**Updates and Examples for 24-25 IDEA Application**

In order, this document contains a reminder of the relevant updates from the 23-24 application, updates for the 24-25 application, and examples for the GEPA equity statement.

**Reminder of updates from the 23-24 application:**

1. Fiscal assurances:
	1. In order to be eligible for IDEA funds, an LEA must establish that it has budgeted at least the same amount as was spent in the previous year from state and local funds. **The tab now includes a cell to enter your state and local budget total, including your ESD contribution, and a text box to provide an explanation if your budget falls below the required amount.** It also includes a cell for you to indicate your sig dis status. Additionally, there is a cell to enter the amount you are reserving funds for CEIS, if your LEA is choosing to do so.
2. Equity assurances:
	1. Under Section 427 of GEPA, all applicants that apply for IDEA funds must include a description of the steps proposed to ensure equitable access to and participation in programming.
3. IDEA funds waiver option:
	1. The signature page now includes a drop down to accept award, waive award, or accept award plus additional reallocated funds. In order to waive funds, the LEA must establish that it is meeting all FAPE requirements.
4. Reallocation criteria:
	1. The signature page now includes a drop down to select one of the criteria to establish a need to receive additional reallocated funding. An LEA may meet more than one criteria, but only one needs to be selected. This will not incur any penalty; it is only to establish a need for additional funding.
5. Fiscal Risk Assessment updates:
	1. There was an update to the questions and the scoring thresholds. One question asks if your district has had any late or inaccurate data submissions, including Excess Cost. The tab following the fiscal risk assessment labeled "LateInaccurate" contains publicly available information collected by the Office of Enhancing Student Opportunities (OESO) Fiscal and Data teams indicating whether a district has submitted late or inaccurate data. Use this sheet to find your district and select the correct score on the assessment.

**Updates for the 24-25 Application:**

1. There is an additional Smartsheet component ([linked here](https://app.smartsheet.com/b/form/76e051735a6647fcb2648fb44c8047ad)). You will fill out your application as you have in the past, and you will also fill in the Smartsheet as you go. This is to ensure that you have completed each task and will hopefully reduce back and forth communications to make the process move more quickly. There are directions on the Smartsheet for filling it out, but if you have any questions, please reach out to Alex or Thea at alex.vermillion@ode.oregon.gov or thea.donovan@ode.oregon.gov.
2. A tab for example statements was added.
	1. To provide additional support for districts when writing their required GEPA equity statements and budget narratives, the ODE has included a tab containing multiple examples for these statements. **These are not to be copy and pasted but to serve as a guide when crafting your own statements.**
	2. When responding to the GEPA statements, please ensure that you are answering **all four questions**.
3. Agency information tab was updated.
	1. When you select your district, your LEA ID will now auto-populate.
	2. A reminder for **consortiums**:
		1. Please include your consortium agreement with your application. If you do not, your application is subject to conditional approval and the ODE will request the documentation.
		2. Please **do not** waive your IDEA funds unless your whole consortia does not want them. Waiving funds **does not** waive them from the district to the consortia; it waives them entirely and releases them into the pool to be reallocated.
4. Contact information tab was updated.
	1. This now includes a line to update the email addresses for the new superintendent, business official, and special education director.
	2. **Additionally,** please update this role in Agency contacts in the IDEA Data Manager, located on the district website (<https://district.ode.state.or.us/CentralLogin/>).
	3. If you are unsure of who in your district has access to login and do this, please reach out to the ODE.OSS-DataTeam@ode.oregon.gov.
5. The MOE tab is now locked.
	1. The MOE exception boxes are now locked. Your child count exception (b) will still be automatically applied. If you have any other exceptions you would like to claim, please fill out the form linked ([and here](https://www.oregon.gov/ode/schools-and-districts/grants/SPEDFunding/Documents/fiscal%20monitoring/MOE%20Exception%20Request%20Form.docx)) on the tab and attach to the Smartsheet.
	2. After submitting your exception request, the ODE will reach out for supporting documentation, questions, or approval.
6. Fiscal assurances tab was updated.
	1. The application again requires that you enter your 24-25 budget for special education expenses that are accounted for in MOE- **Fund 100, 251, and ESD contributions.**
		1. **The box below should be used if you are budgeting less than the required amount.** If you budget below the eligibility requirement, please explain why. Your district can still be conditionally approved until you meet with the ODE to discuss your situation and gain full approval after that.
	2. Significant Disproportionality (Sig Dis):
		1. This box will automatically populate with your sig dis status for the 24-25 school year.
		2. If you are identified as sig dis, an additional box will appear asking you to indicate which year’s award you will be using to support the plan you have submitted to the ODE.
		3. After you have chosen the year you’ll be using, another box will populate with that year’s award and the total amount that must be budgeted- 15% of your *gross* IDEA award, including 611 and 619.
		4. Finally, an **assurance** will appear asking you to confirm that the award year you’ve selected aligns with the plan submitted through the fall collection and that you’ve budgeted the required 15%.
	3. If your district is choosing to withhold funds for CCEIS purposes, please indicate the total amount that you are using, not to exceed 15% of your gross IDEA award, including 611 and 619.
	4. **All** districts will need to submit supporting documentation for a time and effort reporting system. Acceptable documentation includes forms verifying accurate time worked and a schedule or processes and procedures that an LEA follows when collecting time and effort. If more than one system is used (i.e. PAR and semi-annual), please include an example of each. If your district does not have a procedure in place, please select the “No” option in the drop down menu and the ODE will reach out to begin the technical assistance process.
	5. For the funding elections, if your district chooses to withhold any of the options (Regional, OSD, and LTCT), your district is then responsible for providing all of the services that those programs provide. Your district must also have a plan approved by the ODE prior to submission of claims for regional services or an agreement on file for OSD and LTCT services.
7. The special education director question has been removed. The information regarding the tenure of the position is captured in the risk assessment and the contact information will be updated on the agency information tab.

**Examples**

**Port Orford-Langlois SD**

*1. Describe how your entity’s existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.*

Our district's mission statement is ""The District will provide curriculum and programs to enable all students to be proficient and to allow them to excel as ethical, responsible and successful members of society.""  In our district, we believe that ALL students have the ability to succeed at whatever they put their minds to, and work to support ALL students in that endeavor.  Our district works to implement the push in model with our students on IEPs so that they are learning along with their peers. With this model, it is imperative that the district provides for both the student, academically and behaviorally, and the teacher, in the classroom and with modifications and accommodations to the curriculum, so that all curricula can be accessed by all students in all places.

 *2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?*

A major barrier for this activity is personnel.  The district works to provide livable and competitive wages for staff who work in our SPED department, but still finding the personnel to fill positions is a hardship, especially in a rural and remote school district, where the cost of living is higher than the state average.

 *3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?*

The district will continue to recruit within our region to find staff who are willing to work with our students on IEPs and train that staff, using the SPED director and SPED teacher on implementing behavior strategies, how to work with classroom teachers to modify curriculum to fit the individual needs of students, and how to implement accommodations in the classroom.

4.      *What is your timeline, including targeted milestones, for addressing these identified barriers?*

Our timeline to address the barrier of finding staff is something that we are always addressing, but especially during the summer months, when there may be positions to be filled.  Currently the district has two SPED instructional assistant positions open and hope to have these positions filled by August 2023, at the start of the school year.

**Ione SD**

*1. Describe how your entity’s existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.*

Our district's mission is: Educate. Empower. Inspire.  We feel this mission goes hand in hand with our district vision:  For all students to graduate with the skills and knowledge to be productive members of a rapidly changing world.  In order to realize our mission and vision for every child we serve, we analyze our resources and work to support the growth areas identified for our students, both collectively and individually.  We work incredibly hard to include all students in the opportunities and experiences we offer.

 Sometimes this means that we adapt courses to make them accessible for students receiving services so that they are able to participate with their peers in the general education setting.  Analyzing a student's ability to participate and then removing barriers in whatever ways possible are the ways we are honoring our district mission in pursuit of equity for our students.

 *2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?*

Identified barriers could include physical access, although we have worked very hard to ensure that our facilities are updated and can accommodate all students and staff.  We rely on a Decision Making Equity Tool to make sure we aren’t making decisions that affect focal populations throughout all groups of students and student families.  We have been utilizing staff feedback to help identify appropriate accommodations and modifications for students receiving services.  This has helped to ensure that we are thinking about student needs on an individual basis.  We have also worked to reduce negative attitudes and stereotypes around student support services, and we will continue working to place students in the least restrictive environment with the most appropriate supports.

 *3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?*

We are being proactive in our practices around accommodations and modifications and are trying hard to provide as much individualization as possible when barriers occur.  For example, if a student is showing a pattern of poor attendance, we might perform a home visit to find out if there are challenges that we can help problem-solve with the family for the benefit of the student's attendance.

 4.      *What is your timeline, including targeted milestones, for addressing these identified barriers?*

A timeline can be difficult as barriers are not consistent.  We address barriers to participation as soon as they are known. Once identified, our team can meet and discuss possible options to help reduce challenges and obstacles that are impeding participation.

**Umatilla SD**

*1. Describe how your entity’s existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.*

"The Umatilla School District strives to ""Build Bridges to Successful Futures."" Our behind the motto document details our specific commitments to this work:<https://docs.google.com/document/d/1a38F4P0pqgXhWeXMm3290VRvuMXW-R8ImnLZrx-ct-c/edit?usp=sharing>  To assure each and every child can experience success in the Umatilla system, we analyze our resources and work to support the growth areas identified for our students, both collectively and individually.  Monthly data teams review discipline, attendance and academic data to identify students’ needs and assign interventions as needed. This ongoing system of monitoring and adjusting supports provides just-in-time interventions to keep students progressing.

*2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?*

The data team process is designed to remove barriers. Students are identified individually and then provided supports with consideration for their unique needs according to student groups they represent. We work to monitor discipline, schedules and interventions by student group as well as ""all students"" to ensure we are providing equitable and appropriate services.

*3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?*

Supports for access include modified schedules, increased intervention time, additional adult support, access to services (mental and physical health as well as academic and behavioral) and in-class modifications and accommodations.

*4. What is your timeline, including targeted milestones, for addressing these identified barriers?*

As data teams, or other stakeholders, identify barriers, we work collaboratively through our Core Team process at each school to eliminate the barriers to access.  These meetings occur quarterly and if an immediate need is identified, they will convene. "

**Banks SD**

*1. Describe how your entity’s existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.*

Banks School District has established a new strategic plan that is grounded in the philosophy and practice of equitable learning that supports the growth and achievement of all students. Banks School District will provide high quality professional development and resources to teaching staff around this goal.

Engaging the community is also a pillar of the new strategic plan.  Banks School District recognizes that family support is essential and proactive communication is vital for the success of our students.

 *2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?*

Barriers that we might encounter are family engagement, data collection and targeted interventions

 *3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?*

Family Engagement Barrier - Banks School District has several methods for surveying families in their native language.  We have a family and student engagement liaison who has built a strong relationship with the families she serves.  She also seeks out families who are in need of communication or community resources.  We hold family engagement meetings and evenings for families to come together in a more authentic setting.

 Data Collection and Targeted Instruction Barriers - Banks Elementary has been accepted to be part of the next RtI cohort.  We recently adopted a new math curriculum and that is based on equitable learning.  We are in the process of creating school and district report cards to assess progress 3 times a year in these areas.

 *4. What is your timeline, including targeted milestones, for addressing these identified barriers?*

Our new Strategic Plan with our school and district report cards will begin in the Fall.  We will assess our targeted milestones 3 times a year.