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Subseries: Chron File, 1989-1993

OA/ID Number: 13481
Folder ID Number: 13481-010

Folder Title:
Exceptional Parents Magazine, 4/7/89

Stack:	Row:	Section:	Shelf:	Position:
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THE WHITE HOUSE
WASHINGTON

Educating disabled
children in the least
restrictive environment
possible is one way to
achieve this foundation
and it is the mandate
of the Education of
Handicapped Children
Act. (PL 94-142)


MASTER

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/7/89

ACTION/CONCURRENCE/COMMENT DUE BY: 4/7/89 C.O.B. TODAY

SUBJECT: PROPOSED PRESIDENTIAL ARTICLE: "EXCEPTIONAL PARENT" MAGAZINE

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<i>no comment</i>	<input checked="" type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<i>no comment</i>	<input checked="" type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<i>done ✓</i>	<input checked="" type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STUDDERT	<i>no comment</i>	<input checked="" type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMEYER		<input type="checkbox"/>
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DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

REMARKS: Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than c.o.b. TODAY, Friday, April 7, 1989, with an info copy to my office. Thank you.

RESPONSE:

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

- 2897 Sharon Mitchell

((Grant))
April 5, 1989

1989 APR -7 PM 2-0

PROPOSED PRESIDENTIAL ARTICLE
"EXCEPTIONAL PARENT" MAGAZINE

I am writing in response to your editorial letter "Dear Mr. President" which appeared in the March 1989 issue of Exceptional Parent. You have clearly stated my commitment to those of our citizens with disabilities and appropriately highlighted the progress our country has made in integrating people with disabilities into the mainstream of American life. I wish to take this opportunity to highlight those issues on which my Administration will continue to focus its efforts and to reiterate the commitment of this Administration to those with disabilities.

Today, many individuals with mental and physical disabilities are active participants in typical school, work and community activities. They share in the ordinary routines of learning and living essential for all. Yet, the challenge remains to help all people with disabilities, including those with the most challenging needs, to become integral parts of their communities. To accomplish this goal, we must encourage the belief and understanding that people with disabilities are enthusiastic, valuable members of our society who want to contribute to their country and to make choices about their lives.

Educating disabled children ^{with} in the least restrictive environment possible is one way to achieve this foundation and it

is the mandate of the Education of Handicapped Children Act (PL 94-142). Educational and economic opportunity is the foundation for success that will make all disabled ^{with} Americans vibrant threads in the fabric of their communities. This nation is committed to the notion that schools are for everybody and should be measured by their success in serving all students, including those with disabilities. The qualities and practices necessary to make integration work for students with disabilities are the same qualities and practices that characterize effective schools for all children.

America's schools are responsible for preparing students for a productive, satisfying future. For the typical student, success is measured in outcomes such as meaningful work, a healthy, safe place to live, and personal fulfillment, which includes a social network of family and friends. These goals are equally valid for students with disabilities. Education in an integrated environment assists in preparing students to live in integrated communities as adults.

However, our efforts to insure integration of persons with disabilities into our communities will remain unfinished as long as there are talented, determined unemployed disabled Americans. They want to be a part of the economic mainstream because work enhances self-esteem and contributes to the overall quality of life. We want to continue the emphasis on preparing special education students for transition from school to employment. Young people with disabilities continue to experience high levels

of unemployment despite increased educational opportunities available to them under P.L. 94-142. At the local level, school systems and adult service systems must continue to work with young people, parents, and employers to develop appropriate transition plans and services for each student that support their entry into the work world.

To expand employment opportunities for those with severe disabilities, we are encouraged by the success of "supported employment" nationally. Through supported employment, persons with disabilities so severe that they have never been able to work in competitive employment, are placed into real work settings, trained at the job site, and provided long-term support services. Thousands of people, a few years ago considered unemployable because of their disabilities, now hold paying jobs. Research and practice show that supported employment is feasible, desirable, and cost-effective. Companies throughout the country that rely on a diminishing supply of younger workers for their work force are hiring individuals through the supported employments in increasing numbers. Programs like these, which put the productive capacity of persons with disabilities in the American economy must be encouraged and expanded.

But as important as government and community help is to integrating those with disabilities into American life, the family still remains at the heart of the solution. People with disabilities need to participate in the same settings as others and support and involvement are especially critical for those

with disabilities. The positive contributions of individuals with disabilities to their families must be underscored.

Strategies for supporting families should enhance the dignity of individuals with disabilities by recognizing their positive contributions. Indeed, many of our policies and regulations need to be examined to assure incentives for family cohesiveness. The key is to support not supplant the family.

As we move into the 1990s, significant challenges and opportunities face our country in regard to those with disabilities. While some people may have special needs and present special challenges in integrating them into the community, they are, first and foremost, human beings with human needs. They need a decent place to live, meaningful activities, relationships with other people -- and most of all, respect and dignity. I pledge strong leadership as we move forward to make these mutual goals a reality.

#

THE WHITE HOUSE

WASHINGTON

April 7, 1989

MEMORANDUM FOR CHRISS WINSTON
DEPUTY ASSISTANT TO THE PRESIDENT
FOR COMMUNICATIONS

FROM: MICHAEL J. ASTRUE *MJA*
ASSOCIATE COUNSEL TO THE PRESIDENT

SUBJECT: Proposed Presidential Article: "Exceptional
Parent" Magazine

Counsel's Office has no legal objection to the above-referenced proposed article. We have attached an edited version of the draft to correct spelling errors and grammatical mistakes.

Attachment

cc: James W. Cicconi

((Grant))
April 5, 1989

PROPOSED PRESIDENTIAL ARTICLE
"EXCEPTIONAL PARENT" MAGAZINE

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However, our efforts to ensure integration of persons with disabilities into our communities will remain unfinished as long as there are talented, determined unemployed disabled Americans. They want to be a part of the economic mainstream because work enhances self-esteem and contributes to the overall quality of life. We want to continue the emphasis on preparing special education students for transition from school to employment. Young people with disabilities continue to experience high levels

of unemployment despite increased educational opportunities available to them under P.L. 94-142. At the local level, school systems and adult service systems must continue to work with young people, parents, and employers to develop appropriate transition plans and services for each student that support their entry into the work world.

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with disabilities. The positive contributions of individuals with disabilities to their families must be underscored. Strategies for supporting families should enhance the dignity of individuals with disabilities by recognizing their positive contributions. Indeed, many of our policies and regulations need to be examined to ^{en}sure incentives for family cohesiveness. The key is to support, not supplant the family.

As we move into the 1990s, significant challenges and opportunities face our country in regard to those with disabilities. While some people may have special needs and present special challenges in integrating them^{selves} into the community, they are, first and foremost, human beings with human needs. They need a decent place to live, meaningful activities, relationships with other people -- and most of all, respect and dignity. I pledge strong leadership as we move forward to make these mutual goals a reality.

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Dear Mr. Schleifer and Mr. Klein:

I am writing in response to your editorial letter "Dear Mr. President" which appeared in the March 1989 issue of Exceptional Parent. You have clearly stated my commitment to those of our citizens with disabilities and appropriately highlighted the progress our country has made in integrating people with disabilities into the mainstream of American life. I wish to take this opportunity to highlight those issues on which my Administration will continue to focus its efforts and to reiterate the commitment of this Administration to those with disabilities.

Today many individuals with mental and physical disabilities are ~~being included~~ ^{active participants} in typical school, work, and community activities. They share in the ordinary routines of learning and living essential for all. Yet, the challenge remains to help all people with disabilities, including those with the most challenging needs, to become ~~parts~~ ^{integrated} of their community, ^{is.} ~~to foster full participation in the community.~~ Basic to accomplishing this goal, ^{(we must encourage) and understanding} ~~is~~ the belief, ^{entirely talented} that people with disabilities are ^{valuable} contributing members of our society who want to contribute to their ^{country} ~~community~~ and to make choices about their lives.

^{Education and economic opportunity as the}
A key element in achieving integration of persons with disabilities into all aspects of community life is the mandate of Public Law 94-142 (The Education of Handicapped Children Act) that children with disabilities be educated in the least restrictive environment. ^{is} The Administration's ^{is} commitment to fostering greater ^{ed} integration of children with disabilities during their ^{to the nation} school years

foundation for success that will ~~provide~~ ^{provide} all disabled Americans vibrant threads in the ~~community~~

Insert A

~~rests on two premises. First, schools are for everybody and should be measured by their extent to which they can serve all students~~

including those with disabilities

The qualities and practices necessary to make integration work for students with disabilities are the same qualities and practices that characterize effective schools for all children.

what? OMIT

SUCCESS in serving

America's

preparing for

~~And second, schools are responsible for what students are prepared to do once they graduate, for providing services in ways~~

a productive, satisfying future life

~~that ensure their graduates will be successful. For the typical~~

student, success is measured in outcomes such as meaningful work,

quality, self

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network of family and friends. These goals are equally valid for

students with disabilities. Education in an integrated environment

assists in preparing students to live in integrated communities as

adults.

our efforts

However, ~~the work that has been done~~ to ensure integration of

persons with disabilities into our communities will remain

unfinished as long as ~~large numbers of them~~ remain unemployed.

where are balanced, determined disabled Americans

They want to be part of the economic mainstream ~~for~~ work enhances

because

self-worth and contributes to the overall quality of life. We ~~seek~~

esteem

want

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with disabilities continue to experience high levels of

unemployment despite increased educational opportunities available

to them under P.L. 94-142. At the local level, school systems and

adult service systems must continue to work with young people, parents, and employers to develop appropriate transition plans, ^{and services} for each student ^d ~~and services~~ that support their entry into the work world.

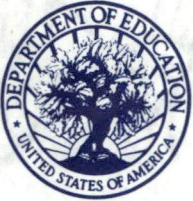
To expand employment opportunities for those with severe disabilities, we are encouraged by the success of supported employment ^{programs} nationally. Through supported employment, persons with disabilities so severe that they have never been able to work in competitive employment, are placed into real work settings, trained at the job site, and provided long-term support services. Thousands of people, a few years ago considered unemployable because of their disabilities, now hold paying jobs. Research and practice show that supported employment is feasible, desirable, and cost-effective. Companies throughout the country that rely on a diminishing supply of younger workers for their work force are hiring individuals through supported employment in increasing numbers. ~~This administration encourages programs such as~~ ^{like} these, which put the productive capacity of persons with disabilities to work in the American economy, ^{must be encouraged and} ~~expanded~~ ^{continued!}

^{But as important as government and community help is}
 Central to many of the programs set forth by this ^{to integrating those with disabilities into American life, the focus is still}
 administration is the role of the family. ^{Family} support and involvement are especially critical for the families of those with disabilities. ^{It is time to create support, both formal and}
~~informal, that~~ ^{people with disabilities need to participate in the}

remains at the heart of the solution.

same settings as others, ^{and} ~~For children, this means supporting families.~~ The positive contributions of individuals with disabilities to their families must be underscored. Strategies for supporting families should enhance the dignity of individuals with disabilities by recognizing their positive contributions. Indeed, many of our policies and regulations need to be examined to assure incentives for family cohesiveness. The key is to support not supplant the family.

As we move into the 1990s, significant challenges, ^{and opportunities} face our country in regard to those with disabilities. While some people may have special needs and present special challenges in integrating them into the community, they are, first and foremost, human beings with human needs. They need a decent place to live, meaningful activities, relationships with other people--and most of all, respect and dignity. I pledge strong leadership as we move forward to make these mutual goals a reality.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY
FOR SPECIAL EDUCATION AND REHABILITATIVE SERVICES

MAR 30 1989

TO : Mary Crawford
FROM : Thelma Leenhouts *TL*
SUBJECT : Response to Editorial in Exceptional Parent

Enclosed you will find a request to Patty Smith from Mary Kate Grant, White Office of Public Affairs, to prepare a response, for the President's signature, to an editorial which appeared in the March 1989 issue of Exceptional Parent. She was referred to Patty by Gene Scalia (?) who previously worked for Secretary Bennett and is now at the White House Office of Public Affairs. Ms. Grant talked with Patty regarding the response and then sent her the materials which I have enclosed.

I have written a response which I discussed with Patty and Phil Link, who is assisting Patty. After reading the editorial, both Phil and I agreed that there seems to be no reason to respond at this time; the editorial is accurate and positive--and we're not sure what else there is to say right now. He favors a call from you to Ms. Grant explaining this, if you agree.

Patty thought we should go ahead with the enclosed response, so I have forwarded it to you for your reaction. Even though we would like the President to support all that is contained in the piece, I think it is too specific and may box him in.

I have been in contact with Rodger Murphey on this matter and he said he would call this matter to your attention. If you have any questions, you can reach me at 732-1723 or 1241. As stated in Ms. Grant's note, they would like a response by tomorrow noon.

Thanks for your help.

Enclosures

Mary - | 3/30
1:30

Pardon the spacing in paragraph one. I wanted to get this to you quickly - and couldn't figure out how to correct the error. Thelma

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/7/89 ACTION/CONCURRENCE/COMMENT DUE BY: 4/7/89 C.O.B. TODAY

SUBJECT: PROPOSED PRESIDENTIAL ARTICLE: "EXCEPTIONAL PARENT" MAGAZINE

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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REMARKS:

Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than c.o.b. TODAY, Friday, April 7, 1989, with an info copy to my office. Thank you.

*No comments
SB per DD*

RESPONSE:

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

((Grant))
April 5, 1989

1989 APR -7 PM 2:00

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THE WHITE HOUSE

WASHINGTON

April 7, 1989

MEMORANDUM FOR CHRISS WINSTON

FROM: ROGER B. PORTER *RBP*

SUBJECT: Proposed Presidential Article: "Exceptional Parent" Magazine

We have reviewed the proposed Presidential article and have a few minor editorial suggestions.

The text should always refer to "persons with disabilities" rather than "disabled persons". This group of people prefer to be referred to as "persons with disabilities".

I also suggest that the word "positive" be struck from the first sentence of the first paragraph on page four - "by recognizing their positive contributions" only implies that they make some negative contributions. Simply striking "positive" improves the message.

cc: James W. Cicconi

WHITE HOUSE STAFFING MEMORANDUM

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 and Deputy to the Chief of Staff
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April 5, 1989

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WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/7/89 ACTION/CONCURRENCE/COMMENT DUE BY: 4/7/89 C.O.B. TODAY

SUBJECT: PROPOSED PRESIDENTIAL ARTICLE: "EXCEPTIONAL PARENT" MAGAZINE

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STUDDERT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES →	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than c.o.b. TODAY, Friday, April 7, 1989, with an info copy to my office. Thank you.

RESPONSE:

*No comments
4/7/89
D. Q. Bates*

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

((Grant))
April 5, 1989

PROPOSED PRESIDENTIAL ARTICLE
"EXCEPTIONAL PARENT" MAGAZINE

I am writing in response to your editorial letter "Dear Mr. President" which appeared in the March 1989 issue of Exceptional Parent. You have clearly stated my commitment to those of our citizens with disabilities and appropriately highlighted the progress our country has made in integrating people with disabilities into the mainstream of American life. I wish to take this opportunity to highlight those issues on which my Administration will continue to focus its efforts and to reiterate the commitment of this Administration to those with disabilities.

Today, many individuals with mental and physical disabilities are active participants in typical school, work and community activities. They share in the ordinary routines of learning and living essential for all. Yet, the challenge remains to help all people with disabilities, including those with the most challenging needs, to become integral parts of their communities. To accomplish this goal, we must encourage the belief and understanding that people with disabilities are enthusiastic, valuable members of our society who want to contribute to their country and to make choices about their lives.

Educating disabled children in the least restrictive environment possible is one way to achieve this foundation and it

is the mandate of the Education of Handicapped Children Act (PL 94-142). Educational and economic opportunity is the foundation for success that will make all disabled Americans vibrant threads in the fabric of their communities. This nation is committed to the notion that schools are for everybody and should be measured by their success in serving all students, including those with disabilities. The qualities and practices necessary to make integration work for students with disabilities are the same qualities and practices that characterize effective schools for all children.

America's schools are responsible for preparing students for a productive, satisfying future. For the typical student, success is measured in outcomes such as meaningful work, a healthy, safe place to live, and personal fulfillment, which includes a social network of family and friends. These goals are equally valid for students with disabilities. Education in an integrated environment assists in preparing students to live in integrated communities as adults.

However, our efforts to insure integration of persons with disabilities into our communities will remain unfinished as long as there are talented, determined unemployed disabled Americans. They want to be a part of the economic mainstream because work enhances self-esteem and contributes to the overall quality of life. We want to continue the emphasis on preparing special education students for transition from school to employment. Young people with disabilities continue to experience high levels

of unemployment despite increased educational opportunities available to them under P.L. 94-142. At the local level, school systems and adult service systems must continue to work with young people, parents, and employers to develop appropriate transition plans and services for each student that support their entry into the work world.

To expand employment opportunities for those with severe disabilities, we are encouraged by the success of "supported employment" nationally. Through supported employment, persons with disabilities so severe that they have never been able to work in competitive employment, are placed into real work settings, trained at the job site, and provided long-term support services. Thousands of people, a few years ago considered unemployable because of their disabilities, now hold paying jobs. Research and practice show that supported employment is feasible, desirable, and cost-effective. Companies throughout the country that rely on a diminishing supply of younger workers for their work force are hiring individuals through the supported employments in increasing numbers. Programs like these, which put the productive capacity of persons with disabilities in the American economy must be encouraged and expanded.

But as important as government and community help is to integrating those with disabilities into American life, the family still remains at the heart of the solution. People with disabilities need to participate in the same settings as others and support and involvement are especially critical for those

with disabilities. The positive contributions of individuals with disabilities to their families must be underscored. Strategies for supporting families should enhance the dignity of individuals with disabilities by recognizing their positive contributions. Indeed, many of our policies and regulations need to be examined to assure incentives for family cohesiveness. The key is to support not supplant the family.

As we move into the 1990s, significant challenges and opportunities face our country in regard to those with disabilities. While some people may have special needs and present special challenges in integrating them into the community. they are, first and foremost, human beings with human needs. They need a decent place to live, meaningful activities, relationships with other people -- and most of all, respect and dignity. I pledge strong leadership as we move forward to make these mutual goals a reality.


#

THE WHITE HOUSE

WASHINGTON

April 7, 1989

Memorandum to Chriss Winston

From: Jim Pinkerton 

Re: Comments on Speech Drafts: "Volunteer Awards,"
"Exceptional Parent Magazine," and "Whistleblower"

VOLUNTEER AWARDS

Overall good speech. One important comment:

p.4, para.5 Saying that the government spends more than what the private sector spends, an amount almost equal to the Italian budget, sends the message that the public sector is doing more than the initiatives of private individuals.

5,2,1 Shouldn't this be "which has the responsibility" instead of "has," so that the verb agrees with "the private sector?"

"EXCEPTIONAL PARENT" MAGAZINE

This speech needs more emphasis on the fact that the skills of the disabled are needed for practical economic reasons, including competitiveness. We also think it is important to avoid the phrase "quality of life," for the reasons given below.

1,1,3 We need to personalize the President's language more. Thus instead of "reiterate the commitment of my Administration..." let's say: "repeat my dedication to those with disabilities."

2,3,2 A very serious defect of the phrase "quality of life" is its connotations associated with abortion. Abortion is sometimes argued as justified because the infant would suffer from a poor "quality of life."

(more)

2-2-2

Thus we'd change the sentence to: "They want to be a part of the economic mainstream because work enhances self-esteem, because they want to contribute to their country's productivity and global competitiveness, and because they recognize that their talents are needed."

WHISTLEBLOWER

This speech is fine.

#

WHITE HOUSE STAFFING MEMORANDUM

DATE: 4/7/89 ACTION/CONCURRENCE/COMMENT DUE BY: 4/7/89 C.O.B. TODAY

SUBJECT: PROPOSED PRESIDENTIAL ARTICLE: "EXCEPTIONAL PARENT" MAGAZINE

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	MCCLURE	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SCOWCROFT	<input type="checkbox"/>	<input type="checkbox"/>	PORTER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STUDDERT	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BATES	<input checked="" type="checkbox"/>	<input type="checkbox"/>	UNTERMAYER	<input type="checkbox"/>	<input type="checkbox"/>
BREEDEN	<input type="checkbox"/>	<input type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	WINSTON	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CICCONI	<input type="checkbox"/>	<input checked="" type="checkbox"/>	PINKERTON	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DEMAREST	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
HAGIN	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than **c.o.b. TODAY, Friday, April 7, 1989**, with an info copy to my office. Thank you.

RESPONSE:

James W. Cicconi
Assistant to the President
and Deputy to the Chief of Staff
Ext. 2702

((Grant))
April 5, 1989

1989 APR -7 PM 2:00

PROPOSED PRESIDENTIAL ARTICLE
"EXCEPTIONAL PARENT" MAGAZINE

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THE WHITE HOUSE
WASHINGTON

Memorandum to Chriss Winston

From: Jim Pinkerton

Re: Comments on Speech Drafts:
"Exceptional Parent Magazine,"

Article —
by Monday to:

Sarah Niemczycki
Exceptional Parent Mag.
1170 Commonwealth Ave.
Boston, MA 02134

(617) 730-5800

VOLUNTEER AWARDS

Overall good speech. One important comment:

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(more)

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SUNUNU	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NEWMAN	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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FITZWATER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GRAY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
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REMARKS: Please forward any comments directly to Chriss Winston, Rm. 122, x2930, no later than c.o.b. TODAY, Friday, April 7, 1989, with an info copy to my office. Thank you.

RESPONSE: *See changes*

James W. Cicconi
 Assistant to the President
 and Deputy to the Chief of Staff
 Ext. 2702

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April 5, 1989

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Extra Space

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