



**Bethany Little**

09/21/99 01:41:19 PM

Record Type: Record

To: Lee Ann Brackett/OVP@OVP

cc:

Subject: Procedure for Autographed Photos of the VP

I apologize for annoying you with this question so soon after you have made the process clear, however as one of those new people, I am a little slow. What do I do with a request for a signed portrait of the VP? This guy is a superintendent at a big Chicago district, and he ran into the VP and had a nice talk with him last week, and now wants a personally addressed picture for his wall...whatever. Could you direct me on how to handle this? I promise not to ask again. Thanks!

----- Forwarded by Bethany Little/OPD/EOP on 09/21/99 01:38 PM -----

From: Dan J. Taylor@OVP on 09/21/99 01:32:05 PM

Record Type: Record

To: Bethany Little/OPD/EOP@EOP

cc:

Subject: Procedure for Autographed Photos of the VP

----- Forwarded by Dan J. Taylor/OVP on 09/21/99 01:32 PM -----



**Lee Ann Brackett**

09/21/99 10:24:16 AM

Record Type: Record

To: All OVP E-Mail Group

cc:

Subject: Procedure for Autographed Photos of the VP

I've gotten several questions about this process lately, so here's the information, especially for those of you who have recently joined the staff. Thanks again to everyone for your cooperation.

----- Forwarded by Lee Ann Brackett/OVP on 09/21/99 10:18 AM -----



**Lee Ann Brackett**

02/27/98 05:05 PM

To: All Staff

cc:

Subject: Procedure for Autographed Photos of the VP

To refresh everyone's memory, I'd like to remind you of the procedure for getting photographs signed.

(1) Attach a request form to the photo and send to my office through interoffice mail. If you have a large number of photos from one event, you can use one form, put the guests' names on post-it notes which should be placed **in the middle of the photos** (NOT ON THE SIGNATURE SPACE) and put a rubber band around the photos and the form. (The form is attached at the bottom of this note.)

(2) The photos then go to our calligrapher for inscription. This process sometimes takes as much as two weeks because we have only one person who does ALL of the calligraphy BY HAND.

(3) I will return the signed photos to **you** for mailing.

#### **AUTOGRAPH ETIQUETTE**

(1) **PLEASE DO NOT SEND YOUR INTERNS OR VOLUNTEERS TO MY OFFICE TO BRING PHOTOS OR LETTERS FOR SIGNATURE UNLESS IT IS AN EMERGENCY. USE INTER-OFFICE MAIL. 99% of what they bring me just goes in the inbox. I try to set aside one slot of time each day to do photos, rather than have them scattered throughout the day. Photos and letters will almost never stay in my inbox more than 24 hours, so you don't have to worry about a quick turnaround.**

(2) **MAKE SURE THAT THE FORMS AND/OR POST-IT NOTES ARE FILLED OUT LEGIBLY. Photos are very expensive, and we can't afford to print out extra copies because of carelessness.**

(3) **ALWAYS CUT THE FORMS IN HALF AND ATTACH THEM TO THE PHOTO SO THAT THE SIGNATURE SPACE IS VISIBLE. BECAUSE THERE ARE SO MANY PHOTOS, OUR CALLIGRAPHER DOES NOT HAVE TIME TO DIG THROUGH PAPER TO FIND A SIGNATURE SPACE.**

(4) **IF YOU HAVE QUESTIONS ABOUT GETTING A PRESIDENTIAL PHOTO SIGNED, CONTACT CHRISTINA STACEY IN ROOM 94. We do not handle those requests.**

**As always, I appreciate your cooperation in making this process work.**



photo

## OVP REQUEST FOR PHOTOGRAPH INSCRIPTION

*Please type.*

**IF YOU PHOTOCOPY THIS FORM, CUT THE BOTTOM SO IT REMAINS THIS PAPERSIZE.**

TO: Lee Ann Brackett, ext. 2816, Room 271 OEOB      DATE: \_\_\_\_\_

FROM: \_\_\_\_\_ Room: \_\_\_\_\_ Ext. \_\_\_\_\_

- Please attach photo.
- Photo to be signed by: ☐ Vice President ☐ Mrs. Gore ☐ VP and Mrs. Gore  
☐ President and Vice President
- For record purposes, type full name and address of who the photo should be inscribed to:  
Name \_\_\_\_\_  
Organization \_\_\_\_\_  
Street \_\_\_\_\_  
City/State/Zip \_\_\_\_\_
- Inscribe to: (First and Last name please) \_\_\_\_\_
- Message:  
☐ With Best Wishes ☐ Congratulations ☐ With Appreciation ☐ Happy Birthday  
☐ Other \_\_\_\_\_

DRAFT/December 6, 1999

**U.S. Department of Education, Office for Civil Rights****The Use of Tests When Making High-Stakes Decisions for Students:  
A Resource Guide for Educators and Policymakers****TALKING POINTS FOR SENIOR OFFICERS****Introduction: Release of the Second Draft**

- On Wednesday, December 8, 1999, the U.S. Department of Education's Office for Civil Rights (OCR) will release for review, discussion, and comment the second draft of a forthcoming guide concerning the use of tests when making high-stakes decisions for students. "High-stakes" decisions are those that have significant consequences for students, such as placement, promotion, graduation, and admissions decisions. The draft guide provides an overview of existing test-measurement principles and well-established federal non-discrimination laws related to the use of tests for such high-stakes purposes.
- This guide is being developed in close consultation with the education community. The second draft includes many changes based on prior comments from education stakeholders, and OCR welcomes further comments. In addition, OCR will be holding several meetings with education stakeholders beginning next week to discuss the draft in greater detail.

**Purpose of the Guide**

- The purpose of the guide is to provide a practical resource for educators and policymakers on how to use so-called high-stakes tests in ways that are educationally sound and legally appropriate, and thereby how to promote the complementary goals of excellence and equity in education.

**Background**

- Throughout the 1990s, our nation has embraced the goal of promoting high standards for all students. Federal non-discrimination laws fully support this goal.
- Tests, meaning various forms of assessments, can play an important role in promoting high standards for all students. Many states and other actors, therefore, are increasing their use of tests, specifically tests for high-stakes purposes. Federal non-discrimination laws support this use of tests when done in valid, educationally appropriate ways.
- In short, there is substantial alignment between sound educational principles and federal non-discrimination laws when it comes to the use of high-stakes tests.
- However, there is currently a lack of guidance concerning established test-measurement principles and legal standards that should inform the use of tests for high-stakes decisions. This guide is intended to provide that vital information.

**Conclusion: Next Steps**

- This second draft of the guide is being sent to hundreds of education stakeholders for review. Comments are due by Jan. 18, 2000. After these comments are incorporated, the guide will be submitted to the National Academy of Sciences' Board of Testing and Assessment for its review. Finally, the guide will be released once more for final public comment prior to its publication.