

**VIRGINIA DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION AND STUDENT SERVICES
OFFICE OF DISPUTE RESOLUTION AND
ADMINISTRATIVE SERVICES**

**Local Special Education Annual Plan and Report
2011-2012**

Division and Contact Information - to be Completed by School Division

Division Applicant Name (Legal Name of Agency)	LEA	Questions regarding this plan should be directed to:	
ALBEMARLE COUNTY PUBLIC SCHOOLS	Number	002	Kevin M. Kirst, Director of Special Education
Mailing Address (Street, City or Town, Zip Code)			
401 McIntire Rd. - Room 323, Charlottesville, VA 22902			
Phone (ext):		(434) 296-5885	13210
		Numbers Only	Ext.
Fax:		(434) 972-4157	
		Numbers Only	Numbers Only
Region: 5	E-mail: kkirst@k12albemarle.org		

SUPERINTENDENT'S CERTIFICATION

For the purpose of implementing the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), I certify that throughout the period of the 2011-2012 grant award, this School Division will comply with the requirements outlined in each of the following:

- (1) Part B of IDEA, including the eligibility requirements of Section 613;**
- (2) The IDEA federal implementing regulations, dated October 13, 2006 and revised April 9, 2007, and December 31, 2008, at 34 C.F.R. Part 300 et seq.; and**
- (3) Virginia's "Regulations Governing Special Education Programs for Children with Disabilities in Virginia, at 8 VAC 20-81 et seq., effective January 25, 2010, and any revisions.**

I certify that this school division has developed local policies and procedures for the provision of special education and related services, which are kept current, and which ensure compliance with the requirements of, and any revisions to, the IDEA, its federal implementing regulations, and the Virginia Board of Education's regulations.

I certify that this school division's local policies and procedures for the provision of special education and related services, and any revisions, were reviewed with the local Special Education Advisory Committee and were approved by the School Board.

I 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.

Finally, I certify that this Annual Plan, an application for Part B Funds under the provisions of IDEA, was approved by the School Board on _____ (Date).

Division Superintendent (Signature)
Pamela Moran

Typed Name

Date

ANNUAL PLAN POLICY STATEMENTS
(continued on next page)

This LEA assures that it has in effect policies, procedures, and programs, which have been established and administered to comply with the IDEA, and its federal implementing regulations, including 34 CFR §§ 300.201-300.213, and which are consistent with the policies and procedures that VDOE has established in accordance with IDEA, and its federal implementing regulations, including 34 CFR §§ 300.101–300.163, and 300.165–300.174, to ensure each of the following:

- A free appropriate public education will be available for each child with disabilities, ages two to 21, inclusive.
- 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.
- An individualized education program will be maintained for each child with a disability, as required.
- To the maximum extent appropriate, children with disabilities will be educated with children who are nondisabled in the Least Restrictive Environment.
- Children with disabilities and their parents or guardians are guaranteed procedural safeguards in the process of identification, evaluation, educational placement, or the provision of a free appropriate public education, including the right to access dispute resolution options.
- 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.
- 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.
- The confidentiality of personally identifiable information, which is collected, maintained, or used under IDEA, shall be protected.
- 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.
- 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 a timely and meaningful consultation process.
- Homeless children with disabilities will be served in accordance with the requirements of the McKinney-Vento Homeless Assistance Act.
- Program evaluation shall be conducted annually.
- 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.
- Valid and reliable data is submitted to VDOE, as requested, including regarding the performance goals and indicators established by VDOE to determine the progress of children with disabilities, and the performance of the LEA toward targets outlined in Virginia's State Performance Plan.
- Policies and procedures will be in effect which are designed to prevent the inappropriate overidentification, underidentification, or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.

ANNUAL PLAN POLICY STATEMENTS
(continued from previous page)

- 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.
- Children with disabilities are given the right to participate in the State Assessment System.
- There will be on-going parent consultation.
- Funding will be used to develop and implement coordinated, early intervening educational services, as required.
- Children with disabilities who attend charter schools are provided services in the same manner as other children with disabilities, who attend public schools.
- Instructional materials will be provided to children with a visual impairment or other print disabilities in a timely manner.
- Efforts will be made to cooperate with the United States Department of Education (USED) to ensure the linkage of records pertaining to migratory children with disabilities.
- All documents relating to the LEA's eligibility under IDEA will be made available to the public.

SUBMISSION STATEMENT (continued on next page)

Under the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and its federal implementing regulations, at 34 C.F.R. Part 300 et seq., a local educational agency, which desires to receive funds under the Act, must provide the following assurances:

1. The local educational 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 local educational agency will administer such funds and property.
2. The local educational 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 local educational agency with state and local funds.
3. The local educational 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.
4. The local educational 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.
5. 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.
6. The Virginia Department of Education assumes rights to all materials and/or products developed in this project, including equipment purchased with Part B funds.
7. No person shall, on the grounds of race, color, national origin, sex, disabling condition or age, be excluded from participation in, be denied the 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.
8. The local educational agency shall provide students enrolled in private schools an opportunity to participate in programs funded through Part B of IDEA.
9. The local educational 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.
10. The local 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.
11. The local 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.

SUBMISSION STATEMENT (continued from previous page)

12. Except when used to provide coordinated early intervening services, the local educational agency will ensure that funds expended under Part B of IDEA will only be used for the costs which are directly attributable to the education of children with disabilities, and which exceed the average annual per student expenditure during the preceding year as computed in accordance with 34 C.F.R. § 300.202, Appendix A of the IDEA federal implementing regulations, and the "EC & MOE" tab below.
13. The local educational agency will ensure that funds expended under Part B of IDEA will not be used to reduce the level of expenditures made from local funds below the amount expended for the education of children with disabilities from state or local funds during the preceding fiscal year, in accordance with 34 C.F.R. §§ 300.203 to 300.205 of the IDEA federal implementing regulations, as documented on the "EC & MOE" tab below.
14. The school division will ensure that in accordance with 34 C.F.R. § 300.133, and Appendix B of the IDEA federal implementing regulations, during the grant award period, a proportionate share of the school division's Section 611 subgrant will be set aside to be expended for children with disabilities, ages 3 through 21, who are parentally-placed in a private school within the school division, and a proportionate share of its Section 619 subgrant will be set aside to be expended for children with disabilities, ages 3 through 5, who are parentally-placed in a private school within the school division. This school division further assures that if it has not expended for equitable services all of its set-aside funds by the end of the fiscal year for which it was appropriated, the school division will obligate any remaining funds for one additional year to provide special education and related services to children with disabilities who are parentally placed in a private school within the school division.
15. The local educational agency shall maintain records demonstrating compliance with the provisions of IDEA and its federal implementing regulations, including each of the assurances outlined above, and afford the Virginia Department of Education access to those records that it may find necessary to ensure the correctness and verification of the information required under this Act.
16. The local educational agency certifies this application as a material representation of its compliance with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 82 § 82.110—New Restrictions on Lobbying; 34 CFR Part 85 § 85.105 and § 85.110—Government-wide Debarment and Suspension (Nonprocurement); and 34 CFR Part 84 §§ 84.200 through 84.230, and 84.300 – “Government-wide Requirements for Drug-Free Workplace” (Grants).

**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.

Check all of the federally-assisted program areas to which the attached GEPA statement applies	
Improving the Academic Achievement of the Disadvantage -- 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	X
Comprehensive School Reform Demonstration Grant	

GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427

DIVISION HAS NO BARRIERS

CHECK IDENTIFIED SUBJECT OF BARRIER	
PLACE AN "X" BY STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW	
GENDER	Provide awareness of/sensitivity to issues of gender bias through
	<input checked="" type="checkbox"/> Workshops
	<input type="checkbox"/> Exchange programs
	<input type="checkbox"/> Group counseling
	<input checked="" type="checkbox"/> Individual counseling
	<input type="checkbox"/> Other
	Provide awareness of people functioning in no traditional roles/jobs/professions through
	<input type="checkbox"/> Shadowing
	<input type="checkbox"/> Mentorships
	<input type="checkbox"/> Internships
	<input type="checkbox"/> Field trips
	<input type="checkbox"/> Awareness/career days
	<input checked="" type="checkbox"/> Advisory committees
	<input type="checkbox"/> Highlighting current/former students who have succeeded in non-traditional jobs
	<input type="checkbox"/> Tours of school facilities, classrooms, laboratories that prepare students for nontraditional roles
	<input type="checkbox"/> Other
	Encourage participation in all programs and activities through
	<input checked="" type="checkbox"/> Active recruitment of under-represented genders
	<input type="checkbox"/> Providing transportation or child care
	<input type="checkbox"/> Exchanges between educators and business representatives
	<input type="checkbox"/> Other
	Ensure appropriate representation of genders
	<input checked="" type="checkbox"/> In all activities
	<input checked="" type="checkbox"/> In all instructional materials
	<input checked="" type="checkbox"/> In all promotional materials
<input type="checkbox"/> Other	

GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427

CHECK IDENTIFIED SUBJECT OF BARRIER	
PLACE AN "X" BY STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW	
RACE AND/OR COLOR	Provide awareness of/sensitivity to issues of race/color through
	<input type="checkbox"/> Workshops
	<input type="checkbox"/> Exchange programs
	<input checked="" type="checkbox"/> Group counseling
	<input checked="" type="checkbox"/> Individual counseling
	<input type="checkbox"/> Other
	Provide awareness of people of different racial/color groups functioning in all roles/ jobs/professions through
	<input type="checkbox"/> Shadowing
	<input type="checkbox"/> Mentorships
	<input type="checkbox"/> Internships
	<input type="checkbox"/> Field trips
	<input type="checkbox"/> Awareness/career days
	<input checked="" type="checkbox"/> Advisory committees
	<input type="checkbox"/> Highlighting current/former students who have succeeded in non-traditional jobs
	<input type="checkbox"/> Tours of school facilities, classrooms, laboratories that prepare students for nontraditional roles
	<input type="checkbox"/> Other
	Encourage participation of all students and staff, regardless of race or color, in all programs and activities through
	<input checked="" type="checkbox"/> Active recruitment of under-represented groups
	<input type="checkbox"/> Providing transportation or child care
	<input type="checkbox"/> Exchanges between educators and business representatives
	<input type="checkbox"/> Other
	Ensure appropriate representation of all races and colors
	<input checked="" type="checkbox"/> In all activities
	<input checked="" type="checkbox"/> In all instructional materials
	<input checked="" type="checkbox"/> In all promotional materials
	<input type="checkbox"/> Other

GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427

CHECK IDENTIFIED SUBJECT OF BARRIER	
PLACE AN "X" BY STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW	
NATIONAL ORIGIN	Provide awareness of/sensitivity to issues of cultural and social differences related to ethnicity/national origin through
	<input type="checkbox"/> Workshops
	<input type="checkbox"/> Exchange programs
	<input checked="" type="checkbox"/> Group counseling
	<input checked="" type="checkbox"/> Individual counseling
	<input type="checkbox"/> Other
	Provide awareness of people of different nationalities functioning in all roles/jobs/professions through
	<input type="checkbox"/> Shadowing
	<input type="checkbox"/> Mentorships
	<input type="checkbox"/> Internships
	<input type="checkbox"/> Field trips
	<input type="checkbox"/> Awareness/career days
	<input checked="" type="checkbox"/> Advisory committees
	<input type="checkbox"/> Highlighting current/former students of different nationalities who have succeeded in their chosen career
	<input type="checkbox"/> Tours of school facilities, classrooms, laboratories that prepare students for jobs and careers
	<input type="checkbox"/> Other
	Encourage participation of all students and staff, regardless of national origin, in all programs and activities through
	<input checked="" type="checkbox"/> Active recruitment of under-represented ethnic groups
	<input type="checkbox"/> Providing transportation or child care
	<input type="checkbox"/> Providing program information in home language
	<input type="checkbox"/> Exchanges between educators and business representatives
	<input type="checkbox"/> Other
	Ensure appropriate representation of all nationalities
	<input checked="" type="checkbox"/> In all activities
	<input checked="" type="checkbox"/> In all instructional materials
	<input checked="" type="checkbox"/> In all promotional materials
	<input type="checkbox"/> Other

GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427

CHECK IDENTIFIED SUBJECT OF BARRIER

PLACE AN "X" BY STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW

DISABILITIES	Identify accommodations in the	
	<input checked="" type="checkbox"/>	IEP
	<input checked="" type="checkbox"/>	504 plan
	Provide program activity materials	
	<input checked="" type="checkbox"/>	In Braille
	<input checked="" type="checkbox"/>	In large print
	<input checked="" type="checkbox"/>	On audio tape
	<input checked="" type="checkbox"/>	On video tape
	Provide accommodations	
	<input checked="" type="checkbox"/>	Required in Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, as amended
	Provide program accessibility to students/staff with disabilities through	
	<input checked="" type="checkbox"/>	Orientation and mobility training
	<input checked="" type="checkbox"/>	Interpreter services
	<input checked="" type="checkbox"/>	Closed captioning
	<input checked="" type="checkbox"/>	Assistive technology devices
	<input checked="" type="checkbox"/>	Personal assistants
	<input checked="" type="checkbox"/>	Program accessibility
	<input checked="" type="checkbox"/>	Early identification and intervention
	<input checked="" type="checkbox"/>	Elimination of architectural barriers
	Provide awareness of/sensitivity to issues of bias related to disabilities through	
	<input checked="" type="checkbox"/>	Workshops
		Exchange programs
	<input checked="" type="checkbox"/>	Group counseling
	<input checked="" type="checkbox"/>	Individual counseling
		Other
	Ensure that personnel/other administrators are aware of and refrain from unfair activities related to issues through	
	<input checked="" type="checkbox"/>	Equitable hiring practices
	<input checked="" type="checkbox"/>	Equitable assignment of responsibilities
	<input checked="" type="checkbox"/>	Workshops
		Special activities
	<input checked="" type="checkbox"/>	Group counseling
	<input checked="" type="checkbox"/>	Individual counseling
		Other
	Ensure appropriate representation of people with disabilities	
	<input checked="" type="checkbox"/>	In all activities
<input checked="" type="checkbox"/>	In all workshop materials	
<input checked="" type="checkbox"/>	In all promotional materials	
	Other	

GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427

CHECK IDENTIFIED SUBJECT OF BARRIER	
PLACE AN "X" BY STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW	
AGE	Provide awareness of/sensitivity to issues of bias related to issues of age and the aging process through
	<input type="checkbox"/> Workshops
	<input type="checkbox"/> Exchange programs
	<input type="checkbox"/> Group counseling
	<input checked="" type="checkbox"/> Individual counseling
	<input type="checkbox"/> Other
	Ensure that personnel/other administrators are aware of and refrain from unfair activities related to issues of age through
	<input checked="" type="checkbox"/> Equitable hiring practices
	<input type="checkbox"/> Age-free assignment of responsibilities
	<input checked="" type="checkbox"/> Workshops
	<input type="checkbox"/> Special activities
	<input checked="" type="checkbox"/> Group counseling
	<input checked="" type="checkbox"/> Individual counseling
	<input type="checkbox"/> Other
	Ensure objective and positive representation of age groups
	<input checked="" type="checkbox"/> In all activities
	<input checked="" type="checkbox"/> In all workshop materials
<input checked="" type="checkbox"/> In all promotional materials	
<input type="checkbox"/> Other	
OTHER FACTORS THAT MIGHT LIMIT PARTICIPATION	

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.

Required LAC Composition*:

- A. Membership
1. A majority of the committee shall be parents of children with disabilities or individuals with disabilities.
 2. The committee shall include one teacher.
 3. Additional 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 needs in the education of children with disabilities;
 2. Participate in the development of priorities and strategies for meeting the identified needs of children with disabilities;
 3. Submit periodic reports and recommendations regarding the education of children with disabilities to the division superintendent for transmission to the local school board;
 4. Assist the local school division in interpreting plans to the community for meeting the special needs of children with disabilities for educational services;
 5. Review the policies and procedures for the provision of special education and related services prior to submission to the local school board; and
 6. Participate in the review of the local school division's annual plan.
- 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 four times in a school year and shall be open to the public.

Instructional Notes:

- Please identify below the members appointed to serve as the school division's 2011-2012 Local Advisory Committee.
- School divisions are requested to notify the Virginia Department of Education at (804) 225-2923 if the person serving as the LAC chairperson changes.
- Only one teacher may serve as a member of the LAC. Other school division employees who regularly attend LAC meetings are not members of the committee and should only be listed as "consultants."
- All information submitted as part of the LEA's Annual Plan is subject to requests made in accordance with Virginia's Freedom of Information Act (Code of Virginia, at § 2.2-3700 et seq.). Therefore, please consider each LAC member's preference regarding which mailing address and email is reported.

***See the Virginia Regulations, at 8 VAC 20-81-230 D.**

2011-2012 LOCAL SPECIAL EDUCATION ADVISORY COMMITTEE (LAC)			
Name	Full Mailing Address and Zip Code	Email Address	Agency/Group Represented
Chairperson: Amy Azano (PRE-K/MES)	2495 Kimbrough Circle Charlottesville, VA 22901	azano@virginia.edu	Parent
Mary Taylor (AHS)	2190 Meadowfield Way Charlottesville, VA 22911	smallstepsprek@gmail.com	Parent
Kathy Rush (Baker-Butler)	4935 Abelia Way Charlottesville, VA 22911	kathyrush@embarqmail.com	Parent
Amy Lankford (Cale)	1013 Hayrake Lane Charlottesville, VA 22903	ARLankford@gmail.com	Parent
Lisa N. Brown (Greer)	2606 A Hydraulic Rd. Charlottesville, VA 22901	lbrown790@aol.com	Parent
Maureen Strazzullo (Meriwether-Lewis)	3650 Glenaire Drive Charlottesville, VA 22901	mogiphel@gmail.com	Parent
Jennifer Carter (Scottsville)	134 James River Rd. Scottsville, VA 24590		Parent
Robyn Longtain (Stone- Robinson)	6207 Louisa Road Keswick, VA 22947	robynlongtain@yahoo.com or rll5m@hscmail.mcc.virginia.edu	Parent
Marian Ledford (Stony Point)	1845 Cavalry Circle Charlottesville, VA 22911	mbledford@gmail.com	Parent
Christy Youngkin (Sutherland)	508 Jester Lane Charlottesville, VA 22911	christy.youngkin@embarqmail.com	Parent
Diane H. John (Walton)	2545 Old Lynchburg Road North Garden, VA 22959	dmhjohn@hotmail.com	Parent
Jenny Buzan (WAHS)	3300 Coleman Dr. Charlottesville, VA 22901	jmbuzan@comcast.net	Parent
Patti Lee Flynn	3565 Slate River Mill Road Dillwyn, VA 23936	pflynn@k12albemarle.org	Teacher
Michael O'Grady	414 Eastbrook Dr. Charlottesville, VA 22901	mgogrady@gmail.com	Agency/Group rep.

(Continue on next page as needed.)

The LAC reviewed the completed 2011-2012 Annual Plan on:

March 23, 2011

(Date).

2011-2012 LOCAL SPECIAL EDUCATION ADVISORY COMMITTEE (LAC)			
Name	Full Mailing Address and Zip Code	Email Address	Agency/Group Represented
Chairperson:			
Stephanie Morris (Scottsville)	5088 Viewmont West Dr. Charlottesville, VA 22902	stephanie_morris1966@yahoo.com	Parent
Katherine Jenkins (Agnor-Hurt)	2003 Shepherds Ridge Rd. Charlottesville, VA 22901	kj2q@virginia.edu	Parent
Mary Keutel (Agnor-Hurt)	2008 Shepherds Ridge Rd. Charlottesville, VA 22901	marykat@aol.com	Parent
Kevin M. Kirst	401 McIntire Rd. - Room 323 Charlottesville, VA 22901	kkirst@k12albemarle.org	Consultant

2011-2012 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

Name of Local or Regional Jail:

Albemarle-Charlottesville Regional Jail

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

Yes

Please complete question 2

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

No

Your existing Interagency Agreement will remain in effect until revisions are made, you do not need to submit it

[Instructions for Using drop box](#)

**REPORT ON IMPLEMENTATION
OF THE 2009-2010 ANNUAL PLAN**

Submit a report indicating the extent to which the annual plan for the 2009-2010 school year has been implemented (Code of Virginia, Section 22.1-215). (Maximum capacity of each text box is 975 characters.)

During the 2009-2010 School Year, Albemarle County Schools served 1559 student with disabilities, or approximately 11.6% of the student population. This is a decrease from 2008-09 (1641 students / 12.7%).

In 2009-2010, achievement across the Division for students with disabilities continued to improve with regard to State Assessments in English proficiency (overall increase to 82% pass rate) and Mathematics (remained at 80%). Students with disabilities appear to have regressed in Writing (with a pass rate of 67% vs. previous years: 07-08: 65%, 08-09:70%), History (09-10: 77% vs. 08-09: 78%, 07-08: 75%) and Science (09-10: 72% vs. 08-09: 75%, 07-08: 76). Despite these advances and regression Albemarle County students with disabilities, as a group, tend to perform above the State average.

It is important to note that with the exception of Writing (93%), 99% of students with disabilities participate in the State assessments.

Progress continues to be made on the State Performance Plan. Procedures, staff development and communications were a target for improved pass rates on State indicators. 09-10 data has not been published at the date of this report.

Albemarle County Public Schools continues to serve students from age 2 through 21 in each of its public school sites. A full continuum of services are offered both in the public schools as well as in the community to provide the services students need in order to provide them a free and appropriate public education.

For additional instructions for completing this section of the Annual Plan, please review Section F of the "LEA Instructions" tab.

**VIRGINIA DEPARTMENT OF EDUCATION
PART B, SECTION 611 (Flow-Through Funding) APPLICATION
GRANT PERIOD: JULY 1, 2011 – SEPTEMBER 30, 2012**

For joint applications, please select the Fiscal Agent below, and provide the requested contact information. **If this is not a joint application move directly to the next section below.**

Fiscal Agent:	ALBEMARLE COUNTY PUBLIC SCHOOLS	LEA Code: 2
Joint Application Project Director:		
Mailing Address of Project Director:		
Phone:		
Email:		

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 and the amounts to be combined into a single award. Note: All participating agencies must still complete the remainder of this tab.

Participating Agency Name	Code Number	Amount Released
Total Amount to be issued to Fiscal Agent:		\$0.00

PROPOSED USE OF PART B, SECTION 611, FLOW-THROUGH FUNDS**GRANT PERIOD: JULY 1, 2011 – SEPTEMBER 30, 2012**

In narrative format, please provide a description and budget outline of all personnel (i.e. teachers, instructional assistants, administrators, clerical, support personnel, and other) to be supported in whole or in part with IDEA, Part B, Section 611 grant funds (with proposed budget amounts and FTEs).

Albemarle County will utilize up to 15% of its Part B funds on Early Intervening Services (up to \$428,070.20 - Salary and Benefits) for students without disabilities provided by Intervention Specialists at the elementary school level. \$2,422,730.80 will be utilized on special education teachers to serve students with disabilities. IDEA requires that Albemarle County Public Schools spend a proportionate amount of its flow through funds on students eligible for special education services who have been unilaterally enrolled by their parents in private or home schools. The set-aside amount (\$90,897.44) will be spent on the salary and benefits of a special education teacher (.8) serving as a consultant to the private and home schools serving students with disabilities and a speech pathologist to provide direct services to a small number of children with disabilities.

In a narrative format, please provide a detailed description and budget outline for all additional activities, goods and services to be supported with IDEA, Part B, Section 611 grant funds.

The remaining "Part B Set Aside" amount required for student with disabilities placed unilaterally by their parents in private schools will be spent in the following ways: \$5000.00 is being allocated for the consultant teacher to purchase assistive technology, and for materials for the "lending library" to be utilized to support students with disabilities in private and home school programs. An additional \$5200.00 is being allocated to the professional development of the consultant teacher, staff development for private school staff and home school parents working with children with disabilities. Finally, \$1500.00 is allocated to cover the mileage costs incurred by the consultant teacher in the performance of her duties.

The school division plans to utilize up to 15% of its Part B, Section 611 grant award for this grant period to implement coordinated early intervening services.

Yes

**Virginia Department of Education
SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET**

Part B, Section 611, Flow Through Funds (July 1, 2011-September 30, 2012) - H027A100107

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on VDOE's Web site. See the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA 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, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) PROPOSED BUDGET AMOUNT	(D) FOR DOE USE ONLY
Personal Services	1000	2,094,362.34	
Employee Benefits	2000	751,238.66	
Purchased Services	3000	1,500.00	
Internal Services	4000	0.00	
Other Services	5000	4,200.00	
Materials / Supplies	6000	5,000.00	
Capital Outlay	8000	0.00	
TOTAL PROPOSED BUDGET		2,856,301.00	

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

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

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For additional instructions for completing this section of the Annual Plan, please review Section E of the "LEA Instructions" tab.

**VIRGINIA DEPARTMENT OF EDUCATION
PROPOSAL SUMMARY
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT) APPLICATION
GRANT PERIOD: JULY 1, 2011 – SEPTEMBER 30, 2012**

ECSE Contact Person:	Deborah Morris
Title:	Special Education Coordinator
Mailing Address:	401 McIntire Rd. - Room 323 Charlottesville, VA 22902
Phone:	(434) 296-5885
Email:	kkirst@k12albemarle.org

For joint applications, please select the Fiscal Agent below, and provide the requested contact information. **If this is not a joint application move directly to the next section below.**

Fiscal Agent:	ALBEMARLE COUNTY PUBLIC SCHOOLS	LEA Code:	2
Joint Application Project Director:			
Mailing Address of Project Director:			
Phone:			
Email:			

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 and the amounts to be combined into a single award. Note: All participating agencies must still complete the remainder of this tab.

Participating Agency Name	Code Number	Amount Released
Total Amount to be issued to Fiscal Agent:		\$0.00

PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT) APPLICATION
GRANT PERIOD: JULY 1, 2011 – SEPTEMBER 30, 2012

In narrative format, please provide a description and budget outline of all personnel (i.e. teachers, instructional assistants, administrators, clerical, support personnel, and other) to be supported in whole or in part with IDEA, Part B, Section 619 grant funds (with proposed budget amounts and FTEs).

\$65,373 will be directed toward salaries and benefits of Teaching Assistants working in preschool programs for students with disabilities. In addition, the budget will also be allocated toward part-time wages and benefits for summer programs (Extended School Year) to pay salary and benefits of staff to include teachers, paraprofessionals, speech pathologists, and occupational pathologists.

There are no set aside funds allocated to pre-schoolers in private or home school programs as there were no recorded preschool student with disabilities unilaterally placed in private or homeschool preschool programs. Parents of preschool aged children with disabilities have taken full advantage of all of the services offered in an Individualized Education Program.

In a narrative format, please provide a detailed description and budget outline for all additional activities, goods and services to be supported with IDEA, Part B, Section 619 grant funds.

There are no additional activities, goods or services under this grant.

The school division plans to utilize up to 15% of its Part B, Section 619 grant award for this grant period to implement coordinated early intervening services.

No

**Virginia Department of Education
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT) APPLICATION
PROPOSED GRANT BUDGET**

Part B, Section 619, Preschool Funds (July 1, 2011-September 30, 2012) - H173A100112

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on VDOE's Web site. See the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA 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, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) PROPOSED BUDGET AMOUNT	(D) FOR DOE USE ONLY
Personal Services	1000	48,114.53	
Employee Benefits	2000	17,258.47	
Purchased Services	3000	0.00	
Internal Services	4000	0.00	
Other Services	5000	0.00	
Materials / Supplies	6000	0.00	
Capital Outlay	8000	0.00	
TOTAL PROPOSED BUDGET		65,373.00	

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

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