Special Education Annual Plan and Funding Application for 2006-2007

May 17, 2006
Local Special Education Annual Plan and Report
2006-2007

Submitted by:

Newport News City Public Schools
County/City/Town

12465 Warwick Blvd.
Address

Newport News, Virginia 23606

May 16, 2006
Date

Please return the original and one (1) copy of the Local Special Education Annual Plans and Reports from Newport News City Public Schools (LEA) by May 22, 2006 to the following address:

Lynda Turrieta-McLeod,
Administrative Assistant,
Office of Dispute Resolution & Administrative Services
Department of Education
P. O. Box 2120
Richmond, VA 23218-2120
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GENERAL INSTRUCTIONS
ANNUAL PLAN PROCESS
2006-2007

All school divisions and state-operated programs and the Virginia Schools for the Deaf and the Blind in Virginia (the Virginia Schools) are required to establish eligibility for funding under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04). IDEA '04 requires that each local educational agency (LEA), in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State’s policies and procedures, which have been established in accordance with IDEA '04. Each LEA is also required to ensure that these policies and procedures are on file with the Virginia Department of Education (VDOE). This Annual Plan process helps ensure the LEA’s accountability, and in turn VDOE’s accountability, for implementation of the IDEA '04 requirements in providing programs for children with disabilities.

The following pages provide the necessary forms to assist Virginia’s school divisions, state-operated programs, and the Virginia Schools in preparation of their respective 2006-2007 Annual Plan. Please also refer to the Superintendent’s Memo, dated December 9, 2005 for additional information and contact assistance.

Virginia Department of Education
Division of Special Education and Student Services
Office of Dispute Resolution and Administrative Services

(804) 225-2013

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1 See IDEA '04 § 1413(a)(1).
PART I

☐ Assurance Statement
☐ Superintendent’s Certification for School Divisions
☐ Policy Statements
☐ Changes to Policies and Procedures
ASSURANCE STATEMENT

For the purpose of implementing provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA ’04), the Newport News City Public Schools (LEA/SOP) assures that throughout the period of the 2006-2007 grant award, this local educational agency/state-operated program will comply with all the requirements of Part B of IDEA ‘04, including, but not limited to:

(1) All of the policies and procedures that were approved as part of the LEA/SOP’s most recent prior year State Plan under Part B of the IDEA ‘97 that are not inconsistent with the IDEA ‘04;

(2) All of the eligibility requirements of Section 613 of IDEA ‘04; and

(3) Each of the new requirements of IDEA ’04, as outlined in the Virginia Department of Education’s Guidance Document entitled, “Required Modifications to Local Policies and Procedures.”

The LEA/SOP assures that policies and procedures are kept current. Amendments to policies and procedures are submitted to the Virginia Department of Education as they are adopted by the local school board, or made by the state-operated programs or the Virginia Schools. Any changes made to the policies and procedures will be submitted as amendments to the Annual Plan.

The LEA/SOP also assures that to the extent necessary to make its policies and procedures consistent with the federal implementing regulations of IDEA ’04, which are anticipated to be issued in 2006, the LEA/SOP will, immediately following the issuance of the federal regulations, initiate the process to revise its policies and procedures accordingly.

IDEA Carryover for Grant Awards for periods beginning July 1, 2004.

Grants awarded to local school divisions and other public agencies during the 2004-2005 school year are subject to the statutes in effect at the time the funds are used. Therefore, local school divisions must comply with the IDEA ’97 and its implementing regulations regarding the aforementioned funds. The Education Department General Administrative Regulations (EDGAR) addresses the issue, at Part 76, Subpart G, Section 710, stating, “A State and a subgrantee shall use carryover funds in accordance with:

(a) The federal statutes and regulations that apply to the program and are in effect for the carryover period; and

(b) Any state plan, or application for a subgrant, that the State or subgrantee is required to submit for the carryover period.”

The LEA/SOP assures that through the period of the 2004-2005 grant award, this LEA/SOP will comply with these requirements.

Superintendent/SOP Director
Or Designee

May 17, 2006
Date
SUPERINTENDENT'S CERTIFICATION
SPECIAL EDUCATION POLICIES AND PROCEDURES
FOR SCHOOL DIVISIONS
For Annual Plan Year 2006-2007

Submitted herewith are the policies and procedures for the Special Education Program in Newport News City Public School Division. The policies and procedures were developed in consultation with the local Special Education Advisory Committee and were approved by the School Board of The Newport News City School Division on May 16, 2006 (Date).

I hereby certify that this agency has developed policies and procedures to ensure compliance with Board of Education regulations.

I further certify that all students, including those who may be placed in regional programs by this agency, are afforded all assurances as delineated in this document.

______________________________
Superintendent or Designee

______________________________
May 17, 2006
Date

Note: This page is to be completed by the local school divisions only.
POLICY STATEMENTS

The Newport News Public School Division (LEA) assures that it has in effect policies, procedures, and programs that are consistent with the policies and procedures, which the Virginia Department of Education (VDOE) has established in accordance with IDEA '04, to ensure each of the following:

- A free appropriate public education will be available for each child with disabilities, ages two to 21, inclusive (FAPE).

- A full educational opportunity goal is provided for all children with disabilities, from birth to age 21, inclusive, including appropriate career education, pre-vocational education, and vocational education (Full Opportunity).

- All children, ages two to 21, inclusive, residing in the LEA who have disabilities and need special education and related services, who have not been parentally-placed in a private or home school, are identified, located, evaluated, and placed in an appropriate educational program (Child Find).

- An individualized education program will be maintained for each child with disabilities (IEP).

- To the maximum extent appropriate, children with disabilities will be educated with children who are nondisabled in the Least Restrictive Environment (LRE).

- Children with disabilities and their parents or guardians are guaranteed procedural safeguards in the process of identification, evaluation, or educational placement, or the provision of a free appropriate public education (Procedural Safeguards).

- Surrogate parents will be appointed, when appropriate, to act as advocates to serve the education interest of children, age two to 21, inclusive, who are suspected of being or are determined to be disabled (Surrogate Parents).

- Testing and evaluative materials used for the purpose of classifying and placing children with disabilities are selected and administered so as not to be racially or culturally discriminatory (Protection in Evaluation Procedures).

- Program evaluation shall be conducted annually (Program Evaluation).

- Confidential records of children with disabilities shall be properly maintained (Confidentiality).

- Children with Disabilities, who are participating in Part C early intervention programs, and who will be participating in Part B preschool programs, will experience a smooth and effective transition between the programs (Transition from Part C).
• All children, ages two to 21, inclusive, who have disabilities and need special education and related services, and who are parentally-placed in a private school or home school, which is located within the geographic boundaries of the LEA, are identified, located, evaluated and provided services, in accordance with the results of the consultation process (Private Schools).

• Homeless children with disabilities will be served in accordance with the requirements of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act).

• Special education and related service personnel, including paraprofessionals, are appropriately and adequately prepared and trained, and measurable steps will be taken to recruit, hire, train, and retain highly qualified personnel to provide special education and related services to children with disabilities (Personnel Requirements).

• Required information is submitted to VDOE, as requested, regarding the performance goals and indicators which VDOE established to determine the progress of children with disabilities (Performance Goals).

• Children with disabilities are given the right of participating in the State Assessment System (Assessments).

• There will be on-going parent consultation (Parent Involvement).

• Policies and procedures will be in effect which are designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment. (Disproportionality).

• Children with disabilities are not required to obtain prescription medication as a condition of attending school, receiving an evaluation, or receiving special education and related services. (Mandatory Medication).

• Funding will be used to develop and implement coordinated, early intervening educational services, as required (Early-Intervening Services).

• Children with disabilities who attend charter schools are provided services in the same manner as other children with disabilities, who attend public schools (Charter School Students).

• Instructional materials will be provided to children with a visual impairment in a timely manner (Instructional Materials).

• Efforts will be made to cooperate with the United States Department of Education (USDOE) to ensure the linkage of records pertaining to migratory children with disabilities (Migratory Children).
Newport News City Public Schools
School Division

IDENTIFY ON THIS FORM AND SUBMIT TO VDOE ONLY THE CHANGES TO POLICIES AND PROCEDURES THAT ARE NOT CURRENTLY ON FILE WITH THE VIRGINIA DEPARTMENT OF EDUCATION.

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Management of Student Scholastic Records: Submit a copy of the Local Policies and procedures for the Management of Student Scholastic Records.

8 VAC 20-80-60 A. Full Education Opportunity Goal:
Submit a detailed timetable for accomplishing full educational opportunity for all children with disabilities, from birth through age twenty-one (21) by 2010, including appropriate career education, pre-vocational education, and vocational education. Also provide a description of the kind and number of additional facilities, personnel, and services necessary to meet this goal.
PART II

☐ Local Special Education Advisory Committee

☐ Special Education in Local and Regional Jails

LOCAL SPECIAL EDUCATION ADVISORY COMMITTEE

There shall be a local advisory committee for special education appointed by each local school board to advise the school board through the division superintendent. The composition of the committee shall include parents of children with disabilities and persons with disabilities.²

A. Membership.

Local school division personnel shall serve only as consultants to the committee.

B. The function of the local advisory committee shall be as follows:

1. Advise the local school division of unmet needs in the education of children with disabilities;

2. Assist the local school division in the formulation and development of plans for improving performance of children with disabilities specified in the Virginia Special Education Improvement Plan.

3. Participate in the development of priorities and strategies for meeting the identified needs of children with disabilities;

4. Submit periodic reports and recommendations regarding the education of children with disabilities to the division superintendent for transmission to the local school board; and

5. Assist the local school division in interpreting plans to the community for meeting the special needs of children with disabilities for educational services.

6. Review the policies and procedures for the provision of special education and related services prior to submission by the local school board and the Virginia Department of Education.

C. Public notice shall be published annually listing the names of committee members and including a description of ways in which interested parties may express their views to the committee.

D. Committee meetings shall be held at least quarterly and shall be open to the public.

² See the Virginia Regulations, at 8 VAC 20-80-90 E.
Newport News City Public Schools  
School Division  

2005-2006  
LOCAL SPECIAL EDUCATION ADVISORY COMMITTEE (LAC)*  

<table>
<thead>
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<th>NAME</th>
<th>FULL MAILING ADDRESS AND ZIP CODE</th>
<th>AGENCY OR GROUP REPRESENTED</th>
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<tr>
<td>Chairperson:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chenelle Harris</td>
<td>197 Che尔斯ford Way Newport News, VA 23606</td>
<td>Parent, TMD</td>
</tr>
<tr>
<td>Sarah Russell</td>
<td>114 Highlands Parkway Newport News, VA 23603</td>
<td>Parent, DD</td>
</tr>
<tr>
<td>June Yurkiw</td>
<td>175 Alpine Street Newport News, VA 23606</td>
<td>Parent, OHI</td>
</tr>
<tr>
<td>Mary Beth Helsel</td>
<td>234 Season Trail Newport News, VA 23602</td>
<td>Parent, Autism</td>
</tr>
<tr>
<td>Betty Anby</td>
<td>122 Fischer Drive Newport News, VA 23602</td>
<td>Grandparent, EMD</td>
</tr>
<tr>
<td>Carl Brakman</td>
<td>208 Selden Road Newport News, VA 23606</td>
<td>Parent, Autism</td>
</tr>
<tr>
<td>Sheila Canada</td>
<td>129 Boxley Blvd. Newport News, VA 23602</td>
<td>Parent, Autism</td>
</tr>
<tr>
<td>George Flood</td>
<td>PO Box 2483 Newport News, VA 23609-2483</td>
<td>Community Rep</td>
</tr>
<tr>
<td>Marlene Foster</td>
<td>925 Madison Avenue Fort Eustis, VA 23604</td>
<td>Community Rep</td>
</tr>
<tr>
<td><strong>Continue on next page if necessary</strong></td>
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</tr>
<tr>
<td>Vera Hansley</td>
<td>303 Butler Farm Road Suite 105 Hampton, VA 23666</td>
<td>Community Rep</td>
</tr>
</tbody>
</table>

Date the LAC reviewed the 2006-2007 Annual Plan and Application 03/28/2006

NOTES:

- Local school division employees who regularly attend LAC meetings are not members of the committee and should only be listed as "consultants".
- School divisions are requested to notify the Virginia Department of Education at (804) 371-7421 if the person serving as the LAC chairperson changes.
Newport News City Public Schools  
School Division

2005-2006

LOCAL SPECIAL EDUCATION ADVISORY COMMITTEE (LAC)*

<table>
<thead>
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<tr>
<td>Maqbool Sheikh</td>
<td>44 Huguenot Road Newport News, VA 23606</td>
<td>Community Rep</td>
</tr>
<tr>
<td>Freddie Simmons</td>
<td>2501 Washington Ave Newport News, VA 23607</td>
<td>Community Rep</td>
</tr>
<tr>
<td>Consulting Member</td>
<td>12465 Warwick Blvd. Newport News, VA 23606</td>
<td>Consultant</td>
</tr>
<tr>
<td>Charlene Greiner</td>
<td>12465 Warwick Blvd. Newport News, VA 23606</td>
<td>Consultant</td>
</tr>
<tr>
<td>Marian Harper</td>
<td>12465 Warwick Blvd. Newport News, VA 23606</td>
<td>Consultant</td>
</tr>
<tr>
<td>Robert Pietrasanta</td>
<td>12465 Warwick Blvd. Newport News, VA 23606</td>
<td>Consultant</td>
</tr>
<tr>
<td>Marlene Montandon</td>
<td>12465 Warwick Blvd. Newport News, VA 23606</td>
<td>Consultant</td>
</tr>
<tr>
<td>Dr. Kari Weston</td>
<td>12465 Warwick Blvd. Newport News, VA 23606</td>
<td>Consultant</td>
</tr>
<tr>
<td>Wanda Council</td>
<td>12465 Warwick Blvd. Newport News, VA 23606</td>
<td>Consultant</td>
</tr>
<tr>
<td>Ruthann Newton</td>
<td>1501 Kiln Creek Parkway. Newport News, VA 23602</td>
<td>Consultant</td>
</tr>
<tr>
<td>Everette Hicks, Sr.</td>
<td>12465 Warwick Blvd. Newport News, VA 23606</td>
<td>Consultant</td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION IN LOCAL AND REGIONAL JAILS

Each local school division with a regional or local jail in its jurisdiction shall establish an interagency agreement with the sheriff or jail administrator responsible for the operation of the jail. The interagency agreement shall address staffing and security issues associated with the provision of special education and related services in the jail. It is suggested that you review your agreement annually.

Interagency Agreement

School Division Newport News City Public Schools  Local or Regional Jail Newport News Jail

Directions: Please check the appropriate response. Either yes or no must be checked for question 1.

1. Is there a local or regional jail located within the geographic boundaries of your school division?

   Yes. √
   Check and continue on to question 2.

   No. __________ You have completed the special education in jails section of the annual plan.

2. Has the Interagency Agreement between your school division and the jail been revised since the submission of your most recent annual plan?

   Yes. __________ Check and submit your revised Interagency Agreement with the 2003-2004 annual plan.

   No. √
   Your existing Interagency Agreement will remain in effect until revisions are made. You do not need to submit it.
REPORT ON IMPLEMENTATION
OF THE 2004-2005 ANNUAL PLAN

Submit a report indicating the extent to which the annual plan for the 2004-2005 school year has been implemented (Virginia School Laws §22.1-215).

The plan for the 2004-05 school year has been fully implemented with a full range of services offered to students within the Newport News Public Schools.

In addition to services to students with disabilities, 2-21 years of age, comprehensive staff development activities took place that included teachers, teacher assistants, administrators and parents in an effort to enhance those services.

Staff development included topics such as Collaboration as a Team Sport, Success for all Students, Classroom Discipline, Child Study Committee Activities/Procedures and Disproportionality, Implications of the new IDEA 2004, Transition Services, Due Process Issues, Wilson Reading Training, Direct Instruction & Reading Mastery Training, Services Available from T-TAC, Recruiting Licensed Personnel, Extended School Year Services, Managing Electronic IEPs, Great Leaps Training and Changes in the NCLB Act and Implications for the Disabled Student, as well as a variety on the use of technology in the classroom and using assistive technology with students.

The Local Improvement Plan was addressed consistently throughout the year. The training provided in the plan was well accepted by those teachers involved with many more wanting to be included. The equipment purchased has enabled many more students to obtain meaning from texts that heretofore eluded them. The plan has placed many more tools in the hands of teachers and increased the ways in which they can tailor instruction to each student’s needs.

The Local Special Education Advisory Committee has continued to meet on a monthly basis and has worked closely with the division’s Special Education Department, identifying areas to be addressed. The committee heard presentations at each meeting in areas relevant to the delivery of services to our population with disabilities. Many of those presentations were made by division staff. Local Advisory Committee members participated on several Special Education Department committees alongside department staff members as issues were addressed and procedures clarified. Members of the Special Education Advisory Committee also played a major role in updating the Special Education Operational Guidelines to bring them into compliance with IDEA 2004.

Services to students in the local jail continued for the third year with the full support of personnel from the Sheriff’s Office. During the course of the year staff development occurred with jail intake personnel relative to the identification of students entering with IEPs from their school.

Medicaid services continued to be provided through the division’s occupational and speech therapists and Administrative Claiming continued. The intent continues to be increasing Medicaid billing in the future to include, transportation, psychological testing and nursing services.
PART III

☐ Applications for Federal Funds

Note:

As part of the application for federal funds, LEAs are required to submit the “Proposed Grant Budget” forms for Sections 611 and 619 funding, and the “Excess Costs and Maintenance of Effort Requirements” form. (NOTE: SOPs and the Virginia Schools are not required to submit the “Excess Costs and Maintenance of Effort Requirements” form.) This year, for an annual plan to be considered received in “substantially approvable” form, the above-referenced forms must be submitted as part of the application for federal funds, and they must be submitted electronically via the Online Management of Education Grant Awards (OMEGA) System. These forms may be submitted via OMEGA beginning March 1, 2006. To submit the “Proposed Grant Budget” forms, and the “Excess Costs and Maintenance of Effort Requirements” form using OMEGA, an “OMEGA User Permission Form OP1” must be completed to establish user access. Instructions for completing the user permission form and online training opportunities are available at www.doe.virginia.gov/VDOE/omega. Please mail the completed form to the following address no later than February 1, 2006:

Department of Education
Attn: Accounting Department
P.O. Box 2120
Richmond, Virginia 23218-2120

Questions regarding entering data via OMEGA should be addressed to Omega Support, at omega.support@doe.virginia.gov.
REQUIRED DOCUMENTS
(Assemble and submit in the following order. Do NOT return appendices.)

Section 1.

General Assurance & Compliance Documents

- Submission Statement/Signature Page
- Excess Costs and Maintenance of Effort
- GEPA Assurance
- Lobbying, Debarment/Drug-free Work Place Certification

Section 2.

Instructions and Application for IDEA Part B Section 611 Funds
(Flow-through funds)

Section 3.

Instructions and Application for IDEA Part B Section 619 Funds (Preschool funds)
SECTION 1

GENERAL ASSURANCE & COMPLIANCE DOCUMENTS
SUBMISSION STATEMENT

Under the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04), a local educational agency, which desires to receive funds under the Act, must provide the following assurances:

(1) The attached Application for Part B Funds under the provisions of IDEA has been approved by the Newport News City Public Schools on May 16, 2006.

   Name of School Board (if LEA)   Date

(2) The education agency shall be responsible for (1) the control of funds provided under part B of the Act; (2) title to property acquired with those funds; and (3) the education agency will administer such funds and property.

(3) The education agency shall maintain records which show that where Part B funds are used to supplement existing services or to provide additional services to meet special needs, those services shall be at least comparable to services provided to other children with disabilities in the education agency with state and local funds.

(4) The education agency shall maintain records and afford access to those records the State Educational Agency may find necessary to ensure the correctness and verification of the information required under this Act.

(5) The education agency application and all pertinent documents related to such application, including all evaluations and reports relative to the application shall be made available for public inspection.

(6) The education agency shall maintain records showing that Part B funds are used to supplement and, to the extent practicable, increase the level of state and local funds expended for the education of children with disabilities. Part B funds shall, in no case, be used to supplant local and state funds.

(7) The funds provided under Part B of the Act shall be used to employ only those professional personnel who meet appropriate State standards. In addition, all other professional personnel employed, such as therapists, etc., shall be properly licensed.

(8) The Virginia Department of Education assumes rights to all materials and/or products developed in this project, including equipment purchased with Part B funds.

(9) No person shall, on the grounds of race, color, national origin, sex, disabling condition or age, be excluded from participation in, be denied and benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received financial assistance under the provisions of the Act.

(10) The policies and programs established and administered by the education agency shall meet eligibility requirements for assistance under this Act.
(11) The education agency shall provide students enrolled in private schools an opportunity to participate in programs funded through Part B of IDEA '04.

(12) The education agency will ensure that projects involving construction, are not inconsistent with overall State plans for the construction of school facilities. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under section 504 of the Rehabilitation Act of 1973 and subsequent amendments in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.

(13) The educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in Part B programs significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

(14) The educational agency will ensure that none of the funds expended under Part B programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

Authorized Signature*

Dr. Marcus J. Newsome

(Name typed or printed)

Superintendent

(Title)

*Division Superintendent or SOP Director

May 17, 2006
Date
Newport News City Public Schools
LEA (Note: SOPs do not submit this page.)

EXCESS COSTS & MAINTENANCE OF EFFORT REQUIREMENTS

Excess Costs

NOTE: SEE APPENDIX C. FOR THE EXCESS COST COMPUTATION FORM. Do NOT submit the computation form with this application. The computation form should be maintained in your school division for audit purposes. Submit ONLY the information requested below:

Provide the 2004-2005 average expenditure per student WITH a disability.

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>$11,103</td>
<td>$8,868</td>
</tr>
</tbody>
</table>

Provide the 2004-2005 average expenditure per student WITHOUT a disability.

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7,220</td>
<td>$8,047</td>
</tr>
</tbody>
</table>

Maintenance of Effort

Provide total state and local expenditures for the school division’s total special education program for the years designated below.

<table>
<thead>
<tr>
<th>School Year 2004-2005</th>
<th>School Year 2005-2006 (estimated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$29,635,745</td>
<td>$31,710,247</td>
</tr>
</tbody>
</table>
Newport News City Public Schools
LEA/SOP

IDENTIFICATION OF BARRIERS AND DESCRIPTIONS OF STEPS TO OVERCOME THEM IN ACCORDANCE WITH PROVISIONS IN SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT

Applicants for federal assistance are required under Section 427 of Title II, the General Education Provisions Act (GEPA), enacted as a part of the 2001 No Child Left Behind Act amendments to the Elementary and Secondary Education Act of 1965, to address equity concerns that may affect full participation of potential program beneficiaries (teachers, students or parents) in designing their federally-assisted projects. Section 427 requires identification of barriers to full participation, if any, and a description of steps taken, or that will be taken to overcome them. The legislation highlights six characteristics that describe broad categories of persons or groups that may more frequently encounter barriers to participation. The characteristics are: Gender, Race, National Origin, Color, Disability, and Age.

Several strategies that may be used to overcome barriers that might affect participation of individuals described by these characteristics are identified on this form. (In this document, race and color have been combined. At the division’s discretion, the two characteristics may be treated separately). Space has been provided for the division to describe other strategies, if any, to overcome barriers that might exist related to the identified characteristics, and to identify other barrier subjects and provide a descriptive statement of corrective steps related to overcoming those barriers. If the division deems it necessary, a more detailed description of a barrier related to any one of the identified characteristics may be provided in the blank space allocated below the characteristic.

<table>
<thead>
<tr>
<th>Check all of the federally-assisted program areas to which the attached GEPA statement applies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving the Academic Achievement of the Disadvantage -- Title I-Basic</td>
</tr>
<tr>
<td>Title I- Even Start</td>
</tr>
<tr>
<td>Title I- Migrant</td>
</tr>
<tr>
<td>Title I- Neglected or Delinquent</td>
</tr>
<tr>
<td>Title II-The Eisenhower Professional Development Program</td>
</tr>
<tr>
<td>Title IV-Safe and Drug Free Schools and Communities</td>
</tr>
<tr>
<td>Title VI-Innovative Education Program Strategies</td>
</tr>
<tr>
<td>Stewart B. McKinney Homeless Assistance Act, Part B-Education for Homeless Children and Youth</td>
</tr>
<tr>
<td>Title II-The Carl D. Perkins Vocational and Applied Technology Education Program</td>
</tr>
<tr>
<td>Title III, Part A, Subpart 2 ESEA: Technology Literacy Challenge Fund</td>
</tr>
<tr>
<td>Title III, Part B, Star Schools Program</td>
</tr>
<tr>
<td>IDEA</td>
</tr>
<tr>
<td>Comprehensive School Reform Demonstration Grant</td>
</tr>
</tbody>
</table>

X
<table>
<thead>
<tr>
<th><strong>GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427</strong></th>
</tr>
</thead>
</table>

**CHECK IDENTIFIED SUBJECT OF BARRIER**

**CHECK STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW**

<table>
<thead>
<tr>
<th><strong>GENDER</strong></th>
<th><strong>RACE AND/OR COLOR</strong></th>
<th><strong>NATIONAL ORIGIN</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide awareness-of/sensitivity-to issues of gender bias through</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
  - Workshops |
  - Exchange programs |
  - Group counseling |
  - Individual counseling |
  - Other |
| Provide awareness of people functioning in non-traditional roles/jobs/professions through |
  - Shadowing |
  - Mentorships |
  - Internships |
  - Field trips |
  - Awareness/career days |
  - Advisory committees |
  - Highlighting current/former students who have succeeded in non-traditional jobs |
  - Tours of school facilities, classrooms, laboratories that prepare students for nontraditional roles |
  - Other |
| Encourage participation in all programs and activities through |
  - Active recruitment of under-represented genders |
  - Providing transportation or child care |
  - Exchanges between educators and business representatives |
  - Other |
| Ensure appropriate representation of genders |
  - In all activities |
  - In all instructional materials |
  - In all promotional materials |
  - Other |
| Provide awareness-of/sensitivity-to issues of race/color bias through |
  - Workshops |
  - Exchange programs |
  - Group counseling |
  - Individual counseling |
  - Other |
| Provide awareness of people of different racial/color groups functioning in all roles/jobs/professions through |
  - Shadowing |
  - Mentorships |
  - Internships |
  - Field trips |
  - Awareness/career days |
  - Advisory committees |
  - Highlighting current/former students who have succeeded in non-traditional jobs |
  - Tours of school facilities, classrooms, laboratories that prepare students for nontraditional roles |
  - Other |
| Encourage participation of all students and staff, regardless of race or color, in all programs and activities through |
  - Active recruitment of under-represented groups |
  - Added support such as providing transportation or child care |
  - Exchanges between educators and business representatives |
  - Other |
| Ensure appropriate representation of all races and colors |
  - In all activities |
  - In all instructional materials |
  - In all promotional materials |
  - Other |
| Provide awareness-of/sensitivity-to issues of cultural and social differences related to ethnicity/national origin through |
  - Workshops |
  - Exchange programs |
  - Group counseling |
  - Individual counseling |
  - Other |
| Provide awareness of people of different nationalities functioning in all roles/jobs/professions through |
  - Shadowing |
  - Mentorships |
  - Internships |
  - Field trips |
  - Awareness/career days |
  - Advisory committees |
  - Highlighting current/former students of different nationalities who have succeeded in their chosen career |
  - Tours of school facilities, classrooms, laboratories that prepare students for jobs and careers |
  - Other |
| Encourage participation of all students and staff, regardless of national origin, in all programs and activities through |
  - Active recruitment of under-represented ethnic groups |
  - Added support such as providing transportation or child care |
  - Providing program information in home language |
  - Exchanges between educators and business representatives |
  - Other |
| Ensure appropriate representation of all nationalities |
  - In all activities |
  - In all instructional materials |
  - In all promotional materials |
  - Other |
<table>
<thead>
<tr>
<th>DISABILITIES</th>
<th>AGE</th>
<th>OTHER FACTORS THAT MIGHT LIMIT PARTICIPATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify accommodations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> in the IEP</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> in the 504 plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provide program activity materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> in Braille</td>
<td></td>
<td>Provide awareness-of/sensitivity-to issues of bias related to issues of age and the aging process through</td>
</tr>
<tr>
<td><em>X</em> in large print</td>
<td></td>
<td>___ Workshops</td>
</tr>
<tr>
<td><em>X</em> on audio tape</td>
<td></td>
<td>___ exchange programs</td>
</tr>
<tr>
<td><em>X</em> on video tape</td>
<td></td>
<td>___ group counseling</td>
</tr>
<tr>
<td><strong>Provide accommodations required in Americans with Disabilities Act or 504</strong></td>
<td></td>
<td>___ individual counseling</td>
</tr>
<tr>
<td><strong>Provide program accessibility to students/staff with disabilities through</strong></td>
<td></td>
<td>other ____________</td>
</tr>
<tr>
<td><em>X</em> Orientation and mobility training</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> interpreter services</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> closed captioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> assistive technology devices</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> personal assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> program accessibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> early identification and intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> elimination of architectural barriers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provide awareness-of/sensitivity-to issues of bias related to disabilities through</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> Workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ exchange programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ group counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> individual counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other ____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ensure that personnel/other administrators are aware of and refrain from unfair activities related to issues of age through</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> equitable hiring practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> equitable assignment of responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> special activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ group counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___ individual counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other ____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ensure objective and positive representation of age groups</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> in all activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> in all workshop materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>X</em> in all promotional materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other ____________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CERTIFICATIONS REGARDING LOBBYING; DEBARTMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, “New Restrictions on Lobbying,” and 34 CFR Part 85, “Government-wide Debarment and suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants).” The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000 as defined at 34 CFR Part 82, Sections 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statement in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610 –

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee’s workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee’s policy of maintaining a drug-free workplace;

Any available drug counseling,
(3) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance of rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

(B) The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check [ ] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE**

**GRANTEES WHO ARE INDIVIDUALS**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.506 and 85.610 –

A. As a Condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant

---

C. As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

<table>
<thead>
<tr>
<th>Name of Applicant</th>
<th>PR/Award Number and/or Project Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newport News City Public Schools</td>
<td>Title VIB &amp; Preschool Mini Grant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Printed Name and Title of Authorized Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Marcus J. Newsome</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ED 80-001312/9
SECTION 2

INSTRUCTIONS AND APPLICATION
FOR
IDEA PART B SECTION 611 FUNDS
(FLOW-THROUGH FUNDS)

(Grant Period: July 1, 2006 – Sept. 30, 2008)
VIRGINIA DEPARTMENT OF EDUCATION
PART B, SECTION 611 (Flow-Through Funding) APPLICATION
JULY 1, 2006 – SEPTEMBER 30, 2008

LEA/SOP (or Fiscal Agent) Name: Newport News City Public Schools

Three Digit Code Number: 117

Address: 12465 Warwick Blvd.
Newport News, VA 23606

PROJECT DIRECTOR

Name Robert L. Pietrasanta

Email robert.pietrasanta@nn.k12.va.us

Fax 757-599-5605

Telephone (757) 591-4597

If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs/SOPs and the amounts to be combined into a single award. Individual letters from the participating LEAs/SOPs authorizing release of funds to the designated fiscal agent must accompany this application. Note: All participating agencies must still complete and return all documents contained in Part III – 2006-2007 Annual Special Education Plan.

 Participating Agency Name

 Code Number

 Amount Released

STATE EDUCATIONAL AGENCY ACTION (To be completed by State educational agency)

<table>
<thead>
<tr>
<th>DATE RECEIVED</th>
<th>SEA OFFICIAL</th>
<th>REVISIONS</th>
<th>DATE APPROVED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Y:</td>
<td>N</td>
</tr>
</tbody>
</table>
PROPOSED USE OF 2006-2008 Part B, Section 611, Flow Through FUNDS
(Add additional sheets as necessary.)

List and briefly describe all personnel (i.e. teachers, instructional assistants, administrators, clerical, support personnel, and other) to be supported in whole or in part with grant funds (with proposed budget amounts and FTEs).

1000 – Personnel – 5,024,516
1 P.E. teacher for adapted P.E.
138 special education teacher assistants
1 parent resource center coordinator
3 secretaries
70 special education teachers
Portion of compensation for special education summer services
Compensation for student workers in the special education department
Reimbursement for HQ Requirements

2000 – Employee Benefits – 1,256,128
Benefits for above employees

Briefly describe all additional activities, goods and services (with proposed budget amounts) to be supported with grant funds.

3000 – Purchased Services – 100,000
Contracted services to address the needs of special education students

5000 – Other Charges – 114,573
Indirect Costs as outlined by the Commonwealth of Virginia
Staff Training

6000 – Materials & Supplies – 40,000
FORM SE006 - PROJECT BUDGET (following page)

Complete Form SE006, column C, by allocating grant funds to object code categories 1000 through 8000. Descriptions of object code categories are provided in Appendix D. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the applicant agency who have responsibility for completing the Annual School Report – Financial Section.

List all equipment items costing five thousand dollars ($5,000) or more, to be purchased with grant funds.

Provide information on proposed out-of-state/country travel to be supported with grant funds.

Note: Where equipment items and/or travel details are not known at the time this application is submitted, applicants may budget for equipment and travel and seek specific approval at a later date (prior to purchase or travel).

1000 – Personnel – 5,024,516

1 P.E. teacher for adapted P.E.
138 special education teacher assistants
1 parent resource center coordinator
3 secretaries
70 special education teachers
Portion of compensation for special education summer services
Compensation for student workers in the special education department
Reimbursement for HQ Requirements

2000 – Employee Benefits – 1,256,128
Benefits for above employees

3000 – Purchased Services – 100,000
Contracted services to address the needs of special education students

5000 – Other Charges – 114,573
Indirect Costs as outlined by the Commonwealth of Virginia
Staff Training

6000 – Materials & Supplies – 40,000
## Proposed Grant Budget

**Part B, Section 611, Flow Through Funds (July 1, 2006 – September 30, 2008)**

<table>
<thead>
<tr>
<th>(A) EXPENDITURE ACCOUNTS</th>
<th>(B) OBJECT CODE</th>
<th>(C) PROPOSED BUDGET AMOUNT</th>
<th>(D) FOR DOE USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Services</td>
<td>1000</td>
<td>5,024,516</td>
<td></td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>2000</td>
<td>1,256,128</td>
<td></td>
</tr>
<tr>
<td>Purchased Services</td>
<td>3000</td>
<td>100,000</td>
<td></td>
</tr>
<tr>
<td>Internal Services</td>
<td>4000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Charges</td>
<td>5000</td>
<td>114,573</td>
<td></td>
</tr>
<tr>
<td>Materials/Supplies</td>
<td>6000</td>
<td>40,000</td>
<td></td>
</tr>
<tr>
<td>Joint Operations</td>
<td>7000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Outlay (list below)</td>
<td>8000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PROPOSED BUDGET</strong></td>
<td></td>
<td><strong>6,535,217</strong></td>
<td></td>
</tr>
</tbody>
</table>

Proposed Equipment: (List items costing $5,000 or more):

Proposed Out-of-State/Country Travel (destination, purpose, estimated cost, # of people):

---

**DO NOT WRITE BELOW THIS LINE – DOE USE ONLY**

<table>
<thead>
<tr>
<th>Date Received:</th>
<th>Total Award Amount: $</th>
<th>Grant Manager:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Approved:</td>
<td>DOE Award #:</td>
<td>-0506FT</td>
</tr>
<tr>
<td></td>
<td>Payee Code #:</td>
<td></td>
</tr>
<tr>
<td>SEA Official:</td>
<td>CFDA#:</td>
<td>84.027A</td>
</tr>
<tr>
<td></td>
<td>Proposal Modified:</td>
<td>Y / N</td>
</tr>
<tr>
<td></td>
<td>In the Amount of: $</td>
<td></td>
</tr>
<tr>
<td>Project Code:</td>
<td>Fed. Award #:</td>
<td></td>
</tr>
</tbody>
</table>
PROJECTED Part B, Section 611 SET-ASIDE CALCULATION & Participation of Private School Children

(NOTE: THIS IS A PROJECTION. ACTUAL SET-ASIDE COMPUTATIONS WILL BE SUBMITTED AFTER AWARD AMOUNT IS KNOWN.)

IDEA requires that each school division spend a proportionate amount of its flow-through funds on special education students who are unilaterally enrolled by their parents in private schools. Children who are home schooled by their parents should be treated the same as children placed in private or parochial schools. For example, if the population of students with disabilities who are parentally placed in private school in an LEA’s jurisdiction comprises 2 percent of the total population of disabled students in the LEA, then the LEA must set aside a total of 2 percent of its flow-through funds for that population. Complete the worksheet below to determine your school division’s required private school set-aside. The set aside amount is based on the number of children ages 3-21.

The set-aside is intended for children who are attending private schools. Children who are preschool age and being served in childcare centers should not be included in the calculation of the private school set-aside. Any preschool age child who is attending a private school, e.g. Montessori or private kindergarten, should be included in calculating the private school set aside. If the facility has a license to operate as a day care center it should not be considered a private school.

Formula for determining set-aside

1. Number of parentally placed students with disabilities in private schools:
   a. # Eligible students in private schools receiving services on 12/01/05
      (Use 12/01/05 Child Count data as the source for this entry)  28
   b. # eligible students in private schools not receiving services on 12/01/05  0
   c. Total eligible students with disabilities placed by parents in Private schools
      (a + b)  28

2. Total number of eligible students with disabilities in jurisdiction:
   d. # eligible students receiving services on 12/01/05 (use 12/01/05
      Child Count data as the source for this entry)  4527
   e. # eligible students not receiving services on 12/01/05
      (same number as line b. above) (same as b)  0
   f. Total number of eligible students with disabilities in Jurisdiction
      (d + e)  4527

3. Amount of required private school set-aside:
   \[
   \left( \frac{28}{4527} \right) \times 0.06 \times 6,535,217 = 40,421
   \]
   line c divided by line f multiplied by flow-through allocation equals set-aside
   (projected for 2006-2007)

4. Description of Services: List the services to be provided with the private school set-aside. Attach additional sheets as necessary.

   Speech/Language services will be provided as well as staff development activities.
5. Describe how the school division will meet the IDEA requirements for participation of students enrolled in private schools, i.e., the school division’s decision as to what services and which children will be served with the set aside. The Division will provide services for speech only until the set-aside amount has been used.

6. Describe the time frame for consultation with representatives of private school children. Eighteen private schools and a representative from the Home School Association of Virginia were invited to a meeting in the Administration Building on March 3, 2005. The numbers will continue to be evaluated by both the division and the private schools between the approval date of the plan and the actual grant award date.

7. Describe evidence that the school division has initiated contact with representatives of private school children in the agency’s jurisdiction (such evidence may include a log of contacts, copies of correspondence, etc.) See attached letters and the copy of the mailing labels.

8. Describe how representatives of private school children were consulted in the development of the project if those officials so desired. Include a summary of the recommendations of the representatives of private school children. Eighteen school principals a representative from the Home School Association of Virginia were invited to participate. The representatives stated that speech services seemed like the best choice to provide under the set-aside funds. It provided services to the greatest numbers of students.

9. Indicate the number of students enrolled in private schools and who are home schooled who have been identified as eligible to receive benefits under the program.
28 students have been identified as eligible to receive benefits under this program at this time.

10. Indicate the number of students enrolled in private schools or who are home schooled who will receive benefits under the program.
28 students will receive services under the program at this time.

11. Identify the places and times that the students will receive benefits under the program. The students will receive services in accordance with their Individual Service Plan (ISP) at a public school in close proximity to their home/private school.

12. Identify the differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the difference. The frequency and the quality of the services will be the same.

13. Describe how the services will be evaluated. An annual review of ISP

14. Describe the consultation with representatives of private school children on how to conduct the count of private school children. The count was provided by the Private Schools, the Speech and Language Pathologist and the principals who have the students enrolled in their schools for the provision of services. The formula was discussed with the private school principals and a representative from the Home School Association of Virginia who was invited to attend the meeting. The numbers will continue to be verified by Division, private school staff and parents.
February 20, 2005

Dear Private/Parochial School Principal:

It is that time again that we begin planning for the coming school year. I would like to meet with you in an effort to once again assess the overall needs of private/parochial school students with respect to special education and projected federal funding. I am interested in hearing your concerns and your perspectives on special education service delivery to your students.

At that time we can also further discuss staff development opportunities available under this year’s grant.

To help in providing the most up to date and accurate information on which to calculate the federal set aside funds available to the private schools I am asking for your assistance. Please provide me with the numbers of students, other than speech, of whom you are aware have been identified as disabled through the school division’s eligibility process, but are receiving no services. These would be students whose parents have been offered an Individual Educational Plan for a learning disability program or a program for students with emotional disabilities for example, but who have refused services, preferring to remain in the private school setting. Please call those numbers, if you have any, in to me at 591-4597 or to my secretary Bonnie Laine at 591-4504 before our scheduled meeting.

Our meeting this year will be in the Newport News School Administration Building Auditorium, 12465 Warwick Boulevard, at 1:00 PM on March 3, 2005. At that time we will plan for the 2006-07 school year. I look forward to seeing all of you at that time.

Sincerely,

Robert L. Piresanta, Director,
Special Education and Assessment Services
<table>
<thead>
<tr>
<th>School Name</th>
<th>Address 1</th>
<th>Address 2</th>
<th>City, State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denbigh Baptist Christian School</td>
<td>13010 Michelle Point Road</td>
<td>Newport News, VA 23602</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Newport News, VA 23602</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denbigh Christian Academy School</td>
<td>12333 Shields Road</td>
<td>Newport News, VA 23608</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Newport News, VA 23602</td>
<td></td>
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</tr>
<tr>
<td>Holloman Child Development and Education Center</td>
<td>14102 Warwick Blvd.</td>
<td>Newport News, VA 23602</td>
<td></td>
</tr>
<tr>
<td>Orcutt Baptist School</td>
<td>653 Baxter Lane</td>
<td>Newport News, VA 23602</td>
<td></td>
</tr>
<tr>
<td>Summit Christian Academy School</td>
<td>69 Saunders Road</td>
<td>Newport News, VA 23601</td>
<td></td>
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<td></td>
<td>Newport News, VA 23601</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our Lady of Mount Carmel School</td>
<td>52 Harpersville Road</td>
<td>Newport News, VA 23601</td>
<td></td>
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<td></td>
<td>Newport News, VA 23601</td>
<td></td>
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<tr>
<td>Peninsula Christian School</td>
<td>6148 Jefferson Ave</td>
<td>Newport News, VA 23605</td>
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</tr>
<tr>
<td>St. Andrews Episcopal School</td>
<td>14 N. Main Street</td>
<td>Newport News, VA 23601</td>
<td></td>
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<td></td>
<td>Newport News, VA 23601</td>
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<tr>
<td>Trinity Lutheran School</td>
<td>6812 River Road</td>
<td>Newport News, VA 23607</td>
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<tr>
<td>Warwick River Christian School</td>
<td>252 Lucas Creek Road</td>
<td>Newport News, VA 23602</td>
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<tr>
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<tr>
<td>Hampton Roads Montessori School</td>
<td>610 Thimble Shoals Blvd.</td>
<td>Newport News, VA 23606</td>
<td></td>
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<tr>
<td></td>
<td>Newport News, VA 23606</td>
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<tr>
<td>Peninsula Catholic</td>
<td>600 Harpersville Road</td>
<td>Newport News, VA 23601</td>
<td></td>
</tr>
<tr>
<td>Rhema Christian Academy</td>
<td>1700 27th Street</td>
<td>Newport News, VA 23607</td>
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<td></td>
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<tr>
<td>Olivet Christian kindergarten</td>
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<td>Newport News, VA 23608</td>
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<td></td>
<td>Newport News, VA 23608</td>
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<tr>
<td>HRA</td>
<td>739 Academy Lane</td>
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<tr>
<td>Chestnut Memorial Preschool</td>
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<td>Newport News, VA 23601</td>
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<tr>
<td>Denbigh Presbyterian Pre-</td>
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<tr>
<td>Kindergarten</td>
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<tr>
<td>Hampton Roads Montessori School</td>
<td>610 Thimble Shoals Blvd</td>
<td>Newport News, VA 23606</td>
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</tr>
</tbody>
</table>
March 6, 2006

Dear Private School Principals/Home School Leaders

On Friday March 3, 2006 a meeting was held to discuss changes to the service delivery public schools provide to private school/home school students as a result of the 2004 reauthorization of the IDEA. The meeting was also called to provide a forum for collaboration on how the available Federal set-aside funds for your students will be used during the 2006-07 school year. Enclosed with this letter is a packet containing all the information discussed at the meeting.

The changes discussed included:

- The school division in which a private school is located is responsible for identifying and providing special education services to all students attending the private school regardless of the jurisdiction in which the students reside. **This means that when a parent, teacher or other school personnel believes that any student attending your facility is in need of a Child Study Meeting, or suspects that a student may be disabled and in need of special education services, you will need to contact the Newport News Public Schools and not the school division of the students residence to obtain services.**

- The school division in which the private school is located is responsible for providing Childfind activities for the students in private schools/home schools to the same extent it provides those services to public school students. In Virginia this involves a screening process, within the first 60 days of the school year, for all kindergarten students and all students new to the school whose records do not show that a screening has been done in the past. The same holds true for home school students. The screening involves; vision/hearing, fine/gross motor skills and speech/language skills. **The Newport News Public Schools will determine how this will be implemented for the 2006-07 school year and will distribute that information to all private schools and to home school parents in Newport News prior to the end of the 2005-06 school year.**

- If the division does not engage in meaningful consultation with respect to the manner in which Childfind issues, including delivery of services based upon the Federal set-aside allocation is used, private school
representatives may file a complaint with the Virginia Department of Education.

- If the private school representative is not satisfied with the outcome of the state complaint process, the complaint may be submitted to the U.S. Department of Education.

Additional information can be found in your packet.

With respect to the delivery of services to private school/home school students for the 2006-07 school year, the following was determined at the meeting:

- The proportionate amount of federal set-aside funds determined available for private school/home school students (see packet enclosure for calculations) will be used to deliver **Speech-Language Services**.
- There will be no disruption of Speech Language services during the school year due to insufficiency of funds.
- Speech services will be provided at a public school in close proximity to the private school/home school and the parents will be reimbursed for transportation costs, at the prevailing rate, upon submittal of a reimbursement request form.
- Licensed Speech-Language Pathologists will provide the Speech-Language services determined appropriate by the Individual Service Plan committee.
- **Child find activities, including the aforementioned screening, Child Study, Evaluation and Eligibility are provided exclusive of the federal set-aside funding and are always available to private school/home school students as they are to students attending public schools.**

Included in your packets are business cards for Dr. Lisa Powers, Supervisor of Preschool Services; Glenn Whitlock, Supervisor of Referrals and Assessments; Wanda Council Supervisor of Speech Language Services and Sensory Impairments; and Robert Pietrasanta, Director, Special Education and Assessment Services. Do not hesitate to contact any one of us should you have any question about the services to be delivered during the 2006-07 school year, the contents of your packet, or any information contained in this letter.

Sincerely,

[Signature]

Robert L. Pietrasanta, Director
Special Education & Assessment Services
The undersigned met on this date to discuss the set-aside calculations for the Newport News Public Schools Special Education Annual Plan and Funding Application. The new IDEA 2004 requirements for providing special education services to private school/home school students were discussed. Additionally the calculations for the Part VI-B set aside funding for pre-school and school age students and the type of services that can be delivered to private school/home school students for the 2006-07 school year were reviewed.

The consensus of the participating private school/home school representatives was that, given the Part VI-B funding available, Speech/Language services will be provided to private school/home school students during the 2006-07 school year.

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>School</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mabel P. Nelson</td>
<td>Newport News Christian</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Ana Thatcher</td>
<td>Hampton Roads Academy</td>
<td>✔</td>
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<td>Dorothy A. Knox</td>
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<td>✔</td>
<td></td>
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<tr>
<td>Nancy Hendrix</td>
<td>Montview School</td>
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</tbody>
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Communities Committed to Learning
www.nnschools.org

18-D
Intentionally Omit
Pages 19-34
SECTION 3

INSTRUCTIONS AND APPLICATION
FOR
IDEA PART B SECTION 619 FUNDS
(PRESCHOOL FUNDS)

(Grant Period: July 1, 2006 – Sept. 30, 2008)
LEA/SOP: Newport News City Public Schools

Mailing Address: 12465 Warwick Blvd. Newport News, VA 23606

ECSE Contact Person: Dr. Lisa Powers

Title: Supervisor, Special Education

Phone: (757) 591-4668

Email: lisa.powers@nn.k12.va.us

Provide the following information IF this is a JOINT APPLICATION:

Amount Allocated to LEAs if Joint Application $________

<table>
<thead>
<tr>
<th>COOPERATING SCHOOL DIVISIONS</th>
<th>AMOUNT ALLOCATED</th>
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<tbody>
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<td></td>
<td>$</td>
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<tr>
<td>TOTAL</td>
<td>$</td>
</tr>
</tbody>
</table>
FORM SE006 – PROPOSED PROJECT BUDGET (following page)

Complete Form SE006, column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. Descriptions of object code categories are provided in appendix D with the 611 flow-through grant section. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the applicant agency who have responsibility for completing the Annual School report – Finance Section.

Provide information on proposed out-of-state/county travel to be supported with grant funds.

Note: where equipment items and/or travel details are not known at the time this application is submitted, applicants may budget for equipment and travel and seek specific approval at a later date (prior to purchase or travel).
### VA Department of Education

**SPECIAL EDUCATION FEDERAL PROGRAM**

**PROPOSED GRANT BUDGET**

Part B, Section 619, Preschool Funds (July 1, 2006 – September 30, 2008)

<table>
<thead>
<tr>
<th>(A) EXPENDITURE ACCOUNTS</th>
<th>(B) OBJECT CODE</th>
<th>(C) PROPOSED BUDGET AMOUNT</th>
<th>(D) FOR DOE USE ONLY</th>
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<tbody>
<tr>
<td>Personal Services</td>
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<td>98,700</td>
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<tr>
<td>Employee Benefits</td>
<td>2000</td>
<td>37,810</td>
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</tr>
<tr>
<td>Purchased Services</td>
<td>3000</td>
<td>34,005</td>
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<tr>
<td>Internal Services</td>
<td>4000</td>
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<tr>
<td>Other Charges</td>
<td>5000</td>
<td>4,500</td>
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<tr>
<td>Materials/Supplies</td>
<td>6000</td>
<td>19,856</td>
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<tr>
<td>Joint Operations</td>
<td>7000</td>
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<tr>
<td>Capital Outlay (list below)</td>
<td>8000</td>
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<td></td>
</tr>
</tbody>
</table>

**TOTAL PROPOSED BUDGET**

194,871

Proposed Equipment: (List items costing $5,000 or more):

Proposed Out-of-State/Country Travel (destination, purpose, estimated cost, # of people):

---

**DO NOT WRITE BELOW THIS LINE – DOE USE ONLY**

<table>
<thead>
<tr>
<th>Date Received:</th>
<th>Total Award Amount: $</th>
<th>Grant Manager:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Approved:</td>
<td>DOE Award #:</td>
<td>Payee Code #:</td>
</tr>
<tr>
<td>SEA Official:</td>
<td>CFDA#:</td>
<td>Proposal Modified: Y / N</td>
</tr>
<tr>
<td>Project Code:</td>
<td>Fed. Award #:</td>
<td>In the Amount of: $</td>
</tr>
</tbody>
</table>

Form SE006 (11/05)
Newport News City Public Schools
LEA/SOP

2006-2008 619 GRANT - EARLY CHILDHOOD SPECIAL EDUCATION
PROJECT AND BUDGET DESCRIPTION

In narrative format, provide a general description and budget outline of the goods
and services to be purchased with the IDEA, Part B, Section 619, ECSE funds listed
in the previous section.
Personnel
a. 2 Early Childhood Special Educators
b. 2 Early Childhood Paraprofessionals
c. 2 Early Childhood Special Educators – Extended School Year
d. 2 Early Childhood Paraprofessionals – Extended School Year
In-service training related to preschool curriculum implementation and development;
In-service training related to preschool collaboration and inclusion;
Preschool program evaluation development and implementation in conjunction with
division-wide school improvement initiatives;
Professional development for administrators, teachers, and paraprofessionals to include in
and out-of-state travel, food and lodging, costs for workshops and conferences, and
technology training;
Field trip costs for preschool classes;
Coordination of transition activities with infant/toddler programs to include the
development of transition materials;
Child Find activities conducted independently or in conjunction with other community
agencies to include screenings, evaluations and training;
Personnel costs for child find activities after contract hours, including the summer, to
include screening, evaluation, eligibility and IEP activities.

Goods
a. Equipment to include Rifton chairs, therapy balls, Touch Windows, Intellikeys and
   accompanying software
b. Instructional materials to include toys and manipulatives for learning centers,
curriculum materials, books, assessment instruments, adaptive switches and other
computer adaptations, disposable gloves, paints, finger-paints, construction paper,
paint brushes, crayons, scissors, markers, chalk, musical instruments, records, audio
cassette tapes, laundry and cleaning supplies, computer software
c. Classroom furniture, storage units, and office supplies not otherwise provided by the
division

Goods and Services
Services
a. Tuition for preschoolers with disabilities serviced in a private community-based
   preschool
b. Occupational and physical therapy
c. Costs for child find activities after contract hours including the summer to include
   screening, evaluation, eligibility and IEP activities
Personnel services (1000)
1. compensation for two early childhood special educators
2. compensation for two early childhood paraprofessionals
3. compensation for two early childhood special educators (summer)
4. compensation for two early childhood paraprofessionals (summer)

Employee Benefits (2000)
1. benefits for two early childhood special educators
2. benefits for two early childhood paraprofessionals

Purchased Services (3000)
1. tuition costs for preschoolers served in a community-based private preschool
2. contract occupational and physical therapy services
3. personnel costs for summer screenings, evaluation, eligibility and IEP activities

Internal Services (4000)
None at this time

Other Charges (5000)
1. indirect costs as outlined by the Commonwealth of Virginia
2. professional development opportunities for administrators, teachers and teacher assistants
3. in-service activities

Materials and Supplies (6000)
1. instructional materials including classroom supplies
2. educational and computer software
3. adaptive toys, switches and other computer adaptations
2006-08 PART B, SECTION 619, SET-ASIDE CALCULATION

IDEA requires that each school division spend a proportionate amount of its Section 619 ECSE funds on special education students who are unilaterally enrolled by their parents in private schools. Children who are home schooled by their parents should be treated the same as children placed in private or parochial schools. For example if the population of ECSE students with disabilities parentally-placed in private schools in an LEA's jurisdiction comprises 2 percent of the total population of Early Childhood Special Education students in the LEA, then the LEA must set aside a total of 2 percent of its ECSE funds for that population. Complete the worksheet below to determine your school division's required private school set-aside. The set aside for Early Childhood Special Education age children is based on the number of children ages 3-5.

The set-aside is intended for ECSE children who are attending private schools or are home schooled. Children who are preschool age and being served in childcare centers should not be included in the calculation of the private school set-aside. Any ECSE age child who is attending a private school, e.g. Montessori or private kindergarten, should be included in calculating the private school set aside. If the facility has a license to operate a day care center it should not be considered a private school.

(Show calculation even if there are no children in private school/home-schooled placements)

1. Formula for determining set-aside

   Number of parentally placed children, aged three to five, with disabilities in private schools:
   a. # eligible children, aged three to five, inclusive, in private schools receiving services on 12/1/05 (use 12/1/05 Child Count data as the source for this entry)          35
   b. # eligible children, aged three to five, inclusive, in private schools not receiving services on 12/1/05           0
   c. total eligible children, aged three to five, inclusive, with disabilities placed by parents in private schools (a+b)          35

   Total number of eligible children, aged three to five, with disabilities in jurisdiction:
   d. # eligible children, aged three to five, inclusive, receiving services on 12/1/05 (use 12/1/05 Child Count data as the source for this entry)       564
   e. # eligible children, aged three to five, inclusive, not receiving services on 12/1/05 (same number as line b. above) same as b)           0
   f. total number of eligible children with disabilities, aged three to five, inclusive, in jurisdiction (d+e)       564

   Amount of required private school set-aside:
   \[
   \left( \frac{35}{564} \right) \times 0.062 \times \$198,335 = \$12,308
   \]

   line c divided by line f multiplied by ECSE allocation equals set-aside
2. Description of services: **List the services to be provided with the private school set-aside** (ECSE application)
The Division will provide services for speech only until the set-aside amount has been used.

3. Describe how the school division will meet the Federal requirements for participation of students enrolled in private schools, i.e., the school divisions decision as to what services and which children will be served with the set aside.
The Division will provide services for speech only until the set-aside amount has been used.

4. Describe the time frame for consultation with representatives of private school children.
Eighteen private schools and a representative from the Home School Association of Virginia were invited to a meeting in the Administration Building on March 3, 2005.

5. Describe evidence that the LEA has initiated contact with officials of all private schools in the agency’s jurisdiction (such evidence may include a log of contacts, copies of correspondence, etc.). See attached letters and the copy of the mailing labels.

6. Describe how representatives of private school children were consulted in the development of the project if those officials so desired. Included a summary of the recommendations of the representatives of private school children.
Eighteen school principals a representative from the Home School Association of Virginia were invited to participate. The representatives stated that speech services seemed like the best choice to provide under the set-aside funds. It provided services to the greatest numbers of students.

7. Indicate the number of students enrolled in private schools who have been identified as eligible to receive benefits under the program.
35 students in private schools have been identified as eligible to receive benefits under this program at this point.

8. Indicate the number of students enrolled in private schools who will receive benefits under the program.
35 students identified to this point will receive services under this program.

9. Identify the places and times that the students will receive benefits under the program.
The students will receive services in accordance with their Individual Service Plan (ISP) at a public school in close proximity to their home/private school.

10. Identify the differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the difference.
The frequency and the quality of the services will be the same.

11. Describe how the services will be evaluated.
An annual review of ISP

12. Describe the consultation with representatives of private school children on how to conduct the count of private school children.
The count was provided by the Private Schools, the Speech and Language Pathologists, and principals who have the students enrolled in their schools for the provision of services. The formula was discussed with the private school principals and a representative from the home school association of Virginia who was invited to the meeting. The numbers will continue to be verified by Division, private school staff and parents.
February 20, 2005

Dear Private/Parochial School Principal:

It is that time again that we begin planning for the coming school year. I would like to meet with you in an effort to once again assess the overall needs of private/parochial school students with respect to special education and projected federal funding. I am interested in hearing your concerns and your perspectives on special education service delivery to your students.

At that time we can also further discuss staff development opportunities available under this year’s grant.

To help in providing the most up to date and accurate information on which to calculate the federal set aside funds available to the private schools I am asking for your assistance. Please provide me with the numbers of students, other than speech, of whom you are aware have been identified as disabled through the school division’s eligibility process, but are receiving no services. These would be students whose parents have been offered an Individual Educational Plan for a learning disability program or a program for students with emotional disabilities for example, but who have refused services, preferring to remain in the private school setting. Please call those numbers, if you have any, in to me at 591-4597 or to my secretary Bonnie Laine at 591-4504 before our scheduled meeting.

Our meeting this year will be in the Newport News School Administration Building Auditorium, 12465 Warwick Boulevard, at 1:00 PM on March 3, 2005. At that time we will plan for the 2006-07 school year. I look forward to seeing all of you at that time.

Sincerely,

[Signature]

Robert L. Pietragalla, Director,
Special Education and Assessment Services
Denbigh Baptist Christian School
13010 Mitchell Point Road
Newport News, VA 23602

Denbigh Christian Academy School
12333 Shields Road
Newport News, VA 23608

Holloman Child Development and Education Center
14102 Warwick Blvd.
Newport News, VA 23602

Orcutt Baptist School
653 Baxter Lane
Newport News, VA 23602

Our Lady of Mount Carmel School
52 Harpersville Road
Newport News, VA 23601

Peninsula Christian School
6148 Jefferson Ave
Newport News, VA 23605

St. Andrews Episcopal School
14 N. Main Street
Newport News, VA 23601

Summit Christian Academy
69 Saunders Road
Newport News, VA 23601

Trinity Lutheran School
6812 River Road
Newport News, VA 23607

Warwick River Christian School
252 Lucas Creek Road
Newport News, VA 23602

Hampton Roads Montessori School
610 Thimble Shoals Blvd.
Newport News, VA 23606

Peninsula Catholic
600 Harpersville Road
Newport News, VA 23601

Rhema Christian Academy
1700 27th Street
Newport News, VA 23607

Olivet Christian kindergarten
14425 Old Courthouse Way
Newport News, VA 23608

HRA
739 Academy Lane
Newport News, VA 23602

Chestnut Memorial Preschool
1024 Harpersville Road
Newport News, VA 23601

Denbigh Presbyterian Pre-Kindergarten
201 Denbigh Blvd
Newport News, VA 23608

Hampton Roads Montessori School
610 Thimble Shoals Blvd
Newport News, VA 23606
March 6, 2006

Dear Private School Principals/Home School Leaders

On Friday March 3, 2006 a meeting was held to discuss changes to the service delivery public schools provide to private school/home school students as a result of the 2004 reauthorization of the IDEA. The meeting was also called to provide a forum for collaboration on how the available Federal set-aside funds for your students will be used during the 2006-07 school year. Enclosed with this letter is a packet containing all the information discussed at the meeting.

The changes discussed included:

- The school division in which a private school is located is responsible for identifying and providing special education services to all students attending the private school regardless of the jurisdiction in which the students reside. This means that when a parent, teacher or other school personnel believes that any student attending your facility is in need of a Child Study Meeting, or suspects that a student may be disabled and in need of special education services, you will need to contact the Newport News Public Schools and not the school division of the students residence to obtain services.

- The school division in which the private school is located is responsible for providing Childfind activities for the students in private schools/home schools to the same extent it provides those services to public school students. In Virginia this involves a screening process, within the first 60 days of the school year, for all kindergarten students and all students new to the school whose records do not show that a screening has been done in the past. The same holds true for home school students. The screening involves; vision/hearing, fine/gross motor skills and speech/language skills. The Newport News Public Schools will determine how this will be implemented for the 2006-07 school year and will distribute that information to all private schools and to home school parents in Newport News prior to the end of the 2005-06 school year.

- If the division does not engage in meaningful consultation with respect to the manner in which Childfind issues, including delivery of services based upon the Federal set-aside allocation is used, private school
representatives may file a complaint with the Virginia Department of Education.

- If the private school representative is not satisfied with the outcome of the state complaint process, the complaint may be submitted to the U.S. Department of Education.

Additional information can be found in your packet.

With respect to the delivery of services to private school/home school students for the 2006-07 school year, the following was determined at the meeting:

- The proportionate amount of federal set-aside funds determined available for private school/home school students (see packet enclosure for calculations) will be used to deliver Speech-Language Services.
- There will be no disruption of Speech Language services during the school year due to insufficiency of funds.
- Speech services will be provided at a public school in close proximity to the private school/home school and the parents will be reimbursed for transportation costs, at the prevailing rate, upon submittal of a reimbursement request form.
- Licensed Speech-Language Pathologists will provide the Speech-Language services determined appropriate by the Individual Service Plan committee.
- Child find activities, including the aforementioned screening, Child Study, Evaluation and Eligibility are provided exclusive of the federal set-aside funding and are always available to private school/home school students as they are to students attending public schools.

Included in your packets are business cards for Dr. Lisa Powers, Supervisor of Preschool Services; Glenn Whitlock, Supervisor of Referrals and Assessments; Wanda Council Supervisor of Speech Language Services and Sensory Impairments; and Robert Pietrasanta, Director, Special Education and Assessment Services. Do not hesitate to contact any one of us should you have any question about the services to be delivered during the 2006-07 school year, the contents of your packet, or any information contained in this letter.

Sincerely,

[Signature]

Robert L. Pietrasanta, Director
Special Education & Assessment Services
NEWPORT NEWS PUBLIC SCHOOLS
PUBLIC SCHOOL – PRIVATE SCHOOL – HOME SCHOOL
CONSULTATION

March 3, 2006

The undersigned met on this date to discuss the set-aside calculations for the Newport News Public Schools Special Education Annual Plan and Funding Application. The new IDEA 2004 requirements for providing special education services to private school/home school students were discussed. Additionally, the calculations for the Part VI-B set aside funding for pre-school and school age students and the type of services that can be delivered to private school/home school students for the 2006-07 school year were reviewed.

The consensus of the participating private school/home school representatives was that, given the Part VI-B funding available, Speech/Language services will be provided to private school/home school students during the 2006-07 school year.

<table>
<thead>
<tr>
<th>Participant Name</th>
<th>School</th>
<th>Agree</th>
<th>Disagree</th>
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<tr>
<td>MABLE P. NELSON</td>
<td>Newport News Christian</td>
<td></td>
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<tr>
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<td>Hampton Roads Academy</td>
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<td>MAEVA DUNN</td>
<td>Montessori School</td>
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