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| OREGON DEPARTMENT OF EDUCATION255 Capitol Street NESalem, Oregon 97310-0203 | Oregon State Seal | Office of Student Services |
| **Annual District Application for Funds under Part B of the Individuals with Disabilities Education Act (IDEA)****Federal Fiscal Year 2019: July 1, 2019 - June 30, 2020****Application Due: June 17, 2019**

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| *(4 Digit Institution ID)* |  | *(District/Agency Name)* |

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| **Submission Statement**The District assures that throughout the period of this grant award the District, including charter schools located in the district, will operate consistent with the requirements of [IDEA](https://sites.ed.gov/idea/) (20 USC § 1400, *et seq.),* applicable IDEA Part B regulations ([34 CFR Part 300](https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title34/34cfr300_main_02.tpl)), the related State statutes (ORS) and rules (OARs), and with the applicable provisions of the related federal and state statutes and regulations listed below. When requested by ODE, the district will make such changes to its policies and procedures as the State determines necessary to bring those policies and procedures into compliance[[1]](#footnote-1).**Related federal laws and requirements*** Elementary and Secondary Education Act ([ESEA](https://www.ed.gov/esea)) of 1965, as reauthorized by Every Student Succeeds Act (ESSA) 20 USC § 6301 *et* *seq.*
* [McKinney-Vento Homeless Assistance Act](https://www2.ed.gov/policy/elsec/leg/esea02/pg116.html) (42 USC § 11431 *et seq.*)
* Family Education Rights and Privacy Act ([FERPA](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)), 20 USC § 1232g, as incorporated in IDEA, 34 CFR §§ 600.610 – 300.627
* [Section 504](https://www2.ed.gov/about/offices/list/ocr/504faq.html) of the Rehabilitation Act of 1973
* Americans with Disabilities Act ([ADA](https://www.ada.gov/2010_regs.htm)), ADA Amendments Act of 2008 (Pub. L. No. 110-325, [ADAAA](https://www.govinfo.gov/content/pkg/PLAW-110publ325/pdf/PLAW-110publ325.pdf))
* General Education Provisions Act (GEPA), 20 USC § 1221 *et seq*.
* Education Department’s General Administrative Regulations ([EDGAR](https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html)), part 76; [Uniform Grant Guidance](https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html), [2 CFR 200](https://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl), Part 82, Part 225, and [OMB Circular 133](https://www.whitehouse.gov/omb/information-for-agencies/circulars/).
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| **ASSURANCES**  |
| **[[2]](#footnote-2)FISCAL**1. Budget.[[3]](#footnote-3) The District budgets for special education services at least the same amount, from at least one of the following sources, as the District spent in the most recent fiscal year for which information is available. Please select only one from the following list as your Anticipated MOE Calculation method for 2019-2020:

[ ]  (1) Local funds only;[ ]  (2) The combination of State and local funds[ ]  (3) Local funds only on a per capita basis; or[ ]  (4) The combination of State and local funds on a per capita basis.When determining the amount of funds that the District must budget, the District may take into consideration, the extent of the information available, the permitted exceptions and adjustments that the District took in the intervening year(s) between the most recent fiscal year and reasonably expects to take in the in the subsequent fiscal year for which the District is budgeting. *(CFR §300.203)*In the table below, please enter the total amount of District General Funds budgeted for special education services in the 2019 – 2020 school year, encompassing July 1, 2019 – June 30, 2020 (rounded to nearest whole dollar). Use one line only. If the budget is projected, enter the amount in the “Projected” line. If the budget is final, enter the amount in the Adopted (Final) line.**Total Amount of General Funds Budgeted**

| Budget Year | Budget Amount |
| --- | --- |
| Projected FY 2019-2020 $ |  |
| Adopted (Final) FY 2019-2020 $ |  |

1. The District does not reduce the level of expenditures for the education of children with disabilities below the level expended from the same source for the preceding year meeting the federal obligations of MOE.
2. The District expends amounts provided under IDEA Part B only to (1) pay the excess costs of providing special education and related services to children with disabilities; and (2) to supplement, but not supplant, state, local and other federal funds. These expenditures may not include capital outlay or debt service. *(34 CFR § 300.202)*
3. The district uses fiscal control and fund accounting procedures that ensure proper disbursement of, and accounting, for federal funds. *Note: This includes maintaining separate documentation for IDEA Part B Section 611 funds and IDEA Part B Section 619 funds.* *(34 CFR § 76.702*)
4. Coordinated Early Intervening Services (CEIS) are services provided to students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment.[[4]](#footnote-4)

IDEA Funds pay for CEIS services. A District’s use of these funds may be optional or mandatory. Mandatory CEIS, termed Comprehensive Coordinated Early Intervening Services, is linked to the District’s significant disproportionality status. Using IDEA funds for CEIS also affects a district’s maintenance of effort (MOE) calculation. The District uses its IDEA funds to provide Coordinated Early Intervening Services as indicated below.*If the district has not been identified with significant disproportionality:** IDEA allows, but does not require, a district to use up to 15% of its IDEA, Part B, Section 611 funds and 15% of its Section 619 funds to provide professional development for teachers and other school staff, as well as scientifically based academic and behavioral interventions to K–12 students without a disability.

☐ No. The District will not use its funds for CEIS☐ Yes. The District will reserve funds for CEIS5*If the district has been identified with significant disproportionality:** IDEA requires the district to reserve 15% of its IDEA Part B, Section 611 and Section 619 funds for mandatory comprehensive coordinated early intervening services (CCEIS) in the identified school year.
* The district is not permitted to reduce its maintenance of effort based on the use of funds for CEIS.

*If the district is voluntarily utilizing funds for CEIS, or is required to use funds for CEIS:** The district must submit additional information found at this link: <https://ideadata.org/sites/default/files/media/documents/2018-01/51322_IDC_CEIS_vs_CCEIS_Chart_0.pdf> *(34 CFR § 300.208)*
* The district will be required to complete and submit to ODE the required data collection forms found on the [District Website](https://district.ode.state.or.us/apps/info/).
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| 1. Time and Effort Reporting. The district will use a substitute/alternate system to document Time and Effort Reporting during the period covered by this application, July 1, 2019 – June 30, 2020:

[ ]  No.[ ]  Yes, the district management:1. Certifies that only eligible employees will participate in the substitute/alternate system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.
2. Has attached a signed report documenting full disclosure of any known deficiencies with the system or known challenges with implementing the substitute/alternate system if there are any known deficiencies/challenges.

[ ]  Yes, signed disclosure of deficiencies/challenges attached. [ ]  No**,** there are no known deficiencies/challenges*Note: This certification and attached disclosure may be used by auditors and ODE oversight personnel when conducting audits and sub-recipient monitoring of the substitute/alternate time and effort system.*For more information on the uses of Time and Effort reporting, including the use of a Substitute or Alternate System, see CC-H and CC-I on the [ESEA Federal Monitoring](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Pages/ESEA-Monitoring.aspx) webpage.**District Funding Elections**District choices for items 7, 8, & 9 may require School Board approval. A district must make selections in this section.1. Regional Program Services Funding. The district will retain IDEA fund allocations for the purposes of providing services to students with low incidence disabilities. §300.705 Subgrants to LEAs, ORS 343.236 Special Education provided by state through local, county or regional program.

[ ]  No, the district management:1. Elects to have IDEA fund portion of regional services directly allocated to the Regional Services contract by the Oregon Department of Education.

[ ]  Yes, the district management:1. Elects to retain IDEA fund allocations, for the purposes of providing services to students with low incidence disabilities.
2. An approved plan **must** be on file prior to the submission of claims for this section of the grant.
3. Oregon School for the Deaf Services Funding. The district will retain IDEA fund allocations for the purposes of providing services to students who attend the Oregon School for the Deaf (OSD) §300.705 Subgrants to LEAs, ORS 343.236 Special Education provided by state through local, county or regional program.

[ ]  No, the district management:1. Elects to have IDEA fund portion of OSD services directly allocated to the OSD contract by the Oregon Department of Education.

[ ]  Yes, the district management:1. Elects to retain IDEA fund allocations, for the purposes of providing services to students who attend OSD.
2. Will enter into an agreement with OSD directly.
3. Long Term Care and Treatment Service Funding. The district will retain IDEA fund allocations for the purposes of providing services to students who attend LTCT sites within their boundaries. §300.705 Subgrants to LEAs, ORS 343.961 Responsibility for costs of education of children in day and residential treatment programs.

[ ]  N/A - The District does not have an approved LTCT site within its boundaries.[ ]  No, the district management:1. Elects to have IDEA fund portion of LTCT services directly allocated to the contract managed by the Oregon Department of Education.

[ ]  Yes, the district management:1. Elects to retain IDEA fund allocations, for the purposes of providing services to students who attend LTCT sites within their boundaries.
2. Will enter into an agreement with LTCT contractors directly and/or have approved site plans on file.
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| **DATA COLLECTION, ANALYSIS, AND REPORTING**1. Within timelines required by ODE, the district provides and validates data on processes and results as required by ODE for state and federal reporting. The district reportsannually to the public on the performance of the district on targets in the State Performance Plan (SPP) within timelines specified by ODE*. (34 CFR §§ 300.601 - 300.602, and 34 §§ CFR 300.640 – 646)*
2. The district develops and implements a practical method to determine which children with disabilities are currently receiving needed special education and related services, accurately collects these data, and reports these data to ODE in a timely and accurate manner. *(34 CFR §§ 300.601 - 300.602)*
3. The district examines and reports its data through the State’s general supervision processes, including the Systems Performance Review & Improvement (SPR&I) processes. *~~(~~34 CFR §§ 300.170.6, §§ 30001 - 300.602, 34 CFR §§ 300.646 – 647)*
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| **PROGRAM POLICIES**1. The district makes a free appropriate public education (FAPE) available to all school-age children for whom, the district is responsible pursuant to ORS 338, ORS 339, OAR 581-021-0029 or open enrollment. “School-age children” are children who have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year, including children with disabilities who have been suspended or expelled, and those who have not graduated with a regular diploma. *(34 CFR §§ 300.101- 300.108; ORS 339.252; ORS Chapters 338, 339; OAR 581-015-2040 - OAR 581-015-2050, OAR 581-015-2400, OAR 581-015-2440, and OAR 581-015-2605*
2. The district locates, identifies, and evaluates all children within its jurisdiction (birth through school-age, including children with disabilities who are homeless, are in need of special education and related services, regardless of the severity of their disabilities, including children with disabilities who are homeless, who are wards of the State, highly mobile, parentally enrolled in private schools located within district boundaries, and children suspected of being a child with a disability even though they are advancing from grade to grade, are identified, located and evaluated. *(34 FR § 300.111; ORS 343.157; OAR 581-015-2080, OAR 581-015-2085)*
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| 1. The district cooperates with EI/ECSE contractors in the evaluation and eligibility of resident children birth to the age of eligibility for kindergarten. The district develops and implements a practical method to determine which children with disabilities are currently receiving needed special education and related services. *(34 CFR § 300.111; ORS 343.157; OAR 581-015-2080, OAR 581-015-2085, OAR 581-015-2100)*
2. The district assures that children with disabilities are evaluated and identified as children with disabilities in accordance with IDEA and state requirements for evaluation, re-evaluation, and eligibility determination. *(34 CFR §§ 300.300 through 300.311, ORS 343.146; ORS 343.157, ORS 343.164; OAR 581-015-2080 – OAR 581-015-2190)*
3. The district uses the Oregon Standard IEP or an ODE-approved alternate IEP. The district assures that an Individualized Education Program (IEP) is developed, reviewed, revised, and in effect at the beginning each school year. The district assures that it informs each teacher and service provider of their specific responsibilities for implementing their student’s IEPs. *(34 CFR §§ 300.300 through 300.325; ORS 343.157, ORS 343.164; OAR 581-015-2215 - OAR 581-015-2230)*
4. For purposes of Early Childhood Special Education (ECSE) services to children ages 3-5, the district recognizes that the Oregon Department of Education Individual Family Service Plan (IFSP) required for use with these age ranges, meets the content, review, and implementation requirements for IEPs under IDEA Part B. *(OAR 581-015-2810 through 581-015-2830)*
5. The district assures that, 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, and 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. *(34 CFR §§ 300.114-120; OAR 581-015-2240 - 581-015-2255)*
6. The district assures that it makes a continuum of alternative placements is available to meet the needs of children with disabilities. The continuum includes regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions. The continuum does not include sheltered workshops. *(34 CFR § 300.115; OAR 581-015-2000(33), OAR 407-025-0010(16), OAR 581-015-2245) and Executive Orders (13-04, 15-01)*
7. The district or ECSE program ensures the placement decision for each child with a disability, including a preschool child with a disability, is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, the placement options, and in conformity with the requirements of Least Restrictive Environment (LRE). In selecting the LRE, the district or ECSE program considers any potential harmful effect on the child or on the quality of services the child needs. The District or the ECSE program does not remove a child with a disability from education in age-appropriate regular classrooms solely because of needed modifications in the general education classroom. *(34 CFR § 300.116; ORS 343.161, ORS 343.164; OAR 581-015-2240 through OAR 581-015-2255)*
8. For children receiving Early Intervention/Early Childhood Special Education (EI/ECSE) services (birth to the age of eligibility for kindergarten), the district provides transportation as required by the child’s Individual Family Services Plan (IFSP) to access EI/ECSE services*. (ORS 343.533(2).*)
9. For children receiving ECSE services, the district participates in the IFSP meeting during the year before the child enters kindergarten to facilitate the child’s transition to school-age services. OSD, in collaboration with the school district, makes this statement. *(OAR 581-015-2825(1)(i)*
10. For children receiving special education services or children receiving EI/ECSE services, the district, and for preschool children, the EI/ECSE programs, have policies and procedures in effect to ensure that the district complies with State and Federal laws relating to the confidentiality of any personally identifiable data, information and records and protects the confidentiality of personally identifiable information, including at collection, storage, disclosure, and destruction stages. *(34 CFR §§ 300.610-300.626; OAR 581-015-2300, and 34 CFR §§ 99.1 to 99.38)*
11. The district cooperates in the efforts under Section 1308 of the Elementary and Secondary Education Act of 1965 (ESEA, as reauthorized by ESSA) to ensure the linkage of records pertaining to migratory children with a disability for the purpose of electronically exchanging, among the States, health and educational information regarding such children. *(34 CFR § 300.213)*
12. The district maintains records related to the location, identification, evaluation, placement of students with disabilities and the development and implementation of IEPs for periods required by the Education Department General Administrative Regulations (EDGAR), relocated to Uniform Grant Guidance, the Individuals with Disabilities Education Act, Oregon Archive rules, and the IDEA, incorporating FERPA. The district informs parents when personally identifiable information collected, maintained, or used under Part B is no longer needed to provide educational services to the child. If federal funds are involved, ORS 192.105 requires the federal records retention requirements to be observed. The District collects, stores, maintains, uses, and destroys personally identifiable information and education records of students with disabilities only in accordance with IDEA, incorporating FERPA. *(34 CFR §§300.610 – 300.627; 2 CFR, Part 200.33-34 , and 34 CFR § 76.301-731)*
13. The district retains program and fiscal records, for a minimum of five years after completion of the activities for which the IDEA or other federal funds were received, unless a longer time period is required by OAR 166-400-0060 or 34 CFR § 80.42. If any records request, litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the time period, the records must be retained until completion of the action and resolution of all issues which arise from it, or until the end of the specified time period, whichever is later. *(34 CFR §§300.610 – 300.627; 2 CFR, Part 200.33-34 , and 34 CFR § 76.301-731)*
14. The district makes available programmatic and fiscal information records to authorized representatives of ODE for the purpose of compliance verification. *(34 CFR § 99)*
15. Parentally Placed Private School Children (District and ECSE). The district in which the private school is located consults with administrators and parents of private schools prior to determining the provision of equitable special education services to children with disabilities enrolled by parents in non -profit private schools in the district. The consultation includes a discussion of child find, the calculation and availability of funding and services. The district assures it does not use proportionate share funds to pay the costs of child, evaluations, or re-evaluations for parentally placed private school children. In collaboration with ECSE programs, and as directed by ODE, the district in which the private school is located consults with administrators and parents of private schools to determine the provision of equitable services to children placed in private preschools that meet the state’s definition of an elementary school. *(34 CFR §§ 300.130 through 300.144 and OAR 581-015-2450 - 581-015-2510)*
16. Symbol to notate does not pertain to Oregon School for the Deaf.District or ECSE Placement in Private Schools. The district assures that a child with a disability who is placed in, or referred to, a private school or facility by the district is provided an education that meets the standards that apply to education in the State, including special education and related services, and has all of the rights of a child with a disability served by a public agency. Special education related services are provided in accordance with IEP or, for preschool children, an IFSP that meets the State’s requirements. *(34 CFR § 300.146;* 34 CFR § 300.320 through 300.325, ORS 343 221; OAR 581-015-2200 – OAR 581-015-2235,   *OAR 581-015-2260 - OAR 581-015-2295)*
17. Charter Schools. For purposes of carrying out IDEA Part B, all Oregon charter schools, regardless of location or sponsorship, are considered public schools of the district in which they are located. In carrying out Part B of IDEA with respect to charter schools, the district must in accordance with 34 CFR § 300.209(b)(1), ORS Chapter 338, and OAR 581-015-2075:
* Serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools under IDEA and applicable state law, including providing supplementary and related services on site at the charter school to the same extent to which the district has a policy or practice of providing such services on the site of its other public schools.
* Pursuant to ORS Chapter 338, the district in which a charter school is located is considered the resident district and is responsible for providing special education and related services to students with disabilities enrolled in charter schools.
* If the public charter school is a school of a district that receives funding under 34 CFR § 300.705 and includes other public schools, the district is responsible for ensuring that the requirements of Part 300 are met and the district must meet the requirements of 34 CFR § 300.209(b)(1).
* If the district has a practice of allocating IDEA Part B funds directly to its other public schools in the school district, it allocates funds directly to its charter schools on the same basis and same federal funds distribution schedule as to its other public schools, including proportional distribution based on relative enrollment of children with disabilities.

**Choose the statement** below that describes the District’s allocation of IDEA Part B funds:[ ]  The District provides special education and related services to the public schools of the district but **does not allocate** IDEA Part B funds directly to the public schools of the district,OR [ ]  The District provides special education and related services to the public schools of the district and **allocates** IDEA Part B funds directly to the public schools of the district, including public charter schools in the district.1. Use of Public Benefits or Insurance (such as Medicaid):
* If the district intends to use a child’s or family’s public benefits or insurance (such as Medicaid) to help pay for the provision of special education and related services, the District ensures that it first provides prior written notice explaining its intention and subsequently obtains informed written parental consent indicating that the parent understands and agrees to provide access the parent or child’s public insurance (Medicaid) and to release personally identifiable information to the state Medicaid agency for billing purposes. *(34 CFR § 300.154, (OAR 581-015-2090, 581-015-2310, and 581-015-2530)*
* The District provides comprehensive prior written notice annually after the first notice has been provided and written informed consent obtained. *(OAR 581-015-2090; 581-015-2310)*
* The District acknowledges that it cannot, and confirms that it does not, require a family to enroll in Medicaid or to authorize the use of its Medicaid benefits to help pay for special education services*. (34 CFR § 300.154; OAR 581-015-2530)*
1. The district assures that all district personnel, including sign language interpreters necessary to carry out Part B of the IDEA, are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities. The District takes measurable steps to hire appropriately trained personnel. (*34 CFR §§ 300.156-300.207 and Section 1212 of the ESEA (as reauthorized by ESSA*).
2. The district includes all public school children with disabilities in all state and district wide assessment programs, including assessments described under Section 1111 of the ESEA (as reauthorized by ESSA), with appropriate accommodations where necessary and as indicated in their respective individualized education programs. *(34 CFR § 300.320(a)(6))*
3. For districts that conduct district wide assessments, the district complies with the requirements for participation in assessments, for provision of accommodations, and for public reporting. (*20 USC 1412(a)(16)*)
4. The district prohibits its personnel, including other agency personnel or contractors, from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act, 21 USC 812(c), as a condition of attending school, receiving an evaluation or receiving service. *(34 CFR* *§ 300.174, 34 CFR §§ 300.300-300.311, and ORS 339.873)*
5. The district assures education equity and prevents the inappropriate over identification or disproportionate representation by race and ethnicity of children with disabilities in special education and in disciplinary removals, including suspension and expulsion, in total and by specific disability categories) *OSD collaborates with the district in making this assurance. (34 CFR 300.173; §§ 300.300 through 300.311, 34 CFR 300.646 – 300.647, ORS 343.146, ORS 343.157, and ORS 343.164; OAR 581-015-2080 – OAR 581-015-2190*
6. The district and EI/ECSE program comply in a timely manner with any corrective actions required by ODE under its general supervision authority, including but not limited to due process orders issued by the Office of Administrative Hearings, state complaint resolution processes, and Systems Performance Review & Improvement (SPR&I). The district ensures that identified noncompliance with IDEA is corrected as soon as possible, and not later than one year after the State’s identification of the noncompliance. *(34* *CFR § 300.600; OAR 581-015-2030; 581-015- 2340 – 581-015-2375)*
7. The district’s programs and activities for students with disabilities under the IDEA meet the requirements of Title II of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. OSD, in collaboration with the school district, makes this statement.
8. The district adopts the National Instructional Materials Accessibility Standard (NIMAS) for the purposes of providing instructional materials to blind persons or other persons with print disabilities in a timely manner in accordance. The district separately assures that all instructional materials are provided in a timely manner to blind persons or others with print disabilities. (34 *CFR § 300.172, OAR 581-015-2060; OAR 581-022-1640)*

**REQUIRED ACTION:**[ ]  OPTION 1:As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the district enters into a written contract with the publisher of the print instructional materials to:* require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the NIMAC, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or
* purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.

[ ]  OPTION 2:The district has chosen not to enter into a written contract with the publisher that requires the publisher to provide electronic files of print instructional materials to the National Instructional Materials Access Center (NIMAC), but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.**If a charter school is located within the district, also check Option 3 or 4 below.**[ ]  OPTION 3: Charter SchoolsAs part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the charter school(s) located in the district, and listed below, enter into a written contract with the publisher of the print instructional materials - * to require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center (NIMAC), electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or
* to purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats

The following charter schools in the district comply with Option 3:

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[ ]  OPTION 4: Charter SchoolsThe charter school(s) located in the district, and listed below, has (have) chosen not to enter into a written contract with the publisher that requires the publisher to provide electronic files of print instructional materials to the NIMAC, but assure(s) that it (they) will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.The following charter schools in the district comply with Option 4:

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| By signing this Statement of Assurances, the District assures that it will operate in accordance with all the requirements of IDEA and related federal and state laws and regulations throughout the period of the grant award. Each district should carefully read and review the IDEA statute and regulations, and the state statutes, regulations and Executive Orders (13-04, 15-01) related to this Statement of Assurances.**REQUIRED ACTION*** On behalf of the District, submit the Statement of Assurances with original signature.
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|  |  |  |  |  |
|  |  *(4 Digit Institution ID)* |  | *(Agency Name)* |  |
| **Statement:**I, the undersigned authorized official of the above agency, am designated to submit this application for FFY 2019 funds under Part B of the Individuals with Disabilities Education Act (IDEA). |
| **Signature Required:** |  |  |  |  |
| *(Name of Authorized Representative)* | *(Title of Authorized Representative)* |
|  |  |
| *(Signature of Authorized Representative)* | *(Date)* |
| **Maintenance of Financial Support Signature:** |  |  |  |  |
| *(Name of Authorized Fiscal Representative)* | *(Title of Authorized Fiscal Representative)* |
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| *(Signature of Authorized Fiscal Representative)* | *(Date)* |

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| **EMAIL or MAIL completed and signed Application to:**Email (preferred): ODE.IDEAAssurances@ode.state.or.usMary AichlmayrOffice of Student ServicesOregon Department of Education255 Capitol Street NESalem, Oregon 97310-0203 | **ODE Use Only** |
| Date certified: |  |
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| Certified by: |  |
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1. 34 CFR §300.220 [↑](#footnote-ref-1)
2. Oregon School for the Deaf (OSD) makes these assurances in conjunction with the school district in which its students’ parents reside, unless otherwise noted or designated as does not apply by the following symbol: *(ORS Chapter 346 and OAR Chapter 581, Division 016)* [↑](#footnote-ref-2)
3. This is a new item related to IDEA’s Maintenance of Effort regulation. 34 CFR § 300.203, effective July 2015. [↑](#footnote-ref-3)
4. Cited from the Center for IDEA Fiscal Reporting (CIFR), *Coordinated Early Intervening Resources, Step-by-Step.*

5 Not to exceed 15% of Section 611 and 15% of Section 619 funds. [↑](#footnote-ref-4)