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Drug Free Schools 6/7/91 [OA 8324] [2]

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Team 4

U.S. DEPARTMENT OF EDUCATION  
1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
SITE VISITOR'S REPORT

School Name Kenedy High School IDNUM 4DFTXH6

City Kenedy State Texas

Site Visitor Keith D. Miller  
(Printed)

Keith D. Miller  
(Signature)

Instructions: Please indicate your assessment of the accuracy of the information contained in the nomination form by 1) checking one of the choices relative to accuracy and 2) providing specific supporting evidence for your choice.

In providing supporting evidence, please clearly indicate the sources used in verifying the information, such as conversations with principals, teachers, students, parents, law enforcement, observations, or document review, and provide a narrative of what you discover. Use specific details to make your case. Remember, YOU are the eyes and ears of your review panel!

Review panelists may have specific questions and concerns. If so, please address these questions specifically and appropriately.

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**CONTEXT STATEMENT**

Briefly describe the nominated school, its "drug-free" school program and the community it serves as the site visitor sees it. Limit your statement to this page only.

Kenedy High School is the lone high school in a poor, small farming and ranching community in South Texas. The economy of Kenedy, Texas is extremely depressed thereby creating the perfect condition for high illegal drug and alcohol use, abuse and involvement. Yet, because a high-school senior died sniffing "white out" several years ago, the Kenedy school and community has evolved into a model small-town school/community-based T.A.O.D. program.

Kenedy High School has a strong "no use" message throughout all components. In fact, the Superintendent, Board President and State legislator informed site visitors of the State of Texas Legal Department's rejection of the Kenedy District's first T.A.O.D. policy (claiming it was too harsh).

Clearly the strength of Kenedy High School's T.A.O.D. prevention efforts is the unusually unique balance struck between the local school (the Superintendent and board), the court system and community. Site visitors were impressed with the strong initiative taken by local magistrates, Chamber of Commerce, bank presidents, churches and parents (i.e. all socio-economic levels) to assure that the school/community would never suffer another crisis in connection with drugs and alcohol.

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INDICATORS OF SUCCESS

I. RECOGNIZING, ASSESSING, AND MONITORING THE PROBLEM (10 POINTS)

A. How long has your primary drug prevention education program been in operation?

- Information presented in the nomination form is:

_____	✓	Accurate
_____		Not Addressed
_____		Overstated
_____		Understated

- Details/Documentation:

Site visitors reviewed board-approved documents and interviewed the Superintendent to validate Kennedy High School and the community's three-year effort to prevent drug and alcohol use among youth and adults. However, some efforts were attempted prior to the official comprehensive start up three years ago.

B. What promoted the implementation of your school's prevention program?

- Information presented in the nomination form is:

_____	✓	Accurate
_____		Not Addressed
_____		Overstated
_____		Understated

- Details/Documentation:

Kenedy's drug prevention efforts were prompted by the school and community's reaction to the death of a Kennedy High School student. Throughout our town meeting emotions ran deep; some citizens cried as the crisis was recounted.

**C. Was there a formal or informal assessment of the tobacco, alcohol and other drugs (TAOD) problem?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

This section is accurate as stated. Kenedy utilized a formal assessment which took into account such indicators as student perception of harm, student test scores, law enforcement arrests and incidents, juvenile court record and the local probation office.

**D. How were the findings of the assessment used to direct or influence the TAOD efforts?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

As stated, the findings of Kenedy's survey contributed to the breakdown of school/community denial. The findings also assisted in the development of the school's Action Plan which included: the "No Use" policy, student/faculty policies, drug prevention curriculum and community participation.

**E. Compare in chart form and discuss changes to date from your baseline data since program inception.**

- Information presented in the nomination form is:
 

✓	Accurate
	Not Addressed
	Overstated
	Understated
- Details/Documentation:

Site visitors saw written documentation which substantiates the gradual decline of incidents of T.A.O.D. mentions on campus. Other indicators are heightened awareness among the community and student body, fewer arrest records and fewer court appearances as confirmed by the local Chief of Police and Magistrate.

**F. How are the staff, students, and school community kept informed of the results of the school's assessment of the TAOD problem?**

- Information presented in the nomination form is:
 

✓	Accurate
	Not Addressed
	Overstated
	Understated
- Details/Documentation:

Kenedy High School manages to inform all sectors of the community through board reports, the student newspaper, the local newspaper and radio and personal appearances by drug coordinators at local churches and civic group meetings.

It is significant that during the town meetings, several prominent members of the community validated the accuracy of this section to site visitors.

II. SETTING, IMPLEMENTING, AND ENFORCING POLICY (20 POINTS)

A. What is your school and/or district TAOD policy(ies), including standards, procedures for policy implementation, and consequences for violations?

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Site visitors reviewed documents that were presented by the District Superintendent and Board President. The Board President said, "This board went for the jugular in connection with the No Use Policy". State school lawyers later revised Kenedy's policy because it was too tough.

B. Have the TAOD policies been officially adopted and/or revised?

- Information presented in the nomination form is:
- |                          |               |
|--------------------------|---------------|
| <input type="checkbox"/> | Accurate      |
| <input type="checkbox"/> | Not Addressed |
| <input type="checkbox"/> | Overstated    |
| <input type="checkbox"/> | Understated   |
- Details/Documentation:

Site visitors reviewed the appropriate documents which validated the official status of the school's T.A.O.D. policies. The Board President repeatedly referred to the board's commitment to a drug-free school and community. Policies are reviewed regularly.

C. What is the policy or administrative guideline to ensure that all components and constituents of the school, community, and district understand their roles and responsibilities in the application of the TAOD policies?

- Information presented in the nomination form is:
  - Accurate
  - Not Addressed
  - Overstated
  - Understated
- Details/Documentation:

Site visitors reviewed documents which outlined community, staff and student roles and responsibilities. Administrators have developed procedure guidelines, manuals and student and parent handbooks. Parents are required to sign statements indicating that they have read T.A.O.D. policy.

D. Do athletics and/or co-curricular activities have a unified set of rules or a policy that address TAOD?

- Information presented in the nomination form is:
  - Accurate
  - Not Addressed
  - Overstated
  - Understated
- Details/Documentation:

The Kenedy School has a strong co-curricular activities T.A.O.D. policy. Participants are provided a special T.A.O.D. contract which outlines special policies governing T.A.O.D. programs. Parents are required to sign along with students.

X

Because athletes are already regarded as leaders, they have a leading role through S.W.A.T. (special peer leadership groups) in setting No Use standards.

E. Does your school have an open or closed campus?

- Information presented in the nomination form is:

_____	Accurate
_____	Not Addressed
_____	Overstated
_____	Understated

- Details/Documentation:

Kenedy has an open-school policy. Students are allowed to go home or to the local malt shop for lunch.

x The strength of the the open-school policy is the adults' participation. While the students are off-campus in the downtown area, the adults e.g. merchants, law enforcement officers, etc., monitor youth activities. Students understand that open policy is dependent upon no T.A.O.D. violations.

F. How far and under what conditions does the school extend its jurisdiction and its authority to enforce the TAOD policy?

- Information presented in the nomination form is:

_____	Accurate
_____	Not Addressed
_____	Overstated
_____	Understated

- Details/Documentation:

This section is accurate as stated. T.A.O.D. policy which purports year-round 24-hour enforcement, on school premises and at school sponsored or school related activities was validated by students, parents, local law enforcement and local merchants.

**G. Does the school prohibit smoking and other use of tobacco products by students in school, on school grounds, or at school-sponsored activities?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Site visitors found this section to be accurate as stated. No visible evidence was sited or reported to panel members.

**H. What methods are used to ensure that TAOD policies, practices, and consequences are in compliance with federal, state and local laws?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Site visitors reviewed district policies, discipline management plan. Teachers and students also attested to the statements accuracy. Site visitors also interviewed board president, superintendant and the town's State Representative.

**I. What methods are used to ensure that TAOD penalties are applied uniformly, fairly, and consistently?**

- Information presented in the nomination form is:
  - Accurate
  - Not Addressed
  - Overstated
  - Understated
- Details/Documentation:

Site visitors reviewed school's T.A.O.D. penalties and found them to be accurate as stated. Several students as well as parents praised the school for being tough, but fair. Site visitors were constantly informed of the caring attitudes of administrators.

**J. What is the typical disciplinary response for the following incidents on school property or during school sponsored activities? (1st and Repeat Offense)**

- Possession of tobacco products
- Smoking and other use of tobacco products
- Possession of alcohol
- Possession of drugs
- Sale of alcohol
- Sale of drugs
- "Under the influence"

- Information presented in the nomination form is:
  - Accurate
  - Not Addressed
  - Overstated
  - Understated
- Details/Documentation:

Site visitors reviewed the school's T.A.O.D. disciplinary plan. Site visitors also interviewed several students who violated T.A.O.D. policies in the past.

**K. Are the district policy and school practices publicized to the community at large?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Because of the student death, the Kenedy School District and its board are constantly informing the community of District T.A.O.D. policy and school practices. In fact, the local newspaper editor commented, "Kenedy's drug prevention efforts are constant newsmakers." Site visitors also reviewed the student handbook, parent manual and news articles.

**L. Are there procedures for staff reporting students possessing, using, selling, and 'under the influence' during school?**

- Information presented in nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Site visitors found this section to be accurate as stated. The staff, apparently, receives ongoing encouragement and training as to recognition and proper intervention. The staff explained to the panel members just how the students are handled.

**M. What process or structure, i.e., student assistance team, core team, or similar group, is in place through which students may seek assistance without prejudice from the school concerning TAOD issues? What TAOD support and prevention groups are available to students?**

- Information presented in nomination form is:
  - Accurate
  - Not Addressed
  - Overstated
  - Understated
- Details/Documentation:

Site visitors were impressed with Kenedy's unique ability to assist and provide ongoing support to student clients from intervention to reentry and recovery. S.W.A.T., the peer/student assistance organization is highly visible around campus. Children know they can get help for themselves and their friends.

**N. Are "interventions" held with students/parents of students who display behavior commonly associated with TAOD involvement?**

- Information presented in the nomination form is:
  - Accurate
  - Not Addressed
  - Overstated
  - Understated
- Details/Documentation:

Interventions are, in fact, held with both students and parents. Parents are involved with students throughout the process. Special efforts are made to keep students connected to school during the treatment. Parents are often reinforced by the teachers' concern for student clients.

0. What procedure is in place to assist students who re-enter school from suspension, expulsion, or treatment/rehabilitation?

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

Re-entering students are assigned to certified core team case workers who are responsible for re-patriotizing students to school (i.e. teachers & groups). Support groups are also available where appropriate.

**III. DETERMINING CURRICULA, SELECTING MATERIALS, AND TEACHING THE DRUG PREVENTION CURRICULUM (15 POINTS)**

A. How long has the drug prevention curriculum been in place?

- Information presented in the nomination form is:

- Accurate
- Not Addressed
- Overstated
- Understated

- Details/Documentation:

Drug prevention has been in place for two years as stated. Site visitors interviewed teachers and students who validated the school's application.

**B. Is your curriculum state mandated? Is it commercially produced? If so, who was involved in its selection? Has it been modified?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Although this curriculum is not state mandated nor commercially produced, it is one of the most impressive I've seen.

**C. Was your curriculum locally developed?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Site visitor's investigation validates the school's claim of being locally produced. Under the direction of the State Regional Drug Education Lab, key school staff, students and parents developed the curriculum.

**D. How is a clear "no use" message promoted in the TAOD curriculum and in teaching?**

- Information presented in the nomination ~~form~~ is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

As stated in the application, Kenedy's "No Use" T.A.O.D. curriculum is the cornerstone of all prevention efforts. Both students and teachers gave constant examples of how the "No Use" message pervaded the school and town. For example, several students representing various grade levels pointed out "No Use" messages about the school and town.

**E. Is drug prevention education taught at all grade levels and in all disciplines?**

- Information presented in the nomination ~~form~~ is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Accurate as stated. Site visitors interviewed teachers and students of all grade levels and in all discipline. Everybody at this school is on board!

**F. Is your drug education curriculum infused into the content areas?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

By far, Kenedy is an exceptional example of curriculum infusion. Site visitors went over and above to validate. Every teacher in every subject showed documentation. Science & Biology classes used textbooks which provided comprehensive coverage of the harmful effect drugs have on the body. Auto mechanics approached from a DUI perspective. An English teacher displayed examples of writing projects. A super job!

**G. What measures are taken to ensure all groups of students, e.g., special education, gifted and talented, technical and vocational are included in the drug prevention education curriculum?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Accurate as stated. Teachers gave examples of infusion and student feedback about drugs. Site visitors asked students to recount topics and examples of what they learned about T.A.O.D. Again, Kenedy is doing a superb job!

H. How are students in the school taught to resist peer pressure, build self-confidence, and improve self-esteem?

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Site visitors reviewed materials and interviewed students about this subject. Students credited the effectiveness of teachers and student assistance programs for their ongoing efforts to implement all the above.

I. How do you ensure that all materials used in the TAOD program promote "no-use" and are accurate, up-to-date and age-appropriate?

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Accurate as stated. It is apparent that the entire community holds the school district and themselves accountable where T.A.O.D. issues are concerned. Both the Superintendent and Board President gave examples of how they remain current. Also, the school's Drug Coordinator as well as the state regional drug prevention specialist and representative from the Texan's War on Drugs gave examples of changing Action Plans validating the school's T.A.O.D. program.

J. What methods are used to evaluate the effectiveness of the drug prevention education curriculum?

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Accurate as stated. Site visitors were satisfied with documentation and student/community levels. Both are unusually high.

#### IV. TRAINING STAFF AND ROLE MODELING (10 POINTS)

A. What specific TAOD training have administrators, teachers, and support staff received in the past 2-3 years?

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Accurate as stated. Site visitors reviewed documentation which indicated dates of training and staff involvement. Kenedy has a good relationship with the Regional Drug Prevention Office which provides ongoing training for administrators and all staff.

It is clear that the community, through the board, drives the district's policy.

B. Is there a program or process in place for TAOD training of new teachers and employees to the district or the building?

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

Accurate as stated. New teachers are oriented by the principal, a drug coordinator and the Core Team. They are also assigned to a fellow teacher who provides T.A. around T.A.O.D. issues. New teachers also receive policy manuals.

C. How do you ensure that, with a constantly changing TAOD knowledge base, personnel learn new information and remain up to date?

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

As stated, Kenedy's Administrator and staff receive regular information as well as ongoing training from Region III Drug Education Labs and Texan's War on Drugs.

**D. Who conducts the TAOD program and the specific aspects of the program?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

f The school's T.A.O.D. Coordinator is by far the glue that holds the school and community together (i.e. coordination of resources). Mike's wife, who is a local judge, is effective at rallying ongoing support from government.

**E. Who serves as the TAOD Coordinator?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

f Accurate as stated. Mike Saxon is known by all as "Mr. Drug Prevention" at Kenedy School.

**F. What is done to promote positive "drug-free" adult role models for students?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Again, the school's statement is accurate. The norms community literally dictates acceptable adult behavior at the school. Teachers and support seemingly don't tolerate smokers among their ranks. It certainly is not the normal thing to do.

**G. What are the policy and practices concerning TAOD speakers, programs, and the role model(s) that are presented to students? Is there any use of recovering addicts?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Upon student interview, we learned that a local speaker i.e. at a school-wide assembly referred to having overcome alcoholism. However, this appears to have been a one-time occurrence at an early stage of the school's T.A.O.D. prevention efforts. It has not occurred since.

H. Does the school have a tobacco/smoke-free workplace for employees?

- Information presented in the nomination form is :

<input checked="" type="checkbox"/>	Accurate
<input type="checkbox"/>	Not Addressed
<input type="checkbox"/>	Overstated
<input type="checkbox"/>	Understated

- Details/Documentation:

Accurate as stated. However, we (site visitors) saw no visible evidence of the room's use.

V. INVOLVING STUDENTS IN DRUG-FREE ACTIVITIES (15 POINTS)

A. What is the level of participation in the various co-curricular activities?

- Information presented in the nomination form is:

<input checked="" type="checkbox"/>	Accurate
<input type="checkbox"/>	Not Addressed
<input type="checkbox"/>	Overstated
<input type="checkbox"/>	Understated

- Details/Documentation:

Accurate as stated. Eighty to ninety percent of student body is involved with T.A.O.D. prevention efforts. The school's student body has found the secret of communicating drug-free alcohol free norms.

I've not seen anything else like it. The Drug-Free message is everywhere.

**B. Identify and describe the characteristics of student activity programs that send or promote a "no use" message.**

- Information presented in the nomination  form is:
- |                          |               |
|--------------------------|---------------|
| <input type="checkbox"/> | Accurate      |
| <input type="checkbox"/> | Not Addressed |
| <input type="checkbox"/> | Overstated    |
| <input type="checkbox"/> | Understated   |
- Details/Documentation:

As stated, students clearly drive home the "No Use" message at this school through S.W.A.T. (Students With A Target). "Red Ribbon Week" is an annual event but students promote No Use activities on an ongoing basis. This appears to be accomplished through regular Drug-Free/Alcohol-Free parties and fun trips and activities. English classes (honors) present annual home-grown plays.

**C. What are the specific co-curricular activities/programs for students?**

- Information presented in the nomination  form is:
- |                          |               |
|--------------------------|---------------|
| <input type="checkbox"/> | Accurate      |
| <input type="checkbox"/> | Not Addressed |
| <input type="checkbox"/> | Overstated    |
| <input type="checkbox"/> | Understated   |
- Details/Documentation:

Accurate as stated. Adults at Kenedy High School do an exceptional job of convincing co-curricular participants of their special duties to lead fellow students by example. In terms of activities, Kenedy students told site visitors of many Drug-Free Socials which closely paralleled the school's application. Ongoing examples included after-game parties, clubs, trips, etc.

**D. What type of recognition do students receive?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Accurate as stated. Students involved in T.A.O.D. prevention receive many incentives from both school and private sectors. Incentives include special discounts and ongoing recognition; via media, local civic organizations and at school. To make the program even more visible, students who participate wear special buttons. (The buttons are really cool!).

**E. Is there a common theme or symbol that ties together all co-curricular activities to promote publicly drug-free/"no use" as a standard and a value?**

- Information presented in the nomination form is:
- |                          |               |
|--------------------------|---------------|
| <input type="checkbox"/> | Accurate      |
| <input type="checkbox"/> | Not Addressed |
| <input type="checkbox"/> | Overstated    |
| <input type="checkbox"/> | Understated   |
- Details/Documentation:

As stated, "Preparing for Success" is the school's theme. Apparently, this theme not only drives the T.A.O.D. prevention efforts, but academics as well. The message is loud and clear, "To be a success one must be T.A.O.D. Free."

**F. Are there opportunities for students to develop leadership skills and/or participate in drug-free leadership training programs?**

- Information presented in the nomination form is:
  - Accurate
  - Not Addressed
  - Overstated
  - Understated
- Details/Documentation:

Accurately stated. A percentage of S.W.A.T. members attend ongoing trainings. These students are responsible for sharing with the larger group. Students are also involved in local training and inservice by Texan's War on Drugs, regional lab and other special training conducted by the local hospital.

**VI. PROMOTING PARENT INVOLVEMENT AND PROVIDING PARENT EDUCATION (15 POINTS)**

**A. What drug prevention awareness and education, i.e., facts, symptoms, and effects are in place to help parents recognize drug involvement and respond appropriately?**

- Information presented in the nomination form is:
  - Accurate
  - Not Addressed
  - Overstated
  - Understated
- Details/Documentation:

Parent involvement around T.A.O.D. issues are ongoing and institutionalized through school district. Because the town is small, and because many parents have children at the High School and Junior High or elementary, parents have strong stand against Drugs/Alcohol. However, the High School is where parent drug involvement emerges.

**B. Is there a "parenting" program available to parents from the school? How many parents were enrolled this past year?**

- Information presented in the nomination  form is:
  - Accurate
  - Not Addressed
  - Overstated
  - Understated
- Details/Documentation:

Accurate as stated. The Kenedy School is the T.A.O.D. Center for all parents including those whose children attend the local junior high and elementary. In some cases, parents from neighboring towns seek T.A.O.D. technical assistance from Kenedy parent leaders.

**C. Is there a specific drug-free parent group operational in the school?**

- Information presented in the nomination  form is:
  - Accurate
  - Not Addressed
  - Overstated
  - Understated
- Details/Documentation:

The high school does not have an active P.T.O. However, a strong parent/teacher relationship occurs within the context of normal T.A.O.D. prevention activities.

D. Is there an active parent-teacher organization in the school? If so, what is its total membership and what kinds of drug-free programs and efforts does it sponsor or support?

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Accurate as stated. The Kenedy School serves as a Multi-Education Center for local parents. The school's parent education covers a broad spectrum of key issues in addition to drugs.

E. Is there an active drug-free group/council in the school or district providing input and/or TAOD leadership?

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

By far, the Community Task Force is an important part of the school's T.A.O.D. efforts. The group embodies the convictions of the broader school and community's thinking on T.A.O.D. issues.

**F. What specific student drug-free programs are sponsored by parent groups from the school?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Site visitors reviewed documents and interviewed parents. Our investigation revealed that parents regularly sponsor T.A.O.D.-free after-game parties, regular concerts and the annual graduation party.

**VII. INTERACTING AND NETWORKING WITH COMMUNITY GROUPS AND AGENCIES (15 POINTS)**

**A. What is your school doing to ensure the community, i.e., civic service and religious groups, business, local media, etc. is aware of and acknowledges the TAOD problems and supports the drug prevention efforts of the school?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

The Kenedy School is in a league by itself with respect to interacting and networking with community groups and agencies. Every key institution and their respective leaders recounted their associations at the town meeting (45-50 people).

X Most of the leaders in the community attended Kenedy High School. I was particularly inspired by the local magistrates initiative to form a link between the courts and the school. Bankers and chamber members confirmed high private sector participation. A representative from the local hospital (mental health) affirmed ongoing T.A.O.D. training. Those at the grass roots level applauded the school's efforts.

B. Are there any community and school TAOD programs or activities that are co-sponsored or operated in a partnership with the school and/or district?

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

Site visitors saw evidence of high-level community/school linkages. For example, local judges/magistrates developed a program whereby first-time student T.A.O.D. offenders are sentenced to Kenedy's In-School Suspension (ISS). Most students would rather go to jail. The school's ISS provides intervention and counselling; parents are also involved. A local hospital addiction counselor provides treatment counselling.

C. How does the school network with community and social agencies to strengthen its drug prevention efforts?

- Information presented in the nomination form is:

Accurate  
 Not Addressed  
 Overstated  
 Understated

- Details/Documentation:

The private sector and Chamber of Commerce provide strong backing to school T.A.O.D. socials and special events. Site visitors spoke with key movers and shakers at the town meeting.

**D. What is the school's relationship with local TAOD counseling and treatment services?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Local Child Protective Services and the state's Mental Health and Retardation Unit work to undergird the school's treatment/intervention cases.

**E. What is the relationship of local law enforcement agencies with the school?**

- Information presented in the nomination form is:
- |                                     |               |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | Accurate      |
| <input type="checkbox"/>            | Not Addressed |
| <input type="checkbox"/>            | Overstated    |
| <input type="checkbox"/>            | Understated   |
- Details/Documentation:

Accurate as stated. Local law enforcement officials met with visitors to discuss their relationship with the school's T.A.O.D. efforts. Both the County Sheriff and the City Police Chief confirmed the school's statement. Law enforcement is active within the school as the "Officer Friendly" character. The local police chief is also the town's truant officer, thus he is on campus daily to follow up on attendance issues.

THE PRESIDENT HAS SEEN

6/6/91

THE WHITE HOUSE

WASHINGTON

June 5, 1991

91 JUN -5 PM 3:30

INFORMATION

MEMORANDUM FOR THE PRESIDENT

THROUGH: DAVID DEMAREST AND TONY SNOW

FROM: DAN MC GROARTY *DMcG*

SUBJECT: DRUG FREE SCHOOLS CEREMONY

*TS*  
*Good*  
*or*

SUMMARY:

At 11:15 a.m., Friday, June 7, you will attend the Drug Free Schools Awards ceremony in the Rose Garden. Secretary of Education Lamar Alexander and Director of Drug Control Policy Bob Martinez will be present. Approximately 200 people will attend, most of whom will be students, teachers, and administrators from the 56 winning schools. The remarks are approximately six minutes in length and will be on speechcards.

DISCUSSION:

The remarks highlight 56 schools that were selected from across the country for their outstanding anti-drug programs. These schools prove that by creating a drug-free environment where students can learn, they set an example other schools can follow.

McGroarty/Dooley  
June 5, 1991  
3:00 pm  
[DRUGFREE]

PRESIDENTIAL REMARKS: DRUG FREE SCHOOLS CEREMONY  
THE ROSE GARDEN  
JUNE 7, 1991  
11:15 a.m.

Welcome, all of you, to the White House. [Introductory acknowledgments.] It's a pleasure to be here with our very able Secretary of Education, Lamar Alexander -- and with Drug Policy Director Bob Martinez. //

This is the fourth year we've hosted the Drug-Free School Recognition Program. This year, the schools we honor come from every corner of America -- near and far. One stands not far from here, up 16th Street -- D.C.'s own Abraham Lincoln Junior High School. Others come from as far away as the North Pole -- North Pole High School, here today from Fairbanks, Alaska. //

I'm sure all of you know about the America 2000 strategy -- to transform America's schools, and move the nation toward achieving the six ambitious national education goals we've set for ourselves. / We've set a target for our students to be **first in the world in math and science** by the year 2000. We want to increase the **graduation rate to 90%**. We will ask our students to demonstrate competence in five core subjects as they progress from **4th grade to graduation**. //

Many times, the last goal we mention is safe, disciplined, and drug-free schools. It may be last, but it is by no means least important. We can't hope to give any student a sound

All kids in front row.

education -- a decent shot at a future -- **if drug users and drug dealers roam the halls of our schools.** //

For this reason, drug-free schools are a top priority of our American 2000 strategy and our National Drug Control strategy. We have made some progress in decreasing illegal drug use among America's students -- and each of the schools gathered here today helps ensure this progress will continue. //

The 56 schools we honor here represent 28 states and the District of Columbia. These include public and private schools, / large and small, / rural and urban, / elementary, junior and senior highs. //

But for all your differences, you've got one thing in common: **you're winning the battle.** In a society where our children often get **mixed messages** on drug use, you send a clear signal: you draw the line against drugs. // (505) 764-2000

Take Washington Middle School in Albuquerque, New Mexico. Kids walking to Washington every morning run an urban gauntlet -- threading their way to school through treacherous gang turf. But when they get to school, they enter another world.

Washington Middle School is off-limits to gangs. It hosts more than a dozen **student support groups** -- places where kids can turn to escape the peer pressure that often pushes them into a deadly experiment with drugs. Then, there's Washington's Parent Center -- a program that teaches everything from English to how to be a better parent. I've heard about banners on the wall there that

*careless  
is not  
overstate  
Do not  
want to  
get  
Albuquerque  
needless  
up in  
arms,  
S*

says it all: "It's easier to build a child than repair an adult." //

When a school succeeds -- as all of yours are succeeding -- it's a team victory: for the teachers and administrators, for the students -- but also for the parents, and the wider community outside the classroom. //

When I unveiled our America 2000 strategy back in April, I said: "Across this nation, we must cultivate communities where children can learn: communities where the school is more than a refuge -- more than a solitary island of calm amid chaos."

I challenged every city and town across the country to become an America 2000 Community, by doing four things: adopt the national education goals, / devise a community-wide plan for reaching them, / establish a "report card" to measure progress, / and fourth and finally, to create and support what I call a New American School.

If there's one word that defines what it takes to be an America 2000 Community -- that one word is commitment.

Kenedy High School in Kenedy, Texas understands that kind of community commitment. Four years ago, a Kenedy student died from drug abuse. The school vowed to turn that tragedy into hope -- and a small Texas town declared its own war on drugs. / Student leaders at Kenedy High School formed what they call a SWAT team -- Students With a Target -- to spread the anti-drug message. Even more important, the community outside the school closed ranks to deny drug users a safe haven. / It's working.

Kenedy's success comes from community involvement: a commitment on the part of every adult -- every shop keeper, every community leader, every parent -- never to look the other way when kids use drugs.

Washington and Kenedy and all the other schools here today prove that when it comes to stopping drugs, we can fight back. / By creating a drug-free environment where students can learn -- you set an example other schools can follow.

Once again, it's been my pleasure to welcome you to the White House. Congratulations to all of you for your fine work -- and may God bless the United States of America.

# # #

GAYLYNN HOOLEY  
401-0404

Talking Points  
Drug-Free School Recognition Ceremony, 1991 737-2200  
Reg.

I. **America 2000, the strategy designed to revolutionize American education, is based on four core themes: accountable schools for today, a new generation of schools for tomorrow, a nation of students committed to a lifetime of learning, and communities where learning can happen.**

- o Schools here today are among those in the forefront of needed changes because they have acknowledged a need, developed innovative, effective strategies to meet that need, and enlisted the support of the larger community to ensure that their schools are places where learning can happen, free of the chaos of drugs and violence.

II. **In order for our educational strategy to be successful, we need to have drug-free schools:**

- o Learning cannot effectively take place in schools of today or schools of tomorrow unless we are successful in modifying students' and adults' attitudes.
- o Schools have been drug free for most of our Nation's history, and they all can be drug free again.
- o America 2000 offers a vision of an exciting future in which parents and students alike have an important role to play. This Nation cannot hope to compete successfully in the international arena as long as large numbers of its adult population abuse alcohol or use illegal drugs, nor as long as the health and well-being of its children are compromised by drugs.
- o Strategies to make schools drug and violence free are actually strategies to make students drug free. This is a much broader task and cannot be accomplished without the full support and cooperation of the entire community.

III. **We see here today examples of leadership and community involvement.**

- o Success in drug prevention is not limited to schools with few problems and lots of money. Schools chosen for recognition this year represent the wide diversity of American schools--public and private; large and small;

rural and urban; those with serious drug problems and those that are less troubled; those with ample budgets, and those with fewer resources; elementary schools and senior high schools. (Examples attached.)

- o Each school that succeeds in reducing student drug use does so because at least one person, and more often many persons--parents, teachers, principals, administrators, and students themselves--had the commitment and dedication to see clearly what needed to be done, and set about to do it.

CC -  
staffed for 1 pm  
6/5/91  
Doe M.D.

McGroarty/Dooley  
June 4, 1991  
3:45 pm  
[DRUGFREE]

PRESIDENTIAL REMARKS: DRUG FREE SCHOOLS CEREMONY  
THE ROSE GARDEN  
JUNE 7, 1991  
11:15 a.m.

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All of you know the ambitious national education goals we've set for ourselves -- and the America 2000 education strategy we've mapped out to get there. By the year 2000, we've set a target for our students to be first in the world in math and science. We want to increase the graduation rate to 90%. We will ask our students to demonstrate competence in five core subjects as they progress from 4th grade to graduation. //

Many times, the last goal we mention is drug-free schools. It may be last, but it is by no means least important. We can't hope to give any student a sound education -- a decent shot at a

90-91 Drug-free School

Drug-free School Recognition program winning schools by state pamphlet

Fairbanks

h.s.

future -- if drug users and drug dealers roam the halls of our schools. //

*Drug-free rec. program Winnip. schools list*

The 56 schools we honor here represent 28 states and the District of Columbia. These include public and private schools, / large and small, / rural and urban, / schools with ample budgets, schools that scrimp to make ends meet. //

But for all your differences, you've got one thing in common: **you're winning the battle.** In a society where our children often get mixed messages on drug use, you send a clear signal: you draw the line against drugs. //

*US DE Site visitor's report on Washington*

Take Washington Middle School in Albuquerque, New Mexico. Kids walking to Washington every morning run an urban gauntlet - - threading their way to school through treacherous gang turf. But when they get to school, they enter another world. Washington Middle School is off-limits to gangs. It hosts more than a dozen **student support groups** -- places where kids can turn to escape the peer pressure that often pushes them into experimenting with drugs. Then, there's Washington's **Parent Center** -- a program that teaches everything from English to how to be a better parent. I've heard about a ~~poster~~ *banners* on the wall there that says it all: **"It's easier to build a child than repair an adult."** //

When a school succeeds -- as all of yours are succeeding -- it's a team victory: for the **teachers** and **administrators**, for the **students** -- but also for the **parents**, and the **wider community** outside the classroom. //

4-18-91  
EAST ROOM

When I unveiled our America 2000 program back in April, I said: "Across this nation, we must cultivate communities where **children can learn**: communities where the **school is more** than a **refuge** -- more than a **solitary island of calm amid chaos.**"

I called the school principal stated program began in '87

USDE Drugfree School site visitors report

**Kenedy High School** in Kenedy, Texas understands that message. <sup>four</sup> Three years ago, a Kenedy student died from drug abuse. The school vowed to turn that tragedy into hope -- and a small Texas town declared its own war on drugs. / Student leaders at Kenedy High School formed what they call a SWAT team -- Students With a Target -- to spread the anti-drug message. Even more important, the community **outside the school** closed ranks to deny drug users a safe haven. / It's working. Kenedy's success comes from community involvement: a commitment on the part of every adult -- every shop keeper, every community leader, every parent -- **never to look the other way when kids use drugs.**

✓

Washington and Kenedy and all the other schools here today prove that when it comes to stopping drugs, we can fight back. / By creating a drug-free environment where **students can learn** -- you **set an example other schools can follow.**

Once again, it's been my pleasure to welcome you to the White House. Congratulations to all of you for your fine work - - and may God bless the United States of America.

# # #

## Talking Points

### 1990-91 Drug-Free School Recognition Program

- o This is the fourth year of the Drug-Free School Recognition Program.
- o The purpose of the Drug-Free School Recognition Program is to identify and give special recognition to public and private schools that (1) have implemented a comprehensive drug-prevention and intervention program which has prevented or substantially reduced alcohol, tobacco, and other drug use among the student population and (2) have an ongoing plan to remain or become drug-free. These schools/communities serve as models of successful drug prevention education programs that other schools may emulate.
- o 175 nominations from 161 public schools and 14 private school were received in early December from 42 states and the District of Columbia.
- o 60 Review Panelists met in Washington in January to select schools to be site visited.
- o 31 high schools, 28 elementary schools, 18 middle schools, 11 junior high schools, and 9 private schools--98 schools were site visited between January 17 and March 15.
- o The Review Panel met in April to recommend to the Program's Steering Committee schools for national recognition. The Steering Committee recommended 56 schools that were approved for National recognition by the Secretary.
- \* o Winning schools include 14 high schools, 6 junior high schools, 12 middle schools, 18 elementary schools and 6 private schools and represents 28 states and the District of Columbia.
- o Recognized schools will be honored at a ceremony in Washington, D.C., in May or June.

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
WINNING SCHOOLS BY STATE

56

North Pole High School  
Mr. Terry M. Marquette  
Principal  
P.O. Box 1250  
Fairbanks, Alaska 99707  
907-488-3761

Trophy College Preparatory School  
Rev. A. Francis Stiegeler, S.J.  
Principal  
701 North Central Avenue  
Phoenix, Arizona 85012  
602-264-5291

Weldon Elementary School  
Mr. Carl Tomlinson  
Principal  
50 DeWitt Avenue  
Folsom, California 93612  
916-999-2191

Sierra Vista High School  
Mrs. MaryAnn Boylan  
Principal  
470 Avenue 406  
Minuba, California 93618  
909-591-5732

Braham Lincoln Junior High School  
Mr. Margaret G. Saxon  
Principal  
6th & Irving Streets, N.W.  
Washington, D.C. 20010  
202-673-7345

Northwestern Junior High School  
Mr. Quentin Messer  
Principal  
100 West 45th Street  
Jacksonville, Florida 32209  
904-764-1471

Markway Middle Community School  
Mr. Robert Edwards  
Principal  
349 N.W. 175th Street  
Lepus Locka, Florida 33056  
305-624-9613

Wabson Park Elementary School  
Mr. Dale R. Fair  
Principal  
15 Highway Alt 27  
Wabson Park, Florida 33827  
813-638-1483

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
WINNING SCHOOLS BY STATE

Book Hill Elementary  
Mrs. James F. Beaver  
Principal  
21 East North Avenue  
Lake Wales, Florida 33863  
813-676-8568

Winedale Elementary School  
Mrs. Jan A. Starr  
Principal  
229 Edison Avenue  
Jacksonville, Florida 32205  
904-389-5037

Lawrenceville Middle School  
Mrs. Joan Akin  
Principal  
23 Hi Hope Road  
Lawrenceville, Georgia 30243  
704-963-6144

Honolulu Intermediate School  
Mrs. Merle Iwamasa  
Principal  
1-884 Fort Weaver Road  
Waikaloa Beach, Hawaii 96706  
808-689-8375

Keolu Elementary School  
Mrs. Mary Murakami  
Principal  
416 Keolu Drive  
Honolulu, Hawaii 96734  
808-261-0977

Waiialua Elementary School  
Mrs. Sharon T. Nakagawa  
Principal  
7-020 Waiialua Beach Road  
Waiialua, Hawaii 96791  
808-637-5282

Madison High School  
Mrs. Nancy N. Robb  
Principal  
111 North Rohlwing Road  
Madison, Illinois 60067  
608-991-2600

Madison Elementary School  
Mr. Robert Stockwell  
Principal  
West Ohio Street  
Monticello, Indiana 47960  
317-583-7720

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
WINNING SCHOOLS BY STATE

ristow Elementary School  
s. Betty Lou Smith  
rincipal  
151 Louisville Road  
owling Green, Kentucky 42101-8423  
02-842-1960

ldham County High School  
r. W. Blake Haselton  
rincipal  
P.O. Box 187  
uckner, Kentucky 40010  
02-222-9461

rakes Creek Middle School  
r. Joseph W. Light  
rincipal  
04 Cypress Wood Way  
owling Green, Kentucky 42104  
02-843-0165

ount Carmel Academy  
rister Camille Anne Campbell, O.Carm.  
rincipal  
027 Milne Boulevard  
ew Orleans, Louisiana 70124  
04-288-7626

owson High School  
r. Andrew H. Dotterweich  
rincipal  
9 Cedar Avenue  
owson, Maryland 21204  
01-887-3608

he John Dewey Academy  
r. Kenneth M. Steiner  
ean of Studies  
earles Castle  
89 Main Street  
reat Barrington, Massachusetts 01230  
13-528-9800

ndrews Academy  
r. Richard T. Orrison  
rincipal  
arland Avenue  
errien Springs, Michigan 49104  
16-471-3138

lencoe Middle School  
r. Richard Wickmann  
rincipal  
103 East 11st Street  
lencoe, Minnesota 55336  
12-864-3112

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
WINNING SCHOOLS BY STATE

entral Junior High School  
r. Jim Taylor  
rincipal  
.O. Box 220  
ulfport, Mississippi 39502-0220  
01-865-4646

iggins Middle School  
r. Frank Chappell  
rincipal  
000 Elmwood Street  
cComb, Mississippi 39648  
01-684-2038

ayou View Elementary School  
s. Noleana Stephens  
rincipal  
ashington and 51st Street  
ulfport, Mississippi 39507  
01-865-4626

awson Elementary School  
r. Patrick Lee  
rincipal  
830 Charbonier Road  
lorissant, Missouri 63031  
14-837-2662

akland Junior High School  
r. Mary Laffey  
rincipal  
405 Oakland Place  
olumbia, Missouri 65202  
14-886-2710

Browning Middle School  
r. Robert T. Parsons  
rincipal  
29 1st Avenue S.E.  
Browning, Montana 59417  
06-338-2725

owell High School  
r. Matthew C. Herman  
rincipal  
squankum-Yellowbrook Road  
Farmingdale, New Jersey 07727  
201-431-8494

ashington Middle School  
r. Joseph Vigil  
rincipal  
1101 Park S.W.  
Albuquerque, New Mexico 87102  
505-764-2000

*LISA STEWART  
955 9819  
Alicia - Inside Edition  
Debbie Wyatt  
Wendy - Harry - no name  
212 737 3399  
X 2326*

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
WINNING SCHOOLS BY STATE

Anthony Elementary School  
Mr. Trini Barreras  
Principal  
Drawer AE  
Anthony, New Mexico 88021  
505-882-4561

Anderson High School  
Mr. Michael D. Hall  
Principal  
7560 Forest Road  
Cincinnati, Ohio 45255  
513-232-2772

Caft Elementary School  
Dr. Ruth Ann Erdner  
Principal  
1002 Sequoyah Drive  
Enid, Oklahoma 73703  
405-234-5957

Red Cloud School  
Ms. Norma Tibbitts  
Principal  
Holy Roasry Mission  
Pine Ridge, South Dakota 57770  
505-867-1289

Riverdale School  
Mr. David R. Carlisle  
Principal  
7391 Neshoba Road  
Germantown, Tennessee 38138  
901-756-2300

Gene Howe Elementary School  
Mrs. Donna Clopton  
Principal  
5108 Pico  
Amarillo, Texas 79110  
806-355-6501

Castle Hills Elementary School  
Mrs. Pope Crook  
Principal  
101 Honeysuckle  
San Antonio, Texas 78213  
512-342-7552

Leoline Horton  
Mr. Joe E. Ybarra  
Principal  
103 South Iowa  
Weslaco, Texas 78596  
512-968-1526

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
WINNING SCHOOLS BY STATE

Bridgeport Middle School  
Mr. Walt Vincent  
Principal  
400 Highway 380  
Bridgeport, Texas 76026  
979-683-2273

Anderson Fifth Grade School  
Mrs. Nancy Bennett  
Principal  
401 Wheatley Street  
Houston, Texas 77088  
713-447-1604

Hendrix Middle School  
Mr. Fortunato Vera  
Principal  
5106 Village Square  
Austin, Texas 78744  
512-462-3933

Little Elm Middle School  
Mrs. Linda Blase  
Principal  
P.O. Box 9  
500 Lobo Lane  
Little Elm, Texas 75068  
972-292-3200

Klein Forest High School  
Mr. Donald R. Black  
Principal  
11400 Misty Valley  
Houston, Texas 77066  
713-586-4550

Belton High School  
Mr. Pat Hughes  
Principal  
P.O. Box 300  
Belton, Texas 76513  
817-939-5884

Kenedy High School  
Mr. Larry Kiesling  
Principal  
401 Highway 719  
Kenedy, Texas 78119  
512-583-3494

Tomball High School  
Mr. John P. Neubauer  
Principal  
13705 Sandy Lane  
Tomball, Texas 77375  
713-357-3220

1991

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
WINNING SCHOOLS BY STATE

11 Saints Episcopal School of Lubbock, Inc.  
r. Kenneth H. Bastian, Jr.  
Principal  
P.O. Box 64545  
Lubbock, Texas 79464  
806-745-7701

Highland High School  
r. W. Ivan Cendese  
Principal  
166 South 1700 East  
Salt Lake City, Utah 84106  
801-484-4343

Pleasant Grove High School  
r. William Delaney  
Principal  
100 East 200 South  
Pleasant Grove, Utah 84062  
801-785-8700

Rose Park Elementary School  
Mrs. Rosanne Jackson  
Principal  
130 Sterling Drive  
Salt Lake City, Utah 84116  
801-485-5605

Forview High School  
r. Claude H. Sawyer  
Principal  
1070 Middleton Place  
Norfolk, Virginia 23513  
804-441-5865

Wallahee Junior High School  
r. Joe Pope  
Principal  
16001 1st Avenue South  
Federal Way, Washington 98003  
206-927-3073

Stevens Middle School  
r. Jim Widsteen  
Principal  
139 West 14th  
Port Angeles, Washington 98362  
206-452-3825

Eagle Elementary School  
Mrs. Donna Kalnes  
Principal  
310 East Main Street  
Eagle, Wisconsin 53119  
414-594-2148

1990-91 REVIEW PANELIST/SITE VISITORS  
DRUG-FREE SCHOOL RECOGNITION PROGRAM

Mr. Van Alessandro  
Teacher  
1590 Osage Drive  
Boulder, Colorado 80302  
HOME : 303-494-4613  
OFFICE: 303-499-7600

Mr. Francis Amoroso  
Director, Bureau/Intergovern-  
mental Drug Enforcement  
99 Stuart Shores Road  
Standish, Maine 04084  
HOME : 207-892-4973  
OFFICE: 207-879-4320

Ms. Beverly Barron  
Consultant  
Texan's War on Drugs  
3203 East 31st  
Odessa, Texas 79762  
HOME : 915-366-3787  
OFFICE: 915-368-5996

Ms. Muriel W. Battle  
Principal  
West Junior High School  
401 Clinkscapes Road  
Columbia, Missouri 65203  
HOME :  
OFFICE: 314-886-2760

Ms. Olivia H. Calhoun  
Executive Assistant  
Office of Human Resources Management  
D.C. Public Schools  
415 12th Street, NW  
Washington, DC 20004  
HOME : 301-552-1857  
OFFICE: 202-724-2406

Ms. Virginia Campbell  
Teacher  
Scotia-Glenville Jr. High School  
318 Alexander Avenue  
Scotia, New York 12302  
HOME : 518-370-2564  
OFFICE: 518-346-0915

1990-91 REVIEW PANELIST/SITE VISITORS  
DRUG-FREE SCHOOL RECOGNITION PROGRAM

Mrs. Marie E. Carroll  
Principal  
John J. Audubon Elementary  
200 West Loyola Drive  
Kenner, Louisiana 70065  
HOME : 504-466-6314  
OFFICE: 504-443-2774

Mr. Thomas M. Childs, Jr.  
Police Officer  
DC Police Department  
3012 Adams Street, NE  
Washington, DC 20018  
HOME : 202-269-0250  
OFFICE: 202-673-6931

Ms. Kathy Clark  
Parent  
80 Bennington Drive  
Zionsville, Indiana 46077  
HOME : 317-873-5547  
OFFICE:

Ms. Janice Conwell  
Teacher  
Sheboygan South High School  
5009 Evergreen Drive  
Sheboygan, Wisconsin 53081  
HOME : 414-452-1115  
OFFICE: 414-459-3636

Lt. John A. Cupp, Jr.  
Hamilton City Sheriff  
Hamilton County Sherrif Dept.  
601 Walnut Street  
Chattanooga, Tennessee 37402  
HOME : 615-757-2661  
OFFICE: 615-757-2340

Ms. Elaine Dowdy  
Education Program  
Consultant  
South Carolina Department of Ed  
113 Crestmore Drive  
Columbia, South Carolina 29209  
HOME : 803-776-5377  
OFFICE: 803-734-8097

1990-91 REVIEW PANELIST/SITE VISITORS  
DRUG-FREE SCHOOL RECOGNITION PROGRAM

Mrs. Constance Watkins Elliott  
Parent  
1911 Haynes Street  
Nashville, Tennessee 37207  
HOME : 615-227-8363  
OFFICE: 615-254-3115

Dr. Thomas E. Enderlein  
Executive Director  
Institute for Public Service  
Shippensburg University  
8084 White Church Road  
Shippensburg, Pennsylvania 17257  
HOME : 717-530-1893  
OFFICE: 717-532-1251

Ms. Ellen Ficklen  
Writer/Editor  
4439 Albemarle Street, N.W.  
Washington, DC 20016  
HOME : 202-244-3993  
OFFICE:

Mr. Vince Ford  
Executive Director  
James R. Clark Sickle Cell  
Foundation  
221 Summerhill Drive  
Columbia, South Carolina 29203  
HOME : 803-735-0405  
OFFICE:

Ms. Cathy M. Freericks  
Private Consultant  
7557 North Dreamy Draw Drive #136  
Phoenix, Arizona 85020  
HOME : 602-870-1385  
OFFICE:

Mr. Larry R. Goebel  
Lieutenant  
Los Angeles Police Department  
D.A.R.E. Projects Director  
P.O. Box 30158  
Los Angeles, California 90030  
HOME : 213-485-4856  
OFFICE:

1990-91 REVIEW PANELIST/SITE VISITORS  
DRUG-FREE SCHOOL RECOGNITION PROGRAM

Mr. Gerald S. Gurney  
Dept/of Collegiate Sports  
University of Maryland  
Post Office Box 295  
College Park, Maryland 20740-0295  
HOME : 301-454-2485  
OFFICE: 301-454-5854

Ms. Julia R. Harvard  
Supervisor, Health Ed  
Duval County Public Schools  
1701 Prudential Drive  
Jacksonville, Florida 32207  
HOME :  
OFFICE: 904-390-2131

Mr. Richard L. Hayton  
Prevention Coordinator  
Missouri Division of Alcohol &  
Drug Abuse  
2205 Tower Drive  
Jefferson City, Missouri 65101  
HOME :  
OFFICE: 314-751-4942

Ms. Sharon R. Heatly  
Counselor  
Moore Public Schools  
2633 Osborne Drive  
Norman, Oklahoma 73069  
HOME : 405-793-3116  
OFFICE: 405-321-1885

Mr. Sam Lee Helton  
Police Officer  
Lawton Police Department  
2412 NE 35th  
Lawton, Oklahoma 73507  
HOME : 405-353-9338  
OFFICE:

Mr. Leon Hendricks  
LEAD Trainer  
Midwest Regional Center  
16045 South Marshfield Avenue  
Harvey, Illinois 60426  
HOME : 312-596-1038  
OFFICE:

1990-91 REVIEW PANELIST/SITE VISITORS  
DRUG-FREE SCHOOL RECOGNITION PROGRAM

Ms. Bobbie J. Herron  
Parent  
426 West Cherry Street  
Clyde, Ohio 43410  
HOME : 419-547-7193  
OFFICE:

Mr. Phillip L. Hobbs  
Principal  
Eastmoor High School  
1772 Coventry Road  
Columbus, Ohio 43212  
HOME : 614-488-9932  
OFFICE: 614-365-6158

Mr. Bernard G. Hoffman  
Deputy Superintendent  
Neshaminy School District  
2001 Old Lincoln Highway  
Langhorne, Pennsylvania 19047  
HOME : 215-722-0779  
OFFICE: 215-752-6412

Ms. Gloria A.J. Jemison  
Assistant Principal  
Huffman Middle School  
1359 Mohican Drive  
Birmingham, Alabama 35214  
HOME : 205-791-2102  
OFFICE: 205-838-7610

Ms. Jan Marguerite Kelley  
Prevention/Intervention  
Coordinator  
DC Public Schools  
4009 8th Street, NE #4  
Washington, DC 20017  
HOME : 202-832-2984  
OFFICE: 202-724-3610

Dr. John T. Kelly  
Executive Director  
of Human Resources and Development  
Methodist Medical Center  
2641 Eagle Bay  
Orange Park, Florida 32073  
HOME : 904-798-8941  
OFFICE: 904-798-8200

1990-91 REVIEW PANELIST/SITE VISITORS  
DRUG-FREE SCHOOL RECOGNITION PROGRAM

Ms. Gail J. Kennedy  
Coordinator, Substance  
Abuse Prevention Team  
Royal Palm School  
4914 W. Paradise Lane  
Glendale, Arizona 85306  
HOME : 602-439-2972  
OFFICE: 602-864-2883

Mr. Warren Kilmer  
Private Consultant  
Drug Free Schools  
1499 Keyes Avenue  
Niskayuna, New York 12309  
HOME : 518-372-5808  
OFFICE:

Mr. Ron Klestinski  
Dean of Students  
Roncalli High School  
2000 Mirro Drive  
Manitowoc, Wisconsin 54220-6799  
HOME :  
OFFICE: 414-682-8801

Dr. Bernard M. Lall  
Professor  
Educational Administration  
Andrews University  
5134 E. Bluffview  
Berrien Springs, Michigan 49103  
HOME : 616-471-2537  
OFFICE: 616-471-3432

Ms. Jacqueline C. Lewis  
Principal  
Catholic Elementary/Pointe Coupe  
7803-B Jefferson Place Boulevard  
Baton Rouge, Louisiana 70809  
HOME : 504-926-3933  
OFFICE: 504-638-9313

Mr. Harold Lee Maready  
Principal  
Roosevelt Vocational School  
115 E Street  
Lake Wales, Florida 33853  
HOME :  
OFFICE: 813-676-9402

1990-91 REVIEW PANELIST/SITE VISITORS  
DRUG-FREE SCHOOL RECOGNITION PROGRAM

Mrs. Darlene A. Meddock  
Networker, NFP  
1245 Park Garden Road  
Great Falls, Montana 59404  
HOME : 402-761-6880  
OFFICE: 402-452-6241

Ms. Dorothy Miller  
Retired Teacher  
31743 Courtland  
St. Clair Shores, Michigan 48082  
HOME : 313-293-0123  
OFFICE:

Reverend Keith Daniels Miller  
Private Consultant  
128 Madison Street, NW  
Washington, DC 20011  
HOME : 202-829-9096  
OFFICE: 301-656-3100

Mr. Donald E. Ostendorf  
Law Enforcement Officer  
Redding Police Department  
1313 California Street  
Redding, California 90061  
HOME : 916-474-3684  
OFFICE: 916-225-4214

Ms. Georgia Phillips  
Coordinator, School Improvement  
CA Department of Education  
1230 South Grade Road  
Alpine, California 92001  
HOME : 619-445-9011  
OFFICE: 619-469-6171

Mr. James D. Richerson  
Police Officer  
Kentucky State Police Academy  
495 Duffy Street  
Campbellsville, Kentucky 47718  
HOME : 502-692-6127  
OFFICE: 502-695-6372

1990-91 REVIEW PANELIST/SITE VISITORS  
DRUG-FREE SCHOOL RECOGNITION PROGRAM

Mr. Isaac C. Searcy  
Counselor  
Sasha Bruce Youthwork  
1304 46th Street, S.E.  
Washington, DC 20019  
HOME : 202-582-0383  
OFFICE: 202-675-9370

Ms. Andrienne Y. Semidey  
Project Dev. Coordinator  
DC Public School System  
102 Steeplechase Way #P  
Largo, Maryland 20072  
HOME : 301-336-2951  
OFFICE: 202-724-3610

Mr. Neil J. Sharp  
Principal  
Mentor Shore Jr. High School  
7314 Connie Drive  
Mentor, Ohio 44060  
HOME : 216-942-8074  
OFFICE: 216-255-4444

Mr. James W. Spearman  
Police Officer  
3115 Bent Oaks Circle  
Norman, Oklahoma 73072  
HOME :  
OFFICE: 405-366-5266

Ms. Brenda J. Stanislawski  
Executive Director  
Ozaukee Council, Inc.  
214 East Clovernook Lane  
Fox Point, Wisconsin 53217  
HOME : 414-351-3465  
OFFICE: 414-375-1110

Trooper Jackie T. Strode  
Police Officer  
Kentucky State Police  
734 Hampton Road  
Bowling Green, Kentucky 42103  
HOME : 502-842-0416  
OFFICE: 502-782-2010

1990-91 REVIEW PANELIST/SITE VISITORS  
DRUG-FREE SCHOOL RECOGNITION PROGRAM

Ms. Monette Laverne Teague  
Counselor  
Juan Linn Math & Science School  
Rt. 4, Box 197D  
Victoria, Texas 77904  
HOME : 512-573-7018  
OFFICE: 512-578-0171

Mr. Pete G. Theban  
Principal  
Monte Cassino Middle School  
2206 South Lewis  
Tulsa, Oklahoma 74114  
HOME : 918-835-0994  
OFFICE: 918-742-3364

Ms. Alma F. Thompson  
2841 Northtown Place  
Midland, Texas 79705  
HOME : 915-694-0735  
OFFICE:

Ms. Josephine "Jo" Thompson  
Chief Executive Director  
Jo Thompson & Associates  
1065 Race Road  
Greenville, Mississippi 38702  
HOME : 601-334-9800  
OFFICE:

Sgt. Glen R. Truax  
Sergeant, Omaha Police  
Division  
608 Wilshire Drive  
Bellevue, Nebraska 68005  
HOME : 402-292-3793  
OFFICE: 402-444-6920

Mr. Daniel A. Twomey  
State Police Trooper  
Connecticut Police Department  
16 Highland View Drive  
South Windham, Connecticut 06266  
HOME : 203-423-4803  
OFFICE:

1990-91 REVIEW PANELIST/SITE VISITORS  
DRUG-FREE SCHOOL RECOGNITION PROGRAM

Mr. Joe H. Watkins  
Principal  
Warrent East High School  
1417 Fairview Avenue  
Bowling Green, Kentucky 42101  
HOME : 502-781-4605  
OFFICE: 502-781-1277

Mr. Jerry Dean Weast  
Superintendent of Schools  
Durham County Schools  
102 Seminary  
Durham, North Carolina 27702  
HOME : 919-382-0573  
OFFICE: 919-560-3633

Ms. Atha Webster-Gay  
Alcohol & Drug Education  
Program Specialist  
Shawnee Mission School  
6000 Pflumm Road  
Shawnee, Kansas 66216  
HOME : 913-631-5015  
OFFICE: 913-384-6800

Ms. Cecilia Douthy Willis  
Substance Abuse Consultant  
128 Walnut Street  
Montclair, New Jersey 07042  
HOME : 201-509-1406  
OFFICE:

Ms. Millie Woolley  
Teacher  
Big Timber Grade School  
515 Stock Street  
Big Timber, Montana 59011  
HOME : 406-932-5903  
OFFICE: 406-932-5939

Mr. Max W. Zeller  
Crime Prevention Officer  
244 Indian Paintbrush  
Casper, Wyoming 82604  
HOME : 307-237-1002  
OFFICE: 307-235-8259

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
SCHOOL AND DEMOGRAPHICS

**SCHOOL NAME**

**DEMOGRAPHICS**

ALASKA

North Pole High School  
P.O. Box 1250  
Fairbanks, Alaska 99707  
907-488-3761

SCHOOL LEVEL: H                      NOMINATION: S  
GRADE LEVEL : 9th-12th  
WHITE :86%  
BLACK : 4%  
HISPANIC : 1%  
NAMERICAN : 6%  
ASIAN : 3%  
LOW INCOME :10%  
TOTAL STUDENTS:869  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION:Mid-Size City

ARIZONA

Brophy College Preparatory School  
4701 North Central Avenue  
Phoenix, Arizona 85012  
602-264-5291

SCHOOL LEVEL: H                      NOMINATION: P  
GRADE LEVEL : 9th-12th  
WHITE :83.2%  
BLACK : 1.6%  
HISPANIC : 8.9%  
NAMERICAN : .7%  
ASIAN : 5.6%  
LOW INCOME :21.8%  
TOTAL STUDENTS:1144  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION:Large City

CALIFORNIA

Sierra Vista High School  
8470 Avenue 406  
Dinuba, California 93618  
209-591-5732

SCHOOL LEVEL: H                      NOMINATION: S  
GRADE LEVEL : 9th-12th  
WHITE :13%  
BLACK :  
HISPANIC :87%  
NAMERICAN :  
ASIAN :  
LOW INCOME :94%  
TOTAL STUDENTS:88  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION:Small Town

Weldon Elementary School  
150 DeWitt Avenue  
Clovis, California 93612  
209-299-2191

SCHOOL LEVEL: E                      NOMINATION: S  
GRADE LEVEL : K-6th  
WHITE :63%  
BLACK : 2%  
HISPANIC :23%  
NAMERICAN : 2%  
ASIAN :10%  
LOW INCOME :37%  
TOTAL STUDENTS:753  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION:Suburban







1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
SCHOOL AND DEMOGRAPHICS

**SCHOOL NAME**

**DEMOGRAPHICS**

KENTUCKY

Oldham County High School  
P.O. Box 187  
Buckner, Kentucky 40010  
502-222-9461

SCHOOL LEVEL: H                      NOMINATION: J  
GRADE LEVEL : 9th-12th  
WHITE :96.6%  
BLACK : 2.3%  
HISPANIC : .2%  
NAMERICAN : .4%  
ASIAN : .5%  
LOW INCOME :15%  
TOTAL STUDENTS:930  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION:Suburban

Bristow Elementary School  
6151 Louisville Road  
Bowling Green, Kentucky 42101-8423  
502-842-1960

SCHOOL LEVEL: E                      NOMINATION: J  
GRADE LEVEL : K-6th  
WHITE :94.8%  
BLACK : 5.2%  
HISPANIC :  
NAMERICAN :  
ASIAN :  
LOW INCOME :25%  
TOTAL STUDENTS:480  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION:Rural

Drakes Creek Middle School  
704 Cypress Wood Way  
Bowling Green, Kentucky 42104  
502-843-0165

SCHOOL LEVEL: M                      NOMINATION: J  
GRADE LEVEL : 7th-8th  
WHITE : 95%  
BLACK : .03%  
HISPANIC :.003%  
NAMERICAN :  
ASIAN : .01%  
LOW INCOME :11.5%  
TOTAL STUDENTS:518  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION:Mid-Size City

LOUISIANA

Mount Carmel Academy  
7027 Milne Boulevard  
New Orleans, Louisiana 70124  
504-288-7626

SCHOOL LEVEL: H                      NOMINATION: P  
GRADE LEVEL : 9th-12th  
WHITE :90%  
BLACK : 5%  
HISPANIC : 4%  
NAMERICAN :  
ASIAN : 1%  
LOW INCOME :3%  
TOTAL STUDENTS:928  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION:Large City

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
SCHOOL AND DEMOGRAPHICS

**SCHOOL NAME**

**DEMOGRAPHICS**

MARYLAND

Towson High School  
69 Cedar Avenue  
Towson, Maryland 21204  
301-887-3608

SCHOOL LEVEL: H                      NOMINATION: S  
GRADE LEVEL : 9th-12th  
WHITE :86.72%  
BLACK : 7.22%  
HISPANIC : 1.26%  
NAMERICAN :  
ASIAN : 4.81%  
LOW INCOME :2%  
TOTAL STUDENTS:956  
YRS(S) NOMINATED:89-90, ,  
DISTRICT CLASSIFICATION:Large city

MASSACHUSETTS

The John Dewey Academy  
Searles Castle  
Great Barrington, Massachusetts 01230  
413-528-9800

SCHOOL LEVEL: H                      NOMINATION: P  
GRADE LEVEL : K-12th  
WHITE :92%  
BLACK : 4%  
HISPANIC :  
NAMERICAN :  
ASIAN : 4%  
LOW INCOME :13%  
TOTAL STUDENTS:24  
YRS(S) NOMINATED:89-90, ,  
DISTRICT CLASSIFICATION:Small Town

MICHIGAN

Andrews Academy  
Garland Avenue  
Berrien Springs, Michigan 49104  
616-471-3138

SCHOOL LEVEL: H                      NOMINATION: P  
GRADE LEVEL : 9th-12th  
WHITE :63%  
BLACK :12%  
HISPANIC : 8%  
NAMERICAN :  
ASIAN :17%  
LOW INCOME :16%  
TOTAL STUDENTS:287  
YRS(S) NOMINATED:, ,  
DISTRICT CLASSIFICATION:Small Town

MINNESOTA

Glencoe Middle School  
1103 East 11st Street  
Glencoe, Minnesota 55336  
612-864-3112

SCHOOL LEVEL: M                      NOMINATION: S  
GRADE LEVEL : 5th-8th  
WHITE :97.25%  
BLACK :.0050%  
HISPANIC :.0074%  
NAMERICAN :  
ASIAN : 1.5%  
LOW INCOME :15%  
TOTAL STUDENTS:418  
YRS(S) NOMINATED:89-90, ,  
DISTRICT CLASSIFICATION:Small Town

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
SCHOOL AND DEMOGRAPHICS

**SCHOOL NAME**

**DEMOGRAPHICS**

MISSISSIPPI

Higgins Middle School  
1000 Elmwood Street  
McComb, Mississippi 39648  
601-684-2038

SCHOOL LEVEL: M                      NOMINATION: J  
GRADE LEVEL : 5th-7th  
WHITE : 45%  
BLACK : 55%  
HISPANIC :  
NAMERICAN :  
ASIAN :  
LOW INCOME : 62%  
TOTAL STUDENTS: 840  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Small Town

Bayou View Elementary School  
Washington and 51st Street  
Gulfport, Mississippi 39507  
601-865-4626

SCHOOL LEVEL: E                      NOMINATION: J  
GRADE LEVEL : K-6th  
WHITE : .926%  
BLACK : .011%  
HISPANIC : .001%  
NAMERICAN :  
ASIAN : .008%  
LOW INCOME : 0.184%  
TOTAL STUDENTS: 623  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Large Town

Central Junior High School  
P.O. Box 220  
Gulfport, Mississippi 39502-0220  
601-865-4646

SCHOOL LEVEL: J                      NOMINATION: J  
GRADE LEVEL : 7th-9th  
WHITE : 30%  
BLACK : 68%  
HISPANIC :  
NAMERICAN :  
ASIAN :  
LOW INCOME : 74%  
TOTAL STUDENTS: 798  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Large Town

MISSOURI

Oakland Junior High School  
3405 Oakland Place  
Columbia, Missouri 65202  
314-886-2710

SCHOOL LEVEL: J                      NOMINATION: S  
GRADE LEVEL : 7th-9th  
WHITE : 76.6%  
BLACK : 24.8%  
HISPANIC : .2%  
NAMERICAN : 2.1%  
ASIAN : 1.2%  
LOW INCOME : 24.8%  
TOTAL STUDENTS: 731  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Large Town

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
SCHOOL AND DEMOGRAPHICS

**SCHOOL NAME**

**DEMOGRAPHICS**

Lawson Elementary School  
1830 Charbonier Road  
Florissant, Missouri 63031  
314-837-2662

SCHOOL LEVEL: E                   NOMINATION: S  
GRADE LEVEL : K-6th  
WHITE :92.4%  
BLACK : 7.1%  
HISPANIC : .2%  
NAMERICAN :  
ASIAN : .3%  
LOW INCOME :14%  
TOTAL STUDENTS:467  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION:Suburban

MONTANA

Browning Middle School  
129 1st Avenue S.E.  
Browning, Montana 59417  
406-338-2725

SCHOOL LEVEL: M                   NOMINATION: S  
GRADE LEVEL : K-12th  
WHITE : 4%  
BLACK :  
HISPANIC :  
NAMERICAN :96%  
ASIAN :  
LOW INCOME :80%  
TOTAL STUDENTS:1810  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION:Small Town

NEW JERSEY

Howell High School  
Squankum-Yellowbrook Road  
Farmingdale, New Jersey 07727  
201-431-8494

SCHOOL LEVEL: H                   NOMINATION: S  
GRADE LEVEL : 9th-12th  
WHITE :89.8%  
BLACK : 3.8%  
HISPANIC : 3.5%  
NAMERICAN : 2%  
ASIAN : 2.7%  
LOW INCOME :2.2%  
TOTAL STUDENTS:1413  
YRS(S) NOMINATED:88-89, 89-90,  
DISTRICT CLASSIFICATION:Suburban

NEW MEXICO

Anthony Elementary School  
Drawer AE  
Anthony, New Mexico 88021  
505-882-4561

SCHOOL LEVEL: E                   NOMINATION: S  
GRADE LEVEL : K-6th  
WHITE : 4%  
BLACK : .2%  
HISPANIC :95.8%  
NAMERICAN :  
ASIAN :  
LOW INCOME :86%  
TOTAL STUDENTS:1542  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION:Small Town

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
SCHOOL AND DEMOGRAPHICS

**SCHOOL NAME**

**DEMOGRAPHICS**

Washington Middle School  
1101 Park S.W.  
Albuquerque, New Mexico 87102  
505-764-2000



SCHOOL LEVEL: M                      NOMINATION: S  
GRADE LEVEL : 6th-8th  
WHITE : 33%  
BLACK : 9%  
HISPANIC : 87%  
NAMERICAN : 1%  
ASIAN :  
LOW INCOME : 93%  
TOTAL STUDENTS: 849  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Large City

OHIO

Anderson High School  
7560 Forest Road  
Cincinnati, Ohio 45255  
513-232-2772

SCHOOL LEVEL: H                      NOMINATION: S  
GRADE LEVEL : 7th-12th  
WHITE : 98.1%  
BLACK : .71%  
HISPANIC : .61%  
NAMERICAN :  
ASIAN : .61%  
LOW INCOME : 1.48%  
TOTAL STUDENTS: 1813  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Suburban

OKLAHOMA

Taft Elementary School  
1002 Sequoyah Drive  
Enid, Oklahoma 73703  
405-234-5957

SCHOOL LEVEL: E                      NOMINATION: S  
GRADE LEVEL : K-6th  
WHITE : 88%  
BLACK : 5%  
HISPANIC : 3%  
NAMERICAN : 2%  
ASIAN : 1%  
LOW INCOME : 32%  
TOTAL STUDENTS: 362  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Mid Size City

SOUTH DAKOTA

Red Cloud School  
Holy Roasry Mission  
Pine Ridge, South Dakota 57770  
605-867-1289



SCHOOL LEVEL: H                      NOMINATION: P  
GRADE LEVEL : K-12th  
WHITE :  
BLACK :  
HISPANIC :  
NAMERICAN : 100%  
ASIAN :  
LOW INCOME : 85%  
TOTAL STUDENTS: 622  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Rural



1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
SCHOOL AND DEMOGRAPHICS

**SCHOOL NAME**

**DEMOGRAPHICS**

Kenedy High School  
401 Highway 719  
Kenedy, Texas 78119  
512-583-3494

SCHOOL LEVEL: H                    NOMINATION: J  
GRADE LEVEL : 9th-12th  
WHITE : 23%  
BLACK : 1.4%  
HISPANIC : 75.2%  
NAMERICAN : 23%  
ASIAN : 1.4%  
LOW INCOME : 58%  
TOTAL STUDENTS: 284  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Small Town

Tomball High School  
13705 Sandy Lane  
Tomball, Texas 77375  
713-357-3220

SCHOOL LEVEL: H                    NOMINATION: J  
GRADE LEVEL : 9th-12th  
WHITE : 92.4%  
BLACK : 3.5%  
HISPANIC : 3.6%  
NAMERICAN :  
ASIAN : .4%  
LOW INCOME : 12.7%  
TOTAL STUDENTS: 1269  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Small Town

Belton High School  
P.O. Box 300  
Belton, Texas 76513  
817-939-5884

SCHOOL LEVEL: H                    NOMINATION: J  
GRADE LEVEL : 9th-12th  
WHITE : 74.8%  
BLACK : 4.8%  
HISPANIC : 19.2%  
NAMERICAN : .6%  
ASIAN : .6%  
LOW INCOME : 37%  
TOTAL STUDENTS: 1237  
YRS(S) NOMINATED: 89-90, ,  
DISTRICT CLASSIFICATION: Small Town

All Saints Episcopal School of Lubbock, Inc.  
P.O. Box 64545  
Lubbock, Texas 79464  
806-745-7701

SCHOOL LEVEL: E                    NOMINATION: P  
GRADE LEVEL : K-9th  
WHITE : 92%  
BLACK : 2%  
HISPANIC : 2%  
NAMERICAN :  
ASIAN : 1%  
LOW INCOME : 25%  
TOTAL STUDENTS: 360  
YRS(S) NOMINATED: 89-90, ,  
DISTRICT CLASSIFICATION: Mid Size City

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
SCHOOL AND DEMOGRAPHICS

**SCHOOL NAME**

**DEMOGRAPHICS**

Anderson Fifth Grade School  
7401 Wheatley Street  
Houston, Texas 77088  
713-447-1604

SCHOOL LEVEL: M                      NOMINATION: J  
GRADE LEVEL : 5th  
WHITE : 33%  
BLACK : 42%  
HISPANIC : 17%  
NAMERICAN :  
ASIAN : 7%  
LOW INCOME : 35%  
TOTAL STUDENTS: 451  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Mid-Size City

Castle Hills Elementary School  
101 Honeysuckle  
San Antonio, Texas 78213  
512-342-7552

SCHOOL LEVEL: E                      NOMINATION: J  
GRADE LEVEL : K-5th  
WHITE : 82%  
BLACK : 1%  
HISPANIC : 15%  
NAMERICAN :  
ASIAN : 2%  
LOW INCOME : 2%  
TOTAL STUDENTS: 555  
YRS(S) NOMINATED: 89-90, ,  
DISTRICT CLASSIFICATION: Suburban

Klein Forest High School  
11400 Misty Valley  
Houston, Texas 77066  
713-586-4550

SCHOOL LEVEL: H                      NOMINATION: J  
GRADE LEVEL : 9th-12th  
WHITE : 52%  
BLACK : 17.2%  
HISPANIC : 14.3%  
NAMERICAN : .2%  
ASIAN : 16.3%  
LOW INCOME : 7%  
TOTAL STUDENTS: 2480  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Suburban

Little Elm Middle School  
P.O. Box 9  
Little Elm, Texas 75068  
214-292-3200

SCHOOL LEVEL: M                      NOMINATION: J  
GRADE LEVEL : 5th-8th  
WHITE : 82.4%  
BLACK : .6%  
HISPANIC : 16.97%  
NAMERICAN :  
ASIAN :  
LOW INCOME : 25.72%  
TOTAL STUDENTS: 324  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Small Town

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
SCHOOL AND DEMOGRAPHICS

**SCHOOL NAME**

**DEMOGRAPHICS**

Mendez Middle School  
5106 Village Square  
Austin, Texas 78744  
512-462-3933

SCHOOL LEVEL: M                      NOMINATION: J  
GRADE LEVEL : 6th-8th  
WHITE : 30%  
BLACK : 28%  
HISPANIC : 42%  
NAMERICAN :  
ASIAN :  
LOW INCOME : 50%  
TOTAL STUDENTS: 1040  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Mid-Size City

UTAH

Pleasant Grove High School  
700 East 200 South  
Pleasant Grove, Utah 84062  
801-785-8700

SCHOOL LEVEL: H                      NOMINATION: S  
GRADE LEVEL : 10th-12th  
WHITE : 96.5%  
BLACK :  
HISPANIC : 1.3%  
NAMERICAN : 1.05%  
ASIAN : .08%  
LOW INCOME : 28.7%  
TOTAL STUDENTS: 1237  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Mid-Size City

Rose Park Elementary School  
1130 Sterling Drive  
Salt Lake City, Utah 84116  
801-485-5605

SCHOOL LEVEL: E                      NOMINATION: S  
GRADE LEVEL : K-6th  
WHITE : 75%  
BLACK : 3%  
HISPANIC : 17%  
NAMERICAN : 2%  
ASIAN : 1%  
LOW INCOME : 45%  
TOTAL STUDENTS: 650  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Mid-Size City

Highland High School  
2166 South 1700 East  
Salt Lake City, Utah 84106  
801-484-4343

SCHOOL LEVEL: H                      NOMINATION: S  
GRADE LEVEL : 9th-12th  
WHITE : 81%  
BLACK : 1.4%  
HISPANIC : 8.6%  
NAMERICAN : 1.6%  
ASIAN : 7.4%  
LOW INCOME : 20.3%  
TOTAL STUDENTS: 2159  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION: Mid-Size City

1990-91 DRUG-FREE SCHOOL RECOGNITION PROGRAM  
SCHOOL AND DEMOGRAPHICS

**SCHOOL NAME**

**DEMOGRAPHICS**

VIRGINIA

Norview High School  
1070 Middleton Place  
Norfolk, Virginia 23513  
804-441-5865

SCHOOL LEVEL: H                      NOMINATION: S  
GRADE LEVEL : 9th-12th  
WHITE : 35%  
BLACK : 60%  
HISPANIC : 2%  
NAMERICAN :  
ASIAN : 3%  
LOW INCOME : 32%  
TOTAL STUDENTS:1600  
YRS(S) NOMINATED:88-89, ,  
DISTRICT CLASSIFICATION:Mid-Size City

WASHINGTON

Stevens Middle School  
1139 West 14th  
Port Angeles, Washington 98362  
206-452-3825

SCHOOL LEVEL: M                      NOMINATION: J  
GRADE LEVEL : 6th-8th  
WHITE : 88.96%  
BLACK : .04%  
HISPANIC : 2%  
NAMERICAN : 7%  
ASIAN : 2%  
LOW INCOME : 31%  
TOTAL STUDENTS:545  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION:Small Town

Illahee Junior High School  
36001 1st Avenue South  
Federal Way, Washington 98003  
206-927-3073

SCHOOL LEVEL: J                      NOMINATION: J  
GRADE LEVEL : 7th-9th  
WHITE : 79.4%  
BLACK : 6%  
HISPANIC : 3%  
NAMERICAN : 1%  
ASIAN : 10.6%  
LOW INCOME : 9.7%  
TOTAL STUDENTS:965  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION:Mid-Size City

WISCONSIN

Eagle Elementary School  
810 East Main Street  
Eagle, Wisconsin 53119  
414-594-2148

SCHOOL LEVEL: E                      NOMINATION: J  
GRADE LEVEL : K-6th  
WHITE : 98%  
BLACK : .64%  
HISPANIC : 1.28%  
NAMERICAN :  
ASIAN : .32%  
LOW INCOME : 11%  
TOTAL STUDENTS:312  
YRS(S) NOMINATED: , ,  
DISTRICT CLASSIFICATION:Small Town

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

April 18, 1991

REMARKS BY THE PRESIDENT  
AT PRESENTATION OF NATIONAL EDUCATION STRATEGY

The East Room

2:00 P.M. EDT

THE PRESIDENT: Thank you all for joining us here in the White House today. Let me thank the Speaker for being with us, and the Majority Leader; other distinguished members, committee heads and ranking members and very important education committees here with us today. I want to salute the governors, the educators, the business and the labor leaders, and especially want to single out the National Teachers of the Year. I believe we have 10 of the previous 11 Teachers of the Year with us here today, and that's most appropriate and most fitting.

But together, all of us, we will underscore the importance of a challenge destined to define the America that we'll know in the next century.

For those of you close to my age, the 21st century has always been a kind of shorthand for the distant future -- the place we put our most far-off hopes and dreams. And today, that 21st century is racing towards us -- and anyone who wonders what the century will look like can find the answer in America's classrooms.

Nothing better defines what we are and what we will become than the education of our children. To quote the landmark case, *Brown v. Board of Education*, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education determines not just which students will succeed, but also which nations will thrive in a world united in pursuit of freedom in enterprise. Think about the changes transforming our world. The collapse of communism and the Cold War. The advent and acceleration of the Information Age. Down through history, we've defined resources as soil and stones, land and the riches buried beneath. No more. Our greatest national resource lies within ourselves -- our intelligence, ingenuity -- the capacity of the human mind.

Nations that nurture ideas will move forward in years to come. Nations that stick to stale old notions and ideologies will falter and fail. So I'm here today to say, America will move forward. The time for all the reports and rankings, for all the studies and the surveys about what's wrong in our schools is passed. If we want to keep America competitive in the coming century, we must stop convening panels to report on ourselves. We must stop convening panels that report the obvious. And we must accept responsibility for educating everyone among us, regardless of background or disability.

If we want America to remain a leader, a force for good in the world, we must lead the way in educational innovation. And if we want to combat crime and drug abuse, if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but defeat and despair, we must dispel the darkness with the enlightenment that a sound and well-rounded education provides.

MORE

Think about every problem, every challenge we face. The solution to each starts with education. For the sake of the future, of our children and of the nation's, we must transform America's schools. The days of the status quo are over.

Across this country, people have started to transform the American school. They know that the time for talk is over. Their slogan is: Don't dither, just do it. Let's push the reform effort forward. Use each experiment, each advance to build for the next American century. New schools for a new world.

As a first step in this strategy, we must challenge not only the methods and the means that we've used in the past, but also the yardsticks that we've used to measure our progress. Let's stop trying to measure progress in terms of money spent.

We spend 33 percent more per pupil in 1991 than we did in 1981 -- 33 percent more in real, constant dollars -- and I don't think there's a person anywhere who would say -- anywhere in the country -- who would say that we've seen a 33-percent improvement in our schools' performance.

Dollar bills don't educate students. Education depends on committed communities determined to be places where learning will flourish; committed teachers, free from the noneducational burdens; committed parents, determined to support excellence; committed students, excited about school and learning. To those who want to see real improvement in American education, I say: There will be no renaissance without revolution.

We who would be revolutionaries must accept responsibilities for our schools. For too long, we've adopted a "no fault" approach to education. Someone else is always to blame. And while we point fingers out there, trying to assign blame, the students suffer. There's no place for a no-fault attitude in our schools. It's time we held our schools -- and ourselves -- accountable for results.

Until now, we've treated education like a manufacturing process, assuming that if the gauges seemed right, if we had good pay scales, the right pupil-teacher ratios, good students would just pop out of our schools. It's time to turn things around -- to focus on students, to set standards for our schools -- and let teachers and principals figure out how best to meet them.

We've made a good beginning by setting the nation's sights on six ambitious National Education Goals -- and setting for our target the year 2000. Our goals have been forged in partnership with the nation's governors, several of whom are with us here today in the East Room. And those who have taken a leadership are well-known to everyone in this room. And for those who need a refresher course -- there may be a quiz later on -- let me list those goals right now.

By 2000, we've got to, first, ensure that every child starts school ready to learn; second one, raise the high school graduation rate to 90 percent; the third one, ensure that each American student leaving the 4th, 8th and 12th grades can demonstrate competence in core subjects; four, make our students first in the world in math and science achievements; fifth, ensure that every American adult is literate and has the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship; and sixth, liberate every American school from drugs and violence so that schools encourage learning.

Our strategy to meet these noble national goals is founded in common sense and common values. It's ambitious and, yet, with hard work, it's within our reach. And I can outline our strategy in one paragraph, and here it is:

For today's students, we must make existing schools better and more accountable. For tomorrow's students, the next

generation, we must create a new generation of American schools. For all of us, for the adults who think our school days are over, we've got to become a nation of students -- recognize learning is a lifelong process. Finally, outside our schools we must cultivate communities where learning can happen. That's our strategy.

People who want Washington to solve our educational problems are missing the point. We can lend appropriate help through such programs as Head Start. But what happens here in Washington won't matter half as much as what happens in each school, each local community and, yes, in each home. Still, the federal government will serve as a catalyst for change in several important ways.

Working closely with the governors, we will define new World Class Standards for schools, teachers and students in the five core subjects: math and science, English, history and geography.

We will develop voluntary -- let me repeat it -- we will develop voluntary national tests for 4th, 8th and 12th graders in the five core subjects. These American Achievement Tests will tell parents and educators, politicians and employers, just how well our schools are doing. I'm determined to have the first of these tests for 4th graders in place by the time that school starts in September of 1993. And for high school seniors, let's add another incentive -- a distinction sure to attract attention of colleges and companies in every community across the country -- a Presidential Citation to students who excel on the 12th grade test.

We can encourage educational excellence by encouraging parental choice. The concept of choice draws its fundamental strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote, the right to decide where to work, where to live. It's time parents were free to choose the schools that their children attend. This approach will create the competitive climate that stimulates excellence in our private and parochial schools as well.

But the centerpiece of our National Education Strategy is not a program, it's not a test. It's a new challenge: To reinvent American education -- to design New American Schools for the year 2000 and beyond.

The idea is simple but powerful: Put America's special genius for invention to work for America's schools. I will challenge communities to become what we will call America 2000 communities. Governors will honor communities with this designation if the communities embrace the national education goals, create local strategies for reaching these goals, devise report cards for measuring progress, and agree to encourage and support one of the new generation of America's schools.

We must also foster educational innovation. I'm delighted to announce today that America's business leaders, under the chairmanship of Paul O'Neill, will create the New American Schools Development Corporation -- a private sector research and development fund of at least \$150 million to generate innovation in education.

This fund offers an open-end challenge to the dreamers and the doers eager to reinvent -- eager to reinvigorate our schools. With the results of this R&D in hand, I will urge Congress to provide \$1 million in start-up funds for each of the 535 New American Schools -- at least one in every congressional district -- and have them up and running by 1996.

The New American Schools must be more than rooms full of children seated at computers. If we mean to prepare our children for life, classrooms also must cultivate values and good character; give real meaning to right and wrong.

We ask only two things of these architects of our New American schools: that their students meet the new national

standards for the five core subjects, and that outside of the costs of the initial research and development, the schools operate on a budget comparable to conventional schools. The architects of the New American Schools should break the mold. Build for the next century. Reinvent -- literally start from scratch and reinvent the American school. No question should be off limits, no answers automatically assumed. We're not after one single solution for every school. We're interested in finding every way to make schools better.

There's a special place in inventing the New American School for the corporate community, for business and labor. And I invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

Fortunately, we have a secret weapon in America's system of colleges and universities -- the finest in the entire world. The corporate community can take the lead by creating a voluntary private system of world-class standards for the workplace. Employers should set up skill centers where workers can seek advice and learn new schools. But most importantly, every company and every labor union must bring the worker into the classroom and bring the classroom into the workplace.

We'll encourage every federal agency to do the same. And to prove no one's ever too old to learn, Lamar, with his indefatigable determination and leadership, has convinced me to become a student again myself. Starting next week, I'll begin studying. And I want to know how to operate a computer. (Laughter.) Very candidly -- (applause) -- I don't expect this new tutorial to teach me how to set the clock on the VCR or anything complicated. (Laughter.) But I want to be computer literate, and I'm not. There's a lot of kids, thank God, that are. And I want to learn, and I will.

The workplace isn't the only place we must improve opportunities for education. [Across this nation, we must cultivate communities where children can learn. Communities where the school is more than a refuge, more than a solitary island of calm amid chaos.] Where the school is the living center of a community where people care -- people care for each other and their futures. Not just in the school but in the neighborhood. Not just in the classroom, but in the home.

Our challenge amounts to nothing less than a revolution in American education. A battle for our future. And now, I ask all Americans to be points of light in the crusade that counts the most: the crusade to prepare our children and ourselves for the exciting future that looms ahead.

What I've spoken about this afternoon are the broad strokes of this National Education Strategy. Accountable schools for today, a new generation of schools for tomorrow. A nation of students committed to a lifetime of learning and communities where all our children can learn.

There are four people here today who symbolize each element of this strategy and point the way forward for our reforms. Esteban Pagan -- Steve -- an award-winning 8th grade student in science and history at East Harlem Tech, a choice school. Steve? Right here, I think. Stand up, now. (Applause.)

Mike Hopkins. "Lead Teacher" in the Saturn School in St. Paul, Minnesota, where teachers have already helped reinvent the American school. Mike, where are you? Right here, sir. Thank you. (Applause.)

David Kelley. A high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David has spent the equivalent of one full year of his four years at Michelin back at his college expanding his skills. David? There he is. (Applause.)

Finally, Michelle Moore, of Missouri. A single mother,

active in Missouri's Parents as Teachers program. She wants her year-old son, Alston, to arrive for his first day of school ready to learn. Michelle? (Applause.)

So, to sum it up, for these four people and for all the others like them, the revolution in American education has already begun. Now I ask all Americans to be points of light in the crusade that counts the most: the crusade to prepare our children and ourselves for the exciting future that looms ahead. At any moment in every mind, the miracle of learning beckons us all.

Between now and the year 2000 there is not one moment or one miracle to waste.

Thank you all. Thank you for your interest, for your dedication. And may God bless the United States of America. Thank you very much. (Applause.)

END

2:24 P.M. EDT