

IDEA Part B and Preschool

Instructions for IDEA Consolidated Resource Plan

Fiscal Year 2022

New for FY2022

The Preschool CRP application now includes some questions related to Preschool Indicators required for federal reporting. The Preschool Performance Report has been discontinued.

Some questions related to alternative assessment have been added to the Part B application.

IDEA applications for Part B or Preschool requesting funding for **Summer Activities are Due May 28, 2021.**

All other applications are **Due June 30, 2021.**

Office of Student, Community and Academic Support

April 2021

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Use of IDEA Funds

IDEA funding is contingent on applicants' substantial compliance with applicable law regarding student entitlements as well as with expenditure rules under IDEA and Education Department General Administrative Regulations (EDGAR). Accordingly, substantial noncompliance with applicable law or expenditure rules may delay or negate grant award or release of awarded funds pursuant to this section.

Excess Cost

With the exception of a 15% allowance for Early Intervening Services, IDEA funds in the CRP must be used to partially offset the excess costs associated with operating the Local Education Agency (LEA) special education program and providing IEP services to students with disabilities that are above and beyond costs of the basic education program available to all students. Under the excess cost rules, the LEA must first expend on each student with a disability its established general education per pupil amount before utilizing IDEA funds to support special services to that student. Use of Preschool Grant funds is limited to excess costs related to children with disabilities aged three through five years. In addition to allowable or required percentage of funds for early intervening services to students in grades K-12, the use of Part B Grant funds can be used for excess costs related to children with disabilities aged three through graduation or age 21, whichever comes first.

Supplanting

LEAs must be sure that IDEA funds are used to fund supplemental services, such as those required by IEPs, and other costs associated with ensuring IDEA entitlements. IDEA funds may not be used to provide instruction, materials, and other educational benefits to students with disabilities that are part of an LEA's core education program and generally available to students without disabilities, including district-wide or school-wide initiatives and reforms that also benefit students with disabilities. However, expenditures for interventions, services, materials, staffing, programs, and other activities, designed specifically to implement IEPs or otherwise meet the special needs of students with disabilities that *incidentally* benefit students without disabilities are allowable.

Maintenance of Effort (Part B)

LEAs may not use IDEA funds to reduce the level of their local or local/state expenditures on special education costs. IDEA requires that each LEA receiving IDEA funds demonstrate that it has maintained at least 100% of its level of local or local/state expenditures on special education from the most recent year for which data is available, before expending IDEA funds.

Note: Only those districts evidencing substantial IDEA compliance and whose most recently reported District SPP Determinations, as reported on the RIDE website, indicate that they have met all compliance-related SPP targets and who have not been identified as having significant disproportionality are eligible to seek to reduce maintenance of effort (MOE). The allowable amount would be calculated as an amount up to 50% of any FY2021 IDEA allocation increase over FY2020, minus any amount electively budgeted for EIS. Districts seeking to reduce MOE must seek assistance from RIDE through their IDEA grant reviewers.

Parentally Placed Private School Students

IDEA requires each public school district to devote a proportionate share of all (Part B and Preschool) IDEA funds it receives to services for students with disabilities enrolled by their parents in private, including religious, schools located within the district. This provision is intended to ensure that districts receiving federal funds afford private school students with disabilities an opportunity to participate in the special education program funded with these federal dollars. Although IDEA requires minimally that services provided to private school students be reflected in service plans, entitlements extended by state regulations require services provided by RI districts to their resident private school students to be reflected in IEPs. IDEA funds reserved in the budget for services in private schools may support or partially support both resident students with IEPs as well as non-resident students with service plans in private schools located within the district.

IDEA also requires each public school district to **conduct child find** to identify students with disabilities enrolled by their parents in private, including religious, schools, regardless of private school students' districts of residence. IDEA does not permit LEAs to use IDEA dollars reserved for services to students in private schools to fund their Child find obligations.

Timely and meaningful consultation among three parties: (a) representative(s) of the public school district, (b) private school official(s), and (c) representative(s) of parents of private school students with disabilities must also take place.

Important Tips

Online Submission

The local annual application for IDEA funds continues to be submitted electronically using the AcceleGrants web-based application. This submission is part of a Consolidated Resource Plan (CRP) for each school district, state school and charter school's use of federal funds across Title and IDEA programs to resource appropriate activities.

Note: The terms local education agency (*LEA*), *district*, *user*, and *applicant* are used interchangeably throughout the IDEA instructions to refer to school districts as well as state schools and charter schools.

Review Instructions Before Beginning

To ensure accurate completion of the IDEA online application and preparation of documents required for submission, it is strongly encouraged that, prior to beginning the application, the user review these IDEA Instructions or the **IDEA CRP Training Module** (located in the Document Library), IDEA Guidelines, and IDEA templates and worksheets provided in the AcceleGrants Document Library under the heading Agency Documents, in the IDEA folder.

Lifesaving Tip: Save!

While working with the online application, remember to **frequently save your work!** This preserves your entries, should you be called away from the screen or should the application time out while you are working. The AcceleGrants timer runs for one hour of inactivity on any one page before expiring. The timer does not recognize entries as activity. However, each time the user saves an entry by clicking on "Save and Go To ▶" or navigates to a new page, the timer resets the one hour time allowance.

User tip: Response Space

AcceleGrants text boxes provide space for a response of 5,000 characters, or about 1 ²/₃ pages of standard text. When a lengthy response to any one text box is anticipated, the applicant may find it useful to first draft and save the response in a separate document, and then paste into the appropriate online text box.

Responses for any single text box that exceed 5,000 characters can be uploaded to the lower portion of the Related Documents page “Other Documents”, but be sure to enter the initial portion of the response in the text box, to avoid “non-response” error messages, and refer the reviewer to the Related Documents page for the remainder of the response. Be sure to name the uploaded document to enable the reviewer to clearly recognize the application item it addresses.

Where to Find Templates, Worksheets & Resources

The Document Library, under the IDEA heading, contains a number of folders with guidance and reference information. The folder “IDEA Templates for Submission” includes Excel templates for (EIS) Plans and Private School Worksheets (to be submitted with Part B and Preschool applications). The EIS Plan template must be used to describe the distinct Early Intervening Services initiatives being funded with EIS reserves. Completed EIS plans on this template are required with every application in which a portion of funds are reserved for EIS.

IDEA Assurances

***Be sure to read
IDEA Assurances!***

IDEA Assurances for LEA submission are provided in the AcceleGrants Document Library under Agency Documents, as part of the Assurances Affirmation addendum for all federal grants. This grant addendum is required for signature and hard copy submission. The IDEA Assurances reflect regulatory intent and requirements of the IDEA and implementing regulations applicable to both IDEA Part B and IDEA Preschool grants. Assurances attest to the applicant’s compliance with the provisions of IDEA and RI Regulations and should be carefully reviewed and affirmed prior to signature and submission.

Page by Page - Instructions IDEA Grants

Please see each section below for specific instructions to complete each page of the IDEA CRP Grant Application. These instructions apply to both Part B and Preschool applications, though the Preschool application has fewer sections than Part B.

Maintenance of Effort (MOE) (Pt. B Only)

Collaboration with your LEA Business Manager is strongly encouraged to complete the MOE page. To establish eligibility to receive FY2021 funds under IDEA, the LEA must demonstrate that it will maintain its previous effort, or funding levels, in local (or local/state funding) of its special education program. The MOE requirement under IDEA is that LEAs maintain their level of non-federal fiscal funding of special education from year to year, on the basis of either their special education expenditure totals or their special education expenditures per student. MOE for this application is determined by comparing the LEA's non-federal special education funds budgeted for FY2022 as compared to its actual expenditures in the most recent year for which complete expenditure data is available, which is FY 2020.

Because LEAs are required to meet the MOE test from year to year to be eligible for IDEA funding, final expenditure reporting of non-federal special education expenditures upon close-out of the year soon ending, FY2021, must demonstrate continued compliance with MOE.

Upon completion of the required information on the MOE page, the LEA's eligibility to receive an allocation under IDEA will be automatically determined. The LEA will be determined eligible for IDEA funding if one or both measures indicates "PASSED." If, after adjustment for allowable exceptions, the result still reflects "FAILED" for both measures, please contact the RIDE Finance Office to review your district's MOE calculation.

Early Intervening Services (EIS) (Pt. B Only)

Early Intervening Services (EIS) includes both **required reserves for Comprehensive Coordinated Early Intervening Services (CCEIS)** for districts identified as having disproportionality and **voluntary reserves for Coordinated Early Intervening Services (CEIS)** for districts that have not been identified as having disproportionality, but choose to budget funds for these services.

Accounting for Prior Year(s) Unspent Required EIS Reserves:

This table must be completed by **all applicants**. If your LEA was not identified by RIDE for the prior year as having significant disproportionality, please indicate so by checking N/A, even if your LEA elected to use a portion of IDEA Part B funds for early intervening services and regardless of whether all budgeted CEIS reserves were expended.

If your LEA was identified by RIDE for the prior year as having significant disproportionality, enter the amount of any required CCEIS reserves that will not be fully expended by June 30 of this year. This mandatory accounting will reflect an estimated amount, to be adjusted during the amendment period for actual expenditures, based on the LEA's final expenditure report (FER). Unspent CCEIS funding from previous years must be added to the current year's CCEIS expenditures.

CCEIS Required Reserve Calculation:

This table must be reviewed by **all applicants whose LEA is identified** by RIDE for the upcoming year as having **significant disproportionality**. The following statement will appear for all such LEAs:

"The district has been identified for the current year as having significant disproportionality."

The LEA's IDEA Part B and Preschool allocations, combined allocations total, CCEIS reserves percentage, and current year required CCEIS dollar amount will

appear, pre-filled, in this table. This table will automatically calculate the total required CCEIS reserves required for budgeting in the current IDEA Part B application. Be sure that the total required CCEIS Reserve on this table matches your Budget Reserve.

CCEIS – Required for LEAs with significant disproportionality, For children age 3 – graduation, With or without IEPs

General rules for use of IDEA Part B funds for CCEIS/CEIS - LEAs with and without

disproportionality: When budgeting IDEA Part B funds for EIS, the LEA must: (a) systematically track the number of all recipient students and annually report via the RIDE enrollment census; (b) outline how funds will be used by uploading an EIS plan to the Related Documents page using the template provided; and (c) clearly identify within the budget the expenditures for EIS activities using UCOA Program Code 14 and designating CCEIS/CEIS expenditures as Early Intervening Services Reserves.

Please note that an LEA **not** identified as having significant disproportionality may **elect** to utilize **up to** 15% of IDEA funds within its Part B budget for coordinated early intervening services (CEIS) in general education for children K-12. All tracking/reporting, CEIS Plan submission, and budgeting rules apply.

*CEIS – Voluntary,
For children in Tier 2 or 3
without IEPs*

Submission of EIS Plan Required When Using IDEA Part B Funds for CCEIS/CEIS - For each distinct, direct CCEIS/CEIS student intervention/support activity and for each CCEIS/CEIS staff training initiative funded under CCEIS/CEIS reserves, please complete an EIS plan describing the initiative. The EIS Plan template is an Excel spreadsheet, provided in the IDEA folder of the Document Library under the heading Templates for Submission. This template is designed to outline one or more CCEIS/CEIS initiatives and **must** be uploaded to the designated placeholder at the top portion of the Related Documents page of the IDEA Part B application.

For each EIS plan, please address all elements indicated on the template, duplicating the cells as needed for multiple projects. Please generate only one document, including multiple projects on one document. EIS plans must align with all IDEA Part B budget items designated as EIS reserves. For example, if one of the LEA’s EIS plans describes social-emotional-behavioral interventions for general education students in grades K-5, the budget descriptions, cost basis, and justifications for expenditures for staff, materials, consultants, etc., must clearly align with an intervention described in the EIS Plan. RIDE has provided in the Document Library three examples of model EIS plans that illustrate the type and level of information expected in the EIS plan.

To access, complete and submit the EIS Plan template: (a) Open the document; (b) Save to your own files, naming the Doc with your LEA’s name, such as “Stonehill Schools EIS Plan”; (c) Develop one or more plans to reflect distinct CCEIS/CEIS initiatives, by creating as many copies of the full set of plan elements repeated within the same document; (d) Save to your files when finalized; (e) Open AcceleGrants/IDEA Part B Application/Related Documents; (e) Locate the EIS Plan “placeholder” on the upper portion of the page under Agency Recommended Documents; (f) Upload in the designated placeholder by clicking on the edit button and browsing to upload the plan from your own files.

A designation of significant disproportionality: What does this mean for my LEA?

A designation of significant disproportionality does not in itself constitute a finding of noncompliance. RIDE’s program review of the separate LEA Annual Performance Report for Reducing and Preventing Disproportionality, including its self-assessment and corresponding evidence checklist, as well as RIDE’s on-site visit findings, file reviews, and additional data

probes, will inform the determination of compliance/noncompliance for *disproportionality due to inappropriate identification practices*. Regardless of this subsequent compliance finding, LEAs with significantly disproportionate data must devote 15% of their IDEA funds to providing Comprehensive Coordinated Early Intervening Services (CCEIS). For further information, please refer to the *Explanatory Summary* provided in the Document Library under the Agency Documents in the IDEA folder.

Significant Disproportionality (Pt. B Only)

State and LEA accountability

Federal reporting requirements include district and state accountability measures to report, address, and prevent disproportionate representation of students by race and ethnicity as having disabilities. Factors that might influence disproportionality include issues such as:

- availability of early interventions for academic, social emotional, and behavioral support (prior to special education referral);
- inconsistencies in procedures for student referral, identification and placement; and
- the level of cultural and linguistic competence in the instruction and assessment of students from diverse backgrounds, including students living in poverty.

Review of Policies, Procedures, and Practices

Most districts are actively working to reduce or prevent instances of significant disproportionality by reviewing and revising policies, procedures, or practices related to the identification of children with disabilities, placement in the least restrictive environment, and discipline/suspension of students with disabilities. Many current state initiatives dovetail with this review and revision.

In the first text box, describe the process the district employs or will employ to review policies, procedures, and practices to determine if any were contributing to the area(s) of significant disproportionality.

For the second text box, briefly bullet any policies, procedures, or practices that have been or will be reviewed/revised that your district feels would contribute to prevention and reduction

If a district does not have significant disproportionality in any area, the LEA is not required to answer the questions or fill in the text boxes on this page.

of disproportionality. Full blown policy change is not required. *Changes at the practice level are equally important. **Districts with significant disproportionality must conduct the review with an eye towards determining root cause and then plan to use CCEIS funds to address this root cause.*** The Success Gaps Toolkit may be helpful in determining root cause:

<https://toolkits.ideadata.org/> Districts are encouraged to dig into their data for the disproportionate group to see if any patterns by grade, school, or age of eligibility emerge. If students are placed in the district by social service agencies, contact Emily.Klein@ride.ri.gov to consider an exception in calculating the data.

Evidence of revised policies, procedures, and practices

If identified in prior years with significant disproportionality, upload evidence of any revisions in policy, procedure, or practice under “Other Documents” on the Related Documents page.

For the Public Reporting textbox, IDEA requires public reporting of any revisions to policies, procedures, or practices to reduce disproportionality. Evidence may include items such as school committee presentations/agendas, parent advisory presentations/agendas, newsletters, web links to similar items, or other methods used by the district. *Public reporting of disproportionality data alone does not meet this requirement.* Upload evidence that revisions to policies, procedures, or practices were publicly reported or a timeline and plan for such public reporting. Full policy revision may not be necessary, and revisions to procedures or practices (including training to promote changes at the practice level) can be described.

Tracking and Reporting

Confirm that the district tracks and reports students who benefit from EIS or explain a plan to immediately correct practice to ensure tracking and reporting through the enrollment census program collection each spring. If using CEIS funds, track and report only at-risk general education students grades K-12 who benefitted from the reserve. If using CCEIS funds, track and report any students age 3-grade 12 who benefitted from the reserve.

Related Documents

To ensure an error-free application and speedy review:

- Please use the designated placeholders by clicking on the pencil and paper icon.
- If additional documents are added under “Other Documents,” clearly name the document to signal its contents.

- If a lengthy item is uploaded as evidence, please direct the reviewer to the key page(s).
- After uploading items, test them to see if they open correctly.

State Performance Plan (SPP) Part I (Part B only)

If the district graduation and dropout rate is better than the state average, answering the question is optional, not required.

Graduation /Dropout Rate (Indicators 1 & 2)

The online report displays graduation and dropout rates for the state and for your LEA. Districts with graduation rates for students with IEPs that are below the state average, or with dropout rates for students with IEPs above the state average must describe the

LEA's plan for improvement in these areas. Evidence of a graduation and dropout rate improvement plan as reflected in the district strategic plan, specific school improvement plans, strategies for implementing the high school regulations (literacy, personalization and performance based graduation system), specific district interventions (such as alternative programs, partnerships with dropout prevention programs, etc.) and specific interventions being provided through the special education program, can be described and/or referenced. Describe the formative data the LEA will use to evaluate its improvement plan and the effectiveness of the interventions, particularly for students with disabilities.

Please note: Data for Indicators 1 and 2 are **reported with a one year lag.**

Closing Achievement Gaps (Indicator 3)

SPP Indicator 3 measures the participation and performance of LEAs and students with disabilities on state assessments.

- (a) Based on a review of achievement data, please delineate your LEA's current achievement patterns among students with disabilities relative to the achievement patterns among all students. Please differentiate this comparison within the key curricular areas and levels of elementary, middle, and high school.
- (b) In light of the achievement patterns described, please describe the LEA's plan for closing the achievement gaps found for students with disabilities. Please include a description of:
 - The steps the LEA will take in the upcoming year to ensure that instruction and IEPs for students with disabilities are aligned with the Early Learning Standards or Grade Level, Grade Span, or Alternate Assessment Grade Span Expectations (GLEs, GSEs, AAGSEs) and to ensure that scientific research-based curriculum and instructional practices are implemented with fidelity. Please include any changes in service delivery to support these efforts.



- The methods of monitoring student progress to ensure that students with disabilities are making adequate progress toward achievement targets, and the process by which this data is used to inform instructional practices. Please include the method (types of assessments) and frequency of monitoring.
- Professional Development plans for the upcoming year to support data-based decisions and implementation of scientific research-based curriculum and instructional practices, and assessment to close achievement gaps for students with disabilities.

Alternate Assessment Participation

ESSA requires that states implement measures to help LEAs reduce the number of students participating in the alternate assessment to 1.00% or below. Part of this process requires LEAs to provide assurances to the state that the LEA is following and implementing state guidance on the identification of students for the alternate assessment using the state eligibility criteria and guidance, train teachers on using those criteria, and discuss with parents any implications of their child being included in the alternate assessment.

Please answer the three questions regarding students participating in alternative assessment by indicating Yes or No. Additional information is not required at this time.

Least Restrictive Environment (Indicator 5)

SPP Indicator 5 measures the extent to which students with disabilities are removed from the regular class. This indicator measures the percent of students (a) removed from the regular class less than 21% of the day, (b) removed from the regular class greater than 60% of the day, and (c) served in public or private separate schools, residential placements, or homebound or hospitalized placements.

Focus is on students in most restrictive environment. If district data is better than the state data, answering the question is optional.

Your LEA's data is displayed by the online program. For this item, If your district's data for inclusive service delivery for separate schools, residential facilities, or homebound/hospital facilities is at or lower than the State data, RIDE thanks you for your work in this area and providing the description below is optional.

If your district's data is higher than the State data for separate schools, residential facilities, or homebound/hospital facilities, please describe how the LEA will promote and enhance inclusive service delivery.

Include in the description:

- An explanation of how school personnel differentiate instruction and accommodate to meet the needs of students with disabilities and students from culturally or linguistically diverse backgrounds.
- Current practices or changes in service delivery in the upcoming year that promote more inclusive service delivery practices (e.g., collaboratively taught classes; supports to teachers).
- Professional Development plans for the upcoming year to support implementation of inclusive service delivery practices that meet the needs of students with disabilities and students from culturally or linguistically diverse backgrounds (e.g., Universal Design for Learning, use of instructional or assistive technology, differentiated instruction, collaborative teaching, Response to Intervention, problem-solving systems, positive behavioral support systems).

State Performance Plan (SPP) Part II (Part B Only)

Family Engagement (Indicator 8)

SPP Indicator 8 measures and sets targets for continuous improvement in schools' efforts to involve parents as one means of improving services to students with disabilities. Consistent with federal requirements, the Office of Student, Community and Academic Supports conducts an annual measure of school efforts to involve parents as one means of improving services to children with disabilities.

Culturally Responsive Practices

A large part of effective family engagement involves meeting the needs of parents with culturally diverse backgrounds. In the 4(a) text box please describe how your district recruits and develops a diverse and culturally responsive staff (both general and special education staff, leadership, related service providers, and others) based on the individual needs of the schools in the district. This may include providing a description of unique district needs, new trends and what tools are utilized to assure that staff is equipped with the training necessary to meet the needs of families.

In the 4(b) text box, please describe how the district maintains a resource list of cultural liaisons who can communicate effectively with parents from diverse cultural, racial, ethnic, and language groups.

4(c) shows your district's SurveyWorks data including the number of responses from families of special education students; district averages v. state average for those favorable responses to

family engagement questions; and district average v. state average of parents of students receiving general education services.

Districts have access to live response rates and the final survey results via their district's online Panorama Education dashboard.

SurveyWorks –Favorable Responses

If the special education data indicates that your district's average for favorable responses to family engagement is below the state average please include in the narrative response how you will enhance parent involvement. The general education data is listed for comparison purposes. It should be noted that the number of responses to the survey has no direct correlation to the district average of favorable responses from parents of students receiving special education services.

Post-Secondary Outcomes (Indicator 14)

The purpose of SPP Indicator 14 is to ensure effective transition practices, including successful academic instruction and functional skill preparation, for students with disabilities prior to school exit. This indicator requires LEAs to collect and analyze outcome data for students one year after exiting school, to enable districts to track the effect of interventions on post-school outcomes and implement data-driven improvements that ensure positive post-school outcomes for students with disabilities.

The online program displays your LEA's response rate for the transition outcome data collection, compared to the state response rate. In the text box, please describe methods the LEA will use to improve and sustain high response rates for the transition outcome data collection.

In the second data field, please review your LEA's data regarding the percentage of students with disabilities exited from the district who were found through the data collection to be meaningfully engaged, compared to the reported statewide percentage of students with disabilities found to be meaningfully engaged. (Engagement rate refers to the number of students among those responding to the survey who reported being engaged, one year after school exit, in higher education, competitive employment, other post-secondary education or training, or other employment.) **In the text box**, please describe patterns revealed by the data; how the data has influenced decisions at the LEA level; and what your LEA will do in the upcoming year to

If the district rate for favorable responses is higher than the state rate, answering the corresponding question is optional, not required.

address academic instruction, functional skill development, and transition planning to improve post-school outcomes for students with disabilities

State Performance Plan – Preschool Indicators

Early Childhood Environments (Indicator 6)

SPP Indicator 6 measures the extent to which preschool students aged 3 through 5 receive the majority of their special education and related services in the regular early childhood program or in a separate special education class, separate school or residential facility. Data for this indicator is pre-filled from the previous year’s December census, allowing for a quick comparison of the district data to the state averages.

If the percent of children receiving services in a regular early childhood program is lower than the state average, a description of current or future strategies to increase this percentage must be entered into the text box. If the district’s percentage of children receiving services in a separate special education class, school, or residential setting is higher than the state average, an explanation of current or future strategies must be entered into the text box.

Child Outcomes Summary (COS) (Indicator 7)

Indicator 7 on the State Performance Plan provides data related to outcomes for preschool students. Data in this section shows the percentage of preschool children who entered the preschool program below age expectations and who substantially increased their rate of growth by the time they turned 6 years of age or exited the program (Summary Statement 1) or who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program (Summary Statement 2). The three outcome areas targeted are:

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

The data in this section is prefilled, and comes from the previous year’s June census. It allows for an easy comparison between the district data and the state averages. No response is required, but this allows the district to reflect on their work in this area.

Early Intervention Transition (Indicator 12)

SPP Indicator 12 measures the percentage of children referred by Early Intervention (Part C) prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. This indicator is a compliance indicator and requires 100% compliance. Data for this indicator is pre-filled from the previous year’s June initial evaluation collection. If 100% of children do not have an IEP developed and implemented by their third birthdays, an improvement plan is required. *

To access the template, click on “Early Intervention Improvement Plan” within the CRP application. Complete the form, and include a description of each current or future action item, associated timelines, and vehicle for monitoring compliance.

Save this form to your computer. Then, upload the document on the Related Documents page in the reserved space for Early Intervention Transition Improvement Plan.

Child Outreach Screening

This section provides data related to Child Outreach Screening. The Individuals with Disabilities Education Act (IDEA) requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of special education services. In Rhode Island, the Child Outreach Screening Program serves as the vehicle for screening children ages 3- 5 prior to kindergarten entry.

Data for this indicator is prefilled and reflects the percentages during the previous school year, allowing for a quick comparison of the district data to the state averages. If the percent of children screened in any of the four categories is lower than the state average, a description of current or future strategies to increase this percentage must be entered into the text box.

Staffing Plan (Part B Only)

Maintenance of Special Education Staffing Levels

Affirm that the LEA has adopted a special education staffing policy addressing *Rhode Island Board of Regents for Elementary and Secondary Education Regulations Governing the Education of Children with Disabilities* §300.157 that has been approved by the school committee or appropriate governing body, by checking the box beside the item Policy Assurance. The user is not required to submit the district's special education staffing policy.

Maintenance of Special Education Staffing Levels -Indicate the LEA's projected staffing levels for the upcoming school year by checking the appropriate box indicating whether staffing levels will be maintained or will be decreasing. Each LEA expecting a decrease in the level of special education staffing for the upcoming year must provide justification for the reduction; and describe how the district will continue to ensure FAPE for students with disabilities.

Appropriate reasons for a staff decrease may include:

- Decrease in overall enrollment
- Personnel turnover
- Changes in service delivery models
- Changes in staff assignments (e.g. conversion from special education service providers to general interventionists)

Example: "In the upcoming school year our staffing levels for special education will show an overall decrease. Our overall enrollment has decreased from 12,300 students to 11,900 students. In addition, the number of students with IEPs in our district has decreased from 1722 students to 1606 students. This has resulted in the need for fewer special educators providing special education services. Although we were able to reduce the need for 5 special educators in the district, we were able to maintain some of these staff members as interventionists providing general education interventions to students without IEPs."

Oversight of Effectiveness

Please describe the LEA's internal method of addressing staffing issues, solving problems and handling staffing assignment, caseload, or other service delivery complaints that may arise throughout the year regarding special education staffing. This internal structure should include:

- Hierarchy of communication protocol for staff, families, and administrators
- Procedures to address issues identified, such as adjustments in staffing, assignments, professional development, or supervision, as warranted

This item is intended to delineate the way the district continuously monitors how staffing/student/classroom/caseload assignments are working (how it knows when problems begin to occur with addressing assigned students' needs, etc.), and the procedure in place for

ensuring such issues are promptly addressed. In responding to this item, please do not describe special education due process or complaint procedures.

Example: “During the school year, school principals communicate with the special education administrative team regarding special education staffing needs, concerns, and issues. The supervisor designates either a special education coordinator or special education teacher specialist to conduct a site visit at the school and discuss issues with staff as applicable. During this visit, caseload information and schedules may be reviewed. The information is compiled and reviewed by the supervisor of special education, who collaborates with the principal and, as applicable, staff or parents, to create a plan for addressing the matter.”

Private School Services (Part B and Preschool)

IDEA requires each public school district to devote a proportionate share of all (Part B and Preschool) IDEA funds it receives to services for students with disabilities enrolled by their parents in private, including religious, schools located within the district. Those districts must complete this page and a Private School Worksheet in both the Part B and Preschool Applications.

This provision is intended to ensure that districts receiving federal funds afford private school students with disabilities an opportunity to participate in the special education program funded with these federal dollars. Although IDEA requires minimally that services provided to private school students be reflected in service plans, entitlements extended by state regulations require services provided by RI districts to their resident private school students to be reflected in IEPs. IDEA funds reserved in the budget for services in private schools may support or partially support both resident students with IEPs as well as non-resident students with service plans in private schools located within the district.

It is strongly encouraged for the user to complete the Private School Worksheet and Budget **before** completing the Private Schools page. Use the Worksheet to calculate the proportionate share of IDEA Part B and/or IDEA Preschool dollars required to be budgeted for services to parentally placed students with disabilities in private schools.

Additional Information regarding **district obligations** are provided in the Document Library in a document entitled *RI Students with Disabilities who are Parentally Placed in Private Schools* (April 2014). This document provides guidance from the RIDE Office of Student, Community, and Academic Supports and relevant excerpts from the *Rhode Island Board of Regents for*

Elementary and Secondary Education Regulations Governing the Education of Children with Disabilities and Rhode Island General Law, including information on requirements related to

- Child Find
- Three-party consultation process (with LEA, Private School and parent representative(s) required annually
- Service Plans
- FAPE for parentally placed private school students

Private School Worksheet – (Part B and Preschool)

A Private School Worksheet must be completed and posted by each district with private schools located in their geographical region that may have parentally-placed students with disabilities.

The Part B and Preschool Excel workbooks are provided by RIDE to make it as easy as possible for the district to calculate and document its required proportionate share of IDEA Part B and Preschool funds required for private school reserves. Each workbook contains a worksheet for each applicable district (accessed by clicking on the tabs at the bottom of the workbook).

There are two different Private School Worksheets – one for Part B and one for Preschool. Be sure you use the correct one!

The first page of the workbook displays an overview of pre-populated data for districts in the state with a private or religious school within its boundaries. The second tab displays a completed sample district page, as illustration. Following the sample page is a series of tabs, with a worksheet for each district with private schools, to enable the user to calculate the district's per pupil cost and the proportionate share required for private school reserves in each IDEA grant.

Upper Portion of the Worksheet - The columns provide information on the IDEA allocation, and counts of students with disabilities **based on the previous December census**: resident students reported by your district; resident students attending private schools within the district; non-resident students attending private schools within the district; and a total of all students with disabilities. Finally, there is a per pupil share calculated.

Note that Section E is shaded in blue. This column displays the number of non-resident students with disabilities, submitted to the census by their resident district, who were reported as parentally placed in a private school located in your district. These are the private school

students known to their districts of residence, likely because the reporting district is providing services through an IEP.

This column may reflect fewer non-resident students than are actually enrolled in private schools located within your district, because some such students may have opted not to receive services from, or are disaffiliated with, their district of residence, and thus are not known to and not reported on the census by their resident districts. Under IDEA rules, if your district has identified any additional non-resident

The numbers in Section E should only be INCREASED, never decreased (even if student numbers go down) as that is based on the previous December census.

students, **you must adjust (increase) the census number in Sections E & G (boxes shaded blue) to a higher number** so it accurately reflects the total of non-resident students with disabilities parentally placed in private schools located in your district during the period from October 1 – December 1, 2019.

Federal regulations require that the date used as the basis for calculating the private school proportionate share of funds must reference the annual count of parentally-placed students with disabilities on any date between October 1 and December 1 of the previous school year.

LEA's must confirm they meet requirements related to Private Schools consultation, Child Find, and Service Plans as described in the Assurances. Be sure to read them!

To assist districts, RIDE provides that annual local count as reported by LEAs through the December 1 census for that period.

Lower portion of worksheet - If additional students are identified and the number in Section E (**box shaded blue**) is increased, you must indicate which private schools these additional non-resident students attend by adjusting the numbers in the

bottom table under Section H.

Once the numbers in the blue shaded boxes have been revised, hit “Enter” and the worksheet will auto-calculate in Section G your district’s per pupil share and, in Sections I and J at the bottom section of the sheet, the total portion of IDEA Part B or Preschool funds that must be reserved within that grant for services to students in private schools.

Complete the worksheet specific to your district, save the district page to your own files, then upload only the district page in Related Documents for each of the respective Part B and Preschool applications. Please avoid uploading the entire workbook, which is a large file.

To save a single district page in Excel, right click on the tab for your district at the bottom of the Excel workbook. Select “move or copy”. When the message “Move selected sheet to book:” appears, click on the drop down at the top and select “new book”; Click “OK”. This will provide a new, separate Excel workbook containing ONLY the selected worksheet. Using “Save As”, save this to your own files and name the workbook. This Excel page can then be uploaded to the AcceleGrants Related Documents page.

Each of the two applications, Part B and Preschool, requires submission of the district-specific page of the corresponding workbook.

Please note: There is no regulatory requirement to allocate resources evenly as displayed in the RIDE Excel workbook.

The Private School Worksheet calculates the minimum that must be reserved for services for students parentally placed in private schools. It is allowable to budget more than required.

Private Schools Services Page

The upper portion of the Private School Services page displays a “live” budget based upon amounts entered into your Part B or Preschool Grant application, with a breakdown into Private School and Public expenditures.

The bottom portion of the Private School Services page offers a tool for the district to:

- identify whether each listed private school, based on timely and meaningful consultation, is participating in the federally funded opportunity for services to eligible students and
- project how it plans to distribute the required proportionate share of IDEA Part B or Preschool funds to support services among private schools located in the district where parentally-placed students aged three and older with disabilities have been identified.

The amount of IDEA funds budgeted for private school students, (shown as “Private” in the upper box), must be fully distributed for services to students among the participating private schools indicated in the bottom table. **IDEA does not require that IDEA funds devoted to private school services be equally distributed among private school within the district.** The amount devoted to services to students in each participating school is determined at the discretion of the school district based on the private school consultation process. **What is important is that all funds allocated to private schools in your district be assigned to the private schools in your district.**

For each school listed, indicate whether or not it is participating in the opportunity for its students with disabilities to participate in services supported by IDEA funds. For schools that are considered but have no students with disabilities, click “not participating”. For schools outside the range of consideration, such as a private high school in the IDEA preschool section or a non-public special education program, click “N/A”. The district must ensure that a “no response” choice is based on the outcome of a genuine dialogue with private school officials and parent representatives who are fully informed regarding all potential benefits of participating in the federal program. For example, a designation of “Not Participate” based on a lack of private school response to one written district communication is not allowable. The district must maintain documentation of timely and meaningful consultation with each private school, especially non-participating schools, consistent with the consultation process required under IDEA and RI regulations.

For each participating school, enter estimated FY2021 IDEA Part B or Preschool amounts projected for supporting services to parentally-placed students with disabilities. **When this page is completed, the full amount of private school proportionate share reserves from the budget must be fully distributed.** If not, an explanation is required in the text box.

IDEA does not permit LEAs to use IDEA dollars reserved for services to students in private schools to fund their Child Find obligations.

Related Documents (Part B and Preschool)

The Related Documents page provides a place for LEAs to post both required and supporting documents. There are placeholders for 3 Documents that are required in certain situations:

- EIS Plans (for districts that are budgeting funds for EIS Services),
- Private School Worksheet (for any district with a private school located in their geographic region), and
- Evidence of Public Reporting (for districts that have significant disproportionality)

The web-based application will generate a validation error if required documents are not loaded on the Related Documents page in the appropriate places. Below the Required Documents is space for additional documents the district may want to upload to support their application.

Budget (Part B and Preschool)

Funds must be used to offset the Excess Cost of providing services to students with disabilities, to provide services to students with disabilities placed by their parents in Private Schools, or to provide Coordinated Early Intervening Services, either due to requirements or voluntarily by the district.

Detailed instructions on Creating a Winning Budget are in the IDEA CRP Training Module in the Document Library - Be sure to review it!

Uniform Chart of Accounts (UCOA) - Every expenditure in the IDEA Part B and Preschool grants must be designated as one of the following four Reserves and assigned the corresponding UCOA Program Code:

IDEA Grant	Reserve	Program Code
Part B and Preschool	Excess Cost	20
Part B and Preschool	Private Schools	50
Part B <u>only</u>	Early Intervening Services	14
Part B and Preschool	Administration (To be used <u>ONLY</u> for Indirect Costs)	00

Assigning Jobs Code to expenditure items - Be sure to assign a Jobs Code to each expenditure in the Salary (51000 budget series) and Fringe (52000 budget series) categories. Jobs Code 0000 cannot be applied in Salary and Fringe series. For expenditures in other categories (53000-60000 budget series), the Jobs Code does not apply and must reflect 0000.

Salary/Fringe Alignment - For each position entered on a Salary line in budget series 51000, a corresponding fringe line must be entered in budget series 52000, even if the amount entered is zero. The number of salary lines created must match the number of fringe lines created. The portion of position (FTE) entered for each Salary line in series 51000 should align with the portion of fringe benefits, as entered in series 52000. Example: If IDEA funds are supporting .5 FTE of a behavioral specialist salary, these funds should be supporting .5 of the cost of fringe benefits for the behavioral specialist.

Copying your budget from the previous year can be a great timesaver!

Every budget item should be clear to allow the reviewer to judge the reasonableness, allowability, and allocability of each proposed expenditure, ensuring it meets tests of non-supplanting and of Excess Cost or EIS.

Budget Item	Criterion	Example(s)
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Description	Who or what is being purchased	Computers; Special Ed. Teacher; Consultant
Cost Basis	Cost per Unit	5 at \$500 each; \$50/hour x 4 hours/week x 30 weeks
Justification	Clearly state who will benefit	For students with disabilities; for preschool students with disabilities; for teachers of students at Tier 2 or 3

Review Details

The Review Details page serves as a record for both programmatic and fiscal reviews.

Live tracking tool displaying application status: To provide a live snapshot of the CRP status, a Review Details Summary is posted in each LEA’s Consolidated Application. This Summary displays a continuously updated review status for each federal program in the LEA’s CRP. The Review Details Summary is found on the Funding Application Sections page under the Supplemental Information heading. This summary enables the LEA to track, at a glance, the current review status of all federal programs in its CRP. For each grant program, the summary will report one of the following four review states: Not Started; In Progress; Needs LEA Attention; or OK.

Review process: When the CRP is initially submitted through Superintendent Approval, the Review Details page within each federal application will automatically designate “NRR” (Needs RIDE Review) beside all review items listed. As RIDE conducts its programmatic and fiscal reviews, the RIDE reviewer will subsequently designate each reviewed item as either “OK”, “N/A” (Not Applicable), or “NLA” (Needs LEA Attention).

For each item displaying a designation of “NLA,” please check reviewer comments for that item, posted directly on the application pages. (Clicking directly on the review item will bring the user directly to the corresponding application page.) Reviewer comments may pose questions, request clarifying information, or require a correction in the application. If corrections are required in the application, RIDE will re-open the application for LEA entries by returning the application and changing the status of the CRP to “RIDE Program Officer Not Approved”.

To address comments that do not require application revisions, but pose questions or request clarifying information, please respond using the “Create a Comment” function at the bottom of the Review Details page: Enter your response in the text box and click “Save.” If the review comment requires submission of a document, please upload such documents to the bottom portion of the Related Documents page under “Other Documents”, and note that this has been

added using the “Create a Comment” function at the bottom of the Review Details page. If you find that your response to one or more review comments is lengthy or unsuitable for entry within “Create a Comment”, please provide the response in a Word document, upload to the Related Documents page, and note the submission using the “Create a Comment” function at the bottom of the Review Details page.

Upon completion of the IDEA programmatic review, the reviewer will send an AcceleGrants message to the LEA CRP Coordinator, Business Manager, and Program and Financial Input contacts listed in AcceleGrants for your LEA. This message will notify the LEA that the programmatic review has been completed. When you complete your response to review comments and/or any required corrections/revisions in your IDEA application, please notify the reviewer by sending an email or posting an AcceleGrants message that clarifications and/or revisions have been completed. This prompts IDEA reviewers to follow-up. **Reviewers do not automatically see comments that are posted so a message or email must be sent.**