

**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
2010-2011

Submitted by:

Albemarle County Public Schools
County/City/Town

401 McIntire Rd., Charlottesville, VA 22902
Address

May 1, 2010
Date

Questions regarding this plan should be directed to:

Kevin M. Kirst – (434) 296-5885 – kkirst@k12albemarle.org

In accordance with the attached instructions, please ensure that on or before **May 24, 2010**, the **original and one complete copy** of the Local Special Education Annual Plan and Report is received at the following address:

Melissa C. P. Smith,
Coordinator of Administrative Services
Office of Dispute Resolution & Administrative Services
Department of Education
P. O. Box 2120
Richmond, VA 23218-2120

TABLE OF CONTENTS

	<u>Page</u>
<u>Part I</u>	
Superintendent's Certification for School Divisions	4
Policy Statements	5
<u>Part II</u>	
Local Special Education Advisory Committee.....	8
Special Education in Local and Regional Jails	11
Report on the Implementation of the 2008-2009 Plan.....	12

PART I

- ☐ Superintendent's Certification for School Divisions
- ☐ Policy Statements

**SUPERINTENDENT’S CERTIFICATION
For Annual Plan Year 2010-2011**

For the purpose of implementing the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA ‘04), I certify that throughout the period of the 2010-2011 grant award, Albemarle County Public School Division will comply with the requirements outlined in each of the following:

- (1) Part B of IDEA ‘04, including the eligibility requirements of Section 613;
- (2) The IDEA federal implementing regulations, dated October 13, 2006 and revised 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 July 7, 2009, and any revisions.

I certify that Albemarle County Public 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 ‘04, 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 developed in consultation 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 was approved by the School Board on April 22, 2010.

Superintendent or Designee

Date

POLICY STATEMENTS

The Albemarle County Public School Division assures that it has in effect policies, procedures, and programs, which comply with the federal IDEA implementing regulations, including 34 CFR §§ 300.201-300.213, and which are consistent with the policies and procedures that the Virginia Department of Education (VDOE) has established in accordance with IDEA '04, 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 '04, 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 or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.
- 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.

Superintendent or Designee/School Division

Date

PART II

- ☐ Local Special Education Advisory Committee
- ☐ Special Education in Local and Regional Jails
- ☐ Report on the Implementation of the 2008-2009 Plan

LOCAL SPECIAL EDUCATION ADVISORY COMMITTEE

There shall be a local advisory committee for special education appointed by each local school board to advise the school board through the division superintendent. The composition of the committee shall include parents of children with disabilities, persons with disabilities and one teacher.¹

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.

¹ See the Virginia Regulations, at 8 VAC 20-81-230 D.

The Albemarle County Public School Division

2010-2011 LOCAL SPECIAL EDUCATION ADVISORY COMMITTEE (LAC)

NAME	FULL MAILING ADDRESS AND ZIP CODE	AGENCY OR GROUP REPRESENTED
Amy Lankford (Chairperson)	1013 Hayrake Lane Charlottesville, VA 22903	Cale Elementary
Katherine Jenkins	2003 Shepherds Ridge Road Charlottesville, VA 22901	Agnor-Hurt Elementary
Kathy Rush	4935 Abelia Way Charlottesville, VA 22911	Baker-Butler Elementary
Dale Castle	2012 Vista View Lane Crozet, VA 22932	Brownsville Elementary
Mary Keutel	2008 Shepherds Ridge Road Charlottesville, VA 22901	Pre-School Programs
Carrie Shuler	4850 Highlands Place Charlottesville, VA 22901	Crozet Elementary
Mark McLane	137 West Park Drive Charlottesville, VA 22901	Greer Elementary
Kelly Kyriacopoulos	2680 Fernleaf Road Charlottesville, VA 22911	Hollymead Elementary
Betty Kent	665 Tanners Lane Earlysville, VA 22936	At-Large (Agnor-Hurt)
Maureen Strazzullo	3650 Glenaire Drive Charlottesville, VA 22901	Meriwether-Lewis Elementary
Continue on next page.		

Date the LAC reviewed the 2010-2011 Annual Plan and Application: **March 23, 2010**

NOTES:

- School divisions are requested to notify the Virginia Department of Education at (804) 371-7420 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 address is reported.

The Albemarle County Public School Division
School Division

2010-2011 LOCAL SPECIAL EDUCATION ADVISORY COMMITTEE (LAC)

NAME	FULL MAILING ADDRESS AND ZIP CODE	AGENCY OR GROUP REPRESENTED
Paige Lindblom	657 Rocky Hollow Road Charlottesville, VA 22911	Stony Point Elementary
Shannon Copeland	1637 Rio Hill Drive, #301 Charlottesville, VA 22901	Woodbrook Elementary
Regina Craig	1192 Woodlands Road Charlottesville, VA 22901	At Large (WAHS)
Joan Mady	925 Royer Drive Charlottesville, VA 22902	Burley Middle School
Kathy Young	2648 Holkham Drive Charlottesville, VA 22901	Henley Middle School
Christy Youngkin	508 Jester Lane Charlottesville, VA 22911	Sutherland Middle School
Diane H. John	2545 Old Lynchburg Road North Garden, VA 22959	Walton Middle School
Mary Taylor	2190 Meadowfield Way Charlottesville, VA 22911	Albemarle HighSchool
Sally Dyer	100 Mansfield Court Charlottesville, VA 22903	Monticello High School
Sheila Hauser	995 Amber Ridge Road Charlottesville, VA 22901	Western Albemarle High School
Patti Flynn	3565 Slate River Mill Road Dillwyn, VA 22936	Teacher Representative

2010-2011 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: **Charlottesville Albemarle Regional Jail**

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

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

Yes. **X** Check and continue on to question 2.

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

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

Yes. _____ Check and submit your revised Interagency Agreement with the 2010-2011 annual plan.

No. **X** Your existing Interagency Agreement will remain in effect until revisions are made. You do not need to submit it.

The Albemarle County Public School Division
School Division

**REPORT ON IMPLEMENTATION
OF THE 2008-2009 ANNUAL PLAN**

Submit a report indicating the extent to which the annual plan for the 2008-2009 school year has been implemented (Code of Virginia § 22.1-215).

The Albemarle County Special Education Plan for the 2008-09 school year was implemented as submitted.

The 2008-09 Albemarle Special Education Annual Plan addressed each of the following areas:

Implementation of the Re-Authorization of the Individuals with Disabilities Education Improvement Act (2004).

- ❖ During the 2008-09 school year Albemarle County Public Schools had policies and procedures in place to ensure the application of all the Special Education assurances.
- ❖ During the 2008-2009 school year changes were made to the policies and procedures in order that Albemarle County policy, procedures and resulting practices be compliant with existing legal requirements.
- ❖ Continuation of special services provided within the Charlottesville/Albemarle Regional Jail.
 - Albemarle County continues to employ a full-time special education teacher to provide services to students with disabilities placed in the Charlottesville / Albemarle County Regional Jail.
- ❖ Continuation of the cooperative working relationship with the local Special Education Advisory Committee
 - The local SEAC met five times during the 2008-2009 School Year. In addition, SEAC met for three parent only session and presented their report on unmet needs to the Albemarle County School Board on another occasion.
- ❖ ***Performance Indicators (2008-2009)***
 - Albemarle County Public Schools made Adequate Yearly Progress (AYP) in 2008-2009
 - Students with disabilities participated in Statewide assessments for English at 100% across the Division. Performance continues to slowly but steadily increase with 2008-2009 pass rates at 80% vs. 77% for 2007-2008. Albemarle County exceeded the State average pass rate for Students with Disabilities in 08-09 which was 73%.
 - Students with disabilities participated in Statewide assessments for Mathematics at approximately 100% across the Division. Performance continues to slowly but steadily increase with 2008-2009 pass rates at 80% vs. 2007-2008 pass rates at 73%. Albemarle County exceeded the State average pass rate for Students with Disabilities in 08-09 which was 71%.

- Students with disabilities also participated in State wide assessments in History with a 98% participation rate with a 78% Pass Rate. This is an improvement from 07-08 where Albemarle County experienced a 75% Pass Rate. Albemarle County exceeded the State average pass rate for Students with Disabilities in 08-09 which was 72%.
- Students with disabilities had a 97% participation rate in Science and a 75% pass rate, a slight regression from a 76% pass rates in 2007-2008. Albemarle County exceeded the State average pass rate for Students with Disabilities in 08-09 which was 69%.
- Students with Disabilities experienced a 70% pass rate in Writing with 91% of students with disabilities participating. This is an improvement from 2007-2008 where students with disabilities had a pass rate of 65%. Albemarle County exceeded the State average pass rate for Students with Disabilities in 08-09 which was 61%.
- Albemarle County Public Schools continues to hire and retain more fully certified and appropriately endorsed special education teachers. For example, in 2008-2009 Albemarle County Public Schools had 3% of its special education teachers provisionally certified and 1% conditionally certified. The State average is 6% and 1% respectively.

The school division used Part B funds from the 2008-2009 grant award to implement coordinated early intervening services.

_____ X
Yes No

IF YES:

Total Expenditures

Total Number of Students Served

PART III

☐ Applications for Federal Funds

TABLE OF CONTENTS

Page

Section I – General Assurances and Compliance Documents

Submission Statement	4
GEPA Assurance	6
Lobbying, Debarment/Drug-free Work Place Certification	9

Section II – Section 611 Funds

Form JE 0016 – Section 611, Joint Flow-Through Application	12
Proposed Use of Section 611, Flow-Through Funds	13
Instructions for Form SE006 – Proposed Grant Budget, Section 611 Funding	14
Form SE006 – Proposed Grant Budget, Section 611 Funding	15
Appendix A – Additional Instructions for Section 611 Grant Application	16
Appendix B – Object Code Descriptions	18

Section III – Section 619 Funds

Proposal Summary – 2010-2011 Early Childhood Special Education Grant Application	27
Instructions for Form SE006 – Proposed Grant Budget, Section 619 Funding	28
Form SE006 – Proposed Grant Budget, Section 619 Funding	29
619 Grant – Project and Budget Description	30
Appendix C – Additional Instructions for Section 619 Grant Application	31
Appendix D – Suggestions for Appropriate Use of 619 Funds	33

SECTION 1

GENERAL ASSURANCES & COMPLIANCE DOCUMENTS

Albemarle County Public Schools

LEA/SOP

SUBMISSION STATEMENT

Under the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04), 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 attached Application for Part B Funds under the provisions of IDEA has been approved by the Albemarle County Public School Board on April 23, 2010.
- (2) 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.
- (3) 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.
- (4) 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.
- (5) 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.
- (6) 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.
- (7) The Virginia Department of Education assumes rights to all materials and/or products developed in this project, including equipment purchased with Part B funds.
- (8) 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.
- (9) The policies, procedures, and programs established and administered by the local educational agency shall meet eligibility requirements for assistance under this Act.
- (10) The local educational agency shall provide students enrolled in private schools an opportunity to participate in programs funded through Part B of IDEA '04.

- (11) 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.
- (12) 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.
- (13) 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.
- (14) Except when used to provide coordinated early intervening services, the local educational agency will ensure that funds expended under Part B of IDEA '04 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, and Appendix A of the IDEA '04 federal implementing regulations.
- (15) The local educational agency will ensure that funds expended under Part B of IDEA '04 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 '04 federal implementing regulations.
- (16) The local educational agency will ensure that in accordance with 34 C.F.R. § 300.133, and Appendix B of the IDEA '04 federal implementing regulations, during the grant award period, a proportionate share of the local educational agency'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, 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. This local educational agency 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 local educational agency 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.
- (17) The local educational agency shall maintain records demonstrating compliance with the provisions of IDEA '04 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.

Authorized Signature – Superintendent/SOP Director

Pamela Moran

Name – Typed or Printed

Superintendent
Title

Date

Albemarle County Public Schools
LEA/SOP

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

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

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

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

CHECK IDENTIFIED SUBJECT OF BARRIER		
CHECK STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW		
☒ GENDER	☒ RACE AND/OR COLOR	☒ NATIONAL ORIGIN
Provide awareness-of/sensitivity-to issues of gender bias through ☐ Workshops ☐ Exchange programs ☒ group counseling ☒ individual counseling other _____ Provide awareness of people functioning in non-traditional roles/jobs/professions through ☐ Shadowing ☐ Mentorships ☒ Internships ☒ field trips ☒ awareness/career days ☒ advisory committees ☒ highlighting current/former students who have succeeded in non-traditional jobs ☒ tours of school facilities, classrooms, laboratories that prepare students for nontraditional roles other _____ Encourage participation in all programs and activities through ☒ active recruitment of under-represented genders ☐ providing transportation or child care ☒ exchanges between educators and business representatives other _____ Ensure appropriate representation of genders ☒ in all activities ☒ in all instructional materials ☒ in all promotional materials other _____	Provide awareness-of/sensitivity-to issues of race/color bias through ☐ Workshops ☐ exchange programs ☒ group counseling ☒ individual counseling other _____ Provide awareness of people of different racial/color groups functioning in all roles/jobs/professions through ☐ Shadowing ☐ Mentorships ☒ Internships ☒ field trips ☒ awareness/career days ☒ advisory committees ☒ highlighting current/former students who have succeeded in non-traditional jobs ☒ tours of school facilities, classrooms, laboratories that prepare students for nontraditional roles other _____ Encourage participation of all students and staff, regardless of race or color, in all programs and activities through ☒ active recruitment of under-represented genders ☐ providing transportation or child care ☒ exchanges between educators and business representatives other _____ Ensure appropriate representation of all races and colors ☒ in all activities ☒ in all instructional materials ☒ in all promotional materials other _____	Provide awareness-of/sensitivity-to issues of cultural and social differences related to ethnicity/national origin through ☐ workshops ☐ exchange programs ☒ group counseling ☒ individual counseling other _____ Provide awareness of people of different nationalities functioning in all roles/jobs/professions through ☐ Shadowing ☐ Mentorships ☒ Internships ☒ field trips ☒ awareness/career days ☒ advisory committees ☒ highlighting current/former students who have succeeded in non-traditional jobs ☒ tours of school facilities, classrooms, laboratories that prepare students for nontraditional roles other _____ Encourage participation of all students and staff, regardless of national origin, in all programs and activities through ☒ active recruitment of under-represented genders ☐ providing transportation or child care ☒ exchanges between educators and business representatives other _____ Ensure appropriate representation of all nationalities ☒ in all activities ☒ in all instructional materials ☒ in all promotional materials other _____

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
Identify accommodations ☒ in the IEP ☒ in the 504 plan Provide program activity materials ☒ in Braille ☒ in large print ☒ on audio tape ☒ on video tape ☒ Provide accommodations required in Americans with Disabilities Act or 504 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 Provide awareness-of/sensitivity-to issues of bias related to disabilities through ☐ Workshops ☐ exchange programs ☒ group counseling ☒ individual counseling other _____ 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 _____ Ensure appropriate representation of people with disabilities ☒ in all activities ☒ in all workshop materials ☒ in all promotional materials other _____	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 _____ 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 _____ Ensure objective and positive representation of age groups ☒ in all activities ☒ in all workshop materials ☒ in all promotional materials other _____	

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 an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, 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 contract, grant, loan, 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 subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) 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 (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 84, Subpart B, for grantees, as defined at 34 CFR Part 84, Section 84.200 through 84.230 –

- 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;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
 - (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education,

400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Notice shall include the identification number(s) of each affected grant;

- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance of rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

- C 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 84, Subpart C, for grantees, as defined at 34 CFR Part 84, Section 84.300 –

- 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 Albemarle County Public Schools	PR/Award Number and/or Project Name
Printed Name and Title of Authorized Representative Pamela Moran, Superintendent	
Signature	Date

ED 80-001312/9

SECTION 2

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

(Grant Period: July 1, 2010 – September 30, 2011)

VIRGINIA DEPARTMENT OF EDUCATION
PART B, SECTION 611 (Flow-Through Funding) APPLICATION
GRANT PERIOD: JULY 1, 2010 – SEPTEMBER 30, 2011

LEA/SOP (or Fiscal Agent) Name: Albemarle County Public Schools Three Digit Code Number: 002 Address: Albemarle County Public Schools 401 McIntire Rd. – Room 323 Charlottesville, VA 22902-4596	PROJECT DIRECTOR Name Kevin M. Kirst Email kkirst@k12albemarle.org Fax: (434) 972-4157 Telephone (434) 296-5885						
If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs/SOPs and the amounts to be combined into a single award. Individual letters from the participating LEAs/SOPs authorizing release of funds to the designated fiscal agent must accompany this application. Note: All participating agencies must still complete and return all documents contained in Part III – 2010-2011 Special Education Annual Plan. <table style="width: 100%; border: none;"> <tr> <td style="text-align: left; border-bottom: 1px solid black;"><u>Participating Agency Name</u></td> <td style="text-align: center; border-bottom: 1px solid black;"><u>Code Number</u></td> <td style="text-align: center; border-bottom: 1px solid black;"><u>Amount Released</u></td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </table>		<u>Participating Agency Name</u>	<u>Code Number</u>	<u>Amount Released</u>			
<u>Participating Agency Name</u>	<u>Code Number</u>	<u>Amount Released</u>					
STATE EDUCATIONAL AGENCY ACTION (To be completed by State educational agency)							
DATE RECEIVED	SEA OFFICIAL	REVISIONS Y: N	DATE APPROVED				

Albemarle County Public Schools
LEA/SOP

PROPOSED USE OF PART B, SECTION 611, FLOW-THROUGH FUNDS

GRANT PERIOD: JULY 1, 2010 – SEPTEMBER 30, 2011

(Add additional sheets as necessary.)

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

During the 2010-2011 school year, 100% of awarded Part B funds will be used to provide salary and benefit compensation to teachers who serve students with disabilities.

(Approx. 27.8 FTE) Special Education Teachers
\$2,581,076.93 Salaries and Benefits

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

IDEA requires that Albemarle County Public Schools 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. The set-aside amount below has been calculated based on the number of students with disabilities unilaterally placed by their parent in home school programs. This amount will be used to fund a part-time special education teacher (.7 FTE) with the remaining amount to purchase staff development resources for that teacher, assistive technology and materials for use with this specific population.

.7 FTE Special Education Teacher
\$58,802.80

Materials and Staff Development
\$ 2,738.27

SCHOOL DIVISIONS ONLY:

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.

	<u>X</u>
Yes	No

**VIRGINIA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET**

Part B, Section 611, Flow-Through Funds (July 1, 2010 – September 30, 2011)

Applicant Name: _____ Applicant 3-digit Code Number: _____

Contact Person Name: _____ Contact Person Title: _____

Telephone No.: _____ E-mail: _____ Fax No.: _____

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) PROPOSED BUDGET AMOUNT	(D) FOR DOE USE ONLY
Personal Services	1000	\$2,030,600.00	
Employee Benefits	2000	\$609,280.00	
Purchased Services	3000		
Internal Services	4000		
Other Charges	5000	\$2000.00	
Materials/Supplies	6000	\$738.27	
Joint Operations	7000		
Capital Outlay (list below)	8000		
<u>TOTAL PROPOSED BUDGET</u>		\$2,642,618.00	

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

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

DO NOT WRITE BELOW THIS LINE – DOE USE ONLY

Date Received:	Total Award Amount: \$	Grant Manager:
Date Approved:	DOE Award #:	Payee Code #:
SEA Official:	CFDA#: 84.027A	Proposal Modified: Y / N
Project Code:	Fed. Award #:	In the Amount of: \$

SECTION 3

**APPLICATION
FOR
IDEA PART B SECTION 619 FUNDS
(PRESCHOOL FUNDS)**

(Grant Period: July 1, 2010 – September 30, 2011)

PROPOSAL SUMMARY
2010-2011 EARLY CHILDHOOD SPECIAL EDUCATION GRANT
APPLICATION

(Grant Period: July 1, 2010 – Sept. 30, 2011 – H173A070112)

LEA/SOP: **Albemarle County Public Schools**

Mailing Address: **401 McIntire Rd., Room 323, Charlottesville, VA 22902-4596**

ECSE Contact Person: **Kevin M. Kirst**

Title: **Director of Special Education**

Phone: **(434) 296-5885**

Email: kkirst@k12albemarle.org

Provide the following information IF this is a JOINT APPLICATION:

Amount Allocated to LEAs if Joint Application \$_____

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

**VIRGINIA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET**

Part B, Section 619, Preschool Funds (July 1, 2010– September 30, 2011) – H173A070112

Applicant Name: **Albemarle County Public Schools**Applicant 3-digit Code: **002**Contact Person Name: **Kevin M. Kirst**Contact Person Title: **Director of Special Education**Telephone No.: **(434) 296-5885**E-mail: kkirst@k12albemarle.orgFax No.: **(434) 972-4157**

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) PROPOSED BUDGET AMOUNT	(D) FOR DOE USE ONLY
Personal Services	1000	\$56,562.65	
Employee Benefits	2000	\$9,484.35	
Purchased Services	3000		
Internal Services	4000		
Other Charges	5000		
Materials/Supplies	6000		
Joint Operations	7000		
Capital Outlay (list below)	8000		
<u>TOTAL PROPOSED BUDGET</u>		\$66,047.00	

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

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

DO NOT WRITE BELOW THIS LINE – DOE USE ONLY

Date Received:	Total Award Amount: \$	Grant Manager:
Date Approved:	DOE Award #:	Payee Code #:
SEA Official:	CFDA#:	Proposal Modified: Y / N
Project Code:	Fed. Award #:	In the Amount of: \$

Albemarle County Public Schools
LEA/SOP

**619 GRANT - EARLY CHILDHOOD SPECIAL EDUCATION PROJECT AND
BUDGET DESCRIPTION**

GRANT PERIOD: July 1, 2010 – September 30, 2011

In narrative format, provide a detailed description and budget outline of the goods and services to be purchased with the IDEA, Part B, Section 619, ECSE funds listed in the previous section.

The Special Education Project and Budget will be allocated to salaries and benefits for Teaching Assistants to serve pre-school students. Albemarle County Schools provides preschool services through a unified service delivery model that highlights utilization of resources and best practices as the driving force behind services to pre-school aged children considered to be at-risk. Bright Stars, Title I Pre- School and the Early Childhood Special Education Program are aligned to provide one over-arching Pre-School program. The teams share the responsibility of providing instruction to all of the at-risk children on site, including children with special needs that would have been educated in a separate special classroom prior to the introduction of our inclusive work initiated this past school year. The program will eventually have a common curriculum, common outcomes, and a common reporting strategy utilizing the division's kindergarten readiness measurement as the basis of its progress monitoring focus. Outreach efforts are under way to include Head Start in this service delivery model. Strategies are being developed to provide support to the various community pre-school programs and providers, as well. In addition, the budget will be allocated to part-time wages and benefits for summer program staff that include teachers, paraprofessionals, speech pathologists, and occupational pathologists.

SCHOOL DIVISIONS ONLY:

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.

Yes

X
No