responsibility of encouraging the development of opportunities for informal or community based learning experiences as diverse and rich as the activity of daily life in our neighborhoods. It is conceivable that from this approach the children of the city may gradually come to play an ever increasing role in the daily life of the "real world" rather than being summarily and arbitrarily--and I might add, increasingly resentfully on their part--restricted to a governmental facility several hours of every day, nine or ten months a year.

This is not to say that many hours of one's life will not be spent in formal learning studies. Of course they will, and as society becomes ever more complex, the necessity of technical understanding; if not competence, is of escalating importance. But, the experience and opportunity of formal learning

one part of the total learning experience and it is high time that those professionally concerned with education at every level acknowledge and relate to the importance of the learning experience beyond the school. A failure to do so will continue to consign to irrelevancy varying amounts of what goes on in the classroom. On the other hand, an acknowledgement of the importance of both opportunities and their interdependence could lead to the development of the most significant total learning experience.

The Individual Programming Planner is responsible for seeing that presently existing "guidance" personnel assist, in every way possible, the individual student's development of a program which maximizes his opportunities under the new, more flexible system. This Planner must make certain that each "guidance" professional is fully aware of all the options available to the students under the new system.

The Funding Planner is directly responsible for obtaining public and private funds in relation to emerging programs from the Division of Planning and Program Development.

The Research and Evaluation Planner has overall responsibility for carrying on extensive evaluations of all programs in operation and the phased growth of the whole experiment. This office is also to be assigned responsibility for research necessary for future planning in any area of experimental development. This planner is expected to work quite closely with the University of Massachusetts, School of Education, and especially with the Local Councils of each Segment. It is strongly advised that an evaluative assessment by students and objective data both be devised, with both factors given equal weight.

The Business and Operations Manager is directly responsible for all business and logistical affairs connected with the educational programs and operations. Because of the recent history of reorganization of the Business division of the Providence School System, and its present status, it is deemed possible to propose

substantial changes in this area.

Under the Business Manager is a Comptroller, who is the chief fiscal officer and in charge of the Office of Fiscal Control. In this area, all hiring and fiscal expenditures, not generally considered under purchasing, are authorized. Leases and contracts fall under this office. Responsible to the Comptroller and the Business Manager is the Office of Budget Development under the Budget Director. All budgetary planning and preparation is done here.

Equal in rank to the Budget Director and directly responsible to the Business Manager, the Director of Transportation, the Coordinator of Cafeteria Operations, the Chief Plant Engineer, the Director of Purchase Processing and the Personnel Records Coordinator.

The Director of Purchasing is responsible for processing all purchase orders for the ultimate authorization of the City Board of Contract and Supply.

Responsible directly to the Business Manager, and serving at equal rank level to the foremen, administrative assistant, systems management analyst and internal auditor.

The centralization of all personnel records and the addition of a systems management analyst will greatly increase the efficiency of administration through the computerization of fiscal and personnel data. This is now sorely needed.

One general goal to keep in mind is with respect to Business Management is the development of a program budget resulting from careful program development at the School and Segment level.

Training and Staff Development

The function of training and staff development becomes crucial in a changing system. This function is normally assumed to be provided in large measure by administrators and supervisors in the current system. Should the program change in the direction this proposal espouses, the school system will want to have maximum flexibility by contracting with outside agencies, often under a performance contract for training and staff development. This is one of the key factors in the proposed reorganization.

Thus, as an area of the curriculum changes the training programs are purchased. The system in effect retains the option of "shopping around" for relevant training programs as opposed to being unduly reliant on its indigenous personnel. One can already see a trend in this direction in the current operation with expenditures for contracts built on tossalaries for supervisors and directors, etc.

The programs would be pre-service, in-service formal and informal continuing education, internships and the like.

Special Assistants

Two additional special assistants to the superintendent are proposed in addition to those already existant.

The Special Assistant for Staffing will be responsible for recruiting and hiring non-business and operations personnel. This crucial function will be administered in a manner which will cause the selections to be more directly responsive to program needs and the newly emerging staff selection policies from the Superintendent and School Committee.

Special Assitants for Community Relations should be directly concerned with all matters in the individual communities and the city at large which have a bearing on the educational process. All community problems, conflicts, difficulties in communication and such related matters, should be the concern of the Community Relations person. He would serve and ombudsman role at hearings he would conduct on behalf of the Superintendent. Additionally, this special assistant will coordinate internal and external systems of communication with staff and the media.

The Special Assistant for Employee Relations will continue to work in the areas of collective bargaining, grievance administration, and the development of personnel policies.

The Special Assistant for Equal Educational Opportunities will continue to provide leadership in the desegregation-integration effort. Additionally, his responsibilities will continually expand into the areas of race relations and human relations. In this regard, he will work closely with the special assistant for Community Relations.

Implementation Manager

The point to be made is that this proposal for administrative reorganization draws a distinct line between planning and implementation. To rely on the superintendent to perform both functions is to create a system of chaos. On the other hand, to have a separate person for each function is to ensure the efficient operation of the school system.

The flow of authority in the "flat structure" would go from the School Committee, to the Superintendent, to the Implementation Manager. Directly responsible to the Implementation Manager would be four Segment Chiefs, one for each of the four segments of schools previously discussed. The principals will report directly to the segment chiefs.

The Segment Chiefs would be the administrative officers over the schools within the segment. Inasmuch as each segment will be on a different growth cycle and have a Segment Advisory Council, there is a need for this Management level. Supportive to the Segment Chief will be the planning, training and business divisions as well as special program directors.

The Special Program Directors such as Neighborhood Youth Corps, Teacher Corp, Alternate Learning Project, etc. will be administered under an administrative team responsible to the Implementation Manager. This team of administrators falls into six broad areas: Health, Manpower, Student Relations, Educational Technology, Experimental Programs and Special Education.

The Health Administrator will be responsible for the effective delivery of all health, medical and dental supportive services.

The Manpower Administrator would be responsible for the effective delivery of all vocationally oriented programs such as the Voc-Tech School, N.Y.C. and job placement. This, of course is a growing field and has high potential for federal funding.

The Administrator of Student Relations would be responsible for the effective delivery of all general and individual program services as well as the wide array of psychological services as well as the wide array of psychological and student relations services, student discipline.

The Administrator of Educational Technology would be responsible for the effective delivery of services in the combined fields of library science and audio-visual aids. Additionally, he will deal with advanced forms of media and computerized instruction of various kinds.

The Administrator of Special Education would provide for the effective delivery of services to the so-called "atypical child which includes the gifted as well as our current conception of "special education". With the newly emerging special education responsibilities on local school departments emerging in Rhode Island, the separation of planning and implementation into special education is warranted in this reorganization.

GRAPHIC ILLUSTRATION OF RESTRUCTURING

The phased growth of a new system of education, or "systems within the system", is graphically illustrated by the following charts. Beginning with Phase I, and the Pilot Segment, the unfolding may be clearly followed, up to and including that possible option point where some of the Local Advisory Councils, the administration and the School Committee elect to establish Comprehensive programs emanating from a single non graded Learning Center, which separates itself from the feeder pattern. From the outset the illustration for this direction may be seen in the attached.

PHASE I (1972-1973) FIRST YEAR

PILOT SEGMENT

(First Year)

Central High School

Alternate High School

Follow Through Schools

Stuart Middle School

Williams Middle School

Berkshire

Althea St. School

Broad Street School

Our Lady of Lourdes

Reservoir Ave. School

Sackett St. School

Asa Messer School

Mary Fogarty School

Vineyard St. School

Lexington Avenue School

PHASE II (1973-1974) SECOND YEAR

PILOT SEGMENT
(Second Year)

SECOND SEGMENT
(First Year)

Central High School	Alternate High School	Central High School	Alternate High School
Stuart Middle School	Williams Middle School	Bridgham Middle "	Perry Middle School
Althea St. School	Broad St. School	Grove Elementary	Ralph St. School
Asa Messer School	Mary Fogarty School	Kenyon St. School	Joslin St. School
Vineyard St. School	Sackett St. School	Willow St. School	Webster Ave. "
Reservoir Ave. School	Lexington Ave. School		Laurel Hill School

PHASE III (1974-1975) THIRD YEAR

PILOT SEGMENT
(Third Year)

SECOND SEGMENT
(Second Year)

Central High School	Alternate High School	Central High School	Alternate High School
Stuart Middle "	Williams Middle "	Bridgham Middle "	Perry Middle School
Althea St. "	Broad St. "	Grove St. School	Ralph St. School
Asa Messer "	Fogarty "	Kenyon St. School	Joslin St. School
Vineyard St. "	Sackett St. "	Willow St. School	Webster Avenue "
Reservoir Ave. "	Lexington Ave. "		Laurel Hill "

THIRD SEGMENT
(First Year)

Alternate High School

Hope High School	Bishop Middle School
Hopkins Middle School	Summit Avenue School
Veazie Elementary "	Martin Luther King School
Branch Avenue "	John Howland School
Windmill St. "	Fox Point Elementary School

PHASE IV (1975-1976) FOURTH YEAR

PILOT SEGMENT

(Fourth Year)

Central High School Alternate High School
Stuart Middle School Williams Middle "
Althea St. School Broad St. School
Reservoir Ave. School Mary Fogarty School
Vineyard St. School Sackett Street School
Asa Messer School Lexington Avenue School

SECOND SEGMENT

(Third Year)

Central High School Alternate High School
Bridgham Middle "
Grove St. School Ralph Street School
Kenyon St. School Joslin St. School
Willow St. School Webster Avenue School
Laurel Hill Ave. "

THIRD SEGMENT

(Second Year)

Hope High School Bishop Middle School
Hopkins Middle School Summit Avenue School
Vcazie St. School Martin L, King "
Branch Avenue School Fox Point Elementary
Windmill St. " John Howland "

FOURTH SEGMENT

(First Year)

Alternate High School Mt. Pleasant High
Greene Middle "
Camden Avenue "
Academy "
Regent "
West Middle School
Manton Ave. "
Sisson-Academy School
Kennedy School

PHASE V (1976-1977) FIFTH YEAR

PILOT SEGMENT
(Fifth Year)

Central High School	Flynn School	Central H.S.	Alternate High School
Stuart Middle School	Central Voch-Tech.	Bridgham M.S.	Perry Middle School
Althea School	Alternate H.G.	Grove St. School	Ralph St. School
Reservoir Ave. School	Williams Middle School	Kenyon St. "	Joslin St. School
Vineyard Bt. School	Broad St. School	Willow St. "	Webster Elementary School
Messer St. School	Fogarty School		Laurel Hill School
	Sackett St. School		
	Lexington Ave. "		

THIRD SEGMENT
(Third Year)

Hope High School	Alternate High School	Mt. Pleasant H.S.	Alternate High School
Hopkins Middle School	Bishop Middle School	Greene Middle School	West Middle School
Veazie St. School	Summit Ave. School	Camden Ave. School	Maton Avenue School
Branch Ave. "	Martin L. King School	Academy Ave. "	Sisson-Academy "
Windmill St. "	Fox Point School	Regent Avenue "	Kennedy School
	John Howland School		

PHASE VI (1977-1982) SIXTH - TENTH YEARS

A hypothetical example of some Segment Local Councils expressing the option of leaving a feeding pattern, establishing a Comprehensive Learning Center Program, while other Councils within the same Segment continue in the feeding pattern.

PILOT SEGMENT
1972-1973

Central High School	Flynn School
Stuart Middle School	Central-Voc.
Althea St. School	Alternate High School
Asa Messer "	Williams Middle "
Vineyard St. "	Broad St. School
Comprehensive Learning Center	Eogarty School
Reservoir	Comprehensive Learning Center
	Comprehensive Learning Center
	Lexington
	kett

SECOND SEGMENT
1973-1974

Comprehensive Learning Center	Flynn School
Bridgham Middle School	Central Voc
Grove St. School	Alternate-H.S.
Kenyon St. "	Perry MiddleSch
Willow St. "	Ralph St. "
	Joslin St. "
	Webster Ave."
	Laurel Hill "
	Comprehensive Learning Center

THIRD SEGMENT
1974-1975

Hope High School	Flynn School	Mt. Pleasant H.S.	Flynn
Hopkins Middle"	Central Voc.	Greene Middle School	Central Voc.
Veazie St. School	Alternate High School	Camden Ave. "	Classical
Branch Avenue "	Bishop Middle School	Academy " "	Alternate H.S.
Windmill St. "	Summit Avenue "	Regent Ave. "	West Middle Sch
	Martin L. King"		Mt. Pleasant
	Fox Point School		Manton Avenue
	John Howland School		Kennedy
			Comprehensive Learning Center
			Sisson-Academy
			Comprehensive Learning Center

Exhibit A:

Criteria for Salary Recommendations

- 1). Recognizes that ratio persons have enjoyed continued annual increases over a period of years with a resulting level of compensation which at upper ranges threatens the community capacity to pay, and that a temporary halt—even some minor rollbacks—is in order.
- 2). Recognizes that non-ratio personnel on fixed salaries have not received annual increases, and that equalization of these salaries, on a job comparable basis, becomes a matter of equity and justice within the total school unit.
- 3). Recognizes education as a full-time business and projects a twelve month year for all school employees except teachers. Financial retrenchment is evident, therefore, in three ways.
 - a. Reduction in total number of administrative personnel.
 - b. Scaling down of higher levels of compensation.
 - c. Extension of the work year for administrators, beginning with supervisory levels, from 10 months to 12 months (one month vacation).
- 4). General administrative levels have been established within which salaries are equalized based upon equal duties and responsibilities. This eliminates an inherited and bewildering array of salaries, in the past evidently based upon the personality and individual "clout" of the recipient.
- 5). In establishing administrative levels with corresponding salaries, source of financing has not been a factor. This corrects an evident past tendency to overprice, particularly where federal sources for funds were readily available.
- 6). Recognizes that administrative positions, by the very nature of position specifications, call for advance degrees, and that payment for same, over and above a responsive salary, constituted a double payment. Advance degree payments to teachers which represent an improvement in job preparedness will be continued.
- 7). With the establishment of salary ranges, for all administrative positions, thus affording a legitimate means of reorganizing job seniority by promotion to the appropriate salary step, longevity payment to administrators will be unnecessary. Longevity payments to teachers will be continued.
- 8). In a minium number of positions, salary proposals frankly recognize that numerous rounds of annual salary increases have caused the level of compensation for those positions to exceed the fair-market value of the duties being performed. While these are few in number, and concentrated in non-certificated areas, surveillance of same will be continued.
- 9). In summary, relative to the foregoing, various tables and exhibits indicate that in meeting the need for a uniform salary schedule, an correcting inequities, and in imposing order upon the salary proposals conform to the financial guidelines and that no proposal shall not be approved.

POSITIONS RECOMMENDED FOR ESTABLISHMENT

Exhibit B:

<u>Title</u>	<u>Salary Range</u>	
	<u>Minimum</u>	<u>Maximum</u>
<u>Top Central Staff</u>		
Planning and Program Development Manager	\$18,000.00	\$22,000.00
Implementation Manager*	18,000.00	22,000.00
Training and Staff Development Manager	18,000.00	22,000.00
Business and Operations Manager	-----	-----
Sub-Total	54,000.00	66,000.00
<u>Superintendent's Office</u>		
Community Relations Staff Assistant	\$11,000.00	15,000.00
Staff Recruitment Assistant	13,000.00	17,000.00
Sub-Total	24,000.00	32,000.00
<u>Planning and Program Development</u>		
Planner, Communications and Aesthetics	17,000.00	21,000.00
Planner, Human Relations and Cultural Studies	17,000.00	21,000.00
Planner, Technical and Environmental Life Studies	17,000.00	21,000.00
Planner, Individual Programs	17,000.00	21,000.00
Planner, Research and Evaluation	17,000.00	21,000.00
Planner, Public and Private Funding	17,000.00	21,000.00
Sub-Total	\$102,000.00	\$126,000.00
<u>Implementation</u>		
Administrator, Health	16,000.00	20,000.00
Administrator, ManPower	16,000.00	20,000.00
Administrator, Student Relations	16,000.00	20,000.00
Administrator, Educational Technology	16,000.00	20,000.00
Administrator, Experimental Programs	16,000.00	20,000.00
Sub-Total	\$80,000.00	\$100,000.00
<u>Business Office</u>		
Personnel Records Officer	11,000.00	15,000.00
Systems Management Analyst	13,000.00	17,000.00
Sub-Total	\$24,000.00	\$32,000.00
<u>Building Administration Supervision</u>		
Segment Implementation Chief (Segment I)	15,000.00	19,000.00
Segment Implementation Chief (Segment II)	15,000.00	19,000.00
Segment Implementation Chief (Segment III)	15,000.00	19,000.00
Segment Implementation Chief (Segment IV)	15,000.00	19,000.00
Sub-Total	\$60,000.00	\$76,000.00
Total	\$244,000.00	\$322,000.00

NON-RATIO PERSONNEL (OTHER) SALARY RANGE RECOMMENDATIONS*

Exhibit E:

<u>Title</u>	<u>Salary Range</u>	<u>1972-1973 Budget</u>
Community Liaison Worker	\$6,500.00-8,500.00	\$7,480.00
Audio Visual Technical Consultant	7,500.00-10,000.00	10,000.00
Business Manager	18,000.00-22,000.00	18,150.00
Internal Auditor	11,500.00-13,500.00	12,500.00
Administrative Assistant (Business Manager)	8,000.00-11,000.00	9,350.00
Controller	14,000.00-17,000.00	15,950.00
Budget Officer	12,500.00-15,500.00	14,300.00
Budget Analyst	9,000.00-12,000.00	10,000.00
Payroll Supervisor	8,000.00-11,000.00	9,064.00
Office Manager (Finance)	7,000.00-10,000.00	8,800.00
Administrative Assistant (Impl. Mgr.)	5,200.00-8,000.00	6,463.00
Director, Order Processing	12,000.00-15,000.00	13,200.00
Chief Clerk, Order Processing	8,000.00-10,000.00	8,800.00
Supervisor of Employee Relations	16,000.00-20,000.00	18,000.00
Plant Engineer	14,000.00-17,000.00	16,000.00
Head Custodians		
Mt. Pleasant High School	7,000.00-9,000.00	8,385.00
Classical	7,000.00-9,000.00	8,385.00
Central	7,000.00-9,000.00	8,046.00
Hope	7,000.00-9,000.00	8,046.00
Class A Foreman		
1	7,000.00-9,000.00	8,385.00
1	7,000.00-9,000.00	8,385.00
1	7,000.00-9,000.00	8,385.00
1	7,000.00-9,000.00	8,385.00
Supervisor of Maintenance	8,000.00-10,000.00	9,060.00
Supervisor of Operations	8,000.00-10,000.00	9,570.00
Administrative Assistant School Committee	8,000.00-11,000.00	11,000.00
Special Assistant for Equal Educational Opportunities	12,000.00-16,500.00	13,860.00
Administrative Assistant (Superintendent)	8,000.00-11,000.00	11,000.00
Director of Transportation	12,000.00-16,500.00	14,500.00
Superintendent	30,000.00	**

*Management Personnel. Ranges recommended consistent with other management positions.

all 1972-1973 increases conform to wage and price control guide lines. 1970-1971

figures converted for two year interval at 5% to 6% per year. Equitability established

with increases previously granted garging units. Like these, increases are

equivalent to increase in cost of living index over the two-year period.

** To be determined by School Committee

30 positions (Existing)

ibit F:

NON-RATIO
SALARY DIFFERENTIALS REMAINING POSITIONS
1972-1973 Budget

<u>Title</u>	<u>1970-1971 Salary</u>	<u>1972-1973 Salary</u>	<u>Difference</u>	
	<u>Original Non-Ratio Positions</u>		(+)	(-)
Community Liaison Worker	6,800.00	7,480.00	680.00	
Audio Visual Technical Consultant	10,000.00	10,000.00	no change	
Business Manager	16,500.00	18,150.00	1,650.00	
Internal Auditor	11,500.00	12,500.00	1,000.00	
Administrative Assistant (Business Manager)	8,500.00	9,350.00	850.00	
Controller	14,500.00	15,950.00	1,450.00	
Budget Officer	13,000.00	14,300.00	1,300.00	
Budget Analyst	9,000.00	10,000.00	1,000.00	
Payroll Supervisor	8,240.00	9,064.00	824.00	
Office Manager (Finance)	8,000.00	8,800.00	800.00	
Administrative Assistant (Impl. Mgr.)	5,876.00	6,463.00	587.00	
Director, Order Processing	12,000.00	13,200.00	1,200.00	
Chief Clerk, Order Processing	8,000.00	8,800.00	800.00	
Supervisor, Employee Relations	17,000.00	18,000.00	1,000.00	
Plant Engineer	15,000.00	16,000.00	1,000.00	
Head Custodians				
Mt. Pleasant High School	7,623.00	8,385.00	762.00	
Classical	7,623.00	8,385.00	762.00	
Central	7,315.00	8,046.00	731.00	
Hope	7,315.00	8,046.00	731.00	
Class A Foreman				
1	7,653.00	8,415.00	762.00	

Title	1970-1971 Salary		1972-1973 Salary	Difference	
	Original	Non-Ratio Positions		(+)	(-)
Class A Foreman					
1	7,653.00		8,385.00	732.00	
1	7,653.00		8,385.00	732.00	
1	7,653.00		8,385.00	732.00	
Supervisor, Maintenance	8,240.00		9,060.00	820.00	
Supervisor, Operations	8,700.00		9,570.00	870.00	
Administrative Asst. (School Committee)	10,500.00		11,000.00	500.00	
Administrative Asst. (Superintendent)	10,000.00		11,000.00	1,000.00	
Special Assistant (Equal Ed. Opp.)	12,600.00		13,860.00	1,260.00	
Director, Transportation	14,000.00		14,500.00	500.00	
Superintendent	30,000.00		***		
					+ 25,005.00

Tabulation of Personnel After Reorganization

Exhibit G:

<u>PAGE</u>	<u>TOTAL</u>	<u>OUT</u>	<u>RATIO</u>	<u>NON RATIO</u>	<u>BUILDING ADMINISTRATION</u>
1	12	10	2		
2	17	9			8
3	15	5	1		9
4	15		1		14
5	17	1	6		10
6	14	1	6		7
7	15	1		14	
8	<u>19</u>	<u>1</u>	<u>---</u>	<u>16</u>	<u>2</u>
	124	28	16	30	50

Total 124

New Number

Building Administration	50
Other	<u>67</u>
Total	117 vs. 124

BUILDING ADMINISTRATOR

1. Hope, Principal
2. Greene, Principal
3. Classical, Principal
4. Mt. Pleasant, Principal
5. Gilbert Stuart, Principal
6. George J. West, Principal
7. Nathan Bishop, Principal
8. Sackett Street School, Principal
9. Esck Hopkins, Principal
10. Oliver H. Perry, Principal
11. Edmund Flynn, Principal
12. Roger Williams, Principal
13. Central High School, Acting Principal
14. Webster & Academy Ave., Principal
15. Lexington Ave., Principal
16. Vineyard St., Principal
17. Regent & Manton Ave., Principal
18. Fox Point, Principal
19. Broad Street, Principal
20. Laurel Hill & Ralph St., Principal
21. Robert F. Kennedy & Mt. Pleasant, Principal
22. Mary E. Fogarty, Principal
23. Kenyon & Grove St. Schools, Principal
24. Samuel W. Bridgham, Principal
25. Camden Avenue, Principal
26. Martin Luther King School, Principal
27. Summit & Jenkins St. Schools, Principal
28. Messer & Willow St. Schools, Principal
29. Veazie & Valley View Schools, Principal
30. Mt. Pleasant High School, Assistant Principal
31. Hope High School, Assistant Principal
32. Classical High School, Assistant Principal
33. Mt. Pleasant High School, Assistant Principal
34. Central Vocational School, Area Coordinator
35. Central High School, Assistant Principal
36. Roger Williams Middle School, Assistant Principal
37. George J. West, Assistant Principal
38. Edmund W. Flynn School, Assistant Principal
39. Oliver Hazard Perry, Assistant Principal
40. Nathan Bishop School, Assistant Principal
41. Nathanael Greene Middle School, Assistant Principal
42. Gilbert Stuart Middle School, Assistant Principal
43. Handicapped Children Instruction-Assistant Principal
44. Hope High School - Dean
45. Hope High School - Administrative Assistant
46. Central High School - Special Assistant to Principal
47. Bridgham Middle School - Acting Assistant Principal
48. Windmill & Branch St. - Principal
49. Josiah C. Bissell - Principal
50. Edmund W. Flynn School - Principal

<u>LOCATION</u>	<u>NAME</u>	<u>POSITION</u>	<u>SALARY</u>	<u>BPSU</u>	<u>MEMBERS</u>	<u>FPSU</u>	<u>STIP.</u>
<u>RATIO 1.</u>							
Hope High School	DiPalma, Joseph	Principal	17,920			900	
Nathanael Greene Middle	Flaxman, Max H.	Principal	17,920			900	
Classical High	Macdougald, William	Principal	17,920		600		
Mt. Pleasant High	Millman, Max I.	Principal	17,920			900	400
<u>RATIO 1.54</u>							
Music Department	Falciglia, Ernest L.	Asst. Director	17,248		600		300
Attendance Dept.	Maguire, Mary K.	Asst. Director	17,248		600		300
<u>RATIO 1.5</u>							
***Federal - Title I - Adm. Reading Program	Barry, Judith	Coordinator	16,800			900	
Mathematics Dept.	Conneely, Margaret A.	Supervisor	16,800			900	400
Elementary Dept.	Conneely, Mary E.	Supervisor	16,800			900	300
Gilbert Stuart Middle	Davis, Peter J.	Principal	16,800		600		
G. J. West Jr. High	DelGizzo, Ludovico	Principal	16,800		600		300
Audio-Visual Dept.	Donnelly, Edward F.	Supervisor	16,800		600		400
Art Department	Hill, Catherine W.	Supervisor	16,800			900	
Nathan Bishop Middle	Jones, Jarvis D.	Principal	16,800			900	
Nursing Services	Kelleher, Rita V.	Supervisor	16,800		600		
Library Coordination	Krueger, M. Florence	Coordinator	16,800	300			400
Sackett St. School	Lambros, Nicholas	Principal	16,800		600		

*** 50% of salary paid by the Providence School Department.
*ADDITIONAL STIPENDS - \$100 for Principal of more than one school.

<u>LOCATION</u>	<u>NAME</u>	<u>POSITION</u>	<u>SALARY</u>				
<u>RATIO 1.3 (continued)</u>							
Science Dept.	Lauro, Carl J.	Supervisor	16,800		900	300	
Physical Education	Marciano, Louis A.	Supervisor	16,800		900	300	18,000.00
Esek Hopkins Jr. High	McCarthy, David H.	Principal	16,800	600			17,400.00
Coordinating Principal	McDonald, Thomas J.	Coor. Principal	16,800	600		300	17,700.00
Oliver H. Perry Jr.	Mink, Albert E.	Principal	16,800		900		17,700.00
E. W. Flynn School	Morris, Curtis	S & E Coor.	16,800	600			17,400.00
Adult Education	Mulvey, Mary C.	Supervisor	16,800			1200	18,000.00
Roger Wms. Middle	Oliver, Donald W.	Principal	16,800		900		17,700.00
Psychological Dept.	Orma, Kathryn R.	Supervisor	16,800	600		400	17,800.00
Social Studies	Zarlengo, F. John	Supervisor	16,800		900		17,700.00

RATIO 1.45

Central High School	Matoian, Charles S.	Acting Principal	16,240		900		17,140.00
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RATIO 1.4

Webster St. School Academy Ave. School	Almagno, Joseph R.	Elem. Principal	15,680	600			
Lexington Ave. School Home Instruction	Bourke, Anne J.	Principal	15,680	600			
Vineyard St. School Althea St. School	Creegan, Raymond A.	Principal	15,680		900		
Regent Ave. School Manton Avenue School Our Lady of Lourdes	Degnan, Joseph R.	Principal	15,680		900		

*ADDITIONAL STIPENDS

\$100 Principal of more than one school

<u>TICN</u>	<u>NAME</u>	<u>POSITION</u>	<u>BASIC SALARY</u>	<u>B+30</u>	<u>MASTERS</u>	<u>M+30</u>	<u>PHD.</u>	<u>LONGEVITY</u>
<u>RATIO 1.4 (continued)</u>								
Fox Point Elementary	DiSarro, Lucy J.	Principal	15,680			900		400 16,980.00
Broad St. School	Hearon, Margaret	Principal	15,680	300				400 16,980.00
Laurel Hill Ave. School Ralph St. School	Karnes, Ronald W.	Principal	15,680			900		16,680.00*
Robert F. Kennedy Sch. Mt. Pleasant Elementary	King, Dorothy H.	Principal	15,680			900		400 17,080.00
Mary E. Fogarty School	Marks, George F.	Principal	15,680		600			16,280.00
Kenyon Street School Grove Street School	Mottola, Richard	Elem. Principal	15,680				1200	16,980.00
Samuel W. Bridgman Mid.	Minicucci, David G.	Principal	15,680			900		300 16,980.00
Camden Avenue School	Mullins, Pauline D.	Principal	15,680			900		300 16,980.00
Martin L. King School	O'Brien, Mary C.	Principal	15,680			900		
Summit St. School Jenkins St. School	Palombo, Albert	Principal	15,680		600			
Asa Messer School Willow Street School	Powers, Mary A.	Principal	15,680			900		400 16,980.00
Veazie Street School Valley View	Sullivan, Edward M.	Principal	15,680			900		
<u>RATIO 1.3</u>								
Mt. Pleasant High	Burke, Charles F.	Asst. Principal	14,560		600			
***Kenyon Sp.Ed.-Title I	Curran, Richard	Coordinator	14,560			900		
Hope High	Dolan, James	Asst. Principal	14,560			900		

*** 50% of salary paid by the Provider & School Department

*ADDITIONAL STIPENDS

\$100 Principal of more than one school.

<u>LOCATION</u>	<u>NAME</u>	<u>POSITION</u>	<u>BASIC SALARY</u>	<u>B+30</u>	<u>MASTERS</u>	<u>M+30</u>	<u>PHD.</u>	<u>LONGEV.</u>
<u>RATIO 1.3 (continued)</u>								
School Lunch	Frapplier, Robert J.	Coordinator	14,560		600			
Classical High	Littlefield, Joseph	Asst.Principal	14,560		600			
Mt. Pleasant High	McGlinchy, John E.	Asst.Principal	14,560		600			400
Handicapped Chn. Inst.	McKeon, John F.	Coordinator	14,560			900		
****Temple St.School Clinic Title I	Roth, Blanche	Coordinator	14,560		600			
****Berkshire - Federal Follow Thru	Santore, Joseph	Coordinator	14,560		600			
Prov. Plan Adm.	Smith, Ruth N.	Coordinator	14,560		600			
Central-Vocational	Spaight, Daniel A.	Area Coord.	14,560		600			
Alternate Learning - Title III	Paros, Lawrence	Coordinator	14,560			900		
Teacher Corps	Vacancy	Coordinator	14,560					

RATIO 1.25

Central High School	Adams, James N.	Asst. To Prin.	14,000					
Roger Wms. Middle	DelDeo Romolo	Asst.Principal	14,000			900		
G. J. West Jr. High	Hall, Mary L.	Asst.Principal	14,000			900		400
E. W. Flynn School	Kane, Stephen P.	Adm. Asst.	14,000		600			
Oliver H. Perry Jr.	Lamore, Raymond F.	Asst.Principal	14,000			900		
Nathan Bishop Middle	Miley, Edmund P.	Asst.Principal	14,000			900		
Nathanael Greene Middle	Shanley, Thomas W.	Asst.Principal	14,000		600			

**** 100% of salary paid by Federal Programs.

*ADDITIONAL STIPENDS

Spaight Daniel A. - \$1456 July - \$1456 August Adams, James N. - \$960 Head Basketball Coach - \$1,440 Head Football Coach

<u>LOC</u>	<u>DN</u>	<u>NAME</u>	<u>POSITION</u>	<u>F</u>	<u>BY</u>	<u>B+30</u>	<u>MASTERS</u>	<u>M+30</u>	<u>PHD.</u>	<u>LONG</u>
PLANT MAINTENANCE DEPARTMENT		Granieri, Peter P., Jr.	Plant Engineer	\$	15,000.					
		Bedard, Romeo	Head Custodian - Mt. Pleasant		7,623.					
		Bucci, John E.	Head Custodian-Classical		7,623.					
		Kelley, John S.	Head Custodian-Central		7,315.					
		Vallier, Leon P.	Head Custodian-Hope		7,315.					
		D'Agostino, Albert	Admin. Supervisor		8,240.					
		Gilbert, Roy E.	Admin. Supervisor		8,700.					
		Lupoli, Gino	Class A Foreman		7,653.					
		Russillo, Joseph A.	Class A Foreman		7,653.					
	Tallman, William M.	Class A Foreman		7,653.						
SCHOOL COMMITTEE		Johnson, Ruth A.	Admin. Asst. to School Committee & Superin.		10,500.					
SUPERINTENDENT'S OFFICE (Federal-Title IV - Civil Rights Act)		Bernardo, Charles M.	Superintendent		30,000. (1)					
		Mason, Paul W.	Project Manager		20,000. (1)					
		Bailey, Robert IV	Spec.Asst. to Super. (Advisory Spec.)		12,600. (2)					
		Sax, Gloria	Admin.Asst.to Super.		10,000.					
TRANSPORTATION		Healey, James A.	Dir. of Transportation		14,000. (1)					
WINDMILL ST. SCHOOL BRANCH AVE. SCHOOL		Lynch, Frances M.T.	Principal (No Ratio) Previous 1.4		15,900. (3) (4)		900			
JOSLIN STREET SCHOOL SISSON STREET SCHOOL		Mallory, Marie G.	Principal (No Ratio) Previous 1.4		15,900. (3) (4)		900			

- (1) Certificated.
- (2) Paid by Federal Program - Title IV - Civil Rights Act
- (3) Certificated Personnel - Formerly on Ratio - Salaries Frozen in 1970
- (4) \$100.00 for Principal of more than one school.

TENTATIVE FINANCIAL COMPUTATIONS 1972-1973*

Exhibit II:

1). Cost at 1970-1971 Salary Rates of Positions Recommended for Elimination	\$544,248.00
Cost of new positions 1972-1973 salary rates estimated at salary range mid-points	<u>-388,000.00</u>
Balance	\$156,248.00
2). Former ratio positions recommended for retention at proposed 1972-1973 Salary Rates (-\$3,904.00)	<u>+ 3,904.00</u>
Balance	160,152.00
3). Non-Ratio positions recommended for retention at 1972-1973 salary rates	<u>+25,005.00</u>
Balance	135,147.00
4). Amount required to adjust salaries of 50 building administrators at 1972-1973 salary rates for <u>12</u> <u>month work year</u> (Estimated at \$1500.00 per position averaged)	<u>-75,000.00</u>
Balance	60,147.00
5). Available for contracting training and staff development programs	<u>-60,147.00</u>
Balance	-0-

*Subject to Policy Decisions

Note: Computations do not include savings in fringe benefits estimated
at \$10,000.00 to \$12,000.00 annually.

TENTATIVE FINANCIAL COMPUTATIONS 1972-1973*

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Balance	160,152.00
3). Non-Ratio positions recommended for retention at 1972-1973 salary rates	<u>\$25,005.00</u>
Balance	135,147.00
4). Amount required to adjust salaries of 50 building administrators at 1972-1973 salary rates for 12 <u>month work year</u> (Estimated at \$1500.00 per position averaged)	<u>-75,000.00</u>
Balance	60,147.00
5). Available for contracting training and staff development programs	<u>-60,147.00</u>
Balance	-0-

*Subject to Policy Decisions

Note: Computations do not include savings in fringe benefits estimated
at \$10,000.00 to \$12,000.00 annually.

EXHIBIT I:

FOUR YEAR EXTENSION

COST OF OLD FORMAT VS NEW FORMAT

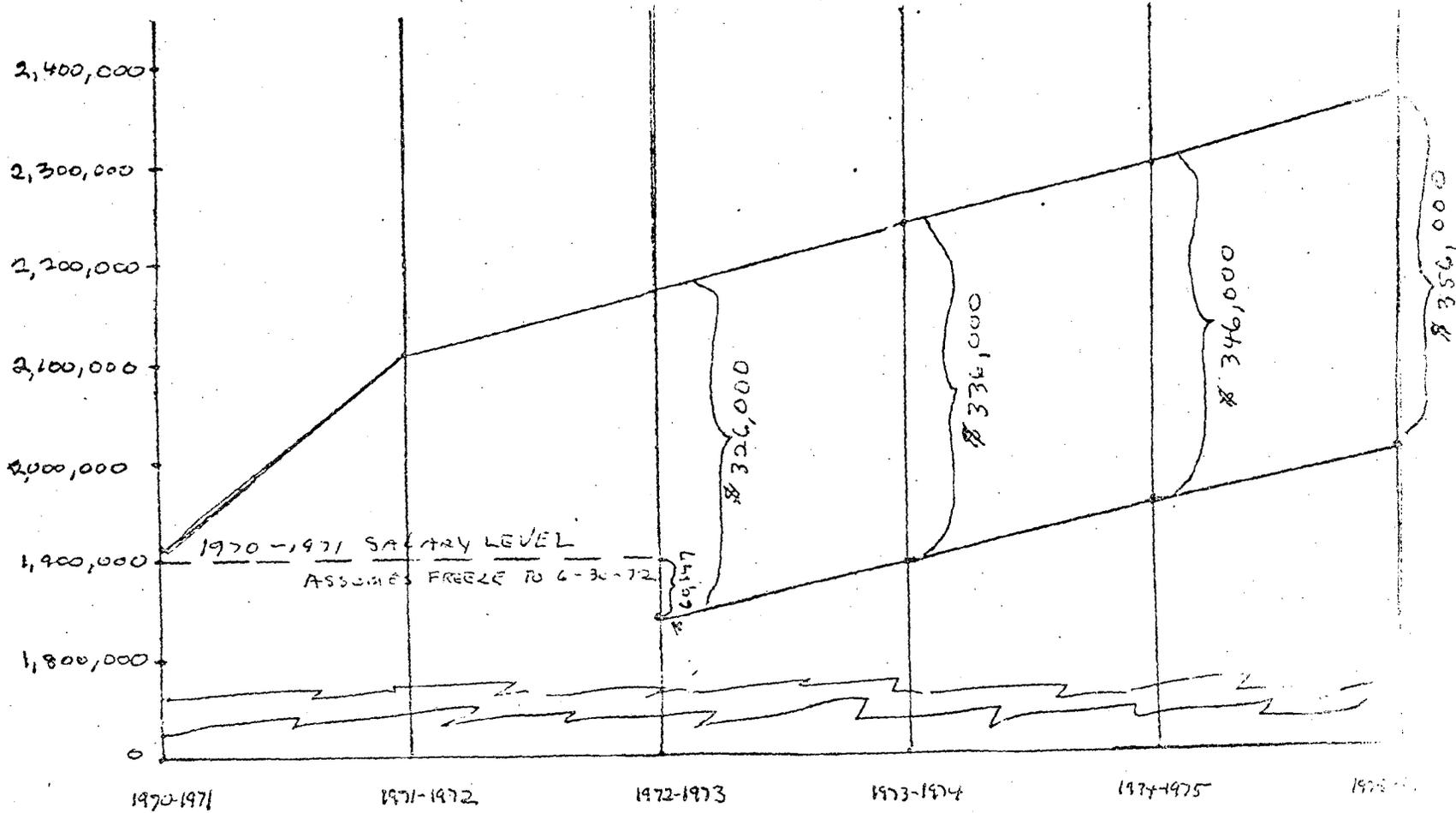
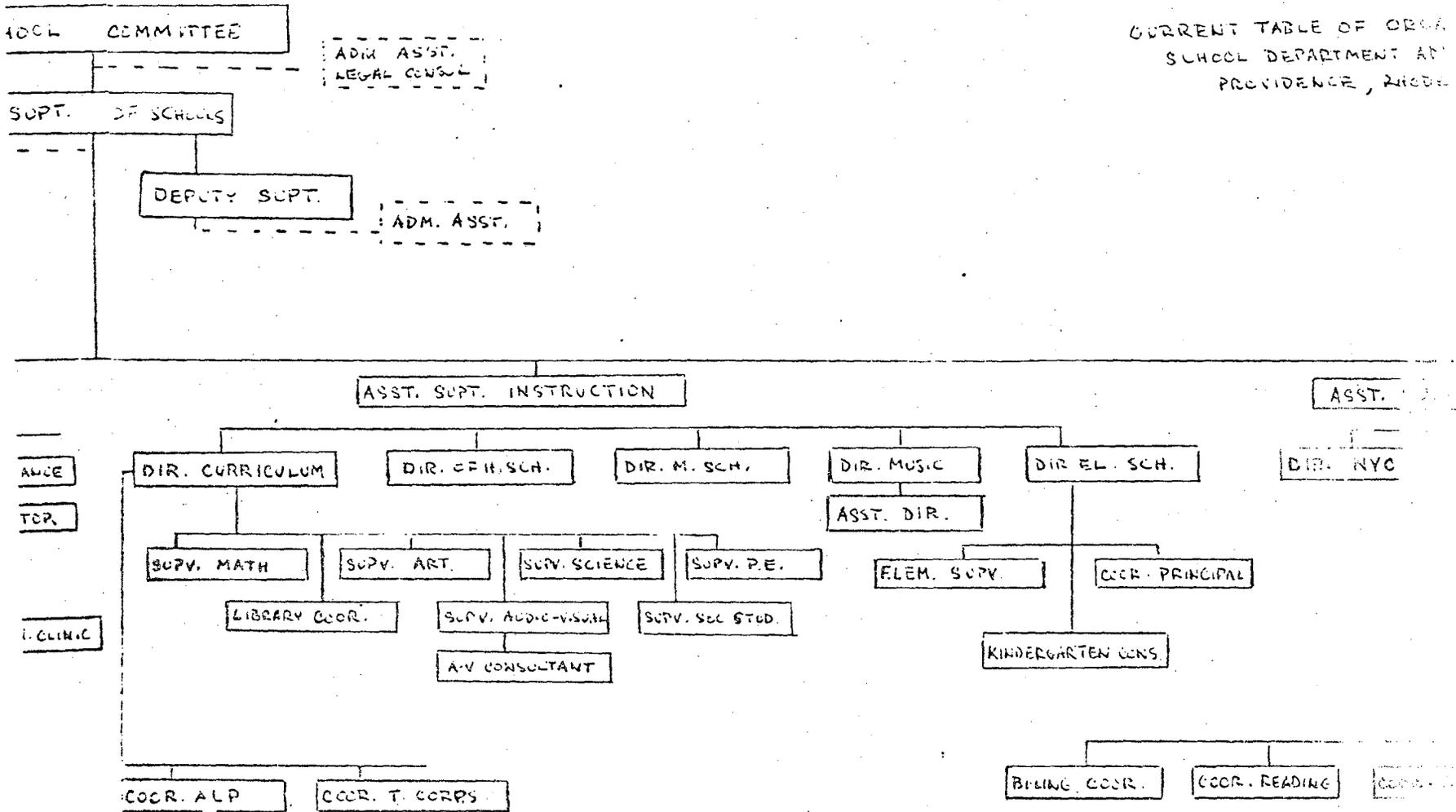


TABLE OF FIG. (IN DOLLARS) \$ 3,356,000

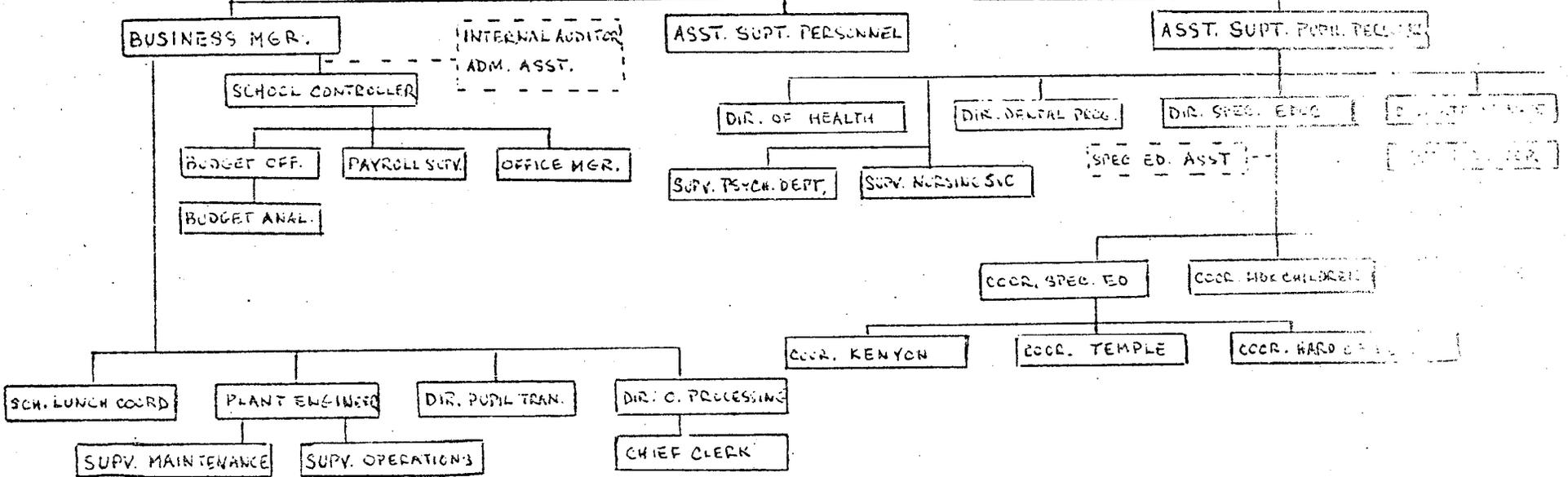
NOTE: ASSUMES SALARY ADJUSTMENT BASED ON COST OF LIVING AT 6% 1970-71, 3% FOLLOWING

EXHIBIT

CURRENT TABLE OF ORGANIZATION
SCHOOL DEPARTMENT AND
PROVIDENCE, RHODE ISLAND

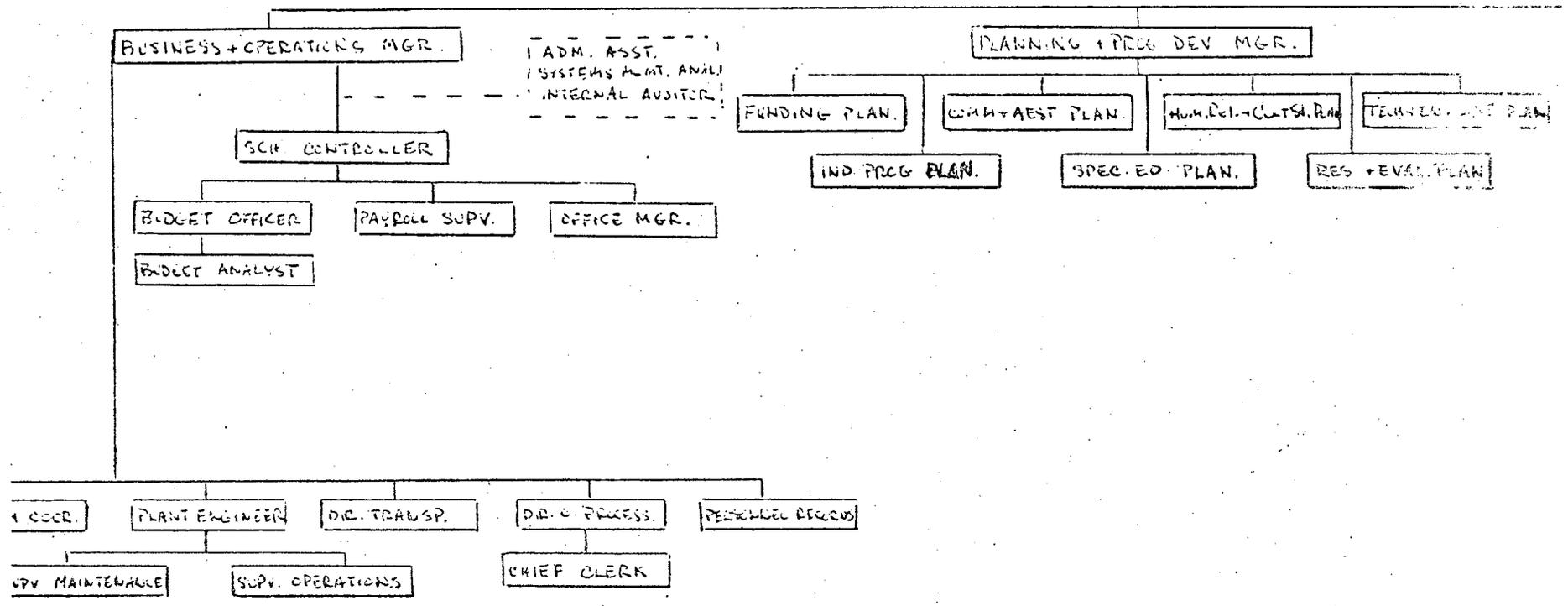


PROJECT MANAGER
 EEO ADPT
 SUP. OF ...
 NEGAL ...
 ADM. ASST.



COMM. REL. ASST.
 STAFFING ASST.
 PROJECT REL.
 LEGAL COUNSEL
 ADM. ASST.

SCROD



CONCLUSION

This proposal projects staged change and basic reconstruction of a large urban school system. While it suggests possible directions and programs it primarily attempts to set forth a process whereby the architects of the future will be those individuals being served by institutions of formal learning at any given time in conjunction with a management structure geared to provide exemplary leadership. In a real sense, then, as far as education is concerned, it seeks to involve those who traditionally have been powerless to determine their education, as well as most aspects of their lives. It is conceivable that in the exercise of this advisory role to develop educational options, that alternate approaches, methods and techniques may emerge within some Segment, or even within one Learning Center program, resulting in an opportunity for students and parents to have a choice. For example, it is conceivable that one approach may be graded, emphasizing the learning of basic skills by cognition. It may still use the classroom as the basic unit for learning, and function with teachers instructing and directing students at their various tasks. Within this approach students would still be encouraged to adapt to a preconceived pattern of "schooling" rather than the learning environment being adaptable to their individual needs and interests. Non adjusting students may be referred to "special educational" programs, and all basic matters of fiscal management, personnel relations, etc., may continue to be handled from the Central Office.

At the same time, other Local Advisory Councils may opt for a non traditional approach--nongraded--which is constantly expanding its formal curriculum, emphasizing informal, family oriented learning opportunities oriented around student needs and interests. Teachers may be facilitators who guide and assist rather than instruct. In most instances, and large numbers of skilled community people may be drawn as paraprofessionals. In this approach the Learning Center becomes a community learning center. The program may be a year, or two years, or three years, or more.

under the management of the Unit and Segment Manager who works with Local Councils which as a matter of course would involve both children and adults in equal fashion in questions of needs and future direction.

The proposal also goes further by projecting the streamlined reorganization of a Central Administration, which, like most Central school offices has grown to be increasingly unwieldy, unresponsive and inefficient. The new organizational structure is specifically designed to compliment and mesh with the long range developmental plan for the system and the gradual restructuring of its total operation.

The proposal projects the incorporation of the most impressive resource facilities of one of the nation's most creative Schools of Education, that of the University of Massachusetts. The many diverse contributions and insights that the Massachusetts School of Education can bring to this major undertaking in Providence, Rhode Island, greatly enhance the potential success of the overall project.

Most important is the fact that this is probably the first effort of its kind undertaken by a major American urban area. With the acceptance of the proposal Providence commits itself, in unprecedented fashion, to the dual concepts of long range planning and phased implementation. By this proposal, at the end of six years, all aspects of the Providence system will be implementing new programs within new structures, which constitute five "systems within a system". At the conclusion of the tenth year, all elements in the system will have completed the first five restructuring phases, with the opportunity for fundamental changes and previously uninitiated programs to evolve. So it continues through an era of transition which will guide and pervade Providence through the decade, up to, and beyond the beginning of, the twenty first