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Record Group/Collection: George H.W. Bush Presidential Records
Collection/Office of Origin: Speechwriting, White House Office of
Series: Speech File Backup Files
Subseries: Chron File, 1989-1993

OA/ID Number: 13808
Folder ID Number: 13808-003

Folder Title:
Lehigh Valley 2000 4/16/92 [OA 7572][1]

Stack:	Row:	Section:	Shelf:	Position:
G	26	22	4	5



RAY ERB, JR.
Assistant Superintendent
Personnel and Pupil Personnel Services
School District - City of Allentown

31 South Penn Street
P.O. Box 328
Allentown, PA 18105

215-821-2625
FAX: 215-821-2618

To Jeannie

Date 4/16 Time 4:15p

WHILE YOU WERE OUT

M. Tony Mitchell

of deputy Prep Sec @ B/Q

Phone 336-7099

Area Code	Number	Extension
TELEPHONED	<input checked="" type="checkbox"/>	PLEASE CALL <input checked="" type="checkbox"/>
CALLED TO SEE YOU	<input type="checkbox"/>	WILL CALL AGAIN <input type="checkbox"/>
WANTS TO SEE YOU	<input type="checkbox"/>	URGENT <input type="checkbox"/>

RETURNED YOUR CALL

Message _____

re - Lehigh 2000
facto

Jack wanted to know source
of 20 billion in street loans -> EHA
Freick corroborated the \$.

Operator



23-021 CARBONLESS



x 7610

*Acknowledged / reference
remind. Dan in the
am - 4/13/92
JB*

MORAVIAN COLLEGE
Fax 215-861-3919

FACSIMILE TRANSMITTAL COVER SHEET

DATE 4/13/92

TIME 4:45 pm.

PLEASE DELIVER THE FOLLOWING PAGE (S) TO:

Charlie Horvath, Deputy Director, Office of Presidential
messages and correspondence.

FROM: Dr. Roger H. Martin, President, Moravian College

TOTAL NUMBER OF PAGES INCLUDING THIS COVER SHEET: 3

SPECIAL COMMENTS: THE DEPARTMENT OF EDUCATION requested something
on the occasion - Northampton - Liberty H.S. program that was
a direct outgrowth of the Lehigh Valley - 2000 project for
possible inclusion in the President's speech this Thursday. It
is important that our little project not detract from
the larger Lehigh Valley - 2000 initiative which
President Bush should be proud of. However it is a
good example of what can be done in a community like
Bethlehem.

Thanks for your help Charlie in trying to get the
president to our Commencement, we appreciate your help
deeply.

LEHIGH VALLEY BUSINESS EDUCATION PARTNERSHIP

The spirit of institutional cooperation and support, which is at the heart of the Lehigh Valley 2000 project, has led to the development of a mentoring program for "at risk" minority students involving collaboration between private and public institutions in Bethlehem, Pennsylvania.

Moravian College, which has a 250-year history* of community involvement and a commitment to teaching and teacher education, joined together with Northampton Community College and Liberty High School to organize a mentoring program to improve the retention rate of minority students and to open the possibility of college attendance to students for whom it may not presently be an option.

A pilot program, now in its third month, involves twelve Liberty High School students who meet each week with twelve students from Moravian College and Northampton Community College. [A request was made for the names of at least two students involved in this program. It was strongly felt, however, that because the program is only two months old, media coverage involving particular individuals would not be wise.]

The college students tutor the high school students, ten of whom are Hispanic-American and two African-American, and establish a close personal relationship. Field trips and visits to Moravian College and Northampton Community College are planned. The goal is to keep these capable but at-risk students in high school, to provide supportive academic help, and finally, to encourage the students to go on to post-secondary education.

*See page 2.

Christina: Jane said mention takes away
from event. I agree. *Junfer*

Page 2

*Please note that Drew Lewis, CEO of Union Pacific, and Walter Williams, CEO of Bethlehem Steel, extended an invitation to President Bush to speak at Moravian College's 250th Commencement in May. Although the President was unable to accept that invitation, we are delighted that he will be visiting the Lehigh Valley this week.

→ Roger H. Martin, president of Moravian College will be in steering comtee. mtg. w/ POTUS b4 Speech

FYI: Doug Suckewicz said Bishop is Thomas Skelch, an invited guest of Cong. Ritter.

THE WHITE HOUSE

Office of the Press Secretary
(Allentown, Pennsylvania)

For Immediate Release

April 16, 1992

REMARKS BY THE PRESIDENT
IN ADDRESS TO SCHOOL COMMUNITY

Dieruff High School
Allentown, Pennsylvania

12:35 P.M. EDT

THE PRESIDENT: My fellow President, thank you very very much. (Laughter.) This is a nonpolitical appearance, if there is any such thing in a strange political year. But let me just say this: I'm very glad that Hilda is not running for president this year. (Laughter.) And thank you for your introduction.

And may I congratulate all six of these guys that spelled out the six educational goals, reminding us of what our national goals are. And I asked one of them if he was nervous. He shook me off, said no. I don't believe him but -- (laughter) -- they did a first-class job, all of them, every one of them. (Applause.)

And may I pay my respects to our very able Secretary of Education Lamar Alexander, former governor, now challenging this country with America 2000, and doing a superb job for all the American people. (Applause.) And at my side in the United States Congress, caring deeply about education, telling me over and over again about the changes and the wonder that's taking place right here in the valley -- Don Ritter, your Congressman. He's doing a first-class job in Washington. (Applause.)

May I salute Mayors Daddona and Smith, the Mayor of Allentown and the Mayor of Bethlehem. And of course, pay my respect to Ed Donley, a driving force behind Lehigh Valley 2000 and Co-chair of Pennsylvania 2000. (Applause.) And my respect also to she who led us in the Pledge -- Ann Snyder, the Valedictorian of the class of '92. Ann, thank you. (Applause.)

Our guests who did such a great job with the goals. Mike Neillinger, the Principal, and I thank him for calling this special assembly today and getting a lot of you out of class. You ought to be grateful to him. (Laughter and applause.)

My special thanks to the parents and the teachers and the staff. Thanks also to all the folks here from Allentown and Easton and Bethlehem -- the leading lights of Lehigh Valley. Last but not least, let me say hello to the students of Dieruff High, with special thanks to the band -- it was first-class music. Thank you all very, very much. (Applause.)

I don't know who is in charge of signs around this place, but they did a first-class job -- all through the building and everywhere else. (Applause.) And it's astonishing to be here with the class of '92 as a graduate of the Class of '42. I realize the world I thought of as new -- for you, well, it's history.

But look now at the world you'll soon call your own -- at the pace of change that we've come to expect. Each day we see history played out in the headlines, literally. Old empires expire -- new worlds are born. In the past six months alone -- six months -- we've seen the birth of 18 new nations. Who knows how many there

MORE

will be by the time you take your big geography final a few weeks from now.

But the challenges we face -- the sheer complexity of our world -- cannot obscure the basic values that guide this nation. Times change, but truths, fundamental truths endure. I'm talking about the big issues that shape our world -- about the values close to home. Everything I've tried to do and done to preserve and advance three precious legacies: strong families; good jobs; and a world at peace. These are my goals. They should be all of ours.

Securing those legacies has been my mission as President -- and it's going to be my mission today and every day as long as I am President of the United States.

You know, right now here in Allentown and across America, the number one concern is the economy -- and turning this economy around, creating jobs is the mission that matters most. Listen to what people say about the economy. Get beneath the cold statistics -- get down to the real heart of this issue. People want to know whether they can keep the job they've got -- and whether they're on track for a better one. For their kids -- for each one of the students here today -- parents have got grander visions, great hopes. Not just a job -- a career. Work that means more than simply making ends meet; work that gives real meaning to your life.

People have a right to ask, what is government's role in all of this? No, we can't legislate the American Dream. But government can serve as a catalyst for change -- clearing away the obstacles to economic growth and the unnecessary costs of doing business. Expanding the opportunities for aggressive businesses; for enterprising individuals to create new jobs. Training and educating our children -- giving you the tools of thought you'll need to compete in this new, exciting world economy.

The fate of America's economic future rests on five key reforms: Free and fair trade -- our ability to break down barriers, open new markets to American goods. Our future rests on legal reform -- on ending the explosion of litigation that strains our patience and saps our economy. We're suing each other too much; we ought to be helping each other more. (Applause.) On health care reform -- opening up access to all Americans, controlling the runaway cost of health care without sacrificing choice and without sacrificing the best quality health care in the entire world. And then on government reform -- because only if we reverse a generation of creeping bureaucracy, and only if we restore limits to government can we restore public trust.

Finally, the reason I've come here to the Valley today: our future depends on education reform -- on our ability to revolutionize -- literally reinvent our schools. To take that revolution beyond the four walls of the classroom -- transform our attitudes and ideas, the way we think about education.

And I wish every adult and every kid could have been with me a few minutes ago as some of the leaders -- business and education leaders assembled, civic leaders, to talk me about this exciting change taking place right here in Lehigh Valley.

Education -- it represents a perfect community of interest -- between the individual and society; between one generation and the next; between the proud history we must pass on and the path-breaking future we must create. And in terms of America's economic future, education is nothing less than a matter of economic survival. It's just this simple: better schools mean better jobs.

You've seen the news stories. You've heard the statistics. Anyone who worries about slack productivity or a bad

balance of trade ought to be alarmed about the test scores. Millions of students work hard, millions of dedicated teachers doing their very best -- and still, in one test after another, America's children score at or near the bottom ranks of international achievement. We don't need another test to tell us something is wrong with the state of American education. For the sake of every student here today, we've got to shake off any sense of complacency -- and have to shake up the status quo. (Applause.)

Now, in a sense, I'm preaching to the choir because here in Lehigh Valley, that's a lesson you learned long ago, years ago. But you didn't wait for word from Washington, D.C. You didn't stand back and watch another generation of kids get less education than they deserved. This community took a direct interest in what was going on in the classroom. This community came together; this community took action.

I took office determined to put the power of the presidency behind change. More than two years ago, we took a strong first step. Working together with the nation's governors, Democrat and Republican alike, we set six ambitious goals for the year 2000. It never had been done before. Every American child must start school ready to learn. We must raise the high school graduation rate to 90 percent. We must put in place a system of world-class standards and tests to measure students' progress. We must be first in the world in math and science. By the year 2000, every American adult must be literate, and every American school must be free of drugs, free from the violence that today too often follows our kids into the classroom. (Applause.)

Let me sum up the six goals this way: Together, by the year 2000, we must create the best schools in the world for our children. (Applause.)

Let me share a story that our Secretary, Lamar, told me about a little girl, a 4th-grader named Ariane Williams. At the kick-off for New Orleans 2000 down in Louisiana, she stood up -- and here's what she said: "These goals are not just the President's goals. They're not just the governors' goals. They are the nation's goals." That little girl got the message -- and so do you here in this Valley.

Goals define the mission. They tell us where we want to go -- not how to get there. That's why, nearly -- as I was reminded at this meeting I told you about -- nearly one year ago today, I mapped out a strategy I call America 2000: a plan to revolutionize American education. Then I heard the progress that had been made before that even began -- to break the mold and, for the sake of our children, put an end to business-as-usual.

Two days from now, we're going to mark the first anniversary of America 2000. Let me share with you today a kind of report card, if you will, on what we've accomplished. In one year's time, we've seen America 2000 literally catch fire all across this country. Already, 43 states and more than 1,000 communities -- from Grand Junction, Colorado, to Lewiston, Maine -- have joined the America 2000 crusade. Everywhere, people like you are working to break down the barriers between the classroom and the community -- to spark a grass-roots revolution to reinvent -- not just rework, but to literally reinvent the American school.

But you know that story because, once again, Lehigh Valley has led the way. (Applause.) I want to share with you an old African proverb that's the motto of Minnesota 2000: "It takes an entire village to educate one child." And that is what it takes -- because education doesn't just happen in the classroom. It doesn't start at 8:20 a.m. each morning and end at five of 3:00 p.m. All of us lead busy lives -- but we must never be too busy to read to our kids. And if I might ad lib something in here, I am very, very proud

of Barbara Bush for setting an example about how families ought to stay together and how families ought to read to their kids -- parents ought to read to their kids. (Applause)

And we must never be too busy to teach them right from wrong; to take an interest in the things that they worry about and wonder at -- and to listen, really listen, to what they say. We owe it to our children and to ourselves to see that we live in communities that care about education -- communities where learning can happen.

You've got every right to ask: what can Washington do to help? Well, here's one way we can. Today, I want to announce a new legislative initiative that I call the Lifetime Education and Training Account -- a package of grants and line of credit worth \$25,000 dollars to every eligible American, to further their education or acquire new job skills to make the most of their abilities. I've said before if we want to compete in the 21st century, we've got to become a nation of students.

To do that, we've got to take a new approach to the old notions of "student aid." Think of the working mother, balancing her responsibility for her family and her job against her own hopes for the future. She'd take one college course at a time -- but she doesn't qualify right now for the grant or loan that would help pay tuition. Our Lifetime Education and Training Account would help her get back into the classroom. Here's the message for the students here today -- and for their parents: Education doesn't end with graduation. Learning has got to be a life-long pursuit.

I came to Lehigh -- to one of the first communities to join the America 2000 crusade -- to set the agenda for the second year of America 2000. Our next step forward depends on our success in building a consensus for change around four core ideas -- four ways to build on what we've begun, to transform the federal government into a catalyst for real education reform. First, if we're serious about reaching our goals, we must set world-class standards in five core subjects -- and establish a series of voluntary American Achievement Tests to measure our children's progress.

Second, we've got to grant states and local school districts relief from federal rules and regulations that limit their ability to improve educational achievement and do nothing to help us meet our national education goals. (Applause.) And parenthetically, I'm told by the leaders I met with today that the Governor of this state has granted such regulatory flexibility and regulatory relief to this community effort here.

Our teachers and our principals deserve flexibility -- freedom to use their front-line experience on what works best in their schools to meet these national goals. Has anyone asked the teachers here today: How can we ask you to teach -- and then tie your hands?

Third, we've got to launch a wide-open effort to create thousands of new American schools -- starting with at least one in every congressional district all across the United States. Right here in Lehigh Valley, you're hard at work on your plan to make this community home to its own New American School. I heard the exciting proposals on that today.

These break-the-mold schools won't conform to any one blueprint. Some may make a quantum leap forward into tomorrow's technologies. Others might seek to reach the future by restoring older traditions, the discipline -- and disciplines -- of an earlier era. Each one of these schools would be a living example of how we can reinvent American education. All we need now from Congress is the seed money to help people like you translate ideas into action.

MORE

Fourth, we must create an incentive to improve education by promoting school choice. (Applause.) For far too long, we've shielded our schools from competition -- allowed the system a damaging monopoly power over students. Well, just as monopolies are bad for the economy, they're bad for our kids. Every parent should have the power to choose which school is best for his child -- public, private or religious. (Applause.)

Look at our colleges, look at America's colleges. Look at the students. Our university system is the envy of the world. Each year, we make over \$20 billion dollars in federal grants and loans directly to students -- one of every two students enrolled in college right now -- to use at the university of their choice. No one asks whether they enroll at Penn State, or Pennsylvania University, or Villanova, or Lehigh, or Lafayette. It's time we make the same choice available to all parents from the moment their children go to school. Whether it's the public school on your street or the one across town -- whether it's private, parochial, yeshiva or bible school -- let parents, not the government, make that choice. (Applause.)

And let's be clear: If we deny parents school choice -- if we deny that choice, let's recognize who's hurt worst by the status quo. It's not the well-to-do. It's not the rich guy. It's not the upper middle class. It's not any one of us who ever went house-hunting with a map of the good school districts. Deny people school choice, and the ones you hurt most are the middle class and lower -- and especially the poor.

That's why choice is catching on in some of the hardest-hit neighborhoods in this nation. Talk to parents that are spearheading the school choice crusade -- people like now famous Polly Williams in Milwaukee. They'll tell you how the lack of choice left them powerless to force change -- and how a public school bureaucracy turned students into statistics and parents into pawns. Look at Milwaukee today -- pioneering school choice, giving poor parents control, and poor children a sense of pride. Look at the schools closer to home -- East Harlem -- where teachers put their names on waiting lists to get a chance to teach in a choice school. They can't wait to stand in front of a classroom of children who want to be there -- who want to learn.

Choice works -- and here's why. When our students are a captive audience, our schools have no incentive to improve. Say what you want about reforming our schools, if you're for change, you are for school choice. These four ideas are generating interest and enthusiasm among governors and mayors -- Democrats, Republicans, liberals, conservatives -- among business leaders -- Ed Donley right here and the Allentown-Lehigh County Chamber of Commerce, to the Fortune 500. Among teachers and students and parents and principals -- everyone at every level who understands the need for change.

Everyone, that is, except the leaders of the United States Congress. At a moment when the consensus for change seems to be reaching critical mass, on Capitol Hill you can watch the last stand of the status quo. Forces there are waging a last-ditch effort to put the brakes on change -- to preserve the business-as-usual approach that brought us the present crisis in education.

The mind-set up on Capitol Hill reminds me of a letter I got the other day from an elementary school student -- a little girl named Haruka Abe: "I like," she says, "when my teacher reads my class some books -- because everybody gets sleepy." (Laughter.) Well, it reminds me of Capitol Hill and the way they're approaching change. (Laughter and applause.) Take a look at the bill that's now winding its way through the Congress -- the tired old ideas, tried and failed, that it wants to substitute for the four path-breaking ideas I mentioned a moment ago.

As part of America 2000, we asked Congress for authority to help develop world-class standards and America Achievement Tests, tools that would help us measure our students' progress; help families understand where their kids might stand and assess the return we're getting for our education dollars. And the status quo crowd up there on Capitol Hill said slow down to testing and standards. I asked Congress for funds for this New American Schools. Congress said no -- no to even funding one-percent, 535 of 50,000 New American Schools that this nation needs.

They want to funnel more federal dollars into these existing mandated business-as-usual state bureaucracy -- the very same bureaucracy that put us where we are today.

And we asked the Congress for flexibility for teachers, flexibility for principals. And Congress said no, let's stick to the status quo. And finally, we asked the Congress to fund pilot programs to promote school choice; programs to help poor families in six American cities. And Congress said no to school choice.

So today, let me just serve notice on the lobby, on the education lobby and their friends back on Capitol Hill: One year ago, I asked you to join with me in a revolution -- a revolution to be a part of America 2000. The time has come to get on board or get out of the way and stay behind. No more business-as-usual. (Applause.)

Congress can drag its feet, but it cannot stop change. Lehigh Valley is living proof of the words of the great Abraham Lincoln: "Revolutions do not go backward." There's a time early in every revolution when the status quo looks steady and strong -- and the forces that challenge it weak and without effect. And there's the moment when the forces of change carry the day -- the bankruptcy of the status quo stands revealed and the whole, hollow house of cards collapses.

The revolution in American education is already underway. In Lehigh Valley and in communities all across America, the old ways are being pushed aside, they're being abandoned; new ideas advanced. This revolution will triumph for the simplest and the strongest of reasons: because American parents want the best for their children. (Applause.) And also because there isn't a single child anywhere in the United States of America who doesn't deserve the best education possible. (Applause.)

From our schools to our courts, from our hospitals to the halls of government, from the neighborhoods outside our door to the realities of the new world economy, the need for reform won't wait. The only acceptable response is the American response. We must rekindle a revolution -- a revolution to bring change to the country that's changed the world.

The American people have made their choice. The American people want change. And you here in Lehigh Valley can proudly say, we are out front for fundamental, constructive change.

Thank you all for this wonderful day of learning, this warm welcome. And may God bless the United States of America. Thank you very much. (Applause.)

Allentown - (215) - 437-7546
Bethlehem - (215) - 865-7100

✓ Allentown - Mayor Joseph Daddona
pronounced (Da DO na
Da DO
da DO na
Key to city

✓ Bethlehem - Mayor Kenneth Smith

John T Kauffman 215-774-9151

✓ Allentown ~~for~~ Pen Powers + Fight

Tricia

7565

✓ Charles Dent - State Rep
821-8468 Allentown

Joseph
Ultrana

865-7725

Bethlehem

pronounced -



local news
commentary studio

David
Beusch (215) 432-3355
YES

- Allentown - Mayor ✓
Hon. Joseph Daddona
da-DOE-na

- Bethlehem - Mayor ✓
Hon. Kenneth Smith

- John T. Kauffman ✓

- State Representative ✓
Hon. Charles Dent

- Lehigh County Executive ✓
Hon. David Bausch
(BOW-sch)

- State Rep. Uliana WILL NOT!
Be There

THE WHITE HOUSE
WASHINGTON

SCHEDULE OF THE PRESIDENT
FOR
ALLENTOWN, PENNSYLVANIA
APRIL 16, 1992

EVENTS:

Meeting with Lehigh Valley 2000 Leadership
Address to School Community

DRESS:

Men - Business Suit
Women - Day Dress

CONTACTS:

Office of Presidential Advance
Ed Murnane - 202/456-7565

Trip Coordinator
Patricia L. Conrad - 202/456-7565

Allentown, PA Signal - 215/433-8000
- * 96 33 000

ADVANCE:

Doug MacKenzie	- LEAD	Bruce Wilson	- SITE
Kim Fuller	- PRESS	Jack McDougle	- SITE
Mike Rose	- USSS	Mark Coin	- SITE
Russ Cancilla	- MIL. AIDE		
Rich Williams	- WHCA		

WEATHER:

Partly Cloudy/Low 50's

SCHEDULE OF THE PRESIDENT

FOR

ALLENTOWN, PENNSYLVANIA

APRIL 16, 1992

GUEST AND STAFF INSTRUCTIONS:

- 7:35 am **Baggage Call.** Please place all unlocked baggage outside Room 89 1/2, OEOB, at this time.
- 9:30 am Vans depart West Basement en route Andrews Air Force Base.
- 9:30 am Guests and Staff with own transportation and Baggage should arrive Distinguished Visitor's Lounge, Andrews Air Force Base, at this time for check-in.
- 9:50 am Guests and Staff with own transportation but without Baggage should arrive Distinguished Visitor's Lounge, Andrews Air Force Base, at this time for check-in.

10:15 am

THE PRESIDENT boards Marine One and departs White House en route Andrews Force Base.

MARINE ONE:

THE PRESIDENT
H. Moore
Adm. Howe
M. Fitzwater
D. Valdez

B. Farish
Doctor
Mil. Aide
2 USSS

(Flying Time: 10 Minutes)

10:25 am THE PRESIDENT arrives Andrews Air Force Base and proceeds to board Air Force One.

10:35 am THE PRESIDENT departs Andrews Air Force Base en route Allentown, Pennsylvania.
(E.D.T.)

(Flying Time: 45 Minutes)
(Time Change: None)
(Interchange: No)
(Food Service: Snacks)

11:20 am THE PRESIDENT arrives Allentown-Bethlehem-Easton Airport, Allentown, Pennsylvania and proceeds to Motorcade.
(E.D.T.)

Met by:

✓ ● The Honorable Joseph Daddona
Mayor of Allentown

(da-DOE-na)

✓ The Honorable Kenneth Smith
Mayor of Bethlehem

✓ Mr. John T. Kauffman
Chairman and Chief Executive Officer, Pennsylvania
Power and Light and Co-Chair of Lehigh Valley
2000 State Action Committee

✓ The Honorable Charles Dent
State Representative

The Honorable Joseph Uliana
State Representative

*will not
be there
- color commenting*

✓
The Honorable David Bausch
County Executive, Lehigh County

(Bow-sch)

The Honorable Jeffrey Skinner
Chairman, Lehigh County Commission

NO ANSWER
AT OFFICE

Mr. Elmer Gates
President, Fuller Company and Bush/Quayle '92
Supporter

Mrs. Sally Meminger
Chairman, GOP Northeast Central Caucuses

Mr. Charles Snelling
Bush/Quayle '92 Supporter

Mr. Dexter Baker
Bush/Quayle '92 Supporter

Daily Point of Light Greeters:

Mr. Jeffrey Brightbill
Executive Director, Association for the Blind
and Visually Impaired and 273rd Daily Point of
Light

Ms. Clair Searfass
Volunteer, Association for the Blind and Visually
Impaired and 273rd Daily Point of Light

Ms. Margaret Conway
Volunteer, 399th Daily Point of Light

Ms. Phyllis Rada
Daughter of Mrs. Conway, 399th Daily Point of
Light

11:30 am

THE PRESIDENT boards Motorcade and departs Airport
en route Dieruff High School.

MOTORCADE ASSIGNMENTS:

Lead

D. MacKenzie

Spare

Doctor
B. Farish

Page Three

LIMO	THE PRESIDENT
Follow Up	
Control	H. Moore Adm. Howe Mil. Aide
Support	M. Fitzwater E. Murnane Official Photographer Medic
WHCA	
Camera I	J. Herrick
Guest I	Sec. Alexander
Camera II	
Wire I	
Wire II	
Staff Van	All Remaining Staff
Guest Van	All Remaining Guests
Press Van I	M. Busch
Press Van II	
Press Van III	

(Drive Time: 10 Minutes)

GUEST AND STAFF INSTRUCTIONS:

Upon arrival at Dieruff High School,
Guests and Staff will be escorted to
Staff Viewing Area or Holding Rooms.

Please board Motorcade no later than
12:50 pm for transport to Airport.

Guests and Staff not travelling
to Kennebunkport will be escorted
to vehicles for transport to
Airport Main Terminal.

11:40 am THE PRESIDENT arrives Dieruff High School and
proceeds to Library.

Met by:

Mr. Ray Erb, Jr.
Assistant Superintendant, Pupil Personnel
Services

Mr. Michael Meilinger
Principal, Dieruff High School

Ms. Sandra Holod
Assistant Principal, Dieruff High School

Mr. Richard Parks
Assistant Principal, Dieruff High School

Mr. Steven Budihas
Head Custodian, Dieruff High School

Ms. Hilda Rivas
Senior Class President, Dieruff High School

EVENT: MEETING WITH LEHIGH VALLEY 2000 LEADERSHIP
EXPANDED POOL COVERAGE (PHOTO AT BEGINNING)

11:45 am THE PRESIDENT arrives Library, proceeds to Seat
and begins participation in Meeting.

12:15 pm THE PRESIDENT concludes participation in Meeting, departs Library and proceeds to Holding Room.

12:20 pm THE PRESIDENT arrives Holding Room and holds briefly.

12:22 pm THE PRESIDENT departs Holding Room and proceeds to Gymnasium Off-Stage Announcement Area.

12:24 pm THE PRESIDENT arrives Gymnasium Off-Stage Announcement Area and holds briefly.

EVENT: ADDRESS TO SCHOOL COMMUNITY

OPEN PRESS

RUFFLES AND FLOURISHES

OFF-STAGE ANNOUNCEMENT

HAIL TO THE CHIEF

REMARKS

TELEPROMPTER

12:25 pm THE PRESIDENT is announced onto Stage and proceeds to Seat.

12:26 pm Pledge of Allegiance by Miss Ann Snyder, Valedictorian and Member, ROTC.

12:27 pm Mr. Ed Donley, Chairman, Lehigh Valley 2000, introduces The Honorable Lamar Alexander, Secretary of Education

12:28 pm Secretary Alexander gives brief remarks.

12:30 pm Fourth Graders recite America 2000 Goals.

12:33 pm THE PRESIDENT is introduced for Remarks by Ms. Hilda Rivas, Senior Class President, Dieruff High School.

12:35 pm THE PRESIDENT Remarks.

12:55 pm THE PRESIDENT concludes Remarks, departs Stage and proceeds to Holding Room.

1:00 pm THE PRESIDENT arrives Holding Room and holds briefly.

1:05 pm THE PRESIDENT departs Holding Room and proceeds to Motorcade.

1:10 pm THE PRESIDENT boards Motorcade and departs Dieruff High School en route Allentown-Bethlehem-Easton Airport.

MOTORCADE ASSIGNMENTS:

Same as on Arrival.

(Drive Time: 10 Minutes)

1:20 pm THE PRESIDENT arrives Allentown-Bethlehem-Easton Airport and proceeds to board Air Force One.

1:25 pm
(E.D.T.)

THE PRESIDENT departs Allentown, Pennsylvania
en route Pease Air National Guard Base.

(Flying Time: 55 Minutes)
(Time Change: None)
(Interchange: No)
(Food Service: Lunch)

THE WHITE HOUSE

WASHINGTON

VISIT OF THE PRESIDENT

TO

ALLENTOWN, PENNSYLVANIA

APRIL 16, 1992

EVENT: Meeting with Lehigh Valley 2000 Leadership

DATE: Thursday, April 16, 1992

TIME: 11:55 am - 12:15 pm

LOCATION: Library, Dieruff High School

ATTENDEES: 17

PRESS: Expanded Pool Coverage (Photo at Beginning)

SCENARIO: THE PRESIDENT arrives Dieruff High School and is met by: Mr. Ray Erb, Jr., Assistant Superintendent, Pupil Personnel Services; Mr. Michael Meilinger, Principal, Dieruff High School; Ms. Sandra Holod, Assistant Principal, Dieruff High School; Mr. Richard Parks, Assistant Principal, Dieruff High School; Mr. Steven Budihas, Head Custodian, Dieruff High School; and Ms. Hilda Rivas, Senior Class President, Dieruff High School. Following the greetings, THE PRESIDENT proceeds to the Library, takes his seat and begins participation in Meeting. THE PRESIDENT concludes participation in Meeting, departs Library and proceeds to Holding Room.

THE WHITE HOUSE
WASHINGTON

VISIT OF THE PRESIDENT

TO

ALLENTOWN, PENNSYLVANIA

APRIL 16, 1992

EVENT: Address School Community

DATE: Thursday, April 16, 1992

TIME: 12:25 pm - 12:55 pm

LOCATION: Gymnasium, Dieruff High School

ATTENDEES: 2,000

PRESS: Open

SCENARIO: THE PRESIDENT arrives Gymnasium, Off-Stage Announcement Area and holds briefly. THE PRESIDENT is announced onto Stage to Full Honors by the Dieruff High School Band, and proceeds to Seat. The Pledge of Allegiance is led by Miss Ann Snyder, Valedictorian and Member of ROTC, followed by Mr. Ed Donley, Chairman, Lehigh Valley 2000, who introduces The Honorable Lamar Alexander, United States Secretary of Education. Secretary Alexander gives brief remarks. THE PRESIDENT is introduced for Remarks by Ms. Hilda Rivas, Senior Class President. (NOTE: A group of Fourth Graders will read the six goals of America 2000.) THE PRESIDENT Remarks. (NOTE: A Teleprompter will be used.) Upon conclusion of Remarks, THE PRESIDENT departs Stage and proceeds to Holding Room. After a brief hold, THE PRESIDENT proceeds to the Motorcade and departs Dieruff High School en route Allentown-Bethlehem-Easton Airport.

The backdrop for Remarks are some of the Dieruff High School students on bleachers and a banner reading "Lehigh Valley 2000 Welcomes Education President Bush." The Press Platform is straight on at a 50 ft. throw.

McGroarty/Bunton
April 15, 1992
7:30 pm

PRESIDENTIAL REMARKS: LEHIGH VALLEY 2000
ALLENTOWN, PENNSYLVANIA
APRIL 16, 1992
1:00 P.M.

Thank you Hilda -- or I should say, my fellow President. //
Let me recognize our able Secretary of Education, Lamar
Alexander. Hometown Congressman Don Ritter. Mayor Joe Daddona
[DA-DOE-NA] of Allentown. Mayor Ken Smith of Bethlehem.

Ed Donley -- driving force behind Lehigh Valley 2000 and Co-
chair of Pennsylvania 2000, which kicked off back in October.
Ann Snyder -- valedictorian of the class of '92. Our guests who
did such a great job with the goals. Principal Mike Meilinger
[MILE-INJER] for calling this special assembly today.

My thanks to the parents, the teachers and the staff.
Thanks also to all the folks here from Allentown and Easton and
Bethlehem -- the leading lights of Lehigh Valley. Last but not
least, let me say hello to the students of Dieruff High. //

It's astonishing to be here with the Class of '92 as a
graduate of the Class of '42. // I realize the world I thought
of as new -- for you is, well, history. //

Look at the world you'll soon call your own -- at the pace
of change we've come to expect: each day, we see history played
out in the headlines. Old empires expire -- new worlds are born.
In the past six months alone, we've seen the birth of 18 new
nations. [[Who knows how many there'll be by the time you take
that big geography final.]]

But the challenges we face -- the sheer complexity of our world -- can't obscure the basic values that guide this Nation. Times change, but truths endure. I'm talking about the big issues that shape our world -- about the values close to home. Everything I've done -- I've done to preserve and advance three precious legacies: strong families. Good jobs. A world at peace.

Securing those legacies has been my mission as President -- and it will be my mission today and every day, now and for the next four years. //

Right now, here in Allentown and across America, the number one concern is the economy -- and turning this economy around, creating jobs, is the mission that matters most. Listen to what people say about the economy. Get beneath the cold statistics -- down to the real heart of this issue. People want to know whether they can keep the job they've got -- and whether they're on track for a better one. For their kids -- for each one of the students here today -- parents have got grander visions: not just a job -- a career. Work that means more than simply making ends meet: Work that gives real meaning to your life. //

People have a right to ask: what is government's role in all of this? / No, we can't legislate the American Dream. But government can serve as a catalyst for change -- clearing away the obstacles to economic growth and the unnecessary costs of doing business. Expanding the opportunities for aggressive businesses and enterprising individuals to create new jobs.

Training and educating our children -- giving you the tools of thought you'll need to compete in the new world economy. //

The fate of America's economic future rests on five key reforms: On free and fair trade -- our ability to break down barriers, open new markets to American goods. Our future rests on legal reform -- on ending the explosion of litigation that strains our patience and saps our economy. On health care reform -- opening up access to all Americans, controlling the run-away cost of health care without sacrificing choice and quality. On government reform -- because only if we reverse a generation of creeping bureaucracy, only if we restore limits to government, can we restore public trust.

Finally, the reason I've come to Lehigh Valley today: our future depends on education reform -- on our ability to revolutionize -- literally re-invent our schools. To take that revolution beyond the four walls of the classroom -- transform our attitudes and ideas, the way we think about education. //

Education represents a perfect community of interest: between the individual and society -- between one generation and the next. Between the proud history we must pass on -- and the path-breaking future we must create. // And in terms of America's economic future -- education is nothing less than a matter of economic survival. It's just this simple: better schools mean better jobs. //

You've seen the news stories. You've heard the statistics. Anyone who worries about slack productivity or a bad balance of

trade ought to be alarmed about our children's test scores. Millions of students work hard, millions of dedicated teachers do their best -- and still, in one test after another, America's children score at or near the bottom ranks of international achievement. //

We don't need another test to tell us something is wrong with the state of American education. For the sake of every student here today, we've got to shake off any sense of complacency -- and shake up the status quo.

Here in Lehigh Valley, that's a lesson you learned years ago. You didn't wait for word from Washington. You didn't stand back and watch another generation of kids get less education than they deserved. This community took a direct interest in what was going on in the classroom. This community took action. //

I took office determined to put the power of the Presidency behind change. More than two years ago, we took a strong first step. Working together with the nation's Governors, we set six ambitious goals for the year 2000: Every American child must start school ready to learn. We must raise the high-school graduation rate to 90%. We must put in place a system of World Class Standards -- and tests to measure students' progress. We must be first in the world in math and science. By the year 2000, every American adult must be literate -- and every American school must be free of drugs, free from the violence that today too often follows our kids into the classroom. Let me sum up the

six goals this way: Together, by the year 2000, we must create the best schools in the world for our children. //

Let me share a story Lamar told me about a little girl, a 4th Grader named Ariane Williams. At the kick-off for New Orleans 2000, she stood up -- and here's what she said: "These goals are not just the President's goals. They're not just the Governors' goals. They are the nation's goals." / That little girl got the message -- and so do you.

Goals define the mission. They tell us where we want to go -- not how to get there. That's why, nearly one year ago to the day, I mapped out a strategy I call America 2000: a plan to revolutionize American education. To break the mold -- and for the sake of our children, put an end to business-as-usual.

Two days from now, we'll mark the first anniversary of America 2000. Let me share with you today a kind of "report card" on what we've accomplished. / In one year's time, we've seen America 2000 catch fire all across this country. Already, 43 states and more than 1000 communities -- from Grand Junction, Colorado to Lewiston, Maine -- have joined the America 2000 crusade. Everywhere, people like you are working to break down the barriers between the classroom and the community -- to spark a grass-roots revolution to re-invent the American school.

But, you know that story -- because Lehigh Valley has led the way. //

I want to share with you an old African proverb that's the motto of Minnesota 2000: "It takes an entire village to educate one child."

And that is what it takes -- because education doesn't just happen in the classroom. It doesn't start at 8:20 each morning and end at 5 of 3:00. All of us lead busy lives -- but we must never be too busy to read to our kids. To teach them right from wrong. To take an interest in the things they worry about and wonder at -- to listen, really listen, to what they say. We owe it to our children, and to ourselves, to see that we live in communities that care about education -- communities where learning can happen.

You've got every right to ask: What can Washington do to help? Here's one way we can. Today, I want to announce a legislative initiative I call the Lifetime Education and Training Account -- a package of grants and line of credit worth \$25,000 dollars to every eligible American, to further their education or acquire new job skills to make the most of their abilities. // I've said before if we want to compete in the 21st Century, we've got to become a nation of students.

To do that, we've got to take a new approach to the old notions of "student aid." Think of the working Mom, balancing her responsibility for her family and her job against her own hopes for the future. She'd take one college course at a time - - but she doesn't qualify right now for the grant or loan that would help pay tuition. Our Lifetime Education and Training

Account would help her get back into the classroom. / Here's the message for the students here today -- and for their parents, too: Education doesn't end with graduation. Learning has got to be a life-long pursuit. //

I came to Lehigh -- to one of the first communities to join the America 2000 crusade -- to set the agenda for the second year of America 2000. Our next step forward depends on our success in building a consensus for change around four core ideas -- four ways to build on what we've begun: to transform the federal government into a catalyst for real education reform. First, if we're serious about reaching our goals, we must set World Class Standards in five core subjects -- and establish a series of voluntary American Achievement Tests to measure our children's progress.

Second, we've got to grant states and local school districts relief from Federal rules and regulations that limit their ability to improve educational achievement and do nothing to help us meet our national goals. Our teachers and principals deserve flexibility -- freedom to use their front-line experience on what works best in their schools to meet federal goals.

Has anyone asked the teachers here today: How can we ask you to teach -- and then tie your hands?

Third, we've got to launch a wide-open effort to create thousands of New American Schools -- starting with at least one in every Congressional District across the country. Right here

in Lehigh Valley, you're hard at work on your plan to make this community home to its own New American School.

These break-the-mold schools won't conform to any one blueprint. Some may make a quantum leap forward into tomorrow's technologies. Others may seek to reach the future by restoring older traditions, the discipline -- and disciplines -- of an earlier era. / Each one of these schools would be a living example of how we can re-invent American education. All we need now from Congress is the seed money to help people like you translate ideas into action.

Fourth, we must create an incentive to improve education by promoting school choice. For far too long, we've shielded our schools from competition -- allowed the system a damaging monopoly-power over students. Well, just as monopolies are bad for the economy -- they're bad for our kids. Every parent should have the power to choose which school is best for his child -- public, private or religious. //

Look at America's college students. Our university system is the envy of the world. Each year, we make over \$20 billion dollars in federal grants and loans directly to students -- one of every two students enrolled in college right now -- to use at the university of their choice. No one asks whether they enroll at Penn or Penn State -- at Villanova or Lehigh or Lafayette. It's time we make the same choice available to all parents from the moment their children go to school. Whether it's the public school on your street or the one across town -- whether it's

private or parochial, yeshiva or bible school: let parents -- not the government -- decide. //

And let's be clear: if we deny parents school choice -- let's recognize who's hurt worst by the status quo. It's not the well-to-do. It's not the upper middle class. It's not any one of us who ever went house-hunting with a map of the good school districts. Deny people school choice, and the ones you hurt most are the Middle Class and lower -- and especially the poor.

That's why choice is catching on in some of the hardest-hit neighborhoods in this nation. Talk to parents spearheading the school choice crusade -- people like Polly Williams in Milwaukee. They'll tell you how the lack of choice left them powerless to force change -- how a public school bureaucracy turned students into statistics and parents into pawns. Look at Milwaukee today -- pioneering school choice, giving poor parents control, and poor children pride. Look at the schools in East Harlem -- where teachers put their names on waiting lists to get a chance to teach in a choice school. They can't wait to stand in front of a classroom of children who want to be there -- who want to learn.

Choice works -- and here's why. When our students are a captive audience, our schools have no incentive to improve. Say what you want about reforming our schools: If you're for change -- you're for school choice. //

These four ideas are generating interest and enthusiasm among Governors and mayors -- Democrats and Republicans -- among business leaders from Ed Donley and the Allentown-Lehigh County

Chamber of Commerce, to the Fortune 500. Among teachers and students and parents and principals -- everyone at every level who understands the need for change.

Everyone, that is, except the leaders of the U.S. Congress.

At a moment when the consensus for change seems to be reaching critical mass, on Capitol Hill you can watch the last stand of the status quo. Forces there are waging a last-ditch effort to put the brakes on change -- to preserve the business-as-usual approach that brought us the present crisis in education.

The mind-set up on Capitol Hill reminds me of a letter I got the other day from an elementary school student -- a little girl named Haruka Abe: "I like," she says, "when my teacher reads my class some books -- because everybody gets sleepy."

Take a look at the bill now winding its way through the Congress -- at the tired old ideas it wants to substitute for the four path-breaking ideas I mentioned a moment ago.

As part of America 2000, I asked Congress for funds for New American Schools. Congress said no -- no to funding even 1 percent -- 535 -- of 50,000 New American Schools this nation needs. They want to funnel more federal dollars into existing business-as-usual state bureaucracies -- the very same bureaucracies that put us where we are today.

We asked Congress for authority to help develop World Class Standards and American Achievement Tests -- tools that would help us measure our students' progress -- and assess the return we're

getting for our education dollars. Congress said no to testing and standards.

We asked the Congress for flexibility for teachers and principals. Congress said no -- let's stick to the status quo.

Finally, we asked the Congress to fund pilot programs to promote school choice -- programs to help poor families in six American cities. Congress said no to school choice. //

So today, let me serve notice to education lobby and their friends back on Capitol Hill: One year ago, I asked you to join with me in a revolution -- to be a part of America 2000. The time has come to get "on board" -- or stay behind. No more business-as-usual. //

Congress can drag its feet -- but it can't stop change. Lehigh Valley is living proof of the words of the great Abraham Lincoln: "Revolutions do not go backward." There is a time early in every revolution when the status quo looks steady and strong -- and the forces that challenge it weak and without effect. And there is the moment when the forces of change carry the day -- the bankruptcy of the status quo stands revealed, and the whole, hollow house of cards collapses.

The revolution in American education is already underway. In Lehigh Valley and in communities all across America, the old ways are being abandoned, new ideas advanced. This revolution will triumph for the simplest and the strongest of reasons: because American parents want the best for their children.

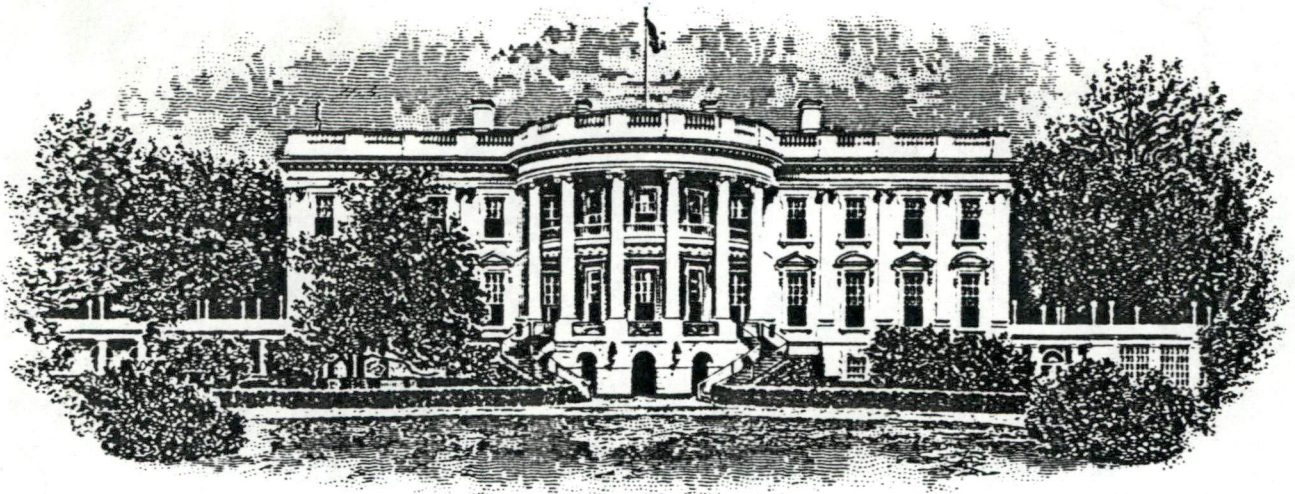
Because there isn't a single child anywhere in America who doesn't deserve the best education possible. //

From our schools to our courts, from our hospitals to the halls of government, from the neighborhoods outside our door to the realities of a new world economy -- the need for reform won't wait. The only acceptable response is the American response. We must rekindle a revolution -- a revolution to bring change to the country that's changed the world. //

The American people have made their choice. The American people want change. //

Thank you all for this warm welcome -- and may God bless the United States of America.

#



FACSIMILE TRANSMITTAL SHEET

NUMBER OF PAGES INCLUDING COVER 13

DATE 16 APRIL 1992

TO JANE B. LEONARD

FAX NUMBER 215-820-~~2244~~ 2228

COMMENTS AS IT LEFT OUR SHOP; COULD
CHANGE ON PLANE.

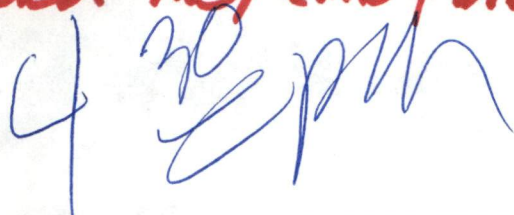
FROM MCGROARY / BUNTON

* DEPARTMENT OF COMMUNICATIONS *

OFFICE NUMBER 456-2930 / 7750

DOTUS INTRO
AKKS: MCJ/CAB/DIGS

FACT ✓



McGroarty/Bunton
~~April 14, 1992~~
~~3:30 pm~~
[LEHIGH]

PRESIDENTIAL REMARKS: LEHIGH VALLEY 2000
ALLENTOWN, PENNSYLVANIA
APRIL 16, 1992
1:00 P.M.

Jeanne
Please ask
Rae
to review
p. 6
Thanks
Mel

My thanks to the parents, the teachers and the staff.
Thanks also to all the folks here from Allentown and Easton and Bethlehem -- the leading lights of Lehigh Valley. Last but not least, let me say hello to the students of Dieruff High. //

It's astonishing to be here with the Class of '92 as a graduate of the Class of '42. // I realize the world I thought of as new -- for you is, well, history. //

✓ *Phillips Andover GS Bio*

Look at the world you'll soon call your own -- at the pace of change we've come to expect: each day, we see history played out in the headlines. Old empires expire -- new worlds are born. In the past six months alone, we've seen the birth of 18 new nations. [[Who knows how many there'll be by the time you take that big geography final.]]


ASNE
4/19/92

But the challenges we face -- the sheer complexity of our world -- can't obscure the basic values that guide this Nation. Times change, but truths endure. I'm talking about the big issues that shape our world -- about the values close to home. Everything I've done -- I've done to preserve and advance three precious legacies: strong families. Good jobs. A world at peace.

Securing those legacies has been my mission as President -- and it will be my mission today and every day, now and for the next four years. //

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The fate of America's economic future rests on five key  reforms: On free and fair trade -- our ability to break down barriers, open new markets to American goods. Our future rests on legal reform -- on ending the explosion of litigation that strains our patience and saps our economy. On health care reform

-- opening up access to all Americans, controlling the run-away cost of health care without sacrificing choice and quality. On government reform -- because only if we reverse a generation of creeping bureaucracy, only if we restore limits to government, can we restore public trust.

Finally, the reason I've come to Lehigh Valley today: our future depends on education reform -- our ability to revolutionize -- literally re-invent our schools. //)

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We don't need another test to tell us something is wrong with our schools. For the sake of every student here today, we've got to shake off any sense of complacency -- and shake up the status quo.

Richard Whalen
D of Ed.
219-1664
91-92 est.
2,431,000
pub. school teachers

Here in Lehigh Valley, that's a lesson you learned years ago. You didn't wait for word from Washington. You didn't stand back and watch another generation of kids get less education than they deserved. This community took a direct interest in what was going on in the classroom. This community took action. //

I took office determined to put the power of the Presidency behind change. [9-27-89 Charlottesville, Va.] More than two years ago, we took a strong first step. Working together with the nation's Governors, we set six ambitious goals for the year 2000: We agreed we must raise the high-school graduation rate to 90%. We must be first in the world in math and science. We must put in place a system of World Class Standards -- and tests to measure students' progress. By the year 2000, every American adult must be literate. Every American child must start school ready to learn -- and every American school must be free of drugs, free from the violence that today too often follows our kids into the classroom. Let me sum up the six goals this way: Together, by the year 2000, we must create the best schools in the world for our children. //

Let me share a story Lamar told me about a little girl, a 4th Grader named Ariane Williams. At the kick-off for New Orleans 2000, she stood up -- and here's what she said: "These goals are not just my goals. They're not just the Governors' goals. They are the nation's goals." / That little girl got the message -- and so do you.

Goals define the mission. They tell us where we want to go -- not how to get there. [That's why, nearly one year ago to the

Natl Ed. Strategy
4-18-91

4-18-91
day, I mapped out a strategy I call America 2000:] a plan to revolutionize American education. To put an end to business as usual: to break the mold -- build a new generation of American schools.

4-18-92
Thurs. 16th, speech date
[Two days from now, we'll mark the first anniversary of America 2000.] Let me share with you today a kind of "report card" on what we've accomplished. / In one year's time, we've seen America 2000 catch fire all across this country. Already, 43 states and more than 1000 communities -- from [Grand Junction, Colorado] to Lewiston, Maine -- have joined the America 2000 crusade. Everywhere, people like you are working to break down the barriers between the classroom and the community -- to spark a grass-roots revolution to re-invent the American school.

Jay Diskey
401-0570

But, you know that story -- because Lehigh Valley has led the way. //

[I want to share with you an old African proverb that's the motto of Minnesota 2000: "It takes an entire village to educate one child."] Jay Diskey 401-0570

And that is what it takes -- because education doesn't just happen in the classroom. It doesn't start at [9 a.m. and end at 8:20 to 2:55]

3.] All of us lead busy lives -- but we must never be too busy to read to our kids. To teach them right from wrong. To take an interest in the things they worry about and wonder at -- to listen, really listen, to what they say. We owe it to our children, and to ourselves, to see that we live in communities



Ann. w/ Training
by POTUS

I will transmit to Congress

define "new"

that care about education -- communities where learning can happen.

Jan 17, 92
eligible

You've got every right to ask: What can Washington do to help? Here's one way we can. Today, I want to announce a new initiative: a Lifetime Education and Training Account -- a line of credit, a package of grants and loans worth \$25,000 dollars to every American, to use to further their education or acquire new job skills to make the most of their abilities. // I've said before if we want to compete in the 21st Century, we've got to become a nation of students.

To do that, we've got to take a new approach to the old notions of "student aid." Think of the working Mom, balancing her responsibility for her family and her job against her own hopes for the future. She'd take one college course at a time - but she doesn't qualify right now for the grant or loan that would help pay tuition. Our Lifetime Education and Training Account would help her get back into the classroom. / Here's the message for the students here today -- and for their parents, too: Education doesn't end with graduation. Learning has got to be a life-long pursuit. //

AMER 2000
newsletter
10-21-91
and
3-92
field
report.

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First, if we're serious about reaching our goals, we must set World Class Standards in five core subjects -- and establish a series of voluntary American Achievement Tests to measure our children's progress.

Second, we've got to grant states and local school districts relief from Federal rules and regulations that limit their ability to improve educational achievement and do nothing to help us meet our national goals. Our teachers and principals deserve flexibility -- freedom to use their front-line experience on what works best in their schools to meet federal goals.

Right now, federal rules force schools to stick with outdated tests -- rather than go with new ones and risk the loss of millions of dollars in federal funds. In other cases, federal restrictions result in sprinkling remedial instruction in equal but ineffective amounts across large numbers of children -- instead of focusing enough time and energy to make a real difference for kids who need it most.

Has anyone asked the teachers here today: does that make sense? How can we ask you to teach -- and then tie your hands?

Third, we've got to launch a wide-open effort to create New American Schools -- at least one in every Congressional District across the country. Lehigh Valley is hard at work on its plan to make this community home to its own New American School.

These break-the-mold schools won't conform to any one blueprint. Some may make a quantum leap forward into tomorrow's technologies. Others may seek to reach the future by restoring

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21.4 billion actual
192
nearly 22 bil. in 656

Terri Williams
5880 OMB

Look at America's college students. Our university system is the envy of the world. [Each year, we make over \$15 billion dollars in federal grants and loans directly to students] -- to use at the university of their choice. No one asks whether they enroll at Penn or Penn State -- at Villanova or Lehigh or Lafayette. It's time we make the same choice available to all parents from the moment their children go to school. Whether it's public or parochial school, yeshiva or bible school -- let parents, not the government, decide. //

And let's be clear: if we deny parents school choice -- let's recognize who's hurt worst by the status quo. It's not the well-to-do. It's not the upper middle class. It's not any one of us who ever went house-hunting with a map of the good school

private - non-denom.
public - non
pri - Catholic
pri - NON
pri - Presbyterian

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Choice works -- and here's why. When our students are a captive audience, our schools have no incentive to improve. What competition brings to the economy -- choice can bring to education. Say what you want about reforming our schools: If you're for change -- you're for school choice.

These four ideas are generating interest and enthusiasm among Governors and mayors -- Democrats and Republicans -- among business leaders from Ed Donley and the Allentown-Lehigh County Chamber of Commerce, to the Fortune 500. Among teachers and students and parents and principals -- everyone at every level who understands the need for change.

Everyone, that is, except the leaders of the U.S. Congress.

At a moment when the consensus for change seems to be

reaching critical mass, on Capitol Hill you can watch the last stand of the status quo. Forces there are waging a last-ditch effort to put the brakes on change -- to preserve the business-as-usual approach that brought us the present crisis in education.

Take a look at the bill now winding its way through the Congress -- and what it does to the four path-breaking ideas I mentioned a moment ago.

Bob Okun
O & Ed
401-0020

As part of America 2000, I asked Congress for funds for New American Schools -- \$545 million from now until 1994. Last year, *ok but can use \$550 (good even more - this is start)*
part of which for New Am. schools -> (for entire Am. 2000 activities)
Congress set aside \$100 million dollars for 1992 -- and set a

deadline of April 1 to decide how the money would be used. This month, that self-imposed deadline came and went -- wiping out any *for Congress* chance to make a start on New American Schools this year. *Private sector is moving ahead to*

open ended wording in bill - no commitment to funding
✓ 1993, the House plans more of the same: the bill under *Private sector is moving ahead to fund -> shows Am. people want this new schools!* consideration right now would funnel more than \$800 million into existing business-as-usual state bureaucracies -- and not a penny *Congress is screwing up* for the new experimental schools we need. *and America wants!*

We asked Congress for authority to help develop World Class Standards and American Achievement Tests -- tools that would help us measure our students' progress -- and assess the return we're getting for our education dollars. [/ The House of

Representatives is threatening an amendment to deny the Education Department the right to fund even a study of standards or tests.] *Scum*

[Finally, we asked the Congress to fund pilot programs to promote school choice -- programs to help poor families in six

Sec. Alexander

*vague mention
& a waiver to
allow private schools
11 choice; but
no mention of public schools
choice*

American cities.] Under heavy pressure from the education lobby, House and Senate leaders have stripped any mention of school choice out of their bills. //

Instead of supporting America 2000, the bill Congress claims will help our schools is an exercise in cynicism -- call it the Status Quo Schools Act of 1992. So today, let me serve notice to education lobby and their friends back on Capitol Hill: I will not let Congress spend a billion dollars on a business-as-usual bill -- and call it education reform. [[If Congress wants to side with status quo schools -- Congress can count on a veto.]]

Congress can drag its feet -- but it can't stop change. Lehigh Valley is living proof of the words of the great Abraham Lincoln: ["Revolutions do not go backward."] There is a time *Lincoln Ency. Revolution!* early in every revolution when the status quo looks steady and strong -- and the forces that challenge it weak and without effect. And there is the moment when the forces of change carry the day -- the bankruptcy of the status quo stands revealed, and the whole, hollow house of cards collapses.

The revolution in American education is already underway. In Lehigh Valley and in communities all across America, the old ways are being abandoned, new ideas advanced. This revolution will triumph for the simplest and the strongest of reasons: because American parents want the best for their children. Because there isn't a single child anywhere in America who doesn't deserve the best education possible. //

From our schools to our courts, from our hospitals to the halls of government, from the neighborhoods outside our door to the realities of a new world economy -- the need for reform won't wait. The only acceptable response is the American response. We must rekindle a revolution -- a revolution to bring change to the country that's changed the world. //

The American people have made their choice. The American people want change. //

Thank you all for this warm welcome -- and may God bless the United States of America.

#

where to put Ed accounts?

Jeannie - FYI after L.A.'s comments.

2:15 pm

McGroarty/Bunton
April 14, 1992
~~5:00 pm~~
[LEHIGH]

PRESIDENTIAL REMARKS: LEHIGH VALLEY 2000
ALLENTOWN, PENNSYLVANIA
APRIL 16, 1992
1:00 P.M.

My thanks to the parents, the teachers and the staff.

Thanks also to all the folks here from Allentown and Easton and Bethlehem -- the leading lights of Lehigh Valley. Last but not least, let me say hello to the students of Dieruff High. //

It's astonishing to be here with the Class of '92 as a graduate of the Class of '42. // I realize the world I thought of as new -- for you is, well, history. //

Look at the world you'll soon call your own. Each day we see new evidence: History played out in the headlines. Old empires expire -- new worlds are born. In the past six months alone, we've seen the birth of 18 new nations. [[Who knows how many there'll be by the time you take that big geography final.]]

But the challenges we face -- the sheer complexity of our world -- can't obscure the basic values that guide this Nation. Times change, but truths endure. I'm talking about the big issues that shape our world -- about the values close to home. Everything I've done -- I've done to preserve and advance three precious legacies: strong families. Good jobs. A world at peace.

Securing those legacies has been my mission as President -- and it will be my mission today and every day, now and for the next four years. //

Right now, here in Allentown and across America, the number one concern is the economy -- and turning this economy around, creating jobs, is the mission that matters most. Listen to what people say about the economy. Get beneath the cold statistics -- down to the real heart of this issue. People want to know whether they can keep the job they've got -- and whether they're on track for a better one. For their kids -- for each one of the students here today -- they've got grander visions: not just a job -- a career. Work that means more than simply making ends meet: Work that gives real meaning to your life. //

People have a right to ask: what is government's role in all of this? / No, we can't legislate the American Dream. But government can serve as a catalyst for change -- clearing away the obstacles to economic growth and the unnecessary costs of doing business. Expanding the opportunities for aggressive businesses and enterprising individuals to create new jobs. Training and educating our children -- giving you the tools of thought you'll need to compete in the new world economy. //

The fate of America's economic future rests on five key reforms: On free and fair trade -- our ability to break down barriers, open new markets to American goods. Our future rests on legal reform -- on ending the explosion of litigation that strains our patience and saps our economy. On health care reform -- opening up access to all Americans, controlling the run-away cost of health care without sacrificing choice and quality. On government reform -- because only if we reverse a generation of

creeping bureaucracy, only if we restore limits to government, can we restore public trust.

Finally, the reason I've come to Lehigh Valley today: our future depends on education reform -- our ability to revolutionize -- literally re-invent our schools. (Together, by the year 2000, we must create the best schools in the world for our children. //)

Education represents a perfect community of interest: between the individual and society -- between one generation and the next. Between the proud history we must pass on -- and the path-breaking future we must create. // And in terms of America's economic future -- education is nothing less than a matter of economic survival. //

You've seen the news stories. You've heard the statistics. Anyone who worries about slack productivity or a bad balance of trade ought to be alarmed about our children's test scores. Millions of students work hard, millions of dedicated teachers do their best -- and still, in one test after another, America's children score at or near the bottom ranks of international achievement. //

We don't need another test to tell us something is wrong with our schools. For the sake of every student here today, we've got to shake off any sense of complacency -- and shake up the status quo.

Here in Lehigh Valley, that's a lesson you learned years ago. You didn't wait for word from Washington. You didn't stand

back and watch another generation of kids get less education than they deserved. This community took a direct interest in what was going on in the classroom. This community took action. //

I took office determined to put the power of the Presidency behind change. More than two years ago, we took a strong first step. Working together with the nation's Governors, we set six ambitious goals for the year 2000: We agreed we must raise the high-school graduation rate to 90%. We must be first in the world in math and science. We must put in place a system of World Class Standards -- and tests to measure students' progress. By the year 2000, every American adult must be literate. Every American child must start school ready to learn -- and every American school must be free of drugs, free from the violence that today too often follows our kids into the classroom.

[Lamar told me about a little girl named ^{Asiana White} xxx -- and what she said :] ^{She said:} These goals are not just ^{The President's} ~~my~~ goals. They're not just the Governors' goals. They are the nation's goals -- and more than that, they are the hope of the next generation.

Goals define the mission. They tell us where we want to go -- not how to get there. That's why, nearly one year ago to the day, I mapped out a strategy I call America 2000: a plan to revolutionize American education. To put an end to business as usual: to break the mold -- build a new generation of American schools.

Two days from now, we'll mark the first anniversary of America 2000. Let me share with you today a kind of "report

card" on what we've accomplished. / In one year's time, we've seen America 2000 catch fire all across this country. Already, 43 states and more than 1000 communities -- from Grand Junction, Colorado to Lewiston, Maine -- have joined the America 2000 crusade. Everywhere, people like you are working to break down the barriers between the classroom and the community -- to spark a grass-roots revolution to re-invent the American school.

But, you know that story -- because Lehigh Valley has led the way. //

I want to share with you an old African proverb that's the motto of Minnesota 2000: "It takes an entire village to educate one child."

And that is what it takes -- because education doesn't just happen in the classroom. It doesn't start at 9 a.m. and end at 3. All of us lead busy lives -- but we must never be too busy to read to our kids. To teach them right from wrong. To take an interest in the things they worry about and wonder at -- to listen, really listen, to what they say. We owe it to our children, and to ourselves, to see that we live in communities that care about education -- communities where learning can happen.

Today, I came to Lehigh -- to one of the first communities to join the America 2000 crusade -- to set the agenda for the second year of America 2000. Our next step forward depends on our success in building a consensus for change around four core ideas -- four ways to build on what we've begun: to transform

Similar
texts:
Education
doesn't
end after
graduation
...

back
to the
kids
"You"
instead
of "He/She"

the federal government into a catalyst for real education reform.

First, if we're serious about reaching our goals, we must set World Class Standards in five core subjects -- and establish a series of voluntary American Achievement Tests to measure our children's progress.

Second, we've got to grant states and local school districts relief from the rigid formula-grant approach that forces a one-size-fits-all solution on our schools: allowing teachers and principals flexibility -- freedom to apply federal resources to fit local circumstances.

Right now, federal rules force schools to stick with outdated tests -- rather than go with new ones and risk the loss of millions of dollars in federal funds. In other cases, federal restrictions result in sprinkling remedial instruction in equal but ineffective amounts across large numbers of children -- instead of focusing enough time and energy to make a real difference for kids who need it most.

Has anyone asked the teachers here today: does that make sense? How can we ask you to teach -- and then tie your hands?

Third, we've got to launch a wide-open effort to create New American Schools -- at least one in every Congressional District across the country. Lehigh Valley is hard at work on its plan to make this community home to its own New American School.

These break-the-mold schools won't conform to any one blueprint. Some may make a quantum leap forward into tomorrow's technologies. Others may seek to reach the future by restoring

older traditions, the discipline -- and disciplines -- of an earlier era. Each one of these schools would be a laboratory of learning -- a living example of how we can re-invent American education. All we need now is the seed money to translate ideas into action.

Fourth, we must create an incentive to improve education by promoting school choice. For far too long, we've shielded our schools from competition -- allowed the system a damaging monopoly-power over students. Well, just as monopolies are bad for the economy -- they're bad for our kids. Every parent should have the power to choose which school is best for his child -- public, private or religious. //

Look at America's college students. Our university system is the envy of the world. Each year, we make over \$15 billion dollars in federal grants and loans directly to students -- to use at the university of their choice. No one asks whether they enroll at Penn State or Penn? -- at SMU or Notre Dame. It's * *wanting for George's caput* time we make the same choice available to all parents from the moment their children go to school. Whether it's parochial school or yeshiva or bible school -- let parents, not the government, decide. //

And let's be clear: if we deny parents school choice -- let's recognize who's hurt worst by the status quo. It's not the well-to-do. It's not the upper middle class. It's not any one of us who ever went house-hunting with a map of the good school

1) pub/st.
2) private -
cath
3) Private
PROT.

districts. / Deny people school choice, and the ones you hurt most are the Middle Class and lower -- and especially the poor.

That's why choice is catching on in some of the hardest-hit neighborhoods in this nation. Talk to parents spearheading the school choice crusade -- people like Polly Williams in Milwaukee. They'll tell you how the lack of choice left them powerless to force change -- how a public school bureaucracy turned students into statistics and parents into pawns. Look at Milwaukee today -- pioneering school choice, giving poor parents control, and poor children pride. // Look at the schools in East Harlem -- where teachers put their names on waiting list to get a chance to teach in a choice school. They can't wait to stand in front of a classroom of children who want to be there -- who want to learn.

Choice works -- and here's why. When our students are a captive audience, our schools have no incentive to improve. What competition brings to the economy -- choice can bring to education. Say what you want about reforming our schools: If you're for change -- you're for school choice.

These four ideas are generating interest and enthusiasm among Governors and mayors -- Democrats and Republicans -- among business leaders from Ed Donley and the Allentown-Lehigh County Chamber of Commerce, to the Fortune 500. Among teachers and students and parents and principals -- everyone at every level who understands the need for change.

Everyone, that is, except the leaders of the U.S. Congress.

At a moment when the consensus for change seems to be

reaching critical mass, on Capitol Hill you can watch the last stand of the status quo. Forces there are waging a last-ditch effort to put the brakes on change -- to preserve the business-as-usual approach that brought us the present crisis in education.

Take a look at the bill now winding its way through the Congress -- and what it does to the four path-breaking ideas I mentioned a moment ago.

OMB ✓
As part of America 2000, I asked Congress for funds for New American Schools -- \$545 million from now until 1994. Last year, Congress set aside \$100 million dollars for New American Schools in 1992 -- and set a deadline of April 1 to decide how the money would be used. This month, that self-imposed deadline came and went -- wiping out any chance to make a start on New American Schools this year. Next year, the House bill would funnel more than \$800 million into existing business-as-usual state bureaucracies -- and not a penny for the new experimental schools we need.

We asked Congress for funds to develop World Class Standards and American Achievement Tests -- tools that would help us measure our students' progress -- and assess the return we're getting for our education dollars. When it comes to making our schools more accountable, the House of Representatives is threatening an amendment to deny the Education Department the right to fund even a study of standards or tests.

Finally, we asked the Congress to fund pilot programs to promote school choice -- programs to help poor families in six American cities. Under heavy pressure from the education lobby, House and Senate leaders have stripped any mention of school choice out of their bills. //

edu-vets?

Instead of supporting America 2000, the bill Congress claims will help our schools is an exercise in cynicism -- call it the Status Quo Schools Act of 1992. So today, let me serve notice to education lobby and their friends back on Capitol Hill: I will not let Congress spend a billion dollars on a business-as-usual bill -- and call it education reform. [[If Congress wants to side with status quo schools -- Congress can count on a veto.]]

Congress can drag its feet -- but it can't stop change. Lehigh Valley is living proof of the words of the great Abraham Lincoln: "Revolutions do not go backward." There is a time early in every revolution when the status quo looks steady and strong -- and the forces that challenge it weak and without effect. And there is the moment when the forces of change carry the day -- the bankruptcy of the status quo stands revealed, and the whole, hollow house of cards collapses.

The revolution in American education is already underway. In Lehigh Valley and in communities all across America, the old ways are being abandoned, new ideas advanced. This revolution will triumph for the simplest and the strongest of reasons: because American parents want the best for their children.

Because there isn't a single child anywhere in America who doesn't deserve the best education possible. //

From our schools to our courts, from our hospitals to the halls of government, from the neighborhoods outside our door to the realities of a new world economy -- the need for reform won't wait. The only acceptable response is the American response. We must rekindle a revolution -- a revolution to bring change to the country that's changed the world. //

The American people have made their choice. The American people want change. //

Thank you all for this warm welcome -- and may God bless the United States of America.

#

FACT CHECK COPY

▲ INTRO POTUS:

McGroarty/Bunton
April 13, 1992
5:00 pm
[LEHIGH]

▲ ACKS: MC CABINET

PRESIDENTIAL REMARKS: LEHIGH VALLEY 2000
ALLENTOWN, PENNSYLVANIA
APRIL 16, 1992
1:00 P.M.

My thanks to the parents, the teachers and the staff.
Thanks also to all the folks here from Allentown and Easton and Bethlehem -- the leading lights of Lehigh Valley. Last but not least, let me say hello to the students of Dieruff High. //

It's astonishing to be here with the Class of '92 as a graduate of the Class of '42. ^[PHILLIPS ACADEMY, ANCOVER] // I realize the world I thought of as new -- for you is, well, history. //

Look at the world you'll soon call your own. Each day we see new evidence: History played out in the headlines. Old empires expire -- new worlds are born. [In the past six months alone, we've seen the birth of 18 new nations.] ^{ASNE April 9, 1992} [[Who knows how many there'll be by the time you take that big geography final.]]

But the challenges we face -- the sheer complexity of our world -- can't obscure the basic values that guide this Nation. Times change, but truths endure. I'm talking about the big issues that shape our world -- about the values close to home. Everything I've done -- I've done to preserve and advance three precious legacies: strong families. Good jobs. A world at peace.

Securing those legacies has been my mission as President -- and it will be my mission today and every day, now and for the next four years. //

Right now, here in Allentown and across America, the number one concern is the economy -- and turning this economy around, creating jobs, is the mission that matters most. Listen to what people say about the economy. Get beneath the cold statistics -- down to the real heart of this issue. People want to know whether they can keep the job they've got -- and whether they're on track for a better one. For their kids -- for each one of the students here today -- they've got grander visions: not just a job -- a career. Work that means more than simply making ends meet: Work that gives real meaning to your life. //

People have a right to ask: what is government's role in all of this? / No, we can't legislate the American Dream. But government can serve as a catalyst for change -- clearing away the obstacles to economic growth and the unnecessary costs of doing business. Expanding the opportunities for aggressive businesses and enterprising individuals to create new jobs. Training and educating our children -- giving you the tools of thought you'll need to compete in the new world economy. // *MASCOM*

The fate of America's economic future rests on five pillars: On free and fair trade -- our ability to break down barriers, open new markets to American goods. Our future rests on legal reform -- on ending the explosion of litigation that strains our patience and saps our economy. On health care reform -- opening

(5)

up access to all Americans, controlling the run-away cost of health care without sacrificing choice and quality. On government reform -- because only if we reverse a generation of creeping bureaucracy, only if we restore limits to government, can we restore public trust.

Finally, the reason I've come to Lehigh Valley today: our future depends on education reform -- our ability to revolutionize -- literally re-invent our schools: to prepare a new generation for the challenges of the next century.

Education represents a perfect community of interest: between the individual and society -- between one generation and the next. Between the proud history we must pass on -- and the path-breaking future we must create. // And in terms of America's economic future -- education is nothing less than a matter of economic survival. //

you business leaders here know

You've seen the news stories. You've heard the bleak statistics. Anyone who worries about slack productivity or a bad balance of trade ought to be alarmed about our children's test scores. Millions of students work hard, millions of dedicated teachers do their best -- and still, in one test after another, America's children score at or near the bottom ranks of international achievement. //

*Dept. Ed
RICHARD
WHALEN
219-1664
est. 91-92
2,431,000
public school
teachers*

We don't need another test to tell us something is wrong with our schools. For the sake of every student here today, we've got to shake off any sense of complacency -- and shake up the status quo. ✓

Here in Lehigh Valley, that's a lesson you learned years ago. You didn't wait for word from Washington. You didn't stand back and watch another generation of kids get less education than they deserved. This community took a direct interest in what was going on in the classroom. This community took action. //

I took office determined to put the power of the Presidency behind change. ^{September 27, 1989 Charlottesville, Va.} More than two years ago, we took a strong first step. Working together with the nation's Governors, we set six ambitious goals for the year 2000: We agreed we must raise the high-school graduation rate to 90%. We must be first in the world in math and science. We must put in place a system of World Class Standards -- and tests to measure students' progress. By the year 2000, every American adult must be literate. Every American child must start school ready to learn -- and every American school must be free of drugs, free from the violence that today too often follows our kids into the classroom.

Let me make this clear: These goals are not just my goals. They're not just the Governor's goals. They are the nation's goals -- and more than that, they are the hope of the next generation.

Goals define the mission. They tell us where we want to go -- not how to get there. That's why, nearly one year ago to the day, I mapped out a strategy I call America 2000: a plan to revolutionize American education. To put an end to business as usual: to break the mold -- build a new generation of American schools.

National
Education
Strategy
April 18, 1991

April 18, 1991

✓ April 18, 1992
Thursday 16th Speech date

Two days from now, we'll mark the first anniversary of America 2000. Let me share with you today a kind of "report card" on what we've accomplished. / In one year's time, we've seen America 2000 catch fire all across this country. Already, 43 states and more than 1000 communities -- from [Grand Junction, Colorado] to Lewiston, Maine -- have joined the America 2000 crusade. Everywhere, people like you are working to break down the barriers between the classroom and the community -- to spark a grass-roots revolution to re-invent the American school.

Jay
Diskey
401-0570

But, you know that story -- because Lehigh Valley has led the way.

I want to share with you an old African proverb that's the motto of Minnesota 2000: "It takes an entire village to educate one child."

Jay
Diskey
401-0570

And that is what it takes -- because education doesn't just happen in the classroom. It doesn't start at [9 a.m. and end at 3.] We owe it to our children and to ourselves to see that we live in communities that care about education -- communities where learning can happen.

8:20am
to
2:55pm

America 2000 Newsletter Oct. 1991 / March 92 Field Report

Today, I came to Lehigh -- to one of the first communities to join the America 2000 crusade -- to say the time has come to carry the revolution to the national level. Taking that step depends on our success in building a consensus for change around four core ideas -- four ways to transform the federal government into a catalyst for real education reform.



First, if we're serious about reaching our goals, we must
 ✓ set World Class Standards in five core subjects -- and establish
 a series of voluntary American Achievement Tests to measure our
 children's progress.

Second, we've got to grant states and local school districts
 relief from the rigid formula-grant approach that forces a one-
 size-fits-all solution on our schools: allowing teachers and
 ✓ principals flexibility -- freedom to apply federal resources to
 fit local circumstances.

Graph under consideration

Right now, federal rules force schools to stick with
 outdated tests -- rather than go with new ones and risk the loss
 of millions of dollars in federal funds. In other cases, federal
 restrictions result in sprinkling remedial instruction in equal
 but ineffective amounts across large numbers of children --
 instead of focusing enough time and energy to make a real
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Has anyone asked the teachers here today: does that make
 sense? How can we ask you to teach -- and then tie your hands?

Third, we've got to launch a wide-open experiment to create
 ✓ New American Schools -- at least one in every Congressional
 District across the country. Lehigh Valley is hard at work on
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 School.

These break-the-mold schools won't conform to any one
 blueprint. Some may make a quantum leap forward into tomorrow's
 technologies. Others may seek to reach the future by restoring

older traditions, the discipline -- and disciplines -- of an earlier era. Each one of these schools would be a laboratory of learning -- an experimental attempt to re-invent American education. All we need now is the seed money to translate ideas into action.

Fourth, we must create an incentive to improve education by promoting school choice. For far too long, we've shielded our schools from competition -- allowed the system a damaging monopoly-power over students. Well, just as monopolies are bad for the economy -- they're bad for our kids. Every parent should have the power to choose which school is best for his child -- public, private or religious. //

*Next 20 billion (estimate)
[21.4 billion actual]
5880
OMB
and
WPA study*

Look at America's college students. Our university system is the envy of the world. ^{'92 → \$ nearly 22 billion in 95 L} Each year, we make over \$15 billion dollars in federal grants and loans directly to students -- to use at the university of their choice. No one asks whether they enroll at Penn State or USC -- at SMU or Notre Dame. It's time we make the same choice available to all parents from the moment their children go to school. Whether it's parochial school or yeshiva or bible school -- let parents, not the government, decide. //

New York

And let's be clear: if we deny parents school choice -- let's recognize who's hurt worst by the status quo. It's not the well-to-do. It's not the upper middle class. It's not any one of us who ever went house-hunting with a map of the good school

districts. / Deny people school choice, and the ones you hurt most are the Middle Class and lower -- and especially the poor.

That's why choice is catching on in some of the hardest-hit neighborhoods in this nation. Talk to parents spearheading the school choice crusade -- people like Polly Williams in Milwaukee. They'll tell you how the lack of choice left them powerless to force change -- how a public school bureaucracy turned students into statistics and parents into pawns. Look at Milwaukee today -- pioneering school choice, giving poor parents control, and poor children pride. // Look at the schools in East Harlem -- where teachers put their names on waiting list⁽⁵⁾ to get a chance to teach in a choice school. They can't wait to stand in front of a classroom of children who want to be there -- who want to learn.

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Everyone, that is, except the leaders of the U.S. Congress.

At a moment when the consensus for change seems to be

reaching critical mass, on Capitol Hill you can watch the last stand of the status quo. Forces there are waging a last-ditch effort to put the brakes on change -- to preserve the business-as-usual approach that brought us the present crisis in education.

Take a look at the bill now winding its way through the Congress -- and what it does to the four path-breaking ideas I mentioned a moment ago.

As part of America 2000, I asked Congress for funds for New American Schools -- \$545 million from now until 1994. Last year, Congress set aside \$100 million dollars for New American Schools in 1992 -- and set a deadline of April 1 to decide how the money would be used. This month, that self-imposed deadline came and went -- wiping out any chance to make a start on New American Schools this year. Next year, the House bill would funnel more than \$800 million into existing business-as-usual state bureaucracies -- and not a penny for the new experimental schools we need.

We asked Congress for funds to develop World Class Standards and American Achievement Tests -- tools that would help us measure our students' progress -- and assess the return we're getting for our education dollars. When it comes to making our schools more accountable, the U.S. Senate has stonewalled -- and the House is threatening an amendment to deny the Education Department the right to fund even a study of standards or tests.

Bob
Okun
D of Ed
401-0020

new
facts
on
5:00
pm
DWH

Finally, we asked the Congress to fund pilot programs to promote school choice. Under heavy pressure from the education lobby, House and Senate leaders have stripped any mention of school choice out of their bills. //

Instead of supporting America 2000, the bill Congress claims will help our schools is an exercise in cynicism -- call it the Status Quo Schools Act of 1992. So today, let me serve notice to education lobby and their friends back on Capitol Hill: I will not let Congress spend a billion dollars on a business-as-usual bill -- and call it education reform. If Congress wants to side with status quo schools -- Congress can count on a veto. //

Congress can drag its feet -- but it can't stop change. Lehigh Valley is living proof of the words of the great Abraham Lincoln: "Revolutions do not go backward." There is a time early in every revolution when the status quo looks steady and strong -- and the forces that challenge it weak and without effect. And there is the moment when the forces of change carry the day -- the bankruptcy of the status quo stands revealed, and the whole, hollow house of cards collapses.

The revolution in American education is already underway. In Lehigh Valley and in communities all across America, the old ways are being abandoned, new ideas advanced. This revolution will prevail for the simplest and the strongest of reasons: because American parents want the best for their children. Because there isn't a single child anywhere in America who doesn't deserve the best education possible. //

LINCOLN ENCYCLO
"Revolutions"

classrooms
From our schools to our courts, from our hospitals to the halls of government, from the neighborhoods outside our door to the realities of a new world economy -- the need for reform won't wait. The only acceptable response is the American response. We must rekindle a revolution -- a revolution to bring change to the country that's changed the world. //

The American people have made their choice. The American people want change. //

Thank you all for this warm welcome -- and may God bless the United States of America.

#

- Dear President Bush

I like when my
teacher reads my class
some books because
every body gets sleep

from Haruka

(Haruka)

Haruka Abe
6 Sawmill Ct.
Greensboro, NC
27407



The President
1600 Pennsylvania Ave.
Washington, DC
20500

THE WHITE HOUSE
WASHINGTON

April 15, 1992

ADDRESS TO LEHIGH VALLEY SCHOOL COMMUNITY

DATE: April 16, 1992
TIME: 12:25 p.m.
LOCATION: L.E. Dieruff High School Gymnasium
THROUGH: SHERRIE ROLLINS
FROM: CECE KREMER
LEIGH ANN METZGER

I. PURPOSE

To commemorate the first anniversary of AMERICA 2000 which will be in two days on April 18, 1992.

To recognize the Lehigh Valley community as an AMERICA 2000 model community.

To announce a new education legislative initiative: the creation of the Lifetime Education and Training Account.

II. BACKGROUND

Your education program, AMERICA 2000, is spreading across the country. In the first year, over forty three states and over 1100 communities have kicked-off AMERICA 2000 and have adopted your National Education Goals.

Your remarks to the Lehigh Valley community today will congratulate them on their efforts and recognize that they were one of the first communities to accept your AMERICA 2000 challenge. The 2,000 person audience in the L.E. Dieruff High School Gymnasium will consist of over 1,300 Dieruff ninth through twelfth graders, 400 Lehigh Valley 2000 task force members, and 300 business leaders, parents, teachers, and elected officials.

The initiative you will announce today, the Lifetime Education and Training Account, creates a line of credit -- a package of grants and loans worth \$25,000 to every eligible American -- to use to further their education or acquire new job skills to make the most of their abilities. Track III of your AMERICA 2000 education strategy calls for creating a "Nation of Students." You stated in your AMERICA 2000 sourcebook that "Education is not just about making a living; it is also about making a life." Lifetime Education and Training Accounts will help make that a reality.

You will be joined on the dais by Secretary Alexander; Ed Donley, Chairman of Lehigh Valley 2000; Congressman Don Ritter (R-PA); Dieruff's Principal Michael Meilinger; and the school's Senior Class President, Hilda Rivas. Beside the stage will be six children from various Lehigh Valley elementary schools who will each recite one of your National Education Goals prior to your speech.

III. PARTICIPANTS

The President
Secretary Alexander
Congressman Don Ritter (R-PA)
Ed Donley, Chairman of Lehigh Valley 2000
Michael Meilinger, Principal, Dieruff High School
Hilda Rivas, L.E. Dieruff High School Senior Class President
Six students who will recite the National Education Goals:
 Lyndsay Talbert - 1st grade, Ritter Elem. School
 Jacqueline Gonzalez - 4th grade, Sheridan Elem. School
 Peter Guerrero - 4th grade, Mosser Elem. School
 Audrey Wagner - 4th grade, Union Terrace Elem. School
 Amanda Beitzer - 4th grade, Lehigh Parkway Elem. School
 Jose Cruz - 4th grade, Cleveland Elem. School
2000 members of the Lehigh Valley community
Sherrie Rollins, Assistant to the President for Public
 Liaison and Intergovernmental Affairs
Jane Barnett Leonard, Associate Director,
 Office of Public Liaison

IV. PRESS PLAN

Open Press

V. SEQUENCE OF EVENTS

See Advance Office scenario.

VI. REMARKS REQUIRED

To be provided by speechwriters.

THE WHITE HOUSE
WASHINGTON

April 15, 1992

MEETING WITH THE LEHIGH VALLEY 2000 STEERING COMMITTEE

DATE: April 16, 1992
TIME: 11:45 p.m.
LOCATION: L.E. Dieruff High School Library
THROUGH: SHERRIE ROLLINS
FROM: CECE KREMER
LEIGH ANN METZGER

I. PURPOSE

To meet with the business and education leadership of the Lehigh Valley 2000 Steering Committee to learn about their progress and plans for becoming an AMERICA 2000 community.

To congratulate the Committee on their teamwork and steadfast leadership and to mark the first anniversary of AMERICA 2000.

II. BACKGROUND

In 1989, the business and education communities of the Lehigh Valley area joined forces to create Lehigh Valley 2000 to assist in the development of a quality process to educate youth.

Lehigh Valley 2000, chaired by Ed Donley, former Chairman of Air Products & Chemicals, Inc., has adopted your six national education goals and published a community-wide strategy to achieve them. They are currently in the process of developing plans to create New American Schools.

Secretary Alexander has recognized the accomplishments of Lehigh Valley 2000 and has said that their progress toward becoming an AMERICA 2000 Community is among the most advanced of all AMERICA 2000 efforts.

Your meeting will provide an opportunity for the leadership of the Steering Committee to report their progress to you. You will be meeting with 16 members of the steering committee chaired by John A. Jordan, Senior Vice President of Bethlehem Steel Corporation.

The one year anniversary of AMERICA 2000 is in two days on April 18, 1992.

JB.
FYI
-marc

III. PARTICIPANTS

The President
Secretary Alexander
Congressman Don Ritter (R-PA)
Lehigh Valley 2000 Steering Committee (see attached list)
Sherrie Rollins, Assistant to the President for Public
Liaison and Intergovernmental Affairs
Jane Barnett Leonard, Associate Director,
Office of Public Liaison

IV. PRESS PLAN

Stills only

V. SEQUENCE OF EVENTS

See Advance Office scenario.

VI. REMARKS REQUIRED

Talking points to be provided by the Office of Public
Liaison.

LEHIGH VALLEY 2000 STEERING COMMITTEE

Edward Donley, Former Chairman, Air Products and Chemicals, Inc. and Chairman of Lehigh Valley 2000

Robert P. Daday, Special Assistant for Community Affairs, Pennsylvania Power & Light Company and Secretary-Treasurer of Lehigh Valley 2000

Jerold Dougherty, President, East Pennsylvania Education Association and Member of the Lehigh Valley 2000 Board of Directors

Ray Erb, Jr., Superintendent, Allentown School District

F. Laird Evans, Superintendent, Salisbury Area School District and Vice Chairman of Lehigh Valley 2000

Elmer D. Gates, Vice Chairman, Fuller Company and Co-Chair of Lehigh Valley 2000 Coalition Action Committee

Richard S. Gurin, President and CEO of Binney & Smith, Inc. and Vice Chairman of Lehigh Valley 2000

John D. Jenkins, Superintendent, Nazareth Area School District and Co-Chair of Lehigh Valley 2000 Coalition Action Committee

John A. Jordan, Jr., Senior Vice President, Bethlehem Steel Corp. and Co-Chair of Lehigh Valley 2000 Steering Committee

John T. Kauffman, Chairman and CEO, Pennsylvania Power & Light Company and Co-Chair of Lehigh Valley 2000 State Action Committee

Robert J. Kopecek, President, Northampton Community College and Member of Lehigh Valley 2000 Choice and Restructuring Committee

Fern Mann, President, Allentown Education Association and Member of Lehigh Valley 2000 Teaching Environment Task Force

Roger H. Martin, President, Moravian College and Member of Lehigh Valley 2000 Board of Directors

Lupe Pearce, President, International Connections Travels and Tours and Member of Lehigh Valley 2000 Board of Directors

Marcia Theodoredis, Co-Chair, Lehigh Valley 2000 Communications Committee

Jerold Dougherty
Lehigh Valley 2000
Board of Directors



Elmer D. Gates
Co-Chair, Lehigh Valley 2000
Coalition Action Committee



Roger H. Martin
Lehigh Valley 2000
Board of Directors



John T. Kauffman
Co-Chair, Lehigh Valley 2000
State Action Committee



Robert Daday
Secretary-Treasurer
Lehigh Valley 2000



Ray Erb, Jr.
Superintendent
Allentown School District



Secretary Alexander



John A. Jordan, Jr.
Co-Chair, Lehigh Valley 2000
Steering Committee



The President



Congressman Ritter



Edward Donley
Chairman
Lehigh Valley 2000



Fern Mann
Lehigh Valley 2000
Teaching Environment Task Force



Lupe Pearce
Lehigh Valley 2000
Board of Directors



John D. Jenkins
Co-Chair, Lehigh Valley 2000
Coalition Action Committee



Robert J. Kopecek
Lehigh Valley 2000
Choice and Restructuring Committee



F. Laird Evans
Vice Chairman
Lehigh Valley 2000



Marcia Theodoredis
Co-Chair, Lehigh Valley 2000
Communications Committee



Richard S. Gurin
Vice Chairman
Lehigh Valley 2000



L.E. Dieruff High School Library

DOOR

TALKING POINTS FOR MEETING WITH THE
LEHIGH VALLEY 2000 STEERING COMMITTEE

- o It is good to be here with you today as we mark the first anniversary of AMERICA 2000. I came to Lehigh Valley today because Lamar tells me that Lehigh Valley is among the most advanced of all AMERICA 2000 efforts. He says that there is a powerful education revolution taking place here.

- o I know that becoming an AMERICA 2000 community requires a tremendous amount of teamwork and commitment and I thank you for your efforts. I have heard about the accomplishments -- under Ed Donley's steadfast leadership -- here in Lehigh Valley to get the whole community involved in transforming its schools for the next century.

- o The report is that you all are doing exactly what I've challenged every community to do -- you are a model for the nation. So I am here to follow up on your progress and learn about what you are doing.

- o I am interested in hearing some examples of how your networking is changing education here in Lehigh Valley.
- o And now I will turn this over to Lamar, who has been on the road working with communities across this country to lead the way on AMERICA 2000.

PA 2000.

Thank you Hilda -- or I should say, my fellow President. // Let
me recognize our able Secretary of Education, L.A. Hometown Cong.
Don Ritter. Mayor Joe Dadona of Allentown. Mayor Ken Smith of
Bethlehem. Ed Donley -- driving force behind LH 2000. Ann
Snyder -- valentinianna. Our 4th Grade guests who did such a
great job on the goals. Principal Mike Meilinger for calling
this special assembly today....

Jeannie - "Ken"

Bethlehem Mayor -

Kenneth Smith -

(215) - 865 - 7100

Lehigh acks

Hilda Rivas [Ree-vas] wife; Sr. class president

15th - Lehigh Valley
Sec. Alexander; Cong. Don Ritter [his district]

Mayor of Allentown Joseph Daddona [Da-doe-na]
"Joe" Daddona

Mayor of Bethlehem Kenneth Smith

State Rep "Charlie" Dent

~~Lehigh County Executive David Bausch (Baush)~~

Dis:

Ed Donley - Chair Lehigh Valley 2000

Co-Chair PA 2000

which kicked off in Oct 18, 91

Principal Mike Meisinger [Mie-inger]
District Faculty = staff

members of Lehigh Valley 2000 leadership

Miss Ann Snyder - valedictorian and ROTC member
for pledge of officers

4th graders recite Area goals

Lehigh Valley
2000
class

Lehigh acks.

Hilda Rivas [Ree-vas] writer; Sr. class president

15th - Lehigh Valley
Sec. Alexander; Cong. Don Ritter [his district]

Mayor of Allentown, Joseph DaDonna [da-doe-na]
"Joe" Daddona

Mayor of Bethlehem Kenneth Smith

State Rep "Charlie" Dent

~~Lehigh County Executive David Brusch~~

Dis:

Ed Donley - Chair Lehigh Valley 2000

Co-Chair PA 2000

which picked it in Oct 18, 91

Principal Mike Merlinger [Mike-mer-ger]
District Faculty = staff

members of Lehigh Valley 2000 & leadership

Miss Ann Snyder - valedictorian and ROTC member
for pledge of officers

4th graders recite: A 2000 goals

Local club friends

✓ guests who will attend speech:

~~parents & kids~~

✓ DEPUTY STAFF / PRESENTY

✓ LEARNER VARY 2000 LEARNERSHIP

✓ Pledger (kids)

✓ Ed Donley

✓ 2000 KICKOFF

✓ Sec. Alexander

✓ Fourth grade learners

✓ HHS

LEHIGH ACKS:

quest of
Cong. Ritter
(Thomas Welch)

Some random
Bishop will be there

10:20 am
15 April 92

ACKS: [Becky Anderson said:]

heads up
Becky no idea?

yes
* NO
NO

Cong. Don Ritter (his district)
Cong. Bill Goodling (Rank 6 Repub. on House Ed & labor com.)
Sen. Alan Spector

Cab. affairs:

yes

Sec. Lamar Alexander

- NO Bethlehem Steele
Jane

ack ✓ Pa 2000
kickoff Oct 18, 1991
- NO Moravian - no need to
ack ann or man

Jane Leonard:

YES
YES

✓ Ed Donley - Chrm. Lehigh Valley 2000; Co-Chair Pa 2000
Mike Meilinger (Meilinger) principal Drimff High School

? NO (Doug McKenzie) Gov. Robert P. (Bob) Casey (DOUBLE ✓ w/ IGA)

DAIS: RITTER
- CASEY
Meilinger
kids) goals one of which may intro FORMS

WTRD FORMS HUDA → NOT HILGA RIVAS [REEVIS]

NO DEAL

DEAL W/ MORAVIAN ANN
NO DEAL BETHELMEN SEELE ANN?
? Electric guy Bert Darcy

NOTE TO
ET on Moravian/
Bethlehem

Overall comments on speech

But Dickey's concerns → acknowledgments?

from a.m.

your interviews?

read out in 4:30 am. with dinner
to list of agents
names - suggest names in writing

Dept. K. Ed. → Scott Hamilton 401-3040

Mr. Quinn
per per
Wash. & R.
case track

Brinks Memos
Dept. of Ed.
2085366
401-3040

401-3078
Twards

List

145
back

TO DEAL WITH:

WEDS. 4M

▲ ACKNOWLEDGEMENTS

✓ MC

✓ CAB AFFAIRS

State officials: Tony McKenzie

? ▲ POTUS INTRO

? ▲ STUDENTS & GOALS

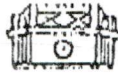
▲ JANE INFO ON VETO/POTUS CHANGES (Cargerton leads up)

215-770-878 F

215-770-8000 PL Allentown Signal ⁴⁸²¹ Bd.

① FACT ✓ POTUS FOR MINOR ADJUSTMENTS.

▲ ET AL. WATER PLANTS



1711

MORAVIAN COLLEGE

Fax 315-861-3919

x7610

Acknowledge/reference
remind Dan in the
am - [unclear]
JB

FACSIMILE TRANSMITTAL COVER SHEET

DATE 4/13/92

TIME 4:45 pm.

PLEASE DELIVER THE FOLLOWING PAGE (S) TO:

Charlie Horvath, Deputy Director, Office of Presidential
messages and correspondence.

FROM: Dr. Roger H. Martin, President, Moravian College

TOTAL NUMBER OF PAGES INCLUDING THIS COVER SHEET: 3

SPECIAL COMMENTS: THE DEPARTMENT OF EDUCATION requested something
on the Moravian - Northampton - Liberty H.S. program that was
a direct outgrowth of the Lehigh Valley - 2000 project for
possible inclusion in the President's speech this Tuesday. It
is important that our little project not detract from
the larger Lehigh Valley - 2000 initiative which
President Bush should be proud of. However it is a
good example of what can be done in a community like
Bethlehem.

Thanks for your help Charlie in trying to get the
President to our Commencement, we appreciate your help
deeply.

LEHIGH VALLEY BUSINESS EDUCATION PARTNERSHIP

The spirit of institutional cooperation and support, which is at the heart of the Lehigh Valley 2000 project, has led to the development of a mentoring program for "at risk" minority students involving collaboration between private and public institutions in Bethlehem, Pennsylvania.

Moravian College, which has a 250-year history* of community involvement and a commitment to teaching and teacher education, joined together with Northampton Community College and Liberty High School to organize a mentoring program to improve the retention rate of minority students and to open the possibility of college attendance to students for whom it may not presently be an option.

A pilot program, now in its third month, involves twelve Liberty High School students who meet each week with twelve students from Moravian College and Northampton Community College. [A request was made for the names of at least two students involved in this program. It was strongly felt, however, that because the program is only two months old, media coverage involving particular individuals would not be wise.]

The college students tutor the high school students, ten of whom are Hispanic-American and two African-American, and establish a close personal relationship. Field trips and visits to Moravian College and Northampton Community College are planned. The goal is to keep these capable but at-risk students in high school, to provide supportive academic help, and finally, to encourage the students to go on to post-secondary education.

*See page 2.

Page 2

*Please note that Drew Lewis, CEO of Union Pacific, and Walter Williams, CEO of Bethlehem Steel, extended an invitation to President Bush to speak at Moravian College's 250th Commencement in May. Although the President was unable to accept that invitation, we are delighted that he will be visiting the Lehigh Valley this week.

Thursday
Phone call
14 April 92

Can my
soon go
realy
thurs. → will transmit
bally glite language

Scott said looked @ speech thought it was great


Lamar read and is send a memo to us -

▲ (life-time saving credits)

→ doesn't think Lamar said anything about the credits still up in air →

from our journey ab but spend on Ann Jiro in a yr.

"good example of just what President wants" - talking nation around

Rae said speech  great

French this - this is a good yr great!

2pm call Rae w/ heads-up

To Jeannette

Date 4/15 Time 1150

WHILE YOU WERE OUT

M. Gina

of _____

Phone 7777
Area Code Number Extension

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	

RETURNED YOUR CALL

Message _____

Lifelong Learning
Line of Credit

Operator George



23-021 CARBONLESS

9. Flexibility -- Meet with teachers anywhere about this: "I can't think of a better example of the difference between what Washington thinks and what America thinks about this. I have yet to meet a teacher who does not think that she and her colleagues could not help children more if they had more flexibility in the way they spend the \$12 billion in more than 70 federal elementary and secondary programs. Yet Congress won't move. I think everybody against the idea of giving teachers more flexibility in the classroom must live in Washington, D.C."

10. Retraining Teachers -- Go to a Teachers or Principals Academy, lots of places: "One thing is certain -- if we are going to have new world-class standards, and different curriculum frameworks, and New American Schools, if we are going to expect so much more of our children we must be prepared for a period of massive retraining of teachers. That is why I have recommended that Congress provide funds to begin Governors Academies for teachers of math, science, English, history and geography in every state. That is why we have refocused \$2.1 billion of federal math and science education programs on teacher retraining."

11. Education and Job Training for working Americans and their Children -- Go to any community college, or to the national convention of community colleges in Phoenix on April 12 (or videoconference): "When I think of America in the year 2000, I think of a nation of students, Americans of all ages, throughout their lifetimes educating themselves in the best system of schools, colleges and universities in the world. This means we must give working men and women and their children a \$25,000 lifetime line of credit for education and job training, which may be paid back from earnings collected by the IRS. It means we should let the working mother, who can only take one class at a time while she is working and managing her family, be eligible for our federal grants and loans to continue her education."

12. The Armed Forces helping to create the best schools in the world -- The President should take Cheney and Alexander to a conference in Los Angeles, direct them to implement a plan for how the armed forces can work with Los Angeles and other school districts to create schools for kids that aren't making it in regular schools: "If we can put missiles down smokestacks, we can create the best schools in the world for our children. As we cut back on military spending, we should take some of this brain power, equipment and dollars to help our cities with some of their toughest educational problems."

LIFELONG LEARNING AND INCOME CONTINGENT LOAN REPAYMENT

- o **Congressman Petri's amendment would, first, make it possible for all working men and women and the unemployed to obtain Federal grant and loan assistance for the training and education they need, on a one course at a time basis, to get a new or better job.**
 - Provisions are included that make this PAYGO neutral.

- o **Further, the amendment would create a program providing a \$25,000 lifetime line of credit, which individuals could borrow against all through the working life, and repay as they can afford to.**
 - The Lifetime Line of Credit program would be run by the Student Loan Marketing Association (SLMA) under agreements made with the Secretary on maximum interest rates that could be charged and on repayment options.
 - For this program and the income-contingent loan program below, SLMA would be required to raise \$100 million in non-Federal capital. These are not Federal loans, so no Federal subsidy costs are involved.
 - Non-traditional (for the Higher Education Act) training providers -- such as employers and community-based organizations -- may be eligible to participate in this program, if the Secretaries of Education and Labor determine that adequate quality and accountability controls can be implemented and that the Federal funding will not supplant their current training spending.

- o **SLMA would also be required to offer Income Contingent Loans as a replacement for the current SLS program (for financially independent undergraduates and graduate and professional students) up to 50 schools.**
 - Repayment terms and school agreements would be subject to the Secretary's approval. These would not be Federal loans, so no Federal subsidy costs are involved.

- o **When the Secretary and SLMA determine that the Lifetime Line of Credit and Income Contingent Loan programs prove successful, they could be expanded.**

- o **The amendment also authorizes a feasibility study of integrating data from multiple Federal postsecondary training programs through the use of electronic card technology.**

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

January 17, 1992

JOB TRAINING 2000

**Creating Job Opportunities by
Improving the Federal Job Training System**

FACT SHEET

The President believes that to compete successfully in the global marketplace, America needs a dynamic, flexible and well-trained workforce. While the primary responsibility for job training must remain with the private sector, Federal, state and local governments can play an important supporting role.

Today, the President announced his Job Training 2000 initiative -- a comprehensive Federal job training system designed to meet the Nation's workforce needs into the 21st century. The initiative was developed by a joint working group of the Domestic Policy Council and the Council on Competitiveness, chaired by Secretary of Labor Lynn Martin. It will streamline the maze of Federal job training programs currently dispersed across numerous Federal agencies and create a "one-stop shopping center" to serve individuals and employers more effectively.

The President proposed a world-class job training system based on four basic principles:

- Simplifying and coordinating program services;
- Decentralizing decision-making and creating a flexible delivery structure for public programs that reflects local labor market conditions;
- Ensuring high standards of accountability and incentives for quality job training services; and
- Encouraging greater and more effective private sector involvement.

-more-

The Job Training 2000 initiative consists of four major elements:

- Reforming vocational training
- Facilitating the transition from school-to-work
- Facilitating the transition from welfare-to-work
- Promoting life-long learning

I. Reforming Vocational Training

The new unified job training system builds upon the existing Private Industry Council (PIC) structure. It would:

A. Transform the Employment Service offices into Skills Centers, which would:

- Serve as a "one-stop shopping" point of entry into a comprehensive job training and vocational education program; and
- Provide skills assessment and testing, referral services, labor market information, job placement assistance and counseling concerning post-secondary vocational education programs.

B. Expand the role of the PICs, subject them to performance standards, and provide them with incentive grants. The PICs would:

- Manage the Skills Centers -- either directly, or indirectly by contracting with local colleges or community-based organizations;
- Certify, in conjunction with State agencies, all local area vocational education and job training programs. This will help clean up abusive trade schools that devour Federal and State funds without providing any real training;
- Coordinate the local delivery of more than \$11 billion in vocational education services currently provided under: JTPA, Perkins post-secondary vocational training, Adult Education Act, Food Stamps employment and training, and

Employment Services, as well as Pell grants and Guaranteed Student Loans;

- Issue \$2 billion in training vouchers to eligible individuals for PIC-certified programs;
 - The voucher would cover up to, but not exceed, 90 percent of the cost of the training services provided.
 - At least 20 percent of the voucher would be withheld until the trainee has successfully completed the program, and has held a job in the field of training for at least 90 days.
- Permit contracting for direct services where there are insufficient training facilities (e.g., sparsely populated areas), and where existing training programs are unable to serve effectively the extremely disadvantaged.

II. Facilitating the Transition from School-to-Work

A. Establish voluntary skill standards.

The President's AMERICA 2000 education strategy calls for establishing voluntary standards for what employees should know and be able to do in different occupational areas.

- The Departments of Labor and Education, building upon the experience of the Department of Defense and other agencies, will work with the business, education, and labor communities to develop core proficiencies and standards as well as voluntary non-governmental "skill certificates" tied to the standards. The standards will help workers and employees make more intelligent decisions about training investments.
- The PICs will use these standards in evaluating federally-funded job training programs.

B. Enable schools to create youth apprenticeship programs.

- The Department of Labor will review the Fair Labor Standards Act to identify incentives and barriers that may promote or inhibit voluntary youth apprenticeship opportunities.

- The apprenticeship program would be offered to students beginning in the 11th or 12th grades.
 - Those students choosing apprenticeships would make formal agreements with the school, employer and parent or guardian for a structured combination of academic instruction, classroom training, paid on-the-job training, and mentoring.
 - Students would be held to high academic standards that would allow entry to a full academic program at any time.
 - Successful apprentices would receive a high school diploma or associate degree, a certificate attesting to their skill competencies and qualifications, and employment.
- PICs would certify that employers' training and work experience programs meet the requirements of the Fair Labor Standards Act. The PIC will monitor programs to ensure high academic and job skill standards.

III. Facilitating the Transition from Welfare-to-Work

The Administration will fund demonstrations of private sector welfare-to-work projects involving more than \$20 million in welfare benefits in the first year. States will be allowed to use private and non-profit firms to provide basic training and job placement for welfare recipients. The selection of participants would be based on rigorous guidelines to facilitate the targeting of welfare recipients.

The participating welfare recipient would receive anywhere from three to eight weeks of training in basic job/office skills, all at no cost to the trainee. During this time, recipients would continue receiving public assistance.

The worker would then be placed in a job on a four-month trial basis.

- The employer pays the firm an amount equal to the market wage for that position. In return, the firm pays FICA, workers' compensation, medical and fringe benefits, as well as the minimum wage to the employee.

- The value of the worker's public assistance would gradually decrease according to established guidelines.
- The firm would provide various support services and counseling, such as assistance in finding child care, on a regular basis.
- The employer may decide at any time to terminate the employment agreement.
- At the end of the trial period, the employer may choose to hire the worker outright. If so, the State would pay the firm some portion the State saves by having the individual off the welfare rolls and paying taxes. If the worker is not hired, the firm receives nothing.

These demonstration projects would allow states to use Federal funds to pay for programs similar to one that has been successful in some states.



IV. Promoting Life-long Learning

America must become a nation of students. The Administration proposes that each citizen eligible for Federal assistance for education or training have access to a simplified Lifetime Education and Training Account consisting of a combination of grants and loans. Citizens may use that account throughout life to continue their education and update their skills, in order to have a better life.

The President's FY 1993 budget proposals for Federal student aid programs will help make the Lifetime Education and Training Account a reality. Instead of "student aid," we will begin to think in terms of Lifetime Education and Training Accounts -- for continued personal training and development.

The President directed the Secretary of Education to explore the feasibility of providing a single card -- similar to a bank card -- to facilitate access to Guaranteed Student Loans (GSLs) and other Federal training aid programs. This voluntary passport to continuing education and training could greatly expedite processing of grants and loans, help coordinate benefits across programs, and improve quality control.

#



TO: Dan McGroarty
by fax

DATE: 4/14

FROM: JIM PINKERTON 456-6218

1 pg. to follow

Hidebound Schools, f. ed. Gutless Senators

On the campaign trail, every candidate in the Republican and Democratic primaries pledges his efforts on behalf of the children. Education is the totem to which they all bow. It is no different on Capitol Hill. But there, choices are made that affect the opportunities those children will have—and too often, the choices are tragically wrong.

Last month, the U.S. Senate faced a choice of how to spend a bit more than half a billion dollars to improve the quality of the nation's schools. It is a small sum, given the \$250 billion size of the annual school bill, but it is all that can be afforded in a time of runaway deficits. The debate was not about dollars but about principles: how to leverage change, how to induce innovation in one of the largest and most hidebound organizations in the country, the public school system.

The Bush administration proposal was simple and striking: Finance a nationwide network of "break-the-mold" schools, one in each congressional district. Invite today's educators as well as talented people outside the professional education bureaucracy to submit proposals for radical redesign of the school building, curriculum, calendar and teaching methods. And let the winners of that competition test their approaches where parents and students could easily judge the results.

That idea was too much for the Senate to cope with. Sen. Edward M. Kennedy (D-Mass.), the Democrats' floor leader on the measure, worried that there would be press releases from the Bush administration about the winning communities and projects, that Republican governors might steer the grants to communities where they have "a hot race" against a Democratic congressman. "It lends itself to that," he said ominously, as if no senator had ever earmarked funds for projects in politically important areas.

Sen. Ernest F. Hollings (D-S.C.) filled pages of the Congressional Record with nearly identical letters from county school superintendents, remonstrating against the threat newly chartered schools would pose to the old order.

The Democrats have the votes, of course, so rather than push the administration plan to inevitable defeat, Secretary of Education Lamar Alexander negotiated with Kennedy's staff for the best deal he could get.

It was an agreement that one-quarter of the money could be used by states to finance innovative schools. But the catch was that instead of the ideas being put forward by fresh minds, the request would have to come from

the state's chief school officer, and the project, if approved, would have to operate under his direction.

To understand the implications of that decision—which was lauded by the education lobby—you need look no further than the city in which the Senate sits, Washington, D.C.

As Kennedy's chief staff assistant told me in an interview, "Under Alexander's plan, the District of Columbia would have gotten \$1 million for one 'break-the-mold' school, run by whomever Alexander decided. Under our plan, the District superintendent and school board will receive their share of funds and they will decide how they are to be used."

And there's the rub. The District school bureaucracy is an administrative horror show, which, as my Washington Post colleague Sari Horwitz reported last week, chronically turns in dismal student achievement scores and seems incapable of reporting with any certainty how much it is spending, how many employees it has or how many students it is ostensibly educating.

The District's school budget is \$519 million. It is seeking a \$40 million increase. But Mayor Sharon Pratt Kelly is balking because, she says, she does not want to throw "good money after bad."

Her distrust is well-founded. The American Association of School Administrators last October called the District school bureaucracy "unstable and mismanaged." District schools, the report said, are "well-funded" but are lagging because of an "inefficient use of dollars." The Senate decision to give "innovation money" to the same people who have been running the District's schools is a futile gesture.

Offering that money to innovators inside the system—or to outsiders ready to challenge the status quo—might have worked no better; there are no guarantees for such experiments. But there's at least a chance that the \$1 million might have created a model that excited and motivated and educated a few hundred District youngsters. And that, in turn, might—as Alexander believes—have unleashed a demand among District residents for similar changes in the other schools and even for the overhaul or scrapping of the bureaucracy that cannot manage itself or perform its vital task.

Kennedy and the Senate Democrats, heeding the education bureaucrats like Hollings's letter-writers, have decreed that only the most timid experiments, those the bureaucracy finds least threatening, will be attempted.

The children of the District—and the nation—need more than that.

6 at least the

First, if we're serious about reaching our goals, we must set World Class Standards in five core subjects -- and establish a series of voluntary American Achievement Tests to measure our children's progress.

Second, we've got to grant states and local school districts relief from the rigid formula-grant approach that forces a one-size-fits-all solution on our schools: allowing teachers and principals flexibility -- freedom to apply federal resources to fit local circumstances.

Right now, federal rules force schools to stick with outdated tests -- rather than go with new ones and risk the loss of millions of dollars in federal funds. In other cases, federal restrictions result in sprinkling remedial instruction in equal but ineffective amounts across large numbers of children -- instead of focusing enough time and energy to make a real difference for kids who need it most.

Has anyone asked the teachers here today: does that make sense? How can we ask you to teach -- and then tie your hands?

Third, we've got to launch a wide-open experiment to create New American Schools -- at least one in every Congressional District across the country. Lehigh Valley is hard at work on its plan to make this community home to its own New American School.

These break-the-mold schools won't conform to any one blueprint. Some may make a quantum leap forward into tomorrow's technologies. Others may seek to reach the future by restoring

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CROUSE/GROSSMAN
Wednesday, April 15, 1992
1:15pm
[ED-RADIO.005]

PRESIDENTIAL REMARKS: RADIO ADDRESS ON
EDUCATION FOR
SATURDAY, APRIL 18, 1992

Each year thousands of America's school children come to see their nation's capital in the Spring when the cherry blossoms transform Washington -- already one of the world's most beautiful cities. When I see their faces peering at the White House through the school bus windows, I am awed, anew, by our responsibilities toward these young people -- the next generation of Americans.

Over the past three years, I have repeatedly emphasized the importance of specific education goals for my Presidency and I am proud of the progress we have made in forging programs to revitalize our school system. We have given Secretary of Education, Lamar Alexander, a mandate to ensure that by the year 2000:

- Our children will start school ready to learn.
- Our national high school graduation rate will increase to at least 90%.
- Our students will be competent in five core subjects -- based on world-class standards.
- Our children will be first in the world in science and math.
- Our adults will be literate and able to compete in the work force.
- Our schools will be drug-free, safe and disciplined.

To achieve these educational goals, we must have a brave, innovative blueprint -- an action plan that gives our nation's teachers and principals the flexibility they need to create a sound educational environment in the classroom. We cannot continue to tie the hands of our teachers when it comes to shaping the classroom experience and then blame them when the students can't learn. This plan -- which I call, America 2000 -- will produce a new generation of American schools with world-class standards of performance.

The principle of parental choice of schools is the linchpin of America 2000. And, this principle is the primary difference between my approach to educational reform and the Democratic approach. The Democrats stand for the status quo and the Bush Quayle team is committed to change. Competition is the force that constantly re-charges our economy; just so, competition can renew and revitalize public education. Parental choice offers new hope for American parents who want their children to get the best possible preparation for success and it offers new hope for our nation's economic future.

Our plan is designed to give our nation's children a double-edged competitive advantage -- quality education and strong character. The next century will offer wonderful opportunities for the fully prepared, but few jobs for the poorly educated. And, if the next century is to be another American century, we must arm our children with excellence both in learning and in the moral principles and ethical values that give word and deed,

integrity and meaning. We must remind them that America excels, because we value education; and America is great, because America is good. Let no one mistake our determination to provide America's students with the education, values and job opportunities they must have for economic advancement and for America's world-leadership.

Our goals of America 2000 are practical; they give us a reliable plan for the future. We have a forward-moving, dynamic program that will be a powerful force for change. Forty-three states have endorsed these goals and thousands of American communities are mobilizing to help ensure the implementation of America 2000.

As we work toward these goals, we will secure three important legacies for our children's and the nation's future: peace -- in our schools, on our streets and around the world, jobs -- both for today's workers and for tomorrow's graduates, and families -- to sustain us as individuals, to nurture and encourage our children, and to preserve our nation's character and culture.

Thank you for your role in assuring the success of the educational reform goals of America 2000. As we enter this new Century, we know that the values and character of the United States of America will help shape the world. May God guide and direct our reforms, preserve these legacies and bless the United States of America.

####

LEHIGH SPEECH: REPLACEMENT FOR THE SECOND PARAGRAPH ON PAGE 6

Buro said no this way with this! This is more accurate than what we have may find a better way say
Second, we've got to grant states and local school districts relief from Federal laws or regulations that limit their ability to improve our students' educational achievement and are not necessary to achieve national goals: give teachers and principals flexibility -- freedom to meet the goals of federal programs with locally tailored project designs. *do nothing*

The Fed. programs for to meet goals of fed. prog. w/o imposing a host of regulations
Right now, schools receiving federal funds from several programs must comply with a host of rules under each one. Taken together, complying with all these rules can make it harder, not easier, to raise student performance and meet program goals. We need to change the focus of federal programs from process to results. Until we succeed at the national level, we need to let teachers and principals do their best to make this shift at the local level.

Could anyone here disagree with that? How can we ask teachers to teach and then tie their hands?

(Such as relief from fed. laws etc.) not rigid grant administration formula

Note: a change like this is needed because of errors in the speech draft:

- o Formula grants, presumably here meaning mostly Chapter 1, do not impose "one size fits all solutions." They only move money in certain ways; they do not dictate, for example, teaching methods. One large program that has tougher process (but not educational content) requirements is Education of the Handicapped. The President has not proposed any changes to these so-called "procedural safeguards" of that Act. *Buro said these points are ✓*
- o Federal law does not specify any particular test (outmoded or modern), only that the test be "standardized" so that results are comparable across jurisdictions. Further, it lets states propose their own self-developed tests as long as the tests meet generic technical standards.
- o Federal law does not require "sprinkling" of remedial education. It encourages just the opposite by stressing service to those with greatest need, but many States choose to scatter funds widely to satisfy a political need to show more kids being served.

4/14/92: Rae Nelson suggests Scully graf w/ phrase at end of my graf, p. 6

Scully 5778

small measure but make a difference

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USING THE QUALITY PROCESS TO ACHIEVE

QUALITY EDUCATION IN THE LEHIGH VALLEY

A compilation
of Morning Call Reports
by Susan Snyder

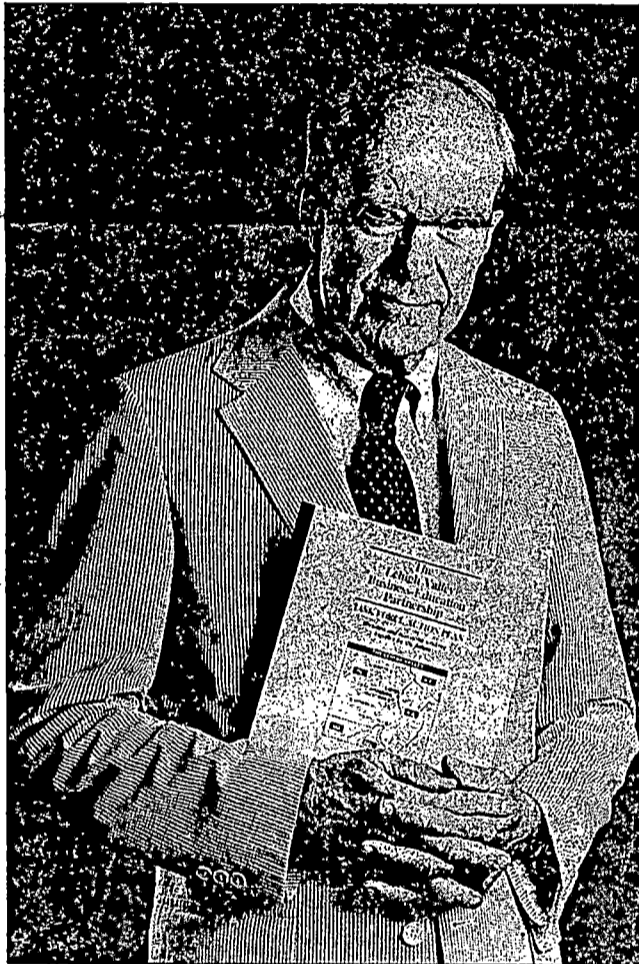
In April, President George Bush called for a strategic overhaul of the nation's education system by the year 2000.

A similar call had already been echoing in an eastern Pennsylvania region comprising three cities. Education, community leaders and business professionals had begun a drive to improve schools in the Allentown-Bethlehem-Easton area almost two years earlier, forming the Lehigh Valley Business-Education Partnership. Communities in this major metropolitan area — home to Air Products and Chemicals, Bethlehem Steel, Binney & Smith, Mack Trucks and Union Pacific — lie about 50 minutes north of Philadelphia and 90 minutes southwest of New York City.

The partnership of business, basic education and higher education was born out of the education committee of a group formed in 1985 — the Lehigh Valley Partnership. The committee of business leaders was led by Richard Gurin, who has spent his professional life in both the education and business community. He is president of Binney & Smith, which produces school supplies.

The committee looked for someone to take charge of a partnership. Attention drew to Ed Donley, retired president and chairman of Air Products and Chemicals.

Donley embraced the job and has since assumed the chairmanship of two other groups with similar objectives: the Center for Workforce Preparation and Quality Education in Washington D.C. and a committee charged with setting up a statewide coalition of business-education partnerships. Pennsylvania Gov. Robert Casey asked Donley to oversee the state group.



Gurin cited four reasons for wanting a local partnership: He watched the demands on education grow. He noticed the quality of graduates declining. He saw technology advance at a quicker pace than schools could keep. And he felt the pinch of overseas competition on American business.

"I did some reading on how Japan seems to be able to beat us to the punch even on technology that we may have invented," Gurin said. "It seemed to me that we were winning World War III and I couldn't understand how they could do that. So I looked at their test scores versus our test scores and their classrooms versus ours."

He concluded that the global battle begins in the classroom, and America must better arm its youngest troops.

Framers of the partnership set out to involve a spectrum of players. Letters went to the heads of the largest corporations in Lehigh and Northampton counties, school superintendents, heads of the chambers of commerce in Allentown, Bethlehem and Easton, teacher union representatives and college and university presidents.

All accepted the invitation. The partnership was formed.

Its charge, to figure out what Lehigh Valley schools have, what they need, what it will take to get them there and then work to make it happen.

Last June, the partnership released a 66-page task force action plan and reports from committees. The reports — the subject of this special section — advocates more than 200 changes in area schools. Since its release, educators and business leaders have formed committees, which are beginning to work on making the changes happen.

"It can't be done by the education community alone," Donley said. "It needs to be done in partnership."

Photo by TOM VOLK / The Morning Call
Ed Donley is chairman of the Lehigh Valley Business-Education Partnership.

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QUALITY EDUCATION

THE MORNING CALL

Allentown, Pennsylvania

A Times Mirror Newspaper

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FROM THE PUBLISHER

Dear Reader:

The Morning Call is proud to produce this reprint of articles from our news pages. We hope that the ideas contained here will promote better understanding of the state of basic education in the Lehigh Valley as well as throughout the United States. Hundreds of volunteers devoted thousands of hours to explore our local educational needs and potential solutions.

Sincerely,

Gary K. Shorts

Reports from study panels.

The Lehigh Valley Business-Education Partnership task force report includes recommendations from the following committees:

► **Learning environment** — Stresses staff development, elimination of tracking through eighth grade (tracking groups students with their academic peers), heavy parental involvement.

► **Teaching environment** — Stresses in-service training, interaction with colleges, encouraging minority and women candidates for administrative positions.

► **State regulations** — Stresses purging outdated state laws, revamping tax system to alleviate burden on property owners, equity in school funding.

► **Basic/higher education cooperation** — Stresses college faculty being used as guest speakers in school districts, school faculty having access to college resource centers for professional development.

► **Special committee on restructuring and choice** — Stresses increasing length of school year, limiting types of parental choice systems, studying the choice issue further.

► **At risk** — Stresses free health-care screenings, establishing a bank of employee volunteers to tutor students, developing a drug-education curriculum for kindergarten through 12th grade.

► **Education for employment** — Stresses making sure curriculum matches workplace needs, asking employers to encourage employees to get involved in education.

► **Curriculum** — Stresses thinking and communication skills, computer instruction, current events as regular discussion topics, the practical application of math skills to daily life.

Established in 1989 as part of The Lehigh Valley Partnership, the Lehigh Valley Business-Education Partnership brought together leaders in business and education. The governing board is composed of CEOs, school superintendents, and four-year college, community college, vocational-technical school and union representatives.

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QUALITY EDUCATION

THE MORNING CALL, SEPTEMBER, 1991 3

Part 1

Overview

A report unveiled June 10 by Lehigh Valley educators and business leaders recommends more than 200 changes for improving schools, hitting just about every area from A to Z.

Although many of the ideas have been and are being debated in various arenas, members of the Lehigh Valley Business-Education Partnership say their report offers a comprehensive plan for improvement and a road to get there.

They hope to establish committees to work on implementing the changes this summer and to begin the next round of work shortly after.

The task force action plan, in the making for 18 months, encourages a greater meshing of business and education, strong parental involvement, sweeping state reforms, greater focus on human services in schools, school staff development and other changes.

The plan — the first of its kind, at least in Pennsylvania — represents ideas from more than 350 students, parents, teachers, administrators, college representatives and business and community leaders from Lehigh and Northampton counties.

Task force leaders said they hope the Lehigh Valley can be designated an America 2000 Community as outlined in President George Bush's recently released education plan and thus be eligible for a \$1 million grant. They said their plan coincides with Bush's plan in every area but one — giving parents greater freedom to choose the school their children will attend.

A special committee of the task force researched the issue of choice, took no

stand but determined that it needs greater study.

Members identified the following 18 recommendations as the first to be implemented:

- ▶ Getting the state to change the mandatory school age to 18, up from 16.
- ▶ Providing professional development training for administrators.
- ▶ Purging state laws to eliminate outdated regulations that hinder schools.
- ▶ Targeting low income/high risk children for school-based, pre-school programs.
- ▶ Suggesting that businesses encourage their employees to get involved in education, such as serving on school boards.
- ▶ Encouraging businesses to sponsor workshops on parenting skills and education topics.
- ▶ Providing health-care screenings for special needs students.
- ▶ Developing a job analysis to ensure that Lehigh Valley school curriculums match the needs of the workplace.
- ▶ Emphasizing teamwork between businesses, school administrators, teachers, students and parents.
- ▶ Involving teachers in planning in-service programs.
- ▶ Teaching thinking and communication skills in every subject.
- ▶ Developing a common definition for at-risk students and dropouts, regardless of the district.
- ▶ Rewarding excellence and outstanding achievement, including the recognition of vocational technical schools.
- ▶ Initiating drug education curriculum from kindergarten to 12th grade.
- ▶ Making sure all students can read,

write and compute when they graduate. ▶ Integrating computers, calculators and other technology into science and math instruction.

▶ Making sure all schools have access to the best resources wherever they exist in the educational system.

Other key recommendations include:

▶ The elimination of "tracking," a long-standing system that groups students with their academic peers. The report suggests that tracking seals the educational fate of students at an early age, sending some on to college and higher paying jobs.

▶ Delaying vocational technical education until 11th or 12th grade to ensure that students are competent in academic areas.

Task force members said the initial 18 recommendations were chosen based on importance and best chance of success. They anticipate that early successes will keep the plan rolling.

As committees finish the initial 18 recommendations, they will be handed another set of goals, task force members said.

"Our work isn't finished," said Ed Donley, partnership chairman and former president and chairman of Air Products and Chemicals Inc. "Our work is just starting."

State education leaders reacted positively to the initial recommendations of the task force and praised the task force concept.

"They really are targeting exactly what the community needs," said George Badner, spokesman for the Pennsylvania

Education Association. "It's a lot easier to get there if you can see where you are going, and I think that this is what the plan allows."

Thomas Gentzel, spokesman for the Pennsylvania School Boards Association, said the report seems to be in line with an emerging trend in education to focus on the outcome of public education: What kind of students are schools producing and how can they be made better.

Teachers in the Bethlehem Area School District, however, decided that they will snub any activities relating to the Business-Education Partnership, including the task force report.

Robert Frey, president of the teachers union, said teachers took the action because of stagnant contract negotiations and recent negative statements toward teachers by the Bethlehem Area Chamber of Commerce.

"The chamber is made up of businesses and the business-education partnership report has business in it, so I guess it all goes together," Frey said.

Elmer Gates, vice chairman of the Fuller Co. and member of the steering committee, said the support has been strong from other educational groups around the Lehigh Valley.

"The (Bethlehem Education Association) is an exception," he said.

Donley said he doubts it will take much money to meet the goals of the task force report, rather a reorganizing of priorities and more community effort.

Besides the special committee on choice, there were seven other committees: learning environment, teaching environment, state regulations, curriculum, at-risk youth, education for employment and basic/higher education.

Part 2

The learning environment

In some educational circles, they've been criticizing it for a decade.

In others, the movement against grouping students in elementary and junior high schools solely on their academic abilities is beginning to emerge.

And by the year 2000, a group of business and education leaders wants homogeneous grouping — what's known as "tracking" — stopped in elementary and middle schools across the Lehigh Valley.

"Ability grouping and tracking has not worked. It has, rather, established a two-tiered educational system of quality education for a few and inferior education for many . . .

"When an 18-year-old decides that he wants to be an auto mechanic or a physi-

cian or a secretary, that decision should be his alone, and not the decision of his first-grade teacher."

The above statements come from one of eight reports in the Lehigh Valley Business-Education Partnership task force action plan.

This report is on the Learning Environment came from a committee co-chaired by East Penn School District Superintendent William Leary and Donald Shire of Air Products and Chemicals.

Leary said some who viewed his committee's recommendation on tracking, warned that there would be opposition from some teachers and parents. He has seen some of that opposition first-hand.

The East Penn district, in the 1990-91

school year, tried a pilot program in 7th-grade science and social studies classes in which students of different ability levels were mixed.

A group of parents petitioned the School Board in May asking that the practice not be continued into eighth-grade, Leary said. The parents were concerned the grouping would hinder the education of the brighter students. The School Board voted not to proceed with the program until results on the 7th-grade pilot project are available, Leary said.

"There is not a shred of evidence that I have ever seen that ordinary kids hold back bright kids," Leary said.

Eliminating tracking will give all students a chance for the kind of education that the honors and gifted students are

receiving, Leary said. The committee did not examine how widespread tracking is in Lehigh and Northampton counties' schools, he added.

But from working in the area, he said he knows it is used in some schools, including East Penn.

The task force committee suggests that grouping students within a class for reading and math is acceptable, as long as there is frequent reassessing and mixing in other areas. It also says that teaching strategies for the gifted should be used on all students.

"Do you know that teachers wait on an average of 4 to 6 seconds for an answer when they ask a bright kid a question," Leary said, citing committee re-

Please See PART 2 Page 4 ▶

QUALITY EDUCATION

PART 2

► Continued From Page 3.

search. "If it's a child in a slow class, they wait no more than 1 to 2 seconds. That's the opposite of what should be the case."

Students in lower tracks traditionally get one-half or two-thirds the content of those in higher levels, he added.

Some of the criticisms expressed by the committee appeared in a recent article by the national Education Writers Association magazine. The first substantive objections to homogeneous grouping surfaced a decade ago, the report said.

Tracking was a key method in the industrial society "where life exists on a normal curve" and a certain percentage of students are expected to do worse than others, the article said, quoting Thomas Erb of the University of Kansas.

"The 80 percent of the schools which use tracking haven't gotten the message yet that we are in a new age," the article said, paraphrasing Erb.

In its 1991-92 and 1992-93 plan for education, the Pennsylvania Department of Education recommends that tracking be reconsidered by school districts.

The Pennsylvania State Education Association goes a step further. It objects to tracking. Says spokesman George Hadner, "The student should not be pigeonholed, if you will, and just categorized and classified and never to leave that classification."

Allentown School District middle schools are re-evaluating their longstanding tracking system. South Mountain Middle School is scrapping tracking beginning this school year, said Principal Bruce Hutchison. Instead the school will divide each grade of students into two "families" that will be taught by a team of teachers, he said.

Each family will feature a mix of abilities, races, behavior patterns and self-esteem and motivational levels, he said. The move follows charges that racial ten-

sion exists at the school and concessions from educators that tracking unintentionally separates students by race.

"We're not making a radical change overnight," Hutchison said. "We have spent a great deal of time looking at the tracking system as we've known it."

Also in the learning environment report, the committee recommended that students not be allowed to take vocational technical school courses until 11th or 12th grade so that they are first made academically competent.

Joseph Rothdeutsch, director of the Lehigh County Vocational Technical School, said he opposes that recommendation. The vo-tech school takes students as young as 10th grade into its regular programs.

Rothdeutsch said delaying vocational education might increase the dropout rate because some students will be denied access to programs that could interest them and keep them in school.

"If you delay their opportunity, they

may never reach 11th grade," he said.

Other recommendations of the learning environment report include:

► Creation of a valleywide consortium, or "think tank," to share information and encourage staff development.

► Raising the mandatory school-attendance age to 18, from 16.

► Instituting an "adopt a student" program in which each student would be assigned a staff member who would give special attention to his or her progress.

► Developing programs to control absenteeism and limit the number of absences allowed for sports programs and other special school activities.

► Involving human services organizations in schools to meet children's needs.

► Encouraging businesses and chambers of commerce to offer parental education courses, featuring topics such as understanding children's behavior and misbehavior, how to listen to your child and building your child's feelings of confidence and self-worth.

Part 3

The teaching environment

Go into any Lehigh Valley school, and you won't find classrooms behind steel bars or administrators with whips lingering in doorways.

Still, sometimes teachers feel trapped, one Lehigh Valley educator says.

"The way scheduling takes place in school districts, you're trapped in your classroom, and it's not because of the will of the administration or anything else," said William Kirkendall, a Salisbury High School chemistry teacher.

Teachers are unable to see what's happening in other classrooms, and because of scheduling there's little time for meaningful exchange of teaching methods during the regular school day, he said.

So, in one of eight reports released by the Lehigh Valley Business-Education Partnership, Kirkendall and other Lehigh Valley business leaders and educators stress the importance of offering seminars and training for teachers and administrators.

The report — produced by a committee co-chaired by Richard Cahn, Allentown School District superintendent, and John Jordan Jr., Bethlehem Steel Corp. senior vice president — says the school year should be lengthened so there is adequate time for professional development.

Further, the report calls for a more cohesive partnership between area colleges and school districts to develop more effective undergraduate programs for future teachers and better in-service programs for current teachers.

Whenever possible, teachers should have a say on the type of training programs to be offered, the report says.

For administrators, it recommends more intense training, including an in-service program with similar managers from business, industry and higher education. It also supports the development of a mentorship program for new administrators.

"We're concerned because there are so many changes in education today, and it's important that all teachers and administrators keep up with research," said Fern Mann, president of the Allentown Education Association and a member of the Teaching Environment Committee.

She cited research on crack-cocaine babies and fetal alcohol syndrome and changes in special education regulations as examples.

"We've come a long way from the times when you could teach through intuition," Mann said. "There's a lot to be learned."

Administration's composition also must be changed to reflect society's growing number of minorities and women in education, the report says. Women and minorities should be "identified, recruited and helped with their training for administrative positions," it says.

"We just thought that there are very few women in administrative positions

today," said Dr. Elaine Clark, a member of the Teaching Environment Committee and an administrator at Carbon Lehigh Intermediate Unit 21.

"And more women are pursuing higher education and more sophisticated degrees in administration."

Cahn said it's important for all children to have role models with whom they can identify.

Allentown School District, the third largest school system in the state, has 11 women and five minorities on an administrative staff of about 70, Cahn said. That's about 23 percent.

But top administration does not reflect that mix.

"When I go to School Board meetings, I see our administration is basically white male," Mann said. "I feel left out, and I expect the same goes for minorities. It's comforting to know that there is someone in a power group that understands you and sees the role from your perspective."

Part 4

State regulations

Causing any kind of comprehensive change in Lehigh Valley schools will mean toppling some big dominos in Harrisburg.

And a group of area business leaders and educators considered that when they set up a task force on education reform 18 months ago.

Within the task force, a committee was established to study state regulations. That topic loomed so large that a subcommittee was spun off to tackle state education funding.

In its report — one of eight included in the Lehigh Valley Business-Education Partnership's task force action plan — the state regulations committee offered a long slate of suggestions. If fulfilled, the changes could affect schools across Pennsylvania.

Some of the recommendations are:

► Revamping, updating and streamlining state education regulations. Some laws on the books are hindering districts rather than improving education. This suggestion is one of the 18 recommenda-

tions chosen by task force leaders as the first priority.

► Extending the length of the school year from its current 180 days and asking the General Assembly to provide funds for the longer stay.

► Establishing financial penalties for both school boards and teachers when strikes occur.

► Mandating that the state release funds for school districts on schedule, even if it means raising taxes.

► Making the state funding formula fairer, so that poorer districts get the same opportunities as the richer ones. A group of school districts is suing the state, charging that the funding system is inequitable.

Task force leaders hope to begin work on implementing the plan in the coming months.

The State Regulations committee was chaired by Michael Greene, superintendent.

PART 4

► Continued From Page 4

dent of the Southern Lehigh School District, and John Howell, of First Valley Bank.

Some of the ideas suggested by the committee have been or are being debated statewide. There has been proposed legislation on some of the items.

The State Board of Education, for example, is working on updating its curriculum, vocational education and student testing requirements, and plans to review its teacher certification requirements, said Robert Feir, the board's executive director.

"I think you will see some significant change in those over the course of the next six to 12 months," Feir said.

The partnership committee report said some laws are nebulous: the law that requires a minimum of 180 days of school, for one. One section of the law reads: "And no time shall be counted as a pupil session for any activity to which admission is charged." Committee members questioned in the report whether this provision prevents trips to the zoo or a museum from being considered a school day.

The committee report also says that more than 180 days of school are needed. Greene said the extra time would give

schools the opportunity to become competitive in a global market.

State Sen. Jeannette Reilman, D-18th, has sponsored legislation which would extend the school year to 220 days. Another proposal has called for adding one hour to each school day and allowing districts individually to decide how they'll meet that requirement.

Some question how the financially troubled state and the school districts could afford to pay for the extra education time during a recession.

"There seems to be some consensus that before we simply expand the amount of time that we take a more careful look at how we spend the time that we have," Feir said.

Greene said money would become available if the state changed some of its outdated regulations.

On the issue of teacher strikes, the committee report points out that Pennsylvania has more strikes than any other state and that strikes hinder education. The report suggests that teachers and boards of education be financially penalized for strikes.

"There should be an equal penalty that deals with both the board (of education) and teachers," Greene said.

School boards would lose money from their state subsidies, and teachers would

lose it from their pockets under the suggested provision.

The recommendation met with mixed reaction from educators and business professionals.

D. Phillip Markley, a Southern Lehigh School District 5th-grade teacher and a member of the state regulations committee, said he supports the recommendation. The 18-year teaching veteran said he had to strike only one day in his career and found the experience "embarrassing" and "regretful."

"It's not popular with the teachers' union to say I'm against strikes, but I really don't think they've been productive so far," he said. He added that educators provide a vital service and likened teacher strikes to nurses suddenly turning off life-support machines.

However, Jerold Dougherty, president of the East Penn Education Association and of the Lehigh County Education Association, said he would not endorse the recommendation on financial penalties. Dougherty was a key player in the formation of the partnership report, but did not serve on the state regulations committee.

"We're satisfied with Act 195 as it is right now," he said, adding that he hasn't seen any favorable proposals to change it.

Fern Mann, president of the Allentown Education Association, said she would go

along with the state regulations committee recommendation.

"Any law that would discourage teacher strikes, I feel would therefore encourage negotiations," she said, "and I would be very supportive of it."

Now, school boards are penalized financially only if the school year is shortened to fewer than 180 days by a strike, Mann said. The state regulations committee provision would kick in a penalty sooner. Teachers tend to lose money during strikes, so it's only fair if the loss is on both sides, she said.

The Pennsylvania Department of Education has proposed mandating a 48-hour notification period for strikes to bar the abruptness some teachers unions have used in recent years with the advent of selective strikes. In selective strikes, teachers strike sporadically, walking out in different buildings, on different days, at different hours.

The state regulations report also says that the state should deliver payments to school districts on time, even if it means raising taxes. Districts have complained repeatedly that the state has been late with payments. The report also suggests that the tax structure should be shifted from property to income.

Part 5

Basic/higher education cooperation

The Japanese government is spending a quarter of a trillion dollars this decade to link schools, businesses and governmental agencies via television.

And it's time that the United States — and more specifically the Lehigh Valley — catches up, said Galen Godbey, director of the Lehigh Valley Association of Independent Colleges.

"We in the United States can no longer continue to ignore that kind of competitive threat," he said.

Godbey was a member of a Lehigh Valley Business-Education Partnership task force committee that is recommending schools establish interactive audio and video stations.

"It would permit wealthier districts to share courses with poorer districts," said Godbey, a member of the committee on basic/higher education cooperation. "Universities would be able to share their classes with schools. And it would permit business and industries to use staff to do presentations for students in K-12 or post-secondary schools.

"They wouldn't have to interrupt their daily schedule (to travel)," he points out.

He explained that the interactive hook-up would permit visual and audio communication from their own buildings.

The basic/higher education cooperation task force, which was chaired by Cedar Crest College President Dorothy Gulbenkian Blaney and Sheldon P. Siegel, president of WLVT-TV Channel 39, also is calling for better communication and cooperation between area colleges and the elementary and secondary school system.

It is one of eight task force committees that helped to develop the partnership's task force action plan. Partnership leaders plan to begin implementing the report in the coming months.

Godbey said the Lehigh Valley recently was turned down for a federal grant that would have allowed 30 area school districts, 10 colleges and eventually businesses to link up via the television. But he says encouragingly that the price for equipment to set up video conference

stations is dropping.

Today, it costs about \$60,000 to set up one station; as recently as three months ago, it was more than \$80,000, he said.

The report also says that many positive cooperative programs are going on between colleges and school districts, but they're being done sporadically. There's a need for a clearinghouse of information about cooperative programs, the report says, suggesting that the Lehigh Valley Educational Cooperative might be the group to do the job.

"We simply cannot afford to ignore each other's assets and problems any longer," the report states.

Parkland School District elementary teacher Margo Borinsky underlines that observation. She took her class for a day of educational fun at a colonial crafts program put on by gifted students in the Bethlehem Area School District.

But she said her students may not have had the opportunity if she hadn't been a member of the business-education partnership task force committee on ba-

sic/higher education cooperation.

She learned about the program through the committee.

"There are an awful lot of positive things being done in the community, but no coordinating body that knows how to put together what's being done in the various school districts," Borinsky said.

The report also encourages more team teaching between college faculty and basic education teachers. College faculty should be used as guest lecturers in school, the report recommends.

Teachers also should be given access to equipment at colleges, and elementary and secondary schools should be offered opportunities to interact with foreign faculty and foreign students.

College students also should be encouraged to serve as tutors for high school and elementary students, the report recommends. More than 500 college students in the area indicated at a recent meeting they are involved in such arrangements, the report states. That program should be expanded and coordinated, the report states.

Part 6

Choice of schools

Allentown resident Gail Phillips lives 2 1/2 blocks from Jackson Elementary School and 10 blocks from Union Terrace Elementary.

She wants to send her two children to

Jackson.

But the choice is not her's to make.

The Allentown School District makes that choice, sending students to schools based on where they fall within a bound-

ary system.

"I think parents should be able to choose whatever school they see fit for their child," said Phillips, who recently took her case to the school board.

Some would agree with her, and some would not.

But two things are for sure: A lot of

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QUALITY EDUCATION

PART 6

Continued From Page 5

people are talking about choice nationwide and they have a lot of ideas how such a system should work.

Those who advocate choice say it would break up a monopoly in public education and force schools to get better through competition. Some advocates say parents should have their pick of any school within their home district. Others broaden the scope to any public school in the area. And others open even wider and say parents should have their pick of any public or private school and receive tax dollars to pay for going there.

But others say choice will harm public education, not help it. Precious tax dollars would be inappropriately diverted to private schools; transportation systems would be snarled; and some schools with image problems would be shunned, they say.

And then there's those in between, like the Lehigh Valley Business-Education Partnership which offered no firm position on choice in a task force action plan.

"It is a very, very volatile issue," said Robert Kopecek, president of the Northampton Community College and a member of the partnership task force on choice and restructuring. "It causes people to get really polarized, and I don't think it's worth it."

The task force committee on choice included public and private school administrators, a teacher, the executive director of the Iacocca Institute, business leaders — but no parents, which one member pointed out as a deficiency.

The committee recommended that choice be studied more and that limited choice programs be tried within a district.

Members on the committee interviewed differed greatly in their views.

"Choice would wreak havoc," said Bill

Northstein, an art teacher at Sheckler Elementary School in the Catasauqua School district. "Schools without a good reputation — no one would be going there. There would be empty buildings."

He also questioned whether parents know enough about schools to make a choice. And he questioned how transportation would be handled and if elitist schools would be created because of choice.

"Let's do choice? That's like saying let's pick up the town of Catasauqua and move it eight miles north," he said.

Other committee members panned the argument that public schools would suffer.

"If a particular school was being neglected or ignored, obviously the school administration would have to take steps to drastically change the situation," said James Cusimano, superintendent of the Diocese of Allentown.

Choice would force the school to change to keep students, said Cusimano.

"The status quo certainly protects and makes a very, very secure life for public educational administrators and teachers," he said.

Easton School District Superintendent William Moloney — one of a few public school administrators who advocates broad-based choice — said public education has problems and needs to be redesigned.

"Why are we last in achievements (compared to other countries) and first in cost?" he asked.

Moloney said choice would help public schools by giving poor students the same opportunity that richer students already have. It would allocate money for poorer students to attend a school of their choice. Richer students can do that now by paying tuition.

He suspects that many students would end up staying in their home district.

Offering yet another view, committee

member F. Laird Evans, superintendent of the Salisbury School District, said he advocates choice within the public school system. But he would oppose any public money going to private schools.

The partnership's decision not to take a stand didn't surprise Don Eberly, chairman of REACH (the Road to Educational Achievement through Choice), a group that formed in February to lobby in favor of choice.

"Business partnerships are not particularly strong tools to push the educational establishment much beyond the status quo," said Eberly, who is also president of the Commonwealth Foundation, a public policy group based in Harrisburg. "Partnerships tend to be business with all its cautiousness and timidity and has never been a match for entrenched interest groups like educators. . . . Citizens groups are organizing and bypassing these more official platforms being created."

Ed Donley, chairman of the partnership, is also a member of the REACH board and an advocate for choice.

During June, more than 1,000 parents and private-school officials rallied at the state Capitol in support of legislation introduced in February that would set up a choice system and provide grants to students for tuition. The grants — which would be \$900 per student or 90 percent of the amount of the tuition — could be used to pay public schools or private, non-profit schools, under the proposed legislation.

One bill is in the House Education Committee and the other in the Senate Education Committee. The House committee is likely to hold public hearings on choice around the state in the Fall.

"It's an issue that we feel has constitutional, philosophical and major financial ramifications," said Jan Bissett, research analyst for the House Education Committee. "It's not an issue that we can just jump right into."

If implemented, the program could cost the financially strapped state as much as \$300 million. It's also likely to bring a court challenge from groups that oppose choice because it would allow public dollars to go to private schools.

Spokesmen from the Pennsylvania School Boards Association and Pennsylvania State Education Association, as well as the Department of Education's commissioner for elementary and secondary education — Joseph Bard — have criticized choice.

"The educational problems of poor children have to be met by making public schools stronger, not weaker," Bard said recently in response to President Bush's America 2000 education plan, which advocates choice programs around the nation. "The whole thing (choice) is being built on the assumption that people are not doing the job they can do. And I think they are doing the best damn job they know how."

Around the country, choice programs are being tried in different ways. For example, parents in East Harlem were allowed to choose any school in their district. A recent New York Times article said student test scores, teacher morale and parent involvement improved.

In Milwaukee more than 300 students from low-income families were allowed to attend private schools with public dollars. One school, which was troubled from the beginning, closed mid-year, sending many students scrambling back to the public system.

John F. Witte, a University of Wisconsin political science professor who is studying the Milwaukee experiment, said he won't know conclusively for a few years whether the students in the experiment did better than their counterparts in public schools.

He recommends that more places experiment with choice. But he cautions that choice is not a cure for all ills in America's inner city schools.

Part 7

At-risk students

Many parents, like Carol Sham, take their children to a pediatrician for regular checkups through childhood.

But Sham, assistant principal of two Bethlehem elementary schools that have a high population of students from poor families, knows that not all parents have the money to do the same.

"Sometimes our school nurse is the only medical attention they get," said Sham, who said she routinely sees children with allergies, bladder problems and other ailments not being treated by a doctor.

That's why health screenings for disadvantaged students are vital, said Sham, who works at Donegan and Marvine elementary schools.

The district in which she works does some of that before children enter kindergarten. But a committee of business leaders and educators, of which Sham is a member, is calling for more comprehensive health screenings in Lehigh and Northampton county schools.

Health screenings, which would be offered free under the committee's recommendation, are tests designed to check for potential medical problems.

The recommendation was made in a task force report released by the Lehigh Valley Business-Education Partnership.

The committee report lists more than 50 recommendations on how to keep at-risk students in school and help them be successful. It's among eight reports that make up a task force action plan, which prescribes more than 200 changes to make Lehigh Valley schools better.

At-risk students is a title that applies to troubled youth. It could mean anything from poor students to students from broken families to students who abuse drugs and alcohol.

School districts define at-risk youths differently — which the task force says should change. The report calls for a common definition to be developed for elementary, middle and high schools.

The task force committee, chaired by

Bethlehem School District Superintendent Thomas Doluisio and Gary Shorts, publisher and chief executive officer of The Morning Call, didn't specify who would pay for or provide the health screenings, or what kind of tests would be done.

"The point here isn't to dictate," Sham said. "It's just to come up with some ideas."

She said she suspects pre-kindergarten, or when new students come into the district, would be an ideal time for the screenings. The committee said in the report that research shows children learn better when they have adequate nutrition and are in good health.

The report also recommends that students be taught about drugs from kindergarten through 12th grade, a recommendation that one task force member suspects many schools already are doing.

Committee members wanted to reinforce the importance of teaching children about the dangers of drugs, said Craig Moyer, principal at Lehigh School in

Northampton Area School District.

The task force made other recommendations, several which won't be new to some school districts. They include:

- ▶ Districts should provide classes for parents to learn how to become better parents.
- ▶ Teen pregnancy programs should be provided to keep students in school and teach prenatal and parenting programs. Also, require students to take parenting classes to graduate.
- ▶ Require schools to provide full-day kindergarten classes.
- ▶ Encourage corporations to hire students under 18 only if they maintain a C average.
- ▶ Require tutoring for all students achieving 75 percent or lower in any course.
- ▶ Set up a bank of employee volunteers who can be released during working hours to tutor students.
- ▶ Set up homework hotlines to be staffed by teachers, peers, parents and business employees.

QUALITY EDUCATION

Part 8

Education for employment

You must perform well to succeed in an axiom schools stress to students.

But Joseph Rothdeutsch, director of the Lehigh County Vocational-Technical School, is finding that many businesses in the Lehigh Valley are undercutting the schools on that lesson. Some businesses aren't checking students' grades and attendance records in their hiring process, he said. As a result, a few have gotten burned by their hires and have complained to Rothdeutsch.

"It's a lot more widespread than I initially expected," Rothdeutsch said. "I've talked to some very large companies with large human resource staffs and they tell us (grade and attendance checks) aren't being done there."

A group of Lehigh Valley educators and business leaders are recommending that businesses be asked to use grades and attendance records when considering hires. The recommendation was made in the Education for Employment report, one of eight that make up the Lehigh Valley Business-Education Partnership task force action plan.

Rothdeutsch said school officials emphasize to students that good grades and attendance will help them get a better job with decent pay when they graduate. That statement should hold true, he said.

"You need a transcript to get into college; why don't you need a transcript to get a job?" he asked.

Elmer Gates, vice chairman of the Fuller Co. and co-chairman of the Education for Employment task force, said some businesses probably weren't checking because of the economic climate in previous years. There was a shortage of workers.

It's also possible that no one has suggested the records be checked before this, he said. The Fuller company, which has about 1,130 employees in the United States, doesn't do the checks, Gates said. The company may consider changing that practice in light of the report, he said.

The Education for Employment report, one of the most lengthy in the lot, was designed to make recommendations that would ease the transition from school to

work and better prepare students at school, for work. The report offers dozens of recommendations.

One of the most prominent suggestions calls for a job analysis to be performed in the Lehigh Valley so the work skills students are learning match the needs of area businesses.

About 50 percent of a graduating class goes into the work force, rather than onto higher education, Gates said. Many of those who do not go to college are likely to stay in the Lehigh Valley, he added. So, it makes sense to make the match between subjects taught and job skills needed.

The committee also recommends that businesses encourage employees to serve on local school boards.

The Pennsylvania Power & Light Co. does that now by encouraging employees to serve on local government boards, as well as on charity organizations, said Bob Gombos, the company's vice president of human resources and development.

"That is important to the development

of our area, and we feel all of us should make a contribution to that," he said.

The company discusses volunteerism with new employees and offers awards to employees who appear the most outstanding in community service, Gombos said. PP&L makes a contribution to a charity that the winning employee designates, he said.

The report also suggests that a special effort be made to reward vocational technical school students for their successes.

"Too often in the past, the recognition of vocational technical school students has been neglected in comparison to people winning college scholarships," Rothdeutsch said.

School districts are beginning to improve by recognizing the laurels of vocational technical students at graduation ceremonies, he said. The Morning Call newspaper, however, continues to relegate the vo-tech's awards ceremony to the neighbors section, while putting other schools' graduations in the local section, he said.

Part 9

Curriculum

Ten times 10 is 100.

H₂O is the chemical symbol for water. And, former President Richard Nixon is the guy who resigned over the Watergate investigation.

All fine facts to know, but a group of Lehigh Valley educators and business leaders is recommending that curriculum for the future be structured so that students must do more than learn and retain facts.

The committee calls for students to have a more active role in the classroom — a concept that many educators are already using.

The Curriculum report — one of eight reports that make up a task force action plan released by the Lehigh Valley Business-Education Partnership — says teachers should not inundate children with lists of information.

"Years ago the lists started with reading, writing and arithmetic," the report said. "More recently there has been some interest in a cultural literacy list of some 5,000 items of knowledge promoted as the foundation for literacy. Lists, moreover, ignore the learner in learning.

"Students today need more than knowledge; they need understanding and application and analysis in a wide context."

The Curriculum report closely coincides with objectives that the Pennsylvania Department of Education is stressing, said Joseph Bard, the department's commissioner for elementary and secondary education.

"I see it as very helpful to us and what we're doing," he said of the report.

The department believes it's important that students should be given more responsibility for their learning.

"Amassing credits does not tell us what a child has learned," he said. "It tells us they spent a certain number of hours in a chair. This report calls for outcome and competency measures so we can construct programs and assess the results on qualitative rather than quantitative measures."

He said he may have made more stringent recommendations in a few areas, such as testing.

"I think I am much more negative about the uses of standardized achieve-

ment tests," he said, as one example.

The report says tests can be used to measure some progress, but not be the impetus for a major overhaul of curriculum. It warns that college board tests do not take into account students' educational backgrounds, and comparisons of American students' test scores with the test scores of their counterparts in different countries do not allow for differences in classroom content.

In the Curriculum report, committee members recommend several areas be concentrated on: communication, math, science, economics, technology and group task performance. The committee was co-chaired by John Jenkins, superintendent of the Nazareth Area School District, and Alexander Mackiewicz, of AT&T Micro-electronics.

The report says that students should be taught to communicate in all courses. If they can communicate better, they can understand and learn better, the report states.

In math and science, teachers should emphasize process rather than asking

students to memorize data.

And the report also stresses the importance of economics and understanding foreign cultures. Students will need world knowledge to operate in the business community and offer creative ideas to industry and research, the report said.

International current events, geography and foreign languages should be emphasized, with foreign languages being offered from elementary school on up, the report states.

The report also recommends that text books not be used as the primary source of instruction. Books become outdated quickly. Video libraries, newspapers, pamphlets, periodicals and computer software offer more up-to-date information, the report said.

"Tech prep" curriculums also should be developed in the Lehigh Valley, the report states. The programs, which would span the last two years of high school and two years of community college, would educate students in advanced technology fields, the report said.

Photo Copy Preservation

QUALITY EDUCATION

Education partnership to seek \$1 million

By SUSAN SNYDER
Of The Morning Call

The Lehigh Valley Business-Education Partnership has formed a special committee to compete for a proposed \$1 million national grant to build a New American School.

President Bush has asked Congress to appropriate the grants for New American Schools, but no action has been taken.

The partnership established a special committee to seek designation as an America 2000 Community, which could subsequently qualify it for a grant if Congress approves the appropriation. The committee will be headed by Stephen G. Donches, vice president of state and community affairs for Bethlehem Steel Corp.

In his plan, Bush called for 535 communities to receive \$1 million grants. There would be one for each congressional district, plus two per state, partnership officials said.

"The federal government's leadership on the education issue and their willingness to fund innovative

schools has created an exciting opportunity for the Lehigh Valley," said Ed Donley, chairman of the partnership.

"The members of Lehigh Valley 2000 [the partnership] are volunteering a tremendous amount of personal time. And with that type of commitment, I believe that an America 2000 designation is a realistic goal for our community."

Partnership leaders said the Lehigh Valley group has an excellent chance of getting the designation and a grant because it has met three of the four requirements.

First, the partnership adopted the national education goals. They are:

- ▶ Children will start school ready to learn.
- ▶ High school graduation rate will increase to 90 percent.
- ▶ Students leaving grades four, eight and 12 will demonstrate competency in challenging subject matter.
- ▶ U.S. students will be the first in the world in science and math achievement.

▶ Every American adult will be literate and every school will be free of drugs and violence.

Second, the partnership has developed a community-wide strategy for meeting the goals, said partnership member John V. Cooney, campus executive officer of the Penn State Allentown Campus. He is referring to the recent release of the partnership's task force action plan.

Also, the partnership has agreed to create and support a New American School, Cooney said.

The fourth requirement is developing a report card that would chart the community's progress toward meeting the national education goals, he said.

The Ben Franklin Partnership at Lehigh University will help in developing the report card, he said.

Partnership leaders pointed out that the governor of each state selects the America 2000 communities based on demonstrated commitment.

"We are 100 percent committed

to the goals of the president and governors," Donley said.

He pointed out that the U.S. Secretary of Education Lamar Alexander mentioned the Lehigh Valley in an August newsletter.

"Pennsylvania's Lehigh Valley has organized itself and is already well on the way to becoming an America 2000 Community," Alexander said.

Just what a New American School would look like is unclear, and that's fine, says Tom Lyon, a spokesman for the U.S. Department of Education.

"There's no single model," he said. "That's the point. The secretary and the president have talked in terms of breaking the mold, starting from scratch."

Donley said partnership members have talked about pre-kindergarten programs and the use of technology, but nothing is firm. The committee, which will have input by teachers, will decide he said.

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Special reprint as a public service of:

The Lehigh Valley Business-Education Partnership has lived the quality process during this important study phase of our work. Trust mutual respect and understanding have developed among the many constituencies involved in the process (superintendents, CEOs, teachers, college presidents, parents etc.). Team building has been accomplished and conventional wisdom and traditional ideas and concepts have been challenged.

This "quiet revolution" has established the foundation for success as the partnership moves to the operation or implementation phase of our work. The quality process will be utilized in this ongoing phase of the work. Similarly all schools will be encouraged to implement this process toward building the necessary relationships to ensure long-term success of our education improvement process.

For further information contact:
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7201 Hamilton Boulevard, Allentown, Pa. 18195-1501
(215) 481-7004

MISSION STATEMENT



Appendix C

SPECIAL TASKFORCE REPORT

TO

LEHIGH VALLEY BUSINESS-EDUCATION PARTNERSHIP

February 27, 1990

Mr. George J. Evans, Jr., chairman
Mr. Bert P. Daday
Mr. Edward Donley
Mr. F. Laird Evans
Mr. Elmer D. Gates
Dr. David Fallinger

Dr. Michael F. Greene
Mr. Richard S. Gurin
Mr. John D. Jenkins
Mr. Robert J. Kopecek
Dr. William J. Moloney

Special Taskforce Report

SPECIAL TASK FORCE ON MISSION STATEMENT

Rich Rubin - Binney & Smith
David Falinger-Northwestern Lehigh School Dist.

The standard of divided living for future generations of Americans is a function of our Nation's business and industrial competitiveness and our educational systems. Recognizing this, a collaboration of people representing educational institutions and private and public sector enterprise will identify and encourage programs that will result in a high quality, internationally competitive educational system to maximize the potential of each student in the Lehigh Valley.

The central focus of this collaborative effort will be: the attitudes, and measurable knowledge and skills required for post-educational employment and full citizenship, as well as the values and, in particular, the work ethics required for satisfactory workplace and community living.

Special Taskforce On Issues

At the steering committee meeting of November 17, 1989 it was agreed that a special taskforce would be chartered. Its mission was to identify a set of areas which should be candidates for study by special taskforces which will be created by the Partnership. The areas were to be selected by the group on the basis of its perception of the needs of the Lehigh Valley.

Fundamental to this process is the assumption that the work of the Partnership will be carried out by a number of taskforces which will perform studies of specific areas and report back to the group with recommendations for action. This implies that a hierarchy of relationships will exist within the Lehigh Valley Business-Education Partnership. In this report the following terms will be used:

Partnership

- identifies the full membership of the group i.e. 36 educators & 16 businessmen.

Steering Committee - subset of the full membership which serves as an executive body.

Taskforce

- group which is made up of members of the Partnership and other community leaders and experts, who will examine a particular area and report back to the membership with recommendations for action.

Model for Partnership Taskforces

Before addressing the areas of taskforce assignment, it is necessary to define the process by which a taskforce is expected to operate.

1. Charter

Taskforces will generally be given an area of attention which is fairly broad in scope. Where descriptive information concerning specific topics is given, these should be interpreted as examples of possible interests and are not intended to limit the group to only these topics. Under the broad charter concept, it is left to the taskforce to decide which specific topics should be included in their review.

2. Membership

It is not required that a taskforce participant be a member of the Partnership. Each taskforce will be comprised of as broad a cross-section of the community as possible. The objective is to insure that all parties have an opportunity to input to the process and to participate in the recommendation/decisions.

3. Data Collection

Each taskforce is responsible for collecting sufficient information about its assigned area to permit them to make recommendations based upon a set of documented information. In this process, input from many experts from outside the taskforce itself may be required and is encouraged.

Each taskforce will contribute its collected data into a common repository which will be maintained by the partnership.

4. Recommendations

Normally the output of a taskforce will be a set of recommendations for action on the part of the Partnership. It is important that implementation methods are included as a part of the recommendations.

The recommendations will be circulated to the membership for their concurrence and support. A taskforce report will need to contain sufficient information to allow the members to understand the basis for the recommendations and give them their support. In most cases the taskforce will be asked to present their report at a meeting of the Partnership.

5. Alternatives

In cases where the taskforce has identified alternative courses of action, it is expected that these will be included as part of the taskforce report. The membership will then be expected to reach a conclusion as to the specific course of action which will be chosen.

6. Supporting Information

Where possible, estimates of the funding requirements (if any) of the recommended action should be provided. If any potential funding sources are identified, they should also be indicated. Likewise, the timeframe associated with the action plan should be noted.

Special Taskforce Recommendations:

Ten areas were identified by the special taskforce. Three of the ten are areas which are of long term importance to the Partnership and should be the basis for standing committees.

Topics for assignment to standing committees are as follows:

1. Information Collection and Dissemination
2. Communications
3. Funding

For complete descriptions of the committee areas, please see Appendix B.

Topics for specific taskforce attention are as follows:

1. The Learning Environment
2. The Teaching Environment
3. State Regulations
4. Curriculum
5. At-Risk-Youth
6. Education for Employment
7. Basic Education/Higher Education Cooperation

Complete descriptions of the taskforce areas are in Appendix A which follows.

APPENDIX A - TASKFORCE DESCRIPTIONS

1. The Learning Environment:

Fundamental to the education process is the creation of an environment where the student is motivated to want to learn. The learning environment taskforce is assigned to identify programs which will result in a higher level of commitment by the students to learn the material which is offered to them.

Areas to be considered by this taskforce would include:

- Needs Of Students Including "at risk students"
- Headstart Programs (early intervention programs)
- Motivating Students To Want To Learn (especially reading & writing)
- Getting Students To Understand Their Responsibility To Work To Learn The Material Which Is Taught
- Special Programs To Generate Student Excitement
- Exposure Of Students To Positive Role Models e.g. Mentors From Business Or Other Professions
- Generating Interest In Math/Science
- Use Of Technology
- Need For Services Which Address Basic Needs - Food Programs, Latchkey, Supervised Study
- Examine Structure Of Schools Including Alternative Learning Settings e.g. L.V. Center for Sciences

2. The Teaching Environment:

Motivating students is a primary goal of the teachers. In turn, the teachers are motivated by a good teaching environment. The objective of this task force is to identify programs which will improve the teachers environment.

Areas to be considered by this taskforce would include:

- Needs Of Teachers
- Teacher Motivation
- In-service Training Opportunities
- Leadership Training (For Principals & Teachers)
- Importance Of Business Need For Basic Skills
- Improve The Image And Status Of Educators e.g. Establish Academic Chairs
- Teacher Certification
- Use Of Technology

3. State Regulations:

School districts must operate under a set of regulations which are established by the state department of education and the legislature. Over time, these regulations can create limitations upon the ability of a local school district to respond to the needs of its students. The objective of this taskforce is to examine the state regulations on education and identify appropriate actions to cause change where needed.

Areas to be considered by this taskforce would include:

- Understand Existing Regulations And Identify Impact On Operations
- Identify Problems
- Design Approach(es) To Work With State Government To Effect Necessary Changes In Regulations

4. Curriculum:

The skills which a student acquires while in school are directly related to the curriculum which is taught. The objective of this taskforce is to identify areas where programs could be implemented to change or augment the curriculum to enhance learning.

Areas to be considered by this taskforce would include:

- Writing Across The Curriculum
- Math Across The Curriculum
- Reading Skills
- Reasoning & Problem Solving
- Work Ethic Attainment
- Student Appreciation For Cultural Values & Civilization
- Integrating Opportunities For Business Exposure
- Business Operations & Economics
- Leadership Skills
- Information Processing Skills Which Include Problem Solving, Decision Making, Using Data Bases, Etc.

In all of the above, the goal is to establish clear & specific objectives which are measurable and hold educators accountable for their attainment.

5. At-Risk-Youth

Young people who drop out of school are known to be the ones who have difficulty finding or keeping a job. A large percentage of our prison population is made up of school dropouts. Programs which address the learning and teaching environment and the curriculum, will have a beneficial effect upon potential dropouts. However, at-risk-youth have many social problems outside of the school environment which affect their performance in school. It is the mission of this taskforce to identify opportunities for special efforts to support at-risk-youth and to motivate them to stay in school and excel at their studies.

Areas to be considered by this taskforce would include:

- Needs Of The Community
- Special Needs Of Minorities
- Assess Existing Programs
- Identify Opportunities

6. Education for Employment

Several business-education partnerships around the country have developed special programs which are designed to give students a better understanding of the work environment and to smooch the transition from school to work. Their success indicates that the Lehigh Valley would benefit from such a program. The mission of this taskforce is to define an education for employment program which will utilize the business community resources to facilitate the transition from school to work.

Areas to be considered by this taskforce would include:

- Identify Skills Needed By Business
- Vocational-technical Programs
- Career Guidance
- Planned Work Experiences
- Planned Business Visits To Schools
- Planned School Visits To Business
- Employability Skills And Attitudes
- Practical Application Of Basic Skills
- Business Operations & Economics

7. Basic Education/Higher Education Cooperation

Experience here in the Lehigh Valley and in other communities indicates that both basic education and higher education will benefit from joint activities. The State Secretary of Education has already funded a study in the Lehigh Valley to identify ways to expand the role and scope of these collaborative efforts. The mission of this partnership taskforce would be to identify ways to utilize higher education resources to invigorate the K-12 teachers and provide them with expanded sources of information and support.

Areas to be considered by this taskforce would include:

- Lehigh Valley Educational Cooperative
- Math/Science Center
- Language Center
- Humanities Center
- Assist In Obtaining Grants
- Workshops
- Examine Teacher Education Preparation/Programs
- L.V. Faculty Partnership

APPENDIX B - RECOMMENDED STANDING COMMITTEES

1. Information Collection and Dissemination

At the outset of discussion in the special taskforce it was recognized that there is a great lack of information in the business community about the education system in the Valley. The reverse is true with the education community. There is a need to establish a mechanism to collect information and to disseminate it to the members (and others) as needed.

Areas to be considered by this committee would include:

- Assessment Of Student Performance
- International Comparisons
- Collecting Demographic And Other Data
- Conduct Fact Finding Visits To Schools
- Collect Data From Taskforce Activities
- Disseminate Data To Taskforces
- Disseminate Data To Partnership Members.

2. Communications

An important role of the Partnership is to provide a vehicle for communicating information about its activities and to serve as an information source for the public. School boards and the general public need to better understand the importance of a superior education system to the economic success of this region and the U.S. This committee is expected to take a pro-active role in informing all sectors of the community.

Areas to be considered by this committee would include:

- Examine The Perception Of Apathy By The Public Toward Education
- Information Programs To Inform The Public
- Programs To Inform School Boards
- Potential Extension Of Air Products Type Of Program For School Board Members To Other Valley Companies
- Plan For Business Representatives To Visit Schools And Participate In School Assembly, etc.

3. Funding

When the Partnership defines action programs in the various areas it will be necessary to arrange funding for their implementation. Potential sources for funds are foundations and grants. It will also be necessary to secure donations from the business community and/or general public. This will be an ongoing need and is best met by a standing committee.

Areas to be considered by this committee would include:

- Determine Potential Funding Sources
- Define Method To Administer Grants To Fund Focused Programs/projects

President greets 'a-maize-ing' competitors



PRESIDENTIAL GREETING: Junior Amy Cruzan shakes President George Bush's hand during the recent 'Maize Craze' competition held in Manchester, New Hampshire. Cruzan and five other juniors from William Landis' Physics I class worked in a partnership with Air Products and Chemicals to design a vehicle that gathers tennis balls from a field covered in one and one-half inches of corn; these vehicles had to be made from a set of given parts. photo courtesy U.S. First

Photo Copy Preservation

The Houston Independent School District wants to get rid of standardized tests for the early elementary grades -- the kinds of tests that place all children above average and don't have much to do with what children are supposed to learn in class. Instead, the school district wants to begin using performance-based assessments that actually measure whether students know and are able to do what is expected of them. However, the Secretary of Education is denied the authority to waive the Chapter 1 rules that prevent Texas from using a different testing approach, even if he determines that approach would yield better measures of student performance.

pete in the global economy; and, finally, making all of our schools safe, disciplined, and drug free. Achieving these goals will require the sustained cooperation of parents, educators, public officials, and the community at large.

While the Federal Government can and will serve as a catalyst for excellence, pointing the way forward and helping schools to meet higher standards, success will require the concerted efforts of parents, educators, and local government leaders. Because competition breeds quality, we can begin by expanding choice and accountability in education. Parents have primary responsibility for the education of their children, and they should have a genuine say in what, where, and how their children learn. Teachers should be able to enjoy greater flexibility in the classroom, and local school systems should act to utilize the talent and experience of persons who want to teach but are prohibited by cumbersome regulations. However, since the best measure of our schools is not how many resources we put into them but what outcomes are achieved, we must hold ourselves accountable for results, verifying what works and what does not.

We must also work together to ensure that our children dwell in an environment that is conducive to learning. Such an environment includes schools that are safe, disciplined, and drug free. However, because what goes on in school is only part of a child's educational experience, we must also maintain in our homes and neighborhoods an atmosphere that encourages learning and rewards diligent effort. Parents are their children's first and most influential teachers, and they can help to make ours a more literate Nation by reading to and with their little ones; by taking an active interest in their youngsters' homework and academic progress; and by demonstrating through example the joys of lifelong learning.

Local libraries and museums, business and civic groups, and members of the media can assist parents by offering high-quality educational programs and activities designed to ignite the natural curiosity of children. Indeed, by sparking the imaginations of our students, by ensuring that our schools tend the light of learning with

utmost care and expertise, we can build a brighter future for all Americans.

The Congress, by House Joint Resolution 197, has designated the week of April 15 through April 21, 1991, as "National Education First Week" and has authorized and requested the President to issue a proclamation in observance of this week.

Now, Therefore, I, George Bush, President of the United States of America, do hereby proclaim the week of April 15 through April 21, 1991, as National Education First Week. I call upon all Americans to observe this week with appropriate programs, ceremonies, and activities.

In Witness Whereof, I have hereunto set my hand this eighteenth day of April, in the year of our Lord nineteen hundred and ninety-one, and of the Independence of the United States of America the two hundred and fifteenth.

George Bush

[Filed with the Office of the Federal Register, 10:27 a.m., April 19, 1991]

Address to the Nation on National Education Strategy

April 18, 1991

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

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

For those of you close to my age, the 21st century has always been a kind of shorthand for the distant future—the place we

put our most far-off hopes and dreams. And today, that 21st century is racing towards us—and anyone who wonders what the century will look like can find the answer in America's classrooms.

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

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

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

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

Think about every problem, every challenge we face. The solution to each starts with education. For the sake of the future of our children, and of the Nation's, we

must transform America's schools. The days of the status quo are over.

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

As a first step in this strategy, we must challenge not only the methods and the means that we've used in the past but also the yardsticks that we've used to measure our progress. Let's stop trying to measure progress in terms of money spent. We spend 33 percent more per pupil in 1991 than we did in 1981—33 percent more in real, constant dollars—and I don't think there's a person anywhere who would say—anywhere in the country—who would say that we've seen a 33-percent improvement in our schools' performance.

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

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

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

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

Governor's goals

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

Our strategy to meet these noble national goals is founded in common sense and common values. It's ambitious—and yet, with hard work, it's within our reach. And I can outline our strategy in one paragraph, and here it is: For today's students, we must make existing schools better and more accountable. For tomorrow's students, the next generation, we must create a new generation of American schools. For all of us, for the adults who think our school days are over, we've got to become a nation of students—recognize learning is a lifelong process. Finally, outside our schools we must cultivate communities where learning can happen. That's our strategy.

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

Working closely with the Governors, we will define new world-class standards for schools, teachers, and students in the five

page 9

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

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

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But the centerpiece of our national education strategy is not a program, it's not a test. It's a new challenge: To reinvent American education—to design new American schools for the year 2000 and beyond. The idea is simple but powerful: Put America's special genius for invention to work for America's schools. I will challenge communities to become what we will call America 2000 communities. Governors will honor communities with this designation if the communities embrace the national education goals, create local strategies for reaching these goals, devise report cards for measuring progress, and agree to encourage and support one of the new generation of America's schools.

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

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

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

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

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

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

We'll encourage every Federal agency to do the same. And to prove no one's ever too old to learn, Lamar, with his indefatigable determination and leadership, has convinced me to become a student again myself. Starting next week, I'll begin study-

ing. And I want to know how to operate a computer. [Laughter] Very candidly—I don't expect this new tutorial to teach me how to set the clock on the VCR or anything complicated. [Laughter] But I want to be computer literate, and I'm not. There's a lot of kids, thank God, that are. And I want to learn, and I will.

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

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

What I've spoken about this afternoon are the broad strokes of this national education strategy: accountable schools for today, a new generation of schools for tomorrow, a nation of students committed to a lifetime of learning, and communities where all our children can learn.

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

Mike Hopkins, lead teacher in the Saturn School in St. Paul, Minnesota, where teachers have already helped reinvent the American school. Mike, where are you? Right here, sir. Thank you.

David Kelley, a high-tech troubleshooter at the Michelin Tire plant in Greenville, South Carolina. David has spent the equivalent of 1 full year of his 4 years at Michelin back at his college expanding his skills. David? There he is.

Finally, Michelle Moore, of Missouri, a single mother active in Missouri's Parents as

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Teachers program. She wants her year-old son, Alston, to arrive for his first day of school ready to learn. Michelle?

So, to sum it up, for these four people and for all the others like them, the revolution in American education has already begun. Now I ask all Americans to be Points of Light in the crusade that counts the most: the crusade to prepare our children and ourselves for the exciting future that looms ahead. At any moment in every mind, the miracle of learning beckons us all. Between now and the year 2000, there is not one moment or one miracle to waste.

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

Note: The President spoke at 2 p.m. in the East Room at the White House.

White House Fact Sheet on the President's Education Strategy

April 18, 1991

The President today outlined his strategy to move the Nation toward achieving the national education goals and educational excellence for all Americans. The President believes we must restructure and revitalize America's education system by the year 2000. Emphasizing that this effort is a national challenge, the President asked all Americans to take part in "the crusade that counts most—the crusade to prepare our children and ourselves for the exciting future that looms ahead."

America 2000 builds on four related themes:

- Creating better and more accountable schools for today's students,
- Creating a new generation of American schools for tomorrow's students,
- Transforming America into a nation of students, and
- Making our communities places where learning will happen.

I. Creating Better and More Accountable Schools for Today's Students

The President called on all Americans to help create better and more accountable

schools based on world class standards and the principle of accountability. He encouraged all elements of our communities—families, businesses, unions, places of worship, neighborhood organizations, and other voluntary associations—to work together with our schools to help the Nation achieve educational excellence.

A. World Class Standards in Five Core Subjects

The President believes the time has come to establish world class standards for what our children should know and be able to do in five core subjects: English, mathematics, science, history, and geography.

- Through the National Education Goals Panel, and working with interested parties throughout the Nation, the President and the Governors will develop a timetable for establishing national standards in these five subjects, and in September 1991, and each year thereafter, the panel will report to the Nation on progress toward the national education goals.
- The standards are intended to lift the entire education system and improve the learning achievement of all students. The President and the Governors oppose a national curriculum or federalizing our education system.

B. A System of Voluntary National Examinations

Through the efforts of the National Education Goals Panel, a system of voluntary examinations will be developed and made available for all fourth, eighth, and twelfth grade students in the five core subjects.

- These American Achievement Tests will challenge all students to strive to meet the world class standards and ensure that, when they leave school, students are prepared for further study and the workforce. The tests will measure higher order skills (i.e., they will not be strictly multiple choice tests).
- The President, working with the Nation's Governors, will seek congressional authorization for State-level national assessment of educational progress assessments and for optional use of these

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assessments at district and school levels.

- Students who distinguish themselves on the American Achievement Tests will receive a Presidential Citation for Educational Excellence in recognition of their outstanding achievement.
- The President will seek authorization for Presidential Achievement Scholarships to reward academic excellence among low income students pursuing postsecondary education opportunities. These financial awards will be based on superior high school and college performance.

C. Schools as the Site of Reform

The administration will help strengthen the capacity of elementary and secondary schools to improve results and to innovate by increasing flexibility in decisionmaking at the State, district, and school levels and encouraging report cards on performance.

- In addition to an annual National Report Card, the President will encourage schools, school districts, and States to issue regular report cards on their education performance. These report cards will measure results and progress toward achieving the national education goals.
- As part of his America 2000 Excellence in Education Act of 1991, the President will again seek legislation that will allow greater flexibility in the use of Federal resources for education in exchange for enhanced accountability for results.
- To stimulate reform in mathematics and science education, the America 2000 Excellence in Education Act of 1991 will include \$40 million for new grants to school districts that show significant gains in student achievement. Awards will be used for continued improvements in these vital subjects.
- The America 2000 Excellence in Education Act of 1991 also will seek funds for a Merit Schools Program for States to award individual schools that demonstrate significant progress toward the national education goals. States may "bank" funds over several years to

create even more incentives for successful schools.

D. Providing and Promoting School Choice

The President believes that educational choice for parents and students is critical to improving our schools.

- The President will promote State and local choice programs as part of his America 2000 Excellence in Education Act of 1991.
- A \$200 million Education Certificate Program Support Fund will provide incentive grants to local school districts with qualified education certificate programs that enhance parental choice.
- National school choice demonstration projects will be supported through a \$30 million initiative.
- The administration also will seek ways to ensure that Federal education programs are more supportive of choice.

E. Teachers and Principals

America's teachers and principals are on the front lines of transforming our schools. As part of his America 2000 Excellence in Education Act of 1991, the President will propose several initiatives to promote outstanding leadership in our schools.

- Presidential Awards for Excellence in Education will recognize and reward outstanding teachers across America.
- The President will encourage States and communities to provide alternative routes of certification through one-time grants to States to support implementation of alternative certification.
- In order to improve the training of school principals and other school leaders, the President will propose establishing Governors' academies in every State with Federal seed money to enhance principal training through instructional and mentoring programs.
- The President will seek to establish Governors' academies for America's teachers with Federal seed money to offer advanced instruction focusing on the five core academic disciplines.

The President also encouraged States to consider differential pay and financial and other awards for those who excel in teach-

ing, teach core subjects, teach in challenging settings, and serve as mentors for new teachers.

II. Creating a New Generation of American Schools for Tomorrow's Students

The President today challenged the best minds in America to design—and help communities create—the best schools in the world.

A. Research and Development

A series of research and development teams, funded by contributions from the business community, will help design a new generation of American schools.

- America's business leaders will establish and mobilize private resources for the New American Schools Development Corporation, a new non-profit organization that will award contracts in 1992 to between three and seven research and development teams. These teams may consist of corporations, universities, think tanks, school innovators, and others. The teams' products will be available to the American people.
- The mission of these teams is to help communities create schools that will reach the national education goals, including world class standards in the five core subjects for all students, as monitored by the American Achievement Tests and similar measures.
- The President will ask his Education Policy Advisory Committee, as well as the Department of Education, to examine the work of these research and development teams and to report on their progress.

B. New American Schools

The President will ask Congress to provide \$550 million in one-time start-up funds to create at least 535 New American Schools that "break the mold" of existing school designs.

- These funds will provide up to \$1 million for each New American School to underwrite special staff training, instructional materials, or other support the school needs. The goal is to have at least one New American School operat-

ing in each congressional district by September 1996.

- Once the schools are launched, the operating costs of the New American Schools will be no more than those of conventional schools.
- The President also will ask Congress for start-up funds to help design state-of-the-art technology appropriate for New American Schools.
- A New American School does not necessarily mean new bricks-and-mortar. Nor does a New American School have to rely on technology; the quality of learning is what matters.

C. America 2000 Communities

The President called on every community in the country to do four things:

- Adopt the six national education goals,
- Establish a community-wide strategy for achieving the goals,
- Develop a report card for measuring its progress, and
- Demonstrate its readiness to create and support a New American School.

Communities that accept this challenge will be designated, by the Governors of their States, as "America 2000 Communities."

- Governors, in conjunction with the Secretary of Education, will review community-developed plans with the assistance of a distinguished advisory panel and will determine which America 2000 communities in each State will receive Federal financial support in starting New American Schools.
- The Governors and the Secretary will ensure that many such schools serve communities with high concentrations of children at risk.

D. Leadership at All Levels

Transforming American education and creating a new generation of American schools will require the commitment of America's leaders at all levels.

- The President welcomes the commitment by American business to contribute \$150-\$200 million to support the research and development effort.

- The President asked the Nation's Governors to lead the New American Schools effort in their States.
- The President challenged State legislatures to: support the creation and operation of New American Schools; embrace the world class standards and adopt the American Achievement Tests; and work toward school, district, and State-level report cards.
- The President encouraged civic leaders to help organize community plans all across the country to seek designation as an America 2000 community, and to help plan and operate New American Schools. Business can encourage local schools to use the world class standards and American Achievement Tests, and encourage schools to issue report cards on their performance.
- The President called on educators to accept new roles and to take risks. Teachers, principals, and other educators are asked to work to develop a consensus on the world class standards and to determine what it would take to create a New American School in each community.

E. Families and Children Devoted to Learning

The President called on parents to urge use of world class standards, American Achievement Tests, and report cards by local schools. Parents must play a key role in creating New American Schools in their own communities and must work with children in the home to improve children's performance in school.

III. Transforming America into "A Nation of Students"

The President believes that learning is a life-long challenge. Approximately 85 percent of America's workers for the year 2000 are already in the workforce. Improving schools for today's and tomorrow's students is not sufficient to ensure a competitive America in the year 2000. The President called on Americans to move from "A Nation at Risk" to "A Nation of Students"

by continuing to enhance the knowledge and skills of all Americans.

A. Strengthening the Nation's Education Effort for Yesterday's Students, Today's Workers

To advance the goal of improving literacy for all Americans:

- The President will push for greater accountability and choice in the Adult Education Act and will advance these twin principles in new adult literacy activities proposed under the new American 2000 Excellence in Education Act of 1991.
- The Department of Education will provide regular timely, and reliable information by expanding the national adult literacy survey and collecting information about literacy efforts on a regular basis.

B. Establishing Standards for Job Skills and Knowledge

The President urged business and labor cooperatively to develop—and then to use—world class standards and core proficiencies for each industry. Federal resources will be sought to provide start-up assistance for this effort.

C. Creating Business and Community Skill Clinics

Today's workers will be assisted through skill clinics—one-stop service centers located in businesses and communities across America where adults can get job skill diagnosis and referral services.

- The administration will urge businesses to make skill clinics available to their employees and encourage America 2000 communities to establish community skill clinics.
- Federal departments and agencies will be encouraged to establish such skill clinics and, working with the Office of Personnel Management, will be encouraged to undertake activities to upgrade their employees' skills.

D. Enhancing Job Training Opportunities

The Domestic Policy Council Job Training 2000 Working Group will review current Federal job training efforts and identi-

fy successful ways of motivating and enabling individuals to receive the comprehensive services, education, and skills necessary to achieve economic independence.

E. Mobilizing A "Nation of Students"

The President will work to transform "A Nation at Risk" into "A Nation of Students."

- The President called on the Secretary of Education and the Secretary of Labor to convene business and labor leaders, education and training experts, and Federal, State, and local government officials at a national conference on the education of adult Americans to launch a national effort to transform adult America into a "Nation of Students."

IV. Making our Communities Places Where Learning Will Happen

The President called on communities to adopt the six national education goals as their own, set a community strategy to meet them, produce a report card to measure results, and agree to create and support a New American School.

The President believes that it is essential to reaffirm such enduring values as personal responsibility, individual action, and other core principles that must underpin life in a democratic society. The aim of the America 2000 community campaign is to make our communities places where learning will happen.

A. Greater Parental Involvement

The President urged parents to become more involved in their children's education and in the work of the New American Schools.

- Parents and teachers should encourage children to study more, learn more, and strive to meet higher academic standards.
- The President encouraged parents to read aloud daily to their children, especially their younger children.

B. Enhanced Program Effectiveness for Children and Communities

The President is committed to making government work better to improve programs for America's children and communities.

- Working through the Domestic Policy Council Economic Empowerment Task Force and with the Nation's Governors and other officials, the administration will undertake better coordination of existing Federal programs with corresponding State and local activities.
- As part of this effort, existing program eligibility requirements will be reviewed in order to streamline them and reduce Federal red tape. Wherever possible, States will be afforded maximum flexibility to design and implement integrated State, local, and Federal programming.

Message to the Congress Reporting on Environmental Quality

April 18, 1991

To the Congress of the United States:

Of all the great social and technological changes of the 20th century, none may be more crucial to our well-being and that of future generations than the change that has occurred in the way we view our environment. Ours was the first generation to see the many colors of Earth from the vastness of space, and to recognize that our decisions will determine whether the next generation lives in a polluted world of lowered expectations or in a world that sustains humanity and a wondrous diversity of life.

Given these high stakes, I am pleased to report that 1990 was a landmark year in the Nation's efforts to enhance environmental quality.

- We enacted the Clean Air Act Amendments of 1990, providing the United States with the world's most advanced, comprehensive, and market-oriented laws to address air pollution, including acid precipitation, urban air quality, toxic air pollutants, and global ozone layer depletion.
- We adopted an international agreement and enacted laws to phase out chlorofluorocarbons (CFCs) and other substances that deplete the Earth's ozone layer, which protects us from the harmful effects of solar radiation.

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UNITED STATES DEPARTMENT OF EDUCATION

PUBLIC AFFAIRS

April 6, 1992

MEMORANDUM

To: Jeanie Bunton
From: Jay Diskey
Subject: AMERICA 2000 editorials

Dozens of newspapers have endorsed AMERICA 2000 and here is a partial list of some those. We are continuing to build the list. I will send you an update when we have one.

- Baltimore Sun
- Chattanooga News Free Press
- Christian Science Monitor
- The Columbus Dispatch
- Daily Herald (Columbia, Tenn.)
- Dallas Morning News
- Kansas City Star
- Memphis Commercial Appeal
- Memphis Business Journal
- Nashville Banner
- The New York Times
- Omaha World-Herald
- Philadelphia Inquirer
- The Seattle Times
- Sioux City Journal
- Tullahoma News (Tullahoma, Tenn.)

Note: I am also sending along a recent copy of the AMERICA 2000 newsletter and a copy of the field report. I think both will help you with your work. I'll talk to you soon, Jeanie.

AMERICA 2000 FIELD REPORT

March 30, 1992

I. STATE 2000 ANNOUNCED

<u>State</u>	<u>Governor</u>	<u>Kickoff Date</u>
1. COLORADO	Roy Romer (D)	June 17, 1991
2. WYOMING	Mike Sullivan (D)	June 21, 1991
3. OREGON	Barbara Roberts (D)	August 22, 1991
4. AMERICAN SAMOA	Peter Coleman (R)	August 30, 1991
5. MAINE	John McKernan (R)	September 3, 1991
6. MARYLAND	William Schaefer (D)	September 5, 1991
7. NEBRASKA	Ben Nelson (D)	September 5, 1991
8. LOUISIANA	Edwin Edwards (D)	September 9, 1991
9. MINNESOTA	Arne Carlson (R)	September 12, 1991
10. DELAWARE	Michael Castle (R)	September 19, 1991
11. VERMONT	Howard Dean (D)	September 20, 1991
12. NORTH CAROLINA	James Martin (R)	September 27, 1991
13. INDIANA	Evan Bayh (D)	October 1, 1991
14. NEW MEXICO	Bruce King (D)	October 7, 1991
15. ALASKA	Walter Hickel (D)	October 17, 1991
16. GEORGIA	Zell Miller (D)	October 18, 1991
17. PENNSYLVANIA	Robert Casey (D)	October 18, 1991
18. MASSACHUSETTS	William Weld (R)	October 24, 1991
19. TENNESSEE	Ned McWherter (D)	October 25, 1991
20. IOWA	Terry Branstad (R)	October 27, 1991
21. MISSOURI	John Ashcroft (R)	October 29, 1991
22. KANSAS	Joan Finney (D)	October 29, 1991
23. ALABAMA	Guy Hunt (R)	October 31, 1991
24. MICHIGAN	John Engler (R)	November 13, 1991
25. SOUTH CAROLINA	Carroll Campbell (R)	November 20, 1991
26. WISCONSIN	Tommy Thompson (R)	November 21, 1991
27. OHIO	George Voinovich (R)	November 25, 1991
28. UTAH	Norm Bangerter (R)	December 10, 1991
29. MONTANA	Stan Stephens (R)	December 11, 1991
30. ARIZONA	Fife Symington (R)	December 12, 1991
31. NEW HAMPSHIRE	Judd Gregg (R)	December 17, 1991
32. DIST. of COLUMBIA	Sharon Pratt Kelly (D)	December 19, 1991
33. SOUTH DAKOTA	George Mickelson (R)	December 19, 1991
34. OKLAHOMA	Dave Walters (D)	December 19, 1991
35. HAWAII	John Waihee (D)	January 28, 1992
36. MISSISSIPPI	Kirk Fordice (R)	February 10, 1992
37. ILLINOIS	Jim Edgar (R)	February 11, 1992
38. WASHINGTON	Booth Gardner (D)	February 28, 1992
39. TEXAS	Ann Richards (D)	March 5, 1992
40. NEVADA	Bob Miller (D)	March 9, 1992
41. ARKANSAS	Bill Clinton (D)	March 18, 1992

II. UPCOMING STATE 2000 KICKOFFS

<u>State</u>	<u>Governor</u>	<u>Kickoff Date</u>
CALIFORNIA	Pete Wilson (R)	April 10, 1992
NEW JERSEY	Jim Florio (D)	April 13, 1992
NORTH DAKOTA	George Sinner (D)	TBD
PUERTO RICO	Rafael Hernandez-Colon (PDP)	TBD
VIRGINIA	Doug Wilder (D)	TBD

AMERICA 2000 FIELD REPORT
March 30, 1992**I. BIG CITY 2000 ANNOUNCED**

<u>City</u>	<u>Kickoff Date</u>
1. MEMPHIS, TN	July 23, 1991
2. TULSA, OK	August 1, 1991
3. CHARLOTTE, NC	August 19, 1991
4. OMAHA, NE	September 5, 1991
5. EL PASO, TX	October 8, 1991
6. RICHMOND, VA	October 22, 1991
7. NASHVILLE, TN	October 25, 1991
8. SAN ANTONIO, TX	October 30, 1991
9. MOBILE, AL	October 31, 1991
10. DETROIT, MI	November 13, 1991
11. LOUISVILLE, KY	December 3, 1991
12. WASHINGTON, DC	December 19, 1991
13. FRESNO, CA	February 18, 1992
14. DAYTON, OH	February 20, 1992
15. HOUSTON, TX	March 3, 1992

II. UPCOMING KICKOFFS

<u>City</u>	<u>Kickoff Date</u>
NEW ORLEANS, LA	March 31, 1992
SAN JOSE, CA	April 10, 1992



U.S. DEPARTMENT OF EDUCATION
Office of Public Affairs
Room 2089
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Telephone: (202) 401-1576

FAX Number: (202) 401-3130

Date: 4/6/92

TO:

Jeanie Buntou

FAX NUMBER:

456-6218

FROM:

Jay A. Diskey (202) 401-0570 direct

MESSAGE:

[Empty message box]



OFFICE OF THE SECRETARY
U. S. DEPARTMENT OF EDUCATION
400 Maryland Avenue, S.W.
Suite 4181
Washington, D.C. 20202

Telephone: (202) 401-3000

Fax Number: (202) 401-0596

FAX COVER SHEET

MESSAGE

TO: Jeannie Bunton

FAX NUMBER: 456-6218

FROM: Laman Alexander

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EXAMPLES OF THE PRESIDENT'S INVOLVEMENT IN AMERICA 2000

NEW AMERICAN SCHOOLS

- ▲ **New American Schools Development Corporation.** Up at Camp David last October, Barbara and I hosted a meeting with Tom Kean, RJR Nabisco Chair Lou Gerstner, Arvin Industries Chair James K. Baker, Boeing Chair Frank Shrontz, and the other stars of the business world who make up the Board of Directors of the New American Schools Development Corporation. The Corporation was formed last July as a part of my AMERICA 2000 strategy. Since then, the Corporation raised over \$45 million and just six weeks ago nearly 700 proposals came in from design teams that want to help communities create their own "break-the-mold" schools.

- ▲ **Break the Mold Schools -- Saturn School.** Last May I went to St. Paul, Minnesota to visit the Saturn School, where I saw all kinds of "break the mold" innovations in education. For instance, students were building robots and writing the computer programs to make them run. And students were working with other students of their own interest and ability, rather than with students who were simply the same age. You could really get a sense of how dramatically different schools of the next century will be from the schools of today. Barbara and Lamar have gotten the same sense from Jim Comer, whose break the mold Comer schools are transforming what school means for many low-income students and their parents.

NATIONAL EDUCATION GOALS

- ▲ **National Education Goals.** All the Governors of both parties and I set the National Education Goals two years ago, and now almost all of them are involved in the AMERICA 2000 partnership to reach those goals, community by community, school by school.

- ▲ **September Report Card.** The National Education Goals Panel has continued to represent broad bi-partisan agreement on the direction American education must go. I met with the Panel in June last year, and since then we published the first annual September Goals Report measuring the nation's and each state's progress toward the six National Education Goals. Each year, these reports will be increasingly powerful engines for change.

STANDARDS

- ▲ **Standards & Testing.** The Goals Panel and the National Council on Education Standards and Testing have moved rapidly forward the idea of World Class Standards and a voluntary national

system of exams geared to those standards. Within the next year or two, we will have a consensus -- for the first time -- about what children should know and be able to do in order to live, work, and compete in today's world.

- ▲ **National Summit on Mathematics Assessment.** Math teachers started this unprecedented effort to establish world-class standards. I was at the Math Summit last spring in Washington where math teachers from across the country were meeting to discuss the world-class standards for math developed by the National Council for Teachers of Mathematics. This group has done what no one had thought possible: achieve consensus on what every American child should know and be able to do when it comes to math. Forty-one states are revamping and upgrading their math curriculum frameworks to reflect the new standards, and many are considering new ways to assess student progress against those standards. The work on standards for science and history is underway. And the work in English, geography, the arts, and civics is about to begin.

AMERICA 2000 COMMUNITIES

- ▲ **COLORADO 2000 & GRAND JUNCTION 2000.** Last June, Barbara, Lamar and I joined Governor Roy Romer, and legislative leaders Ted Strickland and Chuck Berry in Grand Junction, Colorado, for the launch of COLORADO 2000 and GRAND JUNCTION 2000. Since then, dozens of Colorado communities have gone to work. In Grand Junction, for instance, over 600 people -- parents, teachers, senior citizens, school leaders, businesspeople, and political leaders -- are working on task forces to find ways to reach the goals, develop a report card to measure progress, and make all their schools New American Schools.
- ▲ **AMERICA 2000 COMMUNITY CONFERENCE.** Since Barbara, Lamar and I were in Colorado last year, over 1,000 communities -- and nearly 1,000 more local Chambers of Commerce -- all across the country have accepted my challenge and are mobilizing to become AMERICA 2000 Communities. In January, I was a part of a conference at the U.S. Chamber of Commerce where hundreds of Chamber and community leaders had come to learn more about how to move their communities toward the National Education Goals. The conference wasn't about the Federal Government telling people what to do. Lehigh Valley's Ed Donley and leaders from other pioneering communities such as Memphis, Detroit, Omaha, and Richmond, were on-hand to talk about how they are working to reach the goals.
- ▲ **MAINE 2000.** On September 3, 1991, Barbara and I joined Governor John McKernan, Education Secretary Lamar Alexander and about 1,000 people in Lewiston, Maine, for the launch of MAINE 2000. Since then, over 86 of Maine's 184 communities have become MAINE 2000 Communities, which means they have

adopted the National Education Goals and working hard to develop a community-wide strategy to reach the goals, design a report card to measure progress, and plan for their own "break the mold" New American School. The children of Derry, New Hampshire, wrote me 200 letters about their ideas for New American Schools, and their community is creating the Alan B. Shepard School of Math and Science, opening school all year, and giving families more choices.

- ▲ Other STATE 2000 Kickoffs. Over the past year, I have also helped launch OHIO 2000, and by phone participated in the STATE 2000 kickoffs of Wisconsin, Utah, Montana, Arizona, New Hampshire, Illinois, and Nevada.

FLEXIBILITY

- ▲ Teacher Flexibility. Just last week we honored this year's Teacher of the Year, Thomas Fleming of Detroit, Michigan. His story reminded me how important extended family can be. His effectiveness as a teacher reminded me how important the idea of flexibility is, so that hard-working, caring teachers and principals can use their own imaginations to help students reach world-class standards in core subjects.

CHOICE

- ▲ Milwaukee's Choice Program. A few weeks ago, I talked with Wisconsin State Representative Polly Williams, who has fought so hard for Milwaukee's choice program that gives low-income students the more of choices of schools. The Wisconsin Supreme Court recently ruled that the Milwaukee choice program did not violate the State's constitution. Since April of last year, 10 more states gave parents more choices of schools their children attend as a way to unleash competitive forces to improve all schools. I have proposed half a billion dollar program to help states create their own GI Bill for Children, \$1,000 scholarships that would follow the children of middle- and low-income families to any lawfully operating school.
- ▲ Pennsylvania's Choice Proposal. I know that the Vice President, Lamar Alexander, and I supported the bill approved by the Pennsylvania Senate but killed by the House that would have provided parents with a voucher of up to \$900 for parents to use at any non-public school. The voucher also could be used at any public school across district lines. It's an idea that would help children. It would give middle- and low-income families new choices that wealthier people already have. It is a pioneering idea that will challenge, help, upset, and constructively transform American schools and attitudes toward education.



U.S. DEPARTMENT OF EDUCATION
Office of Public Affairs
Room 2089
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Telephone: (202) 401-1576

FAX Number: (202) 401-3130

Date: 4/13/92

TO:

Jeanie Bunton

FAX NUMBER:

456-6218

FROM:

Jay A. Diskey (202) 401-0570 direct

MESSAGE:

Jeanie:

I checked our files and learned that our first newsletter was published Sept. 1, 1991. I think the newsletter you are after is the Oct. 21, 1991 issue. On page two of this issue, Secretary Alexander lauds Lehigh Valley 2000 for its efforts. I am sending along a copy. I'll tomorrow!

Call

Jay

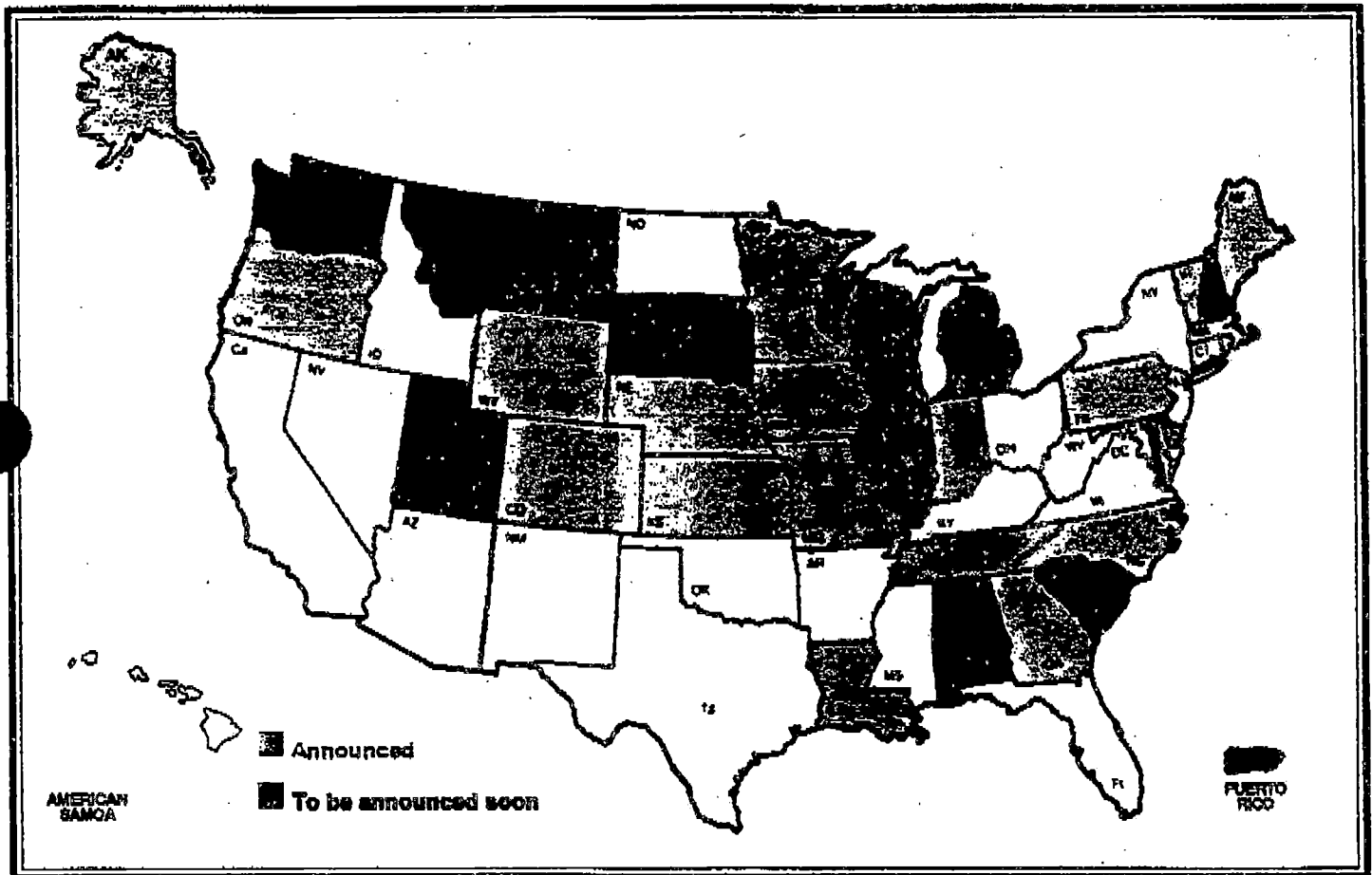
AMERICA 2000



NUMBER 7, WEEK OF OCTOBER 21, 1991

U.S. DEPARTMENT OF EDUCATION

AMERICA 2000: Six Months Later



Six months after the AMERICA 2000 strategy was unveiled, at least 30 states and two territories have announced their own AMERICA 2000 efforts to advance the National Education Goals, or are planning an announcement within the next few weeks.

As of October 30, states and territories that have announced AMERICA 2000 initiatives include: Alaska, Colorado, Delaware, Georgia, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Missouri, Nebraska, North Carolina, Oregon, Pennsylvania,

Tennessee, Vermont, Wyoming, and American Samoa. States and territories that plan AMERICA 2000 announcements soon include: Alabama, Illinois, Michigan, Montana, New Hampshire, South Carolina, South Dakota, Utah, Washington, Wisconsin and Puerto Rico.

Based on a rough survey, most of the STATE 2000 efforts have several things in common. They began by adopting the six National Education Goals and forming a coordinating team or steering committee. The teams are bipartisan and typically include teachers, administrators, civic

leaders, business executives, religious leaders, law enforcement officials, health care professionals, legislators, school board members, union leaders, parents, students, higher education officials, local political leaders, foundation and media representatives, among others. The teams are responsible for the development and launch of statewide crusades that focus on challenging every community in the state to work toward the National Education Goals. As LOCAL 2000 efforts get underway, most state organizations

See Six Months Later, next page

NEWS IN BRIEF...

Pennsylvania 2000 Launched

During an October 18 meeting of the Lehigh Valley Business-Education Partnership, Governor Robert Casey (D-PA) announced PENNSYLVANIA 2000. Casey said he would co-chair a state coalition with a business leader to be elected by business members of the coalition board.

During the meeting of about 60 business leaders and educators, held in Easton, Pennsylvania, Casey said the coalition should call for improvement and reform of the state's educational system, encourage citizens and communities to help the state reach the National Education Goals, support partnerships to strengthen teaching and seek more federal funding for the state.

LEHIGH VALLEY 2000 Forges Ahead

According to Secretary Lamar Alexander, Lehigh Valley's progress toward becoming an AMERICA 2000 Community is among the most advanced of all AMERICA 2000 efforts.

"I don't know of any community

that's further along," said Alexander during a Lehigh Valley Business-Education Partnership meeting at the South Mountain Middle School in Allentown, October 21. More than 200 local residents attended the meeting, including U.S. Rep. Don Ritter, (R-Pa), a former Lehigh University professor, who helped kick-off LEHIGH VALLEY 2000 in August.

Secretary Alexander commended the partnership for releasing a report last June with several hundred recommendations for local school reform. For example, the recommendations call for raising the mandatory school age from 16 to 18 and using more technology in the classroom.

RICHMOND 2000 Launched

On October 22, a coalition of Richmond business, education and civic leaders launched METRO RICHMOND 2000 during a rally at Hermitage High School.

Kick-off activities featured Mrs. Jeannie Baliles, chairman of the Virginia Literacy Foundation and wife of former Governor Gerald Baliles (D-VA), and Lewis Powell, III. Powell represented his father, Retired U.S.

Supreme Court Justice Lewis Powell, Jr., honorary chairman of the METRO RICHMOND 2000 Steering Committee, who was unable to attend due to illness.

New American Schools Corporation issues Final RFP

On October 16, the New American Schools Development Corporation (NASDC) unveiled its final request for proposals (RFP) seeking design teams to create schools that "help all students meet world-class standards in at least five core subjects." Bids are due February 14.

NASDC, a private, nonprofit corporation funded and run by American business leaders and others, is set up to help provide designs for AMERICA 2000 Communities to use in creating their own new "break-the-mold" new American schools. The group plans to award a total of \$200 million to design teams that offer the best five-year design and development plans.

For additional information, contact New American Schools Development Corporation, 1000 Wilson Blvd., Suite 2710, Arlington, Va. 22209.

Six Months Later, continued

plan to provide technical assistance and support; recognize communities that make progress toward the goals; and help support plans for New American Schools.

Hundreds of individual communities, from Memphis to Omaha, San Antonio to Las Cruces, are organizing to become AMERICA 2000 Communities.

A complete listing of AMERICA 2000 Communities will be included in a future

issue of the AMERICA 2000 newsletter.

President Bush announced AMERICA 2000 on April 18.

If your community is planning to organize a steering committee to join AMERICA 2000, please send information about your effort to the AMERICA 2000 Field Office, U.S. Department of Education, Rm. 4141, 400 Maryland Ave., SW; Washington, DC 20202. If you have questions, please call (202) 401-0411.

AMERICA 2000 Hotline

We're ready to help. As of October 23, the hotline has received 24,568 calls requesting information about AMERICA 2000.

1-800-USA-LEARN
In D.C. Metropolitan Area
(202) 401-2000

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PA 2000

co-chaired

Ed Donley
Gov

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if chair
per 8 platform

PS EA
AST

- to get them on board they had to give up
choice.
oppose plan

Vote 2 put ed. reform
into law?

Bill Burro
2260

Ed Comm, Senate 7-7

R (Pa. last slim margin)

House 13-3

D controlled
Chamber

passed

→ will be the 1st state to
implement

Some opposition - religious right
will hold 3 more hearings
- fed. it. / homo law

hamar - bipartisan

Bert Dabney

Jan's notes

1/2 M pop 15th Cong DIST (R) Liddell
Tom Chan US Chamber Dem

Allentown } 19th sel dist cons -
Bethlehem } Philly
Easton } Pitt
Lehigh valley

2 1/2 yrs -

LV BUS/Ed partnership
then to LHV 2000

30 corp }
22 sel Dist } Ed
10 coll + U. } asked
- includes U } join in
- give 30 assemblies }
3 Prin chambers } 70 members

24 Bd of Dir
1/2 ed - 1/2 Business

8 subjects / aim: reform system
not just comm. svc,

curriculum -> Set up 8 task forces

met w/ Gov. needed states help
Casey agreed

**SCHOOL DISTRICT OF THE CITY OF ALLENTOWN
BOARD OF SCHOOL DIRECTORS**

Michael P. Combs
President

Norman C. Ziegler
Vice President

Willard S. Clewell, Jr.
Patricia D. Hoffman
Richard J. Monglutz

Thomas W. Ruhe
J. Milo Sowards
Ronald W. Skinner

Janice L. Williams

Sandra J. Blank
Secretary

William G. Malkames
Solicitor

Patrick J. Brennen
Treasurer

CENTRAL STAFF

Richard Cahn
Superintendent of Schools

Ray Erb, Jr.
*Assistant Superintendent,
Personnel and Pupil Personnel Services*

John A. McArtams
*Assistant Superintendent,
Curriculum and Instruction*

Ronald R. Engleman
Business Manager

C. David Miller
*Director of Early Childhood,
Federal Programs, and Special Projects*

Ralph A. Daubert
Director of Pupil Services

Ralph S. Todd
Director of Special Education

L.E.D. ADMINISTRATORS

Michael P. Meilinger, *Principal*

Assistant Principals

Sandra S. Holod

Richard G. Parks

**SCHOOL DISTRICT OF THE CITY OF ALLENTOWN
ALLENTOWN, PA.**

It is the policy of the Allentown School District not to discriminate on the basis of sex, handicap, race, color, and national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504, and Title VI.

The Allentown School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about this policy, please contact the Personnel Office, Administration Center, 31 South Penn Street, Box 328, Allentown, PA 18105.

For Your Information . . .

**A Handbook For
Parents . . . Guardians**



**Louis E. Dieruff High School
Allentown School District
Allentown, Pa.**

Louis E. Dieruff High School

SCHOOL CALENDAR

1991 - 1992

Michael P. Meilinger *Principal*
 Sandra S. Holod. *Assistant Principal*
 Richard G. Parks *Assistant Principal*

September 3 In-Service - Teachers Report
 September 4 Freshman Orientation
 September 5 Schools Open - Grades 9 - 12
 October 6 LED Band Festival (Raindate 10/27)
 October 14 Schools Closed - ASD In-Service
 October 28-31 Middle States Visiting Committee at LED
 TBA Close of First Rating Period
 November 14 Drama Club Production
 November 19 LED Open House
 Nov. 28-Dec. 2 Schools Closed - Thanksgiving Holiday
 December 19 Holiday Concert
 Dec. 23 to Schools Closed - Winter Holiday
 Jan. 3 (incl.)
 January 20 Schools Closed-Martin Luther King's Birthday
 January 31 Close of Second Rating Period/First Semester
 Feb 14, 17 Schools Closed - Presidents' Day
 March 27, 28 Drama Club Production
 Apr. 16, 17, 20 Schools Closed - Spring Holiday
 TBA Close of Third Rating Period
 April 24 AFJROTC Promotion Night
 May 8 - 24 Art Show
 May 14 Spring Concert
 May 20 KISKA Banquet
 May 25 Schools Closed - Memorial Day Holiday
 TBA Band Banquet
 June 4 TROIKA Banquet
 June 5 Senior Prom
 June 12 LED Commencement
 June 16 Close of Fourth Rating Period

1991-92 FACULTY

James Ackley	Michael Marcks
David Adam	Dianne Mascari
Joseph Ambrosavage	Dennis McGinley
Roy Arlotto	S. Michael Mihalik
Albert Arnold	William Miller
David Babb	John Molotzak
John Bannon	John Morrow
Gary Becker	Raymond Muniz
Melissa Bell	Joseph Musto
Wayne Bilder	Chad Neff
Timothy Billy	Keith Newhard
Julianne Brazina	Mary Ann Olson
Carol Brita	Thomas Ott
Mary Brower	Theodore Phillips
Terrence Buckno	Donna Pinsley
LeRoy Burrows, Jr.	Patricia Pitera
Morag Christie-Churm	Jean Porotsky
Karen Coleman	Beverly Quigney
Linda Cruttenden	Lawrence Rhoads
Dennis Danko	Melvin Riddick
Judith Davidson-Roth	Peter Santa Maria
Roland DeLuca	Camille Santangelo
Elizabeth DeWalt	Harry Schaeffer
Gene Dieter	Daniel Schaffer
Denise Draybeck	Nancy Schultz
Esther Erdman	Martina Semmer
Martha Forss	Rosemary Simpson
Terry German	Mary Ann Skrincoosky
William Gibbard	Donna Steckel
Elizabeth Gillen	Theodore Steiner
Thomas Gitch	Melodie Stinner
Jeanne Hamm	Diane Szalachowski
Jeffrey Hannis	Daniel Tannous
William Hartmann	Mary Ann Tremba
Annamae Hein	Bruce Trotter
Erika Hemperly	Chloe Urland
Jennie Hoffman	Barbara Wehr
Margaret Horvath	Dale Weiss
Daniel Joseph	Clem West
Barbara Kautzman	Glenn Whiteman, II
Richard King	Donald Winger
Paulette Kish	William Wood
William Kleckner	Myron Yoder
John Kochey	Barbara Yost
William Landis	Thomas Young
Samuel Leh	Olindo Zanchettin

Bell Schedule

FIRST LUNCH

First Bell	-	8:15
Homeroom	-	8:20 - 8:30
Period 1	-	8:35 - 9:25
Period 2	-	9:30 - 10:15
Period 3	-	10:20 - 11:05
Lunch	-	11:05 - 11:30
Period 4	-	11:35 - 12:25
Period 5	-	12:30 - 1:15
Period 6	-	1:20 - 2:05
Period 7	-	2:10 - 2:55

SECOND LUNCH

First Bell	-	8:15
Homeroom	-	8:20 - 8:30
Period 1	-	8:35 - 9:25
Period 2	-	9:30 - 10:15
Period 3	-	10:20 - 11:05
Period 4	-	11:10 - 11:35
Lunch	-	11:35 - 12:00
Period 4	-	12:05 - 12:25
Period 5	-	12:30 - 1:15
Period 6	-	1:20 - 2:05
Period 7	-	2:10 - 2:55

THIRD LUNCH

First Bell	-	8:15
Homeroom	-	8:20 - 8:30
Period 1	-	8:35 - 9:25
Period 2	-	9:30 - 10:15
Period 3	-	10:20 - 11:05
Period 4	-	11:10 - 12:00
Lunch	-	12:00 - 12:25
Period 5	-	12:30 - 1:15
Period 6	-	1:20 - 2:05
Period 7	-	2:10 - 2:55

AVTS

A.M. VO-TECH

At Vo-Tech	-	8:30 - Noon
Homeroom	-	12:15 - 12:25
Period 5	-	12:30 - 1:15
Period 6	-	1:20 - 2:05
Period 7	-	2:10 - 2:55

P.M. VO-TECH

First Bell	-	8:15
Homeroom	-	8:20 - 8:30
Period 1	-	8:35 - 9:25
Period 2	-	9:30 - 10:15
Period 3	-	10:20 - 11:05
Lunch	-	11:05 - 11:25
Board Bus	-	11:25

Dear Parents/Guardians:

Welcome to Louis E. Dieruff High School!!! Your son/daughter is ready to complete his/her final four years of public education. The Dieruff administration and staff wants your son/daughter to derive the maximum benefits from his/her stay with us.

To insure a sound educational climate for all, there are a minimum number of rules and regulations established at L.E.D. We will enforce all such rules. They will be found in this booklet, and the **LEDger** (student handbook). Because education is a cooperative effort, we would like to suggest areas in which you can contribute substantially toward successful achievement in school.

Remember to join us for some of our co-curricular/athletic activities.

Michael P. Meilinger
Principal

CLASS ADVISORS:

Class of 1991 (Sr.)	Mary Ann Skrincosky
Class of 1992 (Jr.)	Rosemary Simpson
Class of 1993 (Soph.)	Jean Porotsky
Class of 1994 (Fresh.)	TBA

BUS SCHEDULE:

Buses to/from LED will follow the regular LANTA schedules.

LANTA phone number - 776-7433 (776-RIDE)

Bus Tickets are on sale in the Main Office - 7:30 a.m. - 8:15 a.m.; 3:00 p.m. - 4:00 p.m.

LED SCHOOL COUNCIL

The Allentown School District has entered into a new program called **SCHOOL BASED IMPROVEMENT (SBI)**. The goal of the program is to make our already good schools even better for our more than 13,000 students. Its purpose is for individual schools to address their own needs and to find solutions to their own problems. Schools will work together with the Central Administration to reach their goals.

The people who best understand the problems of our school are those who work there daily, namely our administrators, teachers and support staff. Additionally, parents/guardians share the same interest with our professionals in our greatest resource, our children. This is why shared decision-making affecting our children and their school is something we all should want to achieve.

Dieruff has formulated a council for this purpose. These teachers, parents/guardians and community representatives will consider areas of concern, strengths and weaknesses. The ideas, problems and their solutions, that will make Dieruff a better school is what the **SBI** concept is all about. As this process unfolds, we will ask you for your input/participation to make a better Dieruff and to continue its tradition of "**HUSKY PRIDE.**"

LED PROFILE

Louis E. Dieruff High School, named after a respected teacher, principal and school board member, is one of two senior high schools located in the School District of the City of Allentown.

A comprehensive four-year high school, established in 1959, Dieruff's program of studies includes courses to prepare students for college, for employment in clerical and sales occupations and to provide a general education. Students enrolled in trade and industrial or technical courses have their academic work at LED and their lab work at the Lehigh County Area Vocational Technical School. In addition, a variety of specialized/alternative programs are available: ESOL, Gifted/Honors/Advanced Placement, Work Experience Program, Special Education, Reading Lab, Drop-out Prevention Programs.

Modern facilities and a spacious campus provide a unique environment for the Dieruff Community. An award-winning Band and Bandfront, yearly instrumental/vocal productions, art shows, athletic and academic achievements, student-centered clubs, school/community activities make Louis E. Dieruff High School a school to be proud of . . . USA 1985 Model School.

Enrollment: 1330 Grades: 9, 10, 11, 12

Staff: Teachers - 93	Para-professionals - 13
Administrators - 3	Secretaries - 10
Guidance Counselors - 5	Custodians - 11
School Nurse - 1	Cafeteria - 20
Librarian - 1	Security - 2

Mascot: Siberian Husky named KISKA

Colors: Blue and Gray

Principal -	Michael P. Meilinger
Assistant Principal -	Sandra S. Holod
Assistant Principal -	Richard G. Parks

LED Principals: Henry J. Weidner - 1958-1966
Joseph A. Barrett - 1966-1973
Bruce A. Clymer - 1973-1979

HUSKY PRIDE!!

Home-School Communications

In order that each pupil gain the maximum benefit from this educational year we believe that the school and the home *must* work together as a team. Each member of that team has the same goal – the best education for each pupil. It follows, then, that there *must* be a concerted effort on the part of both team members to keep the necessary lines of communication open. Here are some suggestions.

The School's Responsibilities:

Report pupil progress four times a year.

Congratulate parents/guardians of honor students by sending an "Honor Roll Citation."

Give suggestions for improvement with the "Reports of Unsatisfactory Work" during the rating period.

Send letters when promotion or graduation is questionable.

Request conferences for parents/guardians and teachers when necessary.

Supply as individualized an education as possible.

Make an attempt to meet the needs of all pupils.

Publish four school newsletters per year – *Husky*

Talk.

The Parents'/Guardians' Responsibilities:

Parents/guardians should encourage each pupil to attend school faithfully, and contact the *Attendance Office* in the event of necessary absence.

Chronic absenteeism is one of the principle causes of school failure. Working together the school and home can keep pupil absenteeism at a minimum.

The first day a student returns from an absence, he/she will be issued an excuse blank which must be returned the next school day. All excuses must be properly dated, must clearly state reasons for absence, and *must be signed by parent or guardian. A call to the Attendance Office must be made on day of absence and on subsequent days.* (820-2205)

After the *third day* of continuous absence, the student is expected to bring a doctor's excuse.

Tardiness, generally, is a "state of mind" or habit. L.E.D. deadline – in the homeroom by 8:20 a.m.

If you plan to take a trip of any length (three days or more), please secure permission from the Main Office. (Less than 3 days, contact the Attendance Office.)

Requests for your son/daughter to keep appointments with a doctor or dentist should be submitted to the Attendance Office from 8:20 a.m. the day *preceding* the appointment. Parental permission notes or professional appointment cards, please. All requests will be verified.

§ 12.13. (Reserved)

§ 12.14. Searches.

School authorities may search a student's locker and seize any illegal materials. Such materials may be used as evidence against the student in disciplinary proceedings. Prior to a locker search students shall be notified and given an opportunity to be present. However, where school authorities have a reasonable suspicion that the locker contains materials which pose a threat to the health, welfare and safety of students in the school, student lockers may be searched without prior warning.

§ 12.15. (Reserved)

PUPIL RECORDS

§ 12.31. General Requirements.

(a) The governing board of every school district, intermediate unit and area vocational-technical school shall adopt a plan for the collection, maintenance and dissemination of pupil records and submit the same to the Department for approval.

(b) Copies of the approved plan shall be maintained by the local educational agencies and updated as required by changes in State or Federal law. Copies of the updated plan shall be submitted to the Department only upon the request of the Secretary.

§ 12.32. Elements of the Plan

(a) The plan for pupil records shall conform to § 12.33 (relating to guidelines)*, except that a school district may modify § 12.33 with the approval of the Secretary, to conform with local policy.

(b) The plan shall establish policies on pupil records consistent with the minimum requirements of the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. § 1232g) and in 34 C.F.R. Part 99 (relating to privacy rights of parents and students).

§ 12.33 (Reserved)

(Pa.B.Doc. No. 84-231, filed 2/17/84.)

*Guidelines for the Collection, Maintenance and Dissemination of Pupil Records, the full text of which is set forth at 4 Pa.B. 1092 (June 1, 1974).

identify the individual to whom the material is to be submitted and shall establish a limitation on the time required to make a decision. If the prescribed time for approval elapses without a decision, the material shall be considered authorized for distribution.

(5) Students who are not members of the newspaper staff shall have access to its pages. Written criteria for submission of material by nonstaff members shall be developed and distributed to all students.

(h) The wearing of buttons, badges, or armbands shall be permitted as another form of expression within the restrictions listed in subsection (c).

(i) School officials may set forth the time and place of distribution of materials so that distribution would not materially or substantially interfere with the requirements of appropriate discipline in the operation of the school.

(1) A proper time and place set for distribution is one which would give the students the opportunity to reach fellow students.

(2) The place of such activity may be restricted to permit the normal flow of traffic within the school and at exterior doors.

(j) School officials should adopt and publish guidelines for student use of school facilities and equipment.

(k) The constitutional right of freedom of speech guarantees the freedom of public school students to publish materials on their own.

(1) The school has no responsibility to assist students or to provide facilities in the publishing of such materials.

(2) The students themselves have sole responsibility for any statements published.

(3) Approval procedures must be followed prior to distribution or display of materials on school property. See subsection (i).

§ 12.10. Flag Salute and Pledge of Allegiance.

It is the responsibility of every citizen to show proper respect for his country and its flag.

(1) Students may decline to recite the Pledge of Allegiance and may refrain from saluting the Flag on the basis of personal belief or religious convictions.

(2) Students who choose to refrain from such participation shall respect the rights and interest of classmates who do wish to participate.

§ 12.11. Hair and dress.

(a) Students have the right to govern the length or style of their hair including facial hair. Any limitation of this right shall include evidence that the length or style of hair causes a disruption of the educational process or constitutes a health or safety hazard. Where length or style of the hair presents a problem, some types of covering should be considered.

(b) School officials may not impose limitations on dress unless the attire causes the disruption of the educational process or constitutes a health or safety hazard.

(c) Students may be required to wear certain types of clothing while participating in physical education classes, shops, extra-curricular activities, or other situations where special attire may be required to insure the health or safety of the student.

(d) Students have the responsibility to keep themselves, their clothes, and their hair clean. School officials may impose limitations on student participation in the regular instructional program where there is evidence that the lack of cleanliness constitutes a health hazard.

§ 12.12. Confidential communications.

(a) Use of a student's confidential communications to school personnel in legal proceedings is governed by statutes and regulations appropriate to the proceeding. See, for example, 42 Pa. C.S. §5945 (relating to confidential communications to school personnel).

(b) Information received in confidence from a student may be revealed to the student's parents, the principal or other appropriate authority where the health, welfare or safety of the student or other persons is clearly in jeopardy.

Parents/guardians should call the *Counseling Office* to discuss any problem. Get to know these counselors for they play a most important role in the progress of each pupil.

Counselor Assignments: Guidance Office Tel: 820-2210

Counselor
No.

301 David Babb	Grade 9	All	A-D
	Grade 10	All	A-D
	Grade 11	All	A-C
	Grade 12	All	A-C
305 LeRoy Burrows	Grade 9	All	E-J
	Grade 10	All	E-J
	Grade 11	All	D-G
	Grade 12	All	D-G
313 Erika Hemperly	Grade 9	All	K-Q
	Grade 10	All	K-Q
	Grade 11	Male	H-M
	Grade 11	Female . . .	H-L
	Grade 12	Male	H-M
	Grade 12	Female . . .	H-L
303 Mary Ann Tremba	Grade 9	All	R-V
	Grade 10	All	R-V
	Grade 11	Male	N-R
	Grade 11	Female . . .	M-R
	Grade 12	Male	N-R
	Grade 12	Female . . .	M-R
311 Michael Mihalik	Grade 9	All	W-Z
	Grade 10	All	W-Z
	Grade 11	All	S-Z
	Grade 12	All	S-Z
	All Grades	LD, EMR, SED	

Counselors Will:

Discuss problems with parents/guardians.

Discuss problems with students.

Suggest possible alternatives and solutions to students and parents/guardians.

Advise pupils on schedules and post-high school plans.

Make appointments for teacher conferences when needed.

Parents/guardians are asked to *inform the Counseling Office* of any change in address or telephone number as soon as possible.

The Health Suite:

Parents/guardians should understand the importance of the *Health Office* and its functions. Also parents/guardians make sure that the school—through the Health Office—is informed of any major physical and/or emotional behavior changes of pupils.

The School Health Laws of Pennsylvania require that your son/daughter receive a medical examination in the eleventh grade.

Parents/guardians are permitted to replace the health examination by their family physician, at their expense.

The school must request that no dental appointments be made during major subject periods.

Student athletes are given adequate medical and dental examinations before each seasonal sport.

The School Insurance Plan, offered at the beginning of each school term, covers all activities except sports.

For minor illnesses and their recovery the school health room facilities are adequate. *Students must have permission from the school nurse before going home.*

Parents/guardians are notified by the school of any sudden illness, accident, or drug/alcohol abuse.

No sick or injured student will be sent home unless someone is contacted first and someone is there to receive them.

Permission to be excused from physical education class will be granted only on the recommendation of the student's physician. All requests should be directed to the school nurse.

Homework:

Parents/guardians should encourage pupils as much as possible to spend some time in home study. We feel that learning by pupils takes place outside of the classroom as well as inside.

Here are a few hints on home study:

Home study includes reading and review as well as written work.

Every high school pupil should be encouraged to devote *some time every day* for the preparation of assignments and the review of material already covered.

Concentrated study the night before an examination is never as effective in real learning as the daily review.

You can help pupils to establish and maintain a good home study program by:

Providing a quiet location with adequate light and study materials.

Allowing no interruptions during the study period.

Making sure that pupils spend some time *each* day in home study.

Checking written work for neatness, etc.

Reading skill is the key to school success. Parents/guardians shall encourage pupils to develop a good reading program—include newspapers, magazines, and books. Remedial reading help is supplied at Dieruff for pupils with reading problems, contact the Counseling Office for information.

Let's work together to try to make 1991-1992 the best year possible for each pupil and Dieruff High School.

(2) Where the student disagrees with the results of the hearing, recourse is available in the appropriate court of the Commonwealth. If it is alleged that a constitutional issue is involved, the student may file a claim for relief in the appropriate Federal district court.

(c) The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.

(1) The informal hearing is meant to encourage the student's parents or guardian to meet with the principal to discuss ways by which future offenses can be avoided.

(2) The following due process requirements are to be observed in regard to the informal hearing:

(i) Notification of the reasons for the suspension shall be given in writing to the parents or guardian and to the student.

(ii) Sufficient notice of the time and place of the informal hearing shall be given.

(iii) A student has the right to question any witnesses present at the hearing.

(iv) A student has the right to speak and produce witnesses on his own behalf.

(v) The district shall offer to hold the informal hearing within the first 5 days of the suspension.

§ 12.9. Freedom of Expression

(a) The right of public school students to freedom of speech was affirmed by the United States Supreme Court in the case of *Tinker v. Des Moines Community School District*, 393 U.S. 503 (1969).

(b) Students have the right to express themselves unless such expression materially and substantially interferes with the educational process, threatens immediate harm to the welfare of the school or community, encourages unlawful activity, or interferes with another individual's rights.

(c) Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands, and other means of common communication, provided that the use of public school communications facilities shall be in accordance with the regulations of the authority in charge of those facilities.

(1) Students have the responsibility to obey laws governing libel and obscenity and to be aware of the full meaning of their expression.

(2) Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views.

(d) Identification of the individual student or at least one responsible person in a student group may be required on any posted or distributed materials.

(e) School officials may require students to submit for prior approval a copy of all materials to be displayed, posted or distributed on school property.

(f) Bulletin Boards shall conform with the following:

(1) School authorities may restrict the use of certain bulletin boards.

(2) Bulletin board space shall be provided for the use of students and student organizations.

(3) School officials may require that notices or other communications be officially dated before posting, and that such materials be removed after a prescribed reasonable time to assure full access to the bulletin boards.

(g) School newspapers and publications shall conform with the following:

(1) Students have a right and are as free as editors of other newspapers to report the news and to editorialize within the provisions in paragraphs (4) and (5).

(2) School officials shall supervise student newspapers published with school equipment, remove obscene or libelous material and edit other material that would cause a substantial disruption or interference with school activities.

(3) School officials may not censor or restrict material simply because it is critical of the school or its administration.

(4) Prior approval procedures regarding copy for school newspapers shall

(2) If the parents or guardian are unable to provide for the required education, they must within 30 days submit to the school district written evidence so stating. The district then has the responsibility to make some provision for the student's education. If 30 days pass without the district receiving satisfactory evidence that the required education is being provided to the student, it must recontact the parent and, pending the parents' or guardian's provision of such education, the district must make some provision for the student's education or proceed under paragraph (3) or do both.

(3) If the approved educational program is not complied with, the school district may take action in accordance with Chapter 63 of the Juvenile Act (42 Pa. C.S. § 6301-6308), to ensure that the child will receive a proper education. See § 12.1 (b) (relating to free education and attendance).

§ 12.7. Exclusion from classes - in-school suspension

(a) No student may receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.

(b) Communication to the parents or guardian shall follow the suspension action taken by the school.

(c) When the in-school suspension exceeds ten consecutive school days, an informal hearing with the principal shall be offered to the student and the student's parent or guardian prior to the 11th school day in accordance with the procedures in § 12.8 (relating to hearings).

(d) The student's school district has the responsibility to make some provision for the student's education during the period of the in-school suspension.

§ 12.8. Hearings.

(a) Education is a statutory right, and students must be afforded all appropriate elements of due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing, which is a fundamental element of due process.

(b) A formal hearing is required in all expulsion actions. This hearing may be held before the board of school directors or a duly authorized committee of the board, or a qualified hearing examiner appointed by the board. Where the hearing is conducted by a committee of the board or a hearing examiner, a majority vote of the entire school board is required to expel a student.

(1) The following due process requirements are to be observed with regard to the formal hearing:

(i) Notification of the charges shall be sent to the student's parents or guardian by certified mail.

(ii) Sufficient notice of the time and place of the hearing must be given.

(iii) The hearing shall be held in private unless the student or parent requests a public hearing.

(iv) The student has the right to be represented by counsel.

(v) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.

(vi) The student has the right to request that any such witnesses appear in person and answer questions or be cross-examined.

(vii) The student has the right to testify and present witnesses on his own behalf.

(viii) A record must be kept of the hearing, either by a stenographer or by tape recorder. The student is entitled, at the student's expense, to a copy of the transcript.

(ix) The proceeding must be held with all reasonable speed.

Please feel free to call on the following personnel for assistance and advice:

Michael P. Meilinger *School Policy*
 Sandra S. Holod *Academics and Discipline*
 Richard G. Parks *Attendance and Discipline*
 Michael Mihalik *Counselor*
 Erika Hemperly *Counselor*
 Mary Ann Tremba *Counselor*
 David Babb *Counselor*
 LeRoy Burrows *Counselor*
 Martina Semmer *School Nurse*
 Janet Fabian *Dental Hygienist*

For your convenience use the following phone numbers:

Athletic Office: 820-2236
 Attendance Office: 820-2205
 Guidance Office: 820-2210
 Main Office: 820-2200

Support your school in its various activities:

Athletic Events Art Show
 Music Programs Holiday Concert
 Kiska Banquet Open House
 Band Festival Troika Banquet

RULES FOR L.E.D.

DETENTION: In Room 119 - As Assigned
 Time: 3:05 - 4:00 p.m.

1. Tardiness to school - 3rd offense
2. Late to class - 3rd offense
3. Cutting class - 1st offense - 2 nights

SUSPENSION:

1. Cutting class - 2nd offense (3 p.m. suspension)
2. Leaving the building during school hours without justification
3. Breaking cafeteria regulations
4. Smoking
5. Cutting detention
6. Fighting between and/or among students
7. Vandalizing school property

Types:

- a. *3 p.m. Suspension* - student must attend all classes and return with parent/guardian for readmission the following morning.
- b. *In-School Suspension* - administrative prerogative.
- c. *3-10 day Suspension* - administrative prerogative.

Upon *second suspension* a conference with student, parent/guardian and guidance counselor and/or juvenile authority and/or school district psychologist.

COUNSELING AND/OR CONFERENCES AND/OR DETENTION AND/OR SUSPENSION:

1. Truancy and unexcused absence
2. Disrespect to staff.
3. Vulgar and abusive language
4. Unconventional dress
5. Loitering in the halls (class will be rescheduled)
6. Drug and alcohol abuse
7. Littering school property
8. Damaging school property (restitution required)

JUVENILE AUTHORITIES AND/OR ARREST:

1. Vandalism, theft, rip-offs, intimidation
2. Problems on LANTA buses and vo-tech buses
3. Striking an administrator or staff member
4. Drug/alcohol abuse
5. Loitering

NOTE: "Unsettled Accounts" (books, equipment, uniforms, fund-raisers, class dues, etc.) must be paid as soon as possible in the Attendance Office . . . report cards/diplomas will be withheld until settlement of all costs.

SENIOR HIGH SCHOOL SMOKING POLICY

Students are prohibited from using any tobacco product within the school buildings at any time. The use of any tobacco product on school grounds is prohibited during the school day.

- A. First Offense — One Full Day Suspension
- B. Second Offense — Three Full Days Suspension
- C. Third Offense — Three or more days of suspension and a letter from the parent/guardian indicating that their son/daughter is enrolled in a smoking withdrawal program.

Detention Regulations

1. Proctor: TBA
2. Detention Room: 119
3. Detention Time: 3:05 - 4:00 p.m.
4. Detention time will be spent in activities as assigned by proctor.
5. Cutting of detention will result in suspension from school, and DETENTION MAKE-UP.
6. Creating a disturbance during detention can result in another detention and/or suspension.
7. Detention is an administrative device employed primarily to curb:
 - a. latenesses to class/school
 - b. class cutting
 - c. other disciplinary situations in school (PDR)

(c) Where corporal punishment is authorized, school authorities shall notify all parents of this policy. Corporal punishment may not be administered to a child whose parents have notified school authorities that such disciplinary method is prohibited.

(d) In situations where a parent or school board prohibits corporal punishment, reasonable force may still be used by teachers and school authorities under any of the following circumstances:

- (1) To quell a disturbance.
- (2) To obtain possession of weapons or other dangerous objects.
- (3) For the purpose of self-defense.
- (4) For the protection of persons or property.

(e) Corporal punishment should never be administered in the heat of anger. It should be recognized that corporal punishment always contains the danger of excessiveness. No disciplinary action should exceed in degree the seriousness of the offense. Students shall not be required to remove clothing when being punished.

§ 12.6. Exclusions from school.

(a) The board of school directors shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting certain exceptional students shall be governed by §§ 13.62 and 341.91 (relating to right to education and disciplinary exclusions of certain handicapped students from special education placement).

(b) Exclusion from school may take the form of suspension or expulsion.

(1) Suspension is exclusion from school for a period of from 1 to 10 consecutive school days.

(i) Suspensions may be given by the principal or person in charge of the public school.

(ii) No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.

(iii) The parents and the superintendent of the district shall be notified immediately in writing when the student is suspended.

(iv) When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements set forth in § 12.8(c) (relating to hearings).

(v) Suspensions may not be made to run consecutively beyond the 10 school day period.

(vi) Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the board of school directors.

(2) Expulsion is exclusion from school by the board of education for a period exceeding 10 school days and may be permanent expulsion from the school rolls.

All expulsions require a prior formal hearing under § 12.8 (relating to hearings).

(c) During the period prior to the hearing and decision of the board of school directors in an expulsion case, the student shall be placed in his normal class except as set forth in subsection (d).

(d) If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative education which may include home study.

(e) Students who are less than 17 years of age are still subject to the compulsory school attendance law even though expelled, and they must be provided an education.

(1) The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, through tutorial or correspondence study or through another educational program approved by the district's superintendent.

§ 12.2. Student responsibilities.

(a) Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

(b) No student has the right to interfere with the education of his fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

(c) Students should express their ideas and opinions in a respectful manner.

(d) It is the responsibility of the students to conform with the following:

(1) Be aware of all rules and regulations for student behavior and conduct themselves in accord with them. Students should assume that, until a rule is waived, altered or repealed in writing, it is in effect.

(2) Volunteer information in matters relating to the health, safety and welfare of the school community and the protection of school property.

(3) Dress and groom to meet fair standards of safety and health, and not to cause substantial disruption to the educational processes.

(4) Assist the school staff in operating a safe school for all students enrolled therein.

(5) Comply with Commonwealth and local laws.

(6) Exercise proper care when using public facilities and equipment.

(7) Attend school daily and be on time at all classes and other school functions.

(8) Make up work when absent from school.

(9) Pursue and attempt to complete satisfactorily the courses of study prescribed by Commonwealth and local school authorities.

(10) Report accurately and not use indecent or obscene language in student newspapers or publications.

§ 12.3. School rules.

(a) The school board has the authority to make reasonable and necessary rules governing the conduct of students in school. The rule-making power, however, is not unlimited; it must operate within statutory and constitutional restraints. A school board has only those powers which are enumerated in the statutes of this Commonwealth, or which may reasonably be implied or necessary for the orderly operation of the school.

(b) School boards may not make rules which are arbitrary, capricious or outside their grant of authority from the General Assembly. Their rules must stand the test of fairness and reasonableness. A rule is generally considered reasonable if it uses a rational means of accomplishing some legitimate school purpose.

(c) Each board of school directors shall adopt a code of student conduct which shall include policies governing student discipline and a listing of student rights and responsibilities as outlined in this chapter. This conduct code shall be published and distributed to students and parents. Copies of the code shall also be available in each school library.

§ 12.4. Discrimination

Consistent with the Pennsylvania Human Relations Act (43 P.S. § 951-963), no student shall be denied access to a free and full public education on account of race, religion, sex, national origin, or handicap.

§ 12.5. Corporal Punishment.

(a) Corporal punishment, namely physically punishing a student for an offense, may be administered by teachers and school officials to discipline students when authorized by, and in accordance with policies and guidelines established by, the board of school directors.

(b) Reasonable force may be used but under no circumstances shall a student be punished in such a manner as to cause bodily injury.

STUDENT DRIVING

1. All motor-driven vehicles brought to school MUST be registered.
2. All motor-driven vehicles brought to school may not be driven between 8:20 a.m. and dismissal.
3. Students will use the east parking lot *only* (Jerome Street.) A space in the northeast corner of this lot is reserved for motor bikes.
4. All drivers are urged to park within the white guide lines.
5. At no time will students block service entrances to Cafeteria or ANY entrances to parking lots. CARS WILL BE TOWED AWAY AT OWNER'S EXPENSE!
6. Respect for school neighbors will be shown.
7. Reckless driving will be reported to parents/guardians and police.
8. No student parking in the main lot/shop area lot. Cars will be towed at YOUR expense.

Cafeteria Regulations

The following rules are necessary to provide a pleasant and safe atmosphere in the cafeteria:

1. Enter the cafeteria in an orderly manner. DO NOT RUN!
2. Place books on the shelves provided. DO NOT PUT BOOKS ON CAFETERIA TABLES AND CHAIRS.
3. Form orderly lines while waiting to be served. DO NOT JUMP THE LINE by squeezing in front of another student - VIOLATION - DETENTION.
4. Normal talking is permitted in the cafeteria. YELLING OR CHEERING WILL NOT BE TOLERATED.
5. Do not put purses on cafeteria tables. Keep purses with you AT ALL TIMES.
6. Throwing food or utensils (knives, forks, etc.) VIOLATION-SUSPENSION FROM SCHOOL.
7. Do not attempt to leave the cafeteria for any reason without asking one of the supervisors on duty.
8. Do not dismiss from the cafeteria until the proper signal is given by the cafeteria supervisors.
9. Do not leave trays or empty containers on the tables-VIOLATION-CLEAN TABLES AND/OR DETENTION AND/OR SUSPENSION.
10. All students must sit on chairs-not on book shelves, stage or heat registers.
11. Lavatories are to be used BEFORE or AFTER lunch, NOT DURING LUNCH. (Except in cases of extreme emergencies).

COOPERATION FROM ALL STUDENTS IS A MUST !

PROPER SCHOOL ATTIRE

This Proper School Attire code was developed in cooperation with the high school principals, teacher volunteers, the Student Council of Dieruff High School in conjunction with the Student Government Association of William Allen High School. As a result of a series of meetings, the following interpretation of the code is submitted:

INTERPRETATIONS

Students should not wear any dress that interferes with such activities as physical education, industrial arts, home economics, and art and science laboratories. Such interference might be hair styles that block view, articles of clothing that restrict movement, or any mode of dress that creates a hazard to the student at school.

Dress or appearance which disrupts the planned educational process will not be allowed. Guidelines regarding acceptable and unacceptable attire are listed below:

1. Headgear (hats, visors, sunglasses, etc.) is not acceptable.
2. Dresses must cover the shoulders and extend to cover three quarters of the thigh to be acceptable.
3. Tops and shirts must cover the shoulders to the waist and fit within the following restrictions to be acceptable.
 - a. Midriff may not be exposed, no cut off shirts.
 - b. Muscle shirts, tank tops or halter tops are not acceptable.
 - c. Mesh shirts must have a shirt underneath to be acceptable.
4. Skirts must cover from the waist to three quarters of the thigh to be acceptable.
5. Shorts are acceptable school attire if they cover the waist to mid-thigh and also fit within the following restrictions.
 - a. Cut-offs of any type are not acceptable.
 - b. Athletic shorts are not acceptable: gym shorts, running shorts, or tight fitting stretch short/pants.
 - c. Coaches shorts are acceptable.
6. Spandex are not acceptable as outerwear garments.
7. Sandals which do not have a strap on the back of the ankle are not acceptable. Flip-flops are not acceptable.
8. Shirts with offensive logos or sayings are not acceptable (i.e. some Rock T-shirts).

Since the educational process takes place in the classroom, it is the responsibility of the administration and faculty to decide whether this dress code is being followed.



Commonwealth of Pennsylvania

STATE BOARD OF EDUCATION

PENNSYLVANIA CODE TITLE 22. EDUCATION

CHAPTER 12. STUDENTS

REGULATIONS ON STUDENT RIGHTS AND RESPONSIBILITIES

Section

12.1.	Free Education and Attendance.
12.2.	Student Responsibilities.
12.3.	School Rules.
12.4.	Discrimination.
12.5.	Corporal Punishment
12.6.	Exclusions from School.
12.7.	Exclusion from Classes - In-School Suspension
12.8.	Hearings.
12.9.	Freedom of Expression.
12.10.	Flag Salute and the Pledge of Allegiance.
12.11.	Hair and Dress.
12.12.	Confidential Communications.
12.13.	(Reserved)
12.14.	Searches.
12.15.	(Reserved).
PUPIL RECORDS	
12.31.	General Requirements.
12.32.	Elements of the Plan.
12.33.	(Reserved).

§ 12.1. Free education and attendance.

(a) All persons residing in this Commonwealth between the ages of 6 and 21 years are entitled to a free and full education in the Commonwealth's public schools.

(b) Parents or guardians of all children between the ages of 8 and 17 are required by the compulsory attendance law to ensure that their children attend an approved educational institution, unless legally excused. Students who have not graduated may not be asked to leave school merely because they have reached 17 years of age if they are fulfilling their responsibilities as students. A student may not be excluded from the public schools nor from extracurricular activities because of being married or pregnant.

S(STUDENT) A(ASSISTANCE) P(PROGRAM)

A state funded grant has provided the Allentown School District with monies for a Student Assistance Program dealing with drug and alcohol abuse. Each SAP team on the high school level consists of a building administrator, a counselor, a nurse, a school psychologist, and two teachers. Teams identify students with problems and refer them for help. The SAP provides assistance. It is not the school's intent to identify these students and expel them. The team not only works with students who have drug and alcohol problems, but also with those who have severe depression and/or suicidal tendencies. Referrals to SAP team have been made by teachers, counselors, administrators, parents/guardians, and students. If you suspect that your child is having a problem, you can contact his/her counselor for a referral into the program. All information gathered by the SAP team is held in confidence. Aftercare programs for students returning from drug and alcohol rehabilitation are available and will provide additional support during the school year. Do contact your child's counselor for more information about this program.

S(STUDENTS) A(AGAINST) D(DRIVING) D(DRUNK)

LED has organized a very successful SADD chapter. The program is designed to help students understand the hazards of drinking and driving. SADD is a proven life-saving program which is motivated by student and community support. Advisors: MaryAnn Olson & Linda Cruttenden

Miscellaneous

Parents/guardians/students are reminded that the school CANNOT be held responsible for locker thefts. *We encourage students to purchase their own locks for gym and hall lockers.*

Books and lockers are school property. Payment will be assessed where loss or excessive damage occurs.

The Board of School Directors encourages proper dress and grooming. Unusual haircuts, extremes in clothing are forbidden. . . . No mesh T-shirts, muscle shirts midriff tops, halters. (See above).

Tape decks, radios, "Boxes", Walkman, etc. are *not* allowed in the building at any time.

Smoking by students is *not* allowed in the school building.

No one is allowed to leave the building during lunch or between classes without proper authorization. Classes pass within the building.

No personal phone calls will be accepted at school. (unless it is an emergency!)

All visitors MUST report to the Main Office for passes. Visitors' passes for students must be cleared through the Main Office at least one day prior to "requested visit". Student visitors from other schools must have "permission letters" from their principals.

Delinquency prevention must be a two-way responsibility, with the home and family accepting a very important role.

GRADING POLICY

Guidelines for Dealing with Gifted, Honors, and A.P. Student Grading

The motivation of Gifted, Honors and Advanced Placement students is the obligation of every professional involved. Students in the Gifted, Honors, and Advanced Placement Programs are expected to achieve and perform at the grade level of an A or B.

General Guidelines for Report Card Grades

1. A student should receive the grade which he/she has earned.
2. Grading should not be used as a negative motivational device.
3. If a teacher observes a student who is not achieving at the grade level of A or B, the following steps shall be instituted:
 - a. the teacher should meet with the student to try to help the student
 - b. The counselor should be consulted and the counselor should meet with the student for specified counselor intervention

- c. during the fifth week of the rating period, or at any time, a progress report must be sent to the parents indicating areas of concern
- d. if the student does not respond to the teacher/counselor intervention, a parent-teacher conference shall be arranged by the counselor to discuss the problem(s).

If a student, after the above steps have been taken, still is not achieving at an A or B level, the pupil placement should be re-evaluated using the multi-disciplinary team where appropriate, and a recommendation of alternative placement, may be made. This recommendation could suggest removing a student from the Gifted, Honors, or A.P. course in which he/she is enrolled.

Reporting Pupil Progress in the Senior High School

1. Letter Grades

- A Mastery of subject matter for the grade as evidenced by high test marks, active participation in class discussion, completion of all assignments, willingness to work beyond the limits of given assignments, neatness and accuracy of work habits.
- B Above average test marks, frequent participation in class discussion, completion of all assignments, neatness and accuracy of work habits.
- C Fair to good marks in tests, minimum participation in class discussion, completion of assignments, neatness of work habits.
- D Minimum passing grades in tests, infrequent class participation, careless attention given to written and study assignments.
- F Failing test marks, very little or no participation in class, poor attitude toward study, failure to complete assignments, careless work habits.
- I Incomplete work in a subject must be completed by the end of the fourth week of the next rating period.
- F Excused or exempt from grade (one rating period)
- W Withdrawal failure - subject has been dropped.
- S A subject taken as a pass/fail course (Pass).
- U A subject taken as a pass/fail course (Failure).

Physical Education

- O Outstanding
- P Pass
- F Failure
- M Medical Excuse

2. Attitude Ratings

Numerical attitude ratings shall be given by each teacher to indicate those areas in which a pupil has done well or has shown improvement. Numerical attitude ratings shall be given by each teacher to indicate those areas in which a student may improve his conduct in the classroom or in his attitude toward the subject matter.

3. "Marijuana or Hashish Pipe". A pipe characterized by a bowl which is so small that the primary use for which it is reasonably adapted or designed is the smoking of marijuana or hashish, rather than lawful smoking tobacco, and which may or may not be equipped with a screen.
4. "Paraphernalia". Containers and other objects primarily adapted or designed for use in storing or concealing controlled Substances; objects primarily adapted or designed for use in injecting, ingesting, inhaling or otherwise introducing marijuana, cocaine, hashish oil into the human body, such as (a) Metal, wood, acrylic, glass, stone, plastic or ceramic pipes with screens, permanent screens, hashish heads, or punctured metal bowls; (b) Water pipes; (c) Smoking and carburetion masks; (d) Carburetion tubes and devices; (e) Roach clips; meaning objects used to hold burning material, such as marijuana cigarette, that has become too small or too short to be held in the hand; (f) Miniature cocaine spoons and cocaine vials; (g) Chamber pipes; (h) Carburetor pipes; (i) Electric pipes; (j) Air-driven pipes; (k) Chillums; (l) Bongos; (m) Ice pipes or chillers. (Taken from Allentown City Ordinance No. 12419)
5. "Lookalike drugs". Any tablet, capsule, or other Substance packaged, designed, or intended to mimic the appearance and physical effect of any controlled Substance.
6. "Intoxicating Beverages". Any alcohol, liquor, wine, beer, malt or brewed beverage.
7. "Prohibited Materials". Any cocaine spoon, controlled Substance, marijuana or hashish pipe, paraphernalia, lookalike drug, or intoxicating beverages, or steroids for any pupil involved in school-related athletics.
8. "District". School District of the City of Allentown.
9. "Pupil". Any pupil enrolled in the District.
10. "Premises". Any building, grounds or vehicle in the possession or control of the District or to which any Pupil is assigned by the District. Any locker, desk, cabinet or other enclosure upon the Premises shall be considered part of the Premises.
11. "District Employee". Any administrator, teacher, nurse, custodian or other employee of the District.

2.0 BAN OF SALE, GIVE AWAY OR DISPLAY

It shall be unlawful for any pupil to sell, offer for sale, dispense, give away or display "prohibited material" as herein defined in or upon the premises.

3.0 EXEMPTIONS

The prohibition contained in Section 2.0 hereof shall not apply to any pupil suffering from diabetes, asthma, or any other medical condition requiring self injection or administration. All such cases shall be registered with the school nurse.

4.0 LOCKERS

Lockers are the property of the District. Pupils are given the qualified privilege of using lockers only for the purpose of storing books, lunches, garments and other personal items whose possession is not prohibited by the District. No pupil shall use any locker for the retention of any prohibited material as herein defined. The District and District's employees reserve the right to inspect any locker and its contents at any time, either with or without any pupil's consent and either in or out of any pupil's presence, and confiscate any prohibited materials. The District and District's employees may remove any lock to permit the inspection of any locker or the confiscation of any prohibited material.

5.0 SEARCH OF A PUPIL'S GARMENTS OR OF A PUPIL'S POSSESSIONS

The District reserves the right to search a pupil's pockets, or any possession (including but not limited to purses, gym bags, jackets, coats, parcels, packages, or other containers) to discover or confiscate any prohibited materials.

6.0 CONSTRUCTION; SEVERABILITY

If any provisions of these Regulations shall be declared unconstitutional or invalid, such decision shall not affect the remaining portions of these Regulations. The District hereby declares that the Regulations would have been enacted and each article and subsection thereof irrespective of the fact that any one or more of the articles and subsections, clauses or phrases, may or might be found by court action or decision to be unconstitutional or otherwise invalid.

7.0 PENALTIES

Any pupil who violates any provision or provisions of this Administrative School Policy or who shall fail to comply with any requirements hereof shall be subject to discipline in accordance with the "Student Rights - Responsibilities Policies and Substance Abuse Administrative Regulations" adopted by the District.

- c. No student shall be suspended until the student has been informed of the reason(s) for the suspension and given the opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened. The parents and superintendent shall be notified immediately in writing. When the suspension exceeds three school days, the student and parents shall be given the opportunity for an informal hearing in accordance to section 12.8(c) of State Board of Education, Chapter 12. Suspension may not run consecutively beyond the ten school day period. Students who are suspended from school are excluded from attending and participating in all Allentown School District and school activities.
- d. During the period prior to the suspension, or to the hearing and decision of the board of school directors in an expulsion case, the student shall be placed in his or her normal class except as in sub section (f).
- e. Students shall be permitted to make up exams and work missed while being disciplined by suspension. It is the responsibility of the pupil to make all necessary arrangements and complete make-up work within a reasonable length of time under the direction of the teacher or the principal.
- f. If, when expulsion proceedings are initiated, it is determined after an informal hearing that a student's presence in his or her normal class would constitute a threat to the health, safety, morals, or welfare of others, and it is not possible to hold a formal hearing within the period of a suspension the student may be excluded from school for more than ten school days, provided the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative instruction.
- g. Students who are less than seventeen years of age are still subject to the compulsory school attendance law even though expelled, and they must be provided an education. The initial responsibility for providing the required education rests with the parents through placement in another school, through tutorial or correspondence study or through another educational program approved by the district superintendent within thirty days. If the parents are unable to provide for the required education, they must within thirty days submit to the district written evidence so stating. In the event that no satisfactory evidence is received after thirty days, the district must recontact the parent(s) and pending parents provision of such education, must make provision for the education and/or may take action in accordance with the Juvenile Act of 1972 42 Pa. C.S. Chapter 63.
- h. When a serious discipline problem occurs, the appropriate juvenile authorities and/or the police will be called in to investigate the incident. These offenses include:
- | | |
|---|-----------------------------------|
| 1. Student assault on school staff | 5. Vandalism |
| 2. Possession of a dangerous weapon | 6. Willful trespass |
| 3. Stealing | 7. Student assault upon a student |
| 4. Underage drinking or taking or selling drugs | |

Parents with specific questions concerning these policies and guidelines are invited to call the school office.

ALLENTOWN SCHOOL DISTRICT

Substance Abuse Policy

- The Board of School Directors of Allentown School District recognizing that the abuse of Substances is a serious problem with legal, physical, emotional, and social implications for the whole school community, adopts the position that the abuse of Substances interferes with learning.
- The Board of School Directors recognizes that all students have a right to be educated in a safe and healthy environment with due consideration for their legal rights and responsibilities.
- The School District's Comprehensive Drug and Alcohol program shall consist of a three faceted approach including (1) prevention, (2) intervention and (3) referral.
- It is therefore this district's policy to prevent and prohibit the possession, use and/or distribution of any illegal or controlled mood-altering chemical or medication not approved by the Health Office on school property, at school sponsored events and on school vehicles.
- Violations of this policy as defined and described within the parameters of the Substance Abuse Administrative Regulations may result in permanent expulsion from school by the Board of Directors or a lesser administrative penalty.
- Student Support Systems consisting of specially trained school personnel will be established at each building to ensure appropriate identification, interventions and support for at risk students in compliance with the district's confidentiality policy.
- This policy will be implemented through the cooperative efforts of the faculty, administration, school employee groups, students, parents/guardians and community agencies of the Allentown School District.

1.0 DEFINITIONS

The following words and phrases when used in these Regulations shall, for the purpose of the Regulations, have the meanings respectively ascribed to them in this section, except where the context clearly indicates a different meaning:

- "Cocaine Spoon". A spoon with a bowl so small that the primary use for which it is reasonably adapted or designed is to hold or administer cocaine, and which is so small as to be unsuitable for the typical, lawful uses of a spoon. A cocaine spoon may or may not be merchandised on a chain and may or may not be labeled as a "cocaine" spoon or "coke" spoon.
- "Controlled Substance". Any drug, substance or immediate precursor enumerated in Section 4 of the Act of April 14, 1972, P.L. 223, No. 64, as amended (35 PSA Section 780-104 and 35 PS Section 780 - 104 subel (3) (vii) (being Section 4 of what is commonly known as the "Controlled Substance, Drug, Device and Cosmetic Act" of 1972).

The Student Does

The Student Does Not

- | | | |
|----|---------------------------------------|----|
| 2 | Achieve at apparent ability level | 1 |
| 4 | Show intellectual curiosity | 3 |
| 6 | Accept constructive criticism | 5 |
| 8 | Show qualities of dependability | 7 |
| 10 | Employ time to best advantage | 9 |
| 12 | Display good judgement | 11 |
| 14 | Perform additional tasks | 13 |
| 16 | Display qualities of leadership | 15 |
| 18 | Take pride in personal achievement | 17 |
| 20 | Show improvement | 19 |
| 22 | Cooperate in class | 21 |
| 24 | Display originality and creativity | 23 |
| 26 | Bring materials to class | 25 |
| 28 | Observe safety habits | 27 |
| 30 | Complete assignments on time | 29 |
| 32 | Respect others' rights | 31 |
| 34 | Show good behavior | 33 |
| 36 | Have a good class attendance record | 35 |
| 38 | Make up work missed | 37 |
| 40 | Prepare daily assignments adequately | 39 |
| 42 | Follow instructions carefully | 41 |
| 44 | Understand concepts | 43 |
| 46 | Have good study habits | 45 |
| 48 | Perform well on tests/quizzes | 47 |
| 50 | Participate frequently in class | 49 |
| 52 | Assume responsibility | 51 |
| 54 | Work well in a group | 53 |
| 56 | Dress properly for physical education | 55 |
| 98 | RUE issued | 99 |
- Request parent conference
3. Report cards will be mailed to the parent/guardian of every student four times a year.
4. A report of unsatisfactory work (RUW) shall be issued to every student who is failing, is in danger of failing, or is achieving at a level below ability. This report may be issued in the middle of each rating period but no later than the seventh week of the rating period. RUW's will be mailed home.

SCHOOL DISTRICT OF THE CITY OF ALLENTOWN Allentown, PA

Report of Unsatisfactory Work

Date _____, 19____ Homeroom: _____
Rating Period: 1 2 3 4 Grade: _____

Student: _____ Subject: _____
_____ is failing _____ is in danger of failing _____ is achieving at a level below ability

For IMPROVEMENT, the following suggestions are recommended:

- | | | |
|--|--|----------------------------------|
| _____ Follow instructions carefully | _____ Cooperate in class | _____ Tests: _____ |
| _____ Prepare lessons carefully | _____ Observe classroom procedures | _____ Quizzes: _____ |
| _____ Devote more time to meaningful study | _____ Bring materials to class | _____ Class/Lab: _____ |
| _____ Improve study habits | _____ Exercise care for equipment/material | _____ Projects: _____ |
| _____ Prepare daily assignments adequately | _____ Observe safety habits | _____ Homework: _____ |
| _____ Make up work missed | _____ Improve techniques | _____ Assignments Missing: _____ |
| _____ Come in for help | _____ Produce at a faster pace | |
| _____ Attend class regularly | _____ Improve test/quize performance | |
| _____ Show more interest | _____ Use class time more wisely | |
| _____ Display a positive attitude | | |

COMMENTS:

Teacher Signature _____ Student Signature _____
Conference Requested _____

White - Parent's Copy Yellow - Guidance Copy Pink - Teacher's Copy

1885/ASD12-01/070

5. Honor Roll

- a. Students who earn a grade point average of 3.5 or higher, and no grade lower than a C, will be nominated for the Honor Roll at the end of each rating period.
- b. Grade values will be used in computing Honor Roll. A subject meeting 10 or 15 periods will be counted twice or three times in determining Honor Roll.
- c. The grade point average is the grade total divided by the sum of the number of subjects.
- d. A **U** in citizenship will disqualify a person from the Honor Roll.
- e. A grade of **F, I, E, W, or U** in any subject will disqualify a person from the Honor Roll.
- f. Grades earned at the Vo-Tech will be used to determine Honor Roll.
- g. Weighted grades will be used in determining Honor Roll. (A=5 and B=4)

6. Final Examinations

- a. A teacher will administer a District-wide and/or teacher-prepared final examination to all students. Subject final examinations are mandatory for all courses unless otherwise designated.
- b. A comprehensive examination/evaluation will be required in the following courses:

Art	English
All art courses	Journalism I & II
	Advanced Journalism
	Public Speaking
Business	Reading & Study Strategies
Typing I & II	Composition for College

- c. The final examination or comprehensive examination will count 20% of the grade.
- d. If a student does not take the final examination, or does not exert due effort to pass the examination, he/she will fail the course for the year because he/she has not completed all of the course requirements.
- e. A final examination/evaluation will not be required in the following courses:

Business	Industrial Arts
Data Processing	All Courses
I & II	
Office Machines	Music
Office Simulation	Band
(LED)	Orchestra
	Instrumental Music
ESOL	Piano I & II
ESOL I, II, III	Organ I & II
	Music Laboratory
Health & Phys. Ed.	Choir
All Courses	Glee Club
	Voice I & II
Home Economics	Special Education
Personal Sewing	All Courses
Creative Stitchery	
Creative Cooking	
Teen Living	

School District, City of Allentown, PA
August 25, 1988

It is the purpose of this policy to set forth the general condition under which optimum learning can occur in the Allentown School District. We strongly believe that good conduct is essential for effective learning to take place. Students learn best in an orderly environment where both school and classroom rules are communicated to the students and school/community.

These rules must be clearly set forth and enforced from the beginning of the school term, promptly punishing and correcting misconduct, and consistently enforcing good behavior. The Board-adopted Student Rights and Responsibilities and the Regulations for Pupil behavior should be signed by each student and parent/guardian and returned to the school at the start of the year.

Since parental involvement is a key to an orderly environment, it is essential that parents, students, teachers, and school administrators work together to create a school climate that nurtures and encourages good behavior.

Each school shall utilize a committee made up of the principal, teaching staff, parents, and students to review these policies and their implementation on a regular basis.

STUDENT RIGHTS AND RESPONSIBILITIES School District, City of Allentown

I. Student Responsibilities

- a. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Most of all, students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.
- b. No student has the right to interfere with the education of fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
- c. Students should express their ideas and opinions in a respectful manner.
- d. It is the responsibility of the students to conform with the following:
 1. Be aware of all rules and regulations for student behavior and conduct themselves in accord with them.
 2. Volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.
 3. Dress and groom themselves in order to meet fair standards of safety and health and to cause no substantial disruption to the educational processes.
 4. Assume that until a rule is waived, altered, or repealed in writing, it is in effect.
 5. Assist the school staff in operating a safe school for all students enrolled therein.
 6. Comply with the state and local laws.
 7. Exercise proper care when using public facilities and equipment.
 8. Attend school daily, and be on time at all classes and other school functions.
 9. Make up work when absent from school.
 10. Pursue and attempt to complete satisfactorily the courses of study prescribed by state and local authorities.
 11. Report accurately and do not use in student newspapers and publications any indecent or obscene language.

II. Corporal Punishment

- a. No employee or representative of the School District of the City of Allentown may administer corporal punishment to any pupil. For this purpose, "corporal punishment" is defined to mean the physical punishment of a pupil for an offense.
- b. The District recognizes that it is bound by Section 12.5 (d) of the State Board of Education Regulations which provides as follows:
 - (d) However, even when a parent or the School Board prohibits corporal punishment, reasonable force may be used by teachers and school authorities under any of the following circumstances:
 1. To quell a disturbance.
 2. To obtain possession of weapons or other dangerous objects
 3. For the purpose of self-defense
 4. For the protection of persons or property."

III. Exclusion from School (Suspensions and Expulsions)

The Board of School Directors is firmly opposed to all forms of student violence, particularly assaults on other members of the school community. The Board of School Directors hereby declares its intention to expel students who engage in violent activities unless there are unusual mitigating circumstances.

- a. Exclusion from school may be effected by suspension or expulsion.
 1. The types of offenses that could lead to exclusion (suspension or expulsion) from school in the Allentown School District are violations of student responsibilities and regulations for pupil behavior.
 2. "In-School Suspension" shall mean exclusion from classes for an offense.
 3. "Suspension" shall mean exclusion from school for an offense for a period of up to ten school days.
 4. "Expulsion" shall mean exclusion from school for an offense for a period exceeding ten school days, and may be permanent expulsion from the school rolls.
 5. The length of suspension to be imposed or any recommendation for expulsion will be based upon the severity of the offense(s).
 6. All exclusions must be reported to the Superintendent and the parents.
- b. No student may receive an in-school suspension unless the student has been informed of the reason(s) for the suspension and has been given an opportunity to respond before the suspension becomes effective. Communication to the parents or guardian shall follow the suspension action. When the in-school suspension exceeds ten consecutive school days, an informal hearing with the principal shall be offered to the student and parents prior to the eleventh school day in accordance to section 12.8(c) of State Board of Education Chapter 12. Some provision for the students' education will be made during the in-school suspension period.

2. After a student has acquired twelve (12) days of absence (full year course), a second letter will be delivered to his/her parent(s)/guardian(s) by the school community worker along with a copy of the attendance rules and regulations and a record of the student's attendance. After receiving this letter, parent(s)/guardian(s) are required to contact the school for a conference regarding the student's approach with the student's attendance status.

3. After a student has had twelve (12) days of absence (semester course), and no extenuating circumstances exist, a letter will be sent to his/her parent(s)/guardian(s) with a copy of the attendance rules and regulations and a record of the student's attendance. At this time a conference will be held with the principal, the student, and his/her parent(s)/guardian(s).

Upon reaching the thirteenth (13th) absence and no extenuating circumstances exist, the student will not be granted credit and may be excluded from all school sponsored activities (i.e. athletics, dances, school events, et.al). The assistant principal in charge of attendance and a counselor will determine an alternate educational program for the student.

4. After a student has had eighteen (18) days of absence and no extenuating circumstances exist, a letter will be sent to his/her parent(s)/guardian(s) with a copy of the attendance rules and regulations and a record of the student's attendance. At this time a conference will be held with the principal, the student, and his/her parent(s)/guardian(s).

Upon reaching the nineteenth (19th) absence and no extenuating circumstances exist, the student will not be granted credit and may be required to repeat the education program. In addition, the student will be excluded from all school sponsored activities (i.e. athletics, dances, school events, et.al). The assistant principal in charge of attendance and a counselor will determine an alternate educational program for the student.

If course credit is withdrawn, one of the following options or any other appropriate option may be exercised.

- (a) Student remain in class after course credit has been withdrawn.
- (b) Recommended alternate school or program placement for the remainder of the semester/school year. These may include:
 - (1) A.E.P. placement (grades ten (10) and above)
 - (2) Furlough
 - (3) Off-Site Attendance Alternative School
 - (4) Partial student schedule.

NOTE 1: Some credit may be earned in an alternative program.

NOTE 2: Days of suspension will not be included in the attendance plan.

NOTE 3: Any student absent from school the day of ANY school activity CANNOT participate in that activity.

7. Grade Point Value

- a. Letter grades are given a number value:
A=4 B=3 C=2 D=1 F=0
- b. Gifted, A.P., Honors, and Level IV Foreign Language Courses:
A=5 B=4 C=2 D=1 F=0
C is below the standard expected in these courses (See Addendum A).
- c. Physical Education
O=2 P=1 F=0

8. Computation of Subject Averages

- a. In order to pass a course requiring a final examination, a student must pass at least three of the four rating periods or two rating periods and pass the final examination regardless of the grade point average.
- b. In order to pass a course that does not require a final examination, a student must pass at least three of the four rating periods regardless of the grade point average.
- c. In order to compute the final average for a year course requiring a final examination, you add the grade point value for each rating period, add to the grade point value of the final exam, and divide by 5.
- d. In order to compute the final average for a semester course, you double the grade point value for each rating period, add to the grade point value of the final examination, and divide by 5.
- e. **Final Average Grade Point Value**

Grade Point Total	Grade
20,19.18	A
17,16,15,14,13.	B
12,11,10,9.8	C
7.6,5.4	D
3,2,1.0	F
	Grade
3.50+	A
2.50 to 3.49	B
1.50 to 2.49	C
0.75 to 1.49	D
0.00 to 0.74	F

Example: (Full Year Final Examination)

1st	2nd	3rd	4th	Exam	Final Grade	
B	C	D	D	D	C	(1.6)
F	D	C	D	D	D	(1.0)
B	C	F	F	F	*F	
A	B	A	A	B	A	(3.6)

*Does not meet requirement 8a.

Example: (Full Year No Final Examination)

1st	2nd	3rd	4th	Final Grade	
B	B	D	C	C	(2.25)
C	D	D	D	D	(1.25)
A	F	F	F	*F	

*Does not meet requirement 8b.

Courses with No Final Examination

When the average of the rating periods falls exactly at 3.500, 2.500, or 1.500, the final grade shall be computed in the following manner:

- (1) The nominal numerical value of the grade for the final rating period is to be considered.
- (2) If the nominal numerical value of the grade for the final rating period is higher than the average of the four rating periods, the final grade moves to the next level above the average.
- (3) If the nominal numerical value of the grade for the final rating period is lower than the average of all four rating periods, the final grade moves to the next level below the average.

Examples: Full Year Course

Rating Period	1	2	3	4
Grade	A	B	B	A
Nominal Value	4	3	3	4
	$4 \overline{)14} = 3.5$ Average			

Numerical value of fourth rating period is 4.0 which is higher than the average of all four rating periods; therefore, the final grade is **A**.

Rating Period	1	2	3	4
Grade	A	B	A	B
Nominal Value	4	3	4	3
	$4 \overline{)14} = 3.5$ Average			

Numerical value of fourth rating period is 3.0 which is lower than the average of all four rating periods; therefore the final grade is **B**.

Example: Semester Course

Rating Period	1	2
Grade	B	A
Nominal Value	3	4

Numerical value of the second rating period is 4.0 which is higher than the average of both rating periods; therefore, the final grade is **A**.

9. Physical Education Marking System

- a. O = Outstanding P = Pass F = Fail
- b. Numerical Value of Grade
O = 2 P = 1 F = 0
- c. The final grade will be determined by averaging the numerical value for the two rating periods:

Example:

Semester	1	2	Average
Grade	O	O	O
Nominal Value	2	2	2

ATTENDANCE PHILOSOPHY FOR SENIOR HIGH SCHOOLS

It is the purpose of this policy to set forth the general condition for attendance in the Allentown School District in order that each student derives the most from the school program. It is our belief that good attendance is not only appropriate for the individual but also affects the learning process/atmosphere of the entire class and therefore the school community.

Regular attendance at school is by law a parental responsibility. A student and his/her parent(s) or guardian(s) are responsible for the maintenance of a good attendance record. Pennsylvania State Law requires every child to attend regularly. The Allentown School District rules and regulations on attendance will encourage every student to attend school on a regular basis.

Success in school is directly related with being in the classroom joining in class discussion, and doing the assigned work on a regular basis. There is no way to duplicate the classroom experience after the student has been absent. There is no way to replace the impact of a teacher with respect to student learning. Therefore, course credit will be awarded to students only if they meet an attendance requirement in addition to earning a passing grade.

The following has been designed to promote communication and cooperation with the home concerning school attendance.

PROCEDURE FOR TAKING ATTENDANCE

1. Attendance in the Allentown School District is kept on a daily basis by homeroom teachers. The attendance office(s) are notified of all absentees.
2. Parent(s)/guardian(s) are expected to notify the school by phone on the day of the student's absence. Failure of the parent(s)/guardian(s) to contact the school by 3:00 may result in an illegal or unexcused absence for the day.
3. In addition to the phone contact, parent(s)/guardian(s) are expected to send a note to the homeroom teacher and/or fill out the excuse blank given to the student within three (3) days of each absence. Failure to do this may result in an illegal/unexcused absence.

ATTENDANCE RULES AND REGULATIONS

COURSE CREDIT MAY BE DENIED WHEN A STUDENT IS ABSENT NINETEEN (19) TIMES FOR A YEAR COURSE AND THIRTEEN (13) TIMES FOR A SEMESTER COURSE.

1. After any student has acquired six (6) days of absence, a phone call will be made to the home, a letter will be sent to his/her parent(s)/guardian(s) with a copy of the attendance rules and regulations and a record of the student's attendance. The Guidance Department will be notified and involved in a cooperative approach with the student's attendance status.

The attendance office phone numbers for the Allentown School District are the following:

Wm. Allen - 820-2350 LED - 820-2205

706.03 DEFACEMENT OF PROPERTY PROHIBITED.

- (a) No person shall write, print or place with ink, paint, chalk or other substances, graffiti on the real or personal property of another, whether said personal or real property be Publicly or privately owned, unless the owner of said property shall have, prior to the writing, printing or placing of graffiti, specifically consented to the same.

706.04 PARENTAL ASSISTING IN OR ENCOURAGING VIOLATIONS.

It shall be unlawful for an parent, legal guardian or other person having custody and care of any minor child under the age of eighteen (18) years to knowingly assist, aid, abet, allow, permit or encourage said minor to violate the provisions of this Article, as herein defined, either by words, overt act, or by failing to act.

706.05 ACCESSORIES.

All persons, directly or indirectly involved, shall be equally responsible and guilty, not alone the individual who may personally deface the object or area, but others in a group who knowingly make available the tools, writing material, ladders, lookouts, materials or assistance, or who knowingly supply funds to acquire such materials for such purposes, shall be equally guilty and liable to punishment under this Article.

706.99 PENALTIES.

- (a) Any person violating any of the provisions of this Article shall upon conviction be fined not more than Three Hundred (\$300.00) Dollars or imprisoned not more than ninety (90) days or both.
- (b) Any person who violates either Sections 706.03, 706.04 or 706.05 of this Article may also be responsible, at the discretion of that Magistrate, for the cost of cleaning, repairing, painting, or otherwise restoring the property which he/she has damaged, defaced or vandalized so as to bring the property to the condition it was in prior to the application of the graffiti.
- (c) If said violator was under the age of eighteen (18) years old at the time of committing said offense, the Magistrate may order the person having care and custody of the said violator to make restitution to said real or personal property owner.

Section 2. SEPARABILITY.

The provisions of this Article are severable and if any of its sections, clauses or sentences shall be held illegal, invalid or unconstitutional, such provisions shall not effect or impair any of the remaining sections, clauses or sentences. It is hereby declared to be the intent of Council that this Article would have been adopted if such illegal, invalid or unconstitutional section, clause or sentence had not been included herein.

- d. When the average of the two rating periods falls exactly on 1.5 or .5, the final grade shall be computed in the following manner:
- (1) The nominal numerical value of the grade for the final rating period is to be considered.
 - (2) If the nominal numerical value of the grade for the final rating period is higher than the average of the two rating periods, the final grade moves to the next level above the average.

Examples:

Semester	1	2	
Grade	P	O	
Numerical Value	1	2	$2 \frac{1}{3} = 1.5$ Average
Final Grade	= O		

Semester	1	2	
Grade	P	F	
Numerical Value	1	0	$2 \frac{1}{2} = .5$ Average
Final Grade	= F		

10. Class Rank

- a. The grade point average is the grade point total divided by the sum of subject units.
- b. Each Gifted, Honors, A.P. and Level IV Foreign Language Course will be weighted .2 for a full year course and .1 for a semester course. After computing the grade point average, the average value of the weighted courses will be added to the grade point average. A grade of an **A** or **B** must be earned in order to receive the weighted grade point.
11. In reviewing the grade averaging for full year courses with exams, a student must have a .75 average and pass three (3) of the five (5) rating periods (4 rating periods and final exam). In order to pass a full year course without an exam, a student must also have a .75 average and pass three (3) of the four (4) rating periods.
- In averaging for a semester course with a final exam, a student must have a .75 average and pass two (2) of the three (3) rating periods (2 rating periods plus final exam). In order to pass a semester course without an exam, a student must have a .75 average. One of the rating periods may be failed by a .75 average is necessary to pass.

Examples:

Rating Periods	1	2	Final Grade
F	C	1.0	D
F	D	.5	F
B	F	1.5	C
A	F	2.0	C

ORDINANCE NO. 12676

File of City Council

Bill No. 36-1985

An Ordinance "Prohibiting application of graffiti on any public or private property in the City of Allentown; establishing penalties for any person or persons who fail, or refuse to comply with the requirements or provisions of this Ordinance; also known as Part Seven, Public Offenses, Article 706 of the Codified Ordinances of the City of Allentown.

BE IT ORDAINED BY THE COUNCIL OF THE CITY OF ALLENTOWN:

Section 1. That Article 706, Graffiti Ordinance, be added to the Codified Ordinances of the City of Allentown and shall read as follows:

Article 706 - Graffiti Ordinance

706.01 PURPOSE.

The use of broad-tipped pens, paint spray cans, pencils, pens, crayons or other marking devices to write or place graffiti on the walls or other available spaces on public or private buildings, vehicles, areas or facilities, causes serious defacement of such buildings, vehicles and areas, public and private, and contributes to the deterioration of property values, as well as offending the public's right, public and private, not to have unsightly and unlawful graffiti on, with defacement of, public and private property, and it constitutes a deleterious practice contrary to the public health and welfare. In addition, such contempt for the property rights of private citizens, as well as public facilities, contributes to the erosion of law and order and contributes to the deterioration in the quality of life of the community and must be opposed and punished.

706.02 DEFINITIONS.

For the purposes of this Ordinance the following definitions shall apply:

- (a) "Graffiti" shall include any and all unsightly, offensive or defacing writings, drawings, markings or other written or pictorial matter by any method or device, and of any content which contributes to the defacement of the real or personal property involved and which contributes to the ugliness and unsightliness of the object, space, area or community and which is detrimental to the beauty, neatness and good order of the area and community. This Article shall not be construed to prohibit easily removable chalk markings on the public sidewalks and streets used in connection with traditional children's games.
- (b) "Minor" shall mean any person under the age of eighteen (18) years.
- (c) "Person" shall mean and include associations, clubs, corporations, firms, partnerships and bodies politic, as well as individuals.
- (d) "Property" shall mean any public or private property in the City of Allentown.

REPORT CARD

LAST NAME		FIRST NAME		INITIAL		HOMEROOM		TEACHER		HOME ROOM		I.D. NUMBER		SEX		GRADE					
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