



Santa Clara North West SELPA Budget Allocation Plan

Cambrian School District, Campbell Union School District, Campbell Union High School District, Cupertino Union School District, Fremont Union High School District, Lakeside Joint School District, Loma Prieta Joint Union School District, Los Altos Elementary School District, Los Gatos Union School District, Los Gatos Saratoga Union High School District, Luther Burbank School District, Moreland School District, Mountain View Los Altos Union High School District, Mountain View Whisman School District, Palo Alto Unified School District, San Jose Unified School District, Santa Clara County Office of Education, Santa Clara Unified School District, Saratoga Union School District, Sunnyvale School District, Union School District

GUIDING PRINCIPLES:

1. Definitions:

- **Administrative Unit (AU):** The AU is the agency (County Office of Education) through which the funding passes from the California Department of Education to the districts within the SELPA. The distribution of funds by the AU is guided by the Special Education Local Plan Area (SELPA) Budget Allocation Plan. The AU (or SELPA Office) also has other fiscal and programmatic responsibilities in implementing the Local Plan for Special Education.
 - **California Department of Education (CDE):** The California Department of Education is the agency calculating the funding for each SELPA and distributing the funds to the Administrative Unit of the SELPA.
 - **Free Appropriate Public Education (FAPE):** Derived from the Federal Law (now IDEA '97), Free Appropriate Public Education refers to public schools being responsible to provide free appropriate public education services to disabled students in public schools, private schools, and to suspended or expelled students with disabilities.
 - **Least Restrictive Environment (LRE):** Derived from Federal law (IDEA '97), this term is used to describe how students with disabilities interact with the general education population of students. This term refers to the idea that “to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”
 - **Regional Programs:** There are several categories of Regional Programs. For purposes of funding they are identified in three basic categories. The first is programs operated by the County Office of Education with a specific funding mechanism agreed upon by the SELPA being served. The second is a program operated by a district that is designed to serve students from districts within the SELPA. This too has a specific funding mechanism agreed upon by the districts within the SELPA. The third category is a program operated by a district, serving students with low incidence disabilities and is open to all districts within the county.
 - **SELPA:** A Special Education Local Planning Area (SELPA) is a district or group of districts united together to provide a continuum of services for students age birth through twenty-two residing within the geographical area. The SELPA governance structure ensures both fiscal and programmatic support to those educational agencies within the geographical region.
2. It is the responsibility of individual districts within each SELPA to assure a Free Appropriate Public Education (FAPE) for each special education pupil residing within its geographical boundaries. This responsibility shall be met by direct provision of services, establishing an agreement with another public education agency, or contracting with a non-public school or agency.
 3. Allocation procedures will be fair and equitable to all districts and to the County Office of Education.
 4. The maximum State Funding will be fully utilized, according to allocation procedures and the budget allocation plan.
 5. Changes in allocation of funding will be determined according to designated timelines, so districts and the County Office of Education can make fiscal and personnel decisions.
 6. SELPA Budget Allocation Plans will be developed in accordance with current law.
 7. Districts should not be financially impacted in a negative way by operating a program for the benefit of the other districts within the SELPA.
 8. The principles of “Free Appropriate Public Education” (FAPE) and “Least Restrictive Environment” (LRE) shall not be compromised by fiscal consideration.
 9. Districts shall be accountable for the allocation and reporting of funds in support of programs and services to identified students.
 10. A uniform method of payment should be established for students served from outside the SELPA.

COMPONENTS OF THE BUDGET ALLOCATION PLAN

Flow of Funding

- a) **State Special Education Apportionments (Assembly Bill (AB) 602)** flow from the California Department of Education (CDE) to the Special Education Local Plan Area (SELPA) Office at the Santa Clara County Office of Education (SCCOE). The distribution of revenue is managed by the SELPA Office and will be allocated to the local educational agencies (LEAs) using the greater of the LEAs' current year, prior year, or second prior year total K-12 ADA. This allocation method is the same as how the state sends AB 602 funds to the SELPAs.
- b) **County Excess Property Taxes for Special Education** will be calculated by the SELPA office, based on prior year Special Ed pupil count. Each district's share of County Excess Special Education Property Taxes will be reduced by that district's share of the cost of using SCCOE Special Education programs.

In 2015-16, the Special Education Excess ERAF "swap" for Special Ed State Aid becomes the third funding source for AB 602 Entitlements: 1) SCCOE Special Ed "Excess" Property Tax Transfer; 2) Special Ed State Aid, 3) Special Ed Excess ERAF Property Tax. This is a dollar-for-dollar exchange of Property tax for State Aid, with timing of the cash disbursements being the difference.

- c) **Federal IDEA Grants** Awards are sent directly to SELPA office from the State. Federal and state regulations regarding the use of Federal Grant funds will be strictly adhered to.

Districts will submit to the SELPA office quarterly reports and a final expenditure report summarizing their actual expenditures for the fiscal year. The grants are paid as a reimbursement with the amount based on districts' quarterly expenditures report. The grant period is extended to 27 months and a budget plan submission is required if districts have not fully expended the grant amount after the 15 month of grant period.

- **Federal IDEA Local Assistance Entitlement (Resource Code 3310)**

Beginning 2018-19, Preschool Local Entitlement (Resource 3320) have been consolidated into Federal Local Assistance Entitlement.

The Federal Local Assistance Entitlement will be divided as if there are still 5 SELPAs. The total grant amount will be allocated based on each SELPA's percentage share of grant amount received in 2023-24 and funding will be distributed to each LEA as follows:

- SELPA I will receive 19% of the total grant. The portion for Preschool local allocation (8.28% of grant amount) will be distributed by Prior Year December 1 Preschool Pupil Count; balance (91.72%) will be distributed by Prior Year June P-2 Total K-12 ADA.
- SELPA II will receive 20% of the total grant. The portion for Preschool local allocation (9.01% of grant amount) will be distributed by Prior Year December 1 Preschool Pupil Count; balance (90.99%) will be distributed by Prior Year June P-2 Total K-12 ADA.
- SELPA III will receive 28% of the total grant. The portion for Preschool local allocation (9.57% of grant amount) will be distributed by Prior Year December 1 Preschool Pupil Count; balance (90.43%) will be distributed by Prior Year June P-2 Total K-12 ADA.
- SELPA IV will receive 22% of the total grant. The amount will be distributed by Prior Year December 1 Special Ed Pupil Count.
- SELPA VII will receive 11% of the total grant: The amount will be distributed by Prior Year P-2 ADA.

The SCCOE Special Ed Program also receives IDEA Local Assistance Entitlement calculated based on each district's SCCOE block program usage (December block enrollment). These revenues partially offset districts' SCCOE Program Costs.

Private School Proportionate Share (Resource Code 3311) and Comprehensive Coordinated Early Intervening Services (CCEIS, Resource Code 3312) are subgrants related to IDEA Local Assistance Entitlement (Resource Code 3312).

Calculations for Resource Codes 3311 and 3312 are mandated by the Federal government:

- Local educational agencies (LEA) Private School Proportionate Share are calculated using the CDE's proportionate share calculation worksheet.
- LEAs identified as significantly disproportionate must reserve 15 percent of its 611 and 619 IDEA grant funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS) to students in the LEA.

- **Preschool Grant (Resource Code 3315)**

The Federal Preschool Grant will be allocated to LEAs using Prior Year CALPADS End-of-Year (EOY) Preschool Counts.

Comprehensive Coordinated Early Intervening Services (CCEIS, Resource Code 3318) is a subgrant related to IDEA Preschool Entitlement (Resource Code 3315). Local educational agencies (LEA) identified as significantly disproportionate must reserve 15 percent of its 611 and 619 IDEA grant funds to provide Comprehensive Coordinated Early Intervening Services (CCEIS) to students in the LEA.

- **Preschool Staff Development (Resource 3345)**

The Preschool Local Entitlement will be retained at the SELPA office to use for SPED preschool-specific trainings or conference attendance.

- **Special Education Alternative Dispute Resolution Grant (Resource 3395)**

The Special Education Alternative Dispute Resolution Grant will be retained at the SELPA office to offset district ADR costs for IEP facilitation and local mediation. Payment for ADR Costs beyond the ADR grant amount will be taken off the district's State AB 602 funds (Resource 6500). Districts will complete ADR reports prior to SELPA allocating funds to district.

d) Regionalized Services and Program Specialist Revenue

The Regionalized Services and Program Specialist (RS/PS) Revenue has been reestablished as a separate revenue item from AB 602.

The SELPA office budget, developed by the SELPA office, is approved by the SELPA Governance Council each year.

The RS/PS revenues will be used to cover the cost of SELPA office operations budget. Any balance will be distributed to member LEAs by Total K-12 ADA.

SELPA office will continue to invoice \$600 per district to cover legal trainings/consultation. Requests for additional trainings beyond the amount will be cost-shared by districts who committed to the training based on total K-12 ADA.

e) Low Incidence Equipment and Service Revenue

CDE allocates funding to SELPA based on number of Low Incidence (LI) students. The SELPA office will divide the total funding to SCCOE, and districts based on Low Incidence pupil count.

- 80% of the LI revenue will be allocated to the districts to spend on LI services and/or items less than \$1,000. Districts must use LI funds based on CDE guidelines, monitor inventory, and must be

prepared for any audit. The SELPA office will not reimburse districts for such purchases since districts will also receive LI funds.

- The remaining 20% of the LI revenue will be housed at the SELPA office for processing of LI equipment and materials only. The member LEAs will request purchase of Low Incidence items/equipment that are \$1,000 or above (each item must cost \$1,000 or more) through the SELPA office. The SELPA office will continue to use LI funds based on CDE guidelines, monitor inventory, and be prepared for any audit. Any amount not spent at the end of the fiscal year will be returned to the districts based on LI pupil count.

Purchases of Low Incidence Equipment for inter-district transfer students will come entirely from District of Residence LI Equipment funding.

f) Mental Health Funding

Effective 2023-24, the State Mental Health (Re 6546) and Federal Mental Health (Re 3327) funds will be allocated directly by the State to the local education agencies (LEAs).

Funding allocation method related to these grants have been removed in the SELPA Budget Allocation Plan. The Federal Mental Health funds are restricted to educationally related mental health services as provided on a student's IEP. The State Mental Health funds can be used for educationally related mental health services for students with or without an IEP.

g) Out-of-Home-Care Funding

The Out-of-Home Care Funding calculates funding to each SELPA for foster youth, pupils placed in the short-term residential therapeutic program and three other types of facilities located within a SELPA's geographic boundaries. The Out-of-Home-Care Funding will be used to partially offset the NW SELPA Costs Sharing for Students in Licensed Children's Institution (LCI) and Skilled Nursing Facilities (SNF).

h) Interest on SELPA Pass-through Revenues:

Any interest accrued on SELPA revenues will be distributed to the SELPA districts and calculated as a percentage of district Special Education State Aid to total Special Education State Aid (PY P-2 ADA).

Calculation of Apportionments

a) Basic Funding Model

As specified in the AB 602, the California Department of Education will allocate special education funding to SELPAs based on the SELPA Base Rate per K-12 ADA.

Beginning 2022-23, the Special education base funding allocations are calculated by the State at the LEA level, rather than the SELPA level, using the greater of current year, prior year, or second prior year ADA.

The AB 602 formula includes a combination of three sources of Special Education Revenue: 1) State Special Education Apportionment, 2) County "Excess" Special Education Property Taxes, and 3) Special Ed Excess ERAF Property Tax.

b) SELPA COLA Funds

Any COLA applicable for Special Ed is added by CDE to the Special Ed base rate.

c) SELPA Growth Funds

The State has significantly increased the allocation for Special Ed funding. Growth/Declining has not been included in the AB 602 calculation.

d) Equity Adjustments

Starting 2019-20, the State has provided funds for SELPA Base Rate equalization. In 2022-23, all SELPAs in the county have equalized base rate.

e) Unallocated Funds

Any unanticipated or unallocated revenue coming to North West SELPA will be reported to the SELPA Collaborative/Fiscal Committee for review and recommendation as to allocation. A recommendation from the Committee to the SELPA Governance Council regarding the distribution of unallocated funds will be made.

f) Non-Public School/Agency Costs:

Districts are individually responsible for Non-Public School/Agency costs.

NW SELPA Costs Sharing

a) Students in Licensed Children’s Institution (LCI) and Skilled Nursing Facilities (SNF)

The following categories will be included in the cost sharing agreement:

- Cost of Students Living in LCI:
 - Attending District Programs
 - Attending SCCOE SPED Programs
 - Attending Non-Public Schools (NPS) with SCCOE oversight
- Costs of Students in SNF (Zarcone Site & Children’s Healthcare Organization of Northern California “CHONC” site)

Cost sharing credits will be given to districts for serving students living in LCI in district programs. Credit will be based on Inter-district transfer average cost program rates (severe/non-severe).

Districts charged for sending students living in LCI to SCCOE block programs will be credited the amount initially charged.

Costs sharing does not cover all the costs of students in LCI and SNF. Credits can vary based on student’s needs, placement, and services.

The costs will be partially offset by the Out of Home Care (OOHC) revenues received by North West SELPA and NPS Extraordinary Cost Pool Claims reimbursement for SCCOE. Additional funds for cost sharing will be collected from districts based on Total K-12 ADA (AB 602, Resource 6500, taken off the top).

b) California Children’s Services (CCS)/ Medical Therapy Unit (MTU)

The following will be included in the cost sharing agreement. These costs will be shared by all the districts in the NW SELPAs by total K-12 ADA:

- Palo Alto USD will receive a credit, at the current SCCOE Housing Policy Facilities Rate per class for eight classrooms housing the CCS MTU at Juana Briones.
- Sunnyvale SD will receive a credit for that amount per class for one classroom housing the CCS Satellites at Vargas.

If the host districts are not able to fulfill requirements to maintain facilities and custodial services, the SELPA office will withhold equivalent classroom credits.

A \$20,000 budget will be set-aside for CCS related costs, including equipment and supplies, for Palo Alto and Sunnyvale CCS sites as per State Interagency Agreement (page 31 onwards). Funds will be taken off

the member LEAs State AB 602 funds (Resource Code 6500). The SELPA office will manage the budget and approve activities. All CCS/MTU related costs beyond \$20,000 will be cost shared by LEAs by Total K-12 ADA.

c) Community Advisory Committee (CAC) Budget

A \$10,000 budget will be set-aside for CAC activities aligned with Ed Code 56194. The SELPA office will manage the budget and approve activities. Member LEAs will offer in kind support in addition to budgeted amounts (translation, host site, in-house expert, etc.). The SELPA Governance Council will approve the budget annually. Related costs will be shared by member LEAs using Total K-12 ADA, taken off State AB 602 funds (Resource 6500).

d) SELPA II Districts Regional Cost Share

Fremont UHSD, Sunnyvale, and Cupertino have established a memorandum of understanding (MOU) for Regional Programs/Services. The SELPA will reallocate the State AB 602 Entitlement funds and Regionalized Services/Program Specialists (RS/PS) funds among the three districts as outlined in the MOU.

Inter-district Transfer (IDT) Billing within North West SELPA Member Districts

It is the intent of the SELPA Budget Allocation Plan that Special Education Funding follows Services.

When the district of service (DOS) and district of residence (DOR) are both member districts of NW SELPA, the SELPA office will record the information and adjust distribution of State SPED funding (AB 602, Resource Code 6500) to districts accordingly based on the SELPA IDT calculation form submitted by the DOS. The costs of serving the transferred student will be subtracted from the DOR's special ed apportionment and added to the apportionment for the DOS.

When either the DOS or DOR is outside of the NW SELPA, the DOS and DOR will establish an inter-district agreement, including costs. Any transfer of funds must be made through invoicing and issuance of warrants. The SELPA office cannot adjust the state apportionments for these districts. The DOS does not need to send a copy of the IDT form to the SELPA AU. The SELPA IDT form can serve as a guide to calculate costs and payment should be specified in the agreement.

Districts are currently using either of the two methods in the calculation of inter-district transfer costs: Average Cost Program or Regional/Actual Cost Program. Both the Average Cost Program and Regional/Actual Cost Program calculation methods will use the average of October to April enrollment census dates.

For Regional/Actual Cost Program, the calculation will use actual student count. The minimum student count for calculation purposes is 5. LEAs will adjust the pupil number when there are more than 5 students in the classroom.

Responsibility for providing Low Incidence Equipment to a Low Incidence qualified Inter-district transfer student shall, by agreement, fall primarily on the DOR

For the complete list of agreements regarding responsible district in Inter-district transfer situations, refer to the SELPA Inter-district Transfer Procedure.

SELPA Calculation and Reallocation of District Revenues for SCCOE SPED Program Costs

a) SCCOE Special Ed (SPED) Programs

The SCCOE SPED programs are considered regional programs operated for students requiring very specialized services who reside in various districts within the Santa Clara County.

The SCCOE SPED Department annually holds Rebenching meetings to present program rates to partner districts and the SELPA offices. SCCOE SPED's program rates may include but not limited to the items listed below. For questions related to SCCOE SPED Program Costs, contact the SCCOE Special Ed Department.

- **Block Programs Rates**
 - Specialized Academic Instruction (SAI)
 - Therapeutic (TH)
 - Skilled Nursing Facility (SN)
 - Deaf & Hard of Hearing (DHH)
 - Medically Fragile (MF)/Orthopedic Impairment (OI)
 - Specialized Academic Instruction (SAI Alternative Ed)
 - **1:1 Aides Rate**
 - 1:1 Aide
 - 1:1 SPHC
 - 1:1 LVN
 - **Designated Instruction Services (DIS) Rates**
- Any difference in revenues collected and actual cost of SCCOE programs, after closing the current year, will be adjusted in the subsequent year. SCCOE may carry over a reserve of Special Education revenue, which does not exceed 2% of its Special Education Expenditures for the year, for the purpose of rate stabilization to districts. Any reserve in excess of 2% will be returned to districts on a rate-per-pupil-attending-SCCOE-programs basis
 - Refer to the MOU between the SCCOE and Santa County School Districts for SPED Regional Programs and related services.

b) SELPA Calculations of Districts' SCCOE SPED Program Costs

- Each district is responsible for the costs of students attending the SCCOE SPED programs.
- The SELPA will apply the block program rates provided by SCCOE SPED Department to calculate each district's costs based on the items listed below. For questions related to SELPA Calculations of Districts SCCOE SPED Program costs, contact the NW SELPA.
 - Block enrollment – Average monthly block enrollment from October to April
 - 1:1 Aides – Average monthly hours of usage from July to June
 - SAI Alternative Ed - Average monthly attendance from July to June
 - DIS - Actual hours from July to June
- The Districts and SCCOE SPED Department have a shared responsibility in monitoring pupil counts for students attending the SCCOE SPED Programs.
- Special Education funds generated by districts are reallocated to SCCOE SPED to pay for block program costs (taken off the top):

- Partial offsets from IDEA Local Assistance Entitlement (Resource Code 3310) based on December Block Enrollment
- Balance deducted from the districts' AB 602 Entitlement funding sources (Resource Code 6500) i.e., Excess Special Education Property Tax, Excess ERAF for Special Ed, State Aid.
- If a district generated insufficient SPED funds, the districts will use other funding sources to cover excess costs.

c) SCCOE Facilities Policy

All SELPA Governance Councils in Santa Clara County have approved a policy to cover housing for programs operated by the SCCOE Special Education Department on district operated sites. Each school district has the responsibility for providing classroom space for the number of resident students enrolled in SCCOE Special Education programs. This housing policy specifies that when a district provides less space than its obligation, a housing fee will be added to the estimate of cost of SCCOE programs for that district. A housing compensation will be issued to the district in the form of a cash journal when district provides more space than its obligation.

In 2017-18, at the request of districts, a facilities study was funded by SCCOE and was conducted by the School Services of California, to review the facilities rate setting process and propose an applicable facilities rate formula.

The study has not been completed at this time, thus the facilities rates set in 2018-19 has been held on status quo.

d) SCCOE Special Ed Transportation

SCCOE transports LCI (and similarly, SNF) residents to SCCOE programs. Starting 2009-10, SCCOE Special Ed covered the Transportation deficit. Future discussion will need to address payment of these costs as the Transportation deficit continues to rise.

Maintenance of effort (E.C. 56841)

Federal funds for special education should be used to supplement and not supplant state and local funds (E.C. 56841). The specifics of the federal regulations translate this into an MOE calculation, based on expenditures for special education (Sections 300.203-300.205 of Title 34 of the Code of Federal Regulations [CFR]).

The general rule under the MOE requirement is that LEAs must spend at least the same level of state and local funds (or local funds only) on special education as in the prior year, either in terms of total or per-capita expenditures. If an LEA fails this initial test, the federal regulations allow an exempt reduction Under 34 CFR Section 300.204:

- a. Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
- b. A decrease in the enrollment of children with disabilities.
- c. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:
 - i. Has left the jurisdiction of the agency;
 - ii. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated;
 - iii. No longer needs the program of special education.
- d. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
- e. The assumption of cost by the high cost fund operated by the SEA under 34 CFR Sec. 300.704(c).

The eligibility standard in Section 300.203(a) requires that, in order to find an LEA eligible for an IDEA Part B subgrant for the upcoming fiscal year, the CDE must determine that the LEA has budgeted for the education of children with disabilities at least the same amount of local, or state and local funds, as it actually spent for the education of children with disabilities during the most recent fiscal year for which information is available.

The compliance standard in Section 300.203(b) prohibits LEA from reducing the level of expenditures for education of children with disabilities made by the LEA from local, or state and local, funds below the level of those expenditures from the same source for the preceding fiscal year.

MOE for LEAs must meet the “subsequent-year rule” where if an LEA fails to meet the MOE test in one year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort on the most recent fiscal year in which the MOE test was met.

In order to receive and keep Federal IDEA Funding:

- If the SELPA fails to pass the SEMB (Budget) software test, no Federal IDEA funds will flow to the SELPA in the current year.
- If the SELPA fails to pass the SEMA (Actuals) software test, the amount that the SELPA is short of meeting the requirement, will be returned to the CDE. Those LEAs which failed to meet the MOE requirements in the Actuals to Actuals test will be responsible for the loss. The amount recovered by the CDE will be deducted from the revenue received by those districts.
- If the SELPA passes, but a district fails to meet MOE (SEMB), the district must provide sufficient proof that it will meet the MOE requirements during the year (Interim). If the district fails, the federal IDEA funds will be redistributed within the SELPA.

Charter School Policy – Excerpts related to fiscal issues:

Funding for special education services, participation in the governance structure and responsibility for provision of services shall be based on the categorization of the individual Charter School (operating as a public school of its chartering entity or functioning as an LEA). Schools chartered by a LEA shall negotiate their charter and MOU with the school district from which they are seeking the charter. Charter schools may also elect to be deemed a Local Educational Agency (LEA) by providing verifiable written assurances that the Charter School will participate as a LEA in a SELPA for purposes of the provision of special education services.

Refer to the Charter Schools Policy for additional information.

Any return of unused SPED revenues from Charter school will be returned proportionately to the SELPA districts based on the student’s District of Geographic Residence within NW SELPA using CALPADS Fall 1 8.1 report

SELPA Office Fiscal Responsibility to districts in SELPAs I, II, III, IV and VII

- a) State Apportionment calculation and distribution
- b) County Special Ed (Excess Tax) Calculation and distribution
- c) Federal IDEA Part B Grant Calculation, Distribution and Expenditure reports
- d) Fiscal Record keeping per (E.C. 56195.7)
- e) Apportionment adjustments for MOUs, Inter-district transfers within five SELPAs and SCCOE program costs.
- f) Apportionment adjustments for LCI/MTU Cost-sharing
- g) Prior Year apportionment adjustments, and distribution of any carryover funds at year end

- h) Distribution of Interest on SELPA Pass-through funding
- i) Annual preparation/distribution to districts of SELPA Fiscal Documentation:
 - o SELPA Budget Allocation Plan
 - o SELPA Year End Closing, Calculations for revenue distribution
 - o SELPA MOE reporting

SCCOE Special Ed Department Fiscal Responsibilities

- a) With the fiscal separation of SELPAs V and VI in 2001-02, SCCOE per agreement will complete the infant and NPS/LCI “J-50” reports for the CDE
- b) Completion of Part C Federal Grant Applications and Expenditure Reports
- c) Prepares estimate of increase in students and classes for subsequent year
- d) Provides Block Enrollment information
- e) Provides 1:1 Aide use information

Parentally-Placed Student in Private School

The LEA where the parentally-placed children with disabilities in private schools are located is responsible for child find and providing special education and related services. LEAs must use a proportionate share of their Individuals with Disabilities Education Act (IDEA) 611, Part B funds, to provide special education and related services to parentally-placed children with disabilities enrolled in private schools and who attend private schools located in the LEA. The private school proportionate share is calculated based on prior year pupil count, using a State formula.

Excess Cost Calculation

Amounts provided to an LEA under Part B of the Act may be used only to pay the excess costs of providing special education and related services to children with disabilities. Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per student expenditure in an LEA during the for an elementary school or secondary school student, as may be appropriate. An LEA must spend at least the average annual per-student expenditure on the education of an elementary school or secondary school child with disability before funds under Part B of the IDEA are used to pay the excess costs of providing special education related services.