



## Solano County Special Education Local Plan Area

Participants:  
Benicia Unified School District  
Dixon Unified School District  
Fairfield-Suisun Unified School District  
Travis Unified School District  
Vacaville Unified School District  
Solano County Office of Education

### SELPA Governance and Finance Committee Meeting

Wednesday, September 16, 2020

9:00 – 11:00 a.m.

Zoom Videoconference

**This meeting is being held pursuant to Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. All members may attend remotely by videoconference.**

Join Zoom Meeting:

<https://solanocoe.zoom.us/j/93967442870?pwd=OWdxZXNndGN4Y1lpUkU3MW9JK2U5dz09>

Meeting ID: 939 6744 2870

Password: SELPA

Dial-in: (669) 900-9128

1. Call to Order Action
2. Approve Agenda Action
3. Approve Minutes of June 17, 2020 Action
4. Public Comment  
Members of the public wishing to address any item listed on the agenda are asked to submit their request using the "Chat" feature within the Zoom virtual meeting. Speakers are requested to limit their comments to three (3) minutes. Public Comment will be limited to a combined total of 15 minutes.
5. SELPA Reports
  - 5.1. Nonpublic School (NPS) Expenditure Update Information
  - 5.2. Mental Health as a Related Service (MHRS) Pool Update Information
  - 5.3. Legal Pool Update Information
  - 5.4. Legal Education Fund Update Information
6. SELPA Business
  - 6.1. Solano County SELPA Procedural Manual
    - 6.1.1. Section A – Individualized Education Program Action
    - 6.1.2. Section B – Procedural Safeguards and Complaints for Special Education Action
    - 6.1.3. Section C – Appointment of Surrogate Parent for Special Education Students Action
    - 6.1.4. Section D – Child Find Action
    - 6.1.5. Section E – Identification and Evaluation of Individuals for Special Education Action
    - 6.1.6. Section F – Independent Educational Evaluations Action
    - 6.1.7. Section G – Medically Necessary Occupational and Physical Therapy Action
  - 6.2. California Children's Services (CCS) – Medical Therapy Unit (MTU) Information
  - 6.3. Low Incidence Revenue Action

**Continued on next page**

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Any writings or documents that are public records and are provided to the SELPA Governance and Finance Committee regarding an item on this agenda will be made available for public inspection in the Solano County SELPA office located at 5100 Business Center Dr., Fairfield, CA during normal business hours. In addition, such writings and documents may be posted on the SELPA's website at [www.SolanoCountySELPA.net](http://www.SolanoCountySELPA.net)

7. SCOE Reports

7.1. 2019-20 Special Education Report

Information

7.2. 2020-21 Transportation Budget

Action

7.3. Interagency Rents and Leases Agreement with LEAs

Action

Next Meeting: **Wednesday, October 21, 2020**

**SELPA Governance and Finance Committee**  
**June 17, 2020**  
**Minutes**

**1. Call to Order:** Andrew Ownby called the meeting to order at 9:00 a.m.

This meeting was held pursuant to Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. Any or all board members may attend the meeting by videoconference or by phone.

**In attendance:**

Andrew Ownby, SELPA  
Sasha Begell, VUDS  
Siobhan Dill, SCOE  
Aumrey Moland, VUSD  
Monique Stovall, DUSD

Russ Barrington, SELPA  
Kelly Burks, VUSD  
Michelle Henson, FSUSD  
Kim Parrott, DUSD  
Tommy Welch, SCOE

Trudy Barrington, TUSD  
Julie Corona, BUSD  
Becky Lentz, SCOE  
Tim Rahill, BUSD

**2. Approval of Agenda**

Trudy Barrington made the motion to approve the agenda as presented. Kim Parrott seconded the motion, which passed unanimously.

**3. Approval of Minutes from May 20, 2020**

Monique Stovall made the motion to approve the minutes as presented. Kim Parrott seconded the motion, which passed unanimously.

**4. Public Comment** – No public comment provided.

**5. SELPA Reports**

- 5.1. Nonpublic School (NPS) Expenditure Update – Information item. No questions or concerns reported.
- 5.2. Mental Health as a Related Service (MHRS) Pool Update – Russ Barrington reported expenditures for 2019-20 were lower than projected. No questions or concerns reported.
- 5.3. Legal Pool Update – Information item. No questions or concerns reported.
- 5.4. Legal Education Fund Update – Information Item. No questions or concerns reported.

**6. SELPA Business**

6.1. Solano County SELPA Procedural Manual – Andrew Ownby reported that with the approval of the Solano County SELPA Local Plan - Section B: Governance and Administration, the SELPA is now ready to move forward with the project of consolidating the remaining components of the local plan to a user-friendly manual, designed to guide the work of the SELPA and its member-districts. The initial work began June 2019 with all member-district special education directors participating in a study session retreat. Andrew informed the group that at the June 12, 2020 Special Education Council meeting, the directors reviewed the latest draft and discussed next steps to move forward a recommendation for review and approval to the Governance and Finance Committee and Council of Superintendents. The consensus was to review the proposed procedural manual in sections to ensure the most current and accurate information is presented. Two additional study sessions were scheduled for July 13, 2020 and July 20, 2020.

6.2. California Children's Services – Medical Therapy Unit (CCS MTU) – Andrew Ownby provided an update on the California Children's Services Medical Therapy Unit. He reported that a video-recorded walkthrough was successfully completed, and the SELPA is now working on the next steps based on the Department of Health Services' protocol.

6.3. Deaf/Hard-of-Hearing (DHH) Elementary Program – Siobhan Dill reported that she and Dorothy Rothenbaum are working on coordinating a meeting with Vallejo City USD's administration to discuss what the impact would be if the students currently enrolled in Vallejo's DHH program were to be served within the Solano County SELPA's regional boundaries. Projected enrollment for the 2021-2022 school year is 5-7 students.

## **7. Governance and Finance Committee Member Requests**

7.1. Benicia Unified School District: Cash Flow Schedule – Russ Barrington reviewed a spreadsheet which he created at the request of BUSD, to display a timeline of the distribution of SELPA funds to member-districts.

## **8. SCOE Reports**

8.1. Interagency Rents and Leases Agreement with LEAs – Becky Lentz presented two potential billing models for the committee's review: impact if no longer charging facilities and cost split of paying both sides of a trade. It was identified that the percentage utilized to calculate the breakdown of the cost to districts was based upon the percentage of special education students enrolled in SCOE programs rather than the percent based upon the ADA of the SELPA. The reports will be revised to reflect AB 602 exhibits and reviewed at the next meeting scheduled for Wednesday, September 16, 2020

The meeting was adjourned at 9:27 a.m.

Minutes submitted by Monica Hurtado. Reviewed by Andrew Ownby.

<b>2020-2021 NPS FUND UPDATE - September 2020</b>			
<b><u>Expenditures:</u></b>	<b>20/21 Budget</b>	<b>9/10/2020</b>	<b>Projected as of 6/30/21</b>
Non-Public School (NPS):	5,711,116	450,310	5,711,116
Parent Visitations (per IEP):	1,000	-	1,000
<b>TOTAL:</b>	<b>5,712,116</b>	<b>450,310</b>	<b>5,712,116</b>
<b><u>Direct District Contribution:</u></b>			
BUSD	198,908	10,134	198,908
DUSD	307,564	15,645	307,564
FSUSD	2,615,614	209,713	2,615,614
TUSD	840,460	59,730	840,460
VUSD	1,749,570	155,089	1,749,570
	<b>5,712,116</b>	<b>450,310</b>	<b>5,712,116</b>
<b>** Direct District Contribution is charged back to districts based on actual usage.</b>			

## 2020-2021 MHRS POOL UPDATE - September 2020

Revenues & Fund Balance:		19/20 Budget	Projected as of 6/30/21	
19/20 Ending Balance		312,086		312,086
19/20 CARE Clinic Development (ending balance)		1,180,142		1,180,142
<i>Subtotal:</i>		1,492,228		1,492,228
20/21 IDEA MH (RS 3327) Award		532,113		532,113
20/21 AB114 (RS 6512) Award		2,770,513		2,770,513
<i>Subtotal:</i>		3,302,626		3,302,626
<b>TOTAL:</b>		<b>4,794,854</b>		<b>4,794,854</b>
Expenditures:		20/21 Budget	9/10/2020	Projected as of 6/30/21
20/21 - CARE Clinic Non-medicare Eligible		500,000	-	500,000
<i>Subtotal:</i>		500,000	-	500,000
District MH Allocation (RS 6512)		2,752,599	-	2,752,599
District MH Allocation (RS 3327)		532,113	-	532,113
SCOE JDF MH		30,000	-	30,000
SELPA MH Expenses		-	-	-
Residential Placements (2 placements)		300,000	16,411	300,000
<i>Subtotal:</i>		3,614,712	16,411	3,614,712
<b>TOTAL:</b>		<b>4,114,712</b>	<b>16,411</b>	<b>4,114,712</b>
<i>Projected Ending Balance:</i>				680,142
<i>20/21 CARE Clinic Ending Balance</i>				680,142
<i>20/21 Undesignated Fund Balance</i>				-

## Mental Health as a Related Service

2020 - 2021

### Sierra School of Solano County

		As of 9/10/2020	End of Year Estimate
<b>BUSD</b>			
1	Day Treatment	1,557.01	18,684.12
0	Residential Placement	-	-
		\$ 1,557.01	\$ 18,684.12
<b>DUSD</b>			
0	Day Treatment	-	-
0	Residential Placements	-	-
		\$ -	\$ -
<b>FSUSD</b>			
4	Day Treatment	5,009.75	60,117.00
1	Residential Placements	16,410.58	196,926.96
		\$ 21,420.33	\$ 257,043.96
<b>SCOE - JDF</b>			
0	Outpatient	-	-
		\$ -	-
<b>TUSD</b>			
1	Day Treatment	1,573.40	18,880.80
0	Residential Placements	-	-
		\$ 1,573.40	18,880.80
<b>VUSD</b>			
1	Day Treatment	1,638.96	19,667.52
0	Residential Placements	-	-
		\$ 1,638.96	\$ 19,667.52
<b>Expenditures:</b>		\$ 26,189.70	\$ 314,276.40

SELPA Governance and Finance Committee 9/16/2020  
Item #5.3

Repayments to pool:		\$ 30.00				\$ 305.00	\$ -	\$ 335.00
SELPA distribution to LEAs per 19-20 ADA%:		\$ 250.16	\$ 164.36	\$ 1,144.21	\$ 298.30	\$ 698.00	\$ -	
Total usage of pool:		\$ 565.16	\$ 164.36	\$ 1,283.21	\$ 680.30	\$ 5,916.00	\$ -	\$ 8,609.03
<b>Percent of pool usage:</b>		<b>6.56%</b>	<b>1.91%</b>	<b>14.91%</b>	<b>7.90%</b>	<b>68.72%</b>	<b>0.00%</b>	\$ 8,944.03

**TOTAL REMAINING:           \$ 323,412.23**



### 2020-2021 Legal Education Breakdown by District - Fagen Friedman & Fulfroest (FFF)

## Solano County SELPA

Date	Month	Monthly Contract	SELPA	BUSD	DUSD	FSUSD	TUSD	VUSD	SCOE	Total hours used by month	Hours Remaining
20-21 Contribution (RS 3310)		\$ 36,000.00									
			160 Hours								
7/31/20	July	\$ 3,000.00	10.00	6.10	-	2.90	2.40	-	-	21.40	138.60
										-	138.60
										-	138.60
										-	138.60
										-	138.60
										-	138.60
										-	138.60
										-	138.60
										-	138.60
										-	138.60
										-	138.60
										-	138.60
										-	138.60
										-	138.60
										-	138.60
	Total	\$ 3,000.00	10.00	6.10	-	2.90	2.40	-	-	21.40	
	Usage of hours to Date		46.73%	28.50%	0.00%	13.55%	11.21%	0.00%	0.00%		



## Solano County Special Education Local Plan Area

Benicia Unified School District  
Dixon Unified School District  
Fairfield-Suisun Unified School District  
Travis Unified School District  
Vacaville Unified School District  
Solano County Office of Education

It is recommended that the SELPA Governance and Finance Committee move forward with a recommendation to the Council of Superintendents (COS) for the adoption/approval of the procedural manual sections and the deletion of the prior Solano County SELPA Local Plan policies indicated below.

The following procedures have been developed in collaboration with the Special Education Council (SEC).

	<b><u>Approval/Adoption of Procedural Manual Sections:</u></b>	<b>Source/Explanation:</b>	<b>Prior Local Plan Policies, Recommended for <u>Deletion</u>:</b>
6.1.1.	Section A – Individualized Education Program	Gamut Board Policy & Administrative Regulation 6159	Section 4 – Individual Education Program Section 17 – Participation in State/District Assessments
6.1.2.	Section B – Procedural Safeguards and Complaints for Special Education	Gamut Board Policy & Administrative Regulation 6159.1	Section 6 – Procedural Safeguards
6.1.3.	Section C – Appointment of Surrogate Parent for Special Education Students	Gamut Board Policy & Administrative Regulation 6159.3	No applicable policy recommended for deletion
6.1.4.	Section D – Child Find	Developed in collaboration with the SEC	Section 3 – Child Find
6.1.5.	Section E – Identification and Evaluation of Individuals for Special Education	Gamut Board Policy & Administrative Regulation 6164.4	Section 7 – Annual/Triennial Reassessments
6.1.6.	Section F – Independent Educational Evaluations	Renumbering of policy previously approved by the COS on 5/23/2019	Section 24L – Independent Educational Evaluation Policy and Criteria
6.1.7.	Section G – Medically Necessary Occupational and Physical Therapy	Developed in collaboration with the SEC	Section 1 – Free Appropriate Public Education (FAPE)

# **Solano County SELPA Procedural Manual**



**5100 Business Center Drive  
Fairfield, CA 94534  
707-399-4460**

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## **A. Individualized Education Program**

The Solano County SELPA desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.<sup>1</sup>

At the beginning of each school year, each LEA shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. The IEP shall be a written statement designed by the IEP team to meet the unique educational needs of a student with a disability. (Education Code 56344; 34 CFR 300.323)

### **A1. Members of the IEP Team**

The IEP team for any student with a disability shall include the following members: (Education Code 56341, 56341.5; 20 USC 1414(d)(1); 34 CFR 300.321)

1. One or both of the student's parents/guardians and/or a representative selected by them
2. If the student is or may be participating in the regular education program, at least one of the student's regular education teachers designated by the Superintendent or designee to represent the student's teachers

The regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (Education Code 56341; 20 USC 1414(d)(3)(C); 34 CFR 300.324)

3. At least one of the student's special education teachers or, where appropriate, special education providers
4. A representative of the district who is:
  - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities

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<sup>1</sup> See corresponding member LEA board policy and administrative regulation 6159

- b. Knowledgeable about the general education curriculum
- c. Knowledgeable about the availability of district and/or special education local plan area (SELPA) resources

- 5. An individual who can interpret the instructional implications of assessment results

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

- 6. At the discretion of the parent/guardian or the Superintendent or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate. The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.

- 7. Whenever appropriate, the student with a disability

In the development, review, or revision of his/her IEP, the student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

- 8. When the student is suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student such as a school psychologist, speech language pathologist, or remedial reading teacher.

In accordance with 34 CFR 300.310, at least one team member other than the student's regular education teacher shall observe the student's academic performance and behavior in the areas of difficulty in his/her learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

In the following circumstances, the Superintendent or designee shall invite other specified individuals to an IEP team meeting:

- 1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend IEP team meetings. (Education Code 56341.2)
- 2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist him/her in reaching the goals as stated in Education Code 56345(a)(8), the following individuals shall be invited to attend: (34 CFR 300.321)
  - a. The student, regardless of his/her age

If the student does not attend the IEP team meeting, the Superintendent or designee shall take other steps to ensure that the student's preferences and interests are considered.

- b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for the transition services
3. If the student was previously served under the Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), and upon request of the student's parent/guardian, the Superintendent or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (Education Code 56341; 20 USC 1414(d)(1)(D); 34 CFR 300.321)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (Education Code 56341; 20 USC 1414(d)(1)(C); 34 CFR 300.321)

## **A2. Contents of the IEP**

The IEP shall include, but not be limited to, all of the following: (Education Code 56043, 56345, 56345.1; 20 USC 1414(d)(1)(A); 34 CFR 300.320)

1. A statement of the present levels of the student's academic achievement and functional performance, including:
  - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
  - b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities
  - c. For a student with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives



2. A statement of measurable annual goals, including academic and functional goals, designed to:
  - a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum
  - b. Meet each of the student's other educational needs that result from his/her disability
3. A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards
4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
  - a. Advance appropriately toward attaining the annual goals
  - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
  - c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in the IEP
5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in the IEP
6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, the student's IEP also shall include a statement of the reason that he/she cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for him/her.

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications
8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
  - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
  - b. The transition services, including courses of study, needed to assist the student in reaching those goals
9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, that will transfer to him/her upon reaching age 18, pursuant to Education Code 56041.5

Where appropriate, the IEP shall also include: (Education Code 56345)

1. For a student in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation
2. Linguistically appropriate goals, objectives, programs, and services for a student whose native language is not English
3. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)
4. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day, including descriptions of activities intended to:
  - a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week
  - b. Support the transition of the student from the special education program into the regular education program
5. Specialized services, materials, and equipment for a student with low incidence

disabilities, consistent with the guidelines pursuant to Education Code 56136

### **A3. Development of the IEP**

Within 30 calendar days of a determination that a student needs special education and related services, the Superintendent or designee shall ensure that a meeting to develop an initial IEP is conducted. (34 CFR 300.323)

Any IEP required as a result of an assessment of a student shall be developed within 60 calendar days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. Days between the student's regular school sessions, terms, or vacation of more than five school days shall not be counted. In the case of school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene. (Education Code 56344)

However, when the IEP is required as a result of an assessment of a student for whom a referral has been made 30 calendar days or less prior to the end of the preceding regular school year, the IEP shall be developed within 30 calendar days after the commencement of the subsequent regular school year. (Education Code 56344)

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56341.1, 56345; 20 USC 1414(d)(3)(A); 34 CFR 300.324)

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination

shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.

8. The communication needs of the student and, in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.

9. Whether the student requires assistive technology devices and services

If, in considering the special factors in items #1-9 above, the IEP team determines that the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

#### **A4. Provision of Special Education and Related Services**

The district shall ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (Education Code 56344; 34 CFR 300.323)

The Superintendent or designee shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Superintendent or designee also shall ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

#### **A5. Review and Revision of the IEP**

The Superintendent or designee shall ensure that the IEP team reviews the IEP periodically, but at least annually, in order to: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)

1. Determine whether the annual goals for the student are being achieved
2. Revise the IEP, as appropriate, to address:

- a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
  - b. The results of any reassessment conducted pursuant to Education Code 56381
  - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305(a)(2) and Education Code 56381(b)
  - d. The student's anticipated needs
  - e. Any other relevant matter
3. Consider the special factors listed in items #5-9 above under "Development of the IEP," when reviewing the IEP of any student with a disability to whom one of those factors may apply

The IEP team shall also meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP. (Education Code 56343)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 calendar days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414(d); 34 CFR 300.324)

If a student with a disability residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the Superintendent or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

To the extent possible, the Superintendent or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Superintendent or designee may agree not to

convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Superintendent or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

#### **A6. Audio Recording of IEP Team Meetings**

Parents/guardians and the Superintendent or designee shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Superintendent or designee gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings
2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

#### **A7. Parent/Guardian Participation and Other Rights**

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform them of:
  - a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341(b)(6)

- b. The provision of Education Code 56341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004)

In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age or older, or younger than 16 if deemed appropriate by the IEP team, the Superintendent or designee's notice to the student's parents/guardians shall include the following: (Education Code 56341.5)

1. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414(d)(1)(A)(i)(VIII), and 34 CFR 300.320(b)
2. An indication that the student is invited to the IEP team meeting
3. Identification of any other agency that will be invited to send a representative

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting his/her child, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Superintendent or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Superintendent or designee is unable to convince the parent/guardian that he/she should

attend. In such a case, the Superintendent or designee shall maintain a record of the attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

The Superintendent or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall give the parents/guardians of a student with a disability a copy of his/her child's IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

#### **A8. Parent/Guardian Consent for Provision of Special Education and Services**

Before providing special education and related services to any student, the Superintendent or designee shall seek to obtain informed written consent of the student's parent/guardian pursuant to 20 USC 1414(a)(1). The district shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f) if the parent/guardian refuses to consent to the initiation of services. If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the Superintendent or designee determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Superintendent or designee agree otherwise. (Education Code 56346)

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Superintendent or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)



Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services. In addition, the Superintendent or designee shall send a letter to the parent/guardian confirming the parent/guardian's decision to discontinue all services.

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

#### **A9. Transfer Students**

To facilitate the transition of a student with a disability who is transferring into the district, the Superintendent or designee shall take reasonable steps to promptly obtain the student's records, including his/her IEP and the supporting documents related to the provision of special education services. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from another school district within the same SELPA during the school year, the district shall continue to provide services comparable to those described in the student's existing IEP, unless his/her parent/guardian and the district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from a school district outside of the district's SELPA during the school year, the district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 calendar days, the Superintendent or designee shall, in consultation with the student's parents/guardians, adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from an out-of-state district during the school year, the district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the Superintendent or designee conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (Education Code 56325; 34 CFR 300.323).

## **B. Procedural Safeguards and Complaints For Special Education**

The Solano County SELPA desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.<sup>2</sup>

### **B1. Prior Written Notice**

The Superintendent or designee shall send to the parents/guardians of any student with disabilities a prior written notice within a reasonable time: (20 USC 1415(c); 34 CFR 300.102, 300.300, 300.503; Education Code 56500.4, 56500.5)

1. Before the district initially refers the student for assessment
2. Before the district proposes to initiate or change the student's identification, assessment, educational placement, or the provision of a free appropriate public education (FAPE) to the student
3. Before the district refuses to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student
4. Before the student graduates from high school with a regular diploma, thus resulting in a change in placement
5. Upon receipt of the parent/guardian's written revocation of consent for the continued provision of special education and related services to his/her child

This notice shall include: (20 USC 1415(c); 34 CFR 300.503; Education Code 56500.4)

1. A description of the action proposed or refused by the district
2. An explanation as to why the district proposes or refuses to take the action
3. A description of each assessment procedure, test, record, or report the district used as a basis for the proposed or refused action
4. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for assessment, the means by which a copy of the description of procedural safeguards can be obtained
5. Sources for parents/guardians to obtain assistance in understanding these provisions
6. A description of any other options that the individualized education program (IEP) team considered and why those options were rejected

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<sup>2</sup> See corresponding member LEA board policy and administrative regulation 6159.1

7. A description of any other factors relevant to the district's proposal or refusal

## **B2. Procedural Safeguards Notice**

A procedural safeguards notice shall be made available to parents/guardians of students with disabilities once each school year and: (20 USC 1415(d)(1); 34 CFR 300.504; Education Code 56301)

1. Upon initial referral or parent/guardian request for assessment
2. Upon receipt of the first state compliance complaint in a school year
3. Upon receipt of the first due process hearing request in a school year
4. In accordance with the discipline procedures pursuant to 34 CFR 300.530(h), when a decision is made to remove a student because of a violation of a code of conduct constituting a change of placement
5. Upon request by a parent/guardian

The procedural safeguards notice shall include a full explanation of all of the procedural safeguards available under 34 CFR 300.148, 300.151-300.153, 300.300, 300.502-300.503, 300.505-300.518, 300.520, 300.530-300.536, and 300.610-300.625 relating to: (20 USC 1415(d)(2); 34 CFR 300.504; Education Code 56301)

1. Independent educational evaluation
2. Prior written notice
3. Parental consent, including a parent/guardian's right to revoke consent, in writing, to his/her child's continued receipt of special education and related services
4. Access to educational records
5. Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures, including the time period in which to file a complaint, the opportunity for the district to resolve the complaint, and the difference between a due process complaint and the state compliance complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures
6. The availability of mediation
7. The student's placement during the pendency of any due process complaint
8. Procedures for students who are subject to placement in an interim alternative educational setting

9. Requirements for unilateral placement by parents/guardians of students in private schools at public expense
10. Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations
11. State-level appeals
12. Civil actions, including the time period in which to file those actions
13. Attorney's fees

This notice shall also include the rights and procedures contained in Education Code 56500-56509, including information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341; and information regarding the state special schools for students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind. (Education Code 56321, 56321.5, 56321.6)

A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (Education Code 56321, 56321.5)

### **B3. Format of Parent/Guardian Notices**

The parents/guardians of a student with a disability shall be provided written notice of their rights in a language easily understood by the general public and in their native language or other mode of communication used by them, unless to do so is clearly not feasible. (34 CFR 300.503; Education Code 56341, 56506)

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that: (34 CFR 300.503)

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication
2. The parent/guardian understands the contents of the notice
3. There is written evidence that items #1 and #2 have been satisfied

The district may place a copy of the procedural safeguards notice on the district's web site. (20 USC 1415(d))

A parent/guardian of a student with disabilities may elect to receive the prior written notice or procedural safeguards notice by an electronic mail communication. (34 CFR 300.505)

### **B4. Due Process Complaints**

A parent/guardian and/or the district may initiate due process hearing procedures whenever: (20 USC 1415(b); Education Code 56501)

1. There is a proposal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student
2. There is a refusal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student
3. The parent/guardian refuses to consent to an assessment of his/her child
4. There is a disagreement between a parent/guardian and the district regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.148.

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint, which shall remain confidential, specifying: (20 USC 1415(b); 34 CFR 300.508; Education Code 56502)

1. The student's name
2. The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student
3. The name of the school the student attends
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

Parties filing a due process complaint shall file their request with the Superintendent of Public Instruction or designated contracted agency. (Education Code 56502)

#### **B5. District's Response to Due Process Complaints**

If the district has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the district shall, within 10 days of receipt of the complaint, send a response specifically addressing the issues in the complaint. (20 USC 1415(c)(1); 34 CFR 300.508)

If the district has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint, the district shall send a response to the parent/guardian within 10 days of receipt of the complaint containing: (20 USC 1415(c)(1); 34 CFR 300.508):

1. An explanation of why the district proposed or refused to take the action raised in the complaint
2. A description of other options that the IEP team considered and the reasons that those options were rejected
3. A description of each evaluation procedure, assessment, record, or report the district used as the basis for the proposed or refused action

4. A description of the factors that are relevant to the district's proposal or refusal

Upon the filing of a due process complaint by either party or upon request of the parent/guardian, the district shall inform the parent/guardian of any free or low-cost legal and other relevant services available in the area. (34 CFR 300.507)

**B6. Informal Process/Pre-Hearing Mediation Conference**

Prior to or upon initiating a due process hearing, the Superintendent or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, education and placement, or provision of FAPE for a student with disabilities. The Superintendent or designee shall have the authority to resolve the issue(s). In addition, either party may file a request with the Superintendent of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education. (Education Code 56502)

If resolution is reached that resolves the due process issue(s), the parties shall enter into a legally binding agreement that satisfies the requirements of Education Code 56500.3. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)

## **C. Appointment of Surrogate Parent for Special Education Students**

In order to protect the rights of students with disabilities, the Superintendent or designee shall appoint a surrogate parent to represent a student with disabilities as necessary in accordance with law. He/she shall develop procedures for recruiting, training and assigning adults to serve as surrogate parents.<sup>3</sup>

The Superintendent or designee shall appoint a surrogate parent to represent a student with disabilities under one or more of the following circumstances: (Government Code 7579.5; 20 USC 1415(b)(2); 34 CFR 300.519)

1. No parent/guardian for the student can be identified.
2. The district, after reasonable efforts, cannot discover the location of a parent or legal guardian of the student.
3. The student is adjudicated a dependent or ward of the court pursuant to Welfare and Institutions Code 300, 601 or 602 and all of the following conditions are satisfied:
  - a. The court has referred the student for special education and related services or the student has a valid individualized education program (IEP)
  - b. The court has specifically limited the right of the parent/guardian to make educational decisions for his/her child
  - c. The student has no responsible adult to represent him or her pursuant to Welfare and Institutions Code 361 or 726 or Education Code 56055
4. The student is an unaccompanied homeless youth not in the custody of a parent/guardian, as defined in 42 USC 11434a
5. The student has reached the age of majority but has been declared incompetent by a court of law

### **C1. Appointment of Surrogate Parents**

Upon a determination that a student needs a surrogate parent, the Superintendent or designee shall make reasonable efforts to ensure that the surrogate is appointed within 30 days. (20 USC 1412(b)(2)(B))

When appointing a surrogate parent, the Superintendent or designee shall give first preference to a relative caretaker, foster parent or court-appointed special advocate, provided any of these individuals exists and is willing and able to serve. If none of these individuals is willing or able to act as a surrogate parent, the Superintendent or designee shall select the surrogate parent of his/her choice. If the

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<sup>3</sup> See corresponding member LEA board policy and administrative regulation 6159.3

student is moved from the home of the relative caretaker or foster parent who was appointed as the student's surrogate parent, the Superintendent or designee shall appoint another surrogate parent if a new appointment is necessary to ensure adequate representation of the student. (Government Code 7579.5)

The Superintendent or designee shall ensure that individuals to be appointed as surrogate parents have passed a criminal background check and have demonstrated interest and skill in working with students with disabilities.

Surrogate parents shall have no interests that conflict with the student's educational interests and shall have knowledge and skills that ensure adequate representation of the student. If a conflict of interest arises after the appointment of a surrogate parent, the Superintendent or designee shall terminate the appointment and appoint another surrogate parent. (34 CFR 300.519; Government Code 7579.5)

## **C2. Duties of Surrogate Parent**

The surrogate parent shall have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to 20 USC 1400-1482 and 34 CFR 300.1-300.818. The surrogate parent may represent the student in all matters relating to identification, assessment, instructional planning and development, educational placement, review and revision of the IEP, and in other matters relating to the provision of a free and appropriate public education. (Education Code 56050; Government Code 7579.5)

In addition, the representation of the surrogate parent shall include the provision of written consent to the IEP including nonemergency medical services, mental health treatment services, and occupational or physical therapy services pursuant to Government Code 7570-7587. (Education Code 56050)

Surrogate parents shall volunteer their services to the district and serve without compensation. The district may reimburse them for mileage and other incidental expenses directly associated with their duties as surrogate parents.

Surrogate parents shall have access to the student's school records as necessary to fulfill their responsibilities as surrogate parents and in accordance with Board policy and administrative regulation.

## **C3. Termination of Appointment**

The Superintendent or designee shall terminate the appointment of a surrogate parent under the following conditions:

1. When the student is no longer in need of special education (Government Code 7579.5)
2. When the student reaches 18 years of age, unless he/she chooses not to make education decisions for himself/herself or is deemed by a court to be incompetent (Government Code 7579.5)
3. Another responsible adult is appointed to make educational decisions for the student (Government Code 7579.5)
4. The right of the parent/guardian to make educational decisions for the student is fully restored (Government Code 7579.5)

Pending review and approval by COS



When the surrogate parent no longer satisfies the requirements for appointment as a surrogate parent, as specified above translators, unless to do so is clearly not feasible.

## **D. Child Find**

### **D1. Identification, Location, and Evaluation**

Each local education agency within the SELPA shall establish and maintain procedures for the identification, location, and evaluation of students who may require special education services. Information regarding Child Find activities is included in the annual notice that is distributed to parents of all children currently enrolled in their LEA.

The member LEAs of the Solano County SELPA shall assure an ongoing effort to identify all eligible individuals with disabilities including infants, children for whom English is not a primary language, students with low incidence disabilities, and students attending private schools.

The Solano County SELPA collaborates with public agencies, such as North Bay Regional Center, Head Start, California Children's Services, Mental Health, and others as appropriate, in the identification of individuals with disabilities. Solano County SELPA distributes child find materials to pediatricians, private schools, health care professionals, and other agencies within the SELPA annually.

### **D2. Consultation with Private School Representatives**

The LEAs that comprise the SELPA shall consult annually with representatives of all private schools within their respective jurisdictions, in order to determine how to carry out the identification, location, and evaluation of children enrolled in the private schools. Child Find activities for private school children with disabilities are comparable to activities undertaken for children with disabilities in public schools.

### **D3. Written Request for Referral**

All referrals for special education and related services shall initiate the process to determine if an assessment is warranted and shall be documented. When a verbal referral is made, the LEA shall inform the individual making the referral of the need to file a written request. Staff of the local education agency shall offer assistance to the parent or any other individual in making a request in writing.

Parents with a primary language other than English shall be informed of the need to file a written request when a verbal request is made. They shall be informed of this requirement in their primary language, unless to do so is clearly not feasible.

## **E. Identification and Evaluation of Individuals for Special Education**

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.<sup>4</sup>

The Superintendent or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include methods for utilizing referrals from parents/guardians, teachers, appropriate professionals, and others, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

### **E1. Referrals for Special Education Services**

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

All referrals from school staff for special education and related services shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and their effect. (5 CCR 3021)

### **E2. Initial Evaluation for Special Education Services**

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed

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<sup>4</sup> See corresponding member LEA board policy and administrative regulation 6164.4

within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible. 34 CFR 300.29 defines "native language" as the language normally used by the individual and, for a child, the language regularly used in the home environment
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency.
3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If the parent/guardian disagrees with an evaluation obtained by the district, he/she has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

Pending review and approval by COS

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by his/her parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

### **E3. Parent/Guardian Consent for Evaluations**

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

Informed parental consent means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

1. Has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which his/her consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time
4. Understands that if he/she revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked)

The district shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. The district shall maintain a record of its attempts to obtain consent, including: (Education Code 56321, 56341.5; 34 CFR 300.300, 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with his/her parent/guardian, the district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with California law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

#### **E4. Conduct of the Evaluation**

The district shall complete the determination as to whether the student is a student with a disability, conduct the initial evaluation to determine his/her educational needs, and develop an IEP within 60 days of receiving informed parent/guardian consent for the evaluation. (Education Code 56344; 34 CFR 300.300, 300.301)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code 56320, 56322)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (34 CFR 300.302)

Pending review and approval by COS

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of his/her IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel
5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient
7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and

Pending review and approval by COS

information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student
3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in his/her IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

## **E5. Eligibility Determination**

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability and, if so, his/her educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting
4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services



7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

If a determination is made that a student has a disability and needs special education and related services, an IEP shall be developed within a total time not to exceed 60 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, from the date of the receipt of the parent/guardian's consent for evaluation, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56043; 34 CFR 300.306)

## **E6. Independent Educational Evaluation**

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria that the district uses for a district-initiated evaluation. An independent educational evaluation is an evaluation conducted by a qualified examiner who is not employed by the district. Public expense means the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (Education Code 56329; 34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that he/she objects to the district's evaluation. However, the parent/guardian is not required to provide the reason to the district. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an IEE is provided at public expense, unless the district can later demonstrate at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (34 CFR 300.502)

Pending review and approval by COS

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (34 CFR 300.502)

(c.f. Section F – Independent Educational Evaluations)

## **E7.     Reevaluation**

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these children. (Education Code 56445)

## **F. Independent Educational Evaluations**

The Solano County Special Education Local Plan Area (“SELPA”) has developed this policy, corresponding procedures and criteria that govern Independent Educational Evaluations (IEE). (20 USC 1415; EC 56506[c] and 56329[b]; 34 CFR 300.502) For purposes of this policy, the term “SELPA” also includes the school district and/or administrative unit responsible for your child’s education. Parents should be sure to read the entire document carefully. The policy, procedures, and criteria are to be read in conjunction with one another as one comprehensive document. Parents who need additional information about IEEs should contact the Assistant Superintendent of the Solano County SELPA or contact the California Department of Education as outlined in their Notice of Procedural Safeguards.

### **F1. Notice to Parents**

1. Please read this document before obtaining or paying for an IEE. This policy delineates your right to, and limitations regarding, reimbursement.
2. Before obtaining an IEE, please contact the special education administrator to discuss your child’s assessment and related questions and options.
3. The district will not automatically reimburse parents who unilaterally obtain IEEs.
4. Parents may only request one publicly funded IEE for each evaluation completed by the district. A request for an IEE must be made within two years of the date of the district’s evaluation report.

### **F2. Definitions**

“Independent Educational Evaluation (IEE)” means an evaluation conducted by a qualified examiner who is not employed by the responsible local educational agency.

“Public expense” means that the district ensures the IEE is provided at no cost to the parent.

### **F3. Parameters for Seeking IEE**

The SELPA requires that the parent first inform the district, either in writing or during an IEP meeting, that the parent:

1. Disagrees with a district’s evaluation and
2. Is requesting an IEE at public expense.

### **F4. Explanation of Disagreement**

If parents request an IEE at the expense of the district, the parents may be asked for a reason why they object to the district’s evaluation. There is no requirement that the parents specify areas of disagreement with district’s evaluation as a prior condition to obtaining the IEE.

**F5. Solano County SELPA's Response to a Request for an IEE**

Upon request for an IEE at public expense, the district will respond without unnecessary delay. The district may either initiate a due process hearing to show that its evaluation is appropriate or will provide the parent an opportunity to obtain an IEE.

If the district agrees to provide an IEE, the parent may select a qualified examiner, and/or the district may propose a qualified examiner. The district may provide a nonexclusive list of public agencies and private individuals who the district/SELPA has determined are qualified in their respective areas of evaluation.

If the Parent requests an examiner who is not qualified in accordance with the criteria set forth in this policy, the district will attempt to confer with the parent to determine the unique circumstances justifying the use of an examiner who is not qualified. If the Parent and

If the district initiates a hearing and the final decision is that the district's evaluation and/or criteria appropriate the parent still has the right to an IEE, but not at public expense.

**F6. Timeline Regarding IEEs**

The only timeline imposed upon a district related to provision of an IEE is that the district must respond to the parent's request for an IEE without unnecessary delay.

Once the district and parent have agreed upon an assessor, the district will arrange for, or initiate, a contract with the examiner.

Districts have little to no control related to the behavior of independent assessors, including but not limited to the time taken to respond to a request for information, execution of a contract or completion of an IEE.

**F7. Information Provided to Parents**

Upon parent request for an IEE, the district will provide the parents with a copy of this policy for IEEs and the parent's procedural safeguards.

**F8. Parent Initiated Evaluations**

If the parents obtain an IEE at private expense or obtains an evaluation by an individual who does not meet the criteria set forth in this policy, the results of the evaluation:

1. Must be considered by the District; and
2. May be presented as evidence at a due process hearing regarding that student.

**F9. Evaluations Ordered by Hearing Officers**

If a hearing officer orders an IEE as part of a hearing, the cost of the evaluation must be at the district's expense.

**F10. Solano County SELPA's Criteria**

1. If an IEE is at the district's expense, the criteria under which the evaluation is obtained, including the location limitations for the evaluation, the minimum qualifications of the examiner, cost limits, and use of approved instruments must be the same as the criteria that the district uses when it initiates an evaluation.
2. Except for the criteria described in the SELPA Policy and Procedures and Criteria, the SELPA imposes no other conditions related to obtaining an IEE at the district's expense.

**F11. Circumstances Resulting in Evaluations not Funded by the District**

Because the parent must first disagree with the district's evaluation in writing, the district does not have an obligation to reimburse parents for privately obtained evaluations obtained prior to the date that the district's evaluation is completed and discussed at an IEP team meeting. The district is not obligated to reimburse parents for privately obtained evaluations if the parent disagrees with the district's evaluation and independently seeks a private evaluation without first notifying the district in writing of their disagreement with the district's evaluation and requesting an IEE from the district except as provided below.

**F12. Circumstances Resulting in a Privately Obtained Evaluation Reimbursed by the Solano County SELPA**

The district may reimburse parents for a privately obtained IEE even though the policy above was not followed in any one of the following three circumstances:

1. All the following conditions have been met:
  - a) The parent disagreed with the district's evaluation,
  - b) The parentally obtained evaluation meets the SELPA criteria,
  - c) The parent upon request provides the district with timely, written consent to exchange information with the examiner,
  - d) The parent provides a copy of the written evaluation report and all other documents / tests related to the report, and
  - e) The examiner attends the relevant IEP team meeting by phone or in person to discuss his or her findings and provides protocols of all evaluations to the district.
2. The district's evaluation has not been provided in compliance with the law.
3. The privately obtained evaluation assessed the student in an area of suspected disability that was not previously assessed by the district.

Reimbursement will be in accordance with the Solano SELPA policy, procedures, and criteria and in an amount no greater than the actual cost to the parents.

In all cases, if the district initiates a due process hearing to show that the district's evaluation is appropriate, no reimbursement shall be made unless ordered by a Hearing Officer.

### **F13. Criteria**

#### **Minimum Qualifications for Evaluators**

All evaluations must be conducted by persons competent to perform the evaluation as determined by the District/SELPA (E.C. 56322).

Evaluators with credentials other than those listed below will not be approved unless the parent and District agree that the student's unique circumstances warrant utilizing an assessment by an individual who does not meet the criteria.

<b>Type of Evaluation</b>	<b>Qualifications</b>
Academic Achievement	Credentialed Special Education Teacher Licensed Educational Psychologist Credentialed School Psychologist
Adaptive Behavior	Licensed Educational Psychologist Credentialed Special Education Teacher Credentialed School Psychologist
Assistive Technology	Credentialed or Licensed Speech/Language Pathologist Credentialed Special Education Teacher
Auditory Acuity / Perception	Licensed or Credentialed Audiologist
Cognitive or Psycho-Educational	Licensed Educational Psychologist Credentialed School Psychologist
Motor	Licensed Physical Therapist Registered Occupational Therapist Credentialed Adaptive Physical Education Specialist
Speech and Language	Credentialed or Licensed Speech/Language Pathologist
Social / Emotional / Behavioral	Credentialed School Psychologist Licensed Educational Psychologist
Functional Vision	Credentialed Teacher of the Visually Impaired
Vision-Motor Integration	Credentialed School Psychologist Licensed Educational Psychologist

Independent evaluators must agree to release their evaluation information and results to the District prior to receipt of payment for services.

#### **F14. Cost Containment**

The cost of an IEE shall be comparable to those costs that the District incurs when it uses its own employees or contractors to perform a similar evaluation. Costs include observations, administration and scoring of tests, report writing, and attendance in person or by phone at the IEP team meeting where the IEE is presented. Reimbursement will be in an amount no greater than the actual cost to the parent and will be subject to proof of payment.

Guidelines for all IEE costs are calculated by considering time required for the evaluation and the appropriate District employee hourly rate. Costs above these amounts will not be approved unless the parent can demonstrate that such costs reflect unique circumstances justifying the selection of an evaluator whose fees fall outside these criteria.

When insurance will cover all or partial costs of the IEE, the school district will request that the parent voluntarily have their insurance pay the IEE costs covered by their insurance. However, parents will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the parents including, but not limited to the following:

1. a decrease in available lifetime coverage or any other benefit under an insurance policy,
2. an increase in premiums or the discontinuance of the policy, or
3. an out-of-pocket expense such as payment of a deductible amount incurred in filing a claim unless the parent is willing to have the District reimburse them for the amount of the deductible.

As part of the contracted evaluation, independent evaluators must:

1. provide original protocols of all the evaluations, and
2. provide a written report prior to the IEP team meeting

Independent evaluators must agree to release their evaluation information and results to the school district prior to receipt of payment for services. The results of the IEE will be considered in the determination of eligibility, program decisions, and placement of the student with disabilities as required by the Individuals with Disabilities Education Act.

#### **F15. Fingerprinting and TB Clearance**

All Independent Educational Evaluators shall be fingerprinted and have a current TB clearance, consistent with all requirements for public school assessors, on file prior to the administration of any evaluation

## **F16. 2019-2020 Cost Containment for Independent Educational Evaluations**

### **2019-2020 Cost Containment for Independent Educational Evaluations (IEE)**

As stated in the Solano SELPA IEE Policy:

The cost of an IEE shall be comparable to those costs that the District incurs when it uses its own employees or contractors to perform a similar evaluation. Costs include observations, administration and scoring of tests, report writing, and attendance in person or by phone at the IEP team meeting where the IEE is presented. Reimbursement will be in an amount no greater than the actual cost to the parent and will be subject to proof of payment.

Costs above these amounts will not be approved unless the parent can demonstrate that such costs reflect unique circumstances justifying the selection of an evaluator whose fees fall outside these criteria.

The following table provides cost limitations based upon the types of assessment being conducted for the 2019-20 school year. Rates adjusted annually.

<b>Type of Assessment</b>	<b>Maximum Allowable Rate</b>
Augmentative & Alternative Communication (AAC)	\$3,900
Academic Achievement	\$3,000
Assistive Technology (AT)	\$3,900
Adapted Physical Education (APE)	*
Audiological Services	*
Functional Behavioral Assessment (FBA)	\$3,900
Health and Nursing	*
Educationally Related Mental Health Services (ERMHS)	\$3,900
Music Therapy (MT)	*
Orientation and Mobility (OM)	\$2,250
Occupational Therapy (OT)	\$1,200
Physical Therapy (PT)	\$1,200
Psycho-Educational	\$5,500
Speech & Language	\$3,900
Transition	*



## **G. Medically Necessary Occupational and Physical Therapy**

In accordance with the State Interagency Cooperative Agreement between the California Department of Education and the California Department of Health Services Children's Medical Services Branch California Children Services Medical Therapy Program, CCS provides occupational therapy and physical therapy as part of a student's IEP when it is medically necessary.

SELPA

## Solano County

<b>AB 602 Element</b>	<b>2019-20</b>	<b>2020-21 Advanced Apportionment</b>	<b>2020-21 Current Law</b>
SELPA Funded ADA	45,714.42	45,714.42	45,714.42
Base	25,431,177.58		28,571,512.50
Base Rate	556.31	625.00	625.00
Net Funding Entitlement	19,772,084.58	23,002,108.65	24,021,735.50
PS/RS Apportionment	753,996.35	753,996.35	753,996.35
Low Incidence	137,523.43	137,523.00	868,471.38
<b>Total Apportionment</b>	<b>20,663,604.00</b>	<b>23,893,628.00</b>	<b>25,644,203.00</b>
<b>Property Taxes and Excess ERAF</b>	<b>6,088,462.00</b>	<b>4,979,146.00</b>	<b>4,979,146.00</b>
<b>Total Funding with Local Assistance</b>	<b>36,268,173.00</b>	<b>38,388,881.00</b>	<b>40,139,456.00</b>

**Solano County Office of Education  
Special Education  
Funded Services Outside of Solano SELPA  
Through the Month of Jun - 19-20**

**Solano County Office of Education  
Special Education  
19-20 Outside Services**

<b>DHH Program Provided to Districts Vallejo Pennycook</b>	<b>Adopted Budget 19-20</b>	<b>Revised Budget 19-20</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Jun</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Revenue:</b>						
<b>AB602 Revenue</b>	<b>168,740</b>	<b>490,267</b>	<b>321,527</b>	<b>490,266.60</b>	<b>-</b>	<b>-</b>
<b>Expenses:</b>						
1000 Certificated	-	-	-	-	-	N/A
2000 Classified	-	-	-	-	-	N/A
3000 Employee Benefits	-	-	-	-	-	N/A
4000 Books & Supplies	-	-	-	-	-	N/A
5000 Services & Operating Exp	168,740	490,267	321,527	490,266.60	-	-
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	-	-	-	-	-	N/A
<b>Total Expenditures</b>	<b>168,740</b>	<b>490,267</b>	<b>321,527</b>	<b>490,266.60</b>	<b>-</b>	<b>-</b>
<b>Net Increase/(Decrease)</b>	<b>-</b>	<b>-</b>	<b>-</b>			

	<b>Adopted No. Students</b>	<b>Revised No. Students</b>	<b>Actual No. Students</b>
<b>Expenses:</b>			
Preschool Students	0	0	0
School Age Students	2	5	5
Total Students	2	5	5
<b>Cost Per Student</b>			<b>98,053.32</b>

84,370      98,053

**Solano County Office of Education  
Special Education  
Fee for Service Programs (FFS)  
Through the Month of Jun - 19-20**

**Solano County Office of Education  
Special Education  
19-20 District Base Programs**

	Adopted Budget 19-20	Revised Budget 19-20	Revised Inc (Dec) Adopted	Actuals & Encum thru Jun	Remaining Budget	% Remaining
<b>Contracted Nurses/Health Assistants</b>						
<b>Revenue:</b>						
FFS Districts	953,330	953,330	-	573,362.44	379,968	39.86%
SCOE Contribution to Indirect	34,079	34,079	-	24,416.18	9,663	28.35%
<b>Total Revenue</b>	<b>987,409</b>	<b>987,409</b>	<b>-</b>	<b>597,778.62</b>	<b>389,630</b>	<b>39.46%</b>
<b>Expenses:</b>						
2X00 Classified Positional	404,175	410,343	6,168	283,221.44	127,122	30.98%
20XX Classified Non Positional	18,000	10,249	(7,751)	9,698.09	551	5.38%
<b>Total Classified</b>	<b>422,175</b>	<b>420,592</b>	<b>(1,583)</b>	<b>292,919.53</b>	<b>127,672</b>	<b>30.36%</b>
3000 Employee Benefits	193,182	194,765	1,583	145,550.29	49,215	25.27%
4000 Books & Supplies	100	100	-	-	100	100.00%
5000 Services & Operating Exp	302,000	302,000	-	109,191.37	192,809	63.84%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	35,873	35,873	-	25,701.25	10,172	28.35%
Indirect Cost Over 5%	34,079	34,079	-	24,416.18	9,663	28.35%
<b>Total Expenditures</b>	<b>987,409</b>	<b>987,409</b>	<b>-</b>	<b>597,778.62</b>	<b>389,630</b>	<b>39.46%</b>

**Solano County Office of Education  
Special Education  
19-20 Captioning, Interpreting and Other Bill Back Services**

	Adopted Budget	Revised Budget	Revised Inc (Dec)	Actuals & Encum thru	Remaining	%
<b>Captioning, Interpreting and Other Bill Back Services</b>	<b>19-20</b>	<b>19-20</b>	<b>Adopted</b>	<b>Jun</b>	<b>Budget</b>	<b>Remaining</b>
<b>Revenue:</b>						
Bill Back	-	38,093	38,093	38,092.36	1	-
Captioning Bill Back	78,750	-	(78,750)	-	-	N/A
Interpreting Bill Back	10,500	-	(10,500)	-	-	N/A
SCOE Contribution to Indirect	4,038	1,723	(2,315)	1,723.23	-	(0.01%)
<b>Total Revenues</b>	<b>93,288</b>	<b>39,816</b>	<b>(53,472)</b>	<b>39,815.59</b>	<b>-</b>	<b>-</b>
<b>Expenses:</b>						
1X00 Certificated Positional	-	-	-	-	-	N/A
1XXX Certificated Non Positional	-	34,125	34,125	34,125.00	-	-
<b>Total Certificated</b>	<b>-</b>	<b>34,125</b>	<b>34,125</b>	<b>34,125.00</b>	<b>-</b>	<b>-</b>
2X00 Classified Positional	-	-	-	-	-	N/A
2XXX Classified Non-Positional	-	-	-	-	-	N/A
<b>Total Classified</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>N/A</b>
3000 Employee Benefits	-	2,154	2,154	2,153.44	1	0.03%
4000 Books & Supplies	-	-	-	-	-	N/A
5000 Services & Operating Exp	85,000	-	(85,000)	-	-	N/A
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	4,250	1,814	(2,436)	1,813.92	-	-
Indirect Cost Over 5%	4,038	1,723	-	1,723.23	-	(0.01%)
<b>Total Expenditures</b>	<b>93,288</b>	<b>39,816</b>	<b>(53,472)</b>	<b>39,815.59</b>	<b>-</b>	<b>-</b>

**Solano County Office of Education  
Special Education  
19-20 Physical Therapists**

	<b>Adopted Budget 19-20</b>	<b>Revised Budget 19-20</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Jun</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Physical Therapists</b>						
<b>Revenue:</b>						
FFS Districts	312,333	339,155	26,822	337,369.59	1,785	0.53%
SCOE Contribution to Indirect	14,129	15,343	1,214	15,261.96	81	0.53%
<b>Total Revenue</b>	<b>326,462</b>	<b>354,498</b>	<b>28,036</b>	<b>352,631.55</b>	<b>1,866</b>	<b>0.53%</b>
<b>Expenses:</b>						
2000 Classified Positional	209,677	163,733	(45,944)	163,732.61	-	-
20XX Classified Non Positional	-	5,552	5,552	5,551.48	1	0.01%
<b>Total Classified</b>	<b>209,677</b>	<b>169,285</b>	<b>(40,392)</b>	<b>169,284.09</b>	<b>1</b>	<b>-</b>
3000 Employee Benefits	84,348	60,181	(24,167)	60,179.21	2	-
4000 Books & Supplies	1,440	-	(1,440)	-	-	N/A
5000 Services & Operating Exp	1,995	93,539	91,544	91,841.07	1,698	1.82%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	14,873	16,150	1,277	16,065.22	85	0.52%
Indirect Cost Over 5%	14,129	15,343	1,214	15,261.96	81	0.53%
<b>Total Expenditures</b>	<b>326,462</b>	<b>354,498</b>	<b>(8,018)</b>	<b>352,631.55</b>	<b>1,866</b>	<b>0.53%</b>

FFS = Fee For Service



**Solano County Office of Education  
Special Education  
Other Funding  
Through the Month of Jun - 19-20**

**Solano County Office of Education  
Special Education  
19-20 Infant, Part C**

	<b>Adopted Budget 19-20</b>	<b>Revised Budget 19-20</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Jun</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Infant Program</b>						
<b>Revenue:</b>						
Infant J50	1,031,622	1,089,012	57,390	1,089,012.00	-	-
Early Start	47,966	47,966	-	47,966.00	-	-
Infant Discretionary	23,457	23,457	-	23,457.00	-	-
SCOE Contribution to Indirect	59,060	59,673	613	57,153.12	2,520	4.22%
<b>Total Revenues</b>	<b>1,162,105</b>	<b>1,220,108</b>	<b>58,003</b>	<b>1,217,588.12</b>	<b>2,520</b>	<b>0.21%</b>
<b>Expenses:</b>						
1X00 Certificated Positional	673,587	684,896	11,309	684,895.53	-	-
1XXX Certificated Non-Positional	24,198	24,281	83	3,244.67	21,036	86.64%
<b>Total Certificated</b>	<b>702,785</b>	<b>714,177</b>	<b>11,392</b>	<b>688,215.20</b>	<b>25,962</b>	<b>3.64%</b>
2X00 Classified	163,159	167,465	4,306	164,778.26	2,687	1.60%
2XXX Classified Non Positional	6,200	6,220	20	1,551.23	4,669	75.06%
<b>Total Classified</b>	<b>169,359</b>	<b>173,685</b>	<b>4,326</b>	<b>166,329.49</b>	<b>7,356</b>	<b>4.23%</b>
3000 Employee Benefits	305,661	307,925	2,264	299,542.34	8,383	2.72%
4000 Books & Supplies	10,086	10,680	594	4,750.92	5,929	55.52%
5000 Services & Operating Exp	55,505	55,343	(162)	44,385.55	10,957	19.80%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	62,169	62,814	645	60,161.18	2,653	4.22%
Indirect Cost Over 5%	59,060	59,673	613	57,153.12	2,520	4.22%
<b>Total Expenditures</b>	<b>1,364,625</b>	<b>1,384,297</b>	<b>19,672</b>	<b>1,320,537.80</b>	<b>63,760</b>	<b>-</b>
Net Increase/(Decrease)	(202,520)	(164,189)	38,331	(102,949.68)		
Beginning Balance (19-20)	416,841	462,848	46,007	462,847.97		
<b>Ending Balance</b>	<b>214,321</b>	<b>298,659</b>	<b>84,338</b>	<b>359,898.29</b>		

**Solano County Office of Education  
Special Education  
19-20 Mental Health**

	Adopted Budget 19-20	Revised Budget 19-20	Revised Inc (Dec) Adopted	Actuals & Encum thru Jun	Remaining Budget	% Remaining
<b>Mental Health - JDF</b>						
<b>Revenue:</b>						
<b>Mental Health Contribution</b>	<b>30,000</b>	<b>30,000</b>	-	<b>12,433.23</b>	<b>17,567</b>	<b>58.56%</b>
<b>Expenses:</b>						
1000 Certificated Positional	-	-	-	-	-	N/A
10XX Non Positional	22,982	22,982	-	11,137.50	11,845	51.54%
<b>Total Certificated</b>	<b>22,982</b>	<b>22,982</b>	-	<b>11,137.50</b>	<b>11,845</b>	<b>51.54%</b>
<b>Total Classified</b>	-	-	-	-	-	N/A
3000 Employee Benefits	5,589	5,589	-	703.67	4,885	87.41%
4000 Books & Supplies	-	-	-	-	-	N/A
5000 Services & Operating Exp	-	-	-	-	-	N/A
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	1,429	1,429	-	592.06	837	58.57%
<b>Total Expenditures</b>	<b>30,000</b>	<b>30,000</b>	-	<b>12,433.23</b>	<b>17,567</b>	<b>58.56%</b>

**Solano County Office of Education  
Special Education  
19-20 Lottery**

<b>Lottery</b>	<b>Adopted Budget 19-20</b>	<b>Revised Budget 19-20</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Jun</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Revenue:</b>						
Lottery Unrestricted	42,599	42,599	-	42,599.00	-	-
Lottery Restricted	14,952	14,952	-	13,221.74	1,730	11.57%
<b>Total Revenues</b>	<b>57,551</b>	<b>57,551</b>	<b>-</b>	<b>55,820.74</b>	<b>1,730</b>	<b>3.01%</b>
<b>Expenses:</b>						
1X00 Certificated Positional	-	-	-	-	-	N/A
1XXX Certificated Non-Positional	-	-	-	-	-	N/A
<b>Total Certificated</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
2X00 Classified	-	-	-	-	-	N/A
2XXX Classified Non Positional	-	-	-	-	-	N/A
<b>Total Classified</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>N/A</b>
3000 Employee Benefits	-	-	-	-	-	N/A
4000 Books & Supplies	19,952	47,493	27,541	45,549.05	1,944	4.09%
5000 Services & Operating Exp	35,570	31,545	(4,025)	30,732.75	812	2.57%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	2,029	2,029	-	2,028.52	-	0.02%
<b>Total Expenditures</b>	<b>57,551</b>	<b>81,067</b>	<b>23,516</b>	<b>78,310.32</b>	<b>2,756</b>	<b>-</b>
Net Increase/(Decrease)	-	(23,516)	(23,516)	(22,489.58)		
Beginning Balance (19-20)	37,916	37,916	-	37,916.00		
<b>Ending Balance</b>	<b>37,916</b>	<b>14,400</b>	<b>(23,516)</b>	<b>15,426.42</b>		

**Solano County Office of Education  
Special Education  
AB 602 Funded Programs  
Through the Month of Jun - 19-20**

**Solano County Office of Education  
Special Education  
19-20 Summary of SCOE AB 602 Funded Programs**

<b>Combined Special Ed 3-22 Programs and Services</b>	<b>Adopted Budget 19-20</b>	<b>Revised Budget 19-20</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Jun</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Revenue:</b>						
AB602 Rents & Leases	453,440	475,939	22,499	475,938.29	1	-
AB602 SH 3-22, Part B	9,579,940	7,643,172	(1,936,768)	7,822,400.79	(179,229)	(2.34%)
Property Tax	4,673,028	6,134,341	1,461,313	6,134,341.00	-	-
AB602 Repayment	-	(1,038,396)	(1,038,396)	(1,038,396.20)	-	-
Preschool SCIL FFS	345,820	482,720	136,900	469,116.95	13,603	2.82%
Other Local	3,500	28,888	25,388	28,888.22	-	-
VV NonSevere Rent	14,989	14,989	-	14,989.00	-	-
SE Transfer from Districts, Part B	1,999,450	1,999,450	-	1,999,450.00	-	-
Impact Aid	220,000	112,075	(107,925)	112,074.75	-	-
Deferred Maintenance	(112,009)	(112,009)	-	(112,009.00)	-	-
IDEA, Part B	502,630	502,630	-	502,630.00	-	-
Routine Maintenance	(260,000)	(260,000)	-	(260,000.00)	-	-
AB602 3-22 Outside Services	466,075	466,075	-	339,040.95	127,034	27.26%
AB602 DHH SDC, Itinerant, Audiology	981,329	1,025,125	43,796	1,038,566.48	(13,441)	(1.31%)
DHH Tuition Out of County	-	-	-	20,341.00	(20,341)	N/A
SE Transfer from Districts, DHH	603,785	516,420	(87,365)	355,733.40	160,687	31.12%
SE Transfer from SELPA (Low Incidence)	100,000	100,000	-	100,000.00	-	-
AB602 Regional Services, DIS	2,041,190	2,174,702	133,512	2,109,627.09	65,075	2.99%
Other Local	-	-	-	-	-	N/A
AB602 Juvenile Detention Facility	74,057	74,057	-	73,496.80	560	0.76%
Vallejo Portion of JDF	6,195	6,195	-	6,195.00	-	-
IDEA, Part B	22,032	22,032	-	22,032.00	-	-
SCOE Contribution to Indirect	945,618	946,311	693	900,861.38	45,450	4.80%
<b>Total Revenues</b>	<b>22,661,069</b>	<b>21,314,716</b>	<b>(1,346,353)</b>	<b>21,115,317.90</b>	<b>199,398</b>	<b>0.94%</b>
<b>Expenses:</b>						
1X00 Positional Certificated	5,755,695	5,496,907	(258,788)	5,460,042.99	36,864	0.67%
1XXX Non Positional Certificated *	359,442	382,790	23,348	375,939.07	6,851	1.79%
<b>Total Certificated</b>	<b>6,115,137</b>	<b>5,879,697</b>	<b>(235,440)</b>	<b>5,835,982.06</b>	<b>43,715</b>	<b>0.74%</b>
2X00 Positional	5,887,972	5,618,782	(269,190)	5,598,669.49	20,113	0.36%
2XXX Non Positional *	610,952	694,941	83,989	524,562.32	170,379	24.52%
<b>Total Classfield</b>	<b>6,498,924</b>	<b>6,313,723</b>	<b>(185,201)</b>	<b>6,123,231.81</b>	<b>190,491</b>	<b>3.02%</b>
3000 Employee Benefits	5,384,406	5,300,357	(84,049)	5,123,953.50	176,404	3.33%
4000 Books & Supplies	267,977	270,266	2,289	161,173.93	109,092	40.36%
5000 Services & Operating Exp	2,038,543	2,410,098	371,555	2,021,840.10	388,258	16.11%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	995,331	992,541	(2,790)	948,275.12	44,266	4.46%
Indirect Cost Over 5%	945,618	946,311	693	900,861.38	45,450	4.80%
<b>Total Expenditures</b>	<b>22,245,936</b>	<b>22,112,993</b>	<b>(132,943)</b>	<b>21,115,317.90</b>	<b>997,676</b>	<b>4.51%</b>
Net Increase/(Decrease)	415,133	(798,277)				
Beginning Balance	-	-				
<b>Ending Balance</b>	<b>415,133</b>	<b>(798,277)</b>				

\*Non-Positional includes ESY

**Solano County Office of Education  
Special Education  
19-20 Summary AB 602 Revenue**

<b>Part B, SCOE Operated Regionalized Programs</b>	<b>Adopted Budget 19-20</b>	<b>Revised Budget 19-20</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Jun</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b><u>SCOE Operated Programs</u></b>						
AB602 SH 3-22	9,579,940	7,643,172	(1,936,768)	7,822,400.79	(179,229)	(2.34%)
AB602 DHH SDC	981,329	1,025,125	43,796	1,038,566.48	(13,441)	(1.31%)
AB602 Regional Services	2,041,190	2,174,702	133,512	2,109,627.09	65,075	2.99%
AB602 Juvenile Detention Fac	74,057	74,057	-	73,496.80	560	0.76%
<b>Total SCOE Operated Programs</b>	<b>12,676,516</b>	<b>10,917,056</b>	<b>(1,759,460)</b>	<b>11,044,091.16</b>	<b>(127,035)</b>	<b>(1.16%)</b>
<b><u>Payments to Districts</u></b>						
AB602 Rents & Leases	453,440	475,939	22,499	475,938.29	1	-
AB602 SH 3-22 Outside Services	466,075	466,075	-	339,040.95	127,034	27.26%
<b>Total Payments to Districts</b>	<b>919,515</b>	<b>942,014</b>	<b>22,499</b>	<b>814,979.24</b>	<b>127,035</b>	<b>13.49%</b>
<b><u>Outside Services</u></b>						
AB602 Vallejo DHH	168,740	490,267	321,527	490,266.60	-	-
<b>Total Outside DHH</b>	<b>168,740</b>	<b>490,267</b>	<b>321,527</b>	<b>490,266.60</b>	<b>-</b>	<b>-</b>
<b>Total AB602 Revenue</b>	<b>13,764,771</b>	<b>12,349,337</b>	<b>(1,415,434)</b>	<b>12,349,337.00</b>		<b>-</b>
<b>Total Property Tax</b>	<b>4,673,028</b>	<b>6,134,341</b>	<b>1,461,313</b>	<b>6,134,341.00</b>	<b>-</b>	<b>-</b>
<b>Total AB602 &amp; Property Tax</b>	<b>18,437,799</b>	<b>18,483,678</b>	<b>45,879</b>	<b>18,483,678.00</b>		<b>-</b>

**Solano County Office of Education  
Special Education  
19-20 Rents and Leases**

<b>Rents and Leases</b>	<b>Adopted Budget 19-20</b>	<b>Revised Budget 19-20</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Jun</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Revenue:</b>						
AB602 Revenue	453,440	475,939	22,499	475,938.29	1	-
SCOE Contribution to Indirect	20,513	21,531	1,018	21,530.54	-	-
<b>Total Revenue</b>	<b>473,953</b>	<b>497,470</b>	<b>-</b>	<b>497,468.83</b>	<b>1</b>	<b>-</b>
<b>Expenses:</b>						
1000 Certificated	-	-	-	-	-	N/A
2000 Classified	-	-	-	-	-	N/A
3000 Employee Benefits	-	-	-	-	-	N/A
4000 Books & Supplies	-	-	-	-	-	N/A
5000 Services & Operating Exp	431,848	453,275	21,427	453,274.56	-	-
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	21,592	22,664	1,072	22,663.73	-	-
Indirect Cost Over 5%	20,513	21,531	1,018	21,530.54	-	-
<b>Total Expenditures</b>	<b>473,953</b>	<b>497,470</b>	<b>22,499</b>	<b>497,468.83</b>	<b>1</b>	<b>-</b>



**Solano County Office of Education  
Special Education  
19-20 SH 3-22, Part B**

	<b>Adopted Budget 19-20</b>	<b>Revised Budget 19-20</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Jun</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>SH 3-22 Year Olds</b>						
<b>Revenue:</b>						
AB602	9,579,940	7,643,172	(1,936,768)	7,822,400.79	(179,229)	(2.34%)
AB602 Repayment	-	(1,038,396)	(1,038,396)	(1,038,396.20)	-	-
Property Tax	4,673,028	6,134,341	1,461,313	6,134,341.00	-	-
Preschool SCIL FFS	345,820	482,720	136,900	469,116.95	13,603	2.82%
Other Local	3,500	28,888	25,388	28,888.22	-	-
VV Non Severe Rent-Larsen	14,989	14,989	-	14,989.00	-	-
LCFF Transfer from Districts	1,999,450	1,999,450	-	1,999,450.00	-	-
Impact Aid	220,000	112,075	(107,925)	112,074.75	-	-
Deferred Maintenance	(112,009)	(112,009)	-	(112,009.00)	-	-
IDEA	502,630	502,630	-	502,630.00	-	-
Routine Maintenance	(260,000)	(260,000)	-	(260,000.00)	-	-
SCOE Contribution to Indirect	755,740	743,944	(11,796)	- 709,038.63	34,905	4.69%
<b>Total Revenues</b>	<b>17,723,088</b>	<b>16,251,804</b>	<b>(1,471,284)</b>	<b>16,382,524.14</b>	<b>(130,720)</b>	<b>(0.80%)</b>
<b>Expenses:</b>						
1X00 Certificated Positional	5,057,965	4,779,261	(278,704)	4,742,397.46	36,864	0.77%
1XXX Certificated Non Positional	338,878	363,166	24,288	361,619.95	1,546	0.43%
<b>Total Certificated</b>	<b>5,396,843</b>	<b>5,142,427</b>	<b>(254,416)</b>	<b>5,104,017.41</b>	<b>38,410</b>	<b>0.75%</b>
2X00 Classified Positional	4,420,987	4,319,313	(101,674)	4,305,921.08	13,392	0.31%
2XXX Classified Non-Positional	594,652	633,824	39,172	464,244.31	169,580	26.76%
<b>Total Classified</b>	<b>5,015,639</b>	<b>4,953,137</b>	<b>(62,502)</b>	<b>4,770,165.39</b>	<b>182,972</b>	<b>3.69%</b>
3000 Employee Benefits	4,474,420	4,437,429	(36,991)	4,272,918.84	164,510	3.71%
4000 Books & Supplies	226,600	237,789	11,189	133,766.14	104,023	43.75%
5000 Services & Operating Exp	756,925	769,636	12,711	646,261.28	123,375	16.03%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	795,459	779,522	(15,937)	746,356.45	33,166	4.25%
Indirect Cost Over 5%	755,740	743,944	(11,796)	709,038.63	34,905	4.69%
<b>Total Expenditures</b>	<b>17,421,626</b>	<b>17,063,884</b>	<b>(357,742)</b>	<b>16,382,524.14</b>	<b>681,360</b>	<b>3.99%</b>
Net Increase/(Decrease)	301,462	(812,080)				
<b>Total 3-22 Program</b>	<b>17,723,088</b>	<b>16,251,804</b>				
<b>Component Ending Fund Balance:</b>						
Reserve	301,462	301,462				
Usage	-	(1,113,542)				
<b>Ending Fund Balance</b>	<b>301,462</b>	<b>(812,080)</b>				
<b>LCFF Transfer from Districts ADA</b>	<b>273.56</b>	<b>273.56</b>				
<b>LCFF Transfer from Districts \$ per ADA</b>	<b>7,309</b>	<b>7,309</b>				
<b>Preschool SCIL Fee For Service (billed)</b>	<b>34,582</b>	<b>34,480</b>				
<b>Preschool SCIL District Total</b>	<b>10</b>	<b>14</b>				

**Solano County Office of Education  
Special Education  
19-20 DHH**

<b>DHH Programs SDC Classes, Itinerant &amp; Audiology</b>	<b>Adopted Budget 19-20</b>	<b>Revised Budget 19-20</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Jun</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Revenue:</b>						
AB602	981,329	1,025,125	43,796	1,038,566.48	(13,441)	(1.31%)
Local Revenue	603,785	516,420	(87,365)	355,733.40	160,687	31.12%
Tuition Out of County	-	-	-	20,341.00	(20,341)	N/A
SE Transfer from SELPA (Low Incidence)	100,000	100,000	-	100,000.00	-	-
SCOE Contribution to Indirect	74,260	74,260	-	68,519.46	5,741	7.73%
<b>Total Revenues</b>	<b>1,759,374</b>	<b>1,715,805</b>	<b>(43,569)</b>	<b>1,583,160.34</b>	<b>132,645</b>	<b>7.73%</b>
<b>Expenses:</b>						
1X00 Certificated Positional	488,210	503,542	15,332	503,542.04	-	-
1XXX Certificated Non Positional	12,864	10,782	(2,082)	5,476.15	5,306	49.21%
<b>Total Certificated</b>	<b>501,074</b>	<b>514,324</b>	<b>13,250</b>	<b>509,018.19</b>	<b>5,306</b>	<b>1.03%</b>
2X00 Classified Positional	447,986	420,187	(27,799)	415,352.81	4,834	1.15%
2XXX Classified Non Positional	7,500	16,484	8,984	16,451.45	33	0.20%
<b>Total Classified</b>	<b>455,486</b>	<b>436,671</b>	<b>(18,815)</b>	<b>431,804.26</b>	<b>4,867</b>	<b>1.11%</b>
3000 Employee Benefits	381,806	398,544	16,738	387,729.14	10,815	2.71%
4000 Books & Supplies	4,200	3,837	(363)	2,021.29	1,816	47.32%
5000 Services & Operating Exp	220,810	210,000	(10,810)	111,942.25	98,058	46.69%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	78,169	78,169	-	72,125.75	6,043	7.73%
Indirect Cost Over 5%	74,260	74,260	-	68,519.46	5,741	7.73%
<b>Total Expenditures</b>	<b>1,715,805</b>	<b>1,715,805</b>	<b>-</b>	<b>1,583,160.34</b>	<b>132,645</b>	<b>7.73%</b>
Net Increase/(Decrease)	43,569	-				
<b>Total DHH Programs</b>	<b>1,759,374</b>	<b>1,715,805</b>				
<b>Component Ending Fund Balance:</b>						
Reserve	43,569	43,569				
Usage	-	(43,569)				
<b>Ending Fund Balance</b>	<b>43,569</b>	<b>-</b>				

	<b>Adopted</b>	<b>Revised</b>	<b>Actual</b>
<b>No. of SCOE Students</b>	4	4	5
<b>No. of students Out of SELPA</b>	7	5	5
<b>Rev per MOU for Out of SELPA student</b>			

Local Revenue=No. of Students out of SELPA X Rev per MOU for Out of SELPA students

**Solano County Office of Education  
Special Education  
19-20 Outside Services**

	<b>Adopted Budget</b>	<b>Revised Budget</b>	<b>Revised Inc (Dec)</b>	<b>Actuals &amp; Encum thru</b>	<b>Remaining</b>	<b>%</b>
<b>Outside Services Vision, AdPE, O&amp;M, OT</b>	<b>19-20</b>	<b>19-20</b>	<b>Adopted</b>	<b>Jun</b>	<b>Budget</b>	<b>Remaining</b>
<b>Revenue:</b>						
AB602 Revenue	466,075	466,075	-	339,040.95	127,034	27.26%
SCOE Contribution to Indirect	2,375	3,563	1,188	3,562.50	1	0.03%
<b>Total Revenue</b>	<b>468,450</b>	<b>469,638</b>	<b>1,188</b>	<b>342,603.45</b>	<b>127,035</b>	<b>27.05%</b>
<b>Expenses:</b>						
1000 Certificated	-	-	-	-	-	N/A
2000 Classified	-	-	-	-	-	N/A
3000 Employee Benefits	-	-	-	-	-	N/A
4000 Books & Supplies	-	-	-	-	-	N/A
5000 Services & Operating Exp	450,000	449,048	(952)	335,290.95	113,757	25.33%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	2,500	3,750	1,250	3,750.00	-	-
Indirect Cost Over 5%	2,375	3,563	1,188	3,562.50	1	0.01%
<b>Total Expenditures</b>	<b>454,875</b>	<b>456,361</b>	<b>1,486</b>	<b>342,603.45</b>	<b>113,758</b>	<b>24.93%</b>
Net Increase/Decrease	13,575	13,277				
<b>Total Outside Services</b>	<b>468,450</b>	<b>469,638</b>				

**Solano County Office of Education  
Special Education  
19-20 Related Services**

<b>Assistive Tech, Occup Therapy, Behavior Specialists, Behav Assists</b>	<b>Adopted Budget 19-20</b>	<b>Revised Budget 19-20</b>	<b>Revised Inc (Dec) Adopted</b>	<b>Actuals &amp; Encum thru Jun</b>	<b>Remaining Budget</b>	<b>% Remaining</b>
<b>Revenue:</b>						
AB602 Revenue	2,041,190	2,174,702	133,512	2,109,627.09	65,075	2.99%
Local Revenue	-	-	-	-	-	N/A
SCOE Contribution to Indirect	88,096	98,379	10,283	93,608.45	4,771	4.85%
<b>Total Revenue</b>	<b>2,129,286</b>	<b>2,273,081</b>	<b>143,795</b>	<b>2,203,235.54</b>	<b>69,846</b>	<b>3.07%</b>
<b>Expenses:</b>						
1X00 Certificated Positional	174,928	178,648	3,720	178,647.69	-	-
1XXX Non Positional	600	2,190	1,590	2,190.47	-	(0.02%)
<b>Total Certificated</b>	<b>175,528</b>	<b>180,838</b>	<b>5,310</b>	<b>180,838.16</b>	<b>-</b>	<b>-</b>
2X00 Classifield Positional	993,500	853,133	(140,367)	851,246.47	1,887	0.22%
2XXX Classified Non Positional	8,800	44,628	35,828	43,861.56	766	1.72%
<b>Total Classified</b>	<b>1,002,300</b>	<b>897,761</b>	<b>(104,539)</b>	<b>895,108.03</b>	<b>2,653</b>	<b>0.30%</b>
3000 Employee Benefits	502,009	437,503	(64,506)	436,424.91	1,078	0.25%
4000 Books & Supplies	36,100	27,423	(8,677)	24,169.32	3,254	11.86%
5000 Services & Operating Exp	178,725	527,619	348,894	474,551.47	53,068	10.06%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	92,733	103,558	10,825	98,535.20	5,023	4.85%
Indirect Cost Over 5%	88,096	98,379	10,283	93,608.45	4,771	4.85%
<b>Total Expenditures</b>	<b>2,075,491</b>	<b>2,273,081</b>	<b>197,590</b>	<b>2,203,235.54</b>	<b>69,845</b>	<b>3.07%</b>
Net Increase/(Decrease)	53,795	-				
<b>Total Related Services</b>	<b>2,129,286</b>	<b>2,273,081</b>				
<b>Component Ending Fund Balance:</b>						
Reserve	53,795	53,795				
Usage	-	(53,795)				
<b>Ending Fund Balance</b>	<b>53,795</b>	<b>-</b>				

**Solano County Office of Education  
Special Education  
19-20 Juvenile Detention Facility**

	Adopted Budget 19-20	Revised Budget 19-20	Revised Inc (Dec) Adopted	Actuals & Encum thru Jun	Remaining Budget	% Remaining
<b>Juvenile Detention Facility</b>						
<b>Revenue:</b>						
AB602	74,057	74,057	-	73,496.80	560	0.76%
Vallejo portion of Juvenile Detention Facility	6,195	6,195	-	6,195.00	-	-
IDEA (JDF portion)	22,032	22,032	-	22,032.00	-	-
SCOE Contribution to Indirect	4,634	4,634	-	4,601.80	32	0.69%
<b>Total Revenues</b>	<b>106,918</b>	<b>106,918</b>	<b>-</b>	<b>106,325.60</b>	<b>592</b>	<b>0.55%</b>
<b>Expenses:</b>						
1X00 Certificated Positional	34,592	35,456	864	35,455.80	-	-
1XXX Certificated Non Positional	7,100	6,652	(448)	6,652.50	(1)	(0.01%)
<b>Total Certificated</b>	<b>41,692</b>	<b>42,108</b>	<b>416</b>	<b>42,108.30</b>	<b>-</b>	<b>-</b>
2X00 Classified Positional	25,499	26,149	650	26,149.13	-	-
2XXX Classified Non Positional	-	5	5	5.00	-	-
<b>Total Classified</b>	<b>25,499</b>	<b>26,154</b>	<b>655</b>	<b>26,154.13</b>	<b>-</b>	<b>-</b>
3000 Employee Benefits	26,171	26,881	710	26,880.61	-	-
4000 Books & Supplies	1,077	1,217	140	1,217.18	-	(0.01%)
5000 Services & Operating Exp	235	520	285	519.59	-	0.08%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	4,878	4,878	-	4,843.99	34	0.70%
Indirect Cost Over 5%	4,634	4,634	-	4,601.80	32	0.69%
<b>Total Expenditures</b>	<b>104,186</b>	<b>106,392</b>	<b>2,206</b>	<b>106,325.60</b>	<b>66</b>	<b>0.06%</b>
Net Increase/(Decrease)	2,732	526				
<b>Total Juvenile Detention Facility</b>	<b>106,918</b>	<b>106,918</b>				
<b>Component Ending Fund Balance:</b>						
Reserve	2,732	2,732				
Usage	-	(2,206)				
<b>Ending Fund Balance</b>	<b>2,732</b>	<b>526</b>				

# Transportation

Solano SELPA COS Presentation

## 2019-20 Services

1. SB 117 required school districts to continue paying contractors as if they were performing services at the same levels prior to the State shutdown.
2. Solano SELPA met the requirements of SB 117 by carrying forward the ridership data that occurred prior to the State shutdown as if that ridership occurred throughout the rest of the 2019-20 fiscal year.
3. The current SELPA funding model for Special Education transportation worked well with that requirement.

## 2020-21 Services

1. SB 117 has expired, and with it the requirements to pay contractors.
2. 2020-21 budget bill prohibited the layoff of transportation staff during the 2020-21 school year.
3. Excess costs is projected to be less for 2020-21, assuming no transportation services are provided at all during the school year.



# The Challenge

1. How should the excess cost for 2020-21 be distributed?



# 2019-20 Calculations and Allocations

Excess Costs Calculation			Excess Costs Allocation			A	B	C=C1xB#
1	Total Program Cost	1,704,019.80						
	In District Mileage Costs							
2	BUSD	-	1				Excess Costs =>	570,088.10
3	DUSD	3,333.16				Out of District		Excess Cost
4	FSUSD	76,445.30	2			Miles	% of Total	Distribution
5	TUSD	-	3	BUSD	1,234	2.83%		16,123.60
6	VUSD	43,403.54	4	DUSD	6,998	16.04%		91,436.74
7	Total In District Costs	123,182.00	5	FSUSD	10,379	23.79%		135,613.31
8=1-7	Remaining Costs	1,580,837.80	6	TUSD	8,797	20.16%		114,942.70
9	SCOE State Revenue	937,834.00	7	VUSD	16,223	37.18%		211,971.75
10	Other Revenue	530.56	8=Sum(3:7)	Totals	43,631	100.00%		570,088.10
11	SCOE Indirect Contribution	72,385.14						
12	Total SCOE Revenue	1,010,749.70						
13=8-12	Excess Costs	570,088.10						
14=7+13	Total Costs Allocated	693,270.10						

# Revised Projected Budget and Allocation Options

	<b>Current Budget</b>	<b>Potential Revisions</b>	<b>Projected Budget if No Routes</b>
<b>Revenue</b>			
8000 LCFF Add-on Revenue	937,834	-	937,834
8900 Contributions	90,120	(25,857)	64,263
<b>Total Revenue</b>	<b>1,027,954</b>	<b>(25,857)</b>	<b>1,002,097</b>
<b>Expenditures</b>			
Classified Salaries	869,450	(176,000)	693,450
Employee Benefits	477,784	(66,000)	411,784
Books and Supplies	180,075	(135,000)	45,075
Services and Other Operating	236,289	(129,000)	107,289
Other Outgo	209,842	(66,699)	143,143
<b>Total Line Item Expenditures</b>	<b>1,973,440</b>	<b>(572,699)</b>	<b>1,400,741</b>
Reserve <sup>1</sup>	56,500	(16,405)	40,095
<b>Total Expenditure Budget</b>	<b>2,029,940</b>	<b>(589,104)</b>	<b>1,440,836</b>
8700 SELPA Transfers (Excess Cost)	1,001,986	(563,247)	438,739

<sup>1</sup> Reserve is not charged unless it is used. Final Excess Cost is actual costs.

**Assumptions for no routes:**

- Removal of vacancies, ESY, Timecarded hours
- Removal of fuel costs, Zpass and GPS
- Removal of van rentals
- Removal of 1/2 bus maintenance
- Removal of other operating (toll, towing, etc.)
- Removal of new bus purchase (part of regular replacement cycle - defer 1 year)

**2020-21 Possible Transportation Excess Cost Funding Models**

SELPA Governance and Finance Committee 9/16/2020  
Item #7.2

**Calculation of Excess Costs**

	A	B
1	Total Projected Costs	1,440,836
2	SCOE State Revenue	937,834
3	SCOE Indirect Cost Contribution	64,263
4=B2+B3	Total Program Revenue	1,002,097
5=B1-B4	Remaing Excess Costs	438,739

	A	B	C		D
		2019-20			
Method 1 - Use 2019-20 Excess Cost		Apportioned	Calc for	Calc for	Method 1
Apportioned Ratio		Excess Cost	Col C	Col D	Distribution
6	Benicia USD	16,123.59	B6/B11	C6xB5	10,203.88
7	Dixon USD	94,769.86	B7/B11	C7xB5	59,975.52
8	Fairfield SUSD	212,058.55	B8/B11	C8xB5	134,202.18
9	Travis USD	114,942.65	B9/B11	C9xB5	72,741.96
10	Vacaville USD	255,375.45	B10/B11	C10xB5	161,615.46
11	Total Distributed Costs	693,270.10		100.00%	438,739.00

	A	B	C		D
		SELPA Model			
Method 2 - Use 2020-21 SELPA AB602 Model		ADA	Calc for	Calc for	Method 2
ADA Ratio			Col C	Col D	Distribution
12	Benicia USD	4,454.46	B12/B17	C12xB5	43,184.35
13	Dixon USD	3,031.35	B13/B17	C13xB5	29,387.82
14	Fairfield SUSD	20,390.67	B14/B17	C14xB5	197,680.04
15	Travis USD	5,276.82	B15/B17	C15xB5	51,156.83
16	Vacaville USD	12,102.57	B16/B17	C16xB5	117,329.96
17	Total Distributed Costs	45,255.87		100.00%	438,739.00

	A	B	C		D
		Model 1 = D6	Model 2 = D12	Calc for	Model 1
Comparison of Models		thru D10	thru D16	Col D	Over/(Under)
18	Benicia USD	10,203.88	43,184.35	=B18-C18	(32,980.47)
19	Dixon USD	59,975.52	29,387.82	=B19-C19	30,587.70
20	Fairfield SUSD	134,202.18	197,680.04	=B20-C20	(63,477.86)
21	Travis USD	72,741.96	51,156.83	=B21-C21	21,585.13
22	Vacaville USD	161,615.46	117,329.96	=B22-C22	44,285.50
Totals		438,739.00	438,739.00		(0.00)

	A	B	C	
		Model 1	Model 2	
2019-20 Cost Allocation Over/(Under) Models		Model 1	Model 2	Calc for
23	Benicia USD	(5,919.71)	27,060.76	Col B
24	Dixon USD	(34,794.34)	(65,382.04)	Col C
25	Fairfield SUSD	(77,856.37)	(14,378.51)	
26	Travis USD	(42,200.69)	(63,785.82)	
27	Vacaville USD	(93,759.99)	(138,045.49)	
Totals		(254,531.10)	(254,531.10)	

**Solano County Office of Education  
Transportation  
19-20 Summary of SCOE Operated Program**

<b>Expenses:</b>	<b>FTE</b>	<b>Cost</b>
<b>Salaries and Benefits (Positional 2X00 and Non Positional 20XX)</b>		<b>1,191,586</b>
Transportation Manager	1	
Bus Driver Instructor	1	
Dispatch/Office Technician	1.625	
Bus Drivers	13.2857	
Transportation Assistant	3.42858	
Maintenance/Custodial	0.125	
<b>Total FTE</b>	<b>20.4643</b>	
<b>4000 Supplies</b>		
Fuel		75,422
Other Materials & Supplies		19,081
<b>5000 Services &amp; Operating Expenses</b>		
Vehicle Rentals		107,257
Maintenance/Toll/Uniforms		77,323
Repairs		26,829
Software		11,285
Insurance		7,922
Other		7,243
<b>7000 Other Outgo</b>		
Bus payment		31,542
Indirect		76,146
Indirect over 5%		72,385
<b>Total</b>		<b>1,704,020</b>

**20/21 Rents and leases****Impact if no longer charging facilities:**

<b>District</b>	<b>Rent (Revenue to district)</b>	<b>Cost split</b>	<b>Cost</b>	<b>Difference</b>	<b>Net Impact</b>	
BUSD	58,548	9.791%	49,398	9,150	loss	(district receives more in rent than their share of cost)
DUSD	64,114	6.433%	32,455	31,659	loss	(district receives more in rent than their share of cost)
FSUSD	200,649	44.783%	225,950	(25,301)	credit	(district pays more for rents than it receives)
TUSD	47,530	11.675%	58,907	(11,377)	credit	(district pays more for rents than it receives)
VUSD	109,678	27.319%	137,834	(28,156)	credit	(district pays more for rents than it receives)
<b>Total</b>	<b>480,519</b>					
<b>Total w/indirect</b>	<b>504,545</b>					

**Calculation:****Rent** - amount the district is receiving**Cost split** - % of total ADA per AB602 allocation**Cost** - total cost to district (rent paid by SCOE x district share of cost)**Difference** - Revenue minus cost**Net impact** - loss or gain to district**Cost split of proposed change (as provided by Tommy 5/20):***This proposal was what would the cost difference be if SCOE was charged for both sides of the trade*

<b>District</b>	<b>Increase (Rent- Revenue to district)</b>	<b>Cost split</b>	<b>Cost</b>	<b>Difference</b>	<b>Net Impact (cost)</b>	
BUSD	-	9.791%	18,599	18,599	increase	(additional cost to district)
DUSD	35,208	6.433%	12,219	(22,989)	decrease	(increase in revenue to district)
FSUSD	45,367	44.783%	85,071	39,704	increase	(additional cost to district)
TUSD	39,986	11.675%	22,179	(17,807)	decrease	(increase in revenue to district)
VUSD	60,356	27.319%	51,895	(8,461)	decrease	(increase in revenue to district)
<b>Total</b>	<b>180,917</b>					
<b>Total w/indirect</b>	<b>189,963</b>					

**Calculation:****Increase** - amount of increase for both sides of trade (increase in expense to SCOE = increase in revenue to district)**Cost split** - % of total ADA per AB602 allocation**Cost** - total additional cost to district**Difference** - revenue minus cost**Net impact** - increase or decrease in cost to district