

MCAPS Technical Assistance Training

MS Comprehensive Automated
Performance-Based System

May – June 2019



Office of Special Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



Agenda

- Revision Procedures
- ESSA Per-Pupil Reporting
- Discuss Accounting Manual for School District Requirements
- Determine School allocations to ensure FY20 Project is in compliance with Federal and State Requirements
- FY 20 Project Application: Budget Narrative Details
- Individual Technical Assistance

Purpose

To provide participants with an overview of the changes to MCAPS and provide assistance in completing the FY20 Funding Applications

Making Revisions

Revisions in MCAPS

- New revision Procedures were released on April 1, 2018
- The revision procedures can be found within MCAPS:
MDE Document Library > Revision Procedures

Revisions in MCAPS continued

When do you need a revision?

- You will need to submit a revision within MCAPS for the following:
 - Any transfers among functions and/or objects which exceed or are expected to exceed the approved cost/budget
 - Any changes in personnel who are specified in approved application

Revisions in MCAPS continued

How do you submit a revision?

- In order to start a revision to Funding Application, take the steps below:
 1. Select “Planning Tool” or “Funding Application” from the left navigation column after you log in to MCAPS
 2. Select appropriate year (e.g. 2018 for FY18 Application)
 3. Select appropriate plan for revision (e.g. Special Education)
 4. Change status to “Revision Started”
 5. Make revisions as needed

Revisions in MCAPS continued

6. Upload the MCAPS Revision Forms to the “Related Documents” under IDEA Part B found on the “Sections Page” of the Funding Application.
7. After revisions have been completed and the MCAPS Revisions Forms have been uploaded, change status to “Revision Completed”

NOTE: Revisions to the Funding Application require business manager approval

Where to upload MCAPS Revision Form



Dr. Carey M. Wright
State Superintendent of Education

Mississippi Comprehensive Automated Performance-based System

- MCAPS Home
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- Funding
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Related Documents

[Redacted] - FY 2020 - Special Education - Rev 0 - IDEA, Part B

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Required Documents

Type	Document Template	Document/Link
Certification of IDEA [Upload at least 1 document(s)]	Certification of IDEA	
Coordinated Early Intervening Services (CEIS) Report [Upload at least 1 document(s)]	Coordinated Early Intervening Services (CEIS) Report	
General Education Provision Act (GEPA) [Upload at least 1 document(s)]	General Education Provision Act (GEPA)	
Parental Involvement Procedures [Upload at least 1 document(s)]	Parental Involvement Procedures	
Board Approval Signature Page [Upload 1 document(s)]	Board Approval Signature Page	

Optional Documents

Type	Document Template	Document/Link
Special Education Documents	N/A	



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Richardson, Bobby

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Session Timeout
00:58:19



Additional Information Relating to Revisions

Stay on top.

- Incomplete revisions will delay review and approval
- Funds may not be expended or reimbursed toward any account prior to the date the revision has been approved by program. If funds are expended prior to the approval of the revision, non-district funds must be used for the amount expended
- LEA/subgrantee must remain in compliance with program specific guidelines and/or policies to ensure that revisions are submitted and approved within the period of availability of each program
- The deadline to submit a revision will be provided by each program office

Every Student Succeeds Act (ESSA)

Per-Pupil Reporting Requirement

ESSA Per-Pupil Reporting Requirement

With the passage of the Every Student Succeeds Act (ESSA), new reporting guidelines have been required.

- Section 1111(h)(1)(C)(x):

“The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year”

ESSA Per-Pupil Reporting Requirement continued

- This means that for all federal and state level budgets expenditures must be (to the extent possible) at the school level
- This includes all Special Education funding

ESSA Per-Pupil Reporting Requirement continued

- There are some district level expenditures that can not be budgeted at a school level. Any personnel and/or other type of expenditure that affects a particular school must be budgeted and expended at the school level
- This will ensure that for the reporting requirement the State will report a more accurate expenditure per pupil at the school level

Accounting Manual

Public School Requirements

Accounting Manual for Public Schools Requirements

The requirement of school level budgeting and expending has actually always been a financial requirement according to the Mississippi Public School District Accounting Manual

Section H Prescribed Coding System/Item #6:

“The three digit operational unit codes identify the specific school or cost centers of the school district. The operational unit codes to be used are the school numbers assigned by the Mississippi Department of Education for ADA and personnel reporting. The use of operational unit codes is mandatory for:

Expenditures of every fund of the school district that are coded to expenditure function codes 1000 through 2490 for funds 1000 to 3999

MCAPS FY20 Funding Application

Updates in MCAPS for FY20

- There have been some changes to Function Code use beginning with the FY20 MCAPS Funding Application
- Function Code 2190 (previously used for Private School Participation) will now be replaced with **Function Code 1295 (Private School Participation)**
- Function Code 1220 (previously used for Private Facilities) will now be replaced with **Function Code 1225 (Private School Placement)**

Updates in MCAPS for FY20

- Budget Strings will no longer be required in the Budget Narrative
- There is no cover page to complete.
- Plan Relationships on the Sections Page under IDEA Part B and Preschool is not required

Updates in MCAPS for FY20

- Contracts between the district and vendors will no longer be uploaded in MCAPS (Contracts should be kept on file at the district level and will be reviewed during fiscal monitoring visits)
- The Special Education Checklist found at bottom of Sections page is a means of communication between MDE and LEA regarding allowability and allocability of the items submitted in the funding application

Updates in MCAPS for FY20

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Budget	Messages	Print
Budget Overview		Print
Equipment Purchases		Print
Coordinating Early Intervening Services	Messages	Print
Plan Relationships		Print
Related Documents		Print
<input type="checkbox"/> Assurances		Print
Assurances		Print
Related Documents		Print
<input type="checkbox"/> Special Education Checklist		Print
Special Education Checklist		Print
All	Messages	Print



Updates in MCAPS for FY20

Special Education Checklist

ALCORN SCHOOL DIST (0200) Public District - FY 2020 - Special Education - Rev 0 - Special Education Checklist

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This checklist is a means of communication between the MDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the MDE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where the MDE may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the MDE determines that the item has been corrected, Attention Needed will be changed to OK by the MDE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description [\(Collapse All\)](#) [Expand All](#)

<input type="button" value="−"/>	1. Private School Parentally Placed	This page must be completed.	<input type="button" value="Not Reviewed"/>
	1. Number of private schools within the district. No number entered.		
	2. If there are no private schools within your school district, the LEA must upload into MCAPS, a statement on letterhead with signature indicating that there are no private schools within their school district.		
	3. If % change from last year exceeds +/- 10%, please provide an explanation.		
	4. Number of private school children evaluated. No number was entered, why		
	5. Number of private school children determined to be children with disabilities. No number was entered.		
	6. Number of private school children served by the school district. No number was entered.		
	7. Number of private school children with disabilities located in school district. Preschool students not accounted in Part B student count		
	8. Amount to be expended for private school children with disabilities (a.) Amount calculated for Part B has not been budgeted. (b.) Amount calculated for Preschool has not been budgeted. (c.) Amount calculated for Part B entire amount was not budgeted. (d.) Amount calculated for Preschool entire amount was not budgeted.		
<input type="button" value="−"/>	2. Private Placements in Private Facility		<input type="button" value="Not Reviewed"/>
	1. If there are no students placed in a private facility, check N/A box		
	2. If there are students placed in a private facility, select facility and enter the number of students. If any time, this number changes this form must be updated		
	3. If students are indicated ensure funds are budgeted		
<input type="button" value="−"/>	3. Related Documents		<input type="button" value="Not Reviewed"/>
	1. Private School Consultation Affirmation of IDEA. (a) If there are private school within your school district, this form must be uploaded into MCAPS for each school indicated on the private school parentally placed form (b) If there are no private school within your school district, the LEA must upload into MCAPS, a statement on letterhead with signature indicating that there are no private schools within their school district		
<input type="button" value="−"/>	4. IDEA, Part Budget	Note: Do not use vendor or product names	<input type="button" value="Not Reviewed"/>
	1. Budget all IDEA Part B funds according to the (a) function codes and (b) object codes		

Budget Narrative Details

- When placing expenditures within the budget section of MCAPS, use major function codes, object codes, and operational unit codes. Unit codes are provided in a dropdown box in the cell named “Location Code” (this is the 4 digit district code and 3 digit school school code: 6721004)
- The 4 digit district code is used when expenditures are coded at the district level

Budget Narrative Details

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Budget Detail

Public District - FY 2020 - Special Education - Rev 0 - IDEA, Part B

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Indirect Cost	
Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	5.16%
Maximum Allowed for Indirect Cost	\$0.00

Filtering - 0 out of 0 Budget Details match selected filters

Show All / Clear All

Function Code

Object Code

Location Code

Tags

0 Option(s) selected.

Select All / Deselect All

<< First < Previous Next > Last >> Items 0-0 out of 0

Items/Page: 10

Budget Detail	Narrative Description	
	Total for filtered Budget Details:	\$0.00
	Total for all other Budget Details:	\$0.00
	Total for all Budget Details:	\$0.00
	Adjusted Allocation:	\$344,892.00
	Remaining:	\$344,892.00

Return

TELL ME
SOMETHING
GOOD!

Budget Narrative Details

SPP/APR Indicators DO NOT have to be included in the budget narrative for the FY20 Funding Application

Budget Narrative Details: Salaries

- Indicate title of position, MSIS code, quantity, contract days, and percentage paid from each funding source
- Indicate Full-time or Part-time, if Part-time, indicate the percentage
- Provide a brief description of duties being performed for personnel paid from IDEA funds

Budget Narrative Details: Salaries

- If salary is prorated, indicate the funding source and the percentage paid from each funding source. (Note: Percentage should equal 100% or if part-time, the part-time percentage when added together) **Budget strings are not required.**
- For teacher assistants, include the statement “supervised by a licensed teacher”

Budget Narrative Details: Salaries

- For district employees who provide services to multiple schools or locations that the district is **unable** to disaggregate, those employees **may** be assigned to the district level (001)
- These district employees **may** include Psychometrist, Case Managers, Child Find Coordinators, Occupational Therapist, Physical Therapist, and SLPs
- Special Education Directors would continue to be coded to district level (001)

Budget Narrative Details: Salaries

- For employees who serve multiple schools or locations that the district **is able** to disaggregate, the LEA will prorate the employee's salary based on time spent at each location and add a separate narrative for each location using the appropriate program code for the location where the employee is providing services

Budget Narrative Details: Salaries

- For example, if the LEA has an SLP who serves school 04 and 08, the salary for that SLP will be prorated between schools 04 and 08 based on the amount of time spent at each location. This salaried employee would have 2 narratives in MCAPS with a different operational unit code

Budget Narrative Details: Salaries

- IDEA Part B and Preschool funds can only be used to provide services for eligible students with disabilities
- If personnel providing services to eligible students are assigned other district responsibilities, the salaries must be prorated among the fund sources and a breakdown of this proration must be included in the narrative (Example: 90% IDEA and 10% District: Gifted and 504 Coordinator)

Budget Narrative Details: Substitute Pay

- Substitute pay for all leave can only be used for personnel who are paid from the project
- Substitute pay can be used to pay special education teachers paid from MAEP to attend professional development training, workshops and conferences related to special education and related topics
- Enter the rate of pay separately for substitute teacher assistance and certified teachers
- If the salary is prorated, only the prorated share can be paid with IDEA, Part B and Preschool funds

Budget Narrative Details: Salary Supplements

- Supplements are to be budgeted under the same salary function code used for the person who is receiving the supplement
- Supplements are included in the employee's contract or in a separate contract
- Describe who is receiving the supplement, why the supplement is being paid, and the amount of the supplement
- Federal funds may not be used to pay local district supplements

Budget Narrative Details: Stipends

- Stipends are paid to employees for work not covered in their contracts
- Indicate why the stipend(s) is being given and the rate of pay

Budget Narrative Details: Benefits

- Benefits are to be budgeted under the same salary function code as the person receiving the benefits
- The number of positions and locations for salaries and benefits must match.
- Benefits should be prorated based on the salary proration
- Include the statement that all benefits will be prorated according to salary
- Indicate what benefits are being paid and the percentage or amount being paid for each charge. Ex. Fixed charges at 25.05%, Group insurance at 367.00/month, etc.

Budget Narrative Details: Contractual Services

- Indicate what services are being provided
- Contracted services are to be provided by licensed personnel and the narrative should include that statement
- Use the appropriate function code for each type of contracted service. For example, SLPs should be coded to function code 2150, Psychologist should be coded function code 2140, etc.

Budget Narrative Details: Contractual Services

- Do not name specific vendors or contractors
- Include the statement “A signed contract will be on file for each contractor and verification for SAM (System for Award Management) is also on file”
- SAM has replaced the EPLS (Excluded Parties List System)
- <https://www.sam.gov/SAM/> - link to SAM

Budget Narrative Details: Equipment

- All equipment must have prior approval and should be listed on the Equipment Purchases page
- On the Equipment Purchases page, list the equipment being purchased, quantity, location and provide justification
- The school or location on the Equipment Purchases page must match the budget narrative

Budget Narrative Details: Equipment

- Quantity, justification, and unit cost **do not** have to be added to the budget narrative; Use statement: “See equipment purchases page” in the budget narrative
- Transfer the total amount of equipment to the appropriate function code in the budget section (the amounts should match)
- In order for totals to match the Equipment Purchases page in the budget section, the “quantity” cell should remain one (1)

Budget Narrative Details: Equipment



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Equipment Purchases

[Redacted] FY 2020 - Special Education - Rev 0 - IDEA, Part B

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N/A

Includes Equipment Having a Useful Life of More Than One Year

Quantity	Description	School	Unit Cost	Total Cost	Justification for Purchase of Each Item
<input type="text"/>	<input type="text"/>	<input type="text"/>	\$ <input type="text"/>	\$ <input type="text"/> 0.00	<input type="text"/>
<p>\$ <input type="text"/> 0.00</p>					

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Budget Narrative Details: Staff Travel

- Address travel for district personnel to perform duties within the school district. Describe what services are being provided, why and who is traveling
- In-district travel should be budgeted under the same salary function code used for the employee who is receiving the travel funds
- **Note:** All out-of-district travel is considered professional development and should be coded under function code 2210-2219 for all special education staff

Budget Narrative Details: Supplies

- A separate budget narrative and appropriate function code should be used for office supplies, evaluation supplies, and instructional supplies
- Operational unit codes at the school level would be used for instructional supplies
- Computer software is to be included under the appropriate function and unit codes, depending on its use as office, evaluation, or instructional
- If costs are prorated among budgets, a breakdown of this proration must be included in the narrative

Budget Narrative Details: Supplies

Include the following information in the budget narrative:

- Describe what type of items will be purchased (do not include product names)
- Include who will be utilizing the supplies (e.g., administrator, evaluator, teacher, student)
- Include a statement specifying whether shipping/freight charges will be included in the cost of these items

Budget Narrative Details: Indirect Cost

If the district's indirect cost rate is charged to IDEA (Part B and/or Preschool Funds), include a separate line item and state the rate for the district's restricted indirect cost rate in the narrative

Budget Narrative Details: Equipment Repair/Maintenance

- Indicate if expenses will be paid for general repair or maintenance of equipment
- Indicate the piece(s) of equipment for general repair or maintenance
- Budget equipment repair and maintenance under the appropriate function code (i.e., audiometers would be coded to 2150 – Speech Language Services)

Budget Narrative Details: Private Placements

- Districts are responsible for the first \$5,114.23 (SY2019-2020) Base Student Cost prorated for allocation) from their State and local funds for each student placed in a private facility
- Tentative Methodology

MDE/OSE will reimburse districts up to \$12,785.58 (2.5 X Base Student Cost \$5,114.23) from the State Educable Child appropriation, as State Funds are available

Note: These cost are subject to change and districts will be notified by MDE with new calculations.

Budget Narrative Details: Private Placements

- Any remaining amounts can be taken from the district's IDEA, Part B Budget or district funds
- Districts may include the transportation cost for those students in private placement
- Indicate the number of students placed in the private facility and the name(s) of the facility
- Indicate the transportation rate and the number of students being transported

Budget Narrative Details: Communication

Indicate if expenses will be paid for postage, telephone (landline only), and advertisements for Child Find

Budget Narrative Details: Student Travel

- Indicate what transportation cost will be paid for students
- Indicate the purpose of the student travel and why the travel is being done. Example: Educational field trips are planned for instructional activities that are included in the teacher's lesson plans and are tied to the student's IEP
- Add statement that transportation for special education students will be paid after all State funds have been utilized
- Entrance fees/food purchases are **unallowable** expenses

Budget Narrative Details: Cooperative Agreements

- If expenses related to a cooperative agreement are being requested, include a copy of the agreement signed by all parties involved. Example: District A has an outstanding program for Autistic students. District B would like to send 2 students to District A's Autism program. Both districts agree and the the two districts enter into a cooperative agreement
- State in the narrative how the funds are being used; the number of students being served; and the rate of pay

Budget Narrative Details: CEIS Funds

- If CEIS funds are being used, it must be specifically detailed in your narrative as to how it is going to be used
- If the district is **required** to reserve funds for CEIS, you must allocate 15% of your grant award for IDEA (Part B and Preschool) and the CEIS page must be completed
- If the district is **required** to reserve funds for CEIS, the target population and instructional and/or professional development activities should be aligned to the district data that was determined to be disproportionate

Budget Narrative Details: CEIS Funds

- Districts that are **required** to use CEIS funds should contact MDE/OSE for further guidance, if needed
- Districts that are **required** to use CEIS funds should complete Section 1 and Section 2 of the CEIS page
- If the district chooses to use CEIS funds voluntarily, they may use up to 15% of the grant award. Districts who are choosing to reserve funds for CEIS must state the percentage being allocated and the CEIS page must be completed.

Budget Narrative Details: CEIS Funds

- If the district chooses to use CEIS funds voluntarily, Sections 1 and 3 of the CEIS page must be completed.
- Targeted students using CEIS funds must be tracked for two years
- If districts are not required to use CEIS funds and choose not to use CEIS funds voluntarily, the N/A box on the CEIS page **must** be checked

Budget Narrative Details: CEIS Funds



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Coordinating Early Intervening Services

[Redacted] - FY 2020 - Special Education - Rev 0 - IDEA, Part B

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N/A

C. Use of IDEA Funds for Coordinated Early Intervening Services

Please refer to the IDEA Law, Section 615 (f) (1) - (4) and Section 618(d)(2)(B)(C) available here:

<http://www.gpo.gov/fdsys/pkg/PLAW-108publ446/html/PLAW-108publ446.htm>

Note: If LEA voluntarily takes up to 15%, the funds must be spent from July 1 - June 30, any remaining funds must be returned to IDEA for programming.

1) Funds Availability Calculation

1. Estimated/final IDEA allocation:	\$ 344,892.00
2. Maximum amount available for Early Intervening Services: (Line 1 x15%)	\$ 51,733.80
3. Amount Used if less than maximum permitted:	\$ *
4. CEIS Status	Voluntary

2) Narrative for Mandatory Use of Funds

* List the identified areas of disproportionality:

* Specify the areas funds will target (i.e. grade levels, schools, professional development, etc.):

* How will these funds be used to assist in alleviating the disproportionality problem within the LEA?

3) Narrative for Voluntary Use of Funds

* List specific interventions or areas to be addressed: (include grade levels and schools)



Budget Narrative Details: Private School Participation

- Districts are required to conduct a timely and meaningful consultation (at least annually) with private school representatives
- Determine the number of parentally-placed children with disabilities attending private schools located in the school district

Budget Narrative Details: Private School Participation

Districts must obligate and spend a proportionate share/amount of IDEA Part B and Preschool funds on the provision of services to those children with disabilities enrolled by their parents in private elementary and secondary schools located within the school district (if they meet the definition of elementary and secondary schools)

Budget Narrative Details: Private School Participation

The PRIVATE SCHOOL PARTICIPATION page in MCAPS and THE PRIVATE SCHOOL CONSULTATION AFFIRMATION forms are required in order to assure that children with disabilities placed by their parents in private schools are counted and provided equitable participation as required by IDEA and its implementing regulations.

Budget Narrative Details: Private School Participation

Sections

Public District - FY 2019 - Special Education - Rev 0

Application Status: Draft Started

Change Status To: [LEA Special Education Director Draft Completed](#)

[View MDE History Log](#)

[View Change Log](#)

Description (View Sections Only View All Pages)		Validation
All		Messages
<input type="checkbox"/> History Log		
History Log		
Create Comment		
<input type="checkbox"/> Allocations		
Allocations		
<input type="checkbox"/> Private Schools		
Private School Parentally Placed	← Private School Participation Page	
Private Placements In Private Facility		
Related Documents	← Private School Consultation/Affirmation Form	
<input type="checkbox"/> IDEA, Part B		Messages
Budget		

Budget Narrative Details: Private School Participation

- THE PRIVATE SCHOOL CONSULTATION AFFIRMATION form must be signed and uploaded to MCAPS and there should be a form for each private school in the LEAs jurisdiction. This form is located under Private Schools Related Documents
- If there are no private schools within the jurisdiction of the LEA, the LEA **must** upload a letter stating there are no private schools within the LEAs jurisdiction. The letter should be uploaded where the Private School Consultation Affirmation form is uploaded. (under Related Documents)
- Transfer the total amount for IDEA, Part B and Preschool from the Private School Participation form to the budget section using appropriate function code: 1295

Budget Narrative Details: Private School Participation

- Districts with policies which do not include participation of home schooled children in district programs are not required to serve them or include them in the proportionate share. A Private School Consultation Affirmation form is **not** required for those students
- The narrative should include the number of children with disabilities to be served, the services to be provided, and the position/title that will provide the services

Budget Narrative Details: Parental Involvement

- Parental Involvement is a requirement and must be budgeted
- Parental Involvement activities should be specific to the district, to SPP/APR Indicator 8, and to the activities indicated on the “Parental Involvement Public Comment Procedures” form
- Districts must submit documentation to verify that parents were given an opportunity to participate in providing input in the development of the funding application

Budget Narrative Details: Parental Involvement

- Documentation may include sign-in sheets, power points, advertisements, or other means of communication or announcements and should be uploaded in the Related Documents section along with the Parental Involvement Public Comment Procedures form
- Documentation should match information provided on the Parental Involvement Public Comment Procedures form
- The dates listed for parental input cannot be after the project application was approved by the School Board

Budget Narrative Details: Professional Development

- Professional Development is considered training that is provided to staff within the district or training that is provided outside the district that includes travel
- Indicate if funds will be used to provide training opportunities for special education staff and special education teachers within the district (Function Code: 2210-2219, Object Code 300-399)
- Specify the topics of the training being provided, who the targeted audience is, who will provide the training, and how it will be paid
- Include statement that Professional Development is in addition to the Professional Development required by the district

Budget Narrative Details: Professional Development

- Do not name specific consultants, individuals, or groups
- If paying for professional services (Object Code 300's) include statement that contract and verification of SAM will be on file at district
- If attending conferences, indicate what staff will be attending and if subsistence, travel, or lodging is included (Object Code 500's)
- If dues and fees are being paid use Object Code 800's

Related Documents: IDEA Part B

Related Documents that must be uploaded into MCAPS:

- Board Approval Signature Page
- Certification of IDEA
- CEIS Report or District Letter if CEIS funds have not been used in last two years
- Excess Cost Spreadsheet that is provided
- GEPA Statement
- Parental Involvement Procedures and Corresponding Documentation (Sign in Sheets, Notice of Meeting, etc.)
- Bus Letter, if applicable

Related Documents: IDEA Part B



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Mississippi Comprehensive A

Google Password Required
Enter your password for "ctaylor" in Internet Accounts.

Close
Continue

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Related Documents

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Required Documents

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Certification of IDEA [Upload at least 1 document(s)]	Certification of IDEA	
Coordinated Early Intervening Services (CEIS) Report [Upload at least 1 document(s)]	Coordinated Early Intervening Services (CEIS) Report	
General Education Provision Act (GEPA) [Upload at least 1 document(s)]	General Education Provision Act (GEPA)	
Parental Involvement Procedures [Upload at least 1 document(s)]	Parental Involvement Procedures	
Board Approval Signature Page [Upload 1 document(s)]	Board Approval Signature Page	

Optional Documents

Type	Document Template	Document/Link
Special Education Documents	N/A	

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Due Date:
June 30, 2019

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