

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. biography	Re: Horace Matthews (partial) (1 page)	08/28/98	P6/b(6)
002. profile	Re: Mary Beth Smith (partial) (1 page)	08/28/98	P6/b(6)
003. biography	Re: Goergianne E. Lowe (partial) (1 page)	08/28/98	P6/b(6)
004. fax	Re: Ferdinand A. Escano (partial) (1 page)	08/29/98	P6/b(6)
005. biography	Re: Cynthia C. Morris (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 [2]

2012-0160-S

ry1217

RESTRICTION CODES

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

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

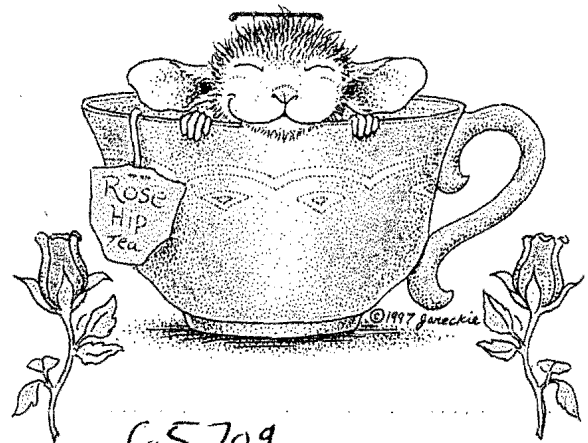
- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) 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]
- 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]

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

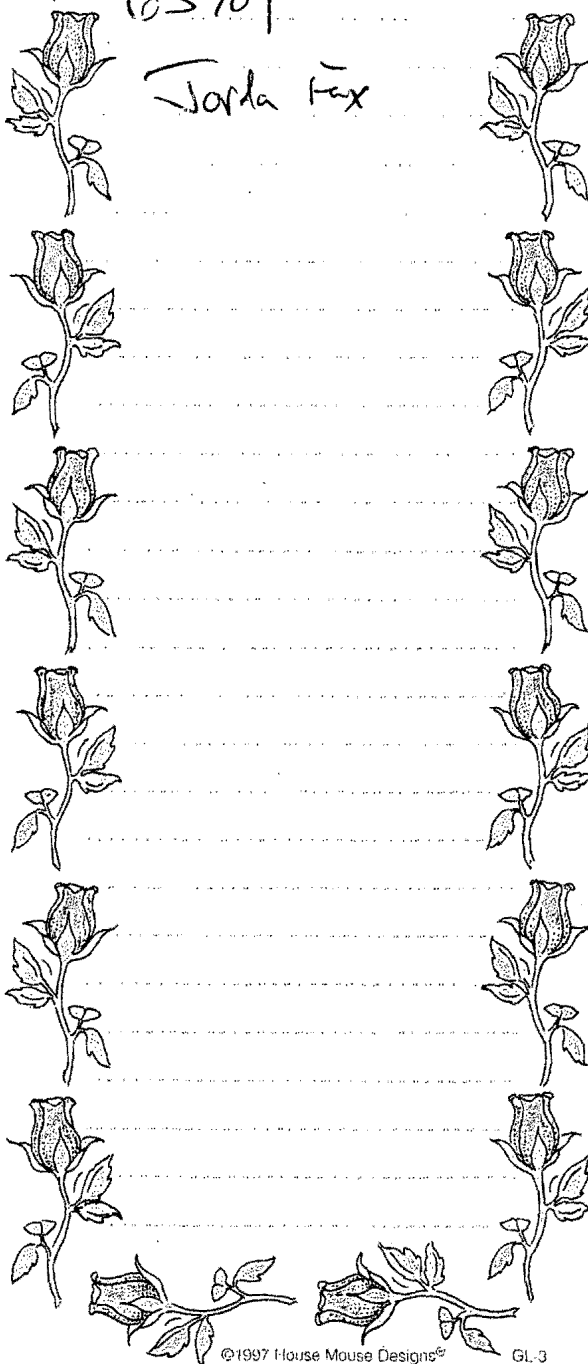
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.



65709

Jorda Fox



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 education and training key 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.



To: Cecily Williams

From: Jude Issacson

Herndon Elementary School

Fax No. 435-6394

Phone No. 437-3500

Comments:

Counselor and PTA President's
bios

Megan M. Delgleize

08/28/98 05:52:20 PM

Record Type: Record

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

cc: Michael Cohen/OPD/EOP

Subject: Monday's Education Event Mtg.

Cecily will host the meeting for **Monday's Education Event** at:

12:00 pm on Saturday AND Sunday

There is the possibility that *late afternoon phone calls* will also take place on BOTH days.
Please come to room call 7-2104, code 3300 to join the conference call and find out the details.

Message Sent To:

Sch 31 and
Leticia Strom
Dell he
VLS

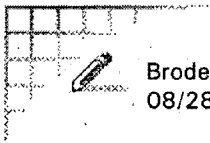
3. **STRENGTHENING AND EXPANDING CHARTER SCHOOLS.** President Clinton will work with Congress this fall to complete work on bipartisan legislation to strengthen federal support for the growing charter schools movement, to help meet his goal of establishing 3,000 high-quality charter schools by early 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. It is time that Congress keeps its commitment by passing and funding the necessary legislation. 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 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 1), 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.



Broderick Johnson
08/28/98 08:40:53 PM

Record Type: Record

To: Michael Cohen/OPD/EOP, Robert M. Shireman/OPD/EOP

cc:

Subject: State of the Literacy bill

According to Danica, negotiations on the literacy bill are going very well; so well, in fact, that draft language on a bicameral, bipartisan compromise is coming together rapidly. Staffs for Kennedy, Dodd, Coats, Goodling and Clay have been meeting during the recess. So, even though we were not able to get a bill before the advance appropriation deadline expired for FY 1998 funds, the issues in the House bill that were major problems for Kennedy, Dodd, the education groups, et al are actually getting resolved.

Mike, for your purposes, those major issues are tutorial assistance grants (TAGs) and governance. Concerning TAGs, it looks as though the Republicans will agree to a cap (maybe 5%) on funding for TAGs and stronger accountability related to the use of TAGs, while Dems will back off from their "philosophical" objection to TAGs as a form of vouchers and agree to this limited experiment with TAGS. As to governance, which Mike Casserly was raising major objections about, the tentative agreement would allow the SEAs to control the grants, rather than serving merely as a fiscal agent for the newly created partnerships under the House bill. There would be additional provisions assuring strong SEA influence over selection of the partnerships. Casserly (and Mike Smith as well) view the structure of the partnerships under the House bill as a major threat to SEA governance of education.

The grants would be awarded strictly on a formula basis. The Senate bill was 70% formula/30% competitive, while the House bill was 100% competitive.

There are other issues to resolve, but Danica is very optimistic that resolution of the TAG and governance issues is well within reach. For now, it would probably be counterproductive for the President or anyone else in the Administration publicly to challenge the Congress to complete action on this bill. We might be very close to getting it anyway.

Bob, Danica will be calling you this coming week to keep us in the loop.

Teacher Training
[X] to be

Estela Mendoza

08/28/98 04:15:29 PM

Record Type: Record

To: Michael Cohen/OPD/EOP

cc: Jason H. Schechter/WHO/EOP, Amy W. Tobe/WHO/EOP

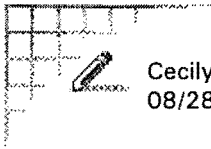
Subject: Paper for Monday's event

Jason Schechter will soon be replacing Elizabeth Newman in the lower press office. So, for Monday's event, can you please email both Jason and me your final draft as soon as it is ready?

Also, during an earlier meeting this week, Amy brought up the need for state-by-state numbers since this is the key to getting play in regional and specialty publications. You mentioned we could recycle. That's fine. Can you recycle for us so we can hit the approp. ed. boards and papers next week? Thanks so much!!!

We'll also need final list of roundtable participants and titles. Hopefully we can have this by next conference call? ..thanks again.

Mich 66568



Cecily C. Williams
08/28/98 05:41:10 PM

Record Type: Record

To: Michael Cohen/OPD/EOP

cc:

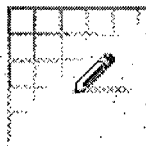
Subject: Principal's Contact Info.

Michele Freeman, Principal

914-664-4849

(she is at her parents' house for the weekend)

		In Thousands of Dollars					
Program		President's Request		House App. Cmmt.		Funds Denied	
School-to-Work		125,000		75,000		(50,000)	
Youth Opportunity Areas		250,000		0		(250,000)	
Summer Jobs		871,000		0		(871,000)	
Dislocated Workers		1,451,000		1,351,000		(100,000)	
Adult Training Program		1,000,000		955,000		(45,000)	



Cecily C. Williams
08/28/98 05:41:10 PM

Record Type: Record

To: Michael Cohen/OPD/EOP

cc:

Subject: Principal's Contact Info.

Michele Freeman, Principal

914-664-4849

(she is at her parents' house for the weekend)

CABINET AFFAIRS ROUTING SLIP

DATE: 8/27

ACTION/CONCURRENCE/COMMENT DUE BY: ASAP
FOR APPROPRIATE ACTION: _____
FOR YOUR INFORMATION: _____

FROM: DAVID S. BEAUBAIRE
SPECIAL ASSISTANT TO THE CABINET SECRETARY
AND DIRECTOR OF SURROGATE SCHEDULING

SUBJECT: MORE SCHOOLS !

COMMENTS:

ERSKINE BOWLES _ 1 FL WW
JOHN PODESTA _ 1 FL WW
SYLVIA MATHEWS _ 1 FL WW
THURGOOD MARSHALL, JR. _ 2 FL WW
GLYN DAVIES _ G FL WW
DON BAER _ G FL WW
KRIS BALDERSTON / 160 OEOB
NICK BALDICK _ 115 OEOB
BEVERLY BARNES _ 1 FL WW
MARSHA BERRY _ 103 OEOB
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JASON GOLDBERG _ 1 FL WW
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NANCY HERNREICH _ 1 FL WW
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MARK HUNKER _ 2 FL WW
MICKEY IBARRA _ 2 FL WW
RONDA JACKSON _ 160 OEOB
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BEN JOHNSON _ 122 OEOB
ANSLEY JONES _ 281 OEOB
ELENA KAGAN _ 2 FL WW
JONATHAN KAPLAN _ 235 OEOB

RON KLAIN _ 276 OEOB
DAVID LEAVY _ 331 OEOB
LISA LEVIN / 106 OEOB
ANN LEWIS / G FL WW
JOE LOCKHART _ G FL WW
LAURA MARCUS _ 1 FL WW
JULIE MASON _ 103 OEOB
ANDREW MAYOCK _ 164 OEOB
MIKE MCCURRY _ 1 FL WW
ANNE MCGUIRE _ 160 OEOB
LORRIE MCHUGH _ 1 FL WW
CHERYL MILLS _ 2 FL WW
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LINDA MOORE _ 115 OEOB
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VICKY RADD _ 115 OEOB
BRUCE REED _ 2 FL WW
DAN ROSENTHAL / 185½ OEOB
STEFANIE SANFORD _ 160 OEOB
STEVE SILVERMAN _ 160 OEOB
KAREN SKELTON _ 115 OEOB
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GENE SPERLING _ 2 FL WW
DOUG SOSNIK _ 1 FL WW
ELISABETH STEELE _ 2 FL WW
TODD STERN _ G FL WW
STEPHANIE STREETT / G FL WW
GINNY TERZANO _ 273.5 OEOB
KIM TILLEY _ 287 OEOB
BARRY TOIV _ G FL WW
MICHAEL WALDMAN _ 196 OEOB
PAUL WEINSTEIN _ 214 OEOB
DAN WEXLER _ 117 OEOB
BILL WHITE _ 111½ OEOB

CECILY WILLIAMS
STACIE SPECTOR
MIKE COHEN

✓
✓
✓
OEOB



UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

FAX TRANSMITTAL

TO: _____

David

PHONE: _____

FACSIMILE: 456-6704

FROM: _____

LESLIE T. THORNTON
CHIEF OF STAFF

202-401-2098 (fax)
202-401-3000 (phone)

PAGE (S) TO FOLLOW: _____

4

MESSAGE: _____

More schools!

CONFIDENTIALITY NOTICE

THIS TRANSMISSION IS INTENDED FOR AND RESTRICTED TO THE NAMED ADDRESSEE ONLY. IT MAY CONTAIN CONFIDENTIAL AND/OR PRIVILEGED INFORMATION. IF YOU RECEIVE THIS TRANSMISSION IN ERROR, YOU ARE NOTIFIED THAT YOU ARE PROHIBITED FROM READING, COPYING, OR DISSEMINATING THE TRANSMISSION. PLEASE CALL 202-401-3000 TO ARRANGE FOR THE RETURN OF ANY TRANSMISSION SENT IN ERROR. THANK YOU.

Herndon Elementary School
Herndon, Virginia

Herndon serves 1003 students in grades K-6, of whom 57 percent are white, 17 percent are Hispanic, 12 percent are Asian, and 10 percent are African American.

Herndon relies on early intervention, Reading Recovery, a math lab, Saturday school, and math resource kits to improve the academic achievement of underachieving minority students. Students also use CD-ROMs and the Internet in the school's media center to design a web site and provide extensive professional development on the use of computers to improve student performance. The school also 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. Under the Excel program, high school students serve as tutors for individual students at Herndon Elementary School. During the tutoring sessions, counselor provide parenting classes to parents.

On the 1997 Stanford-9 achievement test, Herndon fifth graders scored at the 70th percentile in reading and the 78th percentile in math.

Contact: Michele Freeman
Principal, Herndon Elementary School
630 Dranesville Rd.
Herndon, VA 20170
(703) 437-3500

**West Springfield Elementary School
Springfield, Virginia**

West Springfield enrolls 409 students in grades K-6, of whom 79 percent are white and 9 percent are Asian.

The school building was recently renovated, allowing for new wiring to be installed to create a fully-networked computer system. Each classroom has at least three computers, a television, and VCR. Parents, teachers, and students help maintain an outdoor learning center that includes a wildlife habitat, trees, and wild flowers. A Just Say NO Club meets after school to encourage students in grades 4-6 to stay off drugs. A counselor provides parenting workshops of a variety of issues of concern to parents. Students in grades five and six serve as peer mediators, resolving conflicts between classmates.

On the 1997 Stanford-9 achievement test, fifth graders scored at the 76th percentile in reading and the 85th percentile in math.

Contact: Kathryn Woodley
Principal, West Springfield Elementary School
6802 Deland Dr.
Springfield, VA 22152
(703) 912-4400

Fairfax Villa Elementary School
Fairfax, Virginia

Fairfax Villa enrolls 409 students in grade K-6, of whom 56 percent are white, 19 percent are Asian, 15 percent are Hispanic, and 6 percent are African American.

The school building was renovated in 1994. A computer club meets before school, and some students are given the privilege of taking computers home with them. An after-school tutoring program is staffed by George Mason University students and teacher volunteers. Business-school partnerships with Diamond Services and Merrifield Garden Center provide students with enrichment opportunities and educational experiences. Virtually all students in grades 4-6 participate in the school's chorus.

On the 1997 Stanford-9 achievement test, fifth graders scored at the 69th percentile in reading and the 71st percentile in math.

Contact: Jeffrey Clark
Principal, Fairfax Villa Elementary School
10900 Santa Clara Drive
Fairfax, VA 22030
(703) 267-2800

**Annandale Terrace Elementary School
Annandale, Virginia**

Annandale Terrace enrolls 590 students in grades K-5, of whom 30 percent are white, 29 percent are Hispanic, 28 percent are Asian, and 11 percent are African American. Its students represent over 40 countries and speak 29 languages.

The Annandale Terrace School Plan contains three objectives: to improve students' reading comprehension, to improvement students mathematical problem-solving skills, and to enhance the school's learning climate. The school relies on ESL, Reading Recovery and a tutoring/mentoring program with the George Mason University Advisory Board, its school partner, to reach its goals. To assess its progress, Annandale Terrace uses student profiles and portfolios, surveys, and test results.

On the 1997 Stanford-9 achievement test, Annandale Terrace fifth graders scored at the 56th percentile in reading and the 64th percentile in math.

Contact: Mary Ann Ryan
Principal, Annandale Terrace Elementary School
7604 Herald St.
Annandale, VA 22003
(703) 256-1400

CABINET AFFAIRS ROUTING SLIP

DATE:

8/27

ACTION/CONCURRENCE/COMMENT DUE BY:

ASAP

FOR APPROPRIATE ACTION:

FOR YOUR INFORMATION:

FROM:

DAVID S. BEAUBAIRE

SPECIAL ASSISTANT TO THE CABINET SECRETARY

AND DIRECTOR OF SURROGATE SCHEDULING

SUBJECT:

FALAPAX SCHOOLS FOR MONDAY

COMMENTS:

Elem.

Schools that should have teachers, not students, that are not in Morano District

ERSKINE BOWLES	1 FL WW
JOHN PODESTA	1 FL WW
SYLVIA MATHEWS	1 FL WW
THURGOOD MARSHALL, JR.	2 FL WW
GLYN DAVIES	G FL WW
DON BAER	G FL WW
KRIS BALDERSTON	160 OEOB
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PHIL CAPLAN	G FL WW
LAURA CAPPS	196 OEOB
DAWN CHIRWA	130 OEOB
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STEPHANIE STREETT	G FL WW
GINNY TERZANO	273.5 OEOB
KIM TILLEY	287 OEOB
BARRY TOIV	G FL WW
MICHAEL WALDMAN	196 OEOB
PAUL WEINSTEIN	214 OEOB
DAN WEXLER	117 OEOB
BILL WHITE	111½ OEOB

MIKE COHEN

114-116-97

OEOB - 218

STACIE SPECTOR

OEOB



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

FAX TRANSMITTAL

TO: _____

David

PHONE: _____

FACSIMILE: _____

456-6704

FROM: _____

LESLIE T. THORNTON
CHIEF OF STAFF

202-401-2098 (fax)

202-401-3000 (phone)

PAGE (S) TO FOLLOW: _____

3

MESSAGE: _____

This is what we have
so far. Move to follow soon!CONFIDENTIALITY NOTICE

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**Dranesville Elementary School
Herndon, Virginia**

Dranesville serves about 892 students in grades K-6, of whom 84 percent are white, 8 percent are Asian, and four percent are African American.

The school's instructional program places a premium on critical thinking and problem-solving. Students are often called upon to apply the basic reading and math skills they learn to solve complicated problems. Each classroom has at least three computers to help students learn and apply new skills. A natural wildlife habitat approved by the National Wildlife Association teaches students the importance of protecting the environment at a young age.

On the 1997 Stanford-9 achievement test, Dranesville fifth graders scored at the 75th percentile in reading and the 79th percentile in math.

Contact: Beverly Morrison
Principal, Dranesville Elementary School
1515 Powells Tavern Place
Herndon, VA 20170
(703) 709-7789

2

**Kings Park Elementary School
Springfield, Virginia**

Kings Park enrolls 727 students in grades K-3. About 64 percent are white, 18 percent are Asian, eight percent are African American and seven percent are Hispanic.

Reading, writing, and mathematics serve as the foundation of this primary school. Students receive a mixed approach to reading instruction that includes a focus on comprehension and phonics. All classrooms are equipped with up to four multimedia computers. A take-home book program gives parents additional resources to help their children with their reading. First grade students who struggle to learn reading participate in Reading Recovery, and intensive one-on-one tutoring program for beginning readers.

As a professional development school with George Mason University, Kings Park benefits from additional training and work closely with prospective teachers.

A Bruin Buddy program links Kings Park students with teen mentors from a nearby high school.

Because Kings Park only goes up to the third grade, it does not participate in any achievement testing program.

Contact: Mary Garman
Principal, Kings Park Elementary School
5400 Harrow Way
Springfield, VA 22151
(703) 426-7000

**Timber Lane Elementary School
Falls Church, Virginia**

Timber Lane enrolls 388 students in grades K-6, of whom 34 percent are white, 32 percent are Hispanic, 19 percent are Asian, and 11 percent are African American.

Timber Lane became Fairfax County's first year-round school this year, adding an additional 30 days of instruction. A partnership with Northern Virginia Community College provides mentors for students with an interest in science. The school employs several parent liaisons to coordinate the school's community outreach activities.

On the 1997 Stanford-9 achievement test, fifth graders scored at the 67th percentile in reading and the 73rd percentile in math.

Contact: Donna Lewis
Principal, Timber Lane Elementary School
2737 West St.
Falls Church, VA 22046
(703) 206-5300

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. biography	Re: Horace Matthews (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 [2]

2012-0160-S
ry1217

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]
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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.

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BIOGRAPHICAL SKETCH

Name: Horace Matthews

Address:

P6/(b)(6)

Telephone:

Number of Years of Residency in Herndon: 18

SSN:

P6/(b)(6)

Date of Birth:

Ethnic Orientation: Black American

Education: Ed.D., English Education; University of Virginia (Phi Delta Kappa), 1980
M.Ed., English Education; University of Georgia, 1977
B.S., English Education; Fort Valley State College, 1970

Dissertation Topic: Teacher Language Attitudes and Classroom Behavior Regarding Black English Usage and Standard English Usage in the Middle School (1980)

Military Status: Veteran (Vietnam Era), 1970 - 1972; Honorable Discharge

Marital Status: Married to Patricia Matthews for 23 years

Children: Two (Daughter - Ashley Kirsten Matthews, 19 years of age, college sophomore; Son - Justin Holland Matthews, 10 years of age, 5th grade student at Herndon Elementary School)

School Involvement: *Member, Herndon Elementary School PTA
*President, Meeting of the Minds Organization, Herndon Elementary School
*President, Steering Committee for annual "Herndon International Night Festival"
*Involved in various after school and weekend student enrichment programs sponsored by Herndon Elementary School
*Involved with Herndon School Administration in planning and developing community outreach program for ethnic groups under represented in school sponsored organizations

Community Involvement: Supporter, Herndon Optimist Club Youth Sports Organization
Member, Christian Fellowship Church

Upon graduating from Fort Valley State College, Fort Valley Georgia in 1970, Dr. Matthews began his professional career as a classroom teacher in Glencoe, Illinois. He distinguished himself as an innovator in curriculum design and teaching methodology through the design and development of cross-discipline instructional units. The objective of the cross-discipline teaching units was to combine the content from Social Studies and the tools of effective writing from English instruction into meaning learning experiences for the students. The school's

[001]

administration praised his work for its focus on helping students understand social studies concepts while also developing analytical and writing skills.

From 1971 to 1973 Dr. Matthews served in the armed forces (U.S. Army), both stateside and overseas (Germany), earning two Oak Leaf Clusters for his distinguished service. He received an Honorable Discharge in 1973.

Upon returning to civilian life, Dr. Matthews resumed his career as an instructor of English at the high school level (St. Mary's Georgia), and middle school level (Athens, Georgia). As he had during his initial teaching experience, he continued to seek out innovative teaching strategies with an emphasis on cross-discipline instruction. He developed a 9-week cross discipline instructional unit that combined Social Studies with English instruction. This program of study was adopted by the school board as a component of the curriculum for every middle school in Clark County. He participated in the development of a reading enrichment program called Reading is Fun 2000 for the school system.

Dr. Matthews left education in 1975 to pursue a graduate degree at the University of Georgia in Athens, Georgia. While a full-time graduate student, he began a second career in the area of business to help defray the cost of his education. He completed this program in 1977, earning a Master Degree in English Education, and promptly began his studies for the doctoral degree at the University of Virginia. As a Graduate Assistant at the university, he coached and instructed undergraduate and graduate students in instructional methodology. He also evaluated the progress and performance of student teachers assigned to the local schools as a part of their program of study. He earned a Doctorate Degree in Education with concentrations in English, Statistics, Administration, and Pedagogy in 1980. He was nominated to and accepted as a member of the Phi Delta Kappa Honor Society.

Upon earning his terminal degree, Dr. Matthews decided to enter the field of business. He resumed his business career by accepting a position with the Xerox Corporation in 1980. From 1984 until the present, he has continued his career in business with a focus on business development and proposal writing. Currently, he is a Proposal Manager for Computer Based Systems Incorporated located in Fairfax, Virginia. The focus of the business is information technology systems and services. His work requires that he apply the writing, analytical, and management skills developed through many years of formal study and real-world experience in fashioning competitive business proposals targeted at Federal agencies, state and local governments, and commercial customers.

Although he has been away from education proper for some time as an educator, Dr. Matthews has maintained an interest in the local school system through his involvement in various programs and activities intended to provide a safe and enriching environment for all students. He has worked very closely with Ms Michelle Freeman and her assistant principals and teachers to identify and promote programs and activities for the good of the entire student body. He currently is the President of the "Meeting of the Minds" organization, a group sanctioned by the school's administration. The objective of the organization is to identify, develop, and promote school activities and programs that will help remove the barriers of communication and understanding between the different ethnic groups represented at Herndon Elementary School. One of the major and most successful outcomes of this effort was the planning and staging of the first annual "Herndon International Night Festival." Scheduled to coincide with United Nations Day, the first festival held during the fall of 1997 attracted large numbers of parents and students from various ethnic groups, many of whom rarely (if every) participated in school activities. The

success of the festival far exceeded expectations, and plans are now underway to again host a similar event early in the fall of 1998.

Dr. Matthews also has worked with the Herndon Elementary School PTA to develop programs and to encourage the participation of members of the ethnically diverse Herndon community in the PTA as well as other school functions and activities.

by all

Horace Matthews

- one time school head
shel academics

concerned about parent involvement

- my generation of parents got away
from value of previous gen
- limits clear

our parents were more engaged
limits to acceptable level

too many

parents must be engaged in lives of kids
in school

after B's advice:

- urge him to be heart-to-heart
talk with the general parents

get involved - be engaged with you to
don't expect with system to
pick up the slack

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. profile	Re: Mary Beth Smith (partial) (1 page)	08/28/98	P6/b(6)

COLLECTION:

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Michael Cohen (Subject Files)
OA/Box Number: 13365

FOLDER TITLE:

Herndon Elementary School [2]

2012-0160-S
ry1217

RESTRICTION CODES

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Profile for President Clinton's Visit to Herndon Elementary School - August 31, 1998

Name: Mary Beth Smith

Race: Caucasian

Sex: Female

Social Security #: P6/(b)(6)

DOB: P6/(b)(6)

Home Phone: P6/(b)(6)

Personal Status:

- Married with three children (ages 5, 3, and 18 months)
- Hold BS from Michigan State University and Masters degree in Special Education from George Mason University (certified K-12 to teach students with learning and emotional disabilities.)
- Currently a full-time mother.
- Interested in a variety of educational issues including strong public education, the perception of public education in America, class size, and business/school partnerships.

[002]

Mary Beth Smith

- 1st year at Herndon

- public ed very important -
former tech - LD tol

- bothered by perception of public education

- concerned abt public school -
things don't get better and
parents get mad

class size or
business partnerships work
- how get mad

Area Demos. - beauty of school

↳ religious diversity

~~not~~ other issues -

- full time

- e.g. Ch. new year

Smith

- Excel Program

Volunteers + district

Art Program → parent volunteers

Exciting opportunity for Honda

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

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

FOLDER TITLE:

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GEORGIANNE E. LOWE

Caucasian Female

P6/(b)(6) DOB P6/(b)(6)
or P6/(b)(6)

[003]

After graduating from college in 1975 I taught school for 9 years. I taught middle school Math and Science for three years, then taught 4th grade and 6th grade for three years each, I retired with the birth of my first child in 1985. When my second child was 2 yrs. old I became involved with Community Bible Study as a teacher of 5 year olds in a one day a week program and did this for 5 years at which time I became the Director for the Children's Program of this bible study. During the years I have also been a Girl Scout leader, helped with Tiger Cub Scouts, been a soccer team mom and an assistant manager for a girls' travel soccer team, volunteered in school as a teacher's helper and a tutor, became an active member of the PTA first as a parent, then as a 'worker-bee' and then as a Volunteer Coordinator for 5th grade as well as the Hospitality Co-Chairperson. As a school volunteer I have helped with end-of-year parties, GRACE Arts, 6th grade graduation dinner, field trips and tried to support the teachers as much as possible. Outside of school I have been the treasurer of the Herndon United Methodist Women, served on many committees at my church, and have taught Vacation Bible School and Sunday School for children and adults.

Since I have been involved with children for the last 23 years I do have some concerns for children and education today. My neighborhood school has become quite diverse and I would like to find ways to involve the parents of children who do not speak English; I feel that all parents desire to help their children and of course the children love to have their parents come into the classroom, but the parents who do not speak English usually do not participate. Also, I am concerned that today's teachers will burn out and leave teaching for higher paying jobs because of conditions in classrooms--overcrowded classes, safe learning environment, behavior problems, fragmentation of the daily schedule, and a general lowering of standards.

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
004. fax	Re: Ferdinand A. Escano (partial) (1 page)	08/29/98	P6/b(6)

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

FOLDER TITLE:

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2012-0160-S
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Escano & Co.

Escano & Co.

Phone: 703 799-0102
FAX: 703 799-0102
email: dhanilo@presroom.com

Re: Monday Event

Bio

Facsimile

To: ms. sandy geowin Herndon Elementary
@Fax: 703 435-6294
From: Ferdinand A. Escano
Date: Friday, August 28, 1998 @ 7:18PM
Re: PERSONAL INFORMATION
Pages: 1, including this

NAME: FERDINAND A. ESCANO
RACE: FILIPINO
SEX: MALE
SSN: [REDACTED]
DOB: [REDACTED]
HOME PHONE: [REDACTED]

[004]

I AM A FATHER OF 2 BOYS JOHN PAUL AGE 10 AND JAMES MATTHEW AGE 8.
MY WIFE ROSALIE AND I ARE VERY MUCH CONCERNED ABOUT THE EDUCATION
OF OUR TWO BOYS. WE BELIEVE THAT THE ONLY LEGACY WE CAN LEAVE THEM
IS A GOOD EDUCATION.

1. WHAT CAN WE AS PARENTS AND THE GOVERNMENT DO TO MAKE THE SCHOOL
A SAFE LEARNING HAVEN AND NOT A PLACE WHERE VIOLENCE AND ANGER
OCCURS AT AN ALARMING RATE?
2. WHAT CAN WE AS PARENTS AND THE GOVERNMENT DO TO HELP PUBLIC SCHOOLS
MEET THE HIGHEST STANDARD OF EDUCATION FOR THEM TO BE ABLE TO COMPETE
WITH ANYONE IN THE WORLD?

END

Ferdinand (Escano)

① Society of children

educated but felt we can give our lot

which we as parents can do for it
two very strict
very early to bed

- Harsh rules?
happening after our center

attend functions both parents

② Help educate high school children

• read from newspaper

- H.S. kids not well educated
math

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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005. biography	Re: Cynthia C. Morris (partial) (1 page)	08/28/98	P6/b(6)
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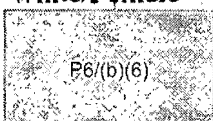
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Cynthia C. Morris, Ph.D.
White/Female



[005]

As a bilingual (Spanish/English) elementary school counselor, I am concerned about students who are learning English as a second language. They are at an educational disadvantage and often do not receive the academic/social-emotional support they need and deserve. Our Saturday School Tutoring Program (EXCEL), which was developed by Herndon Elementary counselors and our Latino parents, has begun to address those special educational needs of our linguistic and culturally diverse student body. The mentoring component of our tutoring program (where we match students of similar cultural and linguistic backgrounds) has proved to increase reading comprehension and academic achievement in our elementary-age students.

We need to improve our educational technology in order to provide equal educational opportunities for our English Language Learning Students. I would like to see our Salvadoran students, for example, be able to "link" with a classroom in El Salvador via the internet in order to strengthen their technical skills and maintain their cultural identities which would heighten their self-esteem and academic efficacy.

An example of how the EXCEL Program has helped one of our families is the story of Claudia. She's a fifth grade student at our school who has been tutored by the same high school student, Carla, for four years. They are both from El Salvador and Carla has consistently encouraged Claudia to work harder on her academics. She's been a wonderful role model for Claudia by tutoring her every Sat. morning for 4 years. Claudia's English and school attitude has greatly improved as a result. Unfortunately, Carla has graduated from High School, but due to lack of funds is unable to attend College. It's a loss for our society, as she would make a wonderful teacher. I am currently making contacts with a Latino business leader, Cel Beltran, in order to obtain scholarship funds for our faithful tutors/mentors.