

Anita Hoge's Summary and Notes of S 1177 with Amendments

Link for Alexander's S 1177 Reauthorization of ESEA with Amendments-1026 pages
Source: <https://www.congress.gov/bill/114th-congress/senate-bill/1177/text>

Page 33 (A) State education agency adopted academic content standards **and ALIGNED** academic achievement standard referred to as challenging state academic standards
(B) ..same across the state

Page 42 (ll) ...individual student growth



Page 43 (x) produce INDIVIDUAL INTERPRETIVE DESCRIPTIVE AND DIAGNOSTIC REPORTS

Page 44 RESULTS DISAGGREGATED BY RACE, ETHNIC, ECONOMICALLY DISADVANTAGED, DISABILITIES, ENGLISH PROFICIENT, GENDER, AND MIGRANT.
(Note: Connect to Obama's Race data base and CHOICE NEIGHBORHOODS/HUD/SCHOOLWIDE identification and relocation of minorities into neighborhoods that are 50% or higher white.)

Page 54 (K) Rule of Construction: on parent and guardian rights, nothing shall preempt state or LEA OF A PARENTS DECISION NOT TO PARTICIPATE IN STATE TESTS.
(Note: Feds are giving parents the right to opt out of state tests, although, tests will be embedded in model curriculum with immediate feedback to teachers.)

Page 56 (aa) graduate without the need for remediation

Page 61 (ee) career readiness, industry recognized credentials, WIOA

Page 62 (cc) school climate, safety incidents, violence, bullying, disciplinary rates.



Page 70 (D) SEA supports MULTI-TIERED SYSTEM OF SUPPORTS, POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS, EARLY INTERVENING SERVICES, and will support LEA's in development and implementation technical assistance training and evaluation of activities and services ...under IDEA

(Note: These psychological screenings, interventions, and treatment programs were instituted under the Flexibility waivers and are funded under IDEA. Originally referred to as RTI, Response to Intervention, these techniques are already being implemented into every classroom of America. These techniques violate the current PPRA, Protection of Pupil Rights Amendment, and Civil Rights of students and families. ESEA WILL CODIFY THESE TECHNIQUES IN LEGISLATION, ALTHOUGH, THESE TECHNIQUES VIOLATE FEDERAL LAW UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT AND CIVIL RIGHTS PROTECTIONS. THE HATCH COMMITTEE ON PRIVACY MUST CHANGE THESE LAWS TO FURTHER ESEA PLANS IN MENTAL HEALTH.)

Page 71 (F) evaluate ineffective out of field inexperienced teachers vs. low income children
(G) SEA how to measure teacher, principal, school leader effectiveness

Page 72 (I) school discipline issues (J) school climate ...reduce violence, bullying, harassment, drug abusers, alcoholism, absenteeism

Page 73 **SEA plans Part B E Title IV of Social Security Act, SSA, 42 USC 621 -670**

Page 74 SEA designates an employee as a **point of contact for child welfare agencies required under the act.**

Page 75 (ii) implementing **personal academic plans** to enable student...graduate

Page 80 sec. 1115 **Parent family engagement policy**

Page 83 (14) consistent with FERPA

Page 98 (iii) consistent with FERPA

Page 107 (B) consistent with FERPA

(Note: By incorporating FERPA Regulations into federal law, this will **codify Obama's EO 12866** which allows 3rd party contractors access to personally identifiable information, and extends the authority of state longitudinal data systems in each state.)

Page 107 8(A) Sec's Report Card- IES, Institute for Educational Sciences, reports evaluations to HELP committee.

(Note: the IES is **Big Brother** of the federal government and collects personally identifiable information data on our children and families. The state longitudinal data systems in each state monitor individuals through a unique national ID which include psychological/psychometric profiles birth through retirement.)

Page 115 (B) identify QUICKLY and EFFECTIVELY students who may be AT RISK of academic failure

Page 116 (4) LEA action to assist school in need of intervention and support according to Sec. 1114 (9) integrate preschool Headstart and early childhood programs.



Page 118-119 ...support MUTI-TIERED SYSTEM OF SUPPORTS, POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS, AND EARLY INTERVENING SERVICES CARRIED OUT BY IDEA.

Page 132 Sec 1113 eligible School Attendance areas, **Schoolwide** programs, targeted assistance programs

Page 135 **Lea uses same measure of poverty free reduced lunch, SSA, and MEDICAID**

Page 142-143 **Schoolwide & Targeted assistance schools students At-Risk or At-Risk of failing**

Page 145 **Schoolwide** may continue if program was SW day before enactment of act may continue

Page 146 (E) develop in coordination of fed, state, or local resources, violence pre enticing, nutrition, housing, Headstart, adult Ed, career and tech, **intervention and supports** for schools identified in need of support and interventions as in Sec. 1114

Page 148 address needs including (aa) counseling, school based mental health programs, Specialized student support services, and mentoring services.
(cc) **MTSS, MULTI-TIERED SYSTEM OF SUPPORTS, PBIS, POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS, EIS, EARLY INTERVENING SERVICES, services carried out by IDEA**
(ff) other strategies **non-academic skills** essential for success

Page 155 (IV) **targeted assistance programs, MTSS, MULTI-TIERED SYSTEM OF SUPPORTS, PBIS, POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS, EIS, EARLY INTERVENING SERVICES PROGRAMS.**

Page 163 -171 **Sec 1114 School Identification Intervention & Supports** (explains how schools are identified for intervention and supports)

Page 172 -183 **Public School Choice** (c) treatment same as all other public school children

Page 183 (iv) coordinate services to address **non-academic** needs

Page 184 Sec. 1005 **Parent & Family Engagement**
(Note: parent permission is necessary for the federal implementation of the mental health agenda to move forward. Parent-Family-School engagement **COMPACTS** will be introduced in every school and **MUST** get parents to **SIGN AWAY THEIR RIGHTS** and agree to the mental health agenda being proposed.)

Page 191 (i) written parent & engagement policy

Page 195 Participation of children enrolled in **Private Schools** (A) services & benefits of low income families attending private schools (B) equitable share how funds are determined for services

Page 197 Provide services directly or assign responsibility for provision of services separate govt entity, consortium, or 3rd party

Page 199 early childhood programs agreements with Headstart.

(Note: Common Core for babies pushed by Senator Casey and Senator Murray.)

Page 203 EQUITY GRANTS (b) concentrations of poverty 1124(c) (see Page 754 weighted per student funding)

Page 203 PER PUPIL EXPENDITURES (Note: incredible math calculations to come up with equitable per pupil expenditures)

Page 224 alignment of state academic standards, curricula and instructional materials

Page 226(2) development improve assessment for students with disabilities including **UNIVERSAL DESIGN FOR LEARNING.**

Page 249 (F) **UNIVERSAL DESIGN FOR LEARNING**

Page 279 sec 1014 Prevention, Intervention, Programs neglected delinquent & At Risk Youth

Page 286 PAY FOR SUCCESS INITIATIVES **SOCIAL BENEFIT** DIRECT COST SAVINGS TO LOCAL, STATE, AND FEDS.

Page 286 (i) specialized student support services
Page 288 (A) may include **NON-ACADEMIC**

Page 291 same as 286 Pay for success....

Page 292 **IES EVALUATES INDIVIDUAL EDUCATION SERVICES WITH PARTNERSHIP FAMILY MEMBERS SERVICES WITH SEC 4114 a i**
Page 294 state accountability 1111(b)(3)school intervention & supports

Page 300 IES REPORTS ON SUBGROUP SAMPLE SIZE (a) **IES** report number of students for EACH category 1111 (b)(3) a



Page 302 Hatch committee on PRIVACY & FERPA

(Note: Current proposed privacy legislation (Sens. Steve Daines (R-Mont.) and Richard Blumenthal (D-Conn.), the **Safe Kids Act**, and the nearly identical measure from Sens. Orrin Hatch (R-Utah) and Ed Markey (D-Mass.), **Protecting Student Privacy Act** introduced in May, IS **NOT SAFE AND DOES NOT PROTECT PRIVACY**. NEITHER bill rescinds President Obama's EO 12866 nor does it protect PII, personally identifiable information, going to 3rd party contractors. Both bills only reflect PII data **ALREADY IN THE HANDS OF 3RD PARTY CONTRACTORS**. In order for the federal government to "legally" implement Promise Neighborhoods and the entire School Based Mental Health Hubs, the Protection of Pupil Rights Amendment must be changed to allow psychological testing and treatment. The weakened FERPA must be codified so that President Obama's Executive Order 12866 continues to "allow" personally identifiable information on our children and families to be collected and flow to the federal government. Also, for individual funding to "follow the child" and individual billing to Medicaid for mental health services at school, Title I Portability must be passed and IDEA "direct student services" must be offered as a voucher or "education savings account" on INDIVIDUAL CHILDREN. THIS IS WHAT "**MEANINGFUL CHOICE**" IS ALL ABOUT- ACCESSING EVERY CHILD IN EVERY SCHOOL OF AMERICA. See pages 42, 43, and 499 for individual, personal, diagnostic learning plans for your child.)

PAGE 311 Title II High Quality Teachers Principals & other school leaders

Page 314 SCHOOL LEADER **RESIDENCY** PROGRAM. —

The term 'school leader residency program' means a school-based principal, school leader, or principal and school leader preparation program in which a prospective principal or school leader "(A) for 1 academic year, engages in sustained and rigorous **clinical learning** with substantial leadership responsibilities and an opportunity to practice and be evaluated in an authentic school setting

Page 323 (III) teacher certification or licensing requirements are aligned with such challenging State academic standards"(ii) Developing, improving, or providing assistance to local educational agencies to support the design and implementation of teacher, principal, and other school leader evaluation and support systems that are based in part on evidence of student academic achievement, which may include student growth, and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, and other schools leaders, such as by—

"(I) **developing and disseminating high-quality evaluation tools, such as classroom observation rubrics, and methods, including training and auditing, for ensuring inter-rater reliability of evaluation results;**

Page 327....may include performance-based pay system;

Page 331 “(II) coordinating activities with employers and entities carrying out initiatives under other workforce development programs to identify State and regional workforce needs, such as through the development of State and local plans under title I of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111 et seq);



Page 341 vii) improving student behavior, including the response of teachers, principals, and other school leaders to student **behavior**, in the classroom and school, including the **identification of early and appropriate interventions, which may include positive behavioral interventions and supports;**



Pages 350-351 Multi-tiered System of Supports and Positive Behavior Intervention and Supports; the ability of principals and other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;



Page 352 (i) **the techniques and supports needed for early identification of children with trauma histories, and children with, or at risk of mental illness;**
“(ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate; iii) forming partnerships between school-based mental health programs and public or private mental health organizations;



Page 361 ‘(1) shall establish, in a manner consistent with section 203 of the Educational Technical Assistance Act of 2002, a comprehensive center on students at risk of not attaining full literacy skills due to a disability, which shall “(A) identify or develop free or low-cost evidence-based assessment tools for identifying students at risk of not attaining full literacy skills due to a disability, including dyslexia impacting reading and writing, or developmental delay impacting reading, writing, language processing, comprehension, or executive functioning; “(B) identify evidence-based literacy instruction, strategies, and accommodations, including assistive technology, designed to meet the specific needs of such students

(Note: Teachers are being trained to screen and identify students for mental health disabilities outside of their professional qualifications. (Teachers as therapists.) Unfortunately, our teachers are coding our children on behavior, social and emotional subjective standards and inputting data into local computer software which is transferred to the state, and electronically transferred to federal/national databanks. Teachers are being trained to monitor your child's behavior in the classroom while logging social, emotional, and behavioral data daily. Teachers (and other school employees; nurses, bus drivers, librarians, etc.,) will refer our children to mental health providers for psychological and psychiatric treatment in School Based Health/Mental Health Clinics and Promise Neighborhood Schools. Teachers are also being evaluated on how well they will implement these evidence based techniques (fidelity) and how they inform mental health providers about our children. While we will support traditional teachers that are fighting this system, we will fight for our children's safety, privacy, and Civil Rights if these techniques are continued and the rights of our children and families are violated. We will protect our children.)

Page 395 Part D **Literacy for All**; page 398 (j) **UNIVERSAL DESIGN FOR LEARNING**

Page 400...high need schools; Page 401 (ii) **medical assistance, SSA,** (iii) **Medicaid program**

Page 407 Birth to Kindergarten entry; Literacy sec 2403 subgrants

Page 413 (B) provides intensive supplemental, accelerated, explicit interventions & support

Page 414 (4) Specialized Instructional Support Services (See page 895 for definition of specialized instructional support services) (5) family engagement

(Note: Universal Pre-K is a major part of S 1177, birth through Kindergarten.)

Page 415 grades 6-12

Page 416 (4) **MULTI-TIERED SYSTEM OF SUPPORTS (5) Specialized Instructional Student Support**

Page 420 STEM

Page 472 (a) **IES IN CONSULTATION WITH CENSUS CONDUCT RESEARCH ASSESSING POPULATION PREVALENCE OF ENG. LEARNERS, AMERICAN COMMUNITY SURVEY, (2)EFFECTS OF RESPONSES SITUATIONAL, CULTURAL, DEMOGRAPHIC, AND SOCIOECONOMIC FACTORS.**

Page 474 Safe and Healthy students Sec. 4104 Purpose(2) carrying out programs to promote students **physical and mental health and well being.**



Page 477 (4) **SCHOOL BASED MENTAL HEALTH SERVICES** provider includes licensed certified school counsellors, psychologist, social workers or other mental health provider to children, adolescents, or early childhood

Page 480 (c) sec 4104 local agencies training and technical assistance in Specialized Instructional Student Support



Page 481 (ii) assist LEA IN **SCHOOL BASED MENTAL HEALTH COUNSELING, SCHOOL BASED MENTAL HEALTH SERVICES** (IV) support activities that promote health & mental health wellness Page 483 designing implementing evidence based mental health awareness training Page 484 (I) recognize symptoms of mental health illness (II) provide education too bool personnel to identify students with mental illnesses Page 491-494 school level DATA on indicators school quality, climate, safety, discipline, ...risk factors Sec 4105 Education agency authorize activities coordinate with other schools & community based services.



Page 496 (b) before and after school (c) school based mental health services to direct individual or group counseling services (d)(c)(d) SBMH service partnerships (1)public or private MH entity , child welfare agency, family based MH entity, trauma network, or other community based entity (i) provide comprehensive MH services and supports services & supports (cont Page 497) working in schools, EIS, IDEA, provided by qualified mental behavioral health professionals whose expertise may include (I) early identification of SOCIAL EMOTIONAL BEHAVIORAL problems substance abuse, or other provisions in EIS. (II) Sec 4107 treatment or referral of treatment of students with Social Emotional Behavioral health problems or substance abuse disorders. Page 498 (IV) Incident Reports (I) AT RISK OF FAILURE... (II) workforce needs



Page 499 (iii) development of PERSONALIZED LEARNING PLANS (j) SCHOOLWIDE...POSITIVE BEHVAIOR INTERVENTION AND SUPPORTS IMPLEMENTATION CARRIED OUT BY IDEA.

Page 500(ii) promote volunteerism community service (M) **non-academic skills**

Page 502 PAY FOR SUCCESS INITIATIVES. (social benefit & direct cost savings) see p 286

Page 505 (i) improve safety promote physical & mental health



Page 507 LEA SHALL OBTAIN INFORMED WRITTEN CONSENT FROM PARENT of child UNDER 18 yrs old TO PARTICIPATE IN ANY MENTAL HEALTH assistance services or treatment program funded under this part. (D) **privacy of mental health records PROTECTED BY FERPA.**

(Note: see page 127. FERPA DOES NOT PROTECT YOUR CHILDS PRIVACY and allows 3rd party contractors to access personally identifiable information.)

SEE XXXXXX Page 508 Sec 4107 Prohibitions (a)(2) media like services or drug treatment or rehabilitation can. E used for INTEGRATED STUDENT SUPPORTS OR REFERRAL TO TREATMENT FOR IMPACTED STUDENTS.



Page 509 21ST CENTURY COMMUNITY SCHOOLS- Part B (a) provide opportunities for communities to establish and expand activities in community LEARNING centers Page 510 during non school hours before during after school

Page 517 **PROVIDE LIST OF PRE-SCREENED EXTERNAL ORGANIZATIONS DESCRIBED** IN 4203 a II Page 520 (ii) application for ore screened. Orgs BY STATE CHIEF ED OFFICER, HEALTH & MENTAL HEALTH AGENCIES OR AFTER SCHOOL STATEWIDE NETWORKS. Page 537 sec 4004 **Elementary Secondary School Counseling Programs**, Page 538 ratio students to school counsellors, social workers, school psychologists (I)(II)(III)(IV) poverty approved by Sec, free and reduced lunch, **SSA, Medical assistance under MEDICAID** Page 540 Equitable distribution URBAN, RURAL, SUBURBAN areas Page 541(1) Use of funds to meet counseling needs of **ALL** students.



Page 541-544 INCREASING number of mental health/psychological services to SCHOOL BASED MENTAL HEALTH providers and services including SCHOOL BASED MENTAL HEALTH PROVIDERS, SCHOOL COUNSELORS, PSYCHOLOGISTS, SOCIAL WORKERS

Page 545 Physical Education Programs....

Page 550 Parent Engagement in Education Programs

Page 560- 611 Empowering Parents & Expanding Opportunities Through Innovation (expansion of charter schools)

Sec 5002 **CHARTER SCHOOLS**

Page 679-699 Part I **Early Learning Alignment & Improvement Grants** (1) (2) using fed resources in early Ed coordinate current funding streams (B) parental choice in early childhood programs, birth to K (I) achieve school readiness centers of excellence , process



Page 715 Part K **Full Service Community Schools of 2015** Page 716 (5) ensure children have physical social emotional well being to come to school ready to engage in learning process Page 717 definition of **Full Service Community School**



Page 737 PROMISE NEIGHBORHOODS The purpose of this part is to significantly improve the academic and developmental outcomes of children living in our Nation's most distressed communities, including ensuring school readiness, high school graduation, and college and career readiness for such children, and access to a community-based continuum of high-quality services.



Sec 5922 Pipeline Services Defined

"In this part, the term 'pipeline services' means a continuum of supports and services for children from birth through college entry, college success, and career attainment, including, at a minimum, strategies to address through services or programs (including integrated student supports) the following:

Page 745(d) promoting social, health, nutrition, mental health services, and supports, including referrals to essential, healthcare preventive screening for children Family and Community members which may include services within the school building. (8) description of pipeline services

Page 746 (c) **Memorandum of Understanding signed by each PARTNER DESCRIBING**

Page 747 (C) long term commitments to providing pipeline services and the continuum of services & supports

Page 750 Sec 5928 **PERFORMANCE METRICS** -grant under this part SHALL COLLECT DATA ON PERFORMANCE INDICATORS OF **PIPELINE SERVICES AND FAMILY & STUDENT SUPPORTS & REPORT TO THE SECRETARY THE RESULTS. INDICATORS SHALL ADDRESS ENTITY'S PROGRESS TOWARD MEETING GOALS TO SIGNIFICANTLY IMPROVE ACADEMIC AND DEVELOPMENTAL, OUTCOMES THROUGH THE USE OF DATA DRIVEN DECISION MAKING AND ACCESS TO COMMUNITY BASED CONTINUUM OF HIGH QUALITY SERVICES BEGINNING AT BIRTH THROUGH COLLEGE AND CAREER.**

Page 754 Subpart 2 WEIGHTED STUDENT FUNDING FLEXIBILITY PILOT PROGRAM

Sec. 6121 (a) PURPOSE: provide Flexibility to LEA TO CONSOLIDATE FED, STAE, LOCAL FUNDING IN ORDER TO CREATE A SINGLE FUNDING SYSTEM BASED ON WEIGHTED PER PUPIL ALLOCATIONS FOR LOW INCOME OR OTHERWISE DISADVANTAGED STUDENTS page 755 Authority Sec may enter into local (b) Flexibility demonstration agreements Page 766 Description of amount and % of total Ed agency funding including state, local, and eligible fed funds allocated through such a system. Page 762 **IES EVALUATE IMPLEMENTATION IMPACT SPECIFICALLY ON IMPROVING EQUITABLE DISTRIBUTION OF STATE, LOCAL, FED, INCREASING STUDENT ACHIEVEMENT**



Page 888 definitions of **MTSS, Multi-Tiered System of Supports The term 'multi-tier system of supports' means a comprehensive continuum of evidence-based, system-wide**

practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decisionmaking.”;

PAGE 889-890 (41) Professional dev. Including SIS, (ii) are integral part of Schoolwide and district wide improvement plans (iii) allow **personalized plans for EACH EDUCATOR** identified in observation or feedback.

Page 893 (ii) teacher & instructional staff providing instruction in **Positive Behavior Intervention and supports & MTSS, Mutli-tiered System of Supports.**



Page 895 (45) SPECIALIZED STUDENT SUPPORT PERSONNEL and SERVICES MEANS (A)(i) **SPECIALIZED** instructional Support Personnel means school counselors, school social workers, school psychologists, (ii) school nurses, speech pathologists, school librarians, involved in providing assessment diagnosis educational therapeutic and **necessary** services including all defined in 602 of IDEA

Page 896 (B) **Specialized Instructional Student Support Services** includes, (49) **UNIVERSAL DESIGN FOR LEARNING**

Page 916 Sec 9107 Participation of Private School Children Page 917 ...shall provide services directly or assign to separate go to agency, consortium, or 3rd party contractor

Page 930 Sec 9601 EVALUATIONS (1) **IES** improvement of Education Practices (ii) Use experimental or quasi experimental designs that permit **CASUAL INFERENCES**

Page 931 (iii) will through electronic transfer to websites of SEA Lea, IES, or the department.

Page 932-933 **IES** will evaluate (ii) early childhood (B) continuous improvement (b) **Title I evaluations** (d) evaluations of IES to Congress

(NOTE: All emphasis mine.)