

FREDERICK COUNTY CPMT AGENDA

August 28, 2022
1:00 PM
107 N Kent St
Winchester, VA
1st Floor Conference Room

- I. Introductions
- II. Adoption of Agenda
- III. Consent Agenda
 - A. July Minutes
 - B. Budget Request Forms
- IV. Executive Session
 - A. TFC Level of Care determination
- V. Committee Member Announcements
- VI. CSA Office Jackie Jury
 - A. July Financial Report
 - B. CSA Staff Updates
 - C. Committee Vacancy Recruitment
 - D. Task Follow Up
- VII. Old Business Jackie Jury
 - A. Audit/Quality Improvement Plan Update
 - 1. Training Policy
 - 2. Parental Contribution
 - B. Legislative Updates
 - 1. PDS Standardized Tiered Rate Structure
 - C. Administrative Memorandum #23-08- Revised
 - D. CPMT Retreat Team Members
- VIII. New Business Jackie Jury
 - A. Grafton Integrated Health Network Rate Sheet
 - B. FY24-FY26 Audit Plan
 - C. IEP Services Michele Sandy
 - 1. FAPT Review Frequency
 - 2. Amendment Process
- IX. Informational Items Jackie Jury
 - A. None
- X. Assigned Tasks
- XI. Next CPMT Meeting
 - September 25, 2023, 1:00-3:00pm, 1st Floor Conference Room
- XII. Adjourn

****Instructions for Closed Session:**

- Motion to convene in Executive Session pursuant to 2.2-3711(A)(4) and (16), and in accordance with the provisions of 2.2-5210 of the Code of Virginia for proceedings to consider the appropriate provision of services and funding for a particular child or family or both who have been referred to the Family Assessment and Planning Team and the Child & Family Team Meeting process, and whose case is being assessed by this team or reviewed by the Community Management and Policy Team
- Motion to return to open session-
- Certification that to the best of each member's knowledge, (1) only public business matters lawfully exempted from open meeting requirements, and (2) only such public business matters were identified

in the motion by which the closed meeting was convened were heard, discussed, or considered in the closed meeting.

- Roll Call Affirmation
- Motion to Approve cases discussed in Executive Session

CPMT Meeting Minutes: Monday, July 24, 2023

The Community Policy and Management Team (CPMT) met in the 1st Floor Conference Room at 107 N Kent St, Winchester, VA 22601, on July 24, 2023, at 1:00 pm.

The following members were present:

- David Alley, Private Provider Representative, Grafton Integrated Health Network
- Leea Shirley, Lord Fairfax Health District
- Denise Acker, Northwestern Community Services Board
- Jerry Stollings, 26th District Juvenile Court Service Unit
- Jay Tibbs, Frederick County Administration
- Tamara Green, Frederick County Department of Social Services
- Dr. Michele Sandy, Frederick County Public Schools

The following members were not present:

None

The following non-members were present:

- Jacquelynn Jury, CSA Coordinator
- Katherine Webster, UR/CQI Specialist

Call to Order: Michelle Sandy called the meeting to order at 1:01 pm.

- I. Introductions
- II. Adoption of Agenda- Jerry Stollings made a motion to adopt the July agenda with the addition of a discussion about EverDriven added to "New Business"; Tamara Green seconded; CPMT approved the adopted agenda.
- III. Consent Agenda- The following items were included in the Consent Agenda for CPMT's approval:
 - A. June 24, 2023- CPMT Minutes
 - B. Budget Request Forms- Confidential Under HIPAA.

Tamara Green made a motion to adopt the consent agenda, David Alley seconded; CPMT approved.

- IV. Executive Session
 - A. Michele Sandy made a motion to convene in Executive Session pursuant to 2.2-3711(A)(4) and (16), and in accordance with the provisions of 2.2-5210 of the Code of Virginia for proceedings to consider the appropriate provision of services and funding for a particular child or family or both who have been referred to the Family Assessment and Planning Team and the Child & Family Team Meeting process, and whose case is being assessed by this team or reviewed by the Community Management and Policy Team.
 1. Jackie Jury summarized a foster care case in which a funding gap was discovered. Jaquelynn Jury confirmed with OCS that the gap in funding could be paid by CSA with CPMT approval.
 2. Denise Acker and Tamara Green had questions regarding a FAPT case in which the family was scheduled to return to FAPT in 2 months rather than 3 months required by policy. Jaquelynn Jury noted that the review schedule is the minimum frequency that a case is reviewed. Jaquelynn Jury reviewed the notes on the budget request form for this case and noted that there was an evaluation report pending that would provide more clarity as to the services needed.

B. Adoption of Motion to Come Out of Executive Session- Jerry Stollings made a motion to come out of Closed Session and reconvene in Open Session, Leea Shirley seconded; CPMT approved.

C. Roll Call Certification of Executive Session- COV 2.2-3712 (D)- Jay Tibbs made a motion to Certify to the best of each Frederick County CPMT member's knowledge (i) the only public business matters lawfully exempted from open meeting requirements under this chapter and (ii) only such public business matters were identified in the motion by which the closed meeting was convened were heard, discussed, or considered in the closed meeting by the public body. Jerry Stollings seconded; CPMT approved.

- Michele Sandy Aye
- Jerry Stollings Aye
- Tamara Green Aye
- Jay Tibbs Aye
- Denise Acker Aye
- David Alley Aye
- Leea Shirley Aye

D. Adoption of Motion to Approve Items Discussed in Executive Session- Jerry Stollings made a motion to approve the payment of the TFC provider discussed, David Alley seconded; CPMT approved.

V. Committee Member Announcements

A. Denise Acker indicated that the new Executive Director of NWCSB, Katrina McClure, has started.

B. Leea Shirley announced that interviews for the new VDH regional director will begin in August.

C. Tamara Green requested that CPMT members make themselves more available to possible emergency funding requests. Jaquelynn Jury requested the CPMT members send her their contact information so that she can confirm the listings on the CSA web-portal.

D. Dr. Michelle Sandy reported that as of July 1, 2023 ChildFind will be administered by a team of individuals who will work with young children and families transitioning from EI or ITC to preschools. Laura Stevens is the new ChildFind specialist and referrals can be sent directly to her. Dr. Michelle Sandy also noted that the assessment performed for these children and families has changed to a transdisciplinary, play-based assessment. She also noted that Frederick County is only the second school district in Virginia to utilize the new assessment.

E. Jerry Stollings stated the CSU is interviewing for the final open spot. Three out of the 4 openings have been filled.

VI. CSA Office Business

A. CSA Financial Report

1. June 2023 Financial Report

- a) Monthly Net Expenditures- \$387,043.01 or 11% of the allocation, including Protected and SpEd WrapAround Funds.
- b) Year to Date Net Expenditures- \$3,485,043.53 or 97% of the allocation, including Protected and SpEd WrapAround Funds, of which \$1,330,953.06 is the local portion.
- c) Remaining funds without Wrap- \$92,481.27 of the total allocation.
- d) Protected Funds- \$20,737.00 spent, \$22,720.00 remaining, with \$440.00 funds currently encumbered.

- e) SpEd Wrap Funds- \$68,706.80 spent, \$31,293.19 remaining, with \$5935.00 funds encumbered.
- f) Youth Served: 145 unduplicated youth
 - (1) 97 in Community Based Services
 - (2) 27 in TFC
 - (3) 21 in Congregate Care
 - (4) 20 in Private Day School
- g) Jacquelynn Jury noted that Frederick County has run out of the state match allocation for FY23. She will submit a request for a supplement from the state to close out FY23.
- h) Jacquelynn Jury informed CPMT that pool reimbursement requests for FY23 must be submitted to OCS by 9/30/23. To meet this deadline without causing disruption and significant problems to other staff and their processes, provider invoices must be processed for payment by the last check run in August. Providers have been notified that all invoices for services occurring in FY23 must be submitted by 8/15/23. Several notifications have been provided to vendors.
- i) Jacquelynn Jury alerted CPMT members that the next submission will be slightly higher due to a batch of invoices that were not processed at the end of April. These will be added to the next check run. The CSA office is also reviewing all open purchase orders to ensure that all invoices were paid.

- B. CSA Staff updates: The Accounts Specialist position has been filled. Sarah Makomva began on 7/3/23. She is on vacation the week of this meeting but will be attending future CPMT meetings. As Sarah Makomva continues to learn the role, Katherine Webster will be moving into the UR/CQI role. Jacquelynn Jury will be setting up meetings with DSS staff to introduce the role and discuss how it will be beneficial to them.
- C. Committee Vacancy Recruitment: Jacquelynn Jury reached out to vendors again to notify them of the openings for a private provider representative on FAPT and a parent representative on CPMT.
- D. Task Follow up:
 - 1. Jacquelynn Jury updated OCS on the progress made on the quality improvement plan and included the plan in the CPMT packet today. Items addressed were the training policy and plan and parental contribution policy. Guidance is still needed on the parental contribution policy, specifically how to determine a "household".
 - 2. Jacquelynn Jury requested that CPMT members complete the confidentiality agreement located in the packet and return it to her ASAP.

VII. Old Business

- A. Audit Discussion/Quality Improvement Plan Update
 - 1. Parental Contribution: Jacquelynn Jury updated the policy to include items that CPMT agreed on at the June meeting. Defining the differences and requirements for a reassessment and/or an appeal was completed. Processes for invoicing families, dates and timelines for payment, how to address late co-payments, disputes regarding service provision, and overpayment by guardian were reviewed. The only outstanding item is the determination of the household. Jacquelynn Jury is still collecting information about how to determine a household and will bring that back to CPMT.
 - 2. The training policy is completed, but the training plan is still in development.
- B. Legislative Updates
 - 1. Jerry Stollings shared an email that was sent from OCS earlier today addressing the Private Day School funding. Rate increases for Private Day Schools will be capped at a 2%. As a result of this delay at the state level, vendors will likely submit updated rate sheets for FY24. Additionally, some vendors have already submitted revised rate sheets due to the late approval of Medicaid rates. Leea Shirley made a motion to accept new rate sheets from vendors. Denise Acker seconded; CPMT approved.

2. Jacquelynn Jury noted that the increase in foster care maintenance rates was rescinded due to the delay in approving the state budget. Foster care maintenance rates continue to be at the FY23 rates until further notice.

3. Tamara Green asked CPMT to clarify the requirement to exhaust all Medicaid providers prior to requesting CSA funding for services. She noted that often Medicaid providers do not answer or return case managers calls and emails for referrals. Tamara Green requested that CPMT define a time limit for waiting for responses. Denise Acker shared the NWCSB policy is to make an initial call, wait a few days, make one follow up call and then move on to another provider. These attempts are documented in the case notes. Jacquelynn Jury suggested that case managers make an initial call to Medicaid providers, wait one week for a call back, make a second call and then request a FAPT date while awaiting a response from the provider. Jacquelynn Jury discussed the role that DMAS plays in the issue of availability of Medicaid providers in the area. She is setting up a call with a DMAS representative and Scott Reiner from OCS to address this issue. Denise Acker brought up the issue of the continuity of services with Medicaid providers and asking individuals to begin services with a CSA funded provider and then switch to a Medicaid provider when they become available.

VIII.

New Business

- A. New Service Provider: EverDriven. A representative from EverDriven has reached out to a few CPMT members and CSA staff about amending the Frederick CSA contract. Jay Tibbs described a “ride-on provision” contracting process in which if a locality has an existing contract with an organization, other localities can utilize that contract without having to go through their own internal contracting processes. EverDriven has a “ride-on provision” in Virginia and is requesting that CPMT accept this in lieu of the Frederick CSA contract. Jacquelynn Jury noted that there was a youth placed in the Richmond area who needed transportation to school and EverDriven was suggested by the school district as an option. FCPS does not use EverDriven and creates their own contracts for transportation for IEP placements. Jacquelynn Jury and Tamara Green stated that there is not currently a need for these services and so going through the contract process with EverDriven is not relevant at this time. Denise Acker asked Jacquelynn Jury to follow up with EverDriven.
- B. OCS Memorandum #23-08: Base Pool Allocations: OCS released the details of the FY24 allocations. Frederick County CSA was allotted:
 - 1. \$3,728,949 total base pool of which \$2,107,438 is state sponsored and \$1,621,511 is a local match at 43.48%
 - 2. \$60,180 total protected allocation of which \$34,011 is state sponsored and \$26,169 is a local match at 43.48%, depending on which kinds of services are provided.
 - 3. WRAP Allocation is \$186,746.73, which is the highest in the state. Jacquelynn Jury described the formula used to determine the allocation and Frederick County’s utilization of these funds over the past 3 years to preserve youth in the community setting.

IX.

Informational Items

- A. None

X.

Assigned Tasks

- A. Jacquelynn Jury will reach out to EverDriven.
- B. Jacquelynn Jury will continue to work on a plan for training.
- C. Jacquelynn Jury will continue to work on the parental contribution policy.
- D. Jacquelynn Jury will prepare the agenda and finalize details for the CPMT retreat on 8/1/23.

XI.

Next CPMT Meeting

- August 28, 2023, 1:00-3:00pm, 1st Floor Conference Room

XII. Adjourn: Jerry Stollings made a motion to adjourn the meeting at 2:25pm, Jay Tibbs seconded, CPMT agreed.

Minutes Completed By: Katherine Webster



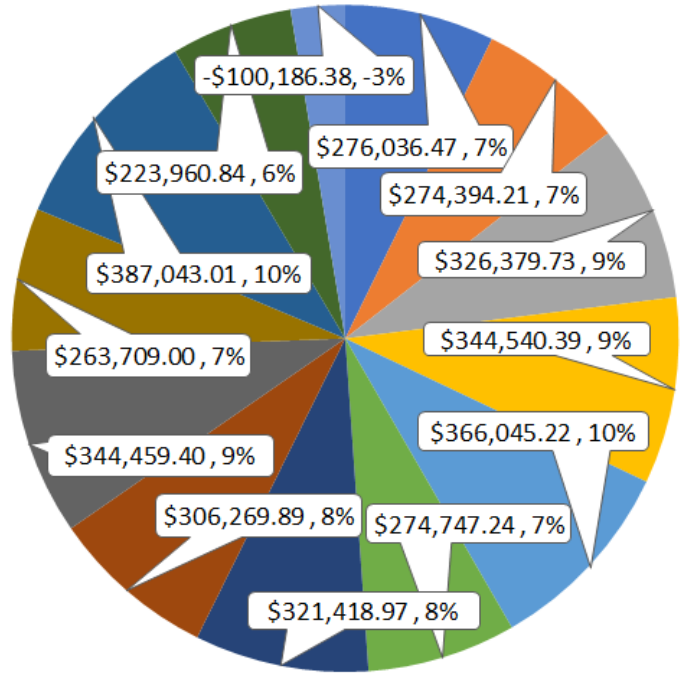
Frederick County CSA Financial Update: July 2023

of Reports Submitted: 12

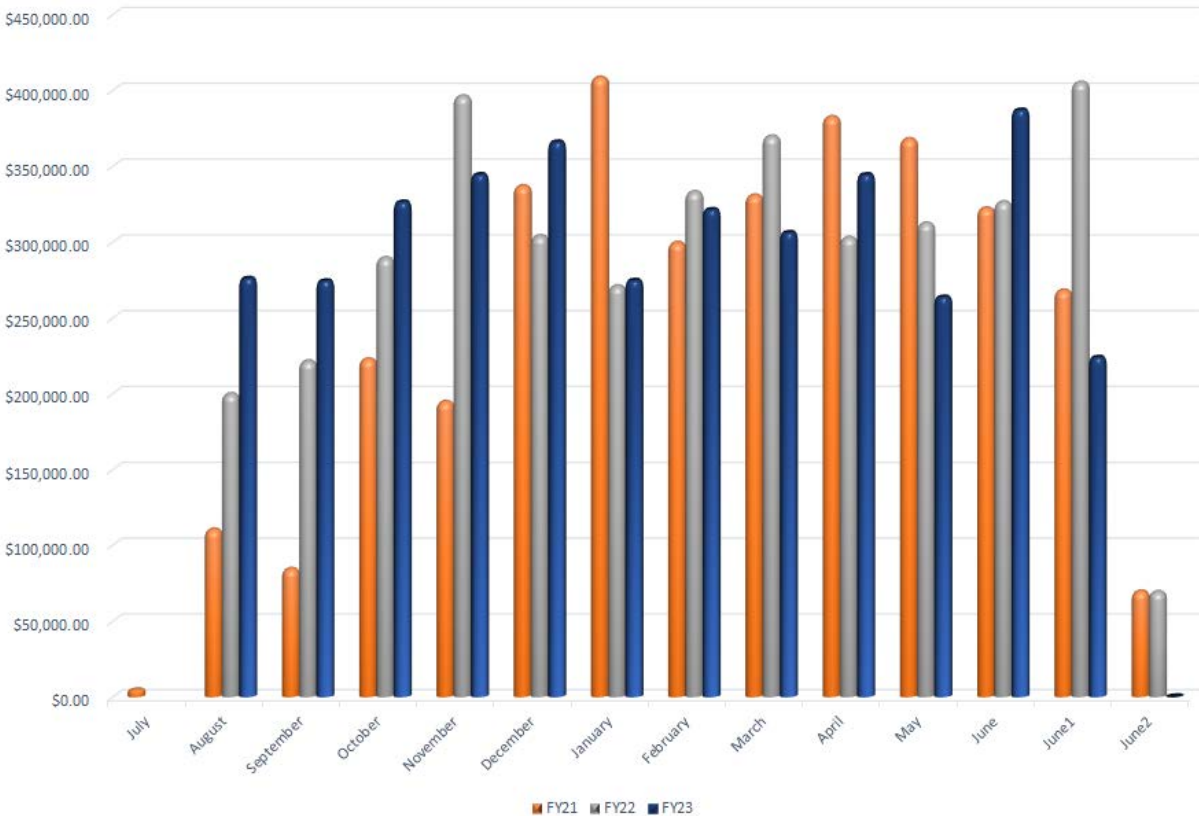
YTD Total Net Expenditures:
\$3,709,004.37-103%

YTD Local Net Expenditures (as of June):
\$1,330,953.06

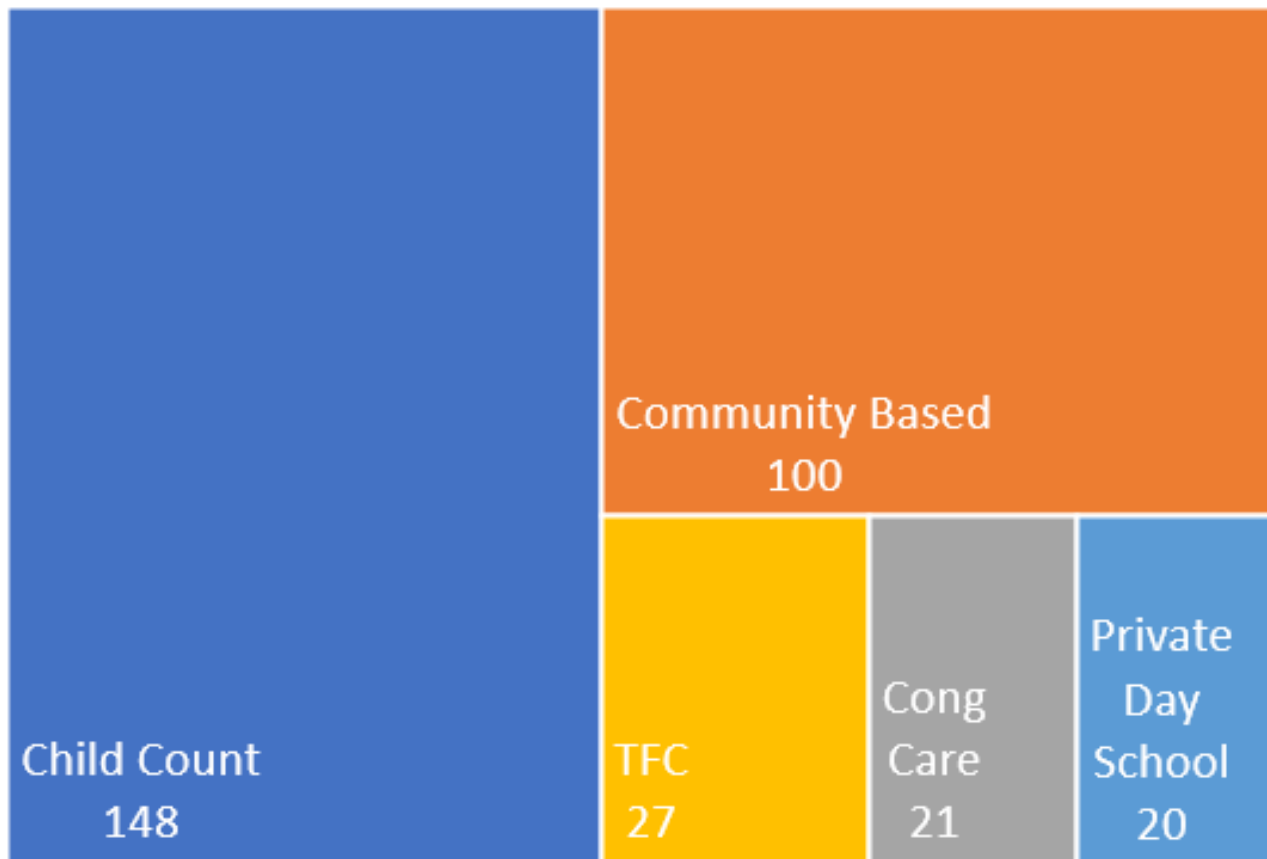
Monthly Expenditure



Monthly Net Expenditures



Placement Environment



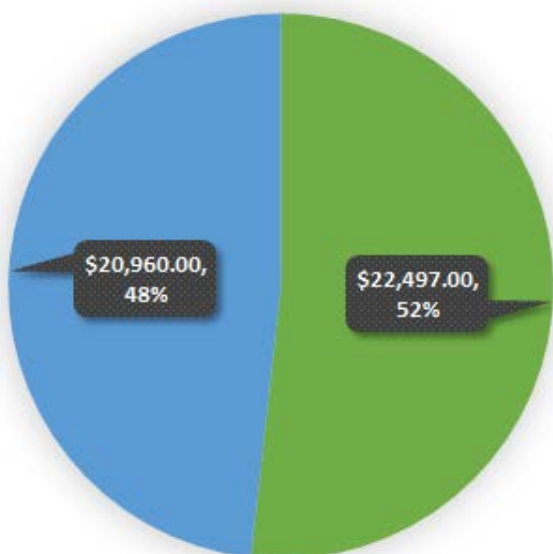
Unduplicated: Child Count, Congregate Care, Therapeutic Foster Care, Community Based Services

*Possible duplication of Private Day School students with youth in Congregate Care

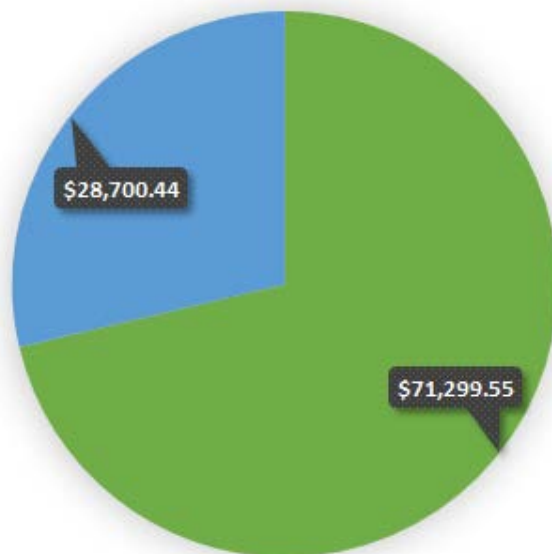
Protected Encumbered
\$00.00

SpEd Wrap
Encumbered \$00.00

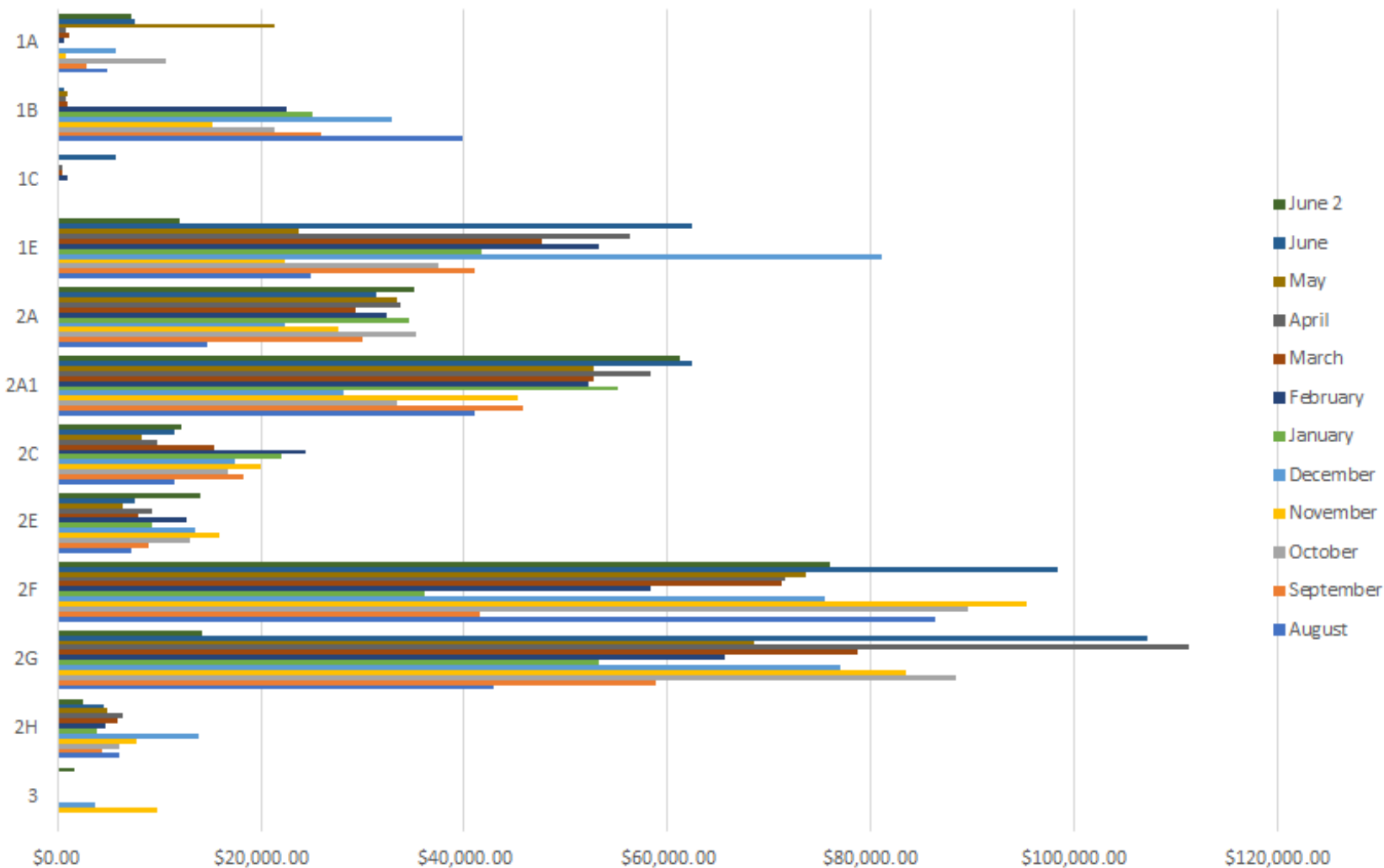
Protected Funds



SpEd Wrap



Primary Mandate Type Expenditures by Month



Primary Mandate Types (PMT):

1A- IV-E Congregate Care

1B- Non IV-E Congregate Care

1C- Parental Agreement Congregate Care

*PMTs from 1A-1C do not include Daily Education payment of congregated care placements

1E- Residential Education

*Includes all services for RTC IEP and Education only for all other RTC placements

2A- IV-E Treatment Foster Home

2A1- Non IV-E Treatment Foster Home

2A2- Parental Agreement Treatment Foster Home

2C- IV-E Community Based Services

*Only for youth placed in CFW Foster Homes

2E- Maintenance and Other Services

*Only Basic Maintenance and Daycare for youth in Foster Care

2F- Non IV-E Community Based Services

*Includes Daycare for youth not in Foster Care or IV-E CBS for youth placed in TFC or Cong Care

2G- Private Day School

2H- Special Education Wrap Around Services

3- Protected Funds

*NonMandated

Monday, July 24, 2023

To whom it may concern,

I am writing to express my interest in the current vacancies on the Frederick County FAPT and CPMT teams. My experience and current skills align with both the FAPT and CPMT core competencies, and I am certain I would make a valuable contribution to both the FAPT and CPMT teams.

I have 5 plus years of experience in the field of mental and behavioral health as a direct care professional, with competency in ethical decision making, collaborating with treatment teams and community partners, and engaging clients and families in the treatment process utilizing solution-focused techniques to assist with meeting the client's desired treatment outcomes highlighting upon the family's natural supports, resources, and strengths. I excel at:

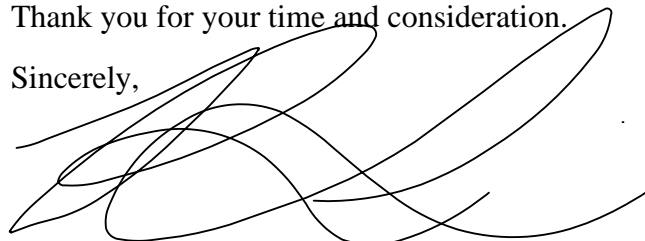
- Evaluating and assessing client and family needs and concerns
- Maintaining accurate, client-centered, documentation
- Educating clients and families on community resources available to them
- Communicating openly with clients, families, and treatment teams.

I currently act as a proxy for a member of the Warren County FAPT team, recently sitting in on their monthly FAPT meeting, allowing me the opportunity to gain this experience.

In addition to my experience and personal qualities, I have a solid educational foundation and a passion for service and advocating for the children and families in our community to assist with meeting their unique needs and achieving personal wellness. I am extremely passionate about giving back to our community and upholding the social work ethical principal of service.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rhiannon Lalumandier', with a large, sweeping flourish at the end.

Rhiannon Lalumandier, LCSW

Phone: (540)931-2056

Email: rmlalumandier@fpscorp.com

Rhiannon Lalumandier, LCSW, CAGCS

89 Fiser Lane

Martinsburg, WV 25404

(540)931-2056

rhiannonlalumandier@gmail.com

Summary

Dedicated, hard-working licensed clinical social worker looking for clinical leadership position in order to utilize professional and educational achievements, listening skills, and compassionate nature to assist children, adolescents, and families in need of services utilizing theory-based expressive arts and play-based interventions.

Skills and Certifications

- Certified Advanced Grief Counseling Specialist
- American Red Cross CPR and First Aid Certified
- HFW Facilitator and Supervisor Trained
- Safety Care Trained
- Trauma-Informed Care
- Mental Health Counseling
- Time Management and Organization
- Active Listening
- Emotional Intelligence
- Critical Thinking
- Team-Oriented Approach to Counseling

Experience

Clinical Director

Sept 2022 – Present

Family Preservation Services – Winchester, VA

- Providing individual and group staff supervision; case assignment and oversight; developing and facilitating monthly employee training; monitoring clinical and non-clinical programs, policies, procedures, and practices in accordance with company and CARF requirements and regulations; completing diagnostic assessments for community partners; completing bio-psycho-social intake assessments for outpatient and community-based clients; providing theory-based outpatient counseling services to children and adolescents; risk management and crisis response; program development and expansion; working with community partners to meet community needs; coordinating care with community treatment providers; tracking weekly productivity goals/earnings for Winchester and Staunton regions

Outpatient Mental Health Provider

March 2021 – Present

Family Preservation Services – Winchester, VA

- Providing theory-based interventions to children and adolescents; developing and following client-centered theory-based treatment plans utilizing trauma-informed care training; coordinating care with other treatment providers; completing bio-psycho-social intake assessments for outpatient and community-based clients; crisis counseling

Outpatient/ In-Home Mental Health Provider

Feb 2020 – March 2021

Family Insight, PC – Winchester, VA

- Providing theory-based interventions to children and adolescents in outpatient and in-home settings; developing and following client-centered theory-based treatment plans; coordinating care with other treatment providers; completing intake assessments for outpatient and community-based clients

MSW Clinical Intern

July 2019 – Feb 2020

Family Insight, PC – Winchester, VA

- Providing therapeutic mentoring to children and adolescents; developing therapeutic group curriculums; co-facilitating anger management groups for court-mandated adolescents; developing and following client-centered theory-based treatment plans

MSW Intern

May 2018 – Nov 2018

Lutheran Family Services of Virginia – Winchester, VA

- Providing therapeutic day treatment services under supervision to individuals and groups in a school setting; assisting with program development and expansion for therapeutic day treatment program

Patient Coordinator/ Marketing Director

Aug 2015 – Feb 2020

Shenandoah Smiles Pediatric Dentistry – Winchester, VA

- Scheduling patients; clerical duties; processing payments; Medicaid insurance verification; managing patient relations and client databases; coordinating marketing and sponsorship events

Education

Master's in Social Work: Child and Family Services

May 2017- Feb 2020

Walden University

Bachelor of Arts: Theatre

Aug 2011-May 2015

University of Mary Washington – Fredericksburg, VA

References

Professional: Alexia Rosen, LPC

March 2021-present

Phone: (540)335-1276

Professional: Erin Haase, LPC

March 2021-present

Phone: (540)746-0633

Professional: Kim Harrison, LCSW

May 2018-present

Phone: (703)851-5254

Professional: Dr. Melissa P. Gibson

Aug 2015-present

Phone: (540)533-6369

3.8 Parental Contribution/Co-payment

The Code of VA §2.2- 5206, requires local CPMTs to assess parents or legal guardians for the ability to contribute financially toward the cost of services provided. Frederick County CPMT believes families have better outcomes when they are invested and fully engaged in the services and supports offered through the Frederick County Children's Services Act. In order to encourage participation and maximize the resources of the community, the CPMT has adopted a policy that requires families to contribute financially toward the provision of services, based on the ability to pay.

3.8.1 Case Manager Responsibility

- The case manager will determine if the child has been screened and/or enrolled in Medicaid, and whether private insurance or other resources are available to meet the child's needs.
- Prior to an initial referral to the case manager shall notify families of the requirement for an assessment of parental contribution upon accessing CSA funded services. The family shall be informed that failure to provide the supporting documentation to the CSA Office during the assessment process will result the delay of services or the suspension of services until such time that the assessment is complete, and the parental contribution agreement is signed.
- Case managers shall list the requirement for parental contribution on family plans when appropriate, i.e., care plans, court orders, protective orders, etc.

3.8.2 Eligible Populations

Youth and families accessing CSA funded services shall be assessed for a parental contribution, unless specifically prohibited by state or federal law or regulations.

The following eligibility categories will be required to undergo an assessment to establish a monthly parental contribution.

- Foster Care Prevention
- Non-Mandated
- Special Education WrapAround Services

Waivers- Parents enrolled in any of the following programs shall be waived from the parental contribution:

- Low Income Home Energy Assistance Program
- Federal Public Housing Assistance or Section 8
- Supplemental Nutrition Assistance Program
- Temporary Assistance for Needy Families (TANF)
- Free or Reduced Meals under the National School Lunch Program
- Parents receiving Social Security Disability as their only source of income
- CSA funding of only Drug Screens or Single Evaluations of \$1000.00 or less

Exemptions- The following eligibility categories are exempt from being assessed for parental contribution toward services.

- School-based IEP required services are exempt from the CSA Parental Contribution policy. Federal regulation under the Individuals with Disabilities Education Act (IDEA) requires school districts to provide a Free and Appropriate Public Education (FAPE) to students with a disability.
- The parents or legal guardians of youth placed in the custody of DSS and those receiving Foster Care Services through a Parental Agreement are referred to the Division of Child Support Enforcement (DCSE) for the collection of child support, and therefore not assessed a parental contribution toward services.

3.8.3 Methodology

Families of children receiving CSA funded services shall be assessed a monthly fee to contribute toward the cost of services based on the sliding fee scale adopted by CPMT.

- Informed parental consent- Parents or legal guardians are informed by the case manager prior to FAPT/MDT that CSA funded services are subject to parental contribution.
- Individual Family Service Plan or Care Plan- the FAPT/MDT service plan shall identify services eligible for parental contribution.
- CSA Office Screening- The family shall be subject to an assessment by the CSA Office representative prior to, or immediately after FAPT/MDT to determine the monthly fee for prescribed services.
 - Upon initial receipt of the Authorization to Use and Exchange Information, the CSA Account Specialist shall complete a DSS Service Inquiry to determine if the parent is eligible for a waiver.
 - Frederick County CPMT does not believe the assessment for a parental contribution should delay the initiation of CSA funded services. Therefore, authorized ongoing services (goods and single event services, i.e., evaluations are excluded) may begin during the assessment period. The CSA Office shall complete the assessment and obtain the parent or legal guardian's signature on the required documentation within 30 days of the service start date.

If the CSA Office is unable to obtain the required signatures by the 30th day, through no fault of their own, services may be suspended. The CPMT shall review each case to assess individual circumstances and determine an appropriate action to take, if any.

- The parental contribution shall be in effect for an entire cycle of care. A parent or guardian may request a reassessment in the event of a major change in income, including, but not limited to, change in employment status, household size, enrollment in a waiver eligible program, etc. If a youth's CSA case is closed, the reopening of that case will result in a new assessment for Parental Contribution.

3.8.3 Definition of Household and Determination of Household Being Assessed

All adults living in the household shall be included in the assessment of a Parental Contribution. The CSA Office shall obtain a copy of an existing Court Order identifying the party financially responsible for copayments or parental contribution. If no documentation is provided, the CSA Office shall assess the household of the individual receiving CSA funded services. Unless otherwise specified on a copy of an existing Custody Order provided to the CSA Office, the CSA Office shall

3.8.3 Amount of Parental Contribution

The parental contribution amount shall be based on a CPMT approved Sliding Fee Scale. The approved scale considers household size and total gross income.

3.8.4 Reassessments/Appeals

The following definitions have been established by CPMT:

Reassessment- A reassessment can be completed at any time during each cycle of care. A parent/guardian may request a reassessment after the initial assessment is completed and the parent/guardian feels the amount is unjust, or if there has been a change in their financial situation. Reassessments are completed by the CSA Coordinator and should include current verification of income and documentation verifying such hardship.

Appeal- An appeal may be requested in writing by the parent/guardian if, after reassessment, the parent/guardian continues to feel the amount is unjust. An appeal is completed through CPMT and

shall include current verification of income, proof of financial hardship, and any additional supporting documentation if desired.

- The CSA Office will place the appeal on the next regularly scheduled CPMT meeting agenda. The CPMT shall review the materials provided and render a decision, which shall be final. Within 30 days of the review, the CSA Office will notify the family in writing of the decision of the CPMT.
- The appeal of an ongoing parental contribution shall not disrupt services being received. However, the previously agreed upon amount will continue through the appeal process until a new agreement is signed or services terminate.

3.8.5 Ongoing Processing

- The assessed Parental Contribution amount shall be paid monthly, beginning 60 days after the date services were initiated.
- The CSA Office will send relevant parties a monthly invoice for the assessed amount to be paid on services provided in the prior month. Notice of payment due shall be sent via email and/or postal mail by the 15th of the month. Payment deadlines will be the last day of the month.
- Parental contributions exceeding 30 days past due shall generate a Notice of Past Due Payment to the responsible party(s), case manager, and vendor(s). At any time, parents or legal guardians may request a reassessment or appeal of the assessed amount, providing verification of any changes that have occurred. Information regarding the Frederick County CPMT appeals policy and process shall be included with every Notice of Past Due Payment.
- The CSA Office shall provide two (2) Notices of Past Due Payment. If the responsible party(s) does not submit payment in full or commit to a mutually agreed upon alternative arrangement, services may terminate. The CPMT shall review each case to assess individual circumstances and determine an appropriate action to take, if any.
- In the event that the parent/guardian contacts the CSA Office to dispute services rendered or notice of payment, the CSA Office shall investigate such dispute, collect any verifying documentation, and determine an appropriate resolution.
- If appropriate, any overpayment by the parent/guardian shall be credited toward the next month's payment due.

Children's Services Act
FY2024 Base - Pool Allocation

FIPS	Locality Name	Local Match Rate (4 digit decimal)	Total Allocation	Base State Allocation	Base Local Allocation
1	Accomack	0.2332	\$ 235,317.00	\$ 180,441.00	\$ 54,876.00
3	Albemarle	0.4474	\$ 9,794,654.00	\$ 5,412,526.00	\$ 4,382,128.00
5	Alleghany/Clifton Forge	0.1924	\$ 1,256,265.00	\$ 1,014,560.00	\$ 241,705.00
7	Amelia	0.3268	\$ 501,564.00	\$ 337,653.00	\$ 163,911.00
9	Amherst	0.2722	\$ 1,787,389.00	\$ 1,300,862.00	\$ 486,527.00
11	Appomattox	0.2639	\$ 1,775,449.00	\$ 1,306,908.00	\$ 468,541.00
13	Arlington	0.4602	\$ 6,509,717.00	\$ 3,513,945.00	\$ 2,995,772.00
15	Augusta	0.3302	\$ 3,880,102.00	\$ 2,598,892.00	\$ 1,281,210.00
17	Bath	0.4278	\$ 214,172.00	\$ 122,549.00	\$ 91,623.00
19	Bedford County	0.3111	\$ 5,217,657.00	\$ 3,594,444.00	\$ 1,623,213.00
21	Bland	0.2109	\$ 198,848.00	\$ 156,911.00	\$ 41,937.00
23	Botetourt	0.3602	\$ 1,299,301.00	\$ 831,293.00	\$ 468,008.00
25	Brunswick	0.2439	\$ 466,280.00	\$ 352,554.00	\$ 113,726.00
27	Buchanan	0.3156	\$ 1,197,995.00	\$ 819,908.00	\$ 378,087.00
29	Buckingham	0.2023	\$ 1,264,381.00	\$ 1,008,597.00	\$ 255,784.00
31	Campbell	0.3107	\$ 3,926,520.00	\$ 2,706,550.00	\$ 1,219,970.00
33	Caroline	0.3308	\$ 1,321,647.00	\$ 884,446.00	\$ 437,201.00
35	Carroll	0.291	\$ 3,127,415.00	\$ 2,217,337.00	\$ 910,078.00
36	Charles City	0.3131	\$ 553,104.00	\$ 379,927.00	\$ 173,177.00
37	Charlotte	0.2204	\$ 765,380.00	\$ 596,690.00	\$ 168,690.00
41	Chesterfield	0.3853	\$ 13,361,895.00	\$ 8,213,557.00	\$ 5,148,338.00
43	Clarke	0.4797	\$ 231,586.00	\$ 120,494.00	\$ 111,092.00
45	Craig	0.2901	\$ 434,044.00	\$ 308,128.00	\$ 125,916.00
47	Culpeper	0.3767	\$ 2,366,239.00	\$ 1,474,877.00	\$ 891,362.00
49	Cumberland	0.304	\$ 537,073.00	\$ 373,803.00	\$ 163,270.00
51	Dickenson	0.3042	\$ 849,967.00	\$ 591,407.00	\$ 258,560.00
53	Dinwiddie	0.3358	\$ 2,000,762.00	\$ 1,328,906.00	\$ 671,856.00
57	Essex	0.3853	\$ 1,163,005.00	\$ 714,899.00	\$ 448,106.00
61	Fauquier	0.4584	\$ 4,451,551.00	\$ 2,410,960.00	\$ 2,040,591.00
63	Floyd	0.2324	\$ 832,556.00	\$ 639,070.00	\$ 193,486.00
65	Fluvanna	0.3811	\$ 2,221,175.00	\$ 1,374,685.00	\$ 846,490.00
67	Franklin County	0.283	\$ 5,365,285.00	\$ 3,846,909.00	\$ 1,518,376.00
69	Frederick	0.4348	\$ 3,728,659.00	\$ 2,107,438.00	\$ 1,621,221.00
71	Giles	0.2898	\$ 1,380,493.00	\$ 980,426.00	\$ 400,067.00
73	Gloucester	0.3687	\$ 780,241.00	\$ 492,566.00	\$ 287,675.00
75	Goochland	0.4871	\$ 875,867.00	\$ 449,232.00	\$ 426,635.00
77	Grayson	0.2109	\$ 607,754.00	\$ 479,579.00	\$ 128,175.00
79	Greene	0.3471	\$ 1,483,037.00	\$ 968,275.00	\$ 514,762.00
83	Halifax	0.2335	\$ 2,845,516.00	\$ 2,181,088.00	\$ 664,428.00
85	Hanover	0.4444	\$ 6,697,885.00	\$ 3,721,345.00	\$ 2,976,540.00
87	Henrico	0.3755	\$ 16,858,942.00	\$ 10,528,409.00	\$ 6,330,533.00
89	Henry	0.2786	\$ 2,460,197.00	\$ 1,774,786.00	\$ 685,411.00
91	Highland	0.3822	\$ 110,618.00	\$ 68,340.00	\$ 42,278.00
93	Isle of Wight	0.3613	\$ 382,897.00	\$ 244,556.00	\$ 138,341.00

Children's Services Act
FY2024 Base - Pool Allocation

FIPS	Locality Name	Local Match Rate (4 digit decimal)	Total Allocation	Base State Allocation	Base Local Allocation
95	James City	0.4483	\$ 1,906,447.00	\$ 1,051,787.00	\$ 854,660.00
97	King & Queen	0.3144	\$ 294,409.00	\$ 201,847.00	\$ 92,562.00
99	King George	0.3627	\$ 2,271,252.00	\$ 1,447,469.00	\$ 823,783.00
101	King William	0.3853	\$ 830,447.00	\$ 510,476.00	\$ 319,971.00
103	Lancaster	0.4391	\$ 840,349.00	\$ 471,352.00	\$ 368,997.00
105	Lee	0.2245	\$ 1,070,268.00	\$ 829,993.00	\$ 240,275.00
107	Loudoun	0.4764	\$ 7,153,096.00	\$ 3,745,361.00	\$ 3,407,735.00
109	Louisa	0.4401	\$ 3,897,859.00	\$ 2,182,411.00	\$ 1,715,448.00
111	Lunenburg	0.1698	\$ 886,394.00	\$ 735,884.00	\$ 150,510.00
113	Madison	0.3355	\$ 1,338,310.00	\$ 889,307.00	\$ 449,003.00
115	Mathews	0.4271	\$ 318,450.00	\$ 182,440.00	\$ 136,010.00
117	Mecklenburg	0.2286	\$ 1,929,135.00	\$ 1,488,135.00	\$ 441,000.00
119	Middlesex	0.4333	\$ 579,485.00	\$ 328,394.00	\$ 251,091.00
121	Montgomery	0.2834	\$ 1,452,009.00	\$ 1,040,510.00	\$ 411,499.00
125	Nelson	0.3132	\$ 1,386,245.00	\$ 952,073.00	\$ 434,172.00
127	New Kent	0.4329	\$ 491,074.00	\$ 278,488.00	\$ 212,586.00
131	Northampton	0.1971	\$ 254,385.00	\$ 204,246.00	\$ 50,139.00
133	Northumberland	0.3304	\$ 267,315.00	\$ 178,994.00	\$ 88,321.00
135	Nottoway	0.2686	\$ 833,943.00	\$ 609,946.00	\$ 223,997.00
137	Orange	0.4083	\$ 2,675,787.00	\$ 1,583,263.00	\$ 1,092,524.00
139	Page	0.2865	\$ 1,046,156.00	\$ 746,432.00	\$ 299,724.00
141	Patrick	0.2539	\$ 728,087.00	\$ 543,226.00	\$ 184,861.00
143	Pittsylvania	0.2355	\$ 3,964,675.00	\$ 3,030,994.00	\$ 933,681.00
145	Powhatan	0.4342	\$ 1,725,847.00	\$ 976,484.00	\$ 749,363.00
147	Prince Edward	0.2232	\$ 423,320.00	\$ 328,835.00	\$ 94,485.00
149	Prince George	0.3716	\$ 2,242,705.00	\$ 1,409,316.00	\$ 833,389.00
153	Prince William	0.3414	\$ 14,456,831.00	\$ 9,521,269.00	\$ 4,935,562.00
155	Pulaski	0.2923	\$ 2,182,081.00	\$ 1,544,259.00	\$ 637,822.00
157	Rappahannock	0.4199	\$ 1,193,098.00	\$ 692,116.00	\$ 500,982.00
159	Richmond County	0.3227	\$ 556,198.00	\$ 376,713.00	\$ 179,485.00
161	Roanoke County	0.4397	\$ 8,436,175.00	\$ 4,726,789.00	\$ 3,709,386.00
163	Rockbridge	0.2336	\$ 2,779,769.00	\$ 2,130,415.00	\$ 649,354.00
165	Rockingham	0.3445	\$ 6,294,384.00	\$ 4,125,969.00	\$ 2,168,415.00
167	Russell	0.1894	\$ 941,226.00	\$ 762,958.00	\$ 178,268.00
169	Scott	0.3154	\$ 723,961.00	\$ 495,624.00	\$ 228,337.00
171	Shenandoah	0.3517	\$ 4,841,834.00	\$ 3,138,961.00	\$ 1,702,873.00
173	Smyth	0.2337	\$ 1,800,681.00	\$ 1,379,862.00	\$ 420,819.00
175	Southampton	0.323	\$ 899,820.00	\$ 609,178.00	\$ 290,642.00
177	Spotsylvania	0.4588	\$ 9,289,754.00	\$ 5,027,615.00	\$ 4,262,139.00
179	Stafford	0.4439	\$ 5,175,923.00	\$ 2,878,331.00	\$ 2,297,592.00
181	Surry	0.3979	\$ 493,695.00	\$ 297,254.00	\$ 196,441.00
183	Sussex	0.2387	\$ 471,237.00	\$ 358,753.00	\$ 112,484.00
185	Tazewell	0.2455	\$ 1,823,325.00	\$ 1,375,699.00	\$ 447,626.00
187	Warren	0.3853	\$ 1,735,377.00	\$ 1,066,736.00	\$ 668,641.00

Children's Services Act
FY2024 Base - Pool Allocation

FIPS	Locality Name	Local Match Rate (4 digit decimal)	Total Allocation	Base State Allocation	Base Local Allocation
191	Washington	0.276	\$ 2,071,691.00	\$ 1,499,904.00	\$ 571,787.00
193	Westmoreland	0.3025	\$ 1,579,921.00	\$ 1,101,995.00	\$ 477,926.00
195	Wise	0.2755	\$ 1,483,159.00	\$ 1,074,549.00	\$ 408,610.00
197	Wythe	0.2708	\$ 1,738,963.00	\$ 1,268,052.00	\$ 470,911.00
199	York	0.3888	\$ 1,570,013.00	\$ 959,592.00	\$ 610,421.00
510	Alexandria	0.5309	\$ 8,115,415.00	\$ 3,806,941.00	\$ 4,308,474.00
520	Bristol	0.2547	\$ 1,808,542.00	\$ 1,347,906.00	\$ 460,636.00
530	Buena Vista	0.2329	\$ 1,391,553.00	\$ 1,067,460.00	\$ 324,093.00
540	Charlottesville	0.3068	\$ 4,984,611.00	\$ 3,455,332.00	\$ 1,529,279.00
550	Chesapeake	0.3715	\$ 4,134,411.00	\$ 2,598,477.00	\$ 1,535,934.00
570	Colonial Heights	0.4027	\$ 1,278,883.00	\$ 763,877.00	\$ 515,006.00
580	Covington	0.2496	\$ 1,167,624.00	\$ 876,185.00	\$ 291,439.00
590	Danville	0.2223	\$ 2,709,033.00	\$ 2,106,815.00	\$ 602,218.00
620	Franklin City	0.371	\$ 332,731.00	\$ 209,288.00	\$ 123,443.00
630	Fredericksburg	0.3441	\$ 2,084,850.00	\$ 1,367,453.00	\$ 717,397.00
640	Galax	0.3146	\$ 1,359,415.00	\$ 931,743.00	\$ 427,672.00
650	Hampton	0.3223	\$ 5,496,155.00	\$ 3,724,744.00	\$ 1,771,411.00
660	Harrisonburg	0.3808	\$ 3,038,794.00	\$ 1,881,621.00	\$ 1,157,173.00
670	Hopewell	0.2667	\$ 2,371,482.00	\$ 1,739,008.00	\$ 632,474.00
678	Lexington	0.3302	\$ 1,236,748.00	\$ 828,374.00	\$ 408,374.00
680	Lynchburg	0.2736	\$ 4,855,219.00	\$ 3,526,831.00	\$ 1,328,388.00
683	Manassas City	0.4168	\$ 952,689.00	\$ 555,608.00	\$ 397,081.00
685	Manassas Park	0.4273	\$ 968,142.00	\$ 554,455.00	\$ 413,687.00
690	Martinsville	0.3321	\$ 1,208,736.00	\$ 807,315.00	\$ 401,421.00
700	Newport News	0.2773	\$ 7,213,084.00	\$ 5,212,896.00	\$ 2,000,188.00
710	Norfolk	0.2455	\$ 6,976,427.00	\$ 5,263,714.00	\$ 1,712,713.00
720	Norton	0.3254	\$ 299,106.00	\$ 201,777.00	\$ 97,329.00
730	Petersburg	0.3535	\$ 2,547,454.00	\$ 1,646,929.00	\$ 900,525.00
735	Poquoson	0.2787	\$ 438,038.00	\$ 315,957.00	\$ 122,081.00
740	Portsmouth	0.2605	\$ 1,536,411.00	\$ 1,136,176.00	\$ 400,235.00
750	Radford	0.2034	\$ 2,242,305.00	\$ 1,786,220.00	\$ 456,085.00
760	Richmond City	0.3691	\$ 11,552,393.00	\$ 7,288,405.00	\$ 4,263,988.00
770	Roanoke City	0.3072	\$ 8,918,832.00	\$ 6,178,967.00	\$ 2,739,865.00
775	Salem	0.3513	\$ 2,902,696.00	\$ 1,882,979.00	\$ 1,019,717.00
790	Staunton	0.2699	\$ 2,662,282.00	\$ 1,943,732.00	\$ 718,550.00
800	Suffolk	0.2432	\$ 2,748,453.00	\$ 2,080,029.00	\$ 668,424.00
810	Virginia Beach	0.3569	\$ 11,026,531.00	\$ 7,091,162.00	\$ 3,935,369.00
820	Waynesboro	0.3843	\$ 2,447,728.00	\$ 1,507,066.00	\$ 940,662.00
830	Williamsburg	0.4553	\$ 721,379.00	\$ 392,935.00	\$ 328,444.00
840	Winchester	0.4587	\$ 3,651,173.00	\$ 1,976,380.00	\$ 1,674,793.00
1200	Greensville/Emporia	0.2266	\$ 1,736,196.00	\$ 1,342,774.00	\$ 393,422.00
1300	Fairfax/Falls Church	0.4611	\$ 33,038,991.00	\$ 17,804,712.00	\$ 15,234,279.00
	Total		\$ 382,821,478.00	\$ 244,293,227.00	\$ 138,528,251.00

Children's Services Act
Allocation for WRAP FY2024

FIPS	Locality Name	Local Match Rate (4 digit decimal)	FISCAL_YR	State Share of WRAP Allocation
1	Accomack	23.32%	2024	\$ -
3	Albemarle	44.74%	2024	\$ 45,297.00
5	Alleghany/Clifton Forge	19.24%	2024	\$ -
7	Amelia	32.68%	2024	\$ -
9	Amherst	27.22%	2024	\$ 5,616.00
11	Appomattox	26.39%	2024	\$ 9,462.00
13	Arlington	46.02%	2024	\$ 22,805.00
15	Augusta	33.02%	2024	\$ -
17	Bath	42.78%	2024	\$ -
19	Bedford County	31.11%	2024	\$ -
21	Bland	21.09%	2024	\$ -
23	Botetourt	36.02%	2024	\$ 2,502.00
25	Brunswick	24.39%	2024	\$ 1,796.00
27	Buchanan	31.56%	2024	\$ -
29	Buckingham	20.23%	2024	\$ 37,812.00
31	Campbell	31.07%	2024	\$ 984.00
33	Caroline	33.08%	2024	\$ 2,794.00
35	Carroll	29.10%	2024	\$ -
36	Charles City	31.31%	2024	\$ -
37	Charlotte	22.04%	2024	\$ 23,464.00
41	Chesterfield	38.53%	2024	\$ 13,218.00
43	Clarke	47.97%	2024	\$ 22,744.00
45	Craig	29.01%	2024	\$ -
47	Culpeper	37.67%	2024	\$ 66,567.00
49	Cumberland	30.40%	2024	\$ 2,527.00
51	Dickenson	30.42%	2024	\$ -
53	Dinwiddie	33.58%	2024	\$ 39,755.00
57	Essex	38.53%	2024	\$ -
61	Fauquier	45.84%	2024	\$ 116,736.00
63	Floyd	23.24%	2024	\$ -
65	Fluvanna	38.11%	2024	\$ 166,977.00
67	Franklin County	28.30%	2024	\$ 12,746.00
69	Frederick	43.48%	2024	\$ 186,747.00
71	Giles	28.98%	2024	\$ 7,712.00
73	Gloucester	36.87%	2024	\$ 7,720.00
75	Goochland	48.71%	2024	\$ -
77	Grayson	21.09%	2024	\$ -
79	Greene	34.71%	2024	\$ -
83	Halifax	23.35%	2024	\$ 14,084.00
85	Hanover	44.44%	2024	\$ 16,097.00

Children's Services Act
Allocation for WRAP FY2024

FIPS	Locality Name	Local Match Rate (4 digit decimal)	FISCAL_YR	State Share of WRAP Allocation
87	Henrico	37.55%	2024	\$ 53,699.00
89	Henry	27.86%	2024	\$ -
91	Highland	38.22%	2024	\$ -
93	Isle of Wight	36.13%	2024	\$ 989.00
95	James City	44.83%	2024	\$ -
97	King & Queen	31.44%	2024	\$ 2,935.00
99	King George	36.27%	2024	\$ -
101	King William	38.53%	2024	\$ 13,923.00
103	Lancaster	43.91%	2024	\$ 5,066.00
105	Lee	22.45%	2024	\$ -
107	Loudoun	47.64%	2024	\$ 7,655.00
109	Louisa	44.01%	2024	\$ 11,882.00
111	Lunenburg	16.98%	2024	\$ 27,800.00
113	Madison	33.55%	2024	\$ -
115	Mathews	42.71%	2024	\$ -
117	Mecklenburg	22.86%	2024	\$ 39,587.00
119	Middlesex	43.33%	2024	\$ -
121	Montgomery	28.34%	2024	\$ -
125	Nelson	31.32%	2024	\$ -
127	New Kent	43.29%	2024	\$ -
131	Northampton	19.71%	2024	\$ -
133	Northumberland	33.04%	2024	\$ -
135	Nottoway	26.86%	2024	\$ -
137	Orange	40.83%	2024	\$ 19,466.00
139	Page	28.65%	2024	\$ 11,984.00
141	Patrick	25.39%	2024	\$ 11,115.00
143	Pittsylvania	23.55%	2024	\$ 8,474.00
145	Powhatan	43.42%	2024	\$ 16,507.00
147	Prince Edward	22.32%	2024	\$ 258.00
149	Prince George	37.16%	2024	\$ 5,374.00
153	Prince William	34.14%	2024	\$ 66.00
155	Pulaski	29.23%	2024	\$ 8,181.00
157	Rappahannock	41.99%	2024	\$ 13,617.00
159	Richmond County	32.27%	2024	\$ -
161	Roanoke County	43.97%	2024	\$ 16,885.00
163	Rockbridge	23.36%	2024	\$ -
165	Rockingham	34.45%	2024	\$ 1,149.00
167	Russell	18.94%	2024	\$ 1,160.00
169	Scott	31.54%	2024	\$ -
171	Shenandoah	35.17%	2024	\$ 39,430.00

Children's Services Act
Allocation for WRAP FY2024

FIPS	Locality Name	Local Match Rate (4 digit decimal)	FISCAL_YR	State Share of WRAP Allocation
173	Smyth	23.37%	2024	\$ -
175	Southampton	32.30%	2024	\$ -
177	Spotsylvania	45.88%	2024	\$ 7,105.00
179	Stafford	44.39%	2024	\$ 8,752.00
181	Surry	39.79%	2024	\$ -
183	Sussex	23.87%	2024	\$ -
185	Tazewell	24.55%	2024	\$ 3,483.00
187	Warren	38.53%	2024	\$ 13,120.00
191	Washington	27.60%	2024	\$ -
193	Westmoreland	30.25%	2024	\$ 2,850.00
195	Wise	27.55%	2024	\$ 89,405.00
197	Wythe	27.08%	2024	\$ -
199	York	38.88%	2024	\$ -
510	Alexandria	53.09%	2024	\$ 42,683.00
520	Bristol	25.47%	2024	\$ -
530	Buena Vista	23.29%	2024	\$ 4,235.00
540	Charlottesville	30.68%	2024	\$ 30,729.00
550	Chesapeake	37.15%	2024	\$ 23,029.00
570	Colonial Heights	40.27%	2024	\$ -
580	Covington	24.96%	2024	\$ -
590	Danville	22.23%	2024	\$ -
620	Franklin City	37.10%	2024	\$ -
630	Fredericksburg	34.41%	2024	\$ 6,215.00
640	Galax	31.46%	2024	\$ -
650	Hampton	32.23%	2024	\$ 66,880.00
660	Harrisonburg	38.08%	2024	\$ 793.00
670	Hopewell	26.67%	2024	\$ 21,765.00
678	Lexington	33.02%	2024	\$ -
680	Lynchburg	27.36%	2024	\$ 2,058.00
683	Manassas City	41.68%	2024	\$ 407.00
685	Manassas Park	42.73%	2024	\$ -
690	Martinsville	33.21%	2024	\$ -
700	Newport News	27.73%	2024	\$ -
710	Norfolk	24.55%	2024	\$ 94,765.00
720	Norton	32.54%	2024	\$ 25,934.00
730	Petersburg	35.35%	2024	\$ 46,535.00
735	Poquoson	27.87%	2024	\$ -
740	Portsmouth	26.05%	2024	\$ -
750	Radford	20.34%	2024	\$ 780.00
760	Richmond City	36.91%	2024	\$ -

Children's Services Act
Allocation for WRAP FY2024

FIPS	Locality Name	Local Match Rate (4 digit decimal)	FISCAL_YR	State Share of WRAP Allocation
770	Roanoke City	30.72%	2024	\$ -
775	Salem	35.13%	2024	\$ 880.00
790	Staunton	26.99%	2024	\$ -
800	Suffolk	24.32%	2024	\$ 25,257.00
810	Virginia Beach	35.69%	2024	\$ -
820	Waynesboro	38.43%	2024	\$ -
830	Williamsburg	45.53%	2024	\$ -
840	Winchester	45.87%	2024	\$ 35,637.00
1200	Greensville/Emporia	22.66%	2024	\$ -
1300	Fairfax/Falls Church	46.11%	2024	\$ 269,164.00
	Total			\$ 1,965,825.00

FREDERICK COUNTY FAPT MEETING

Agenda Items

Start – End

Introductions (attempt to connect with family)

Start – End

Facilitator will defer to meeting norms. (need to create to have on wall)

Start – End

Facilitator states purpose of case.

Start – End

Facilitator will ask family if they have any additional agenda items for the case.

Start – End

Confidentiality Statement (needs to be revised)

Start – End

Case Manager presents case to include the following:

- Summarize why we are here or why we are back.
- Summarize last FAPT.
- CANS
- Pertinent information
- Summarize family involvement in treatment.
- What does success look like?
- Barriers

Start- End

Family Participation

- Have family share one strength.
- How are things going?
- Questions?
- Ask the child for their input.

Start- End

Provider Participation

- Goals and progress measurable.
- Discharge planning. What does client need to do to accomplish discharge goals.

Start- End

Facilitator reviews plan/services.

- Review plan and services
- Ask the team for questions.
- Appeal process
- Signatures

Additional information

- FAPT will need to nominate someone as a timekeeper and separate individual to take notes.
- At FAPT/CPMT meeting we can set frames to all agenda items.
- Pre-FAPT- Case Managers will go over R&S and completes eligibility for client and family.

Assessment/Evaluation	
Speech Therapy Evaluation	\$150.00/hour
Occupational Therapy Evaluation	\$150.00/hour
ABA Assessment	\$91.28/hour
Psychological Assessment and Testing	\$150.00/hour
Intake Assessment (other)	\$150.00/event
Intake Assessment (with medical services)	\$225.00/event

Applied Behavior Analysis	
ABA Treatment Plan	\$60.00/hour
ABA Treatment (Paraprofessional)	\$60.00/hour
ABA Treatment (BCBA/BCaBA)	Was \$73.80 + 15% = \$84.87 \$93.92/hour
ABA Consulting Services	\$150.00/hour
ABA Clinical Supervision	\$60.00/hour
ABA Treatment Plan Review Meeting	\$60.00/hour
ABA Enhanced Treatment	\$60.00/hour
ABA Family Training	\$88.76/hour
ABA Group	\$60.00/hour
ABA Social Skills Group	\$60.00/hour
ABA Multiple Family Group	\$20.56/hour



Office of Children's Services
Empowering communities to serve youth

Audit Plan

Fiscal Years 2024 - 2026

August 7, 2023



COMMONWEALTH of VIRGINIA

Scott Reiner, M.S.
Executive Director

OFFICE OF CHILDREN'S SERVICES
Administering the Children's Services Act

MEMORANDUM

TO: Scott Reiner, Executive Director

FROM: Stephanie S. Bacote, Program Audit Manager *Stephanie S. Bacote*

DATE: August 7, 2023

SUBJECT: Fiscal Years (FY) 2024 - 2026 Audit Work Plan

The Fiscal Years 2024-2026 Audit Work Plan for the Office of Children's Services (OCS) Program Audit Activity is enclosed. The workload is divided into three audit engagement types:

- On-Site Audits
- Self-Assessment Validations
- Special Projects

The scope of these audits is to conduct an independent, objective evaluation of locally administered Children's Services Act (CSA) programs to provide reasonable assurance that the mission, vision, goals and objectives of CSA and OCS are accomplished. The basis for the audit selections included risk assessment, management input, and the established audit cycle (every three years). In addition, due consideration was given to the availability of resources to successfully execute this plan.

In accordance with the Institute of Internal Auditors, Standards for the Professional Practice of Internal Auditing, we are submitting this plan for your approval.

Approved

Scott Reiner, Executive Director

INTRODUCTION

The Program Audit Activity of the Office of Children's Services (OCS) is responsible for evaluating the adequacy and effectiveness of the systems of internal control and quality of performance in meeting mission requirements established by the State Executive Council (SEC) and the locally administered programs of the Children's Services Act (CSA). To accomplish our objective of promoting effective controls, high standards for sound fiscal accountability, and responsible use of taxpayer funds, our audits provide analyses, appraisals, recommendations, counsel, and information concerning various activities of CSA to assist CSA employees, partners, and other stakeholders to effectively administer CSA.

We will add value to OCS goals by:

- Reviewing the adequacy of CSA risk management, governance, and control processes.
- Determining whether the established goals and objectives of CSA are accomplished.
- Determining the extent of compliance with CSA laws, statutes, policies, and procedures, etc.
- Reviewing the reliability and integrity of CSA program and financial information.
- Evaluating the controls governing the safeguarding of CSA assets and/or data.
- Appraising whether CSA resources are used effectively and efficiently.
- Recommending operational improvements.

Program Audit personnel possess the training, expertise, and experience to effectively evaluate locally administered CSA programs. Auditors are required to comply with the continuing professional education criteria established by the Institute of Internal Auditors. Personnel are encouraged to pursue professional certification as Certified Internal Auditors.

We will continue to look for ways to improve our audit programs to ensure that we consistently add value to the Office of Children's Services.



Stephanie S. Bacote, CIGA
Program Audit Manager



AUDIT WORK PLAN SUMMARY

FY 2024	FY 2025	FY 2026
Albemarle	Alleghany/Covington	Accomack/Northampton
Alexandria	Amelia	Amherst
Arlington	Bristol/Washington	Appomattox
Bath	Buchanan	Augusta/Staunton/Waynesboro
Bedford County	Campbell	Bland
Carroll	Caroline	Botetourt
Charles City/New Kent	Charlotte	Brunswick
Charlottesville	Essex	Buckingham
Chesapeake	Fairfax/Falls Church	Charlotte
Clarke	Fauquier	Chesterfield/Colonial Heights
Culpeper	Floyd	Craig
Cumberland	Fluvanna	Dinwiddie
Danville	Franklin County	Frederick
Dickenson	Giles	Fredericksburg
Franklin City	Harrisonburg/Rockingham	Galax
Goochland	Henrico	Gloucester
Greene	Henry/Martinsville	Grayson
Highland	Hopewell	Greensville/Emporia
King & Queen	Lancaster	Halifax
Louisa	Lee	Hampton
Madison	Lunenburg	Hanover
Manassas City	Lynchburg	King George
Manassas Park	Mecklenburg	King William
Middlesex	Nelson	Loudon
Montgomery	Nottoway	Mathews
Newport News	Orange	Northumberland
Norfolk	Petersburg	Norton
Page	Portsmouth	Patrick
Powhatan	Prince William	Petersburg
Radford	Rappahannock	Pittsylvania
Richmond County	Richmond City	Poquoson
Roanoke County	Roanoke City	Portsmouth
Salem	Rockbridge/Lexington/Buena Vista	Prince Edward
Smyth	Russell	Prince George
Southampton	Scott	Pulaski
Stafford	Sussex	Shenandoah
Surry	Tazewell	Spotsylvania
Warren	Virginia Beach	Suffolk/Isle of Wight
Westmoreland	Wise	Winchester
Williamsburg	Wythe	York



FY 2024 AUDIT WORK PLAN HOURS

LOCALITY AUDITS, PROJECTS, AND REVIEWS			
ONSITE AUDITS			
Locality	Planned Work Hours	Locality	Planned Work Hours
Albemarle	260	Louisa	200
Alexandria	260	Middlesex	120
Bath	120	Montgomery	200
Bedford	220	Norfolk	260
Charles City-New Kent	120	Radford	200
Charlottesville	220	Smyth	200
Culpeper	220	Southampton	120
Cumberland	120	Stafford	220
Dickenson	120	Williamsburg	120
Greene	200		
SELF-ASSESSMENT VALIDATION			
Locality	Planned Work Hours	Locality	Planned Work Hours
Arlington	120	Manassas Park	80
Carroll	120	Newport News	120
Chesapeake	120	Page	120
Clarke	80	Powhatan	80
Danville	120	Richmond County	80
Franklin City	80	Roanoke County	120
Goochland	80	Salem	120
Highland	60	Surry	80
King & Queen	80	Warren	80
Madison	80	Westmoreland	80
Manassas City	80		
Special Projects			Planned Work Hours
To be Determined			320

Total Work Plan Hours	5800
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Refer to the Audit Work Plan Summary for the listing of planned audits for fiscal years 2025-2026. Classifications of audits as either on-site or self-assessment validation engagement for fiscal years 2025 - 2026 will be scheduled in accordance with the results of the annual risk assessment. Pending the results of the annual risk assessment, the Audit Work Plan Hours for fiscal years 2025 - 2026 will be updated and published accordingly.

**Special Education and the
Children's Services Act (CSA)
Guidance for Community Policy Management
Teams (CPMT), Family Assessment and
Planning Teams (FAPT),
CSA Coordinators and Local School Divisions**



**Office of
Children's Services**
Empowering communities to serve youth

Updated July 2023

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1. Purpose Statement

This document provides guidance related to the interface of special education services and the Children's Services Act. While the document addresses a wide breadth of circumstances, it is not intended to address every situation encountered when navigating the CSA and special education processes. Readers are encouraged to contact the Office of Children's Services and/or the Virginia Department of Education concerning specific situations not covered in this document.

2. Introduction

The Children's Services Act (CSA), formerly the Comprehensive Services Act, is the name for a law enacted in 1993 that establishes a single state pool of funds to purchase an array of services for youth and their families. State general funds, combined with local matching funds, are managed by local interagency teams who plan and oversee services to youth. The mission of the CSA is to create a collaborative system of services and funding that is child-centered, family-focused, and community-based when addressing the strengths and needs of youth and their families in the Commonwealth.

The passage of the CSA enabled communities to more effectively meet the needs of children and youth, including students receiving special education services. Agency staff from local child-serving agencies, such as community services boards (CSB), local departments of social services (LDSS), and court service units (CSU), have long been involved in Individualized Education Program (IEP) meetings on a case-specific basis. However, the comprehensive multidisciplinary planning mandated by the CSA significantly enhanced the ability to collaborate around the needs of children and families and provide services outside the IEP. When local teams utilize multidisciplinary planning to support students with disabilities, communities and schools may better meet child and family needs within the least restrictive environment. This approach enables communities to wrap the necessary services around children and families to prevent more restrictive placements.

Two special education funding streams were placed in the CSA funding pool effective July 1, 1993. These had previously paid for placements in private day schools and private residential special education facilities, whether made by the local school division according to the student's Individualized Education Plan (IEP) (Special Education Private Tuition Fund) or made by social services or the juvenile justice system (Interagency Assistance Fund). The rules governing these funding streams were applied to the CSA funding pool and thus define the educational services funded through the CSA.

The special education target population defined in [§2.2-5211.B.1](#) of the Code of Virginia includes "children and youth placed for purposes of special education in approved private school educational programs, previously funded by the Department of Education through private tuition assistance." This includes all children whose IEPs require placements in private day schools and residential facilities.

In 2011 State Executive Council (SEC) adopted CSA Policy 4.1.3, extending the special education mandate established under [§2.2-5211.B.1](#) as follows:

“The special education mandate may be utilized to fund non-residential services in the home and community for a student with a disability when the needs associated with his/her disability extend beyond the school setting and threaten the student’s ability to be maintained in the home, community, or school setting.”

In doing so, the SEC created an opportunity for communities to address disability-related behaviors outside of the school setting, which affect a child’s ability to be maintained in the least restrictive environment. This is referred to as Special Education Wraparound. Expenditures for such services are limited by the current Appropriation Act to \$2.2 million of state general funds, with local matching funds required. Further information about Special Education Wraparound services and funding can be found in [Section 16](#) of this document.

In 2021, [§2.2-5211.B.6](#) of the Code of Virginia expanded the special education target population to include:

“Children and youth previously placed pursuant to subdivision 1 in approved private school educational programs for at least six months who will receive transitional services in a public school setting. State pool funds shall be allocated for no longer than 12 months for transitional services. Local agencies may contract with a private school education program provider to provide transition services in the public school.” Section 2.2-5211.F notes that “transitional services” includes services delivered in a public school setting directly to students with significant disabilities or intensive support needs to facilitate their transition back to public school after having been served in a private special education day school or residential facility for at least six months. “Transitional services” includes one-on-one aides, speech therapy, occupational therapy, behavioral health services, counseling, applied behavior analysis, specially designed instruction delivered directly to the student, or other services needed to facilitate such transition that are delivered directly to the student in their public school over the 12-month period as identified in the child’s individualized education program.”

See [Appendix A](#) for the OCS Administrative Memo #21-09 concerning transition special education services in the public school setting.

3. Primary Authority Regarding Special Education Services

The requirements associated with special education are governed by federal and state law. Specifically, [the Individuals with Disabilities Education Act](#) (Public Law 101-476), Section [22.1-215](#) of the Code of Virginia, and the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* (the Virginia Regulations) found at [8VAC20-81-10 et seq.](#)

Although local Community Policy and Management Teams (CPMT) are required to develop policies regarding access to CSA funding for all CSA-funded services, **the CPMT must ensure that no local policies or procedures interfere with the provisions and protections afforded to students with disabilities under federal and state laws and regulations.**

4. CSA Funding Responsibility

The sum sufficient nature of defined special education services is specified in the Children's Services Act statute ([§ 2.2-5211.C](#)). Sum sufficient funding means the state pool and the required local matching funds must cover the full cost of services to meet relevant federal mandates, regardless of the amount.

The CSA pool is responsible for funding the following special education services:

- All services delineated in an IEP identifying the least restrictive environment (LRE) as a private day special education school or a private residential facility.
- Services delivered in a public school setting that are IEP-directed and meet the definition of "transition services" as designated in [§2.2-5211.B.6](#) of the Code of Virginia.
- The special education costs associated with the non-educational placement of a student with a disability into a private residential program by a participating CSA entity or CSA team (FAPT/MDT/CPMT).
- Placement in a private school (day or residential) ordered by a hearing officer as a result of a due process hearing or which is part of a legally binding mediation agreement between a parent and school division.

Services in a residential setting required by an IEP are reported under "Educational Services - Congregate Care" (Expenditure Code = 1e). They are subject to the base match rate assigned to each local CSA program. They should be coded as Service Name 28 (Private Residential School) for CSA reporting purposes. This assures compliance with federal prohibition against fiscal incentives or disincentives for the placement of students with disabilities.

Except for transition services outlined in [§2.2-5211.B.6](#), CSA pool funds **may not** fund educational services for students with disabilities in the public school setting.

[Appendix B](#) contains a tabular summary of CSA funding responsibilities for a student with a disability.

5. Local School Division Funding Responsibility

Local school divisions are responsible for the payment of the following:

- All services specified in the IEP for students with disabilities served in public schools;
- Evaluations to determine eligibility for special education and, as required, for re-evaluation of students with disabilities;
- Homebound instruction;
- Home-based instruction;

- Public school personnel necessary to implement the Standards of Quality and staffing requirements specified in the Regulations Governing Special Education Programs for Children with Disabilities in Virginia (including teachers and paraprofessionals), and staff necessary to provide services specified in a child’s IEP when the child is served in the public schools;
- Regional special education programs costs, unless the student is participating in transitional services (see [§2.2-5211.B.6](#)) in the regional school setting;
- Tuition payments to another school division when the student is enrolled in the other school division and in accordance with the IEP and the consent of the receiving school division; and
- Transportation costs necessary to implement IEP placements in public and private programs (i.e., private day and private residential placements).

6. Age of Eligibility for Students with Disabilities

Consistent with a student’s eligibility for special education services under IDEA, CSA is responsible for funding private school special education services specified in the IEP for a student who has not yet received a standard or advanced studies high school diploma and who has not reached their 22nd birthday on or before September 30 of the school year. For example, an eligible student whose 22nd birthday falls on October 20 remains eligible for (CSA-funded) special education through the end of the school year (including the “extended school year” if appropriate) which began on or about September 1. This eligibility also includes using CSA funds to provide transition services as defined in [§2.2-5211.B.6](#)) and/or community-based wraparound services for students with disabilities (Special Education Wraparound Funds).

7. Individualized Education Program (IEP)

A child is eligible to receive special education after an evaluation conducted per IDEA procedures, and a team, including the child’s parents, determines that the child meets specific eligibility criteria. Following the determination of eligibility, an Individualized Education Program (IEP) must be developed for the child. The IEP will address the special education and related services the child needs to benefit from the general curriculum and identify the "least restrictive environment" (LRE) in which the child’s needs can be met. The local school division develops the IEP to ensure the child receives a free and appropriate public education (FAPE) as the IDEA requires.

8. Role of the Local FAPT/CSA Program with Respect to the IEP

Federal and state requirements prohibit any entity from changing the services or placement specified on the IEP. **The Family Assessment and Planning Team (FAPT) and the Community Policy and Management Team (CPMT) are prohibited from changing the IEP, including the specified services and placement.** When the FAPT reviews an IEP for private day services or private residential services, the role of the team includes the non-discretionary recommendation for funding, collection of uniform assessment and demographic data required for CSA reporting, consideration of the child/family’s needs beyond the IEP, collecting information from IEP reviews and progress reporting for purposes of documenting utilization

review, and assuring coordination of services for those children served by multiple agencies.

The CPMT is responsible for establishing policies and procedures and authorizing CSA funds to ensure access for eligible children, i.e., students with IEPs directing placement into private education programs. However, no CSA policy or practice may delay or compromise a school division's ability to fulfill IEP and FAPE responsibilities for children with disabilities.

8.1 Selection of private education providers

A local school division is responsible for ensuring a Free Appropriate Public Education (FAPE) provision, including identification of the least restrictive environment and service providers, for children residing within its jurisdiction. The IEP team must select a provider based on the child's needs and the provider's ability to implement the child's IEP. Restricting providers to those approved by the Community Policy and Management Team (CPMT) may not infringe upon the school division's ability to fulfill these responsibilities.

When an IEP team determines that multiple providers can implement a child's IEP, the provider selection may be governed by requirements established by the CPMT. However, if a child's IEP identifies and names a specific provider of services and/or if the IEP team determines that a single provider is uniquely able to implement the child's IEP and names that provider in the IEP, that provider must be utilized regardless of its status relative to licensure, contracting, CPMT approval, etc. **It is important to note that [§2.2-5211](#) of the Code of Virginia prohibits using CSA funds for educational services provided by private special education programs not licensed by the Board of Education or an equivalent out-of-state licensing agency (see [Appendix C](#)).**

8.2 CSA Utilization Review and Special Education Services

CSA Utilization Review (UR) procedures for students placed for private special education services are completed by the IEP team. Non-school-based persons conducting CSA UR activities staff may provide information and recommendations to an IEP team, as the IEP team is solely responsible for all determinations regarding services and placement.

Special education laws and regulations determine the frequency at which an IEP must be reviewed and progress reported. These reviews fulfill CSA UR requirements. Consistent with federal and state regulations, the school division is responsible for at least an annual review of a student's IEP. The purpose of an IEP review is to evaluate, among other things, the student's progress toward the annual goals on the IEP and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

9. Parental Rights and Consent for Information Sharing for CSA Special Education Funding

Federal and state special education laws and regulations afford the parents of children with disabilities significant rights regarding their children's education. Compliance with federal laws and protections for children with disabilities require that CSA processes not impede a child's access to the services specified in their IEP, e.g., a parent may not be required to attend a FAPT meeting to gain access to funding for placement or services specified in a child's IEP. Federal and state special education laws and regulations do not apply to CSA processes for developing

a CSA Individual and Family Service Plan (IFSP) for a child with a disability. Best practice suggests that FAPT planning outside of a child's IEP (e.g., development of an IFSP) may benefit the child and family and enable the CPMT to maintain the child within the community. **A clear explanation must be given to the parent/family that the purpose of FAPT planning is not connected to the child's special education program and their right to a free appropriate public education (FAPE).**

Federal law ([The Family Educational Rights and Privacy Act or FERPA](#)) specifies the authority of parents over disclosure of their child's educational records, including to participants at meetings in which their child's education record is discussed. Schools must secure parental consent whenever any non-school employee is granted access to the child's educational record; this includes CPMT, FAPT, and private providers. Without parental consent, the schools cannot share information with others, including CSA entities.

Absent parental consent, school divisions may not disclose to the CPMT certain minimum information from the student's educational records necessary to accomplish two basic requirements: (i) to verify the student's eligibility for CSA funds (i.e., the portions of the IEP confirming placement in a private educational program), (ii) to submit the correct information about such student to contract with a private special education provider and to meet the requirements of CSA data collection (e.g., name, date of birth, Student Testing Identifier). Without the required information CSA must deny state pool funding for these placements. (Source: OCS Administrative Memo #18-01) ([See Appendix D](#)).

10. Least Restrictive Environment (LRE)

The Individuals with Disabilities Education Act (IDEA) stipulates that students with disabilities be educated in the least restrictive environment. This means that to the "maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled," and that "special classes, separate schooling or other removal of children with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be achieved satisfactorily." ([34 CFR 300.114](#))

The LRE is a continuum consisting of a range of educational placements in which an IEP can be implemented to meet the individual needs of students with disabilities. These placement options vary from the least restrictive (general education classroom) to the more restrictive (residential facility, home-based, etc.). Determining the least restrictive environment in two specific situations makes a child eligible for CSA funding. As discussed earlier, students are eligible for CSA funding for educational services when their IEP dictates a least restrictive environment of private day or residential placement.

The following sections will discuss LRE in relationship to the CSA in greater depth.

11. CSA Funding for Public School Services and Tuition

As noted earlier, CSA funds can only be used to fund public school services for students transitioning back to public school from private day/residential consistent with [§ 2.2-5211.B.6](#). Outside of this, CSA funds cannot fund services occurring in the public school for a child who is eligible for special education. This applies regardless of any other eligibility the student may have for CSA-funded services. According to guidance provided by the Virginia Department of Education (VDOE) in [Superintendent's Memo #018-10](#), school divisions maintain full responsibility for the provision and funding of all services necessary to provide a Free Appropriate Public Education (FAPE) to students in public school programs. Consequently, CSA state pool funds cannot be used to fund any services in the public school setting for students with IEPs, even if those services address non-educational factors. CSA may, however, be used to support services, such as Therapeutic Day Treatment (TDT), in the school setting for **students without disabilities** as long as they meet eligibility requirements for CSA and those services are placed on an IFSP recommended by the FAPT and authorized by the CPMT.

12. CSA Funding for Special Education Private Day Schools

The following are guidelines for various categories of students with disabilities placed in special education private day schools.

12.1 IEP-directed placements (students not in foster care)

- Students with IEPs identifying a private day school as the LRE are eligible for CSA funding for the educational services included in the IEP.
- Consent to exchange information is obtained from the parent.
- The student is referred to CSA for funding.
- The case is referred to FAPT, consistent with local policy (see Section 8 on FAPT and special education).
- CPMT approves funding consistent with state and local policy.

12.2 IEP-directed placements (students in foster care)

- Students in foster care are enrolled in school divisions consistent with the decisions of the Best Interest Determination (BID) meeting ([see section 14.1 for more information on the BID process](#)).
- If the BID team determines that a student should be enrolled in the public school division where their placement is located, that school division must review the student's IEP.
- If it is determined that the student's special education needs cannot be met within the public school in the jurisdiction where the child is placed, a private day should be indicated as the student's LRE.
 - The school division from the placing CSA locality (i.e., the jurisdiction of the LDSS holding the child's custody) becomes student's LEA and that CSA program is responsible for private day tuition and related educational service costs. The LEA is responsible for the cost/provision of transportation to the private day school.

12.3 Parental placements (parent unilaterally places a student with a disability)

- CSA funds may not support educational services for students unilaterally placed by their parent/guardian in a special education private day school when not determined by the IEP (See VDOE Superintendent's Memo #019-11 for justification).

13. CSA Funding for Education in Private Residential Facilities (See [Appendix E](#))

The following are guidelines for various categories of students with disabilities placed in residential settings:

13.1 IEP-directed placements (students not in foster care)

- Students with IEPs identifying a private residential school as the LRE are eligible for CSA funding for all the costs associated with the residential placement (Medicaid may be utilized with parental consent).
- Consent to exchange information is obtained from the parent.
- The student is referred to CSA for funding.
- The case is referred to the FAPT consistent with local policy (see the section on FAPT and special education).
- CPMT approves funding consistent with state and local policy.
- Students shall typically be placed only in residential placements licensed by the VDOE and/or Department of Behavioral Health and Developmental Services (DBHDS).

13.2 CSA funding for a student with a disability placed for non-educational purposes (facilitated through the CSA/FAPT vs. the IEP process)

Students with disabilities may be placed, through the CSA, in residential treatment settings to address psychiatric/behavioral issues without that setting identified as the LRE in their IEP. The following section addresses such placements.

13.2.1 Residency

Section [8VAC20-81-30](#) of the Regulations Governing Special Education Programs for Children with Disabilities in Virginia define residency for students with disabilities placed in residential programs for non-educational reasons outside their resident jurisdictions. In short, regulations state that students not in foster care remain residents of their parents' locality. For students who are in foster care, the school division where the Virginia placing agency (local department of social services) is located has the educational responsibility for the student.

13.2.2 Local School Division and CSA Responsibilities

- Per [8VAC20-81-150](#), the school division that is part of the placing CPMT shall revise and amend the IEP to reflect the non-educational placement by noting that the student is attending a residential facility through a CSA placement.

This non-educational placement was made upon a referral by the FAPT, the referring agency, and the student's family. The educational services necessary to provide the child with FAPE, as described in the IEP, are contingent upon FAPT funding. This IEP is not "stay put" for [20 USC sec. 1415 \(j\)](#) or any other educational purpose unless so identified by a due process hearing officer or as a result of a mediated agreement. Otherwise, the least restrictive environment will revert to the "last agreed upon" IEP before the student was placed in a residential facility for non-educational reasons; unless the IEP team determines that a different replacement is warranted to ensure that the student can receive FAPE.

- The revised IEP shall reflect that the student is in a non-educational placement and shall address the student's special educational needs while in the placement. The revised IEP for a non-educational placement is not considered the "source" of the residential placement. The student's IEP should be amended to reflect the non-educational placement as the educational placement as the previous IEP is "functionally unavailable."
- If a parent requests a due process hearing to challenge a student's removal by the FAPT/CPMT from a residential placement made for non-educational purposes, the child shall remain in the previous IEP placement (LRE) agreed upon by the parent(s), and the local educational agency before the placement by the CSA team ([8VAC20-81-150.A.8](#)).
- While the student's school division may not be responsible for the actual delivery of the services outlined in the student's IEP, the school division does remain responsible for ensuring that special education and related services required to ensure FAPE is provided following the IEP while the child is in the non-educational placement. Typically, students with educational disabilities placed in licensed Virginia residential facilities are provided CSA-funded special education services by the facility as identified in the IEP.
- The school division is not responsible for the non-educational (non-FAPE) services in a residential placement made by CSA for non-educational purposes.

13.3 Residential placement of a student with a disability by the parent/ guardian for non-educational reasons without the involvement of the CSA

Students with disabilities may be placed by the parent(s)/guardians in residential treatment facilities for non-educational reasons (without an IEP for this LRE) and without the involvement of the local CSA. This is often referred to as a "**unilateral parental placement.**"

13.3.1 Residency

The school division of the parent's residence continues to be responsible for FAPE ([8VAC20-81-30 E.3 and 8VAC20-81-30 B.9](#))

13.3.2 Local School Division and CSA Responsibilities

- Although the school division maintains responsibility for FAPE, the scope of this responsibility is limited and does not mean the full array of educational services offered by the residential treatment facility. It is the sole responsibility of the IEP team to determine the accommodations and services necessary to ensure FAPE.
- Once a school division learns that a child has been unilaterally placed in a residential facility by a parent for non-educational reasons, they should promptly convene an IEP meeting to determine whether the student's needs have changed in such a way that they now require a residential placement for educational reasons.
- If the IEP team determines that a change in placement is appropriate for educational reasons, the IEP should be modified to reflect this change. If the IEP becomes a residential IEP, the child is/becomes eligible for CSA funding and should be referred to CSA for IEP-directed services.
- If the IEP team determines that the least restrictive environment is/should remain a private day school, the IEP should indicate private day placement as the LRE, the child is/becomes eligible for CSA, and it is appropriate to utilize CSA funds for the educational services (in the residential facility) necessary to ensure the student's access to FAPE (as directed by their IEP). **This does not obligate CSA to fund non-education services in the residential placement.**
- If the IEP team determines that public school placement as indicated in the current IEP remains educationally appropriate, the IEP should be amended to state that the public school placement remains appropriate; however, it is functionally unavailable because the child is currently placed in a residential facility for non-educational reasons. The IEP team must determine how to deliver FAPE (special education and related services).
- The school division may elect to provide services in various ways (through a home-based model, an itinerant teacher, contracting with the local school division where the facility is located, or purchasing the appropriate educational services from the facility). However, service provision, including how the services will be provided, must be clearly outlined in the IEP.
- If it is determined that FAPE will be provided through the purchase of educational services from the residential provider, it is the **school division**, not CSA, which **bears the financial responsibility** for these services.

14. Special Circumstances

There are a variety of non-routine circumstances that impact the intersection of special education and the CSA. These include youth in foster care, youth placed in a residential setting with an adoption assistance agreement, and cross-jurisdictional placements. These situations are discussed in the following sections.

14.1 Students with Disabilities in Foster Care

Children and youth in foster care are among the most vulnerable populations, averaging one to two yearly residential placement changes. Of the approximately 5,000 children and youth in foster care in Virginia, about 80% are school-aged (ages 4-17). Statistics show that close to 64% of youth in care experience two or more foster home placements throughout one foster care episode, indicating the vital need to provide stability for these youth wherever possible. Stability can be promoted by maintaining a predictable and familiar school environment, when in the youth's best interest, where the youth is known, cared for, and supported.

Virginia has identified a process (Best Interest Determination) to address school stability for youth in foster care. Joint guidance ([Fostering Connections and the Every Student Succeeds Act: Joint Guidance for School Stability of Children and Youth in Foster Care, October 2017](#)) from the Virginia Department of Education and the Virginia Department of Social Services addresses school stability for children in foster care.

Local school divisions must provide special education services to children in foster care who can be educated in the public schools in that locality or a regional public program ([§22.1-215](#)). The Department of Education reimburses the division.

14.2 Adoption Assistance

Local CSA programs are not automatically required to fund the educational costs for students with educational disabilities placed in residential treatment facilities using adoption assistance funds administered by the Virginia Department of Social Services.

Adoptive parents may seek assistance from the CSA program where they reside (as a parental placement for non-educational purposes), and/or if help is needed with educational costs, the adoptive parent may contact the LDSS that initiated the adoption assistance agreement to request special services payment be negotiated to assist in covering the general educational costs (See VDSS Broadcast 9091 in [Appendix F](#)).

If the student received private day special education services per their IEP before placement in a residential setting (for non-educational reasons), it is appropriate to utilize CSA funds for the educational services necessary to ensure the child's access to FAPE while in the private placement.

14.3 Cross-Jurisdictional Placements (Students not in foster care)

Unless the child is in foster care, local school divisions are not required to enroll children who are non-residents, including those residing in group homes. Each local school board can

determine whether that division will admit non-residents and, if so, if the board will charge tuition.

Before placing a child not in foster care in a group home in another jurisdiction, the CPMT must determine if the child can enroll in that locality's school division. If the school board policies do not permit enrollment, other arrangements must be made for the child's education or another placement. The CPMT should exercise caution in making placements in group homes across jurisdictional lines where the child cannot enroll in public school. CSA state pool funds may not be used to pay tuition to a local school division. Therefore, if a child not in foster care is placed for non-educational reasons in a group home in a locality that charges tuition for non-resident students, the local school division of the placing CPMT will be responsible for tuition payment. This underscores the importance of working with the local school division representatives on the FAPT/CPMT before making out-of-jurisdiction placements.

The following chart summarizes cross-jurisdictional placements of students with educational disabilities.

Cross-Jurisdictional Placements of Students with Disabilities			
	Current Least Restrictive Environment (per IEP)		
	Public School	Private Day	Residential
Youth in Foster Care	<ul style="list-style-type: none"> • The BID process is initiated • If BID determines that child is to attend a new school division: <ul style="list-style-type: none"> ○ The student is enrolled and the new school division is responsible for FAPE and develops an IEP ○ No CSA educational funding is necessary • If BID determines that child is to attend the (current) school of origin: <ul style="list-style-type: none"> ○ The student remains enrolled ○ CSA or Title IV-E funding is used for transportation 	<ul style="list-style-type: none"> • The BID process is initiated • If BID determines that child is to attend a new school division: <ul style="list-style-type: none"> ○ The student is enrolled and the new school division develops an IEP. If the IEP calls for private day, the CSA in the placing locality is responsible for payment for private day costs • If BID determines that child is to attend the (current) school of origin: <ul style="list-style-type: none"> ○ The student is remains enrolled and the CSA in the placing locality responsible for payment for private day costs • The school division in the placing locality funds the transportation regardless of the BID determination 	<ul style="list-style-type: none"> • No BID meeting is necessary • The school division of the placing CPMT is responsible for ensuring special education and related services in the IEP • IEP is revised (as needed) to support the non-educational residential placement • Placing CSA is responsible for educational funding (in addition to other placement costs)

<p style="text-align: center;">Youth Not in Foster Care</p>	<ul style="list-style-type: none"> • If the student is enrolled in the new school division: <ul style="list-style-type: none"> ○ The new school division is responsible for FAPE and develops a public school IEP ○ There is no CSA educational funding necessary (CSA funding may not be used for public school tuition) • If the student is NOT permitted to enroll pursuant to school board policy: <ul style="list-style-type: none"> ○ The school division of the placing CPMT is responsible for developing (and funding) an IEP for services while the student is in the non-educational placement (e.g., homebound instruction, online instruction) 	<ul style="list-style-type: none"> • If the student is enrolled in the new school division: <ul style="list-style-type: none"> ○ The new school division is responsible for FAPE and develops an IEP. If the IEP calls for private day, the placing local CSA locality is responsible for educational costs • If the student is NOT permitted to enroll pursuant to school board policy: <ul style="list-style-type: none"> ○ The current IEP for private day remains in place and the CSA in the placing locality is responsible for funding that placement ○ The school division in the placing locality funds the transportation 	<ul style="list-style-type: none"> • The school division of the placing CPMT is responsible for ensuring special education and related services in the IEP • IEP is revised (as needed) to support the non-educational residential placement • Placing CSA is responsible for educational funding (in addition to other placement costs)
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****Note:** All students placed residentially across state lines must complete the Interstate Compact on the Placement of Children (ICPC) process. More information on ICPC can be found at: <https://www.dss.virginia.gov/family/icpc/index.cgi>

15. Medicaid-Funded Services

15.1 IEP-based Services in Residential Placements for Students with Disabilities

When an IEP team or FAPT/CPMT team places a Medicaid-eligible student with a disability into a private day or residential treatment program, Medicaid funding may be utilized with the parent's permission, to fund Medicaid-eligible treatment and related services (speech, occupational, physical, and/or psychotherapies). However, the cost for non-Medicaid eligible educational services is the responsibility of the CSA. Various regulatory requirements must be met (through the Department of Medical Assistance Services, DMAS) to access Medicaid funding for services. It is the expectation that community partners and/or case managers will complete all requirements. **Parents of students placed in residential settings per their IEP cannot be forced to utilize Medicaid to fund any possible reimbursable services.**

CSA may require placement into the Medicaid facility when there are no meaningful distinctions between a Medicaid and a non-Medicaid facility (unless the IEP names a specific facility). If no Medicaid facility can meet the child's needs, or the parent refuses to allow the use of Medicaid for the placement, a non-Medicaid facility is appropriate and allowable.

15.2 Medicaid-Funded Therapeutic Day Treatment

Therapeutic Day Treatment (TDT) is a Medicaid-funded service that provides "medically necessary, individualized, and structured therapeutic interventions to children/adolescents with mental, emotional, or behavioral illnesses as evidenced by diagnoses that support and are consistent with the TDT service and whose symptoms are causing significant functional impairments in major life activities such that they need the structured treatment interventions offered by TDT." Therapeutic Day Treatment interventions are typically provided within the educational setting and include clinical evaluation, psychiatric medication education and management, interventions to build daily living skills or enhance social skills, and individual, group, and family counseling and contacts in a structured setting.

TDT services are available to Medicaid-eligible students with and without educational disabilities, provided they meet the medical necessity criteria assigned by the Department of Medical Assistance Services (DMAS). Therapeutic Day Treatment services may be provided in public and private school settings and the utilization of such services is separate from a child's special education and related services. While Medicaid funding may be used to access TDT services for students with disabilities, CSA state pool funds cannot be used to purchase these services unless they are included as a service in a student's IEP which calls for private educational placement (day or residential). CSA state pool funds can, however, be used to purchase TDT for students without educational disabilities provided they meet CSA eligibility criteria and are in compliance with Policy 6.3 (Community-based Behavioral Health Services) in the Children's Services Act Policy Manual. Although CSA funds can be used to fund transition services consistent with [§2.2-5211.B.6](#), they cannot be used to support TDT or any other services in the public school setting for students with IEPs, even if those services address non-educational factors.

16. Special Education Wraparound Funding

Children’s Services Act Policy 4.1.3 extends the “special education mandate” established under the Code of Virginia, Section [2.2-5211\(B\)](#) to include students whose disability extends beyond the school setting and impacts the student’s ability to be maintained in their home, community, or school. This category of funding is intended to support children with disabilities and their families by addressing disability-related, non-educational, or non-IEP-based needs through **community-based services** that are provided outside of the school day/setting. Such services aim to maintain the child in the least restrictive environment possible. Services can be delivered to support the student directly or they may assist the parent in managing the child's needs in the home. It is important to remember that special education wraparound services are part of an Individual and Family Services Plan (IFSP), NOT the IEP. Accommodations, modifications, and services required for the child to access a free and appropriate public education, or FAPE, are protected under IDEA and should be contained in the student’s IEP.

For a student to be eligible for special education wraparound funding, they must have an educational disability and an IEP, regardless of the specific disability.

Residential services and services provided in the school setting are not eligible for special education wraparound funds. Remember: “school setting” means an environment where educational services are provided. It does NOT include using a school building outside of school hours for activities beyond the scope of responsibility of the public schools.

17. 504 Plans and CSA Special Education Wraparound Funds

A 504 Plan addresses accommodations needed for a student due to a medical condition. Different federal laws govern Individualized Education Programs and 504 Plans. Section 504 of the Rehabilitation Act of 1973, which applies to 504 plans, is a federal civil rights law prohibiting discrimination against individuals with disabilities. Section 504 has a much broader definition of a disability than IDEA. Having a 504 plan does not necessarily establish that the student has a disability making them eligible for CSA funding. To qualify for special education funding, students must be identified through the eligibility process outlined in IDEA and the Virginia Special Education Regulations as a student with a disability and have an IEP.

18. Parental Financial Contributions and Co-Payments

As federal law requires that all special education services be provided at no cost to parents, no co-payment or parental contribution may be charged to a parent for any service specified on the IEP or otherwise provided as a part of the free appropriate public education requirement. Thus, CSA-funded IEP services (i.e., private day and private residential services) are exempt from parental co-payments/contributions. For a student with a disability placed into a residential program for non-educational reasons (i.e., by the parent), the educational portion of the placement is exempt from the parental co-payment; however, special education wraparound funds are subject to CSA parental contributions as specified in local CSA/CPMT policy.

19. Agency Disputes Involving Children with Disabilities

The local school division is responsible for ensuring compliance with IDEA requirements for providing a free and appropriate public education to every student per the IEP. IDEA requires that special education services be provided as soon as possible following the development of an IEP and that services may not be delayed while funding is being determined. In any interagency dispute that may interfere with providing a free appropriate public education to a student with a disability, the local school division shall provide or pay for such services and claim reimbursement from the CPMT.

For questions about Special Education and CSA, please contact:

Office of Children's Services

(804) 662-9815

OCS Help Desk

<https://csa.virginia.gov/Contact/TechnicalAssistance>

Virginia Department of Education

(800) 292-3820

<https://www.doe.virginia.gov/programs-services/special-education>

Resources

- Office of Children's Services <https://www.csa.virginia.gov/>
- Virginia Department of Education <http://www.doe.virginia.gov/>
- U. S. Department of Education *34 CFR Part 300 Assistance to States for the Education of Children With Disabilities* <https://www.govinfo.gov/content/pkg/FR-2013-02-14/pdf/2013-03443.pdf>
- Individuals with Disabilities Education Act <https://sites.ed.gov/idea/>
- Regulations Governing Special Education Programs for Children with Disabilities in Virginia <https://law.lis.virginia.gov/admincode/title8/agency20/chapter81/section30/>

Appendix A

OCS Administrative Memo #21-09




COMMONWEALTH of VIRGINIA

Scott Reiner, M.S.
Executive Director

OFFICE OF CHILDREN'S SERVICES
Administering the Children's Services Act

ADMINISTRATIVE MEMORANDUM #21-09

To: CPMT Chairs
CSA Coordinators
CSA Fiscal Agents

From: Scott Reiner, Executive Director 

CC: Samantha Hollins, Virginia Department of Education for distribution to Local Educational Authorities

Date: May 14, 2021

Subject: Special Education – Transitional Services in the Public School Setting

Pursuant to changes in Section 2.2-5211 of the Code of Virginia made by the General Assembly in the 2021 Session (HB2117 and SB1313), CSA state pool fund reimbursements may be utilized for certain transitional services for students returning from a private special education program to a public school setting.

The following is the specific language from the Code (italics reflect changes effective 7/1/21):

§ **2.2-5211**. State pool of funds for community policy and management teams.

B. 6. Children and youth previously placed pursuant to subdivision 1 in approved private school educational programs for at least six months who will receive transitional services in a public school setting. State pool funds shall be allocated for no longer than 12 months for transitional services. Local agencies may contract with a private school education program provider to provide transition services in the public school.

F. As used in this Section, "transitional services" includes services delivered in a public school setting directly to students with significant disabilities or intensive support needs to facilitate their transition back to public school after having been served in a private special education day school or residential facility for at least six months. "Transitional services" includes one-on-one aides, speech therapy, occupational therapy, behavioral health services, counseling, applied behavior analysis, specially designed instruction delivered directly to the student, or other services needed to facilitate such transition that are delivered directly to the student in their public school over the 12-month period as identified in the child's individualized education program.

With regard to Section B. 6., the Office of Children's Services will consider as eligible any student who has been enrolled in an approved private educational program (as indicated in the Local Expenditure, Data, and Reimbursement System (LEDRS)) for at least six of the nine months preceding the initiation of the transitional services provided through this change in the law. The rationale is to allow students who may not have been enrolled during the summer months to be eligible if they were enrolled in the six months preceding a summer break.

Transitional services will be reimbursed for no more than 12 out of the 15 calendar months from the time they are initiated. This definition allows for the 12-month limit to be "suspended" during summer months in which the student is not attending school. The specific transitional services must be specified in the student's Individualized Educational Program (IEP). Reimbursed service providers may be the public school and/or private service providers, with the agreement of the public school. These transitional services carry sum sufficient funding under the provisions of Subsection C. of § 2.2-5211.

The specific services to be provided under the transitional services category are detailed in Subsection F. of § 2.2-5211 and these services are to be provided in the public school setting. Students may be served concurrently with transitional services in a public school setting while remaining in a private school setting. Specifically, if the student's transition plan (as specified in the IEP) is for a partial day attendance at the private day program and a partial day of transition in the public school setting.

Services needed by students with disabilities outside of the public school setting (and not included on the student's IEP) may be funded through existing Special Education Wraparound funding allocations through the Children's Services Act.

Transitional Services in the Public Schools will be coded for reimbursement as follows:

Expenditure Code: 2g (Special Education Private Day Placement). This coding carries the base local match rate.

Mandate Type: 10 (Special education services in an approved educational placement)

Service Placement Type: 6 (Special Education Private Day Placement)

Service Name: 48 (Special Education/Public School Transition). This is a new Service Name effective July 1, 2021, and its proper use is critical to tracking and accountability for this new eligibility category.

Please note that the Superintendent of Public Instruction, Dr. James Lane, has issued a Superintendent's Memo to the local educational authorities containing the same information as provided here.

Thank you for your attention to this change in state law. OCS will be holding a webinar during the month of June to discuss these changes. Please reach out to my office should you have any questions.

AT A GLANCE

Funding Under the Children's Services Act (CSA) for Students with Educational Disabilities

Service	Authority for Funding	FAPT Responsibility	CPMT Responsibility	What CSA Funds	School Division Responsibility
Private Day IEP	COV §2.2-5211 B.1	Optional per local policy. Not required by statute or state policy.	<p><u>Must</u> authorize funding. CPMT requires from schools:</p> <ol style="list-style-type: none"> 1. Consent to share information. 2. Sections of the IEP to establish student eligibility. 3. Demographic data for CSA reporting and purchase orders. 4. Progress reporting on IEP. 5. Uniform assessment instrument (e.g., CANS). 	All special education and related services on the IEP, except transportation.	<ol style="list-style-type: none"> 1. Arranging and funding transportation. 2. Obtain parental consent and supply student name, DOB, and Student Testing Identifier (STI) to CSA. 3. Monitoring student progress. 4. Responsible for annual/ triennial IEP reviews.
Residential IEP	COV §2.2-5211 B.1	Optional per local policy. Not required by statute or state policy.	<p><u>Must</u> authorize funding. CPMT requires from schools:</p> <ol style="list-style-type: none"> 1. Consent to share information. 2. Sections of the IEP to establish student eligibility. 3. Demographic data for CSA reporting and purchase orders. 4. Progress reporting on IEP. 5. Uniform assessment instrument (e.g., CANS). 	<ol style="list-style-type: none"> 1. All special education and related services on the IEP, except transportation. 2. All costs associated with the residential placement, including room and board. (Medicaid is used as the primary funding source when applicable.) 	<ol style="list-style-type: none"> 1. Arranging and funding transportation. 2. Obtain parental consent and supply student name, DOB, and Student Testing Identifier (STI) to CSA. 3. Monitoring student progress. 4. Responsible for annual/ triennial IEP reviews.
Special education services when CSA places a student with an IEP into a residential program for non-educational reasons	COV §2.2-5211 B.2 COV §2.2-5212 A.1 CSA Policy 4.1.1 (CHINS)	Residential placement is recommended by FAPT and included in the IFSP.	<ol style="list-style-type: none"> 1. Authorize funding. 2. Meeting all CSA reporting and data collection requirements 3. Apply local parental contribution policy to non-educational / non-Medicaid placement costs. 	All costs associated with the placement.	<ol style="list-style-type: none"> 1. Supply student name, DOB, and Student Testing Identifier (STI) to CSA. 2. IEP should note that the student is placed in a residential program through CSA for non-educational reasons. 3. Monitoring student progress. 4. Responsible for annual/ triennial IEP reviews.
Special Education Wraparound Services	CSA Policy 4.1.3	Determines eligibility and services and develops IFSP.	<ol style="list-style-type: none"> 1. Authorize funding. 2. Meeting all CSA reporting and data collection requirements 3. Apply local parental contribution policy 	Non-residential services to a student and/or family in the home and community.	<ol style="list-style-type: none"> 1. Obtain consent and supply student name, DOB, and Student Testing Identifier (STI) to CSA. 2. Monitoring student progress.

Appendix C

OCS Administrative Memo #21-06



COMMONWEALTH of VIRGINIA

OFFICE OF CHILDREN'S SERVICES
Administering the Children's Services Act

Scott Reiner, M.S.
Executive Director

ADMINISTRATIVE MEMORANDUM #21-06

To: CPMT Chairs
CSA Coordinators
CSA Fiscal Agents

From: Scott Reiner, Executive Director

Date: April 30, 2021

Subject: Restriction on Use of CSA Funds – Unlicensed Private Educational Programs

Subsequent to changes in Section 2.2-5211 of the Code of Virginia made by the General Assembly in the 2021 Session (HB2117 and SB1313), CSA state pool fund reimbursements will no longer be available for private educational programs that do not hold a valid license issued by the Virginia Board of Education or an equivalent out-of-state licensing agency. This restriction will take effect with services provided on or after July 1, 2021.

The following is the specific language from the Code (italics reflect changes effective 7/1/21):

§ 2.2-5211. State pool of funds for community policy and management teams.

A. There is established a state pool of funds to be allocated to community policy and management teams in accordance with the appropriation act and appropriate state regulations. These funds, as made available by the General Assembly, shall be expended for public or private nonresidential or residential services for troubled youths and families. *However, funds for private special education services shall only be expended on private educational programs that are licensed by the Board of Education or an equivalent out-of-state licensing agency.*

This change in the Code does not provide for any exceptions.

Thank you for your attention to this change in state law. Please reach out to my office should you have any questions.

Appendix D

OCS Administrative Memo #18-01



COMMONWEALTH of VIRGINIA

OFFICE OF CHILDREN'S SERVICES
Administering the Children's Services Act

SCOTT REINER, M.S.
Executive Director

Administrative Memo #18-01

To: CPMT Chairs
CSA Coordinators

From: Scott Reiner, Executive Director 

Date: January 11, 2018

Subject: Parental Consent for Information Sharing for CSA Special Education Funding

This office has received several inquiries concerning circumstances in which parents/legal guardians of students referred to local CSA programs for funding of private special education programs per their IEPs are refusing to sign a consent to share information between the school and the local CSA office.

Consultation with the Office of the Attorney General has confirmed the following:

1. Without parental consent, local school divisions cannot share student's educational records (including IEPs) with CPMTs. This includes the student's "directory information" as well as the educational record. Such disclosure without consent would constitute a violation of the Family Educational Rights and Privacy Act (FERPA).
2. Without such information, CPMTs cannot verify that the students are statutorily eligible for CSA funded services and would therefore be unable to authorize the use of CSA funds to cover the costs of private educational placements required by the student's IEP. The local school division would be responsible for the costs in order to provide a Free and Appropriate Public Education (FAPE) for these students under the federal Individuals with Disabilities Education Act (IDEA).
3. Section 2.2-5209 of the Code of Virginia contemplates this scenario and states: "In cases involving the denial of state pool funds resulting from parental refusal to consent to release of student records under federal law, where such refusal precludes the development of placement through the family assessment and planning team process or the approved collaborative, multidisciplinary team process, an appeal for good cause may be made to the [State Executive] Council." Local school divisions could thus appeal

the denial of CSA funds in these cases, however the State Executive Council would still be bound by the statutory requirements for verification of eligibility and funding under the CSA. Local school divisions would need to consult with their own legal counsel to determine what remedies, if any, may be available to them.

Therefore, without parental consent allowing the school division to disclose to the CPMT student's educational information and records that are necessary for the CPMT to (i) verify the student's eligibility for CSA funds and (ii) to submit the proper information about such student in the CSA data system (e.g., name, date of birth, Student Testing Identifier), CSA must deny funding for these placements.

This supersedes any previously issued guidance on this matter and will be applied prospectively from the date of issue of the Administrative Memorandum. Currently funded cases through CSA can be continued until the end of the current school year, at which time the provisions of this Memorandum would take effect.

Thank you for your attention to this matter.

Residential Placement of Students with Disabilities

	CSA Placement	Parental Placement
Placement for Educational Purposes	1 IEP identifies residential placement as the Least Restrictive Environment	3 Parent makes unilateral placement to meet student's educational needs
Placement for Non-Educational Purposes	2 IFSP identifies the need for residential placement	4 The parent makes unilateral placement for treatment purposes

NOTES: A placement made through a signed Parental Agreement with a public child-serving agency is a CSA placement.

A placement made through Adoption Assistance is a parental placement.

1 IEP identifies private residential placement as LRE

- §2.2-5211.B1 – “Special Education Mandate” – CSA pays for IEP services. When the child is Medicaid eligible and meets medical necessity criteria for residential treatment, Medicaid funds may (with parent/guardian consent) be used for placement. Medicaid does not fund the educational portion of services.
- The school division of child's residence remains responsible for IEP, re-evaluation, and progress reporting.

2 IFSP developed by the FAPT identifies the need for residential placement

- §63.-905 (Statutory basis for foster care and the CHINS “mandate”) – CSA pays for all services. When a child is Medicaid eligible and meets medical necessity criteria for residential treatment, Medicaid funds may be used for residential treatment services. Medicaid does not fund the educational portion of services.
- A revised IEP shall reflect that the student is in a non-educational placement and shall address the student's special educational needs while in the placement. The revised IEP for a non-educational placement is not considered the “source” of the residential placement.
- The school division of child's residence remains responsible for IEP, re-evaluation, and progress reporting.

3 The parent makes a unilateral educational placement

- The child gives up the right to FAPE, i.e., the child does not have access to public school services. The parent holds fiscal and oversight responsibilities for all services, including educational services. (8 VAC 20-81-C.7.c.)

4 The parent makes unilateral placement for treatment purposes

- The child maintains the right to FAPE – the school division of the child's residence is responsible for ensuring the student has the necessary services to benefit from the residential facility's educational program.
- School division identifies appropriate services in the IEP and how they will be delivered, e.g., may provide direct services, arrange with another school division to provide services, or negotiate with the provider to purchase appropriate services.
- If the least restrictive environment identified in the IEP is a private day school, it is appropriate to utilize CSA funds for the services necessary to ensure the child's access to FAPE if such services are purchased from a private provider.

Appendix F

VDSS Broadcast

BROADCAST 9091

DATE: April 15, 2015
TO: Local Departments of Social Services
FROM: Carl E. Ayers, Director
Traci B. Jones, Adoption Program Manager
SUBJECT: Clarification regarding Responsibility for Educational Costs for Children with Adoption Assistance placed in Residential Treatment Programs
CONTACT(S): Jennifer Cooper, Senior Adoption Policy Consultant, jennifer.cooper@dss.virginia.gov (804) 726-7953
Carol Wilson, Program Consultant, OCS, carol.wilson@csa.virginia.gov (804) 662-9817
Pat Haymes, Education Administrator, patricia.haymes@doe.virginia.gov (804) 786-0116

The purpose of this broadcast is to provide guidance to local department of social services (LDSS) staff and their partners regarding payment of educational costs when parents who receive adoption assistance place a child into residential treatment centers. Specifically, questions have arisen regarding interpretation of the Virginia Department of Education's

FAQ 014-11 entitled "Parental Placement of a Student with Disabilities in a Residential Facility." ([VDOE FAQs related to Virginia Regulations Governing Special Education Programs for Children with Disabilities in Virginia](#))

"Students with Disabilities" Placed for **Educational Reasons**

Any "student with a disability" including children who are receiving adoption assistance, whose Individualized Education Program (IEP) requires placement into a residential program for educational reasons, is eligible and "mandated" for services under the Comprehensive Services Act (CSA). The Community Policy and Management Team (CPMT) in the locality of the parents' residence is responsible for ensuring payment.

Students with Disabilities Placed for **Non-educational Reasons**

FAQ 014-11 refers primarily to children who are placed by their parents for non-educational reasons, i.e., "a student with a disability" whose IEP does not require a residential treatment setting; rather, the child is placed to address emotional/behavioral needs.* The response to this FAQ states that the child "maintains his or her FAPE (free and appropriate public education) entitlement." It is the responsibility of the school division to "determine what is necessary to meet FAPE" requirements for the child.

Because of this wording, the assumption has been made by some local departments, community policy and management teams (CPMTs) and family assessment and planning teams (FAPTs) that it is the local school division's responsibility to cover ***all*** educational costs associated with the placement of a "student with a disability" into a residential treatment setting.

However, the school division's responsibility lies solely in the provision of FAPE. Virginia regulation [8VAC20-81-10](#) states that FAPE "means special education and related services." "Special education" is defined as "specially designed instruction", which is provided "at no cost to the parent to meet the unique needs of a child with a disability." Lastly, "specially designed instruction" means:

“adapting as appropriate to the needs of the eligible child under this chapter, the content, methodology or delivery of instruction...to address the unique needs of the child that result from the disability and **to ensure access of the child to the general curriculum** so that the child can meet the educational standards that apply to all children within the jurisdiction of the local educational agency.”

The school division’s responsibility is thus limited to FAPE, or to ensuring the provision of accommodations or activities on the IEP which are designed to adapt the general curriculum to the child’s needs. *The provision of FAPE does not mean that the school is responsible for the general educational costs of the child.* The school may opt to ensure FAPE in one of several ways, including contracting with the educational provider to ensure the services and adaptations noted in the IEP, purchasing adapted materials, providing an itinerant teacher, etc.

Adoption assistance funds may be used to pay the **general education** costs of children receiving adoption assistance if the local FAPT has provided the required multidisciplinary review, determined that services in the community are not available or have been exhausted, and recommended placement. If assistance is needed with educational costs, the adoptive parent may contact the LDSS that initiated the adoption assistance agreement to request a special services payment be negotiated to assist in covering the general educational costs. The adoptive parent may not be assessed a co-pay on the FAPE services provided by the school division or on any costs reimbursed by Medicaid.

The VDSS policy manual, Chapter 2 Adoption Assistance, will be revised to reflect this information. This broadcast will also be shared with CSA coordinators and CPMT chairpersons.

**The FAQ addresses all parental placements of students with disabilities into residential treatment; however the purpose of this broadcast is to provide information regarding children receiving adoption assistance who are placed into residential programs.*

Appendix G

Glossary

Age of eligibility (related to special education) - all eligible children with disabilities who have not graduated with a standard or advanced studies high school diploma who, because of such disabilities, require special education and related services, and whose 22nd birthday falls on or before September 30, and who have not reached their 22nd birthday on or before September 30 (two to 21, inclusive) in accordance with the Code of Virginia. A child with a disability whose 22nd birthday is after September 30 remains eligible for the remainder of the school year. (§ 22.1-213 of the Code of Virginia; 34 CFR 300.101(a) and 34 CFR 300.102(a)(3)(ii))

Child and Adolescent Needs and Strengths (CANS) – the mandatory uniform assessment instrument which must be completed for children and youth receiving services funded through the Children’s Services Act (CSA) state pool.

Children’s Services Act (CSA) – formerly called the Comprehensive Services Act for At-Risk Youth and Families, the Children’s Services Act establishes the collaborative administration and funding system for services for certain at-risk youths and their families. (Chapter 52 (§ 2.2-5200 et seq.) of Title 2.2 of the Code of Virginia)

Community Policy and Management Team (CPMT) – a local team responsible for implementing and administering the Children’s Services Act (CSA) mandates, including authorizing state pool funds for services provided under the CSA. The CPMT’s membership and purpose are established by the Code of Virginia and local team members are appointed by the governing body of a participating locality. (Chapter 52 (§ 2.2-5204-2.2- 5206.) of Title 2.2 of the Code of Virginia)

Family Assessment Planning Team (FAPT) – a locally appointed multidisciplinary team whose membership and purpose are established by the Code of Virginia. The primary role of FAPT is service planning and review in collaboration with youth and families. In doing so, FAPT is directed by §2.2-5209 to “assess the strengths and needs of troubled youths and families who are approved for referral to the team and identify and determine the complement of services required to meet these unique needs.” (Chapter 52 (§ 2.2-5207-2.2-5208.) of Title 2.2 of the Code of Virginia)

Free and appropriate public education (FAPE) - special education and related services that:

1. Are provided at public expense, under public supervision and direction, and without charge;
2. Meet the standards of the Virginia Board of Education;
3. Include an appropriate preschool, elementary school, middle school, or secondary school education in Virginia; and
4. Are provided in conformity with an individualized education program.

Home-based instruction - services delivered in the home setting (or other agreed upon location) per the child’s individualized education program.

Homebound instruction - academic instruction provided to students confined at home or in a health care facility for periods that would prevent regular school attendance based upon certification of need by a licensed physician or clinical psychologist. For a child with a disability, the IEP team shall determine the delivery of services, including the number of hours of services. (Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8VAC20-131-180)

Individual Family Service Plan (IFSP) – an individualized service plan developed by the Family Assessment and Planning Team (FAPT), which includes goals, objectives, and services recommended to the CPMT for funding authorization. The IFSP is central to service planning and shall consider the results of the mandatory uniform assessment (CANS), input from the youth and family, and other available information to inform the plan's development.

Individuals with Disabilities Education Act (IDEA) – a four-part federal law, originally enacted by Congress in 1975, which ensures services to children with disabilities by governing how states and public agencies provide early intervention, special education, and related services to individuals with disabilities. (20 U.S.C. § 1400)

Individuals with Disabilities Improvement Act of 2004 (IDEIA - otherwise called IDEA) – the reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004, which included modifications to more closely align IDEA with the goals of the No Child Left Behind (NCLB) Act. (20 U.S.C. § 1400)

Individualized education program (IEP) – a written statement for a child with a disability developed, reviewed, and revised in a team meeting. The IEP specifies the child's individual educational needs and what special education and related services are necessary to meet the child's educational needs. (34 CFR 300.23)

Least restrictive environment (LRE) - to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the general educational environment occur only when the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR 300.114 through 34 CFR 300.120)

Local educational agency (LEA) - a local school division governed by a local school board, a state-operated program funded and administered by the Commonwealth of Virginia or the Virginia School for the Deaf and the Blind at Staunton. (§ 22.1-346 C of the Code of Virginia; 34 CFR 300.28)

School day - any day, including a partial day, that children are in attendance at school for instructional purposes. The term has the same meaning for all children in school, including children with and without disabilities. (34 CFR 300.11)

Section 504 - that section of the Rehabilitation Act of 1973, as amended, is designed to eliminate discrimination based on disability in any program or activity receiving federal financial assistance. (29 USC § 701 et seq.)

Special Education - specially designed instruction, at no cost to the parent(s), to meet the unique needs of a child with a disability, including instruction conducted in a classroom, in the home, in hospitals, in institutions, and other settings and instruction in physical education. The term includes each of the following if it meets the requirements of the definition of special education: (§ 22.1-213 of the Code of Virginia)

1. Speech-language pathology services or any other related service if the service is considered special education rather than a related service under state standards;

2. Vocational education; and
3. Travel training

State Executive Council for Children’s Services (SEC) – a supervisory council, within the meaning of COV § 2.2- 2100, in the executive branch of state government responsible for policy-making and oversight of the Virginia Children’s Services Act. (Chapter 52 (§ 2.2-2648.) of Title 2.2 of the Code of Virginia)

Transition Services – authorized by §2.2-5211.B.6 of the Code of Virginia, transition services are available to students placed in approved private school educational programs for at least six months and are transitioning back to the public school setting. State pool funds can be used to fund “transition services” delivered in the public school setting and can include, but are not limited to, one-on-one aides, speech therapy, occupational therapy, behavioral health services, counseling, applied behavior analysis, specially designed instruction delivered directly to the student, or other services needed to facilitate a student’s transition from private day schools to public schools. State pool funds can only fund these services for 12 months, and the services must appear in a student’s IEP.

Wraparound services - individualized community-based services developed through a team planning process focusing on the child's and family's strengths and needs.