

March 2024 Special Education Director's Call

**MARCH 11, 2024
IDEA GRANT SUBMISSIONS AND
EXTENDED SCHOOL YEAR**

IDEA Grant Overview

Part B IDEA Grants

- **Part B Formula Grants**

- Assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities, ages three through 21.
 - Grants to States program: Authorized by Part B, **Section 611 for children ages three through 21.**
 - Preschool Grants program: Authorized by Part B, **Section 619 for children ages three through five.**

LEA Allocations

- Your IDEA Consolidated Application includes an allocation for IDEA Basic 611 and IDEA PreK Basic 619.
- LEA allocations are calculated using 3 factors:
 - 1. A base child count total from FY99 (December 1, 1998),
 - 2. Student ADM (average daily membership), and
 - 3. Poverty.
- A quick reference created by CIFR (Center for IDEA Fiscal Reporting) [Quick Reference Guide on the Allocation of IDEA Part B Subgrants to Local Educational Agencies \(wested.org\)](#)

Comprehensive Coordinated Early Intervening Services (CCEIS)

- Mandatory Use [Comprehensive Coordinated Early Intervening Services \(CCEIS\)](#): If the state identifies an LEA with significant disproportionality based on race and ethnicity of students with disabilities with respect to identification, including specific disability categories, placement in particular educational settings, and incidence, duration and type of disciplinary actions.
- Voluntary Use: An LEA may voluntarily use up to 15% of its IDEA Part B funds to provide **CEIS** to children ages 5 to 21 who need additional academic and behavioral support to succeed in a general education environment.

Coordinated Early Intervening Services (CEIS)

Examples of allowable costs using CEIS or CCEIS funds:

- Providing professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction and, where appropriate, instruction on the use of adaptive and instructional software; and
- Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction (see 34 CFR §300.226(b)).
- Providing professional development and educational and behavioral evaluations, services, and supports (see 34 CFR §300.646 (d)(1)(i)).

Please see the [Technical Manual for Use and Accounting of IDEA Part B Entitlement Grants](#) for specific examples of allowable costs.

Proportionate Share

- To meet the requirements of IDEA, every year each LEA must expend a proportionate share of federal IDEA funds on equitable services for parentally placed private school children with disabilities.
- Each LEA must, after timely and meaningful consultation with representatives of parentally placed private school children with disabilities, determine the number of parentally placed private school children with disabilities attending private schools located in the LEA.

Proportionate Share

- Services to students, supplies, materials, and professional development for non-profit non-public school staff, in relation to the student services, are allowable.
- Special education and related services provided to parentally placed non-profit non-public school children with disabilities, including materials and equipment, must be secular, neutral, and nonideological. [34 CFR §300.138(c)] Administrative services and Child Find expenditures are not allowable as proportionate share expenditures.

Proportionate Share: Transportation

- The cost of this transportation may be included in calculating whether the LEA has met the expenditure requirements of the proportionate share.
- For parentally placed students, LEAs are not required to provide transportation from the child's home to the private/independent school.

Proportionate Share: Ages 3-5

- For preschool-aged students (3-5), only those who attend a private preschool program meeting the definition of an elementary school under the law may be included.
- Because stand-alone private prekindergarten education programs and private childcare centers do not provide “elementary education” consistent with the federal definition of elementary schools, they are not included in the district’s proportionate share child count.
- The definitions of elementary school in 34 CFR §300.13 and secondary school in 34 CFR §300.36 specify that the school must be nonprofit.
- The requirements for children with disabilities enrolled by their parents in private schools are found in 34 CFR §§300.130 through 300.144.

Proportionate Share: Ages 3-5

- A child aged three through five enrolled by his or her parents in a private school or facility that does not meet the State's definition of "elementary school" would not be eligible to be considered for equitable services. However, the State's obligation to make FAPE available to such a child remains.

Child Find Responsibility: Ages 3-5

- Under 34 CFR §300.111, the State must ensure that all children with disabilities, including children with disabilities attending private schools, who are in need of special education and related services, are identified, located, and evaluated. This includes children with disabilities attending for-profit schools.
- The LEA where the child resides is responsible for conducting child find under 34 CFR §300.111 for children suspected of having a disability attending for-profit private schools.

GMS Overview and Updates

Dates to Remember

- April 15, 2024: Deadline for amendments to the FY24 IDEA Grant
- June 3-13, 2024: Applications window open
 - The GMS (Grants Management System) will send an automated email once all LEA allocations have been loaded into the GMS and the IDEA application is open for submission, usually early June each year.
- July 1, 2024: FY25 IDEA grant applications due
 - Reimbursement requests may not be done until an LEA has an approved GAN.

You have 27 months to expend IDEA funds, if you have any carry over funds from the FY24 grant, those amounts will not appear in the FY25 grant application *until*

- 1) your FY24 final close out report is submitted and approved and
- 2) you submit an amendment late summer/early fall 2024.

Access and Logging In

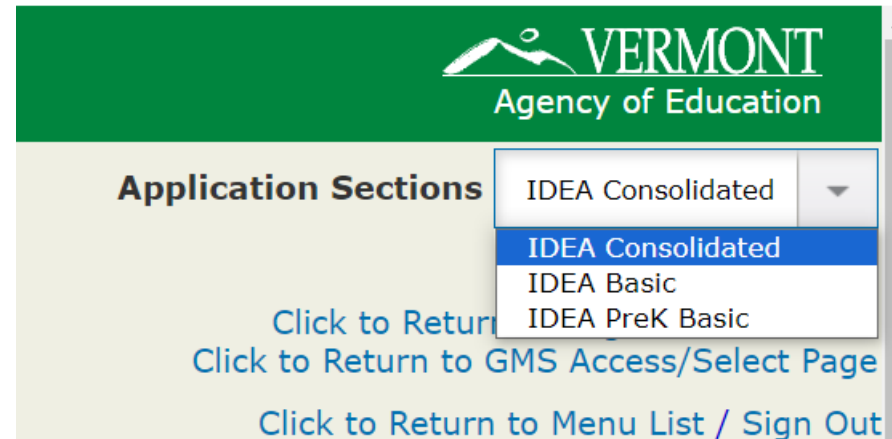
- Website for logging on:
<https://vtaoe.mtwgms.org/VermontGMSWeb/Logon.aspx>
- GMS User Manual:
<https://education.vermont.gov/sites/aoe/files/documents/edu-vermont-lea-gms-user-manual-1.0.pdf>

Formula Grant

Application Name	Revision	Status	Date	Actions				
▶ Perkins	Original Application ▼	Not Submitted		OPEN	AMEND	PAYMENTS	REVIEW SUMMARY	DELETE APPLICATION
▶ IDEA Consolidated Application ←	Original Application ▼	Not Submitted	→	OPEN	AMEND	PAYMENTS	REVIEW SUMMARY	DELETE APPLICATION

Access and Logging In

- When you log in to your IDEA Consolidated Application, you will need to address three different application sections.
- IDEA Consolidated: Includes general and contact information, parentally placed students (proportionate share), business manager review, assurances and includes the submit and amendment tabs.
- **IDEA Basic B 611 (3-21) and IDEA PreK Basic B 619 (3-5)**: This is where you will create your budget and provide the budget details. (Note: Words written in **bold** indicate updated words which had replaced old words written in italics on GMS site.)



The screenshot shows the Vermont Agency of Education website interface. At the top right, the Vermont Agency of Education logo is displayed. Below it, the text 'Application Sections' is followed by a dropdown menu. The dropdown menu is open, showing four options: 'IDEA Consolidated' (selected), 'IDEA Consolidated', 'IDEA Basic', and 'IDEA PreK Basic'. Below the dropdown menu, there are three blue links: 'Click to Return to GMS Access/Select Page', 'Click to Return to Menu List / Sign Out', and 'Click to Return to GMS Access/Select Page'.

IDEA Application Sections

- Object Code
- Function Code
- Funding
- Expenditure Description and Itemization
- IDEA Basic Funds

GENERAL INFORMATION TRANSFER TO SCHOOLWIDE **BUDGET DETAIL** BUDGET SUMMARY

Object Code	Function Code	Funding	Expenditure Description and Itemization	IDEA_Basic Funds
300-Purchased Professional and Technical Services	2290-Other Support Services - Instructional Staff	CCEIS Significant Dispro	Training/Consulting on Disproportionality in	68000.00

CCEIS and CEIS: Funding Drop Down Menu

- If you are required (CCEIS) or voluntarily using CEIS funds, please ensure that you choose “CEIS” under the funding drop down menu to indicate which line items are being paid for with CEIS funds from your IDEA Part B grant.

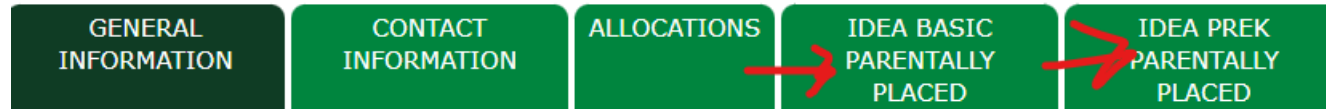
To obtain additional detail lines, fill in all blank lines, and click Save Page. 10 more blank lines will then be added at the bottom.

Object Code	Function Code	Funding
<input type="text"/>	<input type="text"/>	CEIS <input type="text"/>

CCEIS 

Funding
CCEIS Significant Dispro <input type="text"/>

Proportionate Share



- GMS will calculate this for you in the IDEA Basic and IDEA PRE-K Parentally Placed tabs.
- In the first and second window, you will enter the number of eligible children with disabilities and the number of students in independent schools.
- Once you click the calculate totals button at the bottom of the screen - GMS will calculate a value in the box labeled “balance to calculate Prop Share” and this is the same value that should be entered (copy and paste) in the budget detail tab.

Proportionate Share

IDEA Basic: Equitable Share for Independent Schools

Children with Disabilities aged 3 through 21 Enrolled by Their Parents in Independent Schools 34 CFR § 300.133

The LEA will use funds from this application to provide services for children with disabilities parentally placed in independent schools, in accordance with 34 CFR § 300.133.

Number of eligible children with disabilities - count conducted in December 2019

In public schools

In independent schools

Total number of eligible children

0.00

Current Year Federal IDEA Basic Flow-through Allocation the LEA receives

Balance to Calculate Proportionate Share

Balance divided by Total Students = per student amount

Proportionate Share multiplied by number of children with disabilities in independent schools

Not applicable - this district has no parentally placed independent school children with disabilities who have been identified as eligible for special education and related services.

CALCULATE TOTALS

Proportionate Share

- You will be asked to add information for each independent school students with disabilities attend who are parentally placed.

Independent School

Name:

Address:

Phone:

<input type="text"/>	<input type="text"/>	<input type="text"/>	Extension	<input type="text"/>
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[ADD ADDITIONAL ENTRIES](#)

Upcoming Changes to the 2024 Application

- Workplan strategies and SMART goals are no longer required.
- LEA Plan Upload Tab will be revised to now include a checkbox instead of a signed document that needs to be uploaded.
- Form 10B Prop Share Certificate Tab will be revised to now include a checkbox instead of a signed document that needs to be uploaded.
- NIMAC Certification will now be a checkbox on the Assurances Tab.

Workplan Strategies Tab Is Being Removed—No Longer Required

WORKPLAN STRATEGIES PAGE_1 WORKPLAN STRATEGIES PAGE_2 WORKPLAN STRATEGIES PAGE_3 WORKPLAN STRATEGIES PAGE_4

Workplan Strategies - Page 1

Workplan Strategies

Select Workplan Strategy from dropdown list:

- 1000- Direct Instruction in Accordance with IEPs
- 1000- Direct Instruction
- 2130- Health Services in Accordance with IEPs
- 2130- Health Services
- 2140- Psychological Services in Accordance with IEPs
- 2140- Psychological Services
- 2150- Speech Services in Accordance with IEPs
- 2150- Speech Services
- 2160- Occupational Services in Accordance with IEPs
- 2160- Occupational Services
- 2190- Other Student Services to Implement Special Education Services
- 2190- Physical Therapy in Accordance with IEPs
- 2190- Physical Therapy
- 2200- Support Services-Professional Development to Implement Special Education Services
- 2200- Other Support Services
- 2400- Special Education Administration to Implement Special Education Services
- 2400- Assistive Technology
- 2700- Student Transportation in Accordance with IEPs

(0 of 2500 maximum characters used)

ART Objective. (0 of 2500 maximum characters used)

Evidence to Measure: Describe how you will know that the activity/strategy was successful and the Objective was met. (The Objective should be clearly written with specific and measurable outcomes). (0 of 2500 maximum characters used)

B *I* U [List Bullets] [List Numbers] [List Circles] [List Squares] [List Triangles] [List Diamonds] [List Stars] [List Hearts] [List Spades] [List Clubs] [List Pentagons] [List Hexagons] [List Heptagons] [List Octagons] [List Nonagons] [List Decagons] [List Underscore] [List Backslash] [List Forward Slash] [List Asterisk] [List Hash] [List Dollar Sign] [List Percent Sign] [List Ampersand] [List At Sign] [List Underscore] [List Backslash] [List Forward Slash] [List Asterisk] [List Hash] [List Dollar Sign] [List Percent Sign] [List Ampersand] [List At Sign]

SMART Objectives, Rationale and Measurement Details Are No Longer Required

Workplan Strategies - Page 1

Workplan Strategies

Select Workplan Strategy from dropdown list:

SMART Objective: Describe the purpose of the activity/strategy (allowable uses under IDEA). (0 of 2500 maximum characters used)



Rationale: Describe the activity/strategy to be undertaken and how it will accomplish the SMART Objective. (0 of 2500 maximum characters used)



Evidence to Measure: Describe how you will know that the activity/strategy was successful and the Objective was met. (The Objective should be clearly written with specific and measurable outcomes). (0 of 2500 maximum characters used)



Expenditure Description and Itemization—Must Be Descriptive

- GENERAL INFORMATION
- TRANSFER TO SCHOOLWIDE
- BUDGET DETAIL
- BUDGET SUMMARY

Budget Detail By Site

[Instructions](#)

Describe and explain each expenditure amount that appears on the Budget Summary.

[Click here for Description of Object Codes and Function Codes](#)

Note: This Budget Summary displays to aid in creating and editing the Request and will not display once the Request is submitted to the SEA.

	100	200	300	400	500	600	700	730	800	900	Indirect Cost
YTD Paid to Date Amounts	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Current Budgeted Amounts by Budget Category	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Notes: The District Level Budget page is identified by "0000"

Site:

Total Allocation Available for Budgeting



To obtain additional detail lines, fill in all blank lines, and click Save Page. 10 more blank lines will then be added at the bottom.

Object Code	Function Code	Funding	Expenditure Description and Itemization	IDEA_Basic Funds	Delete Row
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0.00	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0.00	<input type="checkbox"/>

Expenditure Descriptions and Itemization

- Funds for **personal services salaries and benefits** must include:
 - the job title,
 - the FTE/amount of staff being funded, and
 - a description of how the services provided by that position(s) will improve the education of students with disabilities.
- Separate different positions on different lines.
 - I.E., early childhood paraprofessionals and employment specialists if the position(s) are not one and the same (i.e., an employee who spends half of their day as an early childhood paraprofessional and half of their day as an employment specialist).

Expenditure Descriptions and Itemization

- Examples of descriptions that will be sent back for editing for personal services salaries and benefits:
 - Building point person stipends (What type of building point person, how many, and what is their role in supporting students with disabilities?).
 - Salary (1.2 FTE) (What positions are being funded and how will they support students with disabilities?) (*Please also include this information when listing benefits.).
 - Admin Assistant (What FTE will be paid for from the IDEA grant and how will that position be used to support students with disabilities?) (i.e. administrative assistant (1 FTE) to support the Student Services Department in ensuring services for students with disabilities are provided).

Expenditure Descriptions and Itemization

- Examples of acceptable descriptions for personal services salaries and benefits:
 - Salary of 1.32 School Psychologists to Conduct Child Find Activities and Consult with Teams of Eligible and Referred Students.
 - Two Early Childhood Special Educators to provide evaluation and services to ECSE students 2.0 FTE.

Expenditure Descriptions and Itemization

- Funds for **purchased professional and technical services** must include:
 - a description of the planned staff development or technical services, and
 - a description of and how it will improve the education of students with disabilities.

Expenditure Descriptions and Itemization

- Examples of descriptions that will be sent back for editing for purchased professional and technical services:
 - Consultation (or contracted) services provided to students with disabilities (Who are you contracting with and what services are being provided?).
 - Professional learning for special education staff (missing a description of the professional learning and the intended impact on students with disabilities).

Expenditure Descriptions and Itemization

- Examples of acceptable descriptions for purchased professional and technical services:
 - Contracted BCBA to provide services to K-12 special education students and to perform functional behavioral assessments (1FTE).
 - Contracted services for medical assessments to determine special education eligibility and for consultation regarding developmental and cognitive disabilities to support the development of IEP's and services for ECSE students.
 - PD for provisionally licensed special educators and paraeducators to build sustainability.

Expenditure Descriptions and Itemization

- Funds for **equipment or supplies** must include:
 - a description of what the equipment or materials are, and
 - a description of how the equipment or materials will improve the education of students with disabilities.

Expenditure Descriptions and Itemization

- Special note about funds for equipment:

IMPORTANT: Equipment \$5,000.00 or above must receive prior approval. You will complete the equipment request in the central data/top portion of your GMS grant application.

Central Data Collections

	Application Name	Revision	Status	
	Central Data	Original Application <input type="button" value="v"/>	Final Approved	5
	CFP Data Equitable Share	Original Application <input type="button" value="v"/>	Final Approved	1
▶	Equipment Approval App			

Expenditure Descriptions and Itemization

- This is an example of an entry that totaled \$6,000.
 - Supplies for delivering IEP services including but not limited to lesson materials to teach life skills in the area of cooking, cleaning, personal care, employment, and commerce (including small appliances where needed). Also supplies for delivering IEP services such as but not limited to desks, chairs, and other miscellaneous furniture.
 - Because there are several things listed here, consider breaking the supplies for life/adaptive skills into a separate line from the supplies related to furniture so it is clear that the furniture would not total \$5,000 or more and require prior approval.

Expenditure Descriptions and Itemization

- Examples of descriptions of equipment or supplies that will be sent back for editing:
 - Diagnostic assessments (Which diagnostic assessments are being purchased and how will they be used to support students with disabilities?).
 - Instructional materials (What type of instructional materials are being purchased and how will they be used to support students with disabilities?).
 - Assistive technology (What type of assistive technology is being purchased and how it be used to support students with disabilities?).

Expenditure Descriptions and Itemization

- Examples of acceptable descriptions for equipment or supplies:
 - Instructional Supplies for professional development training with paraprofessionals and special education teachers to improve strategies for supporting student behaviors and understanding how disabilities manifest through behavior.
 - Computer Software contract to administer and maintain the Supervisory Union's Special Education Paperwork.
 - Intervention materials, equipment, and curricula for Specially Designed Instruction in literacy, math, and functional skills and access to SDI and general ed curriculum.

Expenditure Descriptions and Itemization

- **Other items** and additional categories:
 - a description of what is being purchased, and
 - a description of how the purchase will improve the education of students with disabilities.

Expenditure Descriptions and Itemization

- Examples of other items/categories that will be sent back for editing:
 - Transportation Services (Who are the transportation services for and how will they support students with disabilities?)
 - Mileage (The description should include who the mileage is for and how that position(s) support students with disabilities.)

Expenditure Descriptions and Itemization

- Examples of acceptable descriptions for Other items and additional categories:
 - Special Education Director member dues for VCSEA and CASE to increase knowledge of IDEA law to support students with disabilities (under the subgrants memberships and misc. category).
 - Special education van maintenance used to transport students with disabilities to supported employment opportunities (under the purchased property services).

Expenditure Descriptions and Itemization

- If you are including in your description a program specific to a school or your district, please include information on how the funds are being used to solely support students with disabilities.
- Spell out uncommon acronyms or ones specific to your district.
- If you are leaving a place holder to be able to meet anticipated needs of students with disabilities (i.e., assistive technology), please include that in the description (i.e. assistive technology to meet the specific needs of students with disabilities as determined by the student's IEP team).
- The majority of line items should have specific details added and should not be generic in nature.

IDEA Part B Grant: Allowable Costs

TECHNICAL MANUAL FOR USE AND ACCOUNTING
OF IDEA PART B ENTITLEMENT GRANTS

Examples of Allowable Costs

- Special Education Staff (Directors and Assistant Directors, teachers, paraprofessionals)
- Related services (Physical Therapy, Occupational Therapy, Speech and Language)
- Assistive Technology equipment
- Professional Development
- Student transition services (work experience)
- Software
- Specialized Curriculum

Allowable Contracting Costs

- LEAs may contract with another LEA for any special education services
- LEAs may contract with a private vendor for services provided directly to the student. Examples include:
 - Nursing, Occupational and Physical Therapy
 - Audiology Services and Educational Interpreters
 - Speech / Language
 - Orientation and Mobility Instruction
 - Transition Services for 18 to 21-year-olds
 - Paraprofessionals and Substitute Teachers

Non-Allowable Costs

- Costs that are generated by all students, not just students with disabilities. For example:
 - Core curriculum
 - District IT costs

Services that a district would normally provide all students (a safe environment, heat, janitorial services, utilities, general education instruction) are thus not an “excess cost” and not allowed as IDEA budget expenditures.

Examples and Info to Include

- The following slides are examples of allowable and non-allowable costs that are included in the [Technical Manual for Use and Accounting of IDEA Part B Entitlement Grants](#)

Symbol Key

- MOE Eligible and allowable for IDEA
- Allowable, but only under certain circumstances
- Not Allowable

Budget Item	Eligible/ Allowable?	Requirements/Additional Information
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Allowable Costs

Budget Item	Eligible/ Allowable?	Requirements/Additional Information
<p>Assistive Technology (AT) – Devices: Any item, piece of equipment, of product system (software) used to increase, maintain, or improve the functional capabilities for a student with disabilities.</p>	<input checked="" type="checkbox"/>	Assistive technology must be listed on a student’s IEP.

Allowable Costs

Budget Item	Eligible/ Allowable?	Requirements/Additional Information
Curriculum Development: Costs associated with substitutes, release time, or extended contract.	<input checked="" type="checkbox"/>	Costs related to the use of substitutes, release time, and extended contract to enable staff to devote time to the development of curriculum for special education students is allowed for both regular education and special education staff.

Allowable Costs, Under Certain Circumstances

Budget Item	Eligible/ Allowable?	Requirements/Additional Information
<p>Alternative Schools or Alternative Education Programs: Alternative of adaptive school structures and teaching techniques.</p>	<p>●</p>	<p>Alternative schools or education programs are generally regular education schools or programs for students at risk of school failure. Therefore, the costs associated with them are not allowed. However, the costs of special education services for students participating in such programs are allowable special education costs.</p>

Allowable Costs, Under Certain Circumstances

Budget Item	Eligible/ Allowable?	Requirements/Additional Information
<p>Clerical Support: Salary and benefits of staff employed by an LEA.</p>	<p>●</p>	<p><input checked="" type="checkbox"/> Only the actual time spent supporting special education is allowed and must be based on time and effort records that accurately reflect the work performed (2 CFR § 200.430(i))</p> <p><input checked="" type="checkbox"/> If the position supports other programs such as pupil services or Medicaid, the individual's full salary and benefits cannot be charged to the IDEA grant.</p>

Allowable Costs, Under Certain Circumstances

Budget Item	Eligible/ Allowable?	Requirements/Additional Information
<p>Computing Devices for Students: The cost of computers, laptops, tablets, etc.</p>	<p>●</p>	<p><input checked="" type="checkbox"/> Computing devices for students are considered an excess costs when related to the unique needs of a student with a disability. The computing device must be listed on a student’s IEP to be funded by other state funding sources.</p> <p><input type="checkbox"/> Acquisition of computing devices are NOT an excess cost, and therefore are not allowed, if the LEA has decided to provide computing devices for all students and simply charges the IDEA grant a prorated amount based upon the number of students with disabilities in the school.</p>

Allowable Costs, Under Certain Circumstances

Budget Item	Eligible/ Allowable?	Requirements/Additional Information
<p>Consultation – Not Direct Student Services: Costs associated with contracted services from a consultant.</p>	<input checked="" type="checkbox"/>	<p>LEAs may contract with consultants to provide information about methods, techniques, and strategies to use for students with disabilities or for a particular student’s special education program.</p> <p><input checked="" type="checkbox"/> Services provided by a consultant directly to a student should not be budgeted as “consultation,” but should be budgeted as contracted services instead (see Contracted Special Education Instruction below).</p>

Allowable Costs, Under Certain Circumstances

Budget Item	Eligible/ Allowable?	Requirements/Additional Information
<p>Crisis Prevention Training (CPI): Costs associated with staff attending training or costs related to “training the trainer.”</p>	<p>●</p>	<p><input checked="" type="checkbox"/> Crisis prevention training is not considered to be an excess cost of special education since it is a universal training designed to help all staff and students. Unless the training is provided only to special education staff, the total cost of the training cannot be charged to the IDEA grant.</p> <p>As with any professional development / training, the cost of training special education staff on any topic is an allowed cost that can be charged to the IDEA grant. The amount charged to the IDEA grant must be prorated by the number of special education staff attending. 34 CFR 300.207.</p> <p><input checked="" type="checkbox"/> If a staff person is not considered special education staff, IDEA funds cannot be used to pay for the individual to become a CPI trainer.</p>

Allowable Costs, Under Certain Circumstances

Budget Item	Eligible/ Allowable?	Requirements/Additional Information
<p>Preschool Tuition: Tuition paid to non-LEA preschool programs or parent reimbursement for preschool tuition.</p>	<input checked="" type="radio"/>	<p><input checked="" type="checkbox"/> Tuition for a preschool program is allowed if charged for a placement made by an LEA to provide a student with FAPE. Only the cost of time necessary to provide FAPE is allowed, including time when special education services are provided by LEA staff in the preschool setting.</p> <p><input type="checkbox"/> If the parent enrolls the student in the non-LEA preschool program for additional time, the parent is responsible for the tuition, and the cost of additional time is not allowed.</p>

Extended School Year Reminders

How Does the IDEA Define Extended School Year Services?

(b) Definition. As used in this section, the term extended school year services means special education and related services that—

- (1) Are provided to a child with a disability—
 - (i) Beyond the normal school year of the public agency;
 - (ii) In accordance with the child's IEP; and
 - (iii) At no cost to the parents of the child; and
- (2) Meet the standards of the SEA.

[Sec. 300.106](#)

When Does the IDEA Say Extended School Year Services Must Be Offered?

(a) General.

(1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section.

(2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with §§[300.320](#) through [300.324](#), that the services are necessary for the provision of FAPE to the child.

(3) In implementing the requirements of this section, a public agency may not—

(i) Limit extended school year services to particular categories of disability;

or

(ii) Unilaterally limit the type, amount, or duration of those services.

[Sec. 300.106](#)

Extended School Year (ESY): Data-Based Decision Making

- The question is **NOT** “Does the student require ESY services in order to receive FAPE over the summer?”
- The question **IS** “Does the student require ESY services in order to receive FAPE during the year or over time?”

State of Vermont Special Education Rules: Extended School Year. What Must Be in the IEP?

- (h) A description of any extended school year services (ESY) which the IEP team finds are necessary to provide a FAPE to the student.
 - (1) ESY services shall be provided only if a child's IEP team determines that the services are necessary for the provision of FAPE to the child because one or more of the following factors is evident:
 - (i) ESY is essential to permit the student an opportunity to reach reasonably set educational goals;
 - (ii) There has been a significant amount of regression over the past winter, spring and summer vacations and recoupment did not occur within a reasonable amount of time;
 - (iii) The severity of the student's disability presents a danger of substantial regression; or
 - (iv) The student's transition goals require continued programming beyond the school year IEP.
 - (2) An LEA or IEP team may not limit extended school year services to students with particular disabilities.
 - (3) An LEA shall not adopt a policy that limits the type, amount, or duration of ESY services for all children.

ESY: IEP Quick Check

- **Present Level**
 - Contains data from teachers, parents, therapists, and/or formal or informal assessments that document the need for ESY.
 - The need for ESY services is documented in the effects of the disability section.
 - What are the priority needs that should be addressed through ESY services?
- **IEP Goals**
 - Are there specific goals identified to be addressed through ESY services?
- **Service Delivery**
 - What services are needed to help the student accomplish the goals set for ESY?

Extended School Year (ESY): Data-Based Decision Making

- Statements that may not indicate that data was used to help determine the individualized need for ESY:
 - “I think your child could really use more services for ESY, but our budget was cut and we aren’t able to offer certain services this year.”
 - “This year ESY runs from July 8 – July 25th for everyone.”
 - “All of the students in this class will be offered four weeks of ESY.”
 - “That student is in all general education classes, so they don’t need ESY.”
 - “We can’t find any related service providers to work this summer, so we aren’t providing related services during ESY this year.”

Extended School Year (ESY): Data-Based Decision Making

- Reminders and statements to avoid:
 - **ESY decisions should not be predetermined by a school team before reviewing the data at the IEP with the guardian and all required team members.**
 - “When we met last week, we decided your child would not benefit from ESY services. They didn’t show any regression over winter break.”
 - **Avoid statements that indicate ESY services are only provided over summer break.**
 - “Our district only offers ESY services in July.”
 - **ESY cannot be limited to particular eligibility categories.**
 - “Your child has a specific learning disability, so they don’t qualify for ESY services.”

Questions?

- Please reach out with any questions you may still have.
 - Heather Willis-Doxsee, Director of Special Education, heather.willis-doxsee@vermont.gov
 - Chris Kane, Assistant Director of Special Education, christopher.kane@vermont.gov
 - Jen Perry, Special Education Finance Specialist, jennifer.perry@vermont.gov
 - Katie McCarthy, IDEA Part B 619 Coordinator, katie.mccarthy@vermont.gov