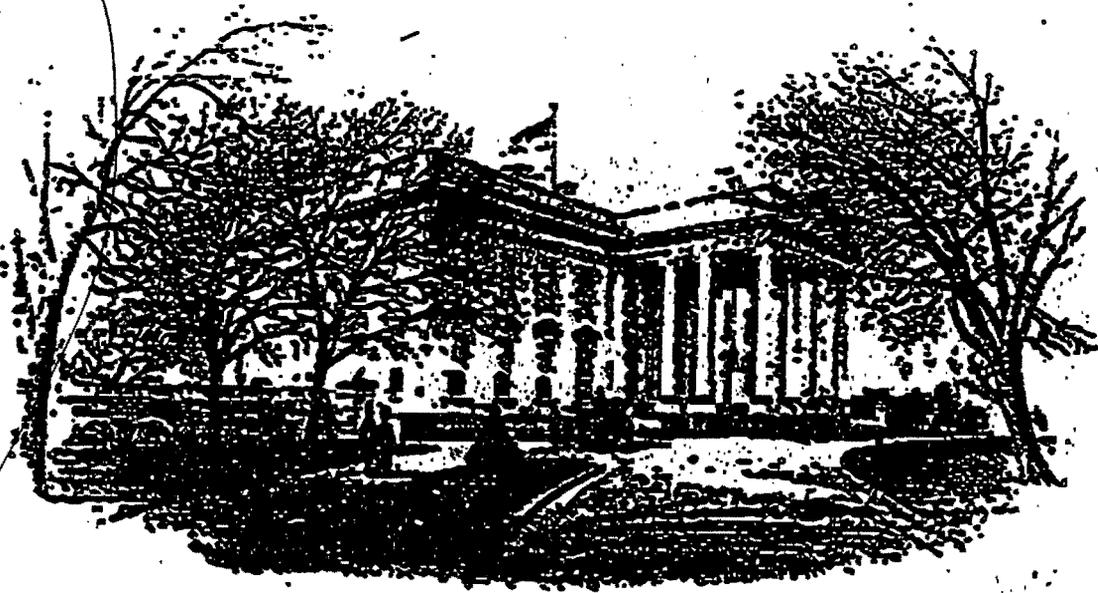


To: Deborah Pearlman
From:

EXECUTIVE OFFICE OF THE PRESIDENT



FACSIMILE TRANSMITTAL SHEET

Number of pages including cover 3

Date 3/28/94

To Star Key

FAX Number 6-7028

Comments Feel free to rip it to shreds - I'd look forward to hearing your thoughts...

From Deborah Pearlman X. 6-5492

Office of the Director
Presidential Correspondence
The White House
Washington, D.C. 20500
Phone: (202) 456-7610

Fax 6-2806

Please check if this provision of the Budget has now been adopted. Attached are some suggested edits.

DRAFT OF BC LETTER

INITIALS: BC / dnp /

DOCUMENT TITLE: /slr/p/iskowitz.j.dnp

DRAFT DATE / LETTER DATE: Mar 28 1994 /

CORRESPONDENCE #: 1404467

CLEAR WITH:

WHCC:

CC: Stan Herr, Domestic Policy

CORRESPONDENCE ADDRESSED TO:

APPROVAL/ENCLOSURES/SPECIAL INSTR:

Judy S. Iskowitz, Ph.D.
Educational Consultant
33 Baxter Road
Unit 1F
Willington, Connecticut 06279

Dear Judy:

the inclusion of students with disabilities and

Thank you for your letter regarding America's new Assistant Secretary for the Office of Special Education and Rehabilitative Services,

Judith Heumann. Her appointment ^{reflects} marks an important victory in my

Administration's ^{commitment} efforts to provide a quality education for all of our children.

with disabilities

Time and again, I have heard parents of disabled students express

frustration over the lack of options available to meet their child's particular educational needs. For this important reason, ^{I submitted and Congress} ~~the budget I adopted~~

Query: did this budget get adopted recently?

^{a budget that} ~~proposed to Congress~~ contains significant increases in funding for

special education programs. In keeping with the requirements of the

Individuals with Disabilities Act, my Administration is committed to

assisting states and communities to provide a free, appropriate

education to all children. By encouraging the inclusion of children

with disabilities in mainstream education, these initiatives go a long way toward offering disabled students ^{with disabilities and choices} the individual attention they ^{each} deserve.

deserve.

I'm glad to know we share a deep concern for the ^{enhancing the capabilities} ~~welfare~~ of our ^(all) nation's young people, and I welcome your involvement as we work to make their dreams become realities.

Sincerely,

BC

1) Monitoring of States --

NY State (#3)

April 89 - second monitoring

no closure on 89 - monitoring

Nov. 93 -- awaiting results

(grossly out of compliance on LNF

in 2 years -- Feds send corrective action
report;

Request for enforcement (sanctions)

only one in VA -

(disciplining -- no spec.

OSER -- withholding action

Teeth into compliance process

15th Request -- no changes as

a result of compliance;

Robert Davilla -- no response

went to work collectively;

2nd -- specific answers

(last August (monitoring))

TASH -

2) ACTION

40 surveys;

Schools for Blind + Deaf

private schools -- day + residential
California (last Fall)

AFIU -- approval to inclusion
(monitoring -)

3) Technical assistance (sample cases)

Training bonus -- for child's 4th year.

inclusion option
not take away choice,

not done right
or at risk of edcumfy

not for global --

TA/Administrative issues (remain boundaries)
expertise

• can't rely on consent/enforcement

• presumes // links for leadership
receptiveness

• muscle-flexing

• no justification for regular class

• categorical -- reforms not captured
+ discouraged

Class action suit (children/MR
LRE

David Shaw
Coalition

Common WPC --

People First --

Law suits re PA -- links hand sign

1. links

a) unacc JRF

b) mainstream support

in the maintenance of support:

spec. ed teachers

(~~regular~~ ~~richer than~~)
spec ed teacher -- archaic,
rote learning
low expectations

3) Frank Leder out of Kurt Becker
"nonfeasance of PTA" -- defensiveness
good PTAs (Cal, Tex, Mich, NY, MD)

Baker's support for union (HHS)
50 variable

systemic problems -- grass roots conditions
clients v. do your own thing;
not as responsive

Training -- young; out of school
schools;

No CS

No supervision of ally

Response to Exec. Dir.

No organized system

4) Training parents --

Garb 2000

Least -- lack of sensitivity --
inappropriate

Chicago -- Fallowrice (NCOA)

The White House
Washington

FAX COVER SHEET

OFFICE OF DOMESTIC POLICY

Old Executive Office Building
Washington, DC 20500
FAX: (202) 456-7028

TO: Tim Roarkind

FAX No. 62993

FROM: Stan Hen PHONE: X 65570

DATE: 3-16-94

NUMBER OF PAGES (Including cover sheet) _____

COMMENTS:

March 15, 1994

MEMO

To: Tim Parvkin

From: Stan Hoss

Re: Letters concerning inclusion
and OSERS Ass't Sec. Judy Heumann

Per our telephone conversation
yesterday, I am sending you a
a sample of the related
correspondance on the above
subject.

~~For the~~ For your guidance
I also include some
possible themes and phrases
for the President's possible
reply. E.S.

- Thank you for letter
regarding inclusion of students
with disabilities and the
leadership provided by

Assistant Secretary Judy
Hermann. I share your
concern that students with
disabilities should have
a wide array of choices
to ~~permit~~ and opportunities
for inclusion in schools
and their communities.

As I have repeatedly
stated, our nation's
disability policies are
aimed at moving from
exclusion ~~segregation~~ to inclusion,
from dependence to
independence, and from
paternalism to empowerment^{ment}.

My Administration ~~is~~ remains
committed to these goals.

~~As we address the needs and~~
rights of ^{children and adults} ~~persons~~ with
disabilities I appreciate

your involvement and
hope that together we can
~~can count~~
renew our efforts for inclusion
~~on your support~~
and equal opportunities for

Sincerely

BC

less bombastic -

Dorskind

62993

Nancy Winkelman, Esquire

P6/(b)(6)

February 21, 1994

President William Clinton
The White House
Washington, D.C. 20500

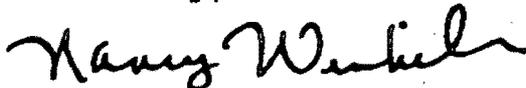
Dear President Clinton:

I am the parent of a child with a significant disability. I am also an attorney. I spend an enormous amount of time and energy advocating for my daughter, and especially for her right to be in as integrated settings as possible. I have been quite successful, and, most of all, Sonia has been quite successful. People who knew her as a member of a segregated "pre-school handicapped" class can hardly believe the well-adjusted, sociable, connected eight year old second grader that Sonia has become -- in her neighborhood school, in a regular class, with her natural peers.

I am, therefore, so pleased that you chose Judith Heumann as Assistant Secretary for the Office of Special Education and Rehabilitative Services. I know that Ms. Heumann shares many of my values, and my vision for what is so "special" about "special" education. That is, Ms. Heumann believes, as I do, that special education is not a place, but is a service that can and should be provided in the most integrated environment possible.

I applaud you and Ms. Heumann. Please know that many parents like myself feel very alone out here, fighting difficult battles that we didn't choose, when our lives are already much more complicated than they should be. It makes a huge difference to know that there are people in power who will not let us down.

Sincerely,



Nancy Winkelman

Judy S. Itzkowitz, Ph.D.

P6(b)(6)

A Commitment to Enhancing Quality of Life

January 31, 1994

Honorable President Bill Clinton
c/o The White House
Washington, D.C. 20500

Dear President Clinton,

I am taking this opportunity to acknowledge you for your choice of **Ms. Judith Heumann** as the Assistant Secretary of the Office of Special Education and Rehabilitative Services (OSERS). As an educational consultant who works with individuals with disabilities and their families, I am excited that Ms. Heumann has been selected for this leadership position. She has always been a staunch supporter and advocate for children, youth, and adults with disabilities. As a professional who struggles working with individuals and their families to make inclusive education a reality and a quality education, I feel uplifted to know that support is present at the federal level. For all of us to create a caring, safe, and humane world, our efforts start with education. I have been living in the state of Connecticut for eight years and have been frustrated by the lack of commitment and leadership within the realm of special education. My hope is that Ms. Heumann will be able to rally state directors and boards of education along with officials in power to see the importance and dire need of all young people with and without disabilities to have opportunities to reach their full potential and lead a rich life; being included in all aspects of human living is the only way that this can occur.

I applaud and acknowledge Ms. Heumann for her stand about inclusion. Furthermore, I acknowledge her for the leadership role she took in the Amicus Brief supporting the Rachel Holland case. She has taken a courageous stand and one that has controversy associated with it. You too, as the President, have been in the position to take a stand and proposed ideas that have been viewed as revolutionary at times. Change will occur as each one of us takes a stand and sees that each of us can and does make a difference. Ms. Heumann possesses the abilities to make these necessary changes happen in education. I want to urge you to continue to support her in the position of the Assistant Secretary of OSERS.

I thank you for your attention in this matter and I hope that the 1994 year brings you and our country closer to the dreams that we have for ourselves and for the world.

Sincerely,



Judy S. Itzkowitz, Ph.D.
Educational Consultant

cc: Ms. Judith Heumann
Secretary Richard Riley
✓ Ms. Marilyn Wessels



NORTH COAST CUED SPEECH SERVICES

President Bill Clinton
c/o The White House
Washington DC 20500

January 10, 1994

Dear President Clinton:

I wish to express my appreciation that you appointed Judith Heumann as Assistant Secretary of the Office of Special Education and Rehabilitative Services (OSERS), who is proving to be a champion for students who have disabilities.

I especially applaud her strong stand for integrating children with disabilities in the regular classroom. She is quite right that "separate but equal is not acceptable" for indeed, separate is not equal.

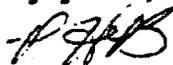
Separate is not equal for students who are deaf or hard of hearing, either. As a teacher of the deaf, I have worked in a variety of situations across the United States, Connecticut to Hawaii, in

- state and private residential schools,
- self-contained classes in special public schools for handicapped children,
- self-contained classes in regular elementary schools,
- resource classrooms with flexible cross-integration (deaf students participating in regular classes, and normally-hearing students with tutorial needs participating in the resource classroom),
- home instruction for students from preschoolers through age 21, and
- lipreading instruction for adults who are hearing impaired.

While every setting has its strengths and weaknesses, my students received their best education, and I as a teacher was challenged the most to expand my students' curriculum, by being integrated with normally-hearing peers.

Bravo to Ms. Heumann for being a strong advocate for inclusion and high expectations for students with disabilities!

Sincerely yours,



Pamela H. Beck

cc: Heumann, Riley



**NATIONAL
TUBEROUS SCLEROSIS
ASSOCIATION**

NATIONAL HEADQUARTERS

MEMBER

National Coalition for Research in
Neurological and Communicative Disorders
National Health Council
National Organization for Rare Disorders
Voluntary Health Agencies

February 7, 1994

**President Bill Clinton
The White House
Washington, D.C. 20500**

Dear President Clinton,

I am the Medical Director for the National Tuberosclerosis Association, and I represent children with Tuberosclerosis who have disabilities and who live in every state in the U.S. I would like to thank you, on behalf of all of these children and their families, for appointing Ms. Judith Heumann to the position of Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS) within the Department of Education. It has been reported to me that Ms. Heumann recently made some bold statements at a conference in California regarding children with disabilities and their right to be educated in their "least restrictive environment". I do not know if you are aware that this requirement of the Individual with Disabilities Education Act is violated time after time, and that children with disabilities, because of their disabilities, are not allowed to go to their neighborhood schools together with their peers, their brothers and sisters.

I am grateful that you have appointed a strong leader in Washington, D.C. who will advocate for the rights that children with disabilities have to inclusion. Perhaps now IDEA will be implemented as it was initially intended, and the segregation of children with disabilities will come to an end in all our schools.

Sincerely,

VHW
**Vicky Holets Whittemore, Ph.D.
Medical Director**

cc: **Assistant Secretary Judith Heumann
Secretary Richard Riley
Schools Are for Everyone, Inc. ✓
Coalition for Integration of the Disabled, Inc.
NTSA President Barbara Witten**

A NON-PROFIT ORGANIZATION DEDICATED TO RESEARCH, EDUCATION AND SUPPORT

8000 CORPORATE DRIVE, SUITE 120 • LANDOVER, MD 20785 • 301-459-9888 • 800-225-NTSA • FAX 301-459-0394

**Governor's Planning Council
on Developmental Disabilities**

Minnesota Department of Administration

300 Centennial Office Building
658 Cedar Street
St. Paul, Minnesota 55155
(612) 296-4018 voice
(612) 296-9962 TDD
(612) 297-7200 fax

January 26, 1994

The Honorable Bill Clinton
President of the United States
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear President Clinton:

It has been brought to my attention that Assistant Secretary of Special Education and Rehabilitative Services, Ms. Judith Heumann, has been actively promoting the enrollment of students with disabilities in regular education classrooms in their neighborhood school.

Such placements, especially when training and supports are provided, have been encouraged by the Minnesota Governor's Planning Council on Developmental Disabilities.

Cordially,



Colleen Wieck, Ph.D.
Executive Director

CW/amc

CAROLYN M. AND HOWARD J. DOUECK

344 Roycroft Boulevard • Buffalo, NY 14226 • (716) 839-3576

January 29, 1994

President Bill Clinton
The White House
Washington, D.C. 20500

Dear President Clinton:

Thank you for appointing Judith Heumann to the position of Assistant Secretary for the Office of Special Education and Rehabilitative Services within the Department of Education.

It is important that all students have the opportunity to be educated with their non-disabled peers.

When parents, teachers, students and administrators, and those who represent us politically, work together to develop viable educational options for children with special needs, we will achieve quality education for all children.

Thank you once again, and thank Judy Heumann for paving the way for children with disabilities to reach their goals and rights to contribute to this society.

On a separate note, we have been very pleased with your leadership. Keep up the good work!

Sincerely,

Carolyn Doueck Howard Doueck

Carolyn and Howard Doueck

cc: Richard Riley
Judith Heumann

MEMORANDUM TO CAROL H. RASCO

FROM: Stanley S. Herr

SUBJ: Meeting with SAFE representatives on inclusion

DATE: March 14, 1994

Per your request, I met with Marilyn Wessels (NY), a leader on the Schools Are For Everyone, Inc. (SAFE) coalition, and ten other members of that organization. Their main theme was to urge "leadership" and "muscle flexing" in the enforcement of the least restrictive educational (LRE) mandate of IDEA. We were their first stop before meeting with Judy Heumann and Tom Hehir of OSERS and their agenda focused on four items:

1. More effective and timely monitoring, compliance and enforcement actions around the LRE requirement.

They asserted that there had only been one enforcement action against a state for breach of IDEA (VA -- on lack of a FAPE for students subjects to disciplinary proceedings).

They sought a climate more supportive of "monitoring with teeth."

They brought to my attention a class action filed in CT by a well-respected advocate on faulty implementation of LRE, and the imminent filing of a similar case in PA for one sub-class that is unduly segregated and another that is mainstreamed without adequate support. These actions are private ones, and I would presume may raise indirectly or otherwise the federal role in monitoring and approving state IDEA plans.

2. Assurances of Presidential support for Judy Heumann and Tom Hehir as they speak out on school inclusion and hopefully conduct the compliance actions being sought.

They have launched a letter writing campaign to the President urging support for inclusion and for Judy. They did so in response to a coalition on the other side called ACTION, composed of some 40 groups such as schools for the blind and deaf, private schools for children with disabilities, that were aroused by strong statements of Judy's in California in the Fall on inclusion.

They wanted to know "the impact of letters to the President"

and were miffed that letters sent in late February had either elicited no response or a response on a different subject. (They showed me a long letter from the President, albeit on the Goals 2000 law that did seem responsive to them -- or me).

I've advised Jim Dorskind in Correspondence to be on the lookout for these letters, and at his request offered to provide some input for their response.

3. Unhappiness about uneven quality and responsiveness of P&As around the country on handling inclusion cases.

They had had a meeting with NAPAS, the trade association for the P&As, and felt the response was simply defensive. [They do, however, have a way with language that can be offputting at times, such as referring to the "nonfeasance of P&As" that might produce defensiveness]

I suggested that concerns and issues about P&As fell within Commissioner Bob William's agency and that they might wish to advise him.

I also suggested that given the legitimate areas of autonomy that P&A offices have in their case selection processes, they might well wish to send educational materials to those offices on the importance of their issue, recent landmark cases, etc..

4. Complaints about insensitive language used by some Bush appointees to national committees and urging appointment of parents and advocates to such committees as the National Council on disability and the PCMR.

Here I was able to tell them the good news about our sensitive appointments of people with disabilities to the chairmanship of NCOD and three slots on the PCEPWD.

In summary, I promised to relay their issues to you, which I trust this memo has accomplished. I obtained their acknowledgement that the special education system should afford choice for parents since some parents want inclusion, and others do not. I noted your warm interest in policies affecting persons with disabilities. And finally I said I would look into the matter of the letters (they had a whole sheaf of them) since they seemed a little crest fallen that they had not had an immediate response. On the whole, they seem to have reasonable concerns on item 1 since recurrent problems with the implementation of IDEAS did not elicit much of a response in Reagan-Bush years.

SAFE

SCHOOLS ARE FOR EVERYONE, INC.

Please Respond To:
(518) 377-8074

A G E N D A

March 14, 1994
3:00 P.M.

I. OSERS should develop a policy statement which will ensure that any removal from regular education is justified, and that when placing children in other than regular classrooms, a plan for transitioning the youngster back into regular education must be included in the IEP.

II. OSERS must provide incentives, both fiscal and otherwise to encourage states and local districts to move more swiftly toward inclusion.

III. OSERS should focus more on personnel preparation, especially for regular classroom teachers in the area of inclusion.

IV. OSERS should stress through communication with the states, the requirement found in IDEA regarding the identification and dissemination of promising practices. Furthermore, this component of IDEA should be strongly monitored to ensure that states are implementing this very important segment of the law.

V. OSERS needs to develop a criteria, policy and procedures to govern Secretarial Reviews.

VI. MONITORING

A. OSEP needs to develop a nationwide placement decision making form in conjunction with OCR.

B. OSEP should improve timelines and provide sanctions when states are monitored and found out of compliance if they do not come into compliance within a reasonable amount of time. In addition, it is imperative that the monitoring go hand-in-hand with approval of state plans.

C. OSEP needs to ensure that state educational agencies require school districts to justify placing children in other than regular classrooms. This justification must appear in the IEP.

D. OSEP needs to ensure that state educational agencies require school districts to include a plan for transitioning

A national coalition for integration of all students with disabilities through supported education

a student back into regular education, once the decision has been made to remove the child.

E. OSEP should prepare a training module to assist parents and other advocates to better participate during the time of hearings in preparation for monitoring. In addition, parents and/or advocacy organizations should be involved at the time of the actual monitoring at least at the exist interview.

F. Copies of draft monitoring reports must be released to the public at the time the state educational agencies receive them.

G. Formal timelines must be developed and adhered to regarding the implementation of the Corrective Action Plans. There must also be consistent and thorough follow-up to ensure the CAP's implementation at the local level.

VII. OSERS continues to annually report to the Congress, data from each state which indicates variations in placement rates and variations of placement rates by disability category yet no connections seem to be made between that data and LRE violations.

VIII. Continuation of Monitoring Liaison Committee.

The following are additional items which we would like to discuss:

IX. Blue Ribbon Schools of Excellence - criteria for nominations.

X. Reauthorization - timelines and issues.

XI. Parent Training Centers - reluctance of some to assist parents in obtaining inclusive education; unwillingness to be involved in system change issues.

XII. Need to marshall some media attention publicizing inclusion.

If any of the above items need clarification, please feel free to contact me at the number listed above.

SAFE

SCHOOLS ARE FOR EVERYONE, INC.

Please Respond To:

(518) 377-8074

A G E N D A

March 14, 1994

- (1) Monitoring of states by Office of Special Education, U. S. Department of Education - compliance/enforcement. For example, time lines and sanctions.
- (2) Continued support for Judy Heumann and Tom Hehir - we would like to discuss the impact of letters written to the President and reasons for doing so.
- (3) The need for Protection & Advocacy organizations around the country to provide support to parents when they seek inclusionary programs.
- (4) Appointment of parents and advocates to national committees such as the President's Committee on Mental Retardation and the National Council on Disability.

A national coalition for integration of all students with disabilities through supported education

CLEARED 3/9/94
file by FAX

SAFE

SCHOOLS ARE FOR EVERYONE, INC.

Please Respond To:

(518) 377-8074

FAX TRANSMITTAL COVER SHEET

TRANSMITTAL TO: Stan Herr

FROM: Marilyn R. Wessels

DATE: March 8, 1994

RE: March 14th meeting at 1:30 p.m.

FAX # BEING CALLED: (202) 456-7028

OF PAGES 1 INCLUDING COVER SHEET.

MESSAGE: In addition to the eleven names I faxed to you last week, I would like to add two other names and I hope that this will not be a problem. The names with their birth dates are: Jacalyn Yingling - P6/(b)(6) and Kathleen McCarthy-Proulx, P6/(b)(6) I thank you for your assistance in setting up this meeting and look forward to meeting you personally.

Room 211 -

March 14 1:30

REQUEST FOR APPOINTMENTS

To: Officer-in-charge
Workers and Visitor Entrance System
Room 065, OEOB

Please admit the following appointments on March 14, 19 94
for Stanley Herr of Domestic Affairs WH.
(name of person to be visited) *(agency)*

<u>NAME</u>	<u>DATE OF BIRTH</u>	<u>SOCIAL SECURITY NUMBER</u>
-------------	----------------------	-------------------------------

YINGLING, JACALYN



McCARTHY-PROULX, Kathleen

MEETING LOCATION

Building <u>OEOB</u>	Requested by <u>S. Herr</u>
Room No. <u>211</u>	Room No. <u>224</u> Telephone <u>x66585</u>
Time of Meeting <u>1:30 p.m.</u>	Date of request <u>March 9, 1994</u>

Additions and/or changes made by telephone should be limited to five (5) names or less.

WAVES Center: WHITE HOUSE — 456-6742

SAFE

SCHOOLS ARE FOR EVERYONE, INC.

Please Respond To:

(518) 377-8074

FAX TRANSMITTAL COVER SHEET

TRANSMITTAL TO: Stan Herr

FROM: Marilyn R. Wessels

DATE: 3/2/94

RE: March 14th meeting at 1:00 p.m.

FAX # BEING CALLED: (202) 456-7028

OF PAGES 16 INCLUDING COVER SHEET.

MESSAGE:

SAFE

SCHOOLS ARE FOR EVERYONE, INC.

Please Respond To:

(518) 377-8074

A G E N D A

March 14, 1994

- (1) Monitoring of states by Office of Special Education, U. S. Department of Education - compliance/enforcement. For example, time lines and sanctions.
- (2) Continued support for Judy Heumann and Tom Hehir - we would like to discuss the impact of letters written to the President and reasons for doing so.
- (3) The need for Protection & Advocacy organizations around the country to provide support to parents when they seek inclusionary programs.
- (4) Appointment of parents and advocates to national committees such as the President's Committee on Mental Retardation and the National Council on Disability.

SAFE

SCHOOLS ARE FOR EVERYONE, INC.

Please Respond To:

(518) 377-8074

MEMORANDUM TO: Stan Herr

FROM: Marilyn R. Wessels

RE: March 14, 1994 meeting

DATE: March 2, 1994

We are pleased to have the opportunity to meet with you on March 14, 1994. As per your request I am sending along a few copies of letters sent to the President, background information on SAFE taken from something I wrote for a recent publication, our agenda and a list of those who are planning on attending which includes their birth dates.

I will be away until this weekend but hope to speak with you on Monday in order to determine the time that we will be meeting with you. I hope that you will be able to provide me with that information at that time because of the need to notify those planning on attending about their arrival time in Washington.

Please express my disappointment to Carol Rasco that she will be unable to meet with us. I personally wanted to have that opportunity since we are both parents of adult sons with disabilities. If by any chance she is available at the time of our meeting for even a few minutes we would appreciate having the opportunity to meet her.

15-11

towards systems change within the state of Connecticut to ensure broader opportunities for inclusive education for students with disabilities.

The coalition has filed an Administrative Complaint with the U.S. Department of Education over a proposed new segregated school; co-sponsored an annual "Parent-to-Parent Forum on Inclusive Education;" consulted with parents; and hosted meetings with key individuals to develop a plan to effect changes in teacher preparation at the university level in Connecticut. Additional recent activities are the publication of informational brochures and other materials for all of the Directors of Pupil Personnel Services in the State and the development of a training program for parents regarding inclusive educational practices. For more information about the coalition, contact the Executive Director, Connecticut Association for Retarded Citizens, Coalition for Inclusive Education, 45 South Main Street, W. Hartford, CT 06107.

National Level Advocacy: SAFE

There are a plethora of organizations concerned with issues affecting persons with disabilities. However, there is only one national, North American organization -- Schools Are For Everyone, Inc. (SAFE) -- that has as its exclusive focus the topic of school inclusion for children with disabilities.

At the end of 1984, the New York State Association for Retarded Children, Inc. (NYSARC) received what seemed to be an unusual number of calls from parents concerned about the fact that their children with disabilities were receiving their education in segregated settings, in some instances, in non-school buildings. Despite a series of letters between the ARC's Director and the Commissioner of the State Education Department, little happened to improve the situation. It was the belief of NYSARC members, that the State Education Department probably did not intend, at that point in time, to make any significant demands upon the school districts to alter the situation. This prompted NYSARC to file a formal complaint with OSERS charging the New York State Education Department with failing to appropriately implement the least restrictive environment (LRE) requirement of PL 94-142.

Early in 1986, in an attempt to get a handle on how well states outside of New York were fulfilling the LRE mandate, NYSARC conducted a

15-12

survey and learned that the segregation of children was not unique to New York. NYSARC decided to take the lead and called a national meeting in Washington, D.C. on integration. The meeting was scheduled for October of that year. As word got out regarding the meeting, people representing many of the major state and national advocacy organizations asked to be invited. Attending that first meeting, were individuals from New York, Illinois, Virginia, Pennsylvania, Washington, D.C., Maryland, Missouri, Texas, Massachusetts, California, Iowa, Ohio, and Georgia. It was the unanimous decision of the attendants of the meeting that the group needed to form a coalition, broaden its membership, and eventually formalize itself so as to have a positive impact on integration of children with disabilities throughout the school systems of North America.

SAFE was founded in the Fall of 1986 under the name of the National Coalition on Least Restrictive Environment. At that point in time, its main goal was to create an awareness within the U.S. Department of Education Office of Special Education and Rehabilitative Services (OSERS) of the many individuals and organizations concerned with school inclusion for children with disabilities. Its members wished to demonstrate to OSERS that the vast majority of parents in the United States wished to have their youngsters educated in regular classes within their neighborhood schools. The name, Schools Are For Everyone or SAFE, was adopted in December of 1988.

SAFE is a national coalition which supports full inclusion of all students with disabilities through supported education. It is united in an effort to promote the availability of educational services for all students, regardless of disability at the school they would attend if they did not have a disability. SAFE is based upon the following premises:

- o **All** students have a right to learn, play, and work with students their own age in the same schools and classrooms attended by their brothers, sisters, and neighbors; and that every public school be both physically and programmatically accessible to all students.
- o The ratio of students with disabilities to students without disabilities in schools and classrooms should not exceed that found in the general population.

15-13

- o **All** students regardless of individual needs must be provided with necessary and appropriately trained and supported staff, related services, individualized curricula, and assistive equipment needed to provide an individualized and appropriate education in regular, age-appropriate classrooms and community settings.
- o Full inclusion should be approached as a value and the underlying philosophy by which we educate **ALL** students. SAFE believes that successful inclusion requires reconceptualizing teacher education programs so that **all** educators and administrators are prepared to work with the full range of students in inclusive settings. Educational preparation should emphasize the elimination of traditional separations between "regular" and "special" education and should stress the shared responsibility of **all** educators.
- o Full inclusion requires the ongoing, shared responsibility of students, parents, educators, administrators and the community-at-large.
- o **All** parents and students should be valued and respected members of the education team.
- o **All** students are best educated in supported settings which are heterogeneous in **all** ways.

These premises or goals are part of and consistent with larger school reform efforts which seek to make schools inclusive and responsive to all students.

SAFE serves as the "full inclusion" voice in Washington, D.C., educating decision makers on legislation related to inclusive educational programming for all students. It publishes a newsletter, The Safety Net, which keeps parents, educators, and other consumers informed about current court cases, legislation, educational programs, and success stories related to full inclusion. SAFE coordinates a parent-professional network that provides those working for full inclusion with information and personal resources to help them in their efforts. It helps parents find within their respective states the "right people" to call for assistance and support.

15-14

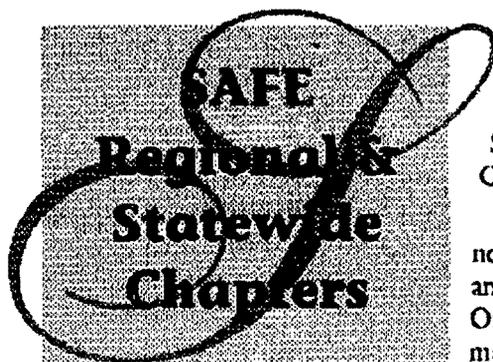
SAFE has coordinated national letter writing campaigns in order to prompt attention to critical issues. One such campaign was conducted in April of 1990. The writing campaign focused on convincing OSERS of the need to take a strong leadership position on school inclusion. Despite the hundreds of informative and poignant letters received by OSERS, it was SAFE's evaluation that the stories related in the letters failed to have the desired impact. As a result, a meeting between SAFE representatives and the OSERS administrator was held in June of 1990. At that meeting OSERS was informed that SAFE's members had voted unanimously to take more aggressive action including the possibility of: a) using the media to express SAFE's frustration with OSERS for refusing to take a leadership position on school inclusion; b) conduct another letter writing campaign to inform members of Congress that OSERS refused to take such a leadership role; and c) filing a lawsuit against OSERS for continuing to fund states not in compliance regarding inclusion and for failing to develop an appropriate monitoring tool to ensure compliance with the LRE provisions of PL 94-142.

SAFE also promotes the development of local, regional, and state SAFE affiliates. According to the organization's by-laws, the only requirements for becoming an affiliate are that the affiliate fully adopt SAFE's Philosophy Statement and that at least one member of the affiliate join National SAFE. The Connecticut Coalition for Inclusive Education is one of many North American organizations that have affiliated with SAFE. For more information concerning SAFE, write SAFE, P.O. Box 583, Syracuse, New York 13210.

CONCLUSION

Belasco (1990), in his book Teaching the Elephant to Dance, writes forcefully about empowering organizations to change. While his book focuses upon the business world and the need to compete to survive, much of what he has to say makes much sense in relation to schools. Belasco describes his varied experiences in working with a wide range of organizations over the years. He compares organizations to elephants, explaining that:

both learn through conditioning. Trainers shackle young elephants with heavy chains to deeply embedded stakes. In that way the



Welcome to SAFE

As we continue to grow, New York State welcomes two more regional chapters on its board, the Mid-Hudson SAFE and Parents & Educators for Inclusive Education in Syracuse. We also welcome a new Connecticut chapter, the Southwestern Connecticut Coalition for Inclusive Education!

If you haven't given any thought to forming a chapter in your neck of the woods, why not? SAFE is a grassroots movement—our strength lies in the number of members we have and the ability of these members to contact others when issues come up that need addressing. One way to strengthen SAFE is to develop state and regional chapters. For more information, please contact SAFE at P.O. Box 9503, Schenectady, NY 12309. 518-377-807

CONNECTICUT

Kathy Jortner
Connecticut Coalition for
Inclusive Education for
Students with Disabilities
c/o Connecticut Arc
1030 New Britain Ave.
West Hartford, CT 06110
203 - 953 - 8335

Ginger Spiers
Marion Lewis
Southwestern Connecticut
Coalition for Inclusive Ed.
9 Suburban Drive
Norwalk, CT 06851
203 - 846 - 1064

FLORIDA

Lillian Pollo
Coalition for Integration of
the Disabled
5973 S.W. 42nd Terrace
Miami, FL 33155
305 - 661 - 7049
305 - 362 - 0748

IOWA

Cheryl Ogle
Iowa SAFE
408 N.W. Beachwood
Ankeny, IA 50021
515 - 964 - 8711

NEW YORK

Georgia Atkins
Mid-Hudson SAFE
31 Clintonwood Drive
New Windsor, NY 12553
914 - 565 - 9615

Lynne Sommerstein
Western New York SAFE
15 Shadow Wood Drive
E. Amherst, NY 14051
716 - 688 - 7928

Ellen Gallagher-Holmes
Co-Chair
Lynne Sommerstein
Co-Chair
New York SAFE
Advocates for Children
24-16 Bridge Plaza South
Long Island City, NY 11101
718 - 729 - 8866

Henrietta Messier
Parent & Professional
Special Education
Advocacy Council, Inc.
58 Hudson Avenue
Green Island, NY 12183

Ellen Tamayo
President
Long Island SAFE
248 N. Hewlett Avenue
Merrick, NY 11566
516 - 378 - 0477

Charlene Cook
Co-Chair
Greater Rochester SAFE
38 Kimberly Ann Drive
Rochester, NY 14606
716 - 247 - 5403

Joy Casey, President
Parents & Educators for
Inclusive Education
P.O. Box 1655
Syracuse, NY, 13201

OHIO

Linda Griffin
President, Ohio SAFE
c/o The Arc of Ohio
1335 Dublin Rd, Ste. 205-C
Columbus, OH 43215
614 - 487 - 4720

TENNESSEE

Joyce Marshall
Parents Association for the
Rights of Educating
Non-Traditional Students
2017 McClain Drive
Knoxville, TN 37912
615 - 687 - 5090
615 - 688 - 4929

TEXAS

Carmen Ramirez
El Paso SAFE
9305 Hollings
El Paso, TX 79954

Robert Dunning
Metroplex SAFE
6106 Hedge Apple Court
Arlington, TX 76017

Brenda Reusser
Houston Area SAFE
4509 Beech
Bellaire, TX 77401

Jeff Tate
Capital Area SAFE
1600 West 38th St., #200
Austin, TX 78731

Steve or Dorothy Hull
East Texas SAFE
St. 97
Lake Cherokee
Henderson, TX 75652

Charlene Comstock-
Galagan
Co-Chair, Texas SAFE
P.O. Box 5368
Austin, Tx 78763
800 - 252 - 9629 - work
512 - 467 - 9509 - home
512 - 454 - 4956 - fax

Dorothy Hull
Co-Chair, Texas SAFE
ST 97 Lake Cherokee
Henderson, TX 75652
906 - 643 - 0936 - home
903 - 643 - 0936 - fax

WASHINGTON

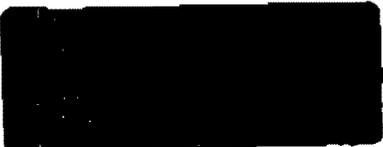
Victoria N. Loudon
Washington SAFE
10110 NE 144th Court
Bothell, WA 98011
206 - 364 - 4645

WISCONSIN

Jacqueline Philpott
Wisconsin SAFE
517 N. Segoe Road, #30
Madison, WI 53705
608 - 274 - 2559

Room for your new
SAFE Chapter
right here!

SAFE



SCHOOLS ARE FOR EVERYONE, INC.

PHILOSOPHY STATEMENT

SAFE is a national coalition united in an effort to promote the availability of educational services for all students, regardless of disability at the school they would attend if they did not have a disability.

SAFE believes that all students have a right to learn, play, and work with students their own age, in the same schools and classrooms attended by their brothers, sisters, and neighbors; and that every public school be both physically and programatically accessible to all students.

SAFE believes that the ratio of students with disabilities to students without disabilities in schools and classrooms should not exceed that found in the general population.

SAFE believes that all students regardless of individual needs must be provided with necessary and appropriately trained and supported staff, related services, individualized curricula, and assistive equipment needed to provide an individualized and appropriate education in regular, age-appropriate classrooms.

SAFE believes that full inclusion should be approached as a value and the underlying philosophy by which we educate all students. We believe that successful inclusion requires reconceptualizing teacher education programs so that all educators and administrators are prepared to work with the full range of students in inclusive settings. Educational preparation should emphasize the elimination of traditional separations between "regular" and "special" education and should stress the shared responsibility of all educators and administrators for all students.

SAFE believes that full inclusion requires the ongoing, shared responsibility of students, parents, educators, administrators, and the community at large.

SAFE believes that all parents and students should be valued and respected members of the educational team.

SAFE believes that all students are best educated in supported settings which are heterogeneous in all ways. Our goals are part of and consistent with larger school reform efforts which seek to make schools inclusive and responsive to all students.

[adopted 12/88; revised 12/90]

Stan Kern - Can
you handle this meeting on
SCHOOLS ARE FOR EVERYONE, INC.

SAFE



my behalf? If so, pls.
Please Respond To:

(518) 377-8074

proceed. Otherwise let
Rosalyn know.

FAX TRANSMITTAL COVER SHEET

TRANSMITTAL TO: Rosalyn Miller

CHK

FROM: Marilyn R. Wessels

DATE: 2/24/1994

RE:

CHK till 12:30~

FAX # BEING CALLED: (202) 456-2878

Rm 215
1:30

OF PAGES 2 INCLUDING COVER SHEET.

MESSAGE:

12-1
10-11 mygdz

Agenda --
1986
options
10 states

Appts --
Monitoring
letter
short-background

SAFE**SCHOOLS ARE FOR EVERYONE, INC.**

Please Respond To:

(518) 377-8074

MEMORANDUM TO: R. Miller
FROM: Marilyn R. Wessels
RE: Scheduling of a meeting with Carol Rasco
DATE: February 24, 1994

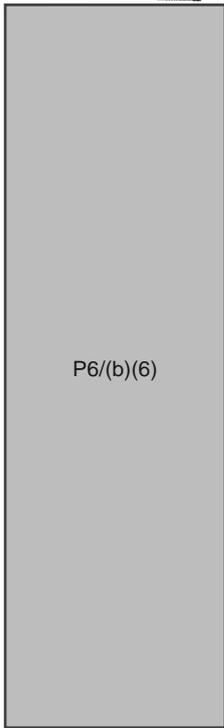
Representatives of Schools Are For Everyone, Inc. will be in Washington on March 14th to meet with Judith Heumann and Thomas Hehir. Our meeting is scheduled for 3:00 p.m. We would also like the opportunity to meet with Carol Rasco while in Washington.

In order to arrange flight times for myself and others I would appreciate hearing from you as soon as possible.

I will be in my office after 12:00 Noon today, on Thursday between 8:00 a.m. and 11:00 a.m. and on Friday, after 3:00p.m. Thank you for your attention to this matter.

Those attending the meeting at the White on March 14 are as follows:

- | <u>NAME</u> | <u>BIRTHDATE</u> |
|--------------------------|------------------|
| Lisa Baach | [REDACTED] |
| ✓ Judith Gran | |
| ✓ Kathy Jortner | |
| ✓ JOAnn Marshall | |
| ✓ Joseph M. Marshall Jr. | |
| ✓ Alma Joyce Marshall | |
| Mark Mlawer | |
| ✓ Susan Mustard | |
| ✓ Lynne Sommerstein | |
| ✓ Robert Sommerstein | |
| ✓ Marilyn R. Wessels | |



P6/(b)(6)

3/2/94 ✓ Can you please
 Hampton have the group
 WAIVED IN TO meet
 with me March 14, 11:30
 in room 211
 (room has been reserved)
 Thanks

and were miffed that letters sent in late February had either elicited no response or a response on a different subject. (They showed me a long letter from the President, albeit on the Goals 2000 law that did seem responsive to them -- or me).

I've advised Jim Dorskind in Correspondence to be on the lookout for these letters, and at his request offered to provide some input for their response.

3. Unhappiness about uneven quality and responsiveness of P&As around the country on handling inclusion cases.

They had had a meeting with NAPAS, the trade association for the P&As, and felt the response was simply defensive. [They do, however, have a way with language that can be offputting at times, such as referring to the "nonfeasance of P&As" that might produce defensiveness]

I suggested that concerns and issues about P&As fell within Commissioner Bob William's agency and that they might wish to advise him.

I also suggested that given the legitimate areas of autonomy that P&A offices have in their case selection processes, they might well wish to send educational materials to those offices on the importance of their issue, recent landmark cases, etc..

4. Complaints about insensitive language used by some Bush appointees to national committees and urging appointment of parents and advocates to such committees as the National Council on disability and the PCMR.

Here I was able to tell them the good news about our sensitive appointments of people with disabilities to the chairmanship of NCOD and three slots on the PCEPWD.

In summary, I promised to relay their issues to you, which I trust this memo has accomplished. I obtained their acknowledgement that the special education system should afford choice for parents since some parents want inclusion, and others do not. I noted your warm interest in policies affecting persons with disabilities. And finally I said I would look into the matter of the letters (they had a whole sheaf of them) since they seemed a little crest fallen that they had not had an immediate response. On the whole, they seem to have reasonable concerns on item 1 since recurrent problems with the implementation of IDEAS did not elicit much of a response in Reagan-Bush years.

EXECUTIVE OFFICE OF THE PRESIDENT



FACSIMILE TRANSMITTAL SHEET

Number of pages including cover 2

Date 4/19

To Stan Heis

FAX Number 6-7028

Comments Sorry for the delay - things have gotten a bit crazy here

Here's the letter to J. K. ... you'll get an official cc sometime soon.

Also, I looked thru our ^{past} disabilities message; I'm not satisfied with the

texts I've found - most are from early in the Administration; ^{reflect} certain outmoded
language. Don't worry about form - ~~we~~ we'll add greetings & closing down here.

From Deborah Again - thanks a lot!

Office of the Director
Presidential Correspondence
The White House
Washington, D.C. 20500
Phone: (202) 456-~~7610~~

5492

Got your msg. - I'll call btw.
11-12pm on 4/20
DJP

April 7, 1994

Judy S. Iskowitz, Ph.D.
Educational Consultant
Unit 1F
33 Baxter Road
Willington, Connecticut 06279

Dear Judy:

Thank you for your letter regarding the inclusion of students with disabilities and the new Assistant Secretary for the Office of Special Education and Rehabilitative Services, Judith Heumann. Her appointment reflects my Administration's commitment to providing a quality education for all of our children.

Time and again, I have heard parents of students with disabilities express frustration over the lack of options available to meet their child's particular educational needs. For this important reason, my 1995 budget contains significant increases in funding for special education programs. In keeping with the requirements of the Individuals with Disabilities Act, my Administration is committed to helping states and communities to provide a free, appropriate education to all children. By encouraging the inclusion of children with disabilities in mainstream education, these initiatives go a long way toward offering students with disabilities the individual attention and choices they each deserve. *Education*

I'm glad to know we share a deep concern for enhancing the capabilities of our nation's young people, and I welcome your involvement as we work to make their dreams become reality.

Sincerely,