

Urban Perspectives

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Anatomy of a District/State LRE Class Action Lawsuit

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In The Beginning...

On May 22, 1992, the Chicago Public Schools (CPS) received a federal court complaint relating to Least Restrictive Environment (LRE). The case, which would become known as **Corey H.**, was filed by Designs for Change, a school reform advocacy organization, and the Northwestern Law School Legal Clinic against CPS and the Illinois State Board of Education (ISBE).

Plaintiffs alleged that CPS:

- Removed many students with disabilities to separate classrooms, even when the nature and severity of their disabilities would allow them to be educated in integrated classrooms with the assistance of supplementary aids and services.
- Removed some students with disabilities to separate schools, even when the nature and severity of their disabilities would allow them to be educated in integrated

schools with the assistance of supplementary aids and services.

- Failed to provide adequate support services to children with disabilities who were being educated with their nondisabled peers, thereby preventing them from benefiting from their education.
- Made placement decisions based on pre-existing programs and staffing arrangements. Plaintiffs said that these decisions were based on administrative convenience and the flawed assumption that all children classified with the same disability have the same educational needs.

The complaint also charged that ISBE contributed to the alleged wrongs by failing to exercise appropriately its oversight authority.

Reaction...

After the court denied motions by CPS and ISBE to dismiss the complaint and to deny class certification, CPS attorneys moved to settle the case. To

continued, page 2

In this Issue

Anatomy of a Lawsuit	1
Unifying Planning and Budgeting to Achieve Results	4
Harvard Institutes Explore Challenging Topics	6
At the Intersection of Research and Practice	8
Book Review	10
Videos Support Inclusive Education .	11
Collaborative News .	12

Anatomy of a District/State LRE Class Action Lawsuit (continued from page 1)



Sue Gamm

facilitate settlement, all parties agreed to jointly engage a group of experts to review and report on CPS and ISBE policies and practices regarding LRE.

The experts found that the Illinois special education system, like that of most states, promoted the categorical placement of students with disabilities. They also found that school staff lacked a good understanding of curricular accommodations and modifications or supplementary aids and services that would allow a student, particularly one with significant disabilities, to be educated in the general education classroom. These concepts—as well as those of cross-categorical services, home school services, team teaching, and collaboration—were introduced to CPS in the early 1990s; however, most teachers had yet to gain a full understanding on how to successfully implement these concepts.

Pursuing Settlement...

Negotiations began in 1995 with a series of discussions involving program and legal staff from CPS and ISBE and the plaintiffs' attorneys (Plaintiffs). Eventually, a framework for settlement was developed by CPS and the Plaintiffs, and work was begun on a draft agreement. However, ISBE did not grant funds to support technical assistance for school staff—a significant point for the Plaintiffs in this agreement. As a result, all of the parties began to prepare for trial.

As the trial date approached, an unexpected 30% increase in **Individuals with Disabilities Education Act** (IDEA) funding for the 1997-98 school year enabled CPS to absorb almost one-half of the costs anticipated under the original settlement terms (about \$3 million per year). The Plaintiffs and the court supported the CPS funding offer, and settlement negotiations began again in earnest.

On September 24, 1997, CPS approved the settlement terms. After a fairness hearing in January 1998, the court approved the agreement. Highlights of the agreement included:

- **Education Connection.** Each year, 30 schools are selected for a three-year process that includes approximately \$10,000 in grants to design a two-year school-based LRE plan. The schools also receive approximately \$100,000 over two years to support the LRE plan implementation process. The LRE plans are reviewed internally by CPS regional LRE teams and externally by a court monitor.
- **Resource catalog.** Chicago public schools that are part of the Education Connection have access to services in the Resource Catalog. The catalog identifies individuals within and outside CPS who have expertise in early intervention strategies (available to students experiencing educational difficulties in general education) as well as LRE activities to foster more inclusive services. The catalog also identifies schools that have model LRE activities. Other schools have access to resources listed in the catalog for a fee, depending on availability.
- **Magnet, vocational, charter, and gifted programs.** Students with disabilities will have an equal opportunity to participate in these programs. Recruitment methods, testing, and admission criteria will be amended as necessary.
- **Pre-school settings.** Young children with disabilities will be educated with nondisabled peers to the maximum extent appropriate.
- **Measurement of student achievement.** Learning outcomes, testing,

continued, page 3

and promotion policies will consider the extent to which students with disabilities are expected to participate, with or without accommodations. CPS will report standardized testing results separately for students with disabilities as well as in the aggregate with all children. In evaluating school performance, the extent to which a school educates students with disabilities in the LRE will be considered.

- **School-based problem solving.** Within six years, every elementary school will utilize a curriculum-based, informal, problem-solving assessment process for students who are at risk of academic failure or who are having behavior difficulties. Weekly on-site teacher training will be provided to schools.
- **Management of service delivery.** CPS will develop and utilize an electronic system for managing provision of related services and will address discrepancies between required Individualized Education Program (IEP) services and those that are actually provided.
- **Complaint log.** CPS will document LRE complaints and their resolution.

The State Fought On... And Lost Round One

While CPS and the Plaintiffs moved to implement the court approved settlement agreement and establish a working relationship with the court monitor, litigation between the Plaintiffs and ISBE continued. In February 1998, the court found:

“Children with disabilities in the Chicago Public Schools have been and continue to be segregated into separate and unequal educational environments, contrary to established federal law. Although the local school district has recognized its defi-

ciencies and agreed to a remedial plan, the State educational agency has continued to deny its responsibilities...[T]hat denial squarely conflicts with the clear Congressional intent to make the State ultimately responsible for compliance with the long-standing federal mandate that children with disabilities be educated in the least restrictive environment...”
[27 IDECR 713]

Although CPS reached a settlement of its case and was not a party to the trial, the court’s decision, nevertheless, cited the school district’s long-standing practice of placing children in educational settings according to their category of disability, a practice that did not begin to change until 1991. The court relied on expert testimony that found insufficient educational justification to support the extent to which children with disabilities continued to be educated outside of the general education classroom. With this foundation, the court considered the contributory liability of ISBE and found the state agency to be in violation of IDEA because it

...has failed and continues to fail to ensure that: (1) placement decisions are based on the child’s individual needs as determined by his or her IEP; (2) LRE violations are identified and corrected; (3) teachers and administrators are fully informed about their responsibilities for implementing the LRE mandate and are provided with the technical assistance and training necessary to implement the mandate; (4) teacher certification standards comply with the LRE mandate; and (5) state funding formulas that reimburse local agencies for educating children in the least restrictive environment are consistent with the LRE mandate.

In reaching its conclusions, the court determined that ISBE “...in certain respects impeded [CPS’] compliance by

As the first judicial decision involving a finding of liability against a state education agency for systemic violation of IDEA’s Least Restrictive Environment mandate, this ruling provides a clear precedent for future litigation. School districts and state education agencies with fact histories similar to those of Chicago and ISBE might take heed of the court’s praise of a local school district for “...recogniz[ing] its past failures and...embark[ing] on a program to correct them...” and its admonishment of a state education agency for failing to do so.

continued, page 9

Unifying Instructional Planning and Budgeting Functions to Achieve Student Results



Carolyn Clapp

Carolyn Clapp, Assistant Superintendent of Instruction, Humble Independent School District, TX

Sally Earnest, Ed.D., Director of Educational Support Services, Humble Independent School District, TX

Typically, instructional planning is a key element in school improvement practices. But, what about budgeting? What role does it play?

Educators in Humble Independent School District (ISD) in Texas discovered that a budget review process can enhance school improvement efforts to increase organizational productivity and student achievement. This article describes how the Humble ISD integrated a budget and management review process into school improvement activities. This process allowed district officials to unify planning activities, funding sources, program oversight, and staffing patterns.



Sally Earnest

Teaming: The Foundation of School Improvement Efforts

As a first step, the district's organizational leadership structure was redesigned to better coordinate its complex functions. Curriculum, instruction, and instructional support services for all levels (pre-elementary, elementary, secondary, and adult-community education) were grouped together in what was called the Instructional Division. The new division included four departments:

- Curriculum.
- Student Support Services.
- Special Education.

- Career and Technology Education.

The Assistant Superintendent of Instruction was assigned overall leadership responsibility for the division. Collectively, the division's departments managed more than 80 major program efforts. The directors and the assistant superintendent met regularly for coordination, training, and planning.

Designing a Budget Review Process

With the foundation for collaborative teaming in place, the division set out to design and implement a budget review process. The purpose of the initiative was to:

- Define the major functions and the work flow.
- Provide cost analysis information to the Board of Trustees and the Superintendent of Schools.
- Enhance internal management and program evaluation.
- Focus district operations on student learning.

The initial development phase for the budget review process was a collaborative effort that involved consultants from the Texas Association of School Administrators (TASA), the leadership of the Urban Special Education Leadership Collaborative, and Instructional Division staff. The parties agreed that the budget review process should identify the following critical components:

- Planning.
- Work flow process.
- Process management.

continued, page 5

- Internal review.

Planning. Division staff used the district vision and mission statements to develop student goals. These goals became the focus of the division budget planning effort as staff set financial goals, secured funding, and established action steps.

Work flow process. Division staff prepared a flow chart detailing the critical components of the work flow within the division, as well as division products and services. Division staff referred to the flow chart as they prepared the budget.

Process management. It was important that all division staff involved in budget development have a clear understanding of the management process. As the budget review process was developed, the relationships between process management, planning, products and services, and student results were solidified.

Internal review. The process for internal data collection and analysis was determined, and all division members who administered budgets were trained in the process. Data were compiled into usable forms and charts.

Completing the Process

After gathering data for the internal review, division staff proceeded to the last two phases in the process: comparative data analysis and a critical friends review. Comparative data analysis was conducted through environmental scanning, interviews, benchmarking, the use of Public Education Information Management Systems information, and trend data. For the critical friends component, educators, community members, members of the District Instructional Advisory Committee, and the Superintendent's cabinet reviewed the data and provided critical oversight of the process.

Division staff were then able to formulate recommendations regarding the effectiveness and efficiency of the

work flow and process management in planning and executing expenditures.

Testing the Process

The budget review process was aligned with the district's resources, mission, vision, organizational goals, and yearly target objectives. The intent was to conduct budget review as part of the district wide planning activities.

As a final step in the review process, division staff targeted three improvement objectives: use of technology, standards-based curriculum and assessment, and balanced literacy. The cross-functional teams then developed recommendations within unified budgeting structures to implement these objectives.

Performance-Based Budgeting

The intent of division staff was to develop a budget review process and then to design a performance-based budgeting process. Such a process prioritizes funds by goals and objectives, incremental levels of funding, and program productivity results and cost efficiency. This establishes an environment that supports quality and cost effectiveness.

Funds are grouped according to individual programs. Only by determining actual delivery costs can programs be effectively evaluated to determine cost efficiency.

Summary

Prior to the budget review process, departments within the Instructional Division functioned with independent goals and seldom integrated their efforts toward achieving division-wide goals. Staff members now are committed to integrated planning across departments. The planning goals and the benchmarking approach are now an integral operation of the Instructional Division.

As a result of this process, the integrity and regulations of the funding structures were maintained. Division program managers provided oversight to ensure that funds were not commingled, but rather that the funds were collaboratively maximized to achieve student results.

If an organization is to continually improve, it must be systematic in its approach to improvement. All staff members must focus on the mission and work in an integrated way to ensure that all students achieve.



Harvard Institutes Explore Challenging Topics

Collaborative Director **David Riley** co-chaired the Sixth Annual Summer Institute on Critical Issues in Urban Special Education (July 20-24, 1998) at the Harvard Graduate School of Education. This past year's Institute explored the topic "English Language Learners and Disabilities" and was designed specifically for special education and bilingual education administrators, policy makers, and urban education advocates.

Throughout the week-long Institute, participants:

- Discussed improving outcomes for English language learners with disabilities.
- Identified assessment, programmatic, and support services to produce improved outcomes.
- Created better linkages among special and bilingual education and the general education curriculum.

As with past Institutes, last year's faculty brought a wealth of knowledge and expertise to the topic at hand. Faculty included:

- **Leonard Baca**, Professor of Education at the University of Colorado at Boulder and Director of the University's BUENO Center for Multicultural Education.
- **Lilly Wong Fillmore**, Professor of Language, Literacy, and Cultural Studies at the University of California at Berkeley.
- **Thomas Hehir**, Director of the Office of Special Education Programs (OSEP), U.S. Department of Education, Washington, D.C.
- **Peggy McLeod**, Assistant to Judy Heumann, Assistant Secretary of Education for the Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education, Washington D.C.
- **Patricia Medeiros-Landurand**, Associate Professor in the Department of Special Education at Rhode Island College.
- **Delia Pompa**, Director of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education, Washington, D.C.
- **Judith Rizzo**, New York City Board of Education's Deputy Chancellor for Instruction.
- **Marcelo Suárez-Orozco**, Psychological Anthropologist and Professor of Education at Harvard University.
- **Patton Tabors**, Research Associate, Projects in Language Department,



Institute participants interact with nationally recognized experts.

continued, page 7

ment, Harvard Graduate School of Education.

Representatives from more than 30 Collaborative member districts joined 140 individuals from across the nation for the week-long Institute.

1999 Summer Institute

This year's Institute will be held July 26-30 and will focus on Comprehensive School Reform and Students with Disabilities. During the Institute, participants will:

- Explore models for comprehensive school reform and curricular reform.
- Review the inputs, outputs, and outcomes of the various models with researchers who have studied them systematically.
- Consider the appropriateness of

certain models for all students and the implications of model implementation.

- Learn the policy, procedural, and practice implications for both special education and general education professionals regarding the inclusion of students with disabilities in the adoption of these whole-school change models.

Among this year's Institute faculty are:

- **Richard Elmore**, Harvard University.
- **Thomas Hehir**, Office of Special Education Programs, U.S. Department of Education.
- **Rebecca Herman**, American Institutes of Research.
- **Margaret McLaughlin**, University of Maryland.
- **Margaret Wang**, Temple University.

For more program and registration information, contact **Genet Jeanjean**, Programs in Professional Education, Harvard Graduate School of Education, (617)496-8149.

Plan on attending this year's Harvard Institute, July 26-30, 1999.



Institute participants are actively engaged in a variety of activities in which they explore, review, and consider new ideas and approaches.

The National Institute for Urban School Improvement

At the Intersection of Research and Practice



Phil Ferguson

Phil Ferguson, Co-Director

Dear Colleagues:

First, an introduction. Here's our long, official name: The Center for Research Synthesis and Product Development at the University of Oregon, within the National Institute for Urban School Improvement. Our name may be boring, but our work and focus within the Institute is exciting and challenging.

Our Work—At the Intersection of Research and Practice

Issues concerning inclusive schools and urban education create busy intersections where there always seems to be construction. We see ourselves at the Institute as the traffic reporters in the helicopter who try to make sense of the congestion—identifying some promising turns that educators might take. This introductory article in *Urban Perspectives* is the first of what we intend to be regular traffic reports about the education rush hour.

School climate is an example of the type of issue that we summarize at the National Institute for Urban School Improvement. We ask questions such as:

- What does recent research say about the features and importance of school climate?
- How does climate affect urban schools in particular?
- How does climate affect our efforts to make schools work for diverse learners, including those with disabilities?

The topic of climate is not new; however, it seems to be emerging as the common theme underlying a number of

particularly acute challenges (e.g., school violence and disruptive behavior, crumbling physical infrastructures, staff alienation and burnout, and family/school linkages). Indeed, efforts to improve school climate have become widespread enough to be viewed as one of the fundamental orientations to schoolwide reform initiatives.

Some researchers have referred to this climate-centered orientation as a “relational” approach to school reform. The essential theme is that durable gains in student achievement and school restructuring must be embedded in—not separated from—the growth of schools as caring communities.

This approach to schools as caring communities has presented researchers with a special set of challenges. It is difficult to move beyond the comforting terms (caring, community, respect, and cooperation) to the operationalized behaviors that would demonstrate the effectiveness of this relational approach. Yet, it is precisely this holistic sense of school culture and “belonging” that often seems to escape the isolated checklists of the latest 10-step model to save urban schools.

In the same sense that people who like their neighborhood often summarize their feelings as, “It’s a nice place to live,” educators often try to capture this ambiguous quality of successful schools with similar expressions: “Everyone feels at home,” “It feels like a family,” or “There’s a sense of community.” School climate research is trying to balance the holistic impression with the specific activity, and some promising models and key components are emerging.

For urban schools and students with

continued, page 9

disabilities, the emergence of this relational approach to school reform seems especially promising. For example, the pride of place that characterizes any caring community legitimizes the call of urban educators to invest in the physical setting where children learn. The ecology of the school must be a setting where students, teachers, administrators and parents want to spend time. At the same time, many of the practices of relational schools also fit well with efforts that support the successful inclusion of students with disabilities.

Caring communities incorporate diversity. Practices such as block scheduling, multi-age grouping, character education, mentoring programs, cooperative learning, and smaller school size are all strategies that are associated with both improved school climate and successful inclusion.

Anatomy of a Lawsuit (continued from page 3)

what appears to be a disregard of its duties." [27 IDELR 714]

Pursuant to this decision, ISBE was asked to propose terms for a remedial order. After rejecting those terms, the court appointed an independent expert who submitted remedial order recommendations in December 1998. The most surprising element of the expert's recommendations was that the standard for judging CPS (citywide and for each non-separate school) compliance would be the national LRE percentages. Under this recommendation, each school would be considered to have a natural proportion of students with disabilities (plus or minus 5% of the system's disability population). Upon the release of these recommendations, the judge approved ISBE's request for time to negotiate a voluntary settlement.

An Invitation

Do you want to find out about specific resources and research on school climate and caring communities? Come to traffic central—also known as the Resource Database—on the Web site of the National Institute for Urban School Improvement (<http://www.edc.org/urban>). It currently contains references and abstracts for almost 300 separate examples of research, policy analysis, and programs.

Do a search to find out what we have on "school climate." Let us know what you think. Also, tell us which intersections of research and practice you would like us to examine more closely. What topics would you like us to address in future issues of **Urban Perspectives**? Where does the congestion seem the worst to you? What new roads seem worth a try?

Visit our Web site (<http://www.edc.org/urban>), or contact us at the Center for Research Synthesis and Product Development, University of Oregon, 1235 University of Oregon, Eugene, OR 97403; (541)346-2888.

Current Status

Since the beginning of 1999, ISBE and the plaintiffs have been engaged in aggressive negotiations, at critical times with the input of CPS. The parties reached an impasse on several items, including one that would set numerical districtwide and schoolwide requirements to be in compliance. The parties accepted the judge's offer to decide the issues in contention without leave to appeal. In so doing, the judge indicated that the parties would set target goals, but would entertain numerical requirements in the future if it could be shown that sufficient progress had not been made. The fairness hearing is set for June 1999 and a final order is expected to be entered soon thereafter.

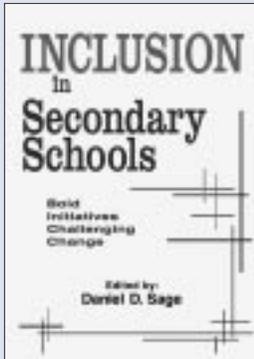
The entire version of this article is posted on the Collaborative's Web site: <http://www.edc.org/collaborative>



NATIONAL INSTITUTE FOR URBAN SCHOOL IMPROVEMENT

The mission of the National Institute for Urban School Improvement is to support inclusive urban communities, schools, and families and to build their capacity for sustainable, successful urban education.

It's Not Elementary—Meeting the Challenge of Inclusion in Secondary Schools



Sage, Daniel D. (Ed.) (1997). Inclusion in secondary schools: Bold initiatives challenging change. Port Chester, NY: National Professional Resources, Inc.

In *Inclusion in Secondary Schools: Bold Initiatives Challenging Change*, Daniel Sage has provided us with a look at the current state of inclusion practices and processes in secondary schools. He presents case studies that describe and highlight inclusive practices in six high schools and two middle schools in five states. The chapters describe a variety of programmatic efforts in a variety of school systems and a variety of communities.

Spotlight on Collaborative Member Middle School

One of the chapters, “The Grand Avenue Middle School Story: A New American School in Milwaukee, Wisconsin,” highlights the work of educators in one of the Collaborative’s member schools. Chapter authors include **Mary Ann Fitzgerald, Marcia Staum, Tom McGinnity, Lori Houghton, Julie Toshner**, and **Alison Ford**, who represent the range of partners (e.g., teachers, administrator, teacher educator) necessary to achieve inclusive schooling.

The chapter describes the September 1991 opening of Grand Avenue Middle School. This new school’s vision was grounded in the philosophy of accommodating the full range of learners in

six multi-aged (sixth, seventh, and eighth grades) “families.” The school was culturally diverse, with 11% of its 678 students receiving special education services, and 84% of the students receiving free lunches.

A core team of five teachers, with one teacher designated as coordinator, hosted each school-based family. Block scheduling was utilized, and one hour of planning time was provided daily for “mini-teams,” and one half day per month was allotted for larger staff meetings. The curriculum aimed at accommodating all learners through an interdisciplinary, thematic, and project-based approach. In addition, numerous projects and councils ensured a strong commitment to families and the community.

Perhaps the most striking aspect of Grand Avenue’s story was the philosophy of inclusion as a reform initiative. The school’s structure and framework clearly illustrated how the process of inclusion at the secondary level is more easily assimilated into a context that embraces best practices for teaching and learning for all students.

Ordering Information

The book can be ordered from National Professional Resources, 25 South Regent Street, Port Chester, NY 10573, (800) 453-7461.

Videos Support Inclusive Education in San Francisco

Alan V. Broussard, Program Administrative Intern, San Francisco Unified School District, Department of Special Education

Inclusive education was initiated in the San Francisco Unified School District (SFUSD) during the 1993-94 school year as one of several placement options for students with Individual Education Programs (IEPs). Professional development played a critical role in advancing inclusive education by providing general and special educators with a framework for implementation.

The Department of Special Education staff began by convening division level focus group meetings. Key questions emerging from these discussions included:

- “Is inclusion really better for students with special needs?”
- “How can I do this when I already have so many students?”
- “Will there be support?”
- “How will this affect the other children?”

A planning committee was formed. The committee decided that a videotape would be the best medium for answering the questions posed by the focus group. The resulting videotape, ***Collaborating for Change: Including All of Our Students***, was designed to:

- Explore how inclusive education was being implemented in the SFUSD.
- Stimulate conversation about inclusive education among key stakeholders.
- Define how inclusion differs from mainstreaming.
- Review innovative approaches to teaching in an inclusive classroom.
- Examine the challenges and benefits of making inclusion successful.

The video contained footage of SFUSD classrooms. It also showed teachers, administrators, parents, and students discussing a variety of inclusion issues.

New Video Grows Out of District Training

The video was shown at a districtwide professional development day. More than 5,000 SFUSD teachers, paraprofessionals, and administrators participated.

A needs assessment was conducted at the conclusion of the training day. The majority of staff wanted additional information and support regarding specific instructional strategies that effectively address the needs of all students.

Input from the needs assessment served as a catalyst for the second video produced by the Department of Special Education. The video, ***Collaborating for Change: Instructional Strategies for All Students***, was taped in SFUSD elementary, middle, and high school general education classrooms and was used at the next professional development day. This video was designed to facilitate dialogue on the following topics:

- Understanding what curriculum modification is and how it was being used in the district.
- Becoming familiar with and receiving practice in using nine types of curriculum modifications.
- Enhancing understanding of cooperative learning.
- Generating and sharing curriculum modifications and cooperative learning strategies.

The Collaborating for Change: Including All of Our Students video was the recipient of a prestigious National Educational Media Network Bronze Apple Award in 1997. Both videos, produced by Insight Productions, were released for national distribution through Paul H. Brooke Publishers. If you are interested in previewing or purchasing these videos, contact the distributor at (800)638-3775.



Urban Perspectives is a publication of the *Urban Special Education Leadership Collaborative*.

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www.edc.org/collaborative](http://www.edc.org/collaborative)

Collaborative News

Examining the New IDEA Regulations

Please join us for our second online event! Hosted by Collaborative Director **David Riley**, along with colleagues **Sue Gamm**, Chief Officer of Specialized Services for the Chicago Public Schools and **Art Cernosia**, legal consultant/trainer with LRP, the online event will:

- Assist Collaborative members in understanding the implications of newly-published regulations.
- Prepare members to meet the challenges of implementing the regulations.

- Initiate a dialogue among Collaborative members regarding successful implementation strategies.

The online event will run during the month of June and will be accessible through the Collaborative's Web site. Log on and participant information will be distributed to Collaborative members prior to the event and will be posted on our Web site:

<http://www.edc.org/collaborative>.

Collaborative Partners with ILIAD

The Collaborative is pleased to announce its involvement in a newly-funded national partnership, "Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: IDEA Local Implementation by Local Administrators (ILIAD)." The mission of ILIAD is to:

- Provide accurate information related to the successful administration of IDEA '97 to every school/early intervention site in the nation.
- Assure that responsive systems are in place for facilitating implementation of IDEA '97.
- Develop a critical mass of school leadership sites implementing effective IDEA and instructional practices for young children and students with disabilities.

The Collaborative is working cooperatively with a number of education organizations and associations to address the needs of local education administrators regarding IDEA '97. In addition to the Collaborative, ILIAD partners include: Council for Exceptional Children; Council for Administrators in Special Education; National Association of Secondary School Principals; National Alliance of Black School Educators; American Association of School Administrators; Council of Great City Schools. For more information, visit the ILIAD Web site at **<http://www.ideapractices.org>**.

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