

108TH CONGRESS
1ST SESSION

S. 1321

To authorize resources to foster a safe learning environment that supports academic achievement for all students by improving the quality of interim alternative educational settings, providing more behavioral supports in schools, and supporting whole school interventions.

IN THE SENATE OF THE UNITED STATES

JUNE 24, 2003

Mrs. CLINTON (for herself, Mrs. MURRAY, and Mr. BINGAMAN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To authorize resources to foster a safe learning environment that supports academic achievement for all students by improving the quality of interim alternative educational settings, providing more behavioral supports in schools, and supporting whole school interventions.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. PURPOSE.**

4 The purpose of this Act is to authorize resources to
5 foster a safe learning environment that supports academic
6 achievement for all students by improving the quality of
7 interim alternative educational settings, providing more

1 behavioral supports in schools, and supporting whole
2 school interventions.

3 **SEC. 2. DEFINITION OF ELIGIBLE ENTITY.**

4 In this Act, the term “eligible entity” means—

5 (1) a local educational agency; or

6 (2) a consortium consisting of a local edu-
7 cational agency and 1 or more of the following enti-
8 ties—

9 (A) another local educational agency;

10 (B) a community-based organization with
11 a demonstrated record of effectiveness in help-
12 ing special needs students with behavioral chal-
13 lenges succeed;

14 (C) an institution of higher education;

15 (D) a mental health provider; or

16 (E) an educational service agency.

17 **SEC. 3. PROGRAM AUTHORIZED.**

18 The Secretary of Education is authorized to award
19 grants, on a competitive basis, to eligible entities to enable
20 the eligible entities—

21 (1) to establish or expand behavioral supports
22 and whole school behavioral interventions by pro-
23 viding for effective, research-based practices, includ-
24 ing—

1 (A) comprehensive, early screening efforts
2 for students at risk for emotional and behav-
3 ioral difficulties;

4 (B) training for school staff on early iden-
5 tification, prereferral, and referral procedures;

6 (C) training for administrators, teachers,
7 related services personnel, behavioral specialists,
8 and other school staff in whole school positive
9 behavioral interventions and supports, behav-
10 ioral intervention planning, and classroom and
11 student management techniques;

12 (D) joint training for administrators, par-
13 ents, teachers, related services personnel, behav-
14 ioral specialists, and other school staff on effec-
15 tive strategies for positive behavioral interven-
16 tions and behavior management strategies that
17 focus on the prevention of behavior problems;

18 (E) developing or implementing specific
19 curricula, programs, or interventions aimed at
20 addressing behavioral problems;

21 (F) stronger linkages between school-based
22 services and community-based resources, such
23 as community mental health and primary care
24 providers; or

1 (G) using behavioral specialists, related
2 services personnel, and other staff necessary to
3 implement behavioral supports; or

4 (2) to improve interim alternative educational
5 settings by—

6 (A) improving the training of administra-
7 tors, teachers, related services personnel, behav-
8 ioral specialists, and other school staff (includ-
9 ing ongoing mentoring of new teachers);

10 (B) attracting and retaining a high qual-
11 ity, diverse staff;

12 (C) providing for on-site counseling serv-
13 ices;

14 (D) utilizing research-based interventions,
15 curriculum, and practices;

16 (E) allowing students to use instructional
17 technology that provides individualized instruc-
18 tion;

19 (F) ensuring that the services are fully
20 consistent with the goals of the individual stu-
21 dent's individualized education program (IEP);

22 (G) promoting effective case management
23 and collaboration among parents, teachers, phy-
24 sicians, related services personnel, behavioral

1 specialists, principals, administrators, and other
 2 school staff;

3 (H) promoting interagency coordination
 4 and coordinated service delivery among schools,
 5 juvenile courts, child welfare agencies, commu-
 6 nity mental health providers, primary care pro-
 7 viders, public recreation agencies, and commu-
 8 nity-based organizations; or

9 (I) providing for behavioral specialists to
 10 help students transitioning from interim alter-
 11 native educational settings reintegrate into their
 12 regular classrooms.

13 **SEC. 4. PROGRAM EVALUATIONS.**

14 (a) REPORT AND EVALUATION.—Each eligible entity
 15 receiving a grant under this Act shall prepare and submit
 16 annually to the Secretary of Education a report on the
 17 outcomes of the activities assisted under the grant.

18 (b) BEST PRACTICES ON WEB SITE.—The Secretary
 19 of Education shall make available on the Department of
 20 Education’s web site information for parents, teachers,
 21 and school administrators on best practices for interim al-
 22 ternative educational settings, behavior supports, and
 23 whole school intervention.

1 **SEC. 5. AUTHORIZATION OF APPROPRIATIONS.**

2 There are authorized to be appropriated to carry out
3 this Act \$50,000,000 for fiscal year 2004 and such sums
4 as may be necessary for each of the 5 succeeding fiscal
5 years.

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