

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DIVISION OF FAMILY AND STUDENT SUPPORT SERVICES

BUREAU OF SPECIAL EDUCATION

SPECIAL EDUCATION GRANT PROGRAMS

FY 2013

Grant Application For:

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

*Assistance for Education of all Children with Disabilities
and Preschool Grants for Children with Disabilities*

RFA 118

Legislative Authority

Individuals with Disabilities Education Act

20 U.S.C. Sections 1411 and 1419

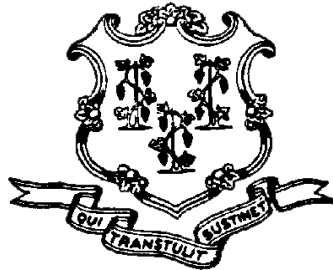
(hereinafter referenced as Sections 611 and 619 of Public Law 108-446)

Due Date

May 18, 2012

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF FAMILY AND STUDENT SUPPORT SERVICES

Stefan Pryor
Commissioner of Education



SPECIAL EDUCATION GRANT PROGRAMS

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

Preschool Grants for Children with Disabilities (Sec. 619)

CONNECTICUT STATE DEPARTMENT OF EDUCATION
AFFIRMATIVE ACTION POLICY STATEMENT
SECTION 46a-68-33

The Connecticut State Department of Education recognizes its responsibility to uphold the principles of affirmative action and equal employment opportunity and is committed to ensuring that these principles are upheld with conviction and intensive effort. The Department further recognizes that the purpose of this commitment to affirmative action is to overcome the current effects of past discrimination. Therefore, the Department has implemented detailed, results-oriented programs to combat such discrimination and achieve affirmative action goals and objectives.

Equal employment opportunity is the employment of individuals without any consideration of age, ancestry, color, criminal record (in state employment and licensing), genetic information past or present history thereof, intellectual disability, learning disability/disorder past or present history thereof, marital status, mental disability/disorder past or present history thereof, national origin, physical disability/disorder past or present history thereof (including, but not limited to, blindness), previous position/engaging in protected conduct (retaliation), race, religious creed, sex (including pregnancy, sexual harassment, and workplace hazards to the reproductive system), gender identity or expression, and sexual orientation, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

The State Department of Education's Office of Affirmative Action will continue to use viable affirmative action measures in all stages of the employment process in accordance with Chapter XI (46a-68-43) of its Affirmative Action Plan.

This policy statement is based on both the spirit and the letter of state and federal antidiscrimination laws, regulations and executive orders and is intended to establish affirmative action and equal employment opportunity as immediate and necessary agency objectives. In accordance with legal requirements, the State Department of Education recognizes its responsibility to implement this policy in all aspects of the employment process, including recruitment, selection, assignment, compensation, promotion, upgrading, training, educational assistance, transfer, discipline, job qualification, job specifications, personnel policies, orientation, evaluation, termination, layoff, recall and all other terms, conditions and privileges of employment. The affirmative action staff monitors all activity undertaken in these areas and makes a *good-faith effort* in relation to any problems identified. The Department of Education's *good-faith effort* includes, but is not limited to, recommending policies and procedures that will eliminate actual or potential problems, establishing goals and timetables, and taking other appropriate measures to address and resolve existing problems.

We recognize the hiring difficulties experienced by individuals with disabilities and by many older people. Program goals and timetables will be established to overcome the current effects of past discrimination, if any, and to achieve the full and fair participation of individuals with disabilities and older people in the workforce.

As Commissioner of the State Department of Education, I pledge that services and programs of this agency will be provided in a fair and impartial manner consistent with affirmative action. All education and training programs conducted by this agency will be open to qualified people. Each contractor, supplier, union or other cooperative agency we do business with shall support this policy by complying with applicable state and federal equal opportunity laws, regulations, guidelines and executive orders prohibiting discrimination. The State Department of Education shall not be a party to any agreement or contract that has the effect of sanctioning discriminatory practices. I expect all supervisory personnel to adhere to this mandate by carrying out their affirmative action responsibilities, as set forth in this plan, with the same effort as their other responsibilities.

A list of federal and state constitutional provisions, laws, regulations, guidelines and executive orders that prohibit or outlaw discrimination is attached to this policy statement. In my role as Commissioner of the State Department of Education, I am fully committed to the principle of equal employment opportunity, to the successful implementation of the agency's Affirmative Action Plan, and to ensuring that all employees are allowed to work in an environment free from insulting, degrading or discriminatory treatment and unsolicited or unwelcome sexual overtures. I will ensure that all employees, particularly managers, understand the plan's provisions and take positive steps to ensure compliance with this policy, the Affirmative Action Plan, and procedures developed subsequent thereto. The annual evaluations of all managers will include an assessment of their performance with respect to affirmative action and equal employment opportunity. Further, the Affirmative Action Plan evidences my commitment to achieving goals and timetables as set forth in the plan.

This Department maintains an internal grievance procedure to handle complaints of discrimination. This procedure, which is available to our staff, includes time frames for resolution, counseling, confidentiality, as well as other enforcement options. The full grievance procedure is available on our intranet and can be found in our Affirmative Action Plan.

Our policy is posted and distributed annually to all employees of this Department. Each employee has the right to review and comment upon the Affirmative Action Plan. Levy Gillespie, Equal Employment Opportunity Director, has been assigned affirmative action duties. He may be reached at the Middletown Central Office, 25 Industrial Park Road, Middletown, CT 06457, or at 860-807-2071, by fax at 860-807-2157, or by e-mail at levy.gillespie@ct.gov.

September 1, 2011

George A. Coleman
Acting Commissioner of Education

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

SPECIAL EDUCATION GRANT PROGRAMS

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SECTION A

SPECIAL EDUCATION GRANT PROGRAMS

Introduction

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

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

FISCAL CONCERNS: Funds provided to an LEA under this Act must not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding year (as defined by 34 C.F.R. 300.203). Funds must be used to supplement state, local and other federal funds and not supplant those funds (as defined by 34 C.F.R. 300.202(a)(3)). Supplanting occurs when the LEA's local special education budget is less than the previous year's local special education budget.

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

APPLICATION: The grant application for the grant programs under Sections 611 and 619 must address the intent of the IDEA and should consider the State Board of Education's goals, as detailed below:

- Goal 1: *High-quality preschool education for all students;*
- Goal 2: *High academic achievement of all students in reading, writing, mathematics and science; and*
- Goal 3: *High school reform.*

The Connecticut State Department of Education (CSDE) encourages school districts to develop the application with a "whole child perspective." Grantees should coordinate with other federal and state activities.

SECTION B

SPECIAL EDUCATION GRANT PROGRAMS

Directions for Submission of the Grant Application

DIRECTIONS FOR APPLICANTS

Applicants must complete and submit all relevant grant application sections.

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

- ◆ **Grant Cover Page**
Must be completed and signed by the authorized official of the applicant school district/agency. Please include both e-mail addresses and fax numbers.
- ◆ **Section 1: Goals and Related Activities**
Must provide goals and activities to address excellence and equity in educational outcomes in accordance with the purposes and intent of the IDEA. Every grant expenditure must be linked to an activity.
- ◆ **Section 2 and 2A: Parentally Placed Private School Students**
Must include the form entitled "Consultation with Private Schools" signed by the private school directors. In addition, include a copy of the information presented at the consultation meeting or sent to those individuals if they were not present at the meeting. This section also requests specific data regarding the district's census of parentally placed private school students with disabilities
- ◆ **Section 3: Grant Budgets, ED114**
Must submit a proposed line item budget for use of the grants funds.
- ◆ **Section 4: Budget Narratives**
Must submit a budget narrative justifying the use of the grants funds.
- ◆ **Section 5: Notice of Intent to Use IDEA funds for Early Intervening Services**
Must submit this form if the district is planning to target any IDEA funds for Intervening Services.
- ◆ **Section 6 and 6A: Statement of Assurances**
Must complete and submit a Statement of Assurances Signature Page with the original signature of the authorized official of the applicant school district/agency.
- ◆ **Section 7 and 7A: Affirmative Action**
Must complete and submit the Affirmative Action Certification Form with the signature of the authorized official of the applicant school district/agency.
- ◆ **Section 8: Consortia Partnerships**
IF applying as a consortium, must complete and submit the Consortium Membership Form and must submit the IDEA Consortium Letter(s) signed by the authorized official from each applicant school district/agency participating in the consortium.
- ◆ **Section 9: IDEA Program Options**
IF applying for one or both of the two IDEA program options available complete, and submit the information requested. If not applying for any of the options, please indicate this action on the appropriate line.
- ◆ **Section 10: LEA Maintenance of Effort**
Must submit LEA special education budget for FY13
- ◆ **Section 11: Parent Participation Plan for 2012-13 School Year**
Must submit this form detailing the district's plan.

SECTION C

SPECIAL EDUCATION GRANT PROGRAMSAdditional Submission Information

- A. **Date of Board Acceptance** if the submission of the grant application requires the official approval and/or endorsement of any board or like body (e.g., Board of Education, Board of Directors, etc.), applicants should submit the approval and/or endorsement of such body with the grant application. If it is not possible to obtain approval prior to the submission of the grant application, then applicants should send the official approval document under separate cover, no later than June 30, 2012.
- B. **Reporting Requirements**
Within 60 days after the close of the fiscal year, each grantee is required to file a financial statement of expenditures with the state on such forms as the state may require.
- C. **Reservations and Restrictions**
The CSDE reserves the right not to fund an applicant or grantee if it is determined that the grantee cannot manage the programmatic and/or fiscal responsibilities required under this grant.
- D. **Facsimile (Faxed) Copies**
The CSDE will not accept facsimile (faxed) copies of applications. Applicants must provide applications with the original signatures and must file such documents in a timely manner.
- E. **Applications On-Line**
The Special Education Grant Programs' application for eligible districts/agencies can be downloaded from the CSDE's Web site (www.sde.ct.gov), under *Requests for Proposals*.
- F. **Deadline – Delivery of Applications**
One original grant application must be received no later than 4:30 p.m. on May 18, 2012, irrespective of the postmark date and means of transmittal.

Mailing/Delivery Address for Grant Applications:

Connecticut State Department of Education
Division of Family and Student Support Services
Bureau of Special Education
165 Capitol Avenue
P. O. Box 2219, Room 369
Hartford, CT 06145-2219

ATTENTION: BRIAN J. CUNNANE
brian.cunnane@ct.gov

SECTION D

SPECIAL EDUCATION GRANT PROGRAMS

State Department of Education Grantee Information

Freedom of Information Act

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

Obligations of Grantees and Sub-Grantees

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

State Monitoring and Evaluation

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

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

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

Technical Assistance

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

<p>Technical Assistance for IDEA 611/619</p> <p style="margin-left: 40px;">Brian J. Cunnane Connecticut State Department of Education Bureau of Special Education 165 Capitol Avenue P O. Box 2219, Room 369 Hartford, CT 06145-2219 brian.cunnane@ct.gov 860-713-6919</p>
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REV 2/2012

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Family and Student Support Services

P.L.108-446



SPECIAL EDUCATION GRANT PROGRAMS

GRANT PERIOD

July 1, 2012 to June 30, 2014

GRANT COVER PAGE

To Be Completed and Submitted with the Grant Application

<p><u>Applicant</u> Derby Public Schools 35 Fifth Street Derby, CT 06418 (203) 736-5027 (203) 736 5047 (fax)</p>	<p><u>Program Funding Dates</u> From July 1, 2012 to June 30, 2014</p> <p><u>Preliminary Funding Amount</u></p> <p>IDEA Special Education Assistance (611 funds) \$ <u>314,173</u></p> <p>IDEA Preschool Education (619 funds) \$ <u>15,785</u></p>
<p><u>Contact Person</u> Lois C. Knapton, Director of Spec. Ed. PO Box 373 Derby, CT 06418 (203) 736-5046 (203) 736-5047 (fax)</p>	<p><u>Check if Consolidated Application</u></p> <p><input type="checkbox"/> For IDEA, Section 611 Participating Districts: (list districts)</p> <p><input type="checkbox"/> For IDEA, Section 619 Participating Districts: (list districts) *Please attach list of districts, if needed.</p>

I, _____ Dr. Stephen Tracy _____, the undersigned authorized chief administrative official, submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this proposal, if funded, will comply with all relevant requirements of the state and federal laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein.

Signature (Superintendent) _____

Name: _____ Dr. Stephen Tracy

 Derby Public Schools

School District: _____

SECTION 1

SPECIAL EDUCATION GRANT PROGRAMSGoals and Related Activities

DIRECTIONS:

Applicants are required to provide goals and describe the special education activities related to each identified goal.

Applicants must complete the "Goals and Related Activities" page for each funding source the applicant is applying to receive, the IDEA, Section 611 and/or IDEA, Section 619.

Please Note

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

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

<p>GOALS AND RELATED ACTIVITIES IDEA, SECTION 611 <i>Special Education and Related Services (Ages 3-21)</i></p>

District Goal # 1 : To promote the acquisition of skills that demonstrate student achievement and the improvement in social-emotional understanding (acquisition/knowledge base, and usage skills), that demonstrate educational progress and appropriate behaviors across settings:

School District Planned Special Education Activities:

1. Derby Public Schools will provide direct/indirect interventions and consultation for district personnel, students and their families which foster the awareness/ utilization of appropriate behavior and interaction with peers and adults.

2. District staff will purchase developmentally appropriate materials and equipment to foster achievement through effective instruction. Activities/appropriate materials/reinforcers will promote positive outcomes/behaviors and educational gains.

3. Tutors, substitutes, interns will be utilized/hired to provide coverage in order to send staff to appropriate staff development opportunities.

4. Summer programming will be provided to avoid serious regression while fostering on-going development and Student growth.

5. The district will use monies to supplement/support the educational placements of students who receive their education in facilities out-side the district. In addition to assist in the provision of special transportation or related services deemed necessary according to the students' IEPs.

District Goal # 2 : To provide resource equity and equality of educational opportunity, including the reduction of racial, ethnic and economic isolation for students with disabilities across grade levels. Transition services will focus on students developing realistic post secondary goals which enable them to meet with success when their school careers end:

School District Planned Special Education Activities:

1. Social skills groups/lunch groups will continue/expand services for students in order to enhance their understanding and acceptance of the positive and unique qualities of their peers and adults, thus reducing the degree of bullying, harassment, discrimination, inappropriate behavior, etc. in the district's schools.

2. Guidance counselors will provide activities with students and their families which foster independence, supply information on options available, contacts/agencies/networks that can assist young adults after graduation/age 21, in accessing systems/information. Activities will include exploration on the internet, speakers on the college application process, etc.

3. Monies will be utilized to supplement district efforts to hire consultants/specialists who will enable district personnel to enhance efforts to reduce racial, ethnic, disability, and economic discrimination, enhancing the behavior of the student body.

District Goal #3: District will continue to expand/provide programming that will foster the equitable opportunity for students with disabilities to participate in the Least Restrictive Environment/TWNDP:

School District Planned Special Education Activities:

1. Monies will be utilized to supplement district efforts to employ teachers and paraprofessionals to support our students in the least restrictive environment; reg. ed. classes, inclusion programs, in order to promote achievement and student equity.
 2. Supplies will be purchased to aid student learning in the least restrictive settings.
 3. Transportation services will be provided to allow students to access multiple programs throughout the day, participate in class trips, increase parent accessibility to school functions, PTA/PTO, PPT meetings, teacher conferences, etc.
 4. Monies will supplement the salary and benefits of the department secretary in order to process documents and paperwork for the completion of the PPT process, etc. endemic to IDEA regulations.
 5. Guest performers will be contracted to provide programs/perform themes that promote social awareness among students regarding; cultural diversity, ethnic awareness, curriculum themes, etc.
 6. Student plays/shows will be supplemented with grant dollars to ensure participation of students with disabilities in performances with typical peers, e.g. materials, costumes, equipment, etc.
-

Prepare as many pages of the Goals and Related Activities Form as necessary to describe your school district's goals and activities that ensures positive student outcomes.

GOALS AND RELATED ACTIVITIES
IDEA, SECTION 619
Preschool Special Education (Ages 3-5)

District Goal # 1 : To increase student achievement and social acceptance by providing integrated classroom instruction.

School District Planned Special Education Activities:

1. Monies will be utilized to support district efforts to purchase developmentally appropriate materials/supplies designed to enhance student achievement, stimulate receptive and expressive language systems, social interactions, etc., with typical peers.
2. Funds will support district efforts to supply summer programming in order to address the on-going developmental needs of those students found to require extended year services.
3. Grant money will supplement district funding of staff: paraprofessionals utilized to work with developmentally delayed students in small groups/one on one instruction, e.g. DTI/ABA intervention.
4. Consultation costs will be supplemented by grant dollars to enhance student performance; ACES, NECHEAR, Eden Services, consult, etc., agencies will be contacted to assist in developing appropriate programming.
5. Funds will support district efforts to provide students the opportunity to participate in class trips within the community in order to reduce social isolation.
6. In-service will be provided to staff and families to help promote awareness/knowledge base of students' disabilities by learning about current diagnoses, practices, methodologies, interventions, strategies, etc.

District Goal # 2 : To provide the least restrictive environment and TWNDP in order to foster reduction in discrimination and develop a tolerance of others who may have disabilities.

School District Planned Special Education Activities:

1. Recruit typical peers to participate in the pre-school program that serves students who present with a developmental delay or disability; sending out flyers, bulletins, registration paper, newspaper articles, etc.
2. Supplement district efforts to supply clerical work to ensure that notices are sent in a timely manner to parents, IEPs are filed efficiently, registration paperwork and forms completed for typical and disabled students, etc.
3. Class trips with typical peers to community sites; local zoo, playground, library, etc., to foster integrated opportunities that decrease social isolation.
4. Transition activities will be provided to assist students in moving on to regular kindergarten. classes, meet with the teacher night, parent Q/A sessions, etc.

Prepare as many pages of the Goals and Related Activities Form as necessary to describe your school district's goals and activities that ensures positive student outcomes.

SECTION 2

SPECIAL EDUCATION GRANT PROGRAMS

Parentally Placed Private School Students

ELIGIBLE STUDENTS PLACED BY THEIR PARENTS IN A NONPUBLIC SETTING

IDEA regulations mandate that school districts receiving IDEA funding expend a proportionate amount of funding for the benefit of eligible students who had a free appropriate public education (FAPE) made available and whose parents elected to place their child in a private school or facility. For example: if 2% of a school district's identified students with disabilities (aged 3-21) are placed in nonpublic schools by their parents, the school district has the obligation to expend an amount equal to 2% of the district's IDEA grant or grants pursuant to Section 300.133(a), as applicable, for the benefit of those students. The proportional expenditure obligation for school districts applies to the IDEA Part B, Sections 611 and 619 grant programs. Every LEA, under Section 300.133 (c), is required, as part of its consultation with private schools, to determine the number of students with disabilities regardless of whether they are receiving special education services under a Services Plan or not. Each district's regular and preschool proportionate expenditure requirement must be determined each year for each relative population aged 3-21 and aged 3-5. LEAs may provide services to children served on the premises of private, including religious, schools to the extent consistent with state law.

NONPUBLIC INFORMATION:

1. PLEASE INCLUDE A COPY OF "*CONSULTATION WITH PRIVATE SCHOOLS*" FORM-Section 2A.
2. If any private school did not attend your consultation meeting, please forward to the Bureau of Special Education a copy of an additional, completed Section II signed by that school official.
3. The following information refers to parentally placed private school students only:
 - A. **The district's total number of students with disabilities, on October 1, 2011, who were parentally placed private school students and whose private schools fall within the district's geographical boundaries, regardless of whether they have or do not have a Services Plan:** 2

(example): John Smith is a student who was identified by his LEA in May 2009 as a student with a disability. However, his parents elected to enroll John in a private school on September 2010. Since that time, John has not received any special education services. Although John does not presently have a Services Plan, the LEA should be including him in this total.

SECTION 2A

Consultation with Private Schools: LEA Derby

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

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

LEAs may want to contact private school principals to obtain names of parent representatives to attend this meeting.

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

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

 X **The following representatives of private schools/parents attended a meeting, required by 20 U.S.C Section 300.134, designed to address the consultation process, including all the components listed above. This meeting was held on April 5, 2012_____:**

Signature of Private School Official/Parent

Private School

Linda Coppola, Principal

St. Mary’s / St. Michael’s School

SECTION 3**SPECIAL EDUCATION GRANT PROGRAMS**

Grant Budgets, ED114

DIRECTIONS: Applicants must complete and submit a State Budget Form, ED 114, for each funding source, the IDEA, Section 611 and/or Section 619 entitlement. The ED 114 must reflect a proposed line item budget that corresponds to the intended goals, objectives and activities proposed in the grant application. Applicants must submit the IDEA grant budgets electronically through the CSDE's Prepayment ED 114 Grant System. Questions regarding this system should be addressed to Karen Calabrese at the Bureau of Grants Management 860-713-6472.

NOTE ON THE IDEA BUDGETS

1. Administrative expenditures (salaries, clerical salaries and administrative supplies) are limited to a maximum of 10% of an eligible district's total entitlement for both Section 611 and 619.
2. When the federal government conducts its audit, grantees must be able to demonstrate that expenditures for salaries are justified by time records and demonstrate the percentage of time that these individuals are involved in IDEA activities.
3. Purchase of equipment (Line Item 700) is limited to INSTRUCTIONAL EQUIPMENT and ASSISTIVE TECHNOLOGY DEVICES equal to or greater than \$5,000 per unit, which will allow a child or children to benefit from special education and related services.
4. Instructional equipment and assistive technology devices less than \$5,000 per unit, which will allow a child or children to benefit from special education and related services, should be placed in Line Item 690.
5. IDEA funds may only be used for the excess costs associated with the provision of special education and related services to eligible children. However, 15% of the total grant may be used for Coordinated Early Intervening Services (CEIS). APPLICANTS MUST DOCUMENT SUCH USE OF GRANT FUNDS ON THE "NOTICE OF INTENT TO USE IDEA FUNDS FOR COORDINATED EARLY INTERVENING SERVICES" (PLEASE REFER TO SECTION 5).
6. Grantees must use funds to supplement, not supplant local expenditures.
7. Eligibility for IDEA funding is based upon a LEA's/agency's demonstration of its "Maintenance of Effort" which the CSDE Division of Grants Management will calculate for each LEA. If the CSDE identifies an issue concerning a LEA's eligibility CSDE will contact the grantee.
8. The following ED 114s must be submitted electronically.

ED114 FISCAL YEAR 2013

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME: Derby Public Schools		TOWN CODE: 037		
GRANT TITLE: IDEA, PART B, SECTION 611 PROJECT TITLE: IDEA, PART B, Section 611 ENTITLEMENT GRANT CORE-CT CLASSIFICATION: FUND: 12060 SPID: 20977 PROGRAM: 82032 BUDGET REFERENCE: 2013 CHARTFIELD1: 170002 CHARTFIELD2:				
GRANT PERIOD: 7/01/12 - 6/30/14		AUTHORIZED AMOUNT:\$ 314,173		
AUTHORIZED AMOUNT by SOURCE: LOCAL BALANCE:\$		CURRENT DUE:\$ CARRY-OVER DUE:\$		
CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL
111A	ADMINISTRATOR/SUPERVISOR SALARIES	18,737		18,737
111B	TEACHERS	200,000	3,000	203,000
112A	EDUCATION AIDES	34,859		34,859
112B	CLERICAL	4,747		4,747
119	OTHERS	5,000		5,000
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
321	TUTORS	1,500		1,500
322	IN SERVICE			
323	PUPIL SERVICES	31,000		31,000
324	FIELD TRIPS			
325	PARENT ACTIVITIES			
330	OTHER PROFESSIONAL/TECHNICAL SERVICES			
331	AUDIT			
400	PURCHASED PROPERTY SERVICES	500		500
510	PUPIL TRANSPORTATION			
530	COMMUNICATIONS	360		360
560	TUITION			
580	TRAVEL	2,000		2,000
590	OTHER PURCHASED SERVICES			
611	INSTRUCTIONAL SUPPLIES	5,900	511	6,411
612	ADMINISTRATIVE SUPPLIES	1,900		1,900
690	OTHER SUPPLIES	4,159		4,159
700	PROPERTY			
890	OTHER OBJECTS			
940	INDIRECT COSTS			
	TOTAL	310,662	3,511	314,173

ED114 FISCAL YEAR 2013

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME: Derby Public Schools		TOWN CODE:037		
GRANT TITLE: IDEA, PART B, SECTION 619 PROJECT TITLE: IDEA, PART B, Section 619 Preschool Entitlement CORE-CT CLASSIFICATION: FUND: 12060 SPID: 20983 PROGRAM: 82032 BUDGET REFERENCE: 2013 CHARTFIELD1: 170002 CHARTFIELD2:				
GRANT PERIOD: 7/01/12 - 6/30/14		AUTHORIZED AMOUNT:\$ 15,785		
AUTHORIZED AMOUNT by SOURCE: LOCAL BALANCE:\$		CURRENT DUE:\$ CARRY-OVER DUE:\$		
CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL
111A	ADMINISTRATOR/SUPERVISOR SALARIES			
111B	TEACHERS			
112A	EDUCATION AIDES	12,000		12,000
112B	CLERICAL			
119	OTHERS			
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
321	TUTORS			
322	IN SERVICE			
323	PUPIL SERVICES	1,985		1,985
324	FIELD TRIPS			
325	PARENT ACTIVITIES			
330	OTHER PROFESSIONAL TECHNICAL SERVICES			
331	AUDIT			
400	PURCHASED PROPERTY			
510	PUPIL TRANSPORTATION			
530	COMMUNICATIONS			
560	TUITION			
580	TRAVEL			
590	OTHER PURCHASED SERVICES			
611	INSTRUCTIONAL SUPPLIES	1,300		1,300
612	ADMINISTRATIVE SUPPLIES			
690	OTHER SUPPLIES	500		500
700	PROPERTY			
890	OTHER OBJECTS			
940	INDIRECT COSTS			
	TOTAL	15,785		15,785

SECTION 4

SPECIAL EDUCATION GRANT PROGRAMSIDEA Budget Narratives

DIRECTIONS: Applicants must complete and submit the attached State Budget Narrative(s) for each funding source the applicant is entitled to receive, the IDEA, Section 611 and/or Section 619 entitlement funds. Applicants must provide an explanation for all expenditures proposed in the grant budget. Justifications for expenses must correspond to the Goals and Related Activities Pages (pages 10-11) and the ED114.

Please Note following:

- Applicants must provide the full time equivalent (FTE) of personnel whose salaries are included in the budgets (e.g., 2.5 FTE speech and language pathologists, .3 FTE occupational therapist, etc.)
- Combined administrative costs (Budget codes 111A, 112B and code 612) are limited to 10% of the grant.
- Property is limited to instructional equipment and assistive technology devices. If a LEA uses code 700 (Property), please specify unit(s) and unit cost(s). This line item should only be used for tangible property having a useful life of more than one year and an acquisition cost equal to or greater than \$5000. Please refer to the Bureau's document *SPECIAL EDUCATION GRANT PROGRAMS EXPLANATION OF BUDGET OBJECTS CODES (REVISED 10/2009)*.

BUDGET NARRATIVE

DIRECTIONS: For Section 611 funding, identify the budget code, line item description, proposed cost and justification for each expenditure. Applicants must justify each proposed line item expenditure. Identify personnel by type (e.g., teacher, aide, etc.) and FTE. Proposed line item costs must reflect the goals and intended outcomes of the grant.

Section 300.133 (d) of the Code of Federal Regulations (C.F.R.) requires that LEAs use IDEA-Part B Section 611/619 funding to meet its proportionate expenditure mandate with respect to eligible parentally placed nonpublic school students. By doing so, a LEA can demonstrate adherence to that mandate upon completion of end-of-year expenditures (ED-141).

Code	Line Item	Cost- Public 3-21 (611)	Cost- Non-Public 3-21 (611)	Justification
111A	Administrators * (10% rule)	18,737		To continue to supplement district efforts to provide certified staff who will oversee program operations, effective instruction and equity of education for students with disabilities, 1FTE.
111B	Teachers *	200,000	3,000	To continue to supplement the salary of a DMS Sp Ed Inclusion teachers (2 FTE: SS,PM) and DHS Inclusion teachers (2 FTE: RA, KP) in a co-teaching model in order to ensure LRE opportunities. Additionally, monies will supplement salaries of elementary teachers to facilitate and oversee innovative programming for students with Autism, Asperger's and other low incidence disabilities (6 FTE: KM,AT,LP,MT,JB,KS). Monies will also fund the salary of an SLP (1FTE: TBD) serving non-public students to ensure the provision of an equitable education. Monies will also be used to fund a full- time Special Education Pre- School teacher to start in January 2013. Moreover, continue to supplement 3 FTE Pupil Personnel Staff, who work with Spec. Ed. students (SS, NB. JO); To Fund Occupational Therapy staff for an additional .5 day, per week, at each Elementary school.
112A	Education Aides *	34,859		To fund two new para positions, These positions provide the integration and equality of education in regular ed. settings for students with: Aspergers, OHI-ADD/ADHD,ED,ID, etc.; and to fund a new para Spec. Ed. Pre-K para position to start in January 2013.
112B	Clerical * (10% rule)	4,747		Monies will be utilized to supplement district efforts to maintain a full time

Code	Line Item	Cost- Public 3-21 (611)	Cost- Non-Public 3-21 (611)	Justification
				secretary(1FTE: PB) in the sped office in order to complete duties endemic to the field of special education; scheduling PPT meetings, mailing records, maintaining files.
119	Other *	5,000		Supplement district efforts to provide summer programming for students who require EYS. These funds will help defray the cost of teachers, tutors, etc., hired during the summer months.
200	Personal Services- Employee Benefits			
321	Tutors *	1,500		Supplement district efforts to tutor students with disabilities who have been placed in home bound/ hospital settings.
322	In-service			
323	Pupil Services	31,000		Supplement district efforts to provide evaluations such as: psychiatric, assistive technology, vocational, and neurological evaluations; ABA and to fund BCBA consult to ensure appropriate evaluation and programming. AND to contract with for BESB services for the students who are blind.
324	Field Trips			
325	Parent Activities			
330	Other Prof. Technical			
	* Specify Type and FTE			
331	Audit			
400	Purchased Property	500		Monies set aside for annual calibration of three FM Systems
510	Pupil Transportation			
530	Communications	360		Payment for data service, transmitting schedules, email and other messages for administrator, while traveling
560	Tuition			
580	Travel	2,000		To reimburse staff for mileage and other expenses associated with travel between schools, to conferences, and workshops.
590	Other Purchased Services			

Code	Line Item	Cost- Public 3-21 (611)	Cost- Non-Public 3-21 (611)	Justification
611	Instructional Supplies	5,900	511	To provide materials to Spec. Ed. students who attend Derby Public Schools as well as parentally placed private programs and require special materials to enhance their learning.
612	Administrative Supplies (10% rule)	1,900		Funds will be utilized to supplement district efforts to administratively follow procedures and process, paperwork etc., endemic to the field of special education. E.g. Materials for letters, filing, copier, printer, etc.
690	Other Supplies	4,159		To purchase any needed Assistive Technology devices, FM Systems, iPad with software and downloads, or other.
700	Property (see pg. 17)			
890	Other Objects			
940	Indirect Costs (Only for school districts given prior approval by SDE)			
	TOTAL EXPENSES	310,662	3,511	314,173

BUDGET NARRATIVE

DIRECTIONS: For Section 619 funding, identify the budget code, line item description, proposed cost and justification for each expenditure. Applicants must justify each proposed line item expenditure. Identify personnel by type (e.g., teacher, aide, etc.) and FTE. Proposed line item costs must reflect the goals and intended outcomes of the grant.

Section 300.133 (d) of the C.F.R. requires that LEAs use IDEA-Part B Section 611/619 funding to meet its proportionate expenditure mandate with respect to eligible parentally placed nonpublic school students. By doing so, a LEA can demonstrate adherence to that mandate upon completion of end-of-year expenditures (ED-141).

Code	Line Item	Cost- Public 3-5 (619)	Cost- Non-Public 3-5 (619)	Justification
111A	Administrators* (10% rule)			
111B	Teachers *			
112A	Education Aides *	12,000		To fund one new Pre-K Para for the Learning Center for school year 2012-2013
112B	Clerical * (10% rule)			
119	Other *			
200	Personal Services- Employee Benefits			
321	Tutors *			
322	In-service			
323	Pupil Services	1,985		Grant funds will supplement the purchase of medical /psychological services, OT/PT, BCBA, or ABA services not provided by district personnel, etc., in order to provide equitable services for pre-school students.
324	Field Trips			
325	Parent Activities			
330	Other Prof. /Technical			
	*Specify Type and FTE			

Code	Line Item	Cost- Public 3-5 (619)	Cost- Non-Public 3-5 (619)	Justification
331	Audit			
400	Purchased Property			
510	Pupil Transportation			
530	Communications			
560	Tuition			
580	Travel			
590	Other Purchased Services			
611	Instructional Supplies	1,300		Monies will be utilized to supplement district funding in order to provide developmentally appropriate materials for pre-k students.
612	Administrative Supplies (10% rule)			
690	Other Supplies	500		Grant will assist in the purchase of testing forms, snacks, seat belt harnesses, toothbrushes, items for student recognition days, etc.
700	Property (see pg. 17)			
890	Other Objects			
940	Indirect Costs (Only for school districts given prior approval by SDE)			
	TOTAL EXPENSES	15,785	0	

SECTION 5

**NOTICE OF INTENT TO USE IDEA FUNDS FOR
COORDINATED EARLY INTERVENING SERVICES
(CEIS)**

Under Section 300.226, “an LEA may not use more than 15 percent of the amount such agency receives under Part B of the Act for any fiscal year . . .to develop and implement 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 are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.”

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

Reporting: Each LEA that develops and maintains coordinated, early intervening services under this section must annually report to the CSDE on:

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

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

LEA: N/A

**CHART A: Activities Using Part B Funds for
Coordinated Early Intervening Services (CEIS)**

Specific activity	K-3 Emphasis (Y/N?)	Cost	Specific Target Audience

**CHART B: Reporting form for Students Served Using
CEIS under IDEA, (Part B)**

	# OF STUDENTS SERVED	# OF STUDENTS SERVED (PROJECTED)
LOCATION	SCHOOL YEAR 2011-12	SCHOOL YEAR 2012-13

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

School Year 08-09:
School Year 09-10:
School Year 10-11:
School Year 11-12:

PLEASE COMPLETE SECTION 9 PROGRAM OPTION B IF YOUR DISTRICT HAS BEEN IDENTIFIED, UNDER 34 C.F.R. SECTION 300.646, TO SET ASIDE FUNDS DUE TO THE LEA'S DISPROPORTIONATE IDENTIFICATION/PLACEMENT.

SECTION 6

SPECIAL EDUCATION GRANT PROGRAMSStatement of Assurances

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

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

Statement of Assurances

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

THE APPLICANT: Derby Public Schools HEREBY ASSURES THAT:

(Insert Agency Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant agency;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with the regulations and other policies and administrative directives of the Connecticut State Board of Education, the State Department of Education, and the State of Connecticut;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the State Department of Education, including information relating to the project records and access thereto as the State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records, and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state and/or federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including fees and legal fees and costs, if any, arising out of any breach of the duties, in whole or in part, described in the application for this grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the State Department of Education any monies not expended in accordance with the approved program/operation budget as determined by audit;
- L. **REQUIRED LANGUAGE (NON-DISCRIMINATION)**
 - 1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee. For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities. For the purposes of this section "minority business enterprise" means any small contractor or supplier of materials fifty-one per cent or more of the capital stock, if any, or assets of which is owned by a person or persons: (a) Who are active in the daily affairs of the enterprise, (b) who have the power to direct the management and policies of the enterprise and (c) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements. 2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated

when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56. 3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: The contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects. 4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts. 5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter. 6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto. 7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56. 8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

- M. The grant award is subject to approval of the State Department of Education and the availability of state and/or federal funds;

- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference;
- O. Grant funds should not be committed until an official grant award letter is received;
- P. In accordance with Federal Statute, the applicant also assures that:
1. It will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans and applications. This will include the following: an internal method of tracking funds used for purchase of equipment utilizing funds from these grants; non-supplant of local costs with federal funds; Coordinated Early Intervening Services (CEIS), Maintenance of Effort (MOE); proportionate amount of funds for parentally placed private school students with disabilities; appropriate amount of federal funds to charter schools; and, the establishment of both district elementary and secondary PPE for the establishment of excess costs under Section 300.818 Appendix A;
 2. The control of funds provided under this application and title to property acquired with those funds will be in a public agency and that agency will administer those funds and property;
 3. The applicant will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under the applications;
 4. The applicant will make reports to the State agency or board and to the Federal Commissioner as may reasonably be necessary to enable the State agency or board and the Commissioner to perform their duties and that the applicant will maintain such records for a five-year period and provide access to those records as the State agency or board or the Commissioner deem necessary to perform their duties;
 5. The applicant will provide reasonable opportunities for participation by teachers, parents and other interested agencies, organization and individuals in the planning for, and operation of, each program included in the application.
 6. The application and any evaluation, periodic program plan or report relating to each program included in the application will be made readily available to parents and other members of the general public;
 7. The applicant has adopted effective procedures for acquiring and disseminating to teachers and administrators, significant information from educational research, demonstration and other similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and,
 8. None of the funds expended under the application will be used to acquire equipment (including computer software) in any instance in which acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- Q. Additionally, the applicant further assures that:
1. The program, assisted under the application, shall be operated in compliance with Title 34 of the Code of Federal Regulations, Part 104 (34 C.F.R. 104) which addresses non-discrimination on the basis of handicap in programs and activities receiving or benefiting from Federal financial assistance; Each program or activity operated by the applicant is, when reviewed in its entirety, readily accessible to disabled persons;
 2. Procedural safeguards which comply with 34 C.F.R. 300.500-300.514 of the Federal regulations, have been established and shall continue to be implemented (34 C.F.R. 300.237);
 3. Funds provided under the application shall be used only for the excess cost of providing special education and related services for disabled children and to supplement, and to the extent practicable, increase the level of state and local funds expended for the education of disabled children, and in no case to supplant those State and local funds (34 C.F.R. 300.229-300.231);
 4. Any property or equipment acquired with IDEA, Part B funds, shall be purchased and utilized in accordance with applicable Federal regulations. Particular attention shall be given to EDGAR 34 C.F.R. 80.36, Procurement, which includes competition and bid requirements 34 C.F.R. 80.31, Property, and 34 C.F.R. 80.32, Equipment, which addresses the definition, management and disposition requirements;
 5. Written policies and procedures of the applicant, as required by 34 C.F.R. Part 300, pertaining to each of the following listed topics, is on file with the State Department of Education and has been approved by said agency's staff. All such policies and procedures continue in effect and have not been revised:
 - Child identification, location and evaluation (34 C.F.R. 300.220)
 - Confidentiality of personally identifiable information (34 C.F.R. 300.221)
 - Personnel development (34 C.F.R. 300.324)
 - Participation of disabled children in regular education program (34 C.F.R. 300.114 through 117)
 - Individualized education program implementation (34 C.F.R. 300.320 through 324);

6. If written policies and/or procedures of the applicant pertaining to any of the topics listed above are not on file with the State Department of Education, and/or have not been approved by said agency's staff, then all such policies or procedures shall be submitted with the application to be approved.
 7. Funds provided under this application are not used to pay the costs connected with any trial placement of a child with disabilities that is made pursuant to Section 10-76d-14(b) of the Connecticut special education administrative regulations;
 8. The District's Special Education Policies and Procedures Manual has been amended to include the required revisions of July 2011;
 9. After the application is approved, if any of the approved policies and procedures of the applicant pertaining to the IDEA are revised, such revision(s) shall be submitted for the approval of the State Department of Education staff when permission is sought to revise this application; and,
 10. Children who attend public Charter Schools and their parents retain all rights under 34 C.F.R. 300.209.
- R. The grantee agrees to other attestations and special assurances, particular to the requirements of Public Law 108-446 (Individuals with Disabilities Education Act) for grantees or state agencies that require grantee or sub-grantee participation or compliance;
 - S. IDEA, Section 619 funds are limited to activities relating to the provision of special education and related services to children with disabilities, ages three through five, and to two-year-old children with disabilities who will turn three within the school year.
 - T. In utilizing the IDEA, Section 619 funds, the activities implemented should reflect the primary responsibility of the school district for providing special education and related services to eligible children. The use of funds shall be limited to activities which reflect the needs of the school district as they assume the responsibility for providing a free and appropriate public education (FAPE) to eligible 3-, 4-, and 5-year-old children with disabilities and to those two-year-old children with disabilities who will turn three in a school year.
 - U. A school district must ensure that a two-year-old child, who will attain the age of three during the school year, receives a free and appropriate public education (FAPE) that is either fully or partially funded with IDEA, Section 619 funds in order for Part C of the IDEA not to apply to that child. If a school district provides a FAPE to a two-year-old child with funds other than the IDEA, 619 funds, then the child remains entitled to services under Part C until the third birthday, even if a state mandates a FAPE under Part B to children below the age of three.
 - V. A school district must ensure that if it elects, with the concurrence of the family, to use an IFSP instead of an IEP to provide children with disabilities with a FAPE, under the IDEA, Part B and must ensure that the requirements of 34 C.F.R. Part 300 are met.
 - W. The signature of the chief elected official on the Statement of Assurances Signature Page indicates the intent to comply with the provisions referenced in each section. Assurances not agreed to by the official of the town must be identified on a separate sheet with a rationale for the disagreement.
 - X. The State Department of Education reserves the right to negotiate terms, including the withholding of funds, based on the grantee's inability to comply with these assurances.
 - Y. The District agrees to the attestation for compliance with certification requirements under 34C.F.R., Part 82, "New Restrictions on Lobbying, and 34 C.F.R. Part 85, "Government-wide Debarment and Suspension (Non-procurement) and government-wide requirements for "Drug-Free Workplace (Grants)" and the "National Instructional Materials Access Center". The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 C.F.R. Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 C.F.R. Part 82, Sections 82.105 and 82.110, the applicant certifies that;

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal

grant or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying" in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntary excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civil charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (I)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

(e) Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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

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

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

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and,

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to:

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

Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)

(2), with respect to any employee who is so convicted-

(l) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

- (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

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

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

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant. (Contained in ED 80-0013)

4. NIMAS/NIMAC

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

- Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Center, electronic files containing the contents of the print instructional materials using the NIMAS standard; or
- Purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.

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

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

SECTION 6A

SPECIAL EDUCATION GRANT PROGRAMSStatement of Assurances Signature

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

Signature of Superintendent: _____

Name (*please type*): Dr. Stephen Tracy

School District: Derby Public Schools

Date: April 27, 2012

SECTION 7

SPECIAL EDUCATION GRANT PROGRAMSAffirmative Action

DIRECTIONS: The Affirmative Action Certification Form must be signed by the applicant's authorized official and submitted with the grant application.

Please be advised that in accordance with the regulations established by the Commission on Human Rights and Opportunities, each applicant is required to have a complete Affirmative Action Packet on file with the CSDE. This grant application contains the "Affirmative Action Certification Form" certifying that an Affirmative Action Plan is on file with the CSDE. The individual authorized to sign on behalf of the applicant agency must sign the Affirmative Action Certification Form and submit such form with the grant application.

Applicants who do not have an Affirmative Action packet on file with the CSDE must obtain and submit a completed packet with their grant application.

An Affirmative Action packet can be obtained through:

State Department of Education Affirmative Action Office 25 Industrial Park Road Middletown, Connecticut 06457-1543 860-807-2101

SECTION 7A

SPECIAL EDUCATION GRANT PROGRAMSAffirmative Action Certification Form

AFFIRMATIVE ACTION CERTIFICATION

AN AFFIRMATIVE ACTION PLAN IS ON FILE

WITH THE

STATE DEPARTMENT OF EDUCATION

I, the undersigned authorized official, hereby certify that the current Affirmative Action Plan of the applicant organization/agency is on file with the Connecticut State Department of Education. The Affirmative Action Plan is by reference, part of this application.

Signature of Authorized Official

Date

Dr. Stephen Tracy

Name of Authorized Official (please type)

Superintendent of Schools

Title of Authorized Individual

SECTION 8**SPECIAL EDUCATION GRANT PROGRAMS**

IDEA Consortium

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

NOTE ON IDEA CONSORTIUM:

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

IDEA Consortium Membership

(To be completed by Fiscal Agents)

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

IDEA Section 611 Consortium Members
--

Fiscal Agent: _____

Participating Districts: 1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

IDEA Section 619 Consortium Members
--

Fiscal Agent: _____

Participating Districts: 1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

IDEA Consortium Letter of Agreement from Authorized Officials

(Date)

(Consortium Authorized Official)

(Title)

(District/Agency)

(City, State, Zip)

Dear _____:
(Consortium Authorized Official)

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

IDEA, Part B, Section _____ FY 2013 entitlement funds to the consortium headed by
(identify 611 or 619)

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

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

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

Thank you for your assistance with this matter.

ACCEPTANCE	
 (Authorized Accepting Official)	 (Date)

Sincerely,

(Authorized Assigning Official)

SECTION 9**SPECIAL EDUCATION GRANT PROGRAMS**

IDEA Program Options

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

- Indicate which program option(s) the school district will pursue.
- Provide a brief description of each project's purpose and activities.
- Provide a budget narrative for each program option selected.
- Combine all budgetary information for all program options selected with all other IDEA; Part B planned expenditures for FY 2013. Budgetary information should identify the specific expenditures that will be directed to the option(s).

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

Check one item below as appropriate:

REQUIRED RESPONSE:

We do not select any of the program options available.

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

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

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

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

IDEA PROGRAM OPTION A:

SCHOOLWIDE PROGRAM

NOTE ON SCHOOLWIDE PROGRAMS

Under the 34 C.F.R. Section, 300.206, an eligible school district may choose to use a portion of its FY 2013 entitlement (either Section 611, Section 619 or both) to operate a 'schoolwide program'. These programs can operate only in individual schools defined as eligible for a schoolwide program under Section 1114 of the Elementary and Secondary Education Act (ESEA). IDEA funding for schoolwide programs can be intermingled with other funding for program operations. The maximum amount of IDEA, Part B funding available for use in a schoolwide program is determined by multiplying the number of students having identified disabilities in that particular eligible school by the per child IDEA, Part B entitlement (either Section 611, Section 619 or both) for FY 2013. Those applicants interested in applying for an IDEA Schoolwide Program Option should consult with their CSDE, ESEA, Title I contact person to determine if their school district is eligible for a 'schoolwide program'.

DIRECTIONS: Complete this section IF your district chooses to implement Option A: A Schoolwide Program in FY 2013.

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

Name of School _____ **Sec. 611** _____ *(check if using 611 funds)*

Name of School _____ **Sec. 619** _____ *(check if using 619 funds)*

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

Number Students _____ **Sec. 611** _____ *(check if using 611 funds)*

Number Students _____ **Sec. 619** _____ *check if using 619 funds)*

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

Maximum \$ Amount _____ **Sec. 611** _____ *(check using 611 funds)*

Maximum \$ Amount _____ **Sec. 619** _____ *(check if using 619 funds)*

4. In a brief narrative, describe what your district proposes to accomplish in FY 2012 in its schoolwide program. Provide sufficient detail to describe planned activities, the number of students/staff affected, the resources to be utilized and how the program will be operated and evaluated.

Provide the Narrative for:

A. Section 611:

B. Section 619:

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

A. Section 611: Attached (Y/N)

B. Section 619: Attached (Y/N)

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

IDEA PROGRAM OPTION B:

MEETING PROGRAM MONITORING TARGETS

DIRECTIONS: Complete this section only if your school district chooses/is required to utilize FY 2013 IDEA, Part B, Section 611 and/or Section 619 funds for the purpose of meeting unmet program monitoring targets.

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

_____ Entire School District

_____ Targeted Schools

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

NAME OF SCHOOL	USING SECTION 611 FUNDS	USING SECTION 619 FUNDS

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

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

(a). Budget narrative if using IDEA Section 611 funds:

(b). Budget narrative if using IDEA Section 619 funds:

SECTION 10

LEA MAINTENANCE OF EFFORT
School Year 2012-13 Special Education
Budget

For an LEA to qualify for federal IDEA funds, under the maintenance of effort guidelines, they must demonstrate that they have budgeted an amount of local funds, or a combination of local and state funds, equal to or greater than what was budgeted the previous fiscal year for the education of students with disabilities.

Please attach both a copy of your FY 13 and FY 12, local special education budget to demonstrate LEA maintenance of effort.

SECTION 11

PARENT PARTICIPATION PLAN
School Year 2012-13
Professional Development Plan

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

Professional Development Plan for 2012-13 School Year

It is expected that all districts have a plan, based on a needs assessment or other documentation, to promote parent education, information and training on an on-going basis. Please indicate which activities for parents that your district will complete between July 1, 2012 and June 30, 2013.

METHOD KEY

AUDIENCE KEY

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

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