

Welcome

SY2019-20 IDEA Part B

Supplemental Funds Application

Process

Session begins at 1:30 P.M (MST)

Type in Chat box – School Name and those in attendance

Please Mute your phone – NOT on HOLD

Type in question(s) in chat box through out call

SY2019-20 IDEA PART B SUPPLEMENTAL FUNDS APPLICATION PROCESS

CONNIE ALBERT
EDUCATION PROGRAM SPECIALIST
SPECIAL EDUCATION PROGRAMS - DPA

FEBRUARY 26, 2018

PURPOSE

To provide an understanding of the purpose of ISEP base funds and supplemental funds

To provide an understanding of why planning is important and critical to ensuring funds are utilized in an allowable and reasonable manner

To have knowledge on the process for completing the IDEA Part B supplemental application

Introduction

- There are 176 BIE funded schools (22 BIE schools and 154 Tribally Controlled schools) and located across 23 states
- All schools receive ISEP and ESSA (Title 1) funds
- The BIE schools have identified 6308 students with disabilities

GOAL

- To close the achievement gap between the students with disabilities (SWD) and their peers at your school
- To provide the Least Restrictive Environment for SWD
- To provide a Free Appropriate Public Education (FAPE)
- Students with Disabilities are GENERAL students FIRST

Purpose of Individuals with Disabilities Education Act

To ensure 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 [further education, employment, and independent living](#). 20 U.S.C. Sec. 1400(d).

To ensure that the rights of children with disabilities and parents of such children are protected.

To assist, local educational service agencies, to provide for the education of all children with disabilities.

Purpose of the IDEA - Continued

To ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and

To assess, and ensure the effectiveness of, efforts to educate children with disabilities.

Three Fund Sources

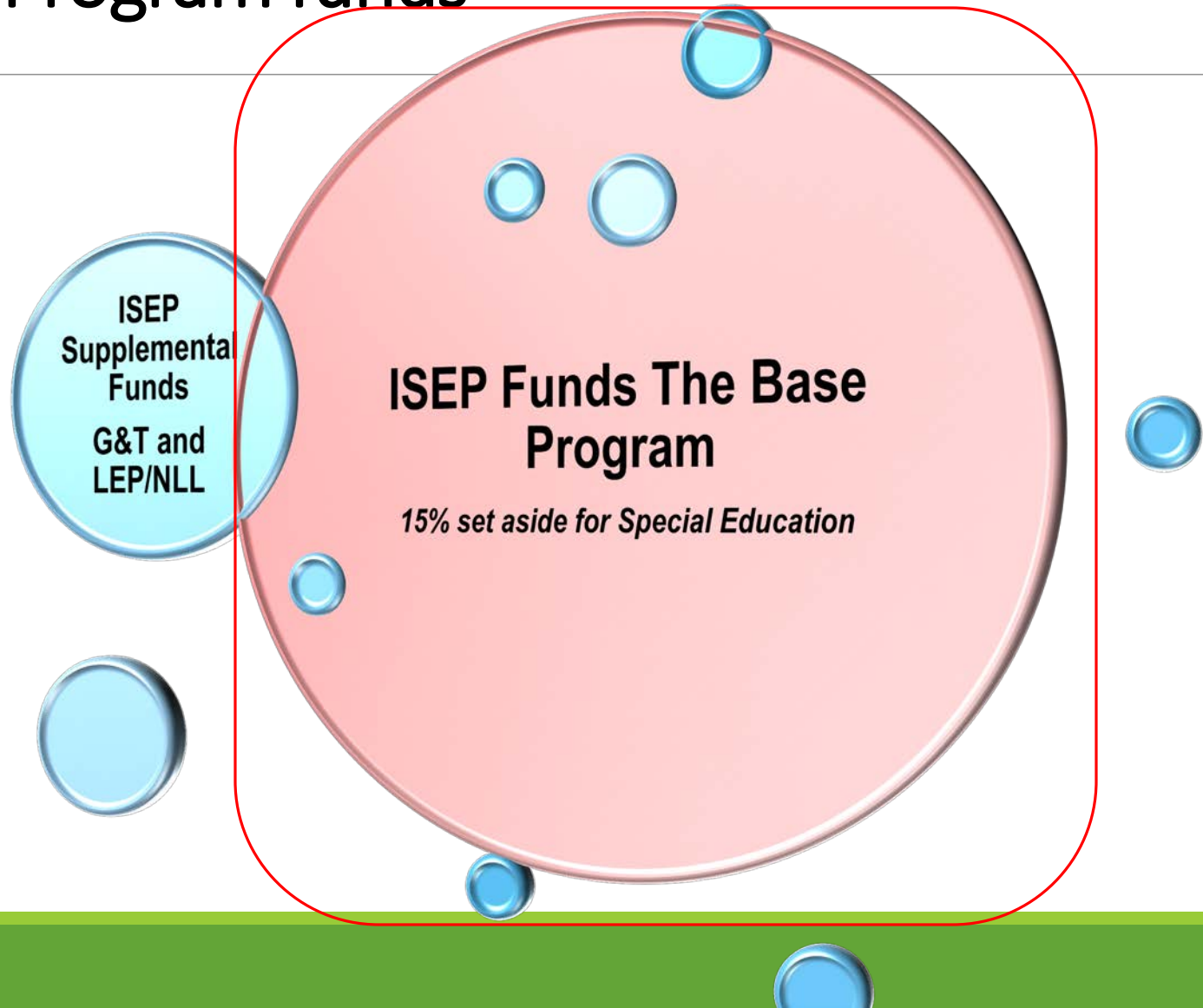
1. Indian School Equalization Program (ISEP) – Base program

- 15% ISEP set-aside

2. Every Student Succeeds Act (ESSA) also called Title 1 funds

3. IDEA Part B Supplemental Funds

1. Indian School Equalization Program (ISEP) - Base Program funds



Indian School Equalization Program (ISEP)

Program Objectives

The objective of the Indian School Equalization Program is to provide funding for elementary and secondary education.

Program Procedures

The Bureau of Indian Education (BIE) Programs makes direct payments to the Local Education Agency (School), federally recognized Indian tribal governments or tribal organizations currently served by a BIE-funded school. Funds may be used for the education of Indian children in BIE-funded schools. Funds may not be used for construction.

Funding:

Funds come from the Department of Interior –

- One year funds and cannot be carried over from year to year

Indian School Equalization Program (ISEP)

The ISEP Base program is a formula funds, based on a **three year average membership**. The Education Resource Center completes the ISEP review and verification of students for these funds.

- In addition, ISEP provides set aside funds for the following programs:
 - Gifted and Talented
 - Limited English Proficiency (LEP)
 - **15% set aside Special Education (base program)**

ISEP Allotment Report

TENTATIVE 18 19 ALLOTMENT CALCULATION FORM - BASED ON PRIOR YEAR DATA

CODE / SCHOOL NAME

SY	56	COUNT	
SY	56	INSTRUCTIONAL ADM	56
SY	56	INSTRUCTIONAL WSU	91.05
SY	56	RESIDENTIAL ADM	0.33
SY	56	RESIDENTIAL WSU	0.00
SY	56	DORM ADM	0.00
SY	56	DORM WSU	0.00
SY	56	LANGUAGE DEV ADM	1.00
SY	56	LANGUAGE DEV WSU	.63
SY	56	GIFT ADM	0.00
SY	56	GIFT WSU	0.00
SY	56	INSTRUCTIONAL SMALL	12.45
SY	56	BOARD & ISOLATION	1.20
SY	56	RESIDENTIAL SMALL	0.00
SY	56	SMALL HIGH	0.00
SY	56	TOTAL WSU	86.60

SY	67	COUNT	
SY	67	INSTRUCTIONAL ADM	50
SY	67	INSTRUCTIONAL WSU	71.88
SY	67	RESIDENTIAL ADM	0.02
SY	67	RESIDENTIAL WSU	0.00
SY	67	DORM ADM	0.00
SY	67	DORM WSU	0.00
SY	67	LANGUAGE DEV ADM	0.00
SY	67	LANGUAGE DEV WSU	.50
SY	67	GIFT ADM	0.00
SY	67	GIFT WSU	0.00
SY	67	INSTRUCTIONAL SMALL	12.50
SY	67	BOARD & ISOLATION	1.20
SY	67	RESIDENTIAL SMALL	0.00
SY	67	SMALL HIGH	0.00
SY	67	TOTAL WSU	8.22

SY	78	COUNT	
SY	78	INSTRUCTIONAL ADM	53
SY	78	INSTRUCTIONAL WSU	88.78
SY	78	RESIDENTIAL ADM	0.82
SY	78	RESIDENTIAL WSU	0.00
SY	78	DORM ADM	0.00
SY	78	DORM WSU	0.00
SY	78	LANGUAGE DEV ADM	3.00
SY	78	LANGUAGE DEV WSU	.59
SY	78	GIFT ADM	0.00
SY	78	GIFT WSU	0.00
SY	78	INSTRUCTIONAL SMALL	12.50
SY	78	BOARD & ISOLATION	1.20
SY	78	RESIDENTIAL SMALL	0.00
SY	78	SMALL HIGH	0.00
SY	78	TOTAL WSU	79.11

THREE YEAR AVERAGE FOR FUNDING ONLY

SY	89	COUNT	
SY	89	INSTRUCTIONAL ADM	53
SY	89	INSTRUCTIONAL WSU	81.90
SY	89	RESIDENTIAL ADM	1.39
SY	89	RESIDENTIAL WSU	0.00
SY	89	DORM ADM	0.00
SY	89	DORM WSU	0.00
SY	89	LANGUAGE DEV ADM	3.00
SY	89	LANGUAGE DEV WSU	.24
SY	89	GIFT ADM	0.00
SY	89	GIFT WSU	0.00
SY	89	INSTRUCTIONAL SMALL	12.48
SY	89	BOARD & ISOLATION	1.20
SY	89	RESIDENTIAL SMALL	0.00
SY	89	SMALL HIGH	0.00
SY	89	TOTAL WSU	81.31

THREE YEAR AVERAGE FUNDS

SY	89	INSTRUCTIONAL WSU	346,400
SY	89	RESIDENTIAL WSU	0.00
SY	89	DORM WSU	0.00
SY	89	LANGUAGE DEV WSU	35,200
SY	89	GIFT WSU	0.00
SY	89	SMALL SCHOOL ADJUST.	70,400
SY	89	BOARD & ISOLATION	6,800
SY	89	TOTAL WSU	458,800

SY 89 SPECIAL EDUCATION

52,000

The three year average WSU is used to calculate current year funding.
 It is not to be used to calculate future three year averages or funding.
 The calculated total has been rounded to the \$100.00.

TENTATIVE WSU VALUE \$5,642.96 PRINTED 11.27.2018

Use of 15% base ISEP set-aside

25 CFR 39.104 – How must a school's base funding provide for students with disabilities?

a) Each school must provide for students with disabilities by:

- (1) Reserving 15 percent of academic base funding to support special education programs; and
- (2) Providing resources through residential base funding to meet the needs of students with disabilities under the National Criteria for Home-Living Situations.

(b) A school may spend all or part of the 15 percent academic base funding reserved under paragraph (a)(1) of this section on school-wide programs to benefit all students (including those without disabilities) only if the school can document that it has met the needs of students with disabilities with such funds, and the after having done o, there are unspent funds remaining from such funds.

2. Every Student Succeeds Act (ESSA) Title funds

The diagram consists of three main colored circles: a pink circle on the left, a large blue circle in the center, and a light green circle on the right. The pink circle is enclosed in a red rounded rectangle. The blue circle is the largest and contains the text 'ISEP Funds The Base Program' and 'minus 15% for Special Education'. The light green circle contains the text 'ISEP Supplemental Funds' and 'G&T and LEP/NLL'. There are several smaller circles of various colors (blue, green, light blue) scattered around the main circles, some overlapping them. A horizontal line is drawn across the top of the diagram, and a green bar is at the bottom.

ESSA Supplemental
Program Funds
Title I-A, Title II-A,
Title IV, and Title X

**ISEP Funds The
Base Program**
minus 15% for Special Education

ISEP
Supplemental
Funds
G&T and
LEP/NLL

Title I Part A – Education for the Disadvantaged, P.L. 107-110

- This program is intended to help ensure that all children have the opportunity to obtain a high-quality education and ***reach proficiency on challenging performance standards***. Funds may be used for supplemental services and activities, most commonly for instruction in reading and mathematics ***to raise student achievement***.
- A schoolwide school generally may use Title I, Part A funds for any activity that supports the needs of students, as identified through **a comprehensive needs assessment and included in a schoolwide plan** (ESEA §1114(b)). However, Title I, Part A funds may not replace non-Title I funds that otherwise are necessary to carry out the basic educational program of the school.

School Improvement Title II – Part A Teacher Quality Improvement, P.L. 107-110

This program ***increases student achievement*** by elevating teacher and principal quality through recruitment, hiring and retention strategies, and using scientifically based professional development interventions and ***holds districts and schools accountable for improvements in student academic performance***. Funds to be used for a wide array of interventions.

Education of Homeless Children and Youth (McKinney-Vento Homeless Assurance Act), P.L. 107-110

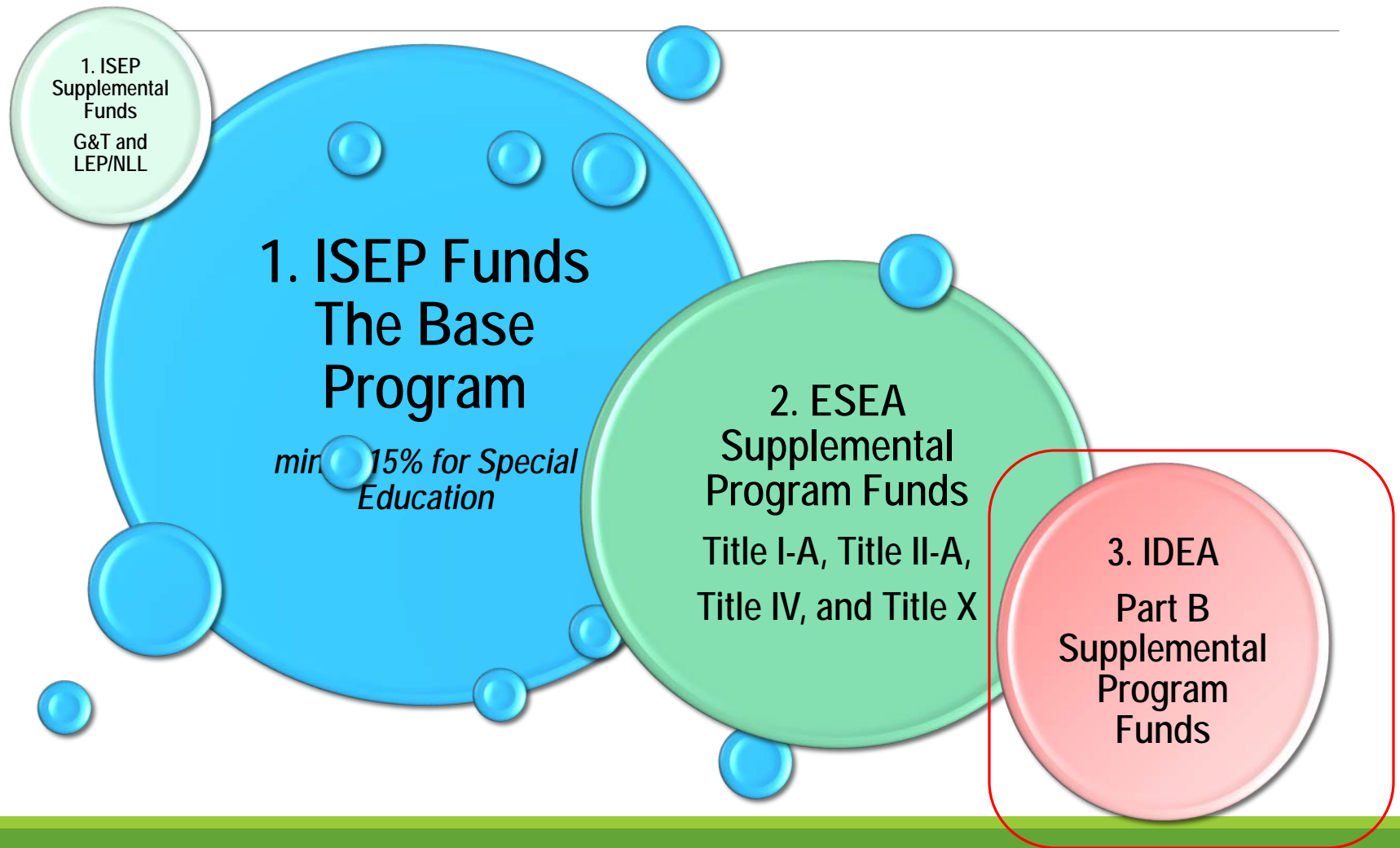
This program is intended to ensure that homeless children and youths should have access to the education and other services they need ***to meet the same challenging academic achievement standards to which all students are held.***

Title IV – Part B 21st Century Community Learning Centers, P.L. 107-110

This program provides services, during non-school hours or periods, to students and their families for academic enrichment, including tutorial and other services ***to help students, particularly those who attend low-performing schools, to meet state and local student academic achievement standards.***

IDEA Part B Supplemental Funds

IDEA Part B Supplemental funds



Special Education – Part B

Per 25 CFR § 39.105, states the LEA (School) must demonstrate the need for supplemental funds.

The BIE is required to look at all factors which included the 15% ISEP funds for the school's special education base program to determine if the school has demonstrated the need for additional funds

IDEA Part B supplemental funds –is to be used IF the 15% ISEP does not cover the special education budget for the current year and specific to students IEPs

All Part B funds must be obligated within the year the funds are received.

IDEA funds are highly regulated and must demonstrate the funds are utilized to improve the academic and functional outcomes of student with disabilities.

DIRECTIONS

Plan, Plan, Plan

STEP 1. Start with ISEP

- Review the school base program. What do you want your school to look like and if this was all the funds you received what can the school afford?
- Comprehensive Needs Assessment/SMART Goals (required by 25 CFR)
 - Requires stakeholder input
 - Review of school data
- Complete Schoolwide Program Plan
- Complete the ISEP budget

ESSA Supplemental Funds

STEP 2. ESSA/Title 1 supplemental funds

Based on the review the school base program. What could the school not afford but needs to improve academic outcomes for ALL students?

- Completed the Comprehensive Needs Assessment/SMART Goals
 - Requires stakeholder input
 - Review of school data
- Complete Schoolwide Program Plan
- Complete the ESSA budget (include SWD)

IDEA Part B Supplemental funds

STEP 3. IDEA Part B supplemental funds

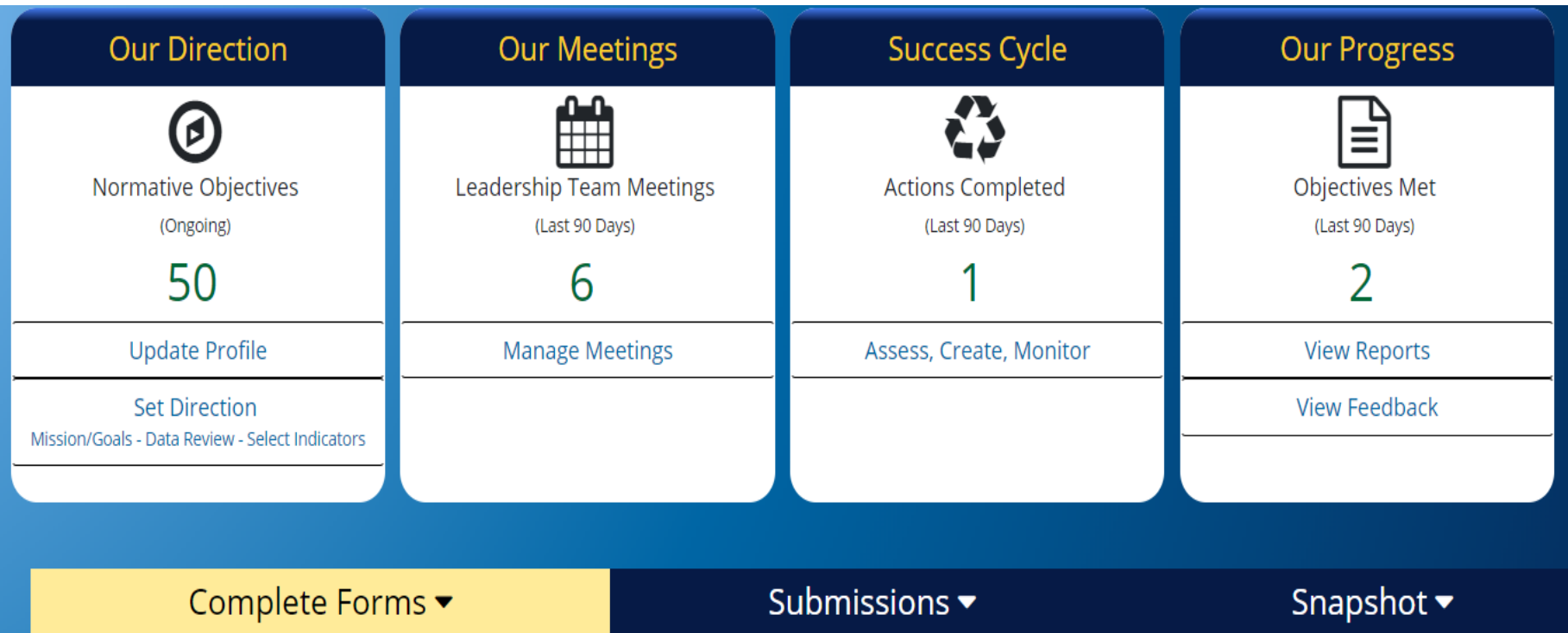
Based on the review the school base program and ESSA plans. What excess funds are need to ensure an increase in academic outcomes of students with disabilities (Must be IEP driven)?

Guiding Questions


When determining whether the cost is an excess cost:

1. In the **absence** of special education needs, would this cost exist?
 - No, then the cost is an excess cost and may be eligible
 - Yes, then is the cost is not excess cost and is not allowable
2. Is this cost also generated by student **without** disabilities?
 - No, then the cost is an excess cost and may be eligible
 - Yes, then the cost is not an excess cost and is not allowed.
- . If it is a child specific services, is the service **documented** in the student's IEP?
 - Yes, then the cost is an excess cost and may be eligible
 - No, then the cost is not an excess cost and is not allowable.

A. Native Star – Complete Forms tab



Click on each form to update, save, and/or send for review, if applicable. To submit a copy of the form, please go to 'Submissions'.

*This icon denotes a reviewable form. 

- Complete Forms tab – Scroll down and locate LEA/School IDEA Part B application
- Click on the link



Local Education Agency (LEA)/School
IDEA 2004 Part B Application

All BIE funded school must complete the LEA/School IDEA Part B Application for SY2019-20. The application is due by May 31, 2019.

The IDEA Part B allocation is supplemental funds to the base 15% ISEP Academic base fund the school receives. Part B funds cover excess costs in providing special education and related services for students with disabilities. The funds are to be specific to Individualized Education Plans (IEP) and must demonstrate the funds will be utilized Above and Beyond what is provided by general education.

Note: Schools must include plans for students with disabilities in the Schoolwide Plan and Needs Assessment.

For Assistance or questions contact your Education Line Office in your region.

LEA/School IDEA Part B Application

Schools must indicate one of the three funding choices

- **None, Partial or All**
 - Complete IDEA Part B Application (Complete Forms Tab)
 - **Optional:** Participation in Coordinated Early Intervening Services (CEIS)
 - Complete page 2 and include budget into the Spending Plan
 - **Optional:** Participation in Cooperative Agreement Unit (CAU)
 - Complete page 3 and upload Plan with signatures and indicate cost in the spending plan

IF a school has sufficient funds with the 15% ISEP and selects not to receive IDEA supplemental funds, the school **MUST** complete the above to demonstrate that the school will follow the IDEA regulatory requirements.

• IDEA Part B application (page 1)

The school **must** select and check box 1 box below (Entire; None or Portion).
In addition the school must complete and submit the following.

- Title I/IDEA Part B Assurances

Upload (Docs & Links)

- Special Education Budget

<input type="checkbox"/>	ENTIRE: The LEA/School is requesting the entire amount of Part B funds available to our school.
<input type="checkbox"/>	NONE: The LEA/School is not requesting IDEA 2004 Part B funds. The LEA/School has sufficient funds available to cover excess costs in providing special education and related services.
<input type="checkbox"/>	PORTION: The LEA/School is requesting a portion of the IDEA Part B funds in the amount of: (fill in box below). The LEA/School has sufficient funds to cover excess costs in providing special education and related services.
Portion Amount	

The School also plans to participate in one or more of these options:

- ☐ Optional: Coordinated, Early Intervening Services (CEIS). Check this box if the school plans to voluntarily use a portion (up to 15%) of the IDEA 2004 Part B allocation for CEIS. CFR §300.226. Complete CEIS on page 2.
- ☐ Optional: Cooperative Agreement Unit (CAU). Check the box if the school intends to participate into a CAU. Complete CAU on page 3.

- Optional:
 - Coordinated Early Intervening Services
 - Cooperative Agreement Units

The School also plans to participate in one or more of these options:

- ☐ Optional: Coordinated, Early Intervening Services (CEIS). Check this box if the school plans to voluntarily use a portion (up to 15%) of the IDEA 2004 Part B allocation for CEIS. CFR §300.226. Complete CEIS on page 2.
- ☐ Optional: Cooperative Agreement Unit (CAU). Check the box if the school intends to participate into a CAU. Complete CAU on page 3.

Close

Pages: [1](#) [2](#) [3](#) [4](#)

- To go to the next page click page 2

WHAT is Coordinated Early Intervening Services (CEIS)?

34 CFR §300.226(b); 34 CFR §300.646(d)(1)(i)).

CEIS is a set of coordinated services to help children who need additional academic or behavioral support to be successful in school.

Services can include professional development and educational and behavioral evaluations, services, and supports (*see 34 CFR §300.226(b); 34 CFR §300.646(d)(1)(i)).*

Under IDEA, the provision of CEIS can be voluntary or *mandatory*. (*CEIS is voluntary for all BIE funded schools*).

- Voluntary CEIS is defined by regulations at 34 CFR §300.226. These regulations allow local educational agencies (LEAs) to use up to 15 percent of their IDEA Part B Section 611 and Section 619 funds to implement voluntary CEIS.

Importance and Benefits

WHY IS CEIS IMPORTANT?

CEIS is important for identifying and addressing learning and behavior difficulties early.

Delays in providing support could result in a need for increased services at a greater cost to address a child's learning difficulties.

CEIS may also help to ensure at-risk students are referred for special education or related services only when necessary. This can help, for example, to prevent the inappropriate over-identification of particular subgroups of children with disabilities.

WHO BENEFITS FROM CEIS?

Voluntary CEIS may be provided to children without a disability in grades K–12, with a particular emphasis on students in kindergarten through grade three.

CEIS

IS

A general education activity

Voluntary for all BIE funded school, and an LEA can use of up to 15% of IDEA, Part B funds.

Supplemental funds to ensure that services provided are in addition to, and does not replace or supplant services that students would otherwise receive.

Specific to Kindergarten through grade 12 (with a particular emphasis in K-3 students).

For students who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

IS NOT

A special education activity or program.

A mandatory program for BIE funded schools.

Does not allow any school to use more than 15% of IDEA Part B funds for CEIS at any given time.

Used to provide interventions to students who are currently eligible or identified as needing special education and related services.

Does not use supplemental funds (Part B funds) to replace or supplant services that students would otherwise receive.

- Coordinated Early Intervening Services (page 2)
- Complete if the school chose to give up to 15% of Part B fund to General Education
- Data collection required for 2 consecutive years

OPTIONAL:

Coordinated Early Intervening Services (CEIS)
--

The school selects (check 1 box only):

- ☐ To participate and has included the required information.
- ☐ NOT to participate and did not complete the information below.
-

CEIS is a set of coordinated services to help children who need additional academic or behavioral support to be successful in school.

The Bureau of Indian Education (BIE) funded schools may use up to 15% of the current year Part B allocation for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who have NOT been identified as needing special education or related services but who need additional academic and behavioral support to succeed in the general education environment. (CFR §300.226).

Requirements:

- The school will submit student data each year in NASIS Flags tab.
- The school must provide financial documents at the request of the BIE (LEA Assurance G)
- The school must monitor and evaluate the program for two consecutive years upon receipt of these funds

Cooperative Agreement Unit (CAU)

The Cooperative Agreement Unit (CAU) is a formal, written arrangement between schools designed to assist in the provision of services to students with disabilities

Those who choose to participate must upload the completed CAU plan which includes the following documents

- A Narrative
- Scope of Work
- CAU budget incorporated into the Special Education Budget
- Signed CAU agreement(s) by all parties in the agreement

CAU - continued

- Must include the names of organization or individuals in the agreement
- Service logs
- Service days and hours should be provided to the school
- Process on how the school will end services if needed. And amount of services utilized to date each month to the school.
- Ensure schools add that any funds not utilized by the CAU must be returned to the School.
- Must be presented to the school board along with the Part B Application, IDEA LEA Assurances, Special Education Budget

- Cooperative Agreement Unit (page 3)
- Complete if your school chose to participate in a CAU in your area.
- Upload the CAU agreement into Native Star/IDEA Part B folder

OPTIONAL:

Cooperative Agreement Unit (CAU)

The school selects (check 1 box only):

- ☐ To participate and has included the required information.
- ☐ NOT to participate and did not complete the information below.

The Cooperative Agreement Unit (CAU) is a formal, written arrangement between schools designed to assist in the provision of services to students with disabilities.

Those participating must upload the completed CAU plan(s) which includes the following documents:

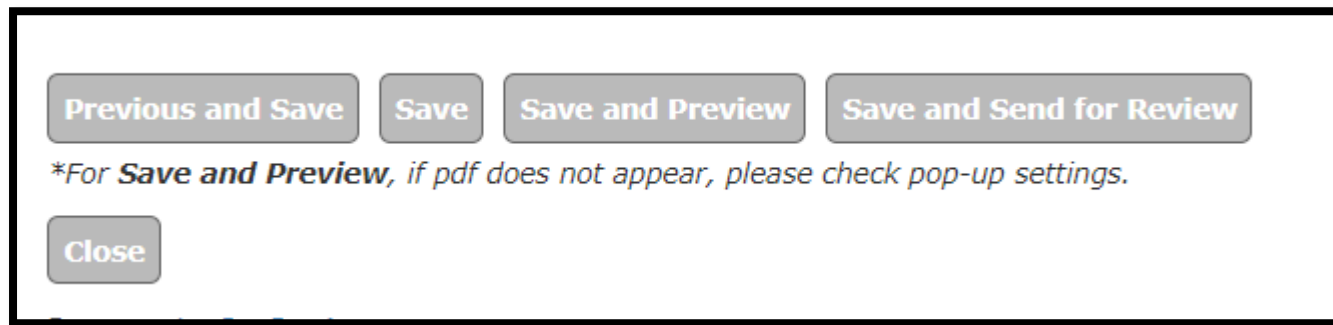
- A Narrative
- Scope of work
- CAU budget shall be incorporated into the Special Education Budget.
- Signed CAU agreement(s) by all parties involved in the agreement to provide services.

Indicate the amount and location code the funds will be distributed for each CAU

CAU #1 Amount	
CAU #1 Location Code	
CAU #2 Amount	
CAU #2 Location Code	

- School Completes comprehensive needs assessment/SMART goals
- School completed Title 1 requirements in Native Star
- School completes schoolwide budget

School completes IDEA Part B application and clicks Save and Send for Review



- Associate Deputy Director/Education Program Administrator/Education Program Specialist Review (page 4)
- First level of review - Provides feedback to the school
- ERC may seek additional guidance for State Education Agency (DPA)
- Once complete – pushed up to SEA level (DPA)

The following items have been reviewed by the Associate Deputy Director (ADD)/Education Program Administrator (EPA) or designated representative:

- ☐ 1. LEA/School Schoolwide Plan and Needs Assessment (Schools should include students with disabilities in these plans)
- ☐ 2. LEA/School Part B Application Submission (Page 1)
- ☐ 3. LEA/School School Assurances (Docs & Links)
- ☐ 4. Optional: Coordinated, Early Intervening Services Plan (CEIS) (Page 2)
- ☐ 5. Optional: Cooperative Agreement Unit (CAU) (Page 3)
- ☐ 6. Special Education Budget (Docs & Links)

Reviewer Comments:

Name:	Date of Review:	Reviewer Comments:

- ADD/ERC/Education Program Specialist will review and can: Accept or Revise and Submit or Return with Revision
-



B. IDEA LEA Assurance

(Native Star/Resources/Docs & Link

- Click on Resources link

The screenshot shows the IDEA LEA Assurance web application. On the left is a grey sidebar menu with the following items: Main Menu (with a home icon), Home (in blue), Our Direction (with a target icon), Update Profile, Set Direction, Our Meetings (with a calendar icon), Manage Meetings, Success Cycle (with a recycling icon), Assess, Create, Monitor, Our Progress (with a document icon), Reports, Feedback, Resources (with a book icon), Program Contact (with a people icon), and Tech Support (with a wrench icon). The main content area has a blue header with 'Bureau of I' partially visible. Below the header is a white box titled 'Our Direction' in yellow. Inside this box is a play button icon, the text 'Normative Objectives (Ongoing)', a large green number '7', and three buttons: 'Update Profile', 'Set Direction', and 'Mission/Goals - Data Review - Select Indicators'. At the bottom right of the main area is a yellow button labeled 'Complete Form'.

Main Menu
[Home](#)

Our Direction
[Update Profile](#)
[Set Direction](#)

Our Meetings
[Manage Meetings](#)

Success Cycle
[Assess, Create, Monitor](#)

Our Progress
[Reports](#)
[Feedback](#)


[Resources](#)

[Program Contact](#)

[Tech Support](#)

Bureau of I

Our Direction


Normative Objectives
(Ongoing)
7

[Update Profile](#)

[Set Direction](#)
Mission/Goals - Data Review - Select Indicators

[Complete Form](#)

- Click on Docs & Links


The screenshot displays a web application interface. On the left is a vertical sidebar with a light blue background, containing a list of menu items with icons: 'Main Menu' (house icon), 'Our Direction' (target icon), 'Our Meetings' (calendar icon), 'Success Cycle' (recycling icon), 'Our Progress' (bar chart icon), and 'Resources' (book icon). Each menu item has a sub-link below it. The 'Resources' menu item is highlighted in blue. The main content area has a dark blue header with the word 'Resources' in yellow. Below the header, there are three tabs: 'Indicators, Wise Ways, and Rubrics', 'Docs & Links' (which is selected and highlighted in grey), and 'Indist'. Below the tabs, there is a text box with the instruction 'Step 1: Select a Level to view. Select Level:' followed by a dropdown menu showing '- select level -' with a downward arrow.

Resources

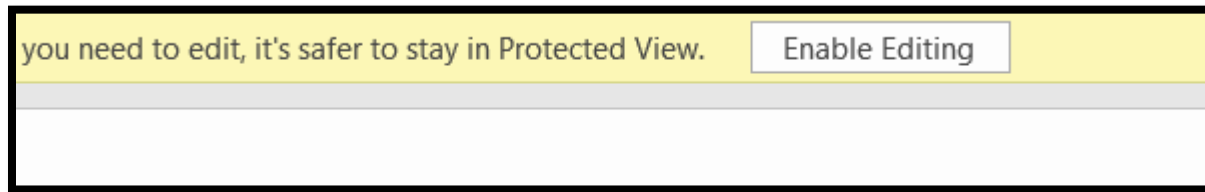
Indicators, Wise Ways, and Rubrics | **Docs & Links** | Indist

Step 1: Select a Level to view. Select Level: - select level - ▼

- Click on Docs & Links
- Scroll down and locate: SY2019-20 IDEA LEA/School Assurances

Indicators, Wise Ways, and Rubrics	Docs & Links	Indistar Website
Document - Resource		Description
		SY2019-20 IDEA LEA/School Assurances

- Open up WORD Document
- Remember to Save it in a location on your computer
- Click Enable Editing and Complete the LEA Assurances (4 pages)



SY2019-20	LOCAL EDUCATION AGENCY (LEA) ASSURANCE – INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) PART B SUPPLEMENTAL FUNDS
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LEA/SCHOOL NAME (Type in School Name)	
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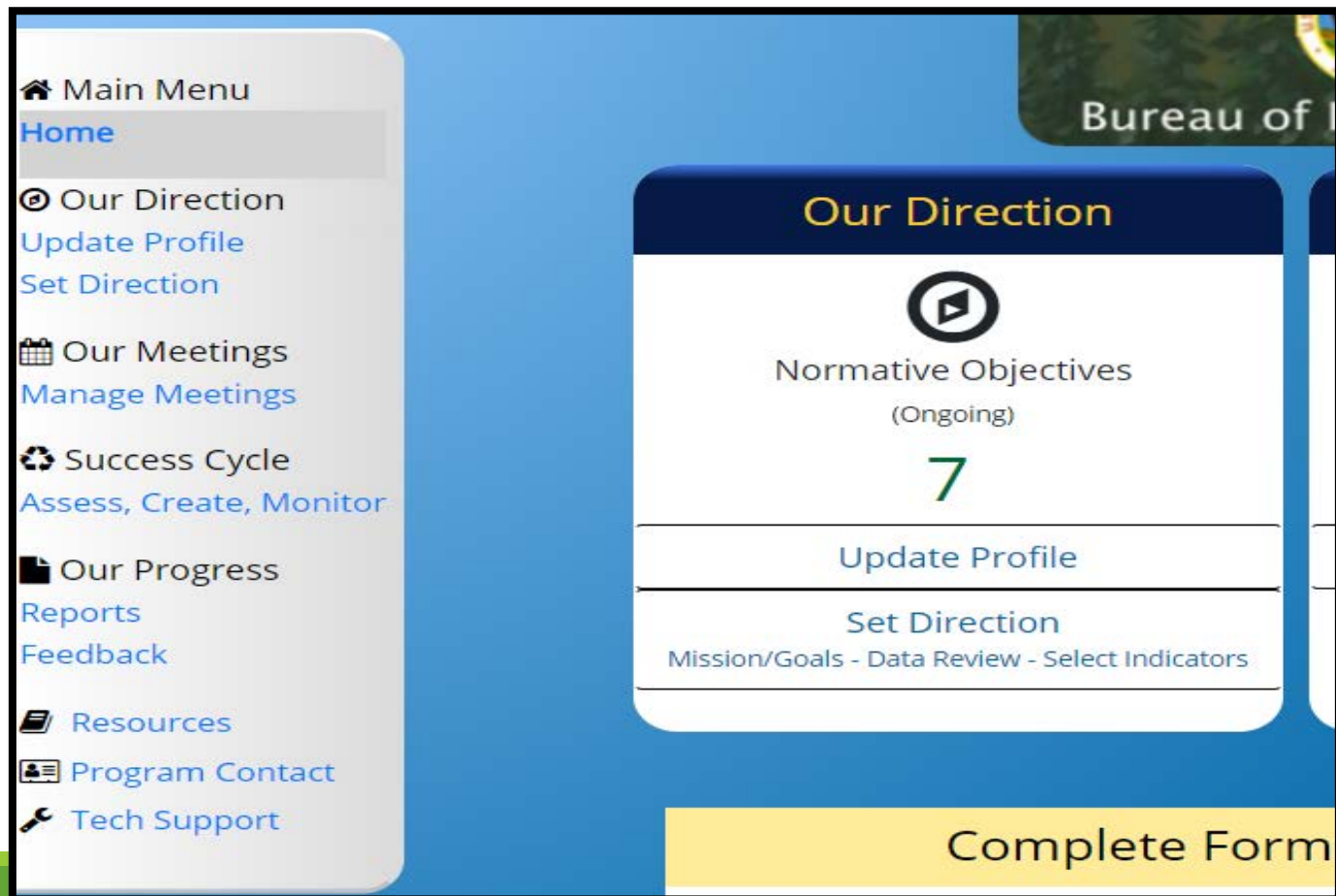
The Individuals with Disabilities Education Act (IDEA) of 2004 (Public Law 108-446), is a federal education grant program. The LEA/School will place the following assurances on file with the Bureau of Indian Education (BIE), Division of Performance and Accountability (DPA), as a part of the IDEA Part B supplemental funds application. The LEA/School provides assurances that it has in effect policies and procedures to meet all eligibility requirements of Part B of the Act as found in PL 108-446 (IDEA). The LEA/School is able to meet all the assurances as stated below in this application.

__**School Name**__ certify the LEA/School can make the assurances of this application. These provisions meet the requirements of the Part B of the Individuals with Disabilities Education Act as found in PL 108-446. The LEA/School will operate its Part B program in accordance with all of the required assurances and certifications.


These assurances were reviewed and formally adopted by the LEA School Board and recorded in the minutes of this LEA School Board meeting held on: _____

Printed/Typed Name and Title of School Board/Designee:	
Signature:	Date:
Printed/Typed Name and Title of Authorized School Administrator/Designee of the School:	
Signature:	Date:
Printed/Typed Name and Title of Associate Deputy Director/Education Program Administrator or Designee:	
Signature:	Date:

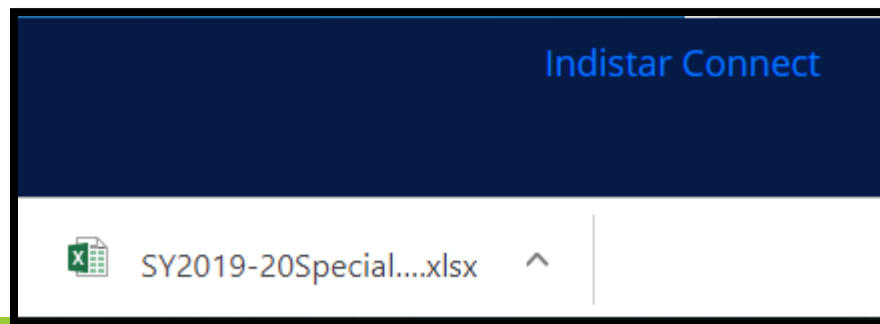
C. IDEA Special Education Budget (Native Star/Resources/Docs & Link - Click on Resources link



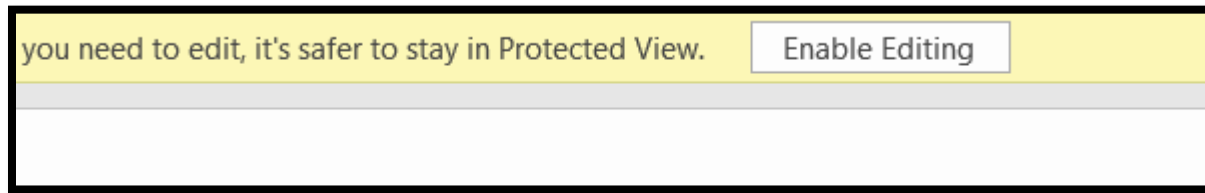
- Click on Docs & Links
- Scroll down and locate: SY2019-20 Special Education Budget

Indicators, Wise Ways, and Rubrics	Docs & Links	Indistar Website
Document - Resource		Description
		SY2019-20 Special Education Budget

- Once you click on the budget, it will download to the bottom of your computer



- Open up Excel Spreadsheet
- Remember to Save it in a location on your computer
- Click Enable Editing and Complete the Spreadsheet (5 pages)



- Signatures required prior to uploading the budget

School Administrator Signature & Date				
ERC Signature or designee & Date				

- Budget is reviewed by the ERC and SEA (DPA) with the IDEA Part B application, IDEA LEA/School Assurances
- Taking into account the ISEP and ESSA components and respective budgets

IDEA Part B Application Deadline

- The application and all required documents must be uploaded into Native Star by deadline of May 31, 2019.
- Schools will be able to upload the required documents into Native Star beginning April 2, 2019.
- When the Window Opens in Native Star:
 - Documents are to be uploaded in the required folder - *SY2019-20 IDEA Part B folder*

Who is responsible in completing the documents?

School Administrator in cooperation with the Special Education Coordinator and/or Lead Special Education teacher, Leadership team and the Business manager/Business technician.

The School Administrator has the responsibility to ensure to provide Native Star access and completion of the documents.

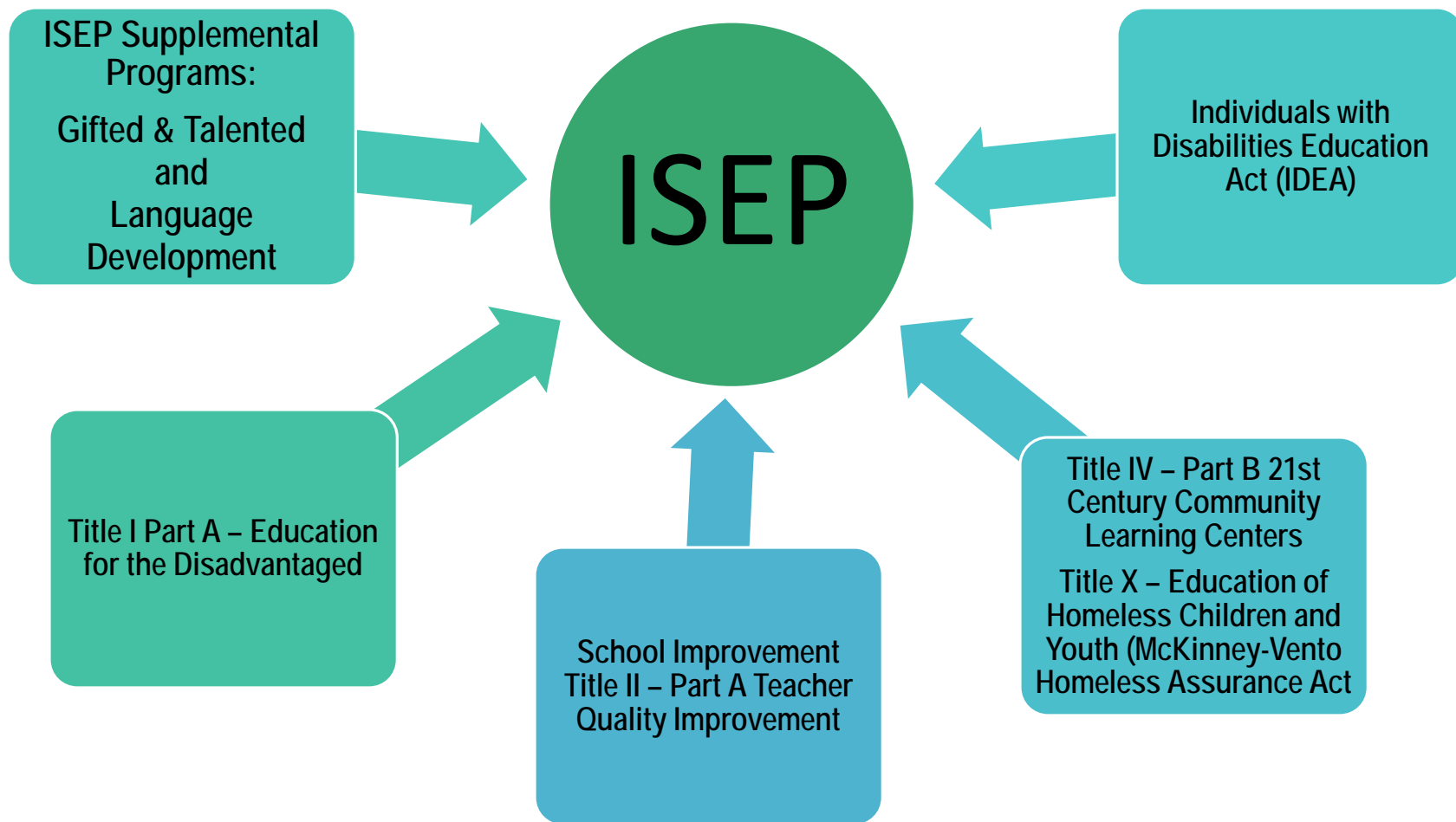
THINGS TO REMEMBER

- Ensure funds will demonstrate an increase and improvement of academic outcomes for your students
- Use the funds for its intended purpose
- **Provide clear and succinct justifications.**
- Plan with all stake holders (community, parents, school board, tribe, and staff)
- Funds are to be utilized in the year it was received.
- Demonstrate that the funds are supplemental

Why Leveraging Funds is Important

- Maximizes the impact of available funding
- Avoids duplication
- Promotes better planning of how available funding sources can be used to improve results for all students, including student with disabilities.

The Base Program and Supplemental Funds to Increase Student Achievement



Appropriate Use of IDEA Part B Funds

BIE Website/Programs/Special Education – Scroll down to the bottom of the page

- [Allowable Costs for IDEA](#) (September 2017)
- [Allowable Costs for IDEA Coordinated Early Intervening Services \(CEIS\)](#) - September 2017

- Allowable Cost Document
- CEIS Allowable Cost Document

- <https://www.bie.edu/Programs/SpecialEd/index.htm>



RESOURCES

25 CFR Title 25 Indians – Subchapter E – Education (begins on page 134)

<https://www.bia.gov/sites/bia.gov/files/assets/bia/ots/pdf/idc-018737.pdf>

Uniform Guidance Documents

<https://www.govinfo.gov/content/pkg/FR-2013-12-26/pdf/2013-30465.pdf>

Associate Deputy Director & Education Resource Center and Division of Performance & Accountability Contacts

ADDITIONAL RESOURCES FOR LEAS/SCHOOLS

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