

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. report	Agency Liaison - Selected Casework (2 pages)	n.d.	b(6)
002a. letter	To President and Mrs. Clinton from constituent re: hardship (partial) (2 pages)	n.d.	b(6)
002b. letter	To constituent from Joseph A. Mottola (partial) (2 pages)	11/04/93	b(6)
003a. letter	To Hillary Rodham Clinton from constituent re: hardship (partial, p. 15) (1 page)	08/09/93	b(6)
003b. letter	To constituent from Patricia J. Guard (partial) (6 pages)	08/27/93	b(6)
004a. letter	To constituent from Hillary Rodham Clinton (partial) (1 page)	11/24/93	b(6)
004b. letter	To Hillary from constituent re: hardship (partial) (2 pages)	n.d.	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Maggie Williams (Subject Files)
OA/Box Number: 4106

FOLDER TITLE:

Margaret A. Williams [Folder 4]

2013-0359-S

rv1422

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]
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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.

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THE WHITE HOUSE

WASHINGTON

November 8, 1993

Rachel Greenhaus
Rd2 Box 2563
Vergennes, Vermont 05491

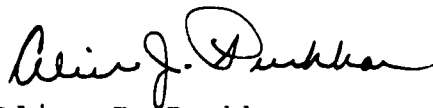
Dear Rachel:

Thank you for writing to Mrs. Clinton. Although the First Lady is always pleased to hear from young people, the enormous amount of mail that she has received this year has meant that she is not always able to respond to them as promptly or as personally as she would prefer. I know she would want me to let you know that she has not made an announcement regarding peas. If she were to talk about peas, however, she would tell you that she likes them as much as you do.

Almost everyone has a favorite vegetable. Most people prefer certain vegetables over others. Even if you have a favorite, you should try a variety of vegetables so that your diet can be healthy, varied and interesting.

Thank you again for sharing your comments with Mrs. Clinton and for sending the lovely drawing illustrating your letter.

Sincerely yours,

A handwritten signature in cursive script, reading "Alice J. Pushkar".

Alice J. Pushkar
Director of Correspondence
for the First Lady

Dear Mrs. Rodum Clinton,
I herd your anounsement
about peas on .t.v. Me
and my sister love peas!
My mom grows peas in
her garden. Sincereley,
a pea lover in vermo.



Rachel Greenhavs
RD 2 Box 2563
Vergennes, v.t. 05491

(phone # on reverse) 46 D up ... away.
Whiting N.J. 08758
Sept. 16, 1993
HHS-ADM

Dear Mrs. Clinton,

I've watched as many of your appearances on T.V. ^{as I could} and love you for what you are doing.

I have a very serious problem that you're the only one I could think of who could solve it.

I am going to be 80 years old in Feb. and I put a deposit on a John Hancock "insurance Policy for Long Term Nursing Care." If I don't take it before my 80th birthday I will not be eligible to get it at all.

This has been on my mind & nerves for months now and I'm supposed to pay the balance the end of Sept.

My health at this time is

908-350-4141 if anyone would be able to call me.

Excellent and my reports from the Dr's etc. have been OK so I'm accepted.

My problem is they do not pay if Medicare or your health ins. does. In order to get this coverage for life it will cost me \$6000.00 a year. Since nursing homes eat up our money so fast that I felt \$6000.00 a year would be better than \$36,000 or more a year for this coverage. They would pay \$100.00 a day which leaves me with a big amount besides.

Since I have to take this before my 80th birthday can you advise me what to do as I have no one who could advise me.

I made tapes of your appearances and admire you so very much. Love Ethel M. Becker

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(b)(6)

[002a]

President & Mrs Clinton,

I have a question regarding a situation that is very common. I have raised 3 children, and my youngest (girl) has had 2 boys, by different men not married either. My husband and I have Guardianship of the two boys ages $3\frac{1}{2}$ & $2\frac{1}{2}$. Our daughter has recently married another boy, and at times she wants the boys back.

Since she married to this boy, they have moved 11 times, each time getting help with deposits, food stamps and etc. They have each had over 11 jobs apiece, and have purchased and lost 11 cars.

My husband and I did not take the boys away from her we accepted her responsibility for their sake. We have a good home and provide well for these children.

There is a whole lot more to my story, but I don't know if you will get this letter,

} all in 18 mos time

or if it will be something that
is of importance to you. But
it is very important to me.

I also have a License Day
Care in Hanson. We have
received grants from you the
Clinton 3 license for a Day
Care & I thank you. In

my Day Care now there is
2 other Grandparents with
the same question and problem.

Is there anything to help
as to keep from going back
to Court and paying attorney fees
just to keep these grandchildren
and give them a good stable
home with ~~top~~ teaching
values, morals & responsibility?

Is there help & protection
for Grandparents to stop
unresponsive children from hassling
us, and hold their parental
rights over our head. When in
our opinion they gave up
their rights when they left
their children in the first place.

Please help. I believe this is
a problem more common than you

can imagine. We need peace
of mind to we do not
want to worry daily about
protecting these children.

Help

(b)(6)

We are not mean people, we
are just tired of kids running
over their parents, and in our
situation the hassel + frustration
of just trying to get on with
our lives.

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DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
370 L'Enfant Promenade, S.W.
Washington, D.C. 20447

(b)(6)

[0025]

Dear (b)(6) :

This is in response to your letter to President and Mrs. Clinton regarding problems you are experiencing with your daughter around the care of your grandchildren, for whom you are legal guardian.

Your family's living arrangement reflects a long standing practice in this country of grandparents voluntarily caring for their grandchildren in time of need. If it were not for caring individuals like yourself, many of these children would end up in the foster care system in the care of strangers.

In response to your request for assistance, we have identified some resources that might be able to help you. An attorney can help you to sort out your rights under the guardianship agreement. The Ozark Legal Services Bureau in Harrison may be able to provide legal advice to you free of charge. You should contact Ms. Margaret Reger at the address below:

Ozark Legal Services Bureau
Post Office Box 1613
213 W. Rush Street
Harrison, Arkansas 72601
(501) 741-2454

Many relative caregivers find support groups very helpful. While we were unable to identify support groups in Boone County, we were successful in finding a national organization in the State of Michigan that provides support and guidance. ROCKING, Inc. (Raising Our Children's Kids: An Intergenerational Network of Grandparenting, Inc.) located in Niles, Michigan, can provide you with information on how to begin a support group. ROCKING, Inc. (brochure enclosed) is a confederation of grandparents and others who provide emotional and practical support for all grandparents and relative caregivers. For additional information, you should contact Ms. Mary Fron at the address below:

Ms. Mary Fron
President
ROCKING, Inc.
P.O. Box 96
Niles, Michigan 49120
(616) 683-9038

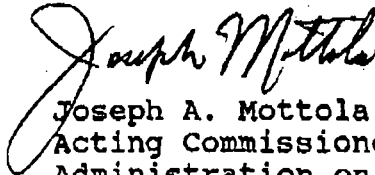
Page 2 - (b)(6)

There is also some promising pending legislation in this area. The Grandparents Raising Grandchildren Assistance Act has been proposed. This Act contains various provisions intended to benefit grandparents raising their grandchildren. Among other things, the Act would fund grandparent resource centers and amend Title IV-E of the Social Security Act to require the Department of Health and Human Services to develop model procedures for States to use in notifying relatives prior to placement of a child in foster care.

Finally, the enactment of the Administration's new Family Preservation and Family Support Services legislation could have a positive impact on relative caregivers' support needs in the future. The major child welfare provisions in this legislation are: (1) Community-based family support programs that work with families before a crisis occurs to enhance child development and increase family stability; and (2) Family preservation programs that serve families in crisis or at risk of having their children placed in foster care as well as other follow up services including family reunification.

I hope this information will be helpful to you.

Sincerely,



Joseph A. Mottola
Acting Commissioner
Administration on Children, Youth
and Families

HHS
ED

85ERS
assigned to
for...

RECEIVED OS
EXEC. SEC.
AUG 9 11 00 AM '93

Ms. Hillary Rodham Clinton
1600 Pennsylvania Avenue
Washington, D.C. 20500

Dear Ms. Clinton:

I would like to inform you of one example of why health care costs, government spending and government waste continue at such high levels. The lack of human decency and compassion seems to be an obvious factor but since no one we've encountered in our particular situation seems to care much about such considerations, perhaps someone would take issue with the associated fiscal concerns.

Although I'd prefer to relate our experience in a shorter text, my several attempts to do so failed. Please excuse the length of this correspondence.

I am the stepmother of a 15-year-old boy, John, who is multi-handicapped. He is profoundly deaf, has cerebral palsy (but is ambulatory) and is developmentally disabled with emotional and behavioral problems. Although he is 15, his physical stature is diminutive and, physically, he appears to be about 10 or 11. His emotional and intellectual age ranges from 3 to 10, varying widely in different areas. He has personality that won't quit and is inherently a very loving and charming boy with an exceptional sense of humor and boundless energy. I have been around many special needs children and I find him to be an extremely unique, complex, and mystifying human being even amongst other "special" children. On occasions, I have even wondered if he's a little pixie or elf from some other world.

Unfortunately, however, the reality of his handicaps and the society in which we live have deprived us of the luxury or enjoyment in entertaining such silly notions. As if his physical and mental handicaps were not enough, this child has had to face innumerable hardships. My husband fathered this child when he was 17. Both the father and mother came from abusive, low income, dysfunctional families, and the mother of the boy, who was 20 at the time, refused to have an abortion even though she continued taking drugs and drinking alcohol throughout her pregnancy and even though there was no way, other than welfare, for her to support the child. When John was born two months premature, with cerebral palsy, she suddenly wanted his father back in her life though she previously rejected him. So my husband moved in with the woman, although he didn't love her and she didn't love him, dropped out of high school and worked to support them. Shortly thereafter, they discovered that John was bilaterally and profoundly deaf.

After two years, the woman started having an affair with another man. When she became pregnant with this man, she took John and moved in with her new husband. Over the next three years, she had two more children, all supported by the welfare system. With three young children to take care of, in addition to John, she became increasingly unable to cope with John and his disabilities. She never took the time or made the time to learn sign language although his father and other family members had, and she had no way to communicate with him and he, needless to say, began to develop behavioral and emotional problems. When she started exhibiting physically abusive behavior towards him, and after an incident in which she literally packed John's clothes and told him to get out of the house after slamming him against a wall (he was about 7 or 8 at the time), his father took sole custody of him.

Since that time, seven plus years ago, the mother has had virtually nothing to do with him. He still misses her and cries on occasion because she doesn't want to see him and because he misses his half brothers and sister. He sees them on rare occasions but only for a few hours at a time. She doesn't acknowledge his birthday or holidays.

In addition to this, as if this was not enough, the school system started inflicting their ineptness on the child early on in his school background. Due to his behaviors, even though they were not of a physical nature but of an emotional one, they had a doctor put him on medication which aggravated his cerebral palsy. After an incident in which he came home from school, at age 5, in a fever, trembling and shaking uncontrollably, the mother took him off the medication.

There are too many school placements, incidents, and horror stories to detail here, but one relatively "minor" one which briefly illustrates the callousness and lack of caring was when his father took custody of him and he was placed in a special ed class on a mainstream campus by the school district. Although the district assured, in writing, that John would have a signing aide in the classroom (since he was the only deaf child and the teacher could not sign), the signing aide never showed up. John, at 7 or 8, had no way of knowing something was wrong or to tell his father about the situation. It was two weeks before his father found out, by chance, that the aide was not showing up. Throughout this two week period, John had no one to communicate with and had to cope, in the meantime, with the cruel teasing and harassment by classmates.

John has never been able to socialize with his "peers" in school because his unique combination of handicaps and his cleverness vs. his mental handicaps have left him peerless in each situation he has been in. Invariably, his "peers" will be much older than him, much younger than him, more physically handicapped, less

physically handicapped, far too sophisticated for him, or not sophisticated enough. Plus his deafness isolates him even more. Even when he was in school placements exclusively for the hearing impaired, he could find no peers as many of those children's only handicap was their deafness. We know he has wanted to socialize and has desperately tried but he just can't seem to establish anything more than a superficial friendship with other children.

And because the school system is regimental in placing even special ed children in classes/grades according to their chronological age vs. their emotional/intellectual age, John kept lagging behind because his behavioral problems would invariably prevent him from developing academically. This, in turn, would cause him even more frustration when he couldn't compete or participate in classroom assignments.

When Greg, my husband, and I moved in together five years ago, I was somewhat aware of the difficulties he was having trying to raise John on his own, i.e., keeping a job, finding day care, dealing with the school district, but I had no idea what a horrible, degrading, demoralizing experience was in store. I also believed that I would just start networking with the various agencies, advocates and organizations "devoted" to assisting special needs children and we would eventually find the right school, professional and appropriate day care, and in doing so provide John a safe, secure and nurturing environment, at last.

Furthermore, when we first moved in together, I had an excellent credit rating, a good job, and a modest savings. However, within the first three months after being together, after Greg found a full-time job after relocating to my area, and after having no luck finding a day care facility for John (as it was in the summer), I lost my job when the babysitter we did find called me up at work to come pick up John (after only spending two hours with him).

Since that time, I have had numerous full and part time jobs, none of which I have been able to keep because of school and day care problems. Even when he was enrolled in school, I could not even keep part time jobs because we would be routinely called by the schools and after school day care programs to come pick John up because he had been suspended for days at a time (due to his behavior). Even though this was illegal to do for more than five days per school year, as we found out later, they would not always use the word "suspension" but suggested we keep John home for a few days for his own good. Since we had no family or friends who could watch John during the day one of us would have to take time off from work. When I was trying to keep jobs, sometimes my husband would take time off. This, of course, damaged his potential for advancements in his employment because even if employers were sympathetic to the situation they could not consider either of us dependable enough to advance - which

also affected earning potential. And when push came to shove, we would have to opt for me losing a job rather than him since he was earning more money than I, but still not enough to support our household.

After three years of battling with the school district to find some resolve to this deteriorating situation, including the suggestion by us that John stay out of school and have five hours a week of home schooling so he could at least get the education he had been deprived of, we met with nothing but hostile and contemptuous resistance. When his behaviors - after being placed (against our wishes) in a special ed junior high class which was far too sophisticated for him - escalated to a point in which he routinely was suspended or had to be physically prone by numerous teachers and staff, and was soiling and wetting his pants at school on a daily basis, we called another meeting.

What these "caring professionals" also failed to concern themselves with was the fact that once he was in an agitated state he would carry this behavior on at home unable to unwind once he left school. Furthermore, what they refused to believe and/or didn't care about was the fact that when John was at home for prolonged periods, i.e., during summer vacations, holiday breaks or long suspensions, his negative behaviors subsided and he was as well-behaved as any other child, as we had learned to cope with and correct his previous bad behaviors at home through love, discipline and consistency - something he never really had on a regular basis when living with his mother and something the school system was incapable or unwilling to establish for him in an educational setting.

In addition, when he was at home for prolonged periods, he never had any toileting problems, but whenever he was reinstated in school, this behavior would manifest almost immediately. Again, no one seemed to care.

In November of 1991, the situation in his junior high placement had deteriorated to the point that John had defecated on the carpet in his bedroom, something he had never done before at home. At this meeting it was clear that the special ed school he was enrolled in clearly wanted John out of their school and they told us the only place for him was a special residential program for deaf children with emotional disorders. It was, in fact, at a state mental hospital in Napa, California, over 400 miles from our home. Although we were against the placement, it was made clear to us that this 12 to 18-month program was our only alternative and the only way to socialize John so he could return to school. We were also told that this was a uniquely special program, as few were available, and was one of the best and most highly regarded. When we asked for references from parents whose children had completed this program, we were assured they would be plentiful and forthcoming. (In the following weeks, we

received none, but heard many excuses why). We were also told that our only alternative was a program for deaf "gang member types" or for severely retarded youngsters (much younger than he) who were not deaf.

(We later found out the procedures of this particular meeting, the manner in which this placement was offered, and the manner in which this information was presented to us was both illegal and professionally unethical. Of course, when we found that out, we also found out there wasn't a whole lot we could do about it. I've enclosed copies of a legal case given to us by an attorney who told us, in essence, that you can't fight the California school system. After reading the opinions and arguments in this case, that became painfully apparent).

When we drove the 400 miles to Napa with John to visit the program and received the guided tour, it appeared it might be a good program. Our son also appeared interested in going there as he was miserable at his last placement and he recognized a couple of the children there from past schools he attended (and there have been many). When talking with the staff psychiatrist and counselors, we voiced our concerns about the use of medications since we have found his behavioral problems to be emotional rather than physically based. Plus we were concerned with the side affects exacerbating his neurological condition. They assured us they only consider drug therapy as a last resort and they, too, from what they had read about John, felt his behaviors were emotionally based. They also assured us they would want to closely observe him for at least six months before even considering any drug therapy.

We felt relieved that they seemed to share our concerns and observations. What we encountered once we placed John there, two weeks later began to, and continued to, contradict everything we were told and promised. In the ensuing eight weeks we visited the facility twice, as the distance, condition of our car, and costs involved with making the trips were prohibitive. Once was at Christmas, and the other was to remove him from this snakepit.

John's personality was clearly deteriorating. When we visited him at Christmas, his effervescent personality was somber and zombie-like. His dorm room, looking quite unlike the ones we had seen on our tour, was barren and littered. All of the new clothes we had bought him, underwear, books, games, were gone. He was able to hold on to his jacket and a couple of other items which were locked in his small cabinet/closet. He was wearing ragged nylon sweat pants and a T-shirt. The community clothes he and his roommate had were strewn all over the room. Paper and clutter was everywhere. Beds were unmade.

A number of kids were just standing around in the halls. Two were occupying their time playing with a styrofoam cup over a

floor heater vent. Others sat in the main dorm room, glued to a television set while the adult counselors sat and chit-chatted around a desk in the back of the room.

On our way home from that visit we were extremely depressed and lost with regards to what we were going to do. Making matters worse was that when we'd try to communicate with staff, by phone, the counselors who were so syrupy-sweet when we met them on our tour were now contemptuous and hostile when we voiced our concerns over John's apparent lack of progress and deteriorating condition. We were routinely subjected to insulting and or rude communication with the staff when we were able to get them to take our calls or return messages.

After him being there nearly eight weeks, we finally get a call from the psychologist (who had promised to give us her assessment of him after his first thirty days there) and she tells us John is severely retarded, hyperactive and should be put on three different (very potent) drugs. We, at that point, realized what a mistake we had made agreeing to this placement. She also said he did not even know the alphabet, didn't know his birthday, and had very limited learning abilities. That was utter crap. John had taught me the sign language alphabet years ago! It was clear these professionals had no clue about John and that his well-being was being severely jeopardized in this placement. We were also told that he and two other boys were found mutilating their arms with battery acid and a sharp object. Self-mutilation was a behavior he had NEVER exhibited before.

My husband and I agreed that it was, at last, a time to take a stand, regardless of the consequences. We drove up to the facility that weekend and removed John. We contacted school officials and told them they could take whatever action they wanted to against us but we were not going to agree any longer to what THEY thought was best for John. If they couldn't come up with an appropriate program, in our neighborhood, we would just keep him at home.

We then started contacting, once again, all the advocacy groups and organizations, trying to find legal counsel. We contacted anybody and everybody, including the ACLU, without any results. Finally, an attorney who worked with one of the advocacy groups agreed to take John's case up with the school district with the understanding that we could not afford her fees but she would likely recoup them from the school district if we win the mediation, which she felt we would have no trouble doing.

Numerous other issues surrounded our case, including a situation in which the school district, just prior to his placement at the mental hospital, lost our son for over four hours. We had to call police because the bus company lost him and told us he hadn't boarded the bus. At that point, we feared he may have

been kidnapped or lost. As it turned out, they rerouted him on another bus and it took them over four hours to locate him and deliver him to our house. When we demanded an explanation, in writing, as to where our son was for these four hours and that an upgrade of procedures was in place which would prevent such an event from occurring again (as they do not sign these children on and off the buses - something we had just erroneously assumed they did) these requests were flatly refused and our attorney couldn't even provoke a satisfactory response from school district officials.

In the meantime, we tried to contact various media but our story didn't have a "hook". We got plenty of "sympathetic" "sorries". We, again, attempted to find some outside assistance not because we wanted to, but because we were desperate.

We also tried to apply for SSI for John, since I had to give up my job. Since we jointly earned \$35,000, before taxes, in 1991, we did not qualify. Since then we're down to about \$30,000 for 1992, and will be lucky if we make that this year, but at this point even SSI benefits would not make help us get out of this mess and, if anything, might only encourage us to stay in the hole we're in, much the way welfare does.

What ensued in the following months during our mediation process with the school district was gruelling. Having to fight them every inch of the way, he was finally put in a placement, close to home (a first) and provided a one-to-one aide while he was at school and on the bus. Although we were told she would be a signing aide, as it turned out, she did not know sign language. She was, however, a very nice lady and seemed to genuinely care about John. Yet, she was ill-equipped to handle him in the classroom. Although he was in a deaf-program at the mainstream school, his handicaps and behavior did not allow him to integrate. In fact, we later found out he was segregated (with his aide) from all the other children at lunch and at recesses. On one occasion when he went in to use the boys' restroom, two "normal" adolescent boys using the restroom started teasing and ridiculing John. He reacted by throwing down the trash can and having one of his "temper tantrums". The two other boys were not disciplined, but John was. He was also no longer allowed to use the regular restroom and was restricted to using the staff restrooms (alienating him further).

While at this placement, one teacher who initially expressed to us his confidence in being able to deal with John, became so hostile towards John's disruptive behavior that in front of John, and his aide, and the other children in the classroom, he called the school's administrator and told him to "get this God damn kid out of my classroom". We learned this from his aide, and although John could not hear the contempt in this teacher's words we know he clearly sensed it.

We pulled John from this program after having been called to pick him up, as he was again being suspended. After more wrangling with the school district, and under the advice of our attorney, we were convinced to re-enter him into the same school with "improved" conditions.

In less than two weeks, we were called to pick up John again. This time, he had bolted out of the classroom directly into a very busy parking lot, where the school buses enter, and ran towards the street. Fortunately, he was not injured and was subdued by several staff before he reached the street.

We pulled him again and told everyone involved, including our attorney, we would not stand for this anymore. We, again, brought up our desire for him to have home teaching and were, again, flatly denied this consideration.

At this point, a mediator was assigned as the school district refused to accommodate us any further. Through mediation, we came to an agreement that John be placed in yet another special ed school in our area. This program was specifically designed for special children with emotional problems. (All of a sudden there were all these programs in our neighborhood available which, heretofore, we were told did not exist). Since it was not a hearing impaired program and since it was not an academic program, we stated that we would only agree to it if he was given a one-to-one aide who could sign and that he be provided at least five hours of academics weekly, (as our son was approaching 15 years of age and he could not read or perform any mathematics other than single digit addition. From working with him at home we knew he had the potential but we were not equipped in developing these skills in such a child).

Encouraged by a false sense of confidence that an outside mediator was going to assure the cooperation of the school district, and that all our demands were going to be met, we agreed to this placement.

When we enrolled John in school that day we learned that, 1) his signing aide couldn't sign, 2) nobody present knew anything about the weekly five-hour academic tutoring agreed to, and 3) that there was no aide for him on the bus. It appeared that of the four items agreed upon in mediation, the only one that was being honored was one that the attorney added, i.e., that the school district agreed to pay for all her legal fees incurred to that point.

Not having been terribly impressed with our attorney's performance up until then, since much of the points raised, demands made, and concerns voiced in the numerous meetings were made by my husband and myself, we had lost all confidence in her when we called her and she suggested we put John in this program anyway.

We refused. The mediator then pressured the school district to appease us (if only to prove us wrong) and provide John home schooling on a temporary basis. It has always been our belief that perhaps if he can develop academically, something he was never able to do in school, he may have more confidence in himself and feel that he has a chance of competing with his classmates instead of feeling isolated and inferior.

This program was initiated last September. Within a few short weeks, he was reading 1st and 2nd grade primers and was doing carry over addition. Granted, he may not be proficient at the academic skills he was learning but he has been able to accomplish things he was never able to develop in eight years in the classroom. Now, he is reading at third grade level and is doing borrowing functions in subtraction and learning his multiplication table. He is also looking forward to learning division. He has an excellent teacher, proficient in sign language, who knew John years ago when he was enrolled in the deaf school she teaches at. I think even she is surprised at what a difference there is in his behavior at home and in his ability to apply himself to academics when undistracted.

But of course, this is too good to be true. We received a call from the mediator saying that although they would agree to continue with the home schooling until the end of this semester, they believe that him being home is inappropriate and unhealthy for his social development and they will be placing him back into the classroom. Plus home schooling is only allowed on a long-term basis for children who are bedridden. Also, our attorney, obviously peeved with our attitude, isn't doing anything. She told the mediator to discuss the terms with us. We have not heard a word from her in several months even though we sent her a copy of John's most recent report card documenting his unprecedented progress.

Nobody would like to see John socialized more than we would. We would love to see him have a friend he could relate to, as he has never been able to really develop a friendship with other children and we're well aware of how important it is to have friends at that age. He can get along great with younger kids in the family or with neighborhood kids for short, temporary periods of time. He even adopts the role of caretaker and aide when around kids more severely handicapped, physically, than he. But, invariably, he cannot socialize with them in anything more than a superficial manner and he becomes frustrated, cannot take the teasing (which frequently happens) and/or is taken advantage of. We have come to the conclusion that he is an exception to the rule of socialization. Trying to socialize him is like trying to pound a square peg into a round hole. He gets along with adults better, as they are more tolerant of him, and he prefers their company. Whether we like it or not, or whether the professionals like it or not, his history has clearly proven this.

Also, when he is home, and not influenced by socialization which exacerbates his negative behaviors, we have found that his positive qualities come to the forefront and he is less argumentative and is much more cooperative. He helps around the house, is kind and gentle with our cats and dogs, easily finds things to do to occupy himself, like looking through magazines, playing on his computer, drawing pictures, arranging and rearranging his room, and is generally very happy, passive, and easy going.

Still, we felt guilty about him not having much recreational activity outside the home since he and I are virtual prisoners at home due to our financial predicament. We have no car during the day and no money even for bus fare or a movie on any regular basis. So, we enrolled him in a Saturday recreational program a few weeks ago. It is a program for handicapped kids, from youngsters to young adults, with emotional problems to go to the movies together, skating, the symphony, etc. We were excited about it because there would not be the pressures he was under at school and the supervised groups were broken up into four or five kids each.

Although John was excited too, the first day he attended he had both soiled and wet his pants. Again, he had not done this at home for nearly a year. We were told that if he did that again he would not be allowed to remain in the program. We told John this and he seemed to understand. We notice that part of him wants to attend this program but that another part of him cannot cope with it. He has returned two times since then and although he has not soiled or wet his pants, he has started to exhibit his negative behaviors at home again, just as he did when he was in school. Although not as frequent, there is a clear pattern in which he becomes rigid, very argumentative, and even combatant. He has also wet his pants on a few occasions.

Although we have not had to deal with such incidents in the home for several months now, in the last two weeks we have had three in which he gets so out of control that we have to prone him until he vents all his frustrations struggling with us. This situation is precipitated by him refusing to do something we have told him, (like clean his room), telling us he's not going to do it, followed by screaming and yelling when we tell him he's going to be on time out if he does not cooperate, and by doing something like locking or barricading himself in his room.

Naturally, as he grows bigger, becomes stronger, more clever, and has the normal hormonal changes occurring at this age, he is getting to a point we can no longer handle him in these situations, especially if I am home alone with him.

It is clear to us that trying to "socialize" this child is not in his best interest, or in ours as a family unit, at this time in his life - nor has it been up to this point. We thought that if he could continue making the progress he has shown he can make while at home, both academically and behaviorally, maybe some day he could socialize as an adult, or young adult, since he has always preferred adult company, anyway. We concluded that by removing him from situations which incite his negative behavior patterns, we could reduce the tendencies and eventually the behaviors, themselves. In the meantime, at home, his positive behaviors and inherent qualities would have a chance to develop more. We decided we would rather have the sweet, considerate, charming John we know at home than have him develop the negative behaviors he was honing in his school placements. And his education was no longer a consideration with regards to the school placements as he never was provided one while in school.

We had also hoped that we could keep John and take care of him in our home, as a family, as long as both my husband and/or I are alive, and have fought the system to obtain and/or maintain the environment that would help us do this. But we can no longer. Our financial situation is such that if we keep up the way we are living any longer, we will be out in the street within the next couple of months, or sooner. We have no friends or family we can stay with.

My husband was in a minor traffic accident yesterday and we have no car insurance because we cannot afford it. We have not had it for over three years. I guess we are lucky we have avoided such a situation this long. We can barely make rent, utilities and groceries, as it is and frequently have to borrow money from friends. Each month we repay them and each month we have to borrow it back, and each month we sink deeper and deeper. Since it is against the law to drive without insurance, my husband may have his license suspended. Furthermore, we cannot afford to pay for the body damage on our car. Our second car, which I used to drive to work, has been sitting in the driveway for over a year because we cannot afford to pay for its repair and we cannot afford the accumulated registration fees. It doesn't even pay for us to sell it because it would cost more to fix it and register it than it is worth.

Our operative car has nearly 150,000 miles on it, needs brakes badly and it is just a matter of time before it needs other major repairs. We cannot afford that either. If my husband's license is suspended or if the car breaks down, my husband will likely lose his job.

Since I have been home with John, I have tried to do work from the home. A family member lent us their computer so I could do transcription work from the home. That has not worked out because in the last year this field has developed in such a way

that I cannot afford to buy the updated computer hardware necessary to compete in this field. I am now trimming sports hats at home for an arts and crafts business and get paid piecework. I work long hours for the money I make and average about \$3.00 to \$4.00 an hour. Although my income potential is \$35,000 to \$40,000 a year, I am now lucky if I can bring in \$300 to \$400 per month.

Our savings was quickly consumed several years ago. Our credit is ruined. It wouldn't even pay to file for bankruptcy as we have no assets. By the time we reached the point where we agreed one of us would have to quit working to stay at home with John, we had no resources or credit to start our own business. Although we have repeatedly tried to do so in the last year, we are just not financially able to undertake even the most modest entrepreneurial endeavors.

What is most devastating, however, is realizing that all our options are gone, as is our strength in fighting this system. It is impossible to relate what a stressful, depressing, despairing, demoralizing, degrading, and humiliating experience this struggle has been. And, there is no light at the end of the tunnel, or promise of a light. If anything, we are just faced with further deterioration of our situation with no means to change it. We can no longer have physical confrontations with John as he grows bigger and stronger. The brief, "easy" times we've had when he's content at home are nearly over. We will be forced to put him back in the classroom and no one, even our attorney, cares what a devastating effect it has on our home life. After all, they don't have to deal with the situation on a day-to-day, 24 hour basis. Nor do they care about our financial hardships. When John presents a problem for them, they just suspend him and send him home. The only other choice they give us is to institutionalize him.

The accumulated stress, depression and sense of frustration, in addition to our financial worries, over this prolonged period has been debilitating. It has become difficult to function on a day-to-day basis. Once-easy chores, like doing the laundry, doing yardwork, etc., seem sometimes like unsurmountable tasks. The five years of stress has caused even physical fatigue. And there's a feeling which develops that says, in essence, there's no point in trying to do anything. It's horrible, and it is something I would wish on my worst enemy.

Over the last few weeks, due to this situation, we have racked our brains trying to figure out what to do. We have no friends or family who can care for John until we get back on our feet. We have never been able to find appropriate day care for him, as the same problems develop. As for a private sitter at the home who was qualified and willing to work with John on a day-to-day basis, we cannot find or afford such quality care.

Yesterday, we made the hardest decision either one of us have ever had to make. We have decided to put John in a group home, if we can find one, or an institution. Chances are such a place which can accommodate his age group, deafness, behavioral problems and developmental disability, will be far from home, possibly even out of state. We have come to the conclusion that all we can do to avoid being put out in the street is to take this measure hoping we can at least regain our financial footing and try to cope again with the situation at that point. We also want to be able to set up some kind of trust fund for John for his future care if we are not around anymore - something we have always planned to do but have not been able to.

Of course, we cannot afford the cost associated with placing John in a residential program and that burden will have to be assumed by CCS (California Children's Services). We're well aware of the cost associated with such placement, as we were mistakenly sent a bill for the eight weeks he spent at Napa and were shocked to see the \$27,000 billed to the state for such an horrible placement. Also disturbing was the fact that the bill would have been, for the 12 to 18-month program planned, up to a quarter of a million dollars if he had remained there.

The system did not want to pay, refused to pay, for five hours per week home tutoring, which we estimate to be \$150.00 to \$200.00 per week, at most. Nor are there any programs which help the family cope, financially, with the already difficult situation of trying to provide for a child like John should one parent have to stay home and take care of him. Obviously, such a situation for a single parent is even more devastating.

In a society of pro-lifers, do-gooders, family values proponents, and those who go after fathers who refuse to pay child support for children, my husband, then 17, who came from a terribly abusive, dysfunctional and impoverished background, took his responsibility to care for and support his handicapped son, and every aspect of this hypocritical society appears to be set on punishing him for doing so. On top of all this, my husband suffers from epilepsy. But, he is an exceptionally intelligent, sensitive, and caring person who could have pursued just about any career and lifestyle for himself had he chosen to abandon his responsibility to his son. He loves his son very much and has tried his best to do the right thing for him. I have also tried to help my husband care for him and live up to the responsibility I took on when I married my husband and became a surrogate mother for John. And the more he tried, the more we tried, the more difficult life has become.

This system obviously prefers to spend limitless amounts of money warehousing children, young adults, and adults like John than in helping families stay together by subsidizing the modest income of parents who are willing to care for their child at home (and

at a mere fraction of the cost) in order to maintain the well-being of the family and family members. I say "parents with modest incomes" because it has become apparent to us that with ample financial resources we could hire the high-priced attorneys and private educational professionals necessary to keep this system off of our back. They will not even leave us alone.

I have never, in my life, become so disgusted with the human race. After dealing with this situation for the last five years, I can only conclude that the lack of tolerance for children like John and for the hardships placed on the families who don't have the necessary resources to cope with this intolerance is widespread in our society. I have also come to realize that the people who supposedly care (with the exception of one or two decent individuals we have encountered - and who are virtually powerless within this system) only care in measure to what they are paid to care and by whom they are paid.

The worst part is, had we known what the system was really like and not been subjected to their mandatory "care", perhaps we could have made a go of it several years ago when we had a savings and credit. We certainly would have planned our life out much differently and it couldn't have been anymore of a disaster than it has turned out to be at this point. It is not as if we expected the care, or felt we deserved special care, but we were put in a position in which we were forced to depend on care which didn't exist. Perhaps we could have prepared for what inevitably happened had we been made aware of that sooner.

When I first became involved in this situation, I actually believed that my life would be enriched by the kind of people I'd be encountering in the special ed schools and programs John would be associated with. Not only have I found these people far less admirable than I had anticipated, I have found the majority of them to be self-serving, deplorable human beings who are more concerned with projecting an image of caring than in actually doing so. Maintaining that image, receiving their awards at dinners and charity functions, and in enjoying the honorable status of "working with handicapped kids", seems to be the objective. Granted, it's a very difficult job and I probably couldn't handle it over a long period of time, but I certainly wouldn't think I was doing anyone any favors if I reached a point in which I became as hostile and jaded as are many of the individuals we've encountered.

I am obviously writing this letter with the hope you, or somebody, will listen. From previous attempts to seek assistance, advice, suggestions, etc., I certainly have no reason to believe I will get any response and, again, I'm well aware of the desperate state many families and individuals are in, both in this country and around the world. We are no more deserving of any assistance than they are. But since we are at our final

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003a. letter	To Hillary Rodham Clinton from constituent re: hardship (partial, p. 15) (1 page)	08/09/93	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Maggie Williams (Subject Files)
OA/Box Number: 4106

FOLDER TITLE:

Margaret A. Williams [Folder 4]

2013-0359-S

ry1422

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]

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b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Page: 15

crossroads in this situation, I am giving it one last try and I might as well go directly to the top with it. And even if our situation is beyond a point of resolve, perhaps our experience and its outcome can provide some insight into why this system isn't working for the family unit, why it is bankrupt, both morally and fiscally, and why such levels of despair exist within our society.

Sincerely,

(b)(6)

[003a]

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003b. letter	To constituent from Patricia J. Guard (partial) (6 pages)	08/27/93	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Maggie Williams (Subject Files)
OA/Box Number: 4106

FOLDER TITLE:

Margaret A. Williams [Folder 4]

2013-0359-S
ry1422

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

AUG 27 1993

(b)(6)

[0036]

Dear (b)(6):

I am writing in response to your letter to Mrs. Hillary Rodham Clinton concerning the education of your stepson, John. Your letter has been referred to the Office of Special Education Programs for response. I regret the problems that your family has experienced in seeking what you believe to be appropriate educational services for John.

I thought you might find it helpful to have some information about Part B of the Individuals with Disabilities Education Act (Part B). Part B is the Federal law that authorizes financial assistance to States, and through them to local school districts, to assist in meeting the special educational needs of eligible children with specified disabilities. Children with impairments can be eligible for special education services if, consistent with the requirements of Part B, they are evaluated and determined to need special education and related services because of a specific physical or mental impairment. I am enclosing for your information a copy of the Department's regulations implementing Part B, at 34 CFR Part 300.

Under Part B, States and local school districts have an ongoing responsibility to make available a free appropriate public education (FAPE) to all such eligible children. FAPE includes the provision of special education and related services which meet State educational standards and Part B requirements. These services, among other requirements, must be provided at public expense under public supervision and direction, without charge to the eligible child or his parents, and must be in conformity with each student's individualized education program (IEP). Further, all children with disabilities, regardless of the severity of their disabilities, are entitled to be educated in the least restrictive environment (LRE) appropriate to their unique needs.

If you believe that John's educational placement is inappropriate, or that he is not receiving FAPE, you can request an IEP meeting and/or a change in placement. In making educational placements, Part B requires school districts to

ensure that each child's educational placement is determined at least annually, is based upon the child's IEP, and is as close as possible to the child's home. 34 CFR §300.552(a). Each child's IEP must, among other elements, contain a statement of the specific special education and related services to be provided to the child, and must specify the extent to which the child will be able to participate in regular educational programs. 34 CFR §300.346(a)(3). In addition, the child's placement must be made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. 34 CFR §300.533(a)(3). Part B provides for the active participation of parents in the development of their child's IEP. During the IEP meeting, it is appropriate for parents to bring their child's needs, including needs related to his behavior, to the attention of school authorities. Appendix C to 34 CFR Part 300, question 44, states that "the IEP for a child with a disability must include all of the specific special education and related services needed by the child - as determined by the child's current evaluation."

Part B also provides you with the right to obtain an independent educational evaluation (IEE) at public expense, if you disagree with the results of the current evaluation obtained by the public agency. However, the agency may initiate a hearing under 34 CFR §300.506 to show that its evaluation is appropriate. If the final decision under 34 CFR §300.506 is that the evaluation is appropriate, you still have the right to obtain an IEE, but not at public expense. 34 CFR §300.503.

If you request a change of John's educational placement, and the public agency refuses your request, it must provide you with a written notice explaining its action. This notice must include a description of any action proposed or refused by the agency, an explanation of why the agency proposes or refuses the action, a description of any options considered and the reasons why they were rejected, a description of the procedures or materials (such as evaluations, tests, etc.) used as a basis for the proposal or refusal, and a description of any other factors which are relevant to the agency's proposal or refusal. In addition, a full explanation of all the procedural safeguards available to the parents under the Part B regulations must be included. 34 CFR §300.505(a).

You mentioned in your letter that John has been suspended for "days at a time" for behaviors arising out his disability. Part B has been found by the U.S. Supreme Court in its decision in Honig v. Doe, 108 S.Ct. 592 (1988), to prohibit State or local school authorities from unilaterally excluding children with disabilities from the classroom for dangerous or disruptive conduct arising from their disability. Under Part B, exclusion of a student with a disability from school for longer than ten days constitutes a change in placement, and the parents must be

given written prior notice of the proposed placement change, including an explanation of applicable procedural safeguards and due process rights should they wish to challenge the proposed placement decision. 34 CFR §§300.504-300.505. School officials may, however, use their normal discipline procedures, such as temporary removal for up to ten school days. In addition, the use of study carrels, timeouts, or other restrictions in privileges would be permissible, to the extent that they would not be inconsistent with the child's IEP. This determination must be made, on a case-by-case basis, in light of the particular facts and circumstances. During a ten day suspension, school officials may initiate review of the student's IEP, seek to persuade the parents to agree to an interim placement, or invoke the aid of the courts to remove a dangerous student from school if they believe that maintaining that student in the current placement is substantially likely to result in injury to the student or to others.

A suspension or disciplinary removal of a student with a disability for more than ten school days, which constitutes a change in placement, may not be imposed without a determination by a group of persons, as described in the Part B regulations at 34 CFR §§300.344 and 300.533(a)(3), that the student's misconduct is not a manifestation of his disability.¹ If the group determines that the student's misconduct is a manifestation of the student's disability, the student may not be suspended for more than ten school days.

If the misconduct is related to the student's disability, it is appropriate to review the student's placement. Nonpunitive changes in placement may be appropriate and should be implemented subject to applicable procedural safeguards. If the parents request a due process hearing under 34 CFR §300.506 to challenge a local educational agency's proposal to change the student's placement, that action may not be unilaterally taken over the parent's objections until all administrative and judicial review proceedings have been completed. School officials may also invoke the aid of the courts to remove a dangerous student.

If the group determines that the misconduct is not a manifestation of the student's disability, the school district may impose normal disciplinary measures subject to the parent's right to request a due process hearing on whether the manifestation determination was correct, which would stay any long-term suspension or expulsion until the review proceedings

¹ If a removal of a student with a disability from school for a period of up to ten school days is being contemplated, no prior determination by the group of persons described at 34 CFR §§300.344 and 300.533(a)(3) as to whether the student's misconduct is related to the student's disability is required.

are completed. Under Part B, even during a disciplinary removal that exceeds ten school days, schools may not cease educational services to students with disabilities. This is so regardless of whether the student's misconduct is determined to be a manifestation of the student's disability. Thus, all children with disabilities - including those who have been suspended or expelled - must be provided FAPE, and educational services may not cease for such students.

In your letter, you stated that John is 15 years old. You may be interested to know that in 1990, Part B was amended to include provisions regarding transition services. The Part B regulations at 34 CFR §300.346(b)(1) require that the IEP for each student, beginning no later than age 16, or at a younger age if determined appropriate, must include a statement of needed transition services. 34 CFR §300.18 defines the term "transition services" as:

- (a)...a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
- (b) The coordinated set of activities described in paragraph (a) of this section must --
 - (1) Be based on the individual student's needs, taking into account the student's preferences and interests; and
 - (2) Include--
 - (i) Instruction;
 - (ii) Community experiences;
 - (iii) The development of employment and other post-school adult living objectives; and
 - (iv) If appropriate, acquisition of daily living skills and functional vocational evaluation.

A student younger than age 16 for whom transition services would be appropriate may not be denied such services because he or she is not in a high school setting. If the IEP team determines that transition services are not needed, a statement to that effect must be included in the IEP. 34 CFR §300.346(b)(2) states:

- (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.18(b)(2)(i) through (b)(2)(iii), the IEP must include a statement to that effect and the basis upon which the determination was made.

Procedural safeguards under Part B include the right to initiate a due process hearing. Parents who disagree with a decision by a public agency regarding the identification, evaluation, educational placement, or the provision of FAPE to their child, have the right to request an impartial due process hearing under 34 CFR §300.506. The due process provisions of Part B were specifically designed to provide parents with an independent forum for resolving disagreements with a public agency.

In addition, if you believe that a violation of Part B has occurred, you can file a complaint with the California State Department of Education (CSDE). CSDE must investigate and resolve any complaint that it receives within 60 calendar days, in accordance with the complaint provisions applicable to Part B at 34 CFR §§300.660-300.662. To request a due process hearing, or to file a complaint, you can contact the CSDE official listed below, at the following address and telephone number:

Mr. Leo Sandoval
Director
Special Education Division
California State Department of Education
721 Capitol Mall, Room 610
P.O. Box 944272
Sacramento, California 94244-2720
Telephone: (916) 657-3567

You may be interested to know that there is a Federal law that prohibits school districts receiving Federal financial assistance from discriminating on the basis of disability. This law, known as Section 504 of the Rehabilitation Act of 1973 (Section 504), is enforced by the Department's Office for Civil Rights (OCR). OCR investigates complaints of discrimination on the basis of disability by recipients of Federal financial assistance from the Department. For further information regarding Section 504 and how to file a complaint with OCR, you may wish to contact:

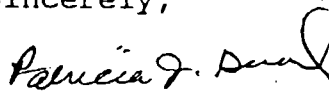
Mr. John E. Palomino
Regional Civil Rights Director
Office for Civil Rights, Region IX
U.S. Department of Education
Old Federal Building, 09-8010
50 United Nations Plaza, Room 239
San Francisco, California 94102-4102
Telephone: (415) 556-7000

A document that you and your family may find helpful is an information sheet issued by the National Information Center for Children and Youth with Disabilities (NICHCY) concerning special education resources in California. This resource sheet will

provide you with the address and telephone numbers for that organization, as well as for other resources within California. I have also enclosed a copy of the NICHCY publications list for 1992.

I hope that you find this information helpful, and I wish John every success in his schooling and beyond. If this Office can be of further assistance, please let me know, or feel free to contact Ms. Nancy Jenkins of my staff at (202) 205-9090, using a Telecommunications Device for the Deaf (TDD). If you do not have access to a TDD, you can contact either the Federal relay at 1-(800) 877-8339, or the California relay at 1-(800) 735-2922, and instruct the operator to contact Ms. Jenkins at the above number.

Sincerely,



Patricia J. Guard
Acting Director
Office of Special Education
Programs

Enclosure

cc: Mr. Leo Sandoval

THE WHITE HOUSE
WASHINGTON

November 23, 1993

Ms. Danyce Ashton
7925 East Granada Road
Scottsdale, Arizona 85257

Dear Ms. Ashton:

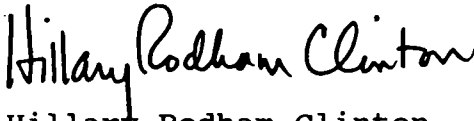
Thank you for taking the time to share your views with me. I appreciate your thoughts.

I am sorry to hear that you and your colleagues were unhappy with the platform surrounding my speech at the California Hospital Associations Conference in San Diego. I understand your frustration at not being able to ask questions, however, restraints on time made this impossible.

I greatly appreciate your unwavering support, despite your views on the forum and I hope you will continue to support the President as his Administration works toward meaningful and lasting change in our health care system.

Once again I apologize for the inconvenience you felt the platform caused both you and your colleagues. Thank you for sharing your views with me.

Sincerely yours,


Hillary Rodham Clinton

October 17, 1993

Hillary Clinton
White House
Washington, D.C.

Mrs. Clinton:

This week I attended the California Hospital Associations Conference in San Diego where you presented an "inter-active" live video cast from D.C. I was an exhibitor at that conference. We gave up valuable time with our clients to all attend your speech.

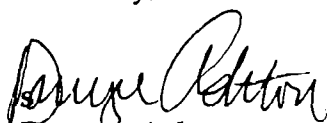
You were articulate and expressive, but why would you even consider an inter-active conference if you were not going to interact with the audience. Most everyone there who I later visited with was sorely unhappy with the platform. We were all on the edge of our seats waiting for revelations and with questions. We were not able to ask one question and then to add insult to injury, you said you had a dinner engagement. I and my company lost revenue, time with our clients and the option to a forum for questions. Where is the justification.

I am a democrat, I am a female, I am a business person and I really feel like the attendees deserved much more consideration than what we were dealt. I have written you before, received an answer and have been an advocate of the administrations position regarding the need for health reform, but this debacle went beyond my sensibilities as one having grown up in the South where bad manners are not acceptable.

Personally I feel each person in that room deserves an apology for improper use of time. We could have all heard you on tape and received the same outcome without using our valuable client time to listen to a speech that was taped.

You still have my loyalty, but I really have a different view of the administration as a whole to pooh-pooh one of the most powerful organizations in this United States.

Sincerely,



Danyce Ashton

7925 East Granada Road
{602} 946-9231

Danyce Ashton

Scottsdale, Arizona 85257
{800} 638-7335 WRK

THE WHITE HOUSE
WASHINGTON

November 24, 1993

Miss Emily Kaplan
P.O. Box 1330
Boyce Hot Springs, California 95416

Dear Emily:

Thank you for writing to me about an issue that concerns you and a great deal of other young Americans. It is gratifying to receive letters from young people like you who are concerned about the welfare of those in our country who are disadvantaged.

The problem of homelessness today is a tragedy that each one of us as American citizens must work to change. The Health Security Act will guarantee all Americans a comprehensive package of benefits that can never be taken away. Homeless people will receive the same security as all other Americans under the President's plan.

Thank you again for writing and expressing your concerns. Your support and that of other young people is invaluable as the President's Administration works toward meaningful and lasting change in our health care system.

Sincerely yours,

Hillary Rodham Clinton

Emily Kaplan
P.O. Box 1330
Boyce Hot Springs, CA 95416

First Lady Hillary Rodham Clinton
1600 Pennsylvania Ave., N.W.
Washington, D.C. 20500

My name is Emily Kaplan. I am a concerned student at Sonoma Valley High School. I'm interested in the health care issue you are trying to pull together into a reality for the entire nation. The idea of national health care is not only profound, but one of the more positive government advances that we've seen within the last couple of years.

There are gaps, (or should I say one particular gap) that I can't seem to find an answer for; such as the care that will be given to homeless people.

At age sixteen, I am in direct contact with people my own age who have dropped out of high school, who cannot find jobs, and if not already homeless, soon to be out of house and home. What kind of medical care will people like this receive? They are not drug-addicts, or criminals, they are merely teenagers and young adults who are not able to conform to acceptable social behavioral standards.

Luckily, Sonoma Valley is not subject to the amount of homeless people like places such as San Francisco or L.A. are; but the population is steadily growing. I am concerned for those individuals who aren't skilled enough for jobs due to the educational system of our county, and for those people who are skilled, but are limited to jobs. What kind of health care plan will these people be under? How will it affect the average homeless person who has never had a job?

I would be very interested in trying to understand this specific aspect of the health policy. If possible, I would like to have some kind of reply or answer acknowledging that my thoughts have been sent out to you, and that you know that young people do have voices to be heard and recognized. I would also like to add that under the new government, more and more young people will be getting involved and speaking up. Thank you for your valuable time.

sincerely,

Emily Kaplan
oct. 6, 1993

THE WHITE HOUSE
WASHINGTON

November 12, 1993

Mr. Michael D. Mahaffey
411 Caroline Street
New Orleans, Louisiana 70114

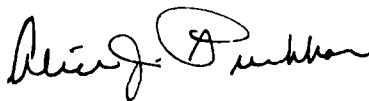
Dear Mr. Mahaffey:

Thank you very much for writing to the First Lady. She appreciates receiving comments from people like you who write about issues that are of interest to them.

The First Lady has not made an announcement about peas. If she were to discuss peas she would say that she enjoys them very much.

Thank you again for sharing your comments with Mrs. Clinton.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Alice J. Pushkar". The signature is fluid and cursive, with a large loop at the end.

Alice J. Pushkar
Director of Correspondence
for the First Lady

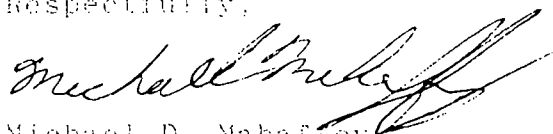
Michael D. Mahaffey
411 Caroline Street
New Orleans, LA 70114

14 Oct 1993

Dear Mrs. Clinton and President,

I happen to be in your husbands Navy. I have found that in the last 18 years that peas are one of only two vegetables that a Navy cook does not mess up when they are cooking them. Even before I joined the Navy peas were a favorite of mine. My wife currently buys 2 - 3 bags of frozen peas per payday to feed to my family.

Respectfully,

A handwritten signature in cursive script, appearing to read "Michael Mahaffey", written in dark ink.

Michael D. Mahaffey
EM1(SW) USN/AD

THE WHITE HOUSE
WASHINGTON

November 24, 1993

Ms. Martha Valdez
116 North Road
Eastchester, New York 10707

Dear Ms. Valdez:

Thank you for your thoughtful letter. I am pleased that you feel I am a role model for you. Your dedication in pursuing your career goals while at the same time providing for your family's needs is commendable. Congratulations on your recent accomplishment in receiving a degree in Public Accounting.

Thank you also for expressing your support of the Administration's work on health care reform. The Health Security Act will guarantee every American a comprehensive package of benefits that can never be taken away. Your support is invaluable to the President as his Administration works toward meaningful and lasting change in our health care system.

Thank you again for writing and I wish you continued success in all of your future endeavors.

Sincerely yours,

A handwritten signature in dark ink, reading "Hillary Rodham Clinton". The signature is fluid and cursive, with the first name "Hillary" being the most prominent.

Hillary Rodham Clinton

Martha I. Valdez
116 North Rd.
Eastchester, N.Y. 10707
September 29, 1993

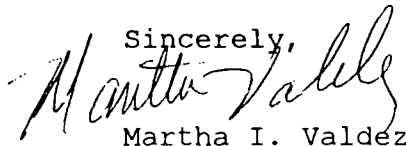
Mrs. Hillary Rodham Clinton
The Whitehouse
Washington, D.C.

Dear Hillary:

I would like to express my most sincere congratulations on your recent work on Health Care. You have become a great role model for the future generations of America. I have a 13 year old sister, and 3 nieces that hopefully will follow your foot steps and become as educated as you are. Hillary you are not only fighting for health care, you are setting an example of the potential that women have. It is refreshing to see a First Lady who is not just an extension of her husband , but is an accomplished professional in her own right.

I am a single mother of a 4 year old boy, as such I am the sole provider in my household. I attended school at night and recently graduated with a degree in Public Accounting. I know that with hard work a person can accomplish whatever he/she sets out to do. However, I don't have the power to reach as many lives as you do to set an example, and that is why I am grateful that you are our First Lady.

Sincerely,

A handwritten signature in cursive script that reads "Martha I. Valdez". The signature is written in dark ink and is positioned above the printed name.

Martha I. Valdez

THE WHITE HOUSE
WASHINGTON

November 24, 1993

Mr. John F. Higgins
Children's Television Workshop
Corporate Communications Division
One Lincoln Plaza
New York, New York 10023

Dear Mr. Higgins:

Thank you for your thoughtful letter and photograph of me. I agree that the warm rosy look of the photograph exemplifies "Sesame Street."

It was a pleasure meeting you during my recent visit to the Sesame Street studio. Sesame Street is a wonderful television program for children, emphasizing educational development and emotional growth through an enjoyable, engaging format.

I appreciate the words of encouragement offered in your letter. I wish you continued success both in law school and in all your other future endeavors.

Once again, thank you for your support. It means a great deal to me. I wish you the best of luck as you apply to law school next year.

Sincerely yours,

Hillary Rodham Clinton



ONE LINCOLN PLAZA
NEW YORK, NY 10023
(212) 595-3456

10.18.93

Mrs. Hillary Rodham Clinton
The White House
Washington, DC 20050

Dear Mrs. Clinton:

I had the distinct pleasure of meeting you when you visited the Sesame Street studio; in fact, I am delighted to have taken a photograph with you and 3 other Children's Television Workshop colleagues. To say that meeting you, shaking your hand, and sharing a moment with you is a "high point" renders me guilty of understatement. Like many other people, I am a staunch advocate of what you and the President are doing for America, and the world.

Enclosed please find a snapshot I took of you with Big Bird and Rosita. No doubt you will receive copies of professional quality photographs, however this picture of you is special to me as its hazy glow and warmth is reminiscent of what a pleasure it was for me to meet you. Friends and family with whom I have spoken of your visit agree that your gracious and affable manner -- your style and easy grace -- is clearly visible in this photograph.

Thank you so much for finding the time to visit us on Sesame Street. As a side note, I will be applying to law school in the next year and I am committed to working in the health care field; thank you for providing the beacon to follow as I pursue my dream.

With deepest respect, I am...

A handwritten signature in black ink, appearing to read "John F. Higgins".

John F. Higgins
Promotion Coordinator
Corporate Communications Division



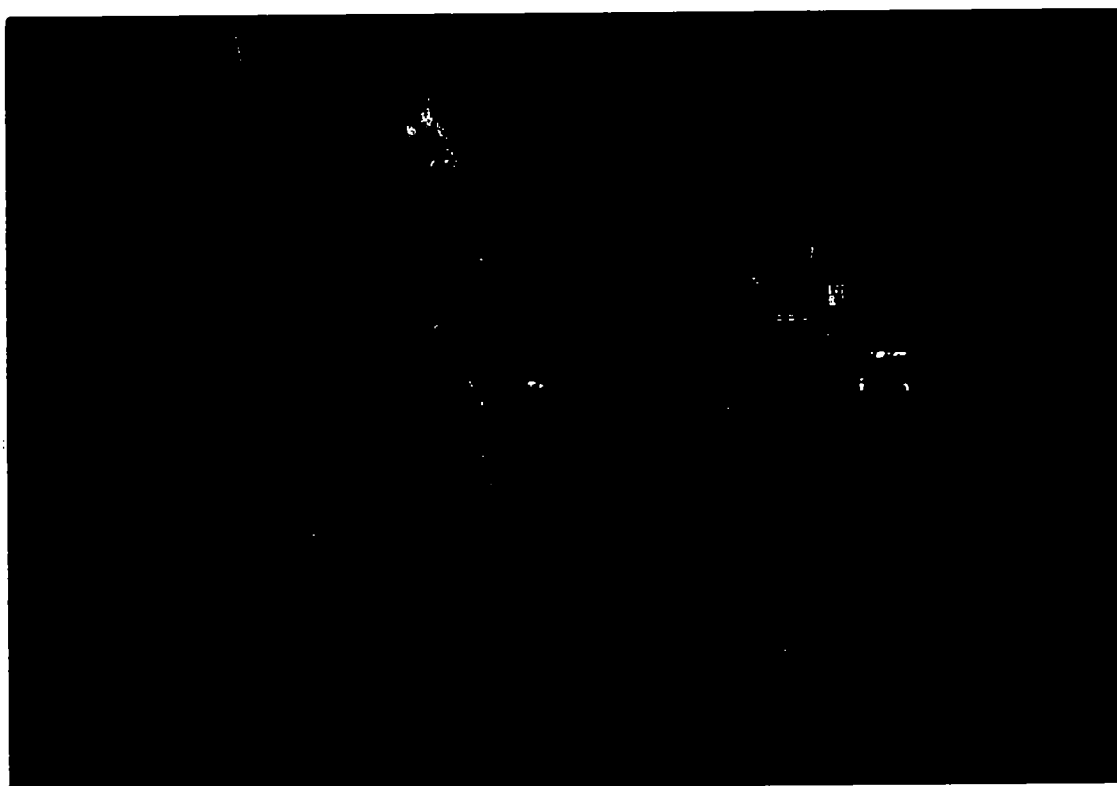
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ONE LINCOLN PLAZA • NEW YORK, NY 10023 • (212) 595-3456

CHILDREN'S TELEVISION WORKSHOP

JOHN F. HIGGINS
Promotion Coordinator
Corporate Communications

DIRECT DIAL: (212) 875-6524 • FAX: (212) 875-6114



Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004a. letter	To constituent from Hillary Rodham Clinton (partial) (1 page)	11/24/93	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Maggie Williams (Subject Files)
OA/Box Number: 4106

FOLDER TITLE:

Margaret A. Williams [Folder 4]

2013-0359-S

ry1422

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]

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.

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

THE WHITE HOUSE
WASHINGTON

November 24, 1993

[0042]

(b)(6)

Dear (b)(6):

Thank you for your thoughtful letter. Your support means a great deal to me.

I am honored and touched that you chose to share your personal experience with me. It was a pleasure to read of the purpose and strength of your family. Working together each of you is successfully pursuing your dream of an education.

As you know, education is valued greatly by both the President and me. Education is essential to our nation's long-term economic development. We can be a high-growth, high-wage nation only if we are a high-skills nation. Our work now is a valuable investment for the future of our country.

I greatly appreciate the support expressed not only in your letter, but also in your volunteer efforts throughout the 1992 Presidential campaign. It is through the encouragement of individuals like you that the Clinton Administration is able to work to lead our country in a new direction.

Thank you for your support. I wish you and your family the best of luck as you each continue your academic careers.

Sincerely yours,

Hillary Rodham Clinton

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004b. letter	To Hillary from constituent re: hardship (partial) (2 pages)	n.d.	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Maggie Williams (Subject Files)
OA/Box Number: 4106

FOLDER TITLE:

Margaret A. Williams [Folder 4]

2013-0359-S

ry1422

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]

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.

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

Mrs. Hillary Clinton
The White House
Washington, D.C.

(b)(6)

[004b]

Dear Hillary,

I hope that you don't find my salutation too forward. I only use it because it feels as though you and I are on a first name basis. Although I realize you may never lay eyes on this letter, I decided to write anyway. Let me introduce myself.

As of this moment, I am finishing my last core course in the PhD program in Education at Southern Illinois University. I'm 43 years old with a husband of 23 years and three children. We left our jobs and home in South Carolina to come to Carbondale, Ill, to follow my dream. My husband was unable to find work to replace our income, he became very depressed. In addition to my full time course load, I worked at three part time jobs. My son a high school junior and my daughter, an eighth grader all had jobs. We lost our car, insurance and finally filed a Chapter 13. The most difficult to take was free lunch for our children and food stamps. They still don't know that the reason

dad and I chose to shop late at night was to use our food stamps. We live in campus housing because that's where we can afford to be.

Eventually, I convinced my husband to apply to S.I.U. He did and is doing wonderfully. My son is a freshman here also. My oldest daughter Pam is a junior at N.E. Missouri State. Imagine, four of the five of us full time college students.

We are still struggling but holding firm. This letter was not to make you sad but to lead in to why I'm writing it.

I believed in and campaigned for your husband, but you impressed me very much. I traveled several times throughout Illinois to see you both. I was lucky enough to be only a few rows back when you spoke on my campus in October.

There have been many times the guilt of allowing my wonderful family to follow my dream and the weariness of work and academics was too much to bear. You spoke on such a day. Your firm belief in what you and Bill believe in was enough to keep you driving beyond endurance and so could I.

Your dream and hard work are paying

off. You are paving the road along with other outstanding women for the rest of us and generations to come. I have a husband such as yours. He supports me with no excuses, He loves me without reservations and it is reciprocated.

I knew that I won't hear from you and I don't expect to but I do hope someone who reads this letter will be good enough to pass on my sincere congratulations to you both and to let you know that Education means a great deal to me also. My family have followed me to college and many will follow your fine example.

Sincerely

(b)(6)

Health Care Cards:

President, Bill Clinton

Thank you very much for writing to me about health care reform. The Health Security Act will guarantee every American a comprehensive package of benefits that can never be taken away.

Your support is invaluable to me as we continue to work toward meaningful and lasting change in our health care system.

Hillary Rodham Clinton

Thank you very much for writing about health care reform. The Health Security Act will guarantee every American a comprehensive package of benefits that can never be taken away.

Your support is invaluable to the President as his Administration works toward meaningful and lasting change in our health care system.