

Special Education Annual Plan

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2026-2027
Year

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

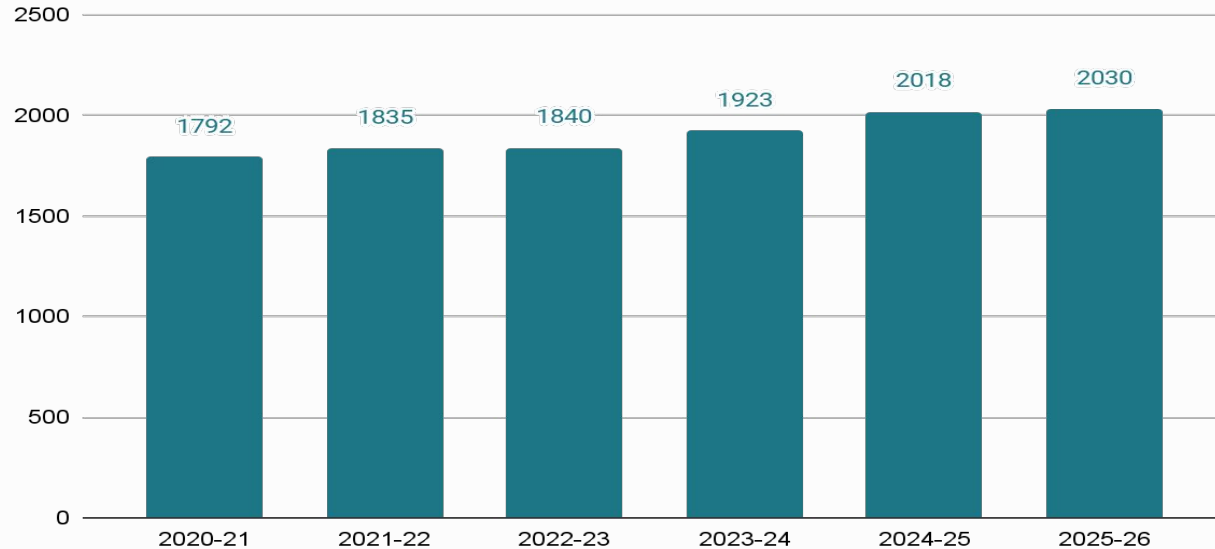
Agenda

- 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)

Current State

Special Education Students

December 1 Enrollment



Special Education Services: Meeting Increasing Student Needs



- Student needs are increasing in severity and intensity across schools
- Current staffing levels strain compliance, safety, and instructional continuity
- Proposal adds 3 targeted special education positions to meet current demand
- Supports inclusive practices and least restrictive environments

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 2026 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

Regional Jail Agreement

Part B Set Aside Funds

CCEIS

Federal Grant Funds

01

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Regional Jail Agreement

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 (.50 FTE)
 - Educational Services for persons in the CARJ (18-22 years old) who have IEP services
 - Supports the CARJ GED Program

02

Part B Set Aside Funds

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

03

CCEIS

Comprehensive Coordinated Early Intervening Services (CCEIS)

ACPS is **NO LONGER** a *Comprehensive Coordinated Early Intervening Services (CCEIS)* school division, meaning we are **NOT** required to set aside **15% of Part B Federal Funds** towards CCEIS.

04

Federal Grant Funds

Federal Grant Funds



ACPS utilizes the IDEA Federal Grant Funds for:

- Funding of all ABASE Teachers (~36 teachers)
 - ABASE Teachers provide direct services to students in ABASE programs in their least restrictive environment (ACPS Schools)
- Funding of ~2 Early Childhood Special Education (ECSE) Teaching Assistant Positions
 - These positions work directly with ECSE students eligible for IDEA 619 services
 - These positions are under the direction of an ECSE Special Education Teacher
 - Provides services in ACPS Schools

Inclusive Schools Annual Report



Inclusive Schools Summary

Special Education Review

ACPS will be conducting a Special Education Program Review this spring in partnership with the Berkley Group.

Independent review will provide the division with an objective assessment of our Special Education programming. Goals include:

- Identify areas where we are performing well
- Provide recommendations to strengthen our systems, processes, and instructional supports for students with disabilities
- Review will examine key areas including program structure, service delivery models, staffing, instructional quality, inclusive practices and student outcome.
- Input will be gathered from multiple stakeholders, including staff, school leaders, and families, through surveys, focus groups, and data analysis.
- Currently in the data-sharing and preparation phase.

Thank you!



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