assessments, alternate assessments based on grade-level academic achievement standards (prior to 2017–2018), alternate assessments based on modified academic achievement standards (prior to 2016–2017), and alternate assessments aligned with alternate academic achievement standards if—

(i) The number of children participating in those assessments is sufficient to yield statistically reliable information; and

(ii) Reporting that information will not reveal personally identifiable information about an individual student on those assessments.

§ 300.207 [Amended]

17. Section 300.207 is amended by removing “section 2122 of the ESEA” and adding in its place “section 2102(b) of the ESEA”.

§ 300.306 [Amended]

18. Section 300.306 is amended in paragraph (b)(1)(i) by adding the phrase “as such section was in effect on the day before the date of enactment of the Every Student Succeeds Act (December 9, 2015)” after “ESEA”.

§ 300.324 [Amended]

19. Section 300.324 is amended in paragraph (d)(2)(ii) by removing “3011 of the ESEA” and adding in its place “300.112”.

20. Section 300.704 is amended:

A. In paragraph (b)(4)(x) by removing “2011 of the ESEA”.

B. Revising paragraph (b)(4)(xi).

C. In paragraph (c)(3)(i)(A)(2) by removing “section 9101” and adding in its place “section 8101”.

The revision reads as follows:

§ 300.704 State-level activities.

... (b) * * * * *(x) To provide technical assistance to schools and LEAs, and direct services, including direct student services described in section 1003A(c)(3) of the ESEA, to children with disabilities, in schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards described in section 1111(b)(1) of the ESEA.

... (xi) To provide technical assistance to schools and LEAs, and direct services, including direct student services described in section 1003A(c)(3) of the ESEA, to children with disabilities, in schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards described in section 1111(b)(1) of the ESEA.

... (c)(3)(i)(A)(2) by removing “section 9101” and adding in its place “section 8101”.

B. Revising paragraph (b)(4)(xi).

... (x) To provide technical assistance to schools and LEAs, and direct services, including direct student services described in section 1003A(c)(3) of the ESEA, to children with disabilities, in schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards described in section 1111(b)(1) of the ESEA.

B. Revising paragraph (b)(4)(xi).

... (x) To provide technical assistance to schools and LEAs, and direct services, including direct student services described in section 1003A(c)(3) of the ESEA, to children with disabilities, in schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards described in section 1111(b)(1) of the ESEA.

PART 303—EARLY INTERVENTION PROGRAM FOR InfANTS AND TODDLERS WITH DISABILITIES

21. The authority citation for part 303 continues to read as follows:

Authority: 20 U.S.C. 1431 through 1444, unless otherwise noted.

§ 303.32 [Removed and Reserved]

22. Remove and reserve § 303.32.

[FR Doc. 2017–13861 Filed 6–29–17; 8:45 am]

BILLING CODE 4000–01–P

ENVIRONMENTAL PROTECTION AGENCY

40 CFR Parts 9, 22, 85, 86, 600, 1033, 1036, 1037, 1039, 1042, 1043, 1065, 1066, and 1068

DEPARTMENT OF TRANSPORTATION

National Highway Traffic Safety Administration

49 CFR Parts 523, 534, 535, and 538


RIN 2060–AS16; RIN 2127–AL52

Greenhouse Gas Emissions and Fuel Efficiency Standards for Medium- and Heavy-Duty Engines and Vehicles—Phase 2

Correction

In rule document 2016–21203, appearing on pages 73478–74274, in the issue of Tuesday, October 25, 2016, make the following corrections:

§ 1036.805 Symbols, abbreviations, and acronyms. [Corrected]

1. On page 74044, in paragraph (b), the table should read as follows:
§ 1037.550 Powertrain testing. [Corrected]

The following related rule was published in the Federal Register on December 11, 2014, in the Miscellaneous page, at page 74097, in the third column.

The following tables may be independently referenced:

Table 1—Statistical Criteria for Validating Duty Cycles

<table>
<thead>
<tr>
<th>Parameter 1</th>
<th>Speed control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slope, a1</td>
<td>0.990 ≤ a1 ≤ 1.010.</td>
</tr>
<tr>
<td>Absolute value of intercept,</td>
<td>≤2.0% of maximum test speed.</td>
</tr>
<tr>
<td>Standard error of estimate,</td>
<td>≤2.0% of maximum test speed.</td>
</tr>
<tr>
<td>Coefficient of determination, ( r^2 ).</td>
<td>≥0.990.</td>
</tr>
</tbody>
</table>

1 Determine values for specified parameters as described in 40 CFR 1065.514(e) by comparing measured and reference values for brake dynamometer.

<table>
<thead>
<tr>
<th>TABLE 1—Submitted Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local agency</td>
</tr>
<tr>
<td>GBUAPCD</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

On December 11, 2014, the EPA determined that the submittal for GBUAPCD Rule 431 and Town of Mammoth Lakes Municipal Code Chapter 8.30 met the completeness criteria in 40 CFR part 51 Appendix V.