

Introduction

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - IDEA - Rev 0 - IDEA Basic - 611 (PRC 060) - Application

IDEA - Part B (611) Grant Introduction

Each Agency (LEAs, SOPS, and Charter Schools) must submit an IDEA-Part B Project and Budget in order to access funds.

The elements of the Project must meet acceptable criteria of compliance prior to the approval of any federally funded Project. Each agency must ensure that children with disabilities (in those schools) receive services in accordance with a properly developed Individualized Education Plan (IEP) and are afforded all applicable rights and services guaranteed under the Individuals with Disabilities Education Act (IDEA).

The purposes of IDEA include (a) ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living; (b) ensuring the rights of children with disabilities and their parents are protected; (c) assisting states, localities, educational service agencies, and Federal agencies in providing the education for all children with disabilities; and (d) assessing and ensuring the effectiveness of efforts to educate children with disabilities. [300.1]

The Agency Project must describe policies and procedures the agency has in place to comply with the requirements of Public Law 108-446. Each agency must adopt policies which reflect legal obligations contained in Public Law 108-446 and North Carolina General Statutes 115-C-106, Article 9. The Project must describe the total special education program for children, ages 3-21, with disabilities of the agency, irrespective of the funding source.

No Project may obligate federal funds prior to the date the Project and Budget are submitted in substantially approvable form, and approved by the state education agency.

The Project is a public document and must be made available for public review and inspection (as mandated by Section 614 of Public Law 108.446) prior to submission.

The Project consists of procedures, policies, data tables and assurances. The Project is approved for a one year period. Any changes made in agency policy or procedure described in the Project must be submitted as an amendment to the One-Year Project.

Use of Funds

Funds must be used to develop comprehensive programs and services for children with disabilities in the least restrictive environment (LRE). The State Board has approved and adopted the Continuum of Services outlined in the Policies Governing Services for Children with Disabilities. Adherence to the Policies should ensure a systematic program with alternatives for meeting the LRE requirements. Some or all of the following may be included in the Project:

TEACHERS	TEACHER ASSISTANTS	MATERIALS
SUPPLIES	EQUIPMENT	PHYSICAL THERAPY
HOME/HOSPITAL TEACHERS	PARENT TRAINING	OCCUPATIONAL THERAPY
CHILD IDENTIFICATION	DIAGNOSIS	SCHOOL SOCIAL WORK
TRANSITION SERVICES	*PURCHASED SERVICES	

***Purchased services include professional and educational, adapted PE and other related services as provided in IDEA.**

Funds shall not be used to pay attorney fees for either parents or local education agencies in connection with litigation or due process hearings [Teague, 17 EHLE 1186, OSEP, 1991]

Children with Disabilities

Children with disabilities include all children who, because of permanent or temporary mental, physical or emotional disabilities, need special education and are unable to have all their educational needs met in a regular class without special education and related services. The terms used in the definition of children with disabilities are:

AUTISM	DEAF/ BLINDNESS	DEAFNESS
DEVELOPMENTAL DELAY	HEARING IMPAIRMENT	INTELLECTUAL DISABILITY
MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENT	OTHER HEALTH IMPAIRMENT
EMOTIONAL DISABILITY	SPECIFIC LEARNING DISABILITY	SPEECH LANGUAGE IMPAIRED
TRAUMATIC BRAIN INJURY	VISUAL IMPAIRMENT	

Maintenance of Effort - Budget

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Maintenance of Effort - Budget

(a) Enter LEA budget for the education of students with disabilities. (34 CFR 203) Funds Budgeted FY 2020-2021 must equal or exceed funds spent from the same funding source for the most recent prior fiscal year for which information is available. If the budget level is reduced (Budget Reduction Amount is greater than 0), an exception and/or adjustment must be documented below in section (b) for an eligible reduction allowance.

Selected Budget Method 2020-2021	Selected MOE Method 2018-2019
* Select... ▾	State and Local Expenditures

Methods for Determining Budget	(I) Funds Budgeted 2020-2021	(II) Funds Spent 2018-2019 Second Preceding Fiscal Year	Budget Reduction Amount 2020-2021
* Projected Child Count			
Total State and Local	*	\$ \$4,486,421.84	\$ 0.00
Total Local Only	*	\$ \$135,221.92	\$ 0.00

Per Child State and Local Total	\$ 0.00	\$ 5,210.71
Per Child Local Total Only	\$ 0.00	\$ 157.05

(b) Reduction Allowances - check all that apply

34 CFR §300.204 Exception:

- * 300.204 Exception Options - must select at least one checkbox, if using this reduction allowance
 - Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel;

\$ _____ * Exception Amount:

* Reason for Departure _____

- Decrease in the enrollment of children with disabilities;

\$ _____ * Exception Amount:

- Termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities;

\$ _____ * Exception Amount:

- Termination of an exceptionally costly obligation to a particular child with a disability because the child: -
 - check all that apply

\$ _____ * Exception Amount:

* Termination Options - must select at least one checkbox, if using this exception

- Has left jurisdiction;
- Has reached the age at which the obligation to provide a free appropriate public education (FAPE) to the child is terminated; or
- No longer needs the program of special education.

Assumption of cost by a high cost fund operated by the State Education Agency under 34 CFR 300.704(c).

\$ * Exception Amount:

34 CFR §300.205 Adjustment

Total LEA Part B allocation under section 611 for current grant fiscal year exceeds the amount the LEA received for the previous fiscal year; and LEA meets the following criteria for reduction of no more than fifty percent (50%) of the amount of the excess which will be used for Elementary & Secondary Education Act (ESEA) activities:

- Receives increase in total IDEA section 611 funds since the previous fiscal year;
- "Meets Requirements" under IDEA section 616 determinations;
- Has not had action taken against it by the state education agency under IDEA section 616;
- Has not had responsibility for providing a free appropriate public education (FAPE) taken from it by the state education agency;
- Has not been found by the state education agency to have significant disproportionality under 34 CFR §300.646; AND
- elects permissive use of coordinated early intervening services (CEIS) under CFR §300.226, pursuant to this adjustment section the
 - CEIS amount the LEA intends to use is less any amount reduced for the maintenance of fiscal effort and
 - CEIS and reduction total amounts together do not exceed the lesser of the total amount available for the reduction (maximum 50% of excess amount) or CEIS (maximum 15% of total allocation under sections 611 and 619).

\$ * Adjustment Amount

34 CFR §300.203 (b) MOE - §300.200 LEA Eligibility

With certain exceptions under §300.204 and §300.205, an LEA budgets for the education of children with disabilities at least the same amount of funds as spent from those same sources in the most recent prior fiscal year for which information is available.

\$ * Adjustment Amount

Checking the box in this section documents ineligible budget reduction and a decrease of budgeted total or per child expenditures in the same funding source from the second preceding fiscal year, and assures, upon reporting of actual expenditures from the first preceding fiscal year, that budgeted expenditures will be amended

to meet eligibility requirements; or reporting of budgeted expenditures for the established level of effort set before unallowable expenditure reduction.

Private School**Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - IDEA - Rev 0 - IDEA Basic - 611 (PRC 060) - Application** **Not Applicable - My LEA does not have any private schools****Carry-Over Funds from 2019-2020 School Year Proportionate Share Calculation for Parentally-Placed School Children with Disabilities**

Proportionate Share Amount for Prior School Year:	\$21,860.31
Total Proportionate Share Amount Expended for Prior School Year	\$ 18,388.84
Total Proportionate Share amount released for 2017-2018 school year	\$0.00
Carry-Over Funds Proportionate Share (Note: The carry-over funds must be added to the proportionate share amount calculated below to determine the total proportionate share for the 2020-2021 school year.)	\$ 3,471.47

Private School Counts

Children in private schools with Service Plans.	* <input type="text" value="10"/>
Number of children enrolled in private school who have been evaluated.	* <input type="text" value="2"/>

Proportionate Share Calculation for Parentally-Placed School Children with Disabilities

LEA Estimate of Planning Allotment for PRC 060 and PRC 049 - enter this field when the Official Planning Allotment is \$0.00	\$ <input type="text"/>
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Planning Allotment for PRC 060 and PRC 049	\$ 1,327,041.00
Number of Eligible Public and Private School Children:	* 834
Number of Eligible Private School Children : (Between October 1 & December 1)	* 11
Proportionate Share for Private School Children:	\$ 17,502.94
Carry-Over Funds Proportionate Share	\$ 3,471.47
Total Proportionate Share for the Private School Children FY 2020-2021	\$ 20,974.41

* Date of Consultation/meeting with representatives of private school to discuss children with disabilities.

06/03/2020 

PRIVATE SCHOOL PARTICIPATION/PARENTALLY PLACED - (Authority: 20 U.S.C. 1412(a)(10)(A)(iii); 34 CFR 300.134) - ALL REQUIREMENTS BELOW MUST BE ADDRESSED (NC 1501-6.5 Consultation) - Specifically describe the procedure implemented to ensure Private School Participation. (Private Schools, schools or facilities, including religious, that meet the definition of elementary school in NC 1500-2.9 or secondary school in NC 1500-2.32. Registered home schools are recognized as private schools in North Carolina. This section does not cover children enrolled by a public agency in private schools or facilities.)

If your agency is a State-operated program (SOP) or charter school, select this box as the following would not be required.

* 1. The LEA must consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities regarding the child find process and equitable participation. (NC 1501-6.6(a)) Indicate how parents, teachers and private school officials will be informed of the process and how parentally placed private school children suspected of having a disability can participate equitably; (300.134)

ECPSS provides speech services to qualified students attending private schools. Child Find efforts such as posters and brochures that are located throughout the community as well as child find screening events, we inform private schools and parents that ECPSS provides evaluations for students attending private school. Speech Services can be provided at the private school of attendance or at the closest ECPSS school site. Workshops on various disabilities

can be provided to private school staff on request. Private school officials have access to attend district level meetings that provide information regarding services for students with special needs. The Director of Exceptional Children (or designee) attends service delivery plan meetings at the private school with parents to ensure their complete understanding of their rights should they continue to enroll their children in the private school. Parent Rights Handbook are given to the parents to inform them of their rights.

- * 2. Give a description of how timely and meaningful consultation occurs with private school representatives and representatives of parents of a parentally placed private school child with disabilities during the design and development of special education and related service provisions for parentally-placed private school children with disabilities. (300.134)

Private school representatives are invited annually to meet with the Director of Exceptional Children and Director of Federal Programs to discuss services that are provided. This year's meeting was held virtually due to school closure. Email and electronic invitations were sent out to Private Schools since many buildings were closed and staff were working remotely due to COVID-19. The Office of Federal Programs sent the coorespondence.

- * 3. The consultation process among the LEA, private school officials, and representatives of parents of parentally-placed private school children with disabilities should be ongoing to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services. Give a description of how the process operates throughout the year. (300.134)(c)

When a student is recommended for an evaluation or screening through a referral or child find event, a representative from the school district meets with parent and teachers from the private school to collect information and complete required screenings, observations, and/or interventions for students suspected of disabilities. This is ongoing throughout the school year.

- * 4. Give a description of how (each parentally placed private school child with a disability who has been designated to receive services) the Service Plan is developed addressing the specific special education and related services the LEA will provide.

When a student is recommended for an evaluation or screening, a representative from the school district meets with parent and teachers at the private school to collect information and complete required screenings, observations, and/or interventions for students suspected of disabilities. If a student is recommended for an evaluation, the evaluation occurs (with parental permission), and the results are interpreted for the parent and the private school representatives. If the student is found eligible for services, a draft IEP is developed, and presented at the meeting. If

the parent wants to continue placement in the private school after service delivery options in the public school (via draft IEP) are discussed, ideas and suggestions for possible interventions, accommodations and modifications can be given to the private school staff and parent to support the student. If, however, the student meets the eligibility requirements as a student with a speech only disability, then a private school service plan is developed. The student's teacher, parent, speech therapist and/or Director of Exceptional Children (or designee) attend the meeting to finalize the service plan. Representative ensures parent's complete understanding of their rights should they continue to enroll their children in the private school. A Parent Rights Handbook is given to the parents to inform them of their rights if they choose to enroll their child in the public school system.

- * 5. Based on the proportionate share of Federal funds available to serve parentally-placed private school children with disabilities LEAs must make a determination of service provisions. Give a description of how parentally placed children are provided services using a proportionate share of Part B funds. Be specific in the statement about which children will receive services; what type of services will be provided; how, where and by whom special education and related services will be provided. (300.134)(d)

The proportionate share of funds for services to students in private school will be used to provide speech-language therapy by certified speech-language therapists. The speech-language therapist provides services at the private schools or as a drive-in service at a local school. Service plans are developed for private school students who are served by the speech therapists. Parents will be reimbursed for transporting to a school if a student can not be served in their private school setting.

CEIS

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- N/A - Check N/A if there will be no PRC 070 funds including carryover, no required (mandatory) or voluntary (permissive) CEIS and no student reporting requirements are needed (Student data must be reported in the CEIS plan #8 for three years 2017-2018, 2018-2019 and 2019-20)

* Select the appropriate CEIS status:

- Permissive Use Mandatory

If you selected Permissive Use status, please upload a completed form below.

Type	Documents	Document Template	Document/Link
CEIS Permissive Use Form [Upload up to 1 document(s)]		 2020-21 CEIS Permissive Use Form	

* Select the appropriate CEIS Status: (Check all that Apply)

- Carryover 1st Year 2nd Year 3rd Year

\$ * Enter PRC 070 (CEIS) Planning Allotment/Projected Budget:

* 1. Indicate the area, or potential area, of disproportionality and contributing factors.

* 2. Describe the district-wide implementation.

* 3. Describe the group of students who have been targeted for EI's:

* 4. Describe the data used in determining what students were targeted:

* 5. Describe how the LEA will track the effectiveness of the EI's (ie: did the student end up in special education):

6. Describe how the funds will be expended (example: a portion of an individual's salary, supplies and materials, etc.):

* This section can be completed using bullets instead of full sentences. The narrative must agree with the submitted budget. Employer provided benefits (if social security, hospitalization, retirement and supplementary and benefits related pay (i.e. supplement, bonus, longevity) will be paid from this grant, it can be included in one bullet as "benefits", covering all employees paid under this funding source.) Any additional benefits paid from this funding source that all employees do not receive (salary differential, additional responsibility stipend, etc.) must be listed separately from "benefits". If Indirect costs and unbudgeted funds are in the budget, they should be listed in use of funds. If funds are used to purchase equipment, indicate how the equipment will improve the education of students with disabilities. The grant cannot be approved until the budget is submitted.

7. Total number of students who received Coordinating Early Intervening Services under the IDEA anytime in the past three school years (2017-2018, 2018-2019 and 2019-2020) and who also received special education and related services in 2019-2020:
_____ *

8. Attach the CEIS Student Log (**Do not include student names in the log**)

Type	Documents	Document Template	Document/Link
IDEA CEIS Grant Student Log [Upload at least 1 document(s)]		 <u>CEIS Grant Student Log for 2020-21</u>	

Narrative

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - IDEA - Rev 0 - IDEA Basic - 611 (PRC 060) - Application

A. General Description of LEA, Facilities and Services

13 * Number of Schools

Number of EC Students on December 1, 2019 child count: 834

* Socio-economic data (data current within last 2 years)

ECPPS is a rural, economically deprived, low wealth school district with a high homeless rate.

June 2019 McKinney Vento - 120

June 2020 McKinney Vento - 111 (Elementary - 55, Middle - 23, High - 30, preschool -1 & not yet in school - 2)

Total Free/Reduced lunch = Approximately 3,222, approximately 60.71% (May 2020)

ECPPS has 5 schools (Sheep Harney Elementary, P.W. Moore Elementary, Pasquotank Elementary, J. C. Sawyer Elementary and H.L. Trigg Community School) that are participating in the Community Eligibility Provisions (CEP) meal service option; breakfast and lunch at no cost for enrolled students at participating schools. These 5 schools do not require application, so numbers do not reflect the true number of each. We are currently operating the Summer Food Service Program and providing breakfast and lunch at no cost to children.

Total district students = 5,457 (Pk - 12 enrollment, May 2020)

* Building accessibility (ADA Compliance)

All buildings within ECPPS System and the Early College High School, which is located on the campus of The College of the Albemarle are ADA compliant and fully accessible to students, staff and visitors.

* Continuum of services overview

The LEA ensures that a continuum of alternative placements is available to meet the needs of students with disabilities for special education and related services. To the maximum extent appropriate, students with disabilities including children in public or private institutions or other care facilities, are educated with children who are nondisabled. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily progress toward standards.

B. Use of Funds

State specifically how funds will be utilized. This section can be completed using bullets instead of full sentences.

* ***The narrative must agree with the submitted budget. Employer provided benefits (if social security, hospitalization, retirement and supplementary and benefits related pay (i.e. supplement, bonus, longevity) will be paid from this grant, it can be included in one bullet as "benefits", covering all employees paid under this funding source.) Any additional benefits paid from this funding source that all employees do not receive (salary differential, additional responsibility stipend, etc.) must be listed separately from "benefits". If Indirect costs and unbudgeted funds are in the budget, they should be listed in use of funds. The grant cannot be approved until the budget is submitted.***

- 11 teachers
- 9 teachers assistants
- Substitutes pay
- 2 speech and lang - salary - Instructional Support II Adv
- 1 Spec Pop Support & Develop - Salary Compliance Specialist
- Benefits
- Indirect cost

* If funds are used to purchase equipment, indicate how the equipment will improve the education of students with disabilities.

* If funds are budgeted for workshops, describe the planned staff development activities.

Check if there will be carryover funds.

\$ 100,000.00 * Indicate the projected amount of the carryover.

* How will carryover funds be utilized? This section can be completed using bullets instead of full sentences.

Carryover will be added to the 2020-21 allotment amount to cover the listed use of funds above.

C. Personnel and Comprehensive System of Personnel Development

* Address licensure status and number of all teachers of students with disabilities (regardless of funding source), i.e. twenty fully certified EC teachers, five EC teachers holding lateral entry license, etc.

15 SP II continuing license teachers

4 SP I teachers

3 Lateral entry teachers

3 Permit to teach teachers

8 Emergency license teachers

1 Speech-language and district compliance monitor

1 Certified teacher serves as Preschool Coordinator

1 State Improvement Project Coordinator and Transition Coordinator

1 Behavior and Autism Specialist

2 school psychologists

1 educational diagnostician

3 speech-language therapists employed (2 full-time/1 part-time)

5 speech-language therapists – contracted (5 Full-time)

1 occupational therapist - contracted

1 occupational therapist assistant- contracted

1 physical therapist – contracted

*** Provide relevant information on current and anticipated personnel vacancies, etc.**

There are 3 unfilled vacancies from the 2019-2020 school year.

Approximately 4 additional vacancies for EC teachers for the 2020-21 school year are anticipated.

*** Describe in-service training for personnel providing special education and related services, training for personnel paid from grant.**

Funds are available from other sources (other federal programs, state and local funds) for staff development activities as well as in-district training offered on teacher workdays/professional development days as well as during school level PLCs and after school training opportunities.

The in-service training priorities for Exceptional Children's program will be ongoing and related to meeting the needs of students with disabilities and our LEA's Self Assessment priorities identification. Staff and consultants will provide these activities through professional development.

Staff development priorities continue to be:

IEP development and implementation

Problem solving for improvement/MTSS

Effective strategies for students with autism (Target General Education Teachers as well as any new AU teachers and assistants)

Student Engagement

LEA Training for administrators

Non-violent Crisis Prevention Intervention training will be offered and updated as needed for staff and administrators.

Project staff, Director of Exceptional Children, and general education teachers who serve students with disabilities will be provided in-service according to their needs.

In-service activities may include visiting model programs, regional and/or state meetings, district meetings and training that relate directly to developing and implementing programs and service provisions for students with disabilities. Monthly program meetings for EC Chairs, Extended Content Standards classroom teachers, Common Core Specialized classroom teachers, EC Leadership Team and Speech therapist. The meetings may occur virtually or in person.

Required Components**Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - IDEA - Rev 0 - IDEA Basic - 611 (PRC 060) - Application****BY CHECKING THE YES BOX, THE APPLICANT CERTIFIES THAT THE LEA MEETS ALL THE ASSURANCE AND CERTIFICATION REQUIREMENTS NECESSARY TO RECEIVE IDEA, PART B FUNDS**

If 'Yes' is selected, no additional comments are necessary. If 'No' is selected, an explanation is required to be entered in the corresponding text box provided below each option.

Assurance	Meets Requirements?	If no, please explain
1.	*	<input checked="" type="radio"/> Yes <input type="radio"/> No

CONFIDENTIALITY and ACCESS (300.612)(300.625)
(300.622) - Notice to parents are adequate to fully inform parents about confidentiality and access rights, including a description of the extent that the notice is given in the native languages of the various population groups in the LEA. Notice is available describing the children on whom personally identifiable information, the types of information sought, the methods the LEA intends to use in gathering the information, and the uses to be made of the information. Policy and/or procedure are established regarding the storage, disclosure and third parties, retention, and destruction of personally identifiable information. The Parent Handbook of Rights is issued to parents once a School year. The content addresses all of the rights of parents and children regarding the rights under the Family Educational Rights and Privacy Act (FERPA) of 1974 and implementing regulations in 34 CFR part 99. Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the region of the activity.

<p>ACCESS RIGHTS (300.613) - Permission is granted to parents to inspect and review any education record(s) relating to their children that are collected, maintained, or used by the LEA. The LEA complies with a request without unnecessary delay and before any meeting regarding an IEP , or any hearing, and in no case more than 45 days after the request has been made. The right to inspect and review education records includes: the right to a response from the participating LEA to reasonable requests for explanations and interpretations of the records; the right to request that the LEA provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and the right to have a representative of the parent inspect and review the records. The LEA may presume that the parent has authority to inspect and review records relating to his or her child unless the LEA has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation and divorce.</p>	<p>* <input checked="" type="radio"/> Yes <input type="radio"/> No</p>
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	<p>* <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	
<p>RECORD of ACCESS (300.614)(300.617) - The LEA keeps a record of parties obtaining access to education records collected, maintained, or used under Part B (except access by parents and authorized employees of the LEA), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. The LEA provides parents on request a list of the types and locations of education records collected, maintained, or used by the Lea. The LEA may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review those records. The LEA may not charge a fee to search for or to retrieve information.</p>	<p>* <input checked="" type="radio"/> Yes <input type="radio"/> No</p>	
	<p>AMENDMENT of RECORDS at PARENT'S REQUEST (300.618) - A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of the child, may request the participating LEA that maintains the information to amend the information. The LEA decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the agency decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing.</p>	

OPPORTUNITY FOR and RESULT of HEARING (300.619)
(300.620) - Upon request, the LEA provides an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. If, as a result, of the hearing, the agency decides that the information in inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it shall amend the information accordingly and so inform the parent in writing. If, as a result of the hearing, the LEA decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it shall inform the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the agency.

* Yes No

* Yes No

<p>CONSENT (300.622) - Parental consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies/LEAs unless the information is contained in educational records, and the disclosure is authorized without parental consent. Parental consent , or the consent of an eligible child who has reached the age of majority under state law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services. If a child is enrolled, or is in a private school that is not located in the LEA of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the LEA where the private schools is located and officials in the LEA of the parent's residence. The LEA has policies and/or procedures that are used in the event that a person refuses to provide consent.</p>	<p>SAFEGUARDS (300.623) - The LEA protects the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages. One official at each participating LEA shall assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding the LEA's policies and procedures. Each participating agency maintains, for public inspection, a current listing of the names and positions of those employees within the LEA who may have access to this information.</p>	<p>* <input checked="" type="radio"/> Yes <input type="radio"/> No</p>

	<p>* <input type="radio"/> Yes <input checked="" type="radio"/> No</p>
DESTRUCTION of INFORMATION (300.624) - The LEA informs parents when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his/her grades, attendance records, classes attended, grade level completed and year completed are maintained without time limitation.	
CILDREN'S RIGHTS (300.625) - The LEA provides policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability. Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. If the rights accorded to parents under Part B are transferred to a student who reaches the age of majority, the rights regarding educational records must also be transferred to the student. However, the LEA provides any notice required to the student and the parents.	<p>* <input checked="" type="radio"/> Yes <input type="radio"/> No</p>

		* <input checked="" type="radio"/> Yes <input type="radio"/> No
2. LEAST RESTRICTIVE ENVIRONMENT (300.114-300.120) (300.124C) - The LEA ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. 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 nondisabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.		* <input checked="" type="radio"/> Yes <input type="radio"/> No
3.		

INDIVIDUALIZED EDUCATION PROGRAM (300.323) -

The IEP is in effect for each child with a disability at the beginning of each school year and it is in effect before special education and related services are provided to an eligible child. The IEP is implemented as soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. It is accessible to each regular education teacher, special education teacher, related service provider, and other service providers who is responsible for its implementation. Each teacher and provider is informed of their responsibilities related to implementing the child's IEP and is informed of specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

Children Placed or Referred to Private School by the Public Agency (300.145): The LEA ensures that before a child with a disability is placed, or referred to a private school, the agency shall initiate and conduct a meeting to develop an IEP for the child. The LEA ensures that a representative of the private school attends the meeting. If the representative cannot attend, the LEA uses other methods to ensure participation by the private school. After a child with a disability enters a private school, any meetings to review and revise the child's IEP may be initiated and conducted by the private school at the discretion of the LEA. If the private school initiates and conducts these meetings, the LEA shall ensure that the parents and a LEA representative are involved in any decision about the child's IEP; and agree to any proposed changes in the IEP before those changes are implemented. When the private school implements the IEP, the LEA is responsible for compliance.

		* <input checked="" type="radio"/> Yes <input type="radio"/> No
IEP MEETINGS and IEP TEAM (300.321) - The LEA is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a child with a disability. Within a reasonable period of time following the LEA's receipt of parent consent to an initial evaluation, the child is evaluated, and if determined eligible under this part, special education and related services are made available to the child in accordance with an IEP. A meeting to develop the IEP must be conducted within 30 days of a determination that the child needs special education and related services. The IEP Team reviews the IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and revises the IEP as appropriate.	The LEA ensures the IEP team for each child with a disability includes the parents of the child, at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment), at least one special education teacher of the child, or if appropriate, at least one special education provider of the child, a representative of the LEA who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities. This representative is knowledgeable about the availability of resources of the LEA, an individual who can interpret the instructional implications of evaluation results, who may be member of the team. At the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.	

<p>* <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>DEVELOPING, REVIEW and REVISION of IEP (300.324) - The IEP team, when developing the IEP considers the strengths of the child, concerns of the parents for enhancing the education of their child, recent evaluation(s), and the academic developmental, and functional needs of the child. The Team takes into consideration special factors such as a child whose Behavior impedes his learning or that of others, consider the use of positive behavioral interventions and support strategies the child with limited English proficiency, the child who is blind or visually impaired, communication needs of the child, whether the child requires assistive technology devices and services. If, in considering the special factors, the IEP Team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modifications) in order for the child to receive FAPE, the Team must include a statement to that effect in the child's IEP. The regular education teacher of the child must participate in the development, review and revision of the child's IEP.</p>	<p>* <input checked="" type="radio"/> Yes <input type="radio"/> No</p> <p>CONTENT of IEP (300.320) - The IEP for each child with a disability must include a statement of the present levels of academic achievement and functional performance, a statement of measurable annual goals, including functional goals, a statement of the special education and related services and supplementary aids and services based on peer-reviewed research to the extent practicable be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided. Content of the IEP will include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities, a statement of any</p>

district wide assessments of student achievement that are needed in order for the child to participate in the assessment. For children with disabilities who take alternate assessments aligned to alternate standards, a description of benchmarks or short term objectives is given. Included in the content of the IEP will be the projected date for the beginning of the services and modifications, a statement of how the child's progress will be regularly informed.

A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and districtwide assessments.

Beginning at age 14 (or younger, if appropriate) an annually updated statement of the transition service needs of the student under the applicable components of the students' IEP that focuses on the student's courses of study. For each student beginning at age 16 (or younger, if appropriate) a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages. At the age of majority, beginning not later than one year before a student reaches the age of majority, the student's IEP will include a statement that the student has been informed of his/her rights under Part B of the Act. The IEP includes appropriate measurable post secondary goals based on age appropriate transition assessments related to training, education, employment, and where appropriate independent living skills and the transition services (including courses of study) needed to assist the child in reaching those goals.

		* <input type="radio"/> Yes <input checked="" type="radio"/> No
4. FREE APPROPRIATE PUBLIC EDUCATION (FAPE) (300.101)(300.102) - The LEA ensures that a free appropriate public education is available to children ages 3 through 21, including children with disabilities who have been suspended or expelled from school. The LEA further ensures that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade (300.103 - 300.109). The LEA assures that Special Education and related services (a) are provided at public expense, under public supervision and direction, and without charge (b) meet the standards of the SEA, including the requirements of this part (c) include preschool, elementary school, or secondary school education in the State; and (d) are provided in conformity with an individualized education program (IEP) that meets the requirements (300.320-300.324)		* <input checked="" type="radio"/> Yes <input type="radio"/> No

5. National Instructional Materials Access Center (NIMAC) ASSURANCE (300.210) -The LEA is coordinating with the National Instructional Materials Access Center (NIMAC) to provide instructional materials to blind persons or other persons with print disabilities in a timely manner, or if not, assures instructional materials will be provided to blind persons or other persons with print disabilities in a timely manner.	<p>* <input checked="" type="radio"/> Yes <input type="radio"/> No</p>
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Public Notice

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - IDEA - Rev 0 - IDEA Basic - 611 (PRC 060) - Application

[Sample of Public Notice \(Click to download\)](#)

Public Notice

The Individuals with Disabilities Education Act (IDEA-Part B, Public Law 108.446) Project is presently being amended. The Project describes the special education programs that _____ (name of your LEA) proposes for Federal funding for the 2020-2021 School Year. Interested persons are encouraged to review amendments to the Project and make comments concerning the implementation of special education under this Federal Program. All comments will be considered prior to submission of the amended Project to the North Carolina Department of Public Instruction in Raleigh, North Carolina. The IDEA-Part B Project is open to the public for review and comments during the week of _____ (insert the dates you select) in the office of _____ (insert the name of the Director of E C Programs) located at _____ (insert the address of your E C Office). Data Type:

Sample. Sample. Sample. Sample.

Media Specifics

* Type of Media (Daily or weekly newspaper, bulletin, periodical, etc.)
5 days a week newspaper

* Media Agency Name
Daily Advance/APG - Media of East Carolina

Advertisement Specifics

Include in the ad the dates the ad will run in the newspaper, location of the project public review, contact person for the project and the dates the project will be available for public review. Give reasonable notice for public participation prior to the public review dates.

Public Review Dates:

- Give reasonable Public Notices for participation prior to the grant review dates.
- The public notice ad needs to be published before the public review dates.
- The public notice must run for more than one date.
- The grant cannot be submitted until the completion of the public review dates.

*** Last Public Review Date**

07/03/2020 

Attach an affidavit from the media source supporting the public notification. Advertisement copies and Word document of the public notice is not acceptable.

Type	Documents	Document Template	Document/Link
IDEA Media Affidavit [Upload at least 1 document(s)]	N/A		 <u>Public Notice</u>

Related Documents

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - IDEA - Rev 0 - IDEA Basic - 611 (PRC 060) - Application

Type	Required Documents	Document Template	Document/Link
IDEA Media Affidavit [Upload at least 1 document(s)]	N/A	 Public Notice	
Type	Optional Documents	Document Template	Document/Link
IDEA CEIS Grant Student Log [Upload at least 1 document(s)]	 CEIS Grant Student Log for 2020-21		
CEIS Permissive Use Form [Upload up to 1 document(s)]	 2020-21 CEIS Permissive Use Form		

Program, Budget and Fiscal Audit Assurances

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - IDEA - Rev 0 - Assurances

- * As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the following assurances.

Assurance Regarding Implementation of the Requirements

For the purpose of implementing provisions of the Individuals with Disabilities Education Act Amendments of 2004, which amended the Individuals with Disabilities Education Act (the Act), the local educational agency will comply with all of the requirements of Parts A and B of the IDEA, as amended by the IDEA Amendments of 2004, including (1) all of the policies and procedures that were approved as part of the State's most recent prior year State plan under Part B of the IDEA that are not inconsistent with the IDEA as amended by the IDEA Section 611 Amendments of 2004; and (2) all of the eligibility requirements of IDEA Section 611 of the Act, including use of funds in accordance with requirements for supplement not supplant, excess cost and ESSA Title 1 schoolwide program. The LEA also assures that it will revise its policies and procedures to make them fully consistent with the IDEA as amended by the IDEA Amendments of 2004. If requested, the LEA will provide the Director of the Exceptional Children Division copies of the policies and procedures it has in effect to ensure that it meets each of the eligibility requirements in IDEA Section 611 of the Act.

Assurance Regarding Budget Submission

An initial budget must be submitted within the electronic budget system (ie. BAAS) before the grant submitted for approval.

For the purpose of coordinating submission of this grant application along with budget information, this assures that the budget matches the activities outlined in the "Use of Project Funds" sections. By checking this assurance, the Exceptional Children Director for the above LEA is hereby assuring to have met with the finance officer regarding any and all budget data for exceptional children and has already submitted said budget.

Assurance Regarding Fiscal Audit

If the agency receives over \$750,000 or more in total (includes all federal and state funds allocated to the LEA for all education programs) federal financial assistance in a fiscal year from the North Carolina Department of Public Instruction, the agency agrees to:

- | | | |
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| have a fiscal audit made in accordance with Federal Office of Management and Budget Uniform Guidance 200.331(for state and local governments) or Part 200 Uniform Administrative Requirements Cost Principals and Audit Requirements for Federal Awards (for universities, hospitals and nonprofit organizations), | take corrective action on matters of noncompliance with laws and regulations identified by the fiscal auditor within six months after receipt of the fiscal audit report, and | permit independent auditors of the North Carolina Department of Public Instruction access to records and financial statements as necessary. |
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Debarment Assurance

Elizabeth City-Pasquotank Public Schools (700) Regular Local School District - FY 2021 - IDEA - Rev 0 - Assurances

ASSURANCE CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applications should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements in 34 CFR Part 82, "New Restrictions on Lobbying and 34 CFR Part 85", "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction grant or cooperative agreement.

* As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the following certifications.

1. Lobbying

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

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

		(B) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying" in accordance with its instructions;
		(C) The undersigned shall require that the language of this certification be included in the award documents for all subawards to all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.
2.	DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS	As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, defined at 34 CFR Part 85, Sections 85.105 and 85.110.
	(A) The applicant certifies that it and its principals:	
	(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency:	
	(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;	
	(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and	
	(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State or local) terminated for cause or default; and	

		(B) Where the applicant is unable to certify to any of the statements in this certification, he or she shall include an explanation with this application.
3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)		
		As required by the Drug-Free Workplace Act of 1988 and implemented at 34 CFR Part 85, Sections 85.605 and 85.610.A.
A.		<p>The applicant certifies that it will or will continue to provide a drug-free workplace by:</p> <ul style="list-style-type: none"> (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition; (b) Establishing an on-going drug-free awareness program to inform employees about - <ul style="list-style-type: none"> (1) The dangers of drug abuse in the workplace; (2) The grantee's policy of maintaining a drug-free workplace; (3) Any available drug counseling, rehabilitation, and employee assistance programs; and (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace; (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph(a); (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will - <ul style="list-style-type: none"> (1) Abide by the terms of the statement; and (2) Notify the employer in writing of his or her conviction for violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e)	Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: Director, Grants and Contracts Services US Department of Education 400 Maryland Avenue, SW (Room 3124) GSA Regional Office Building No. 3 Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;	
(f)	Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State or local health, law enforcement, or other appropriate agency;	
	(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e) and (f).	
B.	The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Place of Performance (Street Address, City, County, State, Zip Code) <input type="checkbox"/> Check if there are workplaces on file that are not identified here.	
4.	DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)	
A.	As required by the Drug-Free Workplace Act of 1988 and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -	

B.	<p>If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report conviction, in writing, within 10 calendar days of the conviction to:</p> <p>Director, Grant and Contracts Service US Department of Education 400 Maryland Avenue SW (Room 3124) GSA Regional Office Building No. 3 Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.</p>	