

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**

**DIVISION OF FAMILY AND STUDENT SUPPORT SERVICES**

**BUREAU OF SPECIAL EDUCATION**

**SPECIAL EDUCATION GRANT PROGRAMS**  
**FY 2010**

**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 108-466)**

**Due Date**

**May 15, 2009**

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

**Mark K. McQuillan**  
**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)*

The Connecticut State Department of Education (CSDE) is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex, disability, age, religion or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to the Equal Employment Opportunity Manager, State of Connecticut, Department of Education, 25 Industrial Park Road, Middletown, Connecticut, 06457 860-807-2071.

**AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER**

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# SPECIAL EDUCATION GRANT PROGRAMS

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## SECTION A

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# SPECIAL EDUCATION GRANT PROGRAMS

## Introduction

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**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. Section 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. 34 C.F.R. 300.203. Funds must be used to supplement state, local and other federal funds and not supplant those funds. 34 C.F.R. 300.164(a). Supplanting occurs when the LEA uses federal monies to pay for a position or service that was previously paid for by local funds.

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. 34 C.F.R Section (300.162 (a).

**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 CSDE encourages school districts to develop the application with a "whole child perspective." Grantees should coordinate and with other federal and state programs.

## SECTION B

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### SPECIAL EDUCATION GRANT PROGRAMS

#### Directions for Submission of the Grant Application

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##### **DIRECTIONS FOR APPLICANTS**

Applicants must complete and submit all relevant grant application sections. Directions are provided on of for the completion of each section.

**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 o, sent to those individuals. This section also requests specific data regarding the district's census of parentally place 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 Intervening Services**  
*If the district is planning to target any IDEA funds for Intervening Services, it must submit this form.*
- ◆ **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 (A-D)**  
*IF applying for one or more of the four 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: Parent Participation Plan for 2009-10 School Year**

**SECTION C**

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**SPECIAL EDUCATION GRANT PROGRAMS**Additional Submission Information

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**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, 2009.

**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.

**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.

**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.

**Applications On-Line**

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

**Deadline – Delivery of Applications**

One original grant application must be received no later than 4:30 p.m. on May 15, 2009, irrespective of the postmark date and means of transmittal.

**Mailing/Delivery Address for Grant Applications:**

**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](mailto:brian.cunnane@ct.gov)**

## SECTION D

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### SPECIAL EDUCATION GRANT PROGRAMS

#### State Department of Education Grantee Information

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##### **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>Brian J. Cunnane          State Department of Education          Bureau of Special Education          165 Capitol Avenue          P O. Box 2219, Room 369          Hartford, CT 06145-2219  <a href="mailto:brian.cunnane@ct.gov">brian.cunnane@ct.gov</a>          860-713-6919</p>
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**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
**Division of Family and Student Support Services**



## SPECIAL EDUCATION GRANT PROGRAMS

### GRANT PERIOD

July 1, 2009 to June 30, 2011

### GRANT COVER PAGE

*To Be Completed and Submitted with the Grant Application*

<p><b><u>Applicant</u></b></p> <p>Derby Public Schools 35 Fifth Street Derby, CT 06418 (203) 736-5027 (203) 736 5031(fax)</p>	<p><b><u>Program Funding Dates</u></b> From July 1, 2009 to June 30, 2011</p> <p><b><u>Preliminary Funding Amount</u></b></p> <p><b>IDEA Special Education Assistance (611 funds)</b> = \$ <u>308,085.00</u></p> <p><b>IDEA Preschool Education (619 funds)</b> = \$ <u>15,804.00</u></p>
<p><b><u>Contact Person</u></b></p> <p>Lois C. Knapton, Director of Spec. Ed. PO Box 373 Derby, CT 06418 (203) 736-5046 (203) 736-5047 (fax)</p>	<p><b><u>Check if Consolidated Application</u></b></p> <p><input type="checkbox"/> <b>For IDEA, Section 611</b> <b>Participating Districts: (list districts)</b></p> <p><input type="checkbox"/> <b>For IDEA, Section 619</b> <b>Participating Districts: (list districts)</b> <b>*Please attach list of districts, if needed.</b></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):** \_\_\_\_\_

Date: \_\_\_\_\_

Name (typed): \_\_\_\_\_

School District/Agency: \_\_\_\_\_

## **SECTION 1**

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## SPECIAL EDUCATION GRANT PROGRAMS

### Goals and Related Activities

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

<p><b>GOALS AND RELATED ACTIVITIES</b>  <b>IDEA, SECTION 619</b>  <i>Preschool Special Education (Ages 3-5)</i></p>
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**District Goal # 1 : To increase student achievement and social acceptance by providing integrated classroom instruction.**

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**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.**

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**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.	

**SECTION 2**

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## SPECIAL EDUCATION GRANT PROGRAMS

### Parentally Placed Private School Students

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#### **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 special education population (aged 3-21) is 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, 2008, 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:**           1

### SECTION 3

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## **SPECIAL EDUCATION GRANT PROGRAMS**

### **Grant Budgets, ED114**

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**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 Linda Kriss in the Bureau of Grants Management at 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 these 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 that will allow a child or children to benefit from special education and related services.
4. 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 Early Intervening Services. APPLICANTS MUST DOCUMENT SUCH USE OF GRANT FUNDS ON THE "NOTICE OF INTENT TO USE IDEA FUNDS FOR EARLY INTERVENING SERVICES" (PLEASE REFER TO SECTION 5).
5. Grantees must use funds to supplement, not supplant local expenditures.
6. 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.

**The following ED 114s must be submitted electronically.**

ED114 FISCAL YEAR 2010

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME: Derby Public Schools		TOWN CODE:		
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: 2010 CHARTFIELD1: 170002 CHARTFIELD2:				
GRANT PERIOD: 7/01/09 - 6/30/11		AUTHORIZED AMOUNT:\$ 308,085		
AUTHORIZED AMOUNT by SOURCE:		CURRENT DUE:\$		
LOCAL BALANCE:\$		CARRY-OVER DUE:\$		
CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL
111A	ADMINISTRATOR/SUPERVISOR SALARIES	20,000		20,000
111B	TEACHERS	189,130	4,520	193,650
112A	EDUCATION AIDES	35,853		35,853
112B	CLERICAL	7,000		7,000
119	OTHERS	3,500		3,500
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	12,000		12,000
321	TUTORS	4,000		4,000
322	IN SERVICE	2,375		2,375
323	PUPIL SERVICES	6,066		6,066
324	FIELD TRIPS	750		750
325	PARENT ACTIVITIES	750		750
330	OTHER PROFESSIONAL/TECHNICAL SERVICES	3,000		3,000
331	AUDIT	0		0
400	PURCHASED PROPERTY SERVICES	0		0
510	PUPIL TRANSPORTATION	0		0
530	COMMUNICATIONS	0		0
560	TUITION	6,000		6,000
580	TRAVEL	0		0
590	OTHER PURCHASED SERVICES	3,000		3,000
611	INSTRUCTIONAL SUPPLIES	1,000	855	1,855
612	ADMINISTRATIVE SUPPLIES	2,500		2,500
690	OTHER SUPPLIES	2,786		2,786
700	PROPERTY	3,000		3,000
890	OTHER OBJECTS	0		0
940	INDIRECT COSTS	0		0
	TOTAL	302,710	5,375	308,085

ED114 FISCAL YEAR 2010

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME: Derby Public Schools					TOWN
CODE:					
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: 2010		CHARTFIELD1: 170002			
CHARTFIELD2:					
GRANT PERIOD: 7/01/09 - 6/30/11			AUTHORIZED AMOUNT:\$15,804		
AUTHORIZED AMOUNT by SOURCE:		CURRENT DUE:\$			
LOCAL BALANCE:\$		CARRY-OVER DUE:\$			
CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL	
111A	ADMINISTRATOR/SUPERVISOR SALARIES	1,319		1,319	
111B	TEACHERS				
112A	EDUCATION AIDES	8,567		8,567	
112B	CLERICAL				
119	OTHERS				
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	2,500		2,500	
321	TUTORS				
322	IN SERVICE				
323	PUPIL SERVICES	1,500		1,500	
324	FIELD TRIPS				
325	PARENT ACTIVITIES	300		300	
330	OTHER PROFESSIONAL TECHNICAL SERVICES				
331	AUDIT				
510	PUPIL TRANSPORTATION				
530	COMMUNICATIONS				
560	TUITION				
580	TRAVEL				
600	SUPPLIES	1,618		1,618	
700	PROPERTY				
940	INDIRECT COSTS				
	TOTAL	15,804		15,804	

**SECTION 4**

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**SPECIAL EDUCATION GRANT PROGRAMS****IDEA Budget Narratives**

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**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 11-12) 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).

## **BUDGET NARRATIVE**

**DIRECTIONS:** For Section 611 funding, identify the budget code, line item description, proposed cost and justification for each expenditure. Applicants must justify every 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 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).

<b>Code</b>	<b>Line Item</b>	<b>Cost- Public 3-21 (611)</b>	<b>Cost- Non-Public 3-21 (611)</b>	<b>Justification</b>
<b>111A</b>	<b>Administrators * (10% rule)</b>	<b>\$20,000.00</b>		<i>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.</i>
<b>111B</b>	<b>Teachers *</b>	<b>\$189,130</b>	<b>\$4,520</b>	<i>To continue to supplement the salary of a TVI, (.5FTE) and DMHS Sp Ed Inclusion teachers(5FTE) 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 (5FTE))Monies will also supplement the salary of an SLP (1FTE)serving non-public students to ensure the provision of an equitable education. (EB, AF SR, SS, KB, DL, TM, KS, MT , AT,JB,LP,..)</i>
<b>112A</b>	<b>Education Aides *</b>	<b>\$35,853</b>		<i>To continue to supplement district efforts to maintain seven FTE paraprofessionals who work with students in the LRE. These positions provide the integration and equality of education in regular ed settings for students with: Aspergers, OHI-ADD/ADHD,ED,ID, etc. (SL, ML, ML ,LR, AP, SS, CS))</i>
<b>112B</b>	<b>Clerical * (10% rule)</b>	<b>\$7,000.00</b>		<i>Monies will be utilized to supplement district efforts to maintain a full time secretary(1FTE) in the sped office in order to complete duties endemic to the field of special education; scheduling PPT meetings, mailing records, maintaining files, etc.</i>
<b>119</b>	<b>Other *</b>	<b>\$5,000.00</b>		<i>Supplement district efforts to provide summer programming for students who</i>

<b>Code</b>	<b>Line Item</b>	<b>Cost- Public 3-21 (611)</b>	<b>Cost- Non-Public 3-21 (611)</b>	<b>Justification</b>
				<i>require EYS. These funds will help defray the cost of teachers, tutors, etc., hired during the summer months. (7 students are slated for in district summer programming that will be manned by 3 teachers and 2 paras, 3 hrs per day, three days per week, for 4 weeks.)</i>
<b>200</b>	<b>Personal Services- Employee Benefits</b>	<b>\$12,000.00</b>		<i>To supplement the district's efforts to pay the benefits of staff members who work to maintain students in the LRE and provide an equitable education that meets their needs.</i>
<b>321</b>	<b>Tutors *</b>	<b>\$4,000.00</b>		<i>Grant funds will supplement district efforts to provide on-going programming during the regular school year for those students placed out of school or after school, or require tutors as part of their transition plan, i.e., job coaches. In addition, funds may be used for EYS for those students needing; credit to graduate, help in preparing for their driver's license test, etc. (Tutors: homebound, summer-EYS, SLPs, DTI para/tutors, etc. FTE is difficult to predict, each tutor's hours will depend upon the student's IEP – tutors usually work 2hrs/day, maximum 5 days/wk.)</i>
<b>322</b>	<b>In-service</b>	<b>\$2,750.00</b>		<i>To provide opportunities for teachers, parents, paras, to attend appropriate in-service that fosters student achievement, parent awareness, improved behavioral intervention, etc.</i>
<b>323</b>	<b>Pupil Services</b>	<b>\$7,566.00</b>		<i>To supplement district efforts to provide psychiatric evals., consultations, assistive tech evals/consults, ABA consults, neurological evals, funding for camps, in order to ensure appropriate evaluation and programming.</i>
<b>324</b>	<b>Field Trips</b>	<b>\$750.00</b>		<i>Supplement district efforts to provide trips to local zoo, community sites – Opera House, automotive shop to investigate career options, etc.</i>
<b>325</b>	<b>Parent Activities</b>	<b>\$750.00</b>		<i>To assist the district in providing guest speakers, transportation, tickets to events, etc., for parents of students with disabilities.</i>
<b>330</b>	<b>Other Prof. Technical</b>	<b>\$4,000.00</b>		<i>To assist with the purchase of technical advice pertaining to programming, software, and equipment as directed by individual student IEPs, in order to foster equity/equality for students with special needs. (FTE directed by IEPs)</i>

<b>Code</b>	<b>Line Item</b>	<b>Cost- Public 3-21 (611)</b>	<b>Cost- Non-Public 3-21 (611)</b>	<b>Justification</b>
	<b>* Specify Type and FTE</b>			
<b>331</b>	<b>Audit</b>			
<b>400</b>	<b>Purchased Property</b>			
<b>510</b>	<b>Pupil Transportation</b>			
<b>530</b>	<b>Communications</b>			
<b>560</b>	<b>Tuition</b>	<b>\$6,000.00</b>		<i>To supplement district efforts to provide educational programs not available within district neighborhood schools.</i>
<b>580</b>	<b>Travel</b>			
<b>590</b>	<b>Other Purchased Services</b>	<b>\$3,000.00</b>		<i>To supplement the district's efforts to purchase developmentally appropriate interventions in order to provide quality instruction and equitable education for students.</i>
<b>611</b>	<b>Instructional Supplies</b>	<b>\$1,000.00</b>	<b>\$855.00</b>	<i>To provide materials to students who attend parentally placed private programs and require special materials to enhance their learning.</i>
<b>612</b>	<b>Administrative Supplies (10% rule)</b>	<b>\$2,500.00</b>		<i>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.</i>
<b>690</b>	<b>Other Supplies</b>	<b>\$2,786.00</b>		<i>Grant will assist in the purchase of testing forms, snacks, seat belt harnesses, toothbrushes, items for student recognition days, etc.</i>
<b>700</b>	<b>Property (see pg. 17)</b>	<b>\$4,000.00</b>		<i>To supplement district efforts to purchase various equipment; smart boards, palm pilots, laptops, FM systems, etc., for students/staff to utilize as deemed by the active IEPs.</i>
<b>890</b>	<b>Other Objects</b>			

Code	Line Item	Cost- Public 3-21 (611)	Cost- Non-Public 3-21 (611)	Justification
940	Indirect Costs (Only for school districts given prior approval by SDE)			
	<b>TOTAL EXPENSES</b>	<b>\$308,085</b>	<b>\$5,375</b>	

## **BUDGET NARRATIVE**

**DIRECTIONS:** For Section 619 funding, identify the budget code, line item description, proposed cost and justification for each expenditure. Applicants must justify every 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 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).

<b>Code</b>	<b>Line Item</b>	<b>Cost- Public 3-5 (619)</b>	<b>Cost- Non-Public 3-5 (619)</b>	<b>Justification</b>
<b>111A</b>	<b>Administrators*</b> (10% rule)	<b>\$1,319.00</b>		<i>To supplement district's budget to maintain position of the Director of Special Education to oversee programming. (1.0 FTE)</i>
<b>111B</b>	<b>Teachers *</b>			
<b>112A</b>	<b>Education Aides *</b>	<b>\$8,567.00</b>		<i>To supplement district's effort to employ 2 FTE paraprofessionals in the preschool program. (LN, SM)</i>
<b>112B</b>	<b>Clerical * (10% rule)</b>			
<b>119</b>	<b>Other *</b>			
<b>200</b>	<b>Personal Services- Employee Benefits</b>	<b>\$2,500.00</b>		<i>To supplement the district's funding of benefits for 2 FTE paraprofessionals in the integrated preschool program.</i>
<b>321</b>	<b>Tutors *</b>			
<b>322</b>	<b>In-service</b>			
<b>323</b>	<b>Pupil Services</b>	<b>\$1,500.00</b>		<i>Grant funds will supplement the purchase of medical /psychological services, OT/PT services not provided by district personnel, etc., in order to provide equitable services for pre-school students.</i>
<b>324</b>	<b>Field Trips</b>			
<b>325</b>	<b>Parent Activities</b>	<b>\$300.00</b>		
<b>330</b>	<b>Other Prof. /Technical</b>			
	<b>*Specify Type and FTE</b>			

<b>Code</b>	<b>Line Item</b>	<b>Cost- Public 3-5 (619)</b>	<b>Cost- Non-Public 3-5 (619)</b>	<b>Justification</b>
<b>331</b>	<b>Audit</b>			
<b>510</b>	<b>Pupil Transportation</b>			
<b>530</b>	<b>Communications</b>			
<b>560</b>	<b>Tuition</b>			
<b>580</b>	<b>Travel</b>			
<b>611</b>	<b>Instructional Supplies</b>	<b><i>\$1,618.00</i></b>		<i>Monies will be utilized to supplement district funding in order to provide developmentally appropriate materials for pre-k students.</i>
<b>612</b>	<b>Administrative Supplies (10% rule)</b>			
<b>690</b>	<b>Other Supplies</b>			
<b>700</b>	<b>Property (see pg. 17)</b>			
<b>940</b>	<b>Indirect Costs (Only for school districts given prior approval by SDE)</b>			
	<b>TOTAL EXPENSES</b>	<b><i>\$15,804</i></b>		

**SECTION 5**

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**NOTICE OF INTENT TO USE IDEA FUNDS FOR  
EARLY INTERVENING SERVICES**

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 three) 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: \_\_\_\_\_

**CHART A: Activities Using Part B Funds for  
Early Intervening Services**

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

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

	# OF STUDENTS SERVED	# OF STUDENTS SERVED (PROJECTED)
LOCATION	SCHOOL YEAR 08-09	SCHOOL YEAR 09-10
N/A		

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

School Year 06-07:
School Year 07-08:
School Year 08-09:

**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 DISPROPORTIONATE IDENTIFICATION DURING FOCUSED MONITORING**

**SECTION 6**

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**SPECIAL EDUCATION GRANT PROGRAMS**Statement of Assurances

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**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.*

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## SPECIAL EDUCATION GRANT PROGRAMS

### Statement of Assurances

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

THE APPLICANT:                                **The 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: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of 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 (20 U.S.C. Section 1232e), 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 an internal method of tracking funds used for purchase of equipment utilizing funds from these grants, supplanting of local costs with federal funds, Coordinated Early Intervening Services (CEIS), Maintenance of Effort (MOE), and funds for parentally placed private school students with disabilities;
  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, including records required under Section 437 (20 U.S.C. Section 123f), 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 CFR 104) which addresses non-discrimination on the basis of handicap in programs and activities receiving or benefiting from Federal financial assistance;
  2. Each program or activity operated by the applicant is, when reviewed in its entirety, readily accessible to disabled persons (45 CFR 84.21,22);
  3. Procedural safeguards which comply with 34 CFR 300.500-300.514 of the Federal regulations, have been established and shall continue to be implemented (34 CFR 300.237);
  4. Funds provided under the application shall be used only for the excess cost of providing special education and related services for disabled children and to supplement, and to the extent practicable, increase the level of state and local funds expended for the education of disabled children, and in no case to supplant those State and local funds (34 CFR 300.229-300.231);
  5. Funds provided under the application shall not be used to provide services to disabled children unless the applicant uses State and local funds for such children, which, taken as a whole, are at least comparable to services provided to other disabled children by the applicant. Records shall be maintained to show this comparability requirement is being met (34 CFR 300.231);
  6. Any property or equipment acquired with IDEA, Part B funds, shall be purchased and utilized in accordance with applicable Federal regulations. Particular attention shall be given to EDGAR 34 CFR 80.36, Procurement, which includes competition and bid requirements 34 CFR 80.31, Property, and 34 CFR 80.32, Equipment, which addresses the definition, management and disposition requirements;

7. Written policies and procedures of the applicant, as required by 34 CFR Part 300, pertaining to each of the following listed topics, is on file with the 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 CFR 300.220)
- Confidentiality of personally identifiable information (34 CFR 300.221)
- Personnel development (34 CFR 300.324)
- Participation of disabled children in regular education program (34 CFR 300.227)
- Individualized education program implementation (34 CFR 300.235);

8. 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.

9. 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;

10. The District's Special Education Policies and Procedures Manual has been amended to include the required revisions of January 2007;

11. 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,

12. Children who attend public Charter Schools and their parents retain all rights under 34 CFR 300.12(a).

- 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 CFR 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 34CFR, Part 82, "New Restrictions on Lobbying, and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and government-wide requirements for "Drug-Free Workplace (Grants)" and the "National Instructional Materials Access Center". The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

#### 1. LOBBYING

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

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

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying" in accordance with its instructions;

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

## 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily 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 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

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

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

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

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

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

(3) Any available drug counseling, rehabilitation, and employee assistance programs; 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-
  - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; 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)**

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

#### DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; 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, and it is strongly recommended by the Bureau of Special Education that this not happen, they 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. These districts will be required, as part of this application for federal funds, to provide to the Connecticut Department of Education a detail plan including 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.

(Optional) The

\_\_\_\_\_ (Name of School District) opts OUT of NIMAS/NIMAC and will provide the information indicated above (4.a-c) to the Connecticut State Department of Education, Bureau of Special Education and understands that no federal funds can be released to our district until this plan is submitted and approved by the Connecticut State Department of Education.

**SECTION 6A**

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**SPECIAL EDUCATION GRANT PROGRAMS**

Statement of Assurances/Certifications Signature

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**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)*

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Dr. Stephen Tracy

**School District**

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Derby Public Schools

**Date**

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**SECTION 7**

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**SPECIAL EDUCATION GRANT PROGRAMS**Affirmative Action

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**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:*

<p style="text-align: center;"><b>State Department of Education Affirmative Action Office 25 Industrial Park Road Middletown, Connecticut 06457-1543 860-807-2101</b></p>
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SECTION 7A

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**SPECIAL EDUCATION GRANT PROGRAMS**  
Affirmative Action Certification Form

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**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.**

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*Signature of Authorized Official*

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*Date*

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*Dr. Stephen Tracy*

*Name of Authorized Official (please type)*

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*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.*

<b>IDEA Section 611 Consortium Members</b>	<b>Fiscal Agent</b> _____
N/A	<b>Participating Districts</b>
	1. _____
	2. _____
	3. _____
	4. _____
	5. _____
	6. _____

<b>IDEA Section 619 Consortium Members</b>	<b>Fiscal Agent</b> _____
N/A	<b>Participating Districts</b>
	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 2010 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; and,
- Combine all budgetary information for all program options selected with all other IDEA; Part B planned expenditures for FY 2010. 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**):

**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
<b>OPTION A: A SCHOOL WIDE PROGRAM*</b>		

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

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



**IDEA PROGRAM OPTION B:****MEETING PROGRAM MONITORING TARGETS**

**DIRECTIONS:** Complete this section only if your school district chooses/is required to utilize FY 2010 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.

\_\_\_N/A\_\_\_ Entire School District

\_\_\_\_N/A\_\_ 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
N/A		

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

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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:

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

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**SECTION 10**

*Under 34 C.F.R. Section 300.34 (c)(8) and as written in Regulations of Connecticut State Agencies), Section 10-76d-2(h), LEAs are responsible for providing counseling and training to parents to assist them in understanding the special needs of their children, information about child development and helping them to acquire the necessary skills that will allow them to support the implementation of their child's Individualized Education Program (IEP).*

**Parent Participation Plan for 2009-10 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, 2009 and June 30, 2010.

**METHOD****AUDIENCE**

A. Workshop	A. Parents of Students with Disabilities
B. Conference	B. All Parents
C. Newsletter	C. Parents and Staff
D. Written Documentation	D. Other (_____)
E. Committee/Advisory Group	
F. Support Group	
G. Other (_____)	

<b>Suggested Topics</b>	<b>Method (use key)</b>	<b>Audience (use key)</b>
IDEA –Procedural Safeguards	B,C,D,G	A,C, D
Local Policies/Procedures	B,C,D,F	A,B,C,D
Assessment	A,B,C,D	A,B
Behavior/Discipline	A,B,C,D,F	A,B,C
Communication	B,C,D,G	A,C,D
Curriculum	D,E,G	A,B,C
Disability Specific Info	A,B,C,D,F	A,C
Eligibility Determination/Evaluation	A,D	A,C
Inclusion/LRE/PJ	A,B,C,D,E,G	A,C
IEP Development	A,B,D	A,C,D
Instructional Strategies	A,B,C,D	A,C
NCLB	A,B,C	A,B,C
Related Services	A,B,C,D,F	A,C
Technology	B,C,G	A,C
Transition	A,B,C,D	A,C
Preschool/Early Childhood	A,B,C,D,F	A,C,D
Parenting	A,B,C,D,F	A,C
School/Program Improvement or Planning	C,D,E,G	B,C
Other (describe)		
	B,C,D,G	A,C, D