

ATTACHMENT A
INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT,
SECTION 664(e)

“(A) eligibility for alternate assessments; and

“(B) the number and type of children who take those assessments and are held accountable to alternative achievement standards;

“(2) the validity and reliability of alternate assessment instruments and procedures;

“(3) the alignment of alternate assessments and alternative achievement standards to State academic content standards in reading, mathematics, and science; and

“(4) the use and effectiveness of alternate assessments in appropriately measuring student progress and outcomes specific to individualized instructional need.

“(d) ANNUAL REPORT.—The Secretary shall provide an annual report to Congress that—

“(1) summarizes the research conducted under part E of the Education Sciences Reform Act of 2002;

“(2) analyzes and summarizes the data reported by the States and the Secretary of the Interior under section 618;

“(3) summarizes the studies and evaluations conducted under this section and the timeline for their completion;

“(4) describes the extent and progress of the assessment of national activities; and

“(5) describes the findings and determinations resulting from reviews of State implementation of this title.

“(e) AUTHORIZED ACTIVITIES.—In carrying out this section, the Secretary may support objective studies, evaluations, and assessments, including studies that—

“(1) analyze measurable impact, outcomes, and results achieved by State educational agencies and local educational agencies through their activities to reform policies, procedures, and practices designed to improve educational and transitional services and results for children with disabilities;

“(2) analyze State and local needs for professional development, parent training, and other appropriate activities that can reduce the need for disciplinary actions involving children with disabilities;

“(3) assess educational and transitional services and results for children with disabilities from minority backgrounds, including—

“(A) data on—

“(i) the number of minority children who are referred for special education evaluation;

“(ii) the number of minority children who are receiving special education and related services and their educational or other service placement;

“(iii) the number of minority children who graduated from secondary programs with a regular diploma in the standard number of years; and

“(iv) the number of minority children who drop out of the educational system; and

“(B) the performance of children with disabilities from minority backgrounds on State assessments and other performance indicators established for all students;

“(4) measure educational and transitional services and results for children with disabilities served under this title, including longitudinal studies that—

“(A) examine educational and transitional services and results for children with disabilities who are 3 through 17 years of age and are receiving special education and related services under this title, using a national, representative sample of distinct age cohorts and disability categories; and

“(B) examine educational results, transition services, postsecondary placement, and employment status for individuals with disabilities, 18 through 21 years of age, who are receiving or have received special education and related services under this title; and

“(5) identify and report on the placement of children with disabilities by disability category.

Reports.

“(f) STUDY.—The Secretary shall study, and report to Congress regarding, the extent to which States adopt policies described in section 635(c)(1) and on the effects of those policies.

20 USC 1465.

“SEC. 665. INTERIM ALTERNATIVE EDUCATIONAL SETTINGS, BEHAVIORAL SUPPORTS, AND SYSTEMIC SCHOOL INTERVENTIONS.

“(a) PROGRAM AUTHORIZED.—The Secretary may award grants, and enter into contracts and cooperative agreements, to support safe learning environments that support academic achievement for all students by—

“(1) improving the quality of interim alternative educational settings; and

“(2) providing increased behavioral supports and research-based, systemic interventions in schools.

“(b) AUTHORIZED ACTIVITIES.—In carrying out this section, the Secretary may support activities to—

“(1) establish, expand, or increase the scope of behavioral supports and systemic interventions by providing for effective, research-based practices, including—

“(A) training for school staff on early identification, prereferral, and referral procedures;

“(B) training for administrators, teachers, related services personnel, behavioral specialists, and other school staff in positive behavioral interventions and supports, behavioral intervention planning, and classroom and student management techniques;

“(C) joint training for administrators, parents, teachers, related services personnel, behavioral specialists, and other school staff on effective strategies for positive behavioral interventions and behavior management strategies that focus on the prevention of behavior problems;

“(D) developing or implementing specific curricula, programs, or interventions aimed at addressing behavioral problems;

“(E) stronger linkages between school-based services and community-based resources, such as community mental health and primary care providers; or

“(F) using behavioral specialists, related services personnel, and other staff necessary to implement behavioral supports; or

“(2) improve interim alternative educational settings by—

“(A) improving the training of administrators, teachers, related services personnel, behavioral specialists, and other