



DERBY PUBLIC SCHOOLS

35 Fifth Street
Derby, Connecticut 06418

(203) 736-5027 • fax (203) 736-5031 • www.derbyps.org

Mark G. Izzo
Business Manager

10 May 2017

Connecticut State Department of Education
Academic Office - Bureau of Special Education
P.O. Box 2219, Suite 604
Hartford, CT 06145-2219
ATTENTION: Thomas Boudreau

Re: Individuals with Disabilities Education Improvement Act (IDEA):
FY18 Application for Derby Public Schools

Mr. Boudreau:

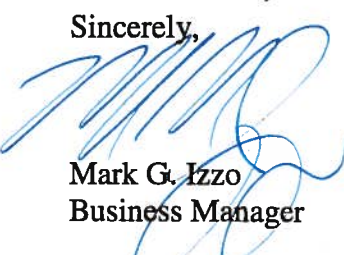
Attached for your review please find the subject grant application.

Please note the submission of the grant application is on the agenda for a Board of Education meeting scheduled for 11 May 2017; a letter notifying your office of the official approval will be provided under separate cover.

Please contact the undersigned at (203) 446-3933 or mizzo@derbyps.org for any additional information.

Thank you for the consideration of our application.

Sincerely,



Mark G. Izzo
Business Manager

Cc: Dr. Matthew J. Conway, Jr. - Superintendent
Ms. Shelley Sheridan - Special Education Coordinator

CONNECTICUT STATE DEPARTMENT OF EDUCATION

ACADEMIC OFFICE

BUREAU OF SPECIAL EDUCATION

SPECIAL EDUCATION GRANT PROGRAMS
FY 2018

Grant Application for:

*Two Entitlement Grant Programs under the
Individuals with Disabilities Education Improvement Act (IDEA)*

*Assistance for Education of all Children with Disabilities ages 3-21 (Section 611)
and
Preschool Grants for Children with Disabilities ages 3-5 (Section 619)*

RFA 118

Legislative Authority

Individuals with Disabilities Education Improvement Act

20 United States Code Sections 1411 and 1419

(hereinafter referenced as IDEA Part B Section 611 and Section 619 of Public Law 108-446)

Due Date

May 12, 2017

CONNECTICUT STATE DEPARTMENT OF EDUCATION

ACADEMIC OFFICE

BUREAU OF SPECIAL EDUCATION

Dianna R. Wentzell
Commissioner of Education



CONNECTICUT STATE DEPARTMENT OF EDUCATION

SPECIAL EDUCATION GRANT PROGRAMS

Assistance to States for the Education for Children with Disabilities (Section 611)

Preschool Grants for Children with Disabilities (Section 619)

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut State Department of Education does not discriminate in any employment practice, education program or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Connecticut State Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director
Connecticut State Department of Education
Affirmative Action Office
450 Columbus Boulevard, Suite 607
Hartford, CT 06103
Phone: 860-807-2071
Email: levy.gillespie@ct.gov

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

SPECIAL EDUCATION GRANT PROGRAMS

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SECTION A

SPECIAL EDUCATION GRANT PROGRAMS

Introduction

PURPOSE: The purpose of these grant programs is to provide federal entitlement funds to eligible applicants to assist with the excess costs of providing special education and related services to children with disabilities (as defined by 34 Code of Federal Regulations [CFR] Sections 300.16 and 300.202). Amounts provided to the local education agency (LEA) must be expended in accordance with the applicable conditions as stated in the Act, 34 CFR Section 300.202; see also <http://idea.ed.gov/download/finalregulations.pdf>.

ELIGIBILITY: An LEA is eligible for assistance under Part B of the IDEA for a fiscal year if the LEA submits a plan that provides assurances to the State Education Agency (SEA) that the LEA meets each of the conditions in the Act (20 United States Code [USC] Section 1413(a)). Section 611 entitlement funds are provided for children with disabilities, ages 3 to 21. Section 619 entitlement funds are provided for children with disabilities, ages 3 to 5.

FISCAL CONCERNS: Funds provided to an LEA under this Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the most recent fiscal year for which information is available. Funds must be used to supplement state, local and other federal funds and not supplant those funds through maintenance of effort (MOE). The LEA must meet both an eligibility and compliance standard of maintenance of effort from the comparison of at least one of the following sources: (i) local funds only, (ii) the combination of State and local funds, (iii) Local funds only on a per capita basis, or (iv) the combination of State and local funds on a per capita basis), as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available. (Section 300.203)

School districts must ensure that expenditures of grant funds adhere to the purpose and intent of the IDEA. Eligible school districts must meet the requirements contained in the IDEA, including the prohibition of commingling. LEAs must use a separate accounting system that includes an audit trail of the expenditure of funds received under this Act (as defined by 34 CFR Section (300.162 (b))).

APPLICATION: The grant application for the grant programs under Sections 611 and 619 must address the intent of the IDEA and should consider the Connecticut State Board of Education's (SBOE's) comprehensive plan, as detailed in the *Ensuring Equity and Excellence for All Connecticut Students*, with the three following strategic priority areas:

- Goal 1: High Expectations for Every Student;*
- Goal 2: Great Teachers and Leaders; and*
- Goal 3: Great Schools.*

The Connecticut State Department of Education (CSDE) encourages school districts to develop the application with the student at the "core of everything we do". Grantees should coordinate this with other federal and state activities and in this way to ensure that students learn what they need to know to succeed in college, career and life.

SECTION B

SPECIAL EDUCATION GRANT PROGRAMS

Directions for Submission of the Grant Application

DIRECTIONS FOR APPLICANTS

Applicants must complete and submit all relevant grant application sections.

Note: When an "ACTION STEP" is highlighted this portion needs to be completed.

The expectations for completion and submission of the grant application include:

- ◆ **Grant Cover Page**
Required to complete and sign (by the authorized official for the applicant school district/agency). Include all contact information and preliminary IDEA Part B Grant totals. The "Preliminary Funding Amount" totals for IDEA Part B 611 and 619 are the 2017 final adjusted Award.
- ◆ **Section 1: Goals, Related Activities and Equitable Access to IDEA Part B Grants**
Required to provide goals and activities to address excellence and equity in educational outcomes, in accordance with the purposes and intent of the IDEA and the steps to ensure equitable access to the IDEA Part B Grants. **Note:** Every grant expenditure must be linked to an activity.
- ◆ **Section 2 and 2A: Parentally Placed Private School Students (PPPSS)**
The section requests specific data regarding the district's census of PPPSS with disabilities for those schools within the geographic boarder of the LEA. *Include the form entitled "Consultation with Private Schools"* signed by the private school directors, and a copy of the information presented at the consultation meeting or sent to those individuals if they were not present at the meeting.
- ◆ **Section 3: Grant Budgets, ED114**
Required to submit a proposed line item budget for use of the grant's funds.
- ◆ **Section 4: Budget Narratives**
Required to submit a budget narrative (including all set-aside funds) justifying use of the grant's funds.
- ◆ **Section 5: Notice of Intent to use IDEA Funds for Coordinate Early Intervening Services (CEIS)**
If the LEA (mandated or voluntarily) is planning to target any IDEA funds for CEIS, it is required to complete the specific form and charts, including an explanation of the specific CEIS set-aside funds highlighted in Section 4. If not applying for any of the options – check the appropriate box.
- ◆ **Section 6 and 6A: Statement of Assurances**
Required to complete and submit a Statement of Assurances Signature Page with the original signature of the authorized official of the applicant school district/agency.
- ◆ **Section 7: Consortia Partnerships**
If applying as a consortium, member districts are required to complete and submit the Consortium Membership Form and must submit the IDEA Consortium Letter(s) signed by the authorized official from each applicant school district/agency participating in the consortium.
- ◆ **Section 8: IDEA Program Options**
If the LEA is mandated to set-aside 15% of IDEA funds for CEIS, the specific forms need to be completed. If applying for the available IDEA program option, complete and submit information. If not applying for any of the options – check the appropriate box.
- ◆ **Section 9: LEA Maintenance of Effort (MOE)**
Required to submit the completed form demonstrating MOE Eligibility/MOE Compliance in at least one of the following methods; (i) local funds only, (ii) the combination of State and local funds, (iii) Local funds only on a per capita basis, or (iv) the combination of State and local funds on a per capita basis, below the level. Submit LEA's special education budgets for FY16 (expenditures), FY17 and proposed FY18.
- ◆ **Section 10: Excess Costs Calculations (ECC)**
Required to file elementary and secondary calculations for ECC.
- ◆ **Section 11: Parent Participation Plan for School Year (SY) 2017-18**
Required to submit this form detailing the district's plan.

SECTION C

SPECIAL EDUCATION GRANT PROGRAMS**Additional Submission Information****A. Date of Board Acceptance**

If the submission of the grant application requires the official approval and/or endorsement of any board or like body (e.g., Board of Education, Board of Directors, etc.), applicants should submit the approval and/or endorsement of such body with the grant application. If it is not possible to obtain approval prior to the submission of the grant application, applicants should send the official approval document under separate cover, no later than June 30, 2017.

B. Reporting Requirements

Within 60 days after the close of the fiscal year, each grantee is required to file a financial statement of expenditures with the CSDE on such forms as the CSDE may require.

C. Reservations and Restrictions

The CSDE reserves the right not to fund an applicant or grantee if it is determined that the grantee cannot manage the programmatic and/or fiscal responsibilities required under this grant.

D. Facsimile (Faxed) Copies

The CSDE will not accept faxed or electronic copies of applications. Applicants must provide applications with the original signatures and must file such documents in a timely manner.

E. Applications On-Line

The Special Education Grant Programs' application for eligible districts/agencies can be downloaded from the CSDE's Web site (www.sde.ct.gov), under *Requests for Proposals*.

F. Deadline – Delivery of Applications

One original grant application must be received no later than 4:30 p.m. on May 12, 2017, irrespective of the postmark date and means of transmittal.

Mailing/Delivery Addresses for Grant Applications:

Via US Postal Service:
ATTENTION: Thomas Boudreau
Connecticut State Department of Education
Academic Office - Bureau of Special Education
P.O. Box 2219, Suite 604
Hartford, CT 06145-2219

Via Hand Delivery, Fed Ex, UPS or DHL:
ATTENTION: Thomas Boudreau
Connecticut State Department of Education
Academic Office - Bureau of Special Education
450 Columbus Boulevard, Suite 604
Hartford, CT 06103

SECTION D

SPECIAL EDUCATION GRANT PROGRAMS

Connecticut State Department of Education Grantee Information

Freedom of Information Act

All of the information contained in the grant application is subject to the provisions of Freedom of Information Act (FOIA), Connecticut General Statutes (CGS), Sections 1-200 *et. seq.* The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency, as defined in the statute, are public records and every person has the right to inspect and receive a copy of such records.

Obligations of Grantees and Sub-grantees

All recipients of a grant award are hereby notified that the grant is subject to contract compliance requirements as set forth in CGS Section 4a-60, 4a-60a and Sections 4a-68j-I *et seq.* of the Regulations of Connecticut State Agencies (RCSA). Furthermore, the grantee must submit periodic reports of its employment and subcontracting practices in such form, in such manner and in such time, as may be prescribed by the Commission on Human Rights and Opportunities.

CSDE Monitoring and Evaluation

The CSDE may conduct site visits to grantees and sub-grantees funded under this grant program in order to monitor a community's progress and compliance of the IDEA, and in accordance with state statutes and the purpose of this grant program as stated on Pages 3 and/or 4 of this application.

Management and Control of the Program and Grant Consultation Role of the CSDE

The grantee has overall management control of the grant. While CSDE staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds obligated by the grantee or sub-grantee.

Technical Assistance

Applicants with questions or needing assistance with the completion of the grant application may contact:

Technical Assistance for IDEA Part B Section 611/619

Thomas Boudreau Bureau of Special Education Connecticut State Department of Education thomas.boudreau@ct.gov or 860-713-6919

REV 1/2017

CONNECTICUT STATE DEPARTMENT OF EDUCATION

ACADEMIC OFFICE

BUREAU OF SPECIAL EDUCATION

P.L.108-446



SPECIAL EDUCATION GRANT PROGRAMS

GRANT PERIOD

July 1, 2017, to June 30, 2019

GRANT COVER PAGE

To be completed as an "Action Step" and submitted with the Grant Application

<u>Applicant</u> <i>(Name, Address, Telephone, Fax, E-Mail)</i> Derby Public Schools 35 Fifth Street Derby, CT 06418 203-736-5027 Fax: 203-736-5047	<u>Program Funding Dates</u> From July 1, 2017, to June 30, 2019 <u>Preliminary Funding Amount</u> IDEA Special Education Assistance (611 funds) \$342,927 IDEA Preschool Education (619 funds) \$15,697 Total Part B Award (611 funds + 619 funds) \$358,624
<u>Contact Person</u> <i>(Name, Address, Telephone, Fax, E-Mail)</i> Dr. Matthew J. Conway, Jr. Superintendent of Schools 35 Fifth Street Derby, CT 06418 203-736-5027 Fax: 203-736-5047	<u>Check if Consolidated Application</u> ☐ For IDEA, Section 611 Participating Districts: <i>(list districts)</i> ☐ For IDEA, Section 619 Participating Districts: <i>(list districts)</i> <i>*Please attach list of districts, if needed.</i>

I, **Dr. Matthew Conway Jr.**, the undersigned authorized chief administrative official, submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained herein and certify that this proposal, if funded, will comply with all relevant requirements of the state and federal laws and regulations. In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein.

Signature (Superintendent)

Name: Dr. Matthew J. Conway, Jr.
 District: Derby Public Schools

SECTION 1

SPECIAL EDUCATION GRANT PROGRAMS**Goals, Related Activities and Equitable Access to IDEA-Part B Grants****DIRECTIONS:**

Applicants are required as an action step, to provide goals and describe the special education activities related to each identified goal.

Applicants must complete the "Goals and Related Activities" page for each funding source the applicant is applying to receive, the IDEA-Part B, Section 611 (1a) and/or IDEA-Part B, Section 619 (1b).

Applicants must complete a new section related to the U.S. Department of Education's General Education Provisions Act (GEPA) Section 427, describing the steps to ensure equitable access to, and participation in, its federally-assisted program for students, teachers and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description with the statute highlighting six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances.

Please Note: IDEA funds may not be used for child find activities, including the identification, location and initial evaluation of children. School districts must provide these activities at local expense using public funds.

The grant application's "Goals, Related Activities and Access" pages are attached.

**1a. Goals, Related Activities and Access to
IDEA-PART B, SECTION 611
Special Education and Related Services (Ages 3-21)**

ACTION STEP: Fill in information

District Goal # 1 :

To promote acquisition of skills that demonstrate student achievement and improve social-emotional understanding (acquisition/usage skills), while demonstrating educational progress and appropriate behaviors.

School district planned special education activities:

DPS will purchase curriculum materials and equipment to foster an increase in student's educational gains

and positive behavioral outcomes.

Summer programming will be provided to foster positive academic development and student growth in social/behavioral skills.

Para-educators/tutors/interventionists will provide targeted services. Substitutes will provide coverage in support of professional development opportunities.

Describe the steps to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

Identifying special population individuals who require additional assistance in meeting performance levels.

Communicating specific needs and modified instructional strategies to instructors/teachers and other appropriate personnel in order to support a successful learning experience for members of special populations.

District Goal # 2 :

To promote reduction of racial, ethnic, and economic isolation to implement high quality continuum of services to focus on students developing realistic post-secondary goals.

School district planned special education activities:

To promote district efforts to employ teachers and para-educators to educate students in the Least Restrictive Environment.

Transportation services will be provided to allow students access to multiple programs.

Instructional supplies that support the implementation of a high quality continuum of services.

Monies will be utilized to hire and/or partner with consultants/specialists to promote positive school behaviors. Implementation of a comprehensive social skills support system for student's social-emotional development.

Describe the steps to ensure equitable access to, and participation in, its federally-assisted program for students, teachers and other program beneficiaries with special needs.

Notifying postsecondary instructors of the need for reasonable academic accommodations to ensure equal

access for students of special populations.

Providing access to career counseling, job readiness skills, and job placement activities for students of special populations.

Prepare as many pages of the *Goals, Related Activities and Steps Ensuring Access Form* as necessary to describe your district's goals and activities that ensure positive student outcomes.

**1b. Goals, Related Activities and Access to
IDEA-PART B, SECTION 619
Preschool Special Education (Ages 3-5)**

ACTION STEP: Fill in information

District Goal # 1 :

To increase student achievement and social acceptance by providing high quality integrated Pre K classroom instruction as part of the Derby Public Schools continuum of services.

School district planned special education activities:

Review and purchase developmentally appropriate materials/supplies, designed to enhance student achievement, and stimulate receptive/expressive language skills.

Supplement district funding of staff/paraprofessionals utilized to work with developmentally delayed students in small groups/one-to-one instruction, e.g. DTI/ABA intervention.

Consultation costs will be supplemented by grant dollars to enhance student performance: Amplify, ACES, IPP, Generation Ready, BESBE, PCRC, to assist in developing appropriate programming.

Describe the steps to ensure equitable access to, and participation in, its federally-assisted program for students, teachers and other program beneficiaries with special needs.

Identifying special population's individuals who require additional assistance in meeting performance levels.

Providing training (PMT) for teachers, para-educators, and staff to provide specialized instruction.

District Goal # 2 :

School district planned special education activities:

To provide the Least Restrictive Environment and Time with Non-Disabled Peers to promote positive peer interactions, to foster reduction in discrimination, and develop a tolerance of others who may have disabilities.

Supplement district effort to supply clerical work to ensure that notices are sent in a timely manner to parents/guardians.

Recruit typical peers to participate in the preschool program that serves students with disabilities: flyers, open house.

Bulletins, registration paperwork, and signage.

Describe the steps to ensure equitable access to, and participation in, its federally-assisted program for students, teachers and other program beneficiaries with special needs.

Identifying special population individuals who require additional assistance in meeting performance levels.

Communicating specific needs and modified instructional strategies to instructors and other appropriate personnel in order to support a successful learning experience for members of special populations.

Prepare as many pages of the *Goals, Related Activities and Steps Ensuring Access Form* as necessary to describe your district's goals and activities that ensure positive student outcomes.

SECTION 2

SPECIAL EDUCATION GRANT PROGRAMS

Parentally Placed Private School Students (PPPSS)

ELIGIBLE STUDENTS PLACED BY THEIR PARENTS IN A NONPUBLIC SETTING:

IDEA regulations mandate that school districts receiving IDEA funding expend a proportionate amount of funding for the benefit of eligible students who had a free appropriate public education (FAPE) made available and whose parents elected to place their child in private elementary or secondary schools. For example: if two percent of a school district's identified students with disabilities (ages 3-21) are placed in nonpublic schools by their parents, the school district has the obligation to expend an amount equal to two percent of the district's IDEA grant or grants pursuant to Section 300.133(a), as applicable for the benefit of those students.

The proportional expenditure obligation for school districts applies to the IDEA-Part B, Sections 611 and 619 grant programs. Every LEA, under Section 300.133 (c) is required as part of its timely and meaningful consultation with representatives of PPPSS/non-public schools, to determine the number of students with disabilities regardless of whether they are or are not receiving special education services under a services plan. LEAs may provide services to children served on the premises of private schools, including religious, to the extent consistent with state law.

2a. NONPUBLIC INFORMATION

ACTION STEP: Fill in total number of PPPSS and utilize worksheet if needed

The following information refers to parentally placed private school students (PPPSS) only

DIRECTIONS: Record the LEA's total number of students with disabilities on *October 1, 2016*, who were PPPSS and whose private schools fall within the district's geographical boundaries, regardless of whether they have or do not have a services plan.

Total number of PPPSS: _____ 2 _____.

(Example): JS is a student who was identified by his LEA in May 2012 as a student with a disability. However, his parents elected to enroll JS in a nonpublic/ private school on September 2012. Since then, JS has not received any special education services. Although JS does not presently have a services plan, the LEA should be including him in this total.

NOTE: If the district identifies PPPSS above, a proportionate share calculation must be calculated. Please see the sample of proportionate share calculation chart and utilize the worksheet charts as needed.

Calculations for Proportionate Share Worksheet

DIRECTIONS: Use sample sheets as needed to complete calculations for proportionate share below.

<i>Calculation for Proportionate Share - Formula for 611 Grant</i>			<i>(Example)</i>
<i>CT Anytown District</i>			
	(example)		(fill in here)
1. Total # of PPPSS:	October 1 data		11
2. Total # in-district SPED students:	October 1 data		529
3. Total # of district's SPED students:	$11 + 529 =$		540
4. Divide (1) # of PPPSS by (3) # of district:	$11/540 =$		0.02037
5. Total Grant Award for 611 & 619:	$60,000 + 890 =$		60890
6. Multiply line 5 by line 4:	$60890 \times .02037 =$		1240.32 or 1241
\$1241 - LEA proportionate share to be placed as a set-aside for "non-public" (in Sec. 3 & Sec.4).			(always round up to next whole dollar)

<i>Calculation for Proportionate Share - Formula for 619 Grant (3-5yr old)</i>			<i>(Example)</i>
<i>CT Anytown District</i>			
	(example)		(fill in here)
1. Total # of PPPSS:	October 1 data		2
2. Total # in-district SPED students:	October 1 data		49
3. Total # of district's SPED students:	$2 + 49 =$		51
4. Divide (1) # of PPPSS by (3) # of district:	$2/51 =$		0.03921
5. Total Grant Award for 619:	(blank)		6300
6. Multiply line 5 by line 4:	$6300 \times .03921 =$		247.05 or 248
\$248 - LEA proportionate share to be placed as a set-aside for "non-public" (in Sec. 3 & Sec.4).			(always round up to next whole dollar)

Proportionate Share Worksheet Chart

<i>Calculation for Proportionate Share - Formula for 611 Grant</i>		
(District name)		(fill in here)
1. Total # of PPPSS:	October 1 data	2
2. Total # in-district SPED students:	October 1 data	228
3. Total # of district's SPED students:	$228+2$	230
4. Divide (1) # of PPPSS by (3) # of district:	$2/230$	0.00870
5. Total Grant Award for 611 & 619:		\$342,927
6. Multiply line 5 by line 4:		\$2,983.46
_____ - LEA proportionate share to be placed as a set-aside for "non-public" (in Sec. 3 & Sec.4).	(always round up to next whole dollar)	\$2,984

<i>Calculation for Proportionate Share - Formula for 619 Grant (3-5yr old)</i>		
(District name)		(fill in here)
1. Total # of PPPSS (3-5yrs old):	October 1 data	0
2. Total # in-district SPED students:	October 1 data	13
3. Total # of district's SPED students:	$0+13$	13
4. Divide (1) # of PPPSS by (3) # of district:	$0/13$	0
5. Total Grant Award for 619:		\$15,697
6. Multiply line 5 by line 4:		0
_____ - LEA proportionate share to be placed as a set-aside for "non-public" (in Sec. 3 & Sec.4).	(always round up to next whole dollar)	\$0

2b. NONPUBLIC INFORMATION

ACTION STEP: Complete consultation Section 2B

DIRECTIONS: PLEASE INCLUDE A COPY OF "CONSULTATION WITH PRIVATE SCHOOLS" FORM.

NOTE: If any private school did not attend your consultation meeting, please forward an additional Section 2B consultation form, completed with the signature by that school official/parent to the Bureau of Special Education.

Consultation with Private Schools: LEA 037 (Derby)

This annual consultation, which is required by the IDEA, with private, not for profit, elementary and secondary school representatives and parent representatives, must include the following:

1. A description of the district's child find procedures and a determination of how parentally placed private school children with disabilities can participate equitably.
2. The determination of the proportionate amount of federal funds available to serve parentally placed private school children with disabilities, including how that amount was calculated.
3. A description of the consultation process among the LEA, private school officials and representatives of parents of parentally placed private school children with disabilities, including how the process will operate.
4. A description of how, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities. Such description shall include a discussion of the types of services, including direct services and alternate service delivery mechanisms, how the service will be apportioned if there are insufficient funds to serve all the children and how and when these decisions will be made.
5. A written document from the LEA to the private school officials with an explanation of the reasons why the LEA chose not to provide services directly or indirectly or through a contract, if the LEA disagrees with the views of the private school officials on the provision of services or types of services.

Private nursery, preschool and day care centers that do not have at least a kindergarten component are not required to be invited.

DIRECTIONS: LEAs should contact private school principals to obtain names of parent representatives to attend this meeting or use their ongoing census to determine parent representatives to be invited to the consultation meeting. Please check one of the following:

☐ There are no private schools in operation within the physical boundaries of our school district.

☒ The following representatives of private schools/parents attended a meeting, required by 20 USC Section 300.134, designed to address the consultation process and includes all the components listed above. This meeting was held on *May 9, 2017*.

Signature of Private School Official(s) and Parent(s)

Private School

Linda D. Coppole
Jim Smart

St. Mary- St. Michael

Parent

Use additional forms if necessary.

SECTION 3

SPECIAL EDUCATION GRANT PROGRAMS**Grant Budgets - ED 114****3. Grant Budgets ED 114***ACTION STEP: Complete for each (Sections 611 and 619)*

DIRECTIONS: Applicants must complete the action step and submit a state Budget Form, ED 114, for each of their IDEA-Part B, Section 611 and Section 619 entitlements. The ED 114 must reflect a proposed line item budget that corresponds to the intended goals, objectives and activities proposed in the grant application. Applicants must submit the IDEA grant budgets electronically through the CSDE's Prepayment ED 114 Grant System. Questions regarding this system should be addressed to Jeff Lindgren, Bureau of Grants Management at 860-713-6624.

NOTES FOR THE IDEA BUDGET – ED 114

1. Grantees must use funds to supplement, not supplant local expenditures.
2. Eligibility for IDEA funding is based upon the LEA's/agency's demonstration of its "Maintenance of Effort" (MOE), related to the MOE Eligibility Standard and MOE Compliance Standard – please refer to Section 9.
3. IDEA funds may only be used for the excess costs associated with the provision of special education and related services to eligible children. However, up to 15 percent of the total grant may be used for CEIS purposes with the applicant documenting the reserved funds and activities on the "Notice of Intent" to use IDEA funds for CEIS – please refer to Section 5.
4. For audit and monitoring purposes, grantees must retain and be able to demonstrate that expenditures (for example salaries are justified by time records and demonstrate the percentage of time working with eligible students) are directly related to IDEA activities with no co-mingling of funds.
5. Non-Instructional salaries (code 111A) are limited to a maximum of 10 percent of an eligible district's total entitlement for Sections 611 and 619.
6. Purchase of equipment (code 730) is limited to instructional equipment that will allow eligible children to benefit from special education and related services. In general, technology related supplies, both software and hardware, if less than \$1000 fall under code 650; if greater, use codes for technology related hardware (code 734) and technology software (code 735).
7. The following ED114 budget must be submitted electronically utilizing the CSDE's electronic Prepayment Grant System (PGS) by the LEA as the *first step* in the authorization process for the grant.

ED114 - FISCAL YEAR 2018

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME: Derby Public Schools		TOWN CODE: 037		
GRANT TITLE: IDEA-PART B, SECTION 611 PROJECT TITLE: IDEA-PART B, SECTION 611 ENTITLEMENT GRANT CORE-CT CLASSIFICATION: FUND: 12060 SPID: 20977 PROGRAM: 82032 BUDGET REFERENCE: 2018 CHARTFIELD1: 170002 CHARTFIELD2:				
GRANT PERIOD: 7/01/17 - 6/30/19		AUTHORIZED AMOUNT: \$342,927		
AUTHORIZED AMOUNT BY SOURCE: CURRENT DUE: \$ LOCAL BALANCE:\$ CARRY-OVER DUE:\$				
CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL
111A	NON-INSTRUCTIONAL SALARIES	\$19,488		\$19,488
111B	INSTRUCTIONAL SALARIES	\$254,745	\$2,600	\$257,345
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
321	TUTORS (INSTRUCTIONAL, NON-PAYROLL)			
322	IN-SERVICE			
323	PUPIL SERVICES (NON-PAYROLL)	\$54,000		\$54,000
324	FIELD TRIPS			
325	PARENT ACTIVITIES			
330	EMPLOYEE TRAINING (NON-DIRECT SERVICES)			
341	AUDIT			
350	TECHNICAL SERVICES			
440	RENTALS			
450	CONSTRUCTION SERVICES			
510	STUDENT TRANSPORTATION SERVICES			
530	COMMUNICATIONS	\$500		\$500
560	TUITION			
580	TRAVEL	\$500		\$500
600	SUPPLIES-TECHNOLOGY/INSTRUCTIONAL	\$4,710	\$384	\$5,094
730	EQUIPMENT	\$6,000		\$6,000
734	TECHNOLOGY RELATED HARDWARE			
735	TECHNOLOGY SOFTWARE			
917	INDIRECT COSTS			
	TOTAL	\$339,943	\$2,984	\$342,927

ED114 - FISCAL YEAR 2018

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME: Derby Public Schools

TOWN CODE: 037

GRANT TITLE: IDEA-PART B, SECTION 619

PROJECT TITLE: IDEA-PART B, SECTION 619 PRESCHOOL ENTITLEMENT

CORE-CT CLASSIFICATION:

FUND: 12060 SPID: 20983 PROGRAM: 82032

BUDGET REFERENCE: 2018

CHARTFIELD1: 170002

CHARTFIELD2:

GRANT PERIOD: 7/01/17 - 6/30/19

AUTHORIZED AMOUNT: \$15,697

AUTHORIZED AMOUNT BY SOURCE: CURRENT DUE: \$

LOCAL BALANCE: \$

CARRY-OVER DUE: \$

CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL
111A	NON-INSTRUCTIONAL SALARIES	\$14,178		\$14,178
111B	INSTRUCTIONAL SALARIES			
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
321	TUTORS (INSTRUCTIONAL, NON-PAYROLL)			
322	IN SERVICE			
323	PUPIL SERVICES (NON-PAYROLL)			
324	FIELD TRIPS			
325	PARENT ACTIVITIES			
330	EMPLOYEE TRAINING (NON-DIRECT SERVICES)			
341	AUDIT			
350	TECHNICAL SERVICES			
440	RENTALS			
450	CONSTRUCTION SERVICES			
510	STUDENT TRANSPORTATION SERVICES			
530	COMMUNICATIONS			
560	TUITION			
580	TRAVEL			
600	SUPPLIES-TECHNOLOGY/INSTRUCTIONAL	\$1,519		\$1,519
730	EQUIPMENT			
734	TECHNOLOGY RELATED HARDWARE			
735	TECHNOLOGY SOFTWARE			
917	INDIRECT COSTS			
	TOTAL	\$15,697	\$0	\$15,697

SECTION 4

SPECIAL EDUCATION GRANT PROGRAMS

IDEA Budget Narratives

4. IDEA Budget Narratives

ACTION STEP: Complete for each (Sections 611 and 619)

Applicants must take the action step to complete and submit the attached state Budget Narrative(s) for each of their IDEA entitlement funds the applicant is entitled to receive. Applicants must provide an explanation for all expenditures proposed in the grant budget. Justifications for expenses must correspond to the appropriate section of the application, as well as the IDEA Budget form ED114. Identify and justify the non-public reserve for the proportionate share (Section 2) and CEIS reserve set-aside funds for voluntary CEIS (Section 5) and Mandated CEIS (Section 5 & Section 8).

Please Note:

- Applicants must provide full time equivalent (FTE) of personnel whose salaries are included in the budgets such as 2.5 FTE special education instructor or .5 FTE School Psychologist.
- Include FTEs for staff listed under code 111A/B. If on payroll - related services staff (SLP, School Psychologist, Social Worker), record under 111B (Instructional Salaries). If not on payroll and contracted out, record under code 323 (Pupil Services-Non Payroll). Note: Funding a Social Worker (SW) full-time equals 1.0 FTE; but, if you are funding a SW only half-time with this grant (even if they work for the district full time), record as 0.5 FTE.
- Non-instructional salaries (Budget code 111A) are limited to 10 percent of the grant section.
- Consumable and non-consumable instructional supplies are categorized under 600; Technology related supplies, if less than \$1000 fall under 600; if greater, use 734 or 735.
- If an LEA uses code 730 (Property), they must specify unit(s) and unit cost(s). This line item should only be used for tangible property having a useful life of more than one year and an acquisition cost equal to or greater than \$5000. Please refer to the Bureau's document Budget Objects Codes (Revised 05/14).

DIRECTIONS: For Sections 611 and 619 funding, identify the budget code, line item description, proposed cost and justification for each expenditure under *Public* column. If needed - identify the budget code and line item description, proposed cost and justification related to the set-aside reserve funds from Section 2 (Proportionate Share) under *Non-Public* column, and reserve funds for voluntary CEIS (Section 5) and mandated CEIS (Section 5 and Section 8) under *Reserve Set-aside* funds column.

Applicants must justify each proposed line item expenditure. Identify personnel by type (e.g., teacher, aide, etc.) and FTE. Proposed line item costs must reflect the appropriate sections of the application.

Use additional pages as necessary that align the code, line item, and column for justification.

BUDGET NARRATIVE - 611 District Name:

Code	Line Item	611 Cost - Public	Justify	611 Cost Non- Public (as needed)	Justify	CEIS Reserve Set- aside (as needed)	Justify
111A	Non-Instructional Salaries (10 percent rule)	\$19,488	Administration and clerical staff (0.25 FTE)				
111B	Instructional Salaries	\$254,745	Teacher, para-educator & tutor staff (5.75 FTE); BCBA/ABA (0.25 FTE)	\$2,600	Para-educator/tutor (0.25 FTE)		
200	Personnel Services-Employee Benefits						
321	Tutors (Instructional, Non-payroll)						
322	In-service						
323	Pupil Services (Non-Payroll personnel)	\$54,000	Contract with specialized personnel (behavioral support)				
324	Field Trips						
325	Parent Activities						
330	Employee Training (non-direct staff)						
341	Audit						
350	Technical Services						
440	Rentals						
450	Construction Services						
510	Student Transportation Services						
530	Communications	\$500	Data services				
560	Tuition						
580	Travel	\$500	Mileage and other travel related expenses				

Code	Line Item	611 Cost - Public	Justify	611 Cost Non- Public (as needed)	Justify	CEIS Reserve Set- aside (as needed)	Justify
600	Supplies- Technology/Instructional	\$4,710	Technology/instructional supplies	\$384	Instructional supplies		
730	Equipment						
734	Technology Related Hardware	\$6,000	Two (2) I-Pads, audiology equipment				
735	Technology Software						
917	Indirect Costs (prior SDE approval required)						
	TOTAL EXPENSES	\$339,943		\$2,984			

BUDGET NARRATIVE - 619

Code	Line Item	619 Cost - Public	Justify	619 Cost Non- Public (as needed)	Justify	CEIS Reserve Set-aside (as needed)	Justify
111A	Non-Instructional Salaries (10 percent rule)						
111B	Instructional Salaries	\$14,178	Paraprofessional (0.75 FTE)				
200	Personnel Services- Employee Benefits						
321	Tutors (Instructional, Non-payroll)						
322	In-service						
323	Pupil Services (Non- Payroll personnel)						
324	Field Trips						
325	Parent Activities						
330	Employee Training (non- direct staff)						
341	Audit						
350	Technical Services						
440	Rentals						
450	Construction Services						
510	Student Transportation Services						
530	Communications						
560	Tuition						
580	Travel						
600	Supplies- Technology/Instructional	\$1,519	Instructional supplies				
730	Equipment						
734	Technology Related Hardware						
735	Technology Software						
917	Indirect Costs (prior SDE						

	approval required)						
	TOTAL EXPENSES	\$15,697		\$0			

SECTION 5**SPECIAL EDUCATION GRANT PROGRAMS****Notice of Intent to use IDEA Funds for
Coordinated Early Intervening Service (CEIS)**

Under Section 300.226, "an LEA may not use more than 15 percent of the amount such agency receives under Part B of the Act for any fiscal year...to develop and implement CEIS, which may include interagency financing structures, for students in kindergarten through Grade 12 (with a particular emphasis on students in kindergarten through Grade 3) who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment."

In implementing CEIS under this section, an LEA may carry out activities that include: (1) professional development for teachers and other school staff to enable such personnel to deliver scientifically-based academic and behavioral interventions, including scientifically-based literacy instruction and where appropriate, instruction on the use of adaptive and instructional software; and/or (2) providing educational and behavioral evaluations, services and supports, including scientifically-based literacy instruction.

Reporting

Each LEA that develops and maintains CEIS under this section must annually report to the CSDE on:

1. The number of children served under this section; and
2. The number of children served under this section, who subsequently received special education and related services under Part B of the Act during the preceding two-year period.

Funds made available to carry out this section, may be used to carry out CEIS aligned with activities funded by, and carried out under the Elementary and Secondary Education Act (ESEA) if those funds are used to supplement, and not supplant, funds made available under the ESEA for the activities and services assisted under this section (34 CFR Section 300.226).

5a. CEIS

ACTION STEP: Complete to identify LEA that utilizes CEIS activities

DIRECTIONS: Below is a **REQUIRED RESPONSE**, please check one:

☒ **X** We DO NOT select voluntary CEIS.

☐ We select voluntary CEIS. Go to next page and complete Chart A (including cost/set aside funds that must not exceed 15 percent of the entire IDEA Part B Grant), Chart B (including # of students served), and Chart C (including # of students identified).

5B. CEIS <i>ACTION STEP: Complete if CEIS activities identified by LEA</i>
--

LEA: _____

NOT APPLICABLE FOR DERBY**CHART A: Activities Using Part B Funds for CEIS**

Specific Activity	Specific Target Audience	K-3 Emphasis (Y/N?)	Cost/Set Aside Funds	Percentage of Grant

**CHART B: Reporting form for Students Served Using
CEIS Under IDEA-Part B**

	# OF STUDENTS SERVED	# OF STUDENTS SERVED (PROJECTED)
LOCATION	SY 2015-16	SY 2016-17

**CHART C: Number of Students Served who were Later Identified as
Special Education/Related Services Eligible in:**

SY 2014-15:
SY 2015-16:
SY 2016-17 (projected):

NOTE: IF YOUR DISTRICT HAS BEEN IDENTIFIED, UNDER 34 CFR SECTION 300.646, TO SET ASIDE FUNDS DUE TO THE LEA'S DISPROPORTIONATE IDENTIFICATION/PLACEMENT. PLEASE COMPLETE SECTION 8 "IDEA PROGRAM OPTION B"

SECTION 6

SPECIAL EDUCATION GRANT PROGRAMS**Statement of Assurances**

DIRECTIONS: The Statement of Assurances (6a) by the applicant and signature page (6b) included in this grant application includes the assurances and requirements for the IDEA-Part B, Sections 611 and 619 and the CSDE. Applicants must provide the authorized signature of the applicant agency. Applicants need to complete and submit the signed Statement of Assurances Signature Page in their grant application (6b). The signature of the authorized individual represents the agreement to adhere to the standards and requirements set forth in the Statement of Assurances.

Applicants must provide the authorized signature of the eligible applicant on the cover page of the grant application, which applicants must include.

6a. Statement of Assurances

ACTION STEP: Complete Statement of Assurances

PROJECT TITLE SPECIAL EDUCATION GRANT PROGRAMS (IDEA-PART B, SECTIONS 611/619)

THE APPLICANT: Derby Public Schools HEREBY ASSURES THAT:

(Insert Agency/School/Community Based Organization Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant.
- B. The filing of this application has been authorized by the applicant's governing body and the undersigned official has been duly authorized to file this application for, and on behalf of said applicant and otherwise to act as the authorized representative of the applicant in connection with this application.
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the SBOE and the CSDE.
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency.
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the CSDE, including information relating to the project records and access thereto as the CSDE may find necessary.
- H. The CSDE reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant.
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding.
- J. The applicant will protect and save harmless the SBOE from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant.
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the CGS and the applicant shall return to the CSDE any moneys not expended in accordance with the approved program/operation budget as determined by the audit.

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to "contract" shall mean this grant agreement and to "contractor" shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- (1) "Commission" means the Commission on Human Rights and Opportunities;
- (2) "Contract" and "contract" include any extension or modification of the Contract or contract;
- (3) "Contractor" and "contractor" include any successors or assigns of the Contractor or contractor;
- (4) "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- (5) "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- (6) "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- (7) "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- (8) "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;

(9) "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and

(10) "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- M. The grant award is subject to approval of the CSDE and availability of state or federal funds. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the CGS concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the RCSA promulgated there under are hereby incorporated by reference and new privacy language in the Public Act 16-189, "An Act Concerning Student Data Privacy".
- N. Grant Funds should not be committed until an official grant award letter is received.
- O. In accordance with federal statute, the applicant also assures that:
1. It will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans and applications. This will include the following: an internal method of tracking funds used for purchase of equipment utilizing funds from these grants; non-supplant of local costs with federal funds; CEIS, Maintenance of Effort (MOE); proportionate amount of funds for parentally placed private school students with disabilities; appropriate amount of federal funds to charter schools; and the establishment of district elementary and secondary per pupil expenditure (PPE) for the establishment of excess costs under Section 300.818 Appendix A.
 2. The control of funds provided under this application and title to property acquired with those funds will be in a public agency and that agency will administer those funds and property.
 3. The applicant will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under the applications.
 4. The applicant will make reports to the state agency or Board and to the federal Commissioner as may reasonably be necessary to enable the state agency or Board and the Commissioner to perform their duties and that the applicant will maintain such records for a five-year period and provide access to those records as the state agency or Board or the Commissioner deem necessary to perform their duties.
 5. The applicant will provide reasonable opportunities for participation by teachers, parents and other interested agencies, organization and individuals in the planning for, and operation of, each program included in the application.
 6. The application and any evaluation, periodic program plan or report relating to each program included in the application will be made readily available to parents and other members of the general public.
 7. The applicant has adopted effective procedures for acquiring and disseminating to teachers and administrators, significant information from educational research, demonstration and other similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

8. None of the funds expended under the application will be used to acquire equipment, excluding purchases for instructional purposes (including computer software) in any instance in which acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

P. Additionally, the applicant further assures that:

1. The program assisted under the application, shall be operated in compliance with Title 34 of the CFR, Part 104, which addresses non-discrimination on the basis of handicap in programs and activities receiving or benefiting from federal financial assistance; Each program or activity operated by the applicant is, when reviewed in its entirety, readily accessible to disabled persons.
2. Procedural safeguards, which comply with 34 CFR 300.500-300.536, of the federal regulations, have been established and shall continue to be implemented (34 CFR 300.237).
3. Funds provided under the application shall be used only for the excess cost of providing special education and related services for disabled children and to supplement, and to the extent practicable, increase the level of state and local funds expended for the education of disabled children and in no case to supplant those state and local funds (34 CFR 300.229-300.231).
4. Any property or equipment acquired with IDEA-Part B funds, shall be purchased and utilized in accordance with applicable federal regulations. Particular attention shall be given to EDGAR 34 CFR 80.36, Procurement, which includes competition and bid requirements 34 CFR 80.31, Property and 34 CFR 80.32, Equipment, which addresses the definition, management and disposition requirements.
5. Written policies and procedures of the applicant, as required by 34 CFR Part 300, pertaining to each of the following listed topics, is on file with the CSDE and has been approved by said agency's staff. All such policies and procedures continue in effect and have not been revised:
 - child identification, location and evaluation (34 CFR 300.111);
 - confidentiality of personally identifiable information (34 CFR 300.627);
 - personnel development (34 CFR 300.156);
 - participation of disabled children in regular education programs (34 CFR 300.114 through 117); and
 - individualized education program implementation (34 CFR 300.320 through 324).
6. If written policies and/or procedures of the applicant pertaining to any of the topics listed above are not on file with the CSDE and/or have not been approved by said agency's staff, then all such policies or procedures shall be submitted with the application to be approved.
7. Funds provided under this application are not used to pay the costs connected with any trial placement of a child with disabilities that is made pursuant to Section 10-76d-14(b) of the Connecticut special education administrative regulations.
8. The district's "Special Education Policies and Procedures Manual" has been amended to include the required revisions of July 2007.
9. After the application is approved, if any of the approved policies and procedures of the applicant pertaining to the IDEA are revised, such revision(s) shall be submitted for the approval of the CSDE staff when permission is sought to revise this application.
10. Children who attend public charter schools and their parents retain all rights under 34 CFR 300.209.
11. Any relevant information and resources related to individualized education programs, special education and related services developed by the CSDE, including, but not limited to, information relating to transition resources and services for high school students and the laws relating to physical restraint and seclusion, be made available and provided regularly to parents or guardians.

Q. The grantee agrees to other attestations and special assurances, particular to the requirements of Public Law 108-446 (IDEA) for grantees or state agencies that require grantee or sub-grantee participation or compliance.

R. IDEA-Part B, Section 619 funds are limited to activities relating to the provision of special education and related services to children with disabilities, ages three through five, and to two-year-old children with disabilities who will turn three within the school year.

S. In utilizing the IDEA-Part B, Section 619 funds, the activities implemented should reflect the primary responsibility of the school district for providing special education and related services to eligible children. The use of funds shall be limited to activities that reflect the needs of the school district as they assume the responsibility for providing a FAPE to eligible 3-, 4- and 5-year-old children with disabilities and to those two-year-old children with disabilities who will turn three in a school year.

T. A school district must ensure that a two-year-old child, who will attain the age of three during the school year, receives a FAPE that is either fully or partially funded with IDEA-Part B, Section 619 funds in order for Part C of the IDEA not to apply to that child. If a school district provides a FAPE to a two-year-old child with funds other than the IDEA-Part B, Section 619 funds, then the child remains entitled to services under Part C until the third birthday, even if a state mandates a FAPE under Part B to children below the age of three.

- U. A school district must ensure that if it elects, with the concurrence of the family, to use an individualized family service plan instead of an individualized education program (IEP) to provide children with disabilities with a FAPE, under the IDEA-Part B and must ensure that the requirements of 34 CFR Part 300 are met.
- V. The signature of the chief elected official on the Statement of Assurances Signature Page indicates the intent to comply with the provisions referenced in each section. Assurances not agreed to by the official of the town must be identified on a separate sheet with a rationale for the disagreement.
- W. The CSDE reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with these assurances.
- X. The district agrees to the attestation for compliance with certification requirements under 34 CFR, Part 82, "New Restrictions on Lobbying, and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and government-wide requirements for "Drug-Free Workplace (Grants)" and the "National Instructional Materials Access Center." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the USC, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any federal grant or cooperative agreement.
- (b) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying" in accordance with its instructions.
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub-grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 –

The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntary excluded from covered transactions by any federal department or agency
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract under a public transaction; or violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property
- (c) Are not presently indicted for or otherwise criminally or civil charged by a governmental entity (federal, state or local) with commission of any of the offenses enumerated in paragraph (b) of this certification
- (d) Have not within a three-year period preceding this application had one or more public transactions (federal, state or local) terminated for cause or default
- (e) Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988 and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - (b) Establishing an on-going drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace
 - (2) The grantee's policy of maintaining a drug-free workplace
 - (3) Any available drug counseling, rehabilitation and employee assistance programs
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - (c) Making it a requirement that each employee to be engaged in the performance of the grant, be given a copy of the statement required by paragraph (a)
 - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - (1) Abide by the terms of the statement
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - (e) Notifying the agency, in writing, within 10 calendar days after receiving notice from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to:

Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office, Building No. 3), Washington, DC 20202-4571

Notice shall include the identification number(s) of each affected grant
 - (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted-
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health, law enforcement or other appropriate agency
 - (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, state, zip code and county)

Not applicable

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988 and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610. –

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance in conducting any activity with the grant.
- B. If convicted of a criminal offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to:

Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571.

Notice shall include the identification number(s) of each affected grant. (Contained in ED 80-0013)

4. NIMAS/NIMAC

The school district will coordinate with the National Instructional Materials Access Center (NIMAC) and will, after July 19, 2006, as part of any print instructional materials adoption process, procurement contract or other practice or instrument used for purchase of print instructional materials when entering into a written contract with the publisher of the print instructional materials will:

- require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the

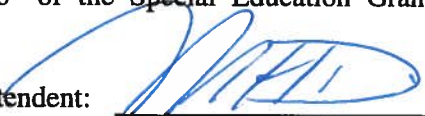
- contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS); or
- purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.

If the district decides to opt out of participation in NIMAS/NIMAC, the district will be unable to access this national clearinghouse and their staff will not receive preferential attendance at NIMAS/NIMAC conferences held by the Bureau of Special Education and/or the State Education Resource Center. Before federal special education funds are released to the district, a plan must be submitted to and approved by the CSDE detailing the following:

- to purchase source files, when and if they are available, directly from publishers, establish a secure access, distribution and tracking system, and arrange to use such files to produce student-ready specialized formats;
- to purchase student-ready versions, when and if they are available, directly from publishers; and/or
- to establish a workflow for scanning print materials and producing or otherwise obtaining, audio books, Braille, large print and other appropriate specialized formats in a timely manner.

6b. Statement of Assurances Signature*ACTION STEP: Superintendent sign below*

I, the undersigned authorized official, do hereby certify that the Statement of Assurances/Certifications, known as "Section 6" of the Special Education Grant Programs Grant Application, shall be fully implemented.

Signature of Superintendent: 

Dr. Matthew J. Conway, Jr.

Name (please type):

Derby Public Schools

School District:

May 10, 2017

Date:

SECTION 7

SPECIAL EDUCATION GRANT PROGRAMS

IDEA Consortium

7. IDEA Consortium*ACTION STEP: Completed packet for all consortium members***NOT APPLICABLE FOR DERBY**

DIRECTIONS: If applying as a 'consortium', the attached "IDEA Consortium Membership" and "IDEA Consortium Letter" must be completed and submitted in the consortium fiscal applicant's grant application. Each eligible applicant, who has assigned their funds to a fiscal agent and intends to be a part of a consortium for either IDEA-Part B, Sections 611 and/or 619 entitlement funds, must complete and sign the IDEA Consortium Letter.

NOTE ON IDEA CONSORTIUM:

LEAs can file individual applications regardless of the size of the IDEA entitlement funds. LEAs may still choose to work within a consortium and may have one district serve as the fiscal agent for a multiple district application. Applicants must complete and submit the attached "IDEA Consortium Membership" and "IDEA Consortium Letter of Agreement" must be completed and submitted for those districts applying as a consortium.

IDEA Consortium Membership*(To be completed by Fiscal Agents)*

If this is a consortia application, list below the school districts for which the application is being submitted.

IDEA-Part B, Section 611 Consortium Members
--

Fiscal Agent: _____

Participating Districts:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

IDEA-Part B, Section 619 Consortium Members
--

Fiscal Agent: _____

Participating Districts:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

IDEA Consortium Letter of Agreement from Authorized Officials

(Date)

(Consortium Authorized Official)

(Title)

(District/Agency)

(City, State, Zip)

Dear _____:
(Consortium Authorized Official)

As the authorized official of _____, I agree to assign all of the district/agency
(district/agency)

IDEA-Part B, Section _____ FY18 entitlement funds to the consortium headed by
(identify 611 or 619)

_____. Our district's/agency's _____
(fiscal agent) (federal program)

entitlement funds total \$ _____. In return, your district/agency will coordinate all services and
(exact amount)

activities as noted in the joint proposal to the Connecticut State Department of Education. Also, I assure that all laws, regulations, guidelines and Connecticut State Department of Education requirements will be adhered to during the course of the entitlement program.

Thank you for your assistance with this matter.

ACCEPTANCE

Sincerely,

(Authorized Accepting Official) _____ (Date)

(Authorized Assigning Official)

SECTION 8**SPECIAL EDUCATION GRANT PROGRAMS****IDEA Program Options**

DIRECTIONS: Applicants can choose to direct some of the IDEA entitlement funds (Sections 611 and/or 619) to one or both of the two program options under the IDEA. If an applicant chooses to direct funds to one or both of the program options, the applicant must:

- indicate the program option(s) the school district will pursue;
- provide a brief description of each project's purpose and activities;
- provide a budget narrative for each program option selected; and
- combine all budgetary information for all program options selected with all other IDEA-Part B planned expenditures for FY18. Budgetary information should identify the specific expenditures that will be directed to the option(s).

PLEASE NOTE: The 10 percent rule (no more than 10 percent of total IDEA funds can be directed towards total administration costs) remains in effect for these program options.

Check one item below as appropriate:

8. IDEA Program Options

<i>ACTION STEP: Record response. If Option A or B is selected, complete</i>

DIRECTIONS: Below is a **REQUIRED RESPONSE**, please check one:

 X We DO NOT select any of the program options available.

 As a component of our district IDEA-Part B application, we are choosing the following project option(s) and use of IDEA funding source(s):

IDEA FEDERAL PROGRAM OPTIONS	CHECK IF USING SECTION 611 FUNDS	CHECK IF USING SECTION 619 FUNDS
OPTION A: A SCHOOLWIDE PROGRAM*		

IDEA STATE PROGRAM OPTION	CHECK IF USING SECTION 611 FUNDS	CHECK IF USING SECTION 619 FUNDS
OPTION B: A SCHOOL DISTRICT PROGRAM TO ADDRESS ITEMS IDENTIFIED THROUGH PROGRAM MONITORING THAT DO NOT MEET ESTABLISHED TARGETS FOR IMPROVEMENT*		

*For each program option selected, provide the information requested on each of the following pages, as applicable.

IDEA PROGRAM OPTION A:

SCHOOLWIDE PROGRAM

NOT APPLICABLE FOR DERBY

NOTE ON SCHOOLWIDE PROGRAMS

Under the 34 CFR Section, 300.206, an eligible school district may choose to use a portion of its FY18 entitlement (either Section 611, Section 619 or both) to operate a 'school-wide program'. These programs can operate only in individual schools defined as eligible for an ESSA school-wide program. IDEA funding for school-wide programs can be intermingled with other funding for program operations. The maximum amount of IDEA-Part B funding available for use in a school-wide program is determined by multiplying the number of students having identified disabilities in that particular eligible school by the per child IDEA-Part B entitlement (either Section 611, Section 619 or both) for FY18. Those applicants interested in applying for an IDEA School-wide Program Option should consult with their CSDE, ESSA, Title I contact person to determine if their school district is eligible for a 'school-wide program'.

DIRECTIONS: Complete this section IF your district chooses to implement Option A: A School-wide Program in FY18.

1. Identify the school building in which your district proposes to use IDEA-Part B funding to initiate a School-wide Program.

Name of School _____ Section 611 _____ (check if using 611 funds)

Name of School _____ Section 619 _____ (check if using 619 funds)

2. What is the number of identified special education students in that school?

Number Students _____ Section 611 _____ (check if using 611 funds)

Number Students _____ Section 619 _____ (check if using 619 funds)

3. The maximum expenditure for the school-wide programs will be the per child entitlement times the number of eligible special education children described in (2). What will be the maximum expenditure allowable for operation of the proposed school-wide program?

Maximum \$ Amount _____ Section 611 _____ (check using 611 funds)

Maximum \$ Amount _____ Section 619 _____ (check if using 619 funds)

4. In a brief narrative, describe what your district proposes to accomplish in FY18 in its school-wide program. Provide sufficient detail to describe planned activities, the number of students/staff affected, the resources to be utilized and how the program will be operated and evaluated.

Provide the Narrative for:

A. Section 611:

B. Section 619:

5. If the district is using this option, please indicate that you are providing a required attached Budget Narrative for this option please indicate:

A. Section 611: Attached (Y/N)

B. Section 619: Attached (Y/N)

6. Incorporate budgetary information related to this program option into your district's budget documents.

IDEA PROGRAM OPTION B:**MEETING PROGRAM MONITORING TARGETS*****NOT APPLICABLE FOR DERBY***

DIRECTIONS: Complete this section only if your school district chooses/is required to utilize FY18 IDEA-Part B, Section 611 and/or Section 619 funds for the purpose of meeting unmet program monitoring targets.

- 1(a). Please check whether the school district will be directing a portion of IDEA funds to targeted program monitoring activities throughout the school district, or if the funds will be targeted to specific schools.

_____ Entire School District

_____ Targeted Schools

- 1(b). If the school district is targeting activities to a specific school or schools, please identify the school(s) and the source of IDEA funds that will be utilized for targeted activities and percentage of grant calculated:

Name of School	Using Section 611 Funds (dollar amount)	Using Section 619 Funds (dollar amount)	Total Grant	Percentage of Grant

2. Describe the activities that will be undertaken by the school district to address specific unmet program monitoring issues:

3. Provide a budget narrative for the use of IDEA funds (use ED 114 for line item descriptions to assist in providing budget narrative):

- (a). Budget narrative (see Section 4) if using IDEA-Part B, Section 611 funds:

- (b). Budget narrative (see Section 4) if using IDEA-Part B, Section 619 funds:

SECTION 9

SPECIAL EDUCATION GRANT PROGRAMS

LEA Maintenance of Effort (MOE)

FY16 Special Education Budget Expenditures, FY17 Current Special Education Budget, and FY18 Proposed (or final)/Approved Special Education Budget

9. LEA Maintenance of Effort (MOE)

ACTION STEP: Record I. Eligibility 1a/1b and II. Compliance 2a/2b

For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets for the education of children with disabilities, at least the same amount (from at least one of the following sources: (i) local funds only; (ii) the combination of State and local funds; (iii) Local funds only on a per capita basis; or (iv) the combination of State and local funds on a per capita basis), as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available (Section 300.203(a)). Keeping all data that demonstrate the LEA has met MOE is required for auditing purposes. Although the district does not have to complete all four methods, calculating/ tracking all four methods for "look back"/ ease of future comparison years is recommended.

I. Eligibility Standard

For an LEA to qualify for IDEA funds it must demonstrate that it budgeted at least as much in state and local funds as was expended in the most recent prior year for which data are available.

a. DIRECTIONS: Check off (*only one*) which source below is being used for this year's grant application (see the additional resources at the end of this section related to MOE if needed):

- (i) ☒ **Local funds only**
- (ii) ☐ **Combination of State and local funds**
- (iii) ☐ **Local funds only on a per capita basis**
- (iv) ☐ **Combination of State and local funds on a per capita basis**

b. DIRECTIONS: to substantiate the LEA's MOE, record from the source above the LEA's total: last year FY16 Special Education Budget Expenditures, current FY17 Special Education Budget, and proposed FY18 Special Education Budget – attach items as needed.

FY16 Special Education Budget Expenditures	\$ <u>3,916,658</u>
FY17 current Special Education Budget	\$ <u>4,410,456</u>
FY18 proposed Special Education Budget	\$ <u>4,782,216</u>

****AS NEEDED – Use MOE Calculator*** (see additional resources) if seeking approval of an allowable exceptions (A) – then fill in the below worksheet and record final amounts (B) in the section above:

A. Allowable Exception		FY16	FY17	FY18	NOTES
Record the calculation in the year the exception was used - record NA if not used		Yes	Yes	Yes	
1	The voluntary departure of special education staff paid with State and/or local funds by retirement or otherwise, or departure for just cause.				
2	A decrease in the enrollment of children with disabilities.				
3	The termination of a costly obligation (expenditure) for a specific child with an IEP that is paid with State and/or local funds.				
4	The termination of a costly obligation for long-term purchases, such as equipment, construction, and buses paid with State and/or local funds. The definition of long term is one school year.				
NOTE: Use *MOE Calculator & *Allowable Exceptions on the "additional resources".					
**AS NEEDED Sub-total amount-----					
B. Budget Expenditure Final Amount – record above ---					

II. Compliance Standard

The compliance standard is an LEA must maintain (or increase) the amount of local or state and local funds it spends for the education of children with disabilities when compared to the preceding fiscal year, which met the Subsequent Year rule (the last year when MOE was met). An LEA meets the standard if it does not reduce the level of expenditures for the education of children with disabilities made by the LEA from at least one of the following sources; (i) local funds only; (ii) combined State and local funds; (iii) per capita basis of local funds only; or (iv) per capita basis of the combined State and local funds below the level of those expenditures from the same source for the preceding fiscal year (Section 300.203(b)). Keeping all data that demonstrate the LEA has met MOE is required for auditing purposes. Although the district does not have to complete all four methods, calculating/ tracking all four methods for "look back"/ ease of future comparison years is recommended.

An LEA may use one or more of the following four methods to meet the Compliance Standard for MOE.

a. DIRECTIONS: Check off (*only one*) which source below is being used for this year's grant application (see the additional resources at the end of this section related to MOE if needed):

- (i) ☐ Local funds only
- (ii) ☒ Combination of State and local funds
- (iii) ☐ Local funds only on a per capita basis
- (iv) ☐ Combination of State and local funds on a per capita basis

b. DIRECTIONS: In order to substantiate the LEA's MOE, record if available from the source above the LEA's total: *FY15 Special Education approved Expenditures*, *FY16 Special Education approved Expenditures*.

FY15 Special Education approved Expenditures-ED001 \$4,787,811 _____
 FY16 Special Education approved Expenditures-ED001 \$5,063,458 _____

****AS NEEDED – Use the MOE Calculator*** (see additional resources) if seeking approval of one of the following allowable exceptions (A) and/or the Allowable Adjustment (B) – then fill in the below worksheet and place the final amount of approved expenditures (C) in the section above:

A. Allowable Exception		FY15	FY16	NOTES
Record the calculation in the year the exception was used - record NA if not used		Yes	Yes	
1	The voluntary departure of special education staff paid with State and/or local funds by retirement or otherwise, or departure for just cause.			
2	A decrease in the enrollment of children with disabilities.			
3	The termination of a costly obligation (expenditure) for a specific child with an IEP that is paid with State and/or local funds.			
4	The termination of a costly obligation for long-term purchases, such as equipment, construction, and buses paid with State and/or local funds. The definition of long term is one school year.			
NOTE: Use *MOE Calculator & *Allowable Exceptions on the "additional resources". **AS NEEDED Sub-total amount-----				
B. Allowable Adjustment NOTE: Use *MOE –CEIS Allowable Adjustment calculator and decision tree on "additional resources". **AS NEEDED Adjustment amount -----				
C. Approved Expenditure Final Amount – record above -----				

NOTE: Keeping all data that demonstrate that the LEA has satisfied MOE is required for auditing purposes. When calculating MOE – there are *allowable adjustments and *allowable exceptions (specific instructions are available on the "attached additional resources" page or BSE/SDE Website), it is highly recommended that the MOE Calculator and Adjustment Calculator/Decision Tree be utilized. Although the district does not have to complete all four methods, calculating and tracking all four methods with the information available for "look back" and ease for future comparison years is recommended.

ADDITIONAL RESOURCES FOR IDEA MOE

A) Local Education Agency Maintenance of Effort (LEA MOE) Calculator

Local Educational Agency Maintenance of Effort Calculator

Developed by CIFR, this tool allows State Education Agencies (SEAs) and Local Education Agencies (LEAs) to determine whether the LEA MOE eligibility (budget) and compliance (expenditure) standards have been met by any of the four methods permitted by IDEA (i.e., total local funds, total state and local funds, local funds per capita, and state and local funds per capita). The calculator assists users in identifying the appropriate comparison year and amount, accounts for exceptions and adjustments from current and past years, and incorporates the 'subsequent years' rule.

This Excel tool ([LEA MOE Calculator](#)) is designed to assist SEAs and LEAs in:

- Calculating whether an LEA has met the eligibility (budget) and compliance (expenditure) standards for MOE by any of the four methods:
 - total local funds;
 - total state and local funds;
 - local funds per capita; and
 - state and local funds per capita.
- Identifying the appropriate comparison year and amount;
- Accounting for exceptions and adjustments from current to past years; and
- Incorporating the 'subsequent years' rule.

B) MOE Reduction Eligibility Decision Tree and Worksheet

The [MOE Reduction Eligibility Decision Tree and Worksheet](#) includes two documents to assist SEAs and LEAs with MOE reduction. The first document is a decision tree that guides SEAs and LEAs through a series of questions to determine an LEA's eligibility to reduce MOE. The second document is an Excel-based worksheet that facilitates the calculation of the maximum allowable amount of funds for MOE reduction and CEIS.

C) Navigating Coordinated Early Intervening Services (CEIS) Frequently Asked Questions (FAQ)

The [Navigating Coordinated Early Intervening Services \(CEIS\) Frequently Asked Questions \(FAQ\)](#) document developed by the Office of Special Education Programs (OSEP) OSEP-funded *IDEA* Data Center (IDC) focuses on helping SEAs and LEAs understand CEIS and its reporting requirements. These questions were developed to be used in conjunction with the [OSEP Guidance Memo 08-09](#).

D) Cross Walk of new Regulations for MOE

The Center for IDEA Fiscal Reporting has the [Cross Walk of Current IDEA MOE Regulations with Prior MOE Regulations](#) document that explains the regulations with other resources.

E) Questions and Answers

OSEP Memo 15-10, *Issuance of Guidance on the Final Local Educational Agency (LEA) Maintenance of Effort (MOE) Regulations Under Part B of the Individuals with Disabilities Education Act (IDEA)* is an explanation of the process with examples.

F) The following tables and examples in the Federal Register document [Assistance to States for the Education of Children with Disabilities](#) illustrate how the different methods work:

Table 1 of Assistance to States for the Education of Children with Disabilities is an example of Level of Effort Required to Meet MOE Compliance Standard in Year Following a Year in which LEA Failed to Meet MOE Compliance Standard.

Table 2 of Assistance to States for the Education of Children with Disabilities is an example of Level of Effort Required to Meet MOE Compliance Standard in Year Following Consecutive Years in Which LEA Failed to Meet MOE Compliance Standard.

Table 3 of Assistance to States for the Education of Children with Disabilities is an example of Level of Effort Required to Meet MOE Compliance Standard in Year Following Year in Which LEA Met MOE Compliance Standard.

Table 4 of Assistance to States for the Education of Children with Disabilities is an example of Level of Effort Required to Meet MOE Compliance Standard in Year Following Year in Which LEA did not Meet MOE Compliance Standard.

Table 5 of Assistance to States for the Education of Children with Disabilities is an example of How an LEA May Meet the Compliance Standard Using Alternate Methods from Year to Year.

Table 6 of Assistance to States for the Education of Children with Disabilities is an example of How an LEA May Meet the Compliance Standard Using Alternate Methods from Year to Year and Using Exceptions or Adjustment Under Sections 300.204 and 300.205

Table 7 of Assistance to States for the Education of Children with Disabilities is an example of How an LEA May Meet the Eligibility Standard in 2016–2017 Using Different Methods.

Table 8 of Assistance to States for the Education of Children with Disabilities is an example of How an LEA May Meet the Eligibility Standard in 2017–2018 Using Different Methods and the Application of the Subsequent- Years Rule.

Table 9 of Assistance to States for the Education of Children with Disabilities is an example of How an LEA May Meet the Eligibility Standard Using Exceptions and Adjustments in §§ 300.204 and 300.205, 2016–2017.

Table 10 of Assistance to States for the Education of Children with Disabilities is an example of How to Calculate the Amount of an LEA's Failure to Meet the Compliance Standard in 2016–2017 and the Amount that an SEA Must Return to the Department.

SECTION 10

EXCESS COSTS CALCULATIONS (ELEMENTARY AND SECONDARY)

Except as otherwise provided, amounts provided to an LEA under Part B of the Act may be used only to pay the excess costs of providing special education and related services to children with disabilities.

Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the preceding school year for an elementary school or secondary school student, as may be appropriate. An LEA must spend at least the average annual per student expenditure on the education of an elementary school or secondary school child with a disability before funds under Part B of the Act are used to pay the excess costs of providing special education and related services. (Section 300.16 and App. A)

Section 602(8) of the Act and Section 300.16 requires the LEA to compute the minimum average amount separately for children in its elementary schools and for children in its secondary schools. LEAs may not compute the minimum average amount it must spend on the education of children with disabilities based on a combination of the enrollments in its elementary schools and secondary schools.

In addition, the district must use its October 1st student census to determine per pupil expenditure (PPE). An average daily attendance cannot be used.

10. Excess Cost Calculations Worksheet

*ACTION STEP submit excess cost worksheet for
10a. Elementary and 10b. Secondary (if appropriate)*

The following example illustrates how to compute the minimum average amount an LEA must spend for the education of each of its elementary school children with disabilities. The intent of the law is that federal funds can be used during the same time, as long as the threshold of local funds is reached during the fiscal year.

Please note: the attached sample is to be used for guidance and that K-12 districts must report both an elementary (10a.) and secondary (10b.) Excess Costs Calculations. **THE SAME METHOD MUST BE USED FOR BOTH ELEMENTARY AND SECONDARY STUDENTS.**

DIRECTIONS:

Section A: Requires the LEA to determine the total amount of expenditures funds for both elementary and secondary school students from all sources—local, State, and Federal (include IDEA Part B) in the preceding school year.

Section B: Capital outlay and debt services are then subtracted from the Section A total.

Section C: The LEA must subtract from the total expenditure amounts spent for awarded amounts listed on the example. These are funds that have been spent - not funds received from last year and then carried over for the current school year.

Section D: Next, the LEA must determine the PPE for its elementary schools dividing the previous October 1st student census enrolled in the elementary schools of the LEA (including its children with disabilities) into the amount computed under the above paragraph.

Section E: To determine the total minimum amount of funds the LEA must spend for the education of its elementary school children with disabilities in the LEA, the LEA must multiply the number of elementary school children with disabilities in the LEA by the PPE obtained in Section D above. Funds under Part B of the Act can only be used for excess costs over and above this minimum.

10a. IDEA FY18 Grant
Excess Costs (EXAMPLE) Calculations Worksheet
Elementary Level*
CT Any-town School District Grades K-8

(insert LEA Name)

A: The LEA expended the following amounts of funds from the preceding school year:

(1)	From local tax funds (elementary only)	\$750,000
(2)	From state funds (elementary portion only)	\$250,000
(3)	From federal grants (elementary portion only)	\$47,000
(4)	Expenditures TOTAL	\$1,047,000

B: Capital outlay and debt services must be subtracted from the above total:

(5)	Total expenditure funds (from [4] above)	\$1,047,000
(6)	Less capital outlay and debt services (elementary portion only)	- \$9,000
(7)	TOTAL Expenditures for elementary less outlay/debt	\$1,038,000

C: The LEA received the following funds from various sources (include only awards for the school year in question-DO NOT include any carry-over funds):

(8)	Local funds for special education expenditures-elementary (from ED001 report)	\$180,000
(9)	Federal IDEA Part B - 619 funds	\$1,500
(10)	Federal IDEA Part B - 611 funds (Elementary portion)	\$24,500
(11)	Federal Title I (part A), III (parts A and B) or other federal programs, excluding federal school lunch funds (proportion)	\$19,000
(12)	Title I (part A), III (parts A and B) programs from state and local funds	\$2,000
(13)	Other elementary non-local funds (gifts, etc.) (proportion)	\$5,000
(14)	TOTAL	\$232,000
(15)	SUBTRACT Line [14] from Line [7]	\$1,038,000-\$232,000
(16)	TOTAL	\$806,000

D: Average per pupil expenditures (PPE) for all elementary students:

(17)	Total from Line [16])	\$806,000
(18)	<u>Preceding school year</u> LEA elementary student census	75
(19)	Per Pupil Expenditure (PPE) [17 ÷ 18]	\$10,747

E: Total minimum amount of State and/or local funds the LEA must spend of the education of their elementary students with disabilities (multiply steps 20 x 21):

(20)	<u>Current school year</u> LEA elementary of students with disabilities census	13
(21)	PPE-elementary level (from [19] above)	\$10,747
(22)	Total minimum amount of local funds LEA must spend for education of enrolled elementary students with disabilities before accessing IDEA funds [20 x 21]	\$139,711

***The same procedure must be completed for the LEA's Secondary Level.**

10a. IDEA FY'18 Grant
Excess Costs Calculations Worksheet
Elementary Level

A: The LEA expended the following amounts of funds from the preceding school year:

(1)	From local tax funds (elementary only)	\$15,964,320
(2)	From state funds (elementary portion only)	\$1,666,232
(3)	From federal grants (elementary portion only)	\$675,669
(4)	Expenditures TOTAL	\$18,306,221

B: Capital outlay and debt services must be subtracted from the above total:

(5)	Total expenditure funds (from [4] above)	\$18,306,221
(6)	Less capital outlay and debt services (elementary portion only)	\$0
(7)	TOTAL Expenditures for elementary less outlay/debt	\$18,306,221

C: The LEA received the following funds from various sources (include only awards for the school year in question-DO NOT include any carry-over funds):

(8)	Local funds for special education expenditures-elementary (from ED001 report)	\$3,797,594
(9)	Federal IDEA Part B - 619 funds	\$15,165
(10)	Federal IDEA Part B - 611 funds (elementary portion)	\$227,122
(11)	Federal Title I (part A), III (parts A and B) or other federal programs, excluding federal school lunch funds (proportion)	\$389,615
(12)	Title I (part A), III (parts A and B) programs from state and local funds	\$0
(13)	Other elementary non-local funds (gifts, etc.) (proportion)	\$0
(14)	TOTAL	\$4,429,485
(15)	SUBTRACT Line [14] from Line [7]	
(16)	TOTAL	\$13,876,736

D: Average per pupil expenditures (PPE) for all elementary students:

(17)	Total from Line [16])	\$13,876,736
(18)	<u>Preceding school year</u> LEA elementary student census	1,057
(19)	Per Pupil Expenditure (PPE) [17 ÷ 18]	\$13,128

E: Total minimum amount of State and/or local funds the LEA must spend of the education of their elementary students with disabilities (multiply steps 20 x 21):

(20)	<u>Current school year</u> LEA elementary of students with disabilities census	169
(21)	PPE-elementary level (from [19] above)	\$13,128
(22)	Total minimum amount of local funds LEA must spend for education of enrolled elementary students with disabilities before accessing IDEA funds [20 x 21]	\$2,218,702

10a. IDEA FY18 Grant
Excess Costs Calculations Worksheet
Secondary Level

A: The LEA expended the following amounts of funds from the preceding school year:

(1)	From local tax funds (secondary only)	\$5,321,440
(2)	From state funds (secondary portion only)	\$555,411
(3)	From federal grants (secondary portion only)	\$225,223
(4)	TOTAL Expenditures	\$6,102,074

B: Capital outlay and debt services must be subtracted from the above total:

(5)	Total expenditure funds (from [4] above)	\$6,102,074
(6)	Less capital outlay and debt services (secondary portion only)	\$0
(7)	TOTAL Expenditures for secondary less outlay/debt	\$6,102,074

C: The LEA received the following funds from various sources (include only awards for the school year in question-DO NOT include any carry-over funds):

(8)	Local funds for special education expenditures-secondary (from ED001 report)	\$1,265,865
(9)	Federal IDEA Part B - 619 funds	\$0
(10)	Federal IDEA Part B - 611 funds (secondary portion)	\$75,704
(11)	Federal Title I (part A), III (parts A and B) or other federal programs, excluding federal school lunch funds (proportion)	\$129,872
(12)	Title I (part A), III (parts A and B) programs from state and local funds	\$0
(13)	Other secondary non-local funds (gifts, etc.) (proportion)	\$0
(14)	SUB-TOTAL	\$1,471,440
(15)	SUBTRACT Line [14] from Line [7]	
(16)	TOTAL	\$4,630,634

D: Average per pupil expenditures (PPE) for all secondary students:

(17)	Total from Line [16])	\$4,630,634
(18)	<u>Preceding school year</u> LEA secondary student census	358
(19)	Per Pupil Expenditure (PPE) [17 ÷ 18]	\$12,935

E: Total minimum amount of State and/or local funds the LEA must spend of the education of their secondary students with disabilities (multiply steps 20 x 21):

(20)	<u>Current school year</u> LEA secondary of students with disabilities census	59
(21)	PPE- secondary level (from [19] above)	\$12,935
(22)	Total minimum amount of local funds LEA must spend for education of enrolled secondary students with disabilities before accessing IDEA funds [20 x21]	\$763,149

SECTION 11**SPECIAL EDUCATION GRANT PROGRAMS****SY 2017-18 Professional Development Plan/Parent Participation**

11. Professional Development Plan/ Parent Participation Plan

ACTION STEP: Fill in information

Under 34 CFR Section 30.207, and as written in RCSA, Section 10-76d-2(c), LEAs are responsible for providing personnel development to staff and counseling and training to parents to assist parents in their understanding the special needs of their child(ren), providing information about child development and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP.

It is expected that all districts have a Professional Development Plan for SY 2017-18, based on a needs assessment or other documentation, to promote parent education, information and training on an on-going basis.

DIRECTIONS: Please indicate the activities for parents that your district will complete between July 1, 2017 and June 30, 2018.

METHOD KEY**AUDIENCE KEY**

A. Workshop	A. Special education staff
B. Conference	B. Related services Staff
C. Newsletter	C. Administrators
D. Written Documentation	D. General education teachers
E. Committee/Advisory Group	E. Parents of students with disabilities
F. Support Group	F. Students
G. Other (_____ PPT meeting _____)	G. Other (_____)

Suggested Topics	Method (use key)	Audience (use key)
IDEA – Procedural Safeguards	D,E,G	A, B, C, D, E, F
Local Policies/Procedures	D, E	A, B, C, D, E, F
Assessment/Testing	G, E	A, B, C, D, E, F
Assistive Technology	G, E	A, B, C, D, E, F
Behavior/Discipline		
Communication		
Curriculum		
Disability information	D, E, G	A, B, C, D, E, F
Eligibility Determination	D, E, G	A, B, C, D, E, F
Inclusion/LRE	D, E, G	A, B, C, D, E, F
IEP Development	D, E, G	A, B, C, D, E, F
Instructional Strategies		
No Child Left Behind (NCLB)		
Parenting		
Preschool/Early Childhood	A,C, F	A, B, C, E
Related Services		
School/Program Improvement or Planning		
Seclusion/Restraints	A, D	A, B, C, E
SRBI/Response to Intervention		
Transition	B, E	A, B
Other (_____)		