



BILL HASLAM
GOVERNOR

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
6th FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

KEVIN HUFFMAN
COMMISSIONER

**LEA COMPREHENSIVE APPLICATION FOR
PRESCHOOL SPECIAL EDUCATION SERVICES
COVER PAGE**

Tennessee Code Annotated §49-10-302

Public Law 94-142, as amended

Public Law 105-17, as amended

Public Law 108-446

TO BE COMPLETED BY LOCAL SCHOOL SYSTEM

Compliance Assurance and Statistical Information	July 1, 2011 - September 30, 2012
School System:	<u>Obion County</u>
Director of Schools:	<u>Mr. David Huss</u>

	Signature
	Date
E-Mail Address:	<u>dhuss@k12tn.net</u>
Name of Program Contact Person:	<u>Mary Lynn Dodson</u>
E-Mail Address:	<u>dodsonm3@k12tn.net</u>
Address:	<u>316 South Third Street</u>
	<u>Union City, Tennessee 38261</u>
Telephone No.:	<u>731-885-9743</u>

TO BE COMPLETED BY THE DEPARTMENT OF EDUCATION

Amount of Preschool Grant Funds Approved: \$ _____	Permissive Use of Funds Requested for: C
_____ Signature (Authorized Department of Education Official)	_____ Date

Must be submitted to 619 IDEA Preschool Accountant by June 10, 2011.

**TCA 49-10-302
Section 612 (a) (11)**

LEA: Obion County

COMPLIANCE ASSURANCES FOR USE OF IDEA FUNDS

The applicant hereby certifies to the Commissioner of Education that the representation made in this application properly reflects the projected pupils, personnel, and expenditures to be incurred in the operation of the special education program for pupils with disabilities conducted within the school system, that the expenditures for services and goods will be made exclusively for the benefit of pupils which meet the eligibility criteria established by the Department of Education, and that personnel assignments and other documentation of expenses will be readily available for audit. All records necessary to ensure the correctness of the information provided by the agency will be kept five years beyond the final reporting date and access to such records will be provided to the State Department of Education.

The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA meets of the following conditions:

1. Special Education and Related Services will be provided in compliance with the established Tennessee Rules, Regulations & Minimum Standards.
2. The LEA, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §612.
 - a. A free appropriate public education (FAPE) is available to all children with disabilities, as defined under §602(3) and who have a current individual education program (IEP), residing in the State between the ages of 3 through 21, inclusive, including children with disabilities who have been suspended or expelled from school. 612(a) (1)
 - b. The LEA has established a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. 612(a) (2)
 - c. All children with disabilities residing in the LEA, including children with disabilities who are homeless children, or are wards of the State, and children with disabilities attending private schools within the LEAs jurisdiction, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. 612(a) (3)
 - d. An individualized education program (IEP), or an individualized family service plan (IFSP), that meets the requirements of section 636(d), is developed, reviewed and revised for each child with a disability in accordance with section 614(d). 612(a) (4)
 - e. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 612(a) (5) (A)
 - f. Children with disabilities and their parents are afforded the procedural safeguards required by §615. 612(a) (6)
 - g. Children with disabilities are evaluated in accordance with subsections (a) through (c) of §614. 612(a) (7)
 - h. LEAs will comply §617 (c) relating to the confidentiality of records and information. 612(a) (8)
 - i. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs will experience a smooth and effective transition consistent with §637(a) (9). LEAs will participate in transition planning conferences arranged by the Lead Agency under §635(a) (10) and an IEP or, if consistent with sections 614(s) (2) (B) and 636(d), and IFSP will be developed and implemented by the third birthday. 612(a) (9)
 - j. Ensure that all requirements under §612(a) (10) regarding Children in Private Schools are being carried out in a manner consistent with the statute.
 - k. Ensure that all requirements under T.C.A. §49-10-107, T.C.A. §49-10-305 and T.C.A. §49-10-701, regarding Contracts for Special Education are being carried out in a manner consistent with the statute.
 - l. The LEA shall ensure that all personnel necessary to carry out this part are appropriately and adequately prepared, subject to the requirements of §612(a) (14) and §2122 of the Elementary and Secondary Education Act of 1965. 613(a) (3)
 - m. This LEA will choose to coordinate with the National Instructional Materials Access Center when purchasing print instructional materias in accordance with section 612(a) (23) or will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. 613(a) (6)

3. The LEA shall provide the SEA with information necessary to enable the SEA to carry out its duties under this part, including, with respect to Sections 612(a) (15) and 612 (a) (16), information relating to the performance of children with disabilities participating in programs carried out under this part. 613(a) (7)
4. The LEA shall make available to parents of children with disabilities and to the general public all documents relating to the eligibility of such agency under this part. 613(a) (8)
5. The LEA shall cooperate under section 1308 of the Elementary and Secondary Education Act of 1965 to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding such children. 613(a) (9)
6. Subject to section 613(b) (3), the LEA application submitted to the SDE shall remain in effect until the LEA submits to the SDE such modifications as the LEA determines necessary. 613(b) (2)
7. Ensure that all requirements under §613(a) (5) regarding treatment of Charter Schools and their students are being carried out in a manner consistent with the statute.
8. Children with disabilities served with IDEA funds shall be counted in the same manner as children without disabilities to supplement the academic program funds earned and paid from the Basic Education Program.
TRR&MS 0520-1-9-.03 (3) (a)
9. Funds provided under IDEA will be used to pay the excess cost of providing special education and related services to children with disabilities; shall be used to supplement the State, Local and other Federal funds and not to supplant such funds; and shall not be used, except as provided in §613(a) (2) (B)-(C) to reduce the level of expenditures.
§613(a) (2) (A) and §612(a) (17), TRR&MS 0520-1-9-03(2) (k) (4)
10. According to Rule 0520-1-9-14(6) (a), procedures for providing an independent education evaluation (IEE) upon parental request have been submitted and approved to the Department of Education. Any future revision to the IEE procedure will be submitted to the Department for approval.
11. According to TCA 9-1-104 (a) & (b) *Maximum class size*, our LEA class load and class size standards size have been submitted and approved by the Department. There have been no changes since the original submission. (The State will review LEA caseload and class size standards for compliance.) Any future LEA updates or revisions will be submitted to the Division of Special Education for approval and for reference purposes.
12. Children with disabilities served with IDEA funds have at least the same average amount spent on them, from sources other than Part B, as do the children in the school system taken as a whole. TRR&MS 0520-1-9-.03 (3) (a) (b)
13. Eligibility as a child with a disability pursuant to the IDEA and state disability eligibility standards will be established prior to expenditure of IDEA Part B funds for implementation of school nurse or school health services pursuant to 34 C.F.R. §300.34 (c)(13).
14. Children with healthcare needs or medical conditions of a short duration, temporary nature, or medical conditions that require infrequent school nurse or school health services, and whose educational performance is not adversely affected by such healthcare needs or medical conditions, will not be certified as eligible pursuant to IDEA and state disability eligibility standards for the purpose of accessing IDEA Part B funds to provide school nurse or school health services for such children.
15. Prior to including school nurse or school health services in an Individualized Education Program (IEP), an IEP Team will determine that the child needs a school nurse or school health services to benefit from his or her education and receive FAPE. In making this determination, the IEP Team will consider the child's educational progress.
16. School nurse or school health services will not be included as related services in instances where an IDEA eligible child's healthcare needs or medical condition do not affect his or educational performance or the receipt of FAPE.

Signature of Director of Schools

Date

Instructions for Completing Child Count Planning Tool

It is not required to include the Child Count Planning Tool with the submission of the application.

PROJECTED NUMBER OF CHILDREN WITH DISABILITIES (AGES 3-5) TO RECEIVE FREE APPROPRIATE PUBLIC EDUCATION SERVICES FROM THE SCHOOL SYSTEM

Estimate the number of eligible children with a disability (ages 3-5) who will receive LEA-provided special education services during the upcoming school year. Report children by their **primary disability**. This is an **unduplicated count**, so each child should be reported only one time **unless noted below**. These numbers are predication based on current knowledge and data. Table 1 of your last End of Year Report and current transition data may be helpful **references** as you can plan.

INSTRUCTIONS:

1. Within School System - Project, by primary disability, the number of eligible children (ages 3-5) who will receive special education services within the school system.
2. Contractual Arrangements - Predict, by primary disability, the number of eligible children (ages 3-5) who will be provided full-time special education services through contractual arrangement with another school system, a private school, or a public agency. **All contracts for full-time special education placements must be approved annually by the state Commissioner of Education. No LEA shall expend state or federal funds for contracted placements that have not been approved by the Commissioner.** Attach contracts that are ready for approval consideration. Any additional contracts for full-time placement made during the school year shall be submitted 30 days of the placement to the 619 IDEA Preschool Coordinator. No LEA can contract for services for CWD unless the program meets school approval.
3. Total to Receive Free Appropriate Public Education Services - Excel will total Column 1 and Column 2. The total of these two columns represents the projected number of eligible children (ages 3-5) who will be provided special education services within the school system (Column 1) or through contractual agreement.
4. Receiving Special Transportation - Estimate, by primary disability, the number of eligible children (ages 3-5) who will be provided special transportation. **If any numbers are reported in this column, transportation expenses must be included in the appropriate line item on the budget pages.**
5. Private School Students Placed by the LEA and Receiving Services - Predict, by primary disability, the number of eligible children (ages 3-5) who 1) will be enrolled by the LEA in private schools within the boundaries of the LEA, and 2) will receive special education services from the school system. **All students reported here should also be reported in either Column 1 or Column 2.**
- 6a. Private School Students Placed by Parents - (LEA Services Plan) (Within the LEA Boundaries) - Estimate, by primary disability, the number of eligible children (ages 3-5) who will be enrolled by parents' choice in private schools within the boundaries of the school system.
- 6b. Private School Students Placed by Parents - (LEA Services Plan) (Within the LEA Boundaries) - Project, by primary disability, the number of eligible children (ages 3-5) who 1) will be enrolled by parents' choice in private schools within the boundaries of the school system, and 2) will receive special education services from the school system. **Students reported here would not be reported in Columns 1, 2, or 3.**

ITEM C: Use of IDEA Funds for Coordinated Early Intervening Services

Allows an LEA to use not more than 15% of the amount it receives under IDEA Part B funds for any fiscal year, less any amount reduced by the LEA pursuant to Section 613(a) (2) (C) *Adjustment to Local Fiscal Effort in certain Fiscal Years*, if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement Coordinated Early Intervening Services, which may include interagency financing structures, for students in kindergarten through grade 12 (with 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 a general education environment.

Section 613(f) (1)

In implementing Coordinated Early Intervening Services, a LEA may carry out activities that include:

1. Professional development (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically based academic instruction and behavioral interventions, including scientifically based literacy instruction and where appropriate, instruction on the use of adaptive and instructional software; and
2. Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

Section 613(f) (2)

NOTE: Nothing in this subsection shall be construed to limit or create a right to a free appropriate public education under this part.

Section 613(f) (3)

If a LEA develops and maintains Coordinated Early Intervening Services an annual report must be submitted to the Division of School Readiness and Early Learning including :

1. The number of students served under Early Intervening this year, and -
2. The number of students served under Coordinated Early Intervening Services who subsequently receive special education and related services under this title during the preceding 2 year period.

Section 613(f) (4)

Funds made available to develop and implement Coordinated Early Intervening Services may be used to carry out those services aligned with activities funded by, carried out under ESEA, if such funds are used to supplement, and not supplant, funds made available under ESEA for the activities and services assisted under Section 613(f).

Section 615(f) (5)

Notwithstanding Section 613(a) (2) (A) or Section 612(a) (17)(B) (relating to commingled funds), funds provided to the LEA under this part may be used to develop and implement coordinated early intervening educational services in accordance with section 613(f) *Early Intervening*

Section 613(a) (4) (A) (ii)

Section 618(d) (2) (B) additionally requires an LEA identified for disproportionality to reserve the maximum amount of funds under Section 613(f) to provide comprehensive coordinated early intervention services to serve children in the LEA, particularly children in those groups that were significantly over identified and is required to publicly report on the revision of policies, practices and procedures described under subparagraph (A) identification of children having a particular disability. Section 618(d) (2) (B) (C)

NOTE: If an LEA is determined to have significant disproportionality based on race and ethnicity utilizing state criteria, the LEA must utilize Coordinated Early Intervening Services (Section 618 (d) (2) (B)). The amount expended by an LEA under Coordinated Early Intervening Services shall count toward the maximum amount of expenditures such LEAs may reduce in item "A" of Adjustment to Local Effort on the Part B IDEA 6-21 application.

PERMISSIVE USE OF IDEA FUNDS FOR COORDINATED EARLY INTERVENING SERVICES

AFTER reading the requirements on the previous pages, you must answer **yes** or **no** to Item C below. A **yes** response requires the IDEA Preschool Accountant to be contacted for further instructions and forms to complete.

619 IDEA Preschool Accountant
Division of School Readiness and Early Learning
Office of Early Childhood, 7th Floor Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0380
E-mail: brett.printz@tn.gov
Office phone: 615-532-7815
Fax: 615-532-3871

Yes **No**

C. Permissive Use of IDEA funds for Coordinated Early Intervening Services. IDEA allows an LEA to use up to 15% of funds, in combination with other amounts (other than education funds), to develop and implement Coordinated Early Intervening Services, which may include interagency financing structures, for students in kindergarten through grade 12 (with 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 a general education environment.**