



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

Wednesday, October 19, 2022

9:00 – 11:00 a.m.

SCOE – Blue Rock Spring Conference Room

5100 Business Center Drive

Fairfield, CA 94534

- | | |
|---|-------------|
| 1. Call to Order & Roll Call | Action |
| 2. Approve Agenda | Action |
| 3. Approve Meeting Minutes from September 21, 2022 | Action |
| 4. Public Comment | |
| Members of the public wishing to address any item listed on the agenda are asked to submit a Request to Speak form to the Assistant Superintendent of the SELPA at the opening of the 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 |
| 5.5. SELPA Funding Allocations | Information |
| 6. SELPA Business | |
| 6.1. Learning Recovery Support Plan and Dispute Prevention/Dispute Resolution (ADR) Plan | Discussion |
| 6.2. Regional Transportation | Discussion |
| 6.3. Program Transfers | Discussion |
| 6.4. Direction on January 18, 2023 Meeting | Action |
| 7. SCOE Reports | |
| 7.1. Special Education Financial Report | Information |
| 8. Governance and Finance Committee Member Requests/Items | |
| 8.1. Excess Cost Calculation for SCOE Special Education | Discussion |
| 8.2. Extraordinary Cost Pool Changes for 2021-22 and 2022-23 | Discussion |
| 9. Adjournment | |

Next Meeting: **Wednesday, November 16, 2022**

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access SELPA public meetings, to access written documents being discussed at the meetings, or to otherwise participate at SELPA public meetings, please contact the SELPA office at (707) 399-4460. Notification at least 72 hours prior to the meeting will enable the SELPA to make reasonable arrangements to ensure accessibility to the meeting and to provide any required accommodations, auxiliary aids, or services.

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.

**SELPA Governance and Finance Committee
September 21, 2022
Minutes**

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

Members Present:

Solano County SELPA: Erik Deadmond, Andrew Ownby
Benicia USD: Steve Phillips
Dixon USD: Trudy Barrington, Kim Parrott
Fairfield-Suisun USD: Imelda Castro, Stavros Gougoumis,
Solano COE: Siobhan Dill, Becky Lentz
Travis USD: Deanna Brownlee
Vacaville USD: Kelly Burks, Aumrey Moland

2. Approval of Agenda

Move to approve the agenda.
Motion by Deanna Brownlee, second by Kim Parrott
Final Resolution: Motion carries
Yes: Trudy Barrington, Deanna Brownlee, Kelly Burks, Imelda Castro, Siobhan Dill,
Stavros Gougoumis, Becky Lentz, Aumrey Moland, Kim Parrott, Steve Phillips

3. Approval of Minutes from May 18, 2022

Move to approve minutes.
Motion by Trudy Barrington, second by Kim Parrott
Final Resolution: Motion Carries
Yes: Trudy Barrington, Deanna Brownlee, Kelly Burks, Imelda Castro, Siobhan Dill,
Stavros Gougoumis, Becky Lentz, Aumrey Moland, Kim Parrott, Steve Phillips

4. Public Comment – No public comment.

5. SELPA Reports

5.1. Nonpublic School (NPS) Expenditure Update – Information item. No questions or concerns were reported.

5.2. Mental Health as a Related Service (MHRS) Pool Update – Information item. No questions or concerns were reported.

5.3. Legal Pool Update – Information item. No questions or concerns were reported.

5.4. Legal Education Fund Update – Information item. No questions or concerns were reported.

5.5. SELPA Funding Allocations – A revised report was distributed to the group (see attached). Erik Deadmond reviewed SELPA funding allocations and reported on updated figures in columns AB602 and 6546.

6. SELPA Business

6.1. California Children's Services – Medical Therapy Unit (CCS MTU) – Andrew Ownby reported that the California Children's Services Medical Therapy Unit was approved by the California Department of Health Care Services as a full-service facility and may begin providing comprehensive services as of September 16, 2022. The cost of operating the MTU will be the SELPA's next area of focus.

6.2. Learning Recovery Support Plan and Dispute Prevention/Dispute Resolution (ADR) Plan – Erik Deadmond reported that the interim progress report was due to the CDE at the end of the month. He stated he would create two Google forms; one to collect expenditure data and one to collect dispute resolution activity. The deadline to expend the funds is September 30, 2023.

6.3. 2022-23 Independent Educational Evaluation (IEE) Cost Containment – Andrew Ownby reported that the SELPA surveyed providers in a multi-county region and updated the recommended cost maximums for various types of assessments.

Move to make a recommendation to the Council of Superintendents for the approval of the 2022-23 Independent Educational Evaluation (IEE) Cost Containment.

Motion by Deanna Brownlee, second by Steve Phillips

Final Resolution: Motion Carries

Yes: Trudy Barrington, Deanna Brownlee, Kelly Burks, Imelda Castro, Siobhan Dill, Stavros Gougoumis, Becky Lentz, Aumrey Moland, Kim Parrott, Steve Phillips

6.4. Program Transfers – Andrew Ownby reported on the program transfer processes. Andrew presented a timeline to the group, which reflected a seven-point plan to make a final decision on program transfers by January 2023. Andrew shared that he had reviewed with the Special Education Council elements of the SELPA Procedural Manual that will require modification to align with the transfers, should they occur. Andrew will present a draft of the proposed changes at the next meeting.

7. SCOE Reports

7.1. 2021-22 SCOE Special Education Year-End Financial Report – Becky Lentz reviewed SCOE's 2021-22 year-end financial report with the group. Excess cost calculation methodology was discussed and will continue at the next meeting.

8. Adjournment – The meeting was adjourned at 9:52 a.m.

Minutes were submitted by Monica Hurtado and were reviewed by Erik Deadmond and Andrew Ownby.

2022 / 2023 SELPA Allocations**9/7/2022**

Item #5.5 - Revised

<u>Revenue:</u>			IDEA	IDEA - ARP	IDEA Preschool	IDEA Preschool - ARP	IDEA MHRS	AB602	AB114 - 6546
Revenue			\$ 9,397,766	\$ 1,850,788	\$ 348,854	\$ 158,569	\$ 532,113	\$ 38,065,834	\$ 3,257,358
<u>Deductions :</u>									
SCOE Direct Allocation			(1,017,962)					(23,078,492)	
Pooled Allocations								(1,129,415)	
SELPA Allocation								(1,594,669)	(80,000)
			\$ 8,379,804	\$ 1,850,788	\$ 348,854	\$ 158,569	\$ 532,113	\$ 12,263,258	\$ 3,177,358
DISTRICT	21/22 Annual ADA	% of Total ADA	District Allocation IDEA (3310)	District Allocation IDEA (3305)	District Allocation Preschool (3315)	District Allocation IDEA (3308)	District Allocation IDEA MHRS (3327)	District Allocation AB602 (6500)	District Allocation AB 114 (6546)
BUSD	4,010.79	9.60%	804,110	177,598	33,475	15,216	51,061	1,176,759	304,893
DUSD	2,773.17	6.63%	555,984	122,796	23,146	10,521	35,305	813,644	210,812
FSUSD	18,743.58	44.84%	3,757,840	829,968	156,440	71,109	238,621	5,499,336	1,424,855
TUSD	4,920.40	11.77%	986,475	217,876	41,067	18,667	62,641	1,443,637	374,040
VUSD	11,349.35	27.15%	2,275,395	502,550	94,725	43,057	144,486	3,329,881	862,758
Total:	41,797.29	100%	8,379,804	1,850,788	348,854	158,569	532,113	12,263,258	3,177,358

2022-2023 NPS FUND UPDATE - October 2022 Meeting			
<u>Expenditures:</u>	22/23 Budget	10/5/2022	Projected as of 6/30/23
Non-Public School (NPS):	6,124,663	566,499	6,125,663
Parent Visitations (per IEP):	1,000	-	-
TOTAL:	6,125,663	566,499	6,125,663
<u>Direct District Contribution:</u>			
BUSD	97,368	12,610	97,368
DUSD	668,746	43,015	668,746
FSUSD	2,474,708	192,354	2,474,708
TUSD	839,318	91,667	839,318
VUSD	2,045,523	226,853	2,045,523
	6,125,663	566,499	6,125,663
** Direct District Contribution is charged back to districts based on actual usage.			

2022-2023 MHRS POOL UPDATE - October 2022 Meeting

Revenues & Fund Balance:	22/23 Budget	Projected as of 6/30/23	
21/22 Ending Balance - 6546	364,397		364,397
21/22 CARE Clinic Development (ending balance)	1,008,975		1,008,975
<i>Subtotal:</i>	<i>1,373,372</i>		<i>1,373,372</i>
22/23 IDEA MH (RS 3327) Award	532,180		532,180
22/23 AB114 (RS 6546) Award	3,056,827		3,056,827
<i>Subtotal:</i>	<i>3,589,007</i>		<i>3,589,007</i>
TOTAL:	4,962,379		4,962,379
Expenditures:	22/23 Budget	10/5/2022	Projected as of 6/30/23
22/23 - CARE Clinic Non-medicare Eligible	500,000	-	500,000
<i>Subtotal:</i>	<i>500,000</i>	-	<i>500,000</i>
District MH Allocation (RS 6546)	3,091,224	-	3,091,224
District MH Allocation (RS 3327)	532,180	-	532,180
SCOE JDF MH	30,000	-	30,000
SELPA MH Expenses	-	-	-
Residential Placements (2 placements)	300,000	-	300,000
<i>Subtotal:</i>	<i>3,953,404</i>	-	<i>3,953,404</i>
TOTAL:	4,453,404	-	4,453,404
<i>Projected Ending Balance:</i>			508,975
21/22 CARE Clinic Ending Balance			508,975
21/22 Undesignated Fund Balance			-

Repayments to pool:		\$ 7.00	\$ -	\$ 479.00	\$ 267.00	\$ 1,878.50	\$ -	\$ 2,631.50	\$ -
SELPA distribution to LEAs per 21-22 ADA%:		\$ 16.70	\$ 11.54	\$ 78.03	\$ 20.48	\$ 47.25	\$ -		
Total usage of pool:		\$ 58.70	\$ 11.54	\$ 4,099.53	\$ 4,425.98	\$ 17,699.25	\$ -	\$ 26,295.00	
Percent of pool usage:		0.22%	0.04%	15.59%	16.83%	67.31%	0.00%	\$ 28,926.50	
		10.23%	7.68%	44.33%	11.29%	26.47%			
								TOTAL REMAINING:	\$ 268,675.18

2022-2023 Legal Education Breakdown by District - Fagen Friedman & Fulfroast (FFF)

Solano County SELPA

[illegible]

2022 / 2023 SELPA Allocations

10/5/2022

Revenue:			IDEA	IDEA - ARP	IDEA Preschool	IDEA Preschool - ARP	IDEA MHRS	AB602	AB114 - 6546
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Dispute Prevention and Resolution Funds and Learning Recovery Funds

Internal strategy that SELPAs can share with their LEAs.

LEAs will need to strategize in which year they will expend these funds – if they wait until the final year, it could have a substantial single year MOE (Maintenance of Effort) impact. LEAs should spread expenditures over the timeline of allowable use. There are a lot of LEAs struggling to spend these funds – staff are hard to find, extra activities are hard to fund, and it is combined with other funds sources. Thankfully, the wave of litigation has not been as substantial as feared, and settlement agreements have not been massively impactful. SELPAs are sharing two potential pathways for accounting for one-time revenue – and suggestions to manage these and other special education expenditures this year to meet MOE.

MOE tracks expenditures using GOAL codes. MOE does not track the *revenue source* of special education funds. For example, a revenue of \$100,000, and an expenditure of \$75,000, in a State Special Education fund creates an MOE of \$75,000. If the expenditures were \$0, the MOE would be \$0. For one-time DPR and LRS Funds –the only way expenditures will not impact MOE is to code in Object codes excluded from MOE such as 7140, 7141, 7142, 7143, which may not be feasible nor aligned with submitted plans.

MOE does, however, identify any revenue *contribution amounts*, and it reassigns them to the MOE Local Actual Expenditure area. For example, that same revenue of \$100,000, but an expenditure of \$125,000, may cause a local contribution of \$25,000. This \$25,000 would be *assigned* to the MOE Local Actual Expenditures area.

Any activity that has a Goal Code of 5xxx will be pulled into MOE calculations. With the influx of one-time funds, additional management of the MOE impact is wise. Good planning can help an LEA expend these one-time funds – in alignment with the purpose of the grant – and continue to meet its MOE requirement, while monitoring long-term impact on the MOE obligation. This is key for the DPR and LRS funds, as these one-time funds may be expended for activities completed in the 2021-22, 2022-23, and 2023-24 fiscal years.

These funds are to be used to support LEAs with learning recovery and dispute resolution/prevention activities as a result from school disruptions stemming from the COVID-19 public health emergency during the period of March 13, 2020, to September 1, 2021, inclusive. It is recognized that some of these activities occurred during the 2020-21 fiscal year.

Prior Year

There are two proposed methods to utilize funds (assigned to SACS {Standardized Account Code Structure} Resource codes 6536 and 6537) for **qualifying prior year** (2020-21) activities:

Method 1

1. Identify, document, and total qualifying prior year activities.
2. Post a contribution up to the amount identified (using SACS Object 8990) from Resource 6536 and/or 6537, as appropriate, to Resource 0000 (or an unrestricted equivalent) and/or Resource 6500. Also, use the appropriate Goal 5xxx code.
 - a. A contribution to Resource 6500 may be the most appropriate, depending on the activity. *This contribution may create an equivalent reduction to the LEA's overall general fund contribution to 6500.*

- b. Example:
- i. XYZ LEA had an initial contribution of \$50,000 to Resource 6500.
 - ii. XYZ identified \$20,000 in qualifying costs to Resource 6537 from the prior year.
 - iii. XYZ posts a contribution of \$20,000 from Resource 6537 to 6500.
 - iv. XYZ's total revenue increases by \$20,000.
 - v. XYZ's initial contribution decreases from \$50,000 to \$30,000.
 - vi. XYZ's State & Local total for MOE remains the same. However, XYZ's Local Only total decreases by \$20,000

Method 2

1. If the LEA has documentation of qualifying costs that were used for actual goods and/or services from one department to another department within the organization, the LEA may consider a direct cost transfer. If no goods and/or services were received a direct cost transfer may not be permitted. If there are qualifying costs, then the LEA would complete a direct cost transfer (Object 5710) between 6500 and 6536/6537. All the costs in 6536 and 6537 will have a Goal 5xxx, so you cannot do this between 0000 and 6536/6537 unless the expenses coming out of 0000 also had Goal 5xxx.

Upon applying either of these two proposed methods, the funds would now reside in either Resource 0000 or Resource 6500 and no longer would be restricted under Resource 6536/6537, as their qualifying use was completed in the prior year of 2020-21.

Advice/Notes:

- Using one-time funds only as a replacement for the general fund contribution may not meet the purposes of the AB 130 grants.
- Do not wait until June 29, 2023, to encumber all the funds – this strategy could either inflate MOE or cause an LEA to lose access to the funds
 - o Remember that funds cannot be encumbered for employee-staff salaries and costs into another fiscal year. This means an LEA cannot pay salaries of employees with these funds in Summer of 2023.
 - o An LEA may be able to use to pay for costs associated with Contracted staff or services, materials or supplies for which a purchase order was received prior to June 30, 2022. Please refer to Procedure 675 in the SACS Guidelines.
- AU (Administrative Unit) only uses Fund 10. AU sends funds to LEAs, typically as Fund 01. Fund 01 is included in MOE.
- Contribution of funds from 6536/37 into another resource (6500, 0000) has no impact on the MOE for the State and Local tests, but it may have an impact on the Local Only tests if the contribution is from a State Resource to a Local Resource.

Q: What happens if an LEA used previous one-time funds to supplant or backfill existing obligations?

If an LEA made this choice, we encourage the SELPA and LEA to arrange for a verbal consultation with a finance committee member – if they used an ESSER (Elementary and Secondary School Emergency Relief) code or other federal funds to prevent a contribution into RES 6500 from general funds it could be challenging. They could consider 8990 to direct contribution from 3213 and 3214, but this would not be standardized practice nor very defensible.

Current Year

In addition to prior year uses, these funds should be used through the current year, and expended no later than September 30, 2023. The following method can assist SELPA AUs and member LEAs account for these expenditures:

1. Pass through the funds in either RES 6536 or 6537
2. LEA expends funds using RES 6536 or 6537, as appropriate and in accordance with their plan
3. Ensure appropriate documentation is retained

OR

1. SELPA collects documentation of expenditures in any RES Code with Goal 5xxx
2. Pass through funds to RES 6536/6537 to LEA
3. LEA contributes funds from RES 6536/6537 to the RES from which they funded the Goal 5xxx activities

This *will* impact MOE, but this is the ideal year to do this. The budget proposal for 2022-2023 includes revenue that should be sufficient to offset State and Local MOE and should also largely offset Local Only MOE implications. Spreading the expenditures over two years (21-22 & 22-23), with reimbursements to prior year (20-21), should be sufficient to demonstrate appropriate use and have negligible negative impact for MOE for those concerned about growing MOE obligation, leaving a small window for final expenditures to be paid in Summer of 2023.

For those who are struggling to meet MOE obligation, these funds could be a way to increase their expenditure on allowable activities, while having the revenue to cover those increases for 2021-22 and into 2022-23.

K. Students with Disabilities Enrolled in Private School

The following procedures shall be followed by the school districts in the Solano County Special Education Local Plan Area ("SELPA")⁵:

The district where a private school is situated shall: locate, identify, and evaluate all children suspected as having a disability enrolled by their parents in private, including religious, elementary schools and secondary schools who may be eligible for special education services.

The district of parent residence has a continuing obligation to locate, identify, and evaluate all children suspected as having a disability who may be eligible for special education services and offer a free and appropriate public education (FAPE) to all children ages three (3) to twenty-two (22) with disabilities, enrolled by their parents in private, including religious, elementary schools and secondary schools, who are determined to be eligible for special education services.

This policy focuses on addressing the responsibilities of the district where the private school is located.

K1. Definitions

Parentally placed private school children with disabilities means children with disabilities who are voluntarily enrolled by their parents/guardians in a private school within district boundaries, including children who are attending a private, nonprofit elementary or secondary school within district boundaries but who reside in another district or state. (34 CFR 300.130, 300.131)

Private school means a private, nonprofit, elementary or secondary, full-time day school, including a religious school, located within district boundaries.

K2. Consultation with Private School Representatives

The Superintendent or designee shall consult with all private school representatives and representatives of parents/guardians of parentally placed private school children with disabilities during the design and development of equitable services for the children. In order to ensure a meaningful and timely consultation, the consultation shall include: (20 USC 1412(a)(3); 34 CFR 300.134; Education Code 56301)

1. The child find process and how parentally placed private school children suspected of having a disability can participate equitably
2. How parents/guardians, teachers, and private school officials will be informed of the child find process
3. The determination of the proportionate share of federal funds available to serve parentally

⁵ See corresponding member LEA board policy and administrative regulation 6164.41

placed private school children with disabilities and how this share is calculated

4. How the consultation process will operate throughout the school year to ensure that identified children can meaningfully participate in equitable services
5. How, where, and by whom equitable services will be provided including a discussion about the types of services, alternate service delivery mechanisms, how services will be apportioned if funds are insufficient to serve all of the identified children, and how and when those decisions will be made
6. In the event that the district and private school disagree on the provision of or the types of services, how the district will provide the private school officials with a written explanation of the reasons that the district chose to not provide the services

When meaningful and timely consultation has occurred, the district shall obtain a written affirmation signed by the representatives of participating private schools. If the private school representatives do not provide the affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the California Department of Education. (34 CFR 300.135; Education Code 56172)

After the consultation has occurred, the district shall ensure an annual count of the number of parentally placed children with disabilities attending private schools located within the district. This count shall be conducted between October 1 and December 1 each year and shall be used to determine the amount the district must spend on providing equitable services to the children in the subsequent fiscal year. (34 CFR 300.133)

K3. Provision of Services

A child with a disability parentally placed in a private school has no individual right to receive some or all of the special education and related services that he/she would receive if enrolled in public school. Such a child may receive a different amount of services than students with disabilities in public schools. (34 CFR 300.137, 300.138)

The district shall evaluate all identified parentally placed private school children with disabilities for purposes of considering them for equitable services. This evaluation shall be conducted in accordance with the timelines and procedures for evaluating public school students with disabilities pursuant to 34 CFR 300.300-300.311, including providing the parent/guardian with a copy of the procedural safeguards notice. (34 CFR 300.131, 300.504)

In order to ensure that each child entitled to special education and related services receives an offer of a free appropriate public education (FAPE), the district where parents reside, which may also be the district where the private school is located, shall develop an individualized education program (IEP) for each identified child.

However, the district shall not develop an IEP if the parent/guardian makes clear his/her intention to keep the child enrolled in private school. In such situations, the district shall obtain written certification

confirming the parent/guardian's intention to keep his/her child enrolled in private school, including the fact that he/she is not interested in the development of an IEP or the district's offer of FAPE. If the parent/guardian does not provide confirmation in writing, the district shall obtain oral confirmation of the parent/guardian's intention and confirm the conversation in writing.

If the child resides in a different district, then this district and the district of residence shall work together to ensure that the parent/guardian receives an offer of FAPE in accordance with law.

The district shall develop and implement an individual services plan (ISP) for each identified private school child with a disability that describes the equitable services that the district will provide, as agreed to by the district and private school representatives during the consultation process. (34 CFR 300.138)

The ISP shall, to the extent appropriate, be developed, reviewed, and revised consistent with 34 CFR 300.121-300.324. A representative of the private school shall be invited to attend each ISP team meeting. If the representative cannot attend the meeting, the district shall use other methods to ensure the representative's participation, including individual or conference calls. (34 CFR 300.137, 300.138)

The district may provide services on the private school premises, including a religious school, to the extent consistent with law. The services shall be provided by personnel meeting the same standards as personnel providing services in the public school. The personnel shall either be district employees or contractors of the district. (34 CFR 300.138, 300.139)

The district shall offer transportation to the child if services are provided on a site other than the child's school and the ISP team determines that transportation is necessary for the child to benefit from or participate in the services provided in the ISP. Depending on the timing of the services, the district shall provide transportation from the child's school or home to the service site and from the service site to the child's school or home. (34 CFR 300.139)

The district may place equipment and supplies in a private school for the period of time necessary to provide the services pursuant to the ISP. All such equipment shall remain the property of the district and must be able to be removed without causing damage to the private school. The district shall remove the equipment when no longer required by the child, when the child no longer attends the private school, or when removal is necessary to prevent unauthorized use. (34 CFR 300.144)

K4. IEP Meetings after the Initial IEP Team Meeting

Districts shall not prepare an IEP for pupils enrolled by their parents in private schools unless a parent requests that an IEP be developed. One year after an eligible private school child's initial IEP team meeting and annually thereafter, the district where the parents reside shall notify the child's parents in writing that the district:

- 1.—Continues to offer a FAPE in accordance with federal and state laws and regulations;
- 2.—Is ready, willing, and able to schedule an IEP team meeting for their child in order to offer the child a FAPE, subject to assessment, if appropriate, if the parents express an interest in enrolling their child in public school.

~~The district where the parent resides and the district of private school location shall work together in accordance with law, at least every three years, to offer a comprehensive assessment.~~

K5. Dispute Resolution

With the exception of disputes related to child find, special education due process procedures are not available to parents for resolving disagreements about the services provided to private school children with disabilities who are placed by their parents in private schools when FAPE is not at issue.

No LEA or District of Residence is required to pay for the cost of educating a child with a disability at a private school (including special education and related services) if: (1) the District of Residence made a FAPE available to the child, and (2) the parents voluntarily elected to place their child in a private school.

Disputes regarding whether the LEA complied with child find requirements (such as the initial location, identification, and assessment of the parentally placed private school child with disabilities by the LEA and/or the District of Residence, as appropriate) may be resolved pursuant to local policies and procedures and/or by filing a request for a due process hearing with the Office of Administrative Hearings.

Disputes regarding the LEA's policy regarding *Children with Disabilities Enrolled by their Parents in Private Schools* Policy may be resolved pursuant to local policies and procedures, and/or by filing a complaint with the California Department of Education pursuant to Title 5 of the California Code of Regulations, section 4600 et seq.

P. Continuum of Services

The Solano County SELPA maintains a continuum of services to meet the varied special education needs of students of the member LEAs. The SELPA has established a local system of programs and services identified as District Base Programs, SCOE Regional Programs, District Regional Programs. These programs are maintained and operated locally and work in conjunction with the available nonpublic schools and agencies to provide a complete continuum of services.

The following table identifies the programs and services provided by the member LEAs:

District Base Programs	SCOE Regional Programs	District Regional Programs
Resource Specialist Program (RSP) or Learning Center Program	Moderate–Severe <u>Extensive Support Needs</u> SDC Program <u>(3 year old through 12th grade)</u>	Structured Class for Intensive Learning (SCIL)
<u>Early Childhood Special Education</u> Non-Severe Preschool	Assistive Technology (AT) Services	Transitional Academic Program (TAP)
Non-Severe Special Day Class (SDC)	Deaf/Hard of Hearing (DHH) Program and Services	Functional Academics (FA) Program
Speech/Language Services	Physical Therapy (PT) Services	Program for Effective Relations in Learning (PERL)
Psychological Services and Assessment	Adult Transition Program	Low Vision Services
Occupational Therapy (OT)	Structured Class for Intensive Learning (SCIL)	Orientation & Mobility (O&M)
Behavior Services		Adaptive Physical Education (APE)
Mental Health Services		Dynamic Education Linked to Achievement (DELTA)
Health and Nursing Services		<u>Extensive Support Needs SDC Program</u>

Detailed operating guidelines for each program/service are specified in the related procedural section.

R. SCOE Regional Programs

SCOE Regional Programs include:

1. Moderate – Severe Program
2. Assistive Technology (AT) Services
3. Deaf/Hard of Hearing (DHH) Program and Services
4. Physical Therapy (PT) Services
5. Adult Transition Program
6. Structured Class for Intensive Learning (SCIL), operated by SCOE

The Council of Superintendents (COS) annually approves funding for Solano County Office of Education (SCOE) to operate the Moderate-Severe Program in certain districts, Assistive Technology (AT) Services, the DHH program, Physical Therapy, and the Adult Transition Program, and to provide necessary special education and related services to students at the Solano County Juvenile Detention Facility. In the event SCOE requires a budget augmentation during the fiscal year for these programs, approval will be sought through the COS. SCOE shall maintain a reserve of 3% of projected expenditures. Unspent fund balance identified at closing in the subsequent year shall be distributed to the member district based upon ADA.

Physical Therapy (PT) Services provided by SCOE to students not enrolled in a SCOE moderate-severe program is funded on a per pupil cost-recovery basis by member districts utilizing the service. Structured Class for Intensive Learning (SCIL), operated by SCOE, is funded on a per pupil cost-recovery basis by member districts utilizing the service.

The District of Special Education Accountability maintains responsibility for the provision of a Free Appropriate Public Education for its students wherever they are served.

R1. Moderate-Severe Program

Referral Guidelines: Moderate-Severe Program

To refer a student to a SCOE Moderate-Severe program, the member district contacts the SCOE Program Administrator for the desired program and completes the “Request for Consultation Prior to Consideration of Change of District of Service” (located in the SEIS Document Library).

The SCOE Program Administrator and staff may observe the student if the parent has provided consent.

If it is determined that a ~~Moderate-Severe SDC~~ ~~SCOE~~ placement may be appropriate, the District will convene an IEP meeting to include SCOE representatives to consider the placement.

Transfer Students: Moderate Severe Program

For transfer-in students, with special education services similar to those in a ~~SCOE~~ Moderate Severe Program, the DSEA will provide all documentation, prior to the intake appointment, to the SCOE Program Administrator.

The SCOE Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, SCOE will become the DOS.

Programmatic Responsibility: Moderate Severe Program

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a ~~SCOE~~ Moderate Severe Program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the SCOE Regional Program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in a SCOE Moderate Severe Program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

R2. Assistive Technology (AT) Services

Referrals Guidelines: AT Services

To refer a student to AT Services, the Case Manager shall submit an Assistive Technology Request packet to SCOE.

Transfer Students: AT Service

For Transfer students with AT as a related service, a copy of the Assistive Technology Request and the most current IEP.

Programmatic Responsibility: AT Services

As a related service provider, AT Specialists shall not serve as the primary case manager.

The DOS shall provide SEIS access to the AT provider at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

R3. Deaf/Hard of Hearing (DHH) Program

The DHH program includes:

1. Related Services:
 - a. Audiology Assessment
 - b. Itinerant DHH serving students enrolled in member districts
 - c. Interpreters and Captioning provided to students in the member districts and DHH SDC
2. Special Education Programs:
 - a. DHH Program
 - b. Out-of-SELPA DHH program operated by Vallejo USD

Referrals Guidelines: Audiology Assessment

An audiological suite, for hearing assessment by an audiologist, is available through a referral. To refer a student for an assessment by an audiologist, the Case Manager shall submit a packet to SCOE.

Transfer Students: Audiology Assessment

SCOE Regional services do not provide on-going services by an audiologist. The SCOE audiologist is available for audiological assessments. Transfer students with on-going audiological services will require services from the LEA or their contractor.

Programmatic Responsibility: Audiology Assessment

As an assessor, Audiologist shall not serve as the primary case manager.

The DOS shall provide SEIS access to the audiologist at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Referral Guidelines: DHH Itinerant Services

To refer a student for DHH Itinerant Services, the Case Manager shall submit a “Request for Consultation from Itinerant DHH Instructor to SCOE.

Transfer Students: DHH Itinerant Services

For Transfer students with DHH as a related service, a copy of the “Request for Consultation from Itinerant DHH Instructor” and the most current IEP to SCOE.

Programmatic Responsibility: DHH Services

As a related service provider, DHH Specialists shall not serve as the primary case manager.

The DOS shall provide SEIS access to the DHH Specialist at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Referral Guidelines: DHH Interpreter/Captioning Services

To refer a student for DHH Interpreter or Captioning Services, the Case Manager shall submit a request to SCOE.

Transfer Students: DHH Interpreter or Captioning Services

For Transfer students with Interpreter or Captioning Services as a related service, a copy of the referral with a copy of the most current IEP.

Programmatic Responsibility: DHH Interpreter or Captioning Services

As a related service provider, Interpreter or Captioning Service providers shall not serve as the primary case manager.

The DOS shall provide SEIS access to the interpreter or captioner, as appropriate.

SCOE provides Interpreting and Captioning Services for students in special education. Requests for Interpreting or Captioning services for students without an IEP or for parents shall be based upon an agreement between the requesting LEA and SCOE.

Referral Guidelines: DHH Program

To refer a student to a SCOE operated DHH program, the district contacts the SCOE Program Administrator for the desired program and completes the "Request for Consultation Prior to Consideration of Change of District of Service" (located in the SEIS Document Library).

The SCOE Program Administrator and staff may observe the student if the parent has provided consent.

If it is determined that a SCOE DHH placement may be appropriate, the District will convene an IEP meeting to include SCOE representatives to consider the placement.

Transfer Students: DHH Program

For transfer-in students, with special education services similar to those in a SCOE DHH Program, the DSEA will provide all documentation, prior to the intake appointment, to the SCOE Program Administrator.

The SCOE Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, SCOE will become the DOS.

Programmatic Responsibility: DHH Program

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a SCOE DHH Program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the SCOE Regional Program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in a SCOE Regional Program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

Referral Guidelines: Out-of-SELPA DHH program operated by Vallejo USD

Solano SELPA maintains a multi-SELPA DHH Program Services agreement. Member districts may access the Out-of-SELPA DHH program operated by Vallejo USD for student in grade levels covered by that program.

To refer a student to Out-of-SELPA DHH program operated by Vallejo USD, the district contacts the Solano County SELPA for the desired program and completes the "Request for SELPA Assistance 1.3."

If it is determined that an Out-of-SELPA DHH program may be appropriate, the District will convene an IEP meeting to include the DHH program representatives to consider the placement.

Transfer Students: Out-of-SELPA DHH program operated by Vallejo USD

For transfer-in students, with special education services similar to those in a Out-of-SELPA DHH program, the DSEA will provide all documentation, prior to the intake appointment, to the SELPA Program Administrator.

The Out-of-SELPA DHH Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, Out-of-SELPA DHH program location will become the DOS.

Programmatic Responsibility: Out-of-SELPA DHH program operated by Vallejo USD

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in an Out-of-SELPA DHH program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

Placements in the Out-of-SELPA DHH program are funded off-the-top of special education revenue annually. SCOE funds the placements in the Out-of-SELPA DHH program from that revenue.

R4. Physical Therapy (PT) Services

Referrals Guidelines: PT Services

To refer a student to PT Services, the Case Manager shall submit “Referral for Fine Motor, Gross Motor, or Sensor Motor Skills” to SCOE.

Transfer Students: PT Service

For Transfer students with PT as a related service, a copy of the “Referral for Fine Motor, Gross Motor, or Sensor Motor Skills” and the most current IEP to SCOE.

Programmatic Responsibility: PT Services

As a related service provider, PT Specialists shall not serve as the primary case manager.

The DOS shall provide SEIS access to the PT provider at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

PT Services for SCOE enrolled students are funded “off-the-top”. Funding for PT provided to students in district programs are provided on a fee-for-service basis to the DSEA.

R5. Adult Transition Program

Referral Guidelines: Adult Transition Program

To refer a student to a Adult Transition Program, the member district contacts the SCOE Program Administrator for the desired program and completes the “Adult Transition Program Referral Packet.”

The SCOE Program Administrator and staff may observe the student if the parent has provided consent.

If it is determined that a placement in the Adult Transition Program may be appropriate, the District will convene an IEP meeting to include SCOE representatives to consider the placement.

Transfer Students: Adult Transition Program

For transfer-in students, with special education services similar to those in a Adult Transition Program, the DSEA will provide all documentation, prior to the intake appointment, to the SCOE Program Administrator.

The SCOE Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, SCOE will become the DOS.

Programmatic Responsibility: Adult Transition Program

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a SCOE Adult Transition Program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the SCOE Regional Program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in a SCOE Regional Program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

R6. Structured Class for Intensive Learning (SCIL), Operated by SCOE

SCIL, operated by SCOE, is a categorical Special Day Class Programs designed to meet the individual needs of student with unique needs typical of specific conditions. Placement is individually determined by the IEP team and is not restricted to any specific disability category.

Referral Guidelines: SCIL, Operated by SCOE

To refer a student to the SCIL program operated by SCOE, the district contacts the SCOE Program Administrator for the desired program and completes the "Request for Consultation Prior to Consideration of Change of District of Service" (located in the SEIS Document Library).

The SCOE Program Administrator and staff may observe the student if the parent has provided consent.

If it is determined that the SCIL program operated by SCOE, may be appropriate, the District will convene an IEP meeting to include SCOE representatives to consider the placement.

Transfer Students: SCIL, Operated by SCOE

For transfer-in students, with special education services similar to those in a SCIL Program operated by SCOE, the DSEA will provide all documentation, prior to the intake appointment, to the SCOE Program Administrator.

The SCOE Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, SCOE will become the DOS.

Programmatic Responsibility: SCIL, Operated by SCOE

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a SCIL program operated by SCOE, (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the SCOE Regional Program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in a SCOE Regional Program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

S. District Regionalized Programs

District Regionalized Programs are operated and funded by the operating districts and are available, as appropriate to other member LEAs. With the exception^s of DELTA and the Moderate-Severe SDC programs operated in Vacaville, as explained below, funding for District Regionalized Programs are based upon a district-to-district Fee-For-Service (FFS) schedule.

The FFS schedule is approved annually by the COS after review and recommendation by the Governance and Finance Committee. Factors include, but are not limited to, personnel costs for the prior fiscal year based upon the agreed upon program personnel, direct and indirect costs, and a billing factor. The FFS Schedule identifies two billing periods:

1. the first billing covers the period from July 1 through January 31, with invoices sent by February 28 and
2. the second billing covers the period from February 1 through June 30, with invoices sent by July 5

Invoices are prorated based on actual days of enrollment for a particular student in a particular program. The district providing the service will initiate the invoicing process.

District Regional Programs include:

1. Structured Class for Intensive Learning (SCIL)
2. Transitional Academic Program (TAP)
3. Functional Academics (FA) Program
4. Program for Effective Relations in Learning (PERL)
5. Low Vision Services
6. Orientation & Mobility (O&M)
7. Adaptive Physical Education (APE)
8. Dynamic Education Linked to Achievement (DELTA), located in FSUSD
- 8-9. Moderate-Severe SDC, located in VUSD

In addition to the referral processes described below, a member LEA may submit a referral to the Solano SELPA to assist with placement options.

S1. SCIL, TAP, FA, PERL Programs

SCIL, TAP, FA and PERL are categorical Special Day Class Programs designed to meet the individual needs of student with unique needs typical of specific conditions. Placement is individually determined by the IEP team and is not restricted to any specific disability category.

Referral Guidelines: SCIL, TAP, FA and PERL Programs

To refer a student to a SCIL, TAP, FA or PERL program in another member District, the District of Special Education Accountability (DSEA) contacts the Director of the LEA operating the District Regional Program (hereinafter DOS) where the desired program is located.

A copy of the completed IEP shall be provided to the DOS which is responsible for disseminating the information within the district. IEPs must be redacted unless the parent has consented to the release of the information.

Staff from the DOS may observe the student if the parent has provided consent.

If it is determined that the placement may be appropriate, the DSEA will convene an IEP meeting to include representatives of the DOS.

Transfer Students: SCIL, TAP, FA and PERL Programs

For transfer-in students, with special education services similar to those in a Solano SELPA District Regionalized Program, the DSEA will provide all documentation, prior to the intake appointment, to the DOS. Documents must be redacted unless the parent has consented to the release of the information. The DOS will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made.

Programmatic Responsibility: SCIL, TAP, FA and PERL Programs

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the regional program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in SCIL, TAP, FA, or PERL program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

S2. Low Vision Services, Orientation & Mobility (O&M) and Adaptive Physical Education (APE)

Referrals Guidelines: Low Vision Services, O&M and APE

Referrals for Low Vision, O&M and APE shall be initiated from the DSEA by sending the DOS an email addressed to the Director of Special Education with the assessment plan attached.

Transfer Students: Low Vision Services, O&M and APE

For transfer students with Low Vision, O&M and/or APE as a related service, the DSEA shall send the DOS an email addressed to the Director of Special Education with the most current IEP attached.

Programmatic Responsibility: Low Vision Services, O&M and APE

As a related service provider, Low Vision, O&M and APE Specialists shall not serve as the primary case manager.

The DOS shall provide SEIS access to the Low Vision, O&M and APE provider at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

S3. Dynamic Education Linked to Achievement (DELTA)

Referrals Guidelines: DELTA

DELTA is a regional program, located in FSUSD, for the Solano County SELPA. Member districts may refer their students to access these programs.

To refer a student to the DELTA program, the Special Education Director of the referring member district contacts the FSUSD Director. A copy of the IEP should be sent to the Fairfield-Suisun Unified School District Director.

The FSUSD Special Education Director and staff may observe the student if the parent has provided consent.

If it is determined that a DELTA placement may be appropriate, the District will convene an IEP meeting to include DELTA representatives to consider the placement.

Transfer Students: DELTA

For transfer-in students to a member district with current placement similar to the DELTA program, the DSEA will provide all documentation, prior to the intake appointment, to the DOS. Documents must be redacted unless the parent has consented to the release of the information.

The DOS will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made.

Programmatic Responsibility: DELTA

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the regional program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in DELTA program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

Funding: DELTA

At mid-year, the districts will be charged based on the half of the estimated annual costs of the program as of January 31 divided by the actual accumulated daily enrollment for each student as of January 31. The bill will be sent by February 28.

At year-end, the districts will be charged based on the annual actual costs of the program divided by the accumulated daily enrollment for each student as of June 30. The bill will be sent by July 31.

S4. Moderate-Severe Program

Referral Guidelines: Moderate-Severe Program

To refer a student to a VUSD Moderate-Severe program, the member district contacts the VUSD Program Administrator for the desired program and completes the “Request for Consultation Prior to Consideration of Change of District of Service” (located in the SEIS Document Library).

The VUSD Program Administrator and staff may observe the student if the parent has provided consent.

If it is determined that a Moderate-Severe SDC placement may be appropriate, the District will convene an IEP meeting to include VUSD representatives to consider the placement.

Transfer Students: Moderate Severe Program

For transfer-in students, with special education services similar to those in a Moderate-Severe SDC Program, the DSEA will provide all documentation, prior to the intake appointment, to the VUSD Program Administrator.

The VUSD Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, VUSD will become the DOS.

Programmatic Responsibility: Moderate Severe Program

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a VUSD Moderate-Severe SDC Program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

The DOS shall maintain the student’s special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the District Regional Program, including psycho-educational, academic, speech and

language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents' right to request stay-put in due process proceedings, placement in a VUSD Moderate-Severe SDC Program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

Funding: VUSD Moderate-Severe SDC

The Council of Superintendents (COS) annually approves funding for VUSD to operate the Moderate-Severe Program located within its boundaries. In the event VUSD requires a budget augmentation during the fiscal year for these programs, approval will be sought through the COS. VUSD shall maintain a reserve of 3% of projected expenditures. Unspent fund balance identified at closing in the subsequent year shall be distributed to the member district based upon ADA.

Z. Transportation

Z1. LEA Responsibility and Funding

When transportation is required as a service on a student's IEP, each district is responsible for coordinating and providing that transportation service ~~when it is within the district's boundaries.~~

~~SCOE will transport students across district boundaries unless the:~~

- ~~1. transportation is provided by an NPS,~~
- ~~2. parents and district agree to mileage reimbursement, or~~
- ~~3. district contracts for transportation through another entity.~~

~~For the 2021-22 and 2022-23 school years, including Extended School Year 2022 and 2023, SCOE has first right of refusal for transportation across district lines. If SCOE is unable to transport across district lines, the district of special education accountability may transport the student across district lines or provide transportation reimbursement.~~

~~Solano County Office of Education (SCOE) may offset the cost of students transported across district boundaries with SCOE's transportation revenue. SCOE's excess transportation costs will be directly billed to member districts. Excess cost shall be billed based on mileage from the bus yard to home to school.~~

~~Additionally, districts may contract with SCOE separately for transportation of students within the district boundaries; such a contract will not be offset by SCOE transportation revenue.~~

Z2. Criteria for Providing Transportation

Transportation, as a related service to special education, is necessary when it is required for the student to benefit from their special education.

IEP teams shall consider the following when determining the need for transportation as a related service:

1. the severity of the student's disability having a direct effect on the provision of transportation services (e.g., mobility and ability)
2. ability of the student to function independently and responsibly
3. the student's education goals for transition from special education or into the community

4. least-restrictive environment and the promotion of independent living to the maximum extent possible.

An alternative method of transportation will be arranged to a special education program if a student is suspended from the bus. This is necessary in order to continue providing free, appropriate public education services as identified on the IEP. Alternative methods of transportation could include transportation by the parent, a taxi, or another public vehicle.

**Solano County Office of Education
Special Education
Funded Services Outside of Solano SELPA
Through the Month of Sep - 22-23**

**Solano County Office of Education
Special Education
22-23 VCUSD Provided Services**

DHH Program Provided to Districts at Vallejo Pennycook	Adopted Budget 22-23	Revised Budget 22-23	Revised Inc (Dec) Adopted	Actuals & Encum thru Sep	Remaining Budget	% Remaining
Revenue:						
AB602 Revenue	568,368	568,368	-	56,782	511,586	90.01%
Expenses:						
1000 Certificated	-	-	-	-	-	N/A
2000 Classified	-	-	-	-	-	N/A
3000 Employee Benefits	-	-	-	-	-	N/A
4000 Books & Supplies	-	-	-	-	-	N/A
5000 Services & Operating Exp	568,368	568,368	-	-	568,368	100.00%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	-	-	-	-	-	N/A
Total Expenditures	568,368	568,368	-	-	568,368	100.00%
Net Increase/(Decrease)	-	-	-			

	Adopted	Revised
	No.	No.
Expenses:	Students	Students
Preschool Students	0	0
School Age Students	6	6
Total Students*	6	6
Cost Per Student**	94,728	94,728

*Total number of students reported by SELPA

**Estimated Cost per student, final cost is based on actual billing from Vallejo SELPA

**Solano County Office of Education
Special Education
Fee for Service
Through the Month of Sep - 22-23**

**Solano County Office of Education
Special Education
22-23 SCIL Preschool**

	Adopted Budget 22-23	Revised Budget 22-23	Revised Inc (Dec) Adopted	Actuals & Encum thru Sep	Remaining Budget	% Remaining
SCIL Preschool						
Revenue:						
SCIL FFS	756,370	756,370	-	-	756,370	100.00%
SCOE Contribution to Indirect	34,793	34,793	-	-	34,793	100.00%
Total Revenue	791,163	791,163	-	-	791,163	100.00%
Expenses:						
1000 Certificated	163,333	163,333	-	125,518	37,815	23.15%
10XX Certificated Non Positional	8,400	8,400	-	1,266	7,134	84.93%
Total Certificated	171,733	171,733	-	126,784	44,949	26.17%
2X00 Classified Positional	235,701	234,201	(1,500)	204,689	29,512	12.60%
20XX Classified Non Positional	10,300	11,800	1,500	1,075	10,725	90.89%
Total Classified	246,001	246,001	-	205,764	40,237	16.36%
3000 Employee Benefits	225,271	225,271	-	192,007	33,264	14.77%
4000 Books & Supplies	8,000	8,000	-	212	7,788	97.35%
5000 Services & Operating Exp	69,347	69,347	-	-	69,347	100.00%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	36,018	36,018	-	-	36,018	100.00%
Indirect Cost Over 5%	34,793	34,793	-	-	34,793	100.00%
Total Expenditures	791,163	791,163	-	524,767	266,396	33.67%
Net Increase/(Decrease)	-	-				
Total Program	791,163	791,163				
Preschool SCIL Fee For Service (billed)	63,030	63,030				
Preschool SCIL District Total	12	12				

**Solano County Office of Education
Special Education
Other Funding
Through the Month of Sep - 22-23**

**Solano County Office of Education
Special Education
22-23 Mental Health**

	Adopted Budget 22-23	Revised Budget 22-23	Revised Inc (Dec) Adopted	Actuals & Encum thru Sep	Remaining Budget	% Remaining
Mental Health - JDF						
Revenue:						
Mental Health Contribution	30,000	30,000	-	-	30,000	100.00%
SCOE Contribution to Indirect	1,380	1,380	-	-	1,380	100.00%
Total Revenue	31,380	31,380	-	-	31,380	100.00%
Expenses:						
1000 Certificated Positional	-	-	-	-	-	N/A
10XX Non Positional	22,000	22,000	-	1,425	20,575	93.52%
Total Certificated	22,000	22,000	-	1,425	20,575	93.52%
Total Classified	-	-	-	-	-	N/A
3000 Employee Benefits	6,571	6,571	-	97	6,474	98.53%
4000 Books & Supplies	-	-	-	-	-	N/A
5000 Services & Operating Exp	-	-	-	-	-	N/A
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	1,429	1,429	-	-	1,429	100.00%
Indirect Cost Over 5%	1,380	1,380	-	-	1,380	100.00%
Total Expenditures	31,380	31,380	-	1,522	29,858	95.15%

**Solano County Office of Education
Special Education
22-23 Infant, Part C**

	Adopted Budget 22-23	Revised Budget 22-23	Revised Inc (Dec) Adopted	Actuals & Encum thru Sep	Remaining Budget	% Remaining
Infant Program						
Revenue:						
Infant J50	1,103,509	1,103,509	-	229,291	874,218	79.22%
Early Start	47,966	47,966	-	-	47,966	100.00%
Infant Discretionary	18,185	18,185	-	-	18,185	100.00%
SCOE Contribution to Indirect	56,982	56,982	-	-	56,982	100.00%
Total Revenues	1,226,642	1,226,642	-	229,291	997,351	81.31%
Expenses:						
1X00 Certificated Positional	608,205	605,325	(2,880)	583,613	21,712	3.59%
1XXX Certificated Non-Positional	5,142	5,142	-	662	4,480	87.13%
Total Certificated	615,347	612,467	(2,880)	584,275	28,192	4.60%
2X00 Classified	171,913	174,793	2,880	174,793	-	-
2XXX Classified Non Positional	8,650	8,650	-	162	8,488	98.13%
Total Classified	180,563	183,443	2,880	174,955	8,488	4.63%
3000 Employee Benefits	321,131	321,131	-	298,086	23,045	7.18%
4000 Books & Supplies	8,075	8,075	-	490	7,585	93.93%
5000 Services & Operating Exp	54,629	54,629	-	38,371	16,258	29.76%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	58,987	58,987	-	-	58,987	100.00%
Indirect Cost Over 5%	56,982	56,982	-	-	56,982	100.00%
Total Expenditures	1,295,714	1,295,714	-	1,096,177	199,537	-
Net Increase/(Decrease)	(69,072)	(69,072)				
Beginning Balance (22-23)	599,871	715,463				
Ending Balance	530,799	646,391				

**Solano County Office of Education
Special Education
22-23 Lottery**

Lottery	Adopted Budget 22-23	Revised Budget 22-23	Revised Inc (Dec) Adopted	Actuals & Encum thru Sep	Remaining Budget	% Remaining
Revenue:						
Lottery Unrestricted	38,876	38,876	-	-	38,876	100.00%
Lottery Restricted	15,503	15,503	-	-	15,503	100.00%
Total Revenues	54,379	54,379	-	-	54,379	100.00%
Expenses:						
1X00 Certificated Positional	-	-	-	-	-	N/A
1XXX Certificated Non-Positional	-	-	-	-	-	N/A
Total Certificated	-	-	-	-	-	-
2X00 Classified	-	-	-	-	-	N/A
2XXX Classified Non Positional	-	-	-	-	-	N/A
Total Classified	-	-	-	-	-	N/A
3000 Employee Benefits	-	-	-	-	-	N/A
4000 Books & Supplies	5,353	4,348	(1,005)	1,200	3,148	72.40%
5000 Services & Operating Exp	47,175	48,180	1,005	47,795	385	0.80%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	1,851	1,851	-	-	1,851	100.00%
Total Expenditures	54,379	54,379	-	48,995	5,384	-
Net Increase/(Decrease)	-	-				
Beginning Balance (22-23)	15,427	15,427				
Ending Balance	15,427	15,427				

**Solano County Office of Education
Special Education
AB 602 Funded Programs
Through the Month of Sep - 22-23**

**Solano County Office of Education
Special Education
22-23 Summary of SCOE AB 602 Funded Programs**

Combined Special Ed 3-22 Programs and Services	Adopted Budget 22-23	Revised Budget 22-23	Revised Inc (Dec) Adopted	Actuals & Encum thru Sep	Remaining Budget	% Remaining
Revenue:						
AB602 Moderate/Severe 3-22, Part B	11,765,451	11,765,451	-	1,176,622	10,588,829	90.00%
AB602 DHH Classes	380,705	380,705	-	38,150	342,555	89.98%
AB602 Related Services	4,565,901	4,565,901	-	456,560	4,109,341	90.00%
AB602 Juvenile Detention Facility	94,609	94,609	-	9,404	85,205	90.06%
AB602 Physical Therapy	269,617	269,617	-	26,972	242,645	90.00%
Property Tax	5,352,766	5,352,766	-	-	5,352,766	100.00%
SE Transfer from Districts, LCFF	1,633,488	1,633,488	-	163,349	1,470,139	90.00%
IDEA, Part B 3-22	497,962	497,962	-	-	497,962	100.00%
IDEA, Part B Related Services	520,000	520,000	-	-	520,000	100.00%
Impact Aid	80,000	80,000	-	-	80,000	100.00%
DHH Classes FFS	677,488	677,488	-	-	677,488	100.00%
Physical Therapy FFS	85,932	85,932	-	-	85,932	100.00%
Other Local	7,700	7,700	-	700	7,000	90.91%
Deferred Maintenance	(112,009)	(112,009)	-	-	(112,009)	100.00%
Routine Maintenance	(306,007)	(306,007)	-	-	(306,007)	100.00%
SE Transfer from SELPA (Low Incidence)	700,000	700,000	-	-	700,000	100.00%
Vallejo Portion of JDF	6,195	6,195	-	-	6,195	100.00%
SCOE Contribution to Indirect	1,180,719	1,180,719	-	-	1,180,719	100.00%
Total Revenues	27,500,130	27,500,130	-	1,881,693	25,618,437	93.16%
Expenses:						
1X00 Positional Certificated	7,060,394	7,060,394	-	6,513,489	546,905	7.75%
1XXX Non Positional Certificated *	457,208	457,208	-	84,212	372,996	81.58%
Total Certificated	7,517,602	7,517,602	-	6,597,702	919,900	12.24%
2X00 Positional	7,348,142	7,145,896	(202,246)	6,213,273	932,623	13.05%
2XXX Non Positional *	566,385	566,385	-	82,127	484,258	85.50%
Total Classified	7,914,527	7,712,281	(202,246)	6,295,401	1,416,881	18.37%
3000 Employee Benefits	7,436,268	7,351,951	(84,317)	6,172,212	1,179,739	16.05%
4000 Books & Supplies	257,815	264,597	6,782	139,690	124,907	47.21%
5000 Services & Operating Exp	1,740,899	2,020,680	279,781	1,379,413	641,267	31.74%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	1,222,276	1,222,276	-	-	1,222,276	100.00%
Indirect Cost Over 5%	1,180,719	1,180,719	-	-	1,180,719	100.00%
Total Expenditures	27,270,106	27,270,106	-	20,584,418	6,685,689	24.52%
Net Increase/(Decrease)	230,024	230,024				
Beginning Balance**	560,000	560,000				
Ending Balance	790,024	790,024				
Components Ending Fund Balance:						
Reserve RS 6500	230,024	230,024				
Unappropriated	560,000	560,000				
Total Components Ending Fund Bal	790,024	790,024				

*Non-Positional includes ESY

** Retention of 21/22 Funds

**Solano County Office of Education
Special Education
22-23 Summary AB 602 Revenue**

Part B, SCOE Operated Regionalized Programs	Adopted Budget 22-23	Revised Budget 22-23	Revised Inc (Dec) Adopted	Actuals & Encum thru Sep	Remaining Budget	% Remaining
SCOE Operated Programs						
AB602 Moderate/Severe 3-22	11,765,451	11,765,451	-	1,176,622	10,588,829	90.00%
AB602 DHH Classes	380,705	380,705	-	38,150	342,555	89.98%
AB602 Related Services	4,565,901	4,565,901	-	456,560	4,109,341	90.00%
AB602 Juvenile Detention Facility	94,609	94,609	-	9,404	85,205	90.06%
AB602 SCIL Preschool	-	-	-	-	-	N/A
AB602 Physical Therapy	269,617	269,617	-	26,972	242,645	90.00%
<i>Total SCOE Operated Programs</i>	<i>17,175,896</i>	<i>17,175,896</i>	<i>-</i>	<i>1,717,644</i>	<i>15,458,252</i>	<i>90.00%</i>
Outside SELPA Services						
AB602 Vallejo DHH	568,368	568,368	-	56,782	511,586	90.01%
<i>Total Outside SELPA Services</i>	<i>568,368</i>	<i>568,368</i>	<i>-</i>	<i>56,782</i>	<i>511,586</i>	<i>90.01%</i>
Total AB602 Revenue	17,744,264	17,744,264	-	1,774,426	15,969,838	90.00%
Total Property Tax	5,352,766	5,352,766	-	-	5,352,766	100.00%
Total AB602 & Property Tax	23,097,030	23,097,030	-	1,774,426	21,322,604	92.32%

**Solano County Office of Education
Special Education
22-23 Moderate/Severe 3-22, Part B**

Moderate/Severe 3-22	Adopted Budget 22-23	Revised Budget 22-23	Revised Inc (Dec) Adopted	Actuals & Encum thru Sep	Remaining Budget	% Remaining
Revenue:						
AB602	11,765,451	11,765,451	-	1,176,622	10,588,829	90.00%
Property Tax	5,352,766	5,352,766	-	-	5,352,766	100.00%
Other Local	7,700	7,700	-	700	7,000	90.91%
LCFF Transfer from Districts	1,633,488	1,633,488	-	163,349	1,470,139	90.00%
Impact Aid	80,000	80,000	-	-	80,000	100.00%
Deferred Maintenance	(112,009)	(112,009)	-	-	(112,009)	100.00%
IDEA	497,962	497,962	-	-	497,962	100.00%
Routine Maintenance	(306,007)	(306,007)	-	-	(306,007)	100.00%
SCOE Contribution to Indirect	851,283	851,283	-	-	851,283	100.00%
Total Revenues	19,770,634	19,770,634	-	1,340,671	18,429,963	93.22%
Expenses:						
1X00 Certificated Positional	4,863,285	4,863,285	-	4,564,105	299,180	6.15%
1XXX Certificated Non Positional	385,776	385,776	-	68,778	316,998	82.17%
Total Certificated	5,249,061	5,249,061	-	4,632,884	616,177	11.74%
2X00 Classified Positional	5,401,731	5,261,615	(140,116)	4,441,277	820,338	15.59%
2XXX Classified Non-Positional	524,835	524,835	-	71,291	453,544	86.42%
Total Classified	5,926,566	5,786,450	(140,116)	4,512,568	1,273,883	22.01%
3000 Employee Benefits	5,602,678	5,541,945	(60,733)	4,573,675	968,270	17.47%
4000 Books & Supplies	198,960	199,345	385	113,497	85,848	43.07%
5000 Services & Operating Exp	873,574	1,074,038	200,464	1,073,226	812	0.08%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	881,245	881,245	-	-	881,245	100.00%
Indirect Cost Over 5%	851,283	851,283	-	-	851,283	100.00%
Total Expenditures	19,583,367	19,583,367	-	14,905,849	4,677,518	23.89%
Net Increase/(Decrease)	187,267	187,267				
Total Program	19,770,634	19,770,634				
Component Ending Fund Balance:						
Reserve	187,267	187,267				
Unappropriated	-	-				
Ending Fund Balance	187,267	187,267				

LCFF Transfer from Districts ADA	223.49	223.49
LCFF Transfer from Districts \$ per ADA	7,309	7,309

**Solano County Office of Education
Special Education
22-23 DHH Regional**

DHH Programs:	Adopted Budget 22-23	Revised Budget 22-23	Revised Inc (Dec) Adopted	Actuals & Encum thru Sep	Remaining Budget	% Remaining
Itinerant & Audiology						
SE Transfer from SELPA (Low Incidence)	500,000	500,000	-	-	500,000	100.00%
SCOE Contribution to Indirect	27,280	27,280	-	-	27,280	100.00%
Total Revenues	626,893	626,893	-	9,936	616,957	98.42%
Expenses:						
1X00 Certificated Positional	286,972	286,972	-	286,973	(1)	-
1XXX Certificated Non Positional	1,216	1,216	-	216	1,000	82.24%
Total Certificated	288,188	288,188	-	287,189	999	0.35%
2X00 Classified Positional	96,444	96,444	-	41,406	55,038	57.07%
2XXX Classified Non Positional	1,000	1,000	-	-	1,000	100.00%
Total Classified	97,444	97,444	-	41,406	56,038	57.51%
3000 Employee Benefits	158,415	158,415	-	122,093	36,322	22.93%
4000 Books & Supplies	3,500	8,700	5,200	6,066	2,634	30.28%
5000 Services & Operating Exp	17,260	12,060	(5,200)	3,810	8,250	68.41%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	28,240	28,240	-	-	28,240	100.00%
Indirect Cost Over 5%	27,280	27,280	-	-	27,280	100.00%
Total Expenditures	620,327	620,327	-	460,562	159,765	25.75%
Net Increase/(Decrease)	6,566	6,566				
Total Program	626,893	626,893				
Component Ending Fund Balance:						
Reserve	6,566	6,566				
Unappropriated	-	-				
Ending Fund Balance	6,566	6,566				

**Solano County Office of Education
Special Education
22-23 DHH Classes**

	Adopted Budget 22-23	Revised Budget 22-23	Revised Inc (Dec) Adopted	Actuals & Encum thru Sep	Remaining Budget	% Remaining
DHH Classes Multi-SELPA						
Revenue:						
AB602	380,705	380,705	-	38,150	342,555	89.98%
Local Revenue	677,488	677,488	-	-	677,488	100.00%
Tuition Out of County	-	-	-	-	-	N/A
SE Transfer from SELPA (Low Incidence)	200,000	200,000	-	-	200,000	100.00%
SCOE Contribution to Indirect	57,877	57,877	-	-	57,877	100.00%
Total Revenues	1,316,070	1,316,070	-	38,150	1,277,920	97.10%
Expenses:						
1X00 Certificated Positional	251,155	251,155	-	214,896	36,259	14.44%
1XXX Certificated Non Positional	11,216	11,216	-	3,815	7,401	65.99%
Total Certificated	262,371	262,371	-	218,711	43,660	16.64%
2X00 Classified Positional	403,214	403,214	-	387,765	15,449	3.83%
2XXX Classified Non Positional	11,650	11,650	-	724	10,926	93.79%
Total Classified	414,864	414,864	-	388,489	26,375	6.36%
3000 Employee Benefits	352,513	352,513	-	303,194	49,319	13.99%
4000 Books & Supplies	4,465	5,262	797	4,154	1,108	21.06%
5000 Services & Operating Exp	164,066	163,269	(797)	90,229	73,040	44.74%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	59,914	59,914	-	-	59,914	100.00%
Indirect Cost Over 5%	57,877	57,877	-	-	57,877	100.00%
Total Expenditures	1,316,070	1,316,070	-	1,004,776	311,294	23.65%
Net Increase/(Decrease)	-	-				
Total Program	1,316,070	1,316,070				

	Adopted	Revised
No. of SCOE Students	6	6
No. of Students Out of SELPA	7	7
Rev per MOU for Out of SELPA students	96,784	96,784

Local Revenue= # of Students out of SELPA X Rev per MOU for Out of SELPA students

**Solano County Office of Education
Special Education
22-23 Related Services**

	Adopted Budget 22-23	Revised Budget 22-23	Revised Inc (Dec) Adopted	Actuals & Encum thru Sep	Remaining Budget	% Remaining
Related Services*						
Revenue:						
AB602 Revenue	4,565,901	4,565,901	-	456,560	4,109,341	90.00%
IDEA Related Services	520,000	520,000	-	-	520,000	100.00%
SCOE Contribution to Indirect	223,868	223,868	-	-	223,868	100.00%
Total Revenue	5,309,769	5,309,769	-	456,560	4,853,209	91.40%
Expenses:						
1X00 Certificated Positional	1,618,122	1,618,122	-	1,406,655	211,467	13.07%
1XXX Non Positional	52,000	52,000	-	9,758	42,242	81.23%
Total Certificated	1,670,122	1,670,122	-	1,416,413	253,709	15.19%
2X00 Classified Positional	1,204,313	1,204,313	-	1,196,444	7,869	0.65%
2XXX Classified Non Positional	28,900	28,900	-	10,112	18,788	65.01%
Total Classified	1,233,213	1,233,213	-	1,206,557	26,656	2.16%
3000 Employee Benefits	1,204,949	1,204,949	-	1,094,100	110,849	9.20%
4000 Books & Supplies	49,250	49,650	400	15,973	33,677	67.83%
5000 Services & Operating Exp	673,076	672,676	(400)	115,920	556,756	82.77%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	231,748	231,748	-	-	231,748	100.00%
Indirect Cost Over 5%	223,868	223,868	-	-	223,868	100.00%
Total Expenditures	5,286,226	5,286,226	-	3,848,963	1,437,263	27.19%
Net Increase/(Decrease)	23,543	23,543				
Total Program	5,309,769	5,309,769				
Component Ending Fund Balance:						
Reserve	23,543	23,543				
Unappropriated	-	-				
Ending Fund Balance	23,543	23,543				

* Assistive Tech, OT, Behavior, Speech, Vision, O&M, Psych

**Solano County Office of Education
Special Education
22-23 Juvenile Detention Facility**

	Adopted Budget 22-23	Revised Budget 22-23	Revised Inc (Dec) Adopted	Actuals & Encum thru Sep	Remaining Budget	% Remaining
Juvenile Detention Facility						
Revenue:						
AB602	94,609	94,609	-	9,404	85,205	90.06%
Vallejo portion of Juvenile Detention Facility	6,195	6,195	-	-	6,195	100.00%
SCOE Contribution to Indirect	4,522	4,522	-	-	4,522	100.00%
Total Revenues	105,326	105,326	-	9,404	95,922	91.07%
Expenses:						
1X00 Certificated Positional	40,860	40,860	-	40,860	-	-
1XXX Certificated Non Positional	7,000	7,000	-	1,645	5,355	76.49%
Total Certificated	47,860	47,860	-	42,505	5,355	11.19%
2X00 Classified Positional	16,267	16,267	-	16,267	-	-
2XXX Classified Non Positional	-	-	-	-	-	N/A
Total Classified	16,267	16,267	-	16,267	-	-
3000 Employee Benefits	25,854	25,854	-	23,726	2,128	8.23%
4000 Books & Supplies	1,000	1,000	-	-	1,000	100.00%
5000 Services & Operating Exp	2,635	2,635	-	228	2,407	91.35%
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	4,681	4,681	-	-	4,681	100.00%
Indirect Cost Over 5%	4,522	4,522	-	-	4,522	100.00%
Total Expenditures	102,819	102,819	-	82,726	20,093	19.54%
Net Increase/(Decrease)	2,507	2,507				
Total Program	105,326	105,326				
Component Ending Fund Balance:						
Reserve	2,507	2,507				
Unappropriated	-	-				
Ending Fund Balance	2,507	2,507				

**Solano County Office of Education
Special Education
22-23 Physical Therapists**

Physical Therapists	Adopted Budget 22-23	Revised Budget 22-23	Revised Inc (Dec) Adopted	Actuals & Encum thru Sep	Remaining Budget	% Remaining
Revenue:						
AB602	269,617	269,617	-	26,972	242,645	90.00%
FFS Districts	85,932	85,932	-	-	85,932	100.00%
SCOE Contribution to Indirect	15,889	15,889	-	-	15,889	100.00%
Total Revenue	371,438	371,438	-	26,972	344,466	92.74%
Expenses:						
2000 Classified Positional	226,173	164,043	(62,130)	130,114	33,929	20.68%
20XX Classified Non Positional	-	-	-	-	-	N/A
Total Classified	226,173	164,043	(62,130)	130,114	33,929	20.68%
3000 Employee Benefits	91,859	68,275	(23,584)	55,424	12,851	18.82%
4000 Books & Supplies	640	640	-	-	640	100.00%
5000 Services & Operating Exp	10,288	96,002	85,714	96,000	2	-
6000 Capital Outlay	-	-	-	-	-	N/A
5% Indirect Costs	16,448	16,448	-	-	16,448	100.00%
Indirect Cost Over 5%	15,889	15,889	-	-	15,889	100.00%
Total Expenditures	361,297	361,297	(62,130)	281,537	79,760	22.08%
Net Increase/(Decrease)	10,141	10,141				
Total Program	371,438	371,438				

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Extraordinary Cost Pool Changes for 2021-22 and 2022-23



BY ANJANETTE PELLETIER

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Editor's Note: This is Part 1 of a two-part article series explaining important changes to Special Education funding relating to reimbursement of extraordinary costs associated with student placements in nonpublic schools and licensed children's institutions.

The California Department of Education (CDE) administers an Extraordinary Cost Pool (ECP), under AB 602 funding, to reimburse Special Education Local Plan Areas (SELPA) for extraordinary costs of single placements in nonpublic schools (NPS) and special education-related services for pupils residing in licensed children's institutions (LCI). SELPAs submit for reimbursement on behalf of member local educational agencies (LEAs) for eligible student placement costs in excess of the annual threshold. Several key changes are impacting the ECP for 2021-22 and 2022-23, including a new format for application and substantial funding increases in the 2022-23 Enacted Budget.

For 2021-22, the threshold amount for SELPAs that are not necessary small SELPAs (NSS) is \$84,933.06. The threshold amount for a NSS is the lesser of \$84,933.06 or 1% of the SELPA's net entitlement for 2019-20 fiscal year. A total of \$6 million is available for extraordinary cost reimbursements: \$3 million for NSS and \$3 million for the statewide ECP. When the reimbursement applications exceed the ECP funds, as has happened for the past decade, all claims are prorated. Applications are due by October 31, 2022.

For 2022-23, the ECP increases to \$20 million, combining pools into one resource and one application process. Prior-year applications for ECP reimbursement recently exceeded \$19 million, substantially more than the \$6 million in available funds. With the increased funding available, there is anticipation that the increased revenues will be sufficient to provide full reimbursement for all claims submitted. Applications for costs in 2022-23 will be due to the CDE in October of 2023.

To be eligible for reimbursement, supporting documentations **must** include the following:

1. A printout of each student's ECP claim report (printed record of the data entry screen)
2. Redacted copies of paid invoices to support the student's claim with the assigned student record number clearly labeled on all documents

ECP claims must be filed using the CDE's Principal Apportionment and Data Collection (PADC) web application. LEAs and SELPAs should review the new [PADC Manual](#) for process and requirements for approvals using the web application, including the new requirement for SELPAs to approve all applications online with a separate SELPA user account at the annual reporting period. This may require creation of SELPA accounts to receive Centralized Authentication System numbers for required authorizers. We will review additional changes to data being collected and provide information on the process in Part 2 of our series in the coming week.

For more information about the Education Code relevant to the ECP, refer to the funding profile for the [Extraordinary Cost Pool for NPS/LCI](#). Additional details about costs are found in the [Education Code Section \(EC §\) 56836.21](#) and [EC §56836.20](#) language.