

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. fax	Evelyn Carlon to Elizabeth Schuck (partial) (1 page)	10/31/1997	P6/b(6)
002. form	Volunteer Nomination Form, Jack Casford (partial) (1 page)	c. 1997- 1998	P6/b(6)
003. form	Student Honor Roll Nomination Form (partial) (1 page)	c. Feb 1998	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Neera Tanden (Subject Files)
OA/Box Number: 20359

FOLDER TITLE:

Boxer Event 5/26 [1998] [1]

2012-0057-S

kc645

RESTRICTION CODES

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

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

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 advice 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]

b(1) National security classified information [(b)(1) of the FOIA]
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b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

C. Closed in accordance with restrictions contained in donor's deed of gift.
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).
RR. Document will be reviewed upon request.

BARBARA BOXER
LEGISLATOR

COMMITTEES:
 APPROPRIATIONS
 BANKING, HOUSING, AND
 URBAN AFFAIRS
 BUDGET
 ENVIRONMENT
 AND PUBLIC WORKS

United States Senate

HART SENATE OFFICE BUILDING

SUITE 112

WASHINGTON, DC 20510-0505

(202) 224-3553

senator@boxer.senate.gov

http://www.senate.gov/~boxer

Facsimile Transmission

From

SENATOR BARBARA BOXER

Washington, DC

Date: 5-22To: Neera TandenFax #: 456-2878From: Lisa MomoTotal Number of Pages Including Cover: 7Notes: 1 put in call 1 thought
remotely relevant. Hope its
OK.
on tobacco, we support tobacco
legislation and supported measures
to strengthen the underlying bill
(eg. Kennedy amend). Give a call if
this doesn't answer your? Thanks!

1700 MONTGOMERY STREET
 SUITE 240
 SAN FRANCISCO, CA 94111
 (415) 403-0100

2250 EAST IMPERIAL HIGHWAY
 SUITE 545
 EL SEGUNDO, CA 90245
 (310) 414-5700

650 CAPITOL MALL
 SUITE 8544
 SACRAMENTO, CA 95814
 (916) 448-2787

2300 TULARE STREET
 SUITE 130
 FRESNO, CA 93721
 (209) 497-5109

525 B STREET
 SUITE 990
 SAN DIEGO, CA 92101
 (619) 239-3884

210 NORTH E STREET
 SUITE 210
 SAN BERNARDINO, CA 92401
 (909) 888-8525

FAX**Date** May 22, 1998**Number of pages including cover sheet****TO:** Nira Tanden**Phone**
Fax Phone**FROM:** Marcy Whitebook
Center for the Child Care
Workforce
2625 Alcatraz #199
Berkeley, CA 94705**Phone** 510-654-1778
Fax Phone 510-654-0877**CC:****REMARKS:** ☒ Urgent ☐ For your review ☐ Reply ASAP ☐ Please Comment

Hi Nira: I just spoke with Jen (Klein) and she asked me to send this to you asap. It concerns the event with the First Lady next Tuesday in California. Much to our delight, a piece of legislation in California—Assembly Bill 2025- which addresses staff compensation and training passed the Assembly Appropriations Committee. It goes to the full floor for a vote next week (see attached description). Jen said it would be fine for the First Lady to include mention of the bill in her comments. This is a very exciting development because, like the Scholarship Fund proposed by the President, this links compensation and training of child care teachers and providers. Specifically, it provides retention stipends, over and above people's current salaries, to those who have achieved various level of training and education in child development related fields. It also reward teachers and providers with bilingual skills, and provides resources for centers to improve their quality through accreditation and other measures. In California the staffing shortage is extremely severe due not only to welfare reform and the demand for services, but class size reduction in the public schools which has drained many centers of their best trained teachers.

Assemblywoman Dion Aroner, who introduced the legislation, is a Bay Area representative and is available to attend the event on Tuesday. I had a previous commitment but can re-schedule if that would be helpful. Jen said you could pass our names on to the people handling the invitations.

Assemblywoman Aroner (D) can be reached at 916-445-7554.

I am glad to provide whatever technical assistance I can and will be available all weekend (with occasional breaks for a walk and the like). Thanks so much. Marcy Whitebook

**FIRST LADY HILLARY RODHAM CLINTON
TALKING POINTS
TAUSCHER CHILD CARE EVENT
DANVILLE, CALIFORNIA
MAY 26, 1998**

- Thank you, Congresswoman Tauscher, for that introduction. I'm pleased to be here at Greenbrook Elementary, and to join all of you for this discussion on one of the most pressing issues facing communities today: how to provide working parents with affordable, quality child care they can trust and depend upon.
- First, I want to thank Congresswoman Tauscher for the invitation to join this conversation, and for her leadership on behalf of children and families here in California and across the nation. How fortunate for all of us to have a representative in Congress who brought with her a rich knowledge of child care from her previous life in the private sector -- (combined with the personal experience of being a working mother). Not surprisingly, she's become one of the most powerful champions of child care in Congress today.
- As many of you know, Congresswoman Tauscher has sponsored an important child care bill in the House -- and has also joined a new group of Democrats who are pulling together another promising piece of legislation that embraces many of the Administration's child care initiatives.
- Those of you in California always seem to be the pioneers. And child care is no exception. I'm pleased that I've had the opportunity to tour this model child care program that many of you here today helped to create. It truly is "Kid's Country" -- offering activities that any kid would love -- art, music, crafts, sports, science, cooking, and games. I'm particularly pleased to see you're also teaching children how to resolve conflicts peacefully, and to helping them understand how diversity -- and tolerance -- play such a positive role in our lives. These lessons will stay with them for a lifetime.
- This center is also a testament to the power of parents and communities -- and what they can accomplish together to improve the quality of life around them. Many of you have worked hard to create this Center, which not only enriches the educational environment of your children. It clearly meets the needs of working parents in this area -- many of whom have non traditional working hours.
- The challenges that all of you face here today -- as teachers, working parents, administrators, and citizens -- mirror the challenges facing communities across the country. I've learned that in Contra Costa County alone, over 50% of children 5 years and younger, and 65% of children aged 6 through 13, live in homes where either both parents or the single head of the household are in the labor force.

- The growing demand for child care and after school care gains even greater urgency -- as California helps parents move from welfare to work. As in many other communities around the country, parents here continue to struggle to find the quality care they need and can afford.
- As many of you know, the President has proposed an historic investment in child care this year -- over \$20 billion over the next five years -- to help meet these growing demands, to help make child care more affordable for working families, and to promote early learning opportunities for our children. As part of that proposal, the 21st Century Learning fund would be expanded to support communities like this one -- which have come together to establish school-based child care and after school programs.
- I hope, as I'm sure all of you do, that we can come together in bipartisan support for improving access to quality child care and after school care -- and for giving America's working parents the tools they need to make the best possible choices for themselves and their families. Parents should never have to choose between the job they need and the children they love.
- I look forward to our discussion this afternoon, and to hearing about the successes and challenges of child care that you are experiencing in this community, and to learn more about what you see are the most pressing needs to be addressed.
- I'm pleased that this discussion will include a fifth grade student here at Greenbrook Elementary who has been part of Kids' Country for the past 3 years. I will be particularly interested in what Neal has to say to all of us today. He and his fellow students are the truest reflection of how well we're doing on behalf of our children -- and where we still need to improve.

↓
Is this
happening

MEMORANDUM

TO: Senator Boxer
FROM: John Hess
RE: CEPA Event with the First Lady Flow Memo

DATE: May 26, 1998

LOCATION: Sherman Elementary School
1651 Union Street
San Francisco
415/749-3530
415/241-6391 fax

CONTACT: Dr. Elizabeth Schuck, Principal. 415/749-3530

PARTICIPANTS:

First Lady Hillary Rodham Clinton
US Senator Barbara Boxer
San Francisco Schools Superintendent Bill Rojas
Dr. Mark Miller (invited), a pediatrician recommended by the
Environment Health Network
Sherman Elementary School Principal Dr. Elizabeth Schuck
Elementary school students and faculty
V.I.P. guests

Children's

BACKGROUND:

The school auditorium is located just to the right of the school's main entrance on Union Street. There is an elevated stage and a flat, wood floor in the room. The auditorium holds 300+ people and rows of folding chairs will be arranged theater style.

A secure holding room will be set up behind the stage and the podium will be on the floor level directly in front of the stage. A banner welcoming Senator Boxer and the First Lady will be in the background. The audience will include 150-200 students, several individuals who have worked with the school district to develop and implement the new environmental protection policies, and assorted V.I.P. guests.

The Senator and the First Lady enter from a side door directly off Union Street onto the stage area and proceed to the podium, where they are joined by the Schools Superintendent and Dr. Miller. Superintendent Rojas welcomes everyone and introduces Senator Boxer. She thanks him and commends the school district for the vision it has demonstrated by adopting policies designed to protect students and others

DRAFT
(Neera - use
information,
but don't use
this draft
for her
(it incorrectly
characterizes her
remarks!!))

from hazardous materials. The Senator discusses her Children's Environmental Protection Act (CEPA). Senator Boxer then introduces Dr. Miller, who speaks about the incidence of childhood cancers and other relevant children's health issues.

*1700
5 min*
~~Following Dr. Miller's remarks, the Senator introduces the First Lady. The First Lady speaks for 5-7 minutes, discussing her work on behalf of children, praising the Senator and her work on CEPA. (Laura Schiller reports that the First Lady's remarks will also focus on how the Senator has worked with the Administration on its children's agenda, finishing with some comments about the school.)~~ *ARC*

Senator Boxer thanks everyone for attending and closes the program. The First Lady and Senator Boxer greet the children seated closest to the front once the program ends.

There will be a press availability for Senator Boxer prior to departing for the Fairmont Hotel.

**PRESS RELEASE****Children's Health Environmental Coalition**

*CHEC is for Children and Other Living Things
A Project of the Colette Chuda Environmental Fund*

FOR IMMEDIATE RELEASE
June 1997

Contact: Sandra Schubert, Project Director
310-573-9608, sandy@checnet.org
Betty Ann Gaynor, Media Consultant
954-966-6669, news4you@worldnet.att.net

NEW CHILDREN'S HEALTH WEB SITE SHOWS PARENTS SIMPLE WAYS TO PROTECT CHILDREN FROM TOXIC EXPOSURE AND CONTAMINATION
Easy access to new research, safe alternatives, policy makers and grassroots activists.

Los Angeles, CA -- The Children's Health Environmental Coalition (CHEC) a dynamic grassroots coalition established in 1995 has just launched www.checnet.org, a new on-line resource and communication tool for anyone concerned about protecting children from toxic exposure and contamination. Increasing scientific evidence on the relationship between environmental toxins and the dramatic increase in childhood cancers, asthma and other diseases that affect children's central nervous systems has propelled CHEC to increase public awareness and education.

Through www.checnet.org the public is now able to easily access:

- clear summaries of cutting-edge research on the relationship between children's health and well-being and the environment
- up-to-date reviews of the current national policies of congress, the EPA and other government agencies on chemical and pesticide usage in our food and water
- resources to help and get help in one's own community, including contacts to people and organizations who are dedicated to understanding and eliminating the excessive chemical risks we face each day
- safe, non-toxic product alternatives to everyday household cleaning products and pest elimination
- an interactive mail center to directly communicate to government officials in support of policy protecting children's environmental health, including *The Children's Environmental Protection Act of 1997*
- an interactive discussion area where meaningful questions on children's health and environmental issues are asked and answered by scientists, policy makers, mothers, fathers and other.

CHEC is the offspring of the Colette Chuda Environmental Fund (CCEF), which has funded research studies since 1991 that continue to prove the link between childhood illnesses and environmental toxic exposures, and Community Partners. CHEC and CCEF were established by Nancy and James Chuda, to honor the memory of their only child, Colette who, at age five, died from a non-genetic form of Wilm's tumor. Through research and advocacy for policy change, CHEC hopes to propel new safeguards that will protect all children from illnesses and untimely deaths due to man-made toxic chemicals.

For those not on-line who wish to receive updated information on less toxic alternatives and legislative action, contact CHEC at (phone) 310-573-9608, (email) chec@checnet.org, (web) www.checnet.org, or P.O. Box 846, Malibu, CA 90265.

CHEC *** P.O. Box 846, Malibu, California 90265 *** (310) 573-9608 *** Fax (310) 573-9688 *** E-Mail: chec@igc.apc.org
CHEC is a Project of Community Partners

✓CHEC THE FACTS: Kids and their Environment

*By exposing our children to man-made carcinogens,
we are conducting an unknown experiment on entire generations.*

Childhood Cancer

- Childhood cancer has risen 10.8% in the last twenty years.
- Among children beyond the newborn age group, cancer is second only to trauma as a cause of death.
- An estimated 80 to 90 percent of all cancer in humans is caused by exposure to carcinogens found in the environment.

Asthma

- Childhood asthma has nearly doubled in the past 20 years, and is now the most chronic illness among kids under 18.
- Asthma is the number one cause of absenteeism for school children.

Air

- In 1995, 18 million US children under 10 years lived in areas with air quality that did not meet federal standards.
- A recent study showed an association between increased risk of infant mortality and particulate air pollution.

Lead

- 900,000 US children aged 1 to 5 have blood lead levels higher than the Center for Disease Control's level of concern.
- According to the EPA, 819 water systems serving 300 million people had "excessive levels" of lead.

Water

- In 1994 and 1995, 45 million Americans drank water from systems that fell short of federal safety standards.
- Residues of pesticides were found in the ground water of 34 states and Canadian provinces according to the National Academy of Sciences.

Pesticides

- Nationwide, 47% of households with children under age 5 store at least one pesticide within reach of a child.
- Childhood brain cancer, childhood leukemia and soft tissue sarcomas are linked with home pesticides use.
- The risk of childhood leukemia is 6.5 times greater for children in households using home and garden pesticides.

Tobacco Smoke

- The US Environmental Protection Agency estimates that environmental tobacco smoke is responsible for 150,000 to 300,000 lower respiratory tract infections in infants and children under the age of 18 months each year, including bronchitis and pneumonia.
- Children born to parents who smoked prior to birth have an increased risk of all childhood cancers.

Toxic Waste

- Ten million children under the age 12 live within 4 miles of a toxic waste dump.
- Three of the 5 largest landfills in the US are in Black and Latino neighborhoods.

Reproduction

- The causes for over 60% of all birth defects and for the recent apparent increase in infertility is not known.

Hormone Disrupting Chemicals – Estrogenic Substances

- Hormone-disrupting chemicals have been linked to a variety of developmental and neurological impairments, reproductive difficulties and cancers.

Environmental Justice

- Of all children, children of color are at greatest risk from environmental threats.
- Eight times more impoverished children are lead poisoned, compared to high-income families.
- Black and Hispanic kids have elevated lead blood levels 2 to 5 times higher than white kids.
- More Hispanic and African-American kids have asthma, and so are more vulnerable to air pollution's hazards.

CHEC's goal is to eliminate children's exposure to man-made toxic substances. By doing so, we reduce our children's risk of developing cancer, developmental disorders, asthma, and neurological defects now or in their adulthood.

For more information, contact the Children's Health Environmental Coalition (CHEC)

PO Box 846, Malibu, CA 90265 • ph: 310-573-9608 • fax: 310-573-9688 • email: chec@checnet.org • web: www.checnet.org



Children's Health Environmental Coalition

CHEC is for Children and Other Living Things
A Project of the Colette Chuda Environmental Fund

✓CHEC THE FACTS

By exposing our children to man-made carcinogens we are conducting an experiment on entire generations.

- **Childhood cancer has risen 10.8 percent in the past decade.**
Miller, B.A., et al (eds.), *SEER Cancer Statistics Review 1973-1190*: National Cancer Institute, NIH pub. no. 93-2789, 1993.
- **Among children beyond the newborn age group, cancer is second only to trauma as a cause of death.**
Bleyer, W. Archie, "The Impact of Childhood Cancer on the United States and the World," *A Cancer Journal For Clinicians* 40(6), Nov/Dec 1990.
- **An estimated 80 to 90 percent of all cancer in humans is caused by exposure to carcinogens found in the environment.**
Philip Landrigan, M.D. and Herbert Needleman, M.D., *Raising Children Toxic Free*, 1996.
- **Childhood asthma has nearly doubled in the past twenty years.**
American Lung Association and Centers for Disease Control and Prevention.
- **Asthma deaths among children and young people increased by 118 percent between 1980 and 1993, and asthma is now the leading cause of hospital admissions for children.**
EPA News Release, September 11, 1996.
- **In 1995, eighteen million children under the age of 10 lived in areas in the U.S. with air quality that did not meet federal standards.**
NRDC, *Our Children at Risk*, 1997.
- **Ten million children under the age 12 live within four miles of a toxic waste dump.**
EPA News Release, September 11, 1996.
- **In 1994 and 1995, according to Environmental Protection Agency data, 45 million Americans drank water from systems that fell short of Safe Drinking Water Act Standards.**
NRDC, *Our Children at Risk*, 1997.
- **According to a nationwide survey, 900,000 American children aged one to five have blood lead levels higher the Center for Disease Control's level of concern.**
NRDC, *Our Children at Risk*, 1997.

✓CHEC THE SOLUTION

Our ultimate goal is to eliminate children's exposure to man-made toxic substances. By doing so, we hope to reduce children's risk of developing cancer, developmental disorders, and neurological defects.

✓CHEC FOR OUR CHILDREN

To realize this goal, The Colette Chuda Environmental Fund has launched the Children's Health Environmental Coalition (✓CHEC), a network of concerned parents and grassroots groups across the nation.

- ✓CHEC will turn what we know about children's health and the environment into action.
- ✓CHEC will work to ensure an environment whose air, water and land is healthy for children.
- ✓CHEC will act to link policy makers, the scientific community and grassroots groups.
- ✓CHEC will keep parents informed of cutting-edge news on the unique vulnerability of children to environmental hazards.
- ✓CHEC will provide parents with healthier choices for their children.
- ✓CHEC will mobilize actively around public policies which protect our children's health.

(phone) 310-573-9608, (fax) 310-573-9688, (email) chec@checnet.org, (web site) www.checnet.org



Children's Health Environmental Coalition

*CHEC is for Children and Other Living Things
A Project of the Colette Chuda Environmental Fund*

WHY WE NEED A CHILDREN'S ENVIRONMENTAL PROTECTION ACT (CEPA)

America's children are unique. They are not merely "little adults." They experience substantial exposures and are highly vulnerable to toxins in the environment. Because they are irreplaceable, our children deserve special attention.

Children's exposures to toxins in the environment are often greater than those of adults. Pound for pound, children eat more food, drink more water and breathe more air — all prime sources of toxins. Also, children live and play close to the ground, and thus are more heavily exposed than adults to contaminants that accumulate in dust and dirt.

Children are highly vulnerable to these toxins. Their rapidly developing nervous, endocrine, immune, and reproductive systems are highly susceptible to disruption which can lead to lifelong impairment. Children are less able to metabolize, detoxify and excrete harmful compounds. And they have many more years ahead of them in which to manifest any disease that might be triggered by early exposures. For example, because their cells are still dividing, and cancer operates at the cellular level, carcinogens pose a special risk to the young. It has been estimated that up to one half of a person's lifetime cancer risk may be incurred in the first six years of life, although cancer may not be seen for twenty years.

As the National Academy of Sciences concludes in its landmark report, *Pesticides in the Diets of Infants and Children*, government regulatory schemes do not consider the special vulnerabilities of children, and thus may not protect the young against such contaminants, especially against the cumulative impact of so many toxic substances in their midst. Virtually all approaches to risk assessment and management are based upon the exposures and susceptibilities of a 155 lb. adult male. This failure is compounded by the substantial lack of basic toxicological information about the adverse effects of many chemicals. There are more than 50,000 industrial chemicals whose toxicity to children has not been examined, some with the capability of causing a host of different illnesses, from cancer to reproductive harm to neurologic and endocrine damage.

Given the special vulnerability of children, both toxicologically and through increased exposure, the need for a *Children's Environmental Protection Act (CEPA)* becomes readily apparent. *CEPA* would address glaring deficiencies in existing laws by:

- Requiring products containing toxic chemicals to undergo child-sensitive testing of their health effects and disclosure to the public of both the presence of the chemicals and the risks posed.
- Requiring the government to develop research programs and data assessing the special risks and routes of exposure to children.
- Requiring the government to base regulatory decisions on risks to children and vulnerable subpopulations.
- In appropriate circumstances, require warnings to consumers so that both children and their parents can avoid unnecessary exposures to chemicals that present serious hazards to human health.

CEPA will allow the public to protect itself where government and industry have failed to, especially those most vulnerable to the human costs of environmental contamination.

For more information, contact Sandra Schubert, Project Director, at: (phone) 310-573-9608, (fax) 310-573-9688, (email) sandy@checnet.org, (web site) www.checnet.org, P.O. Box 946, Malibu, CA 90265.

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**PRESS RELEASE****Children's Health Environmental Coalition**

*CHEC is for Children and Other Living Things
A Project of the Colette Chubb Environmental Fund*

For Immediate Release

Contact: Sandra Schubert
Phone: (310) 573-9608
E-mail: sandy@checnet.org

Seventy-plus Children's, Health and Environmental Organizations Urge Congress to Support Children's Environmental Protection Act of 1997 (CEPA), S 599, HR 2451
Coalition of scientists, policy makers and grassroots activists cite need for stronger protections from environmental toxins.

Los Angeles -- Oct. 1 -- In response to the growing threat to children's health from environmental pollutants, a diverse coalition of over seventy local, regional, national and international organizations recently presented a letter to members of Congress urging them to co-sponsor the *Children's Environmental Protection Act of 1997 (CEPA), S 599, HR 2451*. This unprecedented coalition of children's, health and environmental organizations calls on Senators and Representatives to take the next step in the children's environmental health agenda and support federal legislation that protects our children from the threat of environmental toxins.

Present health standards do not evaluate children's risks to toxins, and children are uniquely vulnerable.

- Children's biological systems are still developing and more susceptible to injury from toxic exposures than are adults.
- Children breathe more air and consume more food and fluids per pound of body weight than adults, thus experiencing a higher level of toxic exposure.
- Children's behavior increases their exposures to pollutants -- crawling puts them closer to the ground, the site of rug cleaner residues, pesticide residues, etc., and mouthing everything within their reach exposes them to countless risks.

Further, the millions of economically disadvantaged children bear a disproportionate burden of exposure, as they often live closer to industrial facilities and other sources of environmental pollution.

In their letter, the organizations state: "Strong laws should be passed to protect and clean up our environment, thereby protecting out children's future... Our children are counting on us"

CEPA would protect children by:

1. Requiring federal agencies to develop adequate data on the special vulnerability and exposure to environmental pollutants of children and other vulnerable subpopulations to better assess where, and to what levels, children are being exposed.
2. Requiring the Environmental Protection Agency (EPA) to set all health and safety standards at levels that protect children and other vulnerable subpopulations.
3. Guaranteeing individuals the right-to-know what, where and when they are exposed to toxins.
4. Requiring EPA to develop and distribute a list of "safer for children" products and substances.
5. Prohibiting the use in Federal properties of any product not listed as "safer for children".

(over)

Herbert L. Needleman, M.D., a pediatrician and internationally well known environmental health expert for his research on childhood lead poisoning, underscored the need for CEPA's passage in a cover letter he wrote that was attached to the coalition's letter.

"I write as a pediatrician, environmental scientist, and parent to enthusiastically endorse the enclosed letter in support of the Children's Environmental Protection Act of 1997. While considerable pious language has been spent about how much we value our children, I know of no single action more effective in protecting the health and future of our children.

"Please support the bill."

Organizations signing on to the letter include: Action Now (CA), Advocates for Youth (DC), Allentown Lehigh County Family Centers (PA), American Academy of Child and Adolescent Psychiatry (DC), American Federation of Teachers (TX), Bay Area Action (CA), Bellefaire Jewish Children's Bureau (OH), Belmont Elementary School P.T.A. (MD), Cancer Prevention Coalition (IL), Center for Multicultural Human Services (VA), Chemical Connection (TX), Child Advocates, Inc. (TX), Children's Advocacy Institute (CA), Citizens for Alternatives to Pesticides (Canada), Children's Health Environmental Coalition (CA), Children's Hospital (CO), Children's Hospital (VA), Clean Up Rural Environment (AZ), Coalition for Mississippi's Children (MS), Communities for a Better Environment (CA), Earthjustice Legal Defense Fund (DC), Environmental Advocates (NY), Environmental Defense Center (CA), Environmental Information Center (DC), Family Support Network (MO), For Love of Children (DC), General Federation of Women's Clubs (DC), Global Environment Project Institute (ID), Goat Hill Organic Farm (VA), Grass Roots the Organic Way (PA), Health Effects of Lawncare Pesticides (FL), Junior League of Salt Lake City Inc. (UT), Kern Child Abuse Prevention Council (CA), La Montanita Coop (NM), League of Women Voters (DC), Learning Disabilities Association of America, Legal Environmental Assistance Foundation (FL), Lehigh County Family Centers (PA), Massachusetts Committee for Children and Youth (MA), Meritcare Children's Hospital (ND), Mermaid Productions (FL), Minnesota Health and Welfare PTA/PTSA (MN), Missoulians for Clean Environment (MT), Mothers and Others for a Livable Planet (NY, CA), Mothers Protecting Children Inc. (CT), National Association of Childcare Resource and Referral Agencies (DC, CA), National Coalition Against the Misuse of Pesticides (DC), National Committee to Prevent Child Abuse (IL), National Consumers League (DC), National Inhalant Prevention Coalition/Synergies (TX), National Perinatal Association (FL), Natural Resources Defense Council (CA, DC), New York Coalition for Alternatives to Pesticides (NY), Northwest Coalition for Alternatives to Pesticides (OR), Northwest Environmental Advocates (OR), Ohio Youth Advocate Program (OH), One in Nine: The Long Island Breast Cancer Action Coalition (NY), Orphan Foundations of America (VA), Parents and Children Together (HI), Pennsylvania State Lehigh Valley Campus (PA), Philadelphia Citizens for Children and Youth (PA), Physicians for Social Responsibility (DC), Public Media Center (CA), Resource Renewal Institute (CA), Riley Hospital for Children (IN), Ryther Child Center (WA), S.A.F.E. Schools (LA), Save the Children (KY), Sierra Club (CA, DC), Southwest Environmental Center (NM), Student Action for the Environment (NY), Support Center for Child Advocates (PA), Southern California Environmental Health Sciences Center (CA), Volunteers for a Healthy Valley (CA), Washington Toxics Coalition (WA), Wings for Children (SC), and Workers Compensation Consultants (WI).

CHEC, the organizer of this effort, is a project of the Colette Chuda Environmental Fund (CCEF), a non-profit organization that researches the causes of childhood cancers in relation to the environment, and Community Partners. CCEF was founded in 1991 by Nancy and Jim Chuda in memory of their daughter Colette who was just five years old when she died of a non-genetic childhood cancer.

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A Safer Environment For Safer Kids



Senator Barbara Boxer's
Children's Environmental Protection Act

05/19/98 12:32 0415 956 6701 *** UFG OF THE FIRST ***



Dear Friends:

Every day, in school, at home or at the park, children are exposed to environmental toxins. Toxins in your child's world could be contributing to increased risk of asthma, cancer and many other diseases.

The Environmental Protection Agency (EPA) was established in 1970 to preserve and protect our environment. One of its missions is to protect us from environmental hazards. Today the EPA is a very important part of the high quality of life that Americans enjoy.

Currently, most of the EPA's standards for environmental toxins are set according to the tolerance levels of a healthy adult. Children, however, have lower tolerance levels for toxins. Raising the EPA's standards will prevent illnesses and even death in children and other vulnerable populations, such as pregnant women and the elderly.

This booklet is intended to give you valuable information about the special risks that children and others face and what we can all do to protect ourselves.

Sincerely,

Darbara Baker

THE SCIENCE BEHIND THE PROBLEM

The National Academy of Sciences tells us that pound for pound, children ingest more food, water and air than adults do. This means that toxins in food, water or air pose a greater health risk for children than for adults.

Lead-contaminated water, for example, has an especially serious effect on infants. Many factors are at play:

- A typical infant absorbs 40% of the lead that it ingests; an adult absorbs about 5%.
- Young children accumulate more lead in their brains than adults do.
- Infants drink more water — in formula or concentrated fruit juices — than adults.
- Children are more likely to get their water from one source.

Source: Environmental Protection Agency, Office of Research and Development

Lead is strongly linked to developmental problems of the brain and central nervous system, lowered intelligence, and diminished growth.

GREATER
EXPOSURE



GREATER
ABSORPTION



GREATER
HEALTH RISK

THE WAY IT WAS; THE BRINK OF DISASTER

Back in 1970, when the EPA was set up, in many American cities the air was thick with smog and waterways were choked with pollution - one river even caught on fire! The EPA was established to address these problems, to protect the public health and to safeguard and improve our natural environment.

THE WAY IT IS; TOUGH LAWS = CLEANER ENVIRONMENT

The EPA has been immensely successful. Since 1970:

- total emissions of six common air pollutants have decreased by an average of 24%.
- upgraded sewage treatment has reduced the discharge of certain harmful wastes into our waters by 36%.
- emissions of lead have declined by 98%, primarily by eliminating lead from gasoline and placing controls on specific industrial sources of lead.

Despite these successes, many hazards still exist for children.

THE WAY IT SHOULD BE

Environmental standards should be strengthened to protect our children.



MAKING ENVIRONMENTAL PROTECTION PROTECT EVERYONE

Since the day that I was sworn into public office, I have been committed to the fight for safer communities and healthier children and families. As a member of the Senate Environment and Public Works Committee, I am continuing the fight.

During the last Congress, I was able to improve EPA standards for drinking water so that they take into account the special needs of children, the elderly, pregnant women and people with compromised immune systems. The Safe Drinking Water Bill, which contained my amendments, was signed into law in 1996.

I have introduced the Children's Environmental Protection Act (CEPA) to raise the bar for all of the EPA's environmental standards.

My CEPA bill would make several improvements:

- It would require the EPA to set all health and safety standards at levels that protect children and other vulnerable populations.
- It would give families the right to know about toxic dangers in their communities. Reports on how to minimize exposure to hazardous substances in parks, schools, playgrounds and other places frequented by children would be available to the public.
- It would require the EPA to identify a list of the most common hazardous substances used in schools and parks and to create a "safer-for-children" list of products. Within one year, only these products could be used at federal facilities.
- It would require the EPA to conduct research on the health effects of environmental pollutants on children.



IN MEMORY OF COLETTE CHUDA



Colette was a vibrant five-year-old girl in Los Angeles, California. In 1991, Colette lost her life to a non-genetic form of cancer. Her parents, Nancy and James, believe that environmental toxins caused Colette's cancer, and they are fighting to spare other families the pain they feel every day.

The Chudas founded the Colette Chuda Environmental Fund and the Children's Health Environmental Coalition to examine the causes of childhood illnesses in relation to the environment and to raise awareness of environmental toxins. The Chudas joined Senator Boxer in Washington, DC, for the introduction of the CEPA bill.



We believe that when [the Boxer] legislation passes, other children will be spared Colette's fate, and other parents this terrible loss. We must seize this opportunity to protect our children today and future generations to come.

- Nancy and James Chuda

For more specific information about your household, workplace and community health risks, contact your local health department or:

U.S. Environmental Protection Agency (Region IX office)
415-744-1305
www.epa.gov

Occupational Safety and Health Administration (OSHA)
202-219-8151
www.osha.gov

National Cancer Institute, Cancer Information Service
1-800-4-CANCER
www.nci.nih.gov

National Lead Information Center
1-800-LEAD-FYI
www.nsc.org/elc/lead.htm

California Department of Health Services, Childhood Lead Poisoning Prevention Branch
510-450-2453
www.parentsplace.com/readroom/lead

American Lung Association
1-800-LUNG-USA
www.lungusa.org

Children's Health Environmental Coalition
(a project of the Colette Chuda Environmental Fund)
310-573-9608
www.checnet.org

Natural Resources Defense Council
San Francisco 415-777-0220
Los Angeles 213-934-6900
www.nrdc.org

Policy No: P3325**Article: BUSINESS AND NON INSTRUCTIONAL OPERATIONS****Section: FACILITIES DEVELOPMENT AND MANAGEMENT****Sub-section: INTEGRATED PEST MANAGEMENT PRACTICES FOR SFUSD FACILITIES****BACKGROUND PREAMBLE:**

The maintenance of a safe, clean, healthy environment for students and staff is essential to learning and is a goal of the San Francisco Unified School District.

The use of toxic chemicals to control pests and weeds may itself threaten staff and students' health and ability to learn.

The City and County of San Francisco has adopted a model Integrated Pest Management (IPM) policy that ended the use of the most toxic pesticides on San Francisco City and County property and greatly reduced the County's reliance on chemical pesticides.

Similar programs in other school districts and institutions have shown that IPM is a viable, cost-effective approach to controlling pests.

POLICY:

- I. That the District shall establish and follow an IPM policy based on the model policy established by the City and County of San Francisco, containing the following elements:
 1. Monitoring to determine pest population levels.
 2. Use of biological, cultural, physical tools to minimize health, environmental and financial risks from pests.
 3. Use of chemical controls only as a last resort.
 4. Use of chemical controls that pose the least possible hazard to people, property and the environment.
 5. Careful monitoring of treatment to evaluate effectiveness.
- II. That, effective immediately, the following categories of highly toxic pesticides shall not be used by District employees or used on property owned or leased by the District except as specifically exempted by this policy:
 1. U.S. Environmental Protection Administration (U.S. EPA) acute toxicity category I and II pesticides.
 2. Pesticides identified by the State of California as chemicals known to the state of California to cause cancer, developmental or reproductive toxicity pursuant to California Safe Drinking Water and Toxic Enforcement Act of 1986 (Prop. 65).
 3. Pesticides found by the U.S. E.P.A. to show evidence of causing cancer (E.P.A. carcinogenicity categories A, B, and C).
- III. That effective January 1, 1999, only pesticides identified by the S.F. Department of the Environment as "reduced risk pesticides" pursuant to San Francisco Administrative Code 39.8 (g) may be used by District employees or used on property owned or leased by the District, except as specifically exempted by this policy.
- IV. The District and school sites shall, through various communication means, provide pre-notification to students, parents and staff of non-bait pesticide applications. The District shall post all areas treated with non-bait pesticide applications and posted notification shall remain from three days before to three days after treatment. The District shall provide publicly posted notification that identifies areas treated with pesticidal baits. The District shall distribute a fact sheet outlining the IPM program and pest control activities within the District to parents, students and staff at the beginning of the school year. The District and each site shall maintain a record of pesticide use on school grounds and make that information available to the public.
- V. The District shall establish an IPM committee to develop implementation guidelines and oversee implementation of the new policy. The committee shall be comprised of parents, students, teachers, school administrators, representatives from the administration, facilities and landscape

staff, any pest control company or companies contracted by the District to manage pests, and community environmental and public health organizations.

- VI. The District shall designate an IPM coordinator who shall be responsible for coordinating school district efforts to adopt IPM techniques, communicating goals and guidelines of the IPM program to staff and students, including conducting training, tracking pesticide use and ensuring that related information is available to the public, and presenting an annual report to the school board evaluating the progress of the IPM program.
- VII. The IPM committee may allow District staff or any company contracted to provide pest control to the District to apply a pesticide otherwise banned under this resolution based upon a finding that the protection of public health requires the use of that pesticide. Such exemptions shall be granted on a per-case basis and shall apply to a specific pest problem for a limited time. The IPM coordinator may grant emergency exemptions if action is required before the next meeting of the IPM committee. The IPM coordinator shall report all such emergency exemptions to the IPM committee.

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Coded by Joe Franz. Revised 2/8/98
URL:<http://www.sfusd.k12.ca.us/news/P3325.html>

DRAFT**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**
San Francisco, California**May—, 1998**
(For Board Meeting of May —, 1998)**SUBJECT: Authorization of POLICY P—— Lead Safe Facilities and Lead Danger Education****REQUESTED ACTION:**

That the Board of Education authorizes Board of Education Policy P—— for making the District's facilities lead-safe, training teachers to educate care givers and children about how to avoid lead hazards, and strongly encouraging all children under six first entering any school district operated program to be tested for lead if they have not been previously tested.

BACKGROUND:

- Childhood lead poisoning caused by exposure to lead is the number one environmental health hazard facing children under six today.
- Exposure to even small amounts of lead can increase children's risks of developing permanent learning disabilities and a variety of physical and behavioral problems.
- Lead Poisoning is an entirely preventable disease for which there is no medical cure.
- Young children are particularly vulnerable to lead hazards and every effort should be made to reduce or eliminate exposure to lead.
- The leading cause of lead poisoning today is lead paint on the inside and outside of pre-1978 private homes and public facilities where children spend significant time; while the amount of lead in paint was gradually reduced over the years beginning in the 1950's, almost all paint used prior to that time had significant amounts of lead, and even reduced levels of lead in paint can caused health problems in certain circumstances.
- Lead poisoning can also be caused by lead in drinking water from lead solder and/or brass fixtures and soil surrounding District buildings, where lead paint was washed off buildings.
- The District operates a state licensed and subsidized child development. This program provides care for several thousand young children under six years of age for twelve months of the year for up to eleven hours a day in over 40 facilities located in mostly pre-1950 District buildings which were originally painted with lead paint.
- The District's drinking water system includes some lead solder and brass fixtures that are a potential source of lead that can leach into the drinking water.
- The Board of Education in October 1993 adopted a policy for parent/caregiver and staff education about lead poisoning, testing of children under 6 for lead, and the development of a systematic, ongoing program to assess and reduce lead hazards in children centers and elementary schools and to prevent creating lead hazards in all District renovations and construction projects.

- The Board of Supervisors (Board) enacted the Comprehensive Environmental Lead Poisoning Prevention Program (Program) in November 1992 to protect all children living in San Francisco from the needless suffering caused by lead related disease.
- The City Program sets specific tasks and goals for City departments providing family and children services and operating public facilities in a coordinated effort to protect the public health and welfare, including making their facilities lead-safe for young children and educating staff and parents/caregivers about how to protect children from lead poisoning.
- The Board of Supervisors urged by Resolutions in 1992 and 1996 that the San Francisco Unified School District (District) participate in the comprehensive lead poisoning prevention effort set forth in the City Program which the Board of Supervisors enacted.
- The Department of Public Health is required under the 1992 legislation to annually describe to the Board of Supervisors the efforts of all City agencies to comply with the Program and the additional actions needed to effectively implement the Program.
- The Department of Public Health report to the Board of Supervisors in May 1997 contains a number of recommendations for the District to implement in order to more effectively carry out the Program.
- The Board of Supervisors Resolution dated June 27, 1997 urged the District to implement the Department of Public Health's recommendations.
- The District has made significant efforts to make its child development and pre-K facilities lead-safe with respect to lead hazards in paint and water, but most of those efforts provide only temporary protection and require continual monitoring, repair and maintenance of facilities to protect children.
- Lead-hazards can be created by private contractors and school personnel involved in remodeling and rehabilitation projects that disturb lead paint.
- Lead-hazards can also be created by school staff and volunteers disturbing lead paint for any number of reasons in addition to those connected with regular construction or maintenance and repair efforts.
- Lead-hazards can be avoided through a systematic identification of potential lead hazards coupled with lead safety training for individuals who may come in contact with or disturb areas or equipment that may contain lead. The training process should include instruction in how to safely avoid or prevent contact and contamination.

Submitted By:

Lucian R. Blazej

DRAFT

BOARD OF EDUCATION POLICY

Policy No: P—

Page: 1 of 3

Article: BUSINESS AND NON INSTRUCTIONAL OPERATIONS
Section: LEAD SAFE FACILITIES, LEAD DANGER EDUCATION
Sub-section:

POLICY:

I. That the District will make its facilities lead-safe by:

1. Ensure that programs directed to parents and caretakers of young children include relevant information about preventing childhood lead poisoning and how to have children tested for lead poisoning. Specific actions to include annual staff and parent training in lead exposure prevention and annual distribution of a lead exposure prevention brochure along with other material given to parents related to immunization and well-child care health programs and actions.
2. Ensure that staff in contact with parents of young children receive periodic refresher training and adequate lead poisoning prevention (LPP) material appropriate to the client population. Ensure that adequate supplies of these materials are available in various media, including videos.
3. Monitor the implementation and effectiveness of the LPP program at least annually; verify staff knowledge of lead screening procedures to be passed on to parents. Evaluate the effectiveness of the enrollment form as a means for encouraging lead tests before children are accepted into child development centers.
4. Perform annual re-evaluations for all childcare centers and elementary schools where interim lead stabilization measures have been taken to verify that interim measures are still effective. Correct any conditions where interim measures are no longer effective.
5. Use practices and procedures for construction and building rehabilitation work on District facilities which are at least as protective of children's health than those set forth in the SFUSD's "Lead Program Policy Implementing Procedures" (Draft Procedures) dated May 8, 1998;
6. Implement project specification and bid acceptance requirements needed to ensure that the lead hazards existing in the building facilities are properly dealt with during construction and rehabilitation work, including pre-testing of surfaces that will be disturbed to determine if lead is present. Require that contractors and workers dealing with lead abatement are lead certified and that sufficient funds are budgeted for lead hazard abatement work. Require that clearance testing be done prior to re-entry or reuse of lead abated space. Involve the districts hazardous materials staff early on in the facility renovation or construction process.

BOARD OF EDUCATION POLICY

Policy No: P-----

Page: 2 of 3

7. Create a profile of each District facility describing the lead hazards which exist and maintain information on activities involving the disturbance of lead paint at District buildings in a format which is readily available and easily readable to anyone engaged in activities which may disturb lead paint on those buildings and to the public.

8. Continue to train District staff, who are involved in building trades and other building facilities maintenance, repair and cleaning activities on lead matters.

9. Set a goal to remove or encapsulate all window systems containing potential lead hazards in those facilities used by children under 5 years in age by the year 2001.

10. Stabilize all paint containing lead in all District facilities as quickly as practical.

11. Assign a specific work crew to reduce lead hazards created by dust in all children's centers on a systematic, periodic basis.

12. Comply with Chapter 36 of San Francisco's Building Code entitled "Work Practices for Exterior Lead-Based Paint."

13. Dedicating adequate funding for lead abatement and lead paint stabilization and remediation for all District facilities.

II. That the District train all teachers and child development staff to educate parents, other care givers and children of appropriate age about how to avoid lead hazards in their homes and the District's facilities.

III. That the Superintendent designate a "Lead Safety" coordinator who shall be responsible for coordinating the District's efforts to implement this policy, and that the Superintendent will provide the Board with written reports regarding the Districts progress in implementing this policy on an annual basis. Those reports will include work plans describing the work that needs to be done to educate parents and teachers, encourage children entering the child development and pre-kindergarten to be tested for elevated blood-lead levels, and to make the District's facilities lead-safe and to keep those facilities lead safe after repair work is done; the lead-safe work to be done during the reporting period, when the work will be done and who is responsible for implementing the work described.

BOARD OF EDUCATION POLICY

Policy No: P-----

Page: 3 of 3

IV. That the District establish a committee to review implementation of this policy. The Committee shall be comprised of parents, students, teachers, school administrators, and administration representatives from the child development, pre-kindergarten and kindergarten through 12th grade programs, facilities, landscape and crafts workers (painters, electricians, plumbers, carpenters and others) staff, a representative from the Department of Public Health's Childhood Lead Prevention Program, and community-based environmental, children's and public health organizations.

HISTORY / AUTHORIZATION

Adopted: Resolution # _____, Date: _____

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

SHERMAN ELEMENTARY SCHOOL*copy to
Bender*

1651 Union Street
San Francisco, CA., 94123

Tel: (415) 749-3530
Fax: (415) 749-3433

**Fax Cover Sheet****From:**

Dr. Elizabeth Schuck

To:

Laura Schiller

Subject:Information for 5/26/98 Visit to
Sherman Elementary School**Fax Number sent to:**

202-456-5709

Total pages including this cover sheet20 21**Additional Comments:**

1. Dr. Schuck opened the village community room in honor of Mrs. Clinton
2. Two of our students are almost Olympic level champions
3. One of our kindergarten studnets won the Mark Hopkins contest
4. We supported the San Francisco Food Bank, as well as raised \$5000 in a jump-a-thon for the American Heart Association
- **5. Jack Casford is being honored this evening as San Francisco School Volunteer of the Year!!!
6. Six of our African American Students as well as six of our Hispanic Students were honored at luncheon's this year!
7. Included is our most recent notice home
8. The last pages are the rough copy of this year's School Accountability

VILLAGE COMMUNITY ROOM

As part of my vision for the school, I'm in the process of creating a room at Sherman, **FOR THE PARENTS**, along with parent Marina Heritage. The students each have a room, the staff has a lounge, and the parents need a space of their own too! Indeed, this "triangle partnership" (school, students, parents/community) will help us **KEEP THE MAGIC ALIVE!** You'll be receiving more information about our "Village Community Room" in the upcoming issue of the PTO newsletter, but I wanted to let you know right away. Room 100, inside the Girl's Shelter will be the location for the room. We hope to schedule times for parents to have the opportunity to meet both formally and informally in our community room. We'll also have space to work and organize all of our parent sponsored activities. We need volunteers to help William Heritage move the school items out of 100 and the PTO items into 100. So far we have some furniture, a coffee pot, a refrigerator, and a bulletin board. Please contact us at school if you have anything to donate to make the room more inviting or if you'd like to help set up the room.

SPECIAL REQUEST

Denise Tidd, our Volunteer Coordinator is trying to make early arrangements for parent volunteers to help with our school musicals starting this fall:

Attention Parents of Students in Rooms 300, 302, 304, 307, 309, 310, 311

Volunteers requested to help make set designs for exciting musicals being performed by the 4th and 5th graders. If you would like to participate please call the musical director, Marie Isaack at 291-0258. Help is needed right now in rooms 307 & 310. Thank you in advance!!

WISH LIST

Also included in the upcoming PTO newsletter, you'll see a wish list from each teacher. We know many of you can't offer your time due to work constraints, but would like to support Sherman School in other ways. Please check over the lists to see what you might be able to contribute.

Parents Village Community Room

Please come and join us for conversation and coffee at our new Parent Village Community room, hosted by the newly formed hospitality committee and Dr. Schuck.

The goal is to provide an informal setting for parents to exchange ideas and information regarding our children. Including questions you may be having with school as well as to share ideas and activities the children may be involved in after school.

We encourage ALL parents to feel free to drop in, and to make it accessible to all languages, especially Chinese. So if you are bilingual in any language and would like to help out please call. We will meet once a month in the afternoon, the first one being November 20th, 2:30-3:30, in room 100. We are a community rich with various cultures and personalities let's learn from each other!

There will be a ribbon cutting at the first meeting, with the assistance of the Brownie Troop. There will also be cake and refreshments served. We hope to see you there! If you have any questions please call Marina Heritage at 440-9895.

家長村會議室

新組成的委員會及Dr. Schuck會請各位來家長村飲咖啡談天。

設此室的目的是讓家長互相交流關於孩子們放學後或在校的各種提議及各類關注。在100室將有每月一次的下午聚會。第一次的聚會時間在十一月廿日下午2:30-3:30有開幕典禮歡迎各家長前來談天。如果是雙語的家長想幫忙的話請通知。(特別是中文的)讓我們在此互相認識各國的風土人情及人民傳統。如想查詢任何問題請打電話440-9895找Marina Heritage。

ODDS AND ENDS

The Brownie Troop has room for a few more K-3. Meetings are two or three Monday evenings a month in the Sherman cafeteria. If interested call Marina @ 440-9895

Parents Message Board Located in the Boys shelter is your vehicle to information, please stop by and take a look.

Thanks again to all the volunteers who have helped out in the Book counting, library, classrooms and many behind the scenes task you do. It was nice to see all your names in print in Dr. Schuck's Thursdays newsletter. Sometimes your name may be over looked, but that doesn't mean your efforts go unnoticed! Thanks to all! And a reminder please sign in at the office all your hours are greatly appreciated!



Upcoming Days Off

November-11, 17, 27 and 28th

December- Christmas break begins the 20th and students start back January 5th

Anyone with news pertinent to our school community is encouraged to submit it. There is a PTO Newsletter box in the office. Publication is based on space availability.

零星雜物

每個月兩至三晚的幼年童子軍會還有少量空位給K-3年級的學生。如有興趣參加的請打440-9895找Marina。

請到男童庇護處觀看家長訊息壁報板。再次謝各位志願者的幫忙。如馬謝名單有漏登于星期四的新聞報的,請見諒!還有,別忘了到寫字樓把簽到簿填上義工的時間。

將至的假期

十月十一日,十七日,廿七日和廿八日放假
聖誕節的假期從十二月廿日起至一月四日止。在一月五日必須回校上課

任何有關學校的訊息想發表請湧躍投稿到寫字樓內的PTO訊息箱。

I'm also looking for a helium tank to fill up our DARE balloons. Please contact the school at 749-3530 if you have one! Thanks!

KUDOS AND THANKS!

Thank you to parent Rosa Rodriguez and grandparent Florence Cheng who answered our plea for a refrigerator.

Thank you also to both Rosa and parent Molly Offermann for counting books during our textbook/material inventory.

HONORARY VILLAGE COMMUNITY MEMBERS

Faithful Library Crew: (These parents take turns during the week to assist the classes as they check out/return books from our school library. They also maintain the good condition of our books. Without them, we literally wouldn't have a library program!)

Carrie Blackburn	Paula Bucher	Donna Chew
Theresa Cook	Nati Copada	Marie Davalos
Camilla Escalante	Katie Fegans	Monica Forsman
Jennifer Gamarra	Hitomi Inagawa	Donna Jer Ada Lee
Jeanne McHale	Rosa Rodriguez	Sylvia Rosenberg
Denise Tidd	Rocky Townsend	Larry Yee
Maricar Larot	Laura Zieman	

PTO Officers: Jennifer Clark, Jeanne McHale, Susan Kqueper, Carrie Blackburn

PTO Volunteer Coordinators: Denise Tidd, Ada Lee

Classroom Volunteers:

Talk about community members who believe in the motto-
"..it takes a whole village to raise a child...!"

Jack Canford	Gene La Fazio	Nola Schwartz
Jeanne McHale	Ana Navarro	Ruth Keys
Debbie Lau	Paula Bucher	Carrie Blackburn
Sylvia Rosenberg	Sylvia McDowell	Connie Gillum
Nancy Cohrs	Tracy DeGregorio	Marina Heritage
Denise Milton	Vilma Romero	Erick Dickerson
Yat Chan	Mitra Namane	

Office Volunteers:

Mary Carter Dominique Potter Carrie Blackburn

**** All honorary Village Community Members are invited to be recognized at the awards ceremony on November 3rd, 9:30am for primary volunteers, 10:30am for upper grade volunteers!**

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001. fax	Evelyn Carlon to Elizabeth Schuck (partial) (1 page)	10/31/1997	P6/b(6)
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COLLECTION:

Clinton Presidential Records
First Lady's Office
Neera Tanden (Subject Files)
OA/Box Number: 20359

FOLDER TITLE:

Boxer Event 5/26 [1998] [1]

2012-0057-S
kc645

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 advice 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]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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

RR. Document will be reviewed upon request.

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

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

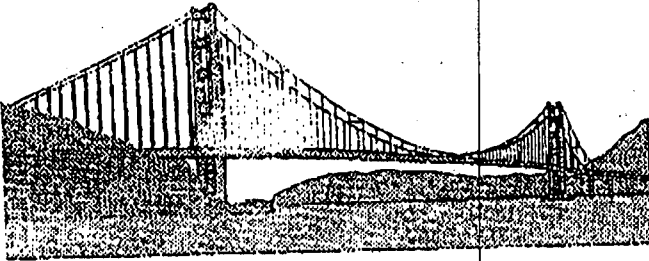
[001]

CARLON

P6(b)(6)

San Francisco, CA 94109

P6(b)(6)



Fri / 31 Oct '97

Dear Dr. Subuck: Good morning & Happy Halloween!
This is the 1st Halloween for you & your family in the Bay Area. May you have a safe one.

Enclosed pls. find some info. re: Chantal & Roger. You indicated to me that they both should bring 1 of their medals on Monday, 3 November. Pls. let me know where should they bring it on Monday.

Carolyn Carlon (w) 353/6690 (0830 → 1330)

Ch

Chantal Carlon is a 5th grader of Ms. Hearn's in #304 and Roger Carlon is a 3rd grader of Ms. Sulprizio's in #203. Roger is the younger brother of Chantal. He has followed her footsteps through much of his schooling years at Sherman Elementary by getting the same teachers she had 2 years before. Therefore, many of the teachers somewhat know who Roger is before he gets into that class. Both of them participates the same sports, which is martial arts. They are trained under the eyeful supervision of a very talented instructor, their father - also Roger Carlon. He is the head instructor and owner of the West America Tae Kwon Do School in Mill Valley. The School is part of the enrichment program in the Mill Valley School District.

Chantal and Roger does not have much time to waste after they leave school every day. They go home to concentrate on their homework and projects then they are off to the karate school to train.

Chantal and Roger have had many years of martial arts training under their belt. They are at the level of an advanced belt in their 5-7 years of training. They both began training before they entered Kindergarten at Sherman Elementary. They have achieved in themselves not only a physical capability but also grown mentally and spiritually. They are learning how to show respect and honor as well as learning to be confidence and also learn to accept defeat bravely.

This summer, Chantal and Roger went to San Antonio, TX to represent Team California for the AAU (Amateur Athletic Union) in the Junior Olympics Tae Kwon Do division. They competed with children from 50 other states and both of them came home with GOLD medals.

Saturday - 11 October, Chantal went to Sacramento to compete in an all girls/women Tae Kwon Do tour in a group of 15 girls of her age level and skill. Chantal came home with a GOLD medal. Roger could not participate in this time tour because it is for girls only.

Saturday - 25 October 1997, Chantal and Roger went to Mission College in Santa Clara representing the West America Tae Kwon Do School and the USTU (United States Taekwondo Union). They competed in a division of children ages 8-10 boys and girls mixed. Chantal and Roger both tied for 1st and 2nd and had to compete with each other to see receives the GOLD. Chantal edged Roger by .10 of a point. Roger was a pretty good sport about taking the SILVER.

These two children are regional and national competitors. Mom and dad believes in them and that they are achievers in both school and sport.

The following are tournaments they both competed in and have made an achievements for 1997:

Dates	Tours
31 January - 2 February	North. Calif. vs. South. Calif. Tour Bakersfield, CA Chantal (Silver) Roger (Bronze)
15 February - 17 February	NASKA Tour (AAA) <i>Top ten national ratings</i> Diamond Bar, CA Chantal (8th) Roger (9th)
15 March	UC Berkeley 28th Open UC Berkeley, CA Chantal (Gold)
22 March	AAU Friendship Tour Daly City, CA Chantal (Gold) Roger (Gold)
29 March	Wm. Kim Jr. Olympic Tour University of San Francisco Chantal (Gold) Roger (Gold)
3 May	AAU Jr. Olympic Qualifier Daly City, CA Chantal (Gold) Roger (Gold)
2 July	AAU Junior Nationals San Antonio, TX Chantal (Gold) Roger (Gold)
9 August	International Pan American Tour Modesto, CA Chantal (Gold) Roger (Gold)
27 September	AAU Friendship III Tour Daly City, CA Chantal (Gold) Roger (Gold)
11 October	Girls/Women TKD Tour University of Sacramento Chantal (Gold)
25 October	13th KTC (Korean Taekwondo College) TKD Tour Mission College - Santa Clara Chantal (Gold) Roger (Silver)
1 November	Wm. Kim All Calif. TKD Tour Vallejo, CA Chantal (Gold) Roger (Gold) 10 gold Tae n 7 gold



MARK HOPKINS
INTER-CONTINENTAL
SAN FRANCISCO

Executive Office

November 7, 1997

Ms. Elizabeth Schuck
Principal
Sherman
1651 Union St.
San Francisco, CA 94123

Dear Principal Schuck:

I would like to personally thank you, your school and in particular your kindergarten teachers for participating in our "My San Francisco" drawing contest for the kindergarten classes of the United School District. The response was tremendous and the event itself a great success and I believe lots of fun for everyone. Your interest and enthusiasm was greatly appreciated.

You may have seen the broadcasts on Channel 4 featuring the children's drawings. Some of the pictures are currently displayed at the San Francisco International Airport and will subsequently be shown at the Convention & Visitors Bureau.

Since it was our first promotion of this kind we would appreciate any comments or suggestions you may have to make our next contest even more successful. We will contact you in time for next year's event and would again welcome your participation.

Thank you again and best regards,

Sandor J. Stangl
Regional Vice President &
General Manager



SAN FRANCISCO FOOD BANK
Feeding the programs that feed the people

January 9, 1998

Ms. Elizabeth Shuck
Sherman Elementary School
1651 Union Street
San Francisco, CA 94123

Dear Ms. Shuck:

On behalf of the San Francisco Food Bank, I thank you for participating in the SFUSD Thanksgiving Food Drive. The results were outstanding! Students, teachers, and other personnel at eighty-five schools raised 38,885 pounds of food to feed hungry families and individuals in San Francisco—an increase of more than 10,000 pounds over last year's food drive.

Your school's contribution of 385 pounds is very much appreciated. It will go a long way toward easing the burden of hunger felt by so many low-income children, adults, and seniors in San Francisco.

The enthusiasm of all the schools was terrific, and I know everyone did their best. During the next three weeks, the San Francisco Food Bank will present awards to the high school, the middle school, the elementary school, and the alternative school that raised the most food per student. These schools are George Washington High School, Aptos Middle School, Ulloa Elementary School and Twenty First Century Alternative School. In addition, we will present special Spirit Awards to James Denman Middle School and Phillip and Sala Burton Academic High School for their extraordinary efforts this year.

Thank you again for making this year's SFUSD Thanksgiving Food Drive a great success. Your school has made a positive impact on the lives of people who are struggling to make the best of difficult circumstances. Low-income seniors, disadvantaged children, people living with HIV and AIDS, homeless men and women have received or will enjoy many wholesome meals because of your generosity.

Sincerely,

Paul Ash
Executive Director

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. form	Volunteer Nomination Form, Jack Casford (partial) (1 page)	c. 1997- 1998	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Neera Tanden (Subject Files)
OA/Box Number: 20359

FOLDER TITLE:

Boxer Event 5/26 [1998] [1]

2012-0057-S
kc645

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 advice 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]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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

RR. Document will be reviewed upon request.

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

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

[002]

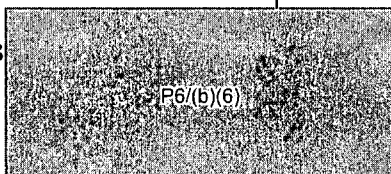


**SAN FRANCISCO SCHOOL VOLUNTEERS
1997-1998 "SUPER VOLUNTEER"
NOMINATION FORM**

School: SHERMAN ELEMENTARY

Volunteer's Name: MR. JACK CASFORD

Home Address:



Work Address:

SHERMAN ELEMENTARY

Home Phone:

P6(b)(6)

Work Phone:

1651 UNION ST. S.F.
(415) 749-3530 CA 94123

Nominator (your name): MRS. PARRY / MRS. WEBER

Please answer attached questions and return form to:

SUPER VOLUNTEER/HONOR ROLL OF SCHOOLS COMMITTEE

San Francisco School Volunteers
65 Battery Street, Third Floor
San Francisco, CA 94111

NOMINATIONS MUST BE RECEIVED BY FRIDAY, MARCH 6TH 1998.

We will also select volunteers from these nominations to spotlight at
our annual Volunteer Recognition Event on May 21st.

1. Briefly describe the volunteer's contribution and activities at your school (please be specific):

JACK VOLUNTEERS IN FOUR DIFFERENT CLASSES-THREE REGULAR CLASSES (GRADES 1, 3 AND 4) AND ONE SPECIAL DAY, CHINESE BILINGUAL CLASS (GRADES 1, 2, 3). HE WORKS ALONGSIDE THE TEACHERS TO SUPPORT THEIR CURRICULUM. HE WORKS WITH SMALL GROUPS OF CHILDREN IN DEVELOPING THEIR LANGUAGE-READING, WRITING AND SPELLING. HE WORKS

2. How have students benefited from these efforts?

THEY RESPOND POSITIVELY TO HIS ATTENTION AND HAVE IMPROVED THEIR ORAL AND WRITTEN SKILLS. THEY ARE ENCOURAGED TO USE THEIR IMAGINATION AND BE EXPRESSIVE AND EXCITED ABOUT LANGUAGE & THE WORLD AROUND THEM.

3. How much time does the volunteer donate per week? How long has s/he been a volunteer at your school?

JACK VOLUNTEERS IN THE SCHOOL FOR SIX HOURS A DAY, EVERY DAY OF THE WEEK! HE HAS BEEN VOLUNTEERING FOR OVER SIX YEARS. HE ALSO VOLUNTEERS DURING SUMMER SCHOOL.

4. Additional Comments (Please use additional paper, if necessary):

ON A 1:1 BASIS WITH STUDENTS WHO HAVE NON-ENGLISH OR LIMITED ENGLISH PROFICIENCY. HE CORRECTS STUDENTS' JOURNALS AND SHARES HIS COMMENTS WITH THEM. HE READS ALOUD TO WHOLE CLASSES. BEST OF ALL, HE CONTRIBUTES HIS GREAT SENSE OF HUMOR AND COMPASSION TO ALL OF OUR STUDENTS AND MAKES EACH ONE FEEL SPECIAL. HE IS EXTREMELY PATIENT AND CARING.



Assistant Superintendent
Department of Integration - Room 320
Telephone: (415) 241-6080
Fax: (415) 241-6682

San Francisco Unified School District 135 Van Ness Avenue San Francisco California 94102-5299

SPECIAL NOTICE

January 14, 1998

MEMORANDUM

To: All Elementary Principals

From: E. Anthony Anderson *EJA*

Re: Superintendent's African American Student Honor Roll
Parade and Luncheon, Monday, February 23, 1998

"All individuals want to learn and to be recognized for their achievements."

Superintendent Rojas will again acknowledge the Honor Roll Achievement of African American students at the annual Black History Month parade and luncheon on Monday, February 23, 1998. A joint luncheon for elementary, middle, and high school students will be held at the Civic Auditorium. The parade for all students will begin at the John Swett Elementary School playground staging area at McAllister and Gough Streets.

Selection of students--Elementary Schools

1. Elementary school principals will select ten (10) African American students to represent their school. These students should have demonstrated and achieved significant success in their academic subjects during the Spring 1997 and Fall 1997 semesters. Two students per grade should be considered for representation of the total school.
2. Submit the enclosed form by February 4, 1998. Send or Fax to Dept. of Integration, 135 Van Ness Ave. Room 320, Fax No. 241-6682.
3. Parents of the elementary honored students will receive a letter of invitation from the Superintendent with details regarding this event.

Parade and Luncheon Instructions

1. Assign a adult staff person who will chaperone the selected students to the parade and luncheon and supervise the students throughout the program.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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003. form	Student Honor Roll Nomination Form (partial) (1 page)	c. Feb 1998	P6/b(6)
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COLLECTION:

Clinton Presidential Records
First Lady's Office
Neera Tanden (Subject Files)
OA/Box Number: 20359

FOLDER TITLE:

Boxer Event 5/26 [1998] [1]

2012-0057-S

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**SUPERINTENDENT'S AFRICAN AMERICAN STUDENT HONOR
ROLL NOMINATION FORM****Elementary School
Criteria for Nomination**

Submit names of ten students who have demonstrated and achieved significant success in their academic subjects during the Spring 1997 and the Fall 1997 semesters. Send or Fax (241-6682) to Department of Integration, 135 Van Ness Avenue - Room 320, by February 4, 1998.

SCHOOLSHERMAN ELEMENTARY SCHOOL #8231. Student Name: Isaac Johnson (302)Home Address: [REDACTED]

Street No.

San Francisco, CA 94123

City

Zip Code

Phone No.

2. Student Name: David Taylor (203)Home Address: [REDACTED]

Street No.

San Francisco, CA 94129

City

Zip Code

Phone No.

3. Student Name: Anthony Batiste (300)Home Address: [REDACTED]

Street No.

San Francisco, CA 94123

City

Zip Code

Phone No.

4. Student Name: Denise Playdle (310)Home Address: [REDACTED]

Street No.

San Francisco, CA 94115

City

Zip Code

Phone No.

5. Student Name: _____

Home Address: _____

Street No.

City

Zip Code

Phone No.

SHERMAN SCHOOL MAY THURSDAY NOTICE

Principal's Message

It's almost impossible to believe that the year is rushing to a close. The last day for students is Friday, June 5th! The next month is full of activities culminating programs we've had on-going this year at Sherman. We will be testing students during May, fulfilling the new state requirement to do so, even though we've already administered the CTBS test. The Stanford 9 Test is very similar and we would just like to remind you to encourage your child to simply do their best to show what they've learned this year!

We're also making plans for next school year. If you have any requests or ideas of what you'd like to see for Sherman School please feel free to call or send a note. We've added a new mural and have plans to add two more before the end of the school year. We've also started a wooden barrel garden and need donations of the following to help beautify our school: wooden 1/2 barrels (about \$20 each at the store), potting soil, plants, flowers, vegetables. Again, all donations will be gratefully accepted!

I'd like to ask all of you to take time on May 13th to write a note or find a special way to thank the staff members that work with your child. The PTO is planning a luncheon, and a note or gift from home would truly make the day a special one. As you know the staff at Sherman knows how to KEEP THE MAGIC ALIVE, let's show them we appreciate that!!

UPCOMING EVENTS AT SHERMAN SCHOOL

- | | |
|----------|--|
| May 1 | DARE Graduation 5th grade 12:30-1:45pm
5th grade parents are invited to attend
Parent Night-SFEAP Student Chorus Presentation
7pm-ALL parents are encouraged to attend! |
| May 2 | Elementary Music Festival-Sherman students participating |
| May 3 | Sherman School Second Annual May Faire 11-3pm |
| May 4-14 | Stanford 9 (newly adopted State of California Standardized Test) Testing Window/grades 2-5 |
| May 4&6 | Terwillager Wildlife Habitat Presentations |
| May 4 | Talent Show Tryouts grades K, 1, 2 11:30am |
| May 5 | Cinco de mayo
Awards Assemblies |
| May 6/7 | Talent Show Tryouts grades 3, 4, 5 11:30am
2:15pm PTO Meeting |
| May 13 | SHERMAN SCHOOL STAFF APPRECIATION DAY!! |
| May 15 | 12:30pm Talent Show |
| May 25 | Memorial Day Holiday-no school! |
| May 28 | Sherman School Volunteer Tea |

CONGRATULATIONS JACK CASFORD! JACK HAS RECENTLY BEEN NAMED SAN FRANCISCO SCHOOL VOLUNTEERS "VOLUNTEER OF THE YEAR"! THANK YOU FOR YOUR MAGIC!!

823

R23

School Accountability Report Card Information

Editable Information is in Boxes

School Description

Characters Permitted

Characters Entered

OK

Sherman School, Grades PreK, K-5, is located in near the Pacific Heights district of the city. The building itself is 105 years old.

Our enrollment of 464 is made up of a culturally diverse student body, with a large Chinese bilingual and English As a Second Language population. Our staff consists of 18 regular and 6 special education teachers, along with 14 classroom paraprofessionals. Two custodians, one secretary, two lunch clerks, one student advisor, three occupational therapists, two social workers, one part time psychologist, two part time speech teachers, one computer lab assistant, as well as a Reading Recovery teacher, join the principal in supporting our total school program. Sherman has placed a priority on reaching our goals in the areas of student performance, parent involvement, and the establishment of a safe, secure and attractive environment that promotes successful learning. Our comprehensive curriculum stresses high standards of learning and academic excellence which provides an exemplary educational program to help each child achieve academic and social growth, and to experience success. Sherman has achieved its goals as

District Mission and

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 2) To improve staff, parent and community participation in the educational

School Priorities

{Entere School Priorities in the Priorities section of the Site Plan}

823

823

School Accountability Report Card Information

Editable Information is in Boxes

Counseling and Student Support Services

Characters Permitted 820

Characters Entered 764

OK

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards.

At Sherman we fund a Student Advisor who assists the staff and students by counseling students informally, providing interventions for students and making community agency referrals when necessary. We also have a Student Study Team which supports teachers, parents and students through a process of early intervention for academic/behavioral concerns. In addition, we have a speech therapist twice a week, instrumental/choral music for intermediate grades, paraprofessionals who assist teachers in their classrooms, an excellent parent volunteer library program,

Student Attendance and Dropout

Characters Permitted 160

Characters Entered 345

OK

The District's K-5 average attendance for 1996-97 was {DISTRICT ADA%} and the dropout rate was {DROPOUT%}. At {SCHOOL}, attendance for the year was {ADA%}, excused absences were {EXCUSED%}, unexcused absences were {UNEXCUSED%}, and the dropout rate was {DROPOUT%}. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more.

Consistent school attendance is a primary goal at Sherman. Absences are recorded daily. We fund a Student Advisor who closely monitors absences and tardies and notifies the principal if a concern arises. Parents are continuously notified regarding the importance of school attendance, individually and by Thursday notices home to each family.

Teacher Assignment

Characters Permitted 400

Characters Entered 470

Too Many Characters

Out of {#TEACHERS} certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas.

At Sherman, we have 6 Chinese Bilingual, 8 English Language Development, 6 Special Education and 4 General Education teachers. All teachers are assigned to the grade level of their strengths and expertise. Many of our teachers have Masters degrees, and all are involved in on-going professional development.

The principal has a doctorate in Institutional Management, as well as a Masters degree in Elementary Education. She is also involved in on-going professional

823

A23

School Accountability Report Card Information

Editable Information is in Boxes

Ethnic Diversity

Characters Permitted

Characters Entered

OK

Students: Staff:

Chinese	45%	44%
Other White	26%	46%

Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years. The evaluation processes are determined through

Student Behavior

Characters Permitted

Characters Entered

OK

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at {SCHOOL}, {SUSPENDED} students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of

The schoolwide Student of the Month program promotes self-esteem and recognizes student achievement. Students receive ribbons for Academic Achievement, Improvement, and Good Citizenship. Classroom programs also encourage and recognize

823

823

School Accountability Report Card Information

Editable Information is in Boxes

Teacher/Staff Training and

Characters Permitted

Characters Entered

OK

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides opportunities to enable new and experienced teachers to implement

In addition to district staff development opportunities many Sherman teachers participate in college/university courses to remain current of educational research and trends.

Staff members meet weekly to discuss strategies for improving the program here at Sherman.

Quality of School Instruction and Leadership

Characters Permitted

Characters Entered

OK

The Principal supports a wide range of teaching styles and instructional approaches to provide equal access to the curriculum for all students. The Principal, teachers and paraprofessionals take instructional courses as well as participate in District inservices. Faculty meetings have been used to inservice staff in the use of new curriculum and techniques, shared decision making, inservicing, sharing and participation. Sherman teachers also share new curriculum ideas and techniques with each other informally with special focus on assisting and supporting new teachers.

Substitute Teachers

Characters Permitted

Characters Entered

OK

During the 1996-97 school year, the {SCHOOL} teacher attendance rate was {ATTENDANCE%}.

Teacher attendance at Sherman School is exceptionally good. Substitutes are called as needed. Substitute teachers enjoy working at Sherman School and are familiar with our program. Substitutes often request our school.

823

R23

School Accountability Report Card Information

Editable Information is in Boxes

Textbooks and Instructional Materials

Characters Permitted 140

Characters Entered 635

OK

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1994-95, there was a

Sherman School receives Categorical/Consolidated funds as well as District funds. These funds are used to provide both basic and supplementary materials that extend student learning and provide additional reinforcement. We purchase and update materials on a regular basis. This year we have focused on purchasing materials for our new Literacy program as well as materials to improve the quality of our school environment. We're especially fortunate to have a supportive Parent Teacher

School Facilities and Safety

Characters Permitted 140

Characters Entered 225

OK

The Sherman School building has been earthquake retrofitted and has new windows throughout. Student restrooms were recently renovated, as were several classrooms in need of repair. The building is clean and safe, yet in need of a number of improvements.

Characters Permitted 140

Characters Entered 225

OK

Maintaining a safe and secure environment is of the utmost importance at Sherman. The staff and community have worked tirelessly to have the yards resurfaced. The district along with the parking company that uses the school have recently agreed to resurface the large front yard. The district is considering repairing the lower kindergarten yard.

Characters Permitted 140

Characters Entered 225

OK

Although the building is clean and safe, the staff/community support a number of needed improvements including upgrading the electrical system, resurfacing all yards, and painting the interior and exterior of the building. The roof of the building is also in need of repair, as several classrooms have sustained water damage this past

823

A23

School Accountability Report Card Information

Editable Information Is in Boxes

Parent Involvement

Characters Permitted

Characters Entered

OK

Parents are an active part of Sherman School as partners, along with the staff, in their child's education. Parents support the school as volunteers, as members of the PTO, as members of school committees/councils, and with fund-raising activities and special events. We recently opened our Village Community Room, a room for parents to use while here at school, as well as while planning activities for the school. Our school library is run solely by parent volunteers who share a daily schedule that serves all of our classrooms. We are also lucky to have the addition of a parent coordinator for our science program. Active parent involvement is key to our success.