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IDEA [Individuals with Disabilities Education Act] 06/04/1997

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. fax	IDEA Signing Ceremony; RE: Personally Identifiable Information [partial] (1 page)	06/03/1997	b(6)
002. list	Names for IDEA Bill Signing; RE: Personally Identifiable Information [partial] (5 pages)	06/03/1997	b(6)
003. list	Additional Names for IDEA Bill Signing; RE: Personally Identifiable Information [partial] (3 pages)	06/02/1997	b(6)
004. fax	IDEA Signing Ceremony; RE: Personally Identifiable Information [partial] (4 pages)	06/03/1997	b(6)

COLLECTION:

Clinton Presidential Records
Public Liaison
William White Jr.
OA/Box Number: 14205

FOLDER TITLE:

IDEA [Individuals with Disabilities Education Act] 06/04/1997

2007-0143-F
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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]

Larry Lopez
Dollic Hernandez

Helping People with Disabilities Achieve Independence

National Easter Seal Society
Office of Public Affairs

1350 New York Avenue N.W., Suite 915
Washington, D.C. 20005
202 347.3066
202 347.7385 (TDD)
202 737.7914 (fax)



Fax: IDEA

FACSIMILE TRANSMITTAL COVER SHEET

PLEASE DELIVER THE FOLLOWING PAGES:

TO: Diana Fortuna Bill White Judy Heumann

FROM: Katy Beh Neas

National Easter Seal Society
Office of Public Affairs
1350 New York Avenue, N.W., Suite 915
Washington, DC 20005

OUR FAX NUMBER: (202) 737-7914

DATE: 5/16/96 TIME 7:00 p.m.

NUMBER OF PAGES (INCLUDING COVER SHEET): 5

COMMENTS:

FYI - House IDEA reauthorization update
please call if you have any questions

Please call if there are any communications problems: (202) 347-3066

Consortium for Citizens with Disabilities

To: CCD Education Task Force

From: Katy Beh Neas

Date: May 16, 1996

Re: IDEA activities/meetings

MEETINGS: The Education Task Force will meet tomorrow, May 17th to review the consensus document, organize hill visits, and plan for the mark-up on May 22 or 23, 1996. All meetings will take place at 1327 Longworth House Office Building. Note - this is a change from the fax you received from The Arc regarding the 1:30 meeting at NEA. The schedule is as follows:

11:30- 1:30 meet with general education community and House Democratic staff
1:30 - 3:00 continue to meet with general education community.

SIGN-ON LETTER: Attached is a sign-on letter to oppose cessation of services. Please fax the sign-on form back to me by close of business on Monday, May 20th. We can then deliver the letter on Tuesday.

ALERT: Also attached is a draft alert for your use. We are in the process of updating our positions papers and will have them ready as soon as possible, hopefully by Monday morning.

If you have any questions about any of these matters, please give me a call.

May 15, 1996

The Honorable William F. Goodling
Chairman, Committee On Economic and Educational Opportunities
United States House of Representatives
Washington, D.C. 20510

Dear Mr. Chairman::

Our organizations believe that all students, even those who break school rules, should receive educational and related services. In that spirit, we urge your strong support for including provisions in the reauthorization of the IDEA that ensure all students have access to appropriate educational opportunities. Providing quality educational opportunities to children and youth is a critical component in the development of both individual achievement and in achieving a highly skilled, competitive workforce.

The fact that students with disabilities have unique needs is recognized through the policy and practice of collaboration and individualized education programs (IEPs). Our organizations support provisions that would help schools balance the rights of students with disabilities with the need to maintain order and discipline in the schools through preventive measures such as appropriate behavioral interventions, additional classroom and student supports, adequate financial support, and other intervention strategies. Should preventive measures not prove adequate, however, we believe it is imperative that continuing educational and related services be provided to all students—even those who need to be served in alternative settings due to suspensions or expulsions from the regular settings—in order to help such students better adapt socially and educationally.

We urge you, as the author of the reauthorization bill for IDEA, to include language that will ensure access to educational and related services for all students with disabilities, even when they violate school discipline rules or policies.

Sincerely,

cc: Members of House Committee On Economic and Educational Opportunities

Consortium for Citizens with Disabilities

ACTION ALERT ADVOCATES REACH CONSENSUS ON CHANGES TO HOUSE IDEA BILL

When H.R. 3268, the IDEA reauthorization bill, was approved by the House of Representatives Subcommittee on Early Childhood, Youth and Families in late April, it did not have the support of the Committee Democrats. In addition, the general education community and the disability community did not support this bill. Given the lack of broad-based, bipartisan support which has been part and parcel of IDEA for 20 years, there was little chance that IDEA would be reauthorized in 1996. Disability advocates, lead by parents of children with disabilities, joined forces with representatives of the general education community, with the goal of developing a legislative proposal which would enable the IDEA reauthorization process to continue. After nine grueling days, a delicately balanced package of recommendations to H.R. 3268 was presented to the House of Representatives on May 14, 1996. Consensus was reached on every issue but one: cessation of services to students with disabilities. While more than 30 national education and disability organizations oppose cessation, the National School Boards Association and the American Federation of Teachers, believe it is appropriate to deny education services to some students.

Members of the Economic and Educational Opportunities Committee must accept these recommendations as a package and oppose cessation. **THE AGREEMENT ON DISCIPLINE IS DIRECTLY LINKED TO THE PREMISE THAT THE BILL WILL NOT ALLOW CESSATION OF EDUCATIONAL SERVICES.** In addition, core issues such as attorneys fees, individual education programs, personnel standards, Part H, and IDEA's discretionary support programs, are satisfactorily addressed in the consensus document. While neither general education advocates nor disability advocates were able to win on every provision, the consensus document takes a balanced approach to these important issues for children with disabilities and their families. If the Economic and Educational Opportunities Committee **APPROVES THESE MODIFICATIONS TO H.R. 3268 AND OPPOSE CESSATION**, disability advocates will support the legislation.

The Committee is scheduled to vote on this bill as early as Wednesday, May 22, 1996. The Committee staff has indicated they will decide on the components of the package on Monday, May 20, 1996. If, on Monday, the Committee fails to accept the consensus recommendations, you will be sent another alert to request you again contact the members of the Committee.

Our message remains very clear:

THE RIGHTS OF CHILDREN WITH DISABILITIES CANNOT BE REDUCED!

OPPOSE CESSATION OF EDUCATIONAL SERVICES

SUPPORT THE CONSENSUS PACKAGE

**IDEA LEGISLATION CANNOT BE ENACTED WITHOUT BI-PARTISAN
SUPPORT AND THE SUPPORT OF THE DISABILITY COMMUNITY.**

Please phone and fax the members of the House Economic and Educational Opportunity Committee immediately. Mark-up may occur as early as Wednesday, May 22, 1996. They can all be reached by calling the Capitol Switchboard at (202) 225-3121 and asking to be connected with their office.

Republicans

Goodling (PA)
Petri (WI)
Roukema (NJ)
Gunderson (WI)
Fawell (IL)
Ballenger (NC)
Cunningham (CA)
Barrett (NE)
Hoekstra (MI)
McKeon (CA)
Castle (DE)
Talent (MO)
Graham (SC)
Weldon (FL)
Funderburk (NC)
Souder (IN)
McIntosh (IN)
Riggs (CA)
Meyers (KS)
Greenwood (PA)
Johnson (TX)
Knollenberg (MI)
Hutchinson (AR)
Norwood (GA)

Democrats

Clay (MO)
Miller (CA)
Kildee (MI)
Martinez (CA)
Owens (NY)
Sawyer (OH)
Payne (NJ)
Mink (HI)
Andrews (NJ)
Reed (RI)
Roemer (IN)
Engel (NY)
Becerra (CA)
Scott (VA)
Green (TX)
Woolsey (CA)
Romero-Barcelo (PR)
Fattah (PA)

LaMyria Hignight McCarthy

2822 Haywood Avenue

Chattanooga, Tennessee 37415 - 5939

June 11, 1997

Mr. Bill White
The White House
Washington DC 20036

Dear Mr. White,

WE ALL just want to thank you for all you

did for us while we were in Washington D. C. on June the 4th. You were such a friendly face once we got through the gates. I am sending you this picture of the group as we were all there at 9:30 "SHARP".

I have a funny story to tell you about the night we arrived. When we checked in at the Double Tree, there was a message that said, "Bill wants to talk to you," Of course we thought it was Bill Clinton! But we were delighted that it was you with an affirmative answer as to who was going to be able to get into the ceremonies and to meet the President.

Bill and I have always included our daughter Monica, and our son Corwin, in anything Will was involved in. For this reason they have not had much resentment for Will or for all the attention he has gotten over the past ten years. I tend to still be amazed at some of the opportunities that have presented themselves to Will. When we left to come to Washington on Tuesday, we were being told that only Will and I would be allowed to meet the President, or attend the signing. It was truly an answer to a prayer that the whole family got in.

You were the ANGLE who helped make that possible, and we just want to let you know how indebted to you we are for what you did. It is because of what happened on June 4th, that I have learned each and every opportunity, we have in life does, lead us in many different directions.

I used to be kind a skeptical of a lot of people, I think sometimes being a mom of a special needs child, can make you skeptical. But because of people like you, Commissioner



Williams, Carol Westlake, Dr. Judy Humann, Senator Bill Frist, and so many others, my faith in the human race, has been restored, not overnight mind you, but all of a sudden, this morning, I realized it was restored.

Will has truly had a charmed life. He got sick, but because he was pushed, so much, it has become second nature, for him to push himself, and to do the very best he can, no matter what he is doing. Each experience he has had, has been just as exciting as June 4, was for him. I believe he was being groomed for June 4th. For him to be able to meet the President, talk to him, sing to him, and not even be nervous, was not something that could have been done without, the many years of practice he has had. Each and every time, he has an opportunity such as he has just had, we always think of folks like you, who help us along the way. Of course, being Will's mother there are a lot of things I wish Will could do, but he can't, so we make the best of what he can do and have fun as we go. I think when you become a parent the Lord writes important events on your heart, much as he wrote the Ten Commandments in the stone. The whole day of June 4th will forever be written on my hart. You were an important part of that day.

I know sometimes you probably get discouraged, and want to quit. But I hope you will remember, Will when that happens, and remember that even though, you are not his guardian, or even a relative, that you have had a profound influence, in his life. You have given him opportunities that not everyone gets. And that is our first and foremost job in life, to love one another, help one another whenever we can, and to make the world a better place because we were there. You do these things each and every day. We appreciate you and what you do. Thank you so very much.

myria





will

corwin

monica

and bill mccarthy

P.S. I am enclosing a thank you letter to the President and also one of my favorite pictures of the day, will you please see to it that he gets it. Again thank you!



THE WHITE HOUSE

WASHINGTON

97 JUN 3 09:04

June 3, 1997

**BILL SIGNING CEREMONY FOR H.R. 5, THE INDIVIDUALS
WITH DISABILITIES EDUCATION ACT AMENDMENTS OF 1997**

DATE: Wednesday, June 4, 1997

LOCATION: South Lawn

TIME: 10:30 - 11:30 am

FROM: John Hilley
Lucia Wyman

John Hilley

I. PURPOSE

To sign the reauthorization of the Individuals with Disabilities Education Act (IDEA) which guarantees 5.8 million children with disabilities a free and appropriate public education. To recognize the bipartisan and bicameral process that facilitated the reauthorization and to thank the members of Congress and their staff who participated in the 10 weeks of negotiations, as well as, the parents and organizations participating in the process.

II. BACKGROUND

The original "Education for All Handicapped Children Act", signed by President Gerald Ford on Nov. 29, 1975, guaranteed for the first time that the nation's children with disabilities had the right to a "free appropriate public education." Prior to this Act, ninety percent of children with disabilities were housed in state institutions and a million were denied access to education. The Act is considered an important "civil rights" statute which strengthens academic expectations and accountability for the nation's children with disabilities. The 1997 reauthorization continues to strengthen accountability and to bridge the gap between the regular school curriculum and the goals established for each child in this program.

The major provisions of IDEA are consistent with your education goals to provide strong, safe schools with high standards and well trained, dedicated teachers. Major highlights of the bill include:

School Discipline

For the first time the new law sets out and clarifies school disciplinary rules involving disabled children. The law gives schools the unilateral right to remove children with disabilities to an alternative educational setting for up to 45 days if they bring a weapon (previously a gun only) or illegal drugs into schools. The new law allows the school to go to a hearing officer for an injunction to remove a disabled child considered dangerous. The new law, however, guarantees continuation of services for disabled children even under suspension or expulsion.

Parental Involvement

The new law increases parental involvement by including parents in eligibility decisions, placement decisions, evaluations and requires regular progress reports to parents. In addition, the new law seeks to change the sometimes adversarial relationship between home and school that often leads to costly litigation through regular communication and voluntary mediation.

Costs and Paperwork Reduction

The new law will reduce paperwork and save millions of dollars by eliminating unnecessary testing and evaluation when parents and teachers agree that the child remain in special education services.

Teachers and Curriculum

Regular teachers will participate in the development of goals for each child who may be served in a regular classroom setting. IDEA also provides continued federal support to improve teacher training nationwide.

Civil Rights Guarantees

States will be required to gather data to ensure that school districts are not disproportionately placing children with disabilities from minority or bilingual backgrounds in more segregated educational settings, and that such children are not being disproportionately suspended or expelled. The new funding formula (below) removes financial incentives for placing children in more segregated settings when they can be served in regular classrooms. States will no longer be allowed to provide local districts with additional funding for children who are placed in

segregated educational settings if such placements violate the legal mandate that children with disabilities be educated in the "least restrictive environment."

Federal Funding

The funding formula is revised, 85 percent of new funds would be allocated to States on the basis of their total population of school-age children. Fifteen percent of any remaining funds would be allocated based on the number of children in poverty in the State. The FY 1997 appropriation is \$4 billion. The Grants to States program is funded at \$3.1 billion in fiscal year 1997. Your request is \$3.2 billion for fiscal year 1998. Also, more funds will be directed to local school districts by limiting the amount state education agencies may reserve.

Progress and Expectations

Since 1975, three times the number of young people with disabilities are enrolled in colleges or universities, and twice as many of today's twenty-year olds with disabilities are working. While this is significant progress, there are still twice as many children with disabilities who drop out of school, have difficulty finding jobs and often end up in the criminal justice system. Girls who drop out become young unwed mothers at a higher rate than their non-disabled peers.

Legislative History of H.R. 5, IDEA

In 1995, the Administration transmitted legislation to the 104th Congress to reauthorize and strengthen the IDEA, but the legislation failed to pass. H.R. 5, was introduced by Congressman William Goodling (R - PA) and 18 cosponsors, early in the 105th Congress. In order to ensure passage, a bicameral and bipartisan working group of staff and members of Senate Labor and Human Resources Committee and House Economic and Educational Opportunities Committee held negotiation/working sessions for 10 weeks. These sessions were led by Senator Trent Lott's chief of staff, David Hoppe. Following the negotiations, Senator Jim Jeffords (R-VT) introduced the agreed upon bill in the Senate, S. 717. On May 13, 1997, the House passed H.R. 5 by a vote 420:3. The Senate substituted and passed H.R. 5 by a vote 98:1.

In your speech, you will acknowledge key members of Congress and David Hoppe. You will also acknowledge key people from the Department of Education, and make a general acknowledgment of the organizations and parents who contributed and participated in

this process. David Hoppe's son, Greg 6 has Down Syndrome and will be with him at the signing. They will be seated in the front row with other key participants in the negotiation process.

III. PARTICIPANTS

Pre-brief

Secretary Riley
Rahm Emanuel
Ron Klain
Bruce Reed
Maria Echaveste
Lucia Wyman
Andy Blocker

Attached is a list of the Members of Congress scheduled to attend the signing ceremony.

The audience is comprised of leaders in the disability community, representatives of education groups, congressional staff (many of whom are attending with their disabled children), and families from across the country affected by this legislation. A list of organizations represented is attached.

IV. PRESS PLAN

Open press.

V. SEQUENCE OF EVENTS

Secretary Richard Riley makes opening remarks and introduces Judy Heumann, Assistant Secretary of Education, Office of Special Education Programs.

Judy Heumann makes remarks and introduces Josh Bailey.

Josh makes remarks and introduces you.
(Attached is a background paper on Josh Bailey).

You make remarks.

At the conclusion of your remarks, you invite the Members of Congress, who are seated to the left of the stage, to flank you as you sign the bill.

After signing the bill, you will not distribute the pens. There are more Members of Congress present than there are signing pens. Pens will be mailed to the appropriate people immediately after the signing ceremony.

You will work a rope line and depart.

VI. REMARKS

To be provided by Speech Writing.

VII. ATTACHMENTS

Attachment #1: Background on Joshua Bailey

Attachment #2: Organizations Attending IDEA Signing

Attachment #3: Members of Congress Attending IDEA Signing

Attachment #1

BACKGROUND ON JOSHUA BAILEY

Joshua Lindsay Bailey
3021 Hampshire Pike
Mt. Plansant, TN 38474
615/388-7042

Mother: Susan

You will be introduced by Joshua Bailey of Mount Pleasant, Tennessee. Josh is 16 years old and attends a regular public high school in Tennessee. He has a traumatic brain injury resulting from a car accident when he was five months old. First diagnosed with a learning disability (dyslexia) in the third grade, Josh's disability is apparent in his difficulties in reading and retrieving words. Nevertheless, he is an Eagle Scout and an accomplished speaker, who has made presentations at school graduation ceremonies, was a featured speaker at the Department of Education's Special Education Leadership Conference, and testified before the IDEA reauthorization Congressional working group in April, 1997.

Attachment #2

ORGANIZATIONS ATTENDING IDEA SIGNING

EDUCATION ORGANIZATIONS

American Association of Colleges of Teacher Education
American Association of School Administrators
American Association of Services Agency
American Assoc. of University Affiliated Programs for Person with
Developmental Disability
American Federation of Teachers
Council of Chief State School Officers
Council of Great City Schools
Higher Education Consortium for Special Education
National Association of Elementary School Principals
National Association of Private Schools for Exceptional Children
National Association of School Nurses
National Association of School Psychologist
National Association of Secondary School Principals
National Association of State Board of Education
National Association of State Directors of Special Education
National Education Association
National Parent Teacher Association
National School Boards Association

DISABILITY GROUPS

ADAPT

American Academy of Child Adolescent Psychical
American Foundation for the Blind
American Occupational Therapy Association
American Speech and Hearing Association
The Arc
Association for the Education and Rehabilitation of the Blind
Autism Society of America
Bazelon Center for Mental Health Law
Brain Injury Association
Center for Learning Education
Children and Adult with Attention Deficit Disorders
Council for Exceptional Children
Disability Rights and Education Defense Fund
Exceptional Children Association Center of North Carolina
Federation for Children with Special Needs of Boston

Federation of Families for Children's Mental Health
Helen Keller National Center
Idaho Parents Unlimited
Joseph P. Kennedy Foundation
Justice for All
Learning Disability of American
Learning Disabilities Association
National Association of the Deaf
National Association of Developmental Disabilities Council
National Association of Protection and Advocacy Systems
National Easter Seal Society
National Federation for the Blind
National Parent Network on Disabilities
New Hampshire Statewide Parent Advocacy Network, Inc.
Parents Educating Parents of Georgia
Parent Partners of Mississippi
Parents Union of Philadelphia
Rehabilitation Engineering Services of Northern Virginia
Team Advocates for Special Kids
Tennessee Support and Training for Exceptional Children
United Cerebral Palsy Association
Vermont Parent Information Center
Wyoming Parent Education Center

Attachment #3

MEMBERS OF CONGRESS ATTENDING THE IDEA BILL SIGNING
Wednesday, June 4, 1997

Sen. Jim Jeffords (R-VT)
Sen. Edward Kennedy (D-MA)
Sen. Tom Harkin (D-IA)
Sen. Bill Frist (R-TN)
Sen. Patty Murray (D-WA)
Sen. Jack Reed (D-RI)
Sen. Dan Coats (R-IN)
Sen. John Ashcroft (R-MO)
Sen. Tim Hutchison (R-AR)
Sen. Ernest Hollings (D-SC)
Sen. Sue Collins (R-ME)

Rep. Bill Goodling (R-PA)
Rep. William Clay (D-MO)
Rep. Frank Riggs (R-CA)
Rep. Matthew Martinez (D-CA)
Rep. George Miller (D-CA)
Rep. Patsy Mink (D-HI)
Rep. Dale Kildee (D-MI)
Rep. Bobby Scott (D-VA)
Rep. Chaka Fattah (D-PA)
Rep. Mike Castle (R-DE)
Rep. Nancy Johnson (R-CT)
Rep. Randy Cunningham (R-CA)
Rep. Loretta Sanchez (D-CA)
Rep. Nancy Pelosi (D-CA)
Rep. Carolyn McCarthy (D-NY)
Rep. John Porter (R-IL)
Rep. Lindsey Graham (R-SC)
Rep. Donald Payne (D-NJ)
Rep. Dennis Kucinich (D-OH)
Rep. Carlos Romero-Barcelo (D-PR)

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7. Gerald Morris
American Federation of Teachers
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Washington, DC 20001
202-879-4452
8. Jane Meroney
American Federation of Teachers
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9. Joseph Lagana
Allegheny Intermittent Unit
1801 North Moore St.
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10. Bruce Hunter
American Association of Services Agency
1801 North Moore St.
Arlington, VA 22209
703-394-5707
11. Kari Arfstrom
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16. Michael Casserly
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17. Jeff Simmering
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18. Mike Resnick
National School Boards Association
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19. William B. Ingram
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20. Ann L. Bryant
National School Boards Association
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21. Carole L. Kennedy
National Association of Elementary
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1615 Duke St.
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22. Samuel G. Sava
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23. Sally N. McConnell
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24. W. Cecil Short
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25. Dr. Timothy J. Dyer
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26. Stephen R. Yurek
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- ~~33. Chuck Russell
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34. Janet Denton
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33. Beverly Farquhar
National Association of School Nurses
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35. PENELPE EARLY
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MAY 22 '97 10:55

P.2/9

List - #1

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Amiot, Amie
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(301) 897-0104

Anchondo, Marta
TASK - *Team Advocate for Special Kids*
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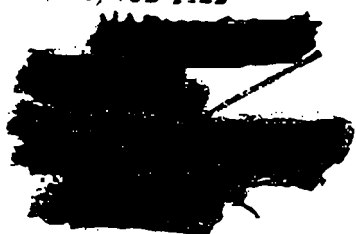
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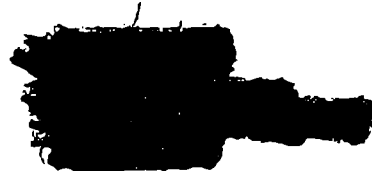
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**PRESIDENT WILLIAM J. CLINTON
REMARKS FOR IDEA SIGNING
THE ROOSEVELT ROOM
JUNE 4, 1997**

Thank you, Joshua Bailey, for that introduction, and for sharing your story. I also want to thank the other children, their families and teachers, and all of you who have joined us here today. I thank Secretary Riley, and the Department of Education; and I especially want to thank Assistant Secretary of Education Judy Heumann, for her personal strength and commitment to help disabled children reach their highest potential.

I want to thank the bipartisan leadership in Congress, especially Senator Jeffords and Representative Goodling; Senator Kennedy, Senator Harkin, Representatives Clay, Martinez, and Riggs -- and all the members here today for coming together to expand the IDEA. You are proving once and for all that politics must stop at the school house door. I especially want to thank David Hoppe [HOP-ee], Senator Lott's Chief of Staff, and Bobby Silverstein [silver-steen] on Senator Harkin's staff, for the critical role they played. And I want give special recognition to the many parents, disability advocates, and education leaders who worked together to make IDEA a reality.

We have come a long way since the days Judy described -- days when President Roosevelt felt he had to hide his disability from the public; days when children like Joshua and the other young people here today had to fight for their right to equal opportunity.

For 22 years, the IDEA has been the driving force behind that progress. Because of that landmark legislation, disabled children all over our country have a better chance than ever before to reach their highest potential. And we have the same obligation to help them make the most of that God-given potential as we do for every other child in America.

We are here today to do exactly that. The expanded IDEA will give our disabled children the educational opportunity that is at the very heart of the American Dream.

Education is the embodiment of everything we must do to prepare our country -- and all our people -- for the 21st century. That is why I have made education my number one priority as President. Last month, I was proud to reach a bipartisan agreement to balance the budget for the first time since President Johnson was in the White House. This budget brings the deficit down to zero over the next five years, but it also reflects our values, preserving Medicare and Medicaid, expanding health care coverage to five million uninsured children, and helping move people from welfare to work.

Most important, this balanced budget makes an historic investment in education -- the most significant increase in education funding in 30 years. It funds the America Reads program

that will mobilize a citizen army of one million volunteers to help children all over the country learn to read. It will give millions of families a tax cut to help pay for college. It will give hundreds of thousands more students Pell Grant college scholarships; and it will help tens of thousands of schools across America to wire their classrooms to the Internet.

We know that education is the key to opportunity. But as we just heard from Judy, for far too long, disabled children were closed out of the classroom by ignorance, fear, and just plain prejudice. Their parents were forced to wander in a system without guideposts, a system influenced by stereotypes that disabled children could not be taught to higher standards, could not learn on a par with their peers, and could not become productive, successful members of society.

Then, in 1975, Congress enacted the IDEA. For millions of families across America, it meant the difference between seeing their children's potential languish, and watching it flourish. For millions of children, it has meant the right to receive the education they deserved: to sit in the same classrooms with their peers, to be held to the same expectations, and to dream the same dreams. And for the millions of children who sat next to them in those classrooms, it has meant the end of ignorance -- and the damaging stereotypes it has produced -- and the beginning of understanding.

Since then, 90% fewer developmentally disabled children are living in institutions. Hundreds of thousands of disabled children are attending public school in regular classrooms. Three times as many disabled young people are enrolled in colleges and universities. And twice as many disabled people in their 20s are in the American workplace, helping to keep our economy growing and maintaining their sense of self-worth.

We must continue to do everything we can to encourage our disabled children, not only to dream of achieving great things, but to achieve those great dreams. Because our job is not yet done. Despite our progress, disabled young people still drop out of high school -- and into uncertain futures -- at twice the rate of their peers. For those who stay in school, lowered expectations and exclusion are still far too common. And too many parents still find themselves fighting for educational resources and services that are their children's right . . . and their hope for a brighter future. We have to do better than this.

Today, I am proud to say that we are taking the next step, and making a good law even better. The expanded IDEA reaffirms and strengthens our national commitment to providing a world class education for all of our children. It ensures that our nation's schools are safe and conducive to learning while scrupulously protecting the rights of our disabled children. And it sends a message all over the country that we believe in all of our children's potential, and we will do whatever we must do to help them make the most of it.

First, this bill makes it clear once and for all that disabled children have a right to be in the classroom, and to be included in school activities like class trips and special outings. It requires states and school districts to help get disabled children ready to come to school, and to

accommodate them once they are there with services ranging from preschool therapy to interpreters to special education tutors.

Second, this legislation mandates that disabled children learn the same things, with the same curricula, and the same assessments, as all of our children. We know that children rise to the expectations we set for them -- and disabled children are no exception. I have called for high national standards for all of our children, and so far, ## school systems from California to North Carolina have agreed to adopt those standards. Today, I call on those states -- and every other state -- to hold every child who has the capacity to meet those same high standards.

Third, we know our children's success depends on the quality of their teachers, and the involvement of their parents. This legislation will help more regular classroom teachers get the full range of teaching skills they need to teach disabled children. It will require those teachers to help develop individual educational plans for all disabled children in regular classrooms. It will give parents a greater voice in their children's education, and at long last, it will give them something else that other parents have expected from their schools for decades: regular report cards on their children's progress.

High school is a make or break time for all young people, but disabled teenagers often need more help to succeed as productive, successful adults in the world of work. This legislation will require schools to give them that help by developing individual plans that may include independent living skills, job training, and preparation for higher education. And because acquiring these skills may take extra time, these plans must be in place by the time disabled students reach the age of 14.

In a few moments, I will sign this legislation. And as I do, I want all of you to think about what we are accomplishing here today. To the millions of children whose futures are in the balance, we are saying: we believe in your potential and we will do everything in our power to develop it. To the millions of families who are depending on us to help them prepare their children to take their place in the world, we are saying: we will help you meet that challenge. To the American people, we are saying that we will not rest until we have conquered the ignorance and prejudice that hurt us all. And to the world we are sending a message, the same message that the FDR Memorial I was honored to dedicate last month makes so clear: in America, you are measured by what you are and what you have achieved. In America, the American dream is alive for all of our people.

And now I invite the Members of Congress here with us today, and Tom Hehir [hair], the Director of the Office of Special Education, to join me as I sign into law the Individuals with Disabilities Education Act Amendments of 1997.

THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

June 4, 1997

A Strong Commitment to Disabled Children and Their Parents. Today President Clinton will sign legislation reauthorizing the Individuals with Disabilities Education Act (IDEA), strengthening and reaffirming our Nation's 20-year commitment to disabled children and their parents. The IDEA demonstrates the Administration's strong support for people with disabilities, helping ensure that children with disabilities are included in all facets of community life and are able to become independent and productive citizens.

Continuing Progress on Raising Standards in American Education. The new law is a step forward for the President's efforts to raise standards and improve American education. The upgraded IDEA reflects key principles from the Administration's reauthorization proposal, with a stronger emphasis on educational results and better support for parents. The reauthorization also protects the safety of all students in the classroom while retaining the essential rights and protections of disabled students. In addition, the new IDEA has a modified funding formula to reduce incentives to inappropriately identify children as having a disability.

Bipartisan Cooperation to Achieve Important National Goals. In his State of the Union address, the President stated that "politics must stop at the schoolhouse door." The legislation the President is signing today shows what is possible when Democrats and Republicans put aside their differences and work to prepare America for the 21st Century.

IDEA: Building on a History of Success. Prior to enactment of IDEA as the Education for the Handicapped Act in 1975, approximately 1 million children with disabilities were shut out of schools and hundreds of thousands more were denied appropriate services. The legislation has changed the lives of these children. Many are learning and achieving at levels previously thought impossible. As a result, they are graduating from high school, going to college and entering the workforce as productive citizens in unprecedented numbers.

- Nine percent more children with disabilities graduated from high school between 1984 and 1992.
- Nearly half of all adults with disabilities have successfully completed course-work in colleges and universities.
- Youth served under IDEA are employed twice as often as their predecessors, older Americans with similar disabilities who were not served under the law.

Strengthening IDEA for the Future. While IDEA has achieved a great deal, we can

and must do better. The new legislation strengthens IDEA in several ways:

- Higher expectations and a stronger emphasis on educational results. The new IDEA revises Individual Education Plans for students to better focus on enabling disabled children to participate and progress in the general curriculum. The new law also reaffirms that all children with disabilities must be included in State and district assessments of student learning, with appropriate accommodations where necessary. In addition, the reauthorized IDEA ensures regular education teachers will be involved in planning and assessing children's progress and supports quality professional development for all personnel involved in educating children with disabilities.
- More information and better support for parents. Under the new IDEA, schools will be required to include parents in meetings to determine student placements. Moreover, the new law requires that parents receive report cards on the progress of their children as frequently as parents of non-disabled children.
- Protecting the safety of all students in the classroom while retaining the essential rights and protections of disabled students. As proposed by the Administration, the new IDEA expands the authority of school officials to remove a child for up to 45 days for misconduct involving weapons or illegal drugs. The new law gives hearing officers the authority now reserved to courts to remove a child whose continued presence would pose a substantial risk of injury to the child or others. The reauthorization also makes clear that educational services may not be terminated for any child with a disability, overriding a recent 4th Circuit decision on cessation of services.
- Reduced costs, paperwork, and litigation. The new IDEA gives school districts financial relief through new cost-sharing provisions, and reduces paperwork for teachers, school districts and States. In addition, parents and school authorities will be able to resolve disputes through new mediation mechanisms.
- Improved funding formula. As proposed by the Administration, the reauthorization makes changes in the IDEA funding formula to diminish incentives to inappropriately identify children as having a disability, although these changes would only take effect in future years as appropriations reach higher levels.

How to contact Students and Families on Stage Tuesday June 3, 1997

1. Lamar Lawson (Linda Bynum mother)
Home Phone 202-678-9319

(OK)

2. Danielle Bustos - (Jackie Bustos mother)
301-270-0925

JACKELINE

(OK)

202-543-6482
cop.

3. Joshua Bailey (Susan Bailey mother)
202-737-2200

(OK)

4. Will McCarthy (Mira McCarthy mother)
Double Tree Park Hotel
1-800-694-8733

232-7800

5. Cecelia Ann Pauley (Judy Pauley mother)
301-299-3982

(OK)

THE WHITE HOUSE
WASHINGTON

87 JUN 3 4 10 04

June 3, 1997

BILL SIGNING CEREMONY FOR H.R. 5, THE INDIVIDUALS
WITH DISABILITIES EDUCATION ACT AMENDMENTS OF 1997

DATE: Wednesday, June 4, 1997
LOCATION: South Lawn
TIME: 10:30 - 11:30 am
FROM: John Hilley
Lucia Wyman

John Hilley

I. PURPOSE

To sign the reauthorization of the Individuals with Disabilities Education Act (IDEA) which guarantees 5.8 million children with disabilities a free and appropriate public education. To recognize the bipartisan and bicameral process that facilitated the reauthorization and to thank the members of Congress and their staff who participated in the 10 weeks of negotiations, as well as, the parents and organizations participating in the process.

II. BACKGROUND

The original "Education for All Handicapped Children Act", signed by President Gerald Ford on Nov. 29, 1975, guaranteed for the first time that the nation's children with disabilities had the right to a "free appropriate public education." Prior to this Act, ninety percent of children with disabilities were housed in state institutions and a million were denied access to education. The Act is considered an important "civil rights" statute which strengthens academic expectations and accountability for the nation's children with disabilities. The 1997 reauthorization continues to strengthen accountability and to bridge the gap between the regular school curriculum and the goals established for each child in this program.

The major provisions of IDEA are consistent with your education goals to provide strong, safe schools with high standards and well trained, dedicated teachers. Major highlights of the bill include:

School Discipline

For the first time the new law sets out and clarifies school disciplinary rules involving disabled children. The law gives schools the unilateral right to remove children with disabilities to an alternative educational setting for up to 45 days if they bring a weapon (previously a gun only) or illegal drugs into schools. The new law allows the school to go to a hearing officer for an injunction to remove a disabled child considered dangerous. The new law, however, guarantees continuation of services for disabled children even under suspension or expulsion.

Parental Involvement

The new law increases parental involvement by including parents in eligibility decisions, placement decisions, evaluations and requires regular progress reports to parents. In addition, the new law seeks to change the sometimes adversarial relationship between home and school that often leads to costly litigation through regular communication and voluntary mediation.

Costs and Paperwork Reduction

The new law will reduce paperwork and save millions of dollars by eliminating unnecessary testing and evaluation when parents and teachers agree that the child remain in special education services.

Teachers and Curriculum

Regular teachers will participate in the development of goals for each child who may be served in a regular classroom setting. IDEA also provides continued federal support to improve teacher training nationwide.

Civil Rights Guarantees

States will be required to gather data to ensure that school districts are not disproportionately placing children with disabilities from minority or bilingual backgrounds in more segregated educational settings, and that such children are not being disproportionately suspended or expelled. The new funding formula (below) removes financial incentives for placing children in more segregated settings when they can be served in regular classrooms. States will no longer be allowed to provide local districts with additional funding for children who are placed in

segregated educational settings if such placements violate the legal mandate that children with disabilities be educated in the "least restrictive environment."

Federal Funding

The funding formula is revised, 85 percent of new funds would be allocated to States on the basis of their total population of school-age children. Fifteen percent of any remaining funds would be allocated based on the number of children in poverty in the State. The FY 1997 appropriation is \$4 billion. The Grants to States program is funded at \$3.1 billion in fiscal year 1997. Your request is \$3.2 billion for fiscal year 1998. Also, more funds will be directed to local school districts by limiting the amount state education agencies may reserve.

Progress and Expectations

Since 1975, three times the number of young people with disabilities are enrolled in colleges or universities, and twice as many of today's twenty-year olds with disabilities are working. While this is significant progress, there are still twice as many children with disabilities who drop out of school, have difficulty finding jobs and often end up in the criminal justice system. Girls who drop out become young unwed mothers at a higher rate than their non-disabled peers.

Legislative History of H.R. 5, IDEA

In 1995, the Administration transmitted legislation to the 104th Congress to reauthorize and strengthen the IDEA, but the legislation failed to pass. H.R. 5, was introduced by Congressman William Goodling (R - PA) and 18 cosponsors, early in the 105th Congress. In order to ensure passage, a bicameral and bipartisan working group of staff and members of Senate Labor and Human Resources Committee and House Economic and Educational Opportunities Committee held negotiation/working sessions for 10 weeks. These sessions were led by Senator Trent Lott's chief of staff, David Hoppe. Following the negotiations, Senator Jim Jeffords (R-VT) introduced the agreed upon bill in the Senate, S. 717. On May 13, 1997, the House passed H.R. 5 by a vote 420:3. The Senate substituted and passed H.R. 5 by a vote 98:1.

In your speech, you will acknowledge key members of Congress and David Hoppe. You will also acknowledge key people from the Department of Education, and make a general acknowledgment of the organizations and parents who contributed and participated in

this process. David Hoppe's son, Greg 6 has Down Syndrome and will be with him at the signing. They will be seated in the front row with other key participants in the negotiation process.

III. PARTICIPANTS

Pre-brief

Secretary Riley
Rahm Emanuel
Ron Klain
Bruce Reed
Maria Echaveste
Lucia Wyman
Andy Blocker

Attached is a list of the Members of Congress scheduled to attend the signing ceremony.

The audience is comprised of leaders in the disability community, representatives of education groups, congressional staff (many of whom are attending with their disabled children), and families from across the country affected by this legislation. A list of organizations represented is attached.

IV. PRESS PLAN

Open press.

V. SEQUENCE OF EVENTS

Secretary Richard Riley makes opening remarks and introduces Judy Heumann, Assistant Secretary of Education, Office of Special Education Programs.

Judy Heumann makes remarks and introduces Josh Bailey.

Josh makes remarks and introduces you.
(Attached is a background paper on Josh Bailey).

You make remarks.

At the conclusion of your remarks, you invite the Members of Congress, who are seated to the left of the stage, to flank you as you sign the bill.

After signing the bill, you will not distribute the pens. There are more Members of Congress present than there are signing pens. Pens will be mailed to the appropriate people immediately after the signing ceremony.

You will work a rope line and depart.

VI. REMARKS

To be provided by Speech Writing.

VII. ATTACHMENTS

Attachment #1: Background on Joshua Bailey

Attachment #2: Organizations Attending IDEA Signing

Attachment #3: Members of Congress Attending IDEA Signing

Attachment #1

BACKGROUND ON JOSHUA BAILEY

Joshua Lindsay Bailey
3021 Hampshire Pike
Mt. Plansant, TN 38474
615/388-7042

Mother: Susan

You will be introduced by Joshua Bailey of Mount Pleasant, Tennessee. Josh is 16 years old and attends a regular public high school in Tennessee. He has a traumatic brain injury resulting from a car accident when he was five months old. First diagnosed with a learning disability (dyslexia) in the third grade, Josh's disability is apparent in his difficulties in reading and retrieving words. Nevertheless, he is an Eagle Scout and an accomplished speaker, who has made presentations at school graduation ceremonies, was a featured speaker at the Department of Education's Special Education Leadership Conference, and testified before the IDEA reauthorization Congressional working group in April, 1997.

Attachment #2

ORGANIZATIONS ATTENDING IDEA SIGNING

EDUCATION ORGANIZATIONS

American Association of Colleges of Teacher Education
American Association of School Administrators
American Association of Services Agency
American Assoc. of University Affiliated Programs for Person with
Developmental Disability
American Federation of Teachers
Council of Chief State School Officers
Council of Great City Schools
Higher Education Consortium for Special Education
National Association of Elementary School Principals
National Association of Private Schools for Exceptional Children
National Association of School Nurses
National Association of School Psychologist
National Association of Secondary School Principals
National Association of State Board of Education
National Association of State Directors of Special Education
National Education Association
National Parent Teacher Association
National School Boards Association

DISABILITY GROUPS

ADAPT
American Academy of Child Adolescent Psychical
American Foundation for the Blind
American Occupational Therapy Association
American Speech and Hearing Association
The Arc
Association for the Education and Rehabilitation of the Blind
Autism Society of America
Bazelon Center for Mental Health Law
Brain Injury Association
Center for Learning Education
Children and Adult with Attention Deficit Disorders
Council for Exceptional Children
Disability Rights and Education Defense Fund
Exceptional Children Association Center of North Carolina
Federation for Children with Special Needs of Boston

Federation of Families for Children's Mental Health
Helen Keller National Center
Idaho Parents Unlimited
Joseph P. Kennedy Foundation
Justice for All
Learning Disability of American
Learning Disabilities Association
National Association of the Deaf
National Association of Developmental Disabilities Council
National Association of Protection and Advocacy Systems
National Easter Seal Society
National Federation for the Blind
National Parent Network on Disabilities
New Hampshire Statewide Parent Advocacy Network, Inc.
Parents Educating Parents of Georgia
Parent Partners of Mississippi
Parents Union of Philadelphia
Rehabilitation Engineering Services of Northern Virginia
Team Advocates for Special Kids
Tennessee Support and Training for Exceptional Children
United Cerebral Palsy Association
Vermont Parent Information Center
Wyoming Parent Education Center

Attachment #3

MEMBERS OF CONGRESS ATTENDING THE IDEA BILL SIGNING
Wednesday, June 4, 1997

Sen. Jim Jeffords (R-VT)
Sen. Edward Kennedy (D-MA)
Sen. Tom Harkin (D-IA)
Sen. Bill Frist (R-TN)
Sen. Patty Murray (D-WA)
Sen. Jack Reed (D-RI)
Sen. Dan Coats (R-IN)
Sen. John Ashcroft (R-MO)
Sen. Tim Hutchison (R-AR)
Sen. Ernest Hollings (D-SC)
Sen. Sue Collins (R-ME)

Rep. Bill Goodling (R-PA)
Rep. William Clay (D-MO)
Rep. Frank Riggs (R-CA)
Rep. Matthew Martinez (D-CA)
Rep. George Miller (D-CA)
Rep. Patsy Mink (D-HI)
Rep. Dale Kildee (D-MI)
Rep. Bobby Scott (D-VA)
Rep. Chaka Fattah (D-PA)
Rep. Mike Castle (R-DE)
Rep. Nancy Johnson (R-CT)
Rep. Randy Cunningham (R-CA)
Rep. Loretta Sanchez (D-CA)
Rep. Nancy Pelosi (D-CA)
Rep. Carolyn McCarthy (D-NY)
Rep. John Porter (R-IL)
Rep. Lindsey Graham (R-SC)
Rep. Donald Payne (D-NJ)
Rep. Dennis Kucinich (D-OH)
Rep. Carlos Romero-Barcelo (D-PR)

THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

June 4, 1997

A Strong Commitment to Disabled Children and Their Parents. Today President Clinton will sign legislation reauthorizing the Individuals with Disabilities Education Act (IDEA), strengthening and reaffirming our Nation's 20-year commitment to disabled children and their parents. The IDEA demonstrates the Administration's strong support for people with disabilities, helping ensure that children with disabilities are included in all facets of community life and are able to become independent and productive citizens.

Continuing Progress on Raising Standards in American Education. The new law is a step forward for the President's efforts to raise standards and improve American education. The upgraded IDEA reflects key principles from the Administration's reauthorization proposal, with a stronger emphasis on educational results and better support for parents. The reauthorization also protects the safety of all students in the classroom while retaining the essential rights and protections of disabled students. In addition, the new IDEA has a modified funding formula to reduce incentives to inappropriately identify children as having a disability.

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and must do better. The new legislation strengthens IDEA in several ways:

- Higher expectations and a stronger emphasis on educational results. The new IDEA revises Individual Education Plans for students to better focus on enabling disabled children to participate and progress in the general curriculum. The new law also reaffirms that all children with disabilities must be included in State and district assessments of student learning, with appropriate accommodations where necessary. In addition, the reauthorized IDEA ensures regular education teachers will be involved in planning and assessing children's progress and supports quality professional development for all personnel involved in educating children with disabilities.
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INTERNAL

POSSIBLE MEDIA SPOKESPEOPLE IDEA

Name: Joshua Bailey

Age: 16

Parent: Susan Bailey

Home: Mt. Pleasant, Tennessee

Willing to talk to media?: Yes

Disability: Learning disabilities (Dyslexia with written and verbal expression; borderline symptoms of Central Auditory Processing Disorder; partial ADD)

Education: Junior in high school—attends Columbia Central High. Maintains good relationships with school and works with the assistant principal if there are any problems. Attended the Linda Mood Bell School to increase reading level (advanced from sixth-grade level to eleventh-grade level in six weeks this past summer). Outside of school, he likes to run, is an Eagle Scout, and leads an honors fraternity. Josh wants to go to college and then get a graduate degree in history. Ultimately, he would like to become a high school history teacher.

Reading/Math Levels: Grade level

Assistive Devices: Does not use any special technology.

— on stage / introducing POTUS

Name: Anastasia and Alba Somoza

Parent: Mary Somoza

Age: 13

Home: New York, New York

Willing to talk to media?: Yes

Disability: Cerebral palsy

Education: Seventh grade; both attend School of the Future, a full-time regular education with special-ed services in the classroom.

Reading/Math Levels: At proper grade level

Assistive Devices: Motorized wheel chair, Alba uses a Liberator to speak

***Note that President Clinton inquires about the regularly, as does Peter Jennings (who called them this morning).

Name: Joe Ford

Age: 13

Parent: Penny Ford

Home: Denver, Colorado

Willing to talk to media?: Yes

Disability: Cerebral palsy

Education: Seventh grade; attends Place Middle School in the Denver public school system—highly gifted program. Good relationship with principal.

Reading/Math Levels: Above average

Assistive Devices: MacIntosh power book/scanner for vision; talking word processor with word predictor program; power wheelchair.

Name: Will McCarthy

on stage

Age: 14

Parent: Myra McCarthy

Home: Chattanooga, Tennessee

Willing to talk to media?: Yes

Disability: Reye syndrome (at 15 months), effects of cerebral palsy

Education: Seventh grade, Rivermont School, public school; part-time in the special education department.

Reading/Math Levels: Better reading than math skills.

Assistive Devices: Liberator/augmentative talker/mini-computer

Name: Cecelia Ann Pauley

on stage

Age: 19

Home: Montgomery County, Maryland

Willing to talk to media?: Yes

Disability: Downs syndrome

Education: Montgomery College—special education class- joint program with Montgomery public schools; graduated from Winston Churchill High School

Reading Level: Eighth or ninth grade

Math Level: With a calculator, can do basics; maintains, balances own checkbook, which parents supervise.

Name: Kristin Hehir

Age: 6

Parent: Susan Hehir

Home: Wayland, Massachusetts

Willing to talk to media: Yes

Disability: Speech problems—developed from severe ear infections at 3 years old, which led to 40% hearing loss.

Education: Full-time, kindergarten at Happy Hollow Elementary School in Wayland, Mass.

Reading/Math Levels: First grade

Assistive Devices: none

Name: Chloe Lipton

Age: 25

Parent: Diane Lipton

Home: Berkley, California

Willing to talk to media: Yes

Disability: Cerebral palsy/mental retardation

Education: Completed public school at 22; now in supportive living/complete community integration program

Reading/Math Levels: "Very low"

Assistive Devices: Power wheelchair, computers

***Will not be attending event, but willing to be a media spokesperson.

Name: Bao-An Tran

Age: 24

Home: Silver Spring, Maryland

Willing to talk to media: Yes

Disability: Duchenne (?) Muscular Dystrophy

Education: Junior at University of Maryland studying Speech Communication

Reading/Math Levels: Average

Assistive Devices: Electric wheelchair with ventilator; computer with Dragon Dictate Voice Recognition Program

Name: Erin Horton

Age: 6

Parent: Colleen Horton

Home: Austin, Texas

Willing to talk to media: Yes—Mother, Colleen Horton

Disability: Autism

Education: Enrolled in kindergarten for the fall. Has been in an inclusive early childhood program, called *Early Learning Together*, in the public schools for the last three years. Family has maintained a good working relationship with the school district and school board officials and are very pleased with the help their daughter receives.

Reading/Math Levels: Too early to tell

Assistive Devices: Computer with Intelli-keys (modified key board)

Name: Neville Barnhill

Age: 11

Parent: Sharon Barnhill

Home: Chicago, Illinois

Willing to talk to media: Yes

Disability: Downs syndrome

Education: 4th grade; fulltime special ed in a regular education school

Reading level: 2nd grade; math- too early

Assistive devices: communication device

Name: Tiffany Barnhill

Age: 8

Parent: Sharon Barnhill

Home: Chicago, Illinois

Willing to talk to media: Yes

Education: Regular school - Revere Elementary

Disability: Cerebral palsy and no impulse control

Assistive Devices: None.

Name: Jarrell Barnhill

Age: 3

Parent: Sharon Barnhill

Home: Chicago, Illinois

Willing to talk to media: Yes

Education: Preschool—Early childhood special-ed and then regular daycare

Disability: sensory integration challenged and developmentally delayed

Name: Danielle Bousto

Age: 4

Parent: Jackie Bousto

Home: Takoma park, Maryland

Willing to talk to media: Yes

Education: Jackson Road Elementary School in White Oak; fulltime inclusion in regular ed; average reading and math levels

Disability: Orthopedically impaired

Assistive Devices: Motorized wheelchair

Name: Meira (6) and Asher (2) Romando

Home: Arlington, Virginia

Parent: Barbara Raimondo

Willing to talk to media?: Yes—Their mother Barbara is willing to talk to media, but does NOT want media talking to anyone at her child's school.

Disability: Both children are deaf

Education: Meira is in second grade and attends Kendall School at Gallaudet University.

Reading Level: Meira—Fourth to fifth grade

Math Level: Meira—Second to third grade

Assistive Devices: Hearing aids, computer

Name: Scott Guzzo

Age: 13

Parent: Paula Guzzo

Home: Evansville, Indiana

Willing to talk to media: Yes

Disability: Crane Heise (only person diagnosed with this disease)

Education: At first, bussed across town to a school. The last three years, has been in a mainstream classroom. Just finished the fifth grade and had a very positive experience. The family maintains a very strong relationship with the school district.

Reading/Math Levels: First to second grade

Assistive Devices: Liberator, electric wheelchair, hearing aid, computer with CD-ROM.

* **Name:** Lamar Lawson

on stage

Age: 14

Parent: Linda Bynum

Home: Washington, DC

Willing to talk to media: yes

Disability: Blind

Education: 7th grade, Francis Junior High, all mainstream, no special education

Reading/math levels: average

Assistive devices: voice synthesizer, Braille and Speak

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. fax	IDEA Signing Ceremony; RE: Personally Identifiable Information [partial] (1 page)	06/03/1997	b(6)

COLLECTION:

Clinton Presidential Records
Public Liaison
William White Jr.
OA/Box Number: 14205

FOLDER TITLE:

IDEA [Individuals with Disabilities Education Act] 06/04/1997

2007-0143-F
db4558

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]

IDEA Signing Ceremony June 4, 1997

Diplomat Room Invite List

Updated June 3, 11:50 am

1. Secretary Riley
2. Assistant Secretary Heumann
3. Joyce Brown Moore (Judy's assistant)
4. Ilse Heumann - if possible
5. Director Tom Hehir
6. *Will McCarthy's (family to follow)*
7. Myra McCarthy (mother)
8. Bill McCarthy (father)
9. Corwin McCarthy (brother)
10. Monica McCarthy (sister)
11. *Cecelia Pauley's (family to follow)*
12. Judith Ann Pauley (mother)
13. Joe Pauley (father)
14. *Joshua Bailey's (family to follow)*
15. Susan Bailey (mother)
16. Sara Bailey (sister)
17. *Danielle Bustos' (family to follow)*
18. Jackie Bustos (mother/on stage)
19. Danilo Villamil (father)
20. *Lamar Lawson (family to follow)*
21. *Linda Bynum*
22. Senator Harkin
23. Senator Jeffords
24. Senator Kennedy
25. Congressman Goodling
26. Congressman Clay

[001]

(b)(6)

Raw
45 to -
6313

Families in VIP Seating

1. Ilse Heumann
2. Antoinette Savage
- Will McCarthy's family (Will on stage)***
3. Myra McCarthy (mother)
4. Bill McCarthy (father)
5. Corwin McCarthy (brother)
6. Monica McCarthy (sister)
- Cecelia Pauley's family (Cecelia on stage)***
7. Judith Ann Pauley (mother)
8. Joe Pauley (father)
9. Nicole Gatzen (sister)
- Joshua Bailey's family (Josh on stage)***
10. Susan Bailey (mother)
11. Sara Bailey (sister)
- Danielle Bustos' family (Danielle and Jackie on stage)***
- Jackie Bustos (mother/on stage)
12. Danilo Villamil (father)
13. Victor Bustos (grandfather)
14. Anastasia Somoza
15. Alba Somoza
16. Gerardo Somoza (father)
17. Mary Somoza (mother)
18. Joc Ford
19. Penny Ford (mother)
20. Bao-an Tran
21. Valarie Tran (sister)
22. Tony Echeverry (nurse for Bao-An)
23. Erin Horton
24. Colleen Horton (mother)
25. Kristin Hehir
26. Susan Hehir (mother)
27. Mike Hehir (father)
28. Tom Hehir (brother)
29. Scott Guzzo
30. Bob Guzzo (father)
31. Paula Guzzo (mother)
32. Aaron Guzzo (brother)
33. Danny Piper
34. Larry Piper
35. Sylvia Piper

How to contact Students and Families on Stage Tuesday June 3, 1997

1. Lamar Lawson (Linda Bynum mother)
Home Phone 202-678-9319

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301-270-0925

3. Joshua Bailey (Susan Bailey mother)
202-737-2200

4. Will McCarthy (Mira McCarthy mother)
Double Tree Park Hotel
1-800-694-8733

5. Cecelia Ann Pauley (Judy Pauley mother)
301-299-3982

NAMES FOR IDEA BILL SIGNING
June 3, 1997

- 1.) Lawrence Moore III
National Association of Social Workers
750 1st Street, NE
Suite 700
Washington, DC 20002
(202) 336-8289

- 2.) Caren Kaplan
National Association of Social Workers
750 1st Street, NE
Suite 700
Washington, DC 20002
(202) 336-8259

- 3.) Donna Nolland
10230-2 North 12th Court
Phoenix, AZ..85007
(602) 542-6276

- 4.) Harry Grewanter, MD
Richmond Pediatric Association
8116 Buford Oaks Dr.
Richmond, Va 23235
(804) 747-1750

- 5.) Dr. Susan Effgen
Pediatric Program
Allegheny University of the Health Sciences
Broad & Vine Street MS502
Philadelphia, PA 19102
(215) 762-4970
(215) 762-3886 (fax)

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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002. list	Names for IDEA Bill Signing; RE: Personally Identifiable Information [partial] (5 pages)	06/03/1997	b(6)
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COLLECTION:

Clinton Presidential Records
Public Liaison
William White Jr.
OA/Box Number: 14205

FOLDER TITLE:

IDEA [Individuals with Disabilities Education Act] 06/04/1997

2007-0143-F

db4558

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]

- 6.) Winfield P. Crigler
Williams & Jensen, P.C.
1152 21st Street, N. W., Suite 300
Washington, D.C. 20036
(202) 659-8201
(202) 659-5249 (fax)
SS#
(b)(6) [002]
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The University of Central Arkansas
Department of Physical Therapy
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(501) 450-5559
(501) 450-5822 (fax)
(b)(6)
- 8.) Marca Bristo
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(773) 404-2440H
(312) 226-5900W
- 9.) Lilliam Rangel Pollo
5973 SW 42nd Terrace
Maami, FL 33155
(305) 661-7049H
(305) 243-6399W
- 10.) Shirley W. Ryan
1001 Green Bay Road
Winnetka, IL 60093
(847) 501-5266H
- 11.) Alan Reich
Natioanl Organization on Disability
910 16th Street, NW Suite 600
Washington, DC 20006
(202) 293-5960
(202) 293-7999 (Fax)
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- 12.) Jim Dickson
National Organization on Disability
910 16th Street, NW Suite 600
Washington, DC 20006
(202) 293-5960
(202) 293-7999(Fax)
(b)(6)
- 13.) Gloria J. Clark
The American Occupational Therapy Association, Inc.
2386 Scenic View Drive
Adel 1A 50003
(515) 993-5026
(b)(6)
- 14.) Jim Hinojosa
The American Occupational Therapy Association, Inc.
360 W. 15th Street, Apt. 101
New York, NY 10011-5921
(212) 998-5845
(b)(6)
- 15.) Julie Clark
Director of Advocacy and Public Policy
National Council on Independent Living
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Suite 405 Arlington 22001
(703) 525-3046
- 16.) Maureen Hollowell
15 Koger Center, Suite 100
Norfolk, Va 23502
(757) 461-8007
(b)(6)
- 17.) Bonnie Gills
95 Berkeley St., Suite 206
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(617) 338-6665

- 18.) Laura Price
82 Washington St
Poughkeepsie, NY 12601
(215) 634-2000
- 19.) Antoinette Savage
196 Dean Street
Brooklyn, NY 11217
(718) 624-7514(H)
(212) 922-3522(W)
- 20.) Ms. Susan Frost, Senior Advisor to the Secretary
US Department of Education
600 Independence Ave, NW
Washington, D.C. 20202
(202) 401-8450
(b)(6)
- 21.) Dr. Bruce G. Brodsky, Board president
Eastern Suffolk of Cooperative Educational Services (BOCES)
First Supervisory District Of Suffolk County
201 Sunrise Highway
Patchogue, NY 1172
(516) 687-3004
(b)(6)
- 22.) Mr. Gary D. Bixhorn, Associate Superintendent
Eastern Suffolk of Cooperative Educational Services
First Supervisory District of Suffolk County
201 Sunrise Highway
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(516) 687-3004
(b)(6)
- 23.) Mr. James A. Ruck, Superintendent of School
Sachern Central School District
245 Union Avenue
Holbrook, NY 11741
(516) 471-1336
(b)(6)

- 24.) Dr. Candee A. Swenson, Superintendent of Schools
Long wook Central School District
35 Yaphank-Middle Island Road
Middle Island, NY 11953-2369
(516) 345-2172
(b)(6)
- 25.) Gerald Hime
President, Council of Execeptional Children
6031 Medford Drive
Huntington Beach, Ca 92647
(714) 898-1061
- 26.) Ed Kcaly
Executive Director, Committe for Education Funding
12040 Rose Hall Drive
Clifton, Va 20124
(703) 266-21645
- 27.) Chuck Russel
Liaison for the Texas Department of Education
Texas Office of State, Federal Relations
122 C Street, NW Suite 200
Washington, DC 20001
(202) 638-3927
- 28.) Jan Denton
Vice President, Chambers Associates
805 15th Street, NW Suite 500
Washington, DC 20005
(202) 371-9770
- 29.) Dave Brown
7840 War bler Court, SE
Olympia, Wa 98503
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(360) 459-0554

- 30.) Dr. Loretta M. Knutson
The University of Central Arkansas
President, ATP Section on Pediatrics
Department of Physical Therapy
201 Donaghey Avenue
Conway, AR 72035-0001
(501) 450-5559
(501)450-5822

(b)(6)

- 31.) Stanley L. Pryor

(b)(6)

To accompany a child

- 32.) Karen L. Grady

(b)(6)

to accompany a child

- 33.) Mary P. O'Brien

(b)(6)

To accompany a child

- 34.) Barbara Franklin

(b)(6)

To accompany a child

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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003. list	Additional Names for IDEA Bill Signing; RE: Personally Identifiable Information [partial] (3 pages)	06/02/1997	b(6)
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COLLECTION:

Clinton Presidential Records
Public Liaison
William White Jr.
OA/Box Number: 14205

FOLDER TITLE:

IDEA [Individuals with Disabilities Education Act] 06/04/1997

2007-0143-F
db4558

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]
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- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) 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.

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]
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- 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]

ADDITIONAL NAMES FOR IDEA BILL SIGNING

June 2, 1997

1. Davis Campbell
Exec. Dir. Of Cal School Bds Assoc.
Phone: 916 371-4691

(b)(6)

[003]

X. **Please delete from list**

Winfield P. Crigler
Williams & Jensen, P.C.
1152 21st Street, N. W., Suite 300
Washington, D.C. 20036
(202) 659-8201
(202) 659-5249 (fax)

2. Leslie Roth
Executive Director
Children & Adults with ADD
499 NW 70th Avenue Suite 101
Plantation, FL 3317

(b)(6)

(954) 327-2338

- 3 Joanne Furlow
United Cerebral Palsy Association
1660 L Street, NW
Washington, DC 20036

(b)(6)

269-1500

* Note: Joanne is part of a group that includes Stanley L. Pryor, Karen L. Grady, Mary P. O'Brien, and Barbara Franklin who are escorting children with disabilities. They can be reached at the UCP DC Office at 269-1500.

4. Frederick Edelstein
Department of Education
(b)(6)
401-3595
(Knows the education groups, will work the gate)
5. Robert Kilbury
Executive Director
Coalition of Citizens with Disabilities in Illinois
11 Northridge Dr.
Sherman, IL 62684
(b)(6)
(217) 496-2017
6. Leverne Bomar
Parent Training Center
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Atlanta, Ga 30336
(b)(6)
(770) 732-1122
(770) 942-3993
8. Joanne Butts
National Parent Network on Disabilities
6313 South
Tacoma, Washington 28465
(b)(6)
(206) 565-2266
9. David Wolk
American Association of School Administrators
Superintendent of Schools in Rutland County
6 Church Street
Rutland, Vermont 05701
(b)(6)
(802) 773-1900

10. Diane Wolk
American Association of School Administrators
Chair Person Vermont State Board of Education in Rutland County
6 Church Street
Rutland, Vermont 05701
(b)(6)
(802) 773-1900

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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004. fax	IDEA Signing Ceremony; RE: Personally Identifiable Information [partial] (4 pages)	06/03/1997	b(6)
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COLLECTION:

Clinton Presidential Records
Public Liaison
William White Jr.
OA/Box Number: 14205

FOLDER TITLE:

IDEA [Individuals with Disabilities Education Act] 06/04/1997

2007-0143-F

db4558

RESTRICTION CODES

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

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- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
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C. Closed in accordance with restrictions contained in donor's deed of gift.

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

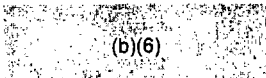
RR. Document will be reviewed upon request.

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]
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- 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]

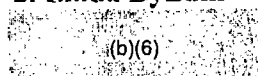
IDEA Signing Ceremony June 4, 1997**Still to be Invited**

Updated June 3, 11:00 am

1. Lamar Lawson (on stage) (b)(6)

[004]

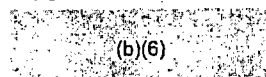
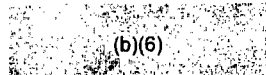
Home Phone: 202-678-9319
2300 Hartford St. SE Apt 404
Washington, DC 20020

2. Linda Bynum (b)(6)

Home Phone: 202-678-9319
2300 Hartford St. SE Apt 404
Washington, DC 20020

3. Bao-An Tran- and parents

Home Phone: 301-946-5227

4. Mark Silverstein (b)(6)**5. Evan Silverstein** (b)(6)**6. Celcelia Ann Pauley**

301-299-3982

7. Joe Pauley

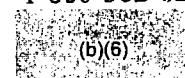
301 299 3982

8. Judy Pauley

301 299 3982

9. Susan Laventure

1-800-562-6265

 (b)(6)**10. Janice Petersen**

Home Phone: 202-667-2747

Work Phone: 202-727-3984

11. Ellen Schiller

(b)(6)

Home Phone: 301-320-4769

Work Phone: 202-205-8123

12. Patricia Adelstein

(b)(6)

Home Phone: 202-544-2838

Work Phone: 202-205-9675

13. Jim Downing

1405 Bennerd place

Rockville, MD 20851

Home Phone: 301-610-7201

Work Phone: 202-224-6770

14. William (Bill) Wolf

8214 Garland Ave.

Takoma Park, MD

Home Phone: 301-495-7889

(b)(6)

15. Sue Swensen

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Minneapolis, MN 55410

Home Phone: 612-525-4716

Local Phone Number: 301-654-0070

16. Matt Butler

(b)(6)

Home Phone: 202-546-5367

17. Pat Morrissey

Work Phone: 202-224-6770

Home Phone: 703-370-3707

18. Joyce Brown Moore

(b)(6)

19. Whitney Williams

(b)(6)

Home Phone: 301-933-1140

20. Phyllis Blaunstein

(b)(6)

301-654-5454

21. Michael Kane

(b)(6)

202-667-1986

22. Connie Garner

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Burke, VA 22015

703-451-2815

23. Porcha Jordan De Silva

19751 St. Mary's

Detroit, MI 48235

313-836-3323

24. Louis Danileson

(b)(6)

11471 Robert Stevens Road

Fairfax Station, VA 22309

703-955-3422

25. Patrick Zahorchak

2601 Spring Valley Rd.

Lancaster, PA 17601-1966

717-399-9772

26. Leslie Jackson

4720 Montgomery Lane

Bethesda MD 20824

301-652-2682

27. Lamar Jackson
4720 Montgomery Lane
Bethesda MD 20824
301-652-2682

28. Danielle Bustos
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Apt. 601
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30. Janet McGrady
703-330-3791

31. Brad McGrady
703-330-3791

32. Mary Francis Laverdure

(b)(6)
703-690-3468



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

April 21, 1998

Dear Senator:

The President wrote to you yesterday to state that he would veto H.R. 2646 in its current form with "A-Plus Accounts," and to urge you to support Senator Moseley-Braun's school-construction substitute for that bill. I am writing to express my strong objections to other possible amendments that would convert Federal education programs to block grants and revise the Individuals with Disabilities Education Act. I would recommend that the President veto the legislation if it were to reach him with those provisions included.

Block grants

I strongly oppose any amendments to the bill that would convert Federal education programs into block grants. As the President noted on September 16, 1997, such a step is unacceptable, and he would use his veto power to make sure that no such provision becomes law.

Block grants would halt many of our most successful efforts to improve education, including our efforts to raise educational standards, make computers available in every classroom, establish more charter schools, and keep our schools safe and free of drugs. It could also seriously harm the ESEA, Title I program, which provides extra help to low-income students so that they can master the basic skills of reading and math, paving the way for them to reach high academic standards.

The American people rightly look to the Federal Government to focus its efforts not on general aid to school districts, but on national priorities, such as improving educational opportunities for poor children and other children with special needs, combating youth drug abuse and school violence, and researching and disseminating information on what works. This Administration has worked diligently to eliminate unnecessary regulations and take other steps to promote State and local flexibility in carrying out these targeted efforts, while supporting strong accountability mechanisms, such as the Government Performance and Results Act of 1993, that ensure program effectiveness and results and that justify continued support by the taxpayers. Block grants would replace these worthy efforts with general aid, providing no focus, no accountability for results, and no rationale for ongoing support.

The issue here is not about who controls public education -- we all agree that that responsibility rests at the local and State levels. The question, rather, is whether the Federal Government

Page 2

will maintain its long-standing, bipartisan commitment to helping local communities strengthen accountability, raise standards, and improve student achievement, by providing assistance that focuses on our neediest children and schools and on activities in which national leadership can play a critical role.

Individuals with Disabilities Education Act (IDEA)

As you know, it was less than a year ago that the President signed the IDEA Amendments of 1997 into law. That legislation was the product of comprehensive bipartisan negotiations involving both chambers of Congress and the Administration, with broad public input from many other individuals and interested organizations. The final product involved compromises on many important and sensitive issues, including disciplining children with disabilities, and was widely recognized as a significant improvement of P.L. 94-142, the landmark legislation that guarantees a free appropriate public education to our Nation's children with disabilities. By passing this legislation by a vote of 98-1 less than a year ago, the Senate expressed its strong support for improving educational results for children with disabilities.

Because I firmly believe that last year's agreement on the IDEA should be honored, I strongly oppose revisiting any aspect of the Act this year. I therefore deeply regret that some would seek to reverse the substantial progress that we made last year by proposing to amend the new IDEA, particularly in complex areas such as discipline. After intense negotiations among all interested parties, the new IDEA gives teachers and schools the tools they need to ensure that our schools and classrooms are safe places of learning, while scrupulously protecting the rights of children with disabilities to due process and an appropriate education. I view with great alarm the proposed amendment by Senator Gregg, which could return us to the days when disciplinary measures were used to remove children with disabilities simply because they were more difficult to educate.

I urge you to sustain the major achievements embodied in the bipartisan 1997 IDEA legislation, and to reject any efforts to undermine those achievements by amending the IDEA.

The Office of Management and Budget advises that there is no objection to the submission of this report from the standpoint of the Administration's program and that enactment of H.R. 2646 with the objectionable features I have described would not be in accord with the President's program.

Yours sincerely,


Richard W. Riley