

INSTRUCTIONS

**INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004
(IDEA)
(20 U.S.C. 1400 et seq.)**

**ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS
Fiscal Year (FY) 2010**



**Prepared By
New Hampshire State Department of Education
Bureau of Special Education
101 Pleasant Street
Concord, New Hampshire 03301-3860
603-271-3741**

INSTRUCTIONS
ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

Notice of Nondiscrimination

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The Age Discrimination in Employment Act of 1967
The Age Discrimination Act of 1975
Title IX of the Education Amendments of 1972 (Title IX) - sex
Section 504 of the Rehabilitation Act of 1973 (Section 504) - disability
The Americans with Disabilities Act of 1990 (ADA) - disability
NH Law Against Discrimination (RSA 354-A)

The following individual has been designated to handle inquiries regarding the nondiscrimination policies and laws above except Section 504:

Brenda Cochrane
ADA/Title IX Coordinator
NH Department of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3743

Inquiries regarding Section 504 should be directed to:

Robert Wells
Section 504 Coordinator
NH Department of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-1536

Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX, Section 504, and/or Title II of the ADA also, or instead, may be directed to:

U.S. Department of Education
Office for Civil Rights
33 Arch Street, Suite 900
Boston, MA 02110-1491
(617) 289-0111
TDD 877-521-2172

INSTRUCTIONS
ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

The ANNUAL REQUEST FOR FEDERAL FUNDS allows a local education agency (LEA) to apply for IDEA-B Section 611 & Preschool Section 619 funds in one application. At its simplest, the ANNUAL REQUEST FOR FEDERAL FUNDS consists of a cover page, a one-page project description, required federal assurances, and a Form 1. It may also include requests for Coordinated Early Intervening Services or activities for children placed by their parents in private schools. Requests which include more than one LEA must also include a consolidated agreement. Each part of the application is explained in detail in these instructions.

COVER PAGE - IDENTIFYING INFORMATION - Application Page 1

Project Title can be whatever the LEA chooses. It is suggested that the LEA select a title that identifies this as a federally funded special education project.

Project Start and End Dates should be the anticipated dates services will be provided with federal special education funds. The start date cannot be earlier than the date the request is received at the Department of Education and in no case can it be earlier than the start of the fiscal year, July 1st. The end date cannot be any later than the close of the fiscal year, June 30th. Please indicate Start and End Dates for IDEA-B Section 611 & Preschool Section 619 if applying for both.

Agency Responsible for Programmatic and Fiscal Administration is the LEA which will be receiving the federal funds, establishing and maintaining the federal ledgers, hiring or contracting with personnel to provide services, purchasing equipment and materials, tracking activities and reporting to the Department of Education. The Project Manager is the person designated by the Superintendent as responsible for the day-to-day management of all aspects of the project including approving disbursements of funds. The Project Manager must be an employee of the Agency Responsible for this project. The Superintendent and the Project Manager may assign the role of Contact Person to another individual who is also an employee of the Agency responsible for this project. If you have chosen to do this, please include the contact person's name and contact information.

If the project will be administered on a daily basis by another agency on behalf of the LEA which has primary responsibility for project administration, the contractor must be identified in the second block on the cover page.

PROJECT DESCRIPTION – Application Page 2

Applicants may use word processing capabilities to generate this page provided the product substantially resembles this format and contains ALL of the elements.

The Applicant Agency and Fiscal Year must be consistent with the Agency Responsible for Programmatic and Fiscal Administration and the Project Start and End Dates on the cover page.

In order to receive federal funds, each LEA is required to submit an Annual Request for Federal Funds, which must include a description of how the LEA will use the funds.

Priority to be Addressed

"*Priority to be Addressed*" refers to the focus that will be targeted by the activities. When determining one or more priorities, consider the needs of students with disabilities in your LEA, especially needs that have been identified through the state-to-local monitoring process, systemic issues identified through dispute resolution, corrective actions, or other data relative to the New Hampshire Special Education State Performance Plan/Annual Performance Report:

www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/2008%20SPP%20APR/February2008APRSPP.htm

These identified needs should then be aligned to the state and federal priorities.

INSTRUCTIONS

ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

If you select more than one priority area that are strongly connected to one another (for example, you might engage in specific activities geared to both prevent drop-out and to increase high school graduation rates as two interconnected priority areas) then you may list them on one page. However, if you decide that your project will address multiple but diverse priority areas (such as a focus on early transitions with some of the funds and another on drop-out with additional funds) then those priorities must be listed on separate pages. Please be aware that your activities must be aligned to the priority area.

DESCRIBE EACH PRIORITY ON A SEPARATE PAGE 2. ADDITIONAL PAGES (2a – 2k) ARE LOCATED AT THE END OF THE APPLICATION IN APPENDIX C. ONCE COMPLETED, PLEASE PLACE THOSE PAGES IN ORDER BEHIND PAGE 2.

Note: The *Priority to be Addressed* for IDEA Section 611 funds includes children ages 3 to 21. The *Priority to be Addressed* for IDEA Section 619 funds includes children ALREADY identified with a disability ages 3 through 5 only. **Section 619 funds may not be used for evaluation and child find activities.**

State and federal priorities, based on the Special Education State Performance Plan, are listed below. These are the recommended priority areas for your application.

High School Graduation

Increase the percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth graduating with a regular diploma.

Drop Out Reduction

Reduce the percent of youth with IEPs dropping out of high school compared to the percent of all youth dropping out of high school.

Statewide Assessment

Increase participation rate of children with disabilities on statewide assessments.

Increase proficiency rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; and alternate assessment against alternate achievement standards.

Suspension and Expulsion

Reduce the discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year;

Reduce the discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year by race and ethnicity.

School-Age Least Restrictive Environment

Increase the percent of children with IEPs aged 6 through 21 educated with non-disabled peers to the maximum extent appropriate.

Preschool Least Restrictive Environment

Increase the percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

Preschool Outcomes

Increase the percent of preschool children with IEPs who demonstrate improved outcomes in the following areas:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

INSTRUCTIONS

ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

Parent Involvement

Increase the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Disproportionality

Zero percent disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Zero percent disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Evaluation (Section 611 funds ONLY)

100% of children with parental consent to evaluate will be evaluated and eligibility determined within state established timeline of 45 days.

Early Transition

100% of children referred by Family-Centered Early Supports & Services (Part C of IDEA) prior to age 3, who are found eligible for special education (Part B of IDEA), have an IEP developed and implemented by their third birthdays.

Secondary Transition

100% of youth aged 16 and above have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Post School Outcomes

Increase the percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Other

LEAs may select a priority based on locally identified needs. If you do not select one of the above priorities, please write "other" in the priority box and provide a brief description of the priority you have selected.

Allowable Costs and Activities

PLEASE TAKE NOTE that while it is possible to request funds from both funding sources on one page, it is not required that you do so. If you wish to request IDEA-B Section 611 and Preschool Section 619 funds separately, you may do so. Also, if the request is for both sources of funds and targets more than one priority, it is not required that both funding sources be utilized for all priorities or all activities.

The description of *Activities* allows the applicant to request funds from both federal funding sources to support specific activities that benefit children with disabilities. All the activities which will be implemented to support the *Priority* described at the top of the page must be listed separately. In the second column indicate the Function and Object Codes, from The New Hampshire Financial Accounting Handbook for Local Education Agencies 1999 Edition, which will identify these activities in the federal ledgers. Please work closely with your Business Administrator to ensure appropriate function/object codes are identified. In the next column, briefly state what the specific activities will be. In the last two columns, indicate the amount of funds to be allocated to each activity from each of the funding sources. Total the funds at the bottom of each column.

Employees/Personnel: Object Codes of 100

When using Object Code Series 100, please list on Appendix B, function/object codes, position titles, incumbent or vacant, and dollar amounts that will coincide with the amount listed under Activities.

Instructional equipment and computer hardware

Instructional equipment is defined as any item with a purchase price of \$100.00 or more and a life expectancy of more than one year. To be purchased with federal funds, instructional equipment and computer hardware must be necessary to implement activities which address the priorities described in this request. The items should be listed on the Project

INSTRUCTIONS

ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

Description page, along with the activity it supports. The Federal Funds Financial Management Manual states on page 3 that "Equipment must be specifically identified and justified. Justification should include its purpose, why it is necessary, how it will be used, and number of people it will serve or workload it will fulfill." While it is not necessary to identify a specific brand name, it is necessary to identify each type of item purchased, the quantity and the cost. For example: 2 personal computers @ \$1,500 each and 1 printer @ \$150 to be used for language arts instruction, by 20 students with disabilities, in the elementary resource room. Equipment must be in the grant request prior to February in the year of the grant. Equipment added to the grant request after February 1st may only be made on a case-by-case basis when child-specific needs for equipment are newly identified.

It is still the fiscal agent's responsibility to establish and maintain an inventory. If the purchase price is \$100.00 or more and the life expectancy of the item is more than one year, the item must be inventoried. The inventory list must be submitted to the Department of Education at the end of the year and the equipment must be available for inspection during monitoring and auditing activities.

Administrative Case Management

A local education agency may use funds received under this part to purchase technology or services in (a) through (e) below:

- (a) Scheduling IEP meetings;
- (b) Coordinating evaluations and IEP drafting;
- (c) Visiting potential student placement environments;
- (d) Communicating with a parent; and
- (e) Updating progress reports for meeting IEP goals.

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, page 34 of the Federal Funds Financial Management Manual **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. If the contract amount is less than \$5,000 for each individual related services providers or private educational agencies or institutions then please indicate this on the project description page. In all contract situations, whether short or long term, negotiated or competitively bid, the fiscal agent for federal funds must adhere to the procurement standards described on pages 33 and 34 of the Federal Funds Financial Management Manual. The original copy of any contract must be kept with the financial records of the project.

In addition, a partial list of allowable costs for IDEA funds is included below:

I. Assistive Technology:

- a. Assistive technology device:
Any item, piece of equipment, or product system, whether acquired commercially or off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.
- b. Assistive technology service:
Any service that directly assists a child on an IEP in the selection, acquisition or use of an assistive technology device includes:
 1. The evaluation of the needs of the child, including a functional evaluation of the child in the child's customary environment;
 2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for the child;
 3. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;
 4. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
 5. Training or technical assistance for the child, or where appropriate, the family of the child; and
 6. Training or technical assistance for professionals (including individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the child).

INSTRUCTIONS
ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

II. Instructional Equipment, which includes:

1. Computer;
2. Telecommunications, sensory and other technological aids and devices;
3. Specialized furniture and equipment.

III. Related services, which means:

Developmental, corrective, and other supportive services such as but not limited to:

1. Audiology services;
2. Psychological services;
3. Physical, occupational and speech therapy;
4. Recreation, including therapeutic recreation;
5. Social work services;
6. Counseling services, including rehabilitation counseling;
7. Orientation and mobility services;
8. Medical services, (except that such medical services shall be for diagnostic and evaluation purpose only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions to children;
9. Speech and language services;
10. Transportation; and,
11. Travel training.

IV. Special education, which means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including:

- a. Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings.
- b. Instruction in physical education.
- c. Other services identified as special education services within the IDEA.

V. Supplementary aids and services, which means, aids, services, and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate.

VI. a. Early Transition from Family-Centered Early Supports & Services to Preschool Special Education activities to promote smooth and effective early transitions may include but are not limited to:

1. Home visits;
2. Development and implementation of local interagency agreements and/or memorandums of understanding;
3. Parent support groups or focus groups;
4. Cross-agency professional development and technical assistance;
5. Direct services related to transition;
6. In-depth assessment of local policies, practices and procedures as well as data analysis to determine effectiveness of early transitions.

b. Transition services, which mean a coordinated set of activities for a student with a disability that are designed within an outcome-oriented process, which promotes movement from school to post school activities, including:

1. Post-secondary education;
2. Vocational training;
3. Integrated employment (including employment);
4. Continuing and adult education;
5. Adult services;
6. Independent living, or
7. Community participation.

c. Transition services are based upon the individual student's needs taking into account student's preferences and interests; and include:

1. Instruction;
2. Related services;
3. Community experiences;

INSTRUCTIONS
ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

4. The development of employment and other post-school adult living objectives;
5. When appropriate, acquisition of daily living skills; and,
6. A functional vocational evaluation.

VII. IDEA 611 Part B grant monies may also be used to fund “Child Find” Activities. These are activities which will be used to find and locate all children with disabilities residing in the school districts of the supervisory unit, including children with disabilities attending private/independent schools, including parochial, elementary and secondary schools. After finding and evaluating the children, determine which children are eligible and in need of special education and related services.

NOTE: IDEA Part B section 619 monies may NOT be used for preschool child find activities.

VIII. Personnel preparation including in-service training. Any professional developmental activity must be aligned with district’s staff development plan. Districts may use IDEA Part B Section 611 or IDEA Preschool Section 619 funds to support participation in the Preschool Technical Assistance (PTAN). This allows for enhanced regional and statewide activities related to preschool special education professional development and technical assistance.

IX. Instructional Materials, which includes:

1. Printed, published, and audio-visual instructional materials;
2. Books, periodicals, documents, and other related materials;
3. Software, test kit containing only consumables, (test kits & assessment tools that are over \$100 and shelf life of more than a year are considered equipment).

COORDINATED EARLY INTERVENING SERVICES (CEIS) FOR STUDENTS (K-12) WHO HAVE NOT BEEN IDENTIFIED AS NEEDING SPECIAL EDUCATION SERVICES – Application Page 3

An LEA may (or in some cases must) use up to 15 percent of the total amount it receives under **IDEA Part B (Section 611), Preschool Special Education (Section 619) and the IDEA Recovery: Part B and Preschool funds** for coordinated early intervening services for children in grades K through 12 who are not currently identified as children with disabilities, but who need additional academic and behavioral support to succeed in a general education environment. However, an LEA may use only up to 15 percent of its total allocation for Fiscal Year 2010 minus any amount (on a dollar-for-dollar basis) by which the LEA reduced its required state and local expenditures under section 613(a)(2)(C), in combination with other amounts which may include amounts other than education funds), to develop and implement coordinated, early intervening services, 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 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. Please include the estimated number of students who will benefit from these CEIS activities. If the LEA chooses to spend a portion of its **IDEA Part B (Section 611), Preschool Special Education (Section 619)** allocation on Coordinated Early Intervening Services, they must complete the section of the application.

Using IDEA Part B and/or IDEA Recovery funds for CEIS may impact the district’s ability to reduce Maintenance of Effort. Guidance from OSEP is expected on this issue. The following link will take you to OSEP guidance.

<http://www.ed.gov/policy/gen/leg/recovery/guidance/idea-b.doc>

Coordinated Early Intervening Services 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.

INSTRUCTIONS
ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

Coordinated Early Intervening Services funds may support the following activities:

- a. 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.
- b. Educational or Behavioral Evaluations
- c. Educational Services and Supports
- d. Behavioral Services and Supports
- e. 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.

www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/documents/FY05Memo15EarlyInterveningServices_000.doc

Additional guidance is provided in OSEP memo 08-09: <http://www.ed.gov/policy/speced/guid/idea/ceis.html>.

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS
(20 U.S.C. 1412 (a) (10))
PART I, II and III - Application Page 4

Part I: Private School Consultations

The applicant will complete the following steps:

- (a) If there are no private elementary and secondary schools with the jurisdiction of the LEA, the applicant checks the box and proceeds to the Charter School Section , **or**
- (b) If there are Private Schools located in the jurisdiction of the LEA, the application must provide a list of private, including religious, elementary and secondary schools located within the LEA. A listing of NH approved nonpublic schools can be found at:
www.ed.state.nh.us/education/doe/organization/curriculum/documents/AIINPS_FHExpByTownOpen.pdf.

The NH Department of Education website is updated periodically; however, if you are aware of a new approved nonpublic school in your jurisdiction that has not yet been posted, you should include them in your consultation. **The NH State definition of elementary and secondary schools does not include preschool, therefore community-based preschools, child care programs and Head Start are not considered private schools and should NOT be included in this section.**

(c) The LEA must submit copies of the Affirmation of Consultation for each private school. This consultation should include a discussion on how the total proportional share for both IDEA Part B and IDEA Recovery Part B (only) will be used to provide services for parentally placed children with disabilities. To ensure compliance with IDEA 2004, the LEA shall send each private school, within the LEA, a written notice of the time and place of the consultation meeting. The private school officials may, within seven (7) days upon receipt of the meeting notice, submit information to the LEA concerning what services they want provided to parentally placed private school children. Please note that "Affirmation of Consultation" forms must be forwarded to the Department of Education, Bureau of Special Education prior to the Form 2 being issued. If a private school fails to provide the LEA a signed affirmation form, the LEA will provide the Department of Education with documentation that the LEA attempted to consider the views of the school. Acceptable documentation may include a postal services return receipt from the private school that indicates the LEA did mail the "Affirmation of Consultation" form to the private school. Please refer to FY '05 Special Education Memo #14 for more details concerning the "Affirmation of Consultation" requirements. <http://www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/FY05MEMORANDUM.htm>

INSTRUCTIONS
ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

Part II: Funds Carried Forward for Parentally Placed Children with Disabilities

34 CFR 300.133(a) (3) states "if an LEA has not expended for equitable services all of the funds described in paragraphs (a)(1) and (a)(2) of this section by the end of the fiscal year for which Congress appropriated the funds, the LEA must obligate the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year."

If the LEA has not expended the allocation for students with disabilities in parentally-placed private schools in the year the funds were appropriated, the following information is required to show the amount of funds set-aside for this purpose: what has been expended during the current fiscal year; and the amount of funds that will be carried forward. The unexpended funding must be obligated for those special education and related service (including direct services).

The applicant will complete the requested information in this section. Please note that the amounts of funds carried forward are required on page 4 of the application. Enter \$0 if there are no funds carried forward.

Part III: Proportional Share

The applicant will complete the requested information in this section. Please note that the proportional share dollar amount is required on page 4 of the application.

An authorized signature is required certifying that Parts I, II, and III are complete and accurate. If there are no private elementary and secondary school in the jurisdiction of the LEA, no signature is required.

***CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOLS –
ACTIVITY DESCRIPTION - Application Page 5***

Each LEA must spend the proportionate share of the LEA's FY'2010 IDEA Part B entitlement funds to provide special education and related services (including direct services) to parentally placed private school children with disabilities. For FY '2010, the LEA must **also include the district's total allocation of IDEA Recovery Funds Part B (only)** in addition to the entitlement funds when determining the proportional share. The calculation includes the number of private school children with disabilities who are enrolled by their parents in private, including religious elementary schools and secondary schools located in the school district *and* the total number of children with disabilities in its jurisdiction aged 3 through 21. The number of private school children must be determined between October 1 and December 1, inclusive, of each year.

Under section 612(a)(10)(A)(iii), timely and meaningful consultation with private school representatives and representatives of parents of parentally placed private school children with disabilities must occur during the design and development of special education and related service for these children. The consultation process must include discussions of "how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child find process may meaningfully participate in special education and related services."

NOTE: The funds carried forward from FY'09 and the proportional share for FY'10 should be based on amounts on page 5 Part III of the application.

INSTRUCTIONS
ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

IDEA Part B SECTION 611 ASSURANCES – Section I

CHARTER SCHOOLS – Application Page 6

The assurance for Treatment of Charter Schools contains federal requirements that **must** be updated annually. Please provide the requested information for charter schools that are public schools of the LEA.

MAINTENANCE OF EFFORT – Application Page 6

Maintenance of Effort. Documentation of maintenance of effort (non-supplanting) may be done on a total expenditure or a per capita average basis for each district. Choose either a or b below and submit only the figures required by a or b. Please do not submit the entire budget.

Funds provided to the LEA under Part B of the Act may not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from a combination of state and local funds below the level of those expenditures for the preceding fiscal year. Document nonsupplanting by attaching:

- a) EITHER the total amount of a combination of state and local funds which each LEA has:
 - 1) Budgeted for the current fiscal year for the education of children with disabilities; and
 - 2) Actually expended in the most recent prior fiscal year for the education of children with disabilities.
- b) OR the average per capita amount of a combination of state and local funds which each LEA has:
 - 1) Budgeted for the current fiscal year for the education of children with disabilities; and
 - 2) Actually expended in the most recent prior fiscal year for the education of children with disabilities.

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 of special education or related services personnel who are replaced by qualified, lower salaried staff; (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.

CONSOLIDATED AGREEMENT – Application Page 7

When a request includes funds from more than one LEA, a Consolidated Agreement must be completed.

Enter the Fiscal Year for which this request applies. In item #1, fill in the name of the LEA which will be the Administrative Agent for all activities covered by this request. In item #2, fill in the name of the Project Manager. Both the Administrative Agency and the Project Manager must be the same as indicated on the cover page.

List each separate school district participating in this request. Indicate the date each local school board approved this participation and the amount it allocated to this project. Usually the amount allocated is equal to the district's entitlement. The Superintendent or other authorized personnel must sign and date the form for each school district participating. **(THE ORIGINAL SIGNATURE MUST BE SUBMITTED.)**

INSTRUCTIONS
ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

NIMAS/National Instructional Materials Accessibility Center (NIMAC) – Application Page 8

The National Instructional Materials Accessibility Standard (NIMAS) ensures that students who are print disabled receive a timely acquisition of materials. The National Instructional Materials Access Center (NIMAC) is the national repository of NIMAS source files which may then be converted into formats that are accessible by individuals who are blind or individuals with other print disabilities. For LEAs who choose to participate in NIMAC, contracts must be executed with publishers for textbooks and other printed core materials to include a provision that will require the publisher to produce files for transmission to NIMAC. If an LEA does not participate in NIMAC, the LEA is responsible for ensuring that each child who requires instructional materials in an alternate format will receive it in a timely manner to allow the child to participate in the curriculum.

Please see FY'06 Memo #23 for further information.

www.ed.state.nh.us/education/doe/organization/instruction/SpecialEd/documents/FY06Memo23NIMAS.pdf

IDEA Part B SECTION 611 ASSURANCES – Section II – Application Page 9

Each participating LEA must clearly identify documentation supporting each of the Federal Assurances and indicate where each document is located. Do not submit the documents. For monitoring purposes, each participating district must keep a file containing all the documentation referenced in this part. Specific guidance concerning what kinds of information is sufficient to document the LEAs compliance is described below for your reference.

ASSURANCE: Free and Appropriate Education (FAPE)

Each application must assure procedures that all children with disabilities aged 3 to 21 residing within the jurisdiction of the local education agency have a right to FAPE, including children with disabilities who have been suspended or expelled from school.

SOURCES OF DOCUMENTATION

1. Written procedure for implementing FAPE from the local special education application.
2. Written school board policies and procedures that ensure FAPE.
3. Forms and other documents that are used in implementing FAPE for children with disabilities.

ASSURANCE: Child Identification (Child Find)

Each application must assure procedures which ensure that all children, including highly mobile children (such as migrant and homeless children), residing within the jurisdiction of the local education agency who are disabled, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, and evaluated, including a practical method of determining which children are not currently receiving needed special education and related services.

Please note that IDEA 2004 LEA child find requirements have changed for private schools. Each LEA shall locate, identify, and evaluate all private school children with disabilities, including religious-school children, educated in the jurisdiction of the LEA. The activities undertaken to carry out this responsibility for private school children with disabilities must be comparable to activities undertaken for children with disabilities in public schools.

SOURCES OF DOCUMENTATION

1. Written procedures for implementing a Child Find Program from the local special education application.
2. Written communications with representatives of private school children and other community agencies which relate to implementation of the Child Find Program.
3. Logs of telephone conversations with representatives of private school children and other community agencies which relate to implementation of the Child Find Program.
4. Brochures, newspaper and other media announcements concerning child find activities conducted by the agency.

INSTRUCTIONS
ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

ASSURANCE: Confidentiality of Personally Identifiable Information

Each application must assure policies and procedures that ensure that the criteria in 20 U.S.C. 1400 et seq. are met.

SOURCE OF DOCUMENTATION

1. Written confidentiality policies and written procedures for their implementation from the local special education application.
2. Written confidentiality policies from the school board policy manual and written procedures for their implementation.
3. Forms and other documents used in implementing the confidentiality policies (e.g., record of access, permission to collect or release information, list of education records, list of persons having access to records, etc.).

ASSURANCE: Individualized Education Program

Each application must include procedures to assure that the LEA complies with the provision of 20 U.S.C. 1400 et seq.

SOURCE OF DOCUMENTATION

1. Written procedures for developing IEPs from the local special education application.
2. Forms used for gathering information for writing or revising IEPs.
3. Forms used to document the process of developing IEPs (e.g., meeting notices, minutes, etc.).

ASSURANCE: Procedural Safeguards

Each application must provide assurance satisfactory to the State Department of Education that the LEA has procedural safeguards which meet the requirements of 20 U.S.C. 1400 et seq.

SOURCES OF DOCUMENTATION

1. Written procedures from the local special education application, which is for providing students with disabilities and/or their parents with access to records, independent evaluations, written prior notice, impartial due process hearings, and providing for the appointment of surrogate parents.
2. Written information provided to parents concerning the items listed in #1 above including an explanation of how and when this information is provided.

ASSURANCE: Least Restrictive Environment

Each public agency shall ensure:

1. That to the maximum extent appropriate, consistent with the provisions of 20 U.S.C. 1400 et seq., children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled;
2. That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

SOURCE OF DOCUMENTATION

1. Written procedures used by district placement teams for determining student placements from the local special education application.
2. Forms used to document the placement decision, the process by which it was reached, and the information on which it was based.

ASSURANCE: Participation in Assessment

Each application must include procedures which ensure that the LEA complies with the provisions of 20 U.S.C. 1400 et seq.

SOURCE OF DOCUMENTATION

1. Written procedures to include students with disabilities in general State and District-wide assessment programs with appropriate accommodations if necessary. Provide evidence of the inclusion of all students with disabilities in the New Hampshire Educational Assessment Program.

INSTRUCTIONS
ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

2. Written procedures for including the number of children in the district enrolled in the grade levels being assessed. Include the number of students with disabilities who completed all portions of the assessment program and the number of students with disabilities who completed specific portions of the assessment program.
3. Include the district guidelines for the students with disabilities who met the criteria and who participated in the alternate assessment form of the State and District-wide assessment program.
4. Written procedures from the school board policy manual that address the inclusion of students with disabilities in general State and district-wide assessment programs.

ASSURANCE: Parent Participation

Each application must include procedures to ensure that, in meeting the goal under the provisions of 20 U.S.C. 1400 et seq. (full education opportunity goal) the LEA makes provision for participation of and consultation with parents or guardians of children with disabilities.

SOURCE OF DOCUMENTATION

1. Written procedures for including parents in the special education process from the local special education application.
2. Written policies and procedures that address the participation of parents of students with disabilities in the special education process.
3. Forms used to document parental participation (e.g., notice of meetings, records of attendance at meetings, logs of phone contacts with parents, etc.).
4. Handbooks and manuals developed for parental use, which explain their role in the special education process.

ASSURANCE: Full Educational Opportunity Goal and Timetable

Each application must include documentation which provides equal educational opportunities to all children with disabilities.

SOURCE OF DOCUMENTATION

1. Written documentation that support the assurance that the school district complies with the goal of providing full educational opportunity to all children with disabilities, aged birth through 21.
2. A detailed, written timetable for accomplishing the goal above.

ASSURANCE: Compliance with the McKinney-Vento Homeless Education Assistance Improvement Act

Each application must include documentation which ensures access to a free, appropriate public education (FAPE) for children who are experiencing homelessness.

SOURCE OF DOCUMENTATION

1. Written documentation that reinforces the timely assessment, appropriate service provision and placement, and continuity of services for children and youth with disabilities who experience homelessness and high mobility.
2. Policies and procedures consistent with the McKinney-Vento Act that children who experience homelessness and high mobility have access to programs and services including special education services, preschool services, and before - and after-school care.
3. Written documentation of the appointment of a local homeless education liaison in the school district to ensure that homeless children and youth are identified and given full and equal access to all educational services for which they are eligible in order to succeed in school.

IDEA Part B ASSURANCES – Section III – Application Pages 10, 11 and 12

PLEASE NOTE that the following must be submitted to the Department of Education prior to the receipt of federal funds for FY 2010:

- “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 2009.

INSTRUCTIONS
ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

- List each separate LEA participating in this request. The Superintendent or other authorized personnel must sign and date the form for each LEA participating. (The original signature **MUST BE SUBMITTED.**) By signing the Certification of Superintendent, the Superintendent of Schools or other authorized personnel guarantees compliance with all assurances appearing in Sections I, II and III of the application for all LEAs listed. (page 11 of the application)

FORM 1

Complete both the front and the back of a SEPARATE FORM 1 FOR EACH SOURCE OF FUNDS included in this request. This means that if you requested both IDEA-B Section 611 and Preschool Section 619 funds, you must complete and attach a double-sided Form 1 for the 611 funds and a separate double-sided Form 1 for the 619 funds. Specific instructions follow. If you need further assistance, refer to the Federal Funds Financial Management Manual published by the Department of Education, Office of Business Management: May 1999. Each project manager should have a copy of this manual.

FRONT OF THE FORM 1:

The Project Number should be left blank as it will be supplied by the Department of Education when this request is approved.

The Change Number should be "original" until a Form 2 is issued and will be so designated by the Department of Education.

When additional sheets are required to complete the detailed budget section, annotate the sheets as page 3 of 3, or page 3 of 4 as appropriate.

The appropriate Federal Program Title is the source of funds being requested (e.g, IDEA-B Section 611 or Preschool Section 619).

Leave the Type of Change blank unless this Form 1 is being submitted to revise an already approved request.

Indicate the SAU # for the agency which is the administrative agent for these funds.

The Proposed Project Title, Project Period and Designation of Project Manager must be the same as those indicated on the Cover page - Identifying Information of this request. See instructions Page 3 for more details.

If you are including an Indirect Cost Rate, indicate the percentage rate used. The **ONLY** indirect cost rate which will be accepted is the restricted indirect cost rate of the fiscal agent which has been approved by the Department of Education's Office of Information Services for the fiscal year of this request.

Fiscal Agent – Make Check Payable to, is the agency which is administering these funds. The Office of Business Management has indicated that checks can only be made payable to one of the following entities.

Treasurer, SAU # _____
Treasurer, _____ School District
School Department, City of _____

Do Not use both SAU and School District as fiscal agent. You must choose only one.

The original signature of the Superintendent of Schools must be on this form along with the date the form was signed.

BACK OF THE FORM 1:

The Project Title, Project #, Change #, and Page ____ of ____ must be the same as on the front of the form.

PLEASE TAKE NOTE: It is strongly recommended that you complete the lower section Detail of Proposed Budget before completing the upper section Budget Summary by Object and Function Codes. Function and object codes can be determined by referencing the New Hampshire Financial Accounting Handbook for Local Education Agencies 1999 Edition, provided by Information Services. It is also strongly urged that you consult with your federal funds bookkeeper and/or business administrator before completing either budget section. The Form 1 provides the framework for establishing the expenditure categories and limitations in the federal fund ledgers and must be broken down in fine detail.

INSTRUCTIONS
ANNUAL REQUEST FOR FEDERAL SPECIAL EDUCATION FUNDS FY'10

Suggested procedure for completing the Detail of Proposed Budget:

1. Make a list, from page(s) 2 activities, of all expenditures grouping them by function and subgrouping them by object within each function category.
2. Arrange the list in ascending numerical order.
3. Total the amount of expenditures for each object code subgroup under a specific function code. For example, if there are two or more expenditures with the same function and object code they can be combined into one total.
4. Enter the first function code from your list on the first line in the first column.
5. Enter the first object code (under the first function code) on the first line in the second column. Enter the total expenditure for this object/function in the third column.
6. Briefly describe the category of the expenditure (e.g., aide salaries, or FICA, etc.) in the fourth column.
7. Enter the second object code (under the first function code) on the second line in the second column with the total expenditure in the third column and the description in the fourth column. Repeat until all the object codes for this function have been entered.
8. When you have entered all the object codes for the first function code from your list, enter the second function code on the next line in column one. Proceed with the object codes for this function number as you did the first.
9. Subtotal the third column.

Suggested Procedure for Completing the Budget Summary By Object and Function Codes:

1. Total all of the expenditures already entered in the lower section which are in the 1000 series of function codes AND ALSO have an object code in the 100 series. This figure goes in the first line in the first column of the top portion of the form.
2. Continue totaling each global function and object series and entering the amount in the corresponding box on the form.
3. Total each column and each row.

Procedures for Revising Or Amending An Annual Request For Federal Special Education Funds:

If, after the issuance of a Form 2, the applicant wishes to change any aspect of this proposal, a written description of the change including when it will take place and a written explanation of the reason for the change must be submitted to the Department of Education, attach a project description - page 2, and a Form 1. No changes may be implemented until written approval has been received from the Department of Education.

MAINTAINING FINANCIAL RECORDS FOR COMPLIANCE AND AUDIT PURPOSES

Hand written Federal Funds Ledgers with the required four files of documentation must be maintained unless the fiscal agent has received written authorization from the Department of Education to use an alternative system such as a computerized ledger. See the Federal Funds Financial Management Manual for information on requesting permission to use computerized accounting systems.

EDGAR Regulations (34 CFR §74.21 and §74.22) require that financial records and supporting original documents must be kept for at least three years except that if litigation is pending they must be retained until the completion of the action. The three year retention period starts the day the final financial report is filed with the DOE. The Federal Funds Financial Management Manual requires that unaudited records "be maintained for 5 years after the date of submission of the annual expenditure report to the SEA.