



INDIANA
DEPARTMENT *of*
EDUCATION

Indiana Department of Education **Special Education Excess Cost Funding Manual**

Guide to Special Education Excess Cost (SEEC) Funding for 2023

Indiana Department of Education
Office of Special Education

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Legal Foundation: Use of Special Education Excess Cost Funds

The following legal background provides context for Indiana's guidelines for Special Education Excess Cost (SEEC) funding.

Indiana Code (IC) § 20-35-6-2

Contracts for services; payment of costs; rules

- (a) The secretary of education may contract with in-state or out-of-state public and private schools, state agencies, or child caring institutions (as defined in IC 12-7-2-29(1)) to pay, with any funds appropriated for this purpose, the excess costs of educating children of school age:
- (1) who have been identified as eligible for special education services; and
 - (2) whose disability is of such intensity as to preclude achievement in the existing local public school setting.

The state shall pay the costs of the services that exceed the amount a school corporation is required to pay, as determined by the department under subsection (b).

- (b) The department shall determine the amount a school corporation must pay before the state will pay excess costs described in subsection (a). At a minimum, school corporations shall pay their share of the total tuition costs for children with disabilities services under this section.
- (c) The state board shall adopt rules under IC 4-44-4 necessary to implement this section.
- (d) Money appropriated for the purpose of this section does not revert to the state fund.

Special Education Rules: Title 511 Article 7 Rules 32-49

Rule 47. State Funding of Excess Costs 511 Indiana Administrative Code (IAC) 7-47-1

Application from school corporation of legal settlement or charter school

Section 1. (a) To the extent that state funds are appropriated, the state superintendent of public instruction is authorized, under IC 20-35-6-2, to enter into contracts to fund the excess costs of educating students whose disabilities are of such intensity as to preclude achievement in the existing local public school setting. Excess cost funding may pay for services that include, but are not limited to, the following:

- (1) A public or private residential program when services in a residential setting are necessary for the student to benefit from special education.
 - (2) Nonresidential services necessary to enable the student to remain in the community without resorting to residential placement or to return to the local community from a residential placement.
- (b) The division of special education must establish an application process described in a procedure manual that includes requirements for applications of excess cost funding. The division is authorized to revise the procedure manual as needed.
- (c) A school corporation of legal settlement or a charter school may apply to the division of

special education for excess cost funding when a student's case conference committee (CCC) has determined, in accordance with 511 IAC 7-42, that a student requires services involving excess costs; however, nothing in this rule restricts a public agency from utilizing its own resources to pay for excess costs.

- (d) When an application for funding of excess costs has been approved, in whole or in part, the superintendent of public instruction will contract, as authorized by IC 20-35-6-2, or arrange an interagency transfer of funds to pay for excess costs. The school corporation of legal settlement, or charter school, must pay a share of the excess costs consisting of its per capita cost of general education, its paraprofessional rate, or transfer tuition. Approval of an application for excess cost funding cannot be retroactive, and expenses incurred prior to the date of approval are not eligible for reimbursement.

The Indiana Department of Education (IDOE) has established an application process for public school corporations and charter schools seeking financial support to alleviate the costs of educating students with exceptional needs.

The intent of the excess cost fund is to support school corporations in individual cases where costs associated with special education and related services required by an IEP are, unduly expensive, extraordinary, and are beyond the normal and routine special education and related services.

SEEC funding is a finite amount (pot) of state allocated money. When funds that are available each fiscal year have been fully awarded to corporations, applications will no longer be approved. Prior to applying for SEEC funds, local educational agencies (LEAs) are obligated to research and exhaust all other available resources to guarantee SEEC dollars are reserved for students who fulfill the definition and conditions of the most costly, exceptional, and extraordinary needs.

- **The Individuals with Disabilities Education Act (IDEA), Part B 619 (ages 3-5) and 611 (ages 3-21) Grant Funds** – IDEA Part B grants are restricted federal funds provided to corporations to assist with the excess cost of providing special education and related services for students with disabilities. Expenses for 1:1 paraprofessional or related services, residential treatment, and services in an alternative educational setting are allowable using IDEA Part B funds.
- **Federal Medicaid Funds** – Medicaid funds are unrestricted federal funds that could be recovered for costs associated with services required by an Individualized Education Program (IEP) or allowable Medicaid Administrative Claiming (MAC) costs. Medicaid funds may be used at the discretion of the corporation, provided no local policy, school board decision, or contract/Memorandum of Understanding (MOU) directs otherwise or imposes limitations.
- **Title (I, IV) Program Funds** – Title I funding provides financial assistance to corporations and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Title IV funds are intended to (a) support a well-rounded education by incorporating advanced classes, fine arts, foreign languages, STEAM, and other innovative programming; (b) create safe and healthy schools through the utilization of social-emotional learning and healthy lifestyle habits; and (c) effectively utilize technology through properly preparing staff, as well as provide high-quality digital learning

experiences for underserved students. Corporations that qualify for Title I funding may use some of the allocation for services for students with disabilities.

- **McKinney-Vento Funds** – McKinney-Vento is federal funding provided to help serve students who are homeless. These funds may support tutoring, supplemental instruction, and other educational services; expedited evaluations; and special education and related aids or services under Part B of IDEA.
- **Family and Social Services Administration’s (FSSA’s) Division of Mental Health and Addiction (DMHA)** – DMHA includes the local Youth Mental Health System of Care (SOC), child mental health wrap-around services, and intensive community-based alternative programs and services. In addition to DMHA-funded services and programs, corporations can watch for occasional DMHA grant announcements to help expand capacity on FSSA’s [Grant Opportunities webpage](#).
- **Department of Child Services (DCS) Funds** – If a student is determined to be a child in need of services (CHINS) or a ward of the court, they are eligible for Medicaid-covered treatment services and may be eligible for DCS-funded treatment services, including residential treatment, if DCS initiates placement. In extremely difficult cases, DCS may work directly with other agencies and programs (including juvenile justice, DMHA, Medicaid, and the child’s corporation via the local Youth Mental Health SOC Coordinator) to blend funding and program services to meet the individual child’s needs.
- **Public Health Insurance** – In addition to Medicaid reimbursements for providing covered IEP-required medical services, there may be an opportunity, with parental consent, to coordinate with Medicaid/Medicare managed care plan(s) that furnish all other (except IEP-required) services to the child.

Note: A child diagnosed with a developmental disability, intellectual disability, autism, or traumatic brain injury may receive Medicaid-covered home and community-based waiver services and support. Though waiver services cannot be provided in an educational setting, their availability may help parents coordinate services to address the student’s continuous medical needs.

Following the decision by the CCC, only a school corporation, charter school, or special education planning district may use the application process. Parents, non-educational agencies, state agencies, private service providers, and non-public schools may not apply for SEEC funding.

IDOE does not determine a student’s services or placement, nor does it select the public or private provider. IDOE only approves funding in part or in full after determining whether or not an application meets the requirements.

Corporation Responsibility: Student Placement in Non-Public School

511 IAC 7-42-13 Non-Public School or Facility Placements by Public Agencies

Section 13. (a) Before a public agency places a student with a disability in a non-public school or facility, the public agency must initiate and conduct a CCC meeting to develop an IEP for the student in accordance with this rule.

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- (b) The public agency must ensure that a representative of the non-public school or facility attends the meeting. If the representative cannot attend, the public agency must use other methods to ensure participation by the non-public school or facility, including individual or conference telephone calls, or video conferences.
- (c) After a student enters a non-public school or facility, any meetings to review and revise the student's IEP may be initiated and conducted by the non-public school or facility at the discretion of the public agency. If the non-public school or facility initiates and conducts the CCC meetings, the public agency must ensure that the parent and a public agency representative:
- (1) are involved in any decision about the student's IEP; and
 - (2) agree to any proposed changes in the IEP before those changes are implemented.
- (d) Even if a non-public school or facility implements a student's IEP, responsibility for compliance with this article remains with the public agency. The public agency must ensure that the student:
- (1) is provided:
 - (A) special education and related services:
 - (i) in conformance with an IEP that meets the requirements of this rule; and
 - (ii) at no cost to the parents; and
 - (B) an education that meets the standards applicable to the state's public agencies, including the requirements of this article; and
 - (2) has all of the rights of a student with a disability who is served by a public agency.
- (e) To comply with subsection (d), the public agency must do the following:
- (1) Monitor compliance through procedures such as the following:
 - (A) Written reports
 - (B) On-site visit questionnaires
 - (C) Parent questionnaires
 - (2) Disseminate copies of applicable standards to each non-public school or facility in which the public agency has placed a student with a disability.
 - (3) Provide an opportunity for those non-public schools and facilities to participate in the development and revision of public agency standards that apply to them.

511 IAC 7-42-14 Transportation of Students in Public or Private Residential Placements

Section 14. (a) The school corporation of legal settlement:

- (1) is responsible for the cost of transporting students placed in public or private residential facilities by the public agency; and
 - (2) must pay for the number of round trips as determined appropriate by the CCC in accordance with statutory requirements and this rule.
- (b) The frequency, length, and timing of home visits must be mutually agreed upon by the residential facility, the parent, and the school corporation of legal settlement. Transportation for the student for home visits must be arranged to assure the welfare and safety of the student, including, if necessary, paying the cost for a responsible adult to accompany the student during the travel.

- (c) If a parent travels to the residential facility, that travel may be in lieu of a student home visit. The school corporation of legal settlement must pay the cost for the parent to travel to the residential facility if the CCC determines any of the following is essential to the student's educational, emotional, or behavioral progress:
- (1) The nature or severity of the student's disability precludes home visits.
 - (2) The residential facility provides family counseling and training essential to the student's educational, emotional, or behavioral progress.
 - (3) The student cannot travel home unaccompanied.
- (d) When a parent travels to the residential facility under subsection (c), the school corporation of legal settlement must reimburse or pay for travel-associated costs, such as meals and lodging, in accordance with the policies established for school employees.
- (e) At the time a residential placement is made, the public agency must do the following:
- (1) Establish guidelines and procedures concerning transportation.
 - (2) Inform the parent of those guidelines and procedures.
- (f) The guidelines and procedures established under subsection (e) must include at least the following information:
- (1) The modes of transportation for which payment or reimbursement will be made.
 - (2) The method by which transportation will be paid.
 - (3) The length of advance notice required.
 - (4) The travel-associated costs allowed under public agency policy.

Corporation Tasks Prior to Submitting Initial Application

- After exhausting the continuum of services, an analysis of progress data indicates that the student's disability is so severe that it prevents him/her from achieving at their local school, and so the corporation is unable to fulfill its obligation to provide a free appropriate public education (FAPE).
- The school corporation investigates alternatives for providing intensive assistance to the student including nonresidential programs both on and off campus, during the students' CCC convening(s). After all other options have been exhausted, residential placement is considered.
- Upon receiving written consent from the parent or guardian, the school corporation consults with potential vendors to determine which can best meet the student's *educational* needs.
- At the final CCC, in which the chosen vendor participates, the school corporation commits to providing an educational setting, monitoring the student's progress, and funding the appropriate intensive services. The CCC develops an IEP that is both data-driven and justified with supporting documentation. The vendor will operate as an extension of the school corporation and become the service provider.
- Following the final case meeting, the school corporation agrees to a contract with the vendor, which includes cost negotiations. Because school corporations are responsible for delivering FAPE at no cost to families, any funds or costs should not be discussed during the CCC with

parents or guardians. School corporations are also not obligated to inform the vendor and/or the parent or guardian of their intention to request financial support through SEEC.

If the total cost of the contract exceeds three times the current average state per pupil amount, the school corporation completes and submits an SEEC funding application for review to SEEC@doe.in.gov within two weeks of the CCC.

Eligibility Criteria

- A school corporation is deemed eligible to apply for reimbursement for a high-cost occurrence when the costs associated with an individual student exceed 3x the average state per pupil expenditure.
- The costs must be incurred solely as a result of the provision of special education and related services to the individual student approved in the SEEC funding application. The school corporation must not use the disbursement to support other activities.
- Corporations are responsible for providing the services required by the child's IEP and must not limit the provision of services based on the availability of an SEEC reimbursement.
- The corporation must be able to provide an explanation of how the intensity of costs for the student differs from the costs of other special education students. The narrative is essential to helping the reviewers see the whole picture of the student's needs and tell their story.

Allowable Costs

- Residential room, board, education and related services:
 - The facility must have licensed teachers providing specially designed instruction to enable the student to progress toward state-approved, grade-level academic standards.
 - Service boxes must be created in the extended school year (ESY) section of the IEP if the student will be receiving residential room, board, and education services through ESY time periods.
- Non-residential programs and related services:
 - Separate day school services must be utilized to:
 1. transition a student from residential services to the local public school, or
 2. prevent a student's placement at a residential facility.
 - The facility must have licensed teachers providing specially designed instruction to enable the student to progress toward state-approved, grade-level academic standards.
 - The daily rate should reflect the actual amount of time a student will be receiving educational services. The full day rate will not be applied if the student is only attending a partial day.
- ESY services:
 - ESY for excess costs should be determined based upon the same criteria used for determining ESY needs for all students with disabilities. The basis for determining ESY is not dependent on whether a vendor offers year-round programming.
- 1:1 or 2:1 paraprofessional services:

- A provisions box must be included in the IEP for each paraprofessional the school corporation is requesting funding for.
- Private-duty nursing services
 - Private duty nursing services are those that are medically essential and are performed by a registered nurse and/or a Licensed Practical Nurse under the supervision of the recipient's physician. Private duty nursing services may be covered for ventilator-dependent recipients when determined medically necessary and prescribed by a physician.
 - Other areas that meet the requirements of PDN are:
 1. Intravenous drugs (e.g. chemotherapy, pain relief, or prolonged IV antibiotics);
 2. Respiratory tracheostomy or oxygen supplementation;
 3. Total care support for activities of daily living and close patient monitoring; and
 4. Dispensing liquid nutrition through the GI tract or through veins.
- Registered Behavioral Technician and Board Certified Behavioral Analyst in school

Fiscal Responsibility

IC 20-35-6-2 “(b) The department shall determine the amount a school corporation must pay before the state will pay excess costs described in subsection (a) At a minimum, school corporations shall pay their share of the total tuition costs for children with disabilities under this section.”

School corporations are required to pay at least three times the current state average per pupil amount, which is applied per IEP, before the state will fund excess costs.

If a contract must be terminated due to a financial change (e.g., facility location, rate, or service adjustments), and the corporation intends to file a revised application, they will not be required to pay their minimum amount again.

Before the invoice worksheet can be sent out after the contract has been executed, all invoices demonstrating that the school corporation has been billed the appropriate fiscal minimum must be submitted. School corporations can begin filing for reimbursement once the contract has been fully executed, all invoices demonstrating the corporation's minimum fiscal responsibility have been submitted, and the invoice workbook has been received.

Application Overview

Cover Page

The cover page provides information about the school corporation requesting funding support for the excess costs of educating a student, the student receiving costly, intensive services, and the vendor providing services. Corporations must complete the form with all requested information.

- Enter the student's first and last name as it appears in the IEP.
- Enter their student test number (STN) and date of birth.
- Select the primary disability from the drop-down menu.
- From the drop-down options, select the name of the corporation responsible for the student and enter the corporation's mailing address.

- Enter the applicant's name, title, phone number, and email address.
- Enter the name, title, and email address for the person responsible for signing.
 - Per IC, the person responsible for signing SEEC contracts must be the school board president, unless a corporation has an approved resolution designating someone else to sign on the board president's behalf.
 - Corporations may use their own form to complete a resolution, but a blank resolution template is available within the Office of Special Education Community in [Moodle](#) (Office of Special Education Community → Fiscal → Special Education Excess Cost). Once approved, the resolution must be sent to SEEC@doe.in.gov to be kept on file.
 - If the designated contract signer changes, a new resolution must be approved and submitted.
- Enter the name of the vendor providing services to the student on the school corporation's behalf. If the student is receiving residential services, enter the name of the unit where the student will reside

Application Questions

A data-driven, detailed, and documented application clearly shows a student whose disability is of such intensity as to preclude achievement in the existing local public school setting. Broad generalizations are not useful in describing the intensity of a student's educational needs. An application contains a summary of the settings, services, and strategies used to address the student's exceptional educational needs. A chronological narrative that includes the frequency, intensity, and outcomes of each service or intervention supports the conclusion that the student's educational needs are extraordinary and documents that the local continuum of services has been exhausted or that the student's extraordinary educational needs necessitate services that are beyond the special education planning district's resources and continuum.

An **initial application** focuses on the preceding year but may briefly summarize services provided during a longer period of time. The narrative is not limited to direct services and interventions provided by the school corporation or charter school but may also include other resources (staff training, outside consultation, etc.) as well as services and interventions provided by other local agencies and private providers (mental health, probation, Part C services, medical services, etc.).

A **reapplication** also focuses on the preceding year. It is not necessary to repeat the entire history that was reported in the initial application. Instead, the focus is on the specific services and interventions utilized following the initial application's approval, including any IEP revisions agreed upon throughout the CCC process following approval.

The summary of the student's progress is linked to other components of the reapplication. The monitoring process should be correctly implemented. If significant progress has been made, the student's outcomes are linked to the re-entry plan. A summary of the student's progress is also linked to the CCC's selection of services or provider(s) because the committee may consider changing services or providers if little, or no progress has been made.

IDOE uses the following rubric to determine if the standards for approval of SEEC funds have been met when examining the information supplied in response to application questions. The use of the

rubric by corporations when responding to the application questions can assist in ensuring all needed information is included in their responses.

Explain the continuum of services implemented with this student.		
Lacks Required Information	Requires Clarification	Meets Requirements
<p>Initial Applications: Describes needs that are typical of many students with disabilities. Fails to describe needs that cannot be met by the school. Fails to describe services provided within the preceding 12 months.</p> <p>Reapplications: Includes no data or progress reporting. Fails to describe needs that cannot be met by the school. Describes needs that are typical of many students with disabilities. Fails to describe services provided within the preceding 12 months.</p>	<p>Initial Applications: Describes extraordinary needs but lacks specificity or data. Describes placement(s), but not specific services. Additional information about the local educational agency's (corporation's) continuum may be needed</p> <p>Reapplications: Includes data that appears not to be current. Includes data that is not measured in the manner contemplated by the goals or behavior intervention plan. The student has made no progress, but the current application seeks continuation of the same services and provider.</p>	<p>Initial Applications: Describes services provided within the preceding 12 months. Includes services provided by other agencies or family, if applicable. Includes any collaboration between the school and other local service providers. Includes explanations of why specific services, strategies, or methodologies were selected, a description of other options considered and the reason(s) why those options were rejected.</p> <p>Reapplications: Describes services provided within the preceding 12 months. Linked to data-driven progress reports on previous goals and current levels of performance. Includes an analysis of the data (e.g., as physical aggression has decreased, verbal aggression has increased).</p>
<p>In the last 12 months, has the student been removed from school, restrained, or secluded due to any behaviors listed in the application?</p> <p>Has a manifestation determination been conducted due to the behaviors?</p> <p>Include details and dates of instances when/if the student has been removed from the school and results of manifestation determination if needed.</p>		
Lacks Required Information	Requires Clarification	Meets Requirements
<p>Fails to describe any instances when a student was removed, if the manifestation was held, and the outcome within the previous 12 months.</p>	<p>States student has been removed and whether manifestation was held but lacks specificity, data, or dates on whether related to behaviors listed in application.</p>	<p>Includes details and dates of instances when/if the student has been removed from the school and results of manifestation determination if needed.</p>

What is the date of the most-recent functional behavior assessment (FBA) and/or behavior intervention plan (BIP)? If an FBA and/or BIP has not been completed please explain why.

Lacks Required Information	Requires Clarification	Meets Requirements
<p>Extraordinary needs relate to behaviors, but not FBA and/or BIP.</p> <p>The FBA and/or BIP are not based on current data.</p>	<p>BIP baselines are not consistent with Present Level of Performance</p> <p>BIP is not based on FBA.</p> <p>Prior unsuccessful BIPs were not revised.</p> <p>FBA is not specific in describing the identified problem behavior.</p>	<p>The FBA is thorough, containing all of the elements of Article 7 including a working hypothesis of the function of the behavior.</p> <p>BIP consistent with goals and services for the reduction of behaviors.</p> <p>BIP has been revised if found unsuccessful.</p> <p>BIP is logically aligned with the findings of the FBA.</p>

What are the behavior goals listed in the IEP? What are the targeted behaviors?

Lacks Required Information	Requires Clarification	Meets Requirements
<p>No behavior goals addressing extraordinary needs or targeted behaviors.</p>	<p>Only provides a list of behaviors.</p> <p>Goals not linked to the present levels of performance (PLOP).</p> <p>Behavior goals not linked to services, BIP, and re-entry plan.</p> <p>Behavioral goals inconsistent with BIP.</p> <p>For reapplications, no revision or new goal regardless of if student has or has not met their goal</p>	<p>Behavior goals directly linked to BIP, services, and re-entry plan.</p> <p>Reflects a realistic expectation of one year's growth considering the student and their current skills.</p> <p>Measures the effectiveness of instruction and interventions specially designed for the student.</p>

What Specially Designed Instruction (SDI) has been provided to the student to address the behaviors?

Lacks Required Information	Requires Clarification	Meets Requirements
<p>No SDI addressing extraordinary needs.</p> <p>Description included is for accommodations or modifications not SDI specific to the student's needs.</p>	<p>The SDI is not consistent with services, BIP, and re-entry plans.</p> <p>SDI is not specific to the individual student's needs.</p>	<p>Description of delivery of SDI is explicit, systematic, and leverages high-level instructional strategies.</p> <p>SDI is directly linked to BIP, services, and re-entry plans.</p> <p>SDI is consistent with the IEP.</p> <p>Directly addresses the goals and objectives in the student's IEP.</p> <p>SDI is specific to the individual student and</p>

		does not adapt learning or teaching methods to everyone else in the classroom.
Provide the length, frequency, and type of behavior exhibited by the student.		
Lacks Required Information	Requires Clarification	Meets Requirements
Fails to provide the length, frequency, and type of behavior exhibited by the student.	Only lists behavior – the data provided is not current.	Includes the frequency, length, intensity, and duration of behaviors that pose a safety risk, that interfere with learning of this student or others that require special expertise, or show other reasons the school cannot serve the student.
What is the plan for re-entry into the public school system? Provide the proposed timeline for re-entry (or the proposed timeline for reviewing the plan if re-entry date is unknown).		
Lacks Required Information	Requires Clarification	Meets Requirements
Fails to describe a re-entry plan.	Lacks specifics (e.g., simply states that the student will return to the public school setting when ready, or student will return based on vendors recommendation).	Describes movement to less intensive services or an LRE. Describes a detailed plan with incremental steps, criteria for determining readiness for each step, support for public school personnel (including specialized training in preparation for the students return or termination of IDOE funding), and a projected timetable.
What are the monitoring processes put in place to ensure that the student is receiving the services as described in the IEP?		
Lacks Required Information	Requires Clarification	Meets Requirements
Fails to describe monitoring processes.	Lacks specifics (e.g., simply states that TOR will monitor or that the provider will send progress reports). The application states the committee will reconvene every 60 days to review placement, step-back plan, data, and progress on goals, but there is no record this is occurring.	Includes onsite and/or virtual visits. Linked to progress reporting, but not limited to just progress reports. Identifies (by title, not by name) the persons responsible for monitoring. Format, content, and timing of progress reports linked to goals, benchmarks, BIP, FBA, etc. System for reporting non attendance, crises, etc.

		<p>School's participation in the provider's periodic reviews more than just receiving reports.</p> <p>Includes multiple sources of information, with cross-checking for accuracy/accountability.</p>
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Question 1: *Explain the continuum of services implemented in the last 12 months with this student and the dates of implementation. Include explanations of why specific services, strategies, or methodologies were selected, a description of other options considered, and the reason(s) why those options were rejected. (1:1 para, 2:1 para, self-contained classroom, shortened day, Homebound, separate day program, etc.)*

Question 2: *In the last 12 months, has the student been removed from school, restrained, or secluded due to any behaviors listed in the application? Has a manifestation determination been conducted due to the behaviors?*

It would not be sufficient to answer with just "yes." Information and anecdotes summarizing the event(s) that resulted in the student being suspended from school and, if necessary, the outcome of a manifestation determination

Question 3: *What is the date of the most recent Functional Behavior Assessment and/or Behavior Intervention Plan? If a FBA and/or BIP have not been completed, please explain why.*

Question 4: *What are the targeted behaviors?*

Question 5: *List all behavior goals found in the IEP and the Specially Designed Instruction (SDI) that are provided to the student to address the target behaviors.*

Question 6: *Provide the length, frequency, type, and duration of targeted behaviors exhibited by the student.*

The data and discussion regarding the length, frequency, and duration of behaviors that pose a safety risk, interfere with the learning of this student or others, or show other reasons that students cannot be successfully served locally should be provided and reflected in the narrative explanation in question 1.

Question 7: *What is the plan for re-entry into the public school system? Provide the proposed timeline for re-entry (or the proposed timeline for reviewing the plan if the re-entry date is unknown).*

It would be reasonable to assume that a student who has been removed from their home school because of their behavior would have goals for addressing those behaviors if they have been placed in a residential or day program environment. The ultimate goal would be to reduce or eliminate those behaviors. The application, whether new or revised, should reflect the current levels in relation to the goals, an analysis of the findings, and any changes to the goals stated in the existing IEP.

All excess cost-funded placements are expected to be temporary arrangements that will be reduced after the student's extraordinary educational needs have been satisfied, the special education planning district has created the capacity to serve the student, or both.

A re-entry plan does not focus only on the student but also on the capacity of the home school. Capacity-building includes training personnel who will serve the student upon return, establishing new or expanded services or programs, and forging partnerships with other local agencies. Preparing the family for the student's return to less intensive services is also part of re-entry planning. For example, facilitating the student's return to home may involve home visits that increase in length and frequency, parent training that focuses on behavior management, family therapy, and similar related services.

Planning for a student to return to their home school begins during the CCC meeting that determines services. The plan should be revisited each time a student's participation in the program is continued through a reapplication. The re-entry plan identifies realistic criteria for the student's movement from highly-intensive services or placement to less intensive services or a less restrictive environment.

A re-entry may include a projected timetable during the current IEP or extend beyond it. A re-entry plan may also include multiple, incremental steps gradually reducing the intensity of services, and one application may seek funding for multiple steps during the period of a single IEP.

For students ages 14 and over, a re-entry plan also addresses the transition to adult services. This may include a focus on the academic, functional, and behavioral skills a student needs in order to access an expanded range of possible adult services.

The re-entry plan should not be viewed as permanent, but rather as fluid according to the needs of the student. IDOE fully expects the plan to change as the needs of the student become less or more intensive in their placement. However, there must be a re-entry plan in place between the school corporation and the vendor delivering services to guide the services and goals defined for the student.

Question 8: *What monitoring processes are in place to ensure the student is receiving the services outlined in the IEP?*

Because the school corporation of legal settlement is still ultimately responsible for delivering FAPE, the application includes a monitoring strategy to ensure the student is receiving the services stated in the IEP and to evaluate the student's progress.

Regular progress reports inform the school corporation and the parent whether or not the student is on track to reach their goals.

The monitoring process specifies the nature and scope of data collection, as well as how and when information will be gathered and conveyed (e.g., monthly staffings, periodic written reports). Even if a child's IEP is implemented by a non-public school or facility, the legal responsibility for compliance with special education regulations remains with the public schools.

Budget Charts

Corporations complete the budget tab that correlates with the services the student is receiving. Budgets are to be completed with the vendor's current rate for each service and the time frame in which the services will be provided, in accordance with the IEP.

The proposed budget calculation cannot include a service that is not identified in the IEP as a special education or related service. The length and frequency of budgeted services must also match the IEP's specifications of length/frequency.

Start Date and End Date

- For initial applications, the start date would be the date the student began receiving services in their IEP.
- For reapplications, the start date would be the first calendar or program day after the end of the previous contract.
- Contracts no longer have to align with the fiscal year, and the budget's end date must be no later than the student's IEP end date.

Number of Days and Frequency of Service

- The length and frequency of budgeted services must also match the IEP's specifications of length/frequency. School-year and ESY calendars are essential to have, especially when fees are charged per weekday, in order to verify the number of days the school records on IDOE's application budget page(s).
- January or July are the typical beginnings of fiscal years when most providers change rates. If the rate or duration of a service has changed, then a new budget line must be completed each time there is a change.

Submitting the Application

All applications must be filed two weeks following the last CCC. It is the corporation's responsibility to submit SEEC funding applications on time in order to avoid being accountable for fully covering any gaps above the acceptable fiscal minimum.

In order to protect the privacy of students, all applications must be password protected before submission.

To password-protect the document:

- Click "File" in the upper-left corner of the workbook. Click "Info".
- Click "Protect Workbook", and select "Encrypt with Password".
- The password (**st8mne4se-app**) must be entered twice.
- Click "Enter"

Send the complete and password-protected application to SEEC@doe.in.gov.

After Application Submission

All SEEC funding applications are reviewed by two individuals for completeness and accuracy pursuant to the rubric provided above. If either the first or second reviewer has any questions or

adjustments are required, a SEEC specialist will contact the applicant via phone or email to outline what is required to move forward with the review process. A SEEC specialist will send a funding approval email once both reviewers have finished their reviews and concluded that the standards for approval have been met.

The purpose of the funding approval email is to notify the corporation that funding has been granted; it is not the executed contract. The authorized budget that will be included in the contract, as well as a start date calculator that was used to set the contract start date after the school corporation has paid their required fiscal responsibility, will be attached to the email.

IDOE then submits a request for contract (RFC) via the state's contract system for the agreed amount. Once in the contract system, the RFC must go through a 19-step review that includes IDOE as well as other state departments. This procedure could take a month or more to finish.

The contract signer will receive notification via email within a few weeks of receiving the funding approval. Upon receipt, the contract must be signed and returned to IDOE within five days. Once signed, the contract still requires more steps prior to execution.

Following the completion of the approval process, IDOE's Office of School Finance (OSF) will email the executed contract to the corporation; however, receiving the contract does not imply that the corporation can immediately begin claiming reimbursement. Before the invoice workbook can be sent, all invoices from the vendor demonstrating that the corporation has been billed the required fiscal minimum along with relevant attendance records must be submitted.

It is strongly advised that corporations begin submitting invoices and attendance records while the contract is undergoing the approval process in the state's contract system. Submitting invoices and attendance records as soon as they are received from the vendor will help decrease any further delay in receiving the invoice workbook once the contract is executed.

On each vendor invoice and attendance record, mark the student's initials and application number which can be found in the Exhibit of the contract. Send all documents to SEEC@doe.in.gov. If the corporation's minimum fiscal obligation has not been met by the funding start date in the Exhibit, the date the corporation can begin receiving reimbursement will be changed in the invoice workbook to reflect the next day after the corporation has met their obligation.

All documents used to request IDOE reimbursement will be delivered once the contract has been properly executed and the corporation's required fiscal minimum has been reached. Corporations will also be informed if any adjustments to the invoice workbook have been made. At this point, corporations can begin sending invoices to IDOE for reimbursement.

Reimbursement Invoicing Process

Invoices for reimbursement **MUST** be submitted monthly. Failure to submit invoices in a timely manner may result in closure of the contract and the school corporation's ability to receive reimbursement of funds. If a delay may occur for any reason email SEEC@doe.in.gov immediately so that IDOE is aware.

Review the budget on the exhibitA tab, this is what IDOE has agreed to pay. Submitting an invoice for anything other than what is in the budget will be denied.

Completing the First Invoice Section

1. Go to the tab for the month being billed for.
2. All cells shaded with color are completed prior by IDOE. Invoice submitters complete only the unshaded cells.
3. Enter the “date invoice submitted.” This **MUST** be the date the invoice is submitted. Even if the date listed is the day before, the invoice will be denied and returned for revision. Once the invoice submission date has been entered the cell labeled "35-day EFT date" will show approximately when the direct deposit should be made.
4. For the “invoice number” cell, enter a unique, unused number that is confidential. A student's full name **cannot** be used; however, the student’s initials can be used along with numbers. A new invoice number should be used on each monthly invoice. If a number is duplicated, then the invoice will be denied and sent back for revisions.
5. The dates entered in the “inv start date,” and “inv end date,” should be the dates covered in that month’s invoice.
6. The preparer information must be completed with the name, title, phone, and email of the personnel responsible for completing the SEEC invoice for the corporation.

Completing the Invoice Chart

1. The chart in the invoice has a column titled with each approved service in the budget on the exhibitA tab and then the approved rate for that service. The numbers 1 to 31 are down the left side of the chart to represent the days of the month.
2. In the service column that matches what is being billed, mark the day(s) services were delivered with a 1 for whole day and 0.5 half day, etc.
3. At the bottom of the column, the total marks in the column will automatically be calculated.
4. Once all needed information and the chart have been completed, save the worksheet as a PDF, or print and scan it into your computer.
5. Send an email to SEEC@doe.in.gov with the following items attached:
 - a. Completed IDOE PDF invoice,
 - b. Documentation of services provided, and
 - c. Vendor invoice

Invoicing Frequently-Asked Questions (FAQs)

Question		Answer
1	When should I submit invoices?	Corporations should submit invoices as soon as they receive an executed contract and invoice workbook from IDOE.
2	What is considered documentation?	The documentation required is the vendor invoice and attendance report.
3	The vendor billed more than	No. Corporations can only invoice IDOE for what is

	what is allowed in the contract. Can I bill IDOE for all of it?	approved in the contract.
4	Can I bill per hour instead of per day?	Billing must match what is in the approved budget. If the service is billing per day, you must bill per day. If the service is per hour, you must bill per hour.
5	The vendor is delivering more of the service than what was in the contract. Can I bill IDOE for the overage?	No. IDOE will only pay what is in the approved budget. The school/corporation will have to cover the difference or close the current contract and submit a new application with the additional services included. The application will then undergo the same process of approval and execution.
6	The vendor sent me an invoice and it is not correct. Can I send the invoice to IDOE anyway and bill them for what they have on the invoice?	No. It is the school's/corporation's responsibility to contact the vendor and work with them to get a corrected invoice before you bill IDOE.
7	The vendor billed for a service that is not covered in the budget. Can I add it to the IDOE invoice?	No. IDOE will only pay what is in the finalized contract.
8	I submitted an invoice and I have not received payment. How do I get payment?	There are a few items to check. There is a 35 day electronic funds transfer (EFT) date from the date of the invoice. The EFT date is on the invoice. Check to see if it has passed. Check the ACH deposit because there may be multiple payments listed on the ACH and one of the numbers may be the invoice for which you are looking for. After you have checked all, contact IDOE right away. Have the invoice number, student's name, school corporation, if possible, and what month that is missing.
9	There were a couple unexpected snow days that were not in the contract. May I bill for these?	No. SEEC funds can only be reimbursed for days the student received educational services.
10	The therapist just turned in days that they forgot to bill. Can I bill for these days that they left off the original invoice?	No. It is considered past business. Always make sure all billing is completed before submitting the invoice.
11	The student needs an	Not if the service was not in the original budget. Contact

	additional service that was not in the contract. Can I bill for the additional service?	IDOE's SEEC team to let them know there has been an added service. IDOE will work with you to see if it is an allowable cost and can be covered in a new contract.
12	My invoice was not approved. Can you please tell me why?	It can be for a number of reasons. For example, missing information, billing not matching the contract, the invoice and documentation not matching or missing, over the limit in the service or contract, billing ahead of the services being rendered, etc.
13	Will I be notified if my invoice is not approved?	Yes. For any invoices not approved, the corporation is notified of the issue and is requested to resubmit the invoice.
14	The vendor billed the school for days the student did not attend. The vendor did not send notice until two months later. What should I do?	Notify IDOE. If the contract is still in effect, then a deduction from the next invoice can be made. A note should be submitted on the documentation. If the contract has ended then a refund must be submitted to IDOE for the days reimbursed.
15	The student is no longer attending what should I do	Send a change of funding notice to SEEC@doe.in.gov with the last date of attendance. Send an invoice for only days the student attended. On the documentation make a note that the student is no longer attending and to terminate the contract.
16	The vendor charged less than what is in the contract. How do I bill?	Contact the SEEC team and let them know there was a change in fee and a copy of the vendor invoice. Corporations can be reimbursed for a rate less than what is in the contract. However, if they are charging more than what is allotted, IDOE can only pay what is in the contract. The invoice specialist will revise the invoice workbook and send it to you to complete the billing.
17	We signed the contract. The vendor has sent invoices. Can you please send us an invoice workbook?	When the contract is fully executed with all the signatures from the State of Indiana, and all invoices showing the corporation has paid at minimum their required portion, then an invoice workbook will be sent.
18	I paid the invoice from the Part B 611 funds. Can I bill IDOE for reimbursement?	No. You are to send an invoice with a zero balance. On the documentation put a note that this was paid from Part B 611 funds.
19	The student did not attend at all this month. Do I have to send an invoice?	Yes. However, the invoice will have a zero balance. This informs each department that processes the invoice that there was no billing for the month.
20	I have billed for all the months in the contract. I noticed there	No. Any funds remaining in a purchase order after the end of the contract will be returned to the SEEC fund.

	was a balance left. Can I bill for that balance?	
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Funding Changes

If any of the following situations occur, or any changes are made in relation to a student whose services are being funded with SEEC, then the corporation needs to contact the SEEC team ASAP to let us know.

- Examples of potential changes:
 - Parent or guardian has withdrawn the student from the facility.
 - Parent or guardian has moved, or will move out-of-state.
 - Parent or guardian has moved, or will move within Indiana.
 - School is terminating the contract.
 - Vendor is terminating the contract.
 - Rates have changed.
 - Student has been moved from day programs to residential or vice versa.
 - CCC determines additional services are needed along with what is approved in a contract.

Contact IDOE's [SEEC team](#) with any questions.