



Opening Session - Welcome/Charter School Student Panel
1999 Charter Schools National Conference
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First portion of session is inaudible.

Good for you and good for the teacher who identified that or helped you identify that talent. Rita, you want to say a little about your school, please. Two or three sentences.

We have 180 kids about and it goes up from kindergarten to 12th grade.

Okay. 180 kids, kindergarten through 12th grade. Great! Nora, how about your school?

We have about 90 to 100 students, and it ranges from 6th to 12th grade.

Cool! One of the things that we asked you to do some thinking about is sort of -- What are the pros and cons? I think and I talked about this about 7:00 this morning. She was up, and one of the questions was -- What are the pros and cons? So maybe you could each say something that you really like about the school and something that you would like to see improved.

I really like the fact that our school is small. We have a really good learning environment. The teachers are really cool. I don't like the fact that there aren't that many extracurricular activities for us.

Okay. Rita?

Basically, I like the teachers the best because they're nice and they explain things a lot. And I probably wish that they had more field trips and stuff.

They'd like to see more field trips. Okay. James, how about you?

Well, we're located on USC, the University of Southern Colorado, and it's been a great experience. It's a pro to the school, we have every advantage you would think of. I mean, fitness. You want to display musical talents, there's a building for it. If you want to build a table, there's a building for it. You can do whatever you want. I mean, you can take this to the next level. There's not many cons about it but the bad thing about it is, again, this school's getting started off. There aren't that many extracurricular activities, and I'd like to see more of that.

Good, okay. Thanks.

The two best things about my school would be the fact that we're starting. Like, our teachers are preparing us for college like almost every day they stress on the subject. Like -- You have to go to college and doing what you do, ain't that right?

to help you get there. And also, like our teachers reward us with like great field trips, like 5th grade we went to Was D.C. for a week and 6th grade we went to Utah, 7th grade we took an East Coast trip all over. And this year, hopefu we're going to California, Yosemite and all the different great cities in California. And probably the one bad thing ab school would be the fact that ever since 5th grade, every year we have to move from different locations to another l

So you've moved.

Yeah, we're not stable.

How many other schools have found they had to go from one place to another place around the country or in their community? I know we have some examples from visiting various schools. In fact, first charter in the United States, Academy, started off in one community center in St. Paul. There was some neighborhood static. And rather than fig they moved to another place where the youngsters, I know, are doing a lot of community service projects and that community let's them in. There's also Minnesota New Country School which is here today. And Minnesota New Cou School started off on three store fronts of the main street of Le Sueur, Minnesota. And then an interesting thing hap about three years after the school started in a town about seven or eight miles away, a town named Henderson, Min Remember Le Sueur is the "Valley of the Jolly Green Giant?" Remember the song, the TV commercials. *Good thing garden, garden in the valley?* Remember that? Sort of, some of you. I'm dating myself, all right. That was before MT you believe? There was a time before MTV. Well anyway, so they started this school in Le Sueur, Minnesota and th people in Henderson several or eight miles away said, "You know, if you'll move the school over to Henderson, we'l with you to sell bonds, and the students and the parents and the teachers of the school can re-design, can design a school and create a new school. And today on the main street of Henderson, Minnesota, there's a new charter build sometimes facilities are an issue, sometimes they work out really well. And sometimes, people want your schools s that they're willing to sell bonds to get you to come there. How about Curtis? What's one thing you really like and so you'd like to see improved in your school, sir?

One thing that I really like about my school is that we have a lot of hands-on activities.

Mm hm.

And everybody there likes every, cares about what they do and they communicate with each other very, very good. no, really, no gang stuff or nothing going on like that. The only thing that I don't like about it is there's no extracurric skills or no activities or nothing like that. We go out and they have a basketball court. That ain't really nothing. You k what I'm saying? There's a lot of people there that's able and have skills to do things, and there's no benefits out of

Thank you. You know, it's interesting. We just had a list of seven very important questions and those are, unquestio questions for those of us who help to create schools, but I think four of the five people here have said that one of th in their mind is extracurricular. So maybe we ought to have a session about - How do charter schools arrange for extracurricular activities? That's clearly on the minds of the young people.

Let's see. We've talked about some advantages and disadvantages of your school. Curtis, maybe you could say a about what was the difference between the school that you're in now and the previous school that you attended.

Previous school I attended was Central High School, and that school, it's like it's a lot of students and they had sep groups that you hang around. And that, it causes fusion. They've got a lot of security guards. They like, you know w saying, they try to break everybody up, do your little own little thing. The school I'm at now, you usually sit down and converse with everybody. You can hold a conversation with the teachers and keep a smile on your face.

Fisel, how about you? How would you compare the school you're at now with the previous school you attended?

Well, I went to an elementary public high school, so I really explain that much because I, like, well all my middle sch years, I've been going to a charter school, so.

Okay. So it's sort of hard to compare.

Yeah.

Okay. James, how about you?

Okay, I have two things. Going to be a little long, but no. The first thing is in the public school you would study this part some century during this part of the year. Next year, you'll study the science part of that same thing, and you're like skipping around everywhere. As to the school I'm at now, you go science class is about this, everything is about the part. It's about the Civil War or science class, oh, this is kind of science is different in the Civil War, scientists, etc. A thing is you can move at your own pace, and that's just a great thing. I mean, if you're a 9th grader, you want to get high school, you go ahead and do it, you pass your classes. You just show what you have inside you. And our school the district we belong to, the District 60, we sort of belong to. They even have things set up to help us. They'll pay our tuition to go into college. I forgot what it's called. Something program. But I mean, the opportunities there, and you move through high school, you can move through your education as fast as you want. You just show what you can

Good. Rita, how about you?

I think it's better than my other school before because the teachers are nicer and they explain things, and you're able to move ahead at your own speed.

Okay, Nora?

A big thing at our school is our band program. We, like, we went from nothing to something like wonderful. We're going to be playing.

I'm sorry. What's the name of the program?

Our band program.

Band program.

Yeah.

Okay.

We're going to be playing here tonight, our jazz band is. Well, the high school that I went to or the middle school that didn't have much of a band program at all, and I think that's the best thing at our school.

Okay. So here's an example of an extracurricular activity that is in your school that you didn't have in a previous school.

Yeah.

This is sort of asking you to step back for a minute. What difference has your school made in your life? I mean, how different than you were two or three years ago and do you think the charter move, the charter school has any impact? How do you think you're different? You want to start?

I think the teachers really helped me believe in myself. They helped me mature a lot.

Great! Okay.

I think my attitude's better than it was before, and the teachers helped me and encouraged me in that so I was happy.

Okay. You think your attitude is better and the teachers encourage you. Can you hear Rita? Okay. We're going to a real loud because you're saying real important things. Okay. I'm sorry. James?

Okay. It's really matured me, personally. This charter, it teaches you, prepares you for every day life. It doesn't teach about things you'll probably never use. It'll teach you about speaking in public. I wouldn't be here if I wasn't in a charter school, I'd be scared somewhere back there. So basically, it really prepares you for life and it sends you on your way prepared.

The best thing about charter school that has an influence on me would be the fact that my school has played a major role like now, like education is more important to me. Like, I have friends like that me and them went to elementary school.

as we were growing up, I could see that I'm going on the right path and they're not. And since they're going on publ

Excuse me. I want to make sure everybody heard that. Would you say that really loud, please.

Like as I was growing up with my friends in elementary school like, as time passed, I felt that I'm going on the right they're not. And charter school has helped me with that.

Great! Thanks. Curtis?

Me? Like, it gave me motivation. Now, I'm like able to do stuff without having any trouble, just and discipline - be ab respect people more as a person and what they are.

I want to tell you a very brief story about a young man named David. David and I got to know each other in 1973 wh David had been kicked out of another public school in St. Paul, Minnesota because he had assaulted a teacher. Th teacher had demanded that he take a hat off his head, and David did not follow the teacher's direction and said, "If don't take that hat off your head, I'm going to knock it off your head." And David kept walking down the hall, so the t knocked the hat off David's head. And that was unfortunate. At which point David knocked the teacher on the floor, was also unfortunate. And David was found guilty of assault. He was given his choice of several schools. He was gi hours of community service. Teacher had a note put in his file that if probably wasn't a good idea to hit kids. David w found guilty of assault, so think about that for a minute. But I think that both of them probably misbehaved a bit.

In any case, David became involved in a school in a school at which I worked, where young people solved consume problems that adults referred to them. And David was very angry. Very, very angry young man, full of rage. And we case, for example, one time where the students were asked to help solve a problem that somebody had with an aut agency. Some of the kids said, "Well, you ought to call the Better Business Bureau or you ought to go talk with the David's suggestion about to solve the problem was to write down the problem, explain that we wanted action, wrap around a brick and throw it through the window of the dealership. This was a very, very angry young man. Well grad David learned how to use his energy and his rage and he became involved in this consumer project, as I mentioned the youngster solved hundreds of consumer problems.

One day a newspaper reporter came to visit the school and talk with the students, and the students had voted that a seven or eight of the youngsters ought to be in the picture and talk with the reporter. So David had his name and hi in the newspaper a few weeks later, along with several of the other students. And then he came to me about three w later and said, "You know Joe, I often thought I might have my name in the newspaper. In fact, I even thought I mig my picture in the newspaper, but I never thought it would be for something good."

And I believe that the reason that more than a thousand people are in this room today is that we believe that we can a difference in the lives of these young people. And thousands and thousands and thousands of others. And I belie of the reasons that the charter movement is spreading so rapidly is that we offer, as the president said, hope for you people, hope for families and opportunity, that we offer some of the best things of America.

I have one last thing to say about David. With the help of Wayne Jennings, who's in this room, a veteran public sch educator who now helps people start charter schools and is, in fact, the director of a couple of charter schools in St Minnesota - With the help of Wayne Jennings, David, who had worked, after he graduated from our school, for the formerly known as Prince. He worked with that recording artist for several years and then he set up, with Wayne Je helped set up a recording studio in downtown St. Paul. And David, who's now in his thirties, noticed a couple of yea that many young people coming into record hip hop music and other kinds of music, were much like him twenty yea earlier, that they were angry. They were enraged but they loved music. And so David helped them. And then this las with Wayne Jennings' help and with the State of Minnesota help and the Federal start-up money help, David Ellis, t young man who formerly had as a solution of the problems of the world - wrapping it up in a brick and throwing it thr window - David Ellis, now a college graduate, started a charter public school.

So that brings us to your plans after you graduate. Curtis, what would you like to do when you graduate, sir? What d think you might like to do?

When I graduate from high school, I would like to continue my career my music.

Mm hm. In music, marvelous. Well, I've got a young man in St. Paul, Minnesota who might be able to help you. Fise

about you?

After my years at Kipp Academy, I would like to, like you say before, like I've been accepted to two high schools and hopefully, then I'm hoping that they will help me go to an Ivy League school or Duke University, which is.

Ivy League school. Okay, great. James, how about you?

It's not too decided yet, but I have a love for arguing, I guess you could say. So I guess the medical. I mean, not me law profession would be there for me.

There's some arguments in Madison too. The law profession, okay.

Yeah, law profession. I mean, it's been a while but I have aunts, uncles who are in the law profession and I could for hours just watching what they do. And to some people it's so boring but then to me, I'm like, "Yeah."

Good for you. Good for you, James. How about you, ma'am, Rita?

I want to go to college and maybe try to be a lawyer or a teacher.

Lawyer or teacher, great! Nora, how about you?

I hope to go to Northern Michigan University, and I would like to go into counseling or teaching.

What do your friends say about charter school? You have friends that say, ah, I won't put words in your mouth. What do they say? James, let's start with you this time.

Okay.

What do your friends say about the charter school that you're going to?

My friends don't like it. They're like, "Ooh, 60 people. There's not many girls." Like, okay. So I try to get my cousins, family members to get into it because they don't know what they're missing. Again, like I was saying earlier, we're on the University of Southern Colorado. It's a college atmosphere. It's one of the greatest. I love it, and they're laughing something great. And I think they should get into it.

Fisel, how about you?

I will say that, like, I wouldn't consider them my friends then, you know. If they don't like what I do and what I do, they wouldn't be my friends.

I have a feeling we have young people up here who are 12 and 14 and 16 going on 30. That's very wise. That's a very way to think about it. Curtis, how about you? What do your friends say about the school? I asked Curtis, he has a lot of friends. So tell me what some of your friends think about.

Some of my friends think it's great that I'm 19 now and I'm still able to graduate from high school. And some think it's just a waste of time.

Uh huh.

The ones that think that, I don't even bother with them. They ain't headed nowhere in life.

That's right. Rita, how about you? Real loud. What do your friends think about the school?

Some of my friends go there so they really, really liked it. Then some of them think it's kind of weird, just don't like it just don't care.

Okay. Nora, how about you?

Well, when I went to the middle school and I started going to the charter school, I lost a lot of my friends but then I g at the charter school. So they, basically, agree with me at charter school.

Okay, good. I mentioned the school that Wayne Jennings directed that started in the Fall of 1971 in St. Paul. And b way, is still around. Last Fall it celebrated its 27th year. And that school has had a lot of impact on the charter schoo movement in the United States because the experiences that some of us had in this innovative public school, where good things happened, where graduation was based on demonstration. It is based on demonstration of skill and kn and where there's a family, student, teacher conference before school starts. And where, in 1973, we practiced wha called "school site management." We traded in the assistant principal position on a van. And so, young people were travel. How many assistant principals we have in the room, I've just alienated? I was assistant principal. Not there, b of the marvelous things about the charter movement is that it is able to give people real decision making power ove and over who works in the school. And a number of the young people have talked about the teachers who you say care about you, who go the extra mile. James talked about the teacher who was able to help you identify a skill that really had.

So it is folks such as you all throughout the United States who have stepped forward. The charter movement was a opportunity, but there were no guarantees. When the idea was first proposed in 1990 in Minnesota, some opponen "Well, nobody will actually do this. Nobody will really want to step forward and say, 'I'm willing to put my job on the I demonstrate improved achieved.'" And obviously, the fact that we've gone from one school, as Peggy mentioned, to than 1,100 in the last seven years, suggest that there are a thousand people in this room and thousands and thous more who really care a lot about young people and who care about making a difference and believe that we can ma difference. And that, I guess, brings us to a question I have about -- You've done a marvelous here of talking with g wisdom. [Applause] We're not done yet. Thank you. I'm sorry, I shouldn't tell people to shut up. You want to applau applaud. I'll applaud with you. I'm sorry, that was disrespectful. I apologize. You've done a marvelous job of sharing thoughts and your ideas. You're talking with people from most of the United States who are going to return and thin carefully about the good things that they're doing in school and some things that need to be improved. And you've h some good suggestions to make about that.

As you think about education, as you think about your education, think not just about your charter school but sort of your schooling. What's one thing you'd like to say to folks? Curtis, you want to start?

No.

Okay. People who work with Curtis ought to be really proud. You have helped him be comfortable in saying what he That's great. All right. Fisel, you want to? You have some advice for people thinking about schools or learning or ed or your charter school? Have some advice for people in the room?

Yeah. I say that like when you all go back home, you all should like try to like get some more charter schools becau don't know. Like without them like I don't know, like, on a rank of the world's like leading countries on education, Un States wasn't even in the top 20. And for us to get there, I think we have to like have more charter schools so peopl more educated because public schools aren't working.

Want to take a crack at it?

Okay. For the people out there who aren't in charter schools, I'd say, "Find out what you're missing. It's a great environment. Find out, just find out what you're missing." And you sit here, what I noticed here is you sit here, appla think that, especially from my point of view, I think Mr. Holder back there. I think because I would congratulate Mr. H every chance I got. He showed me. He's the reason I'm up here. I wouldn't be up here. I'd be in the back somewhe But I think instead of applauding us, you also, also need to applaud yourselves. You've done a great job with the ch schools. Mr. Joe Nathan has and the teachers are, you're our leaders.

Where's Mr. Holder? You want to stand up, sir? Rita, real loud. You have some advice for us?

Basically, all I can really think of is -- Have more field trips.

You know, we ought to sell this video -- America's Funniest Home Videos or America's Best Conference Videos. Ok Very good idea. I agree. How about you, ma'am?

I think that in my community the schools are like competing, and I think that if we all work together, like the schools together, it'd be a better learning environment.

Great. Just want to say one quick thing about that. One of the things that a number of States have started to do is to together charter public school and other innovative public schools and some private and some parochial schools to "What are we learning from each other?" There are marvelous things happening in some public schools that are no public schools. There are some marvelous things that are happening in independent schools and parochial schools think one of the next steps that many of us hope this movement takes is to say, "Let's learn from each other. Let's recognize that all of us have some challenges. Let's find out how public schools arrange for extracurricular activities field trips, for example. Let's learn from each other." I mentioned the Minnesota New Country School. I know that th Charter public school arranges with a local school district so that youngsters can participate in sports and in drama some other things there. And I also know that there are some students who have been allowed to come to the Minn New Country School and some of the other charter schools to take courses. So I think the point you make is really g Let's learn from each other. Let's recognize that in existing systems there are some really good things happening, a as some problems. And in the charters there are some really good things happening, as well as the problems. And move forward into the new millennium, I think learning from each other, as Nora suggests, is a really wise idea.

Let's say a little bit about what your hopes for this conference are. What would you like to see happen over the next of days? Anybody want to take a crack at it? This is a new question. This is not on their list, so.

I will go.

You want?

Yeah.

Okay.

Going off of what I was just saying about you, I'd like to see the teachers acknowledge more that they are the step w using, I'll put it like that. They're the step we're using and without you, we couldn't do it. I mean, we couldn't do it by ourselves. I couldn't, personally. We need leadership and you're giving us the leadership we need. And I'd like the t to go away from this conference feeling proud that they've done something in somebody's lives. I'm sure you already that but, again, I'll stress the point. You're helping a lot of people.

All right. Anybody else want to take a crack? What would you like to see happen at this conference? Yes sir.

I would like all you fortunate people who have like a lot of money and everything, like, donate like form charter scho because without you all, we'll just be a basic normal school. And the government hasn't been giving us enough mon

Okay. I think there are some people who agree with you on that. You want to comment?

Can you say that question again?

Sure. What would you like to see happen at the conference, at this conference, over the next couple of days?

At this conference for everybody in here that listened to what we had to say, to go back home and apply that to their schools.

All right. Curtis, you have a couple of teachers in this school, in this room from your school?

Yeah.

Could you tell us their names. They could stand up, please.

Mike Webb and Bernice.

Right over here.

Right there.

Fisel, how about you? You have one or two people from your school who are here?

Yeah. I have a great teacher who is willing to give up his Spring break to come all the way over here from

He gave up his Spring break to come here.

Yes.

All right. Could you introduce him to us, please.

Mr. Sam Lopez.

Sam Lopez. Okay. Rita, you have someone you could introduce us to, please?

Miss Anderson, probably, because she came here and she supported me.

Okay, and where is she? Right over here. Nora, how about you?

I think Angela Moorehouse is here. I'm not sure. Oh, there she is.

Right back there. And your mom is here too, right? Where's your mom? Right there. And Rita? Rita's mom is here. where is your mom? Where is Rita's mom. Yes, no? Show me. Oh. Margaret Mead said, "Never doubt that a small people can change the world." Indeed, it's the only thing that ever has. The charter movement began with a group o at a table in 1990, late 1988, who wrote down some ideas on an envelope, on a napkin, went to a courageous Minn State Senator named Ember Ricecott Young who is, by the way, a Democrat. She worked with some Republicans. the kind of bipartisan support this movement has produced here with Peggy and Bill, a Democrat and Republican. W seen the charter idea move from one State to 34 and so on.

To more than a quarter million. And it's growing every year and every day. Last week I was in New York State wher hundreds of people showed up to find out how they could do this. This movement, it seems to me, taps on some of of America, which is about opportunity, responsibility and choice. As a parent of young people, as a person who ha involved, one way or another for the last 29 years in public education, I want to do two things. First of all, I want to th Nora, Rita, Curtis, James and Fisel for their insight and their wisdom and their humor and, frankly, their courage in s up here in front of a thousand people.

Recently, I visited a marvelous inner city charter that has had its contract renewed in California. And we have some from that school here today. One of them told me, "You know, Joe, it's great that you write books and there are all t articles and, you know, it's nice to have conferences," but she said to me, "You know, Joe, the problem with good id that they inevitably degenerate into hard work." This is a room full of people who are willing to work very hard becau know we can make an enormous different in the lives of young people. So, I want to thank you for being here and th for your marvelous work.

Let's give Joe Nathan and this wonderful group of students another round of applause. Thank you, great. Great! Ok Don't go anywhere yet. We have about four or five announcements. First is that on your table, you'll notice an adde that has a list of room changes. And there are two in particular that I'd like to highlight. One is the room change for Missouri State Team. It will be in Governor's Square Number 9. You weren't even listed in the regular program. You Show Me State and we decided to show you, so you do have a room to go to. Second is not in the addendum -- Is t Denver Broncos are going to be signing posters outside here after this session. Right. Not really. But I thought you want to go outside here and meander around in this common area and mix and mingle because there will be some The next session will begin at 11:15.

Also, I'd like to turn your attention to the page that has all the acknowledgments on it. And when you look through y program, there is a tremendous amount of effort that's gone into making this conference. Much of the effort was don the presenters who are going to be presenting this afternoon and later on. There are 135 of you and there are also or so other people who read all the proposals. And we can't name you all, but please know how much we appreciat effort, your support of this wonderful gathering. You'll also note that there are a lot of folks here from the U.S. Depa

Education in Washington D.C. This is such a vital topic to so much of the work that we're doing that this is a learning experience for all of us as well. And so we will be here to listen, to gather your information, try to take it back to Was and apply it to all of our different fields to benefit you and benefit the whole charter school effort. So I wanted to acknowledge and thank all the Department of Education staff who are here. Also, to acknowledge all the Colorado volunteers that are here. There was a tremendous amount of volunteer effort gone into making this all come together of course, the National Logistic Center from the University of Oklahoma that's in charge of all these logistics of moving everybody around. They deserve a lot of credit. Another thing to mention is that there will be audio tapes for sale of the sessions, including this one, that will be for sale outside in the commons area. You should also know that on our website, the U.S. Department of Education's website for charter schools, that will have the video that you just saw. video version, the digitized video version, of what you just witnessed will be put on the website probably in a couple weeks or so. So if you want to see this again, you can just access it through your computer. And if you don't know what website address is, I'll tell you right now. It's US Charter Schools.ORG. US Charter Schools.ORG. I hope you can visit the site.

Two more announcements. There is an evaluation form in your packet. It's a conference evaluation form. Now, you're filling out evaluation forms in each one of your sessions, but we'd really, really like you to fill out the overall conference evaluation form before you leave. Don't fill it out now. Wait 'til you get ready to go. But we really would like you to fill it out. And finally, you should know that this charter schools' conference is one of a number of conference activities institutes and workshops that are taking place during the course of the year that we are organizing under the framework what we call the Improving America Schools conferences. There are three of these big mega-conferences that will be taking place next Fall on a regional basis. And there's information in your book or in your packet of materials about Improving America Schools conferences that I think all of you should attend, and let everybody else know about how charter schools are and how they apply to comprehensive school change.

Ladies and gentlemen, you've been a wonderful audience for this opening session. It speaks well of what is to come. I'm all very excited. Go out, mix, mingle, network and do all of those kind of things. And go to your State meetings beginning 11:15. Thank you so much.

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Remarks by Carole Moyer

I am thrilled to be here to introduce the president of the United States of America. And I am doing this on behalf of all of the 400 or so National Board Certified Teachers in attendance here today, but not just for us – also for the 1835 National Board Certified Teachers throughout this nation. Mr. President, I personally thank you for making this possible for us – for me. After 28 years of teaching, I finally felt like a real professional. Thank you, Mr. President. And you know, we all have a story. Please let me take a moment to tell you mine. I heard of National Board Certification in the 28th year of my career. I had no idea what it was, but it sounded like a challenge and I took it. I heard a lot of negative comments about my pursuit, like “you’re nuts – I always thought you were, but now I know it”. But the comment that struck me most was “why would you do this at this stage of your career, Carole, when you should be winding down?” But you know, I do not believe dedicated teachers wind down – they give it all they have and when they have no more to give to their students, they step down.

And that is especially true for me. You see, I believe that I have a Divine call on my life to be a teacher. I knew in third grade that teaching was my calling and as a young sixth grader I knew that I would someday teach kindergarten. Now believe me, it has not always been easy. In fact, I started out with my first class of 40 students for one year for the other. Now, this I know, Mr. President, it's to teach children and I must give them a hand to hold, as they just typed on the computer one of them. So, Mr. President, I personally thank you so much for your efforts to decrease class size. In my city of Columbus, Ohio, that is needed so desperately. In addition, we have a lot of decrepit buildings in Columbus, and I also thank you for your concern for school reconstruction.

But also be heartened
on your emphasis both as per
PICA on increasing teacher quality
You also want teachers to grow
we can take them - even more
teachers & better teachers
- for each

As you know, the National Board process is a very rigorous one which includes a few snap shots of our class on video tape. Although it was somewhat difficult to look at myself on tape, the wonderful innocent nature of those children came out so clearly. I remember fondly my science video in which I was trying to elicit from my kindergartners thoughts about how sound is produced. Their ideas were wonderful! I remember them even to this day and I especially remember one child who said with authority that he knew how sound traveled to his brain. He said, "Oh, I know, the sound comes over here and it goes in this ear and it comes right out of this one. Mr. President, I am so glad that the voices of educators far and wide have not just gone in one of your ears and come out the other. Thank you so much for all that you have done and are doing for America's teachers.

And now it is my great pleasure to introduce to this audience, the president of the United States of America, President William Jefferson Clinton.

BEAUFORT ELEMENTARY SCHOOL

*National Blue Ribbon Winner **A Full Service School** Exemplary Writing School*
State Early Childhood Demonstration Site

Ruth Summerlin, Principal
Street
Samuel Carter, Assistant Principal
29902

1800 Prince

Beaufort, SC

Phone: 843-525-4282

FAX: 843-525-4288

TO: KAREN KULLMAN, WHITE HOUSE STAFF
FAX: 202 ~~456~~-7431
FROM: RUTH SUMMERLIN
RE: TWO MINUTE SPEECH FOR THURSDAY, OCTOBER 28, 1999

SPEECH OUTLINE:

- Honored to speak before colleagues who share a vision of success for all children
- Story of the 5 year journey of Beaufort Elementary (a 500 student rural southern school within the city of Beaufort, SC)
- I began 6 years ago—after 6 months the school was placed on the dreaded State Department list of the worst 200 elem., middle and high schools in the State due to deplorable student achievement on standardized tests—community had written off our school
- Began a renewal by accepting help from the State, District and soliciting partnerships in the community
- Staff decided to accept responsibility, become accountable and begin a proactive plan for renewal
- Researched exemplary programs and visited many of them for replication
- Staff went to a weekend retreat for renewal, sole searching and team building—committed to stay the course and turn school around
- Developed a 5 year plan with community requesting site based responsibility
- High expectations for teachers with a focus on challenging reading and math standards with a commitment to continuous progress
- Track individual students and make projections for academic advancements each year
- Meet with parents, and support personnel to develop plans for children who do not meet standards
- Study of brain researched caused us to allocate money and time to exemplary early childhood intervention programs, visual and performing arts, movement and foreign language.
- Develop a flexible schedule for staff to remain open from 7:30-5:15
- Provide an extended year schedule for students needing additional time to master reading and math standards
- Integrated technology as a valuable instructional tool

"We Soar With Pride"

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- Involvement of community and families
- Guarantee a safe, comfortable environment for children, staff, parents and volunteers
- Our enrollment had decreased by 25 children each year for the last 3 years. This year our enrollment has increased by 25 due to the return of our community to public education.
- Next year we will apply for the International Baccalaureate Primary Years Program as we are already implementing their philosophy of a multicultural, inquiry based education.
- Our standardized test scores on the MAT-7 test today are above the district average, state average and national average for reading and math. We know at Beaufort Elementary that every child can and will learn if given the resources at school to realize their potential

President Clinton is a friend of education. We are fortunate to have received money during his administration to implement an expansive schoolwide Title 1 program, expand Internet use through E-Rate and benefit from reduced class sizes. We are hopeful to benefit from Century 21 grants and the Reading Initiative. It is reassuring to us in the field to have a president in office who understands that our successful future and safety rests in the hands of the children in our schools today. It is with great pleasure that I introduce the President of the United States, President Bill Clinton.

"We Soar With Pride"

TALKING POINTS for PRESIDENT CLINTON VIDEO
Fourth Annual Meeting of National Board Certified Teachers
Orlando, Florida
October 20-22, 2000

I am pleased to join you for your Fourth Annual Meeting of National Board Certified Teachers. Although I can't make it to Orlando in person, I am there in spirit. I am pleased that your meeting this year is in the state of Florida, where there is a total commitment on the part of Florida's teachers and legislature to National Board Certification.

This will be my third NBCT meeting – the only one I've missed is the year you went to Charlotte, North Carolina, and I know my good friend, Governor Jim Hunt, hosted a fine meeting for you that year.

Twice during my presidency I have had the honor of inviting you to the White House. We did that for the very first group of NBCTs in October of 1995. There were 177 of you then.

In 1997, we had you all in a big tent on the White House lawn. You numbered 600 then.

In 1999 I went to your meeting at the hotel. You numbered 1835 then.

This year, there are close to 5000 (4804) of you. There are over 9,000 waiting to hear their results of this past year's assessment. And I understand you are anticipating close to 15,000 candidates to sign up to take their boards this year.

You are one of the most important success stories in education reform our country can claim. You have the potential to reach into every classroom in this country – if not each of you directly, then surely through the enormous impact you will have on your colleagues in your schools.

You are our nation's master teachers. And while your numbers are still small compared to where you'll be in a few years, you are already having an impact on the quality of our schools. Look at what's happening here in Florida; in Coventry, Rhode Island; in Rio Rancho, New Mexico; in Charlotte, North Carolina; in Los Angeles, California; and in Nettleton, Arkansas.

I set a goal for you in my State of the Union speech in 1997. I said I wanted 105,000 of you within 10 years – one in every school building in America. But I didn't just talk that goal, I sent up budgets to Congress, and got them agreed to, to work to achieve those numbers. I put National Board Certification at the pinnacle of my Administration's efforts to improve the quality and the lot of our nation's teachers and teaching. I put my best man on your case, the best Secretary of Education this nation has ever had, Dick Riley.

All of this because I know the potential you have for bringing the best educational opportunity to each of the students you teach and the teachers you mentor. You are indeed a pivotal ingredient of America's educational promise.

I hope you have a successful meeting in Orlando. And more importantly, I wish you a safe and speedy return to where we need you the most, with your students, in your classrooms, next week.

Education Testimonials

Personal

"And now, Mr. President, it is my pleasure to give something to you. All of the teachers across America are incredibly grateful for the support and encouragement you have given to us throughout your career. You show us all of the characteristics of a great teacher. You have knowledge, passion, compassion, and commitment."

–Marilyn Whirry, National Teacher of the Year 2000 upon naming President Clinton an honorary teacher of the year (5/11/2000)

21st Century Community Learning Centers

Charles Carroll, Barrister School 34, Baltimore, MD

Charles Carroll, Barrister School 34 in Baltimore, Maryland is using its 21st Century Community Learning Center (21st CCLC) grant to engage the multiple intelligences of its children. Over 94 percent of the students in School 34 are eligible for free lunch, and 20 different languages are spoken in the school. Principal Billie J. Rinaldi knows how important the 21st Century Community Learning Center is for some of her students. *"Our children need the enrichment that we can give them in the 21st Century program. We accelerate our kids to get them past the basics and we develop all of our children, not just as readers, writers, mathematicians and scientists, but as whole children. Three years ago, we were one of the lowest achieving schools in Baltimore. Today, we're in the middle of the pack and still improving."* Incorporating programs such as art and mural design, ecology and hands-on science, soccer and tennis, archaeology and chess, School 34 has found a new way to excite the minds of its students and its community members. Students in grades 3-5 assist real archeologists as they excavate the land surrounding the 18th Century manor home of Charles Carroll, the Barrister, who was one of the wealthiest men in colonial Maryland. The community has enthusiastically embraced the program and Principal Rinaldi receives new volunteer offers everyday. Ms. Rinaldi believes that the community is so supportive because they have recognized the positive effects of the program. *"All it takes is someone who is willing to bring the community into the school house. That open door creates exciting schools where children bloom because they are learning how to apply their academic learning to the real world."*

Communities and Kids Experiencing Success, Corpus Christi, TX

The C.A.K.E.S. program has four middle school sites which have reported substantial progress after two years of operation. Factors contributing to their success include a corps of dedicated, hard-working teachers who implemented high quality remedial and enrichment activities. This program also was able to attract and sustain a great deal of parent participation in afterschool activities. In a letter to her school, Victoria Ramos, of Corpus Christi, TX, wrote: *"I would like to thank Driscoll Middle School and the C.A.K.E.S. (Communities and Kids Experiencing Success) program for helping me succeed in my future towards my high school diploma. I gained confidence in my studies and in myself thanks to the teachers involved with the program."* Victoria's mother, who has worked with the C.A.K.E.S. afterschool program, added this: *"I am so proud of my child. She was involved with the C.A.K.E.S. program through her 8th grade school year and successfully completed the program to go on to Miller High School. The program helped my daughter in several ways and I would like to thank them for that."*

"We have had practically no discipline problems. The children are more like a team and they expect the best from each other. This saves a great mount of our instructional time. ...I had only one child (from my class of 19) fail reading for the first six-week grading period. This alone is proof that the children are receiving more individualized instruction and they are greatly benefiting from class size reduction."

--Teacher in Mississippi

Charter Schools

NEED A QUOTE FROM JOE ON POTUS LEADERSHIP

*Pat
or
Joe Nathan*

-Joe Nathan speaking at the opening session of the Charter Schools National Conference held in Denver, Colorado, March 14-17, 1999

"Okay. It's really matured me, personally. This charter, it teaches you, prepares you for every day life. It doesn't teach you about things you'll probably never use. It'll teach you about speaking in public. I wouldn't be here if I wasn't in a charter school, I'd be scared somewhere back there. So basically, it really prepares you for life and it sends you on your way prepared."

-Student speaking on the impact of charter schools at the Charter Schools National Conference held in Denver, Colorado, March 14-17, 1999

National Board for Professional Teaching Standards

"It can offer incentives to current teachers, bring new people into the field, and decrease the loss of quality educators. It can reverse the long-term trend of declining minority interest in teaching. By recognizing outstanding teaching, a national certification program can elevate the entire profession. The National Board for Professional Teaching Standards has taught me so much over the last six years, but the most salient lesson can be summed up quite simply: I've learned that the best teacher is a learner, and that teachers are indeed professionals."

*Paragraph
line on
president*

-Sharon Draper, 1997 National Teacher of the Year and National Board Certified Teacher, expressing her views on the value of NBPTS certification in NEA Today Magazine, February, 1998.

*Jim Hunt
Teacher*

"NBPTS is unique--it strengthens the teaching profession as a whole while it benefits individual teachers."

*Sharon
not
included*

-Sandra Feldman, President of the American Federation of Teachers, speaking on the importance of the National Board for Professional Teaching Standards

Principal

"When you have teachers in schools who have been working with the standards and assessments, it affects the entire school. It brings the conversation between and among teachers back to student learning and how to achieve that. And when you have teachers consciously working toward those standards, I'm confident student learning will improve."

-Barbara Kelley, chairperson of NBPTS, on the impact that National Board Certification has on teachers and students

Goals 2000

"The seemingly impossible dream of top down, bottom up reform [is] becoming a reality . . . At last, the Feds finally got it right."

-Dr. Henry Marockie, WV Superintendent of Schools, on the flexibility and incentives that Goals 2000 provides to develop coordinated strategic plans

"Louisiana is moving forward with important and numerous education improvement efforts. The Goals 2000 program has been a catalytic factor in these efforts, has contributed greatly to establishing a sound context for reform, and has stimulated many education improvements at both the state and local levels . . . We are grateful for the support and resources provided by the Department and the genuine freedom and flexibility given to Louisiana to establish our strategic plans and to move forward with a strong Louisiana-specific reform agenda."

-Cecil Picard, Louisiana State Superintendent of Education, 1998

"The Goals 2000 grants have supported Colorado's locally developed and implemented efforts to improve student achievement. Goals 2000 represents a flexible partnership that has allowed us to transform the federal grant into local action."

-Roy Romer, Governor of Colorado

"Literally thousands of state residents of all demographic descriptions have had input in the development of the statement of standards. A group of 300+ teachers gathered twice in the last half-year to translate the statements into action. Some teachers have remarked that the resulting effects on their classroom environments and activities are among the most productive and professionally worthwhile of their careers. This work has provided a forum for all students, teachers, and parents to begin sharing goals and standards while maintaining determination on how to reach them."

-Barbara Wicks, teacher from Maine, on how Goals 2000 money supports development of state and locally determined standards

"Goals 2000 funding was used to get our grassroots folk involved in the education process. Fishermen and university presidents sat down at the same table and talked about what needs to happen for our students to be successful."

-Elaine Griffin, 1995 National Teacher of the Year (from Alaska)

America Reads

"At California State University, Los Angeles, tutors participating in the America Reads Challenge are part of a long-standing institutional commitment to community service."

Documented outcomes of the America Reads project illustrate significant improvement in the literacy skills of the children with whom we are tutoring. Our students and our neighbors are benefiting from this relationship. Cal State, LA is proud to be a part of the America Reads Challenge."

-Dr. James Rosser, California State University, Los Angeles

Miami Reads has more than 200 Federal Work-Study tutors in 43 schools and community sites to provide one-on-one tutoring to 2,000 first graders. Parents have received letters in Spanish and Haitian Creole, and tutors and students are often 'language matched' as well. The success and impact of the tutoring curriculum is supported by ongoing training, a parent-involvement curriculum, and a Buddy Reading program that involves community and other volunteers.

"My involvement with America Reads has been the most significant experience of my professional career."

—Dr. Alicia Moreyra, Reading Supervisor at Miami-Dade Public Schools

"My student, Yesenia, was still having problems with basic letter sounds but showed an extreme desire to learn how to fly through books like other kids her age. As she gained confidence in her reading skills, she was more likely to raise her hand, and even in math, she was willing to take more chances when it came to finding solutions. Now that Yesenia can read beginners' books all the way through, she won't stop demanding that I teach her to read in Spanish. She wants to be the first person in her class to be able to read in two languages."

-Tutor, New York University America Reads program

"I like the way my tutor helps me read. I like taking turns. In big words he helps me see the little words."

-Student at the University Park Reading Tutoring Program, Worcester, Massachusetts

affected by developmental disabilities. One student that has benefited greatly from this program is 14 year old Terri. Before entering the program she was withdrawn, failing in school, and had difficulty completing handwritten assignments. Since joining the program, however, Terri has been able to complete homework assignments by accessing the computer based learning center, make new friends, and gain self-confidence despite her handicap.

FACES, Sumter and Lee Counties, SC

The FACES Program is making a positive change in the lives of children in Sumter and Lee Counties, South Carolina. As site coordinator, Thelma McBride walks down the hall each day at Alice Drive Middle School and hears compliments from teachers on how students from the program are improving in their grades and homework assignments. Students are learning about priorities and the rewards that come from making good decisions. At Bates Middle School, a student named Andrew left a hand-written note for the site coordinator, Ms Shaw. It said: *"I would like to thank you for your help. I have fun in the program and now I understand things much better. Thank you very much."* At Chestnut Oaks Middle School in Sumter County, Teen Companion Counselor Avone Davis noted the difference that the program has made on one student. Cedrickus was failing the sixth grade and struggled the last two terms with assignments. Now, he looks forward to doing his homework and school projects. Cedrickus said, *"I am really happy to be a part of the FACES program because it helped me a lot."* Cedrickus is feeling confident about school and he has improved two letter grades since he started the program.

Class Size Reduction

(David)

NOTE: We could get a quote from the Class Size teacher the President met at Brooke Grove Elementary last year.

Hendrey Elementary, Washington, DC

Hendley Elementary used its Class Size Reduction money to hire an additional teacher for the first grade, allowing it to reduce class sizes from 24 to 18 in all four of its first-grade classrooms. The school met all six of its performance objectives for the 1999-2000 school year, including a decrease in the number of students in first grade scoring below the basic level. (We could try to get a quote from the principal).

Georgetown East Elementary, Anne Arundel, MD

Georgetown East Elementary, a high-poverty school that also used federal Title I funds to reduce class sizes, improved their first and second grade reading performance to the point that the school is now among the top three elementary schools in the county. (We could try to get a quote from the principal here.)

"I had a good idea of each child's basic ability by the first week of school, because I had more time to spend with each child individually. I knew very early on who to watch for potential learning and behavior problems....Each child also had more time to share his thoughts and ideas in both oral and written form... There also were few behavior problems...Since everything that we did this year took so much less time than usual, we were able to do so much more..."

--Teacher in West Middlesex, Pennsylvania (name)

Carbon School District, Price, UT

In Price, UT the 21st Century Community Learning Center (21st CCLC) program is serving 11 sites and benefiting over 1,000 students in the Carbon School District. The program's goal -- to improve academic performance through afterschool activities -- is being met through a wide range of activities including tutoring, access to computers, extended library hours, parenting skills, nutrition and health programs, and summer and weekend remedial catch-up programs offered in conjunction with recreation programs. The Truancy Mediation Council for the district requires afterschool tutoring for all students not attending school regularly; students who do not attend are referred to the Juvenile Court. At an open house at the Juvenile Court, Judge Johansen stated: *"Juvenile crime is down 70 percent in Carbon County, and we can thank the coordinated efforts of everyone. The afterschool program plays a major part in keeping our kids off the streets and out of trouble."*

Moulton Elementary Extended Learning Center, Des Moines, IA

"During the 1999-2000 school year, I had 16 students who participated in activities sponsored by the 21st Century Grant at Moulton. The opportunities provided were particularly helpful to three girls in particular. Two of them joined Gateway Dance Theatre, and the third joined the Drama Club. Of the two dancers, one had recently been placed in foster care due to the death of her grandmother who was her legal guardian. She was able to leave that sadness while dancing and became a leader in the group. The other dancer was a quiet, shy child who was content letting others be in the limelight while she stayed in the background. After several months of dancing instruction, performances at school, and public performances outside of school, she began to blossom. Before long, she was assuming leadership roles in and out of the classroom. As her self-confidence soared, she no longer sat quietly but became an active participant ready to show what she could do in school and outside."

The young lady who joined Drama Club received Special Education services for the majority of her day. She too lacked self-confidence and was not willing to take risks in the classroom -- until she found her calling in acting! To see her on stage with such presence was amazing! Her coaches really worked with her, encouraging and guiding in her newfound talent. The success she experienced through drama caused her self-confidence to grow, and we began seeing changes in her classroom behavior. She was raising her hand to answer questions, taking time to choose her words, and showing great pride in herself. The quality of her work greatly improved, and by year's end she made the honor roll. She was thrilled!"

I truly believe that these extra curricular activities, made possible through the 21st CCLC grant, result in increased student achievement, greater self-esteem in students, and improved self-discipline. Thank you for making these opportunities possible for our students."

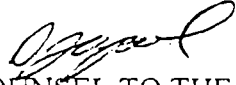
-Alyce Wallace, Moulton Elementary Extended Learning Center, Des Moines, Iowa,

Marion and Winston County's Families and Individuals with Developmental Disabilities

In an effort to collaborate with other agencies to meet the needs of individuals with disabilities, Marion and Winston County's Families and Individuals with Developmental Disabilities provided an instructor to the program to teach computer literacy skills to family members

THE WHITE HOUSE
WASHINGTON

June 23, 2000

MEMORANDUM FOR WHITE HOUSE STAFF
FROM BETH NOLAN 
COUNSEL TO THE PRESIDENT
DAVID J. APOL 
ASSOCIATE COUNSEL TO THE PRESIDENT
SUBJECT Restrictions While Seeking Employment

This memorandum is to remind you of the rules governing seeking future employment. When seeking future employment outside the Federal Government, you must be careful to comply with certain requirements imposed by the Federal ethics laws, including statutes, Executive orders, and regulations.

The basic rule is that you may not participate in a particular matter in your official capacity if the matter will have any direct and predictable effect on the financial interests of a person or organization with whom you are seeking employment or have any arrangement for prospective employment. This is a criminal prohibition, and you should disqualify yourself from matters that could affect persons or organizations with whom you are seeking employment. No disqualification is necessary if you are pursuing employment with persons or organizations that are not affected by your official duties.

You are seeking employment even when you make preliminary inquiries, such as submitting a resume to a company. You are also seeking employment if you receive an unsolicited inquiry by an employer interested in hiring you and you do not indicate to the source that you are not interested in pursuing the matter.

You must remain disqualified until either you or the potential employer rejects the possibility of employment. A response from the employer indicating that "your application will be kept on file" will be considered a rejection. In the case of an application that is never acknowledged, you must wait two months before you can work on any assignment affecting the person to whom it was sent. On the other hand, if the submission of an application leads to employment negotiations, your disqualification must continue during those negotiations. If you accept an offer of employment with a private sector entity, the period of disqualification must continue until you terminate Government service.

If you use an intermediary to conduct a job search you must disqualify yourself from matters affecting any potential employers being contacted by the intermediary if you know their identities. You would know the identity of these firms or companies if either, (1) you tell the intermediary the companies or firms that should be contacted, or (2) the intermediary tells you what firms have been or will be contacted. Until either you or the intermediary identifies specific prospective employers, however, it is not necessary to disqualify yourself. Depending on your arrangement with the intermediary, you may need to disqualify yourself from matters affecting the intermediary. Please contact the Counsel's Office for advice regarding such arrangements.

You may also wish to pursue employment by "networking" with individuals with whom you deal in your official capacity. You may generally accept advice from such a source concerning your job search (and generally may accept an offer to recommend you or to pass on your resume to a potential employer). However, if your "networking" includes discussions of going to work for the networker's organization, you will need to disqualify yourself as discussed above.

You may accept interview expenses from a potential employer, including meals, lodgings, and transportation, if customarily provided in connection with employment discussions. If you file a financial disclosure statement and the expenses exceed \$260 you will need to report them on your next disclosure statement. Of course, you may not participate in particular matters affecting that potential employer while you are negotiating.

When you become aware of the need to disqualify yourself from a particular matter, you should notify the person responsible for your assignments. Notification permits a supervisor to minimize any disruption of the agency's mission by arranging assignments accordingly. If the agency determines that your disqualification from certain assignments materially impairs your ability to perform the duties of your position, you will need to not seek employment with that company or modify or terminate your work at the White House.

Senior staff should contact David Apol in the Counsel's Office at 456-6229 when they begin seeking future employment. Others who are seeking employment with an organization that might create a conflict or an appearance of a conflict with their official duties, or who are unclear how any of these restrictions apply to their situation, should also consult with the Counsel's Office.