

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	Schedule of the President for Monday, August 31, 1998 (partial) (1 page)	08/31/98	P6/b(6)
002. resume	Re: Michele J. Freeman (partial) (1 page)	08/30/98	P6/b(6)
003. statement	Re: Martha Bell (partial) (1 page)	08/28/98	P6/b(6)
004. statement	Re: Jo Ann Shackelford (partial) (1 page)	08/28/98	P6/b(6)
005. biography	Re: E. Tracy Lewis (partial) (1 page)	08/28/98	P6/b(6)
006. statement	Re: Maria Gorski (partial) (1 page)	08/28/98	P6/b(6)
007. statement	Re: Jude Isaacson (partial) (1 page)	08/28/98	P6/b(6)
008a. statement	Re: Linda Baughan (partial) (1 page)	08/28/98	P6/b(6)
008b. statement	Re: Judy Roe (partial) (1 page)	08/28/98	P6/b(6)
008c. statement	Re: Tamera Reeves Walther (partial) (1 page)	08/28/98	P6/b(6)
008d. statement	Re: Marilyn Tabb (partial) (1 page)	08/28/98	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13365

FOLDER TITLE:

Herndon Elementary School [1]

2012-0160-S

ry1216

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

RR. Document will be reviewed upon request.

August 30, 1998

ROUNDTABLE DISCUSSION ON EDUCATION

DATE: August 31, 1998
TIME: 11:15 AM-12:30 PM
LOCATION: Herndon Elementary School,
FROM: Bruce Reed
Gene Sperling

I. PURPOSE

To lay out your education and training priorities for the remainder of the Congressional session and to highlight the need for your education agenda by discussing the importance of investments in education with teachers, parents, and administrators at a local elementary school.

II. BACKGROUND

Today's event will provide you the opportunity to set out your education and training priorities for the fall. This is particularly important because the Senate subcommittee will likely mark-up the Labor-HHS appropriations bill on Tuesday. While we expect their version of the bill to be more moderate than the House version, we want you to continue to be out in front defining education as an issue for the fall. This would also provide us the opportunity on Tuesday to claim that the Senate moved closer to your position because of your constant calls for additional investments in education and training.

The priorities you will lay out are (1) modernizing our schools through your school construction initiative and smaller class sizes; (2) preparing our schools for the 21st century through education technology; (3) strengthening and expanding charter schools by passing bipartisan charter-school legislation; (4) passing the higher education reauthorization act, which would reduce interest rates on student loans and includes your High Hopes mentoring initiative and your proposal to strengthen and expand teacher preparation and recruitment efforts; (5) passing an early literacy bill based on your America Reads proposal and securing funding for the initiative; (6) restoring the \$2 billion in Congressional cuts to your proposed investments to strengthen public schools through after-school programs, Title I, Head Start, Goals 2000, and your Hispanic Education Action Plan; and (7) ensuring that we invest in youth training opportunities through the Summer Jobs Program and the new Youth Opportunity Areas initiative.

You should know that the Herndon Elementary School has 1,003 students in grades K-6. The school has remarkable diversity: 57 percent of the students are white, 17 percent are

Hispanic, 12 percent are Asian, and 10 percent are African Americans. On the 1997 achievement tests, Herndon fifth graders scored at the 70th percentile in reading and the 78th percentile in math. Herndon takes steps to improve the academic achievement of underachieving students by utilizing early intervention, Reading Recovery, a math lab, and Saturday school. Students also use CD-ROMs and the Internet in the school's media center to design a web site and improve academic performance. Under the school's Excel program, high school students serve as tutors for individual students at Herndon Elementary. And during the tutoring sessions, counselors provide parenting classes to parents. Finally, Herndon has a French partial-immersion program in which students spend half the day learning math and science in French and the other half learning social studies and language arts in English.

III. PARTICIPANTS

Secretary Riley

Principal Michele Freeman -- has served as principal at Herndon for 8 years.

Vice Principal Jude Isaacson -- former classroom teacher and special education teacher and administrator.

Jo Ann Shackelford, Reading Specialist -- Fairfax County teacher for 23 years and Reading Recovery teacher for 10 years.

Martha Bell, 1st grade teacher -- has been teaching for 14 years, including 7 at this school; took time off from teaching to "raise family and be a Navy wife"

E. Tracy Lewis, President of Herndon Elementary School PTA -- parent of 5th grader; works for Cities in Schools Program

Maria Gorski, Parent, and Parent Liaison and Translator for the school -- parent of two children, one of which attends Herndon Elementary and one who graduated recently. Immigrated from Peru 22 years ago, and employed by school system to help immigrant parents.

Daniel Domenech, Superintendent of Fairfax County Public Schools -- in 2nd year as Superintendent, former superintendent in Long Island, NY and spent 20 years in NYC schools.

IV. SEQUENCE OF EVENTS

- YOU, Secretary Riley, and Principal Michele Freeman will be announced off-stage. (YOU and Secretary Riley will proceed to the roundtable and the Principal will proceed to the podium).
- Principal Freeman will make welcoming remarks and will take her seat at the table.
- Secretary Riley will make brief remarks and introduce the roundtable participants and YOU.
- YOU will make brief remarks to open the roundtable discussion.
- Secretary Riley will ask Principal Freeman the first question, and then YOU will pose questions to the remaining panelists (questions attached).
- At the end of the roundtable, Secretary will call YOU to the podium to close the roundtable and deliver your prepared remarks.

V. PRESS COVERAGE

Open Press.

VI. REMARKS

To be provided by speechwriting.

VII. ATTACHMENTS

Questions for Roundtable Participants

“President Clinton’s Education and Training Priorities for the Fall”

Suggested Questions for President for Roundtable Discussion

1. Michele Freeman, Principal

Q. What are the challenge you face here at Herndon Elementary School, and what are you most proud of in your school?

Michele will give an overview of the challenges facing Herndon elementary school (especially diversity, overcrowding, large classes, and incorporating technology into the instructional program) and its accomplishments (e.g., a successful early reading program, a Saturday tutoring and mentoring program, a pride in diversity)

2. Jo Ann Schakelford, Reading Coordinator and Co-Director of Excel Saturday program

Q. Jo Ann, tell me about your efforts at Herndon Elementary School to help every child learn to read well.

Jo Ann will discuss the school's Reading Recovery program, and Excel, the Saturday program in which 75 trained students from Herndon High School provides tutoring and mentoring to approximately 100 students. School staff also offer a program for parents.

3. Maria Gorski, Parent Liaison and Translator

Q. Maria, this is a diverse school with many parents who are immigrants and who do not speak English. How do you work with them so they can be involved in their children's education?

Maria will discuss her efforts to help immigrant and non-English speaking parents stay communicate with teachers and help their children with their school work. She also encourage parents to take ESL and adult education classes.

4. Jude Isaacson, Assistant Principal

Q. In order for students to learn, the school must be safe and orderly. Could you describe Herndon's approach to school discipline?

Jude will note that the school has very few discipline problems, despite its large size. She will talk about how teachers, administrators and counselors work together to make sure every child is know and has a connection to an adult, as well as the school discipline policy.

5. Martha Bell, 1st grade teacher, and Lead teacher colleague

Q. The key to a good school is good teachers. We know that new teachers often have a difficult adjustment period when they first start teaching. What can be done to give them the help they need?

Martha will talk about the school's and the county's efforts to support new teachers--through programs to pair beginning teachers with mentors, and experienced teachers new to the County system with colleagues.

6. Tracy Lewis, PTA President

Q. Students learn best when their parents are involved in their schoolwork and their school. As PTA president, how do you foster parent involvement?

Tracy will discuss his efforts through the PTA to reach out to parents of all backgrounds in the school, as well as his efforts to foster business involvement. Tracy will also express very strong support for your education leadership and your overall education agenda.

7. Daniel Domenech, Superintendent

Q. As superintendent, what are you doing to help the people in this school accomplish their goal?

Dan will talk about his agenda for moving education forward. Called Success by Eight, the initiative addresses class size reduction, school modernization and technology issues. It is centered around a nongraded, multi age K-2 initiative. Teams of teachers work with small groups or small classes of students of similar ability regardless of age level, to provide individual attention and help them meet the state Standards of Learning. The program is being piloted in 6 schools this school year. Overall, Dr. Domenech will also express his support for education agenda, including your national standards and testing initiative

Briefing

① - Purpose - Highlight Ed Agenda for Congress

Senat Approps subcommittee meeting
- challenge before the

Auth - HEA

Charter

Literacy - Capabilities -

Goodly Am M

Web

② Event

11:15 - 11:55 mt

- Roundtable with

60 min 12:

~~from~~ admin, tech, part for school

- highlight chief & accomplishments

Challenge

Project

- Demand

- demand

- Overcrowding

- early next

- Class Size

- Set back to next

- Tech

- tech next

Format

- You, W&A, Middle From with

- you sit

Milch - welcome

- Turn down the heat

- open roof

- make pores + parchment

- Pores on skin + leaf skin

- Poly close at P-1

cells & pores

Issues -

- Am. Rd

- Nat. Inst

Draft 8/31/98 9:45am
JordanTamagni

**PRESIDENT WILLIAM J. CLINTON
TALKING POINTS FOR EDUCATION ROUNDTABLE
HERNDON ELEMENTARY SCHOOL
HERNDON, VIRGINIA
August 31, 1998**

[The President and Secretary Riley are introduced into the auditorium and take their seats at the table. Herndon Elementary School Principal Michele Freeman makes brief welcoming remarks from the podium; Sec. Riley introduces the participants to the President, who makes informal opening remarks.]

OPENING REMARKS: Thank you for inviting me to be here with you today. I want to spend most of our time listening to your ideas and concerns, and then I'd like to take a few minutes to talk about what I believe we must do to achieve the kind of educational excellence our children need as we move into the 21st century. Vice President Gore is in Dayton, Ohio today, having the same kind of conversation with parents and teachers at Carlson Elementary School, and I am looking forward to continuing these dialogues in the months ahead.

Before we start, I'd like to say a few words about [RUSSIA INSERT TK]

Today, here and in many communities around the country, it's Back to School week, as millions of children return to the classroom. It is a time when parents and children are meeting their teachers for the first time -- and it is a time when all Americans should be focusing on what we must do to make our public schools the best in the world.

I am sure that many of you saw articles this weekend, and this morning, in the *Washington Post* and in other newspapers, reporting the acute shortage of well trained teachers. Some communities are so hard-pressed, they are hiring substitute teachers with only high school degrees.

We must do more to help communities hire teachers who are good enough for our children -- teachers who are highly trained and prepared to teach on the first day of school. This is a national challenge demanding national action. It is just part of the broad education agenda I have proposed and on which the Congress must act in the few weeks remaining in this session.

I will talk more about this in a few minutes. But first, I would like to turn the conversation over to you, starting with Principal Michele Freeman.

[The round table discussion begins, led by the President and Secretary Riley; Secretary Riley wraps up discussion, and introduces the President's concluding remarks at the podium.]

CONCLUDING REMARKS: I want to thank you all for sharing your experiences and ideas with me this morning. From everything you have told me about what you are doing here -- from your Reading Recovery and mentoring programs to your Saturday school -- it is clear to me that Herndon Elementary School is on the right track.

It is also clear that we share a vision for building the America we want for our children and our grandchildren, starting by building an education system for the 21st Century. A world-class system based on high standards, accountability, and excellence; a system that involves the community, bringing parents, teachers, principals, and leaders together; above all, an education system that gives all of our children -- no matter where they live or what their racial, ethnic, or economic background -- the same opportunity to make the most of their God-given potential.

This is a time of great prosperity and hope for our nation. But this is not a time to rest, for the world is changing very quickly. We must use the confidence, the resources, and the understanding we have acquired in the last six years to face the long-term challenges ahead. There is critical business ahead of us -- from keeping our economy growing, to saving Social Security, to protecting patient's rights, to protecting our environment -- business we must take up now that Congress has returned to Washington.

But nothing is more important than to act now to strengthen our public schools. Some of this work must be done in the states and in local communities: I believe we must have voluntary national standards in the basics. But this year, this fall, Congress must also do its part. Here are the steps I believe Congress must take:

First, we should provide our children with modern schools, smaller classes, and above all, better teachers.

We can and must act to address the teacher shortage. And we can and must act to reduce class size in the early grades. I have asked Congress to pass my plan to help school districts hire 100,000 new teachers, all of them trained, tested, and certified by state education authorities. It also will help us to better train the teachers who are already in the classroom. I also call on the Congress to enact and fully fund my plan to reduce class size to an average of 18 in grades 1 through 3.

And we can't raise our children up in school buildings that are falling down. Next Tuesday, we will be holding "School Modernization Day" across the country to focus attention on this challenge. Congress should do its part by passing tax credits to rebuild, modernize and build over 5,000 of our public schools.

Second, make sure our children have the skills they need for the jobs of the future, by fully funding for my plan to equip our nation's classrooms with computers and cutting edge educational software, and to train our teachers in the new technology.

Third, strengthen and expand charter schools, by passing bipartisan legislation that will help meet my goal of establishing 3,000 charter schools.

Fourth, open the doors of college to every American by reauthorizing the Higher Education Act. From middle school through college, this critically important legislation will help more of our children to reach their highest potential, by improving teacher education and helping struggling communities to hire 35,000 well-qualified teachers, expanding mentoring programs, reducing interest rates on student loans, and extending the Pell Grant program and the Federal Work Study program, which helps students work their way through college.

Fifth, make sure every child can read independently by the end of the third grade, by passing a bipartisan Early Literacy Bill, that will help train our teachers and mobilize an army of volunteer literacy tutors.

Sixth, invest in all of our children's futures by strengthening our public schools. I have proposed to expand Head Start so more children come to school ready to learn ... to strengthen after-school programs for hundreds of thousands of children ... to help more disadvantaged children master the basics and learn to high standards ... to keep thousands of Hispanic American young people from dropping out of school ... and to keep our children safe by supporting our Safe and Drug-Free Schools program.

Unfortunately, the House Republican Bill falls far short of these goals -- and short changes our children's future in the process. I urge the Congress to fully fund these vitally important programs.

Finally, Congress should not turn its back on the Summer Jobs Program, which gives more than 500,000 young people the chance to work and learn new skills. At a time when we should be doing everything we can to help our young people compete for the jobs of tomorrow, we simply cannot afford to cut this vitally important program. But the House Republican budget would do exactly that.

Tomorrow, a Senate subcommittee will likely take up this matter. I am confident that the Senate will vote to restore funding for the Summer Jobs program -- and other critical investments in education -- that have helped so many young people to reach their dreams.

These are the steps I believe Congress must take to give our children the education they need and deserve. I look forward to working with the Congress every step of the way to meet this great challenge. Education has always been the key to American opportunity. As President Lincoln said at another time of great change in our history: "education is the most important thing we as a people can be engaged in." If we really want to build a stronger America in the 21st Century, then we must put progress ahead of partisanship, people over politics, and our children's future above all else.

Thank you.

RUSSIA INSERT

A few hours from now, I will be traveling to Moscow. You've all been reading about Russia's economic problems and the change in government -- it's a difficult time. And that's why it's an especially important time for me to go Russia.

America has a strong stake in Russia's future, and its continuation on the path to democracy and free markets. In my meetings with President Yeltsin, Prime Minister Chernomyrdin, and leaders from across the political spectrum I will reinforce the need to hold fast to reform. I want them to know -- and I want the Russian people to know -- that as they take the difficult steps necessary to restore stability and progress, America and the West will support them.

At the same time, we have a very broad agenda of foreign policy and security challenges to discuss and to act on -- preventing the spread of weapons of mass destruction... reducing the risk of nuclear materials falling into the wrong hands... reversing a dangerous arms race between India and Pakistan... stopping the bloodshed in Kosovo... containing Iraq. Russia has a key role to play on all these issues -- not one of them can wait. It's in America's interest that we engage directly with Russia's leadership and Russia's people at this crucial moment... to help Russia find Russian solutions to its domestic problems that are compatible with the global economy... while making progress on the many international challenges we face together.

I'm also very much looking forward to returning to Ireland. I am very proud that the United States was able to play a role in their historic peace process. Now, there is a lot of hard work ahead to bring the new institutions of governance to life and to root peace in solid ground. As the recent terrorist bombing in Omagh demonstrated, there will be challenges to peace along the way. I want the leaders and people of Northern Ireland and the Irish Republic to know that, as they push peace forward and stand fast against terrorism, they can count on America.

Jordan Tamagni

08/31/98 09:02:53 AM

Record Type: Record

To: Michael Cohen/OPD/EOP
cc: Jonathan Orszag/OPD/EOP
Subject: Something like this

First, provide our children with modern schools, smaller classes, and better teachers. We can't raise our children up in school buildings that are falling down. Next Tuesday, we will be holding "School Modernization Day" across the country to focus attention on this challenge. Congress should do its part by passing tax credits to rebuild, modernize and build over 5,000 of our public schools.

I also call on the Congress to enact and fully fund my plan to reduce class size to an average of 18 in grades 1 through 3.

Now, you don't have to be a mathematician to figure out that reducing class size means hiring more teachers. Some of you may have seen the article this morning in the Washington Post about the teaching shortage our schools are facing. My plan will help school districts to attract 100,000 new teachers, and to better train the teachers who are already in the classroom.

Jordan Tamagni

08/31/98 09:04:18 AM

Record Type: Record

To: Michael Cohen/OPD/EOP

cc: Jonathan Orszag/OPD/EOP

Subject: And

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Page 1 of 1

Jordan Tamagni

08/30/98 06:09:24 PM

Record Type: Record

To: See the distribution list at the bottom of this message.

cc:

Subject: Revised Draft -- Comments Back by 9:00am

Draft 8/30/98 6:00pm

JordanTamagni

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TALKING POINTS FOR EDUCATION ROUNDTABLE
HERNDON ELEMENTARY SCHOOL
HERNDON, VIRGINIA
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It is also clear that we share a vision for building the America we want for our children

and our grandchildren, starting by building an education system for the 21st Century. A world-class system based on high standards and accountability; a system that involves the community, bringing parents, teachers, principals, and leaders together; above all, an education system that gives all of our children -- no matter where they live or what their racial, ethnic, or economic background -- the same opportunity to make the most of their God-given potential.

This is a time of great prosperity for our people. We have the lowest unemployment in 28 years ... the smallest percentage of people on welfare in 29 years ... the smallest government since John F. Kennedy was President ... the highest home ownership rate in history ... and we are about to realize the first balanced budget and surplus in 29 years.

All Americans should be proud of our progress. But this is not a time to rest, for the world is changing very quickly. We must use the confidence, the resources, and the understanding we have acquired in the last six years to face the long-term challenges ahead. There is critical business ahead of us -- business we must take up now that Congress has returned to Washington.

To build the America we want in the 21st Century, we must keep our economy growing, by continuing to pursue the policies that have helped to create our prosperity. Before we touch a penny of our budget surplus, we must save Social Security for future generations. We must continue to work to make sure every American family has access to quality health care. We must continue to work to preserve and protect our environment. Finally, and in many ways, most important, we must redouble our efforts to give our children the best education in the world.

To do our part to meet that challenge, I have proposed a comprehensive education agenda with high national standards ... more well qualified teachers ... smaller classes ... modern schools equipped with computers ... reading tutors for children who are falling behind ... before- and after-school programs to keep young people learning in the classroom ... and summer job programs to give young people the skills they need to succeed once they leave school.

But to build an education system for the 21st Century, Congress must also do its part. Here are the steps I believe Congress must take:

First, provide our children with modern schools, smaller classes, and better teachers. We should pass tax credits to rebuild, modernize and build over 5,000 public schools. I also call on the Congress to enact and fully fund my plan to reduce class size to an average of 18 in grades 1 through 3 by helping local schools hire 100,000 new teachers.

Second, make sure our children have the skills they need for the jobs of the future, by fully funding for my plan to equip our nation's classrooms with computers and cutting edge educational software, and to train our teachers in the new technology.

Third, strengthen and expand charter schools, by passing bipartisan legislation that will help meet my goal of establishing 3,000 charter schools.

Fourth, reauthorize the Higher Education Act. From middle school through college, this critically important legislation will help more of our children to reach their highest potential, by improving teacher education, expanding mentoring programs, reducing interest rates on student loans, and extending the Pell Grant program and the Federal Work Study program, which helps students work their way through college.

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Unfortunately, the House Republican Bill falls far short of these goals -- and short changes our children's futures in the process. I urge the Congress to fully fund these vitally important programs.

Finally, Congress should not turn its back on the Summer Jobs Program, which gives more than 500,000 young people the chance to work and learn new skills. At a time when we should be doing everything we can to help our young people compete for the jobs of tomorrow, we simply cannot afford to cut this vitally important program. But the House Republican budget would do exactly that.

Tomorrow, a Senate subcommittee will likely take up this matter. I am confident that the Senate will vote to restore funding for the Summer Jobs program -- and other critical investments in education -- that have helped so many young people to reach their dreams.

These are the steps I believe Congress must take to give our children the education they need and deserve. I look forward to working with the Congress every step of the way to meet this great challenge. For, as President Lincoln once said: "education is the most important thing we as a people can be engaged in." If we really want to build a stronger America in the 21st Century, then we must put progress ahead of partisanship, people over politics, and our children's future above all else.

Thank you.

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Michael Cohen (Subject Files)
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2012-0160-S
ry1216

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Monday, August 31, 1998

SCHEDULE OF THE PRESIDENT
FOR
MONDAY, AUGUST 31, 1998

Draft Schedule

SCHEDULING DIRECTOR:

STEPHANIE STREETT

HOME:

P6/(b)(6)

[001]

OFFICE:

202-456-2823

WHCA PAGER:

4824

PRESS DESK:

ANNE EDWARDS

HOME:

P6/(b)(6)

OFFICE:

202-456-2921

WHCA PAGER:

4208

TRIP COORDINATOR:
(VIRGINIA)

CECILY WILLIAMS

HOME:

P6/(b)(6)

OFFICE:

202-456-5039

WHCA PAGER:

4063

TRIP COORDINATOR:
(RUSSIA/IRELAND)

LAURA GRAHAM

HOME:

P6/(b)(6)

OFFICE:

202-456-2349

WHCA PAGER:

4809

ADVANCE LEAD:
(MOSCOW)

RICK JASCULCA

STAFF OFFICE:

36-220

CELL PHONE:

202-757-

WHCA PAGER:

WEATHER:

WASHINGTON, DC

MOSCOW, RUSSIA

August 28, 1998 (2:59pm)

Monday, August 31, 1998

**Schedule of the President
for
Monday, August 31, 1998
*Draft Schedule***

9:00	am-	MEETING
9:15	am	OVAl OFFICE
		Staff Contact: Erskine Bowles
9:15	am-	BRIEFING
9:30	am	OVAl OFFICE
		Staff Contact: Samuel Berger
9:30	am-	BRIEFING
9:45	am	OVAl OFFICE
		Staff Contact: Samuel Berger
9:50	am-	MEETING
9:55	am	OVAl OFFICE
		Staff Contact: Stephanie Streett
10:00	am-	BRIEFING
10:30	am	OVAl OFFICE <i>Pdly</i>
		Staff Contact: Bruce Reed
10:35	am	THE PRESIDENT departs The White House via motorcade en route Herndon Elementary School [drive time: tbd]
11:05	am	THE PRESIDENT arrives Herndon Elementary School
		Greeters:
11:15	am-	EDUCATION EVENT
12:30	pm	GYMNASIUM
		Herndon Elementary School
		Staff Contact: Bruce Reed
		Event Coordinator: Cecily Williams
		PRESS TBD
12:45	pm	THE PRESIDENT departs Herndon Elementary School via motorcade en route The White House [drive time: tbd]

August 28, 1998 (2:59pm)

Monday, August 31, 1998

1:15	pm		THE PRESIDENT arrives The White House
1:15	pm-		PHONE AND OFFICE TIME
1:45	pm		OVAL OFFICE
TBD			BRIEFING FOR FOREIGN TRIP AIR FORCE ONE (T) Staff Contact: Samuel Berger
2:00	pm		THE PRESIDENT and the First Lady depart The White House via Marine One en route Andrews Air Force Base [flight time: 10 minutes]
2:10	pm		THE PRESIDENT and the First Lady arrive Andrews Air Force Base
2:25	pm	ET	THE PRESIDENT and the First Lady depart Andrews Air Force Base via Air Force One en route Vnukovo Airport, Moscow, Russia [flight time: 9 hours, 15 minutes, +8 hours]
3:00	pm-		BRIEFING
4:00	pm		CONFERENCE ROOM Air Force One Staff Contact: Maria Echaveste
BC/HRC	RON		AIR FORCE ONE

August 28, 1998 (2:59pm)

PRESIDENT CLINTON'S EDUCATION AND TRAINING PRIORITIES FOR THE FALL

President Clinton is committed to helping prepare our students and our country for the 21st Century by enacting proposals to strengthen and invest in public education, expand access to higher education, and provide those who need it with the training needed to succeed in the workplace. The following list outlines President Clinton's key education and training priorities for the remainder of this Congressional session:

1. **MODERNIZING OUR SCHOOLS.** President Clinton is committed to ensuring that we help prepare all students for the future, by providing them with safe, modern school buildings, small classes and access to up-to-date technology.
 - **School Modernization Tax Credits.** To help rebuild, modernize and build over 5,000 public schools, President Clinton will work with the Congress to pass Federal tax credits to pay interest on nearly \$22 billion in bonds at a cost of \$5 billion over five years.
 - **Reducing Class Size.** President Clinton is committed to helping local schools provide smaller classes with well-prepared teachers in the early grades. The initiative would provide \$12.4 billion over seven years to reduce class size in grades 1-3 to a nationwide average of 18 and help make sure that every child receives personal attention, gets a solid foundation for further learning, and learns to read independently and well by the end of third grade.
2. **EDUCATION TECHNOLOGY: PREPARING FOR THE 21ST CENTURY.** The Clinton Administration has made an unprecedented commitment to bringing technology into the classroom and to ensuring that all children are technologically literate by the dawn of the 21st century. The House-passed appropriations bill cuts the President's request for educational technology by \$180 million; for example, it eliminates \$75 million for technology teacher training, which would help new teachers learn to use technology effectively to strengthen instruction and enhance student learning, and it cuts \$50 million from the President's request for the Technology Literacy Challenge Fund, which would deny funding to 400 school districts to provide students and teachers with access to classroom computers, training and the latest educational software and telecommunications technology. The President will also continue to strongly oppose any effort by the Congress to repeal or delay the "e-rate" -- an expansion of universal service to provide discounted Internet access and telecommunications services to schools and libraries.

3. **STRENGTHENING AND EXPANDING CHARTER SCHOOLS.** President Clinton will work with Congress this fall to complete work on bipartisan legislation to strengthen federal support for the growing charter schools movement, to help meet his goal of establishing 3,000 high-quality charter schools by early in the next century. Last year, the House of Representatives passed a bill with bipartisan support to direct federal resources for charter schools to states that increase the number of charter schools, provide them with maximum flexibility, and periodically review their performance. The Administration has worked with Senators of both parties to strengthen the bill to increase accountability for academic performance in charter schools and ensure that charter schools receive their fair share of other federal education funds. The President will call on Congress to send him legislation that meets these goals before the end of the session.
4. **PASSING THE HIGHER EDUCATION ACT: PROVIDING STUDENT FINANCIAL AID, RECRUITING AND PREPARING GOOD TEACHERS, AND MENTORING MIDDLE-SCHOOL STUDENTS.** Congress must pass the reauthorization of the Higher Education Act. Passed in different forms by both Houses, this bill would reduce interest rates on student loans, consistent with the Administration's proposal announced by the Vice President earlier this year. It will also extend the Pell Grant program, which provides billions of dollars in college aid for low income students, and the Federal Work-Study program, which helps students work their way through college.
 - **High Hopes Mentoring Initiative.** President Clinton will also work to ensure that the Higher Education Act includes his High Hopes mentoring initiative, to inspire more of our young people to have high expectations, to stay in school, and to go to college. He will also urge the Congress to provide the initial \$140 million in his FY 1999 budget request to launch this program.
 - **Teacher Preparation and Recruitment.** The President will also work to ensure that the Higher Education Act includes, and the Congress funds, his proposal to strengthen teacher training programs and provide scholarships to 35,000 well-prepared teachers who commit to teaching in underserved urban or rural schools. He will also work with Congress to include new proposals to strengthen accountability for teacher education programs.
5. **HELPING EVERY EIGHT-YEAR OLD LEARN TO READ.** More than two years ago President Clinton proposed the America Reads program, to mobilize an army of volunteer tutors to help all children read independently and well by the end of the third grade. In the Balanced Budget Agreement, the Congress pledged to fund an early literacy initiative based on this proposal. President Clinton looks forward to continuing to work in a bipartisan fashion with the Congress to meet this commitment and pass an early literacy bill and fund the initiative. The literacy bill, now pending in Congress, would ensure that children receive quality instruction from well-trained teachers and have opportunities to practice and further develop their reading skills after school and on weekends with trained tutors. It would also help ensure that families receive the support they need to help our youngest children develop necessary language and literacy skills from infancy so that when they get to school they are ready to learn to read. One of the reasons President Clinton is fighting to expand Head Start is so that our children start school ready to learn, which is an important first step to early literacy.

6. **STRENGTHENING PUBLIC EDUCATION.** President Clinton will work to restore \$2 billion in Congressional cuts to his proposed investments to strengthen public schools, and expand access to higher education, and invest in preparing our youth to enter the workforce:

- **After-School Programs.** The President will work to ensure that Congress fully funds his efforts to strengthen after-school programs. The House Republicans provide \$140 million less than the President's request, which would deny about 425,000 children access to safe learning centers.
- **Expanding Head Start.** President Clinton is committed to ensuring that children enter school ready to learn -- that is why he will continue to press Congress to fully fund his request for Head Start. The President will work to restore the \$160 million House Republicans underinvest in Head Start -- which would deny slots to 25,000 low-income children.
- **Title I (Education for the Disadvantaged).** The President will fight the Republican efforts to cut \$392 million in grants to high-poverty school districts, which would mean that 520,000 students in high-poverty communities would not get extra help to master the basics and meet high-academic standards.
- **Goals 2000.** The President will fight Republican efforts to cut by \$255 million (51%) Goals 2000, reversing support for efforts to raise academic standards, affecting 6,000 schools serving over 3 million students.
- **Hispanic Education Action Plan.** Because the education of Hispanic Americans requires special attention -- their high school drop-out rate, for example, is unacceptably high -- President Clinton is committed to ensuring that his \$600 million Hispanic Education Action Plan is fully funded. This action plan provides for the increased investments necessary to help students master the basic skills (Title I), and become proficient in English (Bilingual Education), help schools implement research-proven reforms to reduce drop-out rates (Comprehensive School Reform), help adults receive basic skills training and participate in English-as-a-second-language programs (Adult Education), and provide assistance to colleges and universities that serve large numbers of Hispanic students.
- **Education Opportunity Zones.** The President will fight for his Education Opportunity Zones initiative, which would help high-poverty urban and rural communities increase student achievement by raising standards, improving teaching, ending social promotions, and turning around failing schools.
- **Safe and Drug-Free Schools and Communities.** The President will fight Republican efforts to cut Safe and Drug-Free Schools by \$50 million, eliminating funding for School Coordinators to help fight drug and alcohol abuse and increase school safety.

7. **EXPANDING INVESTMENTS IN YOUTH EDUCATION AND TRAINING.** One of President Clinton's top priorities this fall is ensuring that Republicans do not eliminate

the Summer Jobs Program -- which provides work experience to disadvantaged youth -- and the new Youth Opportunity Areas initiative -- which helps provide hope and opportunity to youth in high-poverty areas.

- **Summer Jobs.** Up to 530,000 disadvantaged young people would be denied the opportunity to gain skills and valuable work experience over the summer months, if the House Republican budget plan passes. The President is absolutely committed to ensuring that all of the money for the summer jobs program is restored because studies show that the Summer Jobs initiative works: a 1995 report concluded that more than three out of four young people enrolled in the program would have been jobless without it.
- **Youth Opportunity Areas.** The House Republican budget does not fund the \$250 million requested in the President's FY 99 Budget and rescinds \$250 million that was appropriated last year for this program. The President will fight to restore the full funding for this initiative because it will help provide job opportunities for up to 50,000 youth in the poorest communities.
- **School-to-Work.** The President will work to ensure that House Republicans do not cut School-to-Work by \$100 million, seriously hampering efforts in all States to help young people move from high school to careers or postsecondary training and education.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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002. resume	Re: Michele J. Freeman (partial) (1 page)	08/30/98	P6/b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13365

FOLDER TITLE:

Herndon Elementary School [1]

2012-0160-S
ry1216

RESTRICTION CODES

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

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

RR. Document will be reviewed upon request.

MICHELE J. FREEMAN

P6(b)(6)

[002]

PROFESSIONAL OBJECTIVE:

A challenging position in administration which will allow me to utilize my technical, organizational, leadership and interpersonal skills in an elementary school environment. Opportunity to demonstrate administrative decision making skills and initiative while creating a community of life long learners.

EDUCATION

Master of Education, The University of Virginia, Charlottesville, Virginia. May, 1986.

Bachelor of Arts Cum Laude, Howard University, Washington, District of Columbia. May, 1974

EXPERIENCEPrincipal:

Fairfax County Public Schools, Fairfax, Virginia, Herndon Elementary School, July, 1990 to present. Provided leadership for the overall operation of a multidimensional elementary school with a diverse population of 1017 K through 6 students and 75 staff members. Promoted positive relationships among students and staff members through conflict mediation strategies. Enlisted students, staff and community in creating and communicating high expectations and positive feelings about learning. Initiated the Power of Positive Students schoolwide program which promoted positive student behavior and individual student responsibility. Implemented long and short range goals that addressed student needs, reflected current trends in education, were based on community and staff input and were measurable. Synthesized and used a broad knowledge of contemporary instructional trends such as Cooperative Learning, Learning Styles, Integrated Language Arts, Reading Recovery, 1 Grade Parallel Block Scheduling, 6 Grade Middle School Concept, and Instructional Technology to involve the school community in curriculum planning and program improvement. Analyzed student achievement data and used that data to improve the instructional program. Supported the implementation of programs for the learning and physically disabled students according to county guidelines. Developed and implemented scheduling techniques that maximized instructional time, accommodated unique student needs and appropriately utilized space. Developed and facilitated appropriate inservice/staff development opportunities that improved the instructional program and staff effectiveness. Selected, supervised and evaluated staff. Exercised sound management in handling school finances, supplies and equipment in an accurate and timely manner during the school year and during the recent total school renovation project. Used a variety of outreach activities that increased parental involvement.

in school programs. Used the Parent Teacher Association, business partnership and volunteer corp to meet the unique needs of the school. Initiated and promoted schoolwide efforts to increase mutual respect, sensitivity to diversity, and multicultural needs. Noteworthy programs: Partial French Immersion in grades 1 through 5; 1 Grade Parallel Block Scheduling; Inlex Automated Library System; Integrated Instructional Technology grades K through 6; KidsNet telecommunications program and Collaborative Decision Making.

Principal:

Fairfax County Public Schools, Fairfax, Virginia, Lake Anne Elementary School, April, 1989 to July, 1990. The school of 530 students housed Headstart through 6 grades, special center programs for Language Delayed students, Learning Disabilities Self Contained, Embrey Rucker Shelter for the Homeless and The Shelter for Battered Women, Pilot school for the revised Elementary Progress Report. Provided positive leadership for a staff of 40 adults and one Assistant Principal. Actively involved in curriculum development and implementation, staff development, faculty evaluation, student discipline, financial management, maintenance and repair of the existing school plant and community relations. Screened, evaluated and assessed the educational needs of children suspected of learning disabilities, mild mental retardation and /or emotional impairment. Introduced, provided training for and coordinated the development of a Teacher Assistance Team which helped teachers find ways to meet the needs of students with academic and/or social emotional problems. Created and implemented STRETCH (Students and Teachers Reaching Excellence through Teamwork, Caring and Help) an afterschool program for identified students in grades 1 through 6. The program provided tutoring, homework assistance, small group assistance in social skills, study skills and computer assisted instruction.

Assistant Principal:

Fairfax County Public Schools, Fairfax, Virginia, Herndon Elementary School, August, 1986 to April, 1989. Assisted with all areas of staff development, staff attendance and performance evaluation, student discipline, instruction, and community relations for a K through 6 grade elementary school building of 1100 students and 67 staff members. Responsible for direct supervision of grades 1, 3, 5 and 6. Noteworthy Programs: Chapter 1; and English as a Second Language.

Assistant Principal Intern:

Fairfax County Public Schools, Fairfax, Virginia, Vienna Elementary School, August 1985 to January 1986. Assumed role and responsibilities of Principal from August to December in the Principal's Absence. Involved in all aspects of school administration. Grew professionally in the area of special education. This school housed center programs for: English as a Second Language; Mildly Mentally retarded students; Learning disabilities Self contained students and Pre school Handicapped students.

Classroom Teacher:

Woodley Hills Elementary School, Area I, Fairfax County Public Schools, Alexandria, Virginia. General Elementary Teacher, grades first and second, August, 1982 to June, 1985. Designed and implemented developmentally appropriate activities for first and second grade students. Included opportunities for language development as well as hands-on exploration of school environment.

Classroom Teacher:

Fort Hunt Elementary School, Area I, Fairfax County Public Schools, Alexandria, Virginia. General Elementary Teacher, grades first, second and third, August, 1979 to June, 1982. Taught 27 mixed ability first grade students using a variety of instructional methods. Provided daily instruction for ten second grade students and nine third grade students in a self-contained combination classroom.

Classroom Teacher:

Our Lady Queen Of Peace School, Archdiocese of Washington, D.C. Schools. General Elementary Teacher, grades second, third and fourth, August, 1975 to June, 1979. Designed and implemented the curriculum for science instruction in second, third and fourth grades. Introduced grade appropriate materials through oral presentations and visual demonstrations. Served as chairperson for the science curriculum design committee.

PROFESSIONAL DEVELOPMENTInservice and Conference Presentations:

- . Channel 21 Spotlight on Partial Immersion, 1993.
- . Teacher Assistance Teams-Fairfax County Public Schools, Leadership Conference, 1992.
- . Channel 21 Parent Connection, Substance Abuse, 1991.
- . Northern Virginia Assessment Center-Area III Assistant Principals, 1991.
- . Alternative Assessment for Language Arts-Herndon Elementary School Staff, 1988.

Workshops, Seminars and Conferences:

- . Nonviolent Crisis Intervention, February, 1993.
- . National Association of Elementary School Principals Conference, San Francisco, California, 1993.
- . Cooperative Learning Course, Fall, 1992.
- . Transformational Leadership, Xerox Training Center, Spring, 1991.
- . National Association of Elementary School Principals Conference, San Antonio, Texas, 1990.
- . Northern Virginia Assessment Center, Assessor Training, Summer, 1989.
- . Influencing with Integrity, U.S. Sprint, 1989.
- . 4MAT Course, Fall, 1988.

- . "Skillful Teacher" Administrators Course, 1987.
- . Northern Virginia Assessment Center, Participant, Spring, 1987.

PROFESSIONAL AFFILIATIONS

- . National, Virginia and Fairfax Associations of Elementary School Principals, Board member, FAESP
- . Nominated for membership Phi Delta Kappa, Chapter 1144
- . Association for Supervision and Curriculum Development
- . Who's Who in American Education, 1986

END

Pan Domenech

① early literacy center
- only 100

- Success by 8

Not 100%

- class size around

- level plays full

K-2 - 8-10y olds

entire block a classroom

- full day kindergarten

② Sch. program
(with govt. aid)

③ diversity

④ teacher mix

152 per
K-2

- outside help

⑤ - large class

overcrowded

tech

12th largest
in SC

- new initiative created
at 25 - 1st grade

= multiage - original continuous
program approach

comb K-2 into part of 1st

but brought together regardless
of age

~~For~~ Inclusion - model

help regular kid, special ed kid. to feel like a child

individual answer for each child

board and a child

neighborhood school

Infile a 6 school on September
15 additional not sent

Teels

not sent

not stand

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. statement	Re: Martha Bell (partial) (1 page)	08/28/98	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13365

FOLDER TITLE:

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2012-0160-S
ry1216

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RR. Document will be reviewed upon request.

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[003]

1st Grade Teacher

- Starting 7th year at Herndon Elementary
- 14th year in county
- graduated in 1969 from University of Nebraska
- taught in California 4 years 1969-73
- time off to raise family and be a Navy wife
- PTA Staff Representative for 3 years at Herndon Elementary

Every child should have the opportunity to feel good with the level of readiness they bring to first grade and succeed at their own pace.

Class size in the lower grades impacts learning.

I'm interested in multi-age instruction.

100-443887-100

Teal

Martha Bell

moved around a

diversity - children with special nee

Reading the key is 1st grade

Reads

need a lot of different approach

1-1 works best

reading is essential

- multisense

- small ch

- cont (ch) as

- Support for small ch

- talk about need for members for new teacher

- accessible

- need help dealing with parents

-

challenge new

likes to work with new teachers

Reads - recasting to

RTA involved

Hispanic parents

- value education - though no ed. on this own

Maria Gonsky -
parent liaison

took Spanish

- Japan immersion
- French immersion

Latrod 2G still

- 8 ESC

- 1. Ind 1 Tunis. - Picked - El School

- not quality for CTL

2 Pakistani - 4 others

Parent of the School

like showing it off

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004. statement	Re: Jo Ann Shackelford (partial) (1 page)	08/28/98	P6/b(6)

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JO ANN SHACKELFORD

Date of birth

P6/(b)(6)

[004]

Female, White

Social Security No

P6/(b)(6)

Telephone No

703 481-0946

M. Ed. in Reading

- Fairfax Co. teacher for 23 years
Grades 1 - 3: 10 years
Reading Specialist: 13 years (all at Herndon Elementary)
- Reading Recovery Teacher (early intervention program for lowest 1st graders): 10 yrs
- Co-Chairman of Saturday tutoring program (Excel) - Herndon High School students tutor and mentor our elementary students.
- Member of annual planning committee for Herndon Elementary
- PTA staff representative: 3 years

Major areas of interest:-

- 1 Early intervention programs for students with reading difficulties
 - 2 All students can and will be successful readers by 3rd grade
 - 3 Smaller class sizes especially in the early grades
 - 4 Technology opportunities for all students to prepare for the 21st century
 - 5 Tutoring/mentoring programs for at-risk students
- 

To Ann Shallick

Excel 5 yrs 2nd

math with US SU
members at the
2 hrs 1-1

Hispanic Comments

100 start every Sat

75 H.S. students

Parents Complaint -> just speakers

teacher prepare folder every week for H.S. kids

6th & 7th kids

Ready Recovery - 10 yrs

lowest ach. 1st at 1st

4 skills for 1/2 hr - 1

16-20 words up to grade 4

ESL - Ready Recovery

In ch

Folder

Read
Said &
Letter

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
005. biography	Re: E. Tracy Lewis (partial) (1 page)	08/28/98	P6/b(6)

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E. TRACY LEWIS**BIOGRAPHY IN BRIEF**

Currently serves in the capacity of Director for the Department of Defense, Department of Justice Accelerated Learning initiative: **Partnership Academies through Communities In Schools** (the nations largest stay in school program). Central to this initiative is a concentrated focus on computer literacy and critical thinking. Mr. Lewis has been engaged, twenty years, in comprehensive community development activities, specifically focusing on **economic development and educational reform**. Mr. Lewis was associated with the American Association of Colleges for Teacher Education (AACTE) and was, in part, responsible for crafting the Multicultural Teacher Education standards of accreditation for Colleges of Education. In addition, Mr. Lewis has taught at the University level in the areas of the Sociology of Education and Urban Education. Recently, Mr Lewis, in partnership with **America's Promise: Alliance for Youth**, established the first "**School of Promise**" in the nation at Macfarland middle school in Washington, DC. Mr. Lewis' doctoral study is in the area of Educational Leadership and Policy Research; Masters in Multicultural Teacher Education and Urban Planning, in addition, Mr. Lewis attended Law school.

Mr. Lewis is currently serving as the PTA president of Herndon Elementary School and believes that in every child there is greatness. Mr Lewis is the proud father of Christina M. Lewis a rising 5th grader.

703

471-9452
709-5786

P6(b)(6)

P6(b)(6)

P6(b)(6)

P6(b)(6)

[005]

END

Tracy Lewis

- Support of PIR
- believe in

10-Point Program SET

In full support re: Hunk es

Hunk report 21st Century

- diverse
- over 31 diff languages

child fact - very old in culture, have 1st
act commit around child
Pirus/Horus also

side, could do a credit

- appreciate Pirus could be ed both
entire - Telen Act

admin noted

Focus of PITA - info. tech. intro

— Tech being

— class size (which it can

Comm. L ~ 5th
America's Promise

① Monica Corio - Leticia Pat
Counselor

② ~~Car~~ May Ruth Smith pres. Ad-m
spiritually cent

43-50% Caucasian

47-50% Minority

Asi - Am, Ch, Jew
Arab

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
006. statement	Re: Maria Gorski (partial) (1 page)	08/28/98	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13365

FOLDER TITLE:

Herndon Elementary School [1]

2012-0160-S
ry1216

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]
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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.

**STATEMENT FROM MARIA GORSKI FOR PRESIDENT CLINTON'S VISIT
TO HERNDON ELEMENTARY SCHOOL IN HERNDON, VIRGINIA
AUGUST 31, 1998**

My name is Maria Gorski. I came from Peru to the United States 22 years ago. I went to school in Worcester, Massachusetts and completed my four year degree. I have two children, Jonathan and Jeffrey who I am very proud of. I work for the Fairfax County Public School system in Central Registration as well as at Herndon Elementary School providing Parent Liaison and Translation services.

My concern is about our children's parents working two or three jobs and not having enough time to help with homework, because of the language barrier. I think we need after school supplemental programs which will help both the students and parents deal with this issue.

In one case a parent had difficulty helping her child with homework because she didn't know how to help. Once homework was prepared in the native language of the mother by the teacher the mother was able to assist the child. The child responded positively to this and excelled in school.

Please support programs which help our children to excel in school and our working parents to make our community stronger.

Sincerely,

Maria Gorski

Maria Gorski

Hispanic, female

P6/(b)(6)

P6/(b)(6)

Home phone:

P6/(b)(6)

[006]

Maria Gorky 876 834 8893

wk with Parents

translation with issues (can

time are 2-3 jobs

not enough time with her

after school

Community Service Program for child
Sponsor program with parents
EFL ch

ed. appah for parents

at the school programs

- homework
- English for class

Help with

Help with ph food pl

- help with world of English
with time for kids

13 hours as Pch Liaison

EFL

tells parents not to let kids sit in
at with TV

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Jude Isaacson

P6(b)(6)

Female-White

P6(b)(6) (home)
P6(b)(6) (boat)

[007]

Jude Isaacson attended public schools in Dickson City, Pennsylvania and Owego, New York. She graduated from Owego Free Academy in 1964. She earned an Associate of Arts degree with a concentration in History from Corning Community College, Corning, New York in 1966 and a Bachelor of Arts degree in Education from the State University of New York at Potsdam in 1968. In addition she completed her Masters in Education with a concentration in special education in 1986 from George Mason University in Fairfax, Virginia and a Doctorate in Educational Administration in 1998 from Virginia Polytechnic Institute and State University.

Dr. Isaacson has taught first grade for the Union Endicott School System in Endicott, New York and kindergarten, gifted and talented fifth/sixth, and learning disabilities for Fairfax County Public Schools in Fairfax, Virginia. As an Area III Fairfax County Public School elementary special education administrator she supervised thirty three elementary school special education programs representing all disabilities. Dr. Isaacson served under the Superintendent for Special Education and Student Services and the Area III Superintendent. Currently Dr. Isaacson is on a staff development assignment as Assistant Principal at Herndon Elementary School, Herndon, Virginia, which has a diverse population of one thousand twenty five students.

Dr. Isaacson has been adjunct professor at the University of Virginia and has presented at many conferences. She has been recipient of an Impact II Grant, Area III Instructional Grant, and Phi Delta Kappa Educators in Action Research Grant for her doctoral research.

Her professional affiliations include: Phi Delta Kappa, National Association of Elementary School Principals, American Association of School Administrators, Council for Exceptional Children, Learning Disabilities Association, and the Association for Supervision and Curriculum Development. Additionally she had been the vice president and treasurer of the D. C. Branch of Orton Dyslexia Society and the Coordinator for Volunteers for the 41st Orton Dyslexia Society 1999 National Conference.

Lesson Work

1-2 min

**Herndon Elementary School
Roundtable Discussion**

1. **Michele Freeman**
Principal

(how long has she been principal?)

- Q. **What are the challenge you face here at Herndon Elementary School, and what are you most proud of in your school?**

- o Will give an overview of the challanges facing Herndon elementary school (especially diversity, overcrowding, large classes, incorporating technology into the instructional program) and its accomplishments (e.g., a successful early reading program, a Saturday tutoring and mentoring program, a pride in diversity)

2. **Judy Isaacson**
Assistant Principal

- o Will discuss the schools's approach to safety and discipline

3. **JoAnne Schakelford**
Reading Coordinator and Co-Director of Excel Saturday program.

- o Will discuss the school's reading program with an emphasis on Reading Recovery, and will discuss the Saturday tutoring program, which involves approximately 100 students who need extra help (in reading?) workin with 75 volunteer tutors from Herndon High School, as well as a program aimed at their parents.

4. **Maria Gorski**
Parent Liason and Translator

- o Will discuss her work, helping immigrant and non-English speaking parents stay communicate with teachers and help their children with their school work. She also encourage parents to take ESL and adult education classes.

5. **Martha Bell**
teacher, and lead teacher colleague

- o Will talk about the school's and the county's efforts to support new teachers--through programs to pair beginning teachers with mentors, and experienced teachers new to the County system with colleagues.

6. **Tracy Lewis**
PTA President

*Don't put in
w/o*

7. **Daniel Domenech**
Superintendent (and President of the American Association of
School Administrators)

- o A new superintendent, beginning his second year, he will talk about his agenda for moving education forward. Called Success by Eight, it focused on a nongraded, multiage K-2 initiative. Teams of teachers work with small groups or small classes of students of similar ability regardless of age level, to provide individual attention and help them progress to meet the state Standards of Learning. The program is being piloted in 6 schools this school year. Overall, the initiative address class size reduction, school modernization and technology issues. Dr. Domenech will also express his support for your national standards and testing initiative (though this is not a committment of the district to participate)

7. Sup--his priorities, how he needs our help to succeed

elc

IMPORTANT MESSAGEFOR Mike [Fink et al]DATE 8/28/98 TIME 10:42 A.M.M Yvonne Jukes or KenOF Ricketts RickettsPHONE 703-352-7300

AREA CODE NUMBER EXTENSION

☐ FAX☐ MOBILE

AREA CODE NUMBER TIME TO CALL

TELEPHONED	☒	PLEASE CALL	☒
CAME TO SEE YOU	☐	WILL CALL AGAIN	☐
WANTS TO SEE YOU	☐	RUSH	☐
RETURNED YOUR CALL	☐	WILL FAX TO YOU	☐

MESSAGE Please call either
one of these people
so they can give
you information on
Herdon Elementary
CJ "Mary E. Trosky"

SIGNED

George Cal

~~George Cal~~

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AP →

Mr. Jude Isaacson

Kelly Porter

① Isaacson Bq

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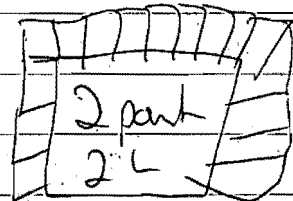
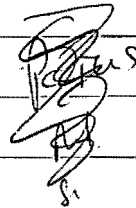
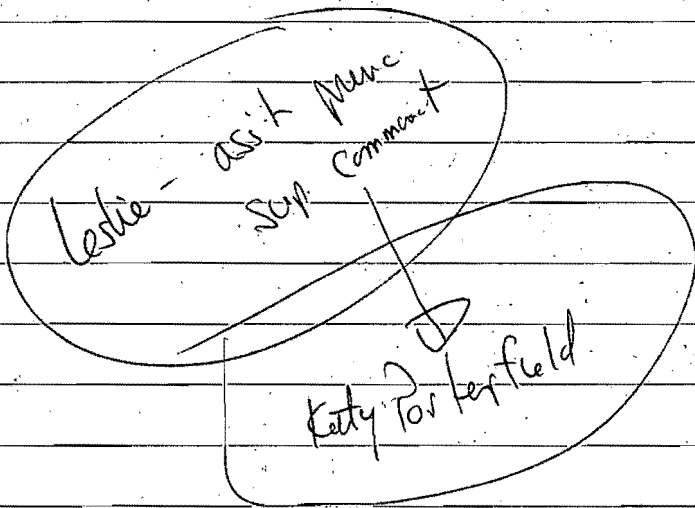
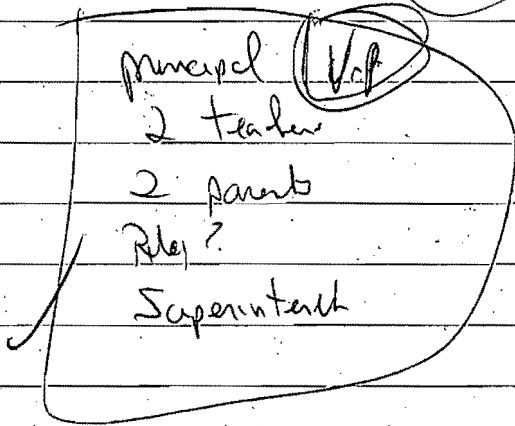
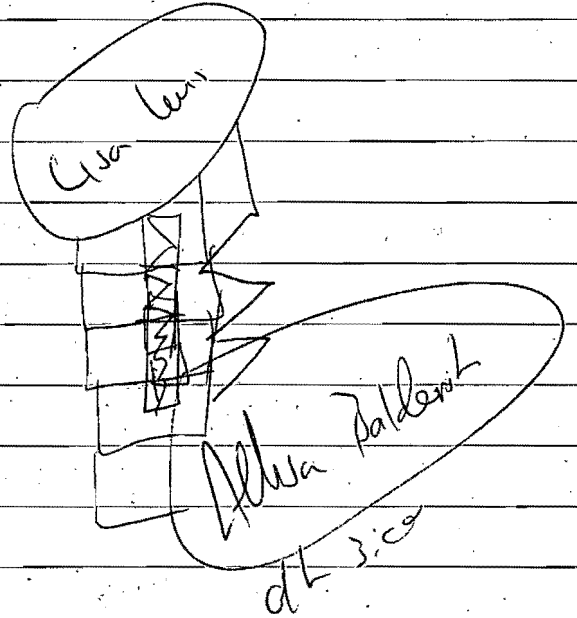
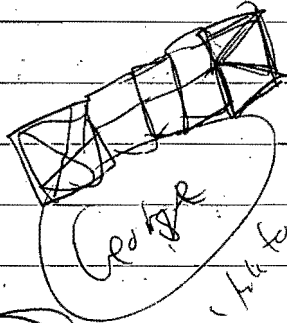
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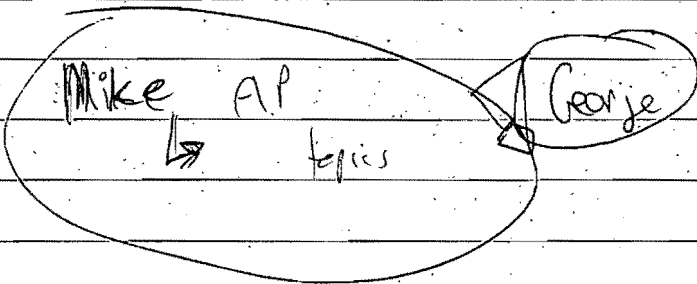
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800-607-9230

George

Panel

1. POTUS

2. Riley

703 648-1841

3. Sup. - Daniel Domenech Hsp

4. Principal Michel Freeman AF Am

- civic ready
- class size

5. Asst P. Julie Isaacson Wi

- literacy
- tech

Scholar

6. Teacher 1 - Jo Anne Schellert Wi

- literacy, early int. L/Sch. ✓

7. Teacher 2 - Martha Ball edr Wi

- Teacher Mentoring

8. Bmt 1 Tracy Lewis AM

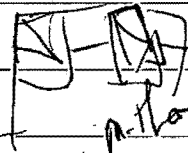
- tech, tech class sm

9. Panel 2

Maria Gonsky

May Beth Smith

Ferdinand Escame



Issues

- overcrowding

- class size

- tech

oppor

- literacy

leg

- early intervention

leg

- teaching

- afterschool

oppor

- LEP - adult ed



Electoral offices

Sup - invited electoral officials

Principal

→ ask about 2 Asst Mgr

Asst P → ① Isaacson - math

② introduce 21

V. PRESS COVERAGE

Open Press.

VI. REMARKS

To be provided by speechwriting.

VII. ATTACHMENTS

Questions for Roundtable Participants

“President Clinton’s Education and Training Priorities for the Fall”

Suggested Questions for President for Roundtable Discussion

1. Michele Freeman, Principal

Q. What are the challenge you face here at Herndon Elementary School, and what are you most proud of in your school?

Michele will give an overview of the challenges facing Herndon elementary school (especially diversity, overcrowding, large classes, and incorporating technology into the instructional program) and its accomplishments (e.g., a successful early reading program, a Saturday tutoring and mentoring program, a pride in diversity)

2. Jo Ann Schakelford, Reading Coordinator and Co-Director of Excel Saturday program

Q. Jo Ann, tell me about your efforts at Herndon Elementary School to help every child learn to read well.

Jo Ann will discuss the school's Reading Recovery program, and Excel, the Saturday program in which 75 trained students from Herndon High School provides tutoring and mentoring to approximately 100 students. School staff also offer a program for parents.

3. Maria Gorski, Parent Liaison and Translator

Q. Maria, this is a diverse school with many parents who are immigrants and who do not speak English. How do you work with them so they can be involved in their children's education?

Maria will discuss her efforts to help immigrant and non-English speaking parents stay communicate with teachers and help their children with their school work. She also encourage parents to take ESL and adult education classes.

4. Jude Isaacson, Assistant Principal

Q. In order for students to learn, the school must be safe and orderly. Could you describe Herndon's approach to school discipline?

Jude will note that the school has very few discipline problems, despite its large size. She will talk about how teachers, administrators and counselors work together to make sure every child is know and has a connection to an adult, as well as the school discipline policy.

5. Martha Bell, 1st grade teacher, and Lead teacher colleague

Q. The key to a good school is good teachers. We know that new teachers often have a difficult adjustment period when they first start teaching. What can be done to give them the help they need?

Martha will talk about the school's and the county's efforts to support new teachers--through programs to pair beginning teachers with mentors, and experienced teachers new to the County system with colleagues.

6. Tracy Lewis, PTA President

Q. Students learn best when their parents are involved in their schoolwork and their school. As PTA president, how do you foster parent involvement?

Tracy will discuss his efforts through the PTA to reach out to parents of all backgrounds in the school, as well as his efforts to foster business involvement. Tracy will also express very strong support for your education leadership and your overall education agenda.

7. Daniel Domenech, Superintendent

Q. As superintendent, what are you doing to help the people in this school accomplish their goal?

Dan will talk about his agenda for moving education forward. Called Success by Eight, the initiative addresses class size reduction, school modernization and technology issues. It is centered around a nongraded, multi age K-2 initiative. Teams of teachers work with small groups or small classes of students of similar ability regardless of age level, to provide individual attention and help them meet the state Standards of Learning. The program is being piloted in 6 schools this school year. Overall, Dr. Domenech will also express his support for education agenda, including your national standards and testing initiative

Jordan Tamagni

08/30/98 05:00:56 PM

Record Type: Record

To: Michael Cohen/OPD/EOP, Jonathan Orszag/OPD/EOP

cc:

Subject: Draft Remarks for Ed Event

Draft 8/30/98 5:00pm

**PRESIDENT WILLIAM J. CLINTON
TALKING POINTS FOR EDUCATION ROUNDTABLE
HERNDON ELEMENTARY SCHOOL
HERNDON, VIRGINIA
August 31, 1998**

[The President and Secretary Riley are introduced into the auditorium and take their seats at the table. Herndon Elementary School Principal Michele Freeman makes brief welcoming remarks from the podium; Sec. Riley introduces the participants to the President, who makes informal opening remarks.]

OPENING REMARKS: Thank you for inviting me to be here with you today. I want to spend most of our time listening to your ideas and concerns, and then I'd like to take a few minutes to talk about what I believe we must do to achieve the kind of educational excellence our children need as we move into the 21st century. Vice President Gore is in Dayton, Ohio today, having the same kind of conversation with parents and teachers at Carlson Elementary School, and I am looking forward to continuing these dialogues in the months ahead.

And now, I'd like to turn the conversation over to you, starting with Principal Michele Freeman.

[The round table discussion begins, led by the President and Secretary Riley; Secretary Riley wraps up discussion, and introduces the President's concluding remarks at the podium.]

CONCLUDING REMARKS: I want to thank you all for sharing your experiences and ideas with me this morning. From everything you have told me about what you are doing here -- from your Reading Recovery and mentoring programs to your Saturday school -- it is clear to me that Herndon Elementary School is on the right track.

It is also clear that we share a vision for building the America we want for our children and our grandchildren, starting by building an education system for the 21st Century. A

world-class system based on high standards, competition, and accountability; a system that involves the community, bringing parents, teachers, principals, and leaders together; above all, an education system that gives all of our children -- no matter where they live or what their racial, ethnic, or economic background -- the same opportunity to make the most of their God-given potential.

This is a time of great prosperity for our people. We have the lowest unemployment in 28 years ... the smallest percentage of people on welfare in 29 years ... the smallest government since John F. Kennedy was President ... the highest home ownership rate in history ... and we are about to realize the first balanced budget and surplus in 29 years.

All Americans should be proud of our progress. But this is not a time to rest, for the world is changing very quickly. We must use the confidence, the resources, and the understanding we have acquired in the last six years to face the long-term challenges ahead. There is critical business ahead of us -- business we must take up now that Congress has returned to Washington.

To build the America we want in the 21st Century, we must keep our economy growing, by continuing to pursue the policies that have helped to create our prosperity. Before we touch a penny of our budget surplus, we must save Social Security for future generations. We must continue to work to make sure every American family has access to quality health care. We must continue to work to preserve and protect our environment. Finally, and in many ways, most important, we must redouble our efforts to give our children the best education in the world.

To do our part to meet that challenge, I have proposed a comprehensive education agenda with high national standards ... more well qualified teachers ... smaller classes ... modern schools equipped with computers ... reading tutors for children who are falling behind ... before- and after-school programs to keep young people learning in the classroom ... and summer job programs to give young people the skills they need to succeed once they leave school.

But to build an education system for the 21st Century, Congress must also do its part. Here are the steps I believe Congress must take:

First, provide our children with modern schools, smaller classes, and better teachers, by passing tax credits to rebuild, modernize and build over 5,000 public schools. I also call on the Congress to fully fund my plan to reduce class size to an average of 18 in grades 1 through 3 by helping local schools hire 100,000 new teachers.

Second, make sure our children have the skills they need for the jobs of the future, by restoring full funding for my plan to fully equip our nation's classrooms with computers and cutting edge educational software, and to train our teachers in the new technology.

Third, strengthen and expand charter schools, by passing bipartisan legislation that

would help meet my goal of establishing 3,000 charter schools.

Fourth, pass the Higher Education Act. From middle school through college, this critically important legislation will help more of our children to reach their highest potential, by ~~expanding mentoring programs~~, reducing interest rates on student loans, ~~and~~ extending the Pell Grant program, and the Federal Work Study program, which helps students work their way through college, *and by expanding mentoring programs at colleges to better prepare our future generation of leaders.*

Fifth, make sure every child can read independently by the end of the third by passing a bipartisan Early Literacy Bill, ~~and by fully funding my America Reads program that is mobilizing~~ an army of literacy volunteers to help children learn to read. *that will help train our teachers and*

Sixth, invest in all of our children's future by strengthening our public schools. I have proposed to expand Head Start so 25,000 more children come to school ready to learn ... to strengthen after-school programs for 425,000 children ... to help more than 500,000 disadvantaged children to master the basics and learn to high standards ... to keep thousands of Hispanic American young people from dropping out of school ... and to keep our children safe by supporting our Safe and Drug-Free Schools program.

Unfortunately, the House Republican Bill falls far short of these goals -- and short changes our children's futures in the process. I urge the Congress to fully fund these vitally important programs.

Finally, Congress should fully fund the Summer Jobs Program, and give more than 500,000 young people the chance to work and learn new skills. At a time when we should be doing everything we can to help our young people compete for the jobs of tomorrow, we simply cannot afford to cut this vitally important program. But the House Republican budget would do exactly that.

Appropriations Subcommittee
Tomorrow, the Senate will take up this matter, and I am confident that they will vote to restore funding for the Summer Jobs program that has helped so many young people to reach their dreams. *education and*

These are the steps I believe Congress must take to give our children the education they need and deserve. I look forward to working with the Congress every step of the way to meet this great challenge. For, as President Lincoln once said: "education is the most important thing we as a people can be engaged in." If we really want to build a stronger America in the 21st Century, then we must put progress ahead of partisanship, people over politics, and our children's future above all else.

Thank you.

August 30, 1998

ROUNDTABLE DISCUSSION ON EDUCATION

DATE: August 31, 1998
TIME: 11:15 AM-12:30 PM
LOCATION: Herndon Elementary School,
FROM: Bruce Reed
Gene Sperling

I. PURPOSE

To lay out your education and training priorities for the remainder of the Congressional session and to highlight the need for your education agenda by discussing the importance of investments in education with teachers, parents, and administrators at a local elementary school.

II. BACKGROUND

Today's event will provide you the opportunity to set out your education and training priorities for the fall. This is particularly important because the Senate subcommittee will likely mark-up the Labor-HHS appropriations bill on Tuesday. While we expect their version of the bill to be more moderate than the House version, we want you to continue to be out in front defining education as an issue for the fall. This would also provide us the opportunity on Tuesday to claim that the Senate moved closer to your position because of your constant calls for additional investments in education and training.

The priorities you will lay out are (1) modernizing our schools through your school construction initiative and smaller class sizes; (2) preparing our schools for the 21st century through education technology; (3) strengthening and expanding charter schools by passing bipartisan charter-school legislation; (4) passing the higher education reauthorization act, which would reduce interest rates on student loans and includes your High Hopes mentoring initiative and your proposal to strengthen and expand teacher preparation and recruitment efforts; (5) passing an early literacy bill based on your America Reads proposal and securing funding for the initiative; (6) restoring the \$2 billion in Congressional cuts to your proposed investments to strengthen public schools through after-school programs, Title I, Head Start, Goals 2000, and your Hispanic Education Action Plan; and (7) ensuring that we invest in youth training opportunities through the Summer Jobs Program and the new Youth Opportunity Areas initiative.

You should know that the Herndon Elementary School has 1,003 students in grades K-6. The school has remarkable diversity: 57 percent of the students are white, 17 percent are

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Linda Baughan
While/female

P6/(b)(6)

[008a]

Physical Education Teacher
M.E.D. in Supervision Administration
Technology Coordinator at HES
Safety Chairman and Safety Patrol Sponsor

Have taught at HES from 1969-1974 and 1986-present.
(Total of 29 years in FCPS)
Also attended Herndon Elem. As a child myself.

Our school was wired last year for internet access. We are presently in the process of taking advantage of this technology by way of teacher training and upgrading our computer inventory.

We have received help from the business community with computer donations and county and state technology initiatives.

Our goals are to have at least 4 high-end computers in every classroom and to be selected by our county to become a model technology school.



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Judy Roe (Judith W. Roe)

P6/(b)(6)

Female-White

P6/(b)(6)

[008b]

6th Grade Teacher -- 21 years at Herndon Elementary and 3 years teaching in Illinois

B.S. Education from Northwestern University + 40 + additional credits

Math Lead Teacher - 10 years

Team Leader - portions of 15 years

Annual Planning Committee for school - twice

Concerns

- meeting needs of increasing diverse population
- discipline
- class size at all grade levels
- bulging curriculum
- need for more community volunteers to address need for additional support for many students

Statement of Educational Philosophy

I think every child who enters a public school should have full access to the complete and total resources of the educational community and to complete, enthusiastic energies of all the adults involved. I feel the needs are so great that schools cannot do this job alone. I feel local businesses need to join in the educational endeavor. Also, there is a wealth of available talent in communities in the form of retirees who could share the richness of their lives with students.

W. J. O'Neil

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
008c. statement	Re: Tamera Reeves Walther (partial) (1 page)	08/28/98	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13365

FOLDER TITLE:

Herndon Elementary School [1]

2012-0160-S

ry1216

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]
- 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]
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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.

Tamera Reeves Walther

P6(b)(6)

[008c]

Female- White

P6(b)(6)

- 12 years at Herndon Elementary and have seen tremendous change in the student population
- mentor to new teachers
- volunteer at Excel (Saturday School)
- Team leader
- TAT member (Teacher Assistant Team)
- biannual planning commission
- Integrated Service Delivery Model committee member

- finished coursework for masters and in process of writing my thesis (ESL Students & Excel)

- Strong belief in
- (1) the home school connection
 - (2) school and business partnerships
 - (3) reduction in class size
 - (4) accessibility to technology and teacher training
 - (5) acceptance / tolerance of differences

END

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
008d. statement	Re: Marilyn Tabb (partial) (1 page)	08/28/98	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13365

FOLDER TITLE:

Herndon Elementary School [1]

2012-0160-S
ry1216

RESTRICTION CODES

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

- P1 National Security Classified Information [(a)(1) of the PRA]
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Marilyn Tabb, Music Teacher

P6(b)(6)

Female White

P6(b)(6)

[0080]

Taught at Herndon Elementary for 25 years as Music Teacher. Teach all the children in the school along with another full time music teacher.

Have seen the school change from the only school in Herndon to one of many in this metropolitan suburban area. Have seen Herndon change from a small town to a very diverse area. In the school we have had to meet the challenges of diversity, changing population, over crowding, trying to make a school built for 800 meet the needs of 1,000 students.

We have met these challenges with determination and risen to meet the needs. We have a staff of dedicated teachers who work hard to make the children successful. We have teachers who have tried various approaches to learning such as individual contracts, grouping by ability, team teaching, Reading Recovery, Math Lab, Computer labs. We have many resource teachers in Fairfax County to meet the needs of the students.

Herndon Elementary has Excel Program (Saturday School) with tutors to work with students individually. Music has been a strong program in H.C.P.S. Through music, we teach many skills to students. We use music to educate all the students about many different cultures. We integrate the school subjects into music such as songs to learn math, social studies, science, etc. We use music to help children with motor skills, listening, cooperation, creating, etc.

Children of all cultures relate to music. It brings everyone together. It brings out hidden talents in everyone.

M. Tabb
1/0

Real - subsistent
hours

Linda Baughan

Comp

- phase in technology as budget allows
- deal with as cash as possible
- PITA, custom done
- 4th & 5th grade tech. initiatives

Technical support - keep them running
no tech. teacher
Heavy though consult a county

1 computer per class
on + internet ch

6th grade - 25 kids in class

Safety Patrol - Gross

Desal prob - class size

1-3 25:1

desal start body -
less see to get it
mainly parts supplier

Real prob
see by

Judith Rose

- distance between those who make policy

Fairfax - NCTM math curriculum

- intensive course -

1 person trail in new math cur. of
teach methods

cheerleader for math

new ideas / concept for math

family math night - annual

Pi day (3.14) 3/14

- few things in math

most of progress in math progress - cheer
feel more enthusiastic / capable

non-routine math in

introducing problem early on

measures

a) general feel in classroom - 6th grade with person

b) St. testing - nationally, annual

c) Virginia state literacy test - math was highest (in 11th, 12th)

d) Teacher - general test scores go

Math Tower - motto

Ha
Cogn for
English
LEP

Diversity - real challenge

provision has to be made for ESL kids
before hit with "actual" test

need f-l by

referees - are as teachers

Note:

new staff members

principal's mother el

Net enter

Tamera Walther

3rd grade

start 1st
year
1st full
year

Teacher Assistant Team

- school-based ID of special ed

- focus on behavior

- work with teach to give support

find common

resistance to change, but successful

- don't send kids for special ed

Team leads for 3rd grade

Excel

Reels Adit for ESL

Fairfax Ch - ESL

Excel - with applies for English

Time to learn English

ESL - pull out for small part of day

lyr - can participate with humbly

Reef Recan

- men had a really scary graduate

31 kids

8 ESL / 4 had new into country

School within School

- French immersion - 1 - difficult kid

Marilyn Talt shared at living of Cam (met MRC + PRC
at Loh)

- Herndon shift from form comment to
diverse set

uncrowded -

- trailer,

impressed with PRCs
intellectually

tried many ed. programs
individual learning
Ready recovery

Music Lab

- strong on art

- touches every child

even if they can't speak

songs in many languages

major part of culture

Camera - Good

Cindy Morris - excel - completed

Spanish fluently

July Rowe - math test

optimistic for the child's progress

Martha Bell - strong teacher -

ESL center

5 ESL Teachers - children go to class
in small groups

2-4 months -

- kids learn in songs

kids want to learn

see progress in children

Work on individual approach

~~work~~ try many different things

French Immersion

→ 1/2 day in French Immersion
1/2 day in English

Teachers know both languages

French Ch

large group activities are

every child feels

Now kids together
Bz school together

Activities are

group
Ball games

Competition