



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, November 16, 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 October 19, 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. Solano County SELPA Procedural Manual | |
| 6.4.1 Section A – Individualized Education Program | Action |
| 6.4.2 Section D – Child Find | Action |
| 6.4.3 Section K – Students with Disabilities Enrolled in Private School | Action |
| 6.5 Direction on December 14, 2022 meeting | Action |
| 7. SCOE Reports | |
| 7.1. Special Education Financial Report | Information |
| 8. Governance and Finance Committee Member Requests/Items | |
| 8.1. AB602/LCFF Transfer | Discussion |
| 9. Adjournment | |

Next Meeting: **Wednesday, December 14, 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
October 19, 2022
Minutes**

1. Call to Order & Roll Call: Andrew Ownby called the meeting to order at 9:10 a.m.

Members Present:

Solano County SELPA: Erik Deadmond, Andrew Ownby
Benicia USD: Steve Phillips, Tim Rahill
Dixon USD: Trudy Barrington, Kim Parrott
Fairfield-Suisun USD: Stavros Gougoumis, Laneia Grindle
Solano COE: Michelle Henson, Clarissa Tuttle
Travis USD: Deanna Brownlee, Gabriel Moulaison, Superintendent Pam Conklin
Vacaville USD: Kelly Burks, Aumrey Moland

2. Approval of Agenda

Move to table item 8.1 to the next meeting and approve the agenda.
Motion by Kelly Burks, second by Trudy Barrington
Final Resolution: Motion carries
Yes: Trudy Barrington, Deanna Brownlee, Kelly Burks, Stavros Gougoumis, Laneia Grindle, Michelle Henson, Aumrey Moland, Gabriel Moulaison, Kim Parrott, Steve Phillips, Tim Rahill, Clarissa Tuttle

3. Approval of Minutes from September 21, 2022

Move to approve minutes.
Motion by Kim Parrott, second by Stavros Gougoumis
Final Resolution: Motion Carries
Yes: Trudy Barrington, Deanna Brownlee, Kelly Burks, Stavros Gougoumis, Laneia Grindle, Michelle Henson, Aumrey Moland, Gabriel Moulaison, Kim Parrott, Steve Phillips, Tim Rahill, Clarissa Tuttle

4. Public Comment – No public comment.

5. SELPA Reports

5.1. Nonpublic School (NPS) Expenditure Update – Information item. Invoices have not been received from various nonpublic schools. No questions or concerns were reported.

5.2. Mental Health as a Related Service (MHRS) Pool Update – Information item. No activity reported, as invoices have not been received. 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 – Information item. Erik Deadmond reported that resource columns 3305 and 3308 will be removed from future reports. No questions or concerns were reported.

6. SELPA Business

6.1. Learning Recovery Support Plan and Dispute Prevention/Dispute Resolution (ADR) Plan – Erik Deadmond shared guidance released by the California State SELPA Administrators Association on identifying qualifying expenditures and strategies to spread expenditures over

several years to minimize the impact on member LEA Maintenance of Effort (MOE). Erik reiterated that the deadline to expend the one-time funds is September 30, 2023.

6.2. Regional Transportation – Scott Turner, Ed.D., Executive Director of East San Gabriel Valley SELPA, joined the Governance and Finance Committee via Zoom to share details on the ESGV SELPA's transportation consortium. Scott responded to questions from the committee, such as how routes are prioritized, driver shortages, and the funding model. The group discussed the challenges of adopting a similar consortium model to the ESGV SELPA and the potential advantages of forming a Joint Powers Authority. Andrew Ownby reported he would request that the West County Transportation Agency, a JPA in Sonoma County, join the committee to share details about their agency at the next meeting.

6.3. Program Transfers – Andrew Ownby reported that the SELPA had provided opportunities for parents and staff to provide input on the potential transfers. Andrew reviewed the proposed amendment to the Procedure Manual sections for Continuum of Services, SCOE Regional Programs, District Regional Programs, and Transportation policies. He shared that a change in operating LEA did not require a change in the funding model. Andrew concluded the item by informing the group that the COS would have a study session on the October 27, 2022, meeting agenda for the superintendents to meet with their directors of special education and business officials to discuss the potential transfers.

6.4. Direction on January 18, 2023 meeting – Andrew Ownby reported that the annual Governor's Budget Workshop is scheduled during the same time as the January Governance and Finance Committee meeting. The January meeting could not be rescheduled due to the deadline to decide on the potential program transfers, so a recommendation was made to change the meeting to 2:00 p.m.

Move to reschedule the January 18, 2023 meeting from 9:00 a.m. to 2:00 p.m.

Motion by Kelly Burks, second by Trudy Barrington

Final Resolution: Motion Carries

Yes: Trudy Barrington, Deanna Brownlee, Kelly Burks, Stavros Gougoumis, Laneia Grindle, Michelle Henson, Aumrey Moland, Gabriel Moulaison, Kim Parrott, Steve Phillips, Tim Rahill, Clarissa Tuttle

7. SCOE Reports

7.1. 2021-22 SCOE Special Education Year-End Financial Report – Information item.

8. Governance and Finance Committee Member Requests/Items

8.1. Extraordinary Cost Pool Changes for 2021-22 and 2022-23 – Erik Deadmond reviewed a fiscal report released by School Services of California regarding changes to the reimbursement of extraordinary costs above the annual threshold, which the SELPA monitors on behalf of member districts.

9. Adjournment – The meeting was adjourned at 10:45 a.m.

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

2022-2023 NPS FUND UPDATE - November 2023 Meeting

<u>Expenditures:</u>	22/23 Budget	11/3/2022	Projected as of 6/30/23
Non-Public School (NPS):	6,124,663	1,468,644	6,657,663
Parent Visitations (per IEP):	1,000	-	-
TOTAL:	6,125,663	1,468,644	6,657,663

Direct District Contribution:

BUSD	97,368	42,695	193,545
DUSD	668,746	164,208	744,387
FSUSD	2,474,708	542,151	2,457,678
TUSD	839,318	230,011	1,042,688
VUSD	2,045,523	489,580	2,219,365
	6,125,663	1,468,644	6,657,663

**** Direct District Contribution is charged back to districts based on actual usage.**

2022-2023 MHRS POOL UPDATE - November 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>	1,373,372		1,373,372
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>	3,589,007		3,589,007
TOTAL:	4,962,379		4,962,379
Expenditures:	22/23 Budget	11/3/2022	Projected as of 6/30/23
22/23 - CARE Clinic Non-medicare Eligible	500,000	-	500,000
<i>Subtotal:</i>	500,000	-	500,000
District MH Allocation (RS 6546)	3,091,224	98,344	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>	3,953,404	98,344	3,953,404
TOTAL:	4,453,404	98,344	4,453,404
<i>Projected Ending Balance:</i>			508,975
22/23 CARE Clinic Ending Balance			508,975
21/22 Undesignated Fund Balance			-

2022-2023 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
2022-2023 Annual Cost		\$ 38,400.00									
			160 Hours								
7/31/22	July	\$ 3,200.00	-	0.70	-	-	0.80	-	4.90	6.40	153.60
8/31/22	August	\$ 3,239.98	-	1.90	-	1.50	3.30	-	9.00	15.70	137.90
9/30/22	September	\$ 3,200.00	16.60	1.20	-	0.20	0.50	0.40	-	18.90	119.00
										-	119.00
										-	119.00
										-	119.00
										-	119.00
										-	119.00
										-	119.00
										-	119.00
										-	119.00
										-	119.00
										-	119.00
										-	119.00
										-	119.00
	Total	\$ 9,639.98	16.60	3.80	-	1.70	4.60	0.40	13.90	41.00	
	Usage of hours to Date		40.49%	9.27%	0.00%	4.15%	11.22%	0.98%	33.90%		

2022 / 2023 SELPA Allocations

11/3/2022

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

A. Individualized Education Program

The Solano County SELPA desires to provide educational alternatives that afford students with disabilities full educational opportunities. Eligible Students with disabilities, ages 3-22, 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.¹

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

¹ 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).

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;⁷ⁱ children for whom English is not a primary language;⁷ⁱ students with low incidence disabilities;⁷ⁱ ~~and~~ students attending private, including religious, schools;ⁱ highly mobile individuals with exceptional needs, such as students who are migrant or homeless; students who are advancing from grade to grade even though they are suspected of being an individual with exceptional needs and in need of special education and related services; students who are wards of the State .

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.

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.

**Solano County Office of Education
Special Education
Funded Services Outside of Solano SELPA
Through the Month of Oct - 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 Oct	Remaining Budget	% Remaining
Revenue:						
AB602 Revenue	568,368	568,368	-	107,990	460,378	81.00%
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 Oct - 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 Oct	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	-	1,691	6,709	79.87%
Total Certificated	171,733	171,733	-	127,209	44,524	25.93%
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	1,090	10,710	90.77%
Total Classified	246,001	246,001	-	205,779	40,222	16.35%
3000 Employee Benefits	225,271	225,271	-	192,066	33,205	14.74%
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	-	525,265	265,898	33.61%
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 Oct - 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 Oct	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	-	1,800	20,200	91.82%
Total Certificated	22,000	22,000	-	1,800	20,200	91.82%
Total Classified	-	-	-	-	-	N/A
3000 Employee Benefits	6,571	6,571	-	122	6,449	98.14%
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	-	1,922	29,458	93.88%

**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 Oct	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	174,172	621	0.36%
2XXX Classified Non Positional	8,650	8,650	-	162	8,488	98.13%
Total Classified	180,563	183,443	2,880	174,333	9,110	4.97%
3000 Employee Benefits	321,131	321,131	-	297,840	23,291	7.25%
4000 Books & Supplies	8,075	8,075	-	767	7,308	90.51%
5000 Services & Operating Exp	54,629	54,629	-	38,704	15,925	29.15%
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	-	1,095,920	199,795	-
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 Oct	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 Oct - 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 Oct	Remaining Budget	% Remaining
Revenue:						
AB602 Moderate/Severe 3-22, Part B	11,765,451	11,765,451	-	2,235,436	9,530,015	81.00%
AB602 DHH Classes	380,705	380,705	-	72,334	308,371	81.00%
AB602 Related Services	4,565,901	4,565,901	-	867,521	3,698,380	81.00%
AB602 Juvenile Detention Facility	94,609	94,609	-	17,976	76,633	81.00%
AB602 Physical Therapy	269,617	269,617	-	51,227	218,390	81.00%
Property Tax	5,352,766	5,352,766	-	-	5,352,766	100.00%
SE Transfer from Districts, LCFF	1,633,488	1,633,488	-	310,363	1,323,125	81.00%
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	-	51,068	28,932	36.17%
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	-	1,050	6,650	86.36%
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	-	3,625,901	23,874,229	86.81%
Expenses:						
1X00 Positional Certificated	7,060,394	7,060,394	-	6,418,254	642,140	9.09%
1XXX Non Positional Certificated *	457,208	457,208	-	114,786	342,423	74.89%
Total Certificated	7,517,602	7,517,602	-	6,533,040	984,562	13.10%
2X00 Positional	7,348,142	6,938,643	(409,499)	6,039,131	899,512	12.96%
2XXX Non Positional *	566,385	583,863	17,478	125,058	458,805	78.58%
Total Classified	7,914,527	7,522,506	(392,021)	6,164,189	1,358,317	18.06%
3000 Employee Benefits	7,436,268	7,263,439	(172,829)	6,069,488	1,193,951	16.44%
4000 Books & Supplies	257,815	270,667	12,852	154,588	116,079	42.89%
5000 Services & Operating Exp	1,740,899	2,292,897	551,998	1,631,661	661,236	28.84%
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	-	20,552,966	6,717,140	24.63%
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 Oct	Remaining Budget	% Remaining
SCOE Operated Programs						
AB602 Moderate/Severe 3-22	11,765,451	11,765,451	-	2,235,436	9,530,015	81.00%
AB602 DHH Classes	380,705	380,705	-	72,334	308,371	81.00%
AB602 Related Services	4,565,901	4,565,901	-	867,521	3,698,380	81.00%
AB602 Juvenile Detention Facility	94,609	94,609	-	17,976	76,633	81.00%
AB602 Physical Therapy	269,617	269,617	-	51,227	218,390	81.00%
<i>Total SCOE Operated Programs</i>	<i>17,175,896</i>	<i>17,175,896</i>	<i>-</i>	<i>3,263,420</i>	<i>13,912,476</i>	<i>81.00%</i>
Outside SELPA Services						
AB602 Vallejo DHH	568,368	568,368	-	107,990	460,378	81.00%
<i>Total Outside SELPA Services</i>	<i>568,368</i>	<i>568,368</i>	<i>-</i>	<i>107,990</i>	<i>460,378</i>	<i>81.00%</i>
Total AB602 Revenue	17,744,264	17,744,264	-	3,371,410	14,372,854	81.00%
Total Property Tax	5,352,766	5,352,766	-	-	5,352,766	100.00%
Total AB602 & Property Tax	23,097,030	23,097,030	-	3,371,410	19,725,620	85.40%

**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 Oct	Remaining Budget	% Remaining
Revenue:						
AB602	11,765,451	11,765,451	-	2,235,436	9,530,015	81.00%
Property Tax	5,352,766	5,352,766	-	-	5,352,766	100.00%
Other Local	7,700	7,700	-	1,050	6,650	86.36%
LCFF Transfer from Districts	1,633,488	1,633,488	-	310,363	1,323,125	81.00%
Impact Aid	80,000	80,000	-	51,068	28,932	36.16%
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	-	2,597,917	17,172,717	86.86%
Expenses:						
1X00 Certificated Positional	4,863,285	4,863,285	-	4,468,870	394,415	8.11%
1XXX Certificated Non Positional	385,776	385,776	-	89,512	296,264	76.80%
Total Certificated	5,249,061	5,249,061	-	4,558,382	690,679	13.16%
2X00 Classified Positional	5,401,731	5,054,362	(347,369)	4,272,781	781,581	15.46%
2XXX Classified Non-Positional	524,835	542,313	17,478	103,529	438,784	80.91%
Total Classified	5,926,566	5,596,675	(329,891)	4,376,310	1,220,365	21.81%
3000 Employee Benefits	5,602,678	5,453,433	(149,245)	4,466,475	986,958	18.10%
4000 Books & Supplies	198,960	205,415	6,455	127,734	77,681	37.82%
5000 Services & Operating Exp	873,574	1,346,255	472,681	1,328,859	17,396	1.29%
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	-	14,857,759	4,725,608	24.13%
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 Oct	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	-	18,926	607,967	96.98%
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	-	122,101	36,314	22.92%
4000 Books & Supplies	3,500	8,700	5,200	6,143	2,557	29.39%
5000 Services & Operating Exp	17,260	12,060	(5,200)	4,852	7,208	59.77%
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	-	461,691	158,636	25.57%
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 Oct	Remaining Budget	% Remaining
DHH Classes Multi-SELPA						
Revenue:						
AB602	380,705	380,705	-	72,334	308,371	81.00%
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	-	72,334	1,243,736	94.50%
Expenses:						
1X00 Certificated Positional	251,155	251,155	-	214,896	36,259	14.44%
1XXX Certificated Non Positional	11,216	11,216	-	5,707	5,509	49.12%
Total Certificated	262,371	262,371	-	220,603	41,768	15.92%
2X00 Classified Positional	403,214	403,214	-	387,543	15,671	3.89%
2XXX Classified Non Positional	11,650	11,650	-	988	10,662	91.52%
Total Classified	414,864	414,864	-	388,531	26,333	6.35%
3000 Employee Benefits	352,513	352,513	-	303,722	48,791	13.84%
4000 Books & Supplies	4,465	5,262	797	4,279	983	18.69%
5000 Services & Operating Exp	164,066	163,269	(797)	90,405	72,864	44.63%
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	-	1,007,541	308,529	23.44%
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 Oct	Remaining Budget	% Remaining
Related Services*						
Revenue:						
AB602 Revenue	4,565,901	4,565,901	-	867,521	3,698,380	81.00%
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	-	867,521	4,442,248	83.66%
Expenses:						
1X00 Certificated Positional	1,618,122	1,618,122	-	1,406,655	211,467	13.07%
1XXX Non Positional	52,000	52,000	-	17,706	34,295	65.95%
Total Certificated	1,670,122	1,670,122	-	1,424,361	245,761	14.72%
2X00 Classified Positional	1,204,313	1,204,313	-	1,196,446	7,867	0.65%
2XXX Classified Non Positional	28,900	28,900	-	15,346	13,554	46.90%
Total Classified	1,233,213	1,233,213	-	1,211,792	21,421	1.74%
3000 Employee Benefits	1,204,949	1,204,949	-	1,096,109	108,840	9.03%
4000 Books & Supplies	49,250	49,650	400	16,432	33,218	66.90%
5000 Services & Operating Exp	673,076	672,676	(400)	111,317	561,359	83.45%
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	-	3,860,011	1,426,215	26.98%
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 Oct	Remaining Budget	% Remaining
Juvenile Detention Facility						
Revenue:						
AB602	94,609	94,609	-	17,976	76,633	81.00%
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	-	17,976	87,350	82.93%
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	-	25,233	621	2.40%
4000 Books & Supplies	1,000	1,000	-	-	1,000	100.00%
5000 Services & Operating Exp	2,635	2,635	-	228	2,407	91.36%
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	-	84,233	18,586	18.08%
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 Oct	Remaining Budget	% Remaining
Revenue:						
AB602	269,617	269,617	-	51,227	218,390	81.00%
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	-	51,227	320,211	86.21%
Expenses:						
2000 Classified Positional	226,173	164,043	(62,130)	124,688	39,355	23.99%
20XX Classified Non Positional	-	-	-	5,195	(5,195)	N/A
Total Classified	226,173	164,043	(62,130)	129,883	34,160	20.82%
3000 Employee Benefits	91,859	68,275	(23,584)	55,848	12,427	18.20%
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)	281,731	79,566	22.02%
Net Increase/(Decrease)	10,141	10,141				
Total Program	371,438	371,438				