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# Special Education Update and Annual Plan (2024 - 25 Year)

4/11/24



# Strategic Plan: Learning for All

## VISION

Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

## VALUES

- Equity
- Excellence
- Family and Community
- Wellness

## MISSION

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

We will know every student.

## GOALS



Thriving Students



Affirming and Empowering Communities



Equitable, Transformative Resources



# Agenda



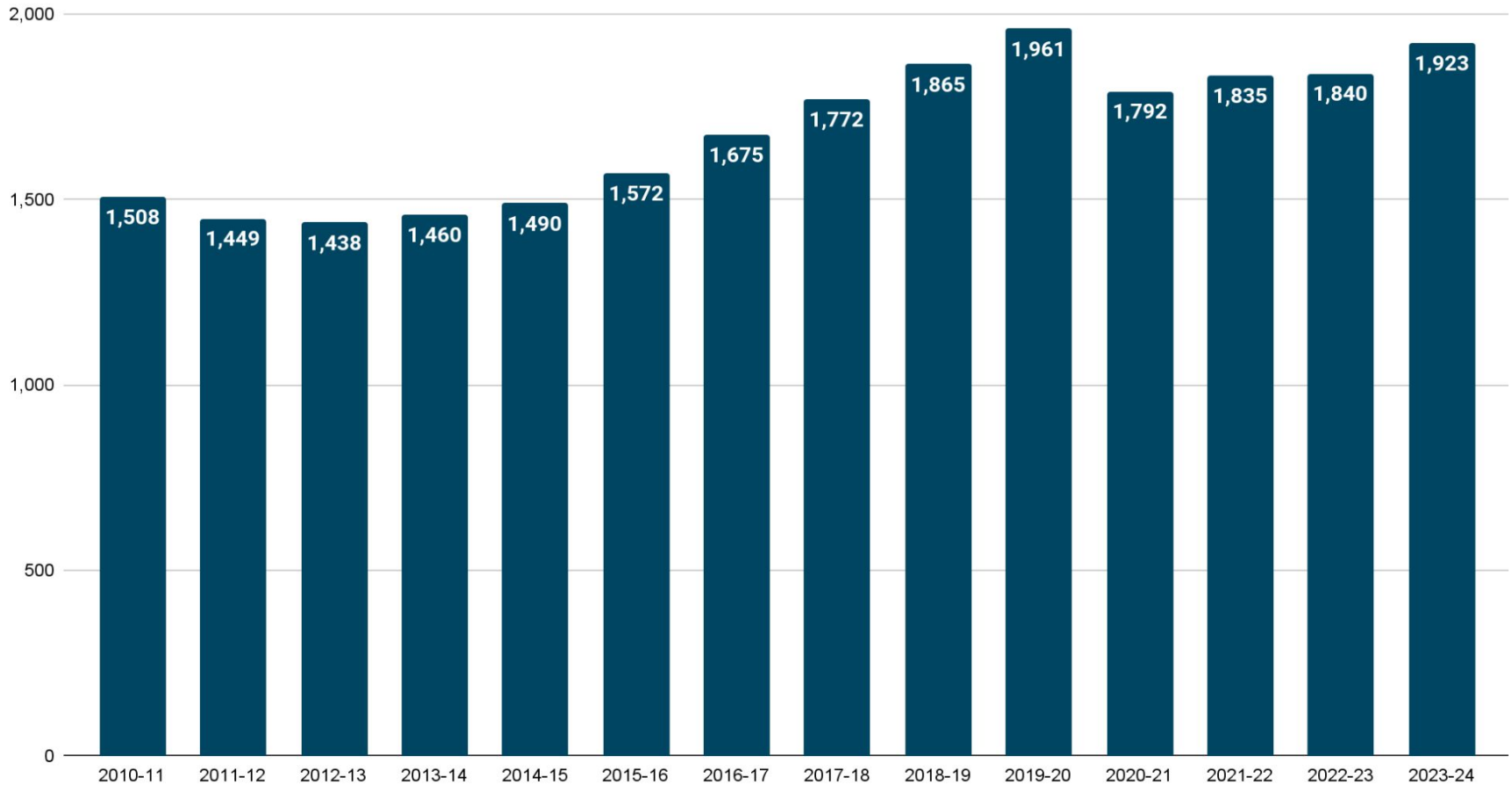
- Current State
- Looking Forward
  - What is the Annual Plan?
  - Components
    - Regional Jail Agreement (Component 1)
    - Part B Set Aside Funds (Component 2)
    - CCEIS: Comprehensive Coordinated Early Intervention Services (Component 3)
    - Federal Grant Funds (Component 4)
- Questions



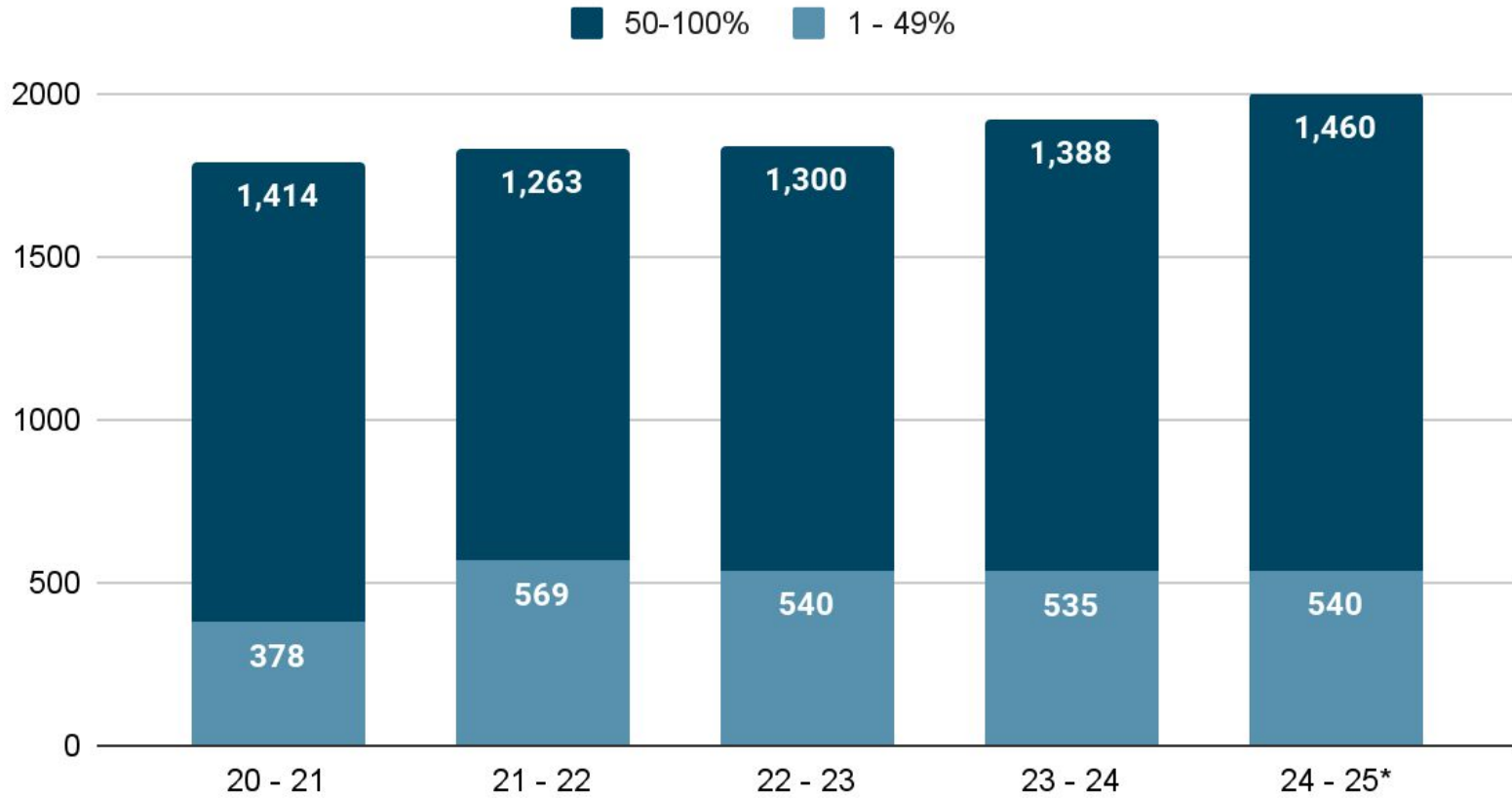
# Current State



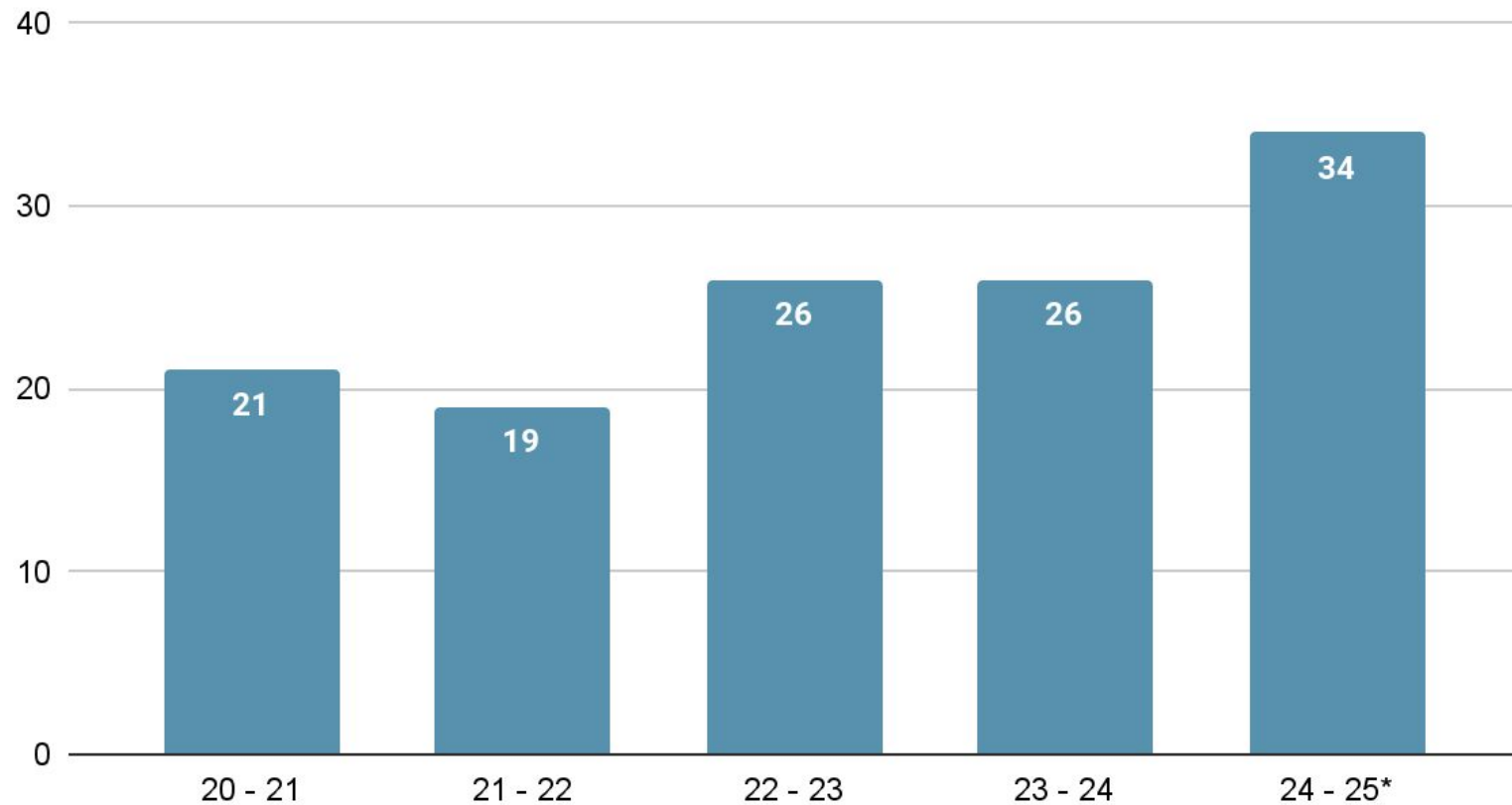
## Dec. 1 Enrollment of Students Needing Special Education Services



# Intensity of Student Need

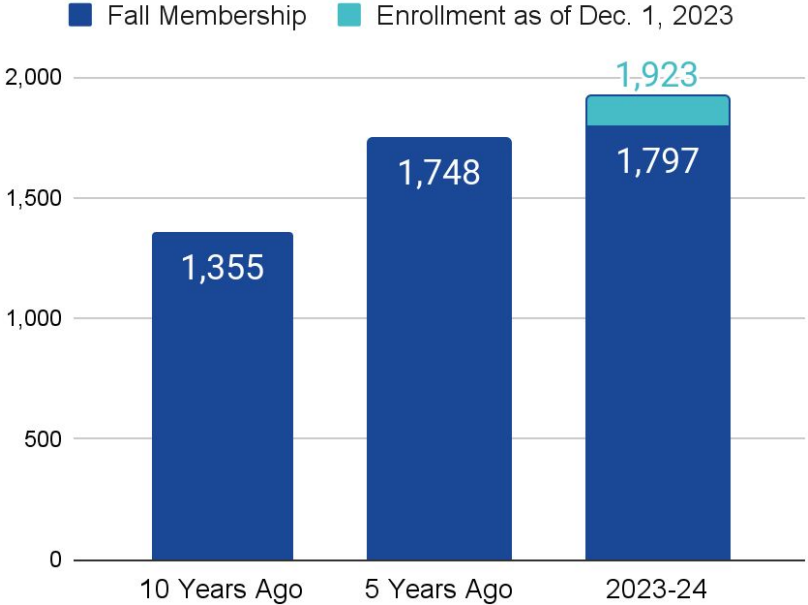


## Number of Students Enrolled in Post High

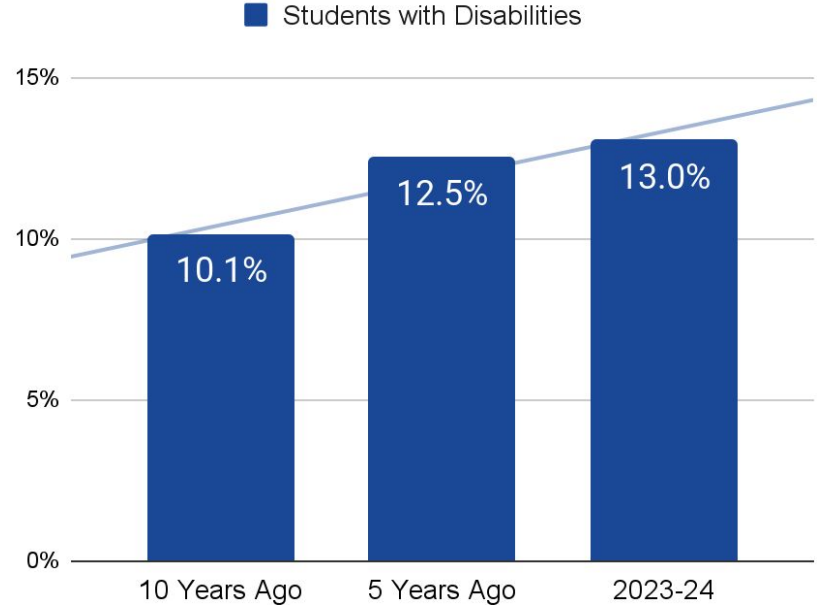


# Special Education Growth (5.0 FTE)

### Students with Disabilities



### Percentage of Student Population



**5 Additional Special Education FTE = \$491,890**





# Looking Forward



# What is the Annual Plan?



- IDEA 2004 requires that every School Division submit an annual plan to the Virginia Department of Education for providing special education services to identified children with disabilities residing within the jurisdiction and demonstrate their funding eligibility.
- Serves as the formal agreement between ACPS School Board and VDOE for implementing Federal and State laws/regulations governing these services.
- Reviewed by SEAC at the March 2024 Meeting.
- Disbursement of state and federal funds appropriated for the education of children with disabilities is contingent upon the School Board approval of this plan and each of its components.



# Annual Plan Components



- 4 Main Components
  - Regional Jail Agreement
  - Part B Set Aside Funds
  - CCEIS
  - Federal Grant Funds



**COMPONENT 1:**  
**Regional Jail**  
**Agreement**  
(Annual Plan p. 8)





# Charlottesville - Albemarle Regional Jail



- School divisions with a local or regional jail inside their jurisdiction are required to establish an interagency agreement.
- ACPS has an agreement with the Charlottesville - Albemarle Regional Jail
- What the agreement provides:
  - ACPS Special Education Teacher (0.50 FTE)
  - Educational Services for persons in CARJ (18 - 22 years old) who have IEP services
  - Supports the CARJ GED Program



# Charlottesville - Albemarle Regional Jail



- Annual Plan in action!
  - Ms. B.J. Thomas (ACPS Special Education Teacher)





# **COMPONENT 2: Part B Set Aside Funds**

**(Annual Plan p. 11, 13, 14)**





# Part B Set Aside Funds



- IDEA requires that each school division expend a portion of their IDEA Part B allocations on special education instruction and related services to students with disabilities (as determined by an LEA IEP team) who are placed in private schools by their parents.
  
- ACPS utilizes the Part B Set Aside Funds for:
  - Special Education Teacher (0.60 FTE) to provide consultative services to private schools with special education students
  - Conduct Child Find/Special Education Evaluation procedures for students with disabilities placed in private schools (that are inside ACPS boundaries)
  - Provide 14 students with voucher for Speech and Language Services
  - Provide 1 student with voucher for Occupational Therapy
  - Annual Required meeting with Private Schools (in ACPS boundaries) and Parents of students with disabilities at those private schools



# Part B Set Aside Funds



- Annual Plan in action!
  - Mr. Mike Armstrong (ACPS Set Aside Case Manager)





# **COMPONENT 3: CCEIS**

**(Annual Plan p. 11, 13, 14)**





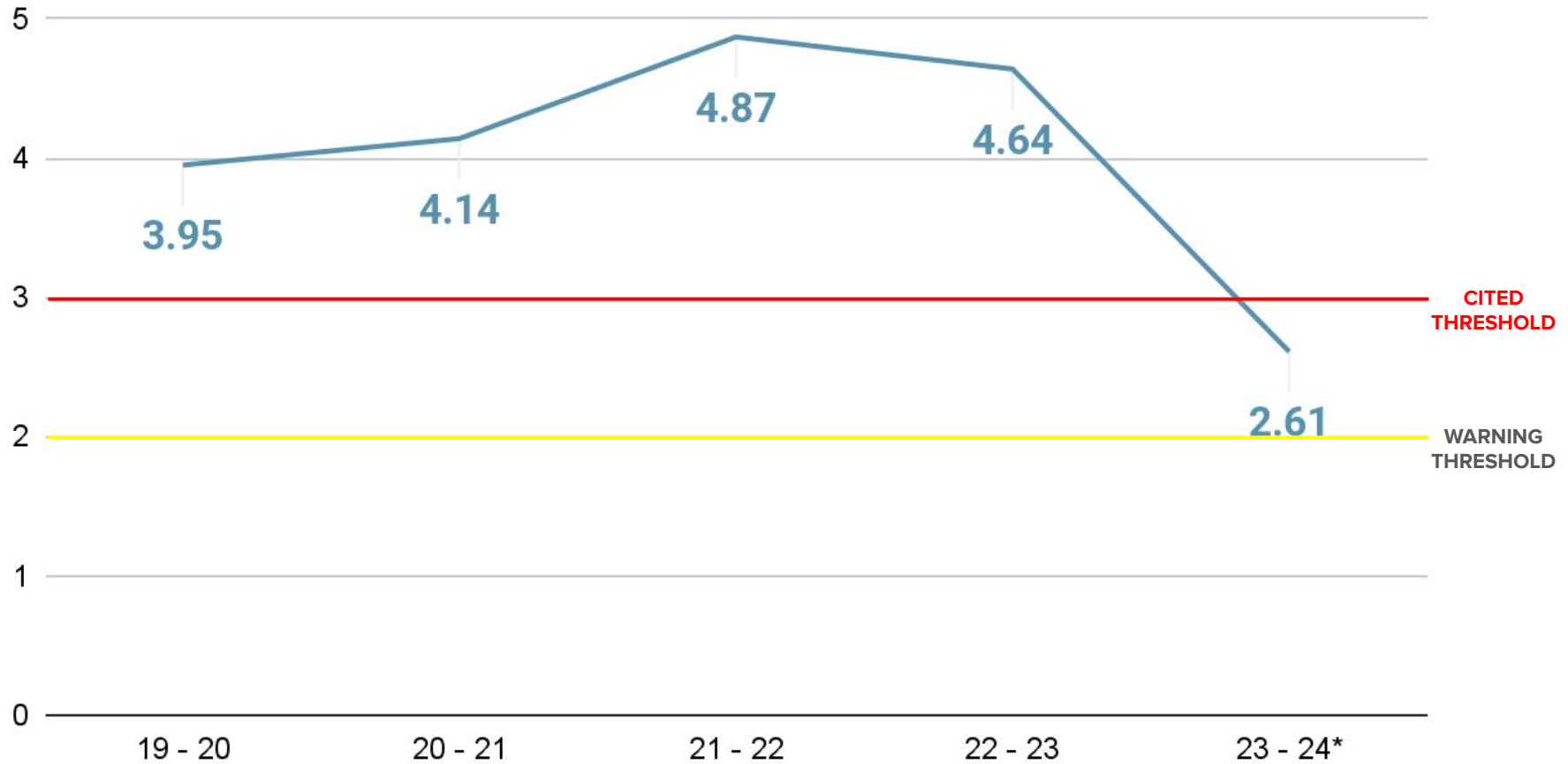
# Comprehensive Coordinated Early Intervening Services (CCEIS)

ACPS is a **Comprehensive Coordinated Early Intervening Services (CCIES)** school division, meaning we are required to set aside **15% of Part B Federal Funds** towards CCEIS.

***The extra “C” is mandated by VDOE, which must approve the CCEIS Plan annually (new focus next year).***

| <b>2023-24 School Year</b>              | <b>2024-25 School Year</b>             |
|---|--|
| <i>Response to Intervention Program</i> | <i>Evaluation and Eligibility Team</i> |

# VDOE Race Risk Ratio



# CCEIS

*ACPS will utilize the required 15% set aside for CCEIS funds in the 2024-25 school year for:*



# CCEIS

*This team will lead all:*

**Initial evaluations and eligibilities where intellectual disability is being considered.**

**All re-evaluations where intellectual disability is being considered.**

**All Special Education evaluations and eligibilities outside of the typical school year calendar.**

## CCEIS JUSTIFICATION

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ACPS has been cited in **ID-Black** since 1999, the year in which the VDOE began collecting this data.

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ACPS is the **only school division in Virginia** that has been cited every year.

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During the 2023-24 school year, we focused on one team doing all ID initial evaluations, re-evaluations and reviewing transfer students and **data from this process shows significant positive impact.**

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The last area of need for us to fill is the need for **evaluations outside of the 10-month school year** window.

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# CCEIS



- Annual Plan in action!
  - Ms. Aly McElroy (ACPS School Psychologist)





**COMPONENT 4:**  
**Federal Grant Funds**  
(Annual Plan p. 14)





# Federal Grant Funds



- ACPS utilizes the IDEA Federal Grant Funds for:
  - Fund all ABASE (~38) Teachers
    - ABASE Teachers provide direct services to students in ABASE Programs in their least restrictive environment (ACPS Schools)
  - Fund ~2 ECSE Teaching Assistant Positions
    - These 2 positions work directly with ECSE Students eligible IDEA 619 services
    - These 2 positions are under the direction of an ECSE Special Education Teacher
    - Provide services in ACPS Schools

# What is Autism-BASE?

## (Building Appropriate Supports with Evidence – Autism)

The A-BASE program is designed for students with Autism that are receiving core academic instruction on grade level standards in the regular education environment. A teacher and team of autism assistants, specially trained in evidenced based practices, creates a support system through the modification of the educational environment, communication systems, and delivery of instruction to ensure a meaningful educational experience for students grades K-12. This school based team is supported through on-going, job embedded professional development and consultation by an Autism Specialist who is also a Board Certified Behavior Analyst.

It is important to note, this model IS NOT a self-contained classroom or program. Instead it operates more as an intensive resource support system. This approach allows for the teacher and teaching assistants to provide direct instruction in academics, social skills and communication, as needed. The team also become advocates for the students in their care, intervening and support regular education staff and administration, should the need arise. The implementation of evidenced based practices requires an intensified focus by staff on data collection in order to justify continued work or an adjustment to the child's educational program.

# Autism-BASE

## (Building Appropriate Supports with Evidence – Autism)

### ELEMENTARY

- Agnor-Hurt (2)
- Baker-Butler (2)
- Brownsville (2)
- Crozet
- Greer (2)
- Hollymead (2)
- Mountain View (2)
- Murray Elementary
- Scottsville
- Stone Robinson (2)
- Stony Point
- Woodbrook (2)

# Autism-BASE

(Building Appropriate Supports with Evidence – Autism)

## Middle

- Burley (2)
- Henley (2)
- Journey
- Lakeside
- Walton (2)

## High

- Albemarle (3)
- Monticello (2)
- Western Albemarle (2)



# Federal Grant Funds



- Annual Plan in action!
  - This part of the Annual Plan comes alive through 3 different lens

Autism Specialist



ABASE Teacher



Parent



# Federal Grant Funds



- Annual Plan in action!
  - Ms. Emily Wampler (ACPS Autism Specialist)





# Federal Grant Funds



- Annual Plan in action!
  - Ms. Christine Thomas (ACPS ABASE Teacher - Journey)





# Federal Grant Funds



- Annual Plan in action!
  - Ms. Kate Gariepy (Parent of an ABASE Student - Journey)

