

## FOIA Marker

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### Office of Laura Bush - Scheduling

Cole, Jessica

| Stack: | Row: | Sect.: | Shelf: | Pos.: | FRC ID: | Location or Hollinger ID: | NARA Number: | OA Number: |
|--------|------|--------|--------|-------|---------|---------------------------|--------------|------------|
| W      | 21   | 25     | 6      | 3     | 2870    | 15805                     | 4576         | 4735       |

Folder Title:

09/10/2001 - 09/17/2001

# Withdrawn/Redacted Material

## The George W. Bush Library

| DOCUMENT NO. | FORM         | SUBJECT/TITLE                                         | PAGES | DATE       | RESTRICTION(S)        |
|--------------|--------------|-------------------------------------------------------|-------|------------|-----------------------|
| 001          | Schedule     | Schedule of Mrs. Bush in Washington, DC               | 2     | 09/10/2001 | P6/b6;                |
| 002          | List         | Luncheon... [with attachment]                         | 2     | 09/10/2001 | P6/b6;                |
| 003          | Schedule     | Schedule of Mrs. Bush in Washington, DC [page 1, 3-4] | 3     | 09/11/2001 | P6/b6; b7c; b7e; b7f; |
| 004          | Schedule     | Scenario                                              | 1     | 09/11/2001 | P6/b6;                |
| 005          | Schedule     | Schedule of Mrs. Bush in Washington, DC [page 1-2]    | 2     | 09/12/2001 | b7c; b7e; b7f;        |
| 006          | Resume       | Curriculum Vitae [page 1]                             | 1     | N.D.       | P6/b6;                |
| 007          | Presentation | Tricare Northeast Update                              | 4     | 09/12/2001 | P3/b3; P6/b6;         |

### COLLECTION TITLE:

Office of Laura Bush - Scheduling

### SERIES:

Cole, Jessica

### FOLDER TITLE:

09/10/2001 - 09/17/2001

### FRC ID:

2870

### RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

#### Deed of Gift Restrictions

- A. Closed by Executive Order 13526 governing access to national security information.
- B. Closed by statute or by the agency which originated the document.
- C. Closed in accordance with restrictions contained in donor's deed of gift.

Freedom of Information Act - [5 U.S.C. 552(b)]

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#### Records Not Subject to FOIA

Court Sealed - The document is withheld under a court seal and is not subject to the Freedom of Information Act.

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| DOCUMENT NO. | FORM     | SUBJECT/TITLE                                             | PAGES | DATE       | RESTRICTION(S)        |
|--------------|----------|-----------------------------------------------------------|-------|------------|-----------------------|
| 008          | Schedule | Schedule of Mrs. Bush in Washington, DC and Camp David    | 2     | 09/14/2001 | P6/b6; b7c; b7e; b7f; |
| 009          | Schedule | Schedule of Mrs. Bush at Camp David and in Washington, DC | 1     | 09/16/2001 | P6/b6;                |
| 010          | Schedule | Revised Schedule of the President and Mrs. Bush           | 2     | 09/13/2001 | P6/b6;                |
| 011          | Schedule | Schedule of Mrs. Bush in Washington, DC                   | 1     | 09/13/2001 | P6/b6;                |
| 012          | Schedule | Schedule of the President and Mrs. Bush                   | 2     | 09/13/2001 | P6/b6;                |
| 013          | Schedule | Schedule of Mrs. Bush in Chicago, Illinois                | 5     | 09/18/2001 | P6/b6; b7c; b7e; b7f; |

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**SERIES:**  
Cole, Jessica

**FOLDER TITLE:**  
09/10/2001 - 09/17/2001

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|--------------|------------|-----------------------------------------------------------------------------------|-------|------------|-----------------------|
| 014          | Schedule   | Schedule of Mrs. Bush in Chicago, Illinois                                        | 5     | 09/18/2001 | P6/b6; b7c; b7e; b7f; |
| 015          | Briefing   | Live Interview with Oprah                                                         | 1     | 09/17/2001 | P6/b6;                |
| 016          | Memorandum | Teleconference with Dr. Phil McGraw - To: Andi Ball -<br>From: Anne Heiligenstein | 2     | 09/17/2001 | P5; P6/b6;            |
| 017          | Schedule   | Schedule of Mrs. Bush in Washington, DC                                           | 2     | 09/19/2001 | P6/b6;                |
| 018          | Schedule   | Schedule of Mrs. Bush in Washington, DC                                           | 1     | 09/21/2001 | P6/b6;                |
| 019          | Schedule   | Schedule of Mrs. Bush in Washington, DC                                           | 1     | 09/20/2001 | P6/b6;                |

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Cole, Jessica

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**SCHEDULE OF MRS. BUSH**

**IN**

**WASHINGTON, DC**

**MONDAY, SEPTEMBER 10, 2001**

(b)(6)

**EVENT: MEDIA INTERVIEWS**

9:30 am to 10:00 am - Map Room - Interview with *Family Circle*

\* Interviewed by Susan Ungaro

10:00 am to 10:15 am - Library - Photo Shoot with *Family Circle*

10:20 am to 10:30 am - Red Room - Photo Session with *Reader's Digest*

\* Photographed by Martin Simon

10:35 am to 11:05 am - Red Room - Interview with *Reader's Digest*

\* Interviewed by Jackie Leo and Jake Young

9:30 am

MRS. BUSH begins Interviews.

(b)(6)

(b)(6)

1:55 pm MRS. BUSH departs the Private Residence and proceeds to her office in the East Wing.

**EVENT: BRIEFING PRACTICE (T)**

2:00 pm MRS. BUSH begins Practice.

(b)(6)

- No scheduled events balance of day.

(b)(6)

09/07/01  
6:19 PM

**BRIEFING PAPER**  
**Interview and Photo Shoot with Family Circle**  
**Monday, September 10, 2001**

**9:30 a.m. to 10:15 a.m. Interview with Family Circle**

**9:30 to 10:00 a.m. Interview with Family Circle (Susan Ungaro)**

(Susan Ungaro is the editor-in-chief. She also attended the luncheon you hosted for the editors of women magazines.)

**WHERE: Map Room**

**10:00 to 10:15 a.m. Photo Shoot**

**WHERE: Library**

(Nancy Clarke will have the Library decorated for the holidays and will include a preview of some of the homes she has been working on.)

Additionally, Family Circle will be able to take pictures of a Jennifer Ellsworth Landmarks White House replica ornament (which is similar to the one you'll be giving out this holiday season).

**RE:** Family Circle will include this interview and photo shoot for their December 2001 issue. The interview will focus on the holidays – your family traditions, decorating the White House, and favorite holiday movies, books and memories.

Also, we'll provide Family Circle with your hot chocolate recipe and copies of some of your past Christmas cards.

**BRIEFING PAPER**  
**Interview and Photo Session with Reader's Digest**  
**Monday, September 10, 2001**

**10:20 a.m. to 10:30 a.m. Photo Session with Reader's Digest**

**Photo Session with Reader's Digest (Martin Simon)**

**WHERE:** Red Room

**10:35 to 11:05 a.m. Interview with Reader's Digest**

**Interview with Jacqueline (Jackie) Leo and Jacob (Jake) Young**

**WHERE:** Red Room

The focus of this interview is what your first months living in the White House have been like, your likes and interests. Additionally, because this interview will run in the December issue, they may ask you about a favorite tradition or memory.

###

# Withdrawal Marker

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| FORM | SUBJECT/TITLE                 | PAGES | DATE       | RESTRICTION(S) |
|------|-------------------------------|-------|------------|----------------|
| List | Luncheon... [with attachment] | 2     | 09/10/2001 | P6/b6;         |

**This marker identifies the original location of the withdrawn item listed above.  
For a complete list of items withdrawn from this folder, see the  
Withdrawal/Redaction Sheet at the front of the folder.**

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Office of Laura Bush - Scheduling

### **SERIES:**

Cole, Jessica

### **FOLDER TITLE:**

09/10/2001 - 09/17/2001

### **FRC ID:**

2870

### **OA Num.:**

4735

### **NARA Num.:**

4576

### **FOIA ID and Segment:**

2014-0158-F

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## REVISED SCHEDULE OF THE PRESIDENT AND MRS. BUSH

Tuesday, September 11, 2001

|                           |                                                                                                          |                              |
|---------------------------|----------------------------------------------------------------------------------------------------------|------------------------------|
| 8:30 am<br>(20 min)       | <u>Depart The Colony Beach Resort en route<br/>Emma E. Booker Elementary School</u>                      |                              |
| 8:50 am                   | <u>Arrive Emma E. Booker Elementary School</u>                                                           |                              |
| 8:55 am<br>(20 min)       | <u>Reading Program Demonstration at<br/>Emma E. Booker Elementary School<br/>(Rove)</u>                  | Sarasota, FL –<br>PRESS POOL |
| 9:25 am<br>(30 min)       | <u>Remarks to Parents and Teachers at<br/>Emma E. Booker Elementary School<br/>(Rove)</u>                | Sarasota, FL –<br>OPEN PRESS |
| 10:05 am<br>(10 min)      | <u>Depart Emma E. Booker Elementary School<br/>en route Sarasota Bradenton International<br/>Airport</u> |                              |
| 10:15 am                  | <u>Arrive Sarasota Bradenton International<br/>Airport</u>                                               |                              |
| 10:30 am<br>(1 hr 55 min) | <u>Depart Sarasota, FL en route<br/>Washington, DC</u>                                                   |                              |
| 12:25 pm                  | <u>Arrive Andrews AFB</u>                                                                                |                              |
| 12:35 pm<br>(10 min)      | <u>Depart Andrews AFB en route<br/>The Pentagon</u>                                                      |                              |
| 12:45 pm                  | <u>Arrive The Pentagon</u>                                                                               |                              |
| 1:05 pm                   | <u>Arrive The White House</u>                                                                            |                              |
| 1:10 pm<br>(1 hr 5 min)   | <u>Personal/Staff Time</u>                                                                               | Oval Office                  |
| 2:15 pm<br>(45 min)       | <u>Meeting with Catholic Hispanic Leaders<br/>(DiIulio)</u>                                              | Roosevelt Room               |
| 3:05 pm<br>(10 min)       | <u>Small Group Meeting with Leaders<br/>of the Muslim Community<br/>(Rove)</u>                           | Oval Office                  |

|                          |    |                                                                                       |                            |
|--------------------------|----|---------------------------------------------------------------------------------------|----------------------------|
| 3:20 pm<br>(30 min)      |    | <u>Meeting with Leaders of the Muslim<br/>Community</u><br>(Rove)                     | Roosevelt Room             |
| 3:50 pm<br>(10 min)      |    | <u>Personal/Staff Time</u>                                                            | Oval Office                |
| 4:00 pm<br>(5 min)       |    | <u>NSC Pre-Brief</u><br>(Rice)                                                        | Oval Office                |
| 4:10 pm<br>(10 min)      |    | <u>Drop-by Vice President's Meeting with<br/>the President of Lithuania</u><br>(Rice) | Roosevelt Room             |
| 4:25 pm<br>(20 min)      |    | <u>Domestic Policy Briefing</u><br>(Spellings)                                        | Oval Office                |
| 4:45 pm<br>(1 hr 15 min) |    | <u>Personal/Staff Time</u>                                                            | Oval Office                |
| 6:00 pm<br>(3 hr)        | LB | <u>Congressional Barbecue</u><br>(Calio)                                              | South Lawn –<br>OPEN PRESS |

## REVISED SCHEDULE OF THE PRESIDENT

Monday, September 10, 2001

|                                                                                                                                |                                                                         |                                          |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------|
| 8:00 am<br>(15 min)                                                                                                            | <u>Intelligence Briefing</u><br>(Rice)                                  | Oval Office                              |
| 8:20 am<br>(15 min)                                                                                                            | <u>National Security Briefing</u><br>(Rice)                             | Oval Office                              |
| <b>Note: The President will meet with U.S. Ambassador to Australia for 5 minutes at the end of National Security Briefing.</b> |                                                                         |                                          |
| 8:40 am<br>(15 min)                                                                                                            | <u>NSC Pre-Brief</u><br>(Rice)                                          | Oval Office                              |
| 9:00 am<br>(15 min)                                                                                                            | <u>Depart The White House en route</u><br><u>Washington Navy Yard</u>   |                                          |
| 9:15 am                                                                                                                        | <u>Arrive Washington Navy Yard</u>                                      |                                          |
| 9:20 am<br>(5 min)                                                                                                             | <u>Navy Briefing</u><br>(Rice)                                          | Washington, DC –<br>CLOSED PRESS         |
| 9:30 am<br>(35 min)                                                                                                            | <u>Navy Yard Ceremony</u><br>(Rice)                                     | Washington, DC –<br>OPEN PRESS           |
| 10:15 am<br>(15 min)                                                                                                           | <u>Depart Washington Navy Yard en route</u><br><u>The White House</u>   |                                          |
| 10:30 am                                                                                                                       | <u>Arrive The White House</u>                                           |                                          |
| 10:35 am<br>(45 min)                                                                                                           | <u>Meeting with the Prime Minister of</u><br><u>Australia</u><br>(Rice) | Oval Office –<br>STILL PHOTOGS<br>AT TOP |
| 11:25 am<br>(1 hr)                                                                                                             | <u>Lunch with the Prime Minister of</u><br><u>Australia</u><br>(Rice)   | Old Family<br>Dining Room                |
| 12:30 pm<br>(10 min)                                                                                                           | <u>Depart The White House en route</u><br><u>The Pentagon</u>           |                                          |
| 12:50 pm<br>(10 min)                                                                                                           | <u>Depart The Pentagon en route</u><br><u>Andrews AFB</u>               |                                          |

|                          |                                                                                              |
|--------------------------|----------------------------------------------------------------------------------------------|
| 1:15 pm<br>(1 hr 40 min) | <u>Depart Washington, DC en route<br/>Jacksonville, FL</u>                                   |
| 2:55 pm                  | <u>Arrive Jacksonville International Airport</u>                                             |
| 3:10 pm<br>(30 min)      | <u>Depart Jacksonville International Airport<br/>en route Justina Road Elementary School</u> |
| 3:40 pm                  | <u>Arrive Justina Road Elementary School</u>                                                 |
| 3:50 pm<br>(50 min)      | <u>Leadership Forum at Justina Road<br/>Elementary School</u><br>(Rove)                      |
| 4:50 pm<br>(30 min)      | <u>Depart Justina Road Elementary School<br/>en route Jacksonville International Airport</u> |
| 5:20 pm                  | <u>Arrive Jacksonville International Airport</u>                                             |
| 5:35 pm<br>(50 min)      | <u>Depart Jacksonville, FL en route<br/>Sarasota, FL</u>                                     |
| 6:25 pm                  | <u>Arrive Sarasota Bradenton International<br/>Airport</u>                                   |
| 6:40 pm<br>(20 min)      | <u>Depart Sarasota Bradenton International<br/>Airport en route The Colony Beach Resort</u>  |
| 7:00 pm                  | <u>Arrive The Colony Beach Resort</u>                                                        |

Jacksonville, FL –  
OPEN PRESS

RON: Sarasota, FL

**SCHEDULE OF MRS. BUSH**

**IN**

**WASHINGTON, DC**

**TUESDAY, SEPTEMBER 11, 2001**

*Red  
Scaasi skirt  
suit*

(b)(6)

9:05 am

MRS. BUSH boards Vehicle and departs The White House en route the Capitol.

**VEHICLE ASSIGNMENTS:**

(b)(7)c, (b)(7)e, (b)(7)f

(Drive Time: 10 minutes)

9:15 am

MRS. BUSH arrives Capitol and proceeds to Senator Kennedy's Office.

Met by: Senator Edward Kennedy

**EVENT: COFFEE WITH SENATOR KENNEDY**

PRESS POOL

***PARTICIPATION: COFFEE***

ATTENDEES: 3

ATTIRE: BUSINESS

9:20 am MRS. BUSH begins Coffee.

**Note: Senator Kennedy will give gift to MRS. BUSH at this time.**

**SEQUENCE OF EVENTS:**

9:30 am Senator Judd Gregg arrives Senator Kennedy's Office  
9:45 am Press Pool (still photographers) are brought into Senator Kennedy's Office  
9:50 am Senator Kennedy and Senator Gregg escort MRS. BUSH to Committee Hearing Room - Ante Room - SR 324

**EVENT: BRIEFING OF THE COMMITTEE ON HEALTH, EDUCATION, LABOR, AND PENSIONS**

OPEN PRESS

***PARTICIPATION: REMARKS***

ATTENDEES: 21 COMMITTEE MEMBERS

ATTIRE: BUSINESS

9:55 am MRS. BUSH arrives SR 324 for Brief Hold and proceeds to Caucus Room - SR 325 to begin participation in Briefing.

**PROGRAM:**

10:00 am Senators Kennedy and Gregg give Opening Remarks  
10:10 am Committee Members give Opening Remarks  
***10:30 am MRS. BUSH begins Remarks***  
10:50 am MRS. BUSH concludes Remarks and answers questions from Senator Kennedy and Senator Gregg  
  
11:00 am MRS. BUSH concludes participation in Briefing and Senator Kennedy escorts MRS. BUSH to Vehicle.  
  
11:05 am MRS. BUSH boards Vehicle and departs the Capitol en route The White House.

**VEHICLE ASSIGNMENTS:**

(b)(7)c, (b)(7)e, (b)(7)f

(Drive Time: 10 minutes)

(b)(6)

5:55 pm

**THE PRESIDENT and MRS. BUSH depart the Private Residence and proceed to the Diplomatic Reception Room.**

**EVENT: CONGRESSIONAL BARBECUE**

**OPEN PRESS (FOR THE PRESIDENT'S REMARKS)**

***PARTICIPATION: ATTEND WITH THE PRESIDENT***

**ATTENDEES: 800 + (Please refer to Guest List provided by Social Office)**

**ATTIRE: CASUAL**

- 6:00 pm THE PRESIDENT and MRS. BUSH arrive Diplomatic Reception Room to greet guests.
- 6:40 pm THE PRESIDENT and MRS. BUSH proceed to their table on South Lawn in front of stage (west side).
- [7:00 pm *Entertainment begins on Stage (Asleep at the Wheel – West side of South Lawn)*]
- 8:00 pm At the conclusion of entertainment, THE PRESIDENT and MRS. BUSH proceed to Stage where THE PRESIDENT makes Brief Remarks and Thanks the Entertainers.

(b)(6)

(b)(6)

**Scenario  
Congressional Barbecue  
Tuesday, September 11, 2001 @ 6:00 p.m.**

- 5:30 p.m.**                **Guests begin to arrive East Entrance and are directed through East Garden to South Lawn. (Drinks are served)**
- 6:00 p.m.**                **The President and Mrs. Bush arrive Diplomatic Reception Room to greet guests.**
- 6:40 p.m.**                **The President and Mrs. Bush proceed to their table on South Lawn in front of stage (west side). Guests proceed through line, then are seated at tables scattered throughout South Lawn.**
- 7:00 p.m.**                **Entertainment begins on stage. (Asleep at the Wheel – west side of South Lawn)**
- 8:00 p.m.**                **At the conclusion of entertainment, The President and Mrs. Bush proceed to stage where the President makes brief remarks and thanks the entertainers.  
(PRESS OPEN)**

(b)(6)

## **CONGRESSIONAL BARBEQUE GUEST LIST**

**September 11, 2001**

The Honorable Daniel Akaka, United States Senator (D/Hawaii)  
The Honorable Wayne Allard, United States Senator (R/Colorado)  
The Honorable George Allen, United States Senator (R/Virginia)  
The Honorable Max Baucus, United States Senator (D/Montana)  
The Honorable Robert Bennett, United States Senator (R/Utah)  
The Honorable Joseph Biden, United States Senator (D/Delaware)  
The Honorable Jeff Bingaman, United States Senator (D/New Mexico)  
The Honorable Christopher Bond, United States Senator (R/Missouri)  
The Honorable John Breaux, United States Senator (D/Louisiana)  
The Honorable Jim Bunning, United States Senator (R/Kentucky)  
The Honorable Conrad Burns, United States Senator (R/Montano)  
The Honorable Ben Nighthorse Campbell, United States Senator (R/Colorado)  
The Honorable Thomas Carper, United States Senator (D/Delaware)  
The Honorable Max Cleland, United States Senator (D/Georgia)  
The Honorable Susan Collins, United States Senator (R/Maine)  
The Honorable Christopher Dodd, United States Senator (D/Connecticut)  
The Honorable John Ensign, United States Senator (R/Nevada)  
The Honorable Feingold, United States Senator (D/Wisconsin)  
The Honorable Peter Fitzgerald, United States Senator (R/Illinois)  
The Honorable Bob Graham, United States Senator (D/Florida)  
The Honorable Phil Gramm, United States Senator (R/Texas)  
The Honorable Judd Gregg, United States Senator (R/New Hampshire)  
The Honorable Ernest Hollings, United States Senator (D/South Carolina)  
The Honorable Tim Hutchinson, United States Senator (R/Arizona)  
The Honorable Jim Inhofe, United States Senator (R/Oklahoma)  
The Honorable James Jeffords, United States Senator (I/Vermont)  
The Honorable Jon Kyl, United States Senator (R/Arizona)  
The Honorable Trent Lott, United States Senator (R/Mississippi)  
The Honorable Mitch McConnell, United States Senator (R/Kentucky)  
The Honorable Zell Miller, United States Senator (D/Georgia)  
The Honorable Ben Nelson, United States Senator (D/Nebraska)  
The Honorable Bill Nelson, United States Senator (D/Florida)  
The Honorable Don Nickles, United States Senator (R/Oklahoma)  
The Honorable Pat Roberts, United States Senator (R/Kansas)  
The Honorable Rick Santorum, United States Senator (R/Pennsylvania)  
The Honorable Charles Schumer, United States Senator (D/New York)  
The Honorable Smith, United States Senator (R/New Hampshire)  
The Honorable Gordon Smith, United States Senator (R/Oregon)  
The Honorable Olympia Snowe, United States Senator (R/Maine)  
The Honorable Ted Stevens, United States Senator (R/Arkansas)  
The Honorable Fred Thompson, United States Senator (R/Tennessee)  
The Honorable Strom Thurmond, United States Senator (R/South Carolina)

The Honorable Neil Abercombie, United States Representative (D/Hawaii)  
The Honorable Anibal Acevedo-Vila, United States Representative (D/Puerto Rico)  
The Honorable Robert Aderholt, United States Representative (R/Alabama)  
The Honorable Robert E. Andrews, United States Representative (D/New Jersey)  
The Honorable Richard K. Armey, United States Representative (R/Texas)  
The Honorable Brian Baird, United States Representative (D/Washington)  
The Honorable Cass Ballenger, United States Representative (R/North Carolina)  
The Honorable James A. Barcia, United States Representative ((D/Michigan)  
The Honorable Bob Barr, United States Representative (R/Georgia)  
The Honorable Thomas Barrett, United States Representative (D/Wisconsin)  
The Honorable Joe Barton, United States Representative, (R/Texas)  
The Honorable Ken Bentsen, United States Representative (R/Texas)  
The Honorable Doug Bereuter, United States Representative (R/Nebraska)  
The Honorable Shelley Berkley, United States Representative (D/Nevada)  
The Honorable Marion Berry, United States Representative (D/Arkansas)  
The Honorable Michael Bilirakis, United States Representative (R/Florida)  
The Honorable Earl Blumenauer, United States Representative (D/Oregon)  
The Honorable Sherwood Boehlert, United States Representative (R/New ork)  
The Honorable Henry Bonilla, United States Representative (R/Texas)  
The Honorable David E. Bonior, United States Representative (D/Michigan)  
The Honorable Mary Bono, United States Representative (R/California)  
The Honorable Robert A. Borski, United States Representative (D/Pennsylvania)  
The Honorable Henry E. Brown, Jr. ,United States Representative (R/South Carolina)  
The Honorable Sherrod Brown, United States Representative (D/Ohio)  
The Honorable Ed Bryant, United States Representative (R/Tennessee)  
The Honorable Richard Burr, United States Representative (R/North Carolina)  
The Honorable Steve Buyer, United States Representative (R/Indiana)  
The Honorable Dave Camp, United States Representative (R/Michigan)  
The Honorable Chris Cannon, United States Representative (R/Utah)  
The Honorable Shelley Moore Capito, United States Representative (R/West Virginia)  
The Honorable Michael E. Capuano, United States Representative (D/Massachusetts)  
The Honorable Benjamin L. Cardin, United States Representative (D/Maryland)  
The Honorable Brad Carson, United States Representative (D/Oklahoma)  
The Honorable Julie Carson, United States Representative (D/Indiana)  
The Honorable Steve Chabot, United States Representative (R/Ohio)  
The Honorable Saxy Chambliss, United States Representative (R/Georgia)  
The Honorable Bob Clement, United States Representative (D/Tennessee)  
The Honorable James E. Clyburn, United States Representative (D/South Carolina)  
The Honorable Mac Collins, United States Representative (R/Georgia)  
The honorable Larry Combest, United States Representative (R/Texas)  
The honorable Jerry F. Costello, United states Representative (D/Illinois)  
The Honorable Christopher Cox, United States Representative (R/California)  
The Honorable William J. Coyne, United States Representative ( D/Pennsylvania)  
The Honorable Robert E. Cramer, United States Representative (D/Alabama)  
The Honorable Philip M. Crane, United States Representative (R/Illinois)  
The Honorable Ander Crenshaw, United States Representative (R/Florida)

The Honorable Joseph Crowley, United States Representative (D/New York)  
The Honorable Barbara Cubin, United States Representative (R/Wyoming)  
The Honorable Elijah E. Cummings, United States Representative (D/Maryland)  
The Honorable Jo Ann Davis, United States Representative (R/Virginia)  
The Honorable Susan A. Davis, United States Representative (D/California)  
The Honorable Diana DeGette, United States Representative (D/Colorado)  
The Honorable Tom DeLay, United States Representative (R/Texas)  
The Honorable Nathan Deal, United States Representative (R/Georgia)  
The Honorable Lincoln Diaz-Balart, United States Representative (R/Florida)  
The Honorable D. Dicks, United States Representative (D/Washington)  
The Honorable John D. Dingell, United States Representative (D/Michigan)  
The Honorable Lloyd Doggett, United States Representative (D/Texas)  
The Honorable John T. Doolittle, United States Representative (R/California)  
The Honorable Michael D. Doyle, United States Representative (D/Pennsylvania)  
The Honorable David Dreier, United States Representative (R/California)  
The Honorable John J. Duncan, Jr., United States Representative (R/Tennessee)  
The Honorable Jennifer Dunn, United States Representative (R/Washington)  
The Honorable Chet Edwards, United States Representative (D/Texas)  
The Honorable Robert L. Ehrlich Jr., United States Representative (R/Maryland)  
The Honorable Jo Ann Emerson, United States Representative (R/Missouri)  
The Honorable Phil English, United States Representative (R/Pennsylvania)  
The Honorable Anna G. Eshoo, United States Representative (D/California)  
The Honorable Bob Etheridge, United States Representative (D/North Carolina)  
The Honorable Mike Ferguson, United States Representative (R/New Jersey)  
The Honorable Bob Filner, United States Representative (D/California)  
The Honorable Jeff Flake, United States Representative (R/Arizona)  
The Honorable Ernie Fletcher, United States Representative (R/Kentucky)  
The Honorable J. Randy Forbes, United States Representative (R/Virginia)  
The Honorable Vito Fossella, United States Representative (R/New York)  
The Honorable Barney Frank, United States Representative (D/Massachusetts)  
The Honorable Rodney Frelinghuysen, United States Representative (R/New Jersey)  
The Honorable Martin Frost, United States Representative (D/Texas)  
The Honorable Elton Gallegly, United States Representative (R/California)  
The Honorable Jim Gibbons, United States Representative (R/Nevada)  
The Honorable Benjamin A. Gilman, United States Representative (R/New York)  
The Honorable Virgil H. Goode Jr., United States Representative (R/Virginia)  
The Honorable Bob Goodlatte, United States Representative (R/Virginia)  
The Honorable Porter J. Goss, United States Representative (R/Florida)  
The Honorable Lindsey O. Graham, United States Representative (R/South Carolina)  
The Honorable Kay Granger, United States Representative (R/Texas)  
The Honorable Sam Graves, United States Representative (R/Missouri)  
The Honorable Mark Green, United States Representative (R/Wisconsin)  
The Honorable James C. Greenwood, United States Representative (R/Pennsylvania)  
The Honorable Gil Gutknecht, United States Representative (R/Minnesota)  
The Honorable Ralph M. Hall, United States Representative (D/Texas)

The Honorable Tony P. Hall, United States Representative (D/Ohio)  
The Honorable Jane Harman, United States Representative (D/California)  
The Honorable J. Dennis Hastert, United States Representative (R/Illinois)  
The Honorable Doc Hastings, United States Representative (R/Washington)  
The Honorable Robin Hayes, United States Representative (R/North Carolina)  
The Honorable Joel Hefley, United States Representative (R/Colorado)  
The Honorable Wally Herger, United States Representative (R/California)  
The Honorable Baron P. Hill, United States Representative (D/Indiana)  
The Honorable Van Hilleary, United States Representative (R/Tennessee)  
The Honorable Ruben Hinojosa, United States Representative (D/Texas)  
The Honorable David L. Hobson, United States Representative (R/Ohio)  
The Honorable Tim Holden, United States Representative (D/Pennsylvania)  
The Honorable Rush D. Holt, United States Representative (D/New Jersey)  
The Honorable Michael M. Honda, United States Representative (D/California)  
The Honorable Darlene Hooley, United States Representative (D/Oregon)  
The Honorable Stephen Horn, United States Representative (R/California)  
The Honorable John Hostettler, United States Representative (D/Indiana)  
The Honorable Amo Houghton, United States Representative (R/New York)  
The Honorable Kenny C. Hulshof, United States Representative, (R/Missouri)  
The Honorable Duncan Hunter, United States Representative (R/California)  
The Honorable Kay Bailey Hutchison, United States Representative (R/Texas)  
The Honorable Johnny Isakson, United States Representative (R/Georgia)  
The Honorable Darrell E. Issa, United States Representative (R/California)  
The Honorable Ernest J. Istook, United States Representative (R/Oklahoma)  
The Honorable William L. Jenkins, United States Representative (R/Tennessee)  
The Honorable Eddie Bernice Johnson, United States Representative (D/Texas)  
The Honorable Sam Johnson, United States Representative (R/Texas)  
The Honorable Timothy V. Johnson, United States Representative (R/Illinois)  
The Honorable Tubbs Jones, United States Representative (D/Ohio)  
The Honorable Paul E. Kanjorski, United States Representative (D/Pennsylvania)  
The Honorable Ric Keller, United States Representative (R/Florida)  
The Honorable Patrick J. Kennedy, United States Representative (D/Rhode Island)  
The Honorable Brian D. Kerns, United States Representative (R/Indiana)  
The Honorable Dale E. Kildee, United States Representative (D/Michigan)  
The Honorable Jack Kingston, United States Representative (R/Georgia)  
The Honorable Mark Kirk, United States Representative (R/Illinois)  
The Honorable Joe Knollenberg, United States Representative (R/Michigan)  
The Honorable Jim Kolbe, United States Representative (R/Arizona)  
The Honorable Dennis J. Kucinich, United States Representative (D/Ohio)  
The Honorable John J. LaFalce, United States Representative (D/New York)  
The Honorable Ray LaHood, United States Representative (R/Illinois)  
The Honorable Steve C. LaTourette, United States Representative (R/Ohio)  
The Honorable James R. Langevin, United States Representative (D/Rhode Island)  
The Honorable Tom Lantos, United States Representative (D/California)  
The Honorable John B. Larson, United States Representative (D/Connecticut)  
The Honorable James A. Leach, United States Representative (R/Iowa)

The Honorable Sander M. Levin, United States Representative (D/Michigan)  
The Honorable John Lewis, United States Representative (D/Georgia)  
The Honorable Ron Lewis, United States Representative (R/Kentucky)  
The Honorable John Linder, United States Representative (R/Georgia)  
The Honorable Frank A. LoBiondo, United States Representative (R/New Jersey)  
The Honorable Ken Lucas, United States Representative (D/Kentucky)  
The Honorable Bill Luther, United States Representative (D/Minnesota)  
The Honorable Carolyn B. Maloney, United States Representative (D/New York)  
The Honorable James H. Maloney, United States Representative (D/Connecticut)  
The Honorable Frank Mascara, United States Representative (D/Pennsylvania)  
The Honorable Robert T. Matsui, United States Representative (D/California)  
The Honorable Carolyn McCarthy, United States Representative (D/New York)  
The Honorable Karen McCarthy, United States Representative (D/Missouri)  
The Honorable Betty McCollum, United States Representative (D/Minnesota)  
The Honorable Jim McDermott, United States Representative (D/Washington)  
The Honorable Mike McIntyre, United States Representative (D/North Carolina)  
The Honorable Michael R. McNulty, United States Representative (D/New York)  
The Honorable Martin T. Meehan, United States Representative (D/Massachusetts)  
The Honorable Carrie P. Meek, United States Representative (D/Florida)  
The Honorable Gregory W. Meeks, United States Representative (D/New York)  
The Honorable John L. Mica, United States Representative (R/Florida)  
The Honorable Juanita O. Millender-McDonald, United States Representative (D/California)  
The Honorable Patsy T. Mink, United States Representative (D/Hawaii)  
The Honorable Alan B. Mollohan, United States Representative (D/West Virginia)  
The Honorable Dennis Moore, United States Representative (D/Kansas)  
The Honorable James P. Moran, United States Representative (D/Virginia)  
The Honorable Constance A. Morella, United States Representative (R/Maryland)  
The Honorable Sue Wilkins Myrick, United States Representative (R/North Carolina)  
The Honorable Grace F. Napolitano, United States Representative (D/California)  
The Honorable Richard E. Neal, United States Representative (D/Massachusetts)  
The Honorable George R. Nethercutt Jr., United States Representative (R/Washington)  
The Honorable Anne M. Northup, United States Representative (R/Kentucky)  
The Honorable Charlie Norwood, United States Representative (R/Georgia)  
The Honorable Jim Nussle, United States Representative (R/Iowa)  
The Honorable David R. Obey, United States Representative (D/Wisconsin)  
The Honorable Solomon P. Ortiz, United States Representative (D/Texas)  
The Honorable Michael G. Oxley, United States Representative (R/Ohio)  
The Honorable Donald M. Payne, United States Representative (D/New Jersey)  
The Honorable Mike Pence, United States Representative (R/Indiana)  
The Honorable Collin C. Peterson, United States Representative (D/Minnesota)  
The Honorable John E. Peterson, United States Representative (R/Pennsylvania)  
The Honorable Thomas E. Petri, United States Representative (R/Wisconsin)  
The Honorable David D. Phelps, United States Representative (D/Illinois)  
The Honorable Charles W. Pickering Jr., United States Representative (R/Mississippi)  
The Honorable Joseph R. Pitts, United States Representative (R/Pennsylvania)  
The Honorable Todd Platts, United States Representative (R/Pennsylvania)

The Honorable Richard W. Pombo, United States Representative (R/California)  
The Honorable Rob Portman, United States Representative (R/Ohio)  
The Honorable David E. Price, United States Representative (D/North Carolina)  
The Honorable Deborah Pryce, United States Representative (R/Ohio)  
The Honorable Adam H. Putnam, United States Representative (R/Florida)  
The Honorable Jack Quinn, United States Representative (R/New York)  
The Honorable George Radanovich, United States Representative (R/California)  
The Honorable Jim Ramstad, United States Representative (R/Minnesota)  
The Honorable Ralph Regula, United States Representative (R/Ohio)  
The Honorable Dennis R. Rehberg, United States Representative (R/Montana)  
The Honorable Silvestre Reyes, United States Representative (D/Texas)  
The Honorable Thomas M. Reynolds, United States Representative (R/New York)  
The Honorable Tim Roemer, United States Representative (D/Indiana)  
The Honorable Harold Rogers, United States Representative (R/Kentucky)  
The Honorable Mike Rogers, United States Representative (R/Michigan)  
The Honorable Dana Rohrabacher, United States Representative (R/California)  
The Honorable Ileana Ros-Lehtinen, United States Representative (R/Florida)  
The Honorable Mike Ross, United States Representative (D/Arkansas)  
The Honorable Steven R. Rothman, United States Representative (D/New Jersey)  
The Honorable Marge Roukema, United States Representative (R/New Jersey)  
The Honorable Lucille Roybal-Allard, United States Representative (D/California)  
The Honorable Edward R. Royce, United States Representative (R/California)  
The Honorable Bobby L. Rush, United States Representative (D/Illinois)  
The Honorable Paul Ryan, United States Representative (R/Wisconsin)  
The Honorable Jim Ryun, United States Representative (R/Kansas)  
The Honorable Martin Olav Sabo, United States Representative (D/Minnesota)  
The Honorable Loretta Sanchez, United States Representative (D/California)  
The Honorable Bernard Sanders, United States Representative (I/Vermont)  
The Honorable Max Sandlin, United States Representative (D/Texas)  
The Honorable Tom Sawyer, United States Representative (D/Ohio)  
The Honorable Jim Saxton, United States Representative (R/New Jersey)  
The Honorable Adam B. Schiff, United States Representative (D/California)  
The Honorable F. James Sensenbrenner Jr., United States Representative (R/Wisconsin)  
The Honorable Pete Sessions, United States Representative (R/Texas)  
The Honorable John B. Shadegg, United States Representative (R/Arizona)  
The Honorable E. Clay Shaw Jr., United States Representative (R/Florida)  
The Honorable Christopher Shays, United States Representative (R/Connecticut)  
The Honorable Brad Sherman, United States Representative (D/California)  
The Honorable Don Sherwood, United States Representative (R/Pennsylvania)  
The Honorable John Shimkus, United States Representative (R/Illinois)  
The Honorable Ronnie Shows, United States Representative (D/Mississippi)  
The Honorable Michael K. Simpson, United States Representative (R/Idaho)  
The Honorable Joe Skeen, United States Representative (R/New Mexico)  
The Honorable Ike Skelton, United States Representative (D/Missouri)  
The Honorable Louise Slaughter, United States Representative (D/New York)  
The Honorable Christopher H. Smith, United States Representative (R/New Jersey)

The Honorable Lamar S. Smith, United States Representative (R/Texas)  
The Honorable Vic Snyder, United States Representative (D/Arizona)  
The Honorable John M. Spratt Jr. United States Representative (D/South Carolina)  
The Honorable Fortney Pete Stark, United States Representative (D/California)  
The Honorable Cliff Stearns, United States Representative (R/Florida)  
The Honorable Charles W. Stenhom, United States Representative (D/Texas)  
The Honorable Bark Stupak, United States Representative (D/Michigan)  
The Honorable John E. Sununu, United States Representative (R/New Hampshire)  
The Honorable Thomas G. Tancredo, United States Representative (R/Colorado)  
The Honorable John S. Tanner, United States Representative (D/Tennessee)  
The Honorable W.J. Tauzin, United States Representative (R/Louisiana)  
The Honorable Charles H. Taylor, United States Representative (R/North Carolina)  
The Honorable Gene O. Taylor, United States Representative (D/Mississippi)  
The Honorable Lee Terry, United States Representative (R/Nebraska)  
The Honorable William M. Thomas, United States Representative (R/California)  
The Honorable John R. Thune, United States Representative (R/South Dakota)  
The Honorable Karen L. Thurman, United States Representative (D/Florida)  
The Honorable Todd Tiahrt, United States Representative (R/Kansas)  
The Honorable Patrick J. Tiberi, United States Representative (R/Ohio)  
The Honorable Edolphus Towns, United States Representative (D/New York)  
The Honorable Jim Turner, United States Representative (D/Texas)  
The Honorable Mark Udall, United States Representative (D/Colorado)  
The Honorable Tom Udall, United States Representative (D/New Mexico)  
The Honorable Robert A. Underwood, United States Representative (D/Guam)  
The Honorable Fred Upton, United States Representative (R/Michigan)  
The Honorable Peter J. Visclosky, United States Representative (D/Indiana)  
The Honorable David Vitter, United States Representative (R/Louisiana)  
The Honorable Greg Walden, United States Representative (R/Oregon)  
The Honorable James T. Walsh, United States Representative (R/New York)  
The Honorable Zach Wamp, United States Representative (R/Tennessee)  
The Honorable Wes Watkins, United States Representative (R/Oklahoma)  
The Honorable Melvin Watt, United States Representative (D/North Carolina)  
The Honorable Henry A. Waxman, United States Representative (D/California)  
The Honorable Dave Weldon, United States Representative (R/Florida)  
The Honorable Ed Whitfield, United States Representative (R/Kentucky)  
The Honorable Roger F. Wicker, United States Representative (R/Mississippi)  
The Honorable Frank R. Wolf, United States Representative (R/Virginia)  
The Honorable Lynn C. Woolsey, United States Representative (D/California)  
The Honorable C.W. Young, United States Representative (R/Florida)

9/12/01 at 12:52 pm

**SCHEDULE OF MRS. BUSH**

**IN**

**WASHINGTON, DC**

**WEDNESDAY, SEPTEMBER 12, 2001**

1:55 pm MRS. BUSH departs the Private Residence and proceeds to Vehicle.  
2:00 pm MRS. BUSH boards Vehicle and departs The White House en route Walter Reed Hospital.

**VEHICLE ASSIGNMENTS:**

(b)(7)c, (b)(7)e, (b)(7)f

(Drive Time: 20 minutes)

2:20 pm MRS. BUSH arrives Hospital and proceeds to Patient Rooms.  
Met by: Major General Harold Timboe  
Commanding General, North Atlantic Regional Medical Command

**EVENT: WALTER REED ARMY MEDICAL CENTER VISIT**

PRESS POOL

***PARTICIPATION: VISIT PATIENTS AND FAMILIES***

ATTENDEES: TBD

ATTIRE: BUSINESS

2:25 pm MRS. BUSH begins Visit.

9/12/01 at 12:52 pm

2:50 pm MRS. BUSH concludes Visit and proceeds to Vehicle.

2:55 pm MRS. BUSH boards Vehicle and departs Hospital en route The White House – EEOB.

**VEHICLE ASSIGNMENTS**

Same as on arrival.

(Drive Time: 20 minutes)

3:15 pm MRS. BUSH arrives The White House – EEOB and proceeds to Indian Treaty Room.

Met by: Bernadine Healy  
President, American Red Cross

**EVENT: BLOOD DRIVE VISIT**

CLOSED PRESS

***PARTICIPATION: VISIT WITH BLOOD DRIVE DONORS***

ATTENDEES: TBD

ATTIRE: BUSINESS

3:20 pm MRS. BUSH arrives Indian Treaty Room and begins Visit.

3:35 pm MRS. BUSH concludes Visit and proceeds to Oval Office.

**EVENT: AMERICAN RED CROSS BRIEFING**

CLOSED PRESS

***PARTICIPATION: ATTEND WITH THE PRESIDENT***

ATTENDEES: TBD

ATTIRE: BUSINESS

3:40 pm THE PRESIDENT and MRS. BUSH begin Briefing.

(b)(6)

4:25 pm MRS. BUSH departs the Private Residence en route her East Wing Office.

**EVENT: BRIEFING FOR MORNING SHOW INTERVIEWS**

ATTENDEES: Noelia Rodriguez  
Anne Heiligenstein

4:30 pm MRS. BUSH begins Briefing.

5:00 pm MRS. BUSH concludes Briefing.

**\* No scheduled events balance of day.**

## **BIOGRAPHY**

**HAROLD L. TIMBOE**  
**MAJOR GENERAL, MEDICAL CORPS, UNITED STATES ARMY**  
**COMMANDING GENERAL, NORTH ATLANTIC REGIONAL MEDICAL COMMAND**  
**and WALTER REED ARMY MEDICAL CENTER**  
**WASHINGTON, DC**



Major General Harold L. Timboe assumed command of the North Atlantic Regional Medical Command and Walter Reed Army Medical Center on 25 May 1999. The North Atlantic Regional Medical Command (NARMC) encompasses Walter Reed Army Medical Center and both active and reserve component medical treatment facilities and units along the Atlantic seaboard from Maine to North Carolina and extending west to Minnesota. Throughout this 22-state region NARMC provides health care to the XVIII Airborne Corps, 82<sup>nd</sup> Airborne Division, 10<sup>th</sup> Mountain Division, TRADOC centers and schools, the Army Materiel Command's installations and activities, as well as the Military District of Washington.

A native of Long Beach, California, General Timboe attended the United States Military Academy at West Point, New York, where he earned a Bachelor of Science Degree in 1968. He was awarded a Medical Degree in 1978 from the University of Texas School of Medicine in San Antonio, followed by a residency in family practice at Tripler Army Medical Center, Hawaii. In 1980 he received a Masters of Public Health from the University of Hawaii.

Commissioned a Second Lieutenant in Air Defense Artillery, General Timboe served as a Platoon Leader and Battery Executive Officer, 2nd Battalion, 52nd Air Defense Artillery, Homestead Air Force Base, Florida; Aide de Camp to the Chief, United States Military Training Mission, Saudi Arabia; Operations Officer, Adjutant and Deputy Installation Commander, Nha Trang, Vietnam; and Race Relations/Equal Opportunity Officer, 11<sup>th</sup> Air Defense Artillery Group, Fort Bliss, Texas.

Following graduation from Medical School in 1978 and his residency, General Timboe served as Division Surgeon, 82<sup>nd</sup> Airborne Division, Fort Bragg, North Carolina; Commander, Weed Army Community Hospital, National Training Center, Fort Irwin, California; Deputy Commander for Clinical Services, Evans Army Community Hospital, Fort Carson, Colorado; Assistant Deputy for Health Policy and Human Relations, Office of the Assistant Secretary of the Army (Manpower & Reserve Affairs), Pentagon, Washington D.C.; Corps Surgeon, XVIII Airborne Corps, Fort Bragg, North Carolina /Operation Desert Storm; Commander 18<sup>th</sup> Medical Command/121<sup>st</sup> Evacuation Hospital and U.S. Forces Command Surgeon, Korea; Commander, Womack Army Medical Center, Fort Bragg, North Carolina; Commanding General, 44<sup>th</sup> Medical Brigade & Corps Surgeon, XVIII Airborne Corps, Fort Bragg, North Carolina; and Commanding General, Great Plains Regional Medical Command and Brooke Army Medical Center, Fort Sam Houston, Texas.

General Timboe maintains many professional affiliations within the medical community. He is a Fellow of the American Academy of Family Physicians, the American College of Physician Executives, the American Medical Association, the Association of Military Surgeons of the United States, and the Christian Medical Dental Society. He has published several articles in military and medical journals. He was named the Distinguished Medical Alumnus of the University of Texas Medical School, San Antonio, Texas, for 1999.

General Timboe has been awarded the Legion of Merit with four Oak Leaf Clusters, Bronze Star with one Oak Leaf Cluster, Meritorious Service Medal with three Oak Leaf Clusters, Air Medal, Joint Service Commendation Medal, Army Commendation Medal, Army Achievement Medal, Vietnam Service Medal, Humanitarian Service Medal, Armed Forces Expeditionary Medal, Southwest Asia Service Medal, Expert Field Medical Badge, Flight Surgeon Badge, US, British, and German Parachutist Badges, and the Army Staff Identification Badge.

He and his wife Donna have four children: Dawn Stanford, Christina Rose, Matthew and Andrew. (9/99)

**CURRICULUM VITAE**

**HAROLD LEE TIMBOE**

**ADDRESS:**

(b)(6)

**PERSONAL DATA:**

Born: (b)(6) Long Beach, CA

Wife: Donna Murray Timboe

Children: Dawn (Stanford) -  
Christina (Rose) -  
Matthew -  
Andrew -

(b)(6)

Religion: Christian

**EDUCATIONAL BACKGROUND:**

Undergraduate: Bachelor of Science Degree  
United States Military Academy  
West Point, NY  
1968

Medical: Doctor of Medicine Degree  
University of Texas School of Medicine  
San Antonio, TX  
1978

Graduate: Master of Public Health  
University of Hawaii School of Public Health  
Honolulu, HI  
1980

Military Education: CAPSTONE Course  
Army War College  
Command and General Staff College  
Officer Advanced Course (Air Defense)  
Officer Basic Course (Air Defense)  
Basic Airborne School  
Jungle Warfare School  
Flight Surgeon's Course

Residency: Family Practice  
Tripler Army Medical Center, HI  
July 1978-1981

Medical License: North Carolina (1997) #25665

**CERTIFICATION:** American Board of Family Practice, 1981  
American Board of Medical Management, 1989

**RECERTIFICATION:** American Board of Family Practice, 1987, 1994

MG Harold L. Timboe

**HIGHEST MILITARY RANK:** Major General, United States Army  
(b)(6)

**HONORS, DECORATIONS,  
AND AWARDS:**

Legion of Merit (4 OLC)  
Bronze Star (1 OLC)  
Meritorious Service Medal (3 OLC)  
Air Medal  
Joint Service Commendation Medal  
Army Commendation Medal  
Army Achievement Medal  
National Defense Service Medal  
Armed Forces Expeditionary Medal  
Vietnam Service Medal (2 stars)  
Humanitarian Service Medal (3 stars)  
Army Service Ribbon  
Overseas Service Ribbon (with number 3)  
Vietnam Campaign Medal  
Southwest Asia Service Medal (2 stars)  
Kuwait Liberation Medal  
RVN Cross of Gallantry with Palm  
Joint Meritorious Unit Award  
Army Superior Unit Award (1 OLC)  
Expert Field Medical Badge  
Flight Surgeon Badge  
Parachutist Badge  
Army Staff Identification Badge

**HOSPITAL APPOINTMENTS:**

1978-1981  
Family Practice Resident  
Tripler Army Medical Center  
Honolulu, HI  
  
1981-1983  
Division Surgeon  
82<sup>nd</sup> Airborne Division  
Fort Bragg, NC  
  
1983-1985  
Commander  
Medical Department Activity  
National Training Center  
Fort Irwin, CA  
  
1986-1989  
Deputy Commander for Clinical Services  
Medical Department Activity  
Fort Carson, CO  
  
1989-1990  
Assistant Deputy for Health Policy and  
Human Relations  
Office of the Assistant Secretary of the Army  
(Manpower and Reserve Affairs)  
The Pentagon  
Washington, DC

MG Harold L. Timboe

**Hospital Appointments  
(continued)**

1990-1991  
Corps Surgeon  
XVIII Airborne Corps and Fort Bragg  
(Operation Desert Shield/Desert Storm)  
Saudi Arabia

1991-1993  
Commander  
18<sup>th</sup> Medical Command and  
121<sup>st</sup> Evacuation Hospital  
Command Surgeon, US Forces, Korea  
Seoul, Korea

1993-1994  
Commander  
Womack Army Medical Center  
Fort Bragg, NC

1994-1997  
Commanding General, 44<sup>th</sup> Medical Brigade  
Corps Surgeon, XVIII Airborne Corps  
Director of Health Services  
Fort Bragg, NC

1997-1999  
Commanding General  
Great Plains Regional Medical Command  
and Brooke Army Medical Center  
Fort Sam Houston, TX

1999-Present  
Commanding General  
North Atlantic Regional Medical Command  
and Walter Reed Army Medical Center  
Washington, DC

**PROFESSIONAL SOCIETY MEMBERSHIP:**

Fellow, American Academy of Family Practice  
Fellow, American College of Physician Executives

**PROFESSIONAL ORGANIZATIONS:**

American Medical Association  
Association of the U.S. Army  
American Academy of Family Physicians  
Association of Military Surgeons of the U.S.  
Christian Medical Society  
American College of Physician Executives  
Alpha Omega Alpha-National Honor Medical Society  
Society of Medical Consultants to the Armed Forces

MG Harold L. Timboe

**PUBLICATIONS:**

1. "An Efficacy Trial of Doxycycline Chemoprophylaxis Against Leptospirosis", New England Journal of Medicine, 310:497-500, February 23, 1984.
2. Contributor, "How to Prevent Jet Lag", American Medical Association Guide to Better Sleep, pp. 201-202, Random House, New York, 1984.

3. "A Senior Leader's Guide to Sleep Hygiene, Sleep Deprivation and Soldier Performance," Readings on Health and Physical Fitness, Army Physical Fitness Research Institute, US Army War College, Carlisle Barracks, PA, June 29, 1986.
4. "Mass Casualty Situation: Gallant Eagle 82<sup>nd</sup> Airborne Operations: A Case Report," Military Medicine, 153:198-202, April 1988.
5. "Creating an Endoscopy Capability in Army Community Hospitals", Military Medicine, 155, 7:301-302, July 1990.

**PRESENTATIONS:**

Major General Timboe gives numerous presentations each year to both military and civilian audiences on topics varying from military medicine, health care management, and clinical medicine to a variety of military subjects.

**DROP-BY EISENHOWER EXECUTIVE OFFICE BUILDING  
BLOOD DRIVE**

Wednesday, September 12, 2001  
3:20 p.m. to 3:35 p.m.  
Indian Treaty Room

**I. PURPOSE**

To thank White House employees who are donating blood and Red Cross volunteers for their efforts.

**II. BACKGROUND**

The American Red Cross, Greater Chesapeake and Potomac (GC&P) Blood Services Region, supplies blood to 86 hospitals in the Maryland, Northern Virginia, Washington, DC and Southeast Pennsylvania area. The Region reports extremely low inventory conditions due to yesterday's tragedy and needs our assistance.

With your announcement yesterday for all to help donate blood, White House staff will have an opportunity to assist through the Red Cross. Red Cross Volunteers will begin taking donations at 9:00 a.m. in the Indian Treaty Room and the New Executive Office Building.

Dr. Healy will brief you of their efforts to help the victims in Washington, D.C. and New York.

**III. PARTICIPANTS**

White House staff  
American Red Cross President and CEO Bernadine Healy

Note: Mrs. Bush's staff will be giving blood at this time.

Note: Red Cross health care specialists will be on hand to help people through the donation process.

IV. PRESS PLAN

Closed Press

V. SEQUENCE OF EVENTS

N/A

VI. REMARKS

N/A

VII. ATTACHMENTS

Biography of American Red Cross President and CEO Bernadine Healy

### **American Red Cross President and CEO Bernadine Healy**

Bernadine Healy, M.D., began her tenure as President and Chief Executive Officer of the American Red Cross on September 1, 1999. Prior to that appointment, Dr. Healy served as the Dean of the College of Medicine and Public Health and Professor of Medicine at Ohio State University since 1995. In March of 1997, she became Medical Consultant for CBS news, which involves weekly commentary on health, medical and public safety issues.

Dr. Healy is the former director of the National Institutes of Health (NIH). As Director of NIH, she led a federal agency with approximately 19,000 employees and an annual budget of more than \$11 billion. During her tenure, Dr. Healy established the Shannon Awards, grants to foster innovative approaches in biomedical research, and she launched the NIH Women's Health Initiative, a \$625 million effort to study the causes, prevention and cures of diseases that affect women. Dr. Healy also led the NIH to embark on its first strategic planning process involving a broad cross-section of NIH constituencies.

Dr. Healy's past positions include Chairman of the Research Institute of the Cleveland Clinic Foundation and a White House appointment as Deputy Director of the Office of Science and Technology Policy. She has also served on the faculty of Johns Hopkins University School of Medicine and Hospital and on the Board of Overseers of Harvard University. She is the recipient of numerous awards and honorary degrees, including from George Washington University, Johns Hopkins University, John Carroll University, and Case Western Reserve University.

A native of New York City, Bernadine Healy received her Bachelor's degree, summa cum laude, from Vassar College, and her M.D., cum laude, from Harvard Medical School. She completed postgraduate training in internal medicine and cardiology at the Johns Hopkins School of Medicine.



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# TRICARE NORTHEAST UPDATE

**Colonel Steven L. Cardenas, USAF  
Executive Director  
TRICARE Northeast**



# TRICARE Northeast Update

## Pentagon Support

### Patient Administration Update

- 6 Trauma Teams, 2 deployed, 8 hr shifts
- **Composed of:** Trauma Surgeon, Anesthesia Provider, Critical Care MD, Orthopedic Surgeon, Critical Care Nurse, Pharmacist, and Medic
- **MISSION:**
  - 1) Treat firefighters
  - 2) Morgue recovery/ pronounce deaths
  - 3) Onsite care for risky situation

|                    | # Pnts Seen | # Discharged | # Inpatient Remaining |
|--------------------|-------------|--------------|-----------------------|
| WRAMC              | 4           | 1            | 3                     |
| RADAR (Fl. Myer)   | 4           | 4            | 0                     |
| DEWITT             | 5           | 4            | 1                     |
| Arlington          | 43          | 28           | 15                    |
| Wash Hosp Ctr      | 12          | 3            | 9                     |
| INOVA / Alexandria | 14          | 12           | 2                     |
| George Wash Hosp   | 3           | 2            | 1                     |
| Georgetown U. Hosp | 1           | 1            | 0                     |
| <b>TOTALS</b>      | <b>86</b>   | <b>55</b>    | <b>31</b>             |



# Facility Status Columbia Arlington Hosp

- Patients seen: 43
- Patients Currently admitted: 14

|              |                                      |
|--------------|--------------------------------------|
| Army         | 2 degree Facial burns/E324-1         |
| Army         | Smoke Inhalation-ICU-15              |
| Civilian     | Inhalation                           |
| Civilian     | Smoke Inhalation                     |
| DOD CIV      | Closed Fx Leg; 2 burns; smoke inhale |
| DOD Civilian | Smoke Inhalation                     |
| DOD Civilian | Mod/Severe Smoke Inhal               |
| DOD Civilian | Burns face/hands                     |
| USA          | Smoke Inhalation                     |
| USA          | 2 degree arm face burn; smoke inhale |
| USAF         | non-displaced C-4 fx                 |
| USN          | Smoke inhalation (contractor)        |
| Air Force    | Smoke Inhalation; 2 degree burns     |
|              | Burns                                |

(b)(3) 10 USC 130b, (b)(6)



# Facility Status

## Walter Reed Army Med Cen

- Patients seen: 4
- Patients Currently admitted: 3

|      |                            |                                |         |
|------|----------------------------|--------------------------------|---------|
| Army | (b)(3) 10 USC 130b, (b)(6) | Smoke and 2nd degree burns     | SPC     |
| USA  |                            | Smoke inhalation/trauma R foot | LTC     |
| USN  |                            | Smoke Inhalation               | Retired |



TRICARE Northeast

# Facility Status Washington Hospital Center

- Patients seen: 12
- Patients Currently admitted: 8

|              |                                       |                            |         |
|--------------|---------------------------------------|----------------------------|---------|
| Civilian     | <div>(b)(3) 10 USC 130b, (b)(6)</div> | 26% Burns                  | Civ     |
| Civilian     |                                       | Burns Intubated Sable      |         |
| DOD Civilian |                                       | 70% Burns, Broken Hip      | Retired |
| DOD Civilian |                                       | 60% Serious Burns          | Civ     |
| DOD Civilian |                                       | 28% Burns Smoke Inhalation | Civ     |
| USA          |                                       | Medical Retired            | Lt Col  |
| USA          |                                       | Burns Stable               | Maj     |
| USN          |                                       | Burn >50% patient          |         |



# Facility Status

## George Washington Hosp

- Patients seen: 3
- Patients Currently admitted: 0



# Facility Status

## Inova Alexandria & Dewitt

- Inova Patients seen: 14
- Patients Currently admitted: 2

Army

Navy

(b)(3) 10 USC 130b, (b)(6)

Smoke Inhalation

Smoke Inhale

- Dewitt Patients seen: 5
- Patients Currently admitted: 1

Air Force

(b)(3) 10 USC 130b, (b)(6)

Burns



# Ongoing Recovery

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- Pentagon
  - Operations consist of identification and recovery of casualties
  - Coordination with Dover Mortuary Services
- New York
  - Awaiting specific information

*REVISED as of 9/14/01 at 9:45 am*

**SCHEDULE OF MRS. BUSH**

**IN**

**WASHINGTON, DC**

**AND AT**

**CAMP DAVID**

**FRIDAY, SEPTEMBER 14, 2001**

*National Day of Prayer and Remembrance*

(b)(6)

**Personal Time: 2 hours**

11:35 am MRS. BUSH departs the Private Residence en route Vehicle.

11:40 am THE PRESIDENT and MRS. BUSH board Vehicle and depart The White House en route National Cathedral for the National Day of Prayer and Remembrance Service.

**NOTE: MRS. BUSH WILL ASSUME THE PRESIDENT'S SCHEDULE FOR THE NATIONAL DAY OF PRAYER AND REMEMBRANCE SERVICE. PLEASE REFER TO THE PRESIDENT'S SCHEDULE RELEASED BY THE PRESIDENTIAL ADVANCE OFFICE.**

1:25 pm THE PRESIDENT and MRS. BUSH arrive The White House and proceed to the Private Residence.

Personal Time:

2:00 pm MRS. BUSH boards Vehicle and departs The White House en route Camp David.

*REVISED as of 9/14/01 at 9:45 am*

**VEHICLE ASSIGNMENTS:**

(b)(7)c, (b)(7)e, (b)(7)f

(Drive Time: 1 hour, 30 minutes)

3:30 pm      MRS. BUSH arrives Camp David for RON.

**SCHEDULE OF MRS. BUSH**

**AT**

**CAMP DAVID**

**SATURDAY, SEPTEMBER 15, 2001**

**NOTE: MRS. BUSH WILL ASSUME THE PRESIDENT'S SCHEDULE FOR SATURDAY, SEPTEMBER 15, 2001. PLEASE REFER TO THE PRESIDENT'S SCHEDULE RELEASED BY THE PRESIDENTIAL SCHEDULING OFFICE.**

*REVISED as of 9/14/01 at 9:30 am*

**SCHEDULE OF MRS. BUSH**

**AT**

**CAMP DAVID**

**AND IN**

**WASHINGTON, DC**

**SUNDAY, SEPTEMBER 16, 2001**

**NOTE: MRS. BUSH WILL ASSUME THE PRESIDENT'S SCHEDULE FOR SUNDAY, SEPTEMBER 16, 2001. FOR MORE DETAILS, PLEASE REFER TO THE PRESIDENT'S SCHEDULE RELEASED BY THE PRESIDENTIAL SCHEDULING OFFICE.**

(b)(6)

# REVISED SCHEDULE OF THE PRESIDENT AND MRS. BUSH

Thursday, September 13, 2001

|                      |                                                                             |                                |
|----------------------|-----------------------------------------------------------------------------|--------------------------------|
| 8:00 am<br>(15 min)  | <u>Intelligence Briefing</u><br>(Rice)                                      | Oval Office                    |
| 8:20 am<br>(15 min)  | <u>National Security Briefing</u><br>(Rice)                                 | Oval Office                    |
| 8:40 am<br>(15 min)  | <u>Meeting with the Chief of Staff</u>                                      | Oval Office                    |
| 8:55 am<br>(5 min)   | <u>Personal/Staff Time</u>                                                  | Oval Office                    |
| 9:00 am<br>(30 min)  | <u>Phone Calls to World Leaders</u><br>(Rice)                               | Oval Office                    |
| 9:30 am<br>(35 min)  | <u>Personal/Staff Time</u>                                                  | Oval Office                    |
| 10:05 pm<br>(1 hr)   | <u>Phone Calls to Local Leaders</u><br>(Rove)                               | Oval Office –<br>POOL AT TOP   |
| 11:10 am<br>(10 min) | <u>Depart The White House en route</u><br><u>Washington Hospital Center</u> |                                |
| 11:20 am             | <u>Arrive Washington Hospital Center</u>                                    |                                |
| 11:25 am<br>(30 min) | LB <u>Visit Victims at Washington Hospital Center</u><br>(Rove)             | Washington, DC –<br>PRESS POOL |
| 12:05 pm<br>(10 min) | <u>Depart Washington Hospital Center en route</u><br><u>The White House</u> |                                |
| 12:15 pm             | <u>Arrive The White House</u>                                               |                                |
| 12:20 pm<br>(10 min) | <u>Personal/Staff Time</u>                                                  | Oval Office                    |

(b)(6)

9/12/01 10:07 am

|                          |                                                                                                 |                               |
|--------------------------|-------------------------------------------------------------------------------------------------|-------------------------------|
| 1:30 pm<br>(15 min)      | <u>Personal/Staff Time</u>                                                                      | Oval Office                   |
| 1:45 pm<br>(10 min)      | <u>NSC Pre-Brief</u><br>(Rice)                                                                  | Oval Office                   |
| 2:00 pm<br>(1 hr 30 min) | <u>NSC Meeting</u><br>(Rice)                                                                    | Cabinet Room                  |
| 3:35 pm<br>(1 hr)        | <u>Meeting with Members of Congress</u><br><u>Representing New York and Virginia</u><br>(Calio) | Cabinet Room –<br>POOL AT END |
| 4:40 pm<br>(30 min)      | <u>Meeting with Speechwriters</u><br>(Hughes)                                                   | Oval Office                   |
| 5:10 pm<br>(2 hr 5 min)  | <u>Personal/Staff Time</u>                                                                      | Oval Office                   |

(b)(6)

**SCHEDULE OF MRS. BUSH**

**IN**

**WASHINGTON, DC**

**THURSDAY, SEPTEMBER 13, 2001**

*Navy pant  
suit w/  
lime green  
blouse*

(b)(6)

**EVENT: MEDIA INTERVIEWS**

8:00 am to 8:10 am – *ABC Good Morning America*

- Interviewed by TBD

8:10 am to 8:25 am – *NBC Today Show*

- Interviewed by TBD

8:25 am to 8:40 am – *CBS The Early Show*

- Interviewed by Jane Clayson

7:50 am MRS. BUSH arrives First Lady's Garden and prepares for Interviews.

8:00 am MRS. BUSH begins Interviews.

(b)(6)

\* scheduled events balance of day.

**Private Residence Schedule**

ONGs: None

09/13/01  
6:43 AM

**BRIEFING PAPER**  
**Media Interviews with Network Morning News Programs**  
**Thursday, September 13, 2001**

**8:00 to 8:10 a.m. ABC Good Morning America**

WHAT: Interview with ABC Good Morning America (Charlie Gibson and/or Diane Sawyer) LIVE via satellite

(The last time you appeared on Good Morning America was in February and Jack Ford interviewed you.)

WHERE: First Lady's Garden

**8:15 to 8:25 a.m. NBC Today Show**

WHAT: Interview with NBC Today Show (Katie Couric and/or Matt Lauer) LIVE via satellite

(The last time you appeared on the Today Show was while in Rome and Matt Lauer interviewed you via satellite.)

WHERE: First Lady's Garden

**8:30 to 8:40 a.m. CBS The Early Show**

WHAT: Interview with CBS The Early Show (Jane Clayson) LIVE via satellite

(Jane Clayson recently interviewed you at the Library of Congress last Friday to launch the National Book Festival.)

WHERE: First Lady's Garden

## SCHEDULE OF THE PRESIDENT AND MRS. BUSH

Thursday, September 13, 2001

|                          |                                                                             |                                |
|--------------------------|-----------------------------------------------------------------------------|--------------------------------|
| 8:00 am<br>(15 min)      | <u>Intelligence Briefing</u><br>(Rice)                                      | Oval Office                    |
| 8:20 am<br>(15 min)      | <u>National Security Briefing</u><br>(Rice)                                 | Oval Office                    |
| 8:40 am<br>(15 min)      | <u>Meeting with the Chief of Staff</u>                                      | Oval Office                    |
| 8:55 am<br>(1 hr 10 min) | <u>Personal/Staff Time</u>                                                  | Oval Office                    |
| 9:00 am<br>(30 min)      | <u>Phone Calls to World Leaders</u><br>(Rice)                               | Oval Office                    |
| 9:30 am<br>(35 min)      | <u>Personal/Staff Time</u>                                                  | Oval Office                    |
| 10:05 pm<br>(1 hr)       | <u>Phone Calls to Local Leaders</u><br>(Rove)                               | Oval Office –<br>POOL AT TOP   |
| 11:10 am<br>(10 min)     | <u>Depart The White House en route</u><br><u>Washington Hospital Center</u> |                                |
| 11:20 am                 | <u>Arrive Washington Hospital Center</u>                                    |                                |
| 11:25 am<br>(30 min)     | LB <u>Visit Victims at Washington Hospital Center</u><br>(Rove)             | Washington, DC –<br>PRESS POOL |
| 12:05 pm<br>(10 min)     | <u>Depart Washington Hospital Center en route</u><br><u>The White House</u> |                                |
| 12:15 pm                 | <u>Arrive The White House</u>                                               |                                |
| 12:20 pm<br>(10 min)     | <u>Personal/Staff Time</u>                                                  | Oval Office                    |

(b)(6)

9/12/01 10:00 pm

|                          |                                                                                                 |                             |
|--------------------------|-------------------------------------------------------------------------------------------------|-----------------------------|
| 1:30 pm<br>(35 min)      | <u>Personal/Staff Time</u>                                                                      | Oval Office                 |
| 2:05 pm<br>(30 min)      | <u>Meeting with Speechwriters</u><br>(Hughes)                                                   | Oval Office                 |
| 2:35 pm<br>(55 min)      | <u>Personal/Staff Time</u>                                                                      | Oval Office                 |
| 3:30 pm<br>(1 hr)        | <u>Meeting with Members of Congress</u><br><u>Representing New York and Virginia</u><br>(Calio) | Cabinet Room –<br>TBD PRESS |
| 4:30 pm<br>(2 hr 45 min) | <u>Personal/Staff Time</u>                                                                      | Oval Office                 |

(b)(6)

**SCHEDULE OF MRS. BUSH**

**IN**

**CHICAGO, ILLINOIS**

**TUESDAY, SEPTEMBER 18, 2001**

(b)(6)

6:15 am MRS. BUSH boards Vehicle and departs The White House en route Andrews Air Force Base.

**VEHICLE ASSIGNMENTS:**

(b)(7)c, (b)(7)e, (b)(7)f

(Drive Time: 25 minutes)

6:40 am MRS. BUSH arrives Andrews Air Force Base and proceeds to Aircraft.

6:50 am MRS. BUSH boards Aircraft and departs Washington DC en route  
*EDT* Chicago, Illinois.

**PLANE MANIFEST:**

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

(Flight Time: 1 hour, 40 minutes)  
(Time Change: -1 hour)  
(Meal Service: Breakfast)

7:30 am  
*CDT*

MRS. BUSH arrives Midway Airport – Million Air and proceeds to Vehicle.

**Arrival:      CLOSED PRESS**

Advance Representative: Andy Maner

7:40 am

MRS. BUSH boards Vehicle and departs Airport en route Harpo Studios.

**VEHICLE ASSIGNMENTS:**

(b)(7)c, (b)(7)e, (b)(7)f

(Drive Time: 35 minutes)

8:15 am MRS. BUSH arrives Harpo Studios and proceeds to Green Room.

Met by: Diane Hudson  
Executive Producer, Oprah Winfrey Show

Lisa Erspalmer  
Producer, Oprah Winfrey Show

(b)(6)

**Note: MRS. BUSH will receive a Briefing from Lisa Erspalmer during this time.**

8:55 am (b)(6) Oprah Winfrey and MRS. BUSH proceed to Stage.

**Note: MRS. BUSH will be miked off stage and then walk onto stage with Oprah Winfrey. This entrance onto stage is LIVE.**

**EVENT: LIVE INTERVIEW ON THE OPRAH SHOW**

*\* For more details, please refer to Briefing Papers provided by the Press and Policy Offices.*

9:00 am MRS. BUSH begins participation in Show.

- The First Segment will be MRS. BUSH and Oprah only.
- The Remainder of the Show will include MRS. BUSH, Oprah, and Dr. Phil

10:00 am MRS. BUSH concludes participation in Show and proceeds to Vehicle.

10:05 am MRS. BUSH boards Vehicle and departs Harpo Studios en route Midway Airport – Million Air.

**VEHICLE ASSIGNMENTS:**

Same as on arrival.

(Drive Time: 35 minutes)

10:40 am MRS. BUSH arrives Airport and proceeds to Aircraft.

**Departure: CLOSED PRESS**

10:50 am  
*CDT*

MRS. BUSH boards Aircraft and departs Chicago, Illinois en route Washington, DC.

**PLANE MANIFEST:**

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

(Flight Time: 1 hour, 30 minutes)  
(Time Change: + 1 hour)  
(Meal Service: Lunch)

1:20 pm  
*EDT*

MRS. BUSH arrives Andrews Air Force Base and proceeds to Vehicle.

1:30 pm

MRS. BUSH boards Vehicle and departs Andrews Air Force Base en route The White House.

**VEHICLE ASSIGNMENTS:**

(b)(7)c, (b)(7)e, (b)(7)f

(Drive Time: 25 minutes)

(b)(6)

**\* No scheduled events balance of day.**

09/18/01  
5:16 PM

**BRIEFING PAPER**  
**Hispanic TV Media Interviews**  
**Wednesday, September 19, 2001**

**11:00 to 11:10 a.m. Interview w/ Telemundo**

**WHAT:** Interview with Telemundo (Lori Montenegro) to discuss coping with the current events and how to talk to children about what has happened.

(Lori Montenegro last interviewed you for the State Dinner.)

**WHERE:** The Library

**11:15 to 11:25 a.m. Interview w/ Univision**

**WHAT:** Interview with Univision (Lourdes Meluzia [MEHLOOSA])

Lourdes Meluzia is a senior correspondent for Univision's Washington, DC bureau.

**WHERE:** Map Room

**Please see attached talking points.**

09/18/01  
5:16 PM

## TALKING POINTS

- I want to say how proud I am to be an American – to watch the thousands of heroes in New York, Washington, DC, and Pennsylvania who are coming to the aid of victims and their families who have been touched by this horrible tragedy.
- The scenes of compassion, concern and courage are heartening.
- I want us all to remain united in our dedication to family and country. Parents, especially, have a special role. Talk to your children about the good in the world. Most people are good and care about others.
- Show your children you love them. Hold them, hug them, listen to them and their concerns.
- Before you can take care of your children, you have to take care of yourself as a parent.
- Let children hear that you, too, have concerns. By sharing your feelings, you are sending a message that it's okay to feel apprehensive.
- Please take this time to reassure your children that they are safe.
- Allow your children to channel their emotions constructively – through drawing pictures, helping at their school, in their community.
- We will have ongoing reminders as news develops – an airplane overhead, sirens. When this happens, something as simple as holding your child's hand will help your child cope – and, more importantly, it will show them that they are loved and cared for.
- It is a good time for us to think about the messages our children are getting. Let them know that most of the world is good – that people really do care about them and their well being.
- We will get through this together.

**SCHEDULE OF MRS. BUSH**

**IN**

**CHICAGO, ILLINOIS**

**TUESDAY, SEPTEMBER 18, 2001**

(b)(6)

6:15 am MRS. BUSH boards Vehicle and departs The White House en route Andrews Air Force Base.

**VEHICLE ASSIGNMENTS:**

(b)(7)c, (b)(7)e, (b)(7)f

(Drive Time: 25 minutes)

6:40 am MRS. BUSH arrives Andrews Air Force Base and proceeds to Aircraft.

6:50 am MRS. BUSH boards Aircraft and departs Washington DC en route  
*EDT* Chicago, Illinois.

**PLANE MANIFEST:**

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

(Flight Time: 1 hour, 40 minutes)

(Time Change: -1 hour)

(Meal Service: Breakfast)

7:30 am  
*CDT*

MRS. BUSH arrives Midway Airport – Million Air and proceeds to Vehicle.

**Arrival:      CLOSED PRESS**

Advance Representative: Andy Maner

7:40 am

MRS. BUSH boards Vehicle and departs Airport en route Harpo Studios.

**VEHICLE ASSIGNMENTS:**

(b)(7)c, (b)(7)e, (b)(7)f

(Drive Time: 35 minutes)

8:15 am MRS. BUSH arrives Harpo Studios and proceeds to Green Room.

Met by: Diane Hudson  
Executive Producer, Oprah Winfrey Show

Lisa Erspalmer  
Producer, Oprah Winfrey Show

(b)(6)

**Note: MRS. BUSH will receive a Briefing from Lisa Erspalmer during this time.**

8:55 am (b)(6) Oprah Winfrey and MRS. BUSH  
proceed to Stage.

**Note: MRS. BUSH will be miked off stage and then walk onto stage with Oprah Winfrey. This entrance onto stage is LIVE.**

**EVENT: LIVE INTERVIEW ON THE OPRAH SHOW**

***\* For more details, please refer to Briefing Papers provided by the Press and Policy Offices.***

9:00 am MRS. BUSH begins participation in Show.

- The First Segment will be MRS. BUSH and Oprah only.
- The Remainder of the Show will include MRS. BUSH, Oprah, and Dr. Phil

10:00 am MRS. BUSH concludes participation in Show and proceeds to Vehicle.

10:05 am MRS. BUSH boards Vehicle and departs Harpo Studios en route Midway Airport  
– Million Air.

**VEHICLE ASSIGNMENTS:**

Same as on arrival.

(Drive Time: 35 minutes)

10:40 am MRS. BUSH arrives Airport and proceeds to Aircraft.

**Departure: CLOSED PRESS**

10:50 am  
*CDT*

MRS. BUSH boards Aircraft and departs Chicago, Illinois en route Washington, DC.

**PLANE MANIFEST:**

(b)(6), (b)(7)c, (b)(7)e, (b)(7)f

(Flight Time: 1 hour, 30 minutes)  
(Time Change: + 1 hour)  
(Meal Service: Lunch)

1:20 pm  
*EDT*

MRS. BUSH arrives Andrews Air Force Base and proceeds to Vehicle.

1:30 pm

MRS. BUSH boards Vehicle and departs Andrews Air Force Base en route The White House.

**VEHICLE ASSIGNMENTS:**

(b)(7)c, (b)(7)e, (b)(7)f

(Drive Time: 25 minutes)

(b)(6)

**\* No scheduled events balance of day.**

## **TALKING POINTS TIPS FOR PARENTS AND TEACHERS**

- Parents and adults must focus on the children in their lives in the wake of this tragedy.
- Parents should consider how to discuss this tragedy so that they may help their children in handling it emotionally as well as learning from it morally.
- By creating a calm and relaxed environment at home, parents can help their children feel safe.
- Taking the time to talk with and listen to your children is very important.
- Now is an important time for parents to provide moral instruction for their children as well as emotional comfort.
- This is a good time to show children the wonderful acts of courage and goodness among the teams of rescue workers, police and firefighters, etc.
- It's also a good time to explain to our children how wonderful our country is – that we are a nation that treasures freedom and justice.
- For people of faith, moments spent with our children in prayer or other actions of faith can be precious at a time like this.
- Parents should take extra efforts to restrict children's television to limit excessive exposure to the images of chaos, damage and destruction.
- Parents and adults should also monitor the children in their lives and make sure their behavior is normal.
- Children will have a range of reactions and will display a variety of emotions. Parents should do their best to understand this behavior.
- Some children may want to remain unusually close to their parents or caregivers. Changes in normal routine are fine but parents should negotiate a quick return to the normal family pattern.

- Help children do constructive activities to alleviate feelings of helplessness. Young children might want to send drawings and cards. Teen-agers (17 and older) might want to donate blood or volunteer with a relief organization.
- There are local resources available if you think you need help with a child in your life.

09/17/01  
5:52 PM

**BRIEFING PAPER**  
**LIVE Interview with OPRAH**  
**Tuesday, September 17, 2001**

CONTACT

Diane Hudson, Executive Producer  
Office: 312.633.1086  
Home: (b)(6)

SEQUENCE OF EVENTS

- 8:15 a.m. Arrive Harpo studios (b)(6)  
(110 N. Carpenter St., Chicago, IL)
- 9:00 a.m. Begin LIVE interview with Oprah
- The first segment will be you and Oprah only
  - The remainder of the show will include you, Oprah and Dr. Phil (*please see attached bio*)

You'll depart Harpo studios immediately following the conclusion of the interview.

[Please note that while you are only scheduled to interview with Oprah for 1 hour, she may ask that you stay longer for another program called "After the Show" which airs on oprah.com. While it isn't LIVE, the conversation continues and the tape continues to roll.]

AUDIENCE

The audience will be comprised of students (8 years old to high school age), parents, teachers from local Chicago schools.

FOCUS OF INTERVIEW

The focus of the show will be on coping with the current events and how to talk to children about what happened. Oprah did a show last Friday on the same subjects. (*Please see attached document about Dr. Phil's advice on how to talk to children. The talking points you've used for past media interviews on the same subject are attached as well.*)

*Also, attached are the children's letters you sent out last week.*

09/17/01

5:52 PM

## About Dr. Phil McGraw

Dr. Philip McGraw has over 20 years experience in problem solving, human motivation and life strategies. He has shared his expertise as a private psychologist as well as a writer, educator and consultant to private corporations and various industries. He has also testified before Congress as a recognized expert on human functioning.

Dr. McGraw earned his doctorate degree in psychology from North Texas State University. In 1980 he founded Courtroom Sciences, Inc., a full-service trial sciences firm. As president of CSI, he has traveled extensively throughout the United States, Europe and the Far East consulting with clients including Fortune 500 companies, major networks and airlines. He has also conducted seminars on life strategies and goal acquisition for tens of thousands of participants from the general public and corporate America.

In 1998, Dr. McGraw joined *The Oprah Winfrey Show* as an expert on life strategies and relationships. During the 2000/2001 season, he became *the* relationship expert and began appearing on the show every Tuesday. In addition, his columns appear in each monthly issue of O, The Oprah Magazine.

Dr. McGraw currently lives in Texas with his wife and two sons. He is an avid golfer, tennis player and scuba diver, and has coached little league baseball for more than 15 years.

09/17/01

5:52 PM

## **Dr. Phil's Advice on Talking to Children** (As discussed on *Oprah* on Friday, September 14)

- One of the things we have to be clear on is how confused children are by this. We have to demystify this for [them]. You've got to sit down with them and explain what's really going on. They may not understand that the images they're seeing are repeating and think that the entire country is being attacked.
- It is a mistake to ask children to deal with adult issues. Let them know that an isolated event has happened. It had a beginning and an end, and now it is over. Assure them that no one in their family is in immediate danger.
- Turn off the television and spend time with your children. They need lots of physical contact now – touching, hugging, etc.
- Pay close attention to see how your children are affected. They don't necessarily have the words to express how scared they are. Watch for these warning signs:
  - Not talking. If they aren't talking about it, don't think that they're not concerned.
  - Becoming clingy.
  - Regressing to behavior demonstrated earlier in life, i.e., baby talk.
  - Aggressive behaviors.
  - Nightmares.
- It's more important to keep to a routine, but it's also okay to bend the rules a little bit. If your kids want to sleep in your bed with you, even if they haven't done that in years, it's okay. They need to be near you and to see you as a constant in their lives.
- Demonstrate your emotions appropriately. Let your children know that you're upset and hurt, that you're going to light a candle or pray. It's okay for them to see you cry – they'll know you're a caring, feeling person, but don't let them see you panic. If you start to fall apart, they will, too.

09/17/01

5:52 PM

## Talking Points for Interview with Oprah

- I want to say how proud I am to be an American – to watch the thousands of heroes in New York, Washington, DC, and Pennsylvania who are coming to the aid of victims and their families who have been touched by this horrible tragedy.
- The scenes of compassion, concern and courage are heartening.
- I want us all to remain united in our dedication to family and country. Parents, especially, have a special role. Talk to your children about the good in the world. Most people are good and care about others.
- Show your children you love them. Hold them, hug them, listen to them and their concerns. (As Dr. Phil said, they need lots of physical contact now.)
- Before you can take care of your children, you have to take care of yourself as a parent.
- Let children hear that you, too, have concerns. By sharing your feelings, you are sending a message that it's okay to feel apprehensive.
- Please take this time to reassure your children that they are safe.
- Allow your children to channel their emotions constructively – through drawing pictures, helping at their school, in their community.
- We will have ongoing reminders as news develops – an airplane overhead, sirens. When this happens, something as simple as holding your child's hand will help your child cope – and, more importantly, it will show them that they are loved and cared for.
- It is a good time for us to think about the messages our children are getting. Let them know that most of the world is good – that people really do care about them and their well being.
- We will get through this together.

09/17/01

5:52 PM

The following letters were sent to U.S. school students via State School Superintendents on Thursday, September 13.

## **MIDDLE AND HIGH SCHOOL STUDENTS**

September 12, 2001

Dear Students:

On September 11, 2001, many Americans lost mothers, fathers, sisters, brothers and friends in a national tragedy. Those who knew them are feeling a great loss, and you may be feeling sorrow, fear and confusion as well.

The feelings and thoughts that surround this tragedy are as plentiful as they are conflicting. I want to reassure you that there are many people -- including your family, your teachers, and your school counselors -- who are there to listen to you.

September 11 changed our world. But with each story of sorrow and pain comes one of hope and courage. As we move forward, all of us have an opportunity to become better people and to learn valuable lessons about heroism, love and compassion.

As we mourn those who died, let us remember that as Americans, we can be proud and confident that we live in a country that symbolizes freedom and opportunity to millions throughout the world. Our nation is strong, and our people resilient. We have a well-earned reputation for pulling together in the worst of times to help each other.

I send my best wishes and my hope that you will always take care of your family, friends, neighbors and those in need.

Sincerely,

Laura Bush

09/17/01  
5:52 PM

## ELEMENTARY SCHOOL LETTER

September 12, 2001

Dear Children:

Many Americans were injured or lost their lives in the recent national tragedy. All their friends and loved ones are feeling very sad, and you may be feeling sad, frightened, or confused, too.

I want to reassure you that many people - including your family, your teachers, and your school counselor - love and care about you and are looking out for your safety. You can talk with them and ask them questions. You can also write down your thoughts or draw a picture that shows how you are feeling and share that with the adults in your life.

When sad or frightening things happen, all of us have an opportunity to become better people by thinking about others. We can show them we care about them by saying so and by doing nice things for them. Helping others will make you feel better, too.

I want you to know how much I care about all of you. Be kind to each other, take care of each other, and show your love for each other.

With best wishes,

Laura Bush

# Withdrawal Marker

## The George W. Bush Library

| FORM       | SUBJECT/TITLE                                                                  | PAGES | DATE       | RESTRICTION(S) |
|------------|--------------------------------------------------------------------------------|-------|------------|----------------|
| Memorandum | Teleconference with Dr. Phil McGraw - To: Andi Ball - From: Anne Heiligenstein | 2     | 09/17/2001 | P5; P6/b6;     |

**This marker identifies the original location of the withdrawn item listed above.  
For a complete list of items withdrawn from this folder, see the  
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**COLLECTION:**

Office of Laura Bush - Scheduling

**SERIES:**

Cole, Jessica

**FOLDER TITLE:**

09/10/2001 - 09/17/2001

**FRC ID:**

2870

**OA Num.:**

4735

**NARA Num.:**

4576

**FOIA ID and Segment:**

2014-0158-F

**RESTRICTION CODES****Presidential Records Act - [44 U.S.C. 2204(a)]**

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

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**Court Sealed - The document is withheld under a court seal and is not subject to the Freedom of Information Act.**

## **Dr. Phil McGraw**

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### **Dr. Phil McGraw has written two books and two accompanying workbooks:**

#### *Life Strategies: Doing What Works, Doing What Matters*

Dr. Phil McGraw presents the "Immutable Laws of Life" and uses them to create techniques to help you get through life's tough spots.

#### *Relationship Rescue*

No matter what state your relationship is in, not only are you responsible for it; you are responsible for getting it back on track. Dr. Phil shows you how.

#### *The Life Strategies Workbook*

Dr. Phil McGraw provides exercises and questionnaires to help you make major much-needed and long-put-off changes in your life.

#### *The Relationship Rescue Workbook*

Learn how to create what you want and need in your relationship, with a series of thought-provoking exercises.

## **TALKING POINTS**

### **CHILDREN IN TRAUMA TIPS FOR PARENTS AND TEACHERS**

- First and most important, parents and adults must focus on the children in their lives in the wake of this tragedy. Many children's lives have been directly impacted, and many others have seen and heard horrific images and sounds on television, in newspapers, and on the radio and the Internet. These are the same children who will also take ethical and emotional cues from the adults in their lives who have been watching these events closely.
- Parents should consider how to discuss this tragedy so that they may help their children in handling it emotionally as well as learning from it morally. By creating a calm and relaxed environment at home, parents can help their children feel safe. For families who have been directly impacted by this tragedy, adults should explain to their children what they are feeling and why.
- Taking the time to talk with and listen to your children is very important. Many children will have seen images on television that will prompt questions. Children will ask how such a horrible thing happened. They will wonder who could have done it and why. They will see that people have died and feel sad for them and perhaps fearful for themselves.
- Now is an important time for parents to provide moral instruction for their children as well as emotional comfort. In ways that are age appropriate, parents can talk about good and evil in our world, about how important it is to be good, and the awful consequences of evil and how we need to encourage the good and protect ourselves from those who are bad.
- In addition, this is a good time to show children the wonderful acts of courage and goodness among the teams of rescue workers, police and fire fighters, and others who risk their safety to help others. It is also a good time to explain that there are bad people in the world and to discuss what they do and that we need to try to stop them.
- This is also a good time to explain to our children how wonderful our country is – that we are a nation that treasures freedom and justice. And talking with our children now about these core American values is very important.

- Further, for people of faith, now is a good time to call out to God. I truly believe that God answers the prayers of all who seek help. So, whatever our path to God – be it a synagogue, a mosque or a church, moments spent with our children in prayer, discussion, or other actions of faith, including religious services and offerings for our fellow citizens in need, these can be precious at a time like this.
- Parents should take extra efforts to restrict children's television, radio and Internet activity to limit excessive exposure to the images of chaos, damage and destruction. Consider other, positive activities to do with children instead.
- Parents and adults should also monitor the children in their lives and make sure their behavior is normal. Some children may show behavioral and emotional changes. These changes could be signs that children need extra attention, care, and reassurance.
- Children will have a range of reactions and will display a variety of emotions. Parents should do their best to tolerate and understand this behavior, and explain to children that they have a right to be upset or disturbed.
- Some children may want to remain unusually close to their parents or caregivers – they may not want to sleep alone or be separated from adults. Changes in normal routine and contact are fine, but parents must make it clear from the start that the change in routine is an exception and not a new rule and negotiate a quick return to the normal family pattern.
- Consider how these events might affect daily activities: travel by plane, for example. Children need to discuss and feel secure about these events and separations.
- Children may not show signs of stress or anxiety right away, so watch carefully for later changes in behavior. Children within a single family may display very different reactions. Adolescents in particular may display reckless behavior in the aftermath of these events.
- Consider allowing children to do something to offer constructive assistance in some way to alleviate feelings of helplessness. Young children might want to send drawings and cards. Teen-agers might want to donate blood or volunteer with a relief organization.

- Finally, don't forget that there are resources available if you think you need help with a child in your life. State and county mental health organizations, schools, community-based organizations and religious institutions in your communities offer guidance and counseling or can direct you to the right services.

###

# **REACTIONS AND GUIDELINES FOR CHILDREN FOLLOWING TRAUMA AND DISASTERS**

*Compiled by Robin H. Gurwitch, Ph.D., Jane F. Silovsky, Ph.D., Shelli Shultz, Ph.D., Michelle Kees, Ph.D., & Sarah Burlingame, B.A.*

*Department of Pediatrics*

*University of Oklahoma Health Sciences Center*

## **What to Expect After Trauma:**

### **Possible Reactions in Elementary School Students**

- 1) Feelings of anxiety, fears, and worries about safety of self and others (more clingy to teacher or parent)
- 2) Worries about re-occurrence of violence
- 3) Increased levels of distress (whiny, irritable, more "moody")
- 4) Changes in behavior:
  - a) Increased activity level
  - b) Decreased concentration and/or attention
  - c) Withdrawal
  - d) Angry outbursts
  - e) Aggression
  - f) Absenteeism
- 5) Increased somatic complaints (e.g., headaches, stomachaches, aches and pains)
- 6) Changes in school performance
- 7) Recreating event (e.g., talking repeatedly about it, "playing" the event)
- 8) Increased sensitivity to sounds (e.g., sirens, planes, thunder, backfires, loud noises)
- 9) Statements and questions about death and dying

In addition, at home parents may see:

- 1) Changes in sleep
- 2) Changes in appetite
- 3) Withdrawal
- 4) Lack of interest in usual activities
- 5) Increased negative behaviors (e.g., defiance) or emotions (e.g., sadness, fears, anger, worries)
- 6) Regression in behaviors (e.g., baby talk, bedwetting, tantrums)
- 7) Hate or anger statements

## **What to Expect After Trauma: Possible Reactions in Middle School Students**

- 1) Feelings of anxiety, worries, and fears about safety of self and others
- 2) Worries about re-occurrence or consequences such as war, as well as worries about school violence
- 3) Changes in behavior:
  - a) Decreased attention and/or concentration
  - b) Increase in hyperactivity
  - c) Changes in academic performance
  - d) Irritability with friends, teachers, events
  - e) Anger outbursts and/or aggression
  - f) Withdrawal
  - g) Absenteeism
- 4) Increased somatic complaints (e.g., headaches, stomachaches, chest pains)
- 5) Discomfort with feelings, particularly those associated with revenge
- 6) Increased likelihood to discuss the gruesome details
- 7) Repeated discussions of event
- 8) Increased sensitivity to sounds (e.g., sirens, planes, thunder, backfires, loud noises)
- 9) Negative impact on issues of trust and perceptions of others, particularly of those that are "different"
- 10) Repetitive thoughts and comments about death and dying

In addition, at home parents may see:

- 1) Changes in sleep or appetite
- 2) Withdrawal
- 3) Lack of interest in usual activities (e.g., after-school activities, time with friends)
- 4) Increased negative behaviors (e.g., defiance) or emotions (e.g., sadness, fears, anger, worries)
- 5) Hate or anger statements
- 6) Denial of impact

## **What to Expect After Trauma: Possible Reactions in High School Students**

- 1) Worries, fears, and anxiety about safety of self and others
- 2) Worries about re-occurrence or repercussions such as war or school violence
- 3) Changes in behavior:
  - a. Withdrawal
  - b. Irritability with friends, teachers, events
  - c. Anger outbursts and/or aggression
  - d. Changes in academic performance
  - e. Decrease in attention and concentration
  - f. Increase in hyperactivity
  - g. Absenteeism
- 4) Discomfort with feelings, particularly revenge, but also those of vulnerability
- 5) Increased risk for substance abuse, including drinking
- 6) Discussion of events and reviewing of details
- 7) Negative impact on issues of trust and perceptions of others, particularly those that are "different"
- 8) Increased sensitivity to sounds (e.g., sirens, planes, thunder, backfires, loud noises)
- 9) Repetitive thoughts and comments about death or dying (including suicidal thoughts)

In addition, at home parents may see:

- 1) Changes in sleep or appetite
- 2) Withdrawal
- 3) Lack of interest in usual activities (e.g., after-school activities, time with friends)
- 4) Increased negative behaviors (e.g., defiance) or emotions (e.g., sadness, fears, anger, worries)
- 5) Hate or anger statements
- 6) Denial of impact

## **What to Expect After Trauma: Reactions in Teachers**

- 1) Increased irritability and impatience with students and staff (decreased tolerance of minor student infractions- remember, they are trying to cope, too)
- 2) Difficulty planning classroom activities and lessons
- 3) Decreased concentration
- 4) Worries and fears that answers or responses to students could make things worse for them
- 5) Worries about re-occurrence and repercussions
- 6) Increased concern about school violence (e.g., hypersensitivity)
- 7) Feelings of discomfort with intense emotions, such as anger and fear
- 8) Denial that the traumatic event may impact the students

## **What Can I Do To Help?**

### **Guidelines for Teachers of High School Students**

- Reinforce ideas of safety and security, even though many high school students will not verbalize fears around these issues. This may be needed multiple times, particularly in response to changes, loud sounds, or other events that may remind students of the tragedy. After any classroom discussion of the event, end the discussion with a focus on their current safety and a calming activity, such as having a moment of quiet reflection.
- Maintain a predictable class schedule and rules to provide support and consistency for the students.
- Listen to and tolerate your students retelling of events. Schedule specific times for discussion during the school day to allow for opportunities to express their thoughts and feelings about the tragedy; however, set limits on scary or hurtful talk (e.g., specific threats of retribution). This may need to be done in multiple classes.
- Encourage students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting feelings, listening carefully, and reminding students that these are normal reactions following a very scary event. Discuss students' perceptions of media descriptions of events. Information focused on safety will be important. For example, discuss what the US and other world leaders are doing to address safety. From this tragedy, opportunities for learning and discussion of world events are heightened.
- Some students might express hate toward a large group of people. It can be helpful to validate their strong feelings of anger. However, it will be critical to help students separate thoughts and feelings about the specific people who caused the tragedy from generalizing it to larger groups of people, including their classmates and other acquaintances (e.g., all people of Arab descent). It may be helpful to have discussions about how world leaders can help with reducing hate and preventing future violent acts.
- Students will often process the information about the events at unpredictable times throughout the day. As they try to develop an understanding for what has happened, they may ask questions that are initially shocking to adults, including questions that have gruesome details. Try to respond in a calm manner, answering the questions in simple, direct terms and help the students to transition back to their activity.
- Students will often misunderstand the information about the event as they are trying to make sense about what happened. For example, they may blame themselves, believe things happened that did not happen, believe that terrorists are in the school, etc. Gently help students develop a realistic understanding of the event.
- Students may ask the same types of questions repeatedly, which can be confusing and/or frustrating for teachers. Understand that students may need to hear the information multiple times before being able to integrate and understand it. Give students time to cope with their fears.
- Expect some angry outbursts from students. Try to catch students before they "act out", taking them aside, helping them calm down and regain control of their behavior. In addition, redirect students who are being irritable with each other which could escalate to direct conflict.

- Do classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans or making origami cranes.
- Encourage some distraction times, which would include doing school work that that does not require high levels of new learning and enjoyable activities. Help students do activities that allow them to experience mastery and build self-esteem.
- Expect some brief (temporary) decline in students' school performance. Consider suspending standardized testing and classroom testing for the rest of the week. Also, consider reducing homework as the nation heals and the national routine is stabilized (e.g., parents are back to work, no additional threats).
- Provide reassurance to students that the feelings will get smaller and easier to handle over time.
- Protect students from re-exposure to frightening situations and reminders of trauma. This includes limiting teacher-to-teacher conversations about the events in front of students.
- Maintain communication with other teachers, school personnel, and parents to monitor how students are coping with the demands of school, home, and community activities. Should difficulties coping with the event persist and interfere with students' functioning, consider seeking help from a mental health professional. In addition to helping those who are clearly angry or depressed, monitor students who are withdrawn and isolated from others.
- Remain aware of your own reactions to students' trauma, as well as your own reactions to the trauma. It is okay to express emotions to your students, such as "I am feeling sad about what happened." However, if you are feeling overwhelmed with emotion, it is important to take care of yourself and to seek support from other teachers and staff.

## **What Can I Do To Help?**

### **Guidelines for Teachers of Middle School Students**

- Reinforce ideas of safety and security. This may be needed multiple times, particularly in response to changes/loud sounds/or other events that may remind the students of the tragedy. After any classroom discussion of the event, end the discussion with a focus on their current safety and a calming activity, such as taking deep breaths, working together on an art project, or having a moment of quiet reflection.
- Listen to and tolerate your students retelling of events, as well as playing out the events. Maintain a predictable class schedule and rules to provide support and consistency for the students. Schedule specific times for discussion during the school day to allow for opportunities to express their thoughts and feelings about the tragedy. This may need to be done in multiple classes; however, set limits on scary or hurtful talk (e.g., specific threats of retribution).
- Encourage the students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting the feelings, listening carefully, and reminding the students that these are normal reactions (any of these feelings are okay) following a very scary event. Discuss students' perceptions of media descriptions of events. Information focused on safety will be important. For example, the President of the USA and other "helping people" (e.g., the firefighters, military, police, doctors) are all working together to make us safe (give examples). Review of school safety rules may also be helpful.
- Some students might express hate toward a large group of people. It can be helpful to validate their strong feelings of anger. However, it will be critical to help the students separate thoughts and feelings about the specific people who caused the tragedy from generalizing it to larger groups of people, including their classmates or other people they might know (e.g., all people of Arab descent). It may be helpful to have discussions about how world leaders can help with reducing hate and preventing future violent acts.
- Students will often process the information about the events at unpredictable times throughout the day. As they try to develop an understanding of what has happened, they may ask questions that may be initially shocking to adults, including questions that have gruesome details or focus on death. Try to respond in a calm manner, answering the questions in simple and direct terms and helping the students transition back to their activity.
- Use simple direct terms to describe what happened, rather than terms designed to "soften" the information, which inadvertently further confuses the students. For example, use the term "died", rather than "went to sleep".
- Students will often misunderstand information about the event as they are trying to make sense of what happened. For example, they may blame themselves; may believe things happened that did not happen, may believe that terrorists are in the school, etc. Gently help students develop a realistic understanding of the event. Students may ask the same types of questions repeatedly, which can be confusing and/or frustrating for the teacher. Understand that students may need to hear the information multiple times before being able to integrate and understand it. Give the students time to cope with fears.

- Expect some angry outbursts from students. Try to catch students before they "act out", by taking them aside, and helping them calm down and regain control of their behavior. In addition redirect students who are being irritable with each other which could escalate to direct conflict.
- Do classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans or making origami cranes.
- Encourage some distraction times, which would include doing school work that that does not require high levels of new learning as well as enjoyable activities. Help students do activities that allow them to experience mastery and build self-esteem.
- Expect some brief (temporary) declines in the students' school performance. Consider suspending standardized testing and classroom testing for the rest of the week. Also, consider reducing homework as the nation heals until the national routine is stabilized (e.g., parents are back to work, no additional threats).
- Provide reassurance to the students that feelings will get smaller and easier to handle over time.
- Protect students from re-exposure to frightening situations and reminders of trauma. This includes limiting teacher-to-teacher conversations about the events in front of the students.
- Maintain communication with other teachers, school personnel, and parents to monitor how the students are coping with the demands of school, home, and community activities. Should difficulties coping with the event persist and interfere with the students' functioning, consider seeking help from a mental health professional. In addition to helping those who are clearly angry or depressed, monitor students who are withdrawn and isolated from others.
- Remain aware of your own reactions to student's "trauma". It is okay to express emotions to your students, such as "I am feeling sad about what happened." However, if you are feeling overwhelmed with emotion, it is important to take care of yourself and to seek support from other teachers and staff.

## What Can I Do to Help?

### Guidelines for Elementary School Teachers

- Reinforce ideas of safety and security. This may be needed multiple times, particularly in response to changes, loud sounds, or other events that may remind the students of the tragedy. After any classroom discussion of the event, end the discussion with a focus on their current safety and a calming activity, such as taking deep breaths, working together on an art project, or holding hands and singing a quiet song.
- Maintain a predictable class schedule and rules to provide support and consistency for the children.
- Listen to and tolerate your students retelling of events, as well as playing out the events. Schedule specific times for discussion and play during the school day to allow for opportunities to express their thoughts and feelings about the tragedy; however, set limits on scary or hurtful play.
- Encourage students to talk about confusing feelings, worries, daydreams, and disruptions of concentration by accepting the feelings, listening carefully, and reminding students that these are normal reactions (any of these feelings are okay) following a very scary event. Information focused on safety will be important. For example, the President of the USA and other "helping people" (e.g., the firefighters, military, police, doctors) are all working together to make us safe (give examples). A review of school safety rules may also be helpful.
- Some students might express hate toward a large group of people. It can be helpful to validate their strong feelings of anger. However, it will be critical to help the students separate thoughts and feelings about the specific people who caused the tragedy from generalizing it to larger groups of people, including their classmates or other people they might know (e.g., all people of Arab descent).
- Young children will process the information about the events at unpredictable times throughout the day. As they try to develop an understanding of what has happened, they may ask questions that may be initially shocking to adults. Try to respond in a calm manner, answering the questions in simple, direct terms and helping the students transition back to their activity.
- Use simple, direct terms to describe what happened. Avoid terms designed to "soften" the information, which inadvertently further confuses children. For example, use the term "died," rather than "went to sleep."
- Students may misunderstand information about the event as they are trying to make sense of what happened. For example, they may blame themselves, believe things happened that did not happen, believe that terrorists are in the school, etc. Gently help students develop a realistic understanding of the event.
- Students may ask the same types of questions repeatedly, which can be confusing and/or frustrating for teachers. Understand that students may need to hear the information multiple times before being able to integrate and understand it. Give the students time to cope with fears.
- Expect some angry outbursts from students. Try to catch students before they "act out," by taking them aside, and helping them calm down and regain control of their behavior.

- Do classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans.
- Encourage some distraction times, which would include doing school work that that does not require high levels of new learning, as well as enjoyable activities.
- Expect some brief, temporary declines in the students' school performance. Consider reducing homework as the nation heals and the national routine is stabilized (e.g., parents are back to work, no additional threats).
- Provide reassurance to the students that feelings will get smaller and easier to handle over time.
- Expect and understand students' regression (acting younger) and other difficult behaviors that are not typical of the students.
- Protect students from re-exposure to frightening situations and reminders of trauma. This includes limiting teacher-to-teacher conversations about the events in front of students.
- Maintain communication with other teachers, school personnel, and parents to monitor how the students are coping with the demands of school, home, and community activities.
- Remain aware of your own reactions to students' trauma. It is okay to express emotions to your students, such as "I am feeling sad about what happened." However, if you are feeling overwhelmed with emotion, it is important to take care of yourself and seek support from other teachers and staff.

## What Can I Do To Help?

### Guidelines for Parents of Elementary School Students

In addition to the guidelines for teachers of elementary school students (see Teacher Guidelines), the following are ways parents can complement what is being provided in the schools.

- Avoid exposing your child to reminders of the trauma. This includes limiting your child's exposure to the news and other television programs about the tragedy. If you do choose to have your child see this information on the television, keep it brief, watch it with your child, and talk to your child after to clarify miscommunication. Protecting the children from re-exposure includes limiting exposure to adult conversations about the events - even when you think they are not listening, they often are.
- Maintain the family routines, particularly around sleeping, eating, and extracurricular activities (e.g., sports, church, dance). Be sure the bedtime routine includes safely tucking them in at night. Young children may want a night light again. Make sure your child is receiving a balanced diet and enough rest.
- Avoid unnecessary separations from important caregivers.
- Expect temporary regression in your child's behaviors (e.g., starting to babytalk, wetting the bed). Do not panic, as your child is likely to return to previous functioning with time and support.
- Provide soothing activities, such as reading books, listening to music, taking a walk, riding bikes, etc.
- Increase patience with your child and with yourself. Give your family time to cope. **Find ways to emphasize to the children that you love them.**

## What Can I Do To Help?

### Guidelines for Parents of Middle School Students

In addition to the guidelines for teachers of middle school students (see Teacher Guidelines), the following are ways parents can complement what is being provided in the schools.

- Avoid exposing your child to reminders of the trauma. This includes limiting your child's exposure to the news and other television programs about the tragedy. If you do choose to have your child see this information on the television, keep it brief, watch it with your child, and talk to your child after to clarify miscommunication. Protecting the children from re-exposure includes limiting exposure to adult conversations about the events - even when you think they are not listening, they often are.
- Maintain the family routines, particularly around sleeping and eating and extracurricular activities (e.g., sports, church, dance). Make sure your child is receiving a balanced diet and enough rest. Extra time with friends who are supportive and meaningful to him/her may be needed.
- Avoid unnecessary separations from important caregivers.
- Provide soothing activities, such as reading books, listening to music, taking a walk, riding bikes, etc. Some middle school students benefit from writing their thoughts and feelings in a journal.
- Address acting-out behavior involving aggression or self-destructive activities quickly and firmly with limit setting. If this behavior is severe or persists, seek professional help.
- Increase patience with your child and with yourself. Give your family time to cope. **Find ways to emphasize to the children that you love them.**

## What Can I Do To Help?

### Guidelines for Parents of High School Students

In addition to the guidelines for teachers of high school students (see Teacher Guidelines), the following are ways parents can complement what is being provided in the schools.

- Avoid exposing your teen to reminders of the trauma. This includes monitoring your teen's exposure to the news and other television programs about the tragedy. When you can, watch it with your teen, and talk to your teen after to clarify their understanding of the events and the images seen. Be aware that your teens are often listening when adults are discussing the events. Protect your teen from re-exposure includes limiting exposure to adult conversations, however, find time to include them in age appropriate discussions about the events and resulting thoughts and feelings.
- Maintain the family routines, particularly around sleeping and eating and extracurricular activities (e.g., sports, church, dance). Make sure your teen is receiving a balanced diet and enough rest. Extra time with friends who are supportive and meaningful to him/her may be needed.
- Avoid unnecessary separations from important caregivers.
- Provide soothing activities, such as reading books, listening to music, taking a walk, riding bikes, etc. Some high school students benefit from writing their thoughts and feelings in a journal.
- Address acting-out behavior involving aggression or self-destructive activities quickly and firmly with limit setting. If this behavior is severe or persists, seek professional help.
- Encourage your teen to delay making big decisions.
- Increase patience with your teen and with yourself. Give your family time to cope. **Find ways to emphasize to your teen that you love them.**

**SCHEDULE OF MRS. BUSH**  
**IN**  
**WASHINGTON, DC**  
**WEDNESDAY, SEPTEMBER 19, 2001**

(b)(6)

**EVENT: AD COUNCIL PSA TAPING**

10:30 am MRS. BUSH begins Taping.

10:50 am MRS. BUSH concludes Taping and proceeds to Library.

**EVENT: MEDIA INTERVIEWS**

11:00 am to 11:10 am in the Library- *Telemundo*  
\* Interviewed by Lori Montenegro

11:15 am to 11:25 am in the Map Room - *Univision*  
\* Interviewed by Lourdes Meluzia

11:00 am MRS. BUSH begins Interviews.

→ 2 video messages for  
Oct. events in Dallas

(b)(6)

(b)(6)

**\* No scheduled events balance of day.**

(b)(6)

**SCHEDULE OF MRS. BUSH**

**IN**

**WASHINGTON, DC**

**FRIDAY, SEPTEMBER 21, 2001**

(b)(6)

**EVENT: PSA/MESSAGE TAPINGS**

**10:30 am MRS. BUSH begins Interviews.**

(b)(6)

**3:40 pm MRS. BUSH departs the Private Residence and proceeds to the South Grounds via Diplomatic Reception Room.**

**NOTE: MRS. BUSH WILL ASSUME THE PRESIDENT'S SCHEDULE AT THIS TIME. FOR MORE DETAILS, PLEASE REFER TO THE PRESIDENT'S SCHEDULE RELEASED BY THE PRESIDENTIAL SCHEDULING OFFICE.**

*1:30pm  
60 minutes*

**SCHEDULE OF MRS. BUSH**

**IN**

**WASHINGTON, DC**

**THURSDAY, SEPTEMBER 20, 2001**

(b)(6)

**NOTE: MRS. BUSH WILL ASSUME THE PRESIDENT'S SCHEDULE AT THIS TIME. FOR MORE DETAILS, PLEASE REFER TO THE PRESIDENT'S SCHEDULE RELEASED BY THE PRESIDENTIAL ADVANCE OFFICE.**

*Lunch?*

## **ADDRESS TO JOINT SESSION OF CONGRESS**

Thursday, September 20, 2001

9:00 p.m.

U. S. Capitol

Nicholas E. Calio

### **I. PURPOSE**

Address a Joint Session of Congress.

### **II. BACKGROUND**

The speech will allow you to explain the gravity of the situation resulting from last week's terrorist attacks.

### **III. PARTICIPANTS**

United States House of Representatives  
United States Senate  
Members, United States Supreme Court  
The Cabinet  
Joint Chiefs of Staff  
Diplomatic Corps

### **IV. PRESS PLAN**

Televised nationally

### **V. SEQUENCE OF EVENTS**

See attached

### **VI. REMARKS**

Provided by Speechwriting.

SEQUENCE OF EVENTS  
JOINT ADDRESS TO CONGRESS

- 8:30 p.m. Presidential Motorcade will depart for the Capitol.
- 8:40 p.m. Presidential Motorcade will arrive at the House Door. The President is met by the Honorable Wilson Livingood, Sergeant At Arms of the House, the Honorable Al Lenhardt, Sergeant At Arms of the Senate and the Honorable Alan Hantman, Architect of the Capitol.
- 8:45 p.m. The President is escorted to H-210 for a 10-minute hold.
- 8:55 p.m. The President is escorted to the House Floor.
- 9:01 p.m. The Joint Session begins.
- 9:30 p.m. The Joint Session concludes.
- 9:31 p.m. The President is escorted out the East grand staircase.
- 9:40 p.m. Presidential Motorcade departs the Capitol.