

Annual Request for Special Education Funds FY' 2017

IDEA Federal Funds Application Training

May 24, 2016

*New Hampshire Department of Education
Bureau of Special Education*

Agenda

- **Introductions**
- **Today's Training**
 - **Completing the FY' 17 IDEA Application in the NH Grants System**
 - **Online application under the NH Grant System**
 - **Required Attachments**
 - **Supporting documents**
 - **NH Allowable Activities**
 - **FY'17 IDEA Application Instruction Manual**
 - **N.H. Financial Accounting Handbook for Local Education Agencies**
 - **Approval Process**
 - **Reporting Process**

Welcoming Information Screen

an official **NEW HAMPSHIRE** government website



New Hampshire
Department of Education Grant Management System
Serving New Hampshire's Education Community

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Welcome Bridget Brown

Selected Fiscal Year: 2014-2015 ▼

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2014-2015 Grant Allocations/Request Limits:

FY'17 IDEA Fund Allocations for Each District

- FY' 16 Memo # Part B IDEA,CFDA#84.027 and Preschool,CFDA#84.173 Special Education Allocations Fiscal Year 2017
- These are the special education allocations for each school district.
- These figures are the allotted amount that should be used in the preparation for federal special education funds.
- These figures reflect the formula that went into effect in FY' 2000 IDEA and FY' 1997, as described by Code of Federal Regulation Part 300.705.

FY'17 Allocation Amounts

[Edit this grant application...](#) [Attachments \(21\)](#) [Consolidated Agreement](#) [Take Snapshot](#) [Reporting](#) [Status History](#)

ALLOCATION AMOUNT:

IDEA	\$283,292.06
Preschool	\$4,510.40

BUDGETED AMOUNTS:

IDEA	\$283,292.06
Preschool	\$4,510.40

AMOUNTS PAID:

IDEA	\$206,446.89
Preschool	\$4,510.39

Start Date – FY' 17

Identifying Information

	CFDA #	Start Date:	End Date:
IDEA	84.027A	7/1/2016	6/30/2017
Preschool	84.173A	7/1/2016	6/30/2017

The Start Date

- The Start Date for the grant cannot be before July 1st of the fiscal year of the application timeframe.
- The actual begin date of the grant is the date the grant is *submitted by the Superintendent* unless the grant is submitted before July 1st.
 - **Example:** Grant is *submitted* June 16, 2016=the Start Date is July 1, 2016.
 - **Example:** Grant application is completed for a July 1st start date but the grant is not *submitted* until July 15, 2016. The Start Date will be July 15, 2016.

Responsible Agency Section

Agency Responsible for Programmatic and Fiscal Administration:

Agency Name: Hopkinton

Agency Address: 204 Maple St.
Contoocook, NH 03229-3339

Project Manager: Valerie Aubry Phone No: (603) 746-5186

Title: Director of Student Services

Fax: (603) 746-5714 E-mail: vaubry@hopkintonschools.org

Fiscal Contact: Michelle Clark Phone No: (603) 746-5186

Title: Business Administrator

Fax: (603) 746-5714 E-mail: mclark@hopkintonschools.org

Contact Person (if different): _____ Phone No: _____

Fax: _____ Contact Email: _____

Filing Options

Multiple District SAU

- Submit completed application for each district

Consolidated District SAU or Multiple SAUs

- Submit a Consolidated Application for all or a part of the allocated amount (as approved by School Board)

Activity Section

- **Activity Number**
- **Inventory Option**
- **Category choices-**
 - NA, Parentally Placed, CEIS
- **Priority: *New Hampshire Special Education State Performance Plan***

http://www.education.nh.gov/instruction/special_ed/spp.htm

- **Activity**
- **Function/Object Codes/IDEA amount/Preschool amount**

Activity Suggestions

- Begin with a verb such as hire, purchase, contract, rent (upon Bureau approval)
- State how students with disabilities will benefit
- Keep the statement simple based on one subject that connects to the priority
- Provide detailed information including examples with separate dollars amounts for an activity involving separate components such as professional development

Activity Sample

CATEGORY:

N/A

PRIORITY:

Least Restrictive Environment To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

ACTIVITIES:

Hire individuals to provide ESY programs at the pre-school, elementary, middle and high school levels to support students with disabilities as determined by their IEP teams in need of continual educational and social skills training to maintain current levels of performance. Teachers hired will have special ed certification.

2 Pre-School Special Ed Teachers Combined salary of \$2,600 with FICA of \$198.90, Retirement of \$368.16.
5 Pre-School Paraprofessionals with salary not to exceed \$4,500, FICA of \$344.25, and Retirement of \$484.65.

2 High School/Elementary Special Ed Teachers contracted at \$4,250.

1 High School Special Ed Teacher salary of \$1,150 with FICA of \$87.98 and Retirement of \$162.84.
3 Middle School Teachers with combined salary not to exceed \$3,331.25, FICA of \$254.84 and Retirement of \$471.71.
4 Elementary School Special Ed Teachers with combined salary not to exceed \$4,331.25, FICA of \$331.35 and Retirement of \$613.31.

3 High School Paraprofessionals with combined salary not to exceed \$3,382.57, FICA of \$258.77 and Retirement of \$364.30.
1 Middle School Paraprofessional with salary of \$742.27 with FICA of \$56.78 and Retirement of \$79.94.
5 Elementary School Paraprofessionals with a combined salary not to exceed \$4,933.31, FICA of \$377.40 and Retirement of \$531.32.

Transportation for pre-k students with disabilities to attend ESY programs not to exceed \$3,800 and for elementary through high school students with disabilities to attend ESY programs not to exceed \$7,000. Transportation is limited to students with disabilities and is written into their respective IEPs.

Function Code	Object Code	IDEA	PRESCHOOL
1210 - Special Education (for students with disabilities)	519 - Student Transportation Purchased - Other sources	\$7,000.00	\$3,800.00
1210 - Special Education (for students with disabilities)	114 - Teacher Salaries	\$8,812.50	\$2,600.00
1210 - Special Education (for students with disabilities)	232 - State Retirement - Teachers	\$1,247.86	\$368.16
1210 - Special Education (for students with disabilities)	110 - Salaries - Regular Employees	\$9,058.15	\$4,500.00
1210 - Special Education (for students with disabilities)	231 - State Retirement - Non Teachers	\$975.56	\$484.65
1210 - Special Education (for students with disabilities)	220 - Social Security Contributions	\$1,367.12	\$543.15
1210 - Special Education (for students with disabilities)	320 - Professional Educational Services	\$4,250.00	\$0.00
Totals:		\$32,711.19	\$12,295.96

Contract Activity Sample

ACTIVITY ID: **25209** LAST UPDATED: 7/25/2013 2:44:48 PM [Inventory](#)
 FIRST APPROVED: 11/25/2013 12:24 PM

CATEGORY:

N/A

PRIORITY:

Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

ACTIVITIES:

Contract with two (2) Speech and Language Pathologists to provide therapy services to include individual and group therapy, and consultation with teachers/paraprofessional either in small group instruction within or out of the classroom or 1-1 therapy to meet the goals and objectives of the students' IEPs in the least restrictive environment.

Contract with one Speech and Language Assistant for 180 hours of therapy services.

Contract Position #1 for 2 S/L Pathologists (190 days)= \$135,000 *Contract attached

Contract Position #2 for 1 S/L Assistant (180 hours)= \$4,800 *No contract is attached to the grant as this contract will not exceed \$5,000.

PERFORMANCE MEASUREMENT:

OUTCOME:

Function Code	Object Code	IDEA	PRESCHOOL
2152 – Speech Pathology Services	323 – Professional Services-Pupils	\$139,800.00	\$.00
	Totals:	\$139,800.00	\$.00

Activity Guidance Documents

- **NH FY'17 IDEA Federal Funds Application Instruction Manual**
 - Revised to reflect the online application
- **New Hampshire Allowable Activities**
 - Guidance document lists type of activity and whether it is allowable
- **The New Hampshire Department of Education Federal Funds Handbook, revised 2014/2015 edition.**

New Hampshire Allowable Activities – IDEA Grants

- The NHDOE is providing this document to assist districts to choose particular activities for the IDEA Grant application for proper, efficient performance and administration of the grant.
- Key:  = allowable  = not allowable * = possible allowable activity, but check with the Bureau.

New Hampshire Allowable Activities

IDEA Grants (continued)

Allowable or Not Allowable	Activity	Special Requirements or Additional Information
	Classroom space rental: costs associated with renting extra classroom space for special education students due to overcrowding.	
	Clerical Support: salaries and benefits	Only the actual time spent supporting special education students. NH allows only when the entire position is for special education.
	College credit for special education instructional staff.	Tuition is allowed as a fringe benefit to special education instructional staff.
	Computers for staff	Computer equipment for special education staff is allowed if the individual works solely in special education.
	Communication devices for staff –Costs associated with lease or purchase and charged of desk phones, cell phones, pagers and radios.	Communication devices are allowed for ONLY special education activities. If a device is used for other non-special activities, documentation is required of the extent to which it is used for special education and other activities. Costs for personal use are not allowed.
	Computer networks Costs associated with the LEAs computer networks.	LEAs computer networks are provided district wide and not excess costs of special education.
	Personnel preparation including In-service training.	Must align with Professional Development master plan IDEA Part B Section 611 or IDEA Preschool Section 619 funds can support participation in the Preschool Technical Assistance (PTAN).

NH Allowable Activities IDEA Grants (continued)

The following is a link to access the NH Allowable Activities that includes:

- A list of activities and the status of Allowed, Not Allowed or Possible
- Additional information and special requirements

Click on this link to access the document under the IDEA Grant heading on the NHDOE website:

http://www.education.nh.gov/instruction/special_ed/documents/Fy17_allowable_cost_activities.pdf

CEIS

Coordinated Early Intervening Services (CEIS) may include:

- interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

CEIS funds may support the following activities:

- Professional Development Activities in the Area of:
 1. Scientifically Based Academic Instruction;
 2. Behavioral Interventions;
 3. Scientifically Based Literacy Instruction; and
 4. Instruction in Adaptive and Instructional Software.
 5. Educational or Behavioral Evaluations
 6. Educational Services and Supports
 7. Behavioral Services and Supports
 8. Scientifically Based Literacy Instruction

- NOTE: Please refer to FY'05 Special Education Memo #15 for further information on Early Intervening Services, including the annual reporting requirement to the SEA. Additional guidance is provided in OSEP memo 08-09: <http://www.ed.gov/policy/speced/guid/idea/ceis.html>.

Indirect Costs

- Indirect Costs are an allowable activity that includes expenses used to administer this grant.
- Indirect Costs are calculated when you:
 - ✓ Add the total amounts budgeted of all other activities separate for IDEA and Preschool.
 - ✓ Multiply the amount budgeted by the Indirect Cost % amount assigned by the department to the district.
 - ✓ Do not round the amount up to the next number.
 - ✓ PLEASE REMEMBER: Each time you increase or decrease your budgeted amount you will need to recalculate your Indirect Cost.

Function and Object Codes

- Function and Object Codes are numbers assigned to activities and costs
- Dollar amounts are separated by IDEA and Preschool
- Refer to the New Hampshire Federal Funds Handbook, revised 2014/2015 edition.

FY'17 Assurances & Process

FY' 17 611 Compliance Assurance and 618 Data Assurance Forms include :

- Parentally Placed
- Charter Schools
- Maintenance of Effort
- National Instructional Materials Accessibility Standard (NIMAS)
- District Policies to Support Assurance Standards
- GEPA & Section 611 Assurances
- 34 CFR § 300.201 through §300.213 assurances
- 618 Data Assurances – Child Count, Discipline, Educational Environments, Exiting
- Certification of Superintendent
- Excess Cost

Tips :

- Download FY'17 from the NHDOE website
- Complete document
- Save to a file
- Browse and upload to the application as an attachment

Parentally Placed

- **Children with disabilities placed by their parents in private school .**
- **IDEA is responsible for the private non profit school located in the District – Non Public Non-Profit List**
- **IDEA Consultation – timely and meaningful**
 - ✓ Private school representatives
 - ✓ Representatives of parents of parentally-placed children with disabilities
 - ✓ Design and development of special education and related services
- **Determination of proportionate share calculation**
- **Activities**

Frequently Asked Questions about Children Placed by Parents in Private School

➤ Revised Q&A Document on Serving Children with Disabilities Placed by Their Parents at Private School

Source: U.S. Department of Education, Office of Special Education and Rehabilitative Services - Retrieved May 13, 2011

- The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) has released a revised document entitled *Questions and Answers On Serving Children With Disabilities Placed by Their Parents at Private Schools* (April 2011). Section "N" applies specifically to preschool children. The document is available online

<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C1%2C>

IDEA Part B Section 611 Assurances Parentally Placed

The *Children with Disabilities Enrolled by their Parents in Private School* Section must be completed for each district included in this application.

Applicant Agency:

Fiscal Year:

Part I: Consultation Consistent with 34 CFR 300.135

Please refer to **Non-Public School Non-Profit Status Document** located at:
http://www.education.nh.gov/program/school_approval/non_public_approval.htm

I a) List the private (approved nonpublic) schools located within the district. If there are no private schools within the district, please indicate by writing NA. Use additional pages, if necessary.	I b) Did the LEA/district obtain a written affirmation of consultation signed by the representative of the private school? (Yes or No)	I c) Please attach documentation to this application of the district's efforts to consult with the private school if the answer to 1b) is No.

IDEA Part B Section 611 Assurances

Parentally Placed

Part II Unexpended funds from prior year

Part II: Unexpended Funds from Prior Year: Funds for Equitable Services for Parentally Placed Children with Disabilities that were Not Expended by the end of FY' 16 (July 1, 2015-June 30, 2016).		
	Calculation to be Completed	Comments
II (a) Total Amount of Funds Allocated in FY' 16 as the proportionate share of federal IDEA funds to be expended on equitable services for parentally placed private school children with disabilities	\$	This does not include funds carried over from the previous year, as those funds were required to have already been spent and are no longer available. This is the same figure as the one provided in the FY' 16 entitlement application Part III (c).
II (b) Amount of FY' 16 Proportional Share Funds Expended by June 30 th , 2016	\$	This is the amount of funds actually expended (out of the dollars in Part II (a) of this application) on equitable services for parentally placed private school children with disabilities by June 30, 2016.
II (c) Amount of Funds to Carryover to FY'17	\$	This is calculated by subtracting Part II (b) from Part II (a)

IDEA Part B Section 611 Assurances Parentally Placed

Part III: Proportional Share for FY'17 (July 1, 2016-June 30, 2017)

Part III: Proportional Share for FY'17(July 1, 2016-June 30, 2017) If there are no eligible children in III (a), please indicate by entering "o".		
	Calculation to be Completed	Comments
III (a) Total # of eligible parentally-placed children with disabilities attending private schools located in the district. This is not limited to children with disabilities who are receiving services.		Children who have been evaluated and found eligible for special education and/or related services should be included in the calculation. The LEA, after timely and meaningful consultation, must ensure that the count is conducted on any date between October 1, 2015 and December 1, 2015 inclusive. Districts are encouraged to use the date the State conducts the Child Count for children with disabilities.
III (b) Total # of eligible public school children with disabilities (ages 3-21) in the LEA's jurisdiction.		This is the number of eligible children with disabilities the LEA is responsible for. This is a one day count for the same year as the count for the private school. This may be the # of children in the district's child count for that year.
III (c) Total number of private and public eligible children with disabilities in the LEA's jurisdiction		Add III (a) and III (b)
III (d) IDEA 611 entitlement amount	\$	Enter the district's entitlement amount for IDEA 611.
III (e) Per child proportional share of funds	\$	Divide the entitlement amount by the total number of private and public eligible children with disabilities. III(d) divided III(c)= III(e)
III (f) Total amount of funds allocated for FY' 17	\$	Multiply III(e) times III(a)

IDEA Part B Section 611 Assurances Parentally Placed

Part IV. The total amount of proportional share of FY' 17 IDEA funds

- What is the total amount of proportional share of IDEA funds to be expended on eligible parentally-placed children with disabilities attending private schools located in the district?

II (c) Amount of funds to carryover to FY'17	\$
III (f) Total amount of funds allocated for FY' 17	\$
IV The total amount of proportional share of FY' 17 IDEA funds	\$

Publications Regarding Children Placed by Parents in Private Schools

- US Department of Education-Publication

US Dept of Ed: The IDEA: Provisions Related to Children w/ Disabilities Enrolled by Their Parents in Private Schools: March 2011

✓ Order online at : <http://edpubs.gov>

- The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) has released a revised document entitled *Questions and Answers On Serving Children With Disabilities Placed by Their Parents at Private Schools* (April 2011). Section "N" applies specifically to preschool children. The document is available online

<http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CQaCorner%2C1%2C>

Charter School Assurances

20 U.S.C. 1411(e)

Charter School:

- Open enrollment public school, operated independently of any school board of education.
- The New Hampshire State Board of Education is authorized to approve Charter schools.
- The child's LEA of residence remains responsible to provide FAPE.

http://www.education.nh.gov/Instruction/school_improve/charter/index.htm

IDEA Part B Section 611 Assurances Charter Schools

ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'16

IDEA Part B SECTION 611 ASSURANCES

Charter Schools

20 USC 1411(e)

The LEA must provide information to demonstrate with respect to charter schools that are public schools of the LEA, the LEA will:

- (a) Serve children with disabilities attending those schools in the same manner as it serves children with disabilities in its other schools; and
- (b) Provide funds under Part B of the Act to those schools in the same manner and at the same time as it provides those funds to its other schools.

OR

(c) If there are no charter schools that are public schools of the LEA in the jurisdiction of the LEA, please put a check (✓) in the box below.

IDEA Part B Section 611 Assurances Maintenance of Effort

Information to follow

Maintenance of Effort (continued)

Exception to Maintenance

➤ **Exception to Maintenance of Effort: An LEA may reduce the level of expenditures under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to:**

(a) the voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel:

(b) a decrease in the enrollment of children with disabilities: and/or

(c) the termination of the obligation of the LEA, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child: (1) has left the jurisdiction of the LEA; (2) has reached the age at which the obligation of the LEA to provide FAPE to the child has terminated; or (3) no longer needs the program of special education.

IDEA Part B

Section 611 NIMAS Assurance

ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'16

IDEA Part B SECTION 611 ASSURANCES

National Instructional Materials Accessibility Standard (NIMAS)

The Local Education Area (LEA) must comply with the National Instructional Materials Access Standard (NIMAS).

The LEA will, as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials entering into a written contract with the publisher of the print instructional materials to:

- (a) Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Center (NIMAC), electronic files containing the contents of the print instructional materials using the NIMAS standard

or

- (b) Purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.

A Local Education Area (LEA) has a choice to coordinate with the National Instructional Materials Access Center (NIMAC) or to implement the standard without coordinating with the National Instructional Materials Access Center (NIMAC)

Please check one box below. (Double click the box to use developer function.)

The LEA will coordinate with the National Instructional Materials Access Center (NIMAC)

The LEA has chosen not to coordinate with the NIMAC, but assures that it will provide instructional materials to students with print disabilities in a timely manner.

If the LEA has chosen not to coordinate with NIMAC, give a brief description below on the district policy for providing print instructional materials to students with disabilities in a timely manner as required in the standard.

IDEA Part B SECTION 611 ASSURANCES

District Policies to Support Assurance Standards

ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'17

IDEA Part B SECTION 611 ASSURANCES

District Policies to Support Assurance Standards

Federal Assurance Do not submit actual document. Cite location only.	Document Name	Date Adopted	Pages	Document Location (e.g. SAU Office)
Free Appropriate Public Education (FAPE)				
Child Find				
Confidentiality				
IEPs				
Procedural Safeguards				
Participation in LRE				
Participation in State & District Wide Assessment				
Parent Participation with Special Education Process				
Full Educational Opportunity Goal				
Compliance with McKinney- Vento Homeless Assistance Act (42 U.S.C.1143) (300.149 (a) (3))				

General Education Provisions Act (GEPA) & Section 611 Assurances

ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'16

IDEA Part B SECTION 611 ASSURANCES

GEPA & Section 611 Assurances

For purposes of implementing the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), LEAs requesting federal special education funds must make the following assurances as required by 34 CFR §76.301 and 20 U.S.C. 1232(e), a section of the General Education Provisions Act (GEPA) and IDEA Part B Section 611:

- (1) that the local educational agency will administer the program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) that the control of funds provided to the local educational agency under this program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under this program;
- (4) that the local educational agency will make reports to the State agency or board as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under Section 443 of this Act, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of this program;
- (6) that any application, evaluation, periodic program plan or report relating to this program will be made readily available to parents and other members of the general public;
- (7) that in the case of any project involving construction:
 - (a) the project is not inconsistent with overall State plans for the construction of school facilities, and
 - (b) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of Title 29 in order to ensure that facilities constructed with the use of federal funds are accessible and usable by individuals with disabilities;
- (8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in this program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects;
- (9) that none of the funds expended under this program will be used to acquire equipment (including computer software) in any instance in which such 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;
- (10) that the "Certification Regarding Drug-Free Workplace Requirements" and "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion" assurances will be submitted to the Office of the Commissioner prior to the receipt of federal funds for FY 2013;
- (11) that the local education agency cooperate in the secretary's efforts under Section 1308 of ESEA to ensure the linkage of records pertaining to migrating children with a disability for the purpose of electronically exchanging, among the States, health and educational information regarding such children;
- (12) that the local education agency, to the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency (LEA), provision is made for the participation of those children in the program assisted or carried out under IDEA by providing for such children special education and related services in accordance with Section 612(a)(10)(A);
- (13) that the local education agency, in calculating the proportionate amount of federal funds, after timely and meaningful consultation with representatives of private schools, shall conduct a thorough and complete child find process to determine the number of parentally placed children with disabilities attending private schools located in the LEA. Section 612(a)(10)(A)(i)(IV); and
- (14) that the local education agency agrees that the amount of money provided under IDEA Part B will be expended only to pay the excess cost of providing special education and related services to children with disabilities and are used to supplement and not supplant state, local or other federal funds.

IDEA Part B SECTION 618 Data Assurances for Child Count Discipline, Educational Environment and Exiting

ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'16

IDEA Part B SECTION 618 Data Assurances for Child Count

Discipline, Educational Environment, and Exiting

This signed and dated document assures that the LEA has entered valid and reliable information into NHSES regarding Child Count, Discipline, Educational Environments, and Exiting for the purposes of the Department to annually report to the Secretary of Education on the information required by Section 618 of the Act regarding Child Count, Discipline, Educational Environments, and Exiting.

Superintendent's Signature _____ Date _____

Each LEA shall transmit valid and reliable information to the Department using the New Hampshire Special Education Information System as indicated in

Ed 1126.07 New Hampshire Special Education Information System (NHSES)

(a) After parental consent is obtained as required under Ed 1120.04, the LEA shall transmit the following information electronically to the department using NHSES:

(1) Information describing the child, including:

- a. The child's name;
- b. The child's town of residence;
- c. The child's LEA;
- d. The child's date of birth; and
- e. The child's identifying number, if the department has already assigned a number through its NHSES computer system.

(2) Identification of the evaluations conducted to determine that the child has a disability, the categories of qualified examiners administering the evaluations, and the dates administered;

(3) Identification of the child's disability;

(4) Identification of the child's specific special education program and if necessary, related services, the extent to which the child will not participate with nondisabled children in regular educational programs as required by 34 CFR 300.347, and the projected date for initiation and anticipated duration of the special education or special education and related services;

NOTE: Reference should be §300.320 (a)(5) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(4) of this section.

(5) The dates that:

- a. The IEP team determined the child to have a disability;
- b. The parent approved the IEP; and
- c. The IEP team selected the child's education placement;

(6) Discharge information for transition planning; and

(7) The date and duration of the removal, if any, of the child from the child's current educational placement for disciplinary reasons and any other information required to comply with the federal reporting requirements under 34 CFR 300.170.

§300.170 Suspension and expulsion rates.

(g) General. The SEA must examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities--

- (1) Among LEAs in the State; or
- (2) Compared to the rates for nondisabled children within those agencies.

(b) Review and revision of policies. If the discrepancies described in paragraph (a) of this section are occurring, the SEA must review and, if appropriate, revise (or require the affected State agency or LEA to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with the Act.

(c) When a child is no longer receiving special education or related services, the LEA or public agency shall enter into NHSES the reason why the child is no longer receiving special education or related services.

(d) For financial and monitoring purposes, the LEA shall be responsible for entering information into NHSES within 20 days of any action required to be entered into NHSES in order to comply with federal reporting requirements under 34 CFR 300.640-34 CFR 300.641.

§300.640 Annual report of children served--report requirement.

(a) The SEA must annually report to the Secretary on the information required by section 618 of the Act at the times specified by the Secretary.

(b) The SEA must submit the report on forms provided by the Secretary.

§300.641 Annual report of children served--information required in the report.

(a) For purposes of the annual report required by section 618 of the Act and §300.640, the State and the Secretary of the Interior must count and report the number of children with disabilities receiving special education and related services on any date between October 1 and December 1 of each year.

(b) For the purpose of this reporting provision, a child's age is the child's actual age on the date of the child count.

(c) The SEA may not report a child under more than one disability category.

(d) If a child with a disability has more than one disability, the SEA must report that child in accordance with the following procedure:

- (1) If a child has only two disabilities and those disabilities are deafness and blindness, and the child is not reported as having a developmental delay, that child must be reported under the category "deaf-blindness."
- (2) A child who has more than one disability and is not reported as having deaf-blindness or as having a developmental delay must be reported under the category "multiple disabilities."

611 & 618 Assurances Certification of Superintendent

ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'16

IDEA Part B SECTION 611 ASSURANCES

Certification of Superintendent

Check the boxes (Double click to use developer function.) below for the assurances you are submitting with this certification. Any revisions or subsequent submission of assurances requires an updated "Certification of Superintendent" form.

- Parentally Placed
- Charter Schools
- Maintenance of Effort
- National Instructional Materials Accessibility Standard (NIMAS)
- District Policies to Support Assurance Standards
- GEPA & Section 611 Assurances

The authorized signature(s) below certifies that all assurances, policies, procedures, documents and descriptions of activities of this Annual Request for Federal Special Education Funds are currently operational within each LEA listed below:

LEA	Original Signature of Superintendent or Other Authorized Personnel	Date

Assurances Information

Complete all sections of the Assurances including:

- ✓ Document name
- ✓ Date adopted by School Board
- ✓ Pages where information is found
- ✓ Document Location within the District

Purchased Services Contracts and Agreements

- In cases where the contract or purchased services agreement is negotiated with a sole source of procurement and the aggregate amount of expenditure will exceed \$5,000.00 the NHDOE Federal Funds Handbook, revised 2014/2015 edition, **requires** their submission to the Department of Education for prior approval.
- Contracts LEAs enter into with individual related services providers or private educational agencies or institutions fall into this category when the contract price is greater than \$5,000.00.
- A contract must be sound and define what services will be delivered.

FY'17 Contracts

- **Contracts less than \$5,000:**
indicate on a project description sheet
- **For all contracts:**
fiscal agent for federal funds must adhere to the procurement standards described on pages 38-41 of the NHDOE Federal Funds Handbook, revised 2014/2015 edition.
- **Keep original copy of any contract with the financial records of the project.**
- **Please use object code 300 for this activity.**

Consultant Review Process

Upon receipt of an application from an LEA, the Bureau of Special Education Consultant will:

Review

Application for necessary components.



Return

Application to LEA to make edits as necessary.



Budget Reviewed

Application is reviewed by the consultant and if complete holds the status budget reviewed.

Application Approval

An Application is complete and approvable when:

- ✓ All assurances 611 and 618 are accurate and complete
- ✓ Activities are allowable and connect to the priority
- ✓ Function and Object Codes are accurate
- ✓ Contracts over \$5,000.00 are submitted
- ✓ Superintendent's Signature Page reflect new assurances each time submitted

Reporting Process

- **LEA submits the reports for payment**
- **Bureau of Special Education**
Reviews the invoice report and either

Returns the report for edits

or

Approves the payment
- **Office of Business Management**
Processes the payment

Questions?

If you have further questions regarding the IDEA Federal Funds Application Training, you may contact Mary Lane at the Department of Education, Bureau of Special Education at: Lisa.Morrisette@doe.nh.gov

We are here to help!

For assistance with the IDEA Entitlement Grant please contact your assigned NHDOE Education Reviewer.

If you are unsure of who your assigned consultant is please call the Main Line at 271-3741.