

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS:

1. 11C001

Please return to:

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

A) Name and Address of Eligible Applicant:

Brevard County District School Board
2700 JUDGE FRAN JAMIESON WAY
VIERA, FL 32940

DOE USE ONLY

Date Received

B) Applicant Contact Information

Contact Name: Sue Carver, ESE Program Support

Telephone Number: 321-633-1000

Mailing Address: Brevard Public Schools Viera, FL

Fax Number: 321-631-3589

E-mail Address: carver.sue@brevardschools.org

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Funds (DOE USE ONLY):
1. IDEA Part B, Entitlement	050-2631A-1CB01	\$15,637,559.00	

CERTIFICATION

I, Dr. Brian T. Binggeli, Superintendent do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head



**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
IDEA Part B, Entitlement**

A) NAME OF ELIGIBLE RECIPIENT: **Brevard County District School Board**

B) Project Number (DOE USE ONLY): **050-2631A-1CB01**

E) TAPS Number 11C001

count	Program Set-Aside Code	Activity	Function	Object	Account Title and Description	FTE	Amount
1	I-1	Provide substitute funds to allow Basic Education teachers to participate in Professional Development	5100	100	<u>Salaries</u> Provide substitute funds to allow Basic Education teachers to attend district-wide in-services/trainings and staff development related to Response to Intervention support in Tiers 2 & 3.	0.100	\$1,000.00
2	N/A	Provide salaries for ESE classroom assistants and behavior technicians	5200	100	<u>Salaries</u> One hundred and seventy-five (175) classroom assistants and nine(9)behavior technicians to work with students with disabilities.	92.000	\$2,666,337.00
3	N/A	Provide salaries to support ESE teachers working with VE students	5200	100	<u>Salaries</u> for four (4.0) teacher units to reduce class size in Varying Exceptionalities classrooms.	4.000	\$157,725.00
4	N/A	Provide salaries for Substitute teaching staff	5200	100	<u>Salaries</u> Substitute funds to allow ESE teachers to attend district-wide in-service/trainings and staff development related to serving the needs of students with disabilities.	1.000	\$24,000.00
5	I-2	Provide salaries for Speech/Language Pathologists and ESE Instructional Staff	5200	100	<u>Salaries</u> for Speech/Language Pathologists/ESE Instructional Staff to serve directly students with disabilities in parentally placed private schools.	8.000	\$345,317.00
6	I-2	Provide benefits for Speech/Language Pathologists and ESE Instructional Staff	5200	200	<u>Employee Benefits</u> for Speech/Language Pathologists/ESE Instructional Staff to serve directly students with disabilities in parentally placed private schools.	0.000	\$113,439.00
7	N/A	Provide benefits for ESE teachers	5200	200	<u>Employee Benefits</u> for teachers working directly with students with disabilities in the classroom.	0.000	\$53,991.00
8	N/A	Provide benefits for classroom assistants	5200	200	<u>Employee Benefits</u> for classroom instructional	0.000	\$1,581,110.00

		and behavior technicians			assistants/behavior technicians who serve students with disabilities.		
9	N/A	Provide contractual services to support Exceptional Student Education	5200	310	<u>Professional and Technical Services</u> Purchase of professional services from local agencies for paid and non-paid job site development, placement and follow along services for students with disabilities, to include Recording for the Blind & Dyslexic (RFB&D), Behavior Services of Brevard, OT/PT contractual services, additional purchase of services for Assistive Technology, Audiology, Project Success and Project LEAP to service students with disabilities and students in a DJJ education program.	17.000	\$451,228.00
10	I-2	Provide instructional materials and supplies to support ESE classroom environments	5200	511	Purchase materials, supplies and curriculum for new and existing classroom for students with disabilities in Parentally Placed Private School classroom environments.	0.000	\$218,993.00
11	N/A	Provide instructional materials and supplies to support Exceptional Student Education	5200	511	Purchase materials, supplies and curriculum for new and existing classrooms for students with disabilities.	0.000	\$123,042.00
12	N/A	Provide technology equipment for Exceptional Student Education	5200	640	<u>Furniture, Fixtures and Equipment</u> computers and software for new and existing classes for students with disabilities and for teachers supporting these students.	0.000	\$40,000.00
13	I-2	Provide technology equipment for Exceptional Student Education	5200	640	<u>Furniture, Fixtures and Equipment</u> Computers and software for new and existing classes for student with disabilities and for teachers supporting these students in Parentally Placed Private Schools.	0.000	\$100,000.00
14	N/A	Provide salaries for Social Workers to support Exceptional Student Education	6110	100	<u>Salaries</u> Eight (8) exceptional education social workers providing parent support and contact and student social histories and other non-academic activities; i.e., referrals to agencies necessary to implement needed programs and services to all categories of students with disabilities, ages 0-22. Supplements are included.	8.000	\$442,437.00

15	N/A	Provide benefits for Social Workers to support Exceptional Student Education	6110	200	<u>Employee Benefits</u> for eight (8) social workers of students with disabilities.	0.000	\$131,187.00
16	N/A	Provide salaries for Guidance Counselors to work with Students with Disabilities	6120	100	<u>Salaries</u> for nineteen (19) guidance counselors dedicated exclusively to working with our students with disabilities at secondary middle and high schools.	19.000	\$971,176.00
17	N/A	Provide benefits for Guidance Counselors to work with Students with Disabilities	6120	200	<u>Employee Benefits</u> for nineteen (19) guidance counselors dedicated exclusively to working with our students with disabilities at secondary middle and high schools.	0.000	\$297,021.00
18	N/A	Provide salaries for Child Find Specialists (Resource Teachers) to provide services for Students with Disabilities	6130	100	<u>Salaries</u> Fractionalized salaries for two (2) Child Find Specialists/Resource Teacher (.75 + .30) to assess and identify the needs of students with potential disabilities. Also includes supplement.	1.050	\$64,135.00
19	N/A	Provide salary for Audiologist to provide services for Students with Disabilities	6130	100	<u>Salaries</u> One audiologist to test/assess and identify students with disabilities.	1.000	\$61,550.00
20	N/A	Provide benefits for Audiologist to provide services for Students with Disabilities	6130	200	<u>Employee Benefits</u> for one audiologist.	0.000	\$17,540.00
21	N/A	Provide benefits for Child Find Specialists (Resource Teachers) to provide services for Students with Disabilities	6130	200	<u>Employee Benefits</u> for Child Find Specialists/Resource Teachers(1.05).	0.000	\$18,327.00
22	N/A	Provide Professional Services to serve the medical needs of Students with Disabilities	6130	310	<u>Professional and Technical Services</u> Purchase of Professional services from Brevard County Health Department for nurses to serve the medical needs of students with disabilities in schools, as well as Diagnostic Services for students with disabilities.	59.000	\$1,600,000.00
23	N/A	Provide salaries for Psychologists and Mental health Practitioners or Technicians to support the Exceptional Student Education Program.	6140	100	<u>Salaries</u> Eleven (11) psychologists and three (3) mental health practitioners/techs to identify and evaluate any potential student with a disability. Includes supplement for psychologist coordinator.	14.000	\$831,613.00
24	N/A	Provide benefits for Psychologists and	6140	200	<u>Employee Benefits</u> for 11 psychologists and 3 mental	0.000	\$239,301.00

		Mental health Practitioners or Technicians to support the Exceptional Student Education Program.			practitioners/techs of students with disabilities.		
25	N/A	Provide salary for Exceptional Student Education administration	6300	100	<u>Salaries</u> for one (1) exceptional education administrator to pay 50% of the salary for the Director of ESE Program Support and 50% of the salary for the Director of Administrative Support. The Operating Budget pays the remaining 50 percent for each salary. These two positions support both the program and administrative function of ESE.	1.000	\$80,012.00
26	N/A	Provide salaries for office/school Support Staff for Exceptional Student Education	6300	100	<u>Salaries</u> Six and one-half (6.5) secretarial/clerk typist units necessary to assist ESE staff.	6.500	\$232,791.00
27	N/A	Provide salaries for Resource Teachers, Staffing Specialists, Language Diagnostician, Adult Education Specialists and ESE Specialists	6300	100	<u>Salaries</u> for nine and 4/10 (9.4) resource teacher units for program development, twenty-five (25) staffing specialists, one (1) language diagnostician, two (2) adult education specialists (.853) and two (2) ESE specialists as necessary to increase the quality of direct or indirect services to students with disabilities in all categories of exceptional education programs. Includes supplements for resource teachers, staffing specialists and language diagnostician.	38.250	\$2,294,741.00
28	N/A	Provide salaries for Behavior Analyst support to Students with Disabilities	6300	100	<u>Salaries</u> for six (6) Behavior Analysts to work with students with disabilities, their schools and parents. These Behavior Analysts develop behavior plans for students with behavior issues so they can better access the learning environment.	6.000	\$298,210.00
29	I-2	Provide salaries for office/school Support Staff for Exceptional Student Education	6300	100	<u>Salaries</u> One (1) District Office Secretary to support administrative duties associated with students with disabilities /McKay program for those placed in Private Schools.	1.000	\$26,476.00
30	I-2	Provide Salary and Supplement for Staffing Specialist to support Students with	6300	100	<u>Salaries</u> for one (1) Staffing Specialist supporting students with disabilities in Parentally Placed Private	1.000	\$50,367.00

		Disabilities			Schools. Includes Supplement.		
31	I-1	Provide compensation for Basic Education Teachers for professional development	6300	100	<u>Salaries</u> Compensation for Basic Education Teachers to attend Response to Intervention (Rtl) training after school day/year.	0.100	\$840.00
32	I-1	Provide benefits for Basic Education Teachers for professional development	6300	200	<u>Employee Benefits</u> for Basic Education Teachers to attend Response to Intervention (Rtl) training.	0.000	\$160.00
33	I-2	Provide benefits for Staffing Specialist to support Exceptional Student Education	6300	200	<u>Employee Benefits</u> for one (1) Staffing Specialist to support Students with Disabilities in Parentally Placed Private Schools.	0.000	\$15,497.00
34	I-2	Provide benefits for Classified Support Staff for Exceptional Student Education	6300	200	<u>Employee Benefits</u> for one(1) District Office Secretary to support administrative duties associated with students with disabilities /McKay program for those placed in Private Schools.	0.000	\$11,130.00
35	N/A	Provide benefits for Behavior Analyst support to Students with Disabilities	6300	200	<u>Employee Benefits</u> for six (6) Behavior Analysts to serve students with disabilities.	0.000	\$92,247.00
36	N/A	Provide benefits for Exceptional Student Education administration	6300	200	<u>Employee Benefits</u> for one (1) exceptional education administrator to pay 50% of the salary for the Director of ESE Program Support and 50% of the salary for the Director of Administrative Support. The Operating Budget pays the remaining 50 percent for each salary. These two positions support both the program and staffing function of ESE.	0.000	\$20,913.00
37	N/A	Provide benefits for Resource Teachers, Staffing Specialists, Language Diagnostician, Adult Education Specialists and ESE Specialists	6300	200	<u>Employee Benefits</u> for resource teachers, staffing specialists, language diagnostician, adult education specialist and two (2) ESE specialists.	0.000	\$659,114.00
38	N/A	Provide benefits for ESE Classified Support Staff	6300	200	<u>Employee Benefits</u> for office/school Classified Support Staff to support Exceptional Student Education.	0.000	\$83,438.00
39	N/A	Provide professional services to better serve the needs of Students with Disabilities and their families	6300	310	<u>Professional and Technical Services</u> Purchase of professional services for consultation and services as needed, to include Family Liaison Project, to provide	2.000	\$136,050.00

					support to students and staff working with students with disabilities.		
40	I-1	Purchase of professional services to support Response to Intervention workshops/training	6300	310	<u>Professional and Technical Services</u> Provide contracted services agreements to support professional development for basic education teachers who work with students identified as Tiers 2 & 3.	0.000	\$1,000.00
41	I-2	Provide In and Out of County Travel for Staff Who Serve Exceptional Student Education students and programs	6300	330	<u>Travel</u> In and Out of County for District-level staff; In-County travel for Itinerant Teachers and Therapists, Social Workers, Psychologists and Resource Teachers to and from Parentally Placed Private Schools in order to serve Students with Disabilities.	0.000	\$15,000.00
42	N/A	Provide In and Out of County Travel for Staff Who Serve Exceptional Student Education students and programs	6300	330	<u>Travel</u> In and Out-of-County for District-level staff. In-County travel for Itinerant Teachers and Therapists, Social Workers, Psychologists, Resource Teachers to/from school sites - approximately \$146,000 designated; Out-of-county training is limited to \$1000.	0.000	\$147,000.00
43	N/A	Provide and maintain technology software for IEPs and Reporting	6300	356	Maintenance and warranty contracts to include Excent software which is our automated IEP vendor to assist ESE teachers to more efficiently develop IEPs, thus increasing their time with students with disabilities.	0.000	\$97,181.00
44	N/A	Provide rental equipment/facilities to support Exceptional Student Education	6300	360	<u>Rentals</u> Rental of equipment and facilities to support district personnel working with exceptional student education.	0.000	\$10,000.00
45	N/A	Provide access to copying services that support Exceptional Student Education	6300	390	<u>Other Purchased Services</u> Printing of district documents and curriculum products to support programs for students with disabilities.	0.000	\$12,000.00
46	I-2	Provide access to copying services that support Exceptional Student Education	6300	390	<u>Other Purchased Services</u> Printing of district documents and curriculum products to support programs for students with disabilities in Parentally Placed Private Schools.	0.000	\$2,000.00
47	I-2	Provide materials required by District-level staff in supporting	6300	511	Materials: folders, notebooks, printed materials/manuals, copies of	0.000	\$20,000.00

		Exceptional Student Education students and program needs			training & assessment materials, copier costs, printer cartridges, writing materials, etc. for district level personnel to conduct activities such as IEP meetings, Child Study Reviews, ESE program development for classrooms, observations and other support required for coordination of services to students with disabilities in Parentally Placed Private Schools.		
48	N/A	Provide materials required by District-level staff in supporting Exceptional Student Education students and program needs	6300	511	Materials: folders, notebooks, printed materials/manuals, copies of training & assessment materials, copier costs, printer cartridges, writing materials, etc. for district level personnel to conduct activities such as IEP meetings, Child Study Reviews, ESE program development for classrooms, observations and other support required for coordination of services to students with disabilities.	0.000	\$76,000.00
49	N/A	Provide technology equipment and services to support Exceptional Student Education	6300	640	<u>Furniture, Fixtures and Equipment</u> Replacement Laptop computers, desktop printers, Audio Visual aids, copier services that are necessary for district personnel to support initiatives directly related to coordination of services to students with disabilities attending Brevard Public Schools.	0.000	\$30,000.00
50	N/A	Provide salary for Teacher Trainer to support Exceptional Student Education Programs	6400	100	<u>Salaries</u> for one (1) teacher trainer to support district level ESE personnel.	1.000	\$46,999.00
51	N/A	Provide benefits for Teacher Trainer to support Exceptional Student Education Programs	6400	200	<u>Employee Benefits</u> for one (1) teacher trainer.	0.000	\$14,880.00
52	I-2	Estimated Indirect Cost	7200	799	Estimated Indirect Cost set aside for Proportionate Share administrative operating costs of the LEA.	0.000	\$25,000.00
53	N/A	Estimated Indirect Cost	7200	799	Estimated Indirect Cost associated with the operation of the LEA.	0.000	\$500,000.00

54	N/A	Provide salary for ESE Transportation Coordinator	7800	100	Salaries Transportation Coordinator to meet the transportation needs of students with disabilities and comply with IDEA.	1.000	\$58,975.00
55	N/A	Provide salary for ESE Transportation Coordinator	7800	200	Employee Benefits for Transportation Coordinator to facilitate accessible transportation for students with disabilities.	0.000	\$17,069.00
56	N/A	Provide transportation services to students with disabilities	7800	794	Transportation of students with disabilities from on-the-job training, audiological services, Special Olympics and non-paid work experience.	0.000	\$5,000.00
57	N/A	Provide Personal Data Assistants (PDAs) to support Exceptional Student Education Programs	7900	370	Communications Personal Data Assistants (PDAs) for selected program staff, mental health counselors and the ESE administrators to be used for e-mail, calendar scheduling and phone services between sites.	0.000	\$6,500.00
58	I-2	Provide Personal Data Assistants (PDAs) to support Exceptional Student Education Programs	7900	370	Communications Personal Data Assistants (PDAs) for selected program staff, mental health counselors and the ESE administrators to be used for e-mail, calendar scheduling and phone services between Parentally Placed Private School sites.	0.000	\$500.00
Totals:						282.000	\$15,637,559.00

Set-aside Totals:	
Set-Aside	Total
I-1	\$3,000.00
I-2	\$943,719.00



DOE 101

Dr. Eric J. Smith,
Commissioner

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS:

1. 11C002

Please return to:

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

A) Name and Address of Eligible Applicant:

Brevard County District School Board
2700 JUDGE FRAN JAMIESON WAY
VIERA, FL 32940

DOE USE ONLY

Date Received

B) Applicant Contact Information

Contact Name: Sue Carver, ESE Program Support

Telephone Number: 321-633-1000

Mailing Address: Brevard Public Schools Viera, FL

Fax Number: 321-631-3589

E-mail Address: carver.sue@brevardschools.org

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Funds (DOE USE ONLY):
1. IDEA Part B, Preschool	050-2671A-1CP01	\$478,627.00	

CERTIFICATION

I, Dr. Brian T. Binggeli, Superintendent do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head



**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
IDEA Part B, Preschool**

A) NAME OF ELIGIBLE RECIPIENT: **Brevard County District School Board**
B) Project Number (DOE USE ONLY): **050-2671A-1CP01**

E) TAPS Number 11C002

count	Program Set-Aside Code	Activity	Function	Object	Account Title and Description	FTE	Amount
1	N/A	Materials and Supplies for preschool classrooms	5200	511	Materials and supplies for preschool classrooms providing services to students with disabilities.	0.000	\$7,182.00
2	N/A	Salary for Child Find Specialist	6130	121	Salary for Child Find Specialist(.7) to screen and refer potential preschool students with disabilities. Includes Supplement.	0.700	\$37,685.00
3	N/A	Benefits for (.7) Child Find Specialist	6130	200	<u>Employee Benefits</u> for Child Find Specialist to screen and refer potential preschool students with disabilities.	0.000	\$11,291.00
4	N/A	In-County travel for Child Find Specialist	6130	330	<u>Travel</u> to support Child Find Specialist to and from various sites to screen and refer potential preschool students with disabilities.	0.000	\$1,500.00
5	N/A	Salary for School Psychologist	6140	100	<u>Salaries</u> for School Psychologist to administer testing to potential preschool students with disabilities.	1.000	\$66,649.00
6	N/A	Benefits for School Psychologist	6140	200	<u>Employee Benefits</u> for School Psychologist to administer testing to potential preschool students with disabilities.	0.000	\$18,471.00
7	N/A	In-County travel for School Psychologist	6140	330	<u>Travel</u> for School Psychologist to and from various sites to administer testing to potential preschool students with disabilities.	0.000	\$3,000.00
8	N/A	Salaries for Preschool Resource Teacher, Staffing Specialist and Language Diagnostician, and Support staff	6300	100	<u>Salaries</u> for one (.60) Resource Teacher for preschool, two (2) Staffing Specialists, one (1) Language Diagnostician and one (.5) secretary; includes Supplements for Resource Teacher, Language Diagnostician, Staffing Specialists to serve students with disabilities.	4.100	\$231,701.00
9	N/A	Benefits for Preschool Resource Teacher, Staffing Specialist and	6300	200	<u>Employee Benefits</u> for one (.60) Resource Teacher for preschool, two (2) Staffing Specialists, one (1) Language Diagnostician and	0.000	\$68,148.00

		Language Diagnostician, and Support staff			one (.5) secretary to serve students with disabilities.		
10	N/A	In-County travel for Preschool Resource Teacher, Staffing Specialists and Language Diagnostician	6300	330	Travel for one (.60) Resource Teacher for preschool, two (2) Staffing Specialists, one (1) Language Diagnostician to and from various sties to evaluate students with disabilities.	0.000	\$4,000.00
11	N/A	Purchase of materials and supplies for preschool	6300	511	Purchase of materials, supplies and testing materials for district level personnel such as Battell Developmental Inventory-2 Protocols, Achievement tests and various screening materials. to serve students with disabilities.	0.000	\$2,000.00
12	N/A	Indirect Costs	7200	790	<u>Miscellaneous Expenses</u> Estimated indirect costs for 2010-11.	0.000	\$27,000.00
Totals:						5.800	\$478,627.00

DOE 101



Dr. Eric J. Smith, Commissioner

GENERAL AND IDEA SPECIAL ASSURANCES
District: Brevard County District School Board

Child Find

agreed

In accordance with 20 U.S.C. 1412(a)(3), districts shall ensure that all children residing within its jurisdiction, including children with disabilities who are homeless or are wards of the state and children with disabilities attending private schools, 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.

(1) Carry out screening, referral, and student evaluation procedures as required by Rules 6A-6.03027, 6A-03028, 6A-030281, 6A-03029, 6A-6.03030, 6A-6.03031, and 6A-6.0331, FAC, and as described in the currently approved Special Programs and Procedures for Providing Special Programs for Exceptional Students ensuring that all children residing within the jurisdiction of the district and who are in need of special education and related services are identified, located, and evaluated. These procedures will be carried out in collaboration with the Florida Diagnostic and Learning Resources System (FDLRS), as specified for this district/agency in the approved IDEA, Part B Child Find Implementation Plan.

(2) Actively participate in the planning, implementation, and evaluation of the Florida Diagnostic and Learning Resources System (FDLRS) **Brevard**, consistent with Workslope Function A, "Child Find."

(3) Cooperate in IDEA, Part C, child find activities to ensure that all infants and toddlers with disabilities, ages birth through two, are identified, located, and evaluated, and receive appropriate transition services.

Free and Appropriate Public Education (FAPE)

agreed

In accordance with 20 U.S.C. 1412 (a)(1), a free appropriate public education is available to all children with disabilities residing in the school district between the ages of 3-21, inclusive, including children with disabilities who have been suspended or expelled, and/or are being served in an alternative program. Also in accordance with §1003.52, Florida Statutes, provision of services includes appropriate program of instruction and special education services for students with disabilities in Department of Juvenile Justice (DJJ) programs.

Full Educational Opportunity Goal

agreed

A goal of providing full educational opportunity to all children with disabilities according to 20 U.S.C. 1412(a)(2) and as stated in Florida's State Improvement Plan is supported and endorsed by the district.

Personnel Development

agreed

All personnel necessary to carry out IDEA, Part B are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities as noted in 20 U.S.C. 1412(a)(14). In addition, the following procedures shall be implemented:
Actively participate in the planning, implementation, and evaluation of inservice training activities conducted by the Florida Diagnostic and Learning Resources System **FDLRS** Same as above, which has responsibility for personnel development and for the documentation, maintenance of program records, and reporting in accordance with FDLRS requirements of exceptional student inservice training activities conducted within the district.

Procedural Safeguards

agreed

Policies and procedures have been adopted which provide procedural safeguards for children with disabilities and their parents with respect to the provision of a free appropriate public education as required by 20 U.S.C. 1415 and in accordance with U.S.C. 1412(a)(6).

Least Restricted Environment

agreed

In accordance with 20 U.S.C. 1412(a)(5) 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.

Use of Funds and Maintenance of Effort (MOE)

agreed

Assures compliance with federal regulations as specified in Project Application and Amendment Procedures for Federal and State Programs Administered by the Florida Department of Education, "Green Book," and with 20 U.S.C. 1413 (a)(2)(A)(i)-(iii) that funds

- shall be used only to pay the excess costs of providing special education and related services to children with disabilities;
- shall be used to supplement state, local, and other federal funds and not to supplant such funds; and
- shall not be used to reduce the level of expenditures for the education of children with disabilities made by the district from local funds below the level of expenditures for the preceding fiscal year.

Annual Reporting of Children Served

agreed

Assures compliance with 20 U.S.C. 1418 (a)(1)(A) to provide to the Department of Education an accurate unduplicated count of children with disabilities served by the school district on date certain of the October survey period. Any subsequent adjustments shall be made within the nine-month period following the specified collection date.

Confidentiality of Information

agreed

Assures compliance with 20 U.S.C. 1412 (a)(8) and federal regulations as specified in the "Green Book," with regard to confidentiality of personally identifiable information.

Adjustment to Local Fiscal Effort

agreed

Districts are permitted to reduce the level of expenditures from state and local funds for children with disabilities by up to 50% of the increase in Part B funds which exceeds the amount of Part B funds received the previous fiscal year. If this option is employed, districts must be careful to ensure that this reduction in general revenue expenditures will not adversely affect their ability to provide children with disabilities a free appropriate public education. NOTE: The amount of funds expended by the district for "early intervening services" shall count toward the maximum amount of expenditures the district may reduce under this flexibility rule. (20 U.S.C. 1413 (a)(2)(C)(i))

Coordination with Elementary and Secondary Education Act of 1965

agreed

Funds used to carry out coordinated early intervening services may also be aligned with activities funded by and carried out under the ESEA of 1965, if such funds are used to supplement and not supplant funds made available under ESEA of 1965. (20 U.S.C. 1413 (f)(5))

National Instructional Materials Access Center:

agreed

Assures compliance with 20 U.S.C. 1413 (a)(6), to provide instructional materials to blind persons or other persons with print disabilities in a timely manner. Instructional materials may be purchased through the National Instructional Materials Access Center (NIMAC) in the same manner and conditions as authorized by the state. Districts may choose not to coordinate with the NIMAC, but must ensure that children with disabilities who need instructional materials in accessible formats receive those materials in a timely manner.

IDEA Assurances Private Schools and Charter Schools
District: Brevard County District School Board

Children with Disabilities Enrolled by Their Parents in Private Schools

agreed

Assures compliance with 20 U.S.C. 1412 (a)(10), as follows:

- Child find activities to locate, identify, and evaluate all parentally-placed private school children with disabilities shall be similar to those activities undertaken for public school children and designed to ensure the equitable participation of parentally-placed private school children with disabilities.
- Consultation with representatives of private schools shall be undertaken in a timely and meaningful manner to determine the number of parentally-placed private school children with disabilities. This child count shall be used to determine the amount the district shall expend for providing special education and related services to private school children with disabilities in the subsequent fiscal year.
- A proportionate share of the district's total annual award under IDEA, Part B, and IDEA, Part B, Preschool shall be expended on special education and related services for parentally-placed private school children. Expenditures for child find activities, including individual evaluations, shall not be considered when determining whether the district has met its obligation.
NOTE: Total proportionate share is calculated by multiplying the total district allocation by the ratio of eligible private school students to the total number of eligible private and public students. (IDEA, Part B, and IDEA, Part B, Preschool amounts are calculated separately using the student count by eligible age group.)
- On an annual basis each district shall provide to the Florida Department of Education the number of parentally-placed private school children evaluated, determined eligible, and served under IDEA.
- The consultation process shall include a discussion with representatives of the private schools regarding the provision of services, including how, where, and by whom special education and related services will be provided. If the district disagrees with the private school officials with respect to the provision of services or types of services, the school district shall provide to the private school officials written explanation of the reasons why the district chose not to provide services through a contract.
- After timely and meaningful consultation has occurred, school districts shall obtain written affirmation signed by the representatives of participating private schools. If representatives do not provide affirmation within a reasonable length of time, the district shall forward documentation of the consultation process to the Florida Department of Education.

Treatment of Charter Schools

agreed

Assures compliance with 20 U.S.C. 1413 (a)(5), as follows:

- School districts shall ensure that children with disabilities attending charter schools are served in the same manner as it serves children with disabilities in its other schools, including providing supplementary and related services onsite at the charter school to the same extent to which the district has a policy or practice of providing such services onsite to its other public schools.
- School districts shall provide IDEA funds to charter schools on the same basis as it provides funds to the district's other public schools, including proportional distribution based on relative enrollment of children with disabilities, and at the same time other federal funds are distributed to the district's other public schools, consistent with the state's charter school law.

Schoolwide Programs Under Title I of the ESEA

District: Brevard County District School Board

Funds may be used to carry out a schoolwide program under section 1114 of the ESEA of 1965, according to 20 U.S.C. 1413 (a)(2)(D). Funds shall not exceed the number of children with disabilities participating in the schoolwide program multiplied by the amount of funds allocated for the fiscal year divided by the number of children with disabilities in the district:

Response:

N/A

Parent Involvement and Participation

District: Brevard County District School Board

Instructions: Review the statements below and place a check mark next to all applicable statements that best describe your district's or agency's efforts to ensure (A) Parent Involvement and (B) Parent Participation.

A. Parents of children with disabilities are involved in meeting the full educational opportunity goal through the following activities:

- Participation on district advisory committee.
- Participation on school advisory committees.
- Attendance at meetings where information regarding rules and regulations are discussed.
- Attendance at meetings where instructional strategies are shared.
- Participation in the evaluation, reevaluation, and eligibility processes.
- Participation in the IEP/family support plan development and review process.
- Participation in classroom activities.
- Participation in family support meetings or activities.
- Participation in group or individual parent conferences or meetings.
- Participation in any group that makes decisions on the educational placement of their child.
- Appraisal of school board agenda items through the public notice process.
- Assistance in evaluating program effectiveness.
- Other:

B. Parents of children with disabilities were provided the opportunity to participate in the development of the project application through the following methods:

- Parents were specifically requested to offer suggestions for project planning during classroom activities or during the IEP development process.
- A questionnaire, requesting suggestions for project planning, was mailed to parents.
- Participants on the district advisory council (including parents) provided suggestions for project development.
- Suggestions for project development were solicited from school improvement team members representing parents.
- Public notice was provided to solicit parental input in project development through newspaper notices, memoranda, telephone calls, or individual letters.
- Other:

Benefits to Nondisabled Students

Services and aids that also benefit nondisabled children. Funds may be used for the costs of providing

special education and related services, and supplementary aids and services provided in a regular class or other education-related setting to a child with a disability in accordance with the child's IEP, where nondisabled children benefit from these services. Identify services and aids where a nondisabled child may derive incidental benefit. (20 U.S.C. 1413(a)(4)(A)(i))

Response:

The benefit of the funded services and supports to non-disabled students is tremendous. As Brevard has moved closer to Inclusion in all schools, Professional Development has been offered through the IDEA Grant. Examples of Professional Development activities planned for 2010-11 include the continuation of non-violent Crisis Intervention training (CPI) to all our schools, Differentiated Instruction and ESE Classroom Strategies, training for motor lab programs created to support the developmental, motor, sensory and academic growth of students with disabilities, technology training and support for maintaining student data and Quality IEPs through such programs as Excent. Basic education teachers will be invited to attend and will benefit from these Professional Development activities that are routinely provided to Exceptional Student Education teachers. Through Professional Development all teachers will learn strategies that help all children, not just students with disabilities. Therefore, non-disabled students will be provided enhanced instructional skills by their teachers. The purchase of adaptive/assistive devices for classrooms not only will be used by students with disabilities, but the non-disabled students may take full advantage of any of the materials and equipment that may be placed in a basic education classroom. Examples of materials and supplies that will be purchased in 2010-2011 are Recordings for the Blind and Dyslexic (RFB&D), FM systems/listening devices, PAC Mate Portable Braille Technology, Mini Mo's communication devices for non-verbal students, Dragon Speak dictation software and JAWS for visually impaired students. If these pieces of equipment in the classrooms will benefit a non disabled student, it could be utilized at times it is not being used by the student for which it was intended. Support staff paid through IDEA include eight (8) social workers, eleven (11) psychologists, six (6) behavior analysts, three (3) mental health practitioners and nineteen (19) ESE guidance counselors. The involvement of these professionals at Individual Problem Solving Team (IPST) (aka Child Study Team) meetings at schools will provide valuable recommendations and strategies that school staff may use before making referrals for ESE evaluations. Additional Instructional Assistants/PCA and IASA's (175), who are funded through the IDEA Grant, lower student to adult ratios in classrooms, thus providing the opportunity for intensive individual instruction to all students. Additional teacher units (4) and Speech/Language Pathologists (7) will continue to support a co-teaching model in regular education classrooms, again providing all students the benefit of a Highly Qualified core subject teacher and a Highly Qualified ESE teacher, planning together to deliver instruction. A portion of School Health Nurses will continue to be funded for schools. Having a nurse on campus continues to offer minor medical care for students with disabilities and incidentally for the non-disabled students at the school.

Coordinated Early Intervening Services (Required)

Coordinated Early Intervening Services (Required). When an LEA has been determined to have significantly disproportionate data by race/ethnicity with respect to the 1) identification of children with disabilities, 2) placement of these children in particular educational settings, and 3) disciplinary actions, including suspensions and expulsions, the SEA must require that the district reserve the maximum allowed for intervening services (15%) to provide comprehensive coordinated early intervening services to serve children in the LEA, particularly, but not exclusively, children in those groups that were significantly overidentified. LEAs must publicly report on the revision of policies, practices, and procedures with respect to identification, placement, and disciplinary actions taken of these children. (Note: Districts for whom this applies have been notified about this requirement.) Describe use of funds, if applicable. (20 U.S.C.1418 (d)(2))

Response:

N/A

Coordinated Early Intervening Services (Voluntary)

Coordinated Early Intervening Services (Voluntary). No more than 15% of funds may be used to develop

and implement activities that support coordinated early intervening services for students in grades K-12 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. In addition to direct services to students, activities may include professional development for teachers to support delivery of scientifically-based academic instruction and behavioral interventions. Annual reports identifying the number of children served and the number of children served who subsequently received special education and related services are required. (Note: The amount of funds expended by the district for "early intervening services" shall count toward the maximum amount of expenditures the district may reduce under this flexibility rule.) Describe use of funds, if applicable. (20 U.S.C. 1413 (a)(4)(A)(ii) and 20 U.S.C. 1413 (f)(1) - (4))

Response:

Both IDEA and the American Recovery and Reinvestment Act (ARRA) 2009 will continue to be budgeted to fund voluntary Early Intervening services for students 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. The 2009-2010 funds contributed to Response to Intervention (Rtl) coaches (7). The 2010.-11 funds will continue to provide Professional Development to schools as Brevard gains momentum on the Rtl movement.

Administrative Case Management

Administrative case management. Funds may be used to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP which are necessary for the implementation of such case management activities. Describe use of funds, if applicable. (20 U.S.C. 1413 (a)(4)(B))

Response:

The IDEA funds will continue to support the maintenance of Excent, Brevard's program for computerized Individual Education Plans (IEPs). Training on how to use the Excent system will continue, and refresher training will be offered. Excent allows ESE staff access to student information and record keeping for IEP progress monitoring. Professional staff will be trained in implementing "A Deeper View", a software program purchased in 2009-10, that is designed to support students and their specific needs by allowing specific tendencies (i.e., secondary behaviors/reinforcers) and targeted goals to be tracked for progress by collecting data in real time.

Although the Batelle Developmental Inventory itself is not a data management system, the BDI manager is. The "manager" is at no cost, but there is a cost for training on its use as a data management tool. Brevard uses A3 and is planned to be utilized to capture data related to Positive Behavior Support. There will be training provided to understand the data management benefits in using A3.

Support for Reading/Strategic Plan

Applicant must describe how the proposed project will incorporate one or more of the Areas of Focus included

in Florida's Next Generation PreK-20 Education Strategic Plan.
http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

Response:

The proposed project will incorporate the following Areas of Focus from the Next Generation PreK-20 Strategic Plan:

Strengthen Foundation Skills, Improving Quality of Teaching and Improving College and Career Readiness.

The Resource Teachers funded through the IDEA project are experts in curriculum areas. They will provide Professional Development to instruct school staff on a) aligning the standards and academic curricula, b) how to increase rigor for students with disabilities and c) how to align FCAT, FAA, and FAIR results to direct instruction and improve student outcomes. Data will be collected to determine the percent of ESE students scoring at or above grade level on FCAT reading and math, the percentage of ESE students achieving annual learning gains and the ESE graduation rate.

The funded Resource Teachers provide ongoing supports and interventions to both exceptional education teachers and basic education teachers. Other areas of Professional Development include Thinking Maps, CRISS strategies, Differentiated Instruction and curriculum specific training. The funding also supports contracting with experts/consultants to provide Professional Development. Funding is available for materials, supplies, and substitutes required for scheduled trainings. Hourly rate salaries are paid to teachers if training is after the school day/year. The IDEA funding also supports teachers seeking Highly Qualified status by providing funds for Subject Area Exams and classes to prepare for exams. Data will be collected on the number/percentage of classes taught by Out-of-Field ESE teachers.

The Resource Teachers and often times, the staffing specialist and Behavior Techs, work regularly in schools to monitor progress and provide fidelity checks of curriculum implementation, providing feedback to teachers and school administrators. Brevard has a new Math adoption being implemented in 2010-11. IDEA will support the purchase of supplementary aides and materials for the ESE students use in the classroom. Additional training will be provided by the Resource Teachers in developing activities to meet the needs of the ESE students accessing this new math curriculum.

The IDEA funded Guidance Counselors will assist students with disabilities to improve college and career readiness. These are school level counselors allocated to schools with high incidences of ESE students. At the high school level these counselors provide guidance as the ESE students meet the Brevard County initiative of Secondary Schools of National Prominence(SSNP). This initiative requires rigor for all students. These counselors also make referrals to Brevard's programs for job placement activities through an IDEA funded contractual agreement with Brevard Achievement Center. The agreement funds job coaching and follow up services for students near graduation as well as career preparation activities in our schools for 9th grade students in the Career Research and Decision Making course. Data will be monitored on the percentage of students with disabilities who enroll in Algebra 1 in 9th grade, who enroll in at least one accelerated course during high school, the percentage of ESE students scoring a level 4 or 5 on FCAT, and the number of students graduating with industry certification and/or Ready to Work credential.

Dissemination/Marketing

Applicant must describe what methods or strategies will be used to communicate information about IDEA programs and services to the community.

Response:

The funded Family Liaison program provides an excellent resource for disseminating information related to the Individuals with Disabilities Education Act. In 2009-10, the three Family Liaisons attended 641 IEP meetings at schools, 568 parent meetings, and have responded/received over 17,000 emails and/or telephone calls. The Family Liaisons also provided 29 community presentations on topics that include Autism, CHAAD, anti-bullying, disability awareness and IEP training for parents. It is expected that the three liaisons will continue disseminating information throughout the 10-11 grant cycle. The Liaisons have assisted in providing parents the opportunity for input into the development of this grant application.

In addition, the ARRA funded Parent Specialist will continue to attend community awareness campaigns and parent support groups, to develop community parent meetings to identify and address the needs of ESE parents. A meeting on Getting Connected with Community Resources had 14 community partners as presenters and 55 parents in attendance. Two additional community parent meetings on various topics are planned for next year. The Parent Specialist is involved with planning and organizing the "Parenting in Today's World" parent workshop to be held in October. In coordination with FDLRS two production labs for ESE parents are planned for the next school year. Additional participation in training on parent/teacher conferencing to

facilitate Inclusion in the classroom is offered. In addition, the Parent Specialist is an active participant of the Interagency Council of Brevard, Exceptional Education Advisory Team, The Parent Leadership Team Meetings, attends ESE Contact meetings, assists with Surrogate Parent Trainings, and will participate on the Parent and Community Engagement Committee. Several parent brochures on various ESE programs in the Brevard County school system as well as a web site for parents of ESE students providing information on resources available both in the community and in the school system will continue to be developed and updated. The brochures and website are scheduled to be completed by the end of next year.

General Education Provisions Act

Applicant must describe how equitable access to and participation in its program for students, teachers, and other program beneficiaries with special needs will be provided in accordance with section 427 of the General Education Provisions Act (GEPA), Public Law 103-382. See this requirement at the following URL:
<http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>

Response:

Equitable access to and participation in the Brevard Public School's programs and activities for students, teachers, and other program beneficiaries with special needs will be provided per School Board policy:

2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The Board declares it to be the policy of this District to provide an equal opportunity for all students, regardless of race, color, creed, disability, religion, gender, ancestry, age, national origin, place of residence within the boundaries of the District, or social or economic background, or any other legally protected characteristics, to learn through the curriculum offered in this District. Additionally, this District will not discriminate in its employment policies and practices.

In order to achieve the aforesaid goal, the Board directs the Superintendent to:

A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon race, color, gender, disability, religion, national origin, ancestry, or culture; ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc., toward the development of human society;

B. Staff Training

develop an ongoing program of in-service training for school personnel designed to identify and solve problems of color/racial, gender, religious, national, cultural, or other bias in all aspects of the program;

C. Student Access

review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of race, color, creed, gender, disability, or national origin in

any duty, work, play, classroom, or school practice. Exceptions may be permitted under State regulations.

In accordance with Florida statute, the Board may establish and maintain a single-gender nonvocational class, extra-curricular activity, or school for elementary, middle, or high school students.

D. District Support

ensure that like aspects of the District's program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Evaluation

ensure that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of disability, race, color, creed, gender, or national origin.

The Superintendent shall appoint a compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any complaints are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination for Title II, Title VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act, and the Age Act is provided to students, their parents, staff members, and the general public.

The Superintendent shall annually attempt to identify children with disabilities, ages 3-22, who reside in the District but do not receive public education. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against students with a disability. No discrimination against any student with a disability will knowingly be permitted in any of the programs or activities of the school district. In addition, s/he shall establish procedures to identify students who are Limited English Proficient (LEP), including immigrant child and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit procedures and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading, and writing, on an annual basis. The Superintendent shall prepare administrative procedures as needed to enable the proper implementation of this policy.

The Superintendent shall develop and update administrative procedures as necessary to implement this policy.

F.S. 1000.05, 1001.43

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendment Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. Section 794, Rehabilitation Act of 1973

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

42 U.S.C. 6101 et seq.

34 C.F.R. Part 110 (7/27/93)

Vocational Education Program Guidelines for Eliminating Discrimination and Denial

of Services, Department of Education, Office of Civil Rights, March 1979

Title III of the No Child Left Behind Act of 2001

Revised 7/20/04

Revised 4/22/08

Revised 4/28/09

NONDISCRIMINATION NOTICE

It is the policy of the School Board of Brevard County to offer the opportunity to all students to participate in appropriate programs and activities without regard to race, color, gender, religion, national origin, disability, marital status, or age, except as otherwise provided by Federal law or by Florida state law.

It is the policy of the School Board of Brevard County not to discriminate against employees or applicants for employment on the basis of race, color, religion, sex, national origin, participation and membership in professional or political organizations, marital status, age, or disability. Sexual harassment is a form of employee misconduct, which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment.

In addition, a memorandum is distributed annually to all schools through the Leadership Packet as a reminder about procedural requirements under the Americans with Disabilities Act (ADA) and Section 504 such as:

- Communications with participants, applicants and member of the public are as effective as communications with others
- Provision for accessible restroom facilities during public events
- Provision of a barrier free path of travel to areas of public access
- Schools may not impose surcharges or additional requirements on individual with disabilities
- Plans in place for emergency evacuation of individuals with disabilities

Private School Consultation

IDEA 2004 requires that districts consult with private school representatives and representatives of parents of children with disabilities to ensure that eligible parentally-placed private school students can meaningfully participate in special education and related services. To demonstrate compliance with the regulations, please provide a description of the consultation process carried out by your district.

Please refer to the specific requirements as described in the [Request for Application \(RFA\)](#).

Response:

Prior to July 1st of each year, the district mails a letter inviting all state-registered private schools located in Brevard County, to participate in a consultation meeting, to comply with the implementation of IDEA 2004. IDEA requires school districts to engage in meaningful consultation with private school representatives and with representatives of parents of parentally placed private school children, to discuss the provision of special education and related services. The letter asks the private schools to announce the meeting to parents as well.

At the consultation meeting, private school representatives and representatives of parents of parentally placed private school children with disabilities are informed that the district may provide special education, related services and supplementary aids and services to students based on services agreed to at a Service Plan meeting. Private schools and parents of parentally placed private school students are asked to contact the public school district if they are interested in obtaining services for the student. Students, for whom services are requested, are considered for re-evaluation needs and special education and related services needs through the development of a Service Plan.

Following the collaborative meeting and after receiving written input from the private schools and parent representatives of parentally placed private school students, the district disseminates an affirmation letter to all private schools in the district detailing services that may be provided to private school students with disabilities by the district. The final decision regarding what special education and related services the district will provide to an individual student is made at a Service Plan meeting. The district will consider all requests before making its final decision on how services will be provided. If a private school or a parent representative believes that the district has not engaged in meaningful or timely consultation or did not consider the views of the private school or parent representative, the school or parent representative may file a complaint with the Florida Department of Education.

After receiving a request from a private school or parent, the district will schedule a Service Plan meeting to include an invitation to the student's parent, private school representative(s), a local educational agency (LEA) representative, the student as appropriate, and others as determined appropriate for the meeting. At the Service Plan meeting, the district may not agree to provide for all choices requested, depending on the amount of the proportionate share funds allocated to privately placed students and the student's particular needs.

Proportionate Share - Part B Funds

Eligible Private School Children Ages 3-21 in Private Schools Within District Jurisdiction

Data	Count	Possible Data Source
Total number of <i>eligible private school children ages 3-21</i>	777	District data collection via paper survey, meeting with private schools in the district, and/or other methods NOTE: Private schools must meet the state's statutory definition which include grades kindergarten or higher AND be registered with the state as a "not for profit" private school for children to be considered in this count.

Eligible Public School Children

Total number of <i>eligible public school children ages 3-21</i>	12,098	Survey 2 (10/09) child count
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Eligible Public and Private School Children

Total number of eligible children ages 3-21 attending schools (public and private) in the district	12,875	Calculated Total
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Proportion of Eligible Private to Total Eligible Population

6.03%

Calculated Percentage

Total Part B Allocation

Federal Funds	\$15,637,559	Part B Allocation

Part B Proportionate Share

\$943,719

Calculated Proportionate Share

Proportionate Share - Preschool Funds

Eligible Private School Children Ages 3-5 in Private Schools Within District Jurisdiction

Data	Count	Possible Data Source
Total number of <i>eligible private school children ages 3-5</i>	17	District data collection via paper survey, meeting with private schools in the district, and/or other methods. NOTE: Private schools must meet the state's statutory definition which include grades kindergarten or higher AND be registered with the state as a "not for profit" private school for children to be considered in this count.

Eligible Public School Children

Total number of <i>eligible public school children ages 3-5</i>	1,513	Survey 2 (10/09) child count
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Eligible Public and Private School Children

Total number of eligible children ages 3-5 attending schools (public and private) in the district	1,530	Calculated Total
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Proportion of Eligible Private to Total Eligible Population

1.11%

Calculated Percentage

Total Preschool Allocation

Federal Funds	\$478,627	Part B, Preschool Allocation

Preschool Proportionate Share

\$5,318

Calculated Proportionate Share

Proportionate Share Expenditures

IDEA, Part B

Amount Expended for FY 2009-2010, ending June 30, 2010	\$583,696
Amount of Roll Carried Forward to FY 2010-2011	\$380,000

Provide a brief description of how proportionate share funds were expended by the district to ensure compliance with IDEA regulations.

Response:

Brevard Public Schools uses the proportionate share funds to ensure compliance with IDEA regulations. Brevard Public Schools uses the proportionate share funds to provide the following services to parentally placed private school students attending a non-profit private school: ESE personnel (Speech Language Pathologists, Occupational Therapists, ESE teachers and Staffing Specialist) to provide services documented on the student's Service Plan. Services may be provided at the private school site, at a public school site or at another agreed upon site during school hours. We provide selected equipment, curriculum materials and assistive technology to meet the needs of parentally placed private school students based on the student's Service Plan recommendations. Brevard Public Schools also offer the opportunity for the private school staff to attend selected in-service training programs offered by the Exceptional Student Education department.

IDEA, Part B, Preschool

Amount Expended for FY 2009-2010, ending June 30, 2010	\$0
Amount of Roll Carried Forward to FY 2010-2011	\$0

Provide a brief description of how proportionate share funds were expended by the district to ensure compliance with IDEA regulations.

Response:

Brevard Public Schools uses the proportionate share funds to ensure compliance with IDEA regulations. Brevard Public Schools uses the proportionate share funds to provide the following services to parentally placed private school students attending a non-profit private school: ESE personnel (Speech Language Pathologists, Occupational Therapists, ESE teachers and Staffing Specialist) to provide services documented on the student's Service Plan. Services may be provided at the private school site, at a public school site or at another agreed upon site during school hours. We provide selected equipment, curriculum materials and assistive technology to meet the needs of parentally placed private school students based on the student's Service Plan recommendations. Brevard Public Schools also offer the opportunity for the private school staff to attend selected in-service training programs offered by the Exceptional Student Education department.