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GEORGE V. VOINOVICH
GOVERNOR

STATE OF OHIO
OFFICE OF THE GOVERNOR
COLUMBUS 43266-0601

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Michigan game at Ann Arbor 11/23

John Meyer 644-0953

614-644-0937
FAX# 614-466-9354

TO: BOB SIMON, SPEECHWRITING DEPARTMENT

FROM: JEAN DROSTE, EXECUTIVE ASSISTANT TO THE GOVERNOR

FAX # 202-456-6218

RE: OHIO'S EDUCATION ACCOMPLISHMENTS

DATE: 11/13/91 TIME: _____

NUMBER OF PAGES INCLUDING THIS PAGE: 15

COMMENTS:

Bob --

Here are the materials you requested. I will also FEDEX 2 other reports to you for delivery on Thursday morning. Please call if you have any questions: 614-644-0973.

STATE OF OHIO

OFFICE OF GOVERNOR

EDUCATION ACCOMPLISHMENTS
January to November, 1991

The following is a summary of the major education accomplishments and on-going initiatives undertaken during the Administration's first ten months in office.

1. CREATION OF THE GOVERNOR'S EDUCATION MANAGEMENT COUNCIL

The GEM Council was created through an Executive Order to galvanize Ohio's corporate community to work on educational reform issues. This Council draws on the expertise of the following individuals:

Honorable Stanley Aronoff, President, The Ohio Senate
Mr. Tom H. Barrett, former CEO, The Goodyear Company
Mr. Bob Evans, Board Advisor, Bob Evans Farm
Mr. Richard Glowacki, President, Danberry Realty Company
Mr. Joe Gorman, CEO, TRW, Inc.
Mr. John Grossman, President, Columbus Education Association
Dr. Elaine Hairston, Chancellor, Ohio Board of Regents
Mr. Ron Marec, President, Ohio Federation of Teachers
Mr. Steve Minter, Director, The Cleveland Foundation
Mr. John Ong, CEO, The BF Goodrich Company
Mr. John Pepper, President, Procter & Gamble
Mr. Duke Rakich, CEO, Jamie & Mars Steel
Honorable Vern Riffe, Speaker, Ohio House of Representatives
Dr. Ted Sanders, Superintendent of Public Instruction, Ohio Department of Education
Mr. Leslie Wexner, Chairman, The Limited Corporation
Mr. John Brandt (ex officio member), President, Ohio School Boards Association
Mr. Rod Rice (ex officio member), Executive Director, Buckeye Association of School Administrators

A "merger" has been created between the Governors' six national education goals and the Business Roundtable's Education Agenda. Under the auspices of the GEM Council, the business community is a major player in educational reform efforts in this state. The GEM Council will also be instrumental in involving the private sector in moving Ohio forward on achieving the six goals adopted by the National Governor's Association. It is a national example of public-private sector collaboration in improving educational outcomes.

(A) **Organization Study of the Ohio Department of Education-** In August of this year, the Governor's Task Force on Education completed an organizational examination of the structure and responsibilities of the Ohio Department of Education. Approximately 3,000 hours, valued at an estimated $300,000, were donated by four companies represented on the GEM Council. TRW, Procter & Gamble, Goodrich, and Goodyear donated the services and time of management and organization experts from their firms in order to conduct this study. Major recommendations include achieving consensus on education reform ("shared

vision); strengthening collaborative efforts in education; deregulating the current system; and restructuring the Department from an auditing and monitoring operation to a research, support and service leader.

(B) **School Finance Study-** The GEM Council has sponsored a study to examine the issues of school funding and equity. It is being conducted by The Ohio State University's School of Public Policy and Management and will be a first step in the process of determining recommendations for ensuring Ohio has an equitable system of public education. A set of options will be made available for consideration and adoption.

(C) **Gap Analysis of the Six National Education Goals-** Another project the GEM Council is supporting is a gap analysis to identify where Ohio is in relation to the six national education goals. In order to identify successful initiatives and potential gaps in meeting the six goals, a dialogue will be developed among Ohio's key education stakeholders. This study will facilitate the creation of a shared vision of education in Ohio and will be a critical step towards implementing needed educational reforms.

2. PARTICIPATION IN THE SELECTION PROCESS FOR OHIO'S NEW SUPERINTENDENT OF PUBLIC INSTRUCTION

The Ohio State Board of Education responded to the Governor's request to participate in the selection process for the new Superintendent of Public Instruction. Governor Voinovich and members of the GEM Council gave input on the criteria to be used in selecting the new Superintendent. The Governor also attended five days of State Board meetings during this process. Wayne Shaffer, a member of the Board for 35 years, said Governor Voinovich spent more time with the Board in his first eight months in office than all of the other governors.

3. HOSTED ONE OF EIGHT NATIONAL EDUCATION GOALS PANEL REGIONAL FORUMS

To ensure Ohio is out in front in achieving the six goals adopted by the National Governor's Association, Governor Voinovich agreed to host one of eight regional forums on the strategies to be used to assess progress on these goals. Over 300 educators, business representatives, and concerned citizens from the six states comprising the North Central region-- Ohio, Indiana, Kentucky, West Virginia, Michigan and Illinois-- attended the April Forum. Also in attendance were Governor Roy Romer of Colorado, Chairman of the Goals Panel, and Governor Evan Bayh of Indiana.

4. LEADERSHIP ON THE DEVELOPMENT OF OHIO'S 1991 PROGRESS REPORT ON THE SIX NATIONAL EDUCATION GOALS

On September 30th, the National Governor's Association released their first annual report to measure progress on the achievement of the six national education goals. Ohio also released a report on our progress towards achieving the six goals using information specific to this state. Under the Governor's leadership, twelve state agencies were involved in this effort.

Creating Opportunities for Success tells Ohioans where we are on each of the goals. It tells us where we want to go and it begins to tell us how we are going to get there. It also

identifies where there is not enough information available. The lack of solid baseline data is one of the shortcomings of this document. In many areas, such as Goal Six (creating safe, drug-free schools), we are not really sure where we are today because the data is not there. Ohio's Education Management Information System (EMIS) will begin to collect information this year on school districts and school buildings. With this new system in place, Ohio will be in a much better position to assess where we are and our progress toward each of the six goals in our 1992 Progress Report.

5. APPOINTMENT TO CHAIR NGA'S SCHOOL READINESS ACTION TEAM

Three Education Action Teams have been created by the National Governor's Association to focus on achieving the six national education goals. These teams include School Readiness, School Years, and Lifelong Learning. At the NGA's Annual Conference held in Seattle, Washington, Governor John Ashcroft of Missouri appointed Governor Voinovich to chair the nine-governor School Readiness Action Team. This team will develop recommendations for how children should best be prepared for their participation in school. With this appointment, the Governor places Ohio in a leadership position for improving educational outcomes across the country.

6. COLLABORATION EFFORTS IN OHIO ON THE NGA'S SCHOOL READINESS GOAL

The Office of the Governor, in collaboration with a variety of public and private organizations, is working on a number of projects related to the NGA's school readiness goal.

For example, both the Indicators Project and the Service Availability Assessment Project described below are being accomplished in cooperation with the Ohio Business RoundTable's Education Task Force, the Ohio Chamber of Commerce, the Ohio Department of Education, the Ohio Head Start Association and the Ohio Association for the Education of Young Children. The focus of these initiatives is on the role parents, teachers, early childhood program administrators and communities have in providing services to children. A review of each of these projects was given at the GEM Council meeting held in September.

(A) **School Readiness Indicators Project-** Key indicators of school readiness have been developed to help identify the strategies needed for insuring that children develop to their fullest potential. The Indicators Project is an effort to assist families, early childhood care and education programs and the broader community to implement strategies that foster "readiness" for school. It will serve as a tool for developing a strong base of grass roots support for quality, developmentally appropriate early childhood care and education programs. Materials developed through this project will receive broad dissemination across Ohio.

(B) **Early Childhood Service Availability Assessment Project-** The intent of the second project is to draw attention at the local level to the needs of children. Together with a representative from the Governor's Office, these agencies are working together with local business advisory councils (mandated for all of Ohio's city and county school districts by education reform legislation) to obtain their assistance in creating a framework for the assessment of early childhood service availability. Leadership on this project is being provided by both the Governor's Office, the Ohio Department of Education, the Ohio Chamber of Commerce and the staff of the Ohio Business RoundTable's Education Task Force.

A Child Development, Early Education and Care Self-Appraisal Instrument and Guide has been created and is currently being piloted in five communities in Ohio. Local groups will then be able to identify gaps in services and respond with plans for addressing unmet needs. After piloting and revisions, a statewide effort will be initiated. These two projects will be combined to create a heightened awareness of how to better coordinate and develop appropriate early childhood services in every community in Ohio.

Additional projects supported by the Governor's Office and specifically related to the Readiness Goal and Ohio's participation on the NGA Readiness Action Team include the following:

(C) **Teleconference-**

(D) **Strategic Plan for Collaboration-** Ohio's initiative for systemic change to achieve school readiness is the Head Start - State of Ohio Collaboration Project. The end result of this effort will be a state level strategic plan for collaborative service delivery.

In December, a Search Conference will be held with individuals representing state agencies, local service providers, clients and the private sector. Activities at the Conference will lead participants to develop a common vision of collaborative service delivery. In addition, critical issues will be identified that must be addressed if successful collaboration in service delivery is to occur throughout the State of Ohio. People will be brought together who need one another, but who rarely interact in their individual roles to provide services to Head Start and other low income children and their families. Together with families, a new kind of relationship will be formed to stimulate creativity and innovation in service delivery.

Ideas generated from the Search Conference will then be used by a smaller group to develop a strategic framework toward facilitating collaborative service delivery models. The strategic planning process will conclude in May. Through their participation in the process, state agency representatives will have developed action plans for their agencies to address the facilitation of collaborative service delivery. Action plans may include, but not be limited to, legislative recommendations; administrative rule changes; and/or funding priorities. The implementation of these action plans by all the respective state agencies will result in the accomplishment of a state level strategic framework for collaborative service delivery systems and models in Ohio.

7. STRONG SUPPORT FOR OHIO HEAD START PROGRAMS

Even in a tight fiscal environment, the Governor has given his support to increasing state funds for Head Start-- 50% in the first year of the biennium and 33% in the second year. At the end of the 1990-91 biennium, state and federal funds served approximately 37.2% of the ADC-eligible children; by the end of the 1992-93, state and federal funds are projected to serve 50% of the ADC-eligible children. This reflects a 25% increase in the number of children served compared to the 1991 level of service.

8. TARGET PUBLIC SCHOOL PRESCHOOL PROGRAMS TO SERVE FAMILIES EARNING 185% OF POVERTY OR LESS

In addition to Head Start, Ohio is supporting public school preschool programs for three- and four-year olds. Through the budget process, the Governor's recommendation on this line item will ensure the focus of these programs is on families earning 185% of poverty or less. Budget language developed by the Governor's Office also assures comprehensive services are provided to these families through the public school preschool programs as is currently the case with Head Start programs.

9. ENSURE HEALTH AND NUTRITIONAL NEEDS OF CHILDREN FROM PRENATAL ONWARDS ARE MET THROUGH SPECIFIC HEALTH CARE INITIATIVES

This Administration supports the achievement of the six national education goals, including Goal 1: "ensuring all children are ready to learn." To accomplish this objective, we must also address the health and nutritional needs of children from prenatal onwards.

(A) **Prenatal and Infant Care Services-** To provide for the needs of working poor families, the Governor's budget recommendation provides Medicaid-funded prenatal and infant care services to this population group. The expansion of Medicaid to pregnant women and infants with family incomes below 185% of federal poverty will take effect in January 1993. Children from ages six to eight will also be added to the program.

(B) **Increase in Child Immunizations-** The Governor is further supporting a substantial increase in funding for child immunizations so that all children ages five and under living in families with incomes under 185% of the federal poverty line who are not on Medicaid will be able to receive full immunization services from maternal and child health clinics.

10. INNOVATIVE EDUCATIONAL INITIATIVES IN THE 1992-93 BUDGET

(A) **Coalition for Essential Schools-** Recommendation by the Governor's Office to use $50,000 to promote a model for the systemic restructuring of public schools.

(B) **Regional Teacher Training Centers-** To change the format of current in-service training programs for teachers and provide innovative programs in the area of teacher training. Redirecting teacher training to regional centers will ensure we have a greater impact on teachers at the local level. Funding recommendations include $2,775,000 in 1992 and $2,825,000 in 1993.

(C) **Discovery Project-** With the assistance of the Governor, secured a National Science Foundation Grant of $10 million to improve training to science and math teachers. This project will bring together bench scientists and teachers to explore ways to strengthen the teaching and learning of mathematics and science. It will involve scientists and mathematicians *as teachers* as well as researchers in effective methods for teaching math and science based on what is happening in Ohio's classrooms.

(D) **Classroom of the Future-** Eight pilot projects will be funded to encourage integrated curriculum, site-based management, comprehensive staff development, teaching teams and use of technology in the classroom.

11. **DIRECTION AND SUPPORT FOR LOCAL ADOPT A SCHOOL PROGRAMS UNDER THE GUIDANCE OF MRS. VOINOVICH**

The Ohio Adopt A School Program was created both to provide support for existing school-community partnerships and to encourage the creation of new partnerships with the goal of improving student outcomes. Special recognition is being given to existing effective partnerships and one outstanding volunteer will be presented with an award every month to commend their service. Mrs. Janet Voinovich, First Lady of the State of Ohio, is Chairperson of the Ohio Adopt a School Program.

As of November 1, 1991, a statewide Roundtable has been established to bring educators, administrators, business leaders, and other community representatives together for the purpose of furthering the Program's mission. Additional activities planned include a statewide awareness campaign kick-off to be held in early 1992 and participation in the regional conference of the National Association of Partners in Education in April. An Adopt-A-School reference guide and brochure have also been developed and can be obtained from the Governor's Office upon request.

12. **EFFECT LEGISLATIVE CHANGES WITH BIPARTISAN SUPPORT TO IMPROVE EDUCATION AND SERVICES TO CHILDREN IN OHIO**

(A) **Senate Bill 162-** Introduced by Senator Eugene Watts, this legislation passed the Senate in August. If enacted, S.B. 162 would abolish the current 21-member elected State Board of Education and replace it with an eleven-member Board to be appointed by the Governor with a consent vote by the public. This bill assures greater collaboration and coordination among state agencies that serve the needs of children and enhances the ability of the governor of Ohio to be a leader in educational reform initiatives.

(B) **House Bill 155-** Introduced by Representative Jane Campbell, H.B. 155 was signed into law on July 22, 1991. This legislation establishes statewide child care resource and referral services. It provides for a streamlined application process for families and expands the accessibility and availability of child care services for low income families. H.B. 155 also allows for a higher rate of reimbursement for child care centers which meet Head Start standards or other nationally recognized standards going beyond Ohio's minimum licensing standards. This legislation is extremely comprehensive, requiring major changes in the way the Ohio Department of Human Services and local county departments of human services conduct business.

Mrs. Bush visited Douglas Elementary School in Columbus in April. This school has been "adopted" by the Gov's. office staff

OHIO'S OMNIBUS EDUCATION REFORM ACT

An Overview

Prepared by
Ohio Commission on Education Improvement
88 East Broad Street
Suite 880
Columbus, Ohio
43266-0880

Ohio's Omnibus Education Reform Act

The Ohio General Assembly has responded to growing concern over the makeup of education in Ohio's schools with the Omnibus Education Reform Act (S.B. 140). This Act, along with H.B. 111, proposes changes in education from pre-school through college and university levels in such areas as curriculum and instruction, testing, and school administration. Reform legislation also calls for the creation of pilot programs. The following highlights of these legislative efforts are listed in alphabetical order and provide a synopsis of the major changes required by the state legislature.

- **Adult Education Diploma**
  Students over age 21, who do not have a high school diploma will receive academic credit for work, other life experiences, and completion of certain academic, vocational, or self-improvement courses.

- **Alternate Certification/Internship**
  - Under a pilot program, up to 12 school districts will be allowed to use non-certificated instructors for a maximum of six hours per week to teach in areas in which they have expertise.

  - Beginning January 1, 1990, non-certificated people may apply for an internship certificate to teach in secondary school if they have a bachelor's degree, three years of successful work experience, passing scores on tests of general knowledge and subject area, and six semester hours of pre-service training.

- **Business Advisory Council**
  The Board of Education of each city, exempted village, and county school district must appoint a Business Advisory Council. The council shall advise and provide recommendations for developing curriculum to instill necessary employment skills in our youth. Business Advisory Councils shall also be instrumental in developing a working relationship among business, labor organizations, and educational personnel in the district.

- **Career Ladder Program**
  The Department of Education will critically examine existing teacher merit pay and career ladder programs in an effort to design a plan for phasing in a statewide career ladder program.

- **Commissions**
  The Omnibus Education Reform Act creates the Commission on Education Improvement together with the Joint Commission on Vocational and Technical Education, the Select Committee to study Ohio's School Foundation Program, and the Legislative Office of Education Oversight.

- **Competency-Based Education**
  School districts are required to adopt competency-based education programs for English composition, mathematics, and reading. To help school districts develop the elements of a competency-based education program, the State Board of Education will establish a model for grades one through twelve.

- **County Financing Districts**
  City and exempted village districts are permitted to enter into agreements with county school districts for services.

- **Criminal Investigation Checks**
  School boards, the State Board, boards for the Mentally Retarded and Developmentally Disabled, Head Start Agencies, and licensed day care providers are authorized to request information from the Bureau of Criminal Identification and Investigation regarding applicants for employment.

- **Custodial Parent**
  The custodial parent is required to submit a certified copy of a child custody order or decree to school admissions personnel.

- **Democratic and Ethical Principles**
  School districts are required to adopt policies encouraging their employees to instill democratic and ethical ideals in students, in all parts of the curriculum for grades K through 12, whenever appropriate.

- **Deregulation**
  The State Board of Education may exempt, for a specified period of time, a school district from specific statutory provisions or rules if the district's school board (with the consent of the teacher's employee representative) submits to the State Board an innovative pilot program which requires such exemptions.

- **Developmental Screening**
  Prior to being enrolled in kindergarten or first grade, all children are to be screened for vision, speech, hearing, developmental disorders, or health problems.

- **District Consolidation**
  S.B. 140 permits the consolidation of up to five adjacent county school districts or any two or more joint vocational school districts.

- **Educationally Excellent and Deficient Schools**
  The State Board of Education will develop indicators to determine whether any school districts are educationally excellent or deficient. Moreover, the State Board may waive minimum and/or statutory provisions for educationally excellent schools and require deficient districts to develop corrective action plans.

- **Education Improvement Fund**
  To experiment with the development and use of different program options that will promote effective change, H.B. 111 has made provisions for testing pilot programs within school districts. The Education Improvement Fund has been created to help districts finance the development and implementation of exemplary education programs. Program areas where pilot projects will be funded include those listed below:

Adolescent Pregnancy Program

To establish a joint state-local funding effort to provide financial support to programs that encourage the postponement of sexual activity among adolescents and help prevent teenage pregnancy.

like adolescent family life act

At/Risk and Excellence

In addition to providing assistance to the "Montgomery County Summer Match," "Cleveland Scholarship and Escrow," "Parents as Teachers," "Training Ohio's Parents for Success," and "I Know I Can" programs, these grants are designed to encourage districts to research and develop methods for evaluating and improving the quality and cost-effectiveness of their public schools with an emphasis on the at-risk student population.

Career Enhancement Program

To provide selected school districts with grants for the development of programs directed at career enhancement.

Classroom of the Future

To implement the "Classroom of the Future" concept including staff and curriculum development as well as technology use.

Community Literacy

To support and expand adult literacy programs administered by educational agencies, libraries, volunteer organizations, and community-based organizations.

Dropout Prevention

Projects will be encouraged which provide individual remediation and dropout prevention programs for at-risk pupils.

Entry Year

Pilot programs to provide one full-time mentor for 14 equivalent full-time teachers during entry year into the teaching profession.

Head Start

To expand Head Start agency programs in order to serve more eligible children. The rules allow for the possibility of funding joint projects with public schools and existing Head Start programs.

Modernization of Vocational Education

To prepare a plan of action for accelerating the modernization of the vocational education curriculum into courses of study that can furnish students with the science, English language arts, mathematics and technology foundation needed to participate successfully in the workforce of the future.

Public/Private Match

To give matching grants, equal to private contributions, for innovative academic programs.

Public School Preschool

To assist school districts in paying the cost of preschool programs for three- and four-year olds.

School Building Incentives

To provide incentive grants to individual school building teams for improving performance.

Summer Education and Work

To provide support to summer programs focusing on education and work for older, at-risk students.

Summer School Remediation

To promote the establishment of summer school remediation programs that serve as extensions of the regular school year for those students requiring remedial work prior to the beginning of the next school year.

Third Grade Guarantee

To ensure that, by the end of the second grade, students are evaluated against a checklist of competencies on their mastery of basic reading and writing skills.

- **Emergency School Advancement Fund**
  Abolishes the Emergency School Advancement Fund and establishes procedures for borrowing money from commercial lending institutions through the Superintendent of Public Instruction.

- **Goals**
  The State Board of Education and the Ohio Board of Regents shall submit to the Commission on Education Improvement a clear and measurable set of goals with specific timetables for their achievement. Examples include a reduction in student dropout rates and improvement in standardized test scores.

- **Graduation Requirements**
  The State Board is required to study high school graduation requirements, publish the results of the study, and make recommendations for additional requirements.

- **Guaranteed Graduates**
  School districts may guarantee that their graduates have minimum competencies and skills in defined areas. Beginning in 1994, diplomas will be awarded only to students who show at least a 9th grade mastery on a statewide test of reading, writing, mathematics, and citizenship skills. Persons failing to pass the statewide test will receive a certificate of attendance rather than the traditional high school diploma.

- **Inventory of Facilities**
  The Superintendent of Public Instruction is required to prepare a biennial report containing an inventory of all facilities under the control of city, local, exempted village and joint vocational school districts. The Department of Education will determine the amount of funds necessary to bring each facility into compliance with state building codes.

- **Land Transfer**
  School districts are required to negotiate transfer of land agreements prior to requesting the State Board to authorize such a transfer.

- **Management Information System**
  The Ohio Department of Education must develop a statewide management information system to improve and make more efficient its data collection and reporting. Types of data to be collected include test results, expulsion and suspension rates, dropout rates, number of employees, and other cost accounting data.

- **Mandatory Kindergarten**
  Prior to enrolling in first grade, students are now required to successfully complete kindergarten.

- **Modernization of the Vocational Curriculum**
  The Modernization Plan requires the Division of Vocational and Career Education, Ohio Department of Education, to include a course of study on the basic science, English language arts, mathematics, and technology skills needed to participate successfully in the workforce of the future. The plan addresses: (1) a redefinition of vocational education in light of changes in the knowledge and skills currently required to compete in the workforce; (2) the identification of attainable, relevant, affordable, and measurable minimum standards; (3) more efficient utilization of the resource base available through joint vocational school districts; (4) broadened career options, including preparation for students to remain employed in the future; (5) reallocation of personnel to more efficiently meet the needs and better serve

students; (6) maintenance of acceptable levels of student performance through fiscally lean periods; and (7) alternative transportation plans to improve student attendance.

- **Open Enrollment Policy**
  Intradistrict - By 1993, school districts must adopt a policy permitting students to attend alternative schools within the school district.

  Interdistrict - By 1993, school districts must submit a plan for permitting or restricting admission of students from adjacent school districts. Districts would report to the Department of Education the number of students attending from adjacent districts. Each participating school district would then receive an adjustment in state aid based upon those students attending from the adjacent districts.

- **Phonics Instruction**
  From kindergarten to grade three, phonics as a teaching technique will be encouraged and minimum standards will be prescribed by the State Board of Education.

- **Post-secondary Enrollment Options**
  Eleventh and twelfth grade students are permitted to enroll in college courses for high school or college credit.

- **School/Parent and School/Business Partnerships**
  The Ohio Department of Education shall encourage, seek out, and publicize exemplary school-parent and school-business partnerships.

- **Severe Behavior Handicapped**
  The legislature has registered its intent to create more special education units for severe behavior handicapped students.

- **Statewide Testing**
  Assessment testing is required for all students in grades four, six, eight, and ten. The results of these tests are to be reported to the State Board by building and by district. Test results shall also be made available to the public.

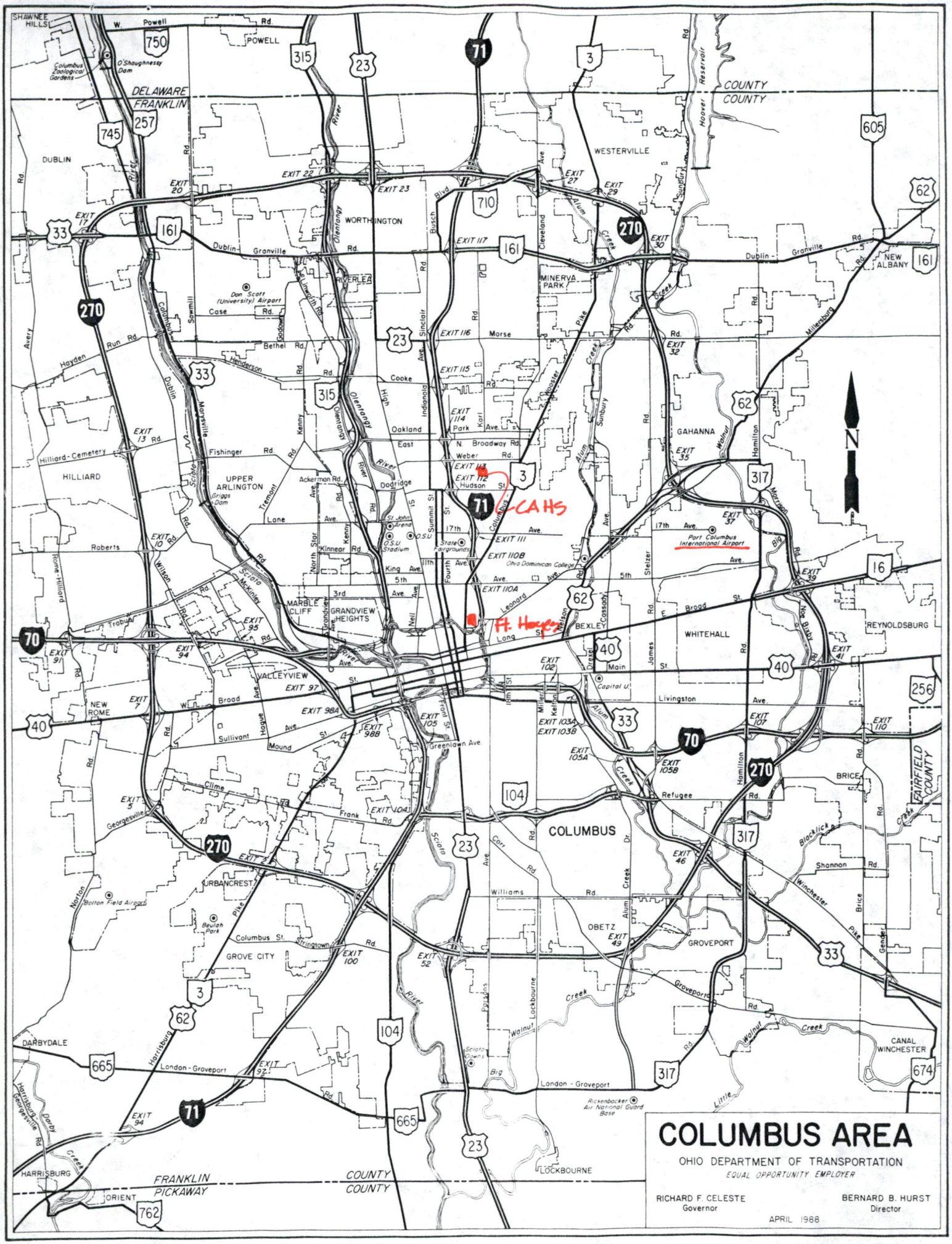
- **Truancy**
  Boards of education may require parents of truant children to attend an educational program to encourage parental involvement.

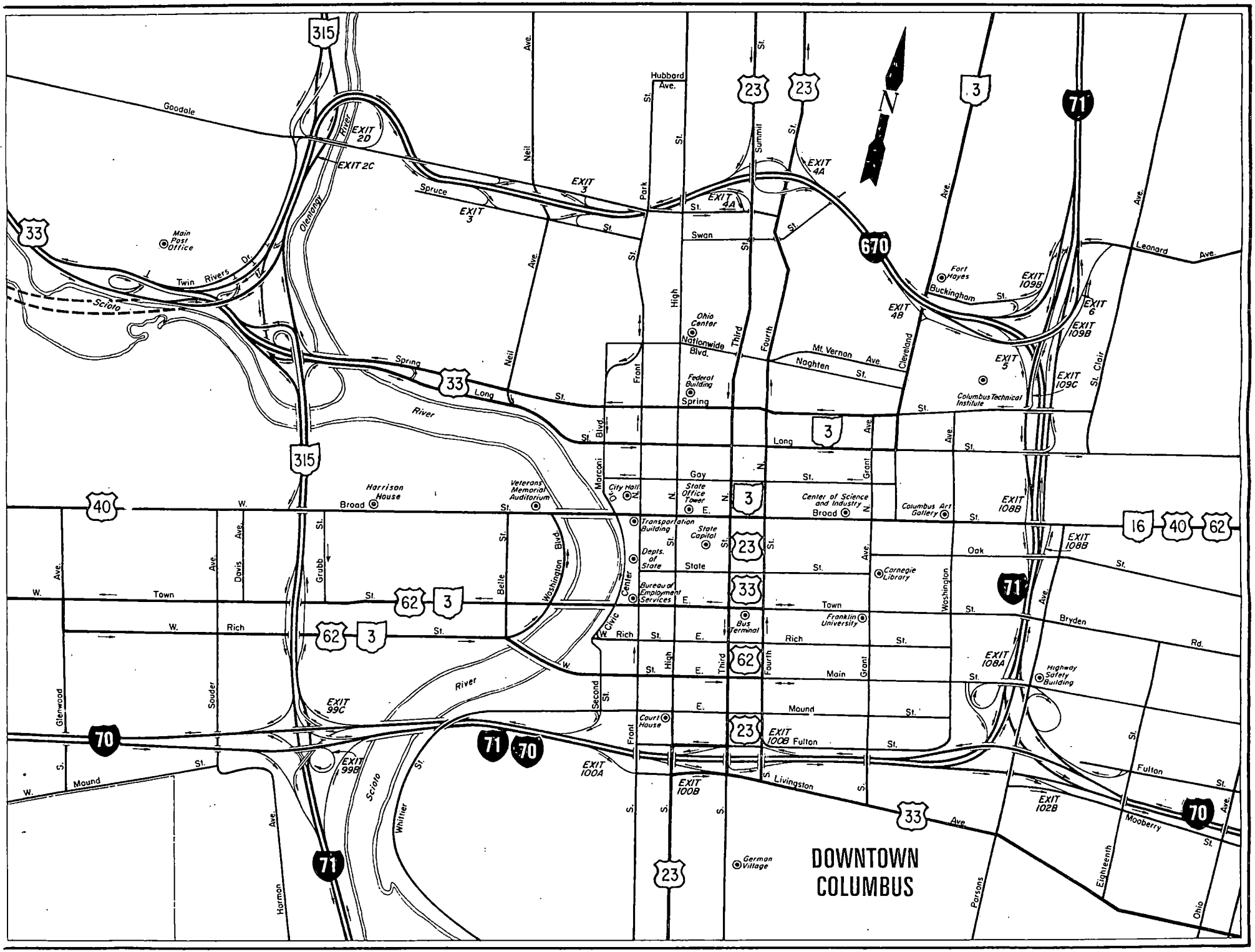
City/State: Columbus, OH
Event: Ohio 2000 Kickoff
Date: Nov. 25, 1991

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COLUMBUS AREA
OHIO DEPARTMENT OF TRANSPORTATION
EQUAL OPPORTUNITY EMPLOYER
RICHARD F. CELESTE
Governor
BERNARD B. HURST
Director
APRIL 1988
CAHS
Ft. Hayes
COLUMBUS
DUBLIN
WORTHINGTON
WESTERVILLE
GAHANNA
NEW ALBANY
MINERVA PARK
HILLIARD
UPPER ARLINGTON
GRANDVIEW HEIGHTS
MARBLE CLIFF
BEXLEY
WHITEHALL
REYNOLDSBURG
BRICE
GROVEPORT
OBETZ
CANAL WINCHESTER
GROVE CITY
URBANCREST
DARBYDALE
HARRISBURG
LOCKBOURNE
NEW ROME
VALLEYVIEW
RIVERLEA
POWELL
SHAWNEE HILLS
FRANKLIN COUNTY
DELAWARE COUNTY
FAIRFIELD COUNTY
PICKAWAY COUNTY
Port Columbus International Airport
Rickenbacker Air National Guard Base
Bolton Field Airport
Don Scott (University) Airport
Ohio Dominican College
Capital U
OSU
OSU Stadium
St. John Arena
State Fairgrounds
Griggs Dam
O'Shaughnessy Dam
Columbus Zoological Gardens
N


DOWNTOWN COLUMBUS
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Goodale
Spruce
Spring
Long
Gay
Town
Rich
Mound
Broad
Main
Oak
Bryden
Rd.
Fulton
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EXIT 2D
EXIT 2C
EXIT 3
EXIT 4A
EXIT 4B
EXIT 5
EXIT 6
EXIT 99B
EXIT 99C
EXIT 100A
EXIT 100B
EXIT 102B
EXIT 108A
EXIT 108B
EXIT 109B
EXIT 109C
Main Post Office
Ohio Center
Nationwide Blvd.
Federal Building
City Hall
State Office Tower
State Capital
Transportation Building
Depts. of State
Bureau of Employment Services
Bus Terminal
Court House
Harrison House
Veterans Memorial Auditorium
Center of Science and Industry
Columbus Art Gallery
Carnegie Library
Franklin University
Highway Safety Building
Columbus Technical Institute
Fort Hayes
German Village

GEORGE V. VOINOVICH
GOVERNOR

STATE OF OHIO
OFFICE OF THE GOVERNOR
COLUMBUS 43266-0601

GOVERNOR'S STAFF CONTACTS

Office of the Governor
77 South High Street
Columbus, Ohio 43266-0601
(614) 466-3555
Fax: (614) 466-9354

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(W) (614) 644-0939
(H) (614) 263-3457
Pager 229-9291

MEDIA
Jenny Camper
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(H) (614) 297-7426

EDUCATION ISSUES
Dr. Irene Bandy-Hedden
(W) (614) 466-3708
Fax: (614) 644-5960

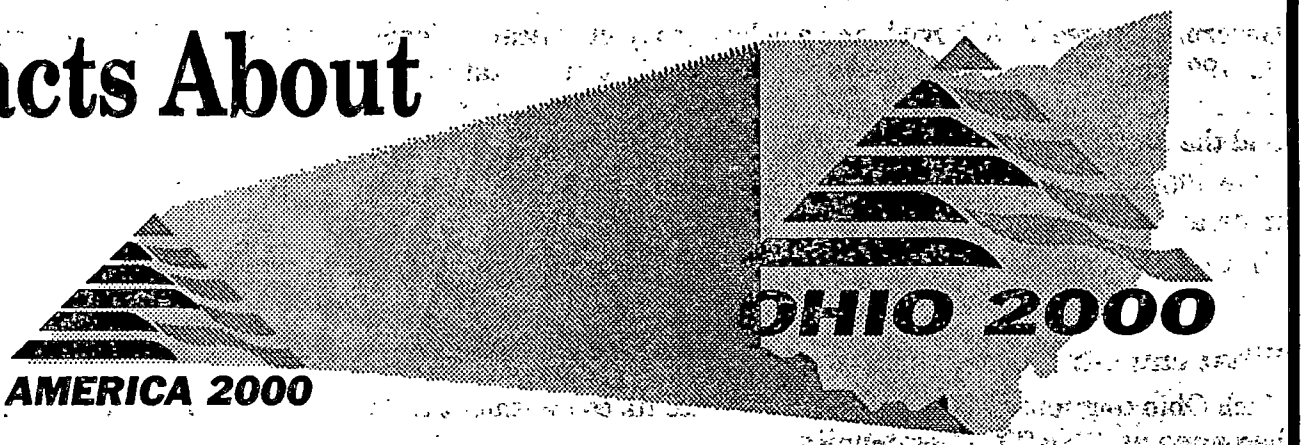
Jean Droste
(W) (614) 644-0868
(H) (614) 474-3724

SECURITY
Sgt. Bob Lloyd
(W) (614) 752-7331
(614) 644-0833
(614) 644-7583
(H) (614) 524-2562
Pager 1-800-331-7242, followed by 500556

Sgt. Harry Schwind
(H) 882-9568

Sgt. Carl Moss
(H) 577-1032

Facts About



What is America 2000?

America 2000 is a national "call to action"—a strategy to help our country improve its educational system, which can improve daily life for every citizen. President George Bush released this long-term strategy on April 18, 1991, to rally national action and support for education and for students of all ages.

America 2000 contains four major thrusts: better and more accountable schools for today's students, a New Generation of American Schools for future students, lifelong learning opportunities for a nation of students, and communities where learning can happen.

The four thrusts can be visualized as four giant trains offering space for everyone who wants to board and rapid travel on parallel tracks toward a common destination—world-class standards for American education.

These standards can be measured by six national education goals (listed in the right-hand column)—ambitious goals designed by the President and the National Governors' Association to make far-reaching changes in weary educational practices, outmoded assumptions, and long-assumed constraints. America 2000 draws pathways for us to follow in meeting the goals—perhaps even surpassing them.

America 2000 puts us all on the same trains bound for real education reform in our communities and our schools.

How will Ohio get on board?

On November 22, 1991 Ohio's education leaders will launch Ohio 2000, joining the official list of states already bound for America 2000. This proclamation is Ohio's formal commitment to the national strategy and the national education goals.

Ohio 2000 will model the national education strategy. All Ohio communities will be encouraged to join this statewide commitment. Reform will be fostered in every school, town, village, and city.

Before the year 2000, Ohio will strive to offer the New Generation of American Schools sought in the President's strategy.

The national education goals

By 2000,

1. All children in America will start school ready to learn
2. The high school graduation rate will increase to at least ninety percent
3. American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy
4. U.S. students will be first in the world in science and mathematics achievement
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning

(continued on back)

How will Ohio 2000 be initiated?

Governor George V. Voinovich and a select group of education leaders will launch Ohio 2000 on November 22, 1991, in Columbus, Ohio. The day's events initiate a statewide commitment to President George Bush's education strategy, America 2000, and the six national education goals developed by the President and the nation's governors.

Ohio 2000 encourages each Ohio community to explore the needs for positive changes in education and to motivate citizens to enact changes.

Uniting as communities to create better learning opportunities for all students is Ohio 2000's purpose. Working together, Ohioans can unleash their genius for the next generation.

What can Ohio communities do to get involved?

Each Ohio community can formally announce its commitment to America 2000 and the national goals by becoming an Ohio 2000 Community.

To do this, communities must follow four steps outlined in America 2000: adopt the six national goals, establish a community-wide strategy to achieve the goals, develop a report card to measure progress, and demonstrate readiness to create and support a New American School.

More information will be offered on how to accomplish these things as part of the Ohio 2000 launching.

Who will initiate and sustain the Ohio 2000 effort within communities?

The Ohio 2000 Committee, a select group designated by Governor Voinovich, will guide Ohio 2000 efforts. These individuals, who will join the Governor in launching Ohio 2000, were selected based on their representation of the many constituencies shaping education.

The Ohio 2000 committee members will provide direction to assure that Ohio reaches and exceeds the national education goals by 2000. They will help their communities initiate and develop Ohio 2000 plans.

Each member of the Ohio 2000 Committee is a leader in an education community and will be a strong leader for Ohio 2000.

How can people interested in Ohio 2000 get more information?

Anyone wanting more information on Ohio 2000 may call the Ohio Department of Education at (614) 466-3641 for more information, or write the Department, with attention to Ohio 2000, 65 South Front Street, Columbus, Ohio 43266-0308.



OHIO 2000 COMMITTEE OF 100

GOVERNOR
1 R. Michael DeWine
1 Chief Justice of Ohio Supreme Court
1 Bob Taft
1 Dr. Ted Sanders
1 Dr. Elaine Hairston
1 Chairman, Board of Regents (Al Bonda)
1 Donald E. Jakeway
1 Geno Natalucci-Persichetti
1 Luceille Fleming
1 Dr. Edward G. Kilroy
1 Dr. Michael F. Hogan
1 R. Gregory Browning
1 James Conrad
1 Jerome Manuel
1 Terry Wallace
1 Jose Feliciano
1 Speaker Vern Riffe
1 Sen. Pres. Stanley Aronoff
1 Sen. H. Cooper Snyder
1 Ron Gerberry
1 Chet Roush pres. of State Bd.
1 Sue Ann Norton
1 Ron Thompson
1 Terry Grier
1 John Middleton
1 James Williams
1 Michael Brandt
* 1 Supt.
1 Mike Kline
1 Steve Scovic
1 Scott Howard
11 Educational Coalition (CHECK THIS LIST WITH GEM COUNCIL FOR DUPLICATES)
1 Sarah Donnem
* 1 PBS Technology Expert
6 Media Representatives
Dave Cooper - Akron Beacon Journal
Vic Dicks - Wooster
Bill Keating - Enquirer
Lou Forrest - ABC TV Cols.
Alex Machesko - Cleveland Plain Dealer
Kenner Bush - Athens Messenger

* ODE WILL PROVIDE NAME

1 Dick Boyd
1 Donors Forum rep. (Lynn Sirinek will provide name)
4 Students - ODE
1 Jack Reimer
1 Eric Burkland
1 Dal Lawrence
1 Organized Labor person (Andy Futey will provide name)
1 Paul Marshall, Legis. Office of Education Oversight
1 David Brennan
1 Clem Buenger
1 Marion Lapinski (Ohio Teacher of the Year)
10 Governor's Education Management Council (GEM)
10 Ohio Chamber/Community Individuals
Jerry Gafford, Chmn. Hamilton Co. BAC 513-369-6855
Douglas Johnson, Chmn. Twinsburg BAC 216-425-7406
Christopher Burnham, Mbr. Akron BAC 216-376-5550
Leonard Carlson, Chmn. Ohio C of C 614-462-2225
David D'Antoni, V.Chmn. Ohio C of C 614-889-3775
Kenner Bush, Bd. Chmn. Ohio C of C 614-592-6612
Bryan Derreberry, Pres. Middletown C of C 513-422-4551
Carol Clark, Ohio C of C Chmn. Ed. Com. 614-457-0577
Jim O'Sullivan, Ohio C of C Ed. Com. 614-460-4691
Gene MacDonald, Ohio C of C Ed. Com. 614-454-4701
4 Ministers
Theo Caviness
Charles Noble
Charles Winburn

* _____

4 Mayors
Youngstown - Ungaro 216-742-8700
Toledo - 419-245-1001
Canton -
Cleveland - White4 216-664-2000
2 County Commissioners
Dick Meyers Ashland Co. 419-289-0000
Jim Beckner Vinton Co. 384-2231 or 596-4571

* ODE WILL PROVIDE NAME

(ALSO, USE BOB WEHLING IN PLACE OF JOHN PEPPER AT P & G ON GEM COUNCIL)

GEORGE V. VOINOVICH
GOVERNOR

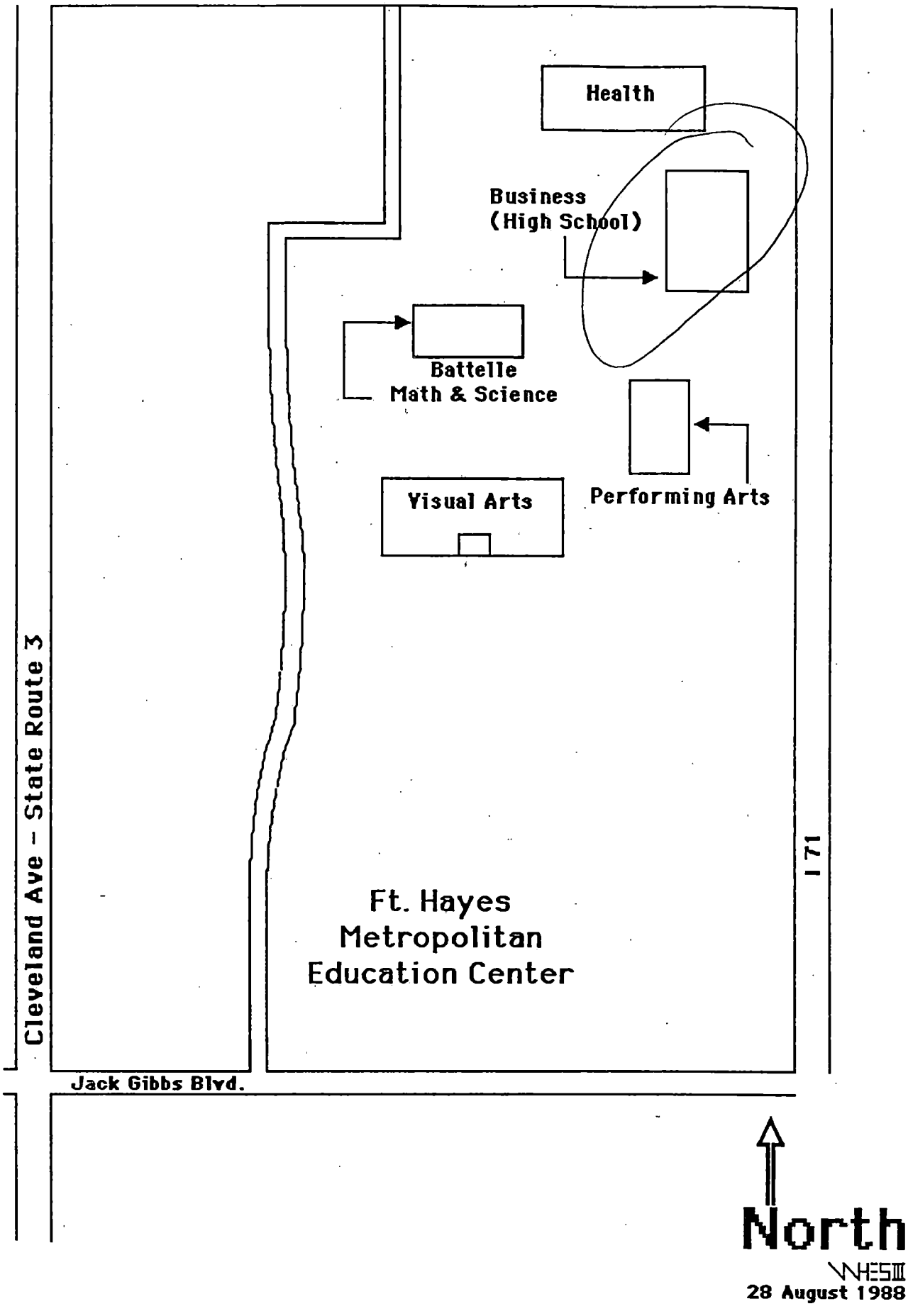
STATE OF OHIO
OFFICE OF THE GOVERNOR
COLUMBUS 43266-0601

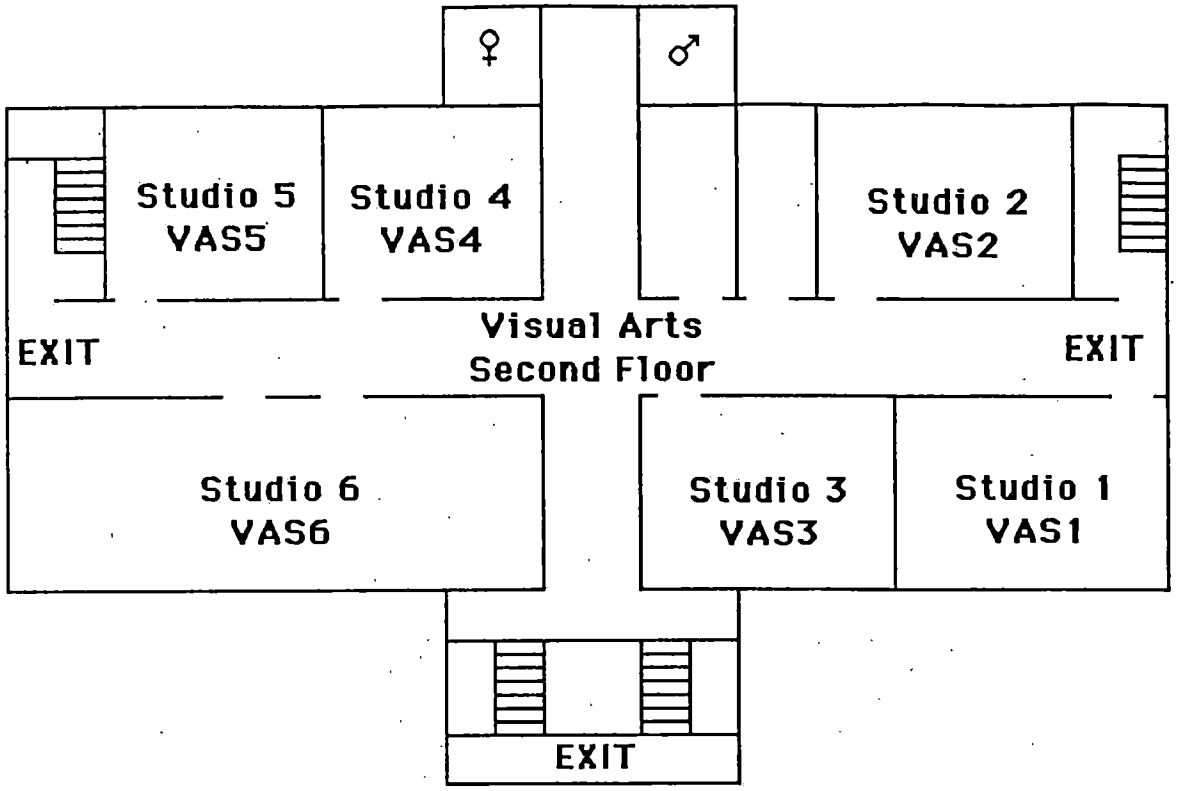
THE FORT HAYES METROPOLITAN EDUCATION CENTER

A Columbus Public School
546 Jack Gibbs Blvd.
Columbus, Ohio 43215
(614) 365-6681

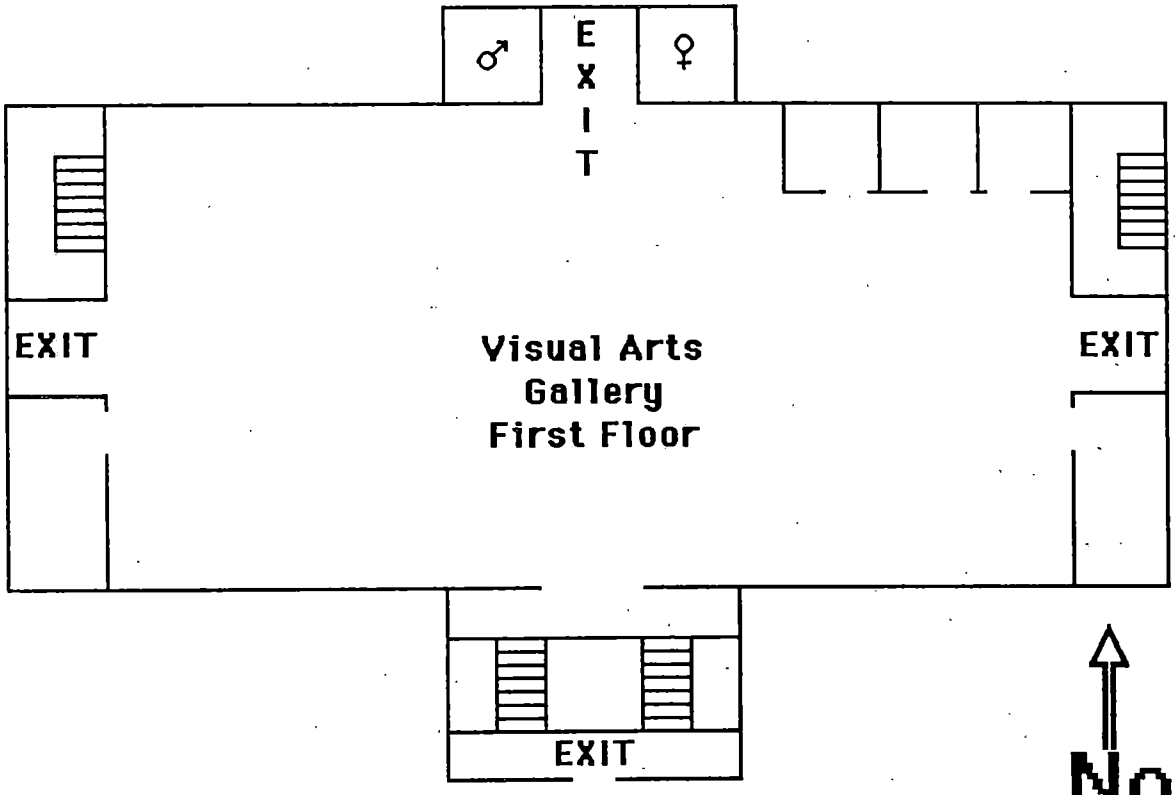
Dr. Jerry L. McAfee, Principal
(614) 365-6681
Fax: (614) 365-6724

Mrs. Sally Kriska, Supervisor
Mr. Gary McKenzie, Supervisor
Mrs. Marsha Sullivan, Administrator


Health
Business
(High School)
Battelle
Math & Science
Visual Arts
Performing Arts
Cleveland Ave - State Route 3
I 71
Ft. Hayes
Metropolitan
Education Center
Jack Gibbs Blvd.
North
WHESIII
28 August 1988



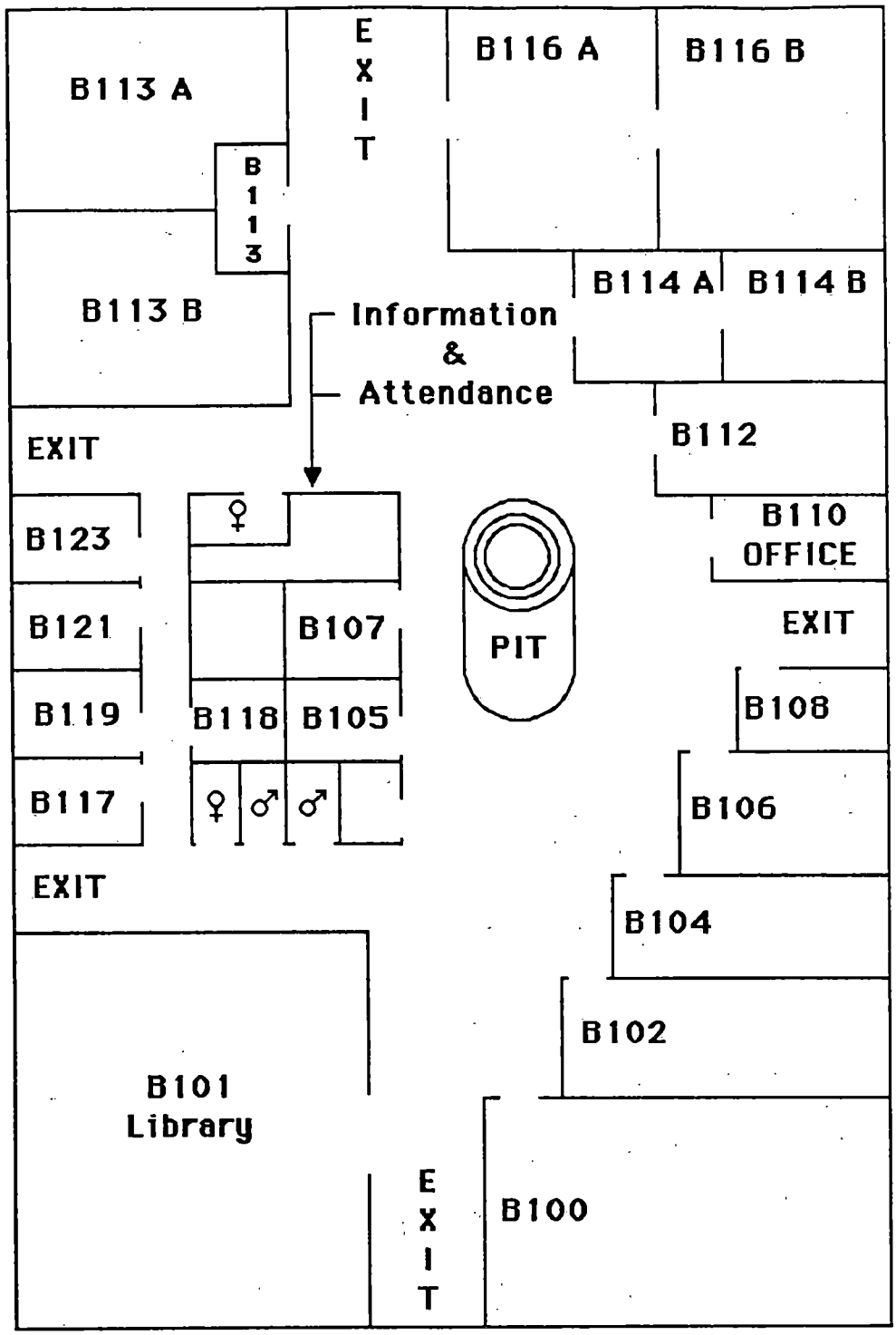
VISUAL ARTS SECOND FLOOR



Visual Arts

Ft. Hayes
Metropolitan
Education Center

28 August 1988

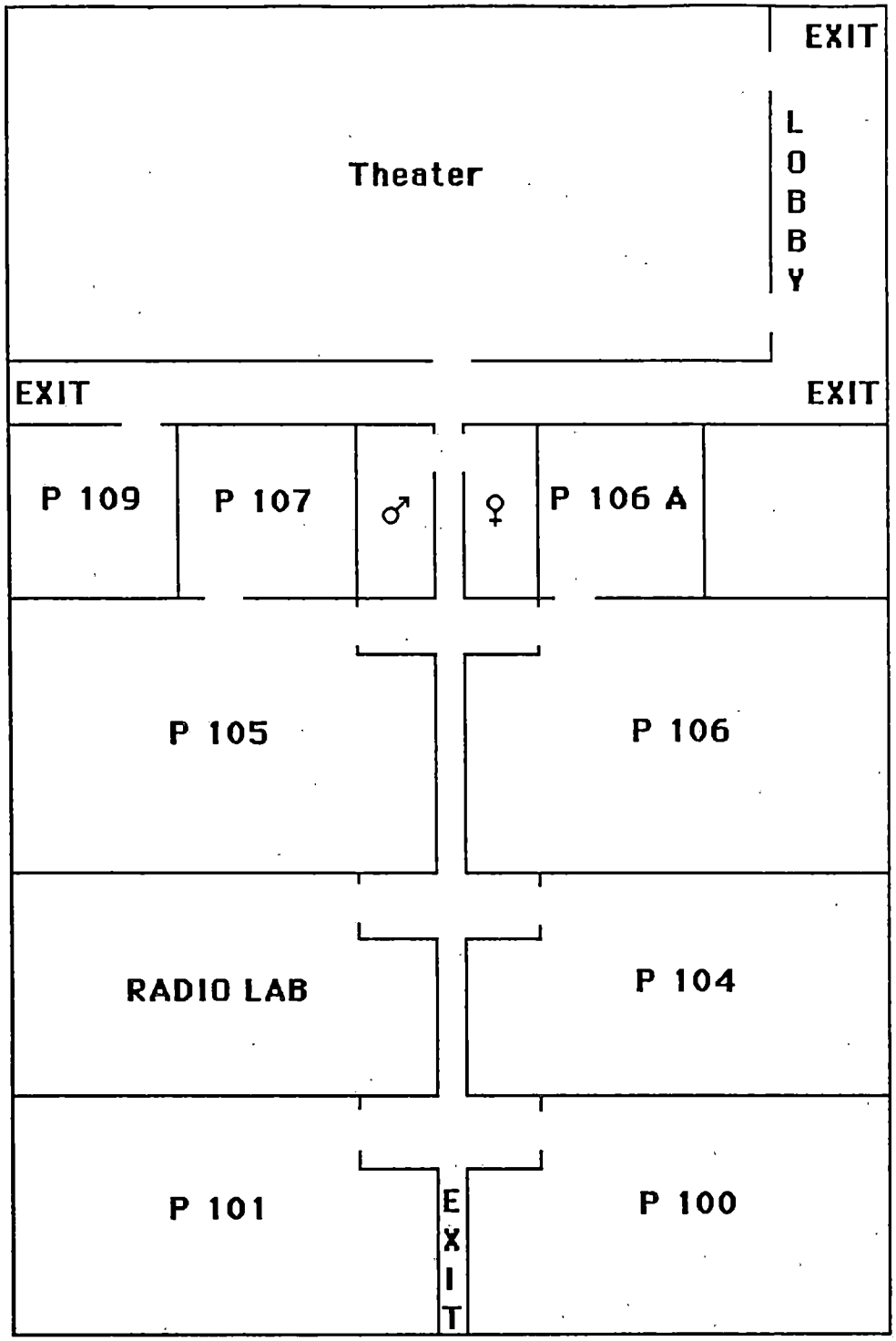


Business (High School)

Ft. Hayes
Metropolitan
Education Center

North

28 August 1988

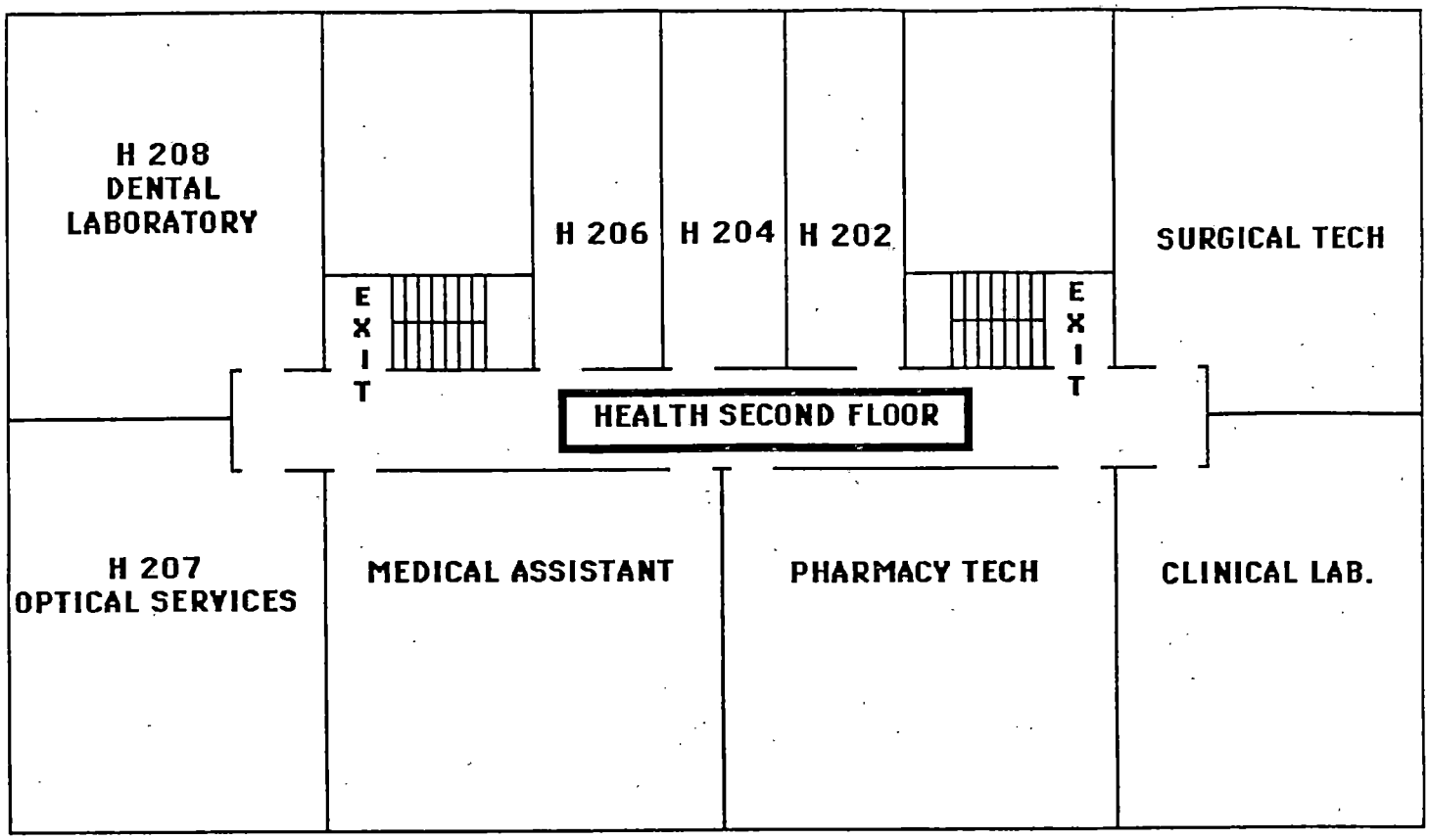


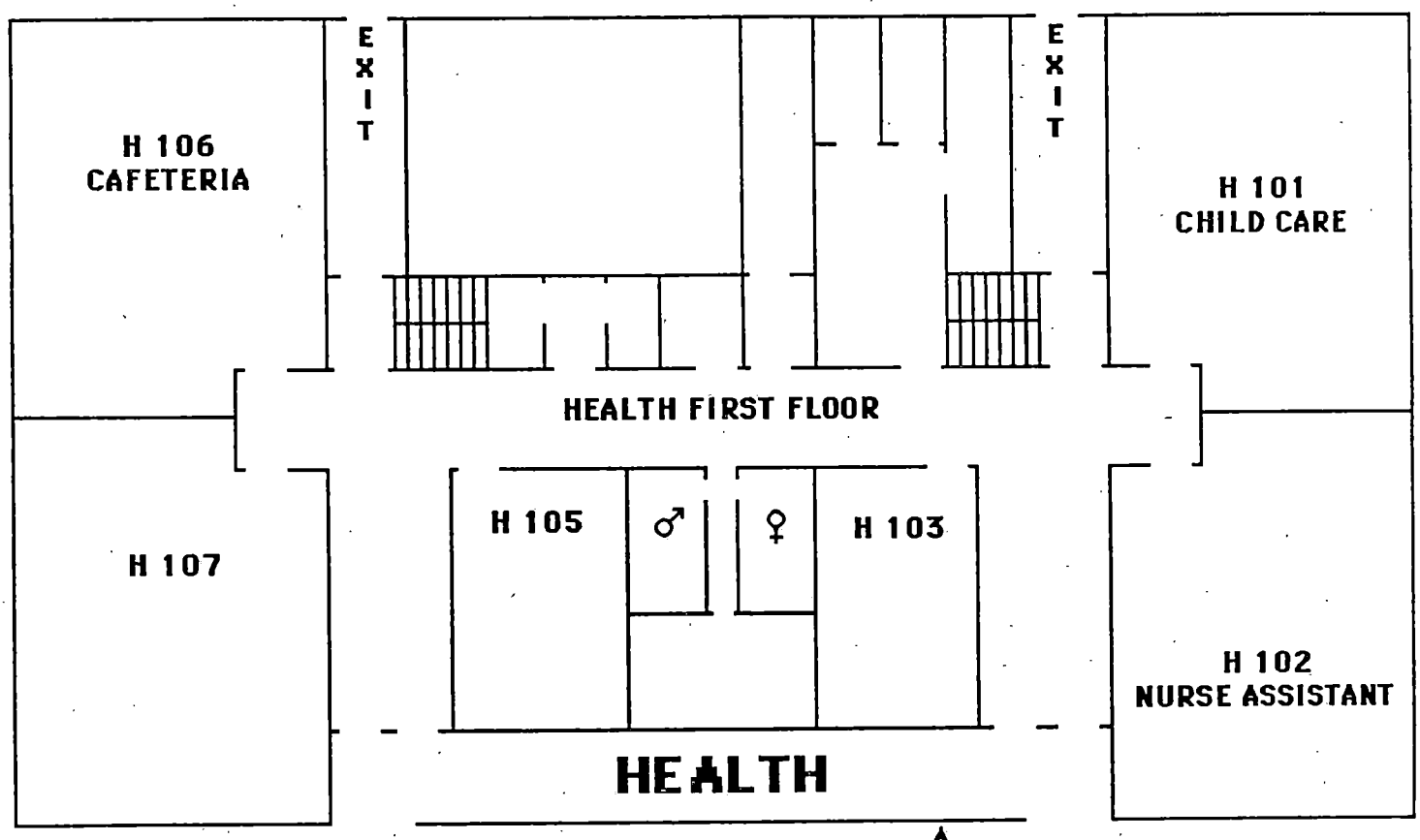
Performing Arts

North

Ft. Hayes
Metropolitan
Education Center

NHESIII
28 August 1988

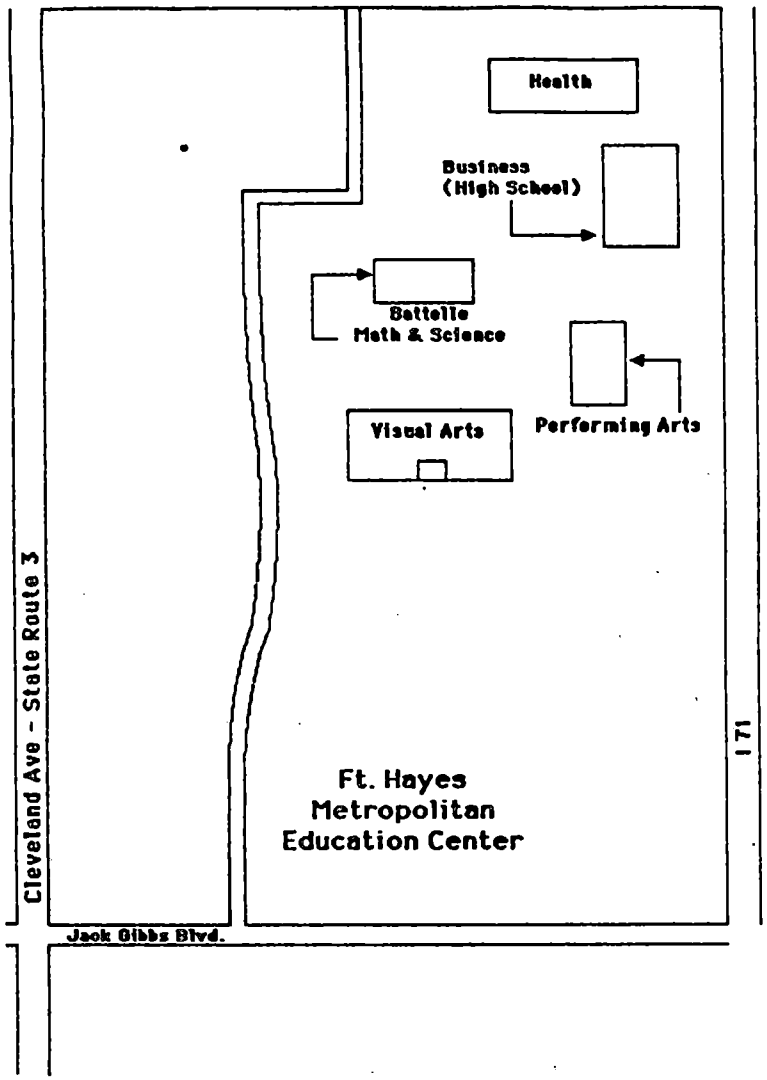


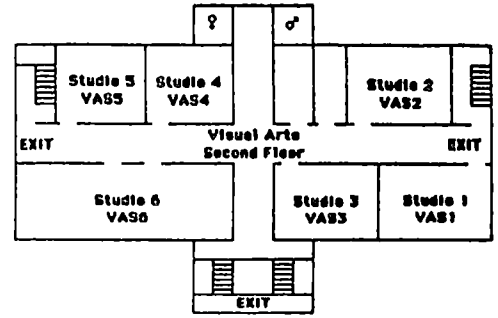


Ft. Hayes
Metropolitan
Education Center

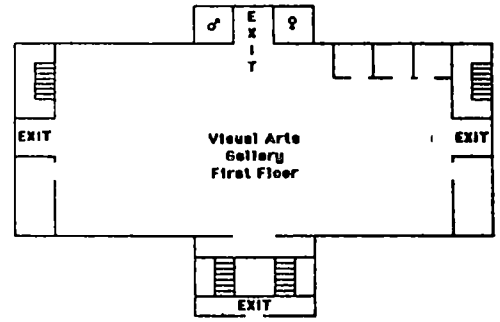
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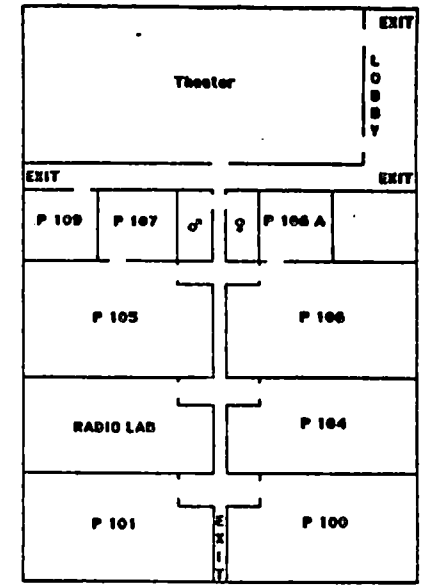
VNHES III
28 August 1988



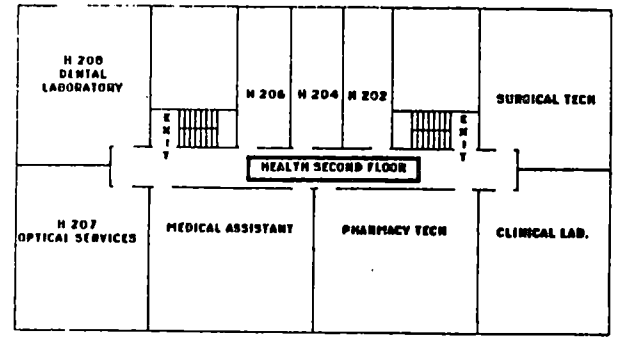


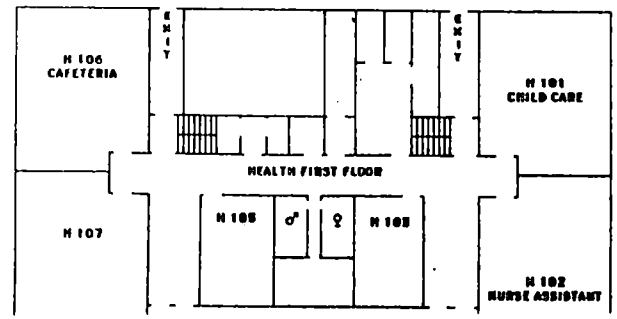
VISUAL ARTS SECOND FLOOR

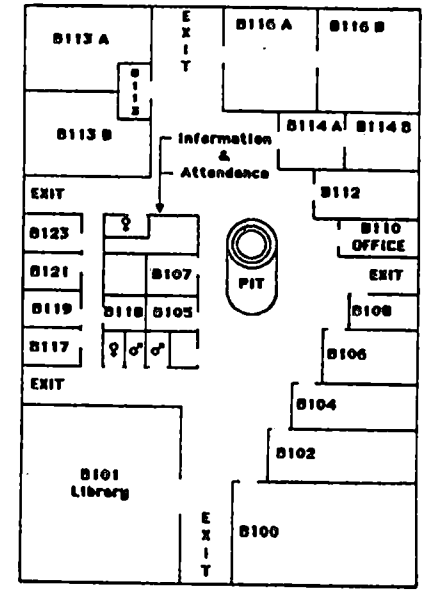




Performing Arts







Business (High School)

North

THE FORT HAYES METROPOLITAN EDUCATION CENTER

A Columbus Public School
548 Jack Gibbs Blvd.
Columbus, Ohio 43215
[614] 365-6681

Dr. Jerry L. McAfee, Principal
Mrs. Sally Kriska, Supervisor
Mr. Gary McKenzie, Supervisor
Mrs. Martha Sullivan, Administrator

The Fort Hayes Metropolitan Education Center is the site for four unique educational programs: a career center program, Battelle Youth Science Program, 5th Grade Art/Museum Program, and an arts and academic high school. ***The Fort Hayes Career Center*** component offers vocational courses in health/medical services, data processing, and the fine and performing arts. The career center programs serve students from the Columbus City School District and suburban school districts. ***The Battelle Youth Science Program*** (exclusively for Columbus City School District students) provides advanced laboratory and academic courses in math and science. ***The 5th Grade Art/Museum Program*** introduces all 5th grade students in the Columbus Schools to the visual arts. ***The Fort Hayes Arts and Academic High School*** (a full day high school for Columbus City School District students), the newest component, focuses on excellence in performance -- performance in a rigorous college preparatory program and a rich immersion in the art areas of music, dance, theatre, and visual art.

Fort Hayes Career Programs

- Child Care Assistant
- Clinical Laboratory
- Commercial Art
- Commercial Photography
- Dance
- Data Processing
- Dental Assistant
- Dental Laboratory
- Fine Arts
- Instrumental Music
- Medical Assistant
- Nurse Assistant
- Pharmacy Technician
- Optical Services Technician
- Radio/TV Production and Broadcasting
- Surgical Technician
- Theatre
- Vocal Music

Battelle Youth Science Program

- Integrated Chemistry and Physics
- Advanced Mathematics
- Advanced Placement Calculus
- Advanced Placement Computer Science
- Research and Science Issues
- Advanced Placement Chemistry
- Advanced Placement Physics

Fort Hayes Arts and Academic High School

Academic Program 1990-91

English/Social Studies
- English 9
- English 9 Challenge
- English 10
- English 10 Challenge
- World Literature and Composition
- World Literature and Composition Challenge
- Communications Strategies
- Speech Communication
- World Area Studies
- Global History
- Global History Challenge
- American Studies (Eng. 11 & US History)
- Citizenship and Democracy
- Advanced Placement European History

Foreign Languages
- French I, II, III, IV
- Spanish I, II, III, IV
- Italian I, II, III
- Japanese I, II, III

Mathematics
- Algebra I
- Algebra II
- Geometry
- Precalculus
- Advanced Placement Calculus

Science
- Investigative Science
- Biology
- Chemistry
- Chemistry Challenge
- Advanced Placement Biology
- Research Science Issues

Business Education
- Introduction to Typing
- Computer Applications

Industrial Arts
- Industrial Arts Survey
- Intro to Architecture
- Architectural Design
- Research & Development

Health/Physical Education
- Health
- Physical Education I
- Physical Education II

Driver Education
- Driver Ed. I
- Driver Ed. II

Arts Program 1990-91

Visual Art
- Art I Survey
- Art II Minor
- Art II Major
- Art III Minor
- Art III Major
- Computer Graphics I
- Computer Graphics II
- Advanced Placement Art Portfolio

Music
- Mixed Chorus
- Mixed Ensemble
- Men's and Women's Glees
- Madrigal Choir
- Small Ensembles
- Concert Band
- Orchestra
- Jazz Ensemble
- Basic Music Theory
- Music Theory II
- Advanced Placement Music Theory
- MIDI/Keyboard

Theatre
- Theatre Survey
- Acting I
- Acting II
- Theatre Seminar
- Stagecraft

Dance
- Dance Survey
- Dance: Theory & Practice I
- Dance: Composition II
- Dance: Special Projects
- Dance Ensemble

General Arts
- General Arts Foundation
  (a required 9th grade class)



FORT HAYES ARTS AND ACADEMIC HIGH SCHOOL

OF

FORT HAYES METROPOLITAN EDUCATION CENTER

546 Jack Gibbs Boulevard
Columbus, OH 43215
614/365-6681

CEEB/ACT: 361541

PRINCIPAL: DR. JERRY L. MCAFEE

THE COMMUNITY

The Fort Hayes Arts and Academic High School is located near downtown Columbus, Ohio. It is one of 17 high schools in the Columbus Public School District. Columbus is the state capital as well as the corporate headquarters for several large insurance, industrial, and specialty companies. The Ohio State University is also located here.

THE SCHOOL

Fort Hayes Arts and Academic High School is one component of the Fort Hayes Metropolitan Education Center. This component is a magnet alternative school for students interested in an intensive academic and arts curriculum. Each year interested students apply for the 150 freshmen openings. The students are selected by lottery.

Other programs located on the fifty-acre, five-building campus of Fort Hayes include the Battelle Youth Math/Science Program for the Gifted and the Fort Hayes Career Center.

CURRICULUM

An integrated curriculum that brings the arts and academics together is the foundation of the Fort Hayes Arts and Academic High School.

CURRICULUM	All students are enrolled in college preparatory courses as well as courses that relate to the history, appreciation, performance, creation, and criticism of the arts. Students may choose AP courses in biology, calculus, European history, studio art, and music theory. Fort Hayes students' ten-period day is 30 minutes longer than the school day in other Columbus Public Schools. Other on-campus elective programs are the Battelle Youth Math/Science Program, vocational health and business programs, and pre-professional fine and performing arts programs.
GRADUATION REQUIREMENTS	All Fort Hayes students are scheduled in courses that are required by the Columbus Public Schools for a Diploma of Graduation and a Certificate of College Preparation. This requires 22 credits, to include 4 English credits, 3 social studies credits, 3 mathematics credits (algebra 1, geometry, algebra 2), 3 science credits (investigative science, biology, chemistry, or physics), and 3 foreign language credits, 1 arts credit, and 1 credit in health/physical education. Students who earn a minimum of 5 credits in a curriculum area may also receive a Certificate of Specialization.
GRADING	A=4.0, B=3.0, C=2.0, D=1.0, F=0. AP courses are weighted as A=5.0, B=4.0, C=3.0, D=2.0, F=0. Rank is computed at the end of the junior year.
THE STAFF	The high school staff is composed of 37 teachers. Thirty have masters degrees.
COUNSELORS	Ronald Rabold and Karen Smith
GRADUATES	The Class of 1991 will be the first graduating class from Fort Hayes Arts and Academic High School. One third of the class has a cumulative grade point average of 3.0 or better.

FORT HAYES METROPOLITAN EDUCATION CENTER
ARTS AND ACADEMIC HIGH SCHOOL

PHILOSOPHY

An "arts as core" program at the Fort Hayes Arts and Academic High School requires that the arts not only be included as core subjects within the total school curriculum, but also serve as the adhesive that unites and interrelates all other subject areas. This arts and academic high school centers around a quality education fostering a foundation for excellence in both areas.

We believe that young people with an excitement for the arts should have the opportunity and encouragement to develop not only their artistic skills, but also their creativity, intellectual insights, moral character, and sense of community responsibility. Fundamental to this philosophy is the belief that sound training and discipline in the arts build the qualities of character, judgment, insight and sensitivity so important to good citizenship and to a rewarding life in any vocation.

A philosophy of this nature leads to a curriculum that:

- provides students, staff, administration, parents, and community a common bond and unifying force -- the arts.
- provides a supportive, energetic, and challenging environment utilizing traditional and innovative approaches to learning and teaching.
- encourages a position of educational leadership within the community and beyond and contributes to the betterment of a rapidly changing society.
- creates a global perspective to appreciate the richness and diversity of a multi-cultural world.
- provides a rigorous academic program designed to prepare students for the demands of college and the responsibilities of a lifetime.
- transmits knowledge and concepts: places theory into practice and knowledge into experience.
- promotes quality and excellence in performance in both the arts and academics.
- creates an enduring respect and passion for learning within a climate of artistic, scientific, communicative, and academic excellence.
- stimulates creative exploration and original thinking.
- nurtures the visual, aural, and kinetic senses.
- explores how artists think, create, and express themselves.
- enriches and accelerates aesthetic development.
- provides for discovery of self: positive self-esteem, personal integrity, self-motivation, self-discipline, and self-direction.
- allows each person to be treated as a unique individual with respect for diversity.
- promotes a wellness approach to a holistic lifestyle: mental, social, and physical well-being.

FORT HAYES METROPOLITAN EDUCATION CENTER
CAREER AND SPECIALIZED PROGRAM OFFERINGS

CAREER PROGRAMS
BUSINESS

DATA PROCESSING ... Students learn skills in business-related IBM PC XT computer printer. Applications such as word processing, data base, graphics, and large-scale computer programing on the IBM System 36. Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT** - Nationwide Insurance, CompuServe, Inc. **TWO YEAR COLLEGE/SPECIALTY SCHOOLS** - Columbus State C.C. **FOUR YEAR COLLEGES** - O.S.U.

HEALTH

CHILD CARE ASSISTANT ... Students work with children 6 weeks to five years of age through observation and operation of a child care center. Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT** - Day Care Centers, Recreational Directors. **TWO YEAR COLLEGE/SPECIALTY SCHOOLS** - Columbus State C.C., Cleveland Nanny School. **FOUR YEAR COLLEGES** - O.S.U.

CLINICAL LABORATORY ASSISTANT ... This is a one-year senior program. Students will be certified lab assistants who will perform blood tests that will help to diagnose illness. Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT** - Hospitals, Private Clinical Laboratories. **TWO YEAR COLLEGE/SPECIALTY SCHOOLS** - Columbus State C.C. **FOUR YEAR COLLEGES** - O.S.U. in Nursing, Dentistry, Medicine, & Medical Technology.

DENTAL ASSISTANT ... Students will assume the duties of receptionist, chairside assistant, or business secretary. The chairside assistant assists the dentist in all treatment procedures. Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT** - Dental Offices. **TWO YEAR COLLEGE/SPECIALTY SCHOOLS** - Columbus State C.C. **FOUR YEAR COLLEGES** - O.S.U. in Dental Hygiene, Dentistry.

DENTAL LABORATORY ASSISTANT ... Students learn to make dental prosthetic appliances, complete dentures, partial denture framework, crowns, and bridges. Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT** - Dental Laboratory, Dentist Office, Insurance Co. **TWO YEAR COLLEGE/SPECIALTY SCHOOLS** - Columbus State C.C. **FOUR YEAR COLLEGES** - Franklin University, Capital University.

MEDICAL ASSISTANT ... The program includes training in secretarial skills, medical terminology, anatomy, physiology, basic laboratory procedures, communication and human relation skills. office procedures, and unit clerk in a hospital setting, as well as, learning CPR and first aid. Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT** - Health Clinic, Doctor's Office. **TWO YEAR COLLEGE/SPECIALTY SCHOOLS** - Any health/career school. **FOUR YEAR COLLEGES** - Any major university.

NURSE ASSISTANT ... This is a senior program preparing for entry-level Nursing care skills. The student can continue in their employment or pursue education in 1, 2, or 4 year programs. Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT** - Hospitals, Nursing Homes. **TWO YEAR COLLEGE/SPECIALTY SCHOOLS** - Columbus State C.C. **FOUR YEAR COLLEGES** - O.S.U. and Capital University.

OPTICAL SERVICES TECHNICIAN ... The students learn to read eye glass prescriptions and completely make a pair of glasses. The student learns prescriptions requirements, product knowledge, fitting and adjusting of frames, and basic repairs to frames. Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT** - Optical Labs, Doctors Office. **TWO YEAR COLLEGE/SPECIALTY SCHOOLS** - Columbus State C.C., Cuyahoga C.C. **FOUR YEAR COLLEGES** - O.S.U.

PHARMACY TECHNICIAN ... This one-year program prepares the students to work in both a drug store or in a hospital pharmacy. The student will acquire a knowledge of the community pharmacy, the hospital and its structure, sources of drugs, names, drug laws and dosage forms. Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT** - Hospitals, O.S.U., Childrens or Riverside. **TWO YEAR COLLEGE/SPECIALTY SCHOOLS** - Columbus State C.C. **FOUR YEAR COLLEGES** - O.S.U., University of Cincinnati.

SURGICAL TECHNICIAN ... The course includes instruction in sterile techniques, instrument preparation, medical terminology, and the role of the technician during surgery. Upon completing this program a student can pursue **IMMEDIATE EMPLOYMENT** - Area Hospitals, Central Supply, Labor and Delivery. **TWO YEAR COLLEGE/SPECIALTY SCHOOLS** - Columbus State C.C. **FOUR YEAR COLLEGES** - O.S.U.

PERFORMING ARTS

DANCE ... Students learn ballet, modern and jazz dance techniques. Related areas of study are: annotation choreography, repertory, kinesiology, and dance history. Upon completing this program a student can pursue **IMMEDIATE EMPLOYMENT** - Entertainment Field. **TWO YEAR COLLEGE/SPECIALTY SCHOOLS** - Non-degree dance studios. **FOUR YEAR COLLEGES** - Any college that offers a dance major.

INSTRUMENTAL MUSIC ... Units of instruction include: MIDI lab, Recording studio basic, intermediate and advanced theory, composition, eartraining, keyboard, music history, improvisation, instrumental conducting, choir, Jazz Ensembles and Chamber Music. Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT** - Music Retailing, Working as a performer. **TWO YEAR COLLEGE/SPECIALTY SCHOOLS** - Recording Workshops **FOUR YEAR COLLEGES** - BASS Institute of Technology, G.I.T., B.I.T., etc.

RADIO AND TELEVISION ... Students in this program will learn the skills necessary for careers in radio and television Instructional units include broadcast history and government regulations. Careers such as director, cameraman, disc jockey, news reporter, and many more. Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT:** Production Houses. **TWO YEAR COLLEGE/SPECIALTY SCHOOLS** - O.U. Zanesville, DEVRY Inst of Technology. **FOUR YEAR COLLEGES** - Ohio University, Bowling Green.

THEATRE ... The curriculum includes: acting, stage combat, voice production, movement for the actor, set design set construction techniques, make-up, costuming, lighting design and execution, theater management, publicity, pla analysis, and history of theater. Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT** Further schooling advised. **TWO YEAR COLLEGE/SPECIALTY SCHOOLS** - American Academic of Dramatic Arts - New York. Philadelphia School for the Arts. **FOUR YEAR COLLEGES** - Wright State University, Otterbein College

VOCAL MUSIC ... Units of Instruction include: Symphonic Choir, Show Choir/Chamber Choir, Voice Class, Keyboard Lab, Vocal coaching, Music appreciation, music theory, sight-singing, song writing, and an introduction to MIDI Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT**- Church Music as Vocalist, Entertainment Fields. **TWO YEAR COLLEGE/SPECIALTY SCHOOL**- Academics of Music (Non- Degree Schools). **FOUR YEAR COLLEGES**- Performance, Education and Technology degrees.

VISUAL ARTS

COMMERCIAL ART... Skill areas covered include: drawing, layout, keyline and paste-up, illustration, cartooning typography, airbrush, knowledge of the reproduction processes in printing, and art history. Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT**- Entry level. **TWO YEAR COLLEGE/SPECIALTY SCHOOL**- Columbus State- Graphic Arts, The Design Schools. **FOUR YEAR COLLEGES**- Art schools, BA, BFA Universities- BA, BFA, MFA.

COMMERCIAL PHOTOGRAPHY... Units of instruction include the history and theory of photography, cameras, lenses, lighting, exposure, special equipment and films, photographic printing in black and white and color. Upon completing this program a student can pursue: **IMMEDIATE EMPLOYMENT**- Mini-Lab Technician, Free Lance, Studio Assistant, Sales. **TWO YEAR COLLEGE/SPECIALTY SCHOOL**- Ohio Institute of Photography, Columbus State C.C. **FOUR YEAR COLLEGES**- Ohio University, Bowling Green.

FORT HAYES METROPOLITAN EDUCATION CENTER
PHARMACY TECHNICIAN
546 JACK GIBBS BLVD
COLUMBUS, OHIO 43215
(614) 365-6681

PHARMACY TECHNICIAN PROGRAM

1. 80% of past graduates are still working in the field.
2. Students (past grads) who are M.D.'s, R.N.'s, L.P.N.'s, Pharmacist and many other health field professional.
3. 100% placement of all graduates wanting jobs.
4. Free tuition at most universities for full time employees.
5. 1st, 2nd, and 3rd place winners in the Skill Olympics in Pharmacy
6. 8-week, on site clinical rotations through all major hospitals.
7. Did you know at the end of this program a student can work 16 hr's a week while pursuing a college degree compared to a student working full time at a fast food chain in the city, freeing them for more study time.

Ross Labs - Abbott Industries
allopd - a - school partner
20 tutors every morning
donate equipment
OSU Hospitals - provide worksites as part of training
donate equipment
Batelle - grant money for 2 faculty salaries

92- 100 % placement based on competency

FORT HAYES METROPOLITAN EDUCATION CENTER
546 JACK GIBBS BOULEVARD
COLUMBUS, OHIO 43215
614/365-6681

PHARMACY TECHNICIAN

PROGRAM DESCRIPTION

Fort Hayes personnel are enthusiastic and excited about the training of a new health care worker, the Pharmacy Technician. This is the first Pharmacy Technician training program to be introduced into any secondary school system. This one year senior Pharmacy program prepares the student to work in both a community pharmacy or in a hospital pharmacy. While in training the student will acquire a thorough knowledge of the community pharmacy, the hospital and its organizational structure, the purposes and objectives of the unit dose dispensing system, sources of drugs, names, laws, affecting drugs, drug package labeling, pharmaceutical dosage forms, weights, measures, aseptic techniques, bulk manufacturing, components of a prescription, how drugs act, factors influencing dosage, classification of drugs by type of action, drug information sources, stock rotation, typing skills, common medical abbreviations, preparation of oral, subcutaneous, intramuscular, and intravenous doses to be sent to the patients on the nursing unit, basic human anatomy, communication and social interactions.

FUTURE OPPORTUNITIES

After completing this pharmacy training course, the student can seek further educational training or secure employment in a community or hospital pharmacy working under the supervision of a registered pharmacist. Average starting salaries for training Pharmacy Technicians range from $9,000 and up.

TYPICAL TIME SCHEDULE AND CREDITS

During the senior year, students are scheduled for three hours and forty-five minutes daily and earn three and one-half (3.5) credits.

SUGGESTED PREREQUISITES

A pleasing outgoing personality and appearance, dependability, good attitude, ability to meet physical requirements, good grade average. Background in math, typing, and science is desirable, but not required.

CLINICAL EXPERIENCE

Eight weeks of on the job training and observation will take place at the beginning of the second semester before advanced placement takes place. Students should plan to provide their own transportation.

ADVANCED PLACEMENT

In order to afford students an opportunity for early entrance into the world of work, students may be placed in area hospitals during the last nine weeks of training. Transportation is to be provided by the student.

CLUB ACTIVITIES

Vocational Industrial Clubs of America (VICA) is an integral part of the curriculum. Youth clubs provide students with an opportunity to deal with leadership development, social understandings--human relations, and civic responsibilities. Though membership in VICA, students are able to participate in local, district, regional, state, and national competitive events and conventions.

In addition, students have the opportunity to become affiliated with The Association for Operating Room Technicians.

For further Information about Fort Hayes please call:

Guidance Counselor
Fort Hayes Metropolitan Education Center
546 Jack Gibbs Boulevard
Columbus, Ohio 43215
614/365-6681

FA. Hayes

two schools - career center ½ day
apply from city, suburbs

high school for arts - 4 years old
lottery from city
by quotas

cap of 150 per grade

Pharmacy lab
Medical lab
day care center
+ class

MARQUEE

Fort Hayes Metropolitan Education Center Newsletter
Volume 4. Number 1. - August 19, 1991

Dear Parents and Students:

Welcome to The Fort Hayes Metropolitan Education Center and the 1991-92 school year. Our educational team welcomes each parent and student to take advantage of educational and extra-curricular programs offered at Fort Hayes. Active school involvement by parents and students is an important ingredient in academic achievement, good student conduct, and school spirit.

Fort Hayes, a Columbus Public School, is a campus of premier educational opportunities. The Fort Hayes Metropolitan Education Center is the site for three unique high school educational programs: a career center program, Battelle Youth Science Program, and the Fort Hayes Arts and Academic High School. The 5th Grade Art/Museum program is the fourth distinctive unit housed at Fort Hayes.

The career center component offers vocational courses in health/medical services, data processing, commercial art and photography, and the fine and performing arts. The Battelle Youth Science Program provides advanced laboratory and academic courses in math and science. The Fort Hayes Arts and Academic High School, the newest component, focuses on excellence in performance - performance in a rigorous college preparatory program and a rich immersion in the art areas of music, dance, theatre, and visual art. The 5th Grade Art/Museum program serves all 5th grade students in the Columbus Public Schools.

Achieving educational excellence is highly dependent on student, parent, family, and community involvement as well as support for our school's educational program. We encourage you to communicate with us when you have a need or concern about your son's or daughter's academic or behavioral achievement. We need you to attend and participate in school programs and PTA. Together we can reach higher levels of academic excellence and student self-discipline, better preparing each student for his or her future.

Fort Hayes' expectations exist to establish an educational atmosphere to support students in reaching their fullest potential. Students must be ready to sincerely engage in the work of learning. Each student's success is very dependent on his/her active involvement in school. That success is directly related to good school/class attendance, regular study, preparation of homework, self-discipline, quality performance, and a good attitude.

On the first day of school each student is expected to 1) return a completed EMERGENCY MEDICAL CARD to his/her homeroom or career program teacher, 2) know his/her homeroom number, 3) have knowledge about parent place of employment, work address, and work phone number, 4) have all school financial debts paid, and, 5) bring pencil, pen, paper, 3-ring notebook, any special instruments/uniforms/equipment, and a good attitude!

The Fort Hayes campus and educational team are available to you. Please visit your school. You are a phone call away from arranging a conference, visit, or tour. You are a phone call away from talking with your son's or daughter's teachers. You are always welcome at Fort Hayes.

Students and parents should find the enclosed information helpful in planning for school.

Best Wishes,

Jerry L. McAfee

Jerry L. McAfee, Ph.D.
Principal

OPENING DAY

The first day of classes for Fort Hayes students is Wednesday, August 28. The Columbus Public Schools Department of Transportation notifies all students of school assignment and bus route/stop. Each student is expected to be in his/her assigned classroom before 7:45 a.m. each morning. On the first day of school the first stop for each student is the homeroom assignment. During homeroom the homeroom teacher will collect the **EMERGENCY MEDICAL AUTHORIZATION** card and issue a school locker. A class schedule card will be distributed by the homeroom teacher. Ω

HIGH SCHOOL HOMEROOM ASSIGNMENTS

Student homerooms are assigned by grade level and in alphabetical order. See the listing below for homeroom assignments. The alphabet letter following the number denotes the building (B=Business; H=Health; P=Performing Arts; V=Visual Arts).

	9th Grade
Last Name	H.R.
Alexander thru Clark, A.	104B
Clark, M. thru Flood-Corbett	105B
Folwer thru Jackson	117B
Jennings thru Morgan	119B
Moyer thru Stewart	121B
Swint thru Sook	123B

	10th Grade
Last Name	H.R.
Albert thru Clayborn	107B
Cleveland thru Harrell	109B
Highfield thru Lammkin	113B
Landenberger thru Murphy	114B
Newton thru Smith, J.	116B
Stephens thru Wrzyszczynski	109P

	11th Grade
Last Name	H.R.
Anderson thru Golden	104P
Grant thru McCrary	104P
McDaniel thru Sanderson	001V
Saunders thru Wilson	003V
Allen thru Zhang	VOCA (11th/12th)

	12th Grade
Last Name	H.R.
Anderson thru Grant	LLC1
Gray thru Malnate	LLC2
Malone thru Richardson	LLC3
Robinson thru Wolf	LLC4

Emergency Medical Authorization

The completed and signed card emergency medical card enables parents and guardians to authorize the provision of emergency treatment for children who become ill or injured under school authority when parents or guardians cannot be reached. This authorization is required by Section 3313.712 of the Ohio Revised Code. Please complete the front of the card and sign in the middle of the back of the card. Ω

CAREER PROGRAMS / B.Y.S.P. ROOM ASSIGNMENTS

See the listing below for room assignments. The alphabet letter preceding the number denotes the building (B=Business; H=Health; P=Performing Arts; V=Visual Arts).

Child Care	H100
Clinical Lab	H201
Commercial Art	V006
Dance	P100
Data Processing	B100
Dental Assisting	H107
Dental Lab	H208
Fine Art	V3rd Floor
Instrumental Music	P106
Math/Science	BYSP Bldg
Medical Assisting	H205
Nurse Assistant	H101
Optical	H207
Pharmacy	H203
Photography	V002
Radio/TV	P101
Surgical Technician	H200
Theatre	P105
Vocal Music	P104

Any vocational student in an A.M. program should report directly to the vocational instructor.

OPEN HOUSE

Open House is an opportunity for parents and community to visit schools. Each school has a designated date for this community event. For planning, the following are Open House dates: high schools - week of September 23; middle schools - week of September 30; elementary schools - week of October 7. **The Fort Hayes Open House is set for Tuesday, September 24, at 7:00 p.m.** Please plan to join us. Ω

COLUMBUS PUBLIC SCHOOLS
CODE OF CONDUCT

Disciplined behavior is a basic need of all people and must be developed through the shared responsibility of the home, school and community. Disciplined behavior is especially necessary in an educational atmosphere to ensure safety and maximum opportunity for learning. The disciplinary policies of the Columbus Public Schools and The Fort Hayes Metropolitan Education Center will be enforced. Conditions for discipline action are noted below.

Expulsion -- Grounds for expulsion shall include but not be limited to:

Possessions or use of weapons or dangerous instruments
Sale, use, or possession of drugs or alcohol
Assault/Battery
Sexual Offenses
Arson
Bomb Threats/False Alarms
Volatile Acts
Other illegal or inappropriate conduct

Suspension -- Grounds for suspension shall include, but not be limited to:

Absenteeism/Truancy
Forgery
Gambling
Littering
Profanity
Refusal to Identify self
Dress Code
Smoking
Tardiness
Verbal Abuse
Intoxication
Sexual Misconduct
Theft
Vandalism
Extortion/Coercion
Trespassing
Gross Insubordination
Fighting
School Disruption
Profanity/Verbal Abuse

BEHAVIOR EXPECTATIONS

The disciplinary policies and behavioral expectations of the Columbus Public Schools and Fort Hayes apply to all students while in school buildings, on school grounds, at school-sponsored events off school grounds, and in school-controlled vehicles. Students who misbehave cause school personnel to respond. The response or school action may include, but not be limited to: reprimand, restitution, conference, withdrawal of privileges, detention, Saturday school, PEAK, removal, I-PASS referral, suspension, expulsion.

A student enrolled at Fort Hayes is expected to:

- Exercise actions which support safety and security of self, others, equipment, and facilities.
- Have respect for self and conduct self in ways that shall bring respect to family, school, and community.
- Respect rights of others, including the right to secure an education in an environment that is orderly and disciplined.
- Have respect for the authority school personnel have to ensure that learning proceeds in an orderly, safe environment.
- Recognize that, by law, teachers assume the role of authority in matters of behavior and discipline during the school day as well as during any school-sponsored activities.
- Have respect for all adults, peers, and the rights and personal property of others.
- Learn the school regulations and expectations as well as personal rights and responsibilities. Obey regulations, and accept the consequences of own behavior
- Develop self-control, personal responsibility, and the ability to get along with others.
- Develop the ability to make rational decisions and the skills necessary to handle new situations in an acceptable manner.
- Develop awareness, appreciation, and tolerance of all social, cultural, and ethnic groups.
- Exercise respect for and care in the use of all school materials, equipment, and facilities.
- Attend school regularly, be punctual for class/school, and have the necessary materials and equipment to meet class requirements.

Detentions. Students may be assigned detentions by teachers and administrators as a result of undesirable behavior, excessive tardiness or other reasons. These may be assigned for time periods before school, after school, or lunch.

Saturday School. The Saturday School Program offers an alternative to a suspension. This penalty provides a 3 1/2 hour Saturday morning study period where students who have encountered school infractions "repay" through study in a supervised setting at the home school. Students who refuse or are truant from Saturday School are subject to PEAK and school suspension. Students must arrive on time with necessary school textbooks, notebooks, etc. Students are not permitted to go to lockers. There is zero toleration of misbehavior. Transportation is not provided by the school.

P. E. A. K. The PEAK (Positive Efforts for Adjustment and Knowledge) Program was established by the Columbus Schools as intermediate step prior to suspension. The PEAK Center at Fort Hayes serves as an in-school suspension. Students assigned to the PEAK Center who complete school assignments shall receive academic credit without penalty and are not charged with a school day absence. Students must report on time to the center at the beginning of the school day. There is zero toleration of misbehavior. Students who refuse or are truant from PEAK are subject to school suspension .

Removal. A removal is temporary state where (with parent contact) a student is instructed to remain at home while a student's misconduct or situation is assessed. For example, a school removal may occur 1) during an investigation of an incident, 2) while a parent conference is being arranged, and/or 3) a student's presence/actions pose an ongoing threat of disrupting the academic process for others.

Suspension. Suspension from school generally occurs when misbehavior is continual, flagrant, and/or violent. Suspension may range from 1 to 10 school days. Greater or lesser penalties specific to days suspended are assessed depending upon the facts and circumstances surrounding the misbehavior. Students who are suspended are not to be on any Columbus Public School property or attend any Columbus School event during the suspension period.

Expulsion. An expulsion is the most severe penalty issued by the school district. Expulsion is a complete restriction of school academic and activity programs for a period of from 11 to 80 school days. This disciplinary action is usually coupled with the reassignment to another school upon the completion of the expulsion.

SCHOOL BUS SAFETY RULES

The school bus is an "extended part of the school day." A few safety rules from the Transportation Department of the Columbus Public Schools need noted. The CPS Code of Conduct remains in effect while on a school bus and at bus stops. Students who misbehave on a school bus/stops are subject to school and bus suspension.

- Pupils must ride assigned bus. No unauthorized passengers are allowed.
- Pupils must obey bus driver's instructions at all times.
- School buses are not permitted to stop longer than necessary to pick up pupils. Therefore, school buses cannot wait for tardy pupils.
- Get on and off at assigned stop only.
- Transporting of animals, pets, or glass containers on bus is not allowed.
- Changing from seat to seat while the bus is in motion is not permitted.
- Excessive noise, loud talking or laughter is not allowed.
- No noise or talking at railroad crossings and other danger points.
- Pupils may not extend any part of their bodies through bus windows.
- Spitting or throwing any object from windows is not allowed.
- Smoking, eating, drinking, and littering are not allowed.
- Pupils may not use profane language.
- Pupils must observe rules for crossing street when entering or exiting bus.
- Parents are responsible for any damage to the bus caused by their children.
- Any conduct which would endanger any passenger or driver or which could result in damage to the vehicle is not allowed.
- The carrying of weapons by bus passengers is not permitted.
- No radios or tape players are allowed on the bus.

DRESS for SCHOOL

School attire and school performance are closely related. Clothing which reflects good taste and a business-like approach to education is required. Guidelines include: 1) the omission of halter tops, bare midriffs, shorts [long slacks, skirts, or pants are acceptable/culottes are classified as shorts], see-through blouses, tank tops, tube tops, sleeveless and muscle shirts; 2) the wearing of shoes at all times; 3) the omission of wearing outdoor clothing in the building (examples: coats, hats, scarves, gloves, inappropriate head coverings); 4) the omission of clothing/accessories that may suggest "street" or "gang" related activities; 5) the omission of clothing/accessories that advertise alcohol, drugs, tobacco, profanity, or negative social statements.; 6) the omission of articles of attire or manner of dress which may be deemed disruptive or inappropriate. Two, three, four finger ring jewelry types ("brass knuckles") are classified as a weapon in the Columbus Public Schools. Sunglasses and hats are not to be worn in school buildings. Ω

FREE AND REDUCED LUNCH PROGRAM

An application for this program will be included in a school district mailer. Applications may also be obtained in the high school office (B110). Students who were eligible for the free and reduced lunch program during the previous school year will be provided lunch as per last year's status. However, each student must reapply for the 1991-92 school year. STUDENTS ARE TO RETURN COMPLETED APPLICATIONS TO THEIR HOME-ROOM TEACHER AT THEIR HIGH SCHOOL. Ω

PTA

The PTA is a key source of parent, teacher, and community involvement. The Fort Hayes PTA serves as an important support unit to the school's educational program and student activities. Each parent and community member is urged to become a member of this school organization. A membership drive is scheduled for September and October. Call the Fort Hayes office at 365-6681 for additional information. The first organizational meeting is **Tuesday, September 10, 1991 at 7:30 P.M., in the library**, Business Building. Ω

GRADE & INTERIM REPORTS

The first grade card will be issued to ALL Fort Hayes students. **No grade card will be held during the first grading period.** Please see below for distribution dates.

Interim Report Distribution	Grade Card Distribution
October 1 (mailed)	November 13
December 10 (mailed)	January 29
February 18 (mailed)	April 1
April 28 (mailed)	June 10 (mailed)

LUNCH

Fort Hayes has a "closed lunch" policy. Students are not to leave campus for lunch. Students may bring a lunch or use the lunchroom services. Lunch is scheduled during periods 4 thru 7. Classes are in session during each lunch period. Students are not permitted to roam the campus or buildings during lunch periods. Students are permitted to be excused to rehearsals, classrooms, library, or study areas. Good manners and lunchroom tidiness is expected of each student. Each student is expected to clear his/her eating area after eating lunch. Ω

SCHOOL INSURANCE

Accident insurance and/or life insurance plan information and application will be distributed to students during the first week of school. It is strongly urged that parents take advantage of this program. Ω

SMOKING & TOBACCO

Students are not permitted to smoke or use tobacco in any form on school grounds. Ω

LOCKS AND LOCKERS

Lockers will be assigned by the homeroom teachers. Each student must use a combination lock only. Locker location and serial number must be given to the homeroom teacher. It is strongly advised that the student write the lock combination down at home to retrieve when forgotten following a holiday break. The school locker is subject to search. Ω

DETENTION

Students may be assigned detentions by teachers, administrators or other staff personnel as a result of undesirable behavior, excessive tardiness or other reasons. These detentions may be assigned before/after regular school hours and during a part of lunch periods. Students are required to bring study materials to detentions. Ω

HALL PASSES

Students are not permitted in the halls without a hall pass unless they are accompanied by a teacher. Ω

STUDENT DIRECTORY INFORMATION

In accordance with federal and state law, Columbus Public Schools' policy states that we may release "directory information." This includes name, address, date of birth and expected date of graduation. In the past, requests for "directory information" have been from colleges, universities, and from non-profit institutions. If it is a parent's wish to have "directory information" for your child or children withheld from future release, a parent must complete, sign and return a "Directory Information Non-release Form" to the Fort Hayes Guidance Department no later than October 9th. Please have your son or daughter pick up one of these forms from the counselor. Ω

TEXTBOOKS

Textbooks are loaned to students during the academic year. Students are responsible for all materials issued. Teachers record student's name, book number, class period and condition of book. If textbooks are lost or damaged, a pro-rated replacement charge will be made. Ω

ATTENDANCE INFORMATION

There is a direct relationship between success in the classroom and a student's practice of attending school and going to classes. Strong adherence to high attendance expectations promotes academic achievement, safety/security, positive school climate, accountability, and responsbility. The following attendance policies are intended to be helpful to parents and students.

Absences from School. A student's absence will be "excused" if it is for one of the following reasons: 1) personal illness or injury; 2) illness or death in the immediate family; 3) emergencies; 4) observance of religious holiday; 5) temporary absence of the parents or guardians from home. Students are required to bring a written note to school on the day of their return from an excused absence. The day a student returns to school following an absence, he/she must have a note to give to his/her homeroom/ attendance teacher stating the following: 1) the student's name, 2) reason for absence, 3) exact dates of absence, and 4) the name and telephone number where the parent or guardian can be reached. An "unexcused" absence will be recorded for any student who does not provide one of the excuses listed as evidence by a written, dated note from a parent or guardian.

A parent or guardian is to call the Fort Hayes Office (365-6681) between 7:30 a.m. to 8:15 a.m. to report a child absent. Each student is responsible for missed classroom work. It is the student's responsibility to contact his/her teachers to arrange for make-up work. This should be done on the day of return to class. Following a brief school absence all class work missed during an excused absence is to be made-up within three (3) school days of a student's return to school. On occasion some make-up work assignments may require a specific arrangement with a class teacher. Failure to complete make-up work within this aforementioned time frame will be recorded as "incomplete" and zero credit will be awarded.

Students who are suspended, truant from school or truant from class will not be given an opportunity to make-up class work. (Students 18 years old and living at home will follow the same regulations as minors.)

Medical Appointments. If it is not possible to arrange medical or dental appointments for after school hours, the student is required to present a note from a parent or guardian to the high school or career program office between 7:30 a.m. and 7:45 a.m. OR to the homeroom teacher during the attendance period on the day of the appointment. Parents may be contacted to verify absences or excusals. A student having a medical appointment is to return an appropriate doctor's visit form or card noting the doctor's name, address, telephone number, and appointment date/time to the student's homeroom teacher.

Prolonged Illness. The school office should be contacted by the parent at the onset and periodically during the duration of the illness. If the absence is going to be for six weeks or longer, please contact your student's counselor to arrange for a tutor. Requests for homework assignments should also be made through the counselor. It is important to note that school personnel do not keep locker combinations for student lockers. For this reason the parent and student must take responsibility in obtaining student textbooks. The school district does not maintain "extra textbook sets" for home use.

Tardiness. Few excuses will be accepted for tardiness to school or class. A student who arrives after 7:45 am (or 11:30 am for those in afternoon career programs) is to report to the school office to check-in and be marked present. Each student will receive an admittance slip. A student is considered tardy if he/she is not in the classroom with textbooks and required materials at the time he/she should be. Repeated tardiness to class will result in disciplinary action. In the event of unfavorable weather conditions or bus transportation problems, some exceptions may be made. Students who are transported by car frequently cite "traffic and car problems" or "my mother or father ran late." "Traffic and car problems" or parental time schedules are not acceptable excuses for school tardiness, for, the Columbus Public Schools provide students necessary transportation. Students who have accumulated 3 to 5 school/class tardies are subject to Saturday School.. Students who continue to be tardy are subject to PEAK assignments or suspension.

Late Arrival. A student who arrives late to school must sign-in at the school building office. It is expected that the student have a written note from parents/guardians or school officials when tardy. Parents or guardians may be contacted to verify notes.

Emergency/Early Dismissal. A student may not leave school grounds at anytime during the school day without permission from school officials. In order for a student to be dismissed he/she must have a written excuse (or in a few cases a parent has spoken with a school official) approved by a school official and have signed out at the school attendance office. Students are not permitted to "just leave" school. School officials must have prior departure information. A few dismissal situations may well need telephone confirmation by parent/guardian. Any student who leaves the school premises without proper authorization is subject to disciplinary action.

RADIOS, TAPE RECORDERS, AND OTHER ELECTRONIC DEVICES

Due to the danger of loss, theft, damage to items, as well as possible disturbance to classes in session, radios, tape recorders, electronic beepers, telephones and other electronic devices items MUST NOT BE BROUGHT TO SCHOOL. If brought to school, these devices will be confiscated and returned only through parent contact. Ω

NEW STUDENTS TO FORT HAYES HIGH SCHOOL

In order to facilitate a smooth school opening, provide the school with the following information as soon as possible.

1. NEW PUPIL REGISTRATION FORM, Please fill out and return. NOTE: Verification of Birth and Health/Immunization information is necessary only if this is the first time your child has ever attended a Columbus Public School.

2. PROOF OF ADDRESS, A copy of a utility bill or rent receipt with the name and address is needed in order to verify the present address.

3. SOCIAL SECURITY NUMBER, The student's number should be written on the top left corner of the NEW PUPIL REGISTRATION FORM

The high school office will be open during the entire month of August, or mail, to the:

HIGH SCHOOL OFFICE,
RECORD CLERK,
FORT HAYES H.S.
546 JACK GIBBS Blvd.
COLUMBUS, OHIO 43215.

If you have any questions, call 365-6681, ext. 251.

STUDENT MEDICATION

The Columbus Board of Education policy (2/1/84) regarding medication states, "A student possessing or using prescribed medication during school hours must have on file a signed medication authorization form from the parent or guardian and a properly completed physician's statement. The possession and use of non-prescription, over-the-counter medication during school hours is discouraged, but if health conditions require, students may possess a small amount of non-prescription medication for their own personal use." Parents are encouraged to contact our school nurse for more information. Ω

FIRE, TORNADO, EMERGENCY DRILLS

The safety and security of students requires that all students exercise disciplined and attentive behavior during fire, tornado, and emergency drills. Student silence is required to facilitate emergency instructions. Student orderliness is required to permit swift and organized evacuation. Fire and tornado drills are held several times during the school year. These times are to be practiced and responded to in a very serious manner.

Emergency evacuation instructions are posted in each classroom. Emergency procedures will be presented and practiced as a part of the school's program of instruction. Ω

AUTOMOBILES

Students who must drive to school because of work or other commitments must register their automobiles in the school office. To ensure safe and orderly traffic on the Fort Hayes campus the following rules must be observed:

1. All State of Ohio and City of Columbus parking and driving laws and ordinances are applicable to the Fort Hayes campus.

2. Park only in the north and south student parking areas.

3. Do not return to car until the school day is over. There is no "open" lunch, therefore, students may not use cars to travel to lunch.

4. The speed limit on school property is 15 m.p.h.

5. Parking on campus driveways, streets or in front of school buildings is prohibited. Parking is prohibited along curbs painted yellow.

Students who fail to properly register vehicles and follow rules stated are subject to suspension of driving privileges and/or school suspension. Ω

ILLNESS DURING SCHOOL DAY

In the event a student becomes ill during the school day, parents will be contacted. It is very important that parents complete the EMERGENCY MEDICAL ASSISTANCE FORMS and provide employment information so that they may be notified immediately. If a student's illness is prolonged three or more days, parents should contact the school. Arrangements will be made to provide home assignments. Ω

SKATEBOARDS

Skateboards have become very popular. While skateboards serve in recreation and, perhaps, transportation, these vehicles are not permitted at Fort Hayes. Several reasons underline the school policy: loss, theft, vandalism, traffic control, indoor/outdoor safety, storage, establishment of an educational atmosphere. Ω

COLUMBUS SCHOOLS SET EXPECTATIONS BY INCREASED ELIGIBILITY STANDARDS

The Columbus Public Schools have instituted the grade point average (GPA) standard for extracurricular activities/athletic eligibility during the second nine-week grading period for the 1991-92 school year. Thus, a student's eligibility is based on performance during the first nine-week grading period. STUDENTS MUST MAINTAIN AT LEAST A SPECIFIC GPA DURING THE FIRST GRADING PERIOD AND PASS AT LEAST FOUR (4) SUBJECTS TO BE ELIGIBLE TO PARTICIPATE IN ATHLETICS OR EXTRACURRICULAR ACTIVITIES DURING THE SECOND NINE-WEEK GRADING PERIOD. Ω

SCHEDULE CHANGES DEADLINE AUGUST 30th

Students need to review course selections. Counselors must be advised of changes before August 21. Friday, August 30, 1990, is the deadline for all schedule changes. Counselors will be on duty beginning August 19, 1991, to finalize any necessary changes. Call Mr. Rabold, Mrs. Smith, or Mrs. White at 365-6681 to discuss any problems. Ω

HIGHLIGHTS OF SCHOLARSHIP ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES 1991-92

A. To be eligible in any marking period, a student must have passed a minimum of four one-credit courses or the equivalent which count toward graduation the preceding marking period. Beginning with the 1st marking period of 1991-92, from the point at which students enter their 9th marking period, and all subsequent marking periods (11th and 12th grades), students must have maintained at least a 2.0 grade point average (GPA) during the previous 9 week marking period. Students entering their 5th, 6th, 7th, and 8th marking periods (10th grade) must have maintained at least a 1.5 GPA, and students entering their 1st, 2nd, 3rd, and 4th marking periods (9th grade) must have maintained at least a 1.5 GPA, during the previous 9 week marking period. The GPA will be based on all courses taken which earn a letter grade.

B. Incoming 9th graders, to be eligible for the first marking period of the school year, must have passed 75% of their academic subjects in the last marking period of the eighth grade (no more than one failure in most cases).

C. Eligibility for the first marking period commences with the start of fall extracurricular activities. Changes in an individual's eligibility becomes effective on the start of the fifth school day after the end of a marking period.

D. A student academically eligible during a marking period but ineligible for the subsequent marking period, remains eligible until the fifth day of classes for the subsequent marking period. A student ineligible during a marking period, but who projects to be eligible for the subsequent marking period, remains ineligible until the fifth day of classes for the subsequent marking period.

E. **Courses taken in summer school cannot be used to help meet the Ohio High School Athletic Association (OHSAA) requirements concerning number of credits needed per marking period,** but they may be utilized to improve low grades received in the 4th marking period in an effort to improve the GPA for that marking period. Course(s) taken in the summer for this purpose shall be the equivalent of the course(s) taken in the 4th marking period. For eligibility purposes, the higher of the two grades: the summer school final grade of the 4th marking period grade will be used in computing the GPA.

F. The grades used for calculation of units earned or for calculating the GPA are those earned during a 9 week marking period, not final or end of year cumulative grades.

G. Students who transfer from outside the Columbus district must meet only the OHSAA eligibility regulations for the initial marking period of entry. Because of the need to give "notice" they will not be subject to the appropriate GPA requirement until the start of the following marking period.

Students are advised to be sure they are carrying enough courses to earn a minimum of 4 credits for the year (4 subjects in most cases) at all times to retain extracurricular eligibility. It is further advised that 5 subjects is considered the minimum average number that should be carried by Columbus high school students (6 or more is recommended). Ω

VISITORS

To ensure a safe and orderly school day and reduce school day interruptions, visitors are expected to make advanced arrangements with school personnel. Visitors are requested to check-in at a school building office or with a faculty member. Unauthorized visitors are subject to being prosecuted for trespassing. Visitors of school age are not permitted during the school day except in unusual circumstances arranged in advance. Parents and guardians are invited and urged to visit the school at any time. Ω

I KNOW I CAN

I KNOW I CAN is a program designed to encourage all students of the Columbus City School District to consider carefully all post-secondary educational opportunities. To do so, the program provides financial aid advising and Last Dollar assistance so that no academically qualified graduate is denied an opporunity for higher education due to a lack of financial information or funding. See your counselor for information. Ω

COURSE SELECTIONS

Students make course selections during the second semester for the next school year. These selections determine a schedule of classes and teacher assignments. Students must take a full academic schedule which will include, but not limited to, the required courses in math, English, science, foreign language, social studies, and the arts. Students are responsible to communicate with their counselor to verify, edit, or change selections. This must be completed before the first day of the next school year. Once the school year begins a student's dropping of a course may cause the student to receive an "F" and zero credit for the entire year.

DEMONSTRATE SUPPORT FOR FORT HAYES...

"BUY A MEMBERSHIP IN PTA!!"

NATIONAL HONOR SOCIETY

Membersip in the National Honor Society (NHS) is a prestigious honor. NHS is a national organization. A national constitution and handbook set forth the standards and procedures which must be followed by each local chapter. The goal of the NHS is to honor outstanding, well-rounded students who have achieved excellence across the board in four areas: scholarship, service, leadership, character. It is extremely important to understand that membership in NHS is not merely the result of a student's having attained a certain grade-point-average. For example, the Fort Hayes High School scholarship requirement (accumulative grade average) is 3.25 to be eligible for consideration. Teachers are asked to recommend students (who meet the scholarship requirement) for candidacy based upon character, service and leadership. Membership is a privilege awarded students by school officials as prescribed by the national organization. Ω

EXTRA- /CO-CURRICULAR ACTIVITIES

Career programs utilize VICA, HERO, BPA, and Art League as the organizations for extra-curricular and co-curricular activites. Students and faculty participate in educational opportunites, social functions, and local/state/national competitions.

Fort Hayes High School students can take advantage of several student oragnizations: Academic League, African-American Cultural Awareness, Art League, Columbus Educators of Tomorrow, Columbus Museum of Art Docents, Dance organizations, Drama Club, French Exchange, Hi-Y, History Club, Improvisational Club, Instrumental Music, International Club, International Thespian Society, Junior Ambassadors, Kelton House Docents, Literary Magazine Staff, Literary Writing Club, Musical Productions, National Honor Society, Citizen Bee Team, Science Olympics, Science Fair, Senior Class, Ski Club, Solo & Ensembles, Stage Crew, Student Council, Theatre Productions, Urban Garden Guerrillas, Visual Art Competitions/Exhibitions, Vocal Music, Wexner Center Guides, Yearbook, Youth to Youth. Ω

INSTRUCTIONAL FEES

Several courses have fees associated with the course to cover supplies, uniforms, instruments, performances, etc. Students are obligated to make payment of these fees or purchases. For example, visual arts classes have an art fee. All high school students are assessed a non-refundable arts performance fee. Career program students have uniform and/or equipment costs. Specific questions about these courses and the financial obligations should be directed to a counselor or the teacher in charge of the course. Ω

FULL DAY OF SCHOOL ON THE FIRST DAY

August 28 is the first day of school in the Columbus Public Schools for all high school students. Career Center students who have a career program in the morning are dismissed at 11:30 a.m. and will be transported to their home high school. Fort Hayes High School students remain at Fort Hayes from 7:45 a.m. until 3:15 p.m. Ω

CPS MAILER

The Columbus Public Schools send to all students within the school district a mailer which contains official school year information. The mailer contains:

- message from Superintendent
- transportation information
- school start and dismissal times
- student ID card
- school year calendar
- food service application Ω

COLUMBUS PUBLIC SCHOOLS

FORT HAYES METROPOLITAN EDUCATION CENTER
546 Jack Gibbs Boulevard
Columbus, Ohio 43215
614/365-6681

STUDENTS, PARENTS, AND FRIENDS OF FORT HAYES

WE ARE PLEASED TO ANNOUNCE

THE UNVEILING OF "FUTURE STARS"

BY MR. KEN VALIMAKI

AT THE NATIONAL EDUCATION ASSOCIATION CENTER, WASHINGTON, DC

WEEKEND OF OCTOBER 11 AND 12, 1991

"FUTURE STARS" will be the only sculpture dedicated to children in our capitol city. This is a moment of national acclaim for Mr. Valimaki, Fort Hayes, and the Columbus Public Schools.

PLEASE JOIN US IN A TRIP TO WASHINGTON, D.C. TO BE PART OF THIS SPECIAL OCCASION.

NOTE: Student participation in the Washington trip will be based on the eligibility. The Columbus Schools scholarship eligibility requirements for participation and the Columbus Public Schools extra-curricular code of conduct serve in determining student eligibility for participation in events & activities at Ft. Hayes Metropolitan Education Center.

Ft. Hayes student expectations focus around four basic eligibility criteria; academic performance, quality behavior, good attendance, and responsibility to school obligations.

CELEBRATE-----CELEBRATE

We wish to honor this important event by sponsoring a school-wide trip to Washington D.C.. Students, parents, friends and faculty are invited to be a part of this special occasion and are welcome to join the tour.

Our plans are to combine the National Education Association celebration in honor of the unveiling of Mr. Valimaki's "FUTURE STARS" with visits to the National Gallery of Art, the Smithsonian, government and historic buildings, and the Kennedy Center for the Performing Arts. Small groups of students and teachers will arrange for their own special visits to specialized places of interest such as: Bethesda National Hospital (for Health students), National Geographic (photographers), the Duke Ellington School (our music students), the Torpedo Factory (art students), etc.

We will be leaving Columbus early on Thursday, October 10, and returning in the late afternoon of Sunday, October 13. We are planning to take five motorcoaches of students, parents, faculty, and friends. Tour is operated by Hoffman Travel and America Interstate Tours, both fully licensed local Ohio businesses. (see enclosed)

Cost of the entire trip is: $249.00 per person (quad occupancy). Reservations will be handled on a first-come, first-serve basis. In order to reserve your seat, a non-refundable deposit of $25.00 per person must be forwarded to Hoffman Travel with the reservation form below. Deadline for deposits is September 5, and for the deadline for final payments is September 19. In-school registration tables will be provided on September 3d and 4th during lunch periods. (Students who are not eligible risk losing their $25.00 deposit.)

WE URGE YOU TO GET YOUR DEPOSIT IN EARLY TO RESERVE A SPACE!

TAKE ADVANTAGE OF THIS EXCITING OPPORTUNITY TO SEE OUR NATION'S CAPITOL AND BE A PART OF HISTORY IN THE MAKING....MR. VALIMAKI'S SCULPTURE WILL BE A LASTING SYMBOL OF THE EXCITEMENT, HOPE, AND DIVERSITY THAT IS EDUCATION TODAY!

RETURN THIS FORM AND YOUR DEPOSIT IN CHECK OR MONEY ORDER TO:

HOFFMAN TRAVEL
P. O. BOX 963
146 W. OLENTANGY STREET
POWELL, OHIO 43065
TO CALL FOR INFORMATION ---------- 792-1125

DATE: YR. IN SCHOOL:
NAME:
ADDRESS:

TELEPHONE:

PLEASE CIRCLE ONE: STUDENT FRIEND PARENT FACULTY OTHER:_____
SPECIAL ROOMSHARE REQUESTS:
SPECIAL INTERESTS:
DEPOSIT AMOUNT ENCLOSED: FORM OF PAYMENT
NOTE: THIS DEPOSIT IS NON-REFUNDABLE.

_____
SIGNATURE OF PARENT OR GUARDIAN

COLUMBUS BOARD OF EDUCATION PLACES 8.95 MILL LEVY ON BALLOT

The Columbus Board of Education voted on August 6, 1991, to place an 8.95 mill levy on the ballot for the November 5 General Election.

The Board's finance committee, chaired by Anne Hall, recommended the 8.95 mills as the lowest possible amount in light of the state's budget problems and the district's basic needs.

Superintendent John A. Middleton described the levy as a "barebones" request. "We have cut $13.7 million on an annual basis and shifted our remaining resources to the most critical areas," he said. "Without these adjustments, the levy would have totaled 11.62 mills."

Funds generated by the levy will be used to : 1) improve basic skills of all students, 2) provide full-day kindergarten at every elementary school, 3) keep schools safe and orderly, 4) guarantee the basic competency of district graduates, 5) increase teacher training.

"Our number one goal is to raise the achievement levels of all students," said Middleton. "Everything in the levy package is tied to that goal. We are putting academics ahead of all other school activities."

Middleton pointed out that Ohio's system of funding education includes a reduction factor on property tax millage rates which forces districts to go on the ballot every three to five years just to stay even. The last school levy, passed in 1986, was designed to carry the district through June 1990.

"Careful management enabled us to stretch that revenue one year longer than promised," said Middleton, "but we are now at the point that passage of a levy in November is absolutely essential."

The estimated increase in taxes for the owner of a $75,000 home would be $17.13 per month. On a $50,000 home, the estimated increase would be $11.42 per month.

SUMMARY OF LEVY PACKAGE (8.95 Mills)

1. Safe and Orderly Schools
   - •Keep PEAK and I-PASS programs
   - •Add more security staff
   - •Add more school nurses
   - •Hire more elementary counselors
   - •Repair unsafe buildings

2. Early Childhood Education
   - •Expand Full Day Kindergarten

3. Basic Skills, especially math
   - •Redesign the middle schools
   - •Monitor student progress
   - •Help with summer school tuition

4. Teacher Training
   - •Expand Reading Recovery program
   - •Improve multicultural awareness
   - •Train for Effective Schools
   - •Recruit students into teaching careers

5. Continue current programs at reduced levels and shift resources to most critical areas

MARQUEE

Fort Hayes Metropolitan Education Center
546 Jack Gibbs Blvd.
Columbus, Ohio 43215

Fort Hayes Career Center
Battelle Youth Science Program
Arts and Academic High School
5th Grade Museum/Art Program

Dr. Jerry L. McAfee, Principal
Mrs. Sally Kriska, Assistant Principal
Mr. Gary McKenzie, Supervisor
Mrs. Marsha Sullivan, Administrative Assistant

Vol. 4. No. 1
August 19, 1991
Telephone 365-6681

Fort Hayes Metropolitan Education Center
546 Jack Gibbs Blvd.
Columbus, Ohio 43215

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Columbus, Ohio
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Fort Hayes
PTA Newsletter

October, 1991 Volume 2, Number 2

IMPORTANT NEWS FLASH!!!! YEARBOOK UPDATE

To ensure that Fort Hayes High School students get a yearbook this year, 200 books must be sold before November 1, 1991.

For those who order before November 1, the cost will be $27. After this date, the price will go up to $35. As an added incentive, those purchasing early will have his or her name embossed in gold on the front cover.

SENIORS SHOULD PURCHASE EARLY so that they may take advantage of these special provisions, ($27 & name on cover). The yearbook portion will be deducted from your Senior Dues. IF YOU DO NOT ORDER EARLY, you will have to pay the full $35 as part of your Required Senior Dues and your name will not appear on the cover.

DON'T WAIT TILL IT'S TOO LATE

FRESHMEN, SOPHOMORES, JUNIORS....This is your yearbook too. Each year in high school has its own special occasions to remember.

Order forms are attached to this newsletter. Parents, students and teachers are also encouraged to purchase ad space.

PLEASE REMEMBER.....

We lost our yearbook last year because most people waited too long to order.

WE MUST SELL 200 BOOKS BY NOVEMBER 1, 1991.

FINE ARTS AND CRAFTS FESTIVAL

SATURDAY, OCTOBER 26, 1991

10:00 A.M.

FORT HAYES BUSINESS BUILDING

IMPORTANT NEWS FLASH!!!! THE PTA INVITES YOU TO COLLEGE NIGHT AT FORT HAYES

ALL STUDENTS AND PARENTS should attend this event on October 29, 1991 in the theatre at 7:00 p.m. It is extremely important to begin preparing early. Don't miss this important event. The Fort Hayes PTA will be serving refreshments afterward. We look forward to seeing you then.

"VOICES FROM THE SQUARE"

"Voices From the Square" performed this summer with a company of twelve students. These students researched, wrote and performed in vignettes about the 1913 flood, May Parsons (Parsons Avenue) Thurston the Magician, and back by popular demand, "The Statehouse Walls". Students who participated were: Bethany Thissen, Mike Krabill, Jeanette Wolf, Damien Highfield, Amy Huck, Angie Taritt, Stacey Harber, Brian Curry, Holly Huber, Mackenzie Keeler, and Janice Bolden.

The summer project was organized through a grant from the Columbus Foundation. Research and costuming was done by Doreen Uhas-Sauer; choreography by Yolanda Connor and directed by Linda Vaughan.

" THESPIAN CONFERENCE "

Theatre students are preparing scenes and monologues to be presented at the area Thespian Conference December 7. At this conference, Thespians will participate in monologue workshops, improvisation, directing and acting. Fort Hayes students will be presenting a scene from "THE NERD".

THE PTA NEEDS YOUR INVOLVEMENT!!

Don't forget to complete the attached membership form and send to school with your son or daughter.

Fort Hayes PTA

Fine Arts and Crafts Festival

Saturday, October 26, 1991

10AM - 4PM

The Festival
is a vehicle which
gives students at Ft. Hayes
an opportunity to learn about the
business aspect of art, while giving
the professional artists and craftsmen
a showcase for their work. A panel
of judges will give awards to
the students based on
artistic merit.

Shop early for Christmas presents!

- Fine Arts will be exhibited and sold by artists.
- Crafts will be exhibited and sold by craftsmen.
- Fine arts exhibition by students
- Vocal music performances by outstanding vocal groups

Refreshments available

546 Jack Gibbs Blvd.
365-6681

"STUDENT REPRESENTATIVES" APPOINTED TO THE FORT HAYES PTA

The Fort Hayes PTA wishes to thank the following students for accepting our offer to be this year's representatives:

Kristi Pierce	Freshman
Billy Rentel	Sophomore
Nicole Tschampel	Junior
Thomas Stone	Senior

These young people are members of the PTA's Executive Board and will be reporting for each grade level at our monthly meetings. The PTA is the eyes and ears of all students and their concerns will be taken into consideration.

" FORT HAYES STUDENT DIRECTORY "

Getting to know one another is difficult, to say the least due to the uniqueness of Fort Hayes. Our school is located in downtown Columbus, yet our students live in all areas of the city. Many kids find it difficult to stay after school to meet with clubs due to a lack of transportation and not knowing who to ask for a ride. One way help resolve this communication problem is to publish a Student Directory which would list Students and Parents names, Addresses and Telephone Numbers alphabetically and by Zip Code.

Your name will be listed ONLY IF YOU COMPLETE THE PERMISSION FORM ATTACHED TO THIS NEWSLETTER and return to the school before November 1, 1991.

Please Note: These directories will be sold at a very low cost to Students, Teachers and PTA Parents Only. The PTA will not release these to anyone else.

HAVE YOU JOINED PTA YET?

Your involvement is requested. Please complete the attached form and send to school. You may contact any PTA member for additional information.

"ROCK BACK THE CLOCK" SURVEY RESULTS

A survey recently distributed to Fort Hayes H.S. students about their interest in a dance which would start with music of the 1990's and Gradually move its way back into the 1950's was received well. Most students enthusiastically said "Yes!", some said "Maybe" and only a handful said "No". Many want to assist with decorations.

The PTA's Executive Board (including our student representatives) will discuss and vote on whether or not to host this dance. Our next monthly meeting is scheduled for Tuesday, October 8 at 7:30 in the Library. Everyone is welcome and encouraged to attend.

" ADS FOR GRADS "

Students, Parents, Teachers and Friends....Don't forget to purchase an "Ad for a GRAD" for the yearbook. The cost is only $10. These ads are an important element in making the yearbook a success this year. You will receive 1/8 page of space. Your message can be up to a maximum of 5 lines of copy with about 45 characters per line. An order form is attached to this newsletter.

REMEMBER...200 YEARBOOKS MUST BE SOLD BY NOVEMBER 1, 1991.

CALENDAR OF EVENTS

October 26, 1991	Fort Hayes Fine Arts & Crafts Festival (Business Building)
October 29, 1991	College Night (Fort Hayes Theatre) VERY IMPORTANT PROGRAM!!!
November 1, 1991	DEADLINE for " Discount " Yearbook orders.
November 1, 1991	DEADLINE for Permission slips for Student Directory.
November 5, 1991	VOTE " YES " FOR THE SCHOOL LEVY -- VOTE " YES " FOR KIDS!

FORT HAYES ARTS & ACADEMIC HIGH SCHOOL
CLASS OF 1991 SCHOLARSHIPS

MUMTAZA ABDUR-RASHID
OSU Office of Minority Affairs Excellence Scholarship
OSU Freshman Foundation

JESSICA BUDA
PTA Academic Scholarship
PTA Drama Scholarship
Otterbein Scholar Award
Otterbein Music Dept. Scholarship
Otterbein Theatre Talent Grant
Otterbein Alumni Scholarship

BRIAN AUFDENBERG
Atlanta College of Art

KRISTIN MATSON
PTA Music Scholarship
Otterbein Scholarship
Otterbein Grant
Otterbein Alumni Scholarship
Heidelberg College
Ross Laboratories Scholarship

KERI CREECH
Otterbein Scholarship Award

TIFFANY DICKERSON
Society Bank Scholarship
Northwestern University Academic Scholarship
Miami University Black Scholarship
De Pauw University Scholarship
Carleton College Academic Scholarship

NIKKI MULLINS
Otterbein Endowed Scholarship

STEVE FARKAS
Atlanta College of Art Scholarship
College of Santa Fe (New Mexico) Scholarship
Columbus College of Art & Design Scholarship

SIMON LABOZETTA
Columbus College of Art & Design Scholarship
Cleveland Institute of Art
Memphis College of Art
Scholastic Art Scholarship
Ohio University Art Scholarship
Savannah School of Art

JULIE JONES
Youth Bowling League Scholarship
Columbus State Community College Scholarship

LASHELL RAMSEY
OSU Office of Minority Affairs Excellence Scholarship
OSU Music Scholarship
Otterbein Music Department Scholarship
Capital University Music Talent
Capital University Music Performance
Capital University Academic

KELLY GERRITY
Capital University Academic Scholarship

ROBIN SHAY
OSU Scarlet and Gray Scholarship
OSU "I Know I Can" Scholarship
OSU Stadium Dormitory Scholarship

JODI MITTELSTEADT
Principia College Grant

JOYCE ORR
OSU Office of Minority Affairs Scholarship

AMY RUTHERFORD
OSU Office of Minority Affairs Excellence Scholarship
Carlton College

ERIC ROTTMEYER
Maryland Institute Scholarship
Arts Scholarship MICA Awards

JULIAN WALDRON
Ohio Academic Scholarship
University of Michigan Grant
Denison University Freshman Grant
Denison University Freshman Scholarship
OSU "I Know I Can" Scholarship
Case Western Reserve Academic Scholarship

ANNASHERIL RICHARDS
Roberts Wesleyan Freshman Grant

MIKAELA ROSS
OSU University Scholarship

LARA RUSSELL
Otterbein Grant

TIFFANY COLEMAN
Glicks Scholarship
OSU "I Know I Can Scholarship"
OSU Stadium Dormitory Scholarship

She knew she could — and did

Lashell Ramsey took her mother's advice to heart:

"If there's something you want to do, find a way to do it."

By demonstrating excellence in the classroom and an affinity for hard work, Ramsey, 18, made her dream of going to college a reality. A June graduate of Columbus' Fort Hayes Arts and Academic High School, she immediately plunged into her first quarter at The Ohio State University this past summer.

"I like it a lot," she said. "I'm real glad I came early. I had the summer to get used to the system."

Ramsey made it to college even though her mother, who is divorced, was out of work for more than a year, including Ramsey's senior year. Ramsey worked 15 to 20 hours a week during high school.

"That's typical of students we're in contact with who work during high school to help the family meet their needs," said JoAnn Davis, executive director of the I Know I Can program of the Columbus Public Schools. The program helps students get to college through financial assistance and counseling.

Ramsey's work money went for music lessons and renting instruments.

She received two scholarships to OSU, which will allow her to pursue degrees in education and music.

> *"I like to do things correctly. Teachers saw that in me, especially at Fort Hayes."*
>
> **Lashell Ramsey**
> *Graduate of Fort Hayes*

"I could not afford it without the scholarships,' she said. Ramsey lived off campus with friends this summer before moving into a campus dormitory in September.

"All of a sudden the parents are not around," she said.

Ramsey is the oldest of three girls. She lived with her mother; her sisters live with her father.

The staff at Fort Hayes made sure Ramsey kept her sights on college, said Suzy Buelow, a math teacher who befriended her.

"We knew that, with her talents, we didn't want her to fall through the cracks," Buelow said. "There were many times when she was responsible for herself.

"Columbus Public Schools took care of this kid all along. It happens all the time, every day."

Ramsey applied to Fort Hayes at the urging of her band director at Mifflin Middle School. He believed the Fort Hayes music courses and curriculum would challenge her.

"It prepared me for college. I feel really comfortable,' she said. "It's a college prep curriculum. There was a lot of English and reading. I'm ahead of other students" at Ohio State.

At OSU this summer, Ramsey carried 15 hours of classes while working 10 to 15 hours a week on computer and graphic art projects for the music department.

As a young girl her dreams did not encompass going to OSU and playing the oboe and violin.

"I wanted to go to Harvard and be an architect,' she said.

She credits teachers with encouraging her to pursue music.

"I like to do things correctly. Teachers saw that in me, especially at Fort Hayes," she said. Ramsey said she had about a 3.6 grade-point average in high school.

The environment in high school made it easy for her to consider college. Most of her classmates and friends were planning to go, she said.

Someday, she hopes to instill that same drive in her students.

"I want to be a teacher. Definitely," she said. "I want to return the favor."

In the meantime, she works toward the day she can buy musical instruments instead of rent them.

"I have a goal," she said. "Leave school with my own instruments and a diploma."



Lashell Ramsey looks forward to the day she can buy her own musical instruments.

"THANK YOU"

The PTA Executive Board wishes to thank those teachers, counselors and students who provide us with support by providing information about Fort Hayes. Without you, this newsletter would not be possible.

" STUDENT NEWSPAPER? "

Rumor has it that a certain well known senior is starting a newspaper for the students -- by the students. Kids are preparing various articles ranging from advice for underclassmen about the importance of G.P.A.s to comic strips.

The PTA is very curious about its competition.

SENIOR CLASS NEWS

Mike McCown, Kathy Dildine, Jennifer Snuggs, Therese Cason, Thomas Stone, Tim Craft and April Gray washed cars in August to kick off fundraising for the Senior Class of 1992. These students showed exemplary school spirit and had a GREAT TIME TOGETHER earning $213.00.

The PTA wishes to thank the Marathon Service Station located at Fifth & Olentangy for their support of our kids. We would also like to thank the Eagle Snacks Salesman who left munchies.

The Seniors are currently selling coupon books for $6.00. Just using one or two coupons will pay for the price of the book.

SINGING IN TENNESSEE

The Fort Hayes Vocal Students traveled to Tennessee last spring and received several awards. The awards were:

Show Choir: Gold
Mens' Chorus: Silver
Concert Choir: Silver
Womens' Choir: Silver
Renaissance Choir: Gold
"Spirit of Nashville Award"

LASHELL RAMSEY

a member of Fort Hayes' first graduating class in June, 1991 was named Outstanding Senior of the year by Zonta International. Only 12 students were given this honor in the Central Ohio area.

TONYA KAHL

was named "Outstanding Spanish Student" during the 1990-91 school year. Tonya, a member of the National Honor Society, spent three months in Mexico as an exchange student.

HOLLY HUBER, TONYA KAHL AND AMY LERNER

participated in the Christopher Program last year.

JENNIFER SNUGGS AND SALLY GREEN

Represented Fort Hayes at the L.E.A.D.E.R. Institute during the 1990-91 school year. Jennifer and Sally are both currently serving on the Senior Class Cabinet.

STUDENT DIRECTORY

FORT HAYES HIGH SCHOOL

1991-92 SCHOOL YEAR

PERMISSION SLIP

I hereby give permission for my son/daughter's name, address and telephone number to be published in a "Student Directory" for purposes of increasing communication among students at Fort Hayes High School. I understand the PTA will distribute this directory only to Students, PTA Parents and Teachers.

Names will be listed Alphabetically and by Zip Code.

The PTA hopes this directory will assist students in giving/obtaining rides to and from school activities and therefore boost school spirit.

DEADLINE: If this permission slip is not returned before November 1, 1991, your son/daughter's listing WILL NOT appear in the directory.

(Please Print)

Son or Daughter's Name_____Grade Level_____

Parent Name_____

Address_____Zip Code_____

Telephone Number_____

Signature_____

If you have any questions or suggestions, please feel free to contact any of the following PTA Representatives:

Dianne Stone	268-0884
Sheila Scarrett	253-0150
Marva Tschampel	457-3719
Kathy Kennedy	443-3971

PLEASE RETURN TO FORT HAYES PTA
546 JACK GIBBS BLVD.
COLUMBUS, OHIO 43215

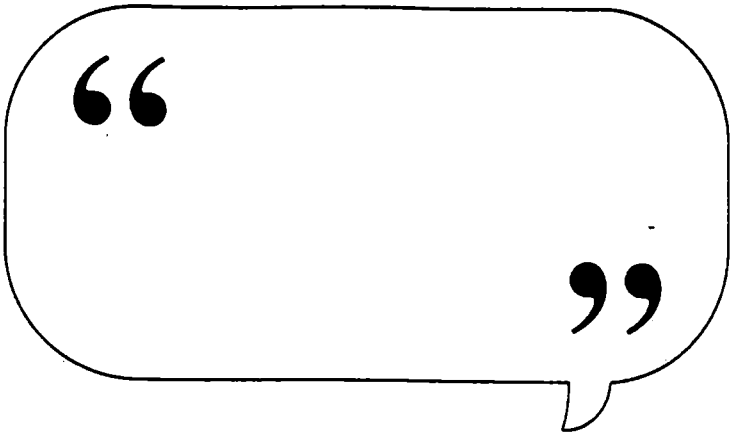
"ADS FOR GRADS" COST: $10

Please select the message style you like best.

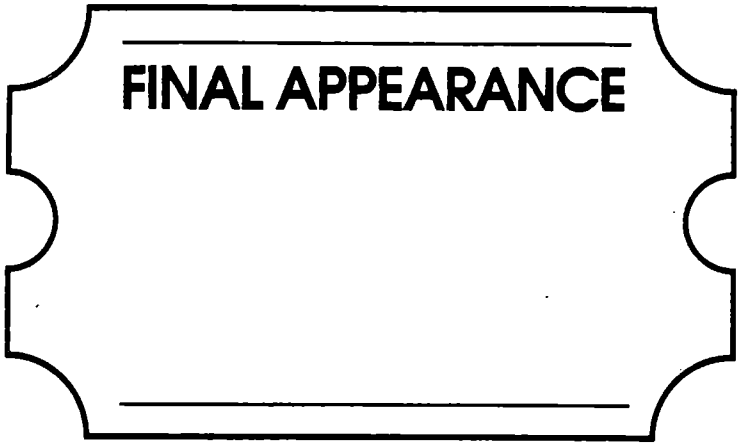
Other Ad Space: *Full Page $150.00*
1/2 Page $100.00
1/4 Page $ 50.00



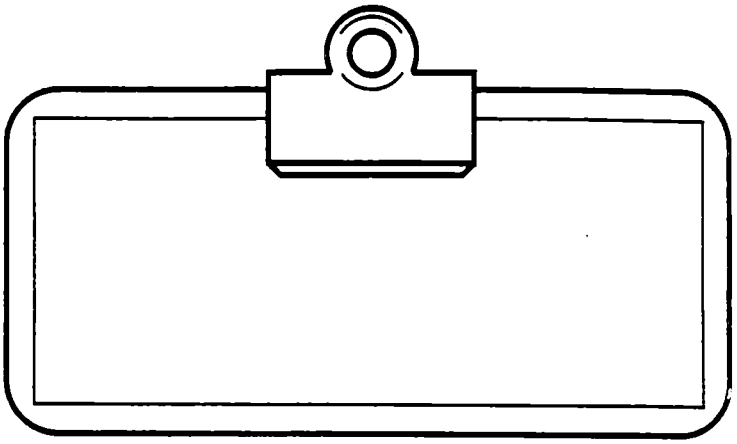
CD-4 Thumbtack Note



CD-5 Quotes



CD-6 Ticket



CD-7 Clipboard

ADS FOR GRADS ORDER FORM

MESSAGE:
Use a maximum of 5 lines of copy with about 45 characters per line.

To _____

_____

_____

_____

_____

From _____

Payment $_____ Please enclose payment with order form. Make checks payable to: Ft. Hayes Yearbook

_____

Signature _____ Date _____ Phone _____

Address _____

Fort Hayes
Metropolitan Education Center
546 Jack Gibbs Blvd.
Columbus, Ohio 43215
(614) 365-6681 ext. 233

Fort Hayes Metropolitan Education Center Yearbook

Karen Schwab
David handshue
Advisors

$27 if before 11-1-91
$35 if after that date.

Yearbook Order Form

Your name will be embossed in Gold on the cover only if you order before 11-1-91.

Name (as you wish to appear on book cover) _____

Address _____

Zip Code _____

Home Phone _____

Homeroom _____ Grade _____

First Period Class _____

Amount Paid _____

Name on Check _____

Check # _____

Date Paid _____

Please make checks for $27.00 payable to Ft. Hayes Yearbook and return to Mrs. Schwab in the Library Media Center at Ft. Hayes or mail to Mrs. Schwab 546 Jack Gibbs Blvd. Columbus, Ohio 43215

Deadline November 1st!

****
* FORT HAYES EVENTS *
****

November 1991

1 Friday
QUIET WEEK
END OF 1ST QUARTER
YOUTH TO YOUTH DANCE 7:30-10:30 PM
2 Saturday
SENIORS - SAT TESTS
3 Sunday
FALL PLAY IN THEATRE ALL WEEK
5 Tuesday
ADV BD IN GLLRY 11:30
DEPT. CHAIR MEETING 4TH PERIOD
6 Wednesday
NATIONAL HONOR SOCIETY MEETING 4TH PERIOD
IN THE KNOW VS WHETSTONE - THERE
7 Thursday
PACT TEST IN B112
8 Friday
HS FALL PLAY "THE MIRACLE WORKER"
9 Saturday
HS FALL PLAY "THE MIRACLE WORKER"
11 Monday
STRIKE FALL PLAY SET
12 Tuesday
PTA MTG. 7:30
STRIKE FALL PLAY SET
DEPT. CHAIR MEETING 4TH PERIOD
13 Wednesday
GRADE REPORTS TO PARENTS
STRIKE FALL PLAY SET
IN THE KNOW VS LINDEN-MCKINLEY - HERE
14 Thursday
OTA PLAY REHEARSAL 3:30
15 Friday
OTA PLAY REHEARSAL 3:30
16 Saturday
SENIOR CLASS PICNIC AT SMITH FARMS 6-11PM
18 Monday
9TH GR PROF TEST
OTA PLAY REHEARSAL 3:30
10TH TAP CLASS
19 Tuesday
9TH GR PROF TEST
OTA PLAY REHEARSAL 3:30
DEPT. CHAIR MEETING 4TH PERIOD
20 Wednesday
NATIONAL HONOR SOCIETY MEETING 4TH PERIOD
9TH GR PROF TEST
OTA PLAY REHEARSAL 3:30

November 1991

21 Thursday
9TH GR PROF TEST
OTA PLAY REHEARSAL 3:30
22 Friday
NAT'L BLACK FILM FESTIVAL 8PM THEATRE
OTA PLAY REHEARSAL 3:30
23 Saturday
NAT'L BLACK FILM FESTIVAL 8PM THEATRE
25 Monday
OTA PLAY REHEARSAL 3:30
10TH TAP CLASS
26 Tuesday
OTA PLAY REHEARSAL 3:30
DEPT. CHAIR MEETING 4TH PERIOD
27 Wednesday
SCHOOL CLOSES 1/2 HR EARLY
LAST DAY FOR INTERIM ENTRIES
28 Thursday
THANKSGIVING
29 Friday
THANKSGIVING BREAK

10/07/1991

Parents as Partners

Information to Help CPS Teachers and Parents Work Together More Effectively

Issue 32 Needs You!

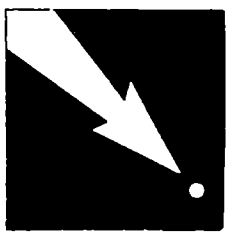
FOR Columbus Public Schools Strong Schools

On November 5, an 8.95 mill operating levy will appear on the ballot as Issue #32. This levy is needed by the Columbus Public Schools, not only to maintain basic instruction, but also to make improvements. Without the levy, the district will face a $34 million deficit in 1992-93 and will be forced to make drastic cuts in programs and services to children.

There are **four** ways this levy will benefit your children:

- Basic skills of all students will be improved through after-school tutoring, tuition-assisted summer school and increased teacher training.
- More security staff, nurses and counselors will be hired. The discipline programs, PEAK and I-PASS, will continue.
- Every elementary school will have full day kindergarten. Research shows that money invested at the beginning of a child's education has the greatest impact on success in later years.
- Graduates of Columbus Public Schools will be guaranteed. An employer not satisfied with a CPS graduate's basic skills can send the student back to school for further study.

Help make a difference in the schools by becoming informed about the campaign and by volunteering your assistance. **Call Levy Headquarters at 224-5212 to volunteer or to get more information.**



New Study Identifies Six Risk Factors for High School Dropouts

Which students are most likely to drop out of school without graduating? According to a new study, there are six primary risk factors:

- **single-parent family;**
- **family income less than $15,000;**
- **home alone more than three hours a day;**
- **parents have no H.S. diploma**
- **sibling dropped out;**
- **limited English proficiency.**

The study found that about half the students who were in the eighth grade had no risk factors, a quarter had one risk factor, and 20 percent had two or more risk factors.

Students from affluent, well educated families are almost twice as likely to come home to an empty home as those from the poorest, least educated families.

--Source: National Center for Educ. Statistics

Volunteering Outside of the Classroom

The following article was submitted by Beth McCammon, who is a parent with children in the Columbus Public Schools.

Education isn't limited to school; it is everywhere around us. While it is important for you, as parents, to participate as fully as possible in schools, it is equally important to find alternate ways to help when you cannot be an in-school volunteer.

Here are some suggestions:

- Make sure your child's teacher has a phone number to contact you or leave messages. Phone talks can nip problems in the bud, and can also open alternatives for your participation in your child's education.
- A parent who is unable to leave the home, for whatever reason, could provide party supplies or baked goods.
- If your employer discards items the school could use, scrap paper perhaps, ask if you may donate it.
- Provide foster care for classroom pets during school vacations.

When you cannot participate in the classroom setting, find alternatives that suit your family circumstances. Schools need volunteers and active parents, and there are many ways to be involved with your child's school. Talk with your child's teacher. Your emotional involvement with your child is more important than the number of volunteer hours you give or school functions you attend. You are vital to your child's education and you should take pride in any contribution you make.

Tips for Parents

Getting Your Child Off to the Right Start



Here are some suggestions to help get your child's school year off to a good start:

• **Make mornings less rushed.** If your child goes to bed late, chances are he/she is going to have trouble waking up early. Set an early bedtime to control this problem. Decide on breakfast foods the night before. Cereal, toast and muffins are all quick and easy options.

• **Stay informed as to what's happening in your child's school.** As soon as possible, make a visit to your child's classroom and meet the teacher. Get to know other parents so you can share experiences throughout the school year. Keep informed about what is happening in the school through school newsletters and community papers. Attend as many school events as your schedule permits.

• **Take a positive attitude toward your child's education.** Research shows that attitude may explain why Asian children do better in math, even though American students are thought to start school with more general knowledge and enthusiasm for learning. Most parents in this country see their job as done when the child enters school, whereas Asian parents see this as the time to be the most involved with their child's education. Parents often don't realize how much their attitudes can influence their child's success.

• **Show an interest in what your child is learning.** Make a point of asking your child about homework and what he/she learned in school today. Tell your child how you use skills you learned in school to do your job.

Discipline Hotline Offered for Reports of Truancy

365-HELP

Columbus Public Schools has a 24-hour discipline hotline (**365-HELP**) for use by the community. Its purpose is to send a strong message that students should be in school.

If you see a child of school age, during school hours, who is not in school, you can contact the hotline and a staff member will investigate immediately.

Workers at the hotline do accept anonymous calls, but names and/or addresses make locating the problem easier. What action is taken after the call depends on the type of call that is received. If you call at a time other than school hours, an answering machine will take your call.

"Parent Connections" to Promote Safe Parties for Students

Eastmoor High School's Parent Teacher Association is forming **Parent Connections.** The purpose of the group will be to ensure that high school parties are safe for all who attend them. To be a member, a parent must adhere to the following rules:

- Chaperone any and all parties.
- Not serve alcohol at any parties.
- Put parent and child's name, as well as phone number, in the Eastmoor Parent Connection Directory.

Join the Apple Corps

Parent and community involvement is essential to any effective school. Those interested can now join the Apple Corps. It's the heart of Columbus Public Schools! Whether you are a parent or not, you can help in the following ways:

- Help with daily routines in the school office, lunchroom and playground.
- Work with children to improve their academic skills. Help make materials for teachers, and do phoning.
- Help in the classroom by tutoring, mentoring, or just listening.
- Serve as a member of a parent/community advisory board, helping to define the school's mission and giving advice on priorities or programs.

For further information about the Apple Corps, please contact Diana Williams at 365-5792.

You are cordially invited to join and participate in the

FORT HAYES PTA

COMMITTEES

Ways & Means: Reponsibilities include organizing money raising activities.

Hospitality: Includes greeting parents and other guests at school events and setting up refreshments.

Membership: Responsibilities include recruitment of members.

Telephone: Responsibilities include communication of PTA activities to members and parents.

GOALS

1. 100% MEMBERSHIP
2. Recruit and Appoint Student Representatives
3. Create a Student Directory.
4. Strongly support and promote the publication of our first Fort Hayes Yearbook.
5. Support the "I Know I Can" Program in our school.
6. Assist various clubs/organizations at Fort Hayes with fundraising when requested.
7. Provide Scholarships to deserving students
8. Assist teachers with projects, dances, etc. when requested.
9. Continue publication of our PTA newsletter.

MEETING SCHEDULE, 1991-92

The Second Tuesday of each month in the Library:

September 10, 1991	February 11, 1991
October 8, 1991	March 10, 1991
November 12, 1991	April 14, 1991
December 10, 1991	May 12, 1991
January 14, 1991	

Special and Committee Meetings will be held as necessary.
To Be Announced.

MEMBERSHIP APPLICATION (Annual Dues $3.00 Per Family Member)

*Name:*_____ *Telephone*_____

*Your Son or Daughter's Name*_____ *Grade Level*_____

*Home Address:*_____ *Zip*_____

Mail to: Fort Hayes PTA, 546 Jack Gibbs Blvd., Columbus, OH 43215

Important Dates to Remember!!!

Fort Hayes Fine Arts and Crafts Festival
October 26, 1991

College Night at Fort Hayes
October 29, 1991

Deadline to order Yearbook at Reduced Price
November 1, 1991

Fort Hayes Metropolitan Education Center
546 Jack Gibbs Blvd.
Columbus, OH 43215

Non-Profit Organization
U. S. POSTAGE
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PERMIT NO. 462

GEORGE V. VOINOVICH
GOVERNOR

STATE OF OHIO
OFFICE OF THE GOVERNOR
COLUMBUS 43266-0601

COMMUNICATIONS OFFICE

614-644-0957
FAX# 614-644-0951

NOV 1138 PM 23 92 5

TO: Bob Simon Irene Bandy

FROM: John Meyer 614-466-3304

RE: Governor Voinovich's Speech To The Ohio School Boards Association Mtg.

FAX # 202-456-6218

DATE: _____ TIME: _____

NUMBER OF PAGES INCLUDING THIS PAGE: 18

COMMENTS:

Joe Duggan (Rm 118) a FYI unions 384

Talking Points for
GOVERNOR GEORGE V. VOINOVICH

OHIO SCHOOL BOARDS ASSOCIATION MEETING
November 13, 1991

THANK YOU FOR GIVING ME AN OPPORTUNITY TO TALK TO YOU ABOUT MY COMMITMENT AND CONCERNS FOR EDUCATION IN THE STATE OF OHIO

I made a promise to the people of this state during my **campaign** for Governor. I promised that "if Mike DeWine and I are elected, you can count on us working to put the best ideas and programs to work in educating our children and making Ohio a national leader in quality schools by the year 2000."

In my **State of the State Address** given on March 5th, I restated my commitment to the health and education of Ohio's children. To drawing a line in the sand for this generation of children.

Well...we have begun with <u>this</u> generation of children... we <u>have</u> drawn a line in the sand.. saying to all: "<u>This</u> is where it stops."

My vision then... and now... is for Ohio to become the **"Education State."**

Let me repeat the promise I made to the citizens of this state... "Ohio will be the Education State by the year 2000. We will guarantee that our generation of children will be prepared for the jobs of the 21st century."

Historically, this state has <u>been</u> a leader in education. Ohio was the site of America's first kindergarten and its first junior high school. McGuffy was an Ohio college professor when he wrote the incomparable Readers that still bear his name. And... The Ohio State University was the first land grant university to be chartered under the Morrell Act.

Today, Ohioans are going to have to **work harder and smarter** if they want to once again be a national leader in education. I firmly believe...we can do better... we can catch up... Ohio can become the "Education State" by the year 2000.

The only way this can be achieved is if **EVERY OHIOAN BECOMES INVOLVED**. Together, we must strive for educational excellence. Students, teachers, administrators, parents and community must all take action to improve educational outcomes.

I want to thank all of you Board members for your hard work in education and for your dedication to the children of Ohio. You certainly have given countless hours... and put up with a lot of grief... to help the youngsters of Ohio.

II. NATIONAL EDUCATION GOALS PROVIDE A FRAMEWORK FROM WHICH WE CAN MOVE FORWARD IN EDUCATION

In the 1990s, our goals will be to ensure....

One... every Ohio child will enter school ready to learn;

Two... our high school graduation rate will improve dramatically;

Three... Ohio's students will be competent in math, science, English, history and geography;

Four... our young people will be Number One in the world in the fields of science and mathematics;

Five... every adult Ohioan will be literate, with the skills needed to participate fully as a worker and citizen; and

Six... our schools will be free of drugs and violence, and will be disciplined places where teachers can teach and our children can learn.

During my campaign for Governor, **five volumes** on my priorities for education were developed detailing the initiatives I believe are needed to make Ohio the Education State. The issues addressed in those volumes speak to these six goals.

We must...

- Provide effective early intervention and dropout prevention programs.
- Create and promote "drug free" schools in Ohio and improve the learning environment for our students and teachers.
- Improve quality and accountability in education.
- Treat teachers as professionals.
- Use our resources more effectively and ensure they are distributed equitably.

Achieving the **six national education goals** are a top priority of my administration.

Schools can not be managed and directed from Washington or Columbus... that happens at the local level. But... we must all adopt the six goals as a framework to be used to improve education. As a nation, we have adopted these six goals... I have adopted them for Ohio... and we need all of you to embrace them at the local level.

On September 30th, ***Creating Opportunities for Success*, Ohio's First Annual Progress Report on six national education goals** was released. Copies were sent to all local board presidents, local district superintendents, state agency directors, business leaders, educational organizations.... any groups or individuals concerned and involved directly or indirectly in educating our children and youth.

Very simply, *Creating Opportunities for Success*...

- tells us where we are on each of the goals...
- it tells us where we want to go...
- and it begins to tell us how we're going to get there.

It also tells us where we don't have enough information. The lack of solid baseline data is one of the shortcomings of this document. In many areas.... such as Goal 6, creating safe, drug-free schools... we're really not sure where we are today. We don't know where we stand because the data is not there.

Creating Opportunities for Success signals our determination and commitment to become a national leader in achieving educational excellence. The efforts being made already by educators must be applauded. I was impressed, on reading this report, at the number and quality of the programs Ohio has in place now to achieve these six education goals. The **Learn, Earning and Parenting Program, Jobs for Ohio's Graduates, Project Discovery, Classroom of the Future**... all of you should be proud of your contributions to these efforts.

If you have not at yet received a copy of *Creating Opportunities for Success*... please feel free to contact my office at **(614) 466-3555**. Again. that number is (614) 466-3555. We have already received input from a variety of individuals, including a number of Governors in other states... and welcome any thoughts any of you might have on the issues raised in this document.

III. OHIO IS ALSO MOVING FORWARD ON THE PRESIDENT'S *AMERICA 2000* INITIATIVE.

Ohio's citizens and communities are committing themselves to the national goals and to the strategies of *America 2000*. The **kickoff** for

our Ohio 2000 program will be on **November 22nd**. Both the **President and Secretary Lamar Alexander** have been invited to our event on that day.

An **Ohio 2000 Committee of 100** is also being formed to serve as the State Steering Committee. This Committee will have a broad-based membership to assure appropriate representation from a variety of organizations.

The main mission of the Ohio 2000 program is to support local communities in their adoption and implementation of strategies to achieve the national education goals.

You will all be hearing much more on this program in the near future.

IV. THE GOVERNOR'S EDUCATION MANAGEMENT COUNCIL-- GEM-- WAS CREATED TO ENSURE THE PARTCIPATION OF THE PRIVATE SECTOR-- SO WE ARE ALL WORKING TOGETHER-- SINGING FROM THE SAME HYMNAL.

The formation of GEM was a campaign promise to the people of Ohio. It is a public-private coalition of concerned business leaders, policy makers, and educators working to create a shared vision of education in Ohio.

It was created to empower Ohio's business community to become involved in education.

Rather than have Ohio's Business Roundtable's Task Force on Education develop and implement their own reform strategy independently... GEM provides us with a forum to work together. The BRT's nine education goals have been merged with my five volumes on education.. and both of these have been linked to the six national goals.

The GEM Council has already been identified as a national example of public-private sector collaboration in improving educational outcomes.

It is cited as one of the top 3 or 4 initiatives in the country for its ability to focus the involvement and commitment of BRT's members on state level policy concerns in education.

John Brandt-- Deputy Executive Director of OSBA-- is your GEM representative. We look forward to his continued participation on the Council.

Education is not just the responsibility of the Ohio Department of Education.. or the State Board.. or the Board of Regents.. or local school districts.

We all need to be involved. Related state agencies... boards of education....local school officials- teachers and administrators.... business leaders and organized labor.. and, parents and their children- who must assume responsibility for their education. All of you... in this audience... are the educational leaders in your local communities. You can lead the way.

Education is so dependent on our work in other areas... health... welfare... drugs... crime. The need for coordination among agencies has been a major argument for my support on **Senate Bill 162.** As chief executive officer of every other state agency... I can more readily ensure cooperation occurs between agencies if I am granted some degree of authority over the actions of the Department of Education... as this legislation would do.

I firmly believe that the success of our efforts in education will be shaped, in large part, by our capacity to form broad coalitions... **partnerships for change** at both the local and state level. Through these partnerships, our goals will be further clarified... our reform strategies will be made more specific. And... hopefully... our expectations can be raised even higher.

Tinkering at the edges won't work... just as turning around a single school, or making a single change in all schools.. won't work. The answer isn't just making lots of changes.. or introducing a whole bunch of new programs.

Instead, we need to change the way we think about education... the way we run and finance our schools... the subjects we teach... and the way we teach them. We need **systemic change** in order to create an effective public education system.

Creating Opportunities for Success is our first step toward achieving a shared agenda for education in the State of Ohio... the **Gap Analysis** being sponsored by the GEM Council will be our next .

The Gap Analysis will bring all the stakeholders together-- legislators, educators, policy makers, teachers... and local school board members -- to develop a Shared Vision of Ohio's Education Goals which will drive the educational improvements and initiatives in this state. This requires a willingness to forego individual goals in order to develop one set of goals shared by all stakeholders.

The specific steps to be followed include...

- to identify any gaps in Ohio's current educational policies through a review of existing studies and data and personal interviews;
- to obtain reactions from key stakeholders regarding findings and preliminary recommendations; and
- to convene a State Education Leader Dialogue next Spring to assist in understanding the linkages between various education agendas and Ohio-specific priorities.

Recommendations will then be finalized, after additional feedback from all of the key stakeholders is received.

The end result of the Gap Analysis will be a well-thought out... coordinated... legislative and administrative package designed to achieve the six national education goals.

V. SCHOOL GOVERNANCE IS ONE ISSUE WHICH GEM HAS UNDERTAKEN.

One of the GEM Council's first projects was an organization study of the Ohio Department of Education. The end result of that study, ***Model for the Future,*** makes numerous suggestions on how we can create a more effective system of public education.

For four months, the Governor's Task Force on Education carefully examined the structure and responsibilities of the Ohio Department of Education. Four companies represented on Governor's Education Management Council donated the time and services of management and organization experts from their firms to conduct the study. Approximately **3,000 hours, valued at an estimated $300,000, were given**.

The findings from their efforts. The Department has 499 people. Up to 75% of their effort is compliance-driven by federal or state mandates. At the local level... teachers and administrators are burdened by required paperwork. Any one school sends up to **334 different forms** to the state each year.

Over 50% of this paperwork is required to receive the federal funds that make up about 5% of a local district's budget. I told Lamar Alexander one of the best things you can do for us is to get the federal government off the backs of our schools.

One of the most significant recommendations this report makes concerns **restructuring the Department of Education** from an auditing and monitoring operation to a research, support and service leader-- **from a focus on process to one on outcomes.**

Model for the Future also recommends developing formal models of interagency collaboration to improve our services to Ohio's children, youth and families.

For example, winning the war against substance abuse requires the involvement of a tremendous number of agencies... Education... Alcohol and Drug Addiction Services... Youth Services... Rehab and Corrections... Health... and Human Services. We must work together, coordinating our efforts, if we are to deal effectively with the problems that must be resolved to ensure a strong Ohio.

Two initiatives being administered by my office which address this suggestion include... the **State Policy Academy on Families and Children...** and the **Head Start - State of Ohio Collaboration Project.** The Policy Academy has a broad charge while the Head Start Project has a specific focus.

First... Ohio was one of six states selected to participate in the **State Policy Academy on Families and Children.** The Academy will be conducted by the Council of Governor's Policy Advisors in collaboration with the National Governor's Association, the American Public Welfare Association and the Council of Chief State School Officers.

A fifteen-member team is being developed representing state agencies, local government, the private sector and the Governor's Office. This team will then participate in three training/work sessions. Their charge is to work together to define the problems facing at-risk families and children... craft strategic solutions to these problems tailored to Ohio... and carry out the policies the team develops.

The second effort mentioned-- the **Head Start - State of Ohio Collaboration Project**-- is focusing on school readiness issues. It is funded by a three-year demonstration grant from the U.S. Department of Health and Human Services.

This project will host a Search Conference in December with approximately 80 individuals participating representing state agencies... local service providers... clients... and the private sector.

Activities at the Search Conference will lead participants to develop a shared vision of how we can provide services collaboratively.

Additionally, participants will identify critical issues that must be addressed if such collaborative service delivery models are to develop and be successful throughout Ohio. A smaller group will then be formed to work through these critical issues in a strategic planning process to develop the framework needed to promote collaborative service delivery.

I was delighted to present a check for **$250,000** recently on behalf of the Ohio Commission on Minority Health to the Columbus Metropolitan Area Community Action Organization for their "**Families in Partnership Program.**" The "FIP" Program will take 100 Columbus-area Head Start families through a 3-step, family-focused health process over the next 2 years that includes

- medical screening and referral;
- preventive health education and monitoring;
- and, in-home preventive health measures.

This is an excellent example of creating effective **partnerships for change.**

And... we need more such partnerships... school partnerships that have as their focus improved outcomes for students. Schools can't do it alone... team effort is required.

The **Ohio Adopt-A-School Program** is another initiative which supports the development of school-community partnerships. Janet... my wife... chairs this program and has been actively involved with encouraging the creation of new partnerships throughout the state.

Everyone should have their **local business advisory councils** in place as mandated in Senate Bill 140. If you don't as yet have yours in place... that should be a priority. Local districts are finding that businesses can be an additional resource for their schools. They also provide a new perspective on the problems schools are facing.

If I was a member of a local school board... I would want every school adopted... every child who needs one would have a mentor.... and senior citizens would be involved in the classrooms and in the schools. Great way to get your levies passed.

VI. WHICH BRINGS US TO ANOTHER MAJOR ISSUE... MONEY.

I understand the need for more... and for a more equitable distribution... of money for education in Ohio.

But... Ohioans understand.. that while money is important... it is not the most important issue.

Getting more out of what we already spend must be our first objective. Educational reform must come before additional dollars to ensure we are spending public money on an efficient and an effective education system that will get the results we want... get the job done.

To get the support you need.from your community... you must assure **taxpayers** that the monies being provided now for education are being put to the best use.

You must convince the taxpayers in your district that you are dead serious about reform so that people will know their money will be well-spent. If they understand that they are going to get dividends... then they will be more willing to spend more for schools.

There were a lot of levies on the ballot on election day... and some didn't make it. Those in Columbus and Cincinnati were passed because the taxpayers in those communities were finally convinced that changes were going to be made.... and... that they were going to be involved with those changes.

The **school levy in Cincinnati** is a good example. I supported that levy... as you know it is very unusual for a Governor to support a local

district levy. They had an innovative plan that will move Cincinnati ahead in education... they have demonstrated their willingness to be risk-takers.

Not only did I support them... more importantly... their constituents did. They have re-established the public's faith in their schools.

The organization study of the Department of Education mentioned earlier... *Model for the Future...* also provides suggestions for managing our existing resources more efficiently.

On the issue of equity... as I promised in my State of the State Address... a $50 Million Equity Fund was created to begin to address this issue.

The GEM Council is also sponsoring a study to examine the issues of school funding and equity. It is being conducted by The Ohio State University's School of Public Policy and Management and will be a first step in the process of determining recommendations for ensuring Ohio has an equitable system.

We must pull together all the recommendations made to date... those generated by the Cupp Commission... the Coalition for Educational Organizations... the State Board... and reach agreement.

Education should be given a higher percentage of the state budget... and... over a period of years...I would like to ensure that we do just that.

VII. MY COMMITMENT IS TO CHILDREN...EVERY OHIO CHILD WILL ENTER SCHOOL READY TO LEARN-- WE ARE DRAWING A LINE IN THE SAND FOR THIS GENERATION OF CHILDREN

Our commitment as a citizenry must be to work together to protect and nurture Ohio's newest generation of citizens.. to drawing a line in the sand. If we want educated children... they have to be healthy first. Working together...we must address the many needs of our children.

Even though our state is facing a tight budget situation... we have made strategic investments in the health and education of our children:

- State funding for **Head Start** has been increased. By the end of this biennium we will be serving 50% of the ADC-eligible children from 35%. And.. by 1995... my goal is to serve 100% of the eligible children.

- With bipartisan support, Ohio's **child care** opportunities have been expanded as a result of **H.B. 155**. More low income working families will be able to access the child care programs of their choice.

- A substantial increase in funding has been made for **child Immunizations**... a 67% increase or $1.3 Million.

- Programs have been expanded to fight **infant mortality** in four urban areas with high infant mortality rates. We have expanded Healthy Start Medicaid coverage to infants up to age one and pregnant women in families earning up to 185% of the federal poverty level. And to children up to age 9 in families earning less than 100% of the federal poverty level by next July 1st.

- We have tackled the **child support** problem. $54 Million in additional funding has been given for child support enforcement to make sure that every parent is made to be responsible for their child.

And,.... we must... and can... do even better.

Many children in Ohio are not ready to learn when they start school.

- From 1988 to '89... the % of infants born at low-birthweight increased from 6.8% to 7.3%.... And the % of black infants was 13.1% in 1989.

- Even with an increase in funding for child immunizations... over one-fourth of Ohio's 2-year olds are not fully immunized against childhood diseases.

- In 1989...nearly 14% of Ohio's total live births were to teen mothers. And... approximately 28% of all live births in this state were born out of wedlock.

Many **barriers** must be overcome if we are to be successful... improved accessibility to infant and child care services.... better coordination and cooperation among and between agencies... and, increased awareness of the importance of health and nutrition on a child's ability to succeed in school.

I would like to mention a few of the initiatives being developed and implemented which I believe will have a positive impact on school readiness. I have already mentioned the Policy Academy and the Head Start Project.

I was also pleased to hear the presentations given by Irene Bandy-Hedden and Jane Wiechel on the collaborative efforts of the Department in the area of early childhood at the **September GEM Council meeting**.

The **Early Childhood Availability Assessment Project** presented at that meeting is an excellent example of schools, businesses and communities working together to identify the availability of early childhood services in their school districts. This project is being pilot-tested in several communities through their **Business Advisory Councils**.

The **Model Preschool Curriculum Guide** developed by the Division of Early Childhood provides school districts with a tool for developing appropriate curriculum for preschool children. Developmentally appropriate practice in early childhood classrooms is critical to helping children reach their full potential.

We must ensure that our early primary grades also follow this model of developmentally appropriate practice. **Classroom of the Future** offers an example of the type of programs we need more of.

Eight school districts are implementing Classroom of the Future pilot projects involving the development of integrated curriculum, site-based management, comprehensive staff development, teaching teams and use of technology in the classroom. In these programs... **mastery of learning is the constant... while time is the variable.**

Chris Stoneburner of my staff has also been working on a **School Readiness Indicators Project** together with the Department, the Ohio Association for the Education of Young Children and Ohio Head Start. This project links developmentally appropriate indicators to strategies for families, teachers and the community. These strategies reinforce the role that we all play in helping children start school ready to learn.

Ohio's programs will also have a national audience. I was appointed by Governor John Ashcroft of Missouri to **chair the School Readiness Action Team** for the National Governor's Association. Each of the ten states on the team has been challenged to develop initiatives which will move us forward as quickly as possible on the Number One National Education Goal.

Through the National Governor's Association, there will be forums developed for sharing all of the readiness initiatives with the other states. With this appointment, Ohio will be in a leadership position for improving early intervention strategies that will ensure every child enters school prepared to develop to their fullest potential.

I am determined that we will make Ohio a national leader in school readiness.

VIII. WORKING TOGETHER WE WILL MAKE OHIO THE EDUCATION STATE BY THE YEAR 2000.

There are a lot of education agendas in the grab bag... mine.... the BRT's... the State Board's... local district's... the legislature...etc. What we need to do now is come together and agree on **ONE agenda for action.**

I want my education agenda to be everyone's education agenda. We must all be on the same page.

At the state level... innovative programs can be supported... recommendations made... successes highlighted. But... when it comes to where it really happens... it is with each and every one of you.

All of those individuals in communities throughout Ohio who have made their job educating our children and youth. School board members across the state must continue to take a **leadership** role in ensuring Ohio has a citizenry prepared for the demands of the 21st century.

We are fortunate to have on board **Ted Sanders** as our new Superintendent of Public Instruction. Ted is an experienced administrator and teacher... with a wide knowledge of local, state and national issues... he is a leader.

He was former Under Secretary to the U.S. Department of Education and successfully administered the public education systems in Illinois... and in Nevada. I have already been impressed with his demonstrated determination, commitment and willingness to take chances so improvements can be made.

When I told John Ashcroft... Governor of Missouri... that Ted Sanders was going to be Ohio's Superintendent of Public Instruction... he asked me: "How did you do that?...He is the best."

Ted will be our symphony conductor. He will bring the orchestra together so that Ohio makes the very best possible music.

Someone once compared our education system to the **pony express**... when the telegraph came into existence. It didn't matter how fast the horse was... or how good the rider was... they couldn't compete. Education has changed.... and what we need out of education has also changed.

Schools must communicate to the general public all the problems they are facing and the new mission they are dealing with. Learning readiness is a community problem... Drug addiction is a community problem. So... the **solutions must be found together as a community.**

It will be a monumental task which can only be accomplished by working together. We must have have parents, employers, community leaders, service agencies and senior citizens in our schools and classrooms. Schools must continue to work together with their communities to encourage involvement and participation in education.

I want to personally thank all of you for your commitment... and for your unselfish work... in education.

If you believe in the **Judeo-Christian tradition** and the second great commandment... "Love thy neighbor as thyself"...and many of you Board members certainly demonstrate this in your lives... then the finest thing we can do is to develop the God-given talents of our neighbors.

Through education we can ensure that every child in Ohio lives a life of value.

I firmly believe our country's future... and the future of this state... depends on our ability and commitment to improving the educational outcomes of our schools.

We either win the struggle for a world class education... or lose the benefits that education brings.

Joe:

Here is information that Bob had requested for the Ohio 2000 speech. He was considering possibly weaving in a slam on the teachers' union that would hit home to Ohioans.

Please let me know if you have any questions -

Doreen Torgerson
OPD - rm 218
x 6585

November 15, 1991

NOTE FOR BOB SIMON

FROM: DOREEN TORGERSON

RE: OHIO 2000 Speech

In follow-up to our conversation on Wednesday, I tracked down a few articles citing specific examples of teacher union control in Ohio. This information was passed along by a contact at the national Concerned Educators Against Forced Unionism (National Right to Work) office.

The cases include the following:

- A 1988 teachers' strike in which students allegedly were encouraged by the teachers to stay home from school and harass substitutes. (In similar spirit to the Montgomery County letter writing case).

- A 1989 account of the teachers' union blacklisting teachers who do not agree with union policies to prevent them from being hired in new schools or as substitute teachers.

- A 1991 story that shows how concerned parents have tried to oppose and change local drug education curriculum, but have failed because teacher union contracts give teachers unilateral power in supplementing curriculum.

Please let me know if further information would be useful.

Attachment

The Beacon Journal Tuesday, October 4, 1988

Barberton teachers, students walk out

By Susan Smith
Beacon Journal staff writer

Nearly 1,300 Barberton High School students refused to attend classes Monday — the first day of a Barberton teachers' strike.

Several hundred students roamed the halls of the high school, vandalized several classrooms, chanted "scab" at many of the 44 substitute teachers, then left for home or to stand in picket lines with their teachers. Fewer than 50 students stayed at the high school, school officials said.

More than 100 watched as several youths slashed the tires on two vans parked behind the school to take the substitute teachers to a satellite parking lot in Akron. The crowd was kept in check by Barberton police, who arrived later carrying nightsticks.

Eventually, the substitutes used a tunnel connecting the school to the gymnasium across the street to leave under police escort.

Many substitutes covered their faces with newspapers, turned-up collars or hooded sweatshirts as they left the building. Picketing teachers and students yelled "scab" or "get a real job" as the substitutes departed.

Barberton police said they arrested two minors, who did not attend the school, on charges of criminal trespassing after they refused to leave the building.

None of the other youths observed vandalizing the building — many identified by students and teachers as "burnouts" or troublemakers at the school — were arrested.

Police said private guards hired by the school system were responsible for keeping peace on school grounds.

"Sure, there was some vandalism," said Barberton police Lt. Raymond Todd. "We can't be all places at the same time."

For most of the day, the guards remained inside the high school while gangs roamed outside and tried to cut a phone line. At least two windows were broken. Several youths crawled in and out of ground-floor windows to vandalize classrooms.

High school students said they saw other youths throw desks against the walls and spray shaving cream in several classrooms. Several students admitted that they pulled accoustic tiles from the gymnasium ceiling or other classrooms. No damage estimate was available.

Several students were seen climbing a gate to break a light. "Scab" was written on several windows. Obscene words and symbols also were painted on trees and windows.

"It's really wild," said Muhammad Habeeb-Ullah, 16, a freshman who had left school by noon. "The kids are running around, smoking in the halls and bathrooms."

"It's like a madhouse," another student said.

No vandalism or violence was reported at any of the six elementary and two middle schools in the Barberton system. School officials said more than half of the district's 4,600 students attended classes Monday.

The teachers' union, which represents 285 teachers, went on strike at 6 a.m. Monday. The union's two-year contract had expired Aug. 27.

School officials said the schools, including the high school, would remain open today with substitute teachers.

Officials planned to increase the number of guards at the high school. In addition, school officials said, they would impose a temporary court order limiting the number of pickets at each school entrance to two.

"I think that will defuse the circuslike activity we had at the school today," said Superintendent Ronald Clemmer.

Violet Berlin, president of the Barberton Teachers Association, cautioned parents against sending their children to school for safety reasons.

Ms. Berlin said school officials had underestimated the difficulty of keeping the high school open with teachers and guards who are unfamiliar with Barberton students.

Clemmer said other school districts that had remained open with substitutes during teachers' strikes reported similar problems among high school students.

"We feel we have a real handle on the high school situation," Clemmer said. "The first day is always the worst. It will get better. We will have instruction and there will be discipline."

Several students said they were encouraged by their teachers during classes Friday to stay home from school to help the teachers' cause. A few said one of their teachers had encouraged them to harass the substitutes.

Parent Chris Wooley said she kept her 12-year-old son home from Highland Middle School because she didn't want him involved in the strike. "They put the grade books away," Ms. Wooley said. "I ain't going to let him get into this."

One pupil said her grade school teacher had called her mother at home, asking her to

keep the child home.

Teachers walking the picket line denied the allegations, but a few said they had taken home seating assignments, grade books and class plans Friday in anticipation of the strike.

Ms. Berlin said many teachers had encouraged students to stay home, especially after seeing several high students leap from windows Monday after school officials had locked classroom doors to keep students inside, but had not encouraged students to vandalize the school.

No contract talks have been scheduled.

School officials said teachers are seeking a 12 percent raise and have been offered 8.5 percent over two years.

Teachers, however, said they were more concerned about working conditions for the elementary school teachers who are not given enough time to prepare classes.

Ms. Berlin said teachers were particularly upset because they had cooperated with school officials to delay contract talks until after a school levy was passed in May. In exchange, she said, the teachers were promised a quick settlement of the contract.

Correspondent Paula Schleis contributed to this report.

Mar. 15, 1989

List destroyed of teachers working strike

By Connie Cartmell
SNP Staff Writer

Worthington School District administrators did have a copy of an alleged blacklist of teachers who worked as substitutes during the Groveport-Madison strike Jan. 31 to Feb. 21.

The school's copy no longer exists according to Joe Borst, director of certified personnel and strategic planning.

Tom Pollock, an English teacher at Kilbourne School, came before the board Monday night asking about a blacklist and asking for reassurance it would not be used against teachers seeking jobs in Worthington.

"Does it exist?" he asked. "What's the message (with the list) and what's being done about it? If it's being kept on file, what will be done with the file?"

Superintendent John Hoeffler said a copy of the list had been given to him during an informal meeting with Worthington Education Association President Pat Barron. He said he gave the list to the district personnel office.

"I sent it to our personnel department," said Hoeffler, "for no particular action, it was informational only."

Borst said the list no longer exists. He said it isn't in any file and has been destroyed.

Pollock asked why Hoeffler accepted such a list in the first place saying such a list isn't that much different from one identifying "atheists, blacks or any other minority."

"You wouldn't tolerate that," said Pollock. "I condemn this list. It's unwelcome in our public schools. Its existence is a threat and insult."

"I have never seen such a list and I am very surprised to hear about it," said Board President Jeanne Lemmon. "Our policy has been to hire the very best people available."

She said Borst's actions in destroying the list best reflected the feelings of the board of education.

Hoeffler concurred and said all qualified candidates for teaching positions are considered.

With regard to the list, board member Frank Swinehart called Pollock's charge "disturbing," and said if such a list exists, it would be a good idea to get rid of it.

When Pollock learned the copy of the list had been destroyed he asked if there is any other.

"Not that I'm aware of," Hoeffler replied.

After the meeting Barron said the WEA still has a copy of the list. She said the Groveport-Madisons teacher's union was "within its rights" to distribute such a list to school districts throughout Franklin County. She said it was the decision of WEA's executive board to give a copy of the list to Hoeffler.

Worthington (OH) News
Mar. 15, 1989

Dear Editor,

Do the local boards of education really have control of the educational environment or is their elected authority being usurped by the teachers labor union? There is a big difference between representing the teachers in the working environment and with taking over control of the entire educational environment.

Slowly, over the past few years, the teachers' union (more specifically, the Ohio Education Association) has gained more and more control over our schools. In Worthington, the union seems to have the bull (school board) by the horns and are wrestling it to the ground for local control of the teaching environment. The teachers' union was not satisfied with contracting the basic issues of proper class size, adequate facilities, curriculum development, etc. that directly affect the teachers ability to work with his/her students, but went one step further. They were able to get the Worthington school board to agree (in the contract) to take money out of the pay checks of non-members for what the union considers services rendered. This was quite a damaging blow to teachers who disagree with union policies and have chosen not to join the union.

Last week, I learned that a list was given to Dr. Hoeffler, superintendent of the Worthington Schools. On the list were the names of the substitute teachers who crossed the picket lines in the recent Groveport teachers' strike. Why was Dr. Hoeffler given this list? What is the school board supposed to use this list for? Could this be a **BLACKLIST** intended to discourage the Worthington Schools from hiring any of these teachers? What will happen in Worthington if the school board hires some of these teachers next year? These are questions that need to be seriously addressed by the Worthington community as a whole, community as a whole.

In the local newspapers, during the Groveport strike, we read statements from teachers' union representatives implying that those substitutes who crossed the picket lines will "never teach in the central Ohio area again." Could this be what the list is for? I sincerely hope the Worthington Board of Education publically acknowledges its opposition to a list of this nature, and states its position concerning the effect of this list on their hiring policies of new teachers. It's time school boards all over Ohio stood up to the unions (specifically the OEA) and re-asserted their control over the educational environment.

Jerry Baker
Worthington School Teacher
and Forced Fee-Payer

OHIO

STARK AND WAYNE

DARE program again challenged

For the fourth consecutive meeting, parents on Monday voiced concerns about and support for a drug education program to the Canton school board. The program is the Drug Abuse Resistance Education, which is taught nationwide to fifth-graders.

Parent Diane Kelly of Plain Avenue Northeast said she believes the local program has some elements, such as a relaxation tape, that are not sanctioned by the national program and that are inappropriate for fifth-graders. She said she will continue to press for answers.

Harter Elementary fifth-grade teacher Sue Marsh read letters from pupils in support of the program.

Canton Professional Educators Association President Sam Dorto urged the board to keep in mind the clause in the teachers' union contract giving the teacher the right to select items for discussion and supplementary materials.

Exclusivity

Union control of classroom materials.

PARTNERSHIPS DOMINATE EDUCATION REFORM MOVEMENT

ARLINGTON, VA -- President Bush has pressed for great involvement in schools, but a survey released Thursday said partnership programs already provide 2.6 million volunteers and $1 billion in goods and services.

The survey results confirm that "mutually supportive arrangements" between schools or school districts and individual volunteers and businesses are rapidly becoming a significant part of education in America, said David Goodman, president of the National Association of Partners in Education, Inc....

Education Department official Barbara Rivers said the partnerships strengthen the Administration's America 2000 school improvement program. However, association officials acknowledge that few businesses involved with local schools have contributed to Bush's New American Schools Development Corp.

(Tamara Henry, AP)

AFL-CIO CONVENTION ENDS ON STRONGLY ANTI-BUSH VOTE

DETROIT -- Working-class Americans must retake the White House "so we can stop the greedy from robbing the needy," NAACP executive director Benjamin Hooks told the AFL-CIO on Thursday....

Mark Grebner, a Democratic political consultant based in East Lansing, Mich., said the outcome of the 1992 election would depend mainly on the economy.

"If the economy continues to go to hell, George Bush will be a bum.... If the economy turns up, Bush'll be untouchable again and we'll get the snot kicked out of us," he said.

(Patricia Montemurri, Knight-Ridder)

BUCHANAN LIKELY TO CONTEST BUSH IN 1992
Conservative Columnist Seen As 'More Than A Nuisance Factor'

Conservative commentator Patrick Buchanan plans to challenge President Bush for the 1992 Republican presidential nomination and will "articulate the conservative values that George Bush has abandoned," his sister and chief political adviser said Thursday.

Buchanan's sister, Bay Buchanan, said Thursday that a presidential run centered in New Hampshire is "virtually certain" and will be built around her brother's new theme, "America First," a combination of isolationism on foreign policy and antigovernment, anti-tax themes domestically.

Edward Rollins said a Buchanan entry into the campaign would be "more than a nuisance factor" for Bush. Buchanan's candidacy could rob the President of his unchallenged position on the national and international stage at the time the Democrats are locked in battle over their nominee....

Bay Buchanan said she believes her brother will announce his intentions around Thanksgiving. **(Ann Devroy, Washington Post, A1)**

Bush Caves In On Benefits For Jobless

The House resoundingly approved a $5.2 billion measure Thursday giving extra benefits to the long-term jobless. But efforts to speed the measure to President Bush for his promised signature were slowed by Senate critics who complained it wasn't generous enough....

After a four-month battle that saw President Bush kill two earlier versions of the bill, congressional Democrats and the President hailed the new measure but blamed each other for the delay.

Democrats said Bush had changed his stance after noting his popularity was dropping. "Heck, if there's another drop in the polls in the next round, we may pass our whole legislative agenda," Sen. Mitchell said....

In the end, Democrats relented on the question of financing. The final version of the bill would be paid for largely by forcing people with high, quickly-rising incomes who pay estimated taxes to make their payments faster.

"We wanted to sign a bill that is paid for," said Bush.

(Alan Fram, AP, Washington Times, C1)

CONFEREES BOOST HIGHWAY, MASS TRANSIT FUNDING

House and Senate negotiators agreed Thursday to spend $151 billion on highways and mass transit, far more than the Bush Administration asked and enough to at least start most local projects requested by individual members....

Despite earlier talks of a possible veto, Secretary Skinner Thursday appeared optimistic that a compromise could be reached. The committee's highway spending total is in line with the Administration's request, he said, since it is spread over a sixth year.

Skinner, in an interview, also said the extension of the 2.5 cent gas tax would not be enough alone to produce a veto, although he would "wait and see" whether other decisions could make the bill unacceptable. **(Don Phillips, Washington Post, A25)**

WHITE HOUSE ACCUSED OF OBSTRUCTING POLLUTION REGULATIONS

A congressional panel accused the White House Thursday of hindering the EPA's efforts to enforce a sweeping pollution control law.

The White House Counsel on Competitiveness regularly urged the EPA to weaken proposals to implement the Clear Air Act, members of the House Energy and Commerce Subcommittee on Health and Environment charged at a hearing.

They also accused the EPA of failing to implement 16 regulations that were due Friday.

"After a full year, it is clear that the President is actively working to undermine the new clean air law," said Rep. Waxman.

He said the Administration, through the Council on Competitiveness, was giving big business "free rein" to dictate changes and obtain "gaping loopholes" in the EPA regulations.

(Judi Perlman, Reuter)

17
SMG-191

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November 1, 1991

Dear President Bush,

I hope my letter has reached you and I won't found it's way to file #13.

I have two children. My daughter is 10 years old and my son is 8. Both of my children are in private schools. The reason I have them in private schools is because of my experience both as a student and a teacher in the public school system. As a student I not only received a poor education but I graduated with a very low self-esteem. I had a problem with reading and also comprehending what I read. When I graduated I was determined to get a degree in education and to go back and make a difference. I was a very good art teacher in the Carroll County school system in Maryland. I was shocked at how many children could not read.

I taught for 10 years and then had my children. I felt it was important for me to stay home with my children and I have never regretted my decision. After having my children I had to make another decision- to either leave it up to the public school

system to teach my children or to look for other alternatives. I chose to send them to private schools. My daughter has two teachers in her classroom and only 21 students. They have recognized that she is very talented in music and they have nurtured her individuality.

My son is in a Montessori school in Westminster, Maryland. He has cerebral palsy. They have done wonders with him. They have gently guided him along his educational pathway. He has a learning disability and we have also been sending him to a learning program in Towson. His I.Q. is high but his performance level has been low. With these two programs Matthew will have an opportunity to flourish in his life.

My husband and I have worked very hard to keep both children in private schools and also for the special programs they have had over the years. My husband and I realize that we can't afford to continue to have the children in private school. Tuition continues

to climb but with this recession our incomes have not.

I realize that your burdens are great and this all may seem very insignificant but my children are so very important to me and their education is so very important to their future. I'm pleading with you to help us in some way. Couldn't there be a tax break for people like us. I understand that a percentage of our tax dollars goes to public education and we grant even using the public schools. We're paying for something we have very little faith in. If you are unable to help, could you please direct me to someone else who can.

Thank you,

Janet Morgan
301-374-5266
2341 Elderberry Lane
Reisterstown, Md.
21136

Dear Dr. Adams:

Thank you for your good letter and for the newspaper articles. I appreciate your support and your thoughtfulness in sharing this success story with me.

I was heartened to learn about the cooperative efforts between business, education, and government groups to build a state-of-the-art science lab at St. Clair High School. This spirit of commitment reflects the dedication of your community to the future well-being of your students, and it assures me that -- by working together -- we can reclaim excellence in all of America's schools.

I believe that America 2000, our National Education Strategy for a quality education, will go a long way toward enhancing our success as a Nation, at home and abroad. Indeed, in our increasingly competitive world, it is imperative that all of our citizens -- from the classroom to the boardroom -- continue to learn, if we are to meet the many challenges and opportunities of the 21st century. For this reason, improving our Nation's educational system must be a priority for all Americans.

The individuals and organizations whose selfless efforts reinvigorated the science program at St. Clair have every right to take pride in their contributions to the education of our future scientists and doctors. Their generosity and their hard work for the common good are the perfect reflection of everything American, and I salute each of them. I have also shared this example of "what works" with Secretary Alexander at the Department of Education.

Best wishes to you, to your colleagues, and to the students at St. Clair High School for every future success. God bless you.

Sincerely,

Dr. D. Daryl Adams
Department of Biological Services
Mankato State University
MSU Box 34
Mankato, Minnesota 56002

GB/TG/JMc/SMG/ckb
cc: T.Garrett 93 OEOB/J.McGrath 94 OEOB
SEND XEROXED COPY OF SIGNED LTR TO:
The Honorable Lamar Alexander
Secretary of Education
Washington, D.C. 20202

SAMPLE

(Corres.#: 564830)

(Copy sent to [illegible] 10/31/91

Sample (1 th)

Mankato
STATE UNIVERSITY

125TH YEAR 1867 MSU 1992 MANKATO STATE UNIVERSITY

Department of Biological Sciences
MSU Box 34
P.O. Box 8400
Mankato, Minnesota 56002-8400
(507) 389-2786

October 22, 1991

The President
The White House
Washington, D. C. 20500

Dear President Bush:

Subject: A Success Story in Improving Science Education

Although the chances of your actually reading this letter are extremely small, I believe you would like to know how your educational initiative is being carried out in Minnesota. I have listened to your educational policy statements, and I do not agree with your critics. It seems that they believe it is impossible to improve education without a large infusion of federal or state funds. Yet, I know they are wrong, and I want to provide you with evidence to prove just that.

With little state or federal money, the science laboratory at a very small, rural Minnesota school has been transformed into a state-of-the-art science teaching facility (see enclosed newspaper article). This transformation was made possible by four groups: 1) a local businessman donating eight microcomputers for eight lab stations, 2) the local university and a private business providing analog-to-digital converters for each microcomputer so that science experiments can be done under computer control, 3) the local school board finding the funds to place laser disk and video technology in the laboratory, and 4) teachers willing to use the equipment. This lab now ranks as one of the top secondary science laboratories in the country. All this was done according to what you say is possible if we are really serious about becoming "Number 1" in science and mathematics by the year 2000.

All the people committed to this effort did it for one main reason - - the children. These individuals did not become involved for money, prestige, or praise. Although they certainly did not seek recognition, I believe they deserve it.

Many people want to become involved and to make changes, but often they believe the critics when they say "It can't be done." These reticent individuals need to hear from a national leader that "It has been done." They need to hear about those individuals who have become involved and made "it" happen. Recognition of successful efforts costs very little but gives those who have turned ideas into reality a genuine feeling of accomplishment. Also, this can give others the "push" they need to become involved and to make the positive changes our children deserve.

If you see merit in this endeavor, please find a way to recognize these individuals (see enclosed list).

Sincerely,

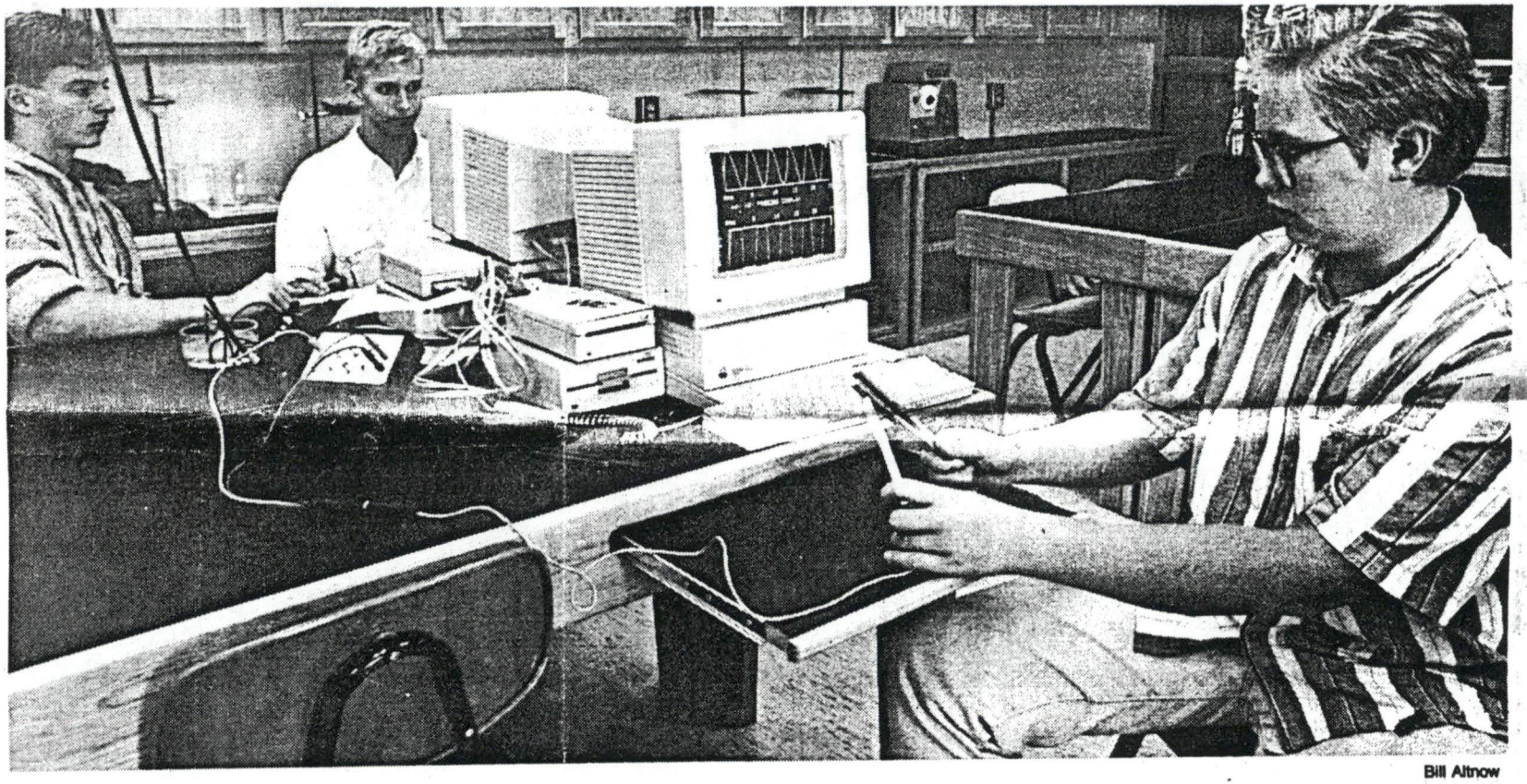
D. Daryl Adams

D. Daryl Adams, Ph.D.
Associate Professor

Enclosures

An affirmative action/equal opportunity university.

ote
as
se



Bill Altnow

High-tech, hands-on

St. Clair High School junior John Coopman (right) uses the school's new digital analog converter as an oscilloscope to measure sound waves while classmates Chris Fossen (left) and Charlie Eggen determine the acidity of a popular soft drink. The school's science lab puts the newest technology into students' hands and has changed the way science is taught.

Small school, super science lab

By SUE MENTON
Free Press Staff Writer

ST. CLAIR — St. Clair Public School is one of the smallest schools in the state, but it boasts a science lab that ranks among the most sophisticated in the nation.

"We're in the middle of a cornfield and a beanfield here, and we've got the best lab in the country," said high school science teacher Wayne Anderson.

The lab, acquired through a partnership involving businesses, Mankato State University and the school district, has scientific equipment that's unavailable to most college students.

The centerpiece is a digital analog converter developed by IC Microcircuits of Mankato and MSU professor Daryl Adams. The system connects electronic sensing devices to a computer that puts the information into a language, in either written or graphic form, that students can understand.

It includes testing probes that let students perform a wide range of experiments.

High school junior John Coopman plans to use the probes for a Science Fair project on acid rain. He will determine if precipitation that falls during the first 10 minutes of a storm contains a higher concentration of acid than rain that falls later.

Other students can use the system as an oscilloscope to see what sound waves look like, to make electrocardiograms or to measure the speed of a falling object down to the nanosecond (one 10-billionth of a second).

See LAB
(Please turn to page 6)

LAB: Textbooks are out in St. Clair

(Continued from page 1)

"Kids can do anything they want with it," said Mankato State University student Jay Drew, who is doing his student teaching at St. Clair.

Junior Charlie Eggen is writing a computer program that will allow students to use the system as a physiology meter that can do things such as checking the respiration of a student pedaling a bicycle.

"These are the latest testing probes available," Anderson said. "Matter of fact, we have the only nine in existence. They're prototypes."

The lab also has a microscope with a video camera connected to television monitors that allows everyone to see what's being magnified under the lens, a computer with laser disks containing thousands of subjects, a laser disk player that accesses the subjects within seconds, and a standard VCR.

The new equipment has changed the way science is taught at the school.

"We've dumped the textbook concept," Anderson said.

Last year students were instructed to open their books, read a certain problem and solve it. Now they may see a brief video of a person hang-gliding, then create their own problem to solve, such as figuring out the amount of horsepower it will take to keep a 150-pound person in the air.

Instead of reading about fungus, students see a video of live fungus growing, then look at a real fungus on a slide under the microscope. Because the scene is shown on the monitors, everyone gets a front-row view.

"This is absolutely the most exciting thing that's happened in my 23 years of teaching," Anderson said.

"We're no longer having kids regurgitate facts and figures. They're learning to process information, not memorize it. Business tells us they need people who know how to think. Kids in Minnesota are trained very well, but not so well to process information."

Drew admits to being envious.

"These kids are doing more here than I did in my four years of college."

MSU has similar equipment, he said, "but you can't touch it if you're not working on a research project and are [in] with the dean."

The lab was a dream of St. Clair's science teachers. It became a reality this year because higher education and business were willing to contribute, Anderson said.

Knowing that the school needed to update its science facilities, school bus service owner Floyd Palmer told Anderson to put together a "wish list."

Anderson had seen the probes that Daryl Adams was working with at MSU and had remarked that he'd give just about anything to have something like that in his school. Adams said he'd provide the probes in exchange for using St. Clair as a training site for MSU students.

Anderson took the wish list to Palmer, and he agreed to provide the financing for the other equipment.

"We want to keep our school here," Palmer said. "We want to show Gene Mammenga [the state commissioner of education] that St. Clair can compete with the big schools. When our kids graduate, we know they'll be able to compete."

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THE OFFICE OF THE SECRETARY

The Executive Secretariat
202-401-3067
202-401-2854 (FAX)

Date Nov 18, 1991

Remarks by
Ted Sanders
3-1-91

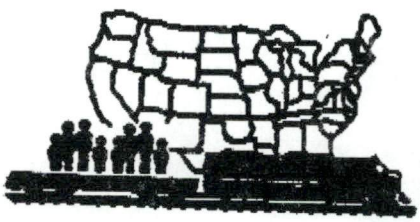
FROM Tom LANDESS

TO Bob Simon

Fax _____

Total pages _____

Remarks



America 2000

"Our vision is of four trains, moving simultaneously down four parallel tracks: Better and more accountable schools; a New Generation of American Schools; a Nation of Students; and communities where learning can happen."

George Bush

U. S. Catholic Conference's
Department of Education

1. I am pleased to welcome you to Washington and to bring you greetings from President Bush.

2. I can assure you that we are aware of the work you are doing and the success you have enjoyed. At a time when American education is experiencing severe problems, it is important to find positive examples to cite. The students you represent are a heartening reminder that education <u>can</u> work in contemporary American society.

3. As you know, the Department of Education is not merely concerned with public schools. We have an Office of Private Education--headed by Chuck O'Malley--that is extremely active in support of private institutions around the Nation. You probably already know Chuck; but if not, be sure to contact him if there is any way the Department can be of assistance.

4. In addition to ongoing services supplied by the Office of Private Education, President Bush and the Department have sought in a number of ways to advance the cause of private schools as well as

public schools.

- The President's 1992 budget -- which I presented to the public only this past Monday -- proposes several initiatives that will either directly or indirectly affect your membership. For example, the budget contains $450 million to support a range of activities to improve the quality of education and increase student achievement. These activities would include:

  -- rewards for schools that raise student achievement levels

  -- recognition and rewards for excellent teachers

  -- demonstrations of new approaches to educational choice

- Three major programs are also open to private schools as well as to public schools:

  -- We have requested slightly more than $5.67 billion for Chpater 1 grants to Local Educational Agencies -- a $119 million (or 2.1 percent) increase over last year.

  -- We have recommended that the Chapter 2 State Block

grant program be continued at $448.9 million.

-- We have asked for $631.5 million -- a $25 million (or 4.2 percent) increase over last year -- for Drug-Free Schools and Communities.

- All of our student aid programs are available to students graduating from private institutions and attending private postsecondary institutions.

- In addition to choice provisions in the Educational Excellence Act, this administration has also recommended other initiatives in promoting school choice throughout the nation -- a strategy designed to introduce into education the free-market principles that have made our economic system so vital.

- In the current budget, the President is asking for $200 million for a new grant program designed to stimulate parental choice.

- Also, the President is proposing a new $30 million authorization for nationally significant demonstrations of innovative approaches to choice will help both States and localities determine how best to implement choice programs.

-- As you may know, in 1989 the Department convened five strategy meetings on school choice in various parts of the country: East Harlem; Charlotte; Minneapolis; Denver; and Richmond, California.

-- At these gatherings--in which the Secretary and I participated--people from all segments of the community stood up to voice their belief in the principle of choice, as well as to offer some reservations.

-- As the result of these meetings, school choice is now being talked about throughout the nation. You are probably aware of the many choice programs that have recently emerged.

-- Some of these, like the Oregon proposal on last year's ballot, have included vouchers for religious schools. We believe we have played an important role in the emergence of such initiatives, and we will continue to support choice as a key means of restructuring our schools.

5. In a few days we should have a new Secretary of Education -- Governor Lamar Alexander of Tennessee. If you have any doubts about his stance concerning school choice, be assured

that he is a strong supporter of the principle. As he himself has said: "I don't know how we drifted into telling parents what schools their children should attend. This is America. They ought to decide that for themselves."

6. Let me assure you that any promotion of choice in education is certain to revitalize the entire system--include the private sector. And we recognize the importance of private schools to the future of American education.

- They have always provided the necessary competition to keep the public school system on its best behavior.

- Private schools have provided stricter discipline not only for students who require a more controlled environment in which to learn, but for all youngsters who take their learning seriously.

- Private schools can also include religious instruction in their curriculum, a dimension to education that many parents feel is crucial.

6. For all these reasons I am pleased to be here, and to assure you that the Department of Education is at your service.

1. Thank you, Lee Ann. It's a pleasure for me to be here today. I have long admired Catholic education, but never more so than when I was State Superintendent of Illinois and saw what Catholic schools were doing for the disadvantaged children in the City of Chicago.

2. President Bush also recognizes the importance of what you are doing, and several key points in his new Educational Excellence Act are designed to strengthen the role of private education in our nation, including private religious education. Remember that this President shares precisely the same values you do and has given voice to them in his public statements.

3. Not only has he been unequivocal in his opposition to abortion and steadfastly maintained his commitment to the Right to Life, but he has also affirmed the importance of family, morality, and religion in the upbringing of our young people. For example, he said concerning one controversial educational issue:

"I am against supplying birth control aids to minors without parental consent.

"As I said to Pope John Paul II, 'Our land is built on

freedom -- but as you have taught, "Freedom develops best if it keeps to the rules of morality." ' We must teach our children the difference between right and wrong, honesty and dishonesty, liberty and liecense -- in our homes, in our churches, and in our schools."

4. And the President has adhered to those principles in his actions as President. Here's one anecdote you may not have heard: On the day the war in the Persian Gulf began, he was speaking to a group that included Archbishop Schulte. After he had finished his speech, the President walked over to the Archbishop, bent over, and whispered: "Archbishop, please pray for me and for our country."

5. This is the kind of responsible leader America needs -- and the kind we always seem to get when the survival of our way of life is at stake.

6. But what has the administration done to put the President's principles into practice? Here are just a few examples:

- The Department is already well aware of the enormous contribution of Catholic schools to minority education in our troubled inner cities.

- A few years ago our Office of Planning Budget and Evaluation conducted an in-depth study of several key

Diocesan programs to determine their effectiveness, and this study has helped Americans understand what a tremendous debt they owe to parochial schools in our urban centers.

- You might be interested to know that we hope to update that study in the near future, so that we will have a current and more authoritative picture of just how effective Catholic education can be.

- In the meantime we have just published this report (hold up) entitled Private Schools in the United States: A Statistical Profile, with Comparisons to Public Schools." In it we have analyzed the performance of Catholic schools as compared with public schools and other private schools, both sectarian and non-sectarian.

- While you would expect children in Catholic schools to outperform students in public schools -- and for the most part they do -- what impresses me most is how well they do in comparison with more expensive private schools that have a select student body and do not feel a special obligation to serve disadvantaged and minority populations -- a majority of whom are not even Catholic.

- You are taking the kind of youngsters who are having trouble in the public school system and are turning them into well-disciplined and well-educated scholars. And the nation owes you a tremendous debt of gratitude.

- This administration has worked very hard to see that -- wherever appropriate -- Catholic educators play a more important role in decisions affecting the welfare of American education.

- For example, for the first time we have arranged to have a Catholic representative on the National Advisory Council for Chapter 1 programs -- an important recognition of your importance to the education of our Nation's young people.

7. With the continuing leadership of President Bush, and with the emergence of a dynamic new Secretary of Education -- both of whom are outspoken advocates of private as well as public education -- I think we have every reason to be optimistic about American education. I am reminded of what Abigail Adams wrote to Thomas Jefferson...

(quote)

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release October 3, 1991

REMARKS BY THE PRESIDENT
TO THE ANNUAL CONVENTION OF THE
NATIONAL FRATERNAL CONGRESS OF AMERICA

Grand Hyatt Hotel
Washington, DC

1:59 P.M. EDT

THE PRESIDENT: Thank you very much. What a wonderful warm welcome. Thank you so much, and thank you, Pat Donlin, for the kind words, the kind introduction. And may I salute Bishop Daily; it's an honor to be with you, sir; and so many, many friends here today.

Ladies and gentlemen, when America won its independence two centuries ago, our founders chose a national motto. And they decided upon e pluribus unum: out of many, one. And it symbolized the federal union of the 13 original states, and captured the new nation's spirit of openness, tolerance and liberty.

Early on, early America was not the ethnic and religious melting pot of today, but neither was it monolithic. A great religious diversity arose in our land from Puritan New England, through Newport and New Amsterdam's early Jewish settlements, through the Middle Atlantic communities of Dutch Calvinists and German Lutherans, through Maryland's Catholic colony to the southern states' Anglicans and Presbyterians.

Constitutional protection of freedom of conscience made the melting pot possible, even inevitable. E pluribus unum became a self-fulfilling prophecy. And true to our motto, America attracted Slovaks and Poles and Italians and Greeks and Cubans and Vietnamese, Chinese and Lebanese and Irish by the millions.

America became a beehive of community self-help, fraternalism. Fraternal benefit societies helped millions of immigrants make the economic and cultural transition from the Old World to the New. Fraternal societies -- they offered life -- life insurance and health insurance to Americans who might not otherwise have found those protections. Local lodges and councils of fraternal groups gave, and still give, millions of hours to voluntary social service.

Motivated by fraternal ideals, millions of your members bring cheer to residents of nursing homes, share friendship with retarded kids, give elderly neighbors rides to the store, to church, to the doctor. Your members' voluntary gifts contribute hundreds of millions of dollars to educational, medical and social institutions. The fraternalist tradition illustrates America's distinctive commitment to community service -- and voluntary service flourishes more in America than in any other Western society. Fraternal societies were the prime examples that I listed in 1988, when I first spoke of what Pat referred to -- of America's "points of light."

Today, we look to voluntary fraternalism to lead us back to our roots and away from a debilitating social experiment -- government paternalism with all its mandated benefits designed by some subcommittee on Capitol Hill.

Before the advent of the modern welfare state, voluntary associations -- usually religious or fraternal in character -- provided most social services. Fortunately, we still have a strong voluntary sector in social services. And as I look at the problems of this country -- and I've just come from a media association for fighting drugs -- media people come together to fight against drugs -- but as I look at social service, I see that we need this spirit of volunteerism more than ever in the history of our country. (Applause.)

I mentioned the media against drugs. And then just before that, I met with the Red Ribbon Campaign. These are family people -- the National Federation of Parents for Drug-free Youth -- coming together. Some of you may well be in it on this Red Ribbon Campaign -- people voluntarily coming together to work in their communities to help eliminate in this instance the scourge of drugs. Parents getting involved more actively now -- and family, with their kids who are threatened by this scourge. I cite it just because it's one more of many, many examples of what I am talking about here today and what you all understand so well.

Voluntary social service institutions-- they provide creative competition for government agencies and other voluntary groups. They offer not just aid, but also choice, to those whom they serve. They belie the dangerous notion that anything public must be governmental. I am not opposed to the government; I'm proud to lead the federal government. But everything has a proper place in our society and we must not allow the government to crowd voluntary groups out of the social services field. (Applause.) Nor should we let the government monopolize public education.

America needs to revise --we say renew -- actually, renew its thinking about public education. From the earliest times, Americans have sought to provide quality education as universally as possible. Historically, our schools have served the same public purpose, whether their organizers were Methodist pastors or Catholic nuns or county councils. Strictly speaking, any school that meets fundamental state standards and does not violate antidiscrimination laws provides public education.

But schools that aren't operated by government and funded by tax dollars are finding it harder and harder to survive on such an uneven financial playing field. Not many parents can afford both high tax levies and private or parochial school tuition. Surely many among you have wrestled with a "choice" that wasn't a fair choice. Maybe you wanted your son or daughter to attend a Christian day school or a Lutheran high school, but couldn't afford to.

Our America 2000 education strategy aims to restore real freedom for parents to choose schools for their children. (Applause.) We're confident that greater choice will encourage creative competition among private and parochial schools, improving education for everyone. At the same time, we want to foster imaginative new approaches to school organization and management. We're enlisting, incidentally, parents, innovative teachers, business leaders, churches and voluntary associations in the enterprise of creating what we call, and properly so, "New American Schools." We're not going to just patch over the old approach. We're trying to revolutionize the schools in this country.

I hope you will join us in working to renew American education. And you can help by getting the message to your members of Congress, your state legislators and your local school officials. And you can help by getting involved in your own schools. But as ambitious and promising as these financial and organizational reforms are, there's far more that we must all do to improve American education.

Schooling takes up just a small part of a youngster's time. It may surprise you how little time is taken. From kindergarten to high-school graduation, our children on an average spend only nine percent of their time in their school. That's just one-eleventh of the time. Our children spend the remaining 91 percent of their time at home, or playing with friends, or maybe out at a video arcade.

Here's the most shocking statistic: Children in one survey said that they spend just 15 minutes a day talking with their parents -- 15 minutes. And moreover, the U.S. Department of Education reports that our eighth-graders spend an average of more than 21 hours per week watching television, but fewer than six hours a week doing homework.

If these surveys actually reflect wider patterns, we could make our schools the best in the world -- and still find ourselves in deep trouble. Kids and parents have to talk, and parents have to take an active role in encouraging their children to learn and excel in school.

As I contemplate my job and the great problems facing our country -- and I talked to Barbara about this a lot -- we worry about the disintegration of the American family in our society. We want to see it strengthened so these kids today whose lives are threatened by this new scourge of narcotics will have the love and affection and caring from parents that can make a tremendous difference. (Applause.)

This may not be the government's business, but it's the nation's business. It's the business of our people and I would like to be more effective if I could find ways -- and I know Bar would, too, Barbara would as well -- to find ways to help strengthen the fabric of the American family.

So as our administration works for reforms to give parents more choice in schools, naturally we want parents to join us -- to speak up, to fight for their rightful freedoms. And we want you to join us in this cause.

Even more fundamentally, our kids' future -- our nation's future -- demands that parents responsibly use all the freedom and power they already have. Parents or guardians -- with some help from grandparents and pastors and good neighbors -- mold our children's moral character. And they supply the motivation and discipline that young people need.

Learning begins at home, whether the subject is math or science or literature or civic virtue. I hope that people haven't become so accustomed to a big government role in education that they forget that the real responsibility for education begins and ends at home. (Applause.)

De Tocqueville understood. "There is no country in the world," he wrote, "in which everything can be provided for by the laws, or in which political institutions can prove a substitute for common sense and public morality."

The framers of the Constitution understood. And so did the great men and women, a century later, who founded America's flourishing alliance of fraternal societies.

I am confident that you, too, understand and accept the responsibilities that accompany our most precious freedoms. It wasn't costly, an activist government that made America great. Our strength and generosity flowed from individual initiatives and voluntary associations. Personal faith inspires public progress.

The American promise that beckoned your fathers and forefathers to these shores reaches out to new generations, to new

waves of immigrants. With your numbers, with your strength of spirit, I know America's fraternal associations will form a great part in keeping this promise for generations to come.

It is a great pleasure to visit with you for this short time, to pay my respects, to urge you to stay involved in your wonderful, I would say, heroic work.

Thank you all and may God bless you. (Applause.)

END 2:15 P.M. EDT