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OA/ID Number: 11547

FolderID:

Folder Title:

IDEA [Individuals with Disabilities Education Act] 5/97

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4

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2

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. note	RE: Personally Identifiable Information [partial] (1 page)	00/00/0000	b(6)

COLLECTION:

Clinton Presidential Records
Cabinet Affairs
Kris Balderston
OA/Box Number: 11547

FOLDER TITLE:

IDEA [Individuals with Disabilities Education Act] 5/97

2007-0143-F

db4475

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]

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THE WHITE HOUSE
OFFICE OF CABINET AFFAIRS

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66771

FROM:

KRIS B

NO. OF PAGES:

(Including Cover Sheet)

PRIORITY: Y N

MESSAGE:

66771

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FS
KIDS

VIP List

as of 6/3/97 11:30am


3. Suzy Rosen

* To be seated in Front Row. While we are not aware of any other deaf individuals who will be in attendance at the event, if there are any other individuals with hearing impairments they will need to be seated in the front row.

Core Hill/Department Staff

Senate Staff

- 4. David Hoppe - family
- 5. Mark Hall
- 6. Bobby Silverstein - family
- 7. Donnika Tatroschius
- 8. Pat Morrissey
- o 9. Heather McIntyre
- 10. Townsend Lange
- o 11. David Larson

check all

House Staff

- 12. Charlie Barone
- 13. Sally Lovejoy
- 14. Todd Jones
- 15. Alex Nock
- 16. Theresa Thompson

Department Staff

- 17. Theda Zawaiza
- 18. Susan Craig
- 19. Suzanne Sheridan
- 20. JoLeta Reynolds
- 21. Carol Jawowsk
- 22. Charlotte Frass
- 23. Director Tom Hehir

Cichowski

IDEA

365

tent

10.15 Participants in 1st run

10.30 FOCUS Riley 3 min

Riley - body - burst - focus

IDEA

May 29

Wednes June 4

- require children partic reg curricula
- > involvement of parents
- Formula grants to st \$3.7B
- discretionary grants \$254m

3-21
disabled kids
benefitting from
educ resources

Trinity Lott's cos
kid has
Downs Syndrome

st maintenance of effort

schools should be held accountable

70's court case < st & school districts
have an obligation to serve

5.7m disabled kids covered under law

Educ $\Rightarrow$ Q + A

$\rightarrow$ Fact Sheet

LISTS 450 approx

36 members

8.30 open gates

10.30

15-20 ppl on stage

< ROTUS / Riley / parent >

bill signing $\rightarrow$ invite ppl up.

Harkin
Lott
Goodling
Seiberts
Clay
Kennedy

Heumann spkg
ok res cite it.

Judy
Seay
ROTUS

- 14 yr TN disabled kid
- Somoza family
- one & 2 twins

→ kids in front rows - Herman kid he talks about

- ① 2-3 kid speaker options → Jody & Ann
- ② references in speech
- ③ ppl on stage → Anne C (15)
- ④ kids in front row

down-steps
cost
discipline

Riley
Herman
Totus

Riley → Hollman

Preliminary Messages for IDEA Event(s)

1. ***We have the same high expectations for children with disabilities as we do for all children.*** We have the evidence that children with disabilities can and do learn well. And, with few exceptions, students with disabilities will meet the same high standards that we expect all children to achieve.
2. ***IDEA is a working reality, not a promising experiment.*** Schools across the nation have been implementing IDEA for years. We have hundreds of thousands of successful students with disabilities who have demonstrated their ability to learn and succeed in school. We know how to teach children with disabilities and they know how to learn.
3. ***IDEA lets us all win.*** All children have special learning needs. Children with disabilities are no different. Together we can ensure that all children in our schools will reach their potential, meet high standards and be prepared for their future as productive citizens.
4. ***Children's abilities should not be masked by their disabilities.*** In the past 22 years since the advent of P.L. 94-142, we have learned a great deal about how to teach children with disabilities. We know what works and why. We are willing and ready to be held accountable for our efforts.
5. ***By working together, we improve teaching and learning for all.*** Families, educators, students with disabilities and their classmates can all achieve their goals when they work together. This country was based on our citizens pulling together for our common good. We have a stake in each others' success.
6. ***IDEA 97 combines rights, responsibilities and results.*** The new law preserves the rights of children with disabilities to educational opportunity, while it places responsibility for achieving the best learning results possible squarely on the shoulders of students, educators and parents. Only with all working together, can we ensure that all children will become all that they can be.

Event Line Up

- **Children with Disabilities** - You should suggest including two or three children with various disabilities to speak at the White House event. This would place a human face on the legislation. It would also allow the children an opportunity to talk about their experiences. OSERS and it's friends are in a position to recommend children who would be appropriate.
- **General Education Teacher** - An experienced general education teacher would recount his or her experiences teaching children with disabilities. The teacher would relate that accounting for the problems faced by children with disabilities is no different than accounting for the problems faced by other children. Again, OSERS can recommend teachers who would be appropriate.
- **Parent of a Child with a Disability** - A parent of a child with a disability who would talk about the importance of creating educational opportunities for their child. The parent would speak to how such programs have opened doors for their child and have allowed them to become prepared for the future as full members of their community. OSERS once again can be helpful to White House staff in recommending parents who would be appropriate to speak.
- **Judy Heumann** - It is our belief, as well as the belief of your colleagues, that you should have a role in the event. Although, we realize it may be awkward for you to raise this issue with White House staff yourself, we believe the discussion of your involvement should take place at this juncture.

Panels approve overhaul of education law

By ROBERT GREENE

AP Education Writer

WASHINGTON (AP) - An overhaul of the law guaranteeing education for millions of disabled children speedily cleared House and Senate committees Wednesday after negotiators settled longstanding disputes over discipline, children's rights and curbing legal costs.

The overhaul and extension of the 1975 Individuals With Disabilities Education Act could reach President Clinton's desk by month's end. Committee approval followed four months of intensive negotiations involving the House, Senate and Clinton administration over a bill that had stymied lawmakers for more than two years.

A key compromise would give new powers to school officials to quickly remove disabled students who bring weapons or drugs to school, and keep them out for as much as 45 days pending a final decision. The removal policy has been limited to students who bring firearms.

Also, a hearing officer rather than a court would determine whether children can be moved to another classroom or school for endangering themselves or other people.

However, the bill would guarantee that they could continue their education elsewhere if they were expelled.

"Educators will have a clearer understanding of when and how they may discipline disabled children," said Sen. James Jeffords, R-Vt., chairman of the Senate Labor and Human Resources Committee. "Parents will know that the rights of their children are protected."

The original civil rights legislation guarantees a free and "appropriate" public education to children with a range of physical, mental and emotional disabilities.

The law is intended to bring children with conditions into regular public schools as much as possible, requiring local schools to provide tutors, specially trained teachers and even medicines and medical equipment.

However, the costs have expanded with the increasing numbers of children found to have disabilities, including attention deficit disorder and learning problems such as dyslexia.

The Education Department puts the number at 5.4 million and distributes money to states based on the number of disabled students.

One provision would change the funding formula to make federal support, worth about \$4 billion this year, depend on poverty and

population.

In other, related provisions, local schools could lower their share of the program costs if Congress makes more money available, and states could not lower their payments to local school districts.

The bill also attempts to answer complainmediation be made available in all states as an alternative to more expensive court hearings and limit instances under which parents can collect lawyers' fees.

Also, parents would have to tell schools before attempting to move disabled children to special private schools and billing the public schools.

At the same time, parents would have greater access to their children's records and deliberations over their future.

"The bill will assure parents' ability t. Goodling, R-Pa., chairman of the House committee.

MAY 08 1997

Panels approve bill on disabled education

By Susan Ferrechio
THE WASHINGTON TIMES

An overhaul of a decades-old law guaranteeing the nation's 5.4 million disabled children an adequate public education is poised for easy passage in Congress after sailing out of House and Senate committees yesterday.

Educators, parents and advocates for the disabled clapped and sighed in relief when the House Committee on Education and the Workforce passed the bill, which was meticulously negotiated for nearly a year by a bipartisan group of senators and House members.

The Individuals With Disabilities Education Act, scheduled for a full vote in the House on Tuesday, has been revamped to help bring more money to local school systems for special education.

It also would grant educators unprecedented authority to quickly discipline disabled students who are disruptive or dangerous and would limit litigation costs that drain school budgets.

"I'm glad we were able to turn years of hard work and lots of blood, sweat and tears by a lot of people into a very balanced and

Schools would gain money, authority

farsighted bill," said Rep. Frank Riggs, California Republican and chairman of the House Education and the Workforce subcommittee on early childhood, youth and families.

"I think the bill will pass next week with deep and broad support," he said.

By the end of the month, the legislation could be on the desk of President Clinton, who said he will sign it.

The bill aims to reduce legal costs shouldered by schools by making states offer mediation as an alternative to court hearings.

Parents wishing to move a disabled child to a private school at the expense of a public school system would first have to notify public school officials.

The bill also aims to improve education standards for the disabled by defining what students should learn and subjecting them to the assessment tests taken by non-disabled students.

Among the other provisions in the bill is one allowing school officials to suspend for up to 45 days

students who bring drugs or weapons to school or who pose a danger to themselves or others.

Current law allows school officials to suspend disabled students for no more than 10 days for infractions other than those involving firearms, which warrant a 45-day suspension.

Disciplinary cases would be assigned to hearing officers, rather than the courts, to determine placement of the children, guaranteed an education no matter what the outcome.

Meting out punishment for disabled students who knowingly break school rules has been a major sticking point among advocates for the disabled, educators and lawmakers.

Such divisiveness stopped the bill in 1996, but it appears a compromise has been reached.

"We were disappointed there was nothing in the bill to address disruptive students," said Diane M. Shust, government liaison for the National Education Association, the nation's largest teachers union. "But there is increased flex-

ibility for schools to deal with them."

Denise Rozelle, government liaison for the American Foundation for the Blind, said she is pleased with a provision in the bill that would ensure blind students have access to Braille in public schools. But, she said, some things "we would have written differently."

"The bottom line is, nobody really got what they wanted in this bill, and that's why it's fair and balanced," she said.

At the center of the intense negotiations was David Hoppe, chief of staff to Senate Majority Leader Trent Lott of Mississippi.

Mr. Hoppe's 6-year-old son, Gregory, has Down syndrome and is a kindergartner at a Springfield elementary school.

"This bill achieves broadly what I think everybody believes are the most essential things that need to be done," Mr. Hoppe said.

The legislation received high praise from Mr. Lott, who called the bipartisan effort to produce it "a lot of honest, hard-working give and take, the likes of which I don't think I've ever seen" during 24 years in Congress.

Panels approve overhaul of education law for disabled children

By ROBERT GREENE

AP Education Writer

WASHINGTON (AP) - A planned overhaul of the law guaranteeing millions of disabled children a free education will bring them further into the mainstream, Education Secretary Richard Riley says.

"This is a balanced approach, and it places a strong emphasis on teaching and learning," Riley said Wednesday after the House and Senate education committees approved a rewrite of the Individuals With Disabilities Education Act.

The committees quickly approved identical changes in the 22-year-old civil rights law, after an agreement that ended more than two years of wrangling. The bill appears headed to quick passage in the House and Senate, and Riley said it has President Clinton's full support.

Before the legislation reached that point, negotiators had to settle disputes over discipline, children's rights and curbs on legal costs.

Riley pointed to the changes that would give parents more access to school decisions on the kinds of classes disabled children attend and require that those students get report cards as often as other children.

Regular teachers would be brought into the decisions, and disabled children would be included in standardized tests given by the state or districts, "with appropriate accommodations where necessary."

In a key compromise, school officials would get new powers to quickly remove disabled students who bring weapons or drugs to school and keep them out for as much as 45 days. The removal policy has been limited to students who bring firearms.

Also, children could be removed if a hearing officer found that they endangered other people or themselves, even if a weapon was not involved. Moreover, the children could be expelled or otherwise disciplined like other children if the conduct were found to be unrelated to the disability.

However, the bill would guarantee that they could continue their education elsewhere if they were expelled. Rights to a hearing would be protected.

"Educators will have a clearer understanding of when and how they may discipline disabled children," said Sen. James Jeffords, R-Vt., chairman of the Senate Labor and Human Resources Committee. "Parents will know that the rights of their children are protected."

The original civil rights legislation guarantees a free and "appropriate" public education to children with a range of physical, mental and emotional disabilities. The Education Department distributes money to states based on the number of disabled students and puts the number at 5.8 million. Critics say that bonus system encourages schools to classify children as disabled.

One provision would change the funding formula to make federal

grants, worth about \$3.1 billion this year, dependent on poverty and population. However, that would not kick in until federal support increases.

In related provisions, local schools could lower their share of the program costs if Congress makes more money available, and states could not lower their payments to local school districts.

The bill also attempts to answer complaints by school officials about the high legal cost of resolving disputes over handling disabled children, while parents say too many decisions about the fate of their children are made without consultation.

The bill would require that mediation be made available in all states as an alternative to more expensive court hearings and would limit instances under which parents could collect lawyers' fees.

Also, parents would have to tell schools before attempting to move disabled children to special private schools and bill the public schools.

MAY 09 1997

Overhaul to education act advances "

ASSOCIATED PRESS

WASHINGTON - An overhaul of the law guaranteeing education for millions of disabled children quickly cleared House and Senate committees yesterday after negotiators settled longstanding disputes over discipline, children's rights, and curbing legal costs.

The overhaul and extension of the 1975 Individuals With Disabilities Education Act could reach President Clinton's desk by month's end. Committee approval followed four months of negotiations involving the House, Senate, and Clinton administration over a bill that had

stymied lawmakers for more than two years.

A key compromise would give new powers to school officials to remove disabled students quickly who bring weapons or drugs to school and keep them out for up to 45 days pending a final decision.

Also, a hearing officer rather than a court would determine whether children can be moved to another classroom or school for endangering themselves or other people.

However, the bill would guarantee that they could continue their education elsewhere if they were expelled.

"Educators will have a clearer

understanding of when and how they may discipline disabled children," said Senator James Jeffords, Republican of Vermont, chairman of the Senate Labor and Human Resources Committee. "Parents will know that the rights of their children are protected."

The original civil rights legislation guarantees a free and "appropriate" public education to children with a range of physical, mental, and emotional disabilities.

The law is intended to bring children with disabilities into regular public schools as much as possible.

However, the costs have expanded with the increasing numbers of children found to have disabilities.

The Education Department puts the number at 5.4 million and distributes money to states based on the number of disabled students.

One provision would change the funding formula to make federal support, worth about \$4 billion this year, depend on poverty and population.

The bill also attempts to answer complaints by school officials about the high legal cost of resolving disputes over handling disabled children.

The bill would require that mediation be made available in all states as an alternative to more expensive court hearings and limit instances under which parents can collect lawyers' fees.

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Debate Over Discipline Dogs IDEA To Final Votes

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An eleventh-hour attempt to allow schools to decide how to discipline students with disabilities may threaten a compromise on changes to the nation's special education law.

IDEA **Reauthorization**

As the Senate yesterday began debate on

S. 717, a senator

who opposes the plan to rewrite the Individuals with Disabilities Education Act (IDEA) said he would offer an amendment on discipline.

Sen. Slade Gorton, R-Wash., told other senators that his amendment would stipulate that "local schools shall have the right to set rules about the safety and educational atmosphere for that school system."

He did not specify whether it would authorize schools to stop serving students with disabilities, which S. 717 would specifically bar, and he did not offer the amendment before the Senate adjourned in the late afternoon (ED, April 25).

Gorton lambasted S. 717, saying it would create a dual system of discipline that would fail to adequately protect nondisabled students from class disruptions and violence perpetrated by students with disabilities.

"Their safety doesn't count; their ability to learn in a safe atmosphere doesn't count," he said of the bill's impact on nondisabled students.

With votes on any amendments—and the bill itself—scheduled today, the Senate's top education policymaker was struggling yesterday to preserve the bipartisan plan, citing its new discipline provisions.

(more on p. 2)

Debate Over Discipline Dogs IDEA To Final Votes (Cont.)

The IDEA amendments are overdue, after failing to pass in the 104th Congress, and a bipartisan group working behind closed doors forged the compromise contained in S. 717 and its House companion, H.R. 5.

A House vote on the legislation also is scheduled for today. In addition to writing new rules on discipline for students with disabilities, the legislation would create a new state funding formula and new reporting requirements for student performance (ED, April 16).

Not The Same Old IDEA

The new measure would authorize schools to put disabled students in alternative settings for up to 45 days for weapon and drug offenses, and would allow hearing officers—not just judges—to order placement changes for dangerous students (ED, May 9).

“It’s not the kind of situation that we had before this bill, in which a school system was kind of helpless,” said Sen. James Jeffords, R-Vt. Current policy bars schools from changing a placement for more than 10 days without parental consent or a court order.

As expected, Sen. Judd Gregg, R-N.H., proposed requiring Congress to increase federal special education funding by \$10 billion over the next seven fiscal years (ED, May 8).

Gregg said Congress should fund 40 percent of the excess costs of educating children with disabilities, which the special education law has authorized since 1975. Federal spending, at \$3.1 billion in fiscal 1997, equals only about 8 percent (ED, Feb. 5).

But Jeffords and Sen. Tom Harkin of Iowa, the Democrats’ leader on IDEA, said Gregg’s amendment would upset the bipartisan IDEA apple cart. “We really could have an impasse here,” Jeffords warned.

The two also claimed Gregg’s funding amendment was unneeded, because the law would allow appropriators to provide the money.

The House has put H.R. 5 up for quick action. The education committee chairman, Rep. Bill Goodling, R-Pa., may offer one amendment and other members may only make speeches before voting on the overall bill. —William J. Cahir

MAY 15 1997

Senate passes bill for disabled

By Susan Ferrechio
THE WASHINGTON TIMES

The Senate yesterday easily passed a major rewrite of a civil rights bill guaranteeing a public education for the nation's 5.4 million disabled students.

The Individuals with Disabilities Act, which sought to resolve questions involving legal costs and school discipline, passed with just one dissenter, Sen. Slade Gorton, Washington Republican.

Its approval came a day after the same bill was overwhelmingly approved in the House. President Clinton supports the measure and is expected to sign it into law by the end of the month.

"This will do so much to straighten out the problems we have with special education in our schools," said Sen. James M. Jeffords, Vermont Republican and chairman of the Senate Labor and Human Resources Committee, which oversees educational issues.

Two years in the making, the bill is an overhaul of 1972 legislation that first made it illegal to deny a satisfactory public education to disabled children.

The overhauled measure is intended to help ease special education's growing financial burden on local systems while giving school officials greater authority to discipline disabled students who are violent or potentially dangerous.

Its passage was heralded by lawmakers as a rare agreement between the House, Senate and Clinton administration as well as educators, parents and advocates for the disabled.

Sen. Edward M. Kennedy, Massachusetts Democrat and ranking member on the Labor Committee, called its passage, "the finest moment we have had in this session."

The bill addresses a wide range of issues, from court costs to education of the blind.

A sticking point in the bill had been just how to discipline very

disruptive or dangerous special-education students while also protecting the rights of the disabled.

The measure that passed yesterday prevents educators from ceasing services for any disabled child, but it gives local school officials the authority to suspend for up to 45 days a special education student who brings guns or drugs to school or who poses a threat to himself or others.

The bill stipulates that a hearing officer decide the fate of the child during that period and whether he or she should be returned to school or placed in another program.

Mr. Gorton called the provision a double standard and introduced an amendment, defeated 51-48, that would have let local school systems decide how to discipline such students, even if they chose to suspend services.

"These are decisions that should be made by educators, not senators," Mr. Gorton said. "What about the parents of the non-disabled students?"

The bill also aims to reduce the financial burden on local school systems, which pay more than \$30 million a year in special education costs. The federal government picks up an additional \$4 million, or 7 percent.

Under the new measure, states who receive additional federal money for special education would be prevented from reducing their share to local school districts.

Local school systems could also save money by another provision in the bill requiring them to offer mediation to parents who are dissatisfied with their child's education.

Under current law, parents can take the school system to court and then bill them for legal costs. The bill also restricts when parents can hold school systems responsible for such fees.

It also aims to aid learning and achievement by calling for improved individual education plans (IEPs), which are curriculums designed specifically for each disabled student.

6

IDEA Reauthorization Speeds Through Committees

By Joetta L. Sack

Washington

Basking in the rare glow of bipartisanship, the House and Senate education committees unanimously approved compromise bills last week to amend the nation's main special education law.

The Individuals with Disabilities Education Act reauthorization, more than a year overdue already, is now on the legislative fast track and appears poised for final passage in a matter of days.

"Our goal is to pass this and get it to the president by Memorial Day," said Senate Majority Leader Trent Lott, R-Miss. He added that he would reserve a slot on the Senate's busy legislative calendar for S216. The chairman of the House education committee, Rep. Bill Goodling, R-Pa., said he expected the House bill, HR 5, to pass May 13.

"This is a strong agreement, and it has the full support of the president and the administration," added Secretary of Education Richard W. Riley.

Little of the discord that brought the legislative process to a halt last year was evident among the bipartisan group that gathered at a news conference last week to celebrate the IDEA bills' passage through the two key committees.

The reauthorization legislation would rework the funding formula for grants to states after appropriations reach \$4.9 billion, and allow local education agencies to reduce their spending slightly after appropriations pass the \$4.1 billion mark. The companion bills also would ease litigation threats by requiring states to set up voluntary mediation systems to settle disputes over the placement of children with disabilities.

The compromise legislation was written in the past two months by Republican and Democrat lawmakers and staff aides, with input from education and disability-rights groups. ("Panels To Consider Compromise Spec. Ed. Bill This Week," May 7, 1997.)

Smooth Sailing

In the Senate session where committee members examine bills line by line, known as a mark-up, the bill's actual passage went faster than the accompanying round of thank-you's and appreciative nods. Members approved a package of technical amendments to clarify portions of the bill, and the House later followed suit.

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For background, previous articles, and related Web links, see our Issues Page on Inclusion.

Read the draft IDEA amendments of 1997, from the House Committee on Education and the Workforce Web page.

Read our story, "Progress Is Slow-Going in Spec. Ed. Negotiations," April 9, 1997.

IDEA defined.

But Sen. Judd Gregg, R-N.H., said he may propose an amendment on the Senate floor to mandate that the federal government pick up 40 percent of states' costs to implement the IDEA. Last year's \$3.1 billion appropriation was less than 10 percent of states' total costs. But at the news conference, Sen. James M. Jeffords, the Vermont Republican who heads the Senate education committee, said Mr. Gregg did not have enough votes to succeed.

Read our story,
"Rifts Stymie
Efforts To Retool
Special Ed. Law,"
Oct. 16, 1996.

Several House committee members raised concerns about provisions in the agreement and the back-room negotiations that created it. Two Democrats claimed they were left out of the process, but Republican leaders asserted that the meetings were open to all. Some committee members withdrew their amendments to ensure that the bill's quick passage would not be jeopardized.

Aside from winning final passage of the bill, the committee members agreed the next step would be persuading congressional appropriators to find more money for IDEA programs.

Staff Writer Jessica L. Sandham contributed to this report.

On the Web

Investigate the House IDEA Bill-- H.R. 5 and the Senate IDEA Bill--S. 216 with THOMAS.

Read a summary of the IDEA Improvement Act of 1997, from the House Committee on Education and the Work force Web site.

Read a statement by U.S. Secretary of Education Richard W. Riley, on the IDEA Legislative Agreement.

Read a letter from the American Association of School Administrators, opposing the proposed changes.

Read about the impact that the Individuals with Disabilities Education Act has made over the past twenty years from the U.S. Department of Education's Web site.

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