

**VIRGINIA DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION**

PART III

ANNUAL SPECIAL EDUCATION PLAN
APPLICATIONS FOR FEDERAL FUNDS
2001-2002

Submitted by:

County/City/Town

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Note: Please do not bind any materials.

SUBMISSION STATEMENT

Education Agency

Under the provisions of the individuals with Disabilities Education Act (IDEA), 1414 (a) (b) (2) (A), "A local educational agency or an intermediate educational unit which desires to receive payment under Section 1411 (d) for any fiscal year shall submit an application to the appropriate state educational agency." In order to meet eligibility requirements under I.D.E.A. and to receive funds under the Act, each education agency must provide the following assurances:

- (1) The attached Application for Part B Funds under the provisions of IDEA has been approved by the _____ on _____.
Name of Agency Board 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 Public Law 105-17 (Sec. 300.450 – 300.462, 34 CFR Parts 300 and 301).
- (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

Date

Division Name _____

**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 1994 Improving America's Schools Act (IASA) 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.

Check all of the federally-assisted program areas to which the attached GEPA statement applies	U
Improving America's Schools Act -- Title I-Basic	
Title I- Even Start	
Title I- Migrant	
Title I- Neglected or Delinquent	
Title II-The Eisenhower Professional Development Program	
Title IV-Safe and Drug Free Schools and Communities	
Title VI-Innovative Education Program Strategies	
Stewart B. McKinney Homeless Assistance Act, Part B-Education for Homeless Children and Youth	
Title II-The Carl D. Perkins Vocational and Applied Technology Education Program	
Title III, Part A, Subpart 2 ESEA: Technology Literacy Challenge Fund	
Title III, Part B, Star Schools Program	
IDEA	
Comprehensive School Reform Demonstration Grant	
Goals 2000, Educate America	

General Education Provisions Act Statement as Required under Section 427

CHECK IDENTIFIED SUBJECT OF BARRIER

CHECK STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW

___ GENDER	___ RACE AND/OR COLOR	___ NATIONAL ORIGIN
<p>Provide awareness-of/sensitivity-to issues of gender bias through ___ Workshops ___ Exchange programs ___ group counseling ___ individual counseling other _____</p> <p>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 _____</p> <p>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 _____</p> <p>Ensure appropriate representation of genders ___ in all activities ___ in all instructional materials ___ in all promotional materials other _____</p>	<p>Provide awareness-of/sensitivity-to issues of race/color bias through ___ workshops ___ exchange programs ___ group counseling ___ individual counseling other _____</p> <p>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 _____</p> <p>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 _____</p> <p>Ensure appropriate representation of all races and colors ___ in all activities ___ in all instructional materials ___ in all promotional materials other _____</p>	<p>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 _____</p> <p>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 _____</p> <p>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 _____</p> <p>Ensure appropriate representation of all nationalities ___ in all activities ___ in all instructional materials ___ in all promotional materials other _____</p>

General Education Provisions Act Statement as Required under Section 427

CHECK IDENTIFIED SUBJECT OF BARRIER		
CHECK STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW		
___ DISABILITIES	___ AGE	___ OTHER FACTORS THAT MIGHT LIMIT PARTICIPATION
<p>Identify accommodations ___ in the IEP ___ in the 504 plan</p> <p>Provide program activity materials ___ in Braille ___ in large print ___ on audio tape ___ on video tape</p> <p>___ Provide accommodations required in Americans with Disabilities Act or 504</p> <p>Provide program accessibility to students/staff with disabilities through ___ Orientation and mobility training ___ interpreter services ___ closed captioning ___ assistive technology devices ___ personal assistants ___ program accessibility ___ early identification and intervention ___ elimination of architectural barriers</p> <p>Provide awareness-of/sensitivity-to issues of bias related to disabilities through ___ Workshops ___ exchange programs ___ group counseling ___ individual counseling other _____</p> <p>Ensure that personnel/other administrators are aware of and refrain from unfair activities related to issues through ___ equitable hiring practices ___ equitable assignment of responsibilities ___ workshops ___ special activities ___ group counseling ___ individual counseling other _____</p> <p>Ensure appropriate representation of people with disabilities ___ in all activities ___ in all workshop materials ___ in all promotional materials other _____</p>	<p>Provide awareness-of/sensitivity-to issues of bias related to issues of age and the aging process through ___ workshops ___ exchange programs ___ group counseling ___ individual counseling other _____</p> <p>Ensure that personnel/other administrators are aware of and refrain from unfair activities related to issues of age through ___ equitable hiring practices ___ age-free assignment of responsibilities ___ workshops ___ special activities ___ group counseling ___ individual counseling other _____</p> <p>Ensure objective and positive representation of age groups ___ in all activities ___ in all workshop materials ___ in all promotional materials other _____</p>	

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, 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.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85.105 and 85.110—

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily**

excluded from covered transactions by any Federal department or agency;

- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;**
 - (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,**

- rehabilitation, and employee assistance programs; and
- (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;
- C.

- (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

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

Name of Applicant	PR/Award Number and/or Project Name
Printed Name and Title of Authorized Representative	
Signature	Date

SUPERINTENDENTS' CERTIFICATION (JOINT APPLICATION)

_____ FISCAL AGENT

**REGIONAL OR JOINT APPLICATION CERTIFICATION FOR
SECTION 619 PRESCHOOL GRANT FUNDS FOR 2000-2002**

I hereby certify that I am willing to commit the funds for which my school division is eligible to provide the services proposed in this application for preschoolers with disabilities ages 2-5 and verify that these funds will not be used to supplant state or local expenditures.

NAME AND TITLE	SIGNATURE	SCHOOL DIVISION

INSTRUCTIONS FOR PART B FLOW-THROUGH APPLICATION FOR 2001-2002

BASIS FOR THE APPLICATION

The amount of funds allocated to your school division for this project is based on a revised formula required under the IDEA Amendments of 1997. We anticipate that there will be an increase in the appropriation for the 2001-02 grant period. However, the appropriation has not been determined at this time. **We suggest that you use the amount approved in the 2000-01 grant in developing this grant proposal.** We will provide the allocations upon receipt of notice of our anticipated funding from USDOE. Grant awards will be issued upon approval of local school division or state operated programs: 1) policies and procedures, 2) The Local Improvement plan/Annual Plan and 3) the application for use of the funds. Awards will be made upon a determination that the local school division or state operated program has met the entire eligibility requirements of IDEA.

In order for your division to receive funding under Part B of the Individuals with Disabilities Education Act (IDEA), **all** sections of this application must be completed in accordance with Federal and State funding requirements.

GENERAL INSTRUCTIONS

Please read all instructions before beginning to develop this application.

SECTIONS TO BE COMPLETED:

- Proposal summary-include State & local expenditures that determine your division's **maintenance of effort** for special education.
- Project Budget
- Excess Costs for Children with Disabilities and Children without Disabilities
- Project Description
- Project Budget and Budget Outline – see APPENDIX B for budget code descriptions
- Project Equipment
- Participation of Private School Children

SPECIFIC INSTRUCTIONS

Beside the heading “EDUCATION AGENCY”, please type the name of the local education agency responsible for submitting the Flow-Through application. If this is **a regional program application** with cooperating agencies, please list accordingly and reproduce forms as necessary.

I. EXCESS COSTS REQUIRMENTS

Each school division must use funds provided under Part B Flow-Through Funds only for costs that exceed the amount computed under Regulation 300.184 (P. L. 94-142) and which are directly attributable to the education of children with disabilities. The excess cost computation form (APPENDIX A) **may be used to**

assist divisions in computing their excess costs, but it is not necessary to submit the form with this application. Report the amount computed on the excess cost sheet provided, using 1999-2000 expenditures.

II. PROJECT DESCRIPTION

The project description should include a description of how these funds will be used during 2001-2002.

III. PROJECT BUDGET AND BUDGET OUTLINE

Please complete form JE.016 and a budget narrative, which details each line item. Please indicate the number, type, and amount of time for all personnel to be funded.

IV. PROJECT EQUIPMENT

Please provide a list of project instructional equipment needed to carry out the activities described in the project description. Indicate each item of equipment to be purchased and a justification for its use.

You must obtain approval of each equipment item prior to purchase by amending this list, if necessary, during the project period.

V. PARTICIPATION OF PRIVATE SCHOOL CHILDREN

Note; The participation of private school children in Part B projects is regulated by P. L. 105-17, and the implementing regulations at Sections 300.450 – 300.462.

Note also that this section of the application for Part B funds relates to schools designed primarily to serve non-disabled children.

**VIRGINIA DEPARTMENT OF EDUCATION
PROPOSAL SUMMARY**

LOCAL EDUCATION AGENCY ACTION (To be completed by local education agency)

Educational Agency (Fiscal Agent): _____ Cooperating Agencies: _____ _____ _____	<p>PROJECT DIRECTOR</p> Name _____ Street _____ City _____ State _____ Zip Code _____ Telephone (____) _____
-------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------

DURATION OF PROJECT:

Projected VI-B Expenditures _____

From (M/D/Y): _____ / _____ / _____

STATE AND LOCAL EXPENDITURES FOR THE SCHOOL DIVISION'S TOTAL SPECIAL EDUCATION PROGRAM:

School Year 1999-00	School Year 2000-2001 (estimated)
\$ _____	\$ _____

Project Title: _____

STATE EDUCATIONAL AGENCY ACTION (To be completed by State educational agency)			
Funding Source: Title VI-B FT _____ Title VI-B Dis _____ \$ _____ FY 19__ - __	STATE PROJECT AWARD NO.	DATE RECEIVED	DATE APPROVED

AUTHORIZED SIGNATURE _____	DATE (m/d/y): _____
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EDUCATION AGENCY

I. EXCESS COST REQUIREMENT

NOTE: SEE APPENDIX A FOR THE EXCESS COSTS COMPUTATION FORM. The computation form **does not** need to be submitted with the application, but should be maintained in your division for audit purposes. Please submit the information below.

Provide the 1999-00 average expenditure per student **with** a disability.

Elementary

Secondary

\$_____

\$_____

Provide the 1999-00 average expenditure per student **without** a disability.

Elementary

Secondary

\$_____

\$_____

II. PROJECT DESCRIPTION

All of the following information **must** be included under this Section:

1. Describe **each** activity to be funded under Part B during the next school year, 2001-2002.
2. Provide general description of the goods and services to be purchased with Part B funds to support the activities identified in the previous section.

EDUCATION AGENCY

III. PROJECT BUDGET AND BUDGET OUTLINE

Please complete Form JE.016.1 (attached) and use the space below for a budget outline. Descriptions of object code categories are provided in APPENDIX B.

VIRGINIA DEPARTMENT OF EDUCATION
GRANTS ADMINISTRATION

PROJECT BUDGET JE.016.1

(Check Appropriate Project)

Section 619 Preschool _____
Title VI-B(P.L. 105-17)_____

Education Agency _____

BY EXPENDITURE ACCOUNTS	TOTAL AMOUNT
1. Personal Services (1000)	\$
2. Employee Benefits (2000)	
3. Purchased Services (3000)	
4. Internal Services (4000)	
5. Other charges (5000)	
6. Materials and Supplies (6000)	
7. Capital Outlay (8000)	
8. Parental Involvement (9000)	
TOTAL	\$

PROPOSED CAPITAL OUTLAY EXPENDITURES*

IV. _____
 EDUCATION AGENCY

ITEM	QUANTITY	JUSTIFICATION	SEA USE
			TOTAL

IDEA – Flow-through application

The 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.

1. Formula for determining set-aside

Number of parentally placed students with disabilities in private schools:

- a. # Eligible students in private schools receiving services on 12/1/00
(Use 12/1/00 Child Count data as the source for this entry) _____

- b. # eligible students in private schools not receiving services on 12/1/00 _____

- c. Total eligible students with disabilities placed by parents in Private schools
(a + b) _____

Total number of eligible students with disabilities in jurisdiction:

- d. # eligible students receiving services on 12/1/00 (use 12/1/00 Child Count data as the source for this entry) _____

- e. # eligible students **not** receiving services on 12/1/00 (same number as line b. above) (same as b) _____

- f. Total number of eligible students with disabilities in Jurisdiction (d + e) _____

Amount of required private school set-aside:

$$\left(\frac{\text{line c}}{\text{line f}} \right) \times \$ \text{flow-through allocation (projected for 2001-2002)} = \$ \text{set-aside}$$

2. Description of Services

List the services to be provided with the private school set-aside.

V. PARTICIPATION OF PRIVATE SCHOOL CHILDREN

1. Describe how the school division will meet the Federal 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.
2. Describe the time frame for consultation with representatives of private school children.
3. Describe evidence that the LEA 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.)
4. 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.
5. Indicate the number of students enrolled in private schools and who are homeschooled who have been identified as eligible to receive benefits under the program.
6. Indicate the number of students enrolled in private schools or who are home schooled who will receive benefits under the program.
7. Identify the places and times that the students will receive benefits under the program.
8. 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.
9. Describe how the services will be evaluated.
10. Describe the consultation with representatives of private school children on how to conduct the count of private school children.

Options for use of Part B Funds

The IDEA Amendments of 1997 included several options for use of Part B Funds. All of the options listed below are allowed under Section U.S.C. Chapter 33, 1413 of the IDEA Amendments of 1997. **THE PART B APPLICATION MUST INCLUDE A DESCRIPTION OF THE USE OF PART B FUNDS. A DESCRIPTION OF HOW ' 1413(a)(2)(D), ' 1413(f) or ' 1413(g) WILL BE IMPLEMENTED IF ONE OR MORE OF THE OPTIONS ARE INCLUDED IN THE GRANT. ANY OF THE OPTIONS LISTED BELOW, OTHER THAN ' 1413(a)(4), MUST BE APPROVED PRIOR TO IMPLEMENTATION.** It is not necessary to describe the activities related to ' 1413(a)(4) in the Application. Full text of these sections of the IDEA Amendments of 1997 can be found in Appendix E.

' 1413(a)(2)(D) School wide Programs under Title 1 of ESEA

Notwithstanding subparagraph (A) or any other provision of this part, a local educational agency may use funds received under this part for any fiscal year to carry out a School wide program under section 1114 of the Elementary and Secondary School Act of 1965, except that the amount so used in any such program shall not exceed—

(See Proposed regulations at 300.234)

' 1413 (a)(4) Permissive use of funds

Notwithstanding paragraph (2)(A) or section 612(a)(18)(B) (relating to commingled funds), funds provided to the local educational agency under this part may be used for the following activities (A) Services and aids that also benefit nondisabled children (B) Integrated and coordinated services system.

(See proposed regulations at 300.235)

' 1413 (f) Coordinated Services System

In general, a local educational agency may not use more than 5 percent of the amount such agency receives under this part for any fiscal year, in combination with other amounts (which shall include amounts other than education funds), to develop and implement a coordinated services system designed to improve results for children and families, including children with disabilities and their families.

(See proposed regulations at 300.244)

' 1413 (g) School-Based Improvement Plan

(1) In general, each local educational agency may, in accordance with paragraph (2) use funds made available under this part to permit a public school within the jurisdiction of the local educational agency to design, implement, and evaluate a school based improvement plan that is consistent with the purposes described in section 652(b) and that is designed to improve educational and transitional results for all children with disabilities and as appropriate, for other children consistent with subparagraph (A) and (B) of subsection (a)(4) in that public school.

(See proposed regulations at 300.245)

PRESCHOOL GRANT APPLICATION FOR 2001-2002

School Division or Fiscal Agent: _____

Mailing Address: _____

Contact Person: _____

Title: _____

Phone: (_____) _____

Amount Allocated by Department of Education \$ _____:_____

FOR JOINT APPLICATIONS ONLY:

Amount Allocated to LEAs if Joint Application \$ _____:_____

COOPERATING SCHOOL DIVISIONS	AMOUNT ALLOCATED
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
TOTAL	\$

SCHOOL DIVISION SERVICE DELIVERY STATUS

Complete each of the following:

1. **Total number of children with disabilities served in 1999-2000 school year (September-June):**

Age 2 _____ Age 3 _____ Age 4 _____ Age 5 _____

2. **Number of Early Childhood Special Education teachers by assignment during 1999-2000**

Center Based (full day) _____ Home Based _____
Center Based (part day) _____ Combined _____
Itinerant _____

3. **Number of center based programs located last year in:**

Elementary/Primary Schools _____
Middle/High Schools _____
Public School Building with ECSE Classes Only _____
Community Setting (Preschool/Child Care) _____
Other, please specify _____

4. **Total number of preschoolers with disabilities provided Extended School Year services as noted on IEPs during summer, 1999:**

Age 2 _____ Age 3 _____ Age 4 _____ Age 5 _____

5. **What preschool programs serving preschoolers without disabilities are available in your community? Check all that apply.**

- _____ 4 year old program
- _____ Title 1 Preschool Program
- _____ Head Start (LEA sponsored)
- _____ Head Start (other community agency sponsored)
- _____ Even Start
- _____ Preschool operated in conjunction with a secondary vocational child care program
- _____ Virginia Preschool School Initiative Program
- _____ Other LEA Preschool Program(s) – Please specify:

_____ Other community program(s) (e.g., private child care or preschool programs) – please specify:

6. **Describe the service delivery options used which provide opportunities for preschoolers with disabilities to be educated with their typically developing, same-age peers. (use additional paper as needed)**

7. **If your school division does not have these placements available, please describe your division's plan to develop and maintain these service delivery options. (use additional paper as needed)**

II. PROJECTION DESCRIPTION

All of the following information **must** be included under this Section:

1. Describe **each** activity to be funded under Preschool during the next 2001-2002 year.
2. Provide general description of the goods and services to be purchased with Preschool funds to support the activities identified in the previous section.

JE.016

EDUCATION AGENCY

III. PROJECT BUDGET AND BUDGET OUTLINE (Preschool)

Please complete form JE.016.1 (attached) and use the space below for a budget outline. Descriptions of object code categories are provided in APPENDIX B.

VIRGINIA DEPARTMENT OF EDUCATION
GRANTS ADMINISTRATION

PROJECT BUDGET JE.016.1

(Check Appropriate Project)
Section 619 Preschool _____
Title VI-B (P.L. 105-17) _____

Education Agency _____

BY EXPENDITURE ACCOUNTS	TOTAL AMOUNT
1. Personal Services (1000)	\$
2. Employee Benefits (2000)	
3. Purchased Services (3000)	
4. Internal Services (4000)	
5. Other Charges (5000)	
6. Materials and Supplies (6000)	
7. Capital Outlay (8000)	
8. Parental Involvement (9000)	
TOTAL	\$

**DIRECTIONS FOR COMPLETING THE APPLICATION FOR
SECTION 619 PRESCHOOL GRANT FUNDS FOR 2001-2002**

Every attempt has been made to streamline the process of applying for local preschool funding through IDEA, Part B, Section 619. Please be aware that the Department of Education will continue to be responsible for assuring that the funds are used appropriately. Therefore, reimbursement requests will be monitored closely for appropriate use of funds. If you have any questions about the appropriateness of a proposed use of these funds, please refer to your Handbook of Procedures and Forms for Requesting Federal Program Reimbursements Under Improving America's Schools Act (IASA) and Special Education (IDEA) (Handbook) which has been provided to all local Directors of Special Education or call Linda Bradford (804) 225-2675 at the Department of Education prior to your use of the funds.

Only the following pages are required to apply for preschool funds. Please do not submit these directions or the Supts. Memo with your application. **Applications must include original signature(s).**

PAGE 22 (REQUIRED FOR APPLICATION)

School Division: **(mailing address, name of contact person and phone number)**: List the amount awarded to your division by the Department of Education (see attached list). Where several divisions are applying jointly, list the fiscal agent and all pertinent information.

Cooperating Divisions: List the names of all those divisions involved when applying jointly (no addresses are necessary). List the amount each division has been allocated (see attached list).

PAGE 23 (REQUIRED FOR APPLICATION)

School Division Service Delivery Status: Complete items 1-3 with exact number from 1999-00 . (Do not include transportation time when determining full or part day center based services.) 1999-00 is the most recent school year for which the LEA has complete data. Item 4 (extended school year figures) should reflect that of summer, 1999. Check all that apply in item 5, completing this item to the best of your knowledge. Feel free to attach the answers on a separate page for questions 6 and 7 if there is not sufficient space.

PAGE 3 (REQUIRED FOR APPLICATION)

PAGE 10 (REQUIRED FOR REGIONAL PROGRAMS)

Superintendent(s)' Signature: An original signature must be provided on the copy submitted. If a joint application is being made, each local superintendent participating in the joint program must complete page 5 with original signatures.

PAGE 24 (PROJECT DESCRIPTION REQUIRED FOR APPLICATION)

Describe each activity to be funded under Preschool during the 2001-2002 school year. Provide general description of the goods and services to be purchased with Preschool funds to support the activities identified in the previous section.

PAGE 25 (PROJECT BUDGET AND BUDGET OUTLINE REQUIRED FOR APPLICATION)

Complete form JE.016.1 (attached) and use the space below for a budget outline. Descriptions of object code categories are provided in APPENDIX B.

PAGE 26 (REQUIRED FOR APPLICATION)

Form JE.016.1: This form must be completed with actual or approximate amounts. The total must equal the amount allocated to the local school division on the attached list. The only proposed expenditures that must be itemized are those to be included under Capital Outlay. For requirements regarding expenditures, please refer to the project Director's HANDBOOK OF PROCEDURES AND FORMS FOR REQUESTING

FEDERAL PROGRAM REIMBURSEMENTS UNDER IMPROVING AMERICA'S SCHOOLS ACT (IASA) AND SPECIAL EDUCATION (IDEA) published by the Virginia Department of Education. If there is a question about approvable expenditures, please call the Department prior to expenditure to avoid unnecessary frustration. An application proposing the use of more funds than have been allocated based on the division's Child Count (see attached list) will not be approved.

PAGE 27 (REQUIRED FOR CAPITAL OUTLAY EXPENDITURES)

Proposed Capital Outlay: If funds are allocated for Capital Outlay on Form JE.016.1, this page must be completed.

PAGE 32 (SET-ASIDE FOR PRESCHOOL AGE CHILDREN ATTENDING PRIVATE SCHOOLS REQUIRED FOR APPLICATION)

PAGE 33 (DOCUMENTATION OF PARTICIPATION OF PRIVATE SCHOOL CHILDREN REQUIRED FOR APPLICATION)

SUGGESTIONS FOR APPROPRIATE USE OF FUNDS

The following suggestions are provided to assist you as you plan for ways to use your preschool grant funds. Other expenses may be permitted. If you have questions about the appropriateness of a proposed use, please do not hesitate to call Linda Bradford at (804) 225-2675.

ADAPTIVE EQUIPMENT:

Includes corner chairs, prone standers, wheelchair inserts, bolsters and wedges, therapy equipment, adaptive toys and switches, augmentative/alternative communication devices, and other specialized equipment for use by preschool students with disabilities during the hours they are in school.

CHILD FIND:

Includes expansion of Child Find activities (e.g., screening, publicity, materials) specifically for use in identifying preschoolers with disabilities. May include a Child find Coordinator's salary and benefits if it has not been funded previously from state or local monies.

CLASSROOM FURNITURE:

Includes child-sized furniture and storage units for an early childhood special education program.

COMPUTERS:

Includes computer hardware for direct use by preschool students with disabilities.

DIAGNOSTIC SERVICES:

Includes cost of diagnostic services for preschoolers beyond the level of expenditure for the total ECSE program in any prior year.

INSTRUCTIONAL MATERIALS:

Includes classroom supplies, books, toys, and puzzles, assessment instruments, manipulatives, therapy materials, instructional software, computer adaptations, adaptive toys and switches, laundry and cleaning supplies, disposable gloves, and other materials necessary for the day-to-day operation of educational services to preschoolers with disabilities.

INTEGRATION:

Includes activities designed to integrate preschoolers with disabilities with their peers without disabilities. May include tuition payments for children, rental of classroom space for an early childhood special education classroom in a community-based early childhood program, and inservice training or personnel involved in or planning for integrated service delivery.

LOCAL COORDINATION:

Includes activities for coordination of early intervention activities at the local level. May include staff time to attend Local Interagency Coordinating Council for Part H meetings, coordination with Head Start or other early childhood providers, or joint inservice activities for the purpose of planning and developing a comprehensive service delivery system in the community, if such activities have not previously been funded from state or local monies.

OCCUPATIONAL, PHYSICAL, OR SPEECH-LANGUAGE THERAPY:

Includes therapy beyond the level of expenditure for the total ECSE program in any prior year. The division must be able to document this increased level of service.

OUTDOOR EQUIPMENT:

Includes permanent and portable playground equipment, resilient surfaces, riding toys, sandboxes, and other instructional equipment for outdoor use. Equipment must be suitable for children ages 2-5.

PARENT SERVICES:

Includes parent inservice, books and periodicals for a parent library, and a pro rata contribution to a local Parent Resource Center based on the proportionate number of preschoolers with disabilities in the local

division. May include reimbursement to parents for costs associated with participation in conferences and workshops. Does not include payment to parents to attend workshops or seek family counseling.

PROGRAM EVALUATION:

Includes summative and formative program evaluation activities for the purpose of program improvement or expansion. A third party evaluator could be engaged to conduct an evaluation or a portion of staff time could be allocated for this activity.

SALARIES FOR ECSE ADMINISTRATORS, TEACHERS, AND PARAPROFESSIONALS:

Includes salaries and fringe benefits for administrator, teacher and paraprofessional positions for early childhood special education programs over and above the expenditures in any previous year. Funds proportionate to the amount of time devoted to ECSE programs may also be used for positions only partially working in ECSE programs. Divisions which have paid teacher and/or paraprofessional salaries out of Part B funds may use Preschool Grant funds for those expenditures.

TEACHER STIPENDS:

Includes travel, food, lodging, registration fees, and substitute teacher wages for preschool teachers (special and general if students with disabilities are assigned to their classrooms (to attend inservice offerings, professional conferences, and specialized training related to early childhood special education. Please note that any out-of-state travel must have prior approval from the DOE and that all travel expenses must adhere to State Travel Regulations. (See page 28 of the Handbook) May also include reimbursement for unendorsed Early Childhood Special Education teachers to take course work toward early childhood special education (preschool handicapped) endorsement, at the discretion of the local superintendent.

TRANSITION:

Includes activities for transition to and from early childhood special education programs. May include transition materials for parents and staff, joint inservice with sending and receiving programs, staff release time to attend planning and evaluation meetings, and other transition activities.

TRANSPORTATION:

Includes transportation of preschool children to and from programs or related services, transportation of staff to and from home-based or community-based programs, and parent transportation when needed to promote parental involvement in their child's education. This should not supplant the basic per pupil transportation allowance available through state funds.

Applications for Federal Funds (Preschool ' 619)

IDEA – Preschool, Section 619 Programs

The IDEA requires that each school division spend a proportionate amount of its Section 619 Preschool 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 parentally-placed in private schools 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 for preschool age children is based on the number of children ages 3-5.

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 a day care center it should not be considered a private school.

1. Formula for determining set-aside

Number of parentally-placed children with disabilities in private schools:

a. # eligible children in private schools receiving services on 12/1/00 _____
(use 12/1/00 Child Count data as the source for this entry)

b. # eligible children in private schools not receiving services on 12/1/00 _____

c. Total eligible children with disabilities placed by parents in private schools _____(a + b)

Total number of eligible children with disabilities in jurisdiction:

d. # eligible children, ages 3-5, receiving services on 12/1/00 _____
(use 12/1/00 Child Count data as the source for this entry)

e. # eligible children, ages 3-5, not receiving services on 12/1/00 _____(same as b)
(same number as line b. above)

f. Total number of eligible children with disabilities, ages 3-5, in jurisdiction _____

Amount of required private school set-aside:

(_____ / _____) X \$ _____ = \$ _____
line c divided by line f multiplied by Preschool allocation equals set-aside

2. Description of services

List the services to be provided with the private school set-aside (Preschool application)

VI. PARTICIPATION OF PRIVATE SCHOOL CHILDREN

1. 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.
2. Describe the time frame for consultation with representatives of private school children.
3. 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.).
4. 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.
5. Indicate the number of students enrolled in private schools who have been identified as eligible to receive benefits under the program.
6. Indicate the number of students enrolled in private schools who will receive benefits under the program.
7. Identify the places and times that the students will receive benefits under the program.
8. 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.
9. Describe how the services will be evaluated.
10. Describe the consultation with representatives of private school children on how to conduct the count of private school children.

PRESCHOOL ALLOCATIONS

The allocations for the 2001-2002 Section 619 Preschool grants reflect changes made to the funding formula through the Individuals with Disabilities Education Act Amendments of 1997 (IDEA). Previously, allocations were determined using the December 1 child count multiplied by a per pupil amount. The new formula adds poverty and population factors. Section 619(g) is printed below.

' 619(g) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES

- (1) SUBGRANTS REQUIRED – Each State that receives a grant under this section for any fiscal year shall distribute any of the grant funds that it does not reserve under subsection (d) to local educational agencies in the State that have established their eligibility under section 613, as follows:
 - (A) BASE PAYMENTS – The State shall first award each agency described in paragraph (1) the amount that agency would have received under this section for fiscal year 1997 if the State had distributed 75 percent of its grant for that year under section 619(c)(3), as then in effect.
 - (B) ALLOCATION OF REMAINING FUNDS – After making allocations under subparagraph (A), the State shall –
 - (i) allocate 85 percent of any remaining funds to those agencies on the basis of the relative numbers of children enrolled in public and private elementary and secondary schools within the agency's jurisdiction; and
 - (ii) allocate 15 percent of those remaining funds to those agencies in accordance with their relative numbers of children living in poverty, as determined by the State educational agency.
- (2) REALLOCATION OF FUNDS – If a State educational agency determines that a local educational agency is adequately providing a free appropriate public education to all children with disabilities aged 3 through 5 residing in the area served by that agency with State and local funds, the State educational agency may reallocate any portion of the funds under this section that are not needed by that local agency to provide a free appropriate public education to other local educational agencies in the State that are not adequately providing special education and related services to all children with disabilities aged 3 through 5 residing in the areas they serve.

Questions concerning the data used to determine the allocations may be addressed to John Mitchell at (804) 225-2704.

SCHOOL DIVISION /SOP	FFY97 BASE ALLOCATION	CENSUS ALLOCATION	POVERTY ALLOCATION	2001-02 TOTAL PRESCHOOL ALLOCATION
COUNTIES				
ACCOMACK	\$33,034.52	\$3,793.92	\$1,235.79	\$38,064
ALBEMARLE	\$64,125.83	\$8,133.54	\$864.58	\$73,124
ALLEGHANY HIGHLANDS	\$20,403.67	\$1,771.76	\$381.74	\$22,557
AMELIA	\$13,116.65	\$1,206.59	\$236.15	\$14,559
AMHERST	\$19,432.07	\$3,112.48	\$520.31	\$23,065
APPOMATTOX	\$17,003.06	\$1,482.41	\$306.41	\$18,792
ARLINGTON	\$106,876.38	\$12,761.96	\$2,893.14	\$122,531
AUGUSTA	\$60,239.41	\$7,134.09	\$821.26	\$68,195
BATH	\$3,886.41	\$489.99	\$93.29	\$4,470
BEDFORD	\$57,810.40	\$6,177.36	\$1,024.62	\$65,012
BLAND	\$8,258.63	\$646.83	\$106.17	\$9,012
BOTETOURT	\$26,719.09	\$3,221.18	\$217.02	\$30,157
BRUNSWICK	\$11,659.24	\$1,751.75	\$703.77	\$14,115
BUCHANAN	\$36,920.93	\$2,508.91	\$1,148.74	\$40,579
BUCKINGHAM	\$10,201.84	\$1,307.73	\$478.55	\$11,988
CAMPBELL	\$39,835.74	\$5,557.03	\$977.00	\$46,370
CAROLINE	\$17,488.86	\$2,374.78	\$596.04	\$20,460
CARROLL	\$27,204.90	\$2,757.15	\$637.02	\$30,599
CHARLES CITY	\$7,772.83	\$785.28	\$164.33	\$8,722
CHARLOTTE	\$17,974.66	\$1,360.73	\$441.46	\$19,777
CHESTERFIELD	\$207,923.13	\$33,911.66	\$2,455.18	\$244,290
CLARKE	\$13,116.65	\$1,308.81	\$107.73	\$14,533
CRAIG	\$6,801.22	\$510.00	\$71.82	\$7,383
CULPEPER	\$40,807.34	\$3,803.66	\$610.87	\$45,222
CUMBERLAND	\$6,801.22	\$1,129.25	\$317.34	\$8,248
DICKENSON	\$30,119.71	\$1,768.51	\$637.02	\$32,525
DINWIDDIE	\$28,176.50	\$2,402.91	\$533.19	\$31,113
ESSEX	\$18,946.27	\$1,093.02	\$308.75	\$20,348
FAIRFAX	\$776,311.14	\$104,044.85	\$10,371.10	\$890,727
FAUQUIER	\$55,381.40	\$5,501.32	\$627.26	\$61,510
FLOYD	\$22,346.88	\$1,097.88	\$223.66	\$23,668
FLUVANNA	\$19,432.07	\$1,865.32	\$243.18	\$21,541
FRANKLIN COUNTY	\$34,977.72	\$4,565.69	\$909.86	\$40,453
FREDERICK	\$44,693.76	\$6,716.03	\$627.65	\$52,037
GILES	\$15,059.85	\$1,745.26	\$282.99	\$17,088
GLOUCESTER	\$33,520.32	\$4,423.45	\$526.17	\$38,470
GOOCHLAND	\$15,545.65	\$1,442.39	\$154.18	\$17,142
GRAYSON	\$21,861.08	\$1,544.07	\$402.43	\$23,808
GREENE	\$22,832.68	\$1,570.03	\$224.05	\$24,627
GREENSVILLE	\$8,258.63	\$1,608.97	\$588.23	\$10,456
HALIFAX	\$85,015.30	\$4,207.66	\$1,102.69	\$90,326
HANOVER	\$76,756.67	\$10,250.89	\$459.03	\$87,467
HENRICO	\$187,519.46	\$28,082.05	\$2,719.83	\$218,321
HENRY	\$82,100.49	\$6,160.59	\$1,254.52	\$89,516
HIGHLAND	\$1,943.21	\$229.31	\$49.96	\$2,222
ISLE OF WIGHT	\$13,602.45	\$3,315.29	\$662.00	\$17,580
KING GEORGE	\$18,460.47	\$1,907.51	\$218.20	\$20,586
KING QUEEN	\$17,003.06	\$574.36	\$249.42	\$17,827

SCHOOL DIVISION /SOP	FFY97 BASE ALLOCATION	CENSUS ALLOCATION	POVERTY ALLOCATION	2001-02 TOTAL PRESCHOOL ALLOCATION
KING WILLIAM	\$13,602.45	\$1,138.45	\$191.65	\$14,933
LANCASTER	\$5,829.62	\$1,028.66	\$307.58	\$7,166
LEE	\$27,204.90	\$2,460.24	\$941.48	\$30,607
LOUDOUN	\$139,910.89	\$18,440.14	\$915.72	\$159,267
LOUISA	\$18,460.47	\$2,933.46	\$540.22	\$21,934
LUNENBURG	\$13,602.45	\$1,352.62	\$433.27	\$15,388
MADISON	\$11,173.44	\$1,247.15	\$156.91	\$12,578
MATHEWS	\$9,716.03	\$821.52	\$108.51	\$10,646
MECKLENBURG	\$30,119.71	\$2,988.09	\$918.84	\$34,027
MIDDLESEX	\$10,201.84	\$1,016.76	\$159.65	\$11,378
MONTGOMERY	\$51,494.98	\$7,082.17	\$1,023.84	\$59,601
NELSON	\$13,116.65	\$1,436.98	\$264.25	\$14,818
NEW KENT	\$15,059.85	\$1,561.38	\$134.27	\$16,756
NORTHAMPTON	\$15,059.85	\$1,658.73	\$555.05	\$17,274
NORTHUMBERLAND	\$6,801.22	\$1,007.57	\$267.38	\$8,076
NOTTOWAY	\$15,545.65	\$1,620.33	\$515.63	\$17,682
ORANGE	\$27,204.90	\$2,508.91	\$414.53	\$30,128
PAGE	\$15,545.65	\$2,333.14	\$485.18	\$18,364
PATRICK	\$13,116.65	\$1,601.40	\$388.77	\$15,107
PITTSYLVANIA	\$25,747.49	\$6,176.28	\$1,231.10	\$33,155
POWHATAN	\$20,889.47	\$2,306.64	\$156.13	\$23,352
PRINCE EDWARD	\$19,432.07	\$1,882.63	\$565.59	\$21,880
PRINCE GEORGE	\$28,176.50	\$3,479.16	\$505.48	\$32,161
PRINCE WILLIAM	\$332,288.37	\$32,470.34	\$4,182.79	\$368,942
PULASKI	\$33,034.52	\$3,427.78	\$657.71	\$37,120
RAPPAHANNOCK	\$6,315.42	\$822.06	\$66.75	\$7,204
RICHMOND COUNTY	\$11,173.44	\$823.68	\$161.99	\$12,159
ROANOKE COUNTY	\$87,444.31	\$9,412.60	\$598.77	\$97,456
ROCKBRIDGE	\$15,059.85	\$1,875.06	\$328.66	\$17,264
ROCKINGHAM	\$62,668.42	\$7,620.29	\$1,004.71	\$71,293
RUSSELL	\$35,463.53	\$3,486.73	\$724.85	\$39,675
SCOTT	\$31,091.31	\$2,530.54	\$640.14	\$34,262
SHENANDOAH	\$39,835.74	\$3,539.19	\$460.59	\$43,836
SMYTH	\$53,438.19	\$3,427.24	\$789.64	\$57,655
SOUTHAMPTON	\$12,630.84	\$2,350.99	\$645.22	\$15,627
SPOTSYLVANIA	\$85,015.30	\$10,895.56	\$1,150.31	\$97,061
STAFFORD	\$80,643.08	\$12,773.86	\$1,028.52	\$94,445
SURRY	\$4,372.22	\$725.79	\$239.27	\$5,337
SUSSEX	\$9,230.23	\$1,017.84	\$397.36	\$10,645
TAZEWELL	\$50,523.38	\$4,121.12	\$1,371.23	\$56,016
WARREN	\$29,633.90	\$3,342.33	\$368.08	\$33,344
WASHINGTON	\$45,665.36	\$5,438.59	\$1,008.62	\$52,113
WESTMORELAND	\$18,946.27	\$1,348.83	\$429.36	\$20,724
WISE	\$37,406.73	\$4,346.65	\$1,159.28	\$42,913
WYTHE	\$29,633.90	\$2,858.83	\$530.85	\$33,024
YORK	\$45,179.56	\$7,102.18	\$657.32	\$52,939
CITIES				
ALEXANDRIA	\$89,387.52	\$7,057.29	\$2,073.44	\$98,518
BRISTOL	\$16,031.46	\$1,379.66	\$393.06	\$17,804
BUENA VISTA	\$10,687.64	\$676.04	\$125.30	\$11,489

SCHOOL DIVISION /SOP	FFY97 BASE ALLOCATION	CENSUS ALLOCATION	POVERTY ALLOCATION	2001-02 TOTAL PRESCHOOL ALLOCATION
CHARLOTTESVILLE	\$44,207.96	\$3,800.95	\$824.77	\$48,834
CHESAPEAKE	\$193,349.08	\$25,644.53	\$3,564.90	\$222,559
COLONIAL HEIGHTS	\$14,088.25	\$1,756.62	\$157.30	\$16,002
COVINGTON	\$10,201.84	\$506.22	\$122.17	\$10,830
DANVILLE	\$41,293.15	\$5,632.74	\$1,736.58	\$48,662
FALLS CHURCH	\$10,201.84	\$1,061.65	\$52.69	\$11,316
FRANKLIN CITY	\$15,059.85	\$963.22	\$401.26	\$16,424
FREDERICKSBURG	\$19,432.07	\$1,755.53	\$470.35	\$21,658
GALAX	\$13,116.65	\$593.29	\$209.61	\$13,920
HAMPTON	\$71,412.85	\$16,926.89	\$3,584.80	\$91,925
HARRISONBURG	\$27,204.90	\$2,298.53	\$558.95	\$30,062
HOPEWELL	\$22,346.88	\$2,417.51	\$862.63	\$25,627
LEXINGTON	\$2,914.81	\$343.97	\$26.93	\$3,286
LYNCHBURG	\$61,211.02	\$6,792.82	\$1,523.85	\$69,528
MANASSAS	\$31,577.11	\$3,935.08	\$432.10	\$35,944
MANASSAS PARK	\$10,687.64	\$1,213.08	\$204.14	\$12,105
MARTINSVILLE	\$6,315.42	\$1,901.02	\$485.96	\$8,702
NEWPORT NEWS	\$184,604.65	\$23,256.23	\$5,803.05	\$213,664
NORFOLK	\$247,273.07	\$25,656.97	\$11,310.24	\$284,240
NORTON	\$6,315.42	\$570.03	\$125.69	\$7,011
PETERSBURG	\$29,148.10	\$3,610.04	\$1,592.94	\$34,351
POQUOSON	\$11,659.24	\$1,408.86	\$42.94	\$13,111
PORTSMOUTH	\$180,232.44	\$11,469.92	\$3,689.02	\$195,391
RADFORD	\$12,145.04	\$872.90	\$105.78	\$13,124
RICHMOND CITY	\$119,507.22	\$19,079.94	\$7,642.69	\$146,230
ROANOKE CITY	\$124,365.24	\$8,704.66	\$2,909.53	\$135,979
SALEM	\$17,003.06	\$2,482.41	\$249.03	\$19,735
STAUNTON	\$26,719.09	\$2,037.85	\$420.39	\$29,177
SUFFOLK	\$56,353.00	\$8,366.10	\$1,948.53	\$66,668
VIRGINIA BEACH	\$493,088.74	\$50,982.95	\$7,320.66	\$551,392
WAYNESBORO	\$15,545.65	\$1,819.89	\$435.61	\$17,801
WILLIAMSBURG/JAMES CITY	\$24,775.89	\$5,792.29	\$580.81	\$31,149
WINCHESTER	\$30,119.71	\$2,184.95	\$467.23	\$32,772
TOWNS				
WEST POINT	\$3,886.41	\$338.56	\$50.35	\$4,275
COLONIAL BEACH	\$6,315.42	\$334.23	\$87.04	\$6,737
SOPs				
KINGS DAUGHTERS	\$1,943.21	\$27.04	\$4.68	\$1,975
MCV	\$485.80	\$21.63	\$3.90	\$511
UVA	\$971.60	\$23.26	\$4.29	\$999
STATE TOTAL	\$6,512,172	\$754,654.05	\$133,173.94	\$7,400,001

APPENDIX A

EXCESS COSTS

EXCESS COST - FORMS JB.002 A AND B

The purpose of this form is to compute the minimum amount that a local education agency must spend (per disabled student) from State and local funds in accordance with Part B rules and regulations. The calculation must be made separately for elementary and secondary students.

Form JB.002A begins with expenditures as reported on the Annual School Report for the most recent preceding year. Expenditures from federal funds and certain state and local funds are then eliminated. The result is the total State and local funds spent for special and regular education.

On Form JB.002B the total amount is to be further classified by level of student, elementary, or secondary, and by regular or special education expenditures within each level. To the extent that records are available, the amounts so classified should represent the actual expenditures for each category. However, it is recognized that not all expenditures can be readily identified according to these categories. Therefore, some assumptions must be made to facilitate the calculation.

FORM JB.002A - AMOUNT OF STATE AND LOCAL EXPENDITURES

(All amounts are those expended in the most recent preceding year.)

- Column a: List expenditure totals from the corresponding account numbers of the Annual School Report. The account numbers are referenced in the column headed "Annual School Report Code."
- Column b: For each type of expenditure, list the total of all expenditures from funds awarded under Part B of the Act, Chapter I and other Federal programs for the disabled.
- Column c: For each type of expenditure, list the total of all expenditures from federal, State, and local funds for bilingual education.
- Column d: For each type of expenditure, list the total of all expenditures from federal State, and local funds for the educationally deprived.
- Column e: For each line, add the amounts in columns b, c, and d.
- Column f: For each line, subtract the amount in column e from the amount in column a. The result should be the amount of State and local funds expended for regular and special education.

FORM JB.002B - ALLOCATION OF EXPENDITURES

The purpose of this form is to compute the minimum that a local education agency must spend for the education of elementary students with disabilities and for secondary students with disabilities. The first step is to determine the amount of State and local funds expended in the most recent preceding year for:

Elementary Regular Education
Elementary Special Education
Secondary Regular Education
Secondary Special Education

Where records are not available to directly identify the amount of expenditures by the above program categories, an allocation may be made. The basis of allocation should have a direct cause and effect relationship to the amount of expenditure. The statistics used, such as average daily membership, should relate to the most recent preceding year.

General Instructions

Identification of Student Level:

In general, elementary refers to kindergarten through grade 7; secondary refers to grades 8 – 12. For the children with disabilities for whom a grade determination is not feasible, the assignment may be made.

1. by age, whereby ages 5 – 12 constitutes elementary and ages 13 – 21 are secondary;
2. by type of school attended, whereby those attending elementary or secondary schools are classified accordingly; or
3. by another means that is considered appropriate by the school district.

Assignment of Expenditures by Program Category:

Whenever possible, actual amounts of the State and local fund expenditures should be assigned to the four program categories and “Actual Expenditures” should be recorded in the column labeled “Basis of Allocation”. Amounts should be supported by records or documentation such as general ledger account balances or subsidiary ledgers. Actual Expenditures should be used for teacher salaries.

If actual expenditures are not known, an allocation may be made on an appropriate basis. The basis used should be identified in the column labeled “Basis of Allocation”.

In a case where the local education agency uses some other means of identify these amounts, such as when a portion of the costs can be specifically identified, a notation should be included on the reverse side of the form or on a separate page. In the case cited, the notation should identify costs which were known and the basis of allocating the remainder.

Detail Instructions

Contents of Columns

Column a: State and local combined expenditures – List the corresponding amounts from FORM JB.002A, step 1, Column f.

Columns b, d, f, h - Program categories – Enter the actual or allocated amount of expenditures for each of the four program categories. For each line these four columns must equal the amount in Column a.

Columns c, e, g, i – Percentages – Enter the percentage of the total expenditure which was included in the preceding column.

Basis of Allocation – describe the method used to determine the amounts recorded in columns b, d, f, h. Examples are “actual expenditures,” “average daily membership,” or “established time report.”

Computation of Per Student Expenditures

Divide each column total by the unduplicated number of students in that program category. Report the resulting expenditure per student on the appropriate form in the Special Education Annual Plan and Application for Certain funds.

**TITLE VI - PART B FUNDS
EXCESS COST DETERMINATION - STEP 1**

State and Local Expenditures in School Year 19__ - ____

School Division Name _____

FUNCTION	ANNUAL SCHOOL REPORT CODE	TOTAL AMOUNT (a)	CHAPERT 1, TITLE VI-B, AND OTHER FEDERAL PROGRAMS FOR DISABLED (b)	FEDERAL, STATE, & LOCAL EXPENDITURES FOR:		EXCLUDED EXPENDITURES (b+c+d) (e)	STATE & LOCAL REGULAR & SPECIAL EDUCATION EXPENDITURES (a-e) (f)
				PROGRAMS FOR BILINGUAL EDUCATION (c)	PROGRAMS FOR EDUCATIONALLY DEPRIVED (d)		
Instruction	61000						
Classroom Instruction	61100						
Instructional Support – Student	61200						
Instructional Support – Staff	61300						
Instructional Support – Sch. Admin.	61400						
Administration and Attend. & Health	62000						
Administration	62100						
Attendance & Health Services	62200						
Attendance Services	62210						
Health Services	62220						
Psychological Services	62230						
Speech/Audiology Services	62240						
Pupil Transportation Services	63000						
Operation and Maintenance Services	64000						
School Food & Other Instruc. Oper.	65000						
COLUMN TOTALS							

TITLE VI - PART B FUNDS

EXCESS COST DETERMINATION - STEP 2

State and Local Expenditures in School Year 19 ____ - ____

School Division Name _____

FUNCTION	STATE & LOCAL REGULAR &SPEC. ED EXPENDITURES STEP 1, COL. F (A)	ELEMENTARY REGULAR EDUCATION EXPENDITURES (B)	% (C)	ELEMENTARY SPECIAL EDUCATION EXPENDITURES (D)	% (E)	SECONDARY REGULAR EDUCATION EXPENDITURES (F)	% (G)	SECONDARY SPECIAL EDUCATION EXPENDITURES (H)	% (I)	BASIS OF ALLOCATION
Instruction										
Classroom Instruction										
Instr. Support-Student										
Instr. Support-Staff										
Instr. Support-Sch. Admin.										
Admin. & Attend. & Health										
Administration										
Attend & Health Services										
Attendance Services										
Health Services										
Psychological Services										
Speech/Audiology Services										
Pupil Transportation Ser.										
Operation & Maint. Services										
School Food & Other Instr. Oper.										
COLUMN TOTALS										
NUMBER OF STUDENTS										
EXPENDITURE PER STUDENT										

APPENDIX B
EXPENDITURE ACCOUNT DESCRIPTIONS

EXPENDITURE ACCOUNTS DESCRIPTIONS

These accounts are for recording expenditures of the education agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditure of funds, contact your grant specialist in the Virginia Department of Education or refer to the appropriate federal act.

OBJECT CODES

1000 **Personal Services. Salaries and Wages for Administration, Instruction, Instructional Assistants, Other.** Compensation for the direct labor of persons in employment of the education agency. Salaries and wages paid to employees, including substitute teachers, for full- and part-time work. Payment of stipends for teachers attending staff development activities when they are not under contract. Payments to persons for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.) which are earned during the reporting period.

2000 **Employee Benefits. Fixed Charges (Administrative and Instructional).** Job-related benefits provided employees as part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

3000 **Purchased/Contracted Services. Evaluation Services, Professional Development, Supportive Services (Medical/Dental/Clothing), Other.** Supportive Services acquired from outside sources (health, dental, eyeglasses). Any professional development services, contracted therapists, private vendors, expenditures for tuition, or any evaluation component.

NOTE: TITLE IV AND TITLE VI, IASA funds may not be used to pay for medical, dental, or clothing costs.

4000 **Internal Services. Pupil Transportation, Food Service, Other.** Charges from the division or local government to programs for services such as data processing, motor pool, central purchasing, print shop, or feed service and pupil transportation.

NOTE: TITLE IV AND TITLE VI, IASA indirect costs must be charged to this object code. These costs must be based on the approved restricted indirect cost rate. These indirect costs must be attributable to the direct costs in the program area against which they are charged.

5000 **Other Charges. Travel (Staff/Administrative), Maintenance of Plant, Operation of Plant, Indirect Cost, Other.** Utilities, communications, leases/rentals, staff/administrative/consultant travel, or indirect costs.

NOTE: Indirect costs cannot be claimed against capital outlay and replacement equipment.

NOTE: TITLE I, Part B (Even Start) does not allow Indirect Cost charges.
NOTE: TITLE VI, IASA will only reimburse travel expenses under this category (Staff/Administrative). All other expenses such as Maintenance of Plan and Operation of Plant must be included in the indirect cost.

6000 **Materials and Supplies. Administrative, Instructional.** Articles and commodities which are consumed or materially altered when used and minor equipment (less than \$500) which is not capital outlay (i.e., instructional materials, administrative supplies, etc.).

NOTE: TITLE II funds can only be expended to conduct staff development activities.

8000 **Capital Outlay. Equipment for Instruction, Buildings, Remodeling, All Other Equipment.** Expenditures which result in the acquisition of, or additions to, fixed assets except outlays for major capital facilities which are constructed or acquired. (Examples include computers, audio, video, electronic equipment, all peripheral devices, classroom furnishings, early childhood equipment, buildings, and remodeling).

CAPITAL EXPENDITURES FOR ANY FEDERAL PROGRAM REQUIRE PRIOR APPROVAL BY THE VIRGINIA DEPARTMENT OF EDUCATION.

NOTE: TITLE II funds can only be expended to purchase equipment necessary to operate staff development activities.

NOTE: TITLE IV funds cannot be expended for buildings or remodeling.

NOTE: TITLE VI, IASA funds for Capital outlay for major facilities which are constructed or acquired are not allowable. Minor repairs or construction of public facilities are allowable only if needed to support the participation of private school students in program activities.

9000 **Parental Involvement.** Salaries and other expenditures for parental involvement activities and programs.

NOTE: TITLE IV AND TITLE VI, IASA do not have a separate parental involvement component.

APPENDIX C
SELECTED SECTIONS OF THE IDEA AMENDMENTS

Selected Sections of the IDEA Amendments of 1997

1413(a)(2)(D) SCHOOL WIDE PROGRAMS UNDER TITLE I OF THE ESEA

Notwithstanding subparagraph (A) or any other provision of this part, a local educational agency may use funds received under this part for any fiscal year to carry out a School wide program under section 1114 of the Elementary and Secondary Education Act of 1965, except that the amount so used in any such program shall not exceed—

- (i) the number of children with disabilities participating in the School wide program; multiplied by
- (ii)(I) the amount received by the local educational agency under this part for that fiscal year; divided by
- (II) the number of children with disabilities in the jurisdiction of that agency.

1413(a)(4) PERMISSIVE USE OF FUNDS

Notwithstanding paragraph (2)(A) or section 612(a)(18)(B) (relating to commingled funds), funds provided to the local educational agency under this part may be used for the following activities:

(A) SERVICES AND AIDS THAT ALSO BENEFIT NONDISABLED CHILDREN – For the costs of special education and related services and supplementary aids and services provided in a regular class or other education – related setting to a child with a disability in accordance with the individualized education program of the child, even if one or more nondisabled children benefit from such services.

(B) INTEGRATED AND COORDINATED SERVICES SYSTEM – To develop and implement a fully integrated and coordinated services system in accordance with subsection (f).

1413(f) COORDINATED SERVICES SYSTEM

(1) IN GENERAL – A local educational agency may not use more than 5 percent of the amount such agency receives under this part for any fiscal year, in combination with other amounts (which shall include amounts other than education funds), to develop and implement a coordinated services system designed to improve results for children and families, including children with disabilities and their families.

(2) ACTIVITIES – In implementing a coordinated services system under this subsection, a local educational agency may carry out activities that include –

- (A) improving the effectiveness and efficiency of service delivery, including developing strategies that promote accountability for results;
- (B) service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income);
- (C) developing and implementing interagency financing strategies for the provision of education, health, mental health, and social services, including transition services and related services under this Act; and
- (D) interagency personnel development for individuals working on coordinated services.

1413(g) SCHOOL-BASED IMPROVEMENT PLAN

(1) IN GENERAL – Each local educational agency may, in accordance with paragraph (2), use funds made available under this part to permit a public school within the jurisdiction of the local educational agency to

design, implement, and evaluate a school-based improvement plan that is consistent with the purposes described in section 615(b) and that is designed to improve educational and transitional results for all children with disabilities and, as appropriate, for other children consistent with subparagraphs (A) and (B) of subsection (a)(4) in that public school.

(2) AUTHORITY

(A) IN GENERAL – A State educational agency may grant authority to a local educational agency to permit a public school described in paragraph (1) (through a school-based standing panel established under paragraph (4)(B)) to design, implement, and evaluate a school-based improvement plan described in paragraph (1) for a period not to exceed 3 years.

(B) RESPONSIBILITY OF LOCAL EDUCATION AGENCY – If a State educational agency grants the authority described in subparagraph (A), a local educational agency that is granted such authority shall have the sole responsibility of oversight of all activities relating to the design, implementation, and evaluation of any school-based improvement plan that a public school is permitted to design under this subsection.

(3) PLAN REQUIREMENTS – A school-based improvement plan described in paragraph (1) shall –

(A) be designed to be consistent with the purposes described in section 651(b) and to improve educational and transitional results for all children with disabilities and, as appropriate, for other children consistent with subparagraphs (A) and (B) of subsection (a)(4), who attend the school for which the plan is designed and implemented;

(B) be designed, evaluated, and, as appropriate, implemented by a school-based standing panel established in accordance with paragraph (4)(B);

(C) include goals and measurable indicators to assess the progress of the public school in meeting such goals; and

(D) ensure that all children with disabilities receive the services described in the individualized education programs of such children.

(4) RESPONSIBILITIES OF THE LOCAL EDUCATIONAL AGENCY – A local educational agency that is granted authority under paragraph (2) to permit a public school to design, implement, and evaluate a school-based improvement plan shall –

(A) select each school under the jurisdiction of such agency that is eligible to design, implement, and evaluate such a plan;

(B) require each school selected under subparagraph (A), in accordance with criteria established by such local educational agency under subparagraph (C), to establish a school-based standing panel to carry out the duties described in paragraph (3)(B);

(C) establish—

(i) criteria that shall be used by such local educational agency in the selection of an eligible school under subparagraph (A);

(ii) criteria that shall be used by a public school selected under subparagraph (A) in the establishment of a school-based standing panel to carry out the duties described in paragraph (3)(B) and that shall ensure that the membership of such panel reflects the diversity of the community in which the public school is located and includes, at a minimum—

(I) parents of children with disabilities who attend such public school, including parents of children with disabilities from unserved and underserved populations, as appropriate;

(II) special education and general education teachers of such public school;

(III) special education and general education administrators, or the designee of such administrators, of such public school; and

(IV) related services providers who are responsible for providing services to the children with disabilities who attend such public school; and

(iii) criteria that shall be used by local educational agency with respect to the distribution of funds under this part to carry out this subsection;

(D) disseminate the criteria established under subparagraph (C) to local school district personnel and local parent organizations within the jurisdiction of such local educational agency;

(E) require a public school that desires to design, implement, and evaluate a school-based improvement plan to submit an application at such time, in such manner, and accompanied by such information as such local educational agency shall reasonably require; and

(F) establish procedures for approval by such local educational agency of a school-based improvement plan designed under this subsection.

(5) LIMITATION – A school-based improvement plan described in paragraph (1) may be submitted to a local educational agency for approval only if a consensus with respect to any matter relating to the design, implementation, or evaluation of the goals of such plan is reached by the school-based standing panel that designed such plan.

(6) ADDITIONAL REQUIREMENTS –

(A) PARENTAL INVOLVEMENT – In carrying out the requirements of this subsection, a local educational agency shall ensure that the parents of children with disabilities are involved in the design, evaluation, and, where appropriate, implementation of school-based improvement plans in accordance with this subsection.

(B) PLAN APPROVAL – A local educational agency may approve a school-based improvement plan of a public school within the jurisdiction of such agency for a period of 3 years, if –

(i) the approval is consistent with the policies, procedures, and practices established by such local educational agency and in accordance with this subsection; and

(ii) a majority of parents of children who are members of the school-based standing panel, and a majority of other members of the school-based standing panel, that designed such plan agree in writing to such plan.

(7) EXTENSION OF PLAN – If a public school within the jurisdiction of a local educational agency meets the applicable requirements and criteria described in paragraphs (3) and (4) at the expiration of the 3-year approval period described in paragraph (6)(B), such agency may approve a school-based improvement plan of such school for an additional 3-year period.