

would be interested in coming back if the time is available to us before we leave.

Mr. HOEFFEL. Excellent. Mr. Speaker, let me just say it has been a long time coming, but change is going to come.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (Mr. KING of Iowa). Members are reminded to refrain from personal references toward the President.

CONFERENCE REPORT ON H.R. 1350

Mr. BOEHNER submitted the following conference report and statement on the bill (H.R. 1350), an Act to reauthorize the Individuals with Disabilities Education Act, and for other purposes.

CONFERENCE REPORT (H. REPT. 108-779)

The committee on conference on the disagreeing votes of the two Houses on the amendment of the Senate to the bill (H.R. 1350), an Act to reauthorize the Individuals with Disabilities Education Act, and for other purposes, having met, after full and free conference, have agreed to recommend and do recommend to their respective Houses as follows:

That the House recede from its disagreement to the amendment of the Senate to the text of the bill and agree to the same with an amendment as follows:

In lieu of the matter proposed to be inserted by the Senate amendment, insert the following:

SECTION 1. SHORT TITLE.

This Act may be cited as the "Individuals with Disabilities Education Improvement Act of 2004".

SEC. 2. ORGANIZATION OF THE ACT.

This Act is organized into the following titles:
TITLE I—AMENDMENTS TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

TITLE II—NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

TITLE III—MISCELLANEOUS PROVISIONS

TITLE I—AMENDMENTS TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

SEC. 101. AMENDMENTS TO THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

Parts A through D of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) are amended to read as follows:

"PART A—GENERAL PROVISIONS

"SEC. 601. SHORT TITLE; TABLE OF CONTENTS; FINDINGS; PURPOSES.

"(a) SHORT TITLE.—This title may be cited as the 'Individuals with Disabilities Education Act'.

"(b) TABLE OF CONTENTS.—The table of contents for this title is as follows:

"PART A—GENERAL PROVISIONS

"Sec. 601. Short title; table of contents; findings; purposes.

"Sec. 602. Definitions.

"Sec. 603. Office of Special Education Programs.

"Sec. 604. Abrogation of State sovereign immunity.

"Sec. 605. Acquisition of equipment; construction or alteration of facilities.

"Sec. 606. Employment of individuals with disabilities.

"Sec. 607. Requirements for prescribing regulations.

"Sec. 608. State administration.

"Sec. 609. Paperwork reduction.

"Sec. 610. Freely associated states.

"PART B—ASSISTANCE FOR EDUCATION OF ALL CHILDREN WITH DISABILITIES

"Sec. 611. Authorization; allotment; use of funds; authorization of appropriations.

"Sec. 612. State eligibility.

"Sec. 613. Local educational agency eligibility.

"Sec. 614. Evaluations, eligibility determinations, individualized education programs, and educational placements.

"Sec. 615. Procedural safeguards.

"Sec. 616. Monitoring, technical assistance, and enforcement.

"Sec. 617. Administration.

"Sec. 618. Program information.

"Sec. 619. Preschool grants.

"PART C—INFANTS AND TODDLERS WITH DISABILITIES

"Sec. 631. Findings and policy.

"Sec. 632. Definitions.

"Sec. 633. General authority.

"Sec. 634. Eligibility.

"Sec. 635. Requirements for statewide system.

"Sec. 636. Individualized family service plan.

"Sec. 637. State application and assurances.

"Sec. 638. Uses of funds.

"Sec. 639. Procedural safeguards.

"Sec. 640. Payor of last resort.

"Sec. 641. State interagency coordinating council.

"Sec. 642. Federal administration.

"Sec. 643. Allocation of funds.

"Sec. 644. Authorization of appropriations.

"PART D—NATIONAL ACTIVITIES TO IMPROVE EDUCATION OF CHILDREN WITH DISABILITIES

"Sec. 650. Findings.

"SUBPART 1—STATE PERSONNEL DEVELOPMENT GRANTS

"Sec. 651. Purpose; definition of personnel; program authority.

"Sec. 652. Eligibility and collaborative process.

"Sec. 653. Applications.

"Sec. 654. Use of funds.

"Sec. 655. Authorization of appropriations.

"SUBPART 2—PERSONNEL PREPARATION, TECHNICAL ASSISTANCE, MODEL DEMONSTRATION PROJECTS, AND DISSEMINATION OF INFORMATION

"Sec. 661. Purpose; definition of eligible entity.

"Sec. 662. Personnel development to improve services and results for children with disabilities.

"Sec. 663. Technical assistance, demonstration projects, dissemination of information, and implementation of scientifically based research.

"Sec. 664. Studies and evaluations.

"Sec. 665. Interim alternative educational settings, behavioral supports, and systemic school interventions.

"Sec. 667. Authorization of appropriations.

"SUBPART 3—SUPPORTS TO IMPROVE RESULTS FOR CHILDREN WITH DISABILITIES

"Sec. 670. Purposes.

"Sec. 671. Parent training and information centers.

"Sec. 672. Community parent resource centers.

"Sec. 673. Technical assistance for parent training and information centers.

"Sec. 674. Technology development, demonstration, and utilization; and media services.

"Sec. 675. Authorization of appropriations.

"SUBPART 4—GENERAL PROVISIONS

"Sec. 681. Comprehensive plan for subparts 2 and 3.

"Sec. 682. Administrative provisions.

"(c) FINDINGS.—Congress finds the following:

"(1) Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

"(2) Before the date of enactment of the Education for All Handicapped Children Act of 1975 (Public Law 94-142), the educational needs of millions of children with disabilities were not being fully met because—

"(A) the children did not receive appropriate educational services;

"(B) the children were excluded entirely from the public school system and from being educated with their peers;

"(C) undiagnosed disabilities prevented the children from having a successful educational experience; or

"(D) a lack of adequate resources within the public school system forced families to find services outside the public school system.

"(3) Since the enactment and implementation of the Education for All Handicapped Children Act of 1975, this title has been successful in ensuring children with disabilities and the families of such children access to a free appropriate public education and in improving educational results for children with disabilities.

"(4) However, the implementation of this title has been impeded by low expectations, and an insufficient focus on applying replicable research on proven methods of teaching and learning for children with disabilities.

"(5) Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by—

"(A) having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to—

"(i) meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and

"(ii) be prepared to lead productive and independent adult lives, to the maximum extent possible;

"(B) strengthening the role and responsibility of parents and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home;

"(C) coordinating this title with other local, educational service agency, State, and Federal school improvement efforts, including improvement efforts under the Elementary and Secondary Education Act of 1965, in order to ensure that such children benefit from such efforts and that special education can become a service for such children rather than a place where such children are sent;

"(D) providing appropriate special education and related services, and aids and supports in the regular classroom, to such children, whenever appropriate;

"(E) supporting high-quality, intensive preservice preparation and professional development for all personnel who work with children with disabilities in order to ensure that such personnel have the skills and knowledge necessary to improve the academic achievement and functional performance of children with disabilities, including the use of scientifically based instructional practices, to the maximum extent possible;

"(F) providing incentives for whole-school approaches, scientifically based early reading programs, positive behavioral interventions and supports, and early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children;