



# IDEA Permissive Use of Funds

## New Hampshire Permissive Use of Funds – IDEA/Preschool Grants

The New Hampshire Department of Education is providing you with this document to assist you in determining activities in your IDEA Grant application. This document reflects the permissive use of funds pursuant to section 613(a) (4) of the Individuals with Disabilities Education Act (IDEA) and its implementing regulations at 34 CFR 300.202 Use of amounts: 34 CFR 300.207 Personnel Development, and 34 CFR 300.208 Permissive Use of Funds.

Permissive use of funds is also subject to the Uniform Grant Guidance at 2 CFR 200.403-405, which requires that costs charged to federal funds must be necessary, reasonable, allocable, and adequately documented. In order to determine permissibility, the Bureau of Special Education Support considers and recommends districts consider the following questions:

### **Necessary**

- Is the expense necessary to provide special education and related services to a student or all students with an IEP?
- Is it documented as needed on an IEP or other special education procedural document?

### **Reasonable**

- Does the cost not exceed that which prudent person would pay?
- Would the cost be the same if there were no federal funds available?

### **Allocable Under IDEA**

- Is the cost created because of special education needs and would not exist without special education?
- Is the cost in addition to the costs also generated by students without disabilities?

### **Adequately Documented**




- If it is a child specific service, is the service documented in the student's IEP?
- The Bureau of Special Education Support encourages districts to provide a position identification number of something similar in order to facilitate a more effective connection between position costs and fiscal control such as time and effort.




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The following table provides examples of allowable costs and special requirements, or details required to justify a cost as allowable. This list is not comprehensive and the use of IDEA funds for costs listed as allowable is still dependent on the factors described above, including adequate documentation.








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Allowable?	Activity	Special Requirements Or Additional Information
	<b>Adaptive Physical Education Personnel and Services</b>	Related services as found in a student's IEP.
	<b>Advertising:</b> costs associated with advertising in media such as newspapers, radio, and television, direct mail, exhibits, electronic or computer transmittals.	Allowed for IDEA: related recruitment of personnel, procurement of goods and services, and other specific purposes necessary to meet the requirements of the IDEA grant.
	<b>Assistive Technology:</b> <ul style="list-style-type: none"> <li>Assistive technology device;</li> <li>Assistive technology service;</li> <li>Any service that directly assists a child on an IEP in the selection, acquisition or use of an assistive technology device.</li> </ul>	<b>Services include:</b> <ol style="list-style-type: none"> <li>Evaluation of the needs of the child, including a functional evaluation of the child in the child's customary environment;</li> <li>Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for the child;</li> <li>Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology devices;</li> <li>Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;</li> <li>Training or technical assistance for the child, or when appropriate, the family of the child, and/or</li> <li>Training or technical assistance for professionals.</li> </ol>



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	<b>Attorney Costs</b> – Professional development contract for staff training or policy development and review.	IDEA funds can be used when attorneys present professional development activities.
	<b>Attorney Fees</b> – Party to an action of IDEA; state complaints; due process; facilitated IEP meetings; mediation sessions; or any student specific consultation.	IDEA funds cannot be used for Attorney Fees.
	<b>Automatic Door Openers</b>	Purchase and installation of automatic door openers is allowed if needed to provide access for a child with a disability.
	<b>Building Consultation Teams</b> – Salaries and benefits of team members, costs associated with meeting expenses, stipends and travel.	These activities are not devoted to the identification, evaluation, or placement of children with disabilities or the provision of special education services.
	<b>Child Find Activities</b>	<p>Activities that will be used to identify and evaluate children who are potentially a child with disabilities residing in the school district, including children with disabilities attending private/independent schools, including parochial, elementary and secondary schools.</p> <p>Activities that evaluate the children to determine which children are eligible and in need of special education and related services.</p> <p><b>NOTE: IDEA Part B section 619 (Preschool) monies may only be used to find, identify or evaluate for child find for children ages 3 through 5.</b></p>




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Allowable?	Activity	Special Requirements Or Additional Information
	<b>Classroom space rental for K-12:</b> Costs associated with renting extra classroom space for special education students due to overcrowding.	
	<b>Clerical Support: salaries and benefits</b>	Only the actual time spent supporting special education (for individual students or the special education program in whole) is allowable for reimbursement under IDEA. Districts are encouraged to include staff member's position/employee number or identifier in the activity, and must include salary and FTE (full time equivalent).
	<b>College tuition for special education instructional staff</b>	Tuition is allowed as a fringe benefit to special education instructional staff <b>only</b> when it is in excess of tuition provided to regular education staff.
	<b>Communication devices for staff:</b> Costs associated with lease, purchase and charges of desk phones, cell phones, pagers and radios, etc.	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.
	<b>Computer networks costs</b> associated with the LEA computer networks.	LEA computer networks are provided district wide and are not an excess costs of special education.
	<b>Computers for staff</b>	Computer equipment for special education staff is allowed when used for administrative case management and special education and related services.
	<b>Construction:</b> Facilities or altering existing facilities	Project must be for one or more children with disabilities. The activity may be allowable, but additionally the district must contact the School Safety and Facility Management Bureau for additional requirements. <a href="#">Education Department General Administrative Regulations (EDGAR) and Other Applicable Grant Regulations</a>



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Allowable?	Activity	Special Requirements Or Additional Information
	<b>Contracted Services</b>	<p>LEAs may contract with consultants to provide information about methods, techniques, and strategies to use for children with disabilities or advice to staff for a particular student or direct service to students.</p> <p>Contracts can be based on a per diem or hourly rate.</p> <p>Activities with contracts of \$10,000 or more must include, in the activity, a description of how the district's bid process was followed or, if sole source approval was sought, a statement to that must be included in the activity and the sole source approval must be attached to the grant.</p> <ul style="list-style-type: none"> <li>• If the process to procure a vendor has not started but you would like to enter the activity/hold the amount in GMS, you must make it clear in the activity that this is the case and when the vendor is found edit the activity to include the above requirements.</li> </ul> <p><b>Contracts for \$10,000.00 or more must include a description of the bid process, or sole source approval, and must be signed and attached in order for funds to be reimbursed for that activity.</b></p> <p>Note: Travel for contracted personnel must be in the contract, not a separate budget line in the grant</p>
	<b>Contracted Services for Parentally Placed Private School Children</b>	<p>Federal law specifically authorizes provision of services for parentally placed private school students through contract with an individual, agency, organization, or other entity. Contracts in for \$10,000.00 or more must include a description of the bid process or sole source approval and must be signed and attached. <b>LEA cannot contract directly with private schools.</b></p>




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Allowable?	Activity	Special Requirements Or Additional Information
	<b>Coordinated Early Intervening Services (CEIS) Voluntary:</b> LEAs can choose to use up to 15% of their IDEA Part B funds for services to a defined group of at-risk students who are not currently identified as needing special education or related services.	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. <ul style="list-style-type: none"> <li>Educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction</li> </ul>
	<b>CCEIS (Comprehensive Coordinated Early Intervening Services) Mandatory:</b> LEAs identified as having significant disproportionality must use exactly 15% of IDEA Part B funds for CCEIS for children 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 and children currently identified as needing special education or related services (funds can be used primarily, but not exclusively, for this group).	Professional development and educational and behavioral evaluations, services, and supports.  The activities must address factors and policy, practice, or procedure contributing to significant disproportionality.
	<b>Curriculum Development</b>	Costs related to substitute teacher, release time, and stipends for development of curriculum for special education students is allowed for both regular and special education staff. Districts are encouraged to include staff member's position/employee number or identifier in the activity, must include salary and should include FTE (full time equivalent).




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Allowable?	Activity	Special Requirements Or Additional Information
	<b>District Administrators – Salaries and Benefits.</b>	The salary and benefits of a district administrator (superintendent, business director, curriculum director) cannot be charged to IDEA grants. The salary and benefits of a district special education administrator, or the portion of an administrator who has special education responsibilities, may be charged to IDEA grants.
	<b>Early Transition from Family-Centered Early Supports &amp; Services to Preschool Special Education Activities</b>	<p>IDEA Part B 611 and &amp; IDEA Part B 619 Preschool money may be used for children ages 3 to 5 and the transition from early supports.</p> <ol style="list-style-type: none"> <li>1. Home visits;</li> <li>2. Development and implementation of local interagency agreements and/or memorandums of understanding;</li> <li>3. Parent support groups or focus groups;</li> <li>4. Cross-agency professional development and technical assistance;</li> <li>5. Direct services related to transition;</li> <li>6. In-depth assessment of local policies, practices and procedures as well as data analysis to determine effectiveness of early transitions.</li> </ol>










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	<b>Equipment</b>	<p>Equipment purchased must support students with disabilities. Equipment is defined as an item with an individual unit purchase price of \$5,000.00 or more and a life expectancy of more than one year. Equipment may be purchased for case management activities, also includes instructional equipment and computer hardware.</p> <p>To be purchased with federal funds, equipment must be necessary to implement activities which address the priorities described in this request. The items should be listed on the Project Description page, along with the activity it supports.</p> <p>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 classroom.</p> <p>If the purchase price is \$5,000.00 or more and the life expectancy of the item is more than one year, the item must be inventoried. It is the districts responsibility to establish and maintain an inventory. Equipment must be available for inspection during monitoring and auditing activities.</p>





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	<b>Equipment: Appliances</b>	Appliances may be purchased for use by students with disabilities in a Life Skills classroom in order to meet the needs identified in the IEPs. Equipment (Appliances) 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.
	<b>Equipment: Security</b>	Cameras and other security devices are allowable if the district needed to put a camera in a special education only bus for supervision.
	<b>Evaluations:</b> <ul style="list-style-type: none"> <li>• <b>Personnel</b></li> <li>• <b>Supplies</b></li> <li>• <b>Contracted Services</b></li> </ul>	<p>This includes both initial and other evaluations including three year evaluations.</p> <p>*Reevaluations to determine eligibility for special education is the responsibility of the LEA where the student resides.</p> <p><b>Note: IDEA Part B 619 Preschool funds <i>cannot</i> be used for initial evaluation.</b></p>
	<b>Extended School Year (ESY) Services</b>	IDEA funds may be used to pay for the personnel to provide the ESY services. Districts are encouraged to include staff member's position/employee number or identifier in the activity, must include salary and should include FTE (full time equivalent).







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Allowable?	Activity	Special Requirements Or Additional Information
	<b>Food</b>	<p>IDEA funds may be used to pay for food for students with disabilities under certain circumstances. For example, these funds may be used to buy food for a regular early childhood class to work on IEP language goals for preschool children with disabilities.</p> <p>IDEA funds may be used to purchase food for meetings/activities for parents of students with disabilities.</p> <p><b>IDEA funds may NOT be used to buy food as a reward for an entire regular education class for completing a general education reading assignment.</b></p> <p><b>IDEA funds may NOT be used to buy or reimburse food costs related to professional development, except under very unique circumstances (such as a 3 day PD retreat in an isolated area that has no other access to food). Please see: <a href="https://www.education.nh.gov/instruction/special_ed/memos/documents/fy14_memo3_faqs_grantee_conferences.pdf">https://www.education.nh.gov/instruction/special_ed/memos/documents/fy14_memo3_faqs_grantee_conferences.pdf</a></b></p>
	<b>Foreign Language and Sign Language Interpreters for IEP meetings</b>	IDEA funds may be used to pay for a Foreign Language and Sign Language Interpreters for parents.
	<b>Furniture:</b> desks, tables, chairs	LEAs may purchase specialized furniture such as desks, tables, and chairs that are based on the needs of a student with a disability.
	<b>Hearing Aids</b>	A hearing aid is an allowable expense if the IEP team determines that the child requires the hearing aid as an assistive technology device and/or services in order to receive FAPE.






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Allowable?	Activity	Special Requirements Or Additional Information
	<b>Indirect Costs</b>	The rate is set by NHDOE. Indirect costs can only be taken on allowable direct activities that support the grant.
	<b>Instructional / Educational Materials and Supplies for the Education of Students with Disabilities such as:</b> <ol style="list-style-type: none"> <li>1. Printed, published, and audio-visual instructional/educational materials;</li> <li>2. Books, periodicals, documents, and other related materials;</li> <li>3. Software, test kit containing only consumables, (test kits &amp; assessment tools that are over \$250.00 and have a shelf life of more than a year is considered equipment).</li> </ol>	<p>Please provide a justification for the materials and supplies to be purchased that includes the purpose, why it is necessary, the type of items, and who benefits. Materials and supplies must be necessary for the provision of specially designed instruction and related services for students with disabilities.</p> <p>These instructional /educational materials may include specialized formats such as: Braille, Large Print, Audio/Sound and Digital Text.</p>
	<b>Interactive White Boards</b>	IDEA funds may be used to purchase interactive white boards such as smart boards to meet the unique needs of students with disabilities.
	<b>Interns</b>	



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Allowable?	Activity	Special Requirements Or Additional Information
	<b>Job Coaches</b>	<p>Staff who work specifically with a student with a disability in a work site. Staff who teach specific requirements of the job including work-related behaviors. Staff may be contracted or employed by the district.</p> <p>For contracted services providers, contracts \$10,000.00 or more must be attached.</p> <p>For staff employed by the district, activity must include salary, FICA, and FTE (full time equivalent). We encourage the district to include staff member's position/employee number or identifier.</p>
	<b>Maintenance of Special Education Equipment: Assistive Technology.</b>	IDEA funds may be used to maintain special education equipment.
	<b>Medicaid School-Based Services:</b> Costs for claiming funds including third party administrators.	Costs for administrating the Medicaid program may not be charged to the IDEA grant.
	<b>Medical Equipment</b>	Special Ed funds are about access to education. Medical equipment that a student needs 24/7 does not fall under access to their education.
	<b>Nurse: School Based – Salaries and Benefits</b>	<p>Costs must be in the IEP or related to the evaluation of the child.</p> <p><b>Note: Day to day service(s) is NOT an allowable cost.</b></p>
	<b>Alternative Programs pursuant to ED. 306.21</b>	<p>Costs related to renting off-site locations for special education programs. Costs are under limited circumstances. LEAs may rent space for alternative locations if the special education program is housed off district property and serves special education students only.</p>


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	<b>Paraprofessionals: Salaries and Benefits</b>	Must work under the supervision of the certified special education teacher.  For staff employed by the district, activity must include salary, FICA, and FTE (full time equivalent). We encourage the district to include staff member's position/employee number or identifier.
	<b>Parent education and/or family support groups for families of <u>preschool</u> children with disabilities</b>	Provide families of <u>preschool</u> children with disabilities: <ul style="list-style-type: none"> <li>• <b>strategies to deal with their child's behavior;</b></li> <li>• <b>information about the approaches to help their child learn;</b></li> <li>• <b>support to participate in training workshops;</b></li> <li>• <b>connecting families with one another for mutual support.</b></li> </ul> These parent education and/or family support opportunities may benefit families of preschool children without disabilities in addition to families of preschool children with disabilities, as these strategies and information about approaches are not necessarily specific to a disability but can be appropriate for many children.
	<b>Parent Liaisons: Salaries and Benefits</b>	Allowed only if staff provides supports to parents of children with disabilities in excess of what is provided to all parents.
	<b>Parent Training</b>	<b><u>Parent Counseling and Training</u></b> which means assisting parents in understanding the special needs of <u>their</u> child. Providing parents with information about child development and helping parents to acquire the necessary skills that will allow them to support the implementation of <u>their</u> child's IEP.
	<b>Parentally Placed Private School Students: Special Education and Related Services Consultation Meetings</b>	LEAs must conduct timely and meaningful consultation meetings with school and parent representatives from private non-profit schools located in their district. These consultation meetings must ensure that the services meet the proportional needs of the eligible parentally placed, private school children with disabilities.




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Allowable?	Activity	Special Requirements Or Additional Information
	<b>Personnel Preparation including Ongoing In-service Training and Other Professional Development Opportunities.</b>	<p>LEAs may use funds for costs to personnel preparation including ongoing in-service trainings and other professional development opportunities for special education personnel including teachers and special education administrators according to Section 613(a)(4) Individuals with Disabilities Education Act (IDEA) and its implementing regulations at 34CFR 300.207 and 34 CFR §300.208(a)(1) and (b).</p> <p>Funds can be used for registration, travel, and per diem.</p> <p><b>Note: IDEA Funds may NOT be used for professional membership fees, professional organization dues or membership dues. Professional development can be paid separately with IDEA funds.</b></p> <p>IDEA Part B Section 611 or IDEA Preschool Section 619 funds can support participation in the Preschool Technical Assistance (PTAN).</p>
	<b>Playground Equipment that Provides Access to Children with Disabilities</b>	The additional costs of making playground accessible to children with disabilities are allowed.




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	<p><b>Related Services:</b></p> <ol style="list-style-type: none"> <li>1. Audiology services</li> <li>2. Psychological services;</li> <li>3. Physical, occupational and speech therapy;</li> <li>4. Recreation, including therapeutic recreation;</li> <li>5. Social work services;</li> <li>6. Counseling services, including rehabilitation counseling;</li> <li>7. Orientation and mobility services;</li> <li>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/ assessment of disabling conditions to children;</li> <li>9. Speech and language services; Transportation, and;</li> <li>10. Travel training.</li> </ol>	<p>Related services as found in a student's IEP.</p> <p>For contracted services providers, contracts \$10,000.00 or more must be attached.</p> <p>For staff employed by the district, activity must include salary, FICA, and FTE (full time equivalent). We encourage the district to include staff member's position/employee number or identifier.</p>











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	<b>Salaries and benefits</b>	<p>IDEA funds may be used for personnel whose role is to oversee the development of IEPs, transition services, facilitate parent involvement or work directly with students.</p> <p>This is only for services that are provided specifically related to the needs of students with disabilities and services that are not provided to students without disabilities.</p> <p>Please see <b>District Administrators</b> for additional details.</p> <p>For staff employed by the district, activity must include salary, FICA, and FTE (full time equivalent). We encourage the district to include staff member's position/employee number or identifier.</p>
	<b>Software</b>	Software may be purchased for data collection, progress monitoring, or specially designed instruction for students with disabilities.
	<p><b>Special Education</b>, which means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including:</p> <ol style="list-style-type: none"> <li>1. Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings.</li> <li>2. Instruction in physical education.</li> </ol>	<p>To address the unique needs of the child and to ensure access to the general curriculum.</p> <p>All special education teachers must have appropriate NH credentials.</p>





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	<b>Special Education Teachers: Salaries and Benefits</b>	For staff employed by the district, activity must include salary, FICA, and FTE (full time equivalent). We encourage the district to include staff member's position/employee number or identifier.  For those contracted by the district add contract language.
	<b>Substitute Teachers</b>	Substitute teacher costs are allowable when either special education or regular education teachers are attending a special education professional development activity.  For staff employed by the district, activity must include salary, FICA, and FTE (full time equivalent). We encourage the district to include staff member's position/employee number or identifier.
	<b>Summer School</b>	Summer school classes are not special education because they are for all students.
	<b>Supplementary Aids and Services</b>	Supplementary aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate.
	<b>Technology for Personnel Use:</b>	LEAs may use funds to purchase appropriate technology for record keeping, data collection, and related case management activities.  <ol style="list-style-type: none"> <li>1. Used for scheduling IEP meetings;</li> <li>2. Used for coordinating evaluations and IEP drafting;</li> <li>3. Used for communicating with a parent;</li> <li>4. Used for updating progress reports for meeting IEP goals.</li> <li>5. Fireproof, locking safe for IEPs</li> </ol>


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Allowable?	Activity	Special Requirements Or Additional Information
	<b>Time Out Rooms</b>	Are NOT allowed
	<b>Transition Services</b> are based upon the individual student's needs and interests and may include:  1.	Pursuant to 34 CFR 300.43(a)(2) – these are examples of transition services. 1. Instruction; 2. Related services; 3. Community experiences; 4. The development of employment and other post-school adult living objectives; 5. When appropriate, acquisition of daily living skills; and, a functional vocational evaluation.
	<b>Transition Services</b> which promote movement from school to post school activities such as:	Pursuant to 34 CFR 300.43(a)(1) – these are what the transition services are preparing the student to do after high school. 1. Post-secondary education; 2. Vocational training; 3. Integrated employment (including employment); 4. Continuing and adult education; 5. Adult services; 6. Independent living, or community participation.
	<b>Transportation</b>	Transportation must be per the student's IEP and be for the purpose of ensuring access to services.
	<b>Travel</b>	Travel for contracted personnel cannot be approved as a separate line item within the grant but may be included in the actual contract.  Travel for staff may be provided from work to: another school or site to support a student with an IEP; a professional development event; a student's home or workplace for special education purposes.




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Allowable?	Activity	Special Requirements Or Additional Information
	<b>Tuition - Technical College for Students with Disabilities</b>	
	<b>Tuition - for children with IEPs ages 3, 4, and 5</b>	Placement by an LEA to provide a preschool student with disabilities a FAPE that is in excess of regular education costs for that age group in the district.
	<b>Tuition- for an approved special education day and residential program</b>	<p>IDEA funds may be used for tuition at special education approved day and residential programs for school-age students. Tuition costs are allowable providing that the costs are not for regular education.</p> <p>If an IEP team determines that a child needs an approved special education day or residential program to receive FAPE and meet the outcomes of the child's IEP, then day or residential tuition is an allowable cost under IDEA.</p> <p>Include in the activity the student's SASID and the name of the approved special education program to ensure tuition that is paid out of IDEA funds is not also reimbursed through SPED Aid.</p> <p>If IDEA funds are used for tuition, these costs cannot be reimbursed under Special Education Aid.</p>
	<b>Tutoring</b>	<p>There is no federal definition for tutoring.</p> <p>If the district is providing specially designed instruction to the student this can be covered, but not tutoring for regular education classes.</p>

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Allowable?	Activity	Special Requirements Or Additional Information
	<b>Vehicle Purchase, Lease or Rental, Insurance, Repair and Maintenance.</b>	<p>Vehicles must be used ONLY to transport children with disabilities who require specialized transportation, including children with disabilities attending regular classes. Vehicles may also be used by special education staff or for special education purposes. Transportation must be included in the IEP.</p> <p>All vehicles must meet safety standards as set by the Department of Safety in order to transport students with disabilities.</p> <p>District requirements must be met for drivers to transport students in vehicles.</p>
	<b>Vision Impairments - Services</b>	<ul style="list-style-type: none"> <li>• Conduct Functional Vision Evaluations and Learning Media Assessments</li> <li>• Provide consultation to educational teams in regards to learning environment, access to curriculum, and adaptation of materials</li> <li>• Procure and adapt materials</li> <li>• Deliver specially designed instruction based on student needs in the areas of the Expanded Core Curriculum. These areas include: Compensatory, Functional and Communication Skills; Sensory Efficiency; Social; Independent Living; Recreation &amp; Leisure; Use of Technology; Career &amp; Vocational; and Self Determination (additional information about skills taught in each of these areas visit <a href="https://www.teachingvisuallyimpaired.com/ecc.html">https://www.teachingvisuallyimpaired.com/ecc.html</a>)</li> </ul>

Category of Permissive Use of Funds	Clarification
1) Services and aids that also benefit nondisabled children. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.	<ul style="list-style-type: none"> <li>• See the child's IEP for : Special Education / related services /supplemental aids and services/ supports for personnel / transition services</li> <li>• Equipment is defined as an item with a purchase price of \$5,000.00 or more and a life expectancy of more than one year</li> <li>• Child Find activities pursuant to 34 CFR 300.111 &amp; Ed 1105</li> <li>• Each professional development activity must be aligned with the District's Professional Development Master Plan and Certification in accordance with New Hampshire Code of Administrative Rules Ed 512.</li> <li>• IDEA Part B Section 611 or IDEA Preschool Section 619 funds can support participation in the Preschool Technical Assistance (PTAN).</li> <li>• IDEA Part B 619 Preschool funds cannot be used for initial evaluation.</li> <li>• Link for more information regarding the use of funds to pay educators who are working with students who are not identified <a href="https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/12-011637r-wi-couillard-rti3-8-13.pdf">https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/12-011637r-wi-couillard-rti3-8-13.pdf</a></li> </ul>
2) Early intervening services. To develop and implement coordinated, early intervening educational services in accordance with §300.226 and 300.646	<ul style="list-style-type: none"> <li>• An LEA must reserve the maximum amount of funds under section 613(f) of the Act to provide comprehensive coordinated early intervening services to serve children in the LEA pursuant to 34 CFR 300.646</li> <li>• An LEA may use up to 15 percent of the total amount it receives under IDEA Part B (Section 611) and Preschool Special Education (Section 619) for Coordinated Early Intervening Services (CEIS)pursuant to 34 CFR 300.226</li> </ul>
(3) High cost special education and related services. To establish and implement cost or risk sharing funds, consortia, or cooperatives for the LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.	See Special Education Aid Manual for permissive use of funds
b) Administrative case management. An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management	

Key:  = permitted  = not permitted  = possible permissive activity but verify with the Bureau

Allowable?	Activity	Special Requirements Or Additional Information
	activities of teachers and related services personnel providing services described in the IEP of children with disabilities that is needed for the implementation of those case management activities.	
	<p><b><u>Some examples of costs associated with grants are:</u></b></p> <p><b>Personnel.</b> Personnel costs should be identified by the position or task to be performed, number of personnel requested, and charges to be incurred for each person. The applicant must relate these charges to the budget. Positions or personnel requests should be based on standards and referenced thereto. In the absence of written standards, the rationale underlying the request for these personnel should be stated.</p> <p><b>Equipment.</b> Equipment must be specifically identified and justified. Justification should include its purpose, why it is necessary, how it will be used, and the number of people it will service or the workload it will fulfill.</p> <p><b>Services.</b> Services must be specifically identified and justified. Justification should include its purpose, why it is necessary, how it will be used, and the number of people it will service or the workload it will fulfill. Services that provide medical treatment, entertainment, recreation, and catering are to be specifically identified by date, place, and purpose.</p> <p>Equitable Services for parentally placed students shall be provided by employees of a public agency; or through contract by the public agency with an individual, association, agency, organization or other entity.</p> <p><b>Indirect Costs.</b> Indirect costs, if allowable, may be included in the project budget. The percentage used must be the one approved by the SEA or as stated in a grant program.</p>	