



# SPECIAL EDUCATION DISTRICT OF McHENRY COUNTY

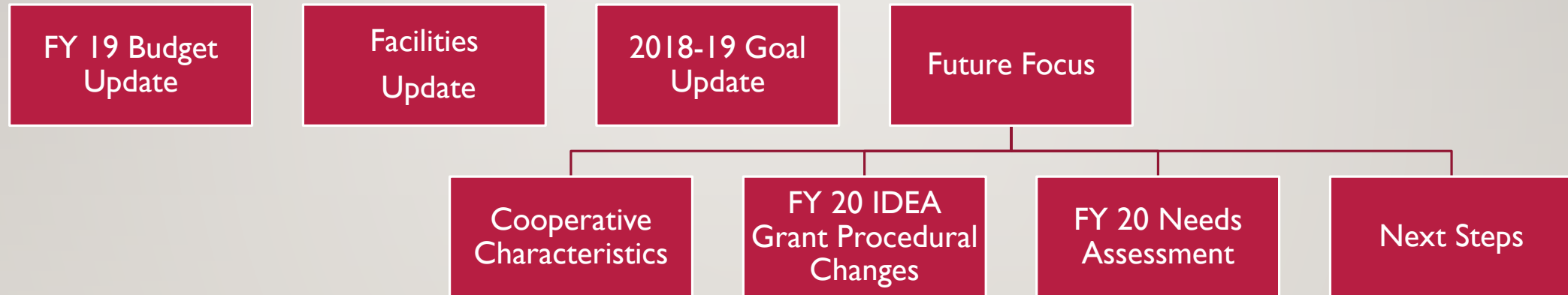
GOVERNING BOARD OF DIRECTORS MEETING

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MARCH 13, 2019

# TOPICS TO BE COVERED:

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# FY 19 BUDGET UPDATE

## ALL FUNDS

2018-19 Budget	FY 19 Forecast
Total Revenue- \$7,020,649	Total Revenue- \$7,157,349
Total Expense- \$7,224,132	Total Expense- \$7,328,832
(\$203,484)	(\$171,483)

# FACILITIES UPDATE: SEDOM CENTER AND (6) CLASSROOMS IN HUNTLEY SD 158

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- HVAC at the SEDOM Center is an area that is being closely monitored
- Water Transfer and Infrastructure is also being monitored- kitchen area drainage, hot water heaters, clogs and drains
- Transportation Center Office Suit
- Long term usage of Huntley 158 Classrooms
- Ordering of a commercial building value appraisal
- Retention of a part time building service worker
- Additional intervention in asset protection
- Pursuit of a lease extension with more flexible sales options

# 2018-19 GOAL UPDATE

**Enhance local capacity for meeting the needs of unique learners.**

- **Quarterly networking meetings in 6 areas of focused service.**
- **Professional Development Activities continuing to occur in multiple areas.**
- **Three Administrative Academies were held this year**

**Provide resources to support local initiatives:**

- Maintained a lending library of equipment and testing materials.
- Piloting rental based audiological equipment program.
- Direct district workshops and training held.
- Specific specialized services obtained for member districts.

**Ensure a meaningful relationship between SEDOM and its member districts.**

- Regular communication with Executive Board and Member Districts
- Superintendents Forum planned for 4-4-19

**Provide responsible direction and planning for the future of the organization**

- Larger networking with other area cooperatives and non-member districts

**Develop a framework for communication with member and non-member districts in McHenry County regarding potential areas for future collaboration**

- Worked with previously withdrawn districts to efficiently transfer former IDEA Carry-Over dollars in the ISBE prescribed manner



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## FUTURE FOCUS:

Characteristics of the Cooperative

FY 20 IDEA GRANT Changes

FY 20 Needs Assessment

Next Steps

# CHARACTERISTICS OF S.E.D.O.M.:

SEDOM CURRENTLY SERVES 2485 STUDENTS WITH AN I.E.P. (AS OF 11-30-18 C.C.)

The following chart is the numerical amount of students with a recognized primary disability in the following areas:

Area of Focus- Develop an understanding of our current capacities for meeting the needs of each of these students in the least restrictive environment

Primary Disability Category	1 <sup>st</sup> -12 <sup>th</sup>	Pre-K/K
Orthopedic Impairment	5	1
Specific Learning Disability	773	-
Visual Impairment	9	-
Intellectual Disability	96	1
Hearing Impairment	19	3
Deafness	-	2
Speech and Language Impairment	281	171
Emotional Disability	215	-
Other Health Impairment	286	14
Multiple Disabilities	39	4
Development Delay (9)	202	167
Autism	175	14
Traumatic Brain Injury	8	-

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# FY 20 IDEA GRANT PROCEDURAL CHANGES



July 1, 2019 IDEA funds are allocated to the member districts. All districts must have an IDEA grant.



**Option** - ISBE grants approval of a cooperative request for an extension to July 1, 2020.



# WHY IS THERE A NEED FOR A CHANGE?

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The Illinois State Board of Education (ISBE) currently allocates federal Individuals with Disabilities Education Act (IDEA) flow-through and preschool grant funds to state-authorized charter schools, special education cooperatives, and school districts that are not members of special education cooperatives. Those entities are considered subrecipients of federal IDEA funds.

Staff from the U.S. Department of Education's Office of Special Education Programs (OSEP) indicated during a September 2016 on-site monitoring visit that IDEA subrecipients cannot subgrant IDEA grant funds and referenced the advisory information in a communique known as the *Hokenson Letter*. OSEP wrote in 2009 to Carol Hokenson, the program finance director for the Minnesota Department of Education, and stated that a State Education Agency (SEA) may subgrant Part B funds to Local Education Agencies (LEAs) or an entity that meets the federal definition for an LEA (which can include cooperatives, a school district that is not part of a cooperative, or a charter school). These entities, however, as subgrantees cannot engage in any additional subgranting of IDEA Part B funds beyond the initial subgrant issued by the SEA.

	Procedural Allocation Change and IDEA Grants	
	No Change	Changes
<b>IDEA Allocation</b>	Federal formula and calculation	Funds sent directly to districts that generate the funds
<b>IDEA Application</b>	Regulatory Requirements <ul style="list-style-type: none"> <li>Grant timelines</li> <li>Allowable cost</li> <li>Prohibited costs</li> <li>Supplemental funds</li> </ul>	<ul style="list-style-type: none"> <li>All districts will complete an application</li> <li>Cooperatives will not complete applications</li> <li>One application for Flow Through and Preschool</li> <li>Districts must complete the FFATA page, MOE pages, and GATA pages</li> <li>Carryover amounts will go to member districts and appear in their allotment tab</li> </ul>
<b>Expenditure Reports</b>	Standard format and ISBE submission & reimbursement process	All districts will submit IDEA expenditure reports directly to ISBE for direct reimbursement
<b>Excess Cost</b>	Federal requirements and associated process and procedures	No changes anticipated
<b>MOE</b>	Federal requirements and associated process & procedures	<ul style="list-style-type: none"> <li>Cooperative MOE obligation will cease two years after implementation of procedural change</li> <li>All MOE issues must be resolved prior to grant approval</li> </ul>
<b>Proportionate Share</b>	Federal requirements and associated process & procedures	As all districts will have an IDEA application, all districts will complete the proportionate share page of the application
<b>CEIS</b>	Federal requirements and associated process & procedures	As all districts will have an IDEA application, all districts will complete the CEIS page of the application

# WITH THE CHANGE COMES NEW GUIDANCE-

## **Contractual and Intergovernmental Agreements**

2 CFR 200 (200.318 – 200.326) and Appendix II to Part 200 Contract Provisions for Non-Federal Entity Contract Under Federal Awards

[https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

Federal regulations allow pass-through entities, such as ISBE, to distribute federal awards to eligible subrecipients. However, a subrecipient that is allocated funds from ISBE is prohibited from subgranting the federal awards [34 CFR 300.224(b)]. The federal regulations do allow subrecipients to enter into contractual agreements with entities and subrecipients must comply with the federal procurement standards set forth in Subpart D of 2 CFR 200 when using federal funds.

Per 2 CFR 200.318(a) the non-Federal entity must use its own documented procurement procedures which reflect applicable State, local and tribal regulations, provided that the procurements conform to applicable Federal law and the standards identified in that part. 2 CFR 200.318(e) encourages the non-Federal entity to enter into state and local intergovernmental agreements (IGAs) or inter-entity agreements where appropriate for procurement or use of common or shared goods and services.

### **General Procurement Standards**

- Districts must use their own documented procurement procedures which reflect applicable federal, state, and local laws and regulations.
- Strictest law or regulation governs.



# CONTRACTS AND INTERGOVERNMENTAL AGREEMENTS

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## Procurement and Bidding for Contracts

Per 2 CFR 200.318 contractual agreements are subject to procurement regulations for each allowable method of procurement.

- Districts must use their documented procurement procedures which reflect applicable regulations, provided that the procurements conform to applicable Federal law and the standards of 200.318.
- 2 CFR 200 (200.318 – 200.326) and Appendix II to Part 200 [https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl).

## Intergovernmental Agreements

2 CFR 200.318(e) encourages the non-Federal entity to enter into state and local intergovernmental agreements (IGAs) or inter-entity agreements where appropriate for procurement or use of common or shared goods and services.

# INTERGOVERNMENTAL AGREEMENTS FOR SHARED SERVICES

<b>Option 1 – No IGA</b>	Cooperatives and member district may, but are not required to have IGAs for shared services. When a cooperative and its member districts do not have an intergovernmental agreement for purchasing shared services <b>the standard contract and procurement requirements apply.</b>
<b>Option 2 – Articles of Joint Agreement as the IGA</b>	Articles of Joint Agreements are intergovernmental agreements. Cooperatives and member districts can specify the agreed upon terms for purchasing shared services in the Articles of Joint Agreement.
<b>Option 3 – Separate IGA</b>	Cooperatives and member districts can enter into an intergovernmental agreement outside of the Articles of Joint Agreement. The IGA must delineate the agreed upon terms for purchasing the shared services and document the agreement by all parties



# WHY PURSUE AN EXTENSION UNTIL FY 21?

- There will be changes made in terms of paying for larger scale purchases using IDEA dollars from other educational organizations (tuition and related service costs bought from cooperatives or other school districts)
- Sole Source Procurement and Small Purchase Procedures-will have the largest focus and may require changes to the Articles of Joint Agreement or the creation and revision of Inter-Governmental Agreements with independent school districts

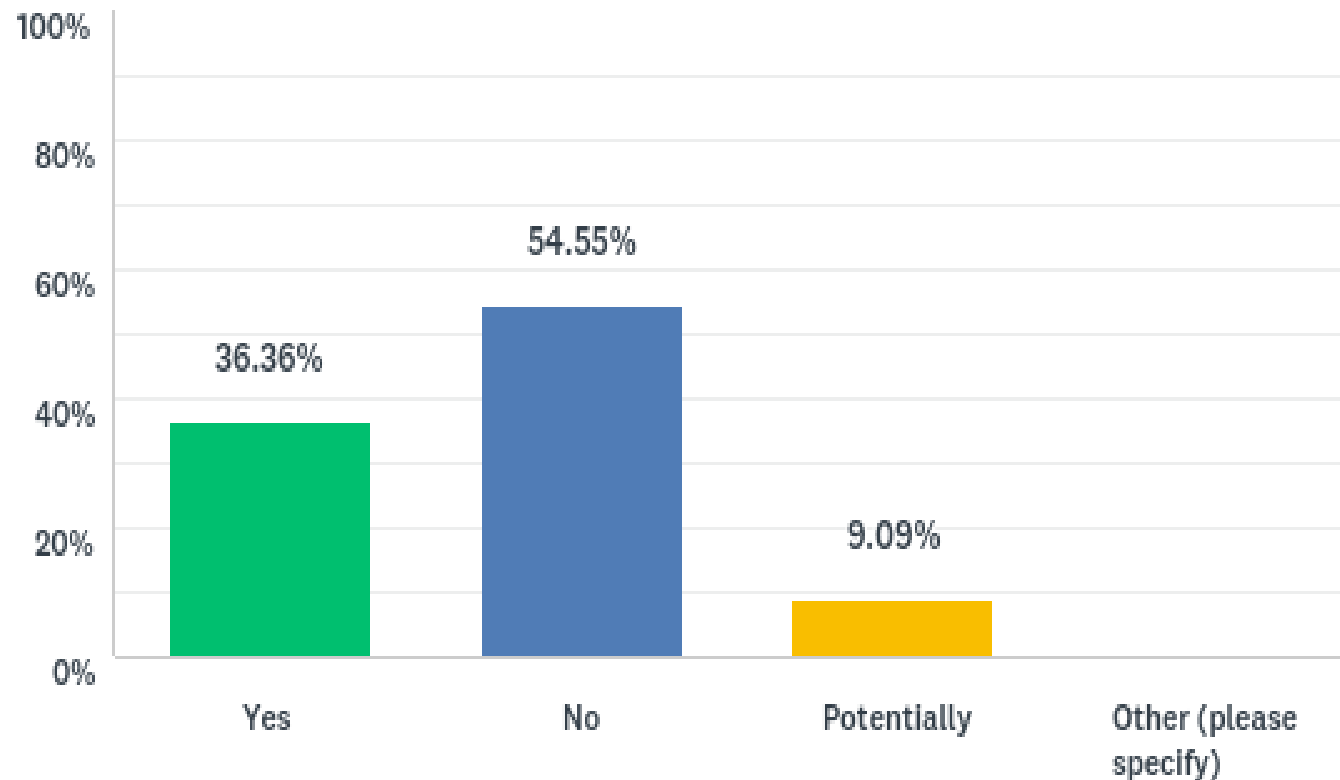
2 CFR 200.320 Methods of Procurement
<b>Micro-purchases</b> - purchases in which the aggregate amount expended is below \$3,500. May be made without further effort so long as the amount charged is deemed reasonable.
<b>Small Purchase Procedures</b> – simple and informal procurements for services, supplies, or other property in which aggregate amount expended is below \$150,000. Price or rate quotations must be obtained from adequate number of qualified sources, greater than 1.
<b>Procurement by Sealed Bids (formal advertising)</b> - For purchases of services, supplies, and other property in which the aggregate amount is in excess of \$150,000. Bids publicly solicited and awarded to lowest bidder conforming with material terms and conditions.
<b>Sole Source</b> - Procurement by noncompetitive proposals must be expressly authorized by pass-through entity via written request.

# SUMMARY OF FY 20 NEEDS ASSESSMENT

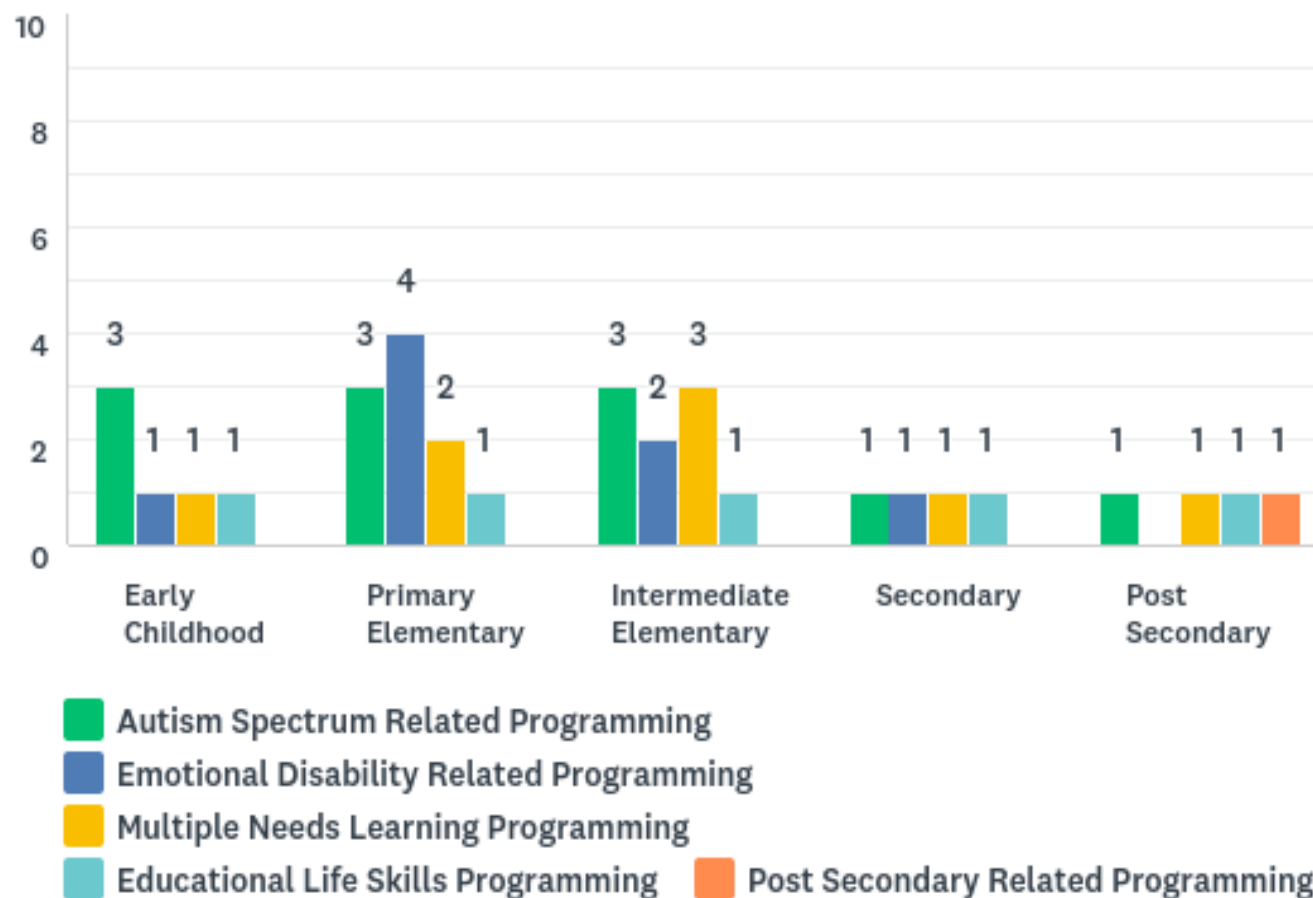
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- Highlight and review of specific questions from the FY 20 Needs Assessment

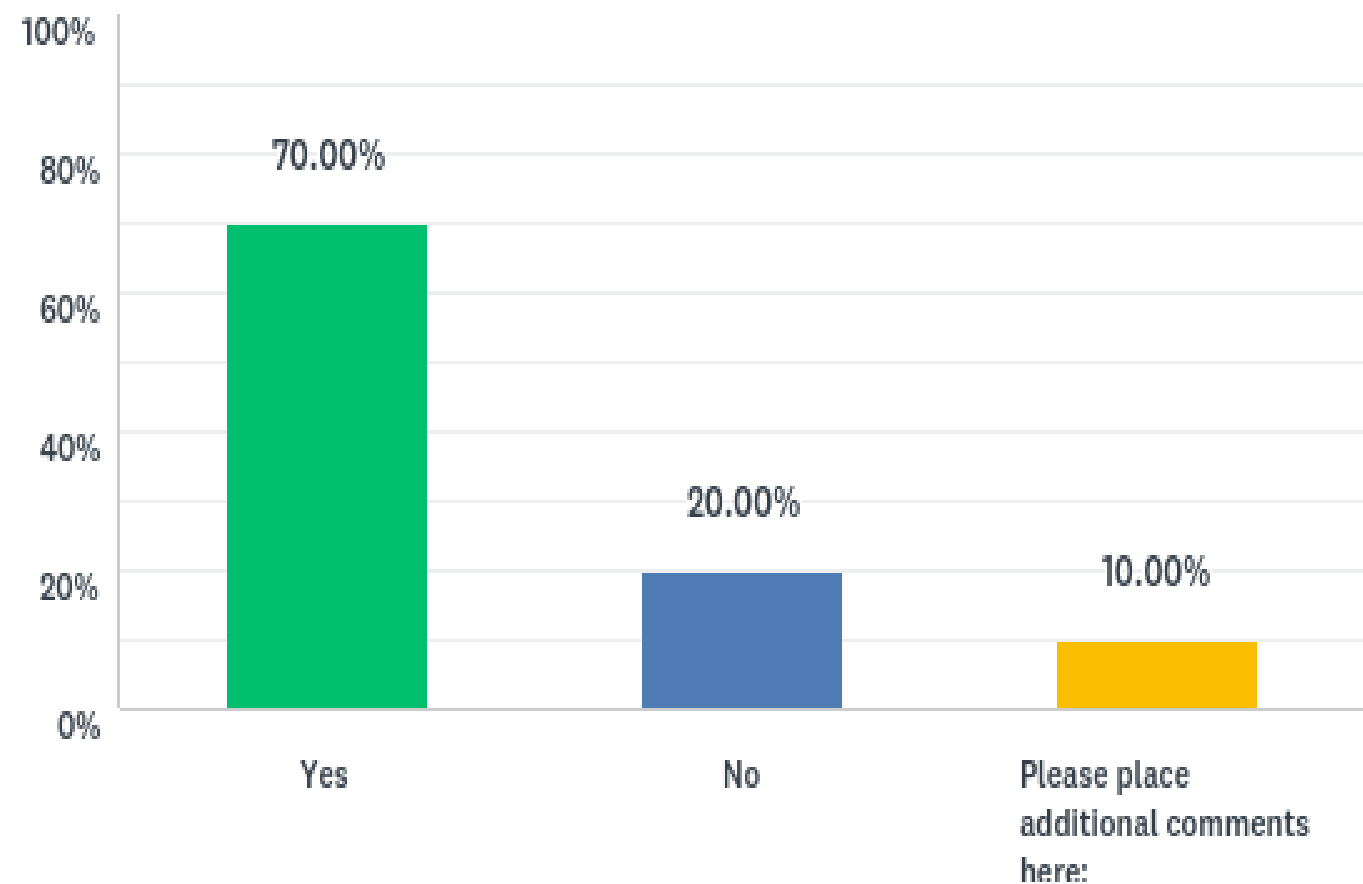
Q2 Does your school district anticipate a need for new or existing administrators to complete an administrative academy required to begin or continue to be eligible to conduct evaluations of certified staff members?



Q4 When considering off campus placement needs, please check the areas that you anticipate future need in or would like to see additional programmatic options within the greater McHenry County region:

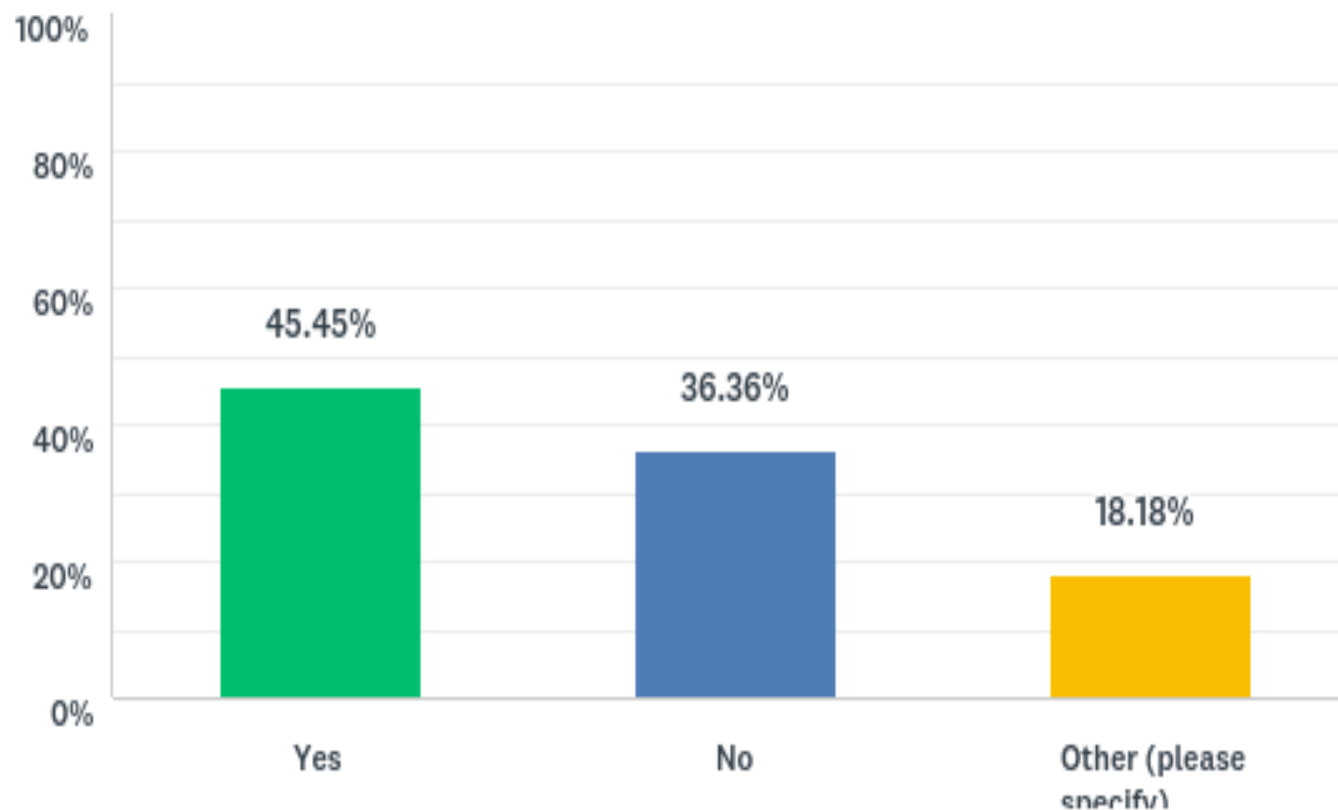


# Q5 Should SEDOM continue to play a role in fostering dialogue between local community mental health agencies and local school districts?

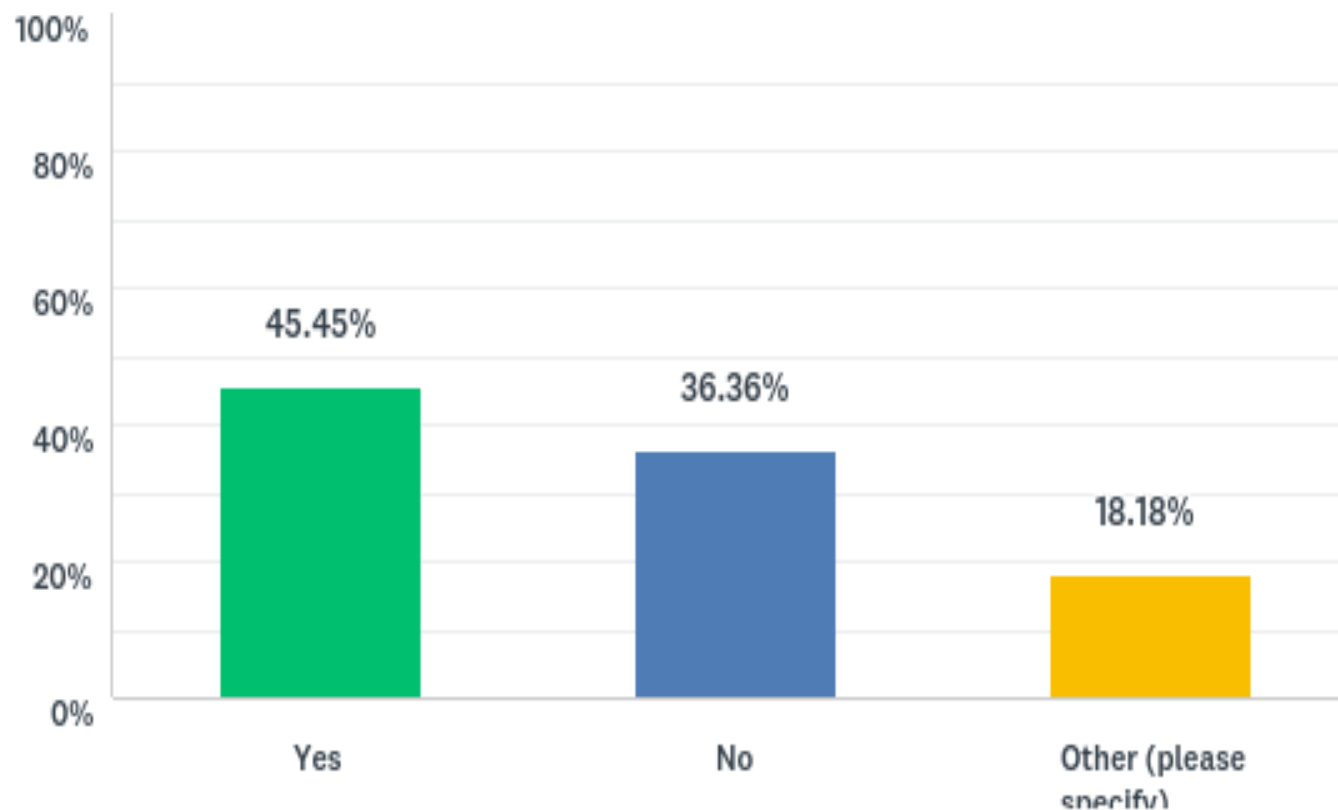




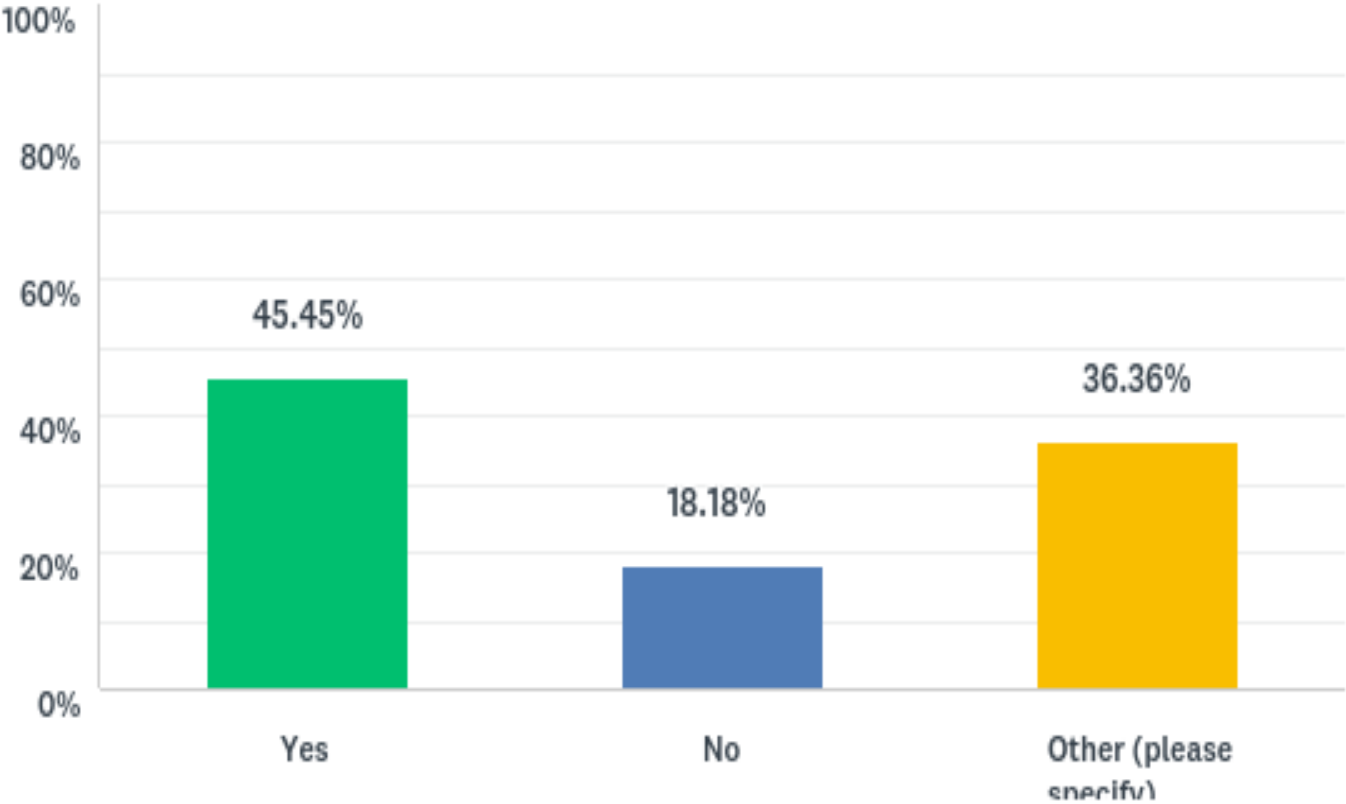
Q6 Does your school district currently have or anticipate a need for training in the area of "trauma informed practices"?



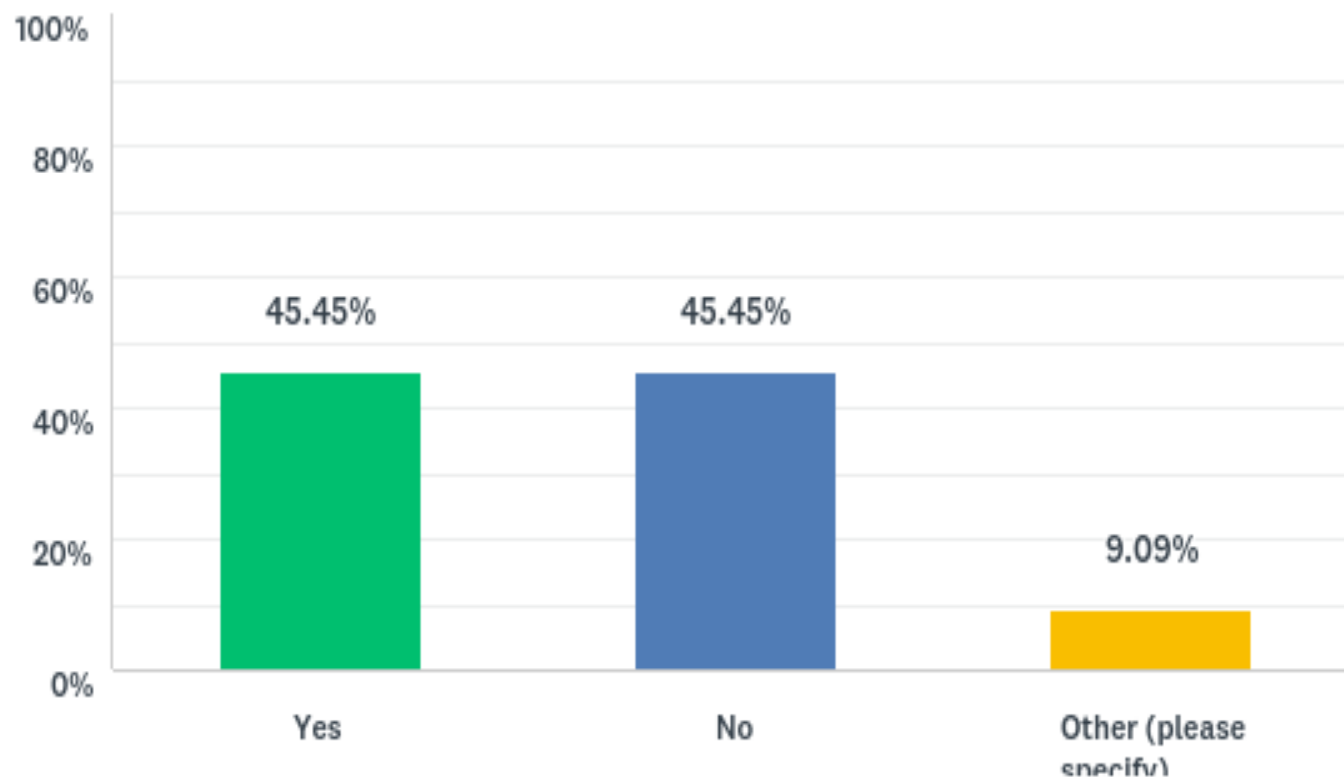
Q7 Does your school district have an interest in SEDOM directly providing "Youth Mental Health First Aid Training" to staff?



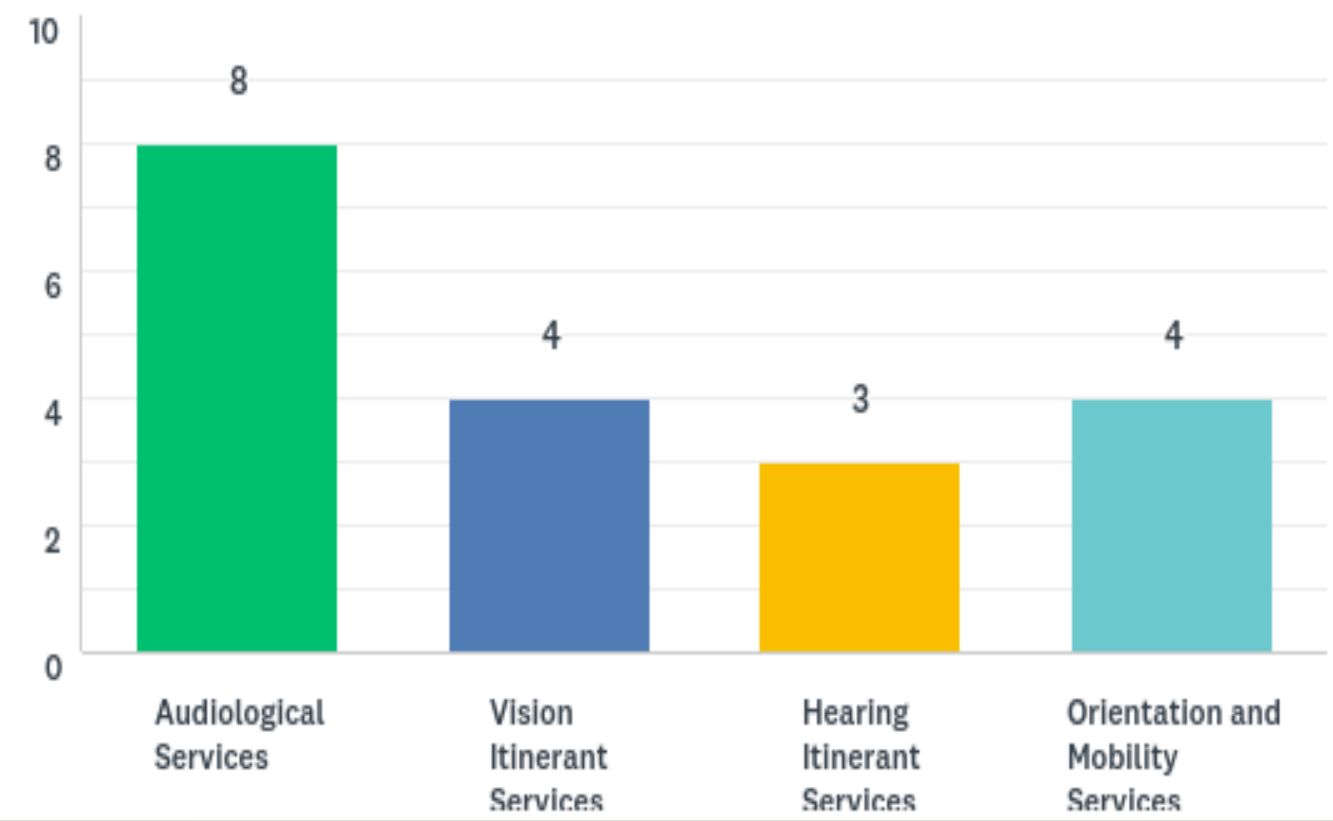
Q8 Does your school district intend to send a staff member to the McHenry County Mental Health Board in August to become a certified "Youth Mental Health First Aid Trainers"



Q9 Does your district have an interest or need for SEDOM to host a quarterly Social Emotional Learning Round table Discussion? Please list any comments, questions or thoughts that you may have regarding the delivery and subject matter of the discussions:

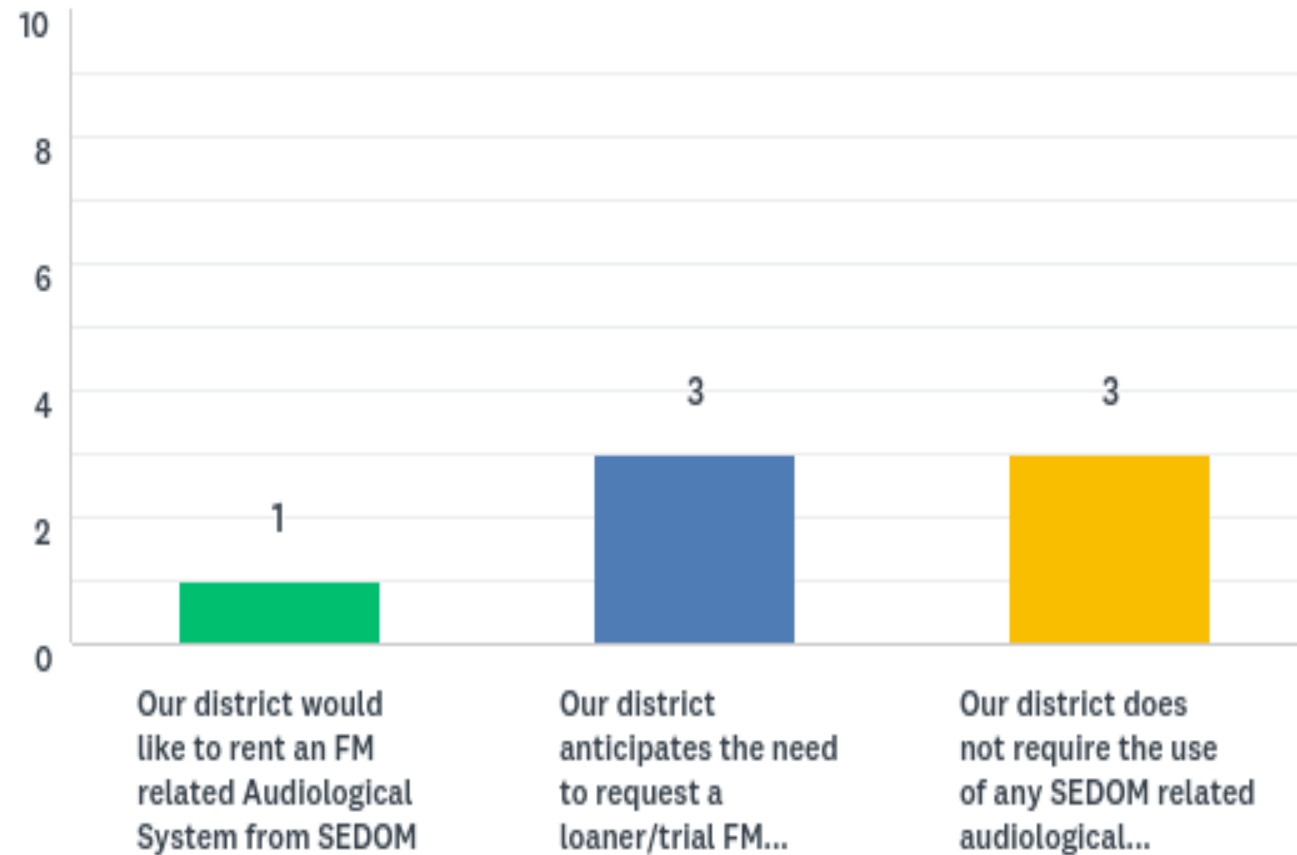


Q10 Our district would like for SEDOM to directly provide or acquire the following diagnostic and itinerant based services:

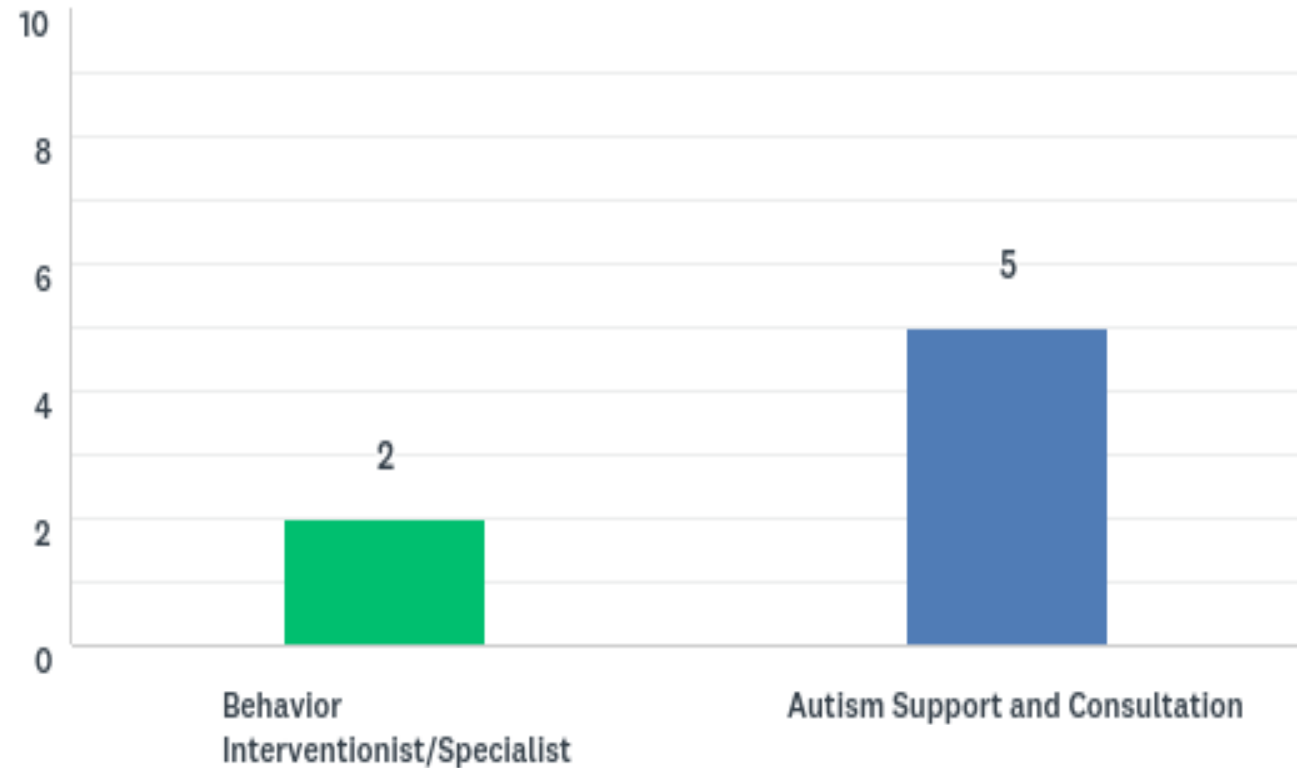




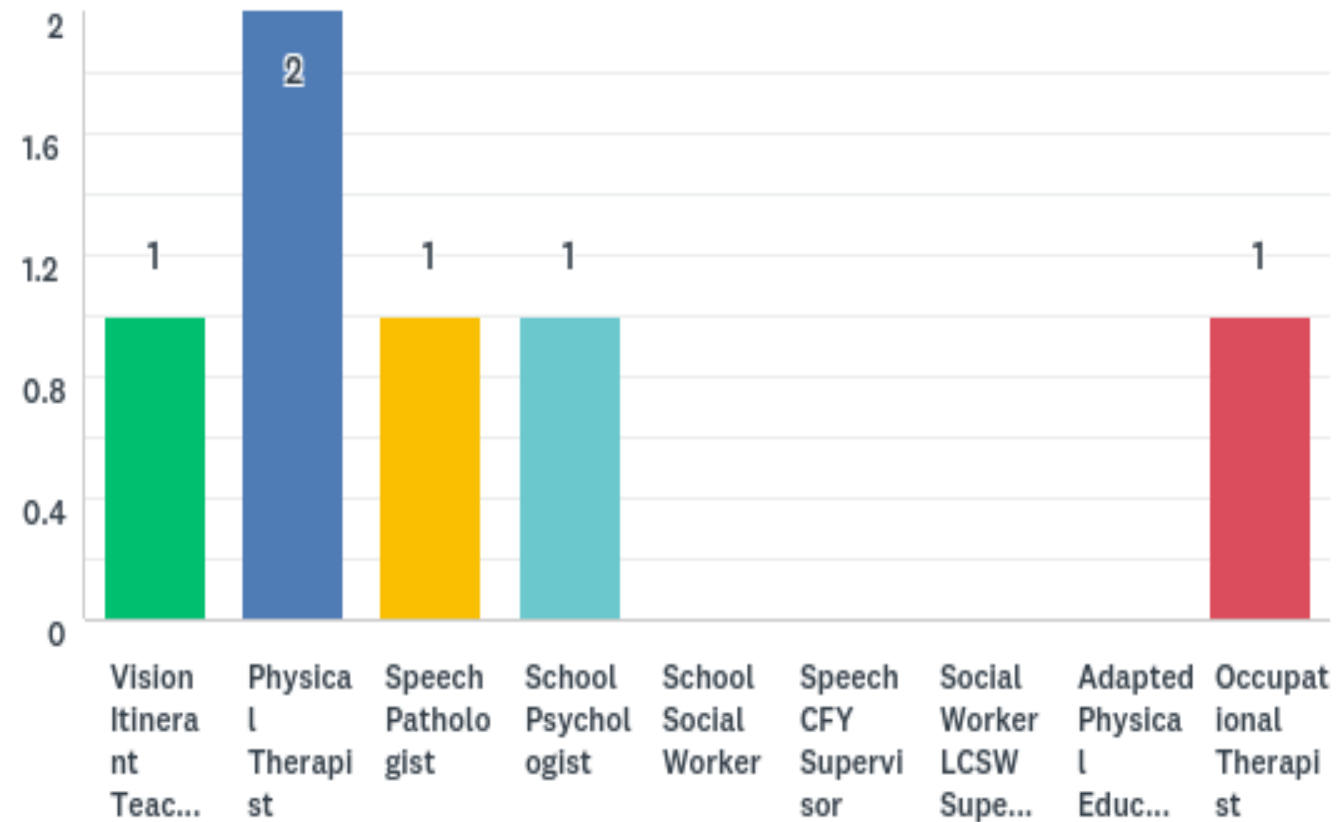
## Q11 When assessing your district's Audiological/FM System needs:



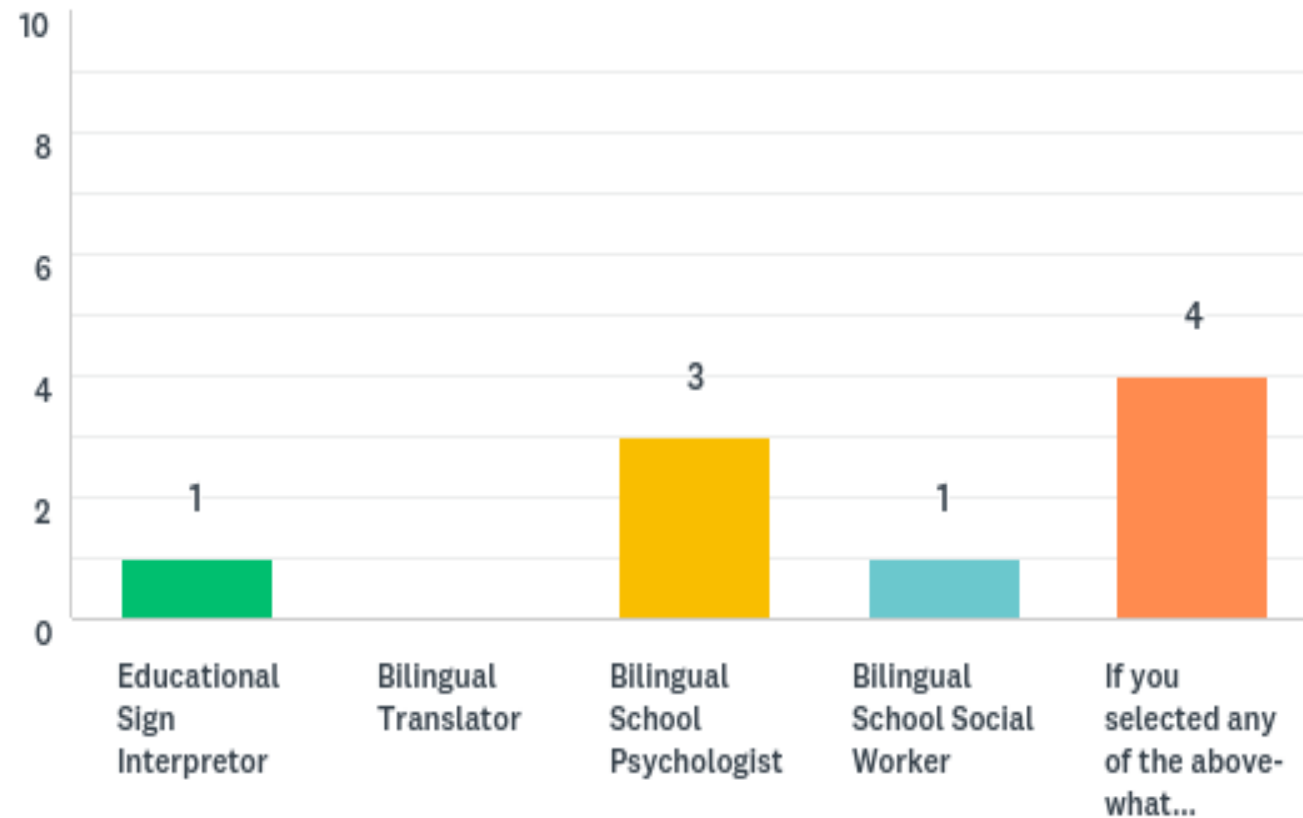
## Q12 Our district would like for SEDOM to directly provide the following Instructional Support Team (IST) Services:



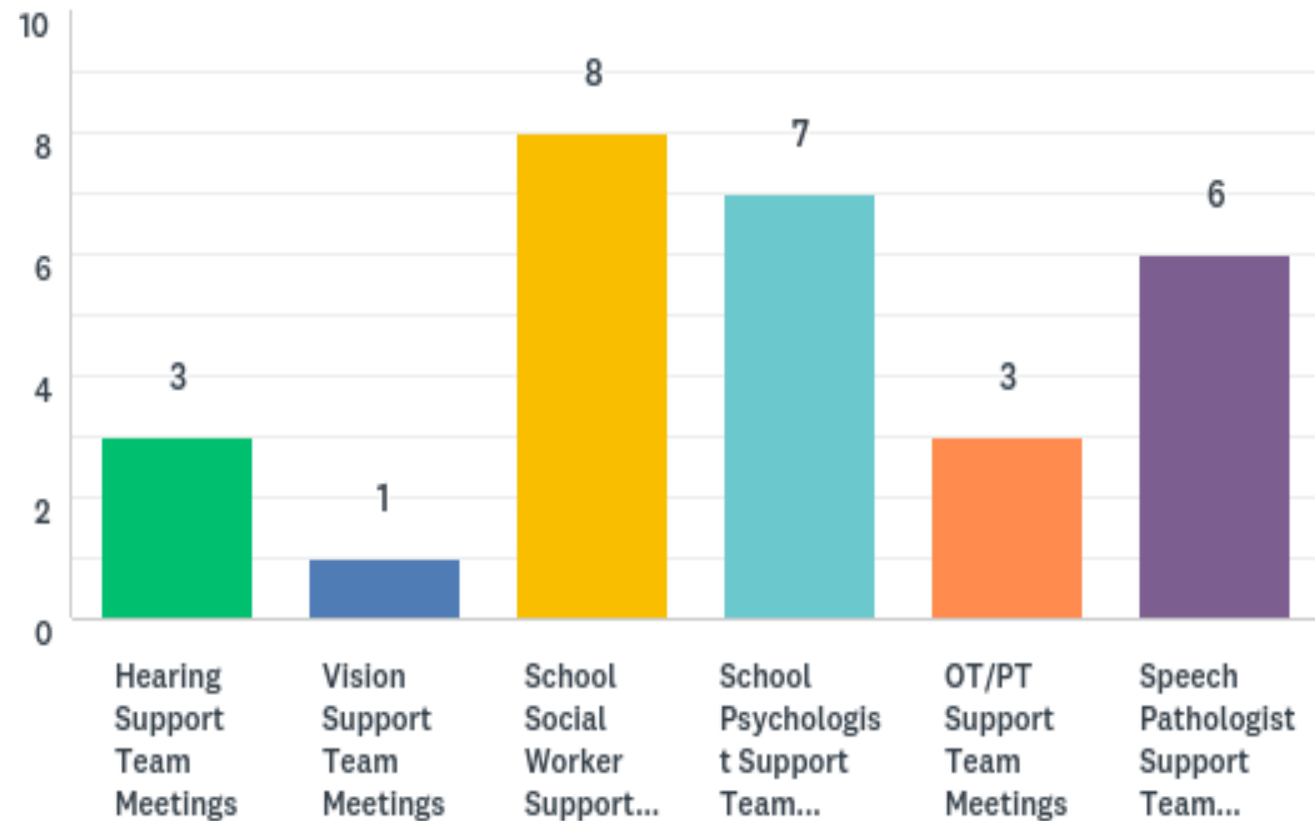
Q13 Our district would like for SEDOM to directly provide or acquire the following Certified Positions for our district:



## Q14 Our district would like for SEDOM to directly provide or acquire any of the following Linguistic-Communication Support:

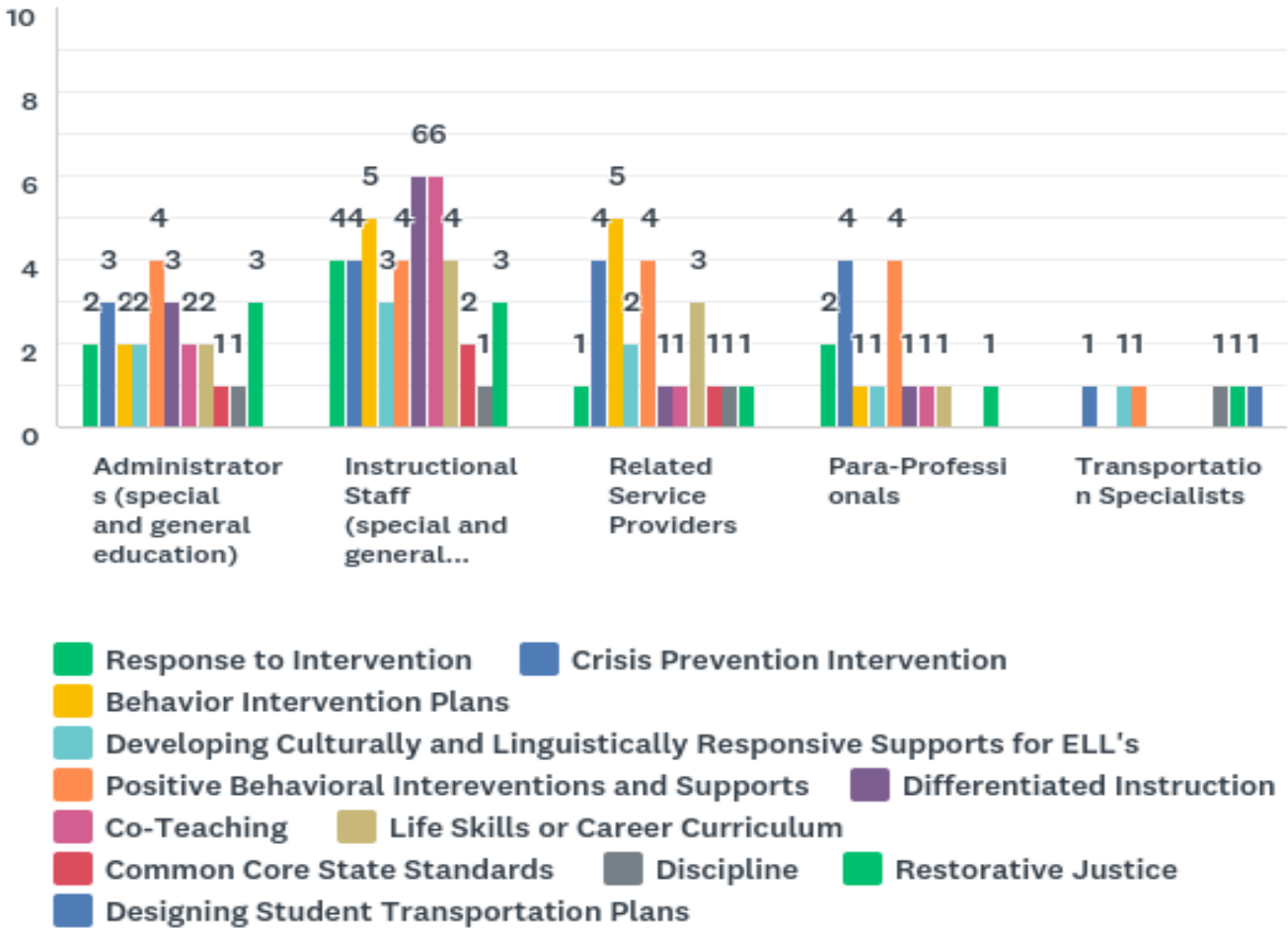


## Q15 Our district plans to send staff to the following County Wide Quarterly Support Team Meetings:

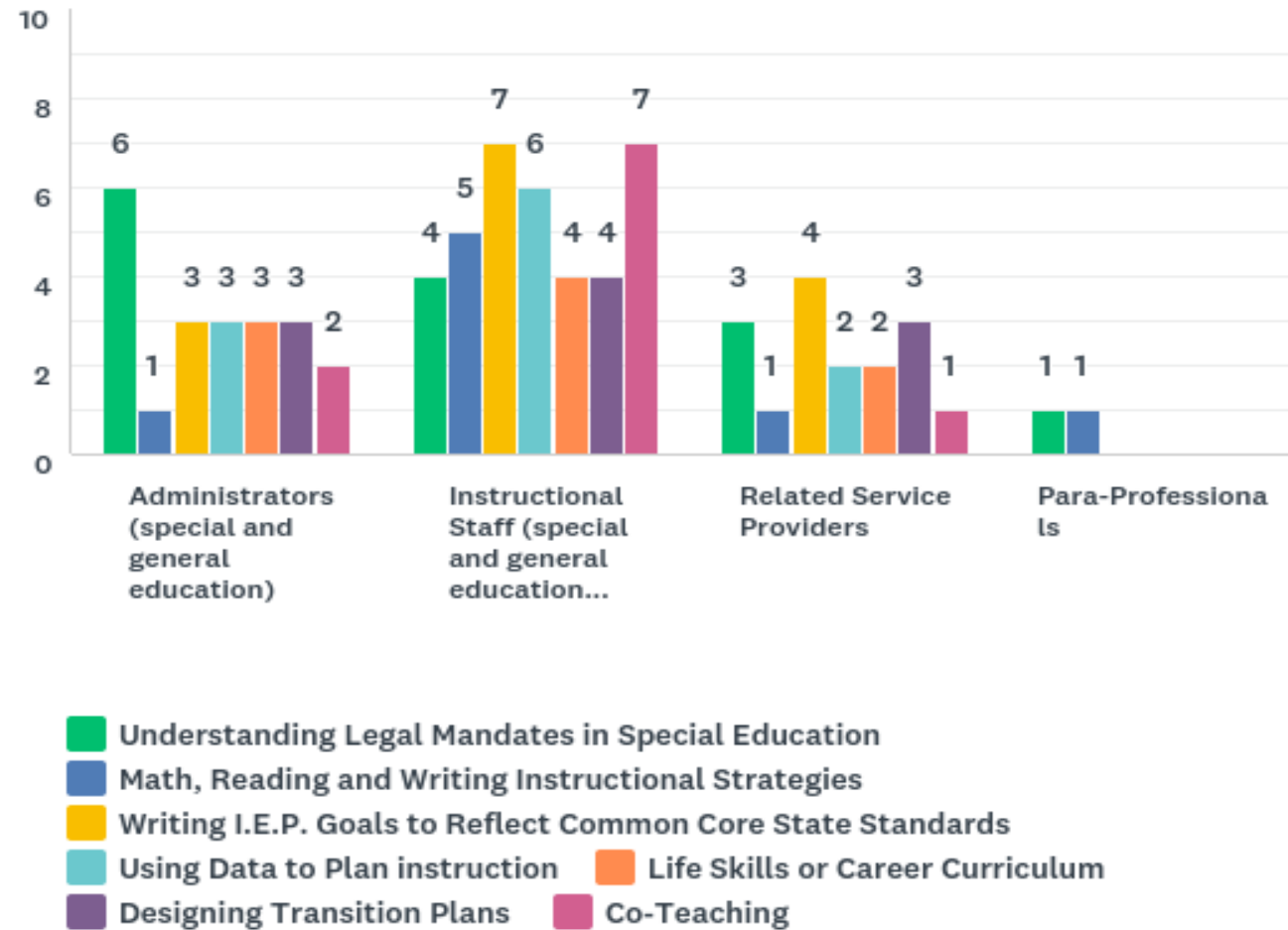




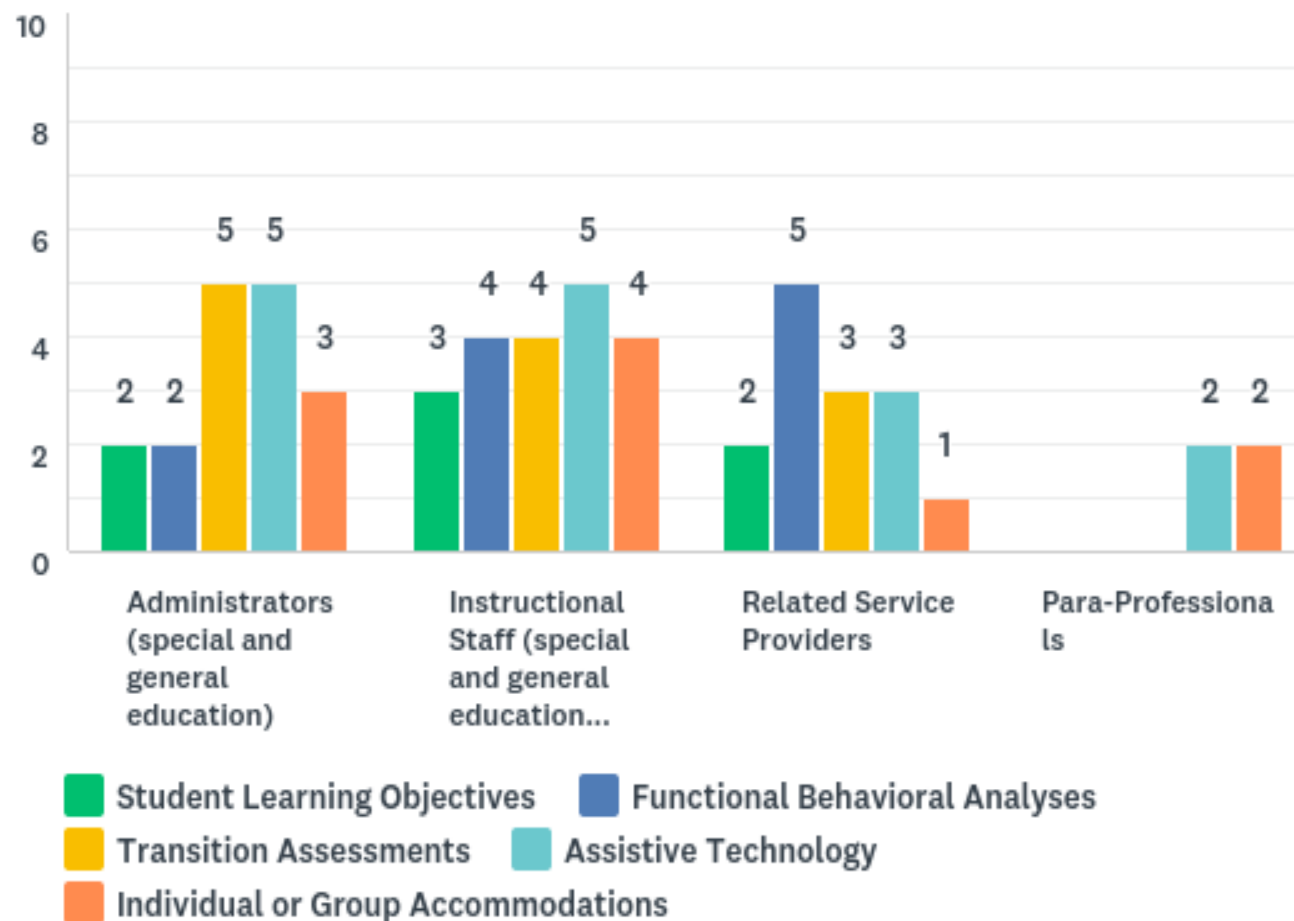
Q16 When considering Professional Development needs within the area of Intervention and Instruction, please check any and all items of potential need as it pertains to the below listed employee groups:



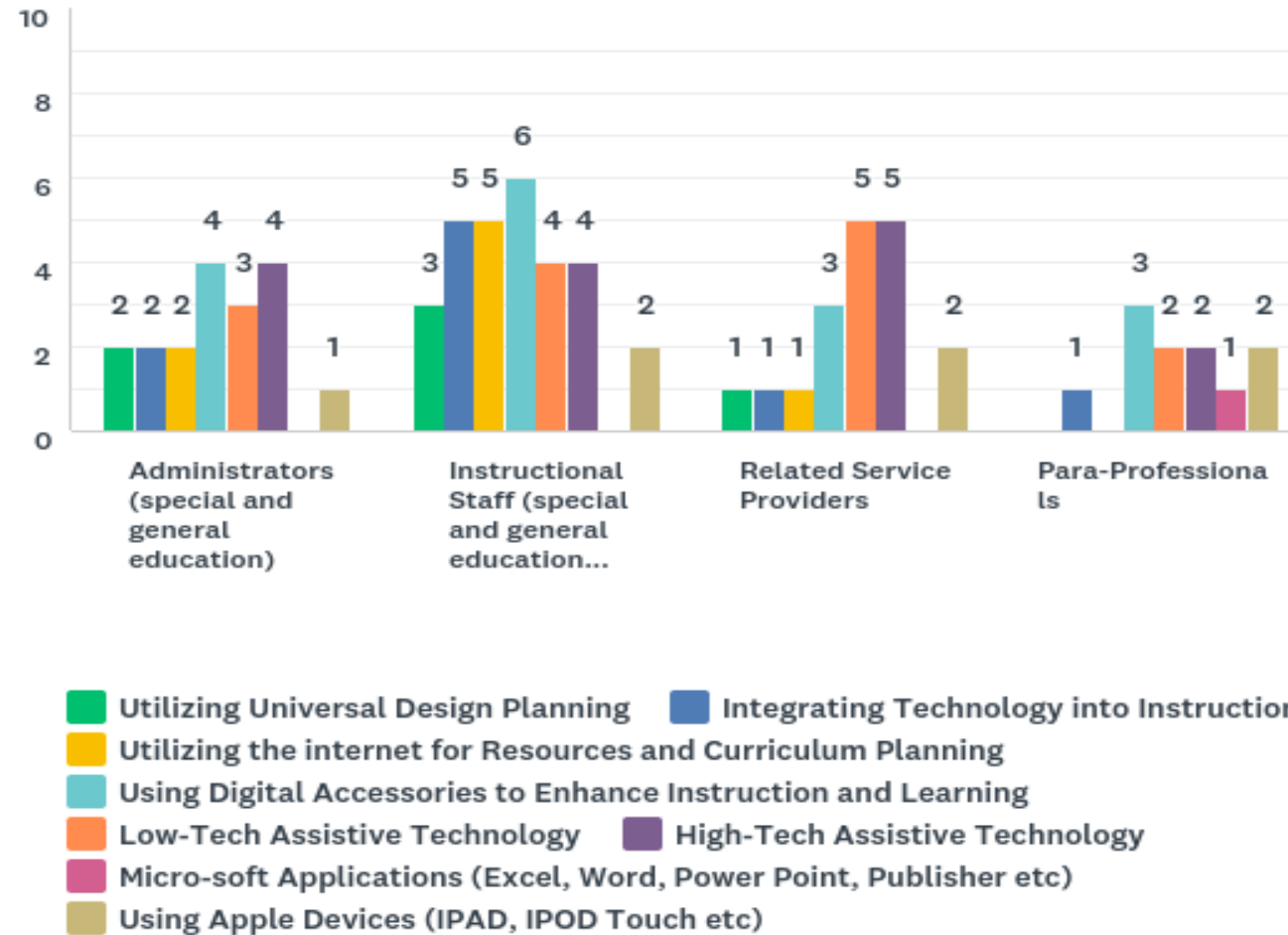
Q17 When considering Professional Development needs within the area of Planning for Instruction, please check any and all items of potential need as it pertains to the below listed employee groups:



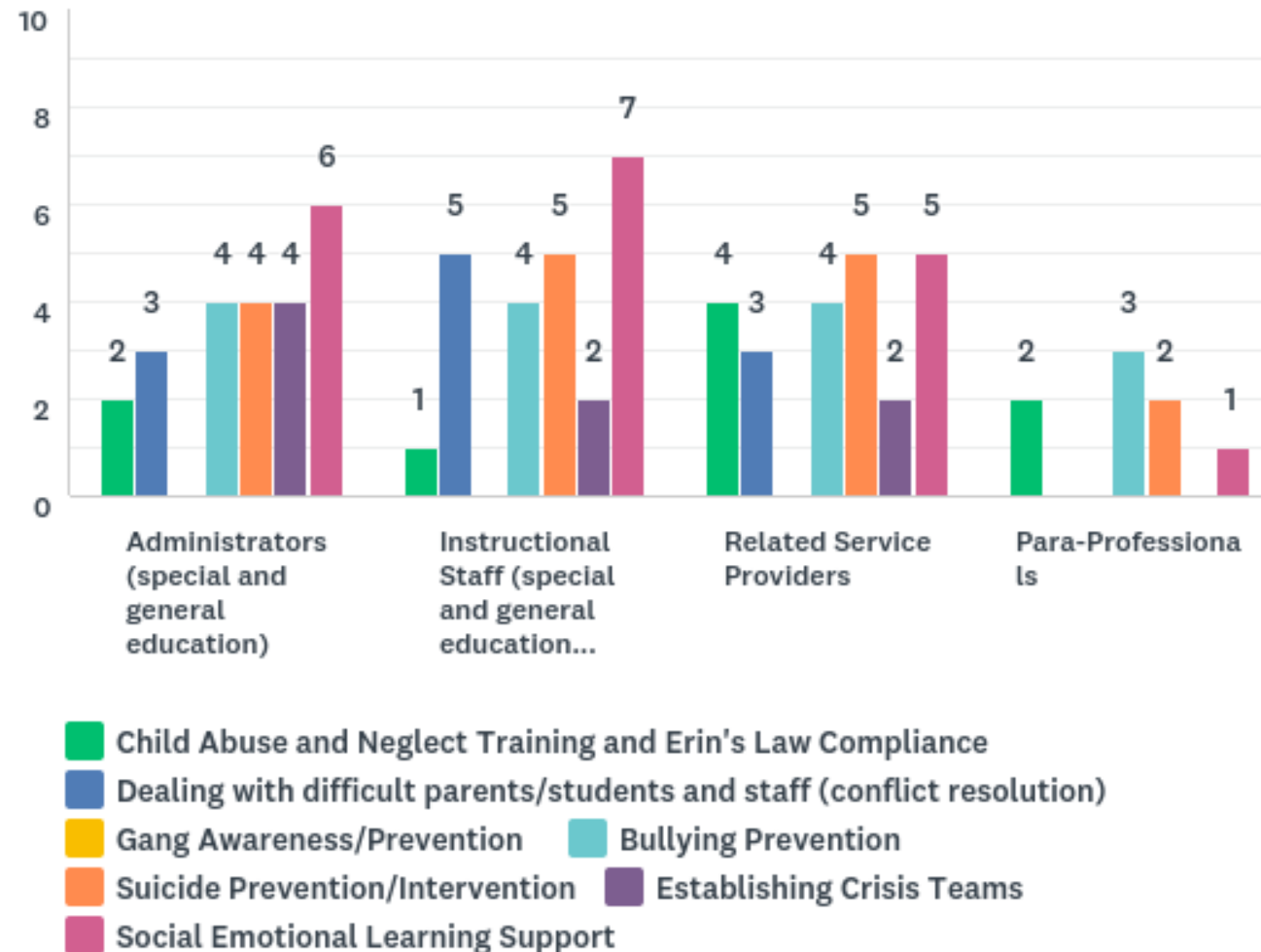
Q18 When considering Professional Development needs within the area of Assessment, please check any and all items of potential need as it pertains to the below listed employee groups:



Q19 When considering Professional Development needs within the area of Technology, please check any and all items of potential need as it pertains to the below listed employee groups:

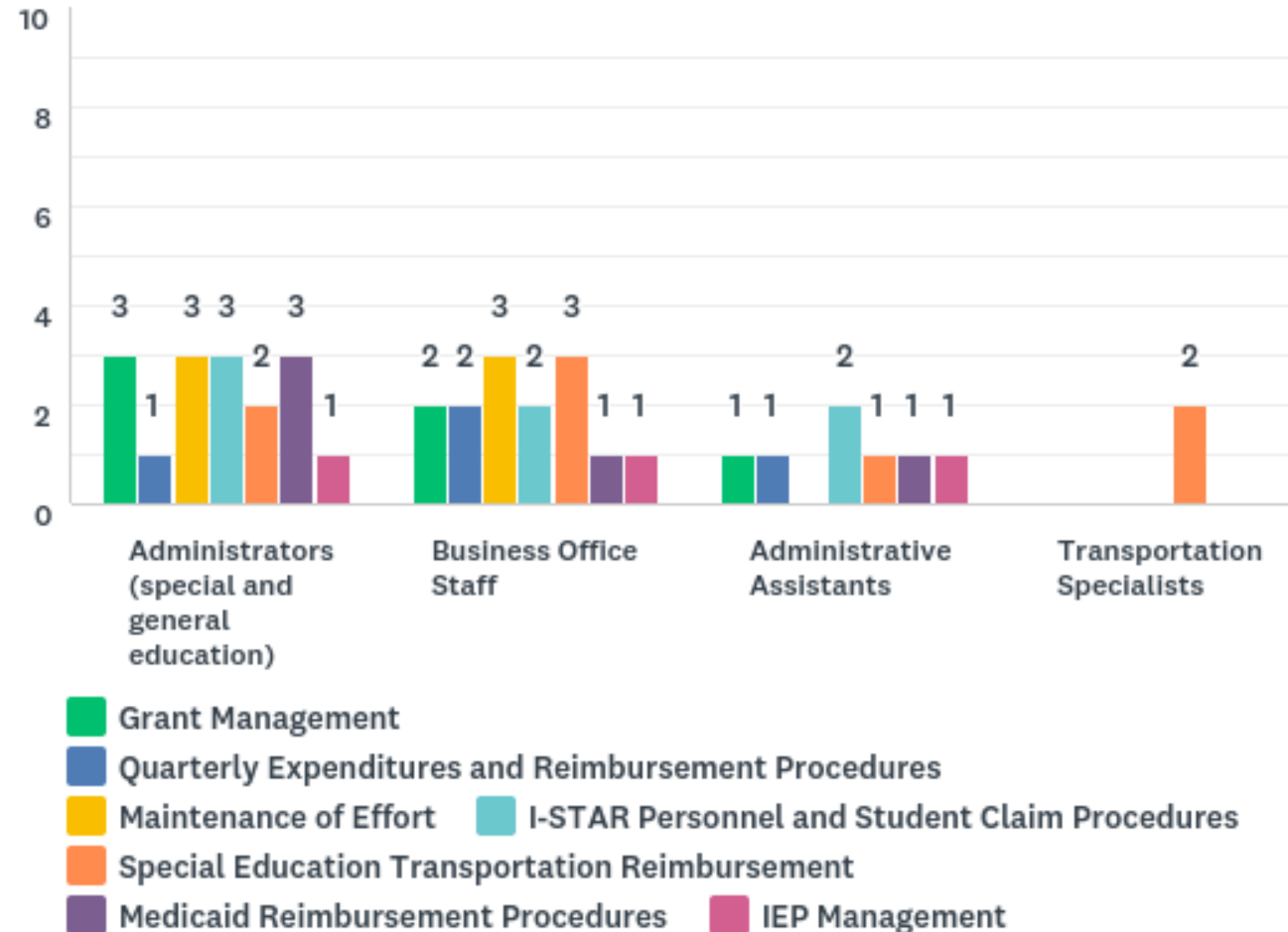


Q20 When considering Professional Development needs within the area of School Safety and Climate, please check any and all items of potential need as it pertains to the below listed employee groups:

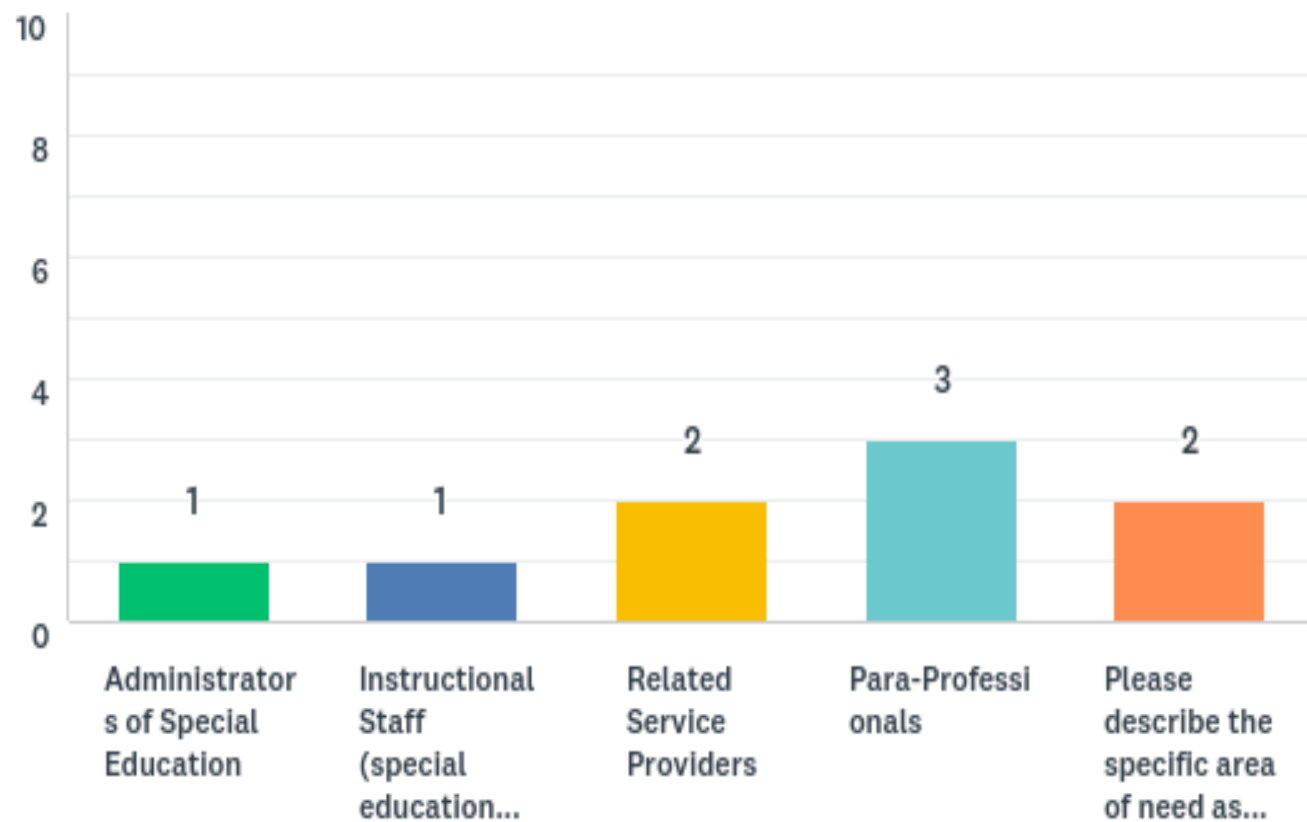




Q21 When considering Administrative Support needs, please check any and all items of potential need as it pertains to the below listed employee groups:



Q22 When considering your district needs within the area of The Professional Evaluation of Staff, please check any and all employee groups where potential needs exist



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# NEXT STEPS

Continued dialogue and discussion regarding the S.E.D.O.M. of 2025

- What will we own
- What will we rent
- What services will we offer
- What is the long range plan for our reserve dollars

Continued monitoring of the local, state and national centripetal forces impacting special education programs in McHenry County

Superintendents Forum on 4-4-19

Leadership Role at the County, State and Regional Levels

E.B.M. –E.S.S.A. = Gap Analysis and Data Reporting

- Advocacy for member districts
- Helping you tell your story

Medicaid Reimbursement

- Consistency of Training
- Role of S.E.D.O.M. as oversight