

DLP revisions to proposed Rule 1300

PROPOSED STATE RULES FOR SPECIAL EDUCATION FINANCE AND CENSUS-BASED FUNDING

1301 STATUTORY AUTHORITY

Federal Statutory Authority:

Individuals with Disabilities Education Act (IDEA) (20 U.S.C. §§ 1400 et seq.)

State Statutory Authority in accordance with 3 V.S.A. Chapter 25:

16 V.S.A. §164(7)

16 V.S.A. Chapter 101

1302 STATEMENT OF PURPOSE

These Rules are designed to:

(a). —Be consistent with Act 173. In 2018 the Vermont Assembly enacted Act 173 with the intent to enhance the effectiveness, availability, and equity of services provided to all students who require additional support in Vermont’s school districts, and directed a shift to a census-based model of special education. The purposes of Act 173 are to: (1) enhance delivery of services, (2) provide more flexibility in how the funding can be used, (3) align with the State’s policy priorities of serving students who require additional support across the general and special education service-delivery systems, (4) to facilitate exercise of entitlement to a free and appropriate public education in the least restrictive environment appropriate for students eligible for an individual educational program under the IDEA and (5) to simplify administration.

~~(a)~~(b) guide implementation of a census-based model of funding for students who require additional support;

~~(b)~~(c) guide the provision of funds to supervisory unions and supervisory districts in a manner designed to enhance the effectiveness, availability, and equity of services provided to all students who require additional support, while ensuring the entitlement of eligible students with disabilities to a free and appropriate public education in accordance with federal law;

~~(e)~~(d) be implemented in a manner consistent with State and Federal statutes, regulations, and guidelines.

Commented [MM1]: This section added. Rationale: The legislature made clear the goals of Act 173; they should be incorporated into both the funding regulations as well as the programmatic regulations. The subsections in the AOE's current proposed Rule 1302 would then be renumbered as (b),(c), and (d) because it is important that the statement of purpose begin with the legislature's intent.

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1303 DEFINITIONS

Any terms used in these rules not defined below shall be consistent with the definitions found in State Board of Education (SBE) Rule 2361.1. For purposes of these rules, the following definitions apply:

Essential Early Education (EEE): as defined in 16 V.S.A. § 2956. EEE may also be referred to as Early Childhood Special Education (ECSE).

Extraordinary Expenditures: means an LEA's allowable special education expenditures that for any one ~~student child~~ in a fiscal year exceed the extraordinary cost threshold as calculated under 16 V.S.A. § 2962(a)(2).

Inclusive Setting: means ~~full membership participation~~ in grade level settings (such as general education classrooms, community-based job sites, the school bus, extracurricular activities, and other educational related settings), and includes membership and participation in school and classroom structures and schedules, valued social roles and symbols of belonging in each context, and access to grade level curriculum with appropriate instruction, support, and accommodation to realize the benefits of membership in a grade level classroom.

Individualized Education Program (IEP): means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with SBE Rule 2363.

Local Education Agency (LEA): as that term is defined in 20 U.S.C. § 7801(2630), means the supervisory union or supervisory district.

Special Education Services: ~~consistent with 34 C.F.R. means specially designed instruction that cannot be provided within the school's standard instructional conditions or provided through the school's educational support system. These services are provided at no cost to the parent, to meet the unique needs of an eligible student with a disability. Specially designed instruction means adapting, as appropriate, to the needs of an eligible student, the content, methodology, or delivery of instruction to ensure access and participation to the grade level general education curriculum.~~

(a) General.

(1) Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—

(i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and

(ii) Instruction in physical education.

(2) Special education includes each of the following, if the services otherwise meet the requirements of paragraph (a)(1) of this section—

(i) Speech-language pathology services, or any other related service, if the service

Commented [MM3]: This tracks the language in the IDEA.

Commented [MM4]: It is unclear what is meant by "full membership." This term may in fact be limiting. Question whether this term needs to be defined.

Commented [MM5]: incorrect citation.

Commented [MM6]: Rationale: The definition of special education should be consistent across rule series, and with the federal regulations. This change should be made in the 2300 series as well, at both 2360.2.12, and 2361.1(34). The language "that cannot be provided within the school's standard instructional conditions or provided through the school's educational support system" impermissibly narrows the definition of special education in such a way that it eliminates supplementary services and supports which are provided in the general classroom to allow a student with the disability to access the general education curriculum. The federal definition is more articulate in defining travel training and technical/vocational education.

Guidance from the U.S. Department of Education in 2012 (*Letter to Chambers*) made clear that the fact that some services "may also be considered 'best teaching practices' or 'part of the district's regular education program' does not preclude those services from meeting the definition of 'special education' or 'related services' and being included in the child's IEP." This guidance went on to state that even if a type of instruction is provided to other children, who may or may not have disabilities, who may or may not be in the child's grade or classroom, or who may or may not be in the building, the service must be provided if it is needed for the particular child, and included on the IEP. By narrowing the definition of what "counts" as special education, essentially ruling out that special education services can be delivered by a general classroom teacher, the Agency's proposed definition not only conflicts with federal law, it conflicts with the intent of Act 173 to provide flexibility to LEAs in providing services to students with disabilities and students who struggle without disabilities.

We have no objection to continuing to include the language regarding co-teaching services and transition services in the current version of the rule.

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is considered special education rather than a related service under State standards;

(ii) Travel training; and

(iii) Vocational education.

(b) Individual special education terms defined. The terms in this definition are defined as follows:

(1) At no cost means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.

(2) Physical education means—

(i) The development of—

(A) Physical and motor fitness;

(B) Fundamental motor skills and patterns; and

(C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and

(ii) Includes special physical education, adapted physical education, movement education, and motor development.

(3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

(i) To address the unique needs of the child that result from the child's disability;

and

(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

(4) Travel training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to—

(i) Develop an awareness of the environment in which they live; and

(ii) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

(5) Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career not requiring a baccalaureate or advanced degree.

(c) Co-teaching services is the delivery of special education services in the general education classroom provided jointly by the general education classroom teacher and a special education teacher.

1) By selecting the co-teaching services model, the IEP team has determined that there is no compelling reason why the child's instruction cannot be provided jointly in the general education classroom. The general education classroom teacher shall be an active participant in IEP meetings.

2) The general education and special education teachers will review and document each child's progress towards course objectives and IEP goals.

3) Should a progress review at any grading period indicate that a child is in danger of failing a course or is not making satisfactory progress towards IEP goals, the IEP team shall meet immediately to: a) Determine continued co-teaching services or change of placement, and b) Revise the IEP as appropriate.

4) In order to offer co-teaching services, the LEA must complete a plan for implementation which includes continuous professional development and submit the plan to the Vermont Agency of Education for approval.

(d) Transition Services. A coordinated set of activities that:

- 1) Are designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child who is eligible, and to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- 2) Are based on the individual student's needs, taking into account the student's strengths, preferences and interests; and includes:
 - (A) Instruction;
 - (B) Related services;
 - (C) Community experiences;
 - (D) The development of employment and other adult living objectives; and
 - (1) If appropriate, acquisition of daily living skills and functional vocational evaluation

State-placed Student: as defined in 16 V.S.A. § 11(a)(28).

Student: means a person age three through ~~age twenty one~~ twenty-two years of age.

Student-Child with a disability: means a student who has been found eligible for special education and related services consistent with the process found in SBE Rules 2361 and 2362.

Student who requires additional support: as defined in 16 V.S.A. § 2942(8).

1304 MAINTENANCE OF EFFORT (MOE) (34 C.F.R. § 300.203)

1304.1 Eligibility Standard To comply with maintenance of effort (MOE), LEA's must comply with both of the following eligibility and compliance standards.

(a) For purposes of establishing the LEA's eligibility for a federal award under IDEA for a particular fiscal year, the Secretary of the Vermont Agency of Education (Secretary) must determine that the LEA budgets, for the education of students with disabilities, at least the same amount, from at least one of the following sources, as the LEA spent for that purpose from the same source for the most recent fiscal year for which information is available:

- (1) Local funds only;
- (2) The combination of State and local funds;

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Commented [CJ10]: Consideration of a student's strengths is consistent with best practice.

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Commented [MM11]: Definitions in Rule 1300 Series should be consistent with definitions in 2360 Series.

Commented [MM12]: Again, definitions should be consistent across rules. SBE Rule 2361.1(8) uses the term "child with a disability" to mean "a child who has been eligible for special education and related services consistent with the process found in SBE Rules 2361 and 2362. In federal law, 34 C.F.R. §300.8(a), the term "child with a disability" means a child "evaluated in accordance with 300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services." The term used here and in SBE Rule 2361.1(8) should comport with the federal definition of "child with a disability" and the process in 2361 and 2362 should comport with the process laid out in 300.304 through 300.311. Rationale: As noted above, definitions should be consistent across funding and programmatic rules and consistent with federal law.

Commented [MM13]: Consistent with recommendations in the FEG Report, and federal regulation, this section should be deleted in its entirety and replaced with the inserted language. Rationale: The new Rule 1300 series does not address financing in a way that comports with the federal definition of special education or the federal regulation on eligibility. For this reason it is excessively narrow and does not provide the flexibility to LEAs the legislature intended. These changes would allow the rule to comply with the IDEA regulations, including the MOE requirement while at the same time actually creating the flexibility Act 173 intended.

- ~~(3) Local funds only on a per capita basis; or~~
- ~~(4) The combination of State and local funds on a per capita basis.~~

~~(b) When determining the amount of funds that the LEA must budget to meet the requirement in paragraph (a) of this section, the LEA may take into consideration, to the extent the information is available, the exceptions and adjustment provided in 34 C.F.R. §§ 300.204 and 300.205 that the LEA:~~

- ~~(1) Took in the intervening year or years between the most recent fiscal year for which information is available and the fiscal year for which the LEA is budgeting; and~~
- ~~(2) Reasonably expects to take in the fiscal year for which the LEA is budgeting.~~

1304.2 Compliance Standard

~~(a) Except as provided in 34 C.F.R. §§ 300.204 and 300.205, funds provided to an LEA under Part B of IDEA must not be used to reduce the level of expenditures for the education of students with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year. An LEA meets this standard if it does not reduce the level of expenditures for the education of students with disabilities made by the LEA from at least one (1) of the following sources below the level of those expenditures from the same source for the preceding fiscal year, except as provided in 34 C.F.R. §§ 300.204 and 300.205:~~

- ~~(1) Local funds only;~~
- ~~(2) The combination of State and local funds;~~
- ~~(3) Local funds only on a per capita basis; or~~
- ~~(4) The combination of State and local funds on a per capita basis.~~

~~(b) Expenditures made from funds provided by the Federal government for which the Secretary is required to account to the Federal government or for which the LEA is required to account to the Federal government directly or through the Secretary may not be considered in determining whether an LEA meets the standard in paragraphs (a) this subsection.~~

~~(a) Eligibility Standard. At the beginning of the grant year, an LEA must budget to spend at least as much local, or state and local, money on the education of children with disabilities as it spent in the most recent year for which final expenditure information is available. This is a front-end test, run before the district received IDEA Part B funds, to establish the LEA's eligibility for IDEA Part B. Failure to comply with the eligibility standard means a district is~~

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not eligible for an IDEA Part B grant that year.

(b) Compliance Standard. At the end of the year, a district must demonstrate it actually spent at least as much local, or state and local, money on the education of children with disabilities as it spent in the year before. This is a back-end test, run after the district received IDEA Part B funds. Failure to comply with the compliance standard will result in repayment.

(c) The eligibility and compliance standards measure how much a district spends for the education of children with disabilities. It includes:

i. The cost of providing special education to students with disabilities, and

ii. The cost of providing related services to students with disabilities, and

iii. Other costs attributable to students with disabilities (such as mental health and behavioral supports pursuant to IEPs, school-based Special Olympics programs, as non-exclusive examples).

1304.32 Subsequent Years Rule

If an LEA fails to meet the requirements of MOE, the level of expenditures required of the LEA for the fiscal year subsequent to the year of the failure is the amount that would have been required in the absence of that failure, not the LEA's reduced level of expenditures.

1304.43 Consequence of Failure to Maintain Effort

If an LEA fails to maintain its level of expenditures for the education of student with disabilities in accordance with Rule 1304.2, the Agency of Education is liable in a recovery action under section 452 of the General Education Provisions Act (20 U.S.C. 1234a) to return to the Department of Education, using non-Federal funds, an amount equal to the amount by which the LEA failed to maintain its level of expenditures in that fiscal year, or the amount of the LEA's Part B subgrant in that fiscal year, whichever is lower.

1304.54 Exceptions to Maintenance of Effort (34 CFR § 300.204)

Allowance may be made for the difference between the level of effort in the current fiscal year and the amount required to maintain effort for the following reasons:

- (a) The voluntary departure, by retirement or otherwise, or departure by just cause, of special education or related services personnel;

- (b) A decrease in the enrollment of students with disabilities;
- (c) The termination of the obligation of the LEA, consistent with this part, to provide a program of special education to a particular student with a disability that is an exceptionally costly program, as determined by the Secretary, because the student has left the jurisdiction of the LEA, has reached the age at which the obligation of the LEA to provide FAPE to the student has terminated, or 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; and
- (e) The assumption of cost by the high cost fund operated by the Secretary under 34 C.F.R. 300.704(c).

1305 ALLOWABLE EXPENDITURES

The purpose of this section is to identify the allowable uses of the following funds, and articulate when such funds may be categorized as a budgeted or actual special education expenditure. These rules apply to the following funding sources, except as provided in Rule 1305.2:

- (a) Census Block Grant pursuant to 16 V.S.A. 2961
- (b) Extraordinary Services Reimbursement pursuant to 16 V.S.A § 2962;
- (c) IDEA Part B pursuant to 34 C.F.R. 300;
- (d) State Placed Reimbursement pursuant to 16 V.S.A § 2950;
- (e) Essential Early Education (EEE/ECSE) pursuant to 16 V.S.A § 2948;
- (f) Local special education funds.

To help reduce the administrative burden and minimize the number of rules LEAs are subject to in accordance with 20 U.S. Code § 1407(a), there will be a single set of rules defining allowable special education expenditures that align local, state, and federal funding sources. Per 2 C.F.R. 200, subpart E, allowable costs must be reasonable, allocable, and necessary. An LEA's allowable state and local special education expenditures will be used as the basis for calculating maintenance of effort required by 34 C.F.R. 300.203.

1305.1 Allowable ~~Special Education~~ Expenditures

An allowable ~~special education~~ expenditure is a cost, over and above the cost of general education ~~costs~~ for the benefit of students with and without disabilities, provided in a regular

Commented [MM14]: Remove "Special Education" from heading. Rationale: Allowable expenditures, as defined below, are broader than previously allowed. The

Commented [MM15]: This section was amended to be consistent with federal MOE regulations. See 34 CFR 300.202. Rationale: Describes what IDEA Part B funds can be used for, and the excess cost requirement. It explains that "an LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used." However, the AOE's proposed allowable expenditures definition has three prongs not found in 300.202, e.g., the "but for" test, the "exclusivity" test, and the "IEP test. This is a much narrower definition, and will likely hamstring districts and prevent the flexibility in the use of IDEA Part B funds intended by Act 173. 300.202(a) does not examine each individual service or cost, but looks at the excess over a *minimum average amount*, which requires looking at total spending by the LEA.

~~class or other education-related setting that is the result of:- To qualify as an allowable special education expenditure, the following three criteria must be met:~~

- ~~(a) In the absence of special education needs, this cost would not exist;~~
- ~~(b) This cost is not generated by students without disabilities; and~~
 - ~~(c) The special education, related service and/or supplementary aids and services to which this cost is attributable is documented in the student's IEP.~~
- ~~a) Providing special education or related services and/or supplementary aids and services that are articulated in a student's IEP; or~~
- ~~b) Instructional, behavioral and other academic/non-academic supports and that are provided to students with and without disabilities in a common setting or context that are provided through a district or school's multi-tiered systems of supports for the purposes of providing instructional and behavioral supports, or other early intervening services, consistent with 34 C.F.R. 300.208(a)(1); or~~
- ~~c) Comprehensive strategies to support students with and without disabilities through a district or school's multi-tiered systems of supports, and as is consistent with spending guidelines for federal IDEA Part B funding., consistent with 34 C.F.R. 300.208(a)(2)~~
- ~~d) An IEP team decision to place an eligible special education student in an approved independent school serving exclusively students with disabilities. In such a case, all costs associated with that placement shall be considered allowable.~~

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~~1305.2 Permissive Use of Funds~~

~~Permissive use of funds refers to the benefits students without disabilities may receive from the special education and related services, and supplementary aids and services, that are provided to a student pursuant to their IEP in an inclusive setting. Inclusive settings can include the general education classroom, community-based job sites, the school bus, extracurricular activities and other educational related settings. LEAs may deliver special education services in the general education classroom that may benefit nondisabled students, so long as the service being provided is described on an IEP and designed to meet the unique educational needs of an eligible student with a disability.~~

Commented [MM16]: Strike all. Rationale: There should be no restrictions on funds being used in an "inclusive setting" for students without disabilities. Such restrictions would preclude school-wide reforms or other early intervening services that may be provided to students without IEPs. The limitations on allowable costs, which include permissive use of funds, are defined in proposed rule 1305.1, above.

~~1305.32 Source Specific Permissive Use of Funds:~~

~~1305.32.1 Census Block Grant:~~

- ~~(a) If an LEA is able to meet its ongoing service requirements under IDEA Part B and Vermont law, any remaining census-block funds may be invested in system~~

structures or programs for students ~~with and~~ without disabilities requiring additional supports;

- (b) Census-block funds may be used to fulfill an LEA's Child Find requirements under IDEA.

Commented [MM17]: Adding "with and" without disabilities comports with the intent and requirements of Act 173, and is permitted under federal requirements as detailed in the FEG Report. All students, with and without disabilities, must be permitted to benefit from census-block fund investment structures.

1305.32.2 State-placed Reimbursement:

Pursuant to 16 V.S.A. 2950(a) the Secretary may approve any costs incurred in educating a State-placed student who is not eligible for special education that are incurred due to the special needs of the student.

~~1305.3.3 Coordinated Early Intervening Services (CEIS):~~

~~(a) An LEA may elect to use up to 15 percent of its total IDEA Part B allocation to implement Coordinated Early Intervening Services (CEIS) to provide early intervening services for those students not yet identified as needing special education or related services, but who may need additional academic and behavioral supports to meet grade-level indicators. More specifically, these services should be targeted to PreKindergarten-12 (with a focus on PreKindergarten-3) students.~~

~~(b) An LEA may be required to use 15 percent of its total IDEA Part B allocation to implement CEIS if the LEA is found to have significant disproportionality based on ethnicity or race with respect to identification, placement, and disciplinary removals.~~

Commented [MM18]: Strike section 1305.3.3. Rationale: this section can be removed because it re-states permissive use of funds as an allowable cost for coordinated early intervening services which is addressed in the proposed allowable cost definition in section 1305.1, above.

1305.3.4 Essential Early Education (EEE/ECSE):

- (a) Essential Early Education (EEE/ECSE) grant funds shall be used to provide a free appropriate public education to all students three through five years of age within the LEA who are eligible for special education services.
- (b) Once an LEA has fulfilled its obligations under subsection (a) of this rule, EEE/ECSE grant funds may be used:
 - (1) To provide Child Find activities as specified to determine eligibility of a child who is younger than three years of age; or
 - (2) To provide services to students who are three through five years of age

who have been identified as being at risk of school failure.

- (c) An LEA, at its discretion, may use EEE grant funds to support resident students enrolled in a public or private, prequalified, PreKindergarten education program located outside the LEA's jurisdiction.

1306 ADMINISTRATION OF GRANTS AND REIBURSEMENTS

1306.1 Census Block

1306.1.1 Calculation

- (a) The census grant shall be calculated in accordance with 16 V.S.A. § 2961.
- (b) On or before December 15th, the Secretary shall publish an estimate of the census block grant, payable to each LEA for the ensuing fiscal year.

1306.1.2 Payment

On or before August 15, December 15, and April 15 of each school year, each LEA shall receive one-third of the census grant under section 2961 for that fiscal year.

1306.2 Extraordinary Special Education Expenditure Reimbursement

1306.2.1 Submission

Consistent with 16 V.S.A. § 2969(a)(2), LEAs shall submit a financial report to the Secretary containing details of all extraordinary expenditures during the reporting period. Reports shall be submitted on or before November 15, January 15, April 15, and August 1. LEAs shall use a reporting format specified by the Secretary. Extraordinary expenditure reporting shall include, but is not limited to, student name; student date of birth; student's town of residence; student's responsible LEA; disability category[ies]; placement; residential placement; special education tuition; and non-tuition costs broken out by the State's Uniform Chart of Accounts.

1306.2.2 Review

The Secretary will review the extraordinary expenditure report in accordance Rule 1305 (Allowable Expenditures) and Rule 2200 (Independent Schools).

1306.2.3 Payment

- (a) On or before December 15, February 15, May 15, and September 15 of each school year, each LEA shall receive the amount of extraordinary reimbursement

Commented [MM19]: This section should be revised to provide the actual calculation once the weighting study is complete. Rationale: Stateholders should not have to reference both these rules and the statute in order to find the census block calculation. The entirety of the calculation should be laid out in the new 1300 rule series.

incurred by it under V.S.A. §2962 that is unreimbursed and determined by the Secretary to be payable to the LEA.

- (b) The Secretary may determine certain expenditures to be non-reimbursable if they fail to meet the requirements of Rule 1306.2.2. Total payments made for extraordinary expenditures will be the total amount submitted in the extraordinary expenditure report less any expenditures determined to be non-reimbursable.

1306.2.4 Special Education Administration Costs

Consistent with 34 C.F.R. 300.208(b), an LEA may use Part B funds for specific administrative case management purposes including: the purchase of appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities, that is needed for the implementation of those case management activities.

Special Education administration costs shall not be included as a cost of an *individual* student when reporting and calculating extraordinary special education expenditures.

1306.3 Essential Early Education

1306.3.1 Calculation

Essential Early Education (EEE) grants shall be calculated according to the estimated number of students from three through five years of age in the LEA. The estimated number of students who are three through five years of age shall be based on the last verified average daily membership of all students enrolled within the LEA in grades one through three. The Secretary shall announce the estimated number of students three through five years of age in each LEA and the proposed grant allocation amounts by December 15th.

1306.3.2 Payment

- (a) All LEAs shall receive an EEE grant each year. Grant payments will be made on August 15 and December 15 of each year and one-half of the annual amount will be forwarded on each date.
- (b) LEAs shall make reasonable efforts to coordinate services with local public and private agencies that provide services to students of three through five years of age.

1306.4 State-placed Special Education Expenditure Reimbursement

The Secretary shall reimburse an LEA 100 percent of allowable special education costs for a state-placed student as defined in 16 V.S.A. § 11(a)(28).

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Commented [MM21]: This rule is too narrow. It should be consistent with the federal regulations which allows certain administrative costs.

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1306.4.1 Submission

Consistent with 16 V.S.A. § 2969(a)(2), LEAs shall submit a financial report to the Secretary containing details of all state-placed student expenditures during the reporting period. Reports shall be submitted on or before November 15, January 15, April 15, and August 1. LEAs shall use a reporting format specified by the Secretary.

1306.4.2 Review

The Secretary will review the state-placed student expenditure report in accordance with Rule 1305.

1306.4.3 Payment

- (a) On or before December 15, February 15, May 15, and September 15 of each school year, each LEA shall receive the amount of state-placed reimbursement incurred by the LEA under section 2950(a) that is unreimbursed and determined by the Secretary to be payable to the LEA.
- (b) The Secretary may determine certain expenditures to be non-reimbursable if they fail to meet the requirements of Rule 1305. Total payments made for state-placed expenditures will be the total amount submitted in the state-placed expenditure report less any expenditures determined to be non-reimbursable.

1306.4.4 Payments for State-Placed Students in Residential Placements and Out-of-State Public Schools

Payments for state placed students in residential placements and out-of-state public schools shall be in accordance with 16 V.S.A. § 2950(a) and (b).

Commented [CJ24]: Rule transferred as is from SBE Rule 2366.7.3.

1307 FISCAL MONITORING AND REPORTING

- (a) The Secretary shall periodically monitor all LEAs for compliance with Vermont statutes and Rules, and Federal requirements under the Individuals with Disabilities Education Act (IDEA) and Uniform Guidance. The monitoring process shall include, but not be limited to, review of LEA special education budgets, expenditures, and supporting documentation.
- (b) The monitoring procedures may include, but are not limited to:
 - (1) Risk analysis;
 - (2) Sampling and review of documentation;
 - (3) Corrective action plan development and review.

- (c) After the monitoring process is completed, a report shall be written and sent to the LEA. If the report indicates noncompliance, an LEA shall develop a corrective action plan in response to the findings of noncompliance and submit the plan to the Secretary for approval. The Secretary shall review the corrective action plan and notify the LEA if it is acceptable.
- (d) A corrective action plan shall include, but not be limited to, the following:
 - (1) Objectives and strategies for correcting each noncompliance item cited, including resources needed; and
 - (2) The dates by which noncompliance will be corrected.
- (e) When an improvement plan is not submitted, found unacceptable or not implemented, the Secretary shall notify the LEA of the actions he/she intends to take. These actions may include, but are not limited to:
 - (1) Further monitoring;
 - (2) Mandatory technical assistance or professional development;
 - (3) Withholding or directing of funding.
- (f) An LEA shall provide documentation necessary for the Secretary to fulfill its reporting obligations pursuant to federal regulations. Documentation shall be provided in accordance with the timeline and format specified by the Secretary.
- (g) If documentation is not submitted consistent with subsection (f) of this Rule, the Secretary shall notify the LEA of the actions s/he intends to take.

1309 COLLABORATIVE PROGRAMS

1309.1 Collaborative Program Definition; Tuition

A “collaborative program” is a program created pursuant to an agreement between two or more LEAs in accordance with 16 V.S.A. §267, for the purpose of cooperatively providing special education services. A collaborative program may offer one or more component programs (e.g. multi-disabilities, emotionally disturbed, diversified occupations). A collaborative program may charge a tuition pursuant to 16 V.S.A. §826(b).

Commented [CJ25]: The Agency is in the process of reviewing this rule for updating and revision.

1309.2 Collaborative Program Accounting

The accounting for each collaborative program shall be in accordance with the Handbook for Financial Accounting of Vermont School Systems accounting procedures and:

- (a) An enterprise fund as defined in the Handbook shall be established to account for the funds for each collaborative program;
- (b) Notice of tuition shall be provided by the collaborative program to the appropriate school board(s) as set forth in 16 V.S.A. §826(a);
- (c) Such tuition notice shall include a description of services to be provided, and the amount of the tuition for each component program;
- (d) Tuition shall be proportionately calculated for students who are part-time; and
- (e) Final tuition charged shall be calculated based on the actual cost of the program.

1309.3 Non-collaborative Tuition

- (a) An LEA may charge tuition under 16 V.S.A. § 826(b) for providing special education services. However, any such bill for tuition shall itemize the amount of the bill attributed to general education, special education tuition, and excess costs. Both special education tuition and excess costs must reflect allowable special education expenditures. In the case of a supervisory district, special education tuition shall not be charged for a student whose district of residence is the school district. In the case of a supervisory union, special education tuition shall not be charged for a student from within the supervisory union unless otherwise agreed pursuant to 16 V.S.A. §301.
- (b) All the provisions of Rule 1309.2 apply to tuition under subsection (a) above, except that:
 - (1) It is permissible but not required that an enterprise fund be established; and
 - (2) The notice of tuition establishes the maximum tuition which can be charged.

Commented [CJ26]: Alena will look into this provision.

1309.4 Excess Costs Procedure

Excess costs which may be charged under 16 V.S.A. § 826(c) and 16 V.S.A. § 2962(e) are limited to allowable special education costs for services not covered by a general education tuition or a special education tuition. Allowable special education costs for this purpose are defined in Rule1305. The following procedures shall apply to excess costs:

- (a) Excess cost shall be calculated based on the actual costs attributable to the student as

required in their IEP.

- (b) District of residence or agency responsible shall be given prior notice by the billing supervisory union, supervisory district, or approved independent school as per 16 V.S.A. § 2962(e), that an excess cost will be charged;
- (c) Notice shall indicate the student's name, type, frequency of service to be provided, fee for services to be provided, and proposed billing schedule; and
- (d) No excess costs will be allowable in the absence of a fully executed contract. Such contract must meet minimum criteria of Uniform Guidance and state procurement guidelines or be in a form approved for this purpose by the Secretary.

1309.5 Allowable Costs Reporting

For financial and statistical reporting to the Secretary, the cost reported by an LEA for all allowable special education services shall be the actual cost of services provided minus the revenue received or due for excess costs.

1309.6 Allocation of Attorney's Fees

All awards, costs and fees associated with a legal proceeding in which a collaborative program is a party shall be borne by the LEA of the student's residence unless otherwise agreed upon by the collaborative's members. However, the foregoing shall not be construed to mean that a collaborative or LEA shall be responsible for the legal fees of a parent unless ordered by a court or agreed to in mediation.

1310 LOCAL EDUCATION AGENCY PLAN (34 C.F.R § 300.200)

Each LEA that receives IDEA B federal funds shall submit a local education agency plan providing assurances as required by the Vermont Agency of Education.

Commented [CJ27]: Rule transferred as is from SBE Rule 2366.10.

1311 ACT 173 EVALUATION

- (a) The Secretary shall integrate existing monitoring and reporting practices to inform an evaluation process designed to assess the following goals of Act 173 as they relate to services LEAs provide to all students who require additional support.
 - (1) effectiveness of services;
 - (2) availability of services;
 - (3) equity of services, and

Commented [MM28]: This section should describe how effectiveness, availability, and equity shall be defined and assessed for monitoring and reporting progress. Rationale: absent additional clarity, this rule is impermissibly vague and unenforceable.

- (4) that supervisory unions are complying with the IDEA.
- (b) This evaluation process shall be available for implementation concurrent with full implementation of the census-based funding model pursuant to 16 V.S.A. § 2961.
- (c) The results of any evaluation conducted pursuant to this Rule shall be provided to the Legislature, the LEAs and the general public.

DRAFT