

## Individuals with Disabilities Education Act (IDEA) 2016-2017

### Santa Rosa County District School Board

#### IDEA General and Special Assurances

**Instructions:** Please review the following assurances and place a check mark in the "Agreed" box indicating certification of compliance with these requirements.

#### Child Find



Agreed

In accordance with 20 U.S.C. 1412(a)(3) and 34CFR §300.111, districts shall ensure that all children residing within its jurisdiction, including children with disabilities who are homeless or are wards of the state and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

--Carry out screening, referral, and student evaluation procedures as required by Rule 6A-6.0331, FAC, and as described in the currently approved Exceptional Student Education Policies and Procedures document ensuring that all children residing within the jurisdiction of the district and who are in need of special education and related services are identified, located, and evaluated. These procedures will be carried out in collaboration with the Florida Diagnostic and Learning Resources System (FDLRS).

--Cooperate with the Department of Health Early Steps for IDEA, Part C, child find activities to ensure that all infants and toddlers with disabilities ages birth through two are identified, located, and evaluated, and receive appropriate transition services.

#### Free and Appropriate Public Education (FAPE)



Agreed

In accordance with 20 U.S.C. 1412 (a)(1) and 34 CFR §§300.101 – 300.108, a free appropriate public education is available to all children with disabilities residing in the school district between the ages of 3-21, inclusive, including children with disabilities who have been suspended or expelled, and/or are being served in an alternative program. Also in accordance with §1003.52, Florida Statutes, provision of services includes appropriate program of instruction and special education services for students with disabilities in Department of Juvenile Justice (DJJ) programs.

#### Full Educational Opportunity Goal



Agreed

A goal of providing full educational opportunity to all children with disabilities according to 20 U.S.C. 1412(a)(2) and 34 CFR §§300.109 – 300.110 and as stated in Florida's State Improvement Plan is supported and endorsed by the district.

## **Procedural Safeguards**



Agreed

Policies and procedures have been adopted which provide procedural safeguards for children with disabilities and their parents as required by 34 CFR §§300.500 – 300.536 and in accordance with U.S.C. 1412(a)(6) and 34 CFR §300.121.

## **Least Restricted Environment**



Agreed

In accordance with 20 U.S.C. 1412(a)(5) and 34 CFR §§300.114 – 300.120, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

## **Confidentiality of Information**



Agreed

Assures compliance with 20 U.S.C. 1412 (a)(8) and 34CFR §300.623 to protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

## **Coordination with Elementary and Secondary Education Act of 1965**



Agreed

Funds used to carry out coordinated early intervening services may also be aligned with activities funded by and carried out under the ESEA, if such funds are used to supplement and not supplant funds made available under ESEA. (20 U.S.C. 1413 (f)(5) and 34 CFR §300.226(e))

## **Consistency with State Policies**



Agreed

The LEA, in providing for the education of children with disabilities within its jurisdiction, must have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §300.101 through 300.163, and §300.165 through 300.174. (20 U.S.C. 1413 (a)(1) and 34 CFR §§300.201)

## **Use of Funds and Maintenance of Effort (MOE)**



Agreed

Assures compliance with federal regulations 20 U.S.C. 1413 (a)(2)(A)(i)-(iii) and 34 CFR §300.202(a)(2), as specified in Project Application and Amendment Procedures for Federal and State Programs

Administered by the Florida Department of Education, (Green Book)"

(a) General. Amounts provided to the LEA under Part B of the Act—

(1) Must be expended in accordance with the applicable provisions of this part;

(2) Must be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with paragraph (b) of this section; and

(3) Must be used to supplement State, local, and other Federal funds and not to supplant those funds.

(b) Excess cost requirement—(1) General. (i) The excess cost requirement prevents an LEA from using funds provided under Part B of the Act to pay for all of the costs directly attributable to the education of a child with a disability, subject to paragraph (b)(1)(ii) of this section.

(ii) The excess cost requirement does not prevent an LEA from using Part B funds to pay for all of the costs directly attributable to the education of a child with a disability in any of the ages 3, 4, 5, 18, 19, 20, or 21, if no local or State funds are available for nondisabled children of these ages. However, the LEA must comply with the nonsupplanting and other requirements of this part in providing the education and services for these children.

(2)(i) An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.

(ii) The amount described in paragraph (b)(2)(i) of this section is determined in accordance with the definition of excess costs in § 300.16. That amount may not include capital outlay or debt service.

(3) If two or more LEAs jointly establish eligibility in accordance with § 300.223, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in § 300.16 in those agencies for elementary or secondary school students, as the case may be.

## Maintenance of Effort



Agreed

(a) Eligibility standard. (1) For purposes of establishing the LEA's eligibility for an award for a fiscal year, the SEA must determine that the LEA budgets, for the education of children with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:

(i) Local funds only;

(ii) The combination of State and local funds;

(iii) Local funds only on a per capita basis; or

(iv) The combination of State and local funds on a per capita basis.

(2) When determining the amount of funds that the LEA must budget to meet the requirement in paragraph (a)(1) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in Sec. Sec. 300.204 and 300.205 that the LEA:

i) Took in the intervening year or years between the most recent fiscal year for which information is available and this fiscal year for which the LEA is budgeting; and

(ii) Reasonably expects to take in the fiscal year for which the LEA is budgeting.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraph (a)(1) of this section.

(b) Compliance standard. (1) Except as provided in Sec. Sec. 300.204 and 300.205, funds provided to an LEA under Part B of the 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 fiscal year.

(2) An LEA meets this standard if it does not reduce the level of expenditures for the education of children with disabilities made by the LEA from at least one of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in Sec. Sec. 300.204 and 300.205:

(i) Local funds only;

(ii) The combination of State and local funds;

(iii) Local funds only on a per capita basis; or

(iv) The combination of State and local funds on a per capita basis.

(3) Expenditures made from funds provided by the Federal government for which the SEA is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the SEA may not be considered in determining whether an LEA meets the standard in paragraphs (b)(1) and (2) of this section.

(c) Subsequent years. (1) If, in the fiscal year beginning on July 1, 2013 or July 1, 2014, an LEA fails to meet the requirements of Sec. 300.203 in effect at that time, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.

(3) If, in any fiscal year beginning on or after July 1, 2015, an LEA fails to meet the requirement of paragraph (b)(2)(ii) or (iv) of this section and the LEA is relying on the combination of State and local funds, or the combination of State and local funds on a per capita basis, to meet the requirements of paragraph (a) or (b) of this section, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required under paragraph (b)(2)(ii) or (iv) in the absence of that failure, not the LEA's reduced level of expenditures.

(d) Consequence of failure to maintain effort. If an LEA fails to maintain its level of expenditures for the education of children with disabilities in accordance with paragraph (b) of this section, the SEA is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C.1234a) to return to the Department, using non-Federal funds, an amount equal to the amount by which the LEA failed to maintain its level of expenditures in accordance with paragraph (b) of this section in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower.

(Authority: 20 U.S.C. 1413(a)(2)(A), and 34 CFR §300.203)

In accordance with 34 CFR §300.203, to allow the SEA to determine if the LEA has complied with the above IDEA requirements to budget at least the same amount as the LEA budgeted in the most recent prior year for the education of students with disabilities using state and local resources, please enter the budget and expenditure amounts for the indicated fiscal years in the boxes below. These amounts are to reflect state and local resources only. Districts are required to maintain supporting documentation of these computations for audit purposes.

<b>Budgetary Amounts</b>	Fiscal year 2015-16	<input type="text" value="37400000.00"/>	Fiscal year 2016-17	<input type="text" value="37700000.00"/>
--------------------------	---------------------	--	---------------------	--

**Expenditures**

Fiscal Year 2014-2015

37174590.00

**These figures are calculated:**

- ☐ Using local funds only
- ☒ the combination of state and local funds

**These figures represent:**

- ☒ Total amounts
- ☐ Per capita amounts

**Exception to Maintenance of Effort**

- ☒ Agreed

Notwithstanding the restriction in §300.203(a), an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following

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

(b) A decrease in the enrollment of children with disabilities.

(c) The termination of the obligation of the agency consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child-

(1) Has left the jurisdiction of the agency;

(2) Has reached the age at which the obligation of the agency to provide FAPE to the child has termination; or

(3) No longer needs the program of special education.

(d) The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

(e) The assumption of cost by the high cost fund operated by the SEA under §300.704(c).

(20 U.S.C. 1413(a)(2)(B) and 34 CFR §300.204)

**Adjustment to Local Fiscal Effort**



Agreed

(a) Amounts in excess. Notwithstanding §300.202(a)(2) and §300.203(a), and except as provided in paragraph (d) of this section and §300.230(e)(2), for any fiscal year for which the allocation received by an LEA under §300.705 exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by §300.203(a) by not more than 50 percent of the amount of that excess.

(b) Use of amounts to carry out activities under ESEA. If an LEA exercises the authority under paragraph(a) of this section, the LEA must use an amount of local funds equal to the reduction in expenditures under paragraph(a) of this section to carry out activities that could be supported with funds under the ESEA regardless of whether the LEA is using funds under the ESEA for those activities.

(c) State prohibition. Notwithstanding paragraph (a) of this section, if an SEA determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of section 613(a) of the Act and this part or the SEA has taken action against the LEA under section 616 of the Act and subpart F paragraph (a) of this section for that fiscal year.

(d) Special rule. The amount of funds expended by an LEA for early intervening services under §300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under paragraph (a) of this section.

(20 U.S.C. 1413(a)(2)(B) and 34 CFR §300.205)

### **Schoolwide Programs under Title I of the ESEA**



Agreed

General. Notwithstanding the provisions of §300.202 and 300.203 or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a schoolwide program under section 1114 of the ESEA, except that the amount used in any schoolwide program may not exceed-

(1)(i) The amount received by the LEA under Part B of the Act for that fiscal year, divided by

(ii) The number of children with disabilities in the jurisdiction of the LEA; and multiplied by

(2) The number of children with disabilities participating in the schoolwide program.

(b) Funding conditions. The funds described in paragraph (a) of this section are subject to the following conditions:

(1) The funds must be considered as Federal Part B funds for purposes of the calculations required by §300.202 (a)(2) and (a)(3).

(2) The funds may be used without regard to the requirements of §300.202 (a)(1).

(c) Meeting other Part B requirements. Except as provided in paragraph (b) of this section, all other requirements of Part B of the Act must be met by an LEA using Part B funds in accordance with paragraph (a) of this section, including ensuring that children with disabilities in schoolwide program schools-

(1)Receive services in accordance with a property developed IEP; and

(2) Are afforded all of the rights and services guaranteed to children with disabilities under the Act.

(Authority: 20 U.S.C. 1413(a)(2)(D) and 34 CFR §300.206)

## Personnel Development



Agreed

Personnel Development The LEA must ensure that all personnel necessary to carry out Part B of the Act area appropriately and adequately prepared, subject to the requirements of §300.156 (related to personnel qualifications) and section 2122 of the ESEA.

(20 U.S.C. 1413(a)(3)(B) and 34 CFR §300.207)

## Permissive Use of Funds



Agreed

(a) Uses. Notwithstanding §300.202, 300.203(a), and 300.162(b), funds provided to an LEA under Part B of the Act may be used for the following activities:

(1) Services and aids that also benefit nondisabled children. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP of the child, even if one or more nondisabled children benefit from these services.

(2) Early intervening services. To develop and implement coordinated, early intervening educational services in accordance with §300.226

(3) High cost special education and related services. To establish and implement cost or risk sharing funds, consortia, or cooperatives for LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.

(b) Administrative case management. An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities, that is needed for the implementation of those case management activities.

(Authority: 20 U.S.C. 1413(a)(4) 34 CFR §300.208)

## Treatment of Charter Schools



Agreed

(a) Rights of children with disabilities. Children with disabilities who attend public charter schools and their parents retain all rights under this part.

(b) Charter schools that are public schools of the LEA.(1) in carrying out Part B of the Act and these regulations with respect to charter schools that are public schools of the LEA, the LEA must-

(i) Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and

(ii) Provide funds under Part B of the Act to those charter schools-

(A) On the same time as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and

(B) At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with the State's charter school law.

(2) If the public charter school is a school of an LEA that receives funding under §300.705 and includes other public schools-

(i) The LEA is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity; and

(ii) The LEA must meet the requirements of paragraph (b)(1) of this section.

(c) Public charter schools that are LEAs. If the public charter school is an LEA, consistent with §300.705, that charter school is responsible for ensuring that the requirements of this part are met, unless State law assigns that responsibility to some other entity.

(d) Public charter schools that are not an LEA or a school that is part of an LEA. (1) If the public charter school is not an LEA receiving funding under §300.705, the SEA is responsible for ensuring that the requirements of this part are met.

(2) Paragraph (d)(1) of this section does not preclude a State from assigning initial responsibility for ensuring the requirements of this part are met to another entity. However, the SEA must maintain the ultimate responsibility for ensuring compliance with this part, consistent with §300.149.

(20 U.S.C. 1413(a)(5)(B) and 34 CFR §300.209)

### **National Instructional Materials Access Center**



Agreed

(a) General. Not later than December 3, 2006, an LEA that chooses to coordinate with National Instructional Materials Access Center (NIMAC), when purchasing print instructional materials, must acquire those instructional materials in the same manner, and subject to the same conditions as an SEA under §300.172.

(b) Rights of LEA. (1) Nothing in this section shall be constructed to require an LEA to coordinate with the NIMAC.

(2) If an LEA chooses not to coordinate with the NIMAC, the LEA must provide an assurance to the SEA that the LEA will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

(3) Nothing in this section relieves an LEA of its responsibility to ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities in §300.172(e)(1)(i) or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner.

(20 U.S.C. 1413(a)(6) and 34 CFR §300.210)

### **Information for SEA**



Agreed

The LEA must provide the SEA with information necessary to enable the SEA to carry out its duties under Part B of the Act, including, with respect to §§300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act.



(20 U.S.C. 1413(a)(7)(B) and 34 CFR §300.211)

### **Public Information**



Agreed

The LEA must make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act.

### **Records regarding migratory children with disabilities**



Agreed

The LEA must cooperate in the Secretary's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children.

## Individuals with Disabilities Education Act (IDEA) 2016-2017

### Santa Rosa County District School Board

#### IDEA Assurances Private Schools

**Instructions:** Please review the following assurances and place a check mark in the "Agreed" box indicating certification of compliance with these requirements.

#### Children with Disabilities Enrolled by Their Parents in Private Schools



Agreed

Assures compliance with 20 U.S.C. 1412 (a)(10) and 34 CFR §§300.130 – 300.148, as follows:

- Child find activities to locate, identify, and evaluate all parentally-placed private school children with disabilities shall be similar to those activities undertaken for public school children and designed to ensure the equitable participation of parentally-placed private school children with disabilities.
- Consultation with representatives of private schools shall be undertaken in a timely and meaningful manner to determine the number of parentally-placed private school children with disabilities. This child count shall be used to determine the amount the district shall expend for providing special education and related services to private school children with disabilities in the subsequent fiscal year
- A proportionate share of the district's total annual award under IDEA, Part B, and IDEA, Part B, Preschool shall be expended on special education and related services for parentally-placed private school children. Expenditures for child find activities, including individual evaluations, shall not be considered when determining whether the district has met its obligation.
- NOTE: Total proportionate share is calculated by multiplying the total district allocation by the ratio of eligible private school students to the total number of eligible private and public students. (IDEA, Part B, and IDEA, Part B, Preschool amounts are calculated separately using the student count by eligible age group.)
- On an annual basis each district shall provide to the Florida Department of Education the number of parentally-placed private school children evaluated, determined eligible, and served under IDEA.
- The consultation process shall include a discussion with representatives of the private schools regarding the provision of services, including how, where, and by whom special education and related services will be provided. If the district disagrees with the private school officials with respect to the provision of services or types of services, the school district shall provide to the private school officials written explanation of the reasons why the district chose not to provide services through a contract.
- After timely and meaningful consultation has occurred, school districts shall obtain written affirmation signed by the representatives of participating private schools. If representatives do not provide affirmation within a reasonable length of time, the district shall forward documentation of the consultation process to the Florida Department of Education.

---

---

**Individuals with Disabilities Education Act (IDEA) 2016-2017****Santa Rosa County District School Board****Schoolwide Programs Under Title I of the ESEA**

**Instructions:** Describe the services or programs that will be implemented using IDEA, Part B, funds. If this item is not applicable, please indicate "not applicable" or "N/A."

Funds may be used to carry out a schoolwide program under section 1114 of the ESEA of 1965, according to 20 U.S.C. 1413 (a)(2)(D) and 34 CFR §300.206. Funds shall not exceed the number of children with disabilities participating in the schoolwide program multiplied by the amount of funds allocated for the fiscal year divided by the number of children with disabilities in the district:

**Response:** N/A

## Individuals with Disabilities Education Act (IDEA) 2016-2017

### Santa Rosa County District School Board

#### Parent Involvement and Participation

**Instructions:** Review the statements below and place a check mark next to all applicable statements that best describe your district's or agency's efforts to ensure (A) Parent Involvement and (B) Parent Participation.

A. Parents of children with disabilities are involved in meeting the full educational opportunity goal through the following activities:

<input checked="" type="checkbox"/> Participation on district advisory committee.
<input checked="" type="checkbox"/> Participation on school advisory committees.
<input checked="" type="checkbox"/> Attendance at meetings where information regarding rules and regulations are discussed.
<input checked="" type="checkbox"/> Attendance at meetings where instructional strategies are shared.
<input checked="" type="checkbox"/> Participation in the evaluation, reevaluation, and eligibility processes.
<input checked="" type="checkbox"/> Participation in the IEP/family support plan development and review process.
<input checked="" type="checkbox"/> Participation in classroom activities.
<input checked="" type="checkbox"/> Participation in family support meetings or activities.
<input checked="" type="checkbox"/> Participation in group or individual parent conferences or meetings.
<input checked="" type="checkbox"/> Participation in any group that makes decisions on the educational placement of their child.
<input checked="" type="checkbox"/> Appraisal of school board agenda items through the public notice process.
<input checked="" type="checkbox"/> Assistance in evaluating program effectiveness.
<input type="checkbox"/> Other:

Specify Other:

B. Parents of children with disabilities were provided the opportunity to participate in the development of the project application through the following methods:

<input checked="" type="checkbox"/> Parents were specifically requested to offer suggestions for project planning during classroom activities or during the IEP development process.
<input checked="" type="checkbox"/> A questionnaire, requesting suggestions for project planning, was mailed to parents.
<input checked="" type="checkbox"/> Participants on the district advisory council (including parents) provided suggestions for project development.
<input checked="" type="checkbox"/> Suggestions for project development were solicited from school improvement team members representing parents.
<input checked="" type="checkbox"/> Public notice was provided to solicit parental input in project development through newspaper notices, memoranda, telephone calls, or individual letters.

<input type="checkbox"/> Other:
---------------------------------

Specify Other:

## Individuals with Disabilities Education Act (IDEA) 2016-2017

### Santa Rosa County District School Board

#### Benefits to Nondisabled Students

**Instructions:** Describe the services or programs that will be implemented using IDEA, Part B, funds. If this item is not applicable, please indicate "not applicable" or "N/A."

**Services and aids that also benefit nondisabled children.** Funds may be used for the costs of providing special education and related services, and supplementary aids and services provided in a regular class or other education-related setting to a child with a disability in accordance with the child's IEP, where nondisabled children benefit from these services. Identify services and aids where a nondisabled child may derive incidental benefit. (20 U.S.C. 1413(a)(4)(A)(i) and 34 CFR §300.208(a)(1))

**Response:** Paraprofessionals positions in the general education classroom to support SWD may incidentally benefit non-disabled students. General education students, Deaf and Hard of Hearing teachers and interpreters using sign language with DHH students in inclusion general educational settings may incidentally view and learn sign language. FM systems installed in SWD/DHH students may also incidentally benefit non-disabled students' ability to hear the teacher. Program Facilitator for behavior modeling lessons for SWD may also incidentally benefit non-disabled students through this instruction.

## Individuals with Disabilities Education Act (IDEA) 2016-2017

### Santa Rosa County District School Board

**Instructions:** Describe the services or programs that will be implemented using IDEA, Part B, CEIS funds.

**Will your district be utilizing CEIS funds for the fiscal year 2016-17?**



No

**Is your district required to use CEIS funds?**



No: No more than 15% of funds may be used to develop and implement activities that support coordinated early intervening services.

#### CEIS Plan Narrative

Please describe each aspect of your CEIS plan.

Identification

The Educational level for CEIS: Elementary, Middle or High School.

N/A

The academic or behavioral areas that will be the focus of CEIS efforts.

N/A

The reason why the district selected to focus on this level and chose this intervention.

N/A

The method of screening to determine a student's need for CEIS.

N/A

#### Student Supports

The academic or student supports and services that will be provided to students identified as needing Tier2/3 interventions.

N/A

How these supports and services address student needs.

N/A

### **Progress Monitoring**

The measure by which a student's progress will be monitored.

N/A

How often will progress monitoring take place.

N/A

How the data from progress monitoring will be used to make decisions regarding continued participation in CEIS.

N/A

How the district determine the success of its CEIS efforts for the individual student.

N/A

### **Personnel and Professional Development.**

List the types and duties of the personnel who implement the academic or behavioral supports and progress monitoring.

N/A

The types of professional development offered to staff to enable them to deliver scientifically based academic and behavioral interventions.

N/A

### **Budget Priorities.**

The district needs to describe how it will use IDEA, Part B, CEIS set-aside funds to implement the previously listed CEIS priorities. The description must correspond with the line items in the CEIS Budget.

N/A

**CEIS funds cannot be used for student universal screening or on district or school-wide initiatives that are intended for all students. CEIS funds can only be used for activities that support coordinated early intervening services for students in grade K-12 who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education. In addition to direct services to students, activities may include professional development for teachers to support delivery of scientifically-based academic instruction and behavioral interventions to the general education student identified as**



**needing tier 2 and tier 3 interventions.**

**CEIS Funds**

Did your district use CEIS funds for FY 2015-16?



No

Was your district required to use CEIS funds for FY 2015-16?



No

Does your district have any unexpended funds from CEIS (carry forward amount) from FY 2015-2016?



No

If you answered yes to all the above questions, your district is required to carry forward any unexpended CEIS funds from the previous year. Additionally, if your district was required to use the CEIS set-aside in years prior and those funds have remained unspent , they too must be carried forward until fully expended. If you answered no to any of the questions above, you may choose to carry forward any unspent funds for the purposes of CEIS or you may reallocate those funds for IDEA purposes (34 CFR 300.646(b)(2)).

**If you are not using CEIS funds, Please enter zeros in the entry boxes below.**

Total Amount of Carried Forward funds from FY 2015-2016	\$0.00
Required CEIS Amount for FY 2016-2017	\$0.00
Required CEIS Budget for FY 2016-2017	\$0.00

Print

## Individuals with Disabilities Education Act (IDEA) 2016-2017

### Santa Rosa County District School Board

#### Administrative Case Management

**Instructions:** Describe the services or programs that will be implemented using IDEA, Part B, funds. If this item is NOT applicable, please indicate "not applicable" or "N/A.".

Funds may be used to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP which are necessary for the implementation of such case management activities. Describe use of funds, if applicable. (20 U.S.C. 1413 (a)(4)(B) and 34 CFR §§300.208(b))

**Response:** Hardware/Software technology will be purchased for central record keeping for ESE teachers, program facilitators and ESE liaisons located at school sites and at the district office in order to maintain the electronic IEP, including signature page, currently in use. In addition, the purchase of servers, peripheral devices, computers and printers will be necessary to aid ESE teachers/ESE liaisons in data collection requirements related to SWD progress monitoring, as well as basic SWD recordkeeping. Electronic tablets will be purchased for district level ESE administrators, program facilitators and liaisons. Tablets will be purchased and temporary assigned to ESE teachers to facilitate IEP's in the schools and to maintain IEP documents. Document scanners will be purchased to keep an electronic file of all original signature documents in the IEP management system for accurate auditing purposes. Approximately 25% of all electronic technology is upgraded each year. New data storage is being investigated to house electronic IEP's and will be upgraded as necessary.

## Individuals with Disabilities Education Act (IDEA) 2016-2017

### Santa Rosa County District School Board

#### Support for Strategic Plan and Reading, Math, and Science Initiatives

Applicant must describe how the project will incorporate one or more of the strategic goals of Florida's State Board of Education Strategic Plan for 2012-2018 and how the project will address the reading, math, and science initiatives, including the identification of targeted State Performance Plan (SPP) Indicators. For further guidance, use the following URLs for more information: [http://www.fldoe.org/board/meetings/2012\\_10\\_09/strategicv3.pdf](http://www.fldoe.org/board/meetings/2012_10_09/strategicv3.pdf), <http://www.justreadflorida.com>; and <http://www.fldoe.org/bii/oms.asp>.

**Response:** Santa Rosa County Exceptional Student Education (ESE) works in collaboration with the district's general education Reading, Math and Science Departments to incorporate the Department of Education's Strategic Areas of Focus in all four areas listed (Higher Student Achievement, Seamless Articulation and Maximum Access, Skilled Workforce and Economic Development) in the FLDOE Strategic Plan along with Santa Rosa County's District Improvement Plan (SIP) and individual school's SIP. The two major areas of emphasis are 1) Highest Student Achievement. 2) Skilled workforce and Economic Development. Santa Rosa County's (SRC) leadership at the district and school level analyze student data to drive all academic decision-making to ensure that all students are responding positively to instruction and interventions, from the Pre-K level through twelfth grade: general and special education. Utilizing specially designed instruction, students become prepared to meet the challenges and gain academic benefit of the general education setting therefore, increasing the number of students who cease to require ESE services as they go through their educational careers. Students with and without disabilities who are not responsive to instruction and are not making academic improvements are supported through a multi-tiered system of support: accommodations, modifications and collaborative teaching. A minimal number of students requiring intensive support benefit from a resource setting outside of the general education setting and are provided intervention programs such as Tyner, iReady and Teach Town. Students who present as diverse learners are supported through differentiated instruction and Universal Design for Learning principles which encourage student success in reading and math. The STEAM curriculum is also used to facilitate learning in science and math with accommodations to permit inclusion for students with disabilities in the general education environment. STEAM is encouraged as problem-based learning which integrates all of the subjects students learn about as well as being aligned with the needs of the college and workforce settings. Utilizing inquiry-based, hands-on curriculum, students at the post-secondary and vocational levels participate in enterprise programs at the high school grades (9-12). The second area of emphasis is the development of employment skills prior to a post-secondary on-the-job training program. Students participate in SITE and SEARCH programs where they learn employment and business skills leading to working independently in paid positions separate from school or job coach supervision. Santa Rosa County Schools consistently demonstrate proficiency in general and exceptional student education with high rankings in the state for proficiency in reading, math and science. The provision of district and school administrator meetings discuss continuing education improvement strategies that include discussions about students with disabilities and struggling students, has facilitated a cohesive approach to education for all students. Ongoing assessment of student progress and a systematic review of instruction ensure proper pacing of instruction and mastery of all instructional components leading to increase academic performance for all students regardless of their educational needs.

## Individuals with Disabilities Education Act (IDEA) 2016-2017

### Santa Rosa County District School Board

#### General Education Provisions Act

Applicant must describe how equitable access to and participation in its program for students, teachers, and other program beneficiaries with special needs will be provided in accordance with section 427 of the General Education Provisions Act (GEPA), Public Law 103-382. See this requirement at the following URL: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>

**Response:** A. Compliance with The Santa Rosa District School Board Policy Against Discrimination Santa Rosa County, Florida Section 427 of GEPA (General Education Provision Act). B. Santa Rosa District Schools provides all essential documents in Spanish. These documents include but are not limited to: Santa Rosa District Schools' Family Guide, Students Rights and Responsibility, The Code of Student Conduct, The Pupil Progression Plan, The Summary of Procedural Safeguards and all district enrollment forms. C Santa Rosa Adult School distributes brochures containing information on courses offered to earn a high school diploma or a GED The brochures are displayed in every school and administrative office including the Alternative Education Programs and Exceptional Student Education Department D Interpreters are available to the Deaf and Hard of Hearing for all school related activities. This would include all IEP meetings, parent engagement activities, graduation. Workshops, community involvement events and family resources such as food stamps or Medicaid application required meetings. ESE Parent Advisory Councils are established on an annual basis. Meetings are held quarterly to solicit parental and community input on district policy and procedures for topics such as inclusionary practices, graduation requirements, disability awareness opportunities for the gifted and high achieving student, school readiness, drop-out rates, adult learning, vocational programs and removing barriers for low socioeconomic families .

## Individuals with Disabilities Education Act (IDEA) 2016-2017

### Santa Rosa County District School Board

#### Private School Consultation

IDEA 2004 requires that districts consult with private school representatives and representatives of parents of children with disabilities to ensure that eligible parentally-placed private school students can meaningfully participate in special education and related services. To demonstrate compliance with the regulations, applicants must provide a description of the consultation process carried out by the district in preparation for the 2016-17 school year.

**Response:** Private School Consultation Process IDENTIFICATION Child Find services are performed by FDLRS personnel A packet of contact information, program information and initiating referral questionnaire for both parent and private school are placed at each participating private school Follow up calls and visits are made on a regular basis to private schools by Child Find Specialists. Notices are published in local newspapers indicating contact names and numbers for parents of children with special needs. Letters are written to private schools and returned to the Exceptional Student Education Department. Personal contact is made with parents of special needs children and information collected, screenings are scheduled and further testing is completed as appropriate to determine eligibility. After the referral process is completed, an appropriate Service Plan is completed for those students eligible. Parents are advised that a Service Plan does not cover the same services as an Individual Education Plan but consensus is reached on available services and funding available. CONSULTATION WITH PRIVATE SCHOOLS A meeting is scheduled and a certified letter sent to all private schools located in Santa Rosa County. An agenda is prepared to include a list of all required data/information to be provided to private schools for any parent with an eligible child interested in receiving ESE services. Follow up phone calls are made to private schools prior to the scheduled meeting to confirm attendance Affirmation forms are requested from the schools. Documentation is made for schools that did not return or sign forms. Minimally one meeting per year is scheduled and generally two, one in the spring and one in the fall. PROPORTIONATE SHARE/NUMBER OF PRIVATE SCHOOL STUDENTS Students are transported by their parents to the public schools and served in the Speech and Language Program on a drop-in basis. Private school students are assigned the site number of N999 in order to be counted by Survey 2 for this program.

## Individuals with Disabilities Education Act (IDEA) 2016-2017

### Santa Rosa County District School Board

#### Proportionate Share - Part B Entitlement Calculation Page

**Instructions:** Enter the counts for eligible students with disabilities in private schools located within the district and for eligible students with disabilities in the public schools in the fields indicated below. Click on the **SAVE button**, which will automatically calculate the remaining fields for the worksheet, including the proportionate share of IDEA, Part B funds for which your district must expend.

#### Eligible Private School Students ages 3-21

Data	Count	Possible Data Source
Total number of eligible parentally-placed private school students ages 3-21 with disabilities	45	District data collection during fall 2015 via consultation process, paper survey, and/or other methods. <b>For students to be considered in this count, private schools must meet the state's statutory definition, as an elementary or secondary school with kindergarten or higher grades AND be registered with the FDOE as a "not-for-profit" private school.</b>

#### Eligible Public School Students ages 3-21 with disabilities

Total number of eligible public school students ages 3-21	3334	October 2015 survey 2, child count of students with disabilities reported to FDOE through automated student data system
---	------	---

#### Eligible Public School and Private School Students Ages 3-21

Total number of eligible students ages 3-21 attending schools (public and private) in the district	3379	Calculated Total
Proportion of eligible private school Students to total eligible population	1.33%	Calculated Percentage

#### IDEA, Part B, Allocation

Federal Funds	\$5,323,185.00	Federally-mandated formula
---------------	----------------	----------------------------

#### IDEA, Part B, Proportionate Share

Part B Proportionate Share	\$70,891.78	Calculated Proportionate Share
----------------------------	-------------	--------------------------------

## Individuals with Disabilities Education Act (IDEA) 2016-2017

### Santa Rosa County District School Board

#### Proportionate Share - Preschool Calculation Page

**Instructions:** Enter the counts for eligible preschool children with disabilities in private schools located within the district and for eligible preschool children with disabilities in the public schools in the fields indicated below. Click on the **SAVE** button, which will automatically calculate the remaining fields for the worksheet, including the proportionate share of IDEA, Part B, Preschool funds for which your district must expend.

#### Eligible Private School Children ages 3-5

Data	Count	Possible Data Source
Total number of eligible parentally-placed private school children ages 3-5 with disabilities	0	District data collection during fall 2015 via consultation process, paper survey, and/or other methods. <b>For students to be considered in this count, private schools must meet the state's statutory definition, as an elementary or secondary school with kindergarten or higher grades AND be registered with the FDOE as a "not-for-profit" private school.</b>

#### Eligible Public School Children ages 3-5 with disabilities

Total number of eligible public school children ages 3-5	381	October 2015 survey 2, child count of students with disabilities reported to FDOE through automated student data system
--	-----	---

#### Eligible Public School and Private School Children Ages 3-5

Total number of eligible children ages 3-5 attending schools (public and private) in the district	381	Calculated Total
Proportion of eligible private school Students to total eligible population	0.00%	Calculated Percentage

#### IDEA, Part B, Preschool Allocation

Federal Funds	\$145,181.00	IDEA, Part B, Preschool Proportionate Share
---------------	--------------	---



**IDEA, Part B, Preschool Proportionate Share**

Preschool Proportionate Share	\$0.00	Calculated Proportionate Share
-------------------------------	--------	--------------------------------

## Individuals with Disabilities Education Act (IDEA) 2016-2017

### Santa Rosa County District School Board

#### Proportionate Share - Expenditures

##### Instructions:

In the applicable areas below, enter the dollar amounts for proportionate share expenditures rounded up to the nearest dollar and in the narrative box provide a description of how funds were used to satisfy the proportionate share requirement. **NOTE: Costs associated with conducting evaluations and reevaluations are considered child find activities, which are the district's obligation under child find and are NOT permissible charges for satisfying the proportionate share requirement.**

If proportionate share was set-aside and funds were NOT expended, please provide an explanation in the response section below.

If this section is not applicable (no funds set-aside for proportionate share), enter zeros for amounts and "N/A" in the narrative box below.

The LEA must budget the amount indicated under the minimum required budget.

**Use only dollar amounts. No decimals, please.**

#### IDEA, Part B

Amount Budgeted for FY 2015-2016, ending June 30, 2016	\$ 223893
Amount Expended for FY 2015-2016, ending June 30, 2016	\$ 15318
Amount of Roll Carried Forward to FY 2016-2017	\$ 208575
Calculated Amount for FY 2016-2017	\$ 70891.78
Minimum Required Budget for FY 2016-2017	\$ 279466.78
Provide a brief description of how proportionate share funds were expended by the district to ensure compliance with IDEA regulations. (Limit 5,000 characters or about 1000 words.) ESE services for drop-in speech and language, OT/PT services and resource teach	

#### IDEA, Part B, Preschool

Amount Budgeted for FY 2015-2016, ending June 30, 2016	\$ 677
Amount Expended for FY 2015-2016, ending June 30, 2016	\$ 0
Amount of Roll Carried Forward to FY 2016-2017	\$ 677

Calculated Amount for FY 2016-2017	\$ 0.00
Minimum Required Budget for FY 2016-2017	\$ 677
<p>Provide a brief description of how proportionate share funds were expended by the district to ensure compliance with IDEA regulations. (Limit 5,000 characters or about 1000 words.)</p> <div>ESE services for drop-in speech and language, OT/PT services and resource teach</div>	

---

## Individuals with Disabilities Education Act (IDEA) 2016-2017

### Santa Rosa County District School Board

---

#### Support to Charter Schools

To ensure compliance with IDEA regulations, applicant must describe how students with disabilities enrolled in its charter schools benefit from IDEA, Part B and IDEA, Part B, Preschool Entitlement funds in the same manner as students with disabilities in its other public schools.

**Response:** All charter schools and non-charter public schools are provided with the following services in an equitable manner. Program and Liaison personnel are provided for recordkeeping support in order to facilitate IEP meetings and consult with charter school teachers regarding ESE student needs and family needs. All charter schools are provided with notices of all trainings and professional development that are offered to district ESE personnel. All charter schools are provided with evaluations services to determine if referred students are eligible for ESE services. All charter schools are provided with information on district level procedures to maintain IEP documents and to maintain services at an appropriate level.

## Individuals with Disabilities Education Act (IDEA) 2016-2017

### Santa Rosa County District School Board

**Instructions:** According to IDEA regulations §300.205, for any fiscal year for which the allocation received by the district exceeds the amount it received for the previous fiscal year, the district may reduce the level of expenditure otherwise required by §300.203(a) by not more than 50% of the amount of that excess.

NOTE: Districts are prohibited from using this provision for the 2016-17 fiscal year, if one of the following criteria apply:

- CEIS is "required based on disproportionality;"
- State Performance Plan Indicators have not been met according to the Florida Department of Education.

Please indicate **YES** or **NO**, if your district will be using this provision to adjust MOE for the 2016-17 fiscal year.



No

Print

---