

**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:

Lynchburg City Schools

915 Court Street  
P.O. Box 2497  
Lynchburg Virginia 24505-2497

Approved by Local Special Education Advisory Committee on:

April 20, 2010

Date

Approved by School Board on:

---

Date

Questions regarding this plan should be directed to:

Wyllys VanDerwerker Director of Special Education 434-522-3700 Ext. 185  
Email address: [Vanderwerkerwd@lcsedu.net](mailto:Vanderwerkerwd@lcsedu.net)

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>
General Instructions .....	3
 <b><u>Part I</u></b>	
Superintendent’s Certification for School Divisions .....	5
Policy Statements .....	6-7
 <b><u>Part II</u></b>	
Local Special Education Advisory Committee .....	9-10
Special Education in Local and Regional Jails .....	11
Report on the Implementation of the 2008-2009 Plan .....	12-13

**GENERAL INSTRUCTIONS  
ANNUAL PLAN PROCESS  
2010-2011**

All local educational agencies (LEAs), which include local school divisions, state-operated programs (SOPs), and the Virginia School for the Deaf and the Blind at Staunton (VSDB), are required to establish their eligibility to receive funding under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04). IDEA '04, at 20 USC § 1413(a)(1), and its federal implementing regulations, at 34 CFR § 300.201, require that each LEA, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the Virginia Department of Education's (VDOE's) policies and procedures, which have been established in accordance with IDEA '04. This Annual Plan is a component of VDOE's overall responsibility to ensure each LEA's compliance with the implementation of the requirements of IDEA '04, and its federal implementing regulations. A copy of the 2006 federal IDEA implementing regulations is available online at <http://www.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.pdf>. The December 2008 revisions to the federal regulations are available online at <http://www.ed.gov/legislation/FedRegister/finrule/2008-4/120108a.pdf>.

## 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, Lynchburg City Schools 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 Lynchburg City Schools 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 \_\_\_\_\_(Date).

Dr. Paul McKendrick

\_\_\_\_\_  
**Superintendent or Designee**

\_\_\_\_\_  
**Date**

## POLICY STATEMENTS

Lynchburg City Schools 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 over identification 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.

Dr. Paul McKendrick

---

## 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.<sup>1</sup>

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.

**2010-2011 LOCAL SPECIAL EDUCATION ADVISORY COMMITTEE (LAC)**

**2009 – 2010  
LCS  
Special Education Advisory Committee  
August 2009**

Central Office Staff	Wyllys D. VanDerwerker, Director for Special Education Sharron J. Gunter, Coordinator for Special Education Instruction Patricia C. Ferington, Administrative Designee for Special Education
Past President	Virginia Davis – Term Ending Year 2011
Community Representatives	Suzanne Conway - Term Ending Year 2011 Janet Tomlin – Term Ending Year 2011 Susan Thompson, Ph.D. – Term Ending Year 2011 Danny Cabaniss – Term Ending Year 2010 Catherine Moseley – Term Ending Year 2011 JeanMarie Harris – Term Ending Year 2010 Yvonne McMahon, SEAC Chair – Term Ending Year 2011 Jackie Paris – Term Ending Year 2011 Ellen Agnew – Term Ending Year 2011
Parents – District 1	Alan Dippel, Bedford Hills ES – Term Ending Year 2010 Reva Banks, Linkhorne ES – Term Ending Year 2010 Kim Newton, Paul Munro ES – Term Ending Year 2010 Yvonne McMahon, Linkhorne MS – Term Ending Year 2011
Parents – District 2	Charles Zimny, TC. Miller ESI – Term Ending Year 2010 Sally Conlon, Dunbar MSI, SEAC Secretary – Term Ending Year 2010 Michelle Logan, E. C. Glass HS – Term Ending Year 2010
Parents – District 3	Michael Brown, Heritage HS – Term Ending Year 2010
LAUREL Regional Program	Ginny Alston – Term Ending Year 2010
LCS School Board	Reverend Keith R. Anderson
SPED Teacher Rep.	Polly Smith – Term Ending Year 2011

Date the LAC reviewed the 2010-2011 Annual Plan and Application March 23, 2010 and April 20, 2010

### 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: Blur Ridge 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.**   x   Check and submit your revised Interagency Agreement with the 2010-2011 annual plan. (see appendix)

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

**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 2008-09 Special Education Annual Plan was implemented as approved.

Please see the following summary:

Lynchburg City Schools Performance on the most recent State Performance Plan indicators:

[http://www.doe.virginia.gov/special\\_ed/reports\\_plans\\_stats/special\\_ed\\_performance/division/2007-2008/index.shtml](http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2007-2008/index.shtml)

Special Education December 1<sup>st</sup> Federal Child Count:

[http://www.doe.virginia.gov/special\\_ed/reports\\_plans\\_stats/child\\_count/index.shtml](http://www.doe.virginia.gov/special_ed/reports_plans_stats/child_count/index.shtml)

## Early Intervening Services

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

\_\_\_\_\_ 0 \_\_\_\_\_

Total Number of Students Served

\_\_\_\_\_ N/a \_\_\_\_\_

# TABLE OF CONTENTS

## Page

### **Section I – General Assurances and Compliance Documents**

Submission Statement .....	6-17
<b>GEPA Assurance .....</b>	<b>18</b>
Lobbying, Debarment/Drug-free Work Place Certification.....	19-22

### **Section II – Section 611 Funds**

Form JE 0016 – Section 611, Joint Flow-Through Application.....	24
<b>Proposed Use of Section 611, Flow-Through Funds.....</b>	<b>25-30</b>

### **Section III – Section 619 Funds**

Proposal Summary – 2010-2011 Early Childhood Special Education Grant Application.....	32-37
Appendix .....	38
Interagency Agreement Lynchburg City Schools and Blue Ridge Jail Authority.....	39-41
Child Count.....	42
Federal Set Aside December 1 <sup>st</sup> Child Count 0809.....	43
Federal Set Aside December 1 <sup>st</sup> Child Count 0910.....	44
Public Comment Special Education Annual Plan and Application.....	45
Special Education Advisory Notice Public Comment.....	46
Special Education Advisory Committee Meeting Dates.....	47-48
Special Education Advisory Committee Nominations.....	49
Letter to Private Schools & Parents inviting to March 2010 public meeting.....	50
Special Education Advisory Newsletter.....	51-54

**SECTION 1**

**GENERAL ASSURANCES & COMPLIANCE DOCUMENTS**

## **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 Lynchburg City Schools on \_\_\_\_\_.
- (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

Dr. Paul McKendrick  
 Name – Typed or Printed

Superintendent  
 Title

\_\_\_\_\_  
 Date

**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	N/A
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	
Comprehensive School Reform Demonstration Grant	

**GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427**

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

**GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427**

**CHECK IDENTIFIED SUBJECT OF BARRIER**

**CHECK STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW**

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

---

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

---

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

---

**1. LOBBYING**

As required by Section 1352, title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Sections 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of 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 participant 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	PR/Award Number and/or Project Name
Wyllys D. VanDerwerker	
Printed Name and Title of Authorized Representative	
Director for Special Education	
Signature	Date

**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**

<p><b>LEA/SOP (or Fiscal Agent) Name:</b></p> <hr/> <p>Three Digit Code Number:     115</p> <hr/> <p>Address: 915 Court Street                    P.O. Box 2497                    Lynchburg, VA 24505-2497</p>	<p>PROJECT DIRECTOR</p> <p>Name: Wyllys D. VanDerwerker</p> <p>Email: <a href="mailto:vanderwerkerwd@lcsedu.net">vanderwerkerwd@lcsedu.net</a></p> <p>Fax: (434) 522-3774</p> <p>Telephone: (434) 522-3700 ext. 185</p>
---	---

**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.**

<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	DATE APPROVED
		Y:  N	



**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).

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

---

**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.

\_\_\_\_\_ 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: Lynchburg City Schools

Applicant 3-digit Code Number: 115

Contact Person Name: Wyllys D. VanDerwerker

Contact Person Title: Director for Special Education

Telephone No.: (434) 522-3700 ext. 185 E-mail: vanderwerkerwd@lcsedu.net

Fax No.: (434) 522-3774

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) PROPOSED BUDGET AMOUNT	(D) FOR DOE USE ONLY
Personal Services	1000	\$1,553,470.46	
Employee Benefits	2000	\$ 494,385.71	
Purchased Services	3000	\$ 91,026.83	
Internal Services	4000	\$ 0.00	
Other Charges	5000	\$ 15,000.00	
Materials/Supplies	6000	\$ 2,500.00	
Joint Operations	7000	\$ 0.00	
Capital Outlay (list below)	8000	\$ 10,000.00	
<b>TOTAL PROPOSED BUDGET</b>		<b>\$2,166,383.00</b>	

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: \$

**PROPOSED USE OF PART B, SECTION 611, FLOW-THROUGH FUNDS**  
**GRANT PERIOD: JULY 1, 2010 – SEPTEMBER 30, 2012**

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).

Lynchburg City Schools has been granted \$2,083,120.00 in Federal Flow Through Part B funds for the 2009-2010 school year.

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

\$2,166,383.00	In Federal Funds have been allocated to LCS
\$1,993,072.36	of the total will be used to implement the non-federal set aside portion of the Lynchburg City Schools Special Education Annual Plan.
\$ 173,310.64	of the total will be used to implement the federal set-aside portion of the Lynchburg City Schools Special Education Annual Plan.

**Non-Federal Set Aside Summary**

Total: \$1,993,072.36

\$1,956,072.36	will be used for special education teachers' and speech therapist' salaries
\$ 19,000.00	will be used to fully implement the Lynchburg City Schools staff development priorities for the 20010-11 school year as follows:
	Staff Development Travel \$13,000.00
	Medicaid Billing, Highly Qualified, Autism Spectrum Disorders, State Performance Plan - LCS Priorities)
	Staff Development (pay for substitutes) \$ 5,000.00
	Staff Development (Contracted) \$ 1,000.00
\$2,000.00	Postage for mailing special education department newsletter each semester
\$16,000.00	Will be used to provide autism programming consultation and the technical assistance for students with disabilities.

**Federal Set Aside Summary**

Total: \$173,310.64

\$173,310.64 Will be used to implement the required federal set aside program

Services provided through contracted services

Special Education Instruction	\$37,526.83 (contracted non-LCS staff)
Special Education Instruction	\$ 14,480.30 (LCS staff)
(FICA 7.65%)	\$ 1,101.60 (LCS staff)
Assistive Technology	\$ 10,000.00
Assistive Technology Consultation	\$ 500.00 (contracted non-LCS staff)
Assistive Technology Consultation	\$ 800.00 (LCS staff)
FICA 7.65%	\$ 99.45 (LCS staff)
Occupational Therapy	\$ 5,000.00 (contracted non-LCS staff)
Physical Therapy	\$ 1,000.00 (contracted non-LCS staff)
Speech Therapy	\$25,000.00 (contracted non-LCS staff)
Counseling as a related service	\$ 5,000.00 (contracted non-LCS staff)
Materials and Supplies	\$ 2,500.00
Speech Therapy Services provided	
Through LCS speech pathologist	\$60,730.29
Fringe Benefits	\$9,572.17

Lynchburg City Schools

2010-2011 Special Education Annual Plan/Part B Flow Through Application

2009-2010 Proposed Project Budget Part B, Section 611, Flow-Through / Flow-Through (Non Federal Set-Aside)

By Expenditure Accounts	Total Amount	Staff Development	Total
1. Personal Services (1000)	\$ 1,472,459.87	\$ 5,000.00	\$1,477,459.87
2. Employee Benefits (2000)	\$ 483,612.49	\$ 0.00	\$ 483,612.49
3. Purchased Services (3000)	\$ 16,000.00	\$ 1,000.00	\$ 17,000.00
4. Internal Services (4000)			\$ 0.00
5. Other Charges (5000)	\$2,000.00(postage)	\$ 13,000.00	\$ 15,000.00
6. Materials and Supplies (6000)			\$ 0.00
7. Capital Outlay (8000)			\$ 0.00
Subtotal	\$1,974,072.36	\$ 19,000.00	\$1,993,072.36

Flow Through (Federal Set-Aside)

By Expenditure Accounts	Federal Set-Aside
1. Personal Services (1000)	\$76,010.59
2. Employee Benefits (2000)	\$10,773.22
3. Purchased Services (3000)	\$74,026.83
4. Internal Services (4000)	\$0.00
5. Other Charges (5000)	\$0.00
6. Materials and Supplies (6000)	\$2,500.00
7. Capital Outlay (8000)	\$10,000.00
Subtotal	\$173,310.64

Total 2008-09 Part B Flow Through

Flow-Through (Non Federal Set-Aside)	\$1,993,072.36
Flow-Through (Federal Set-Aside)	<u>\$ 173,310.64</u>
Total	\$2,166,383.00

Projected 2010-11 PART B, SECTION 611, SET-ASIDE CALCULATION (April 20,  
2010) & Participation of Private School Children

NOTE: THIS IS A PROJECTION. THE ACTUAL SET-ASIDE COMPUTATIONS WILL BE SUBMITTED AFTER AWARD AMOUNT IS KNOWN. It is based on the Verified "December 1, 2009 Child Count and actual Federal 611 Flow Through Funds received for the 2009-10 School Year.

IDEA requires that each school division spend a proportionate amount of its flow-through funds on special education students who are unilaterally enrolled by their parents in private schools. Children who are home schooled by their parents should be treated the same as children placed in private or parochial schools. For example, if the population of students with disabilities who are parentally placed in private school in an LEA's jurisdiction comprises 2 percent of the total population of disabled students in the LEA, then the LEA must set aside a total of 2 percent of its flow-through funds for that population. Complete the worksheet below to determine your school division's required private school set-aside. The set aside amount is based on the number of children ages **3-21**.

The set-aside is intended for children who are attending private schools. Children who are preschool age and being served in childcare centers should not be included in the calculation of the private school set-aside. Any preschool age child who is attending a private school, e.g. Montessori or private kindergarten, should be included in calculating the private school set aside. If the facility has a license to operate as a day care center it should not be considered a private school.

Formula for determining set-aside

1. Number of parentally placed students with disabilities in private schools:

a.	# Eligible students in private schools receiving services on 12/01/09 (Use 12/01/09 Child Count data as the source for this entry)	<u>68</u>
b.	# eligible students in private schools <u>not</u> receiving services on 12/01/09	<u>34</u>
c.	Total eligible students with disabilities placed by parents in Private schools <span style="float: right;">(a + b)</span>	<u>102</u>
<b>2. Total number of eligible students with disabilities in jurisdiction:</b>		
d.	# eligible students receiving services on 12/01/09 (use 12/01/09 Child Count data as the source for this entry)	<u>1247</u>
e.	# eligible students <b>not</b> receiving services on 12/01/09 (same number as line b. above) <span style="float: right;">(same as b)</span>	<u>34</u>
f.	Total number of eligible students with disabilities in Jurisdiction <span style="float: right;">(d + e)</span>	<u>1281</u>

3. Amount of required private school set-aside:

$$\begin{array}{l}
 \frac{102}{1281} \times \$2,166,383.00 = \$173,310.64 \\
 \text{line c divided by line f multiplied by flow-through allocation equals set-aside} \\
 \text{(projected for 2010-11)}
 \end{array}$$

SECTION 3

**INSTRUCTIONS AND 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:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_

**ECSE Contact Person:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Phone:** ( \_\_\_\_\_ ) \_\_\_\_\_

**Email:** \_\_\_\_\_

Provide the following information IF this is a JOINT APPLICATION:

**Amount Allocated to LEAs if Joint Application \$** \_\_\_\_\_

COOPERATING SCHOOL DIVISIONS	AMOUNT ALLOCATED
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
<b>TOTAL</b>	\$



**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: Lynchburg City Schools

Applicant 3-digit Code Number: 115

Contact Person Name: Wyllys D. VanDerwerker

Contact Person Title: Director for Special Education

Telephone No.: (434) 522-3700 ext. 185 E-mail: vanderwerkerwd@lcsedu.net

FaxNo.:(434) 522-3774

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) PROPOSED BUDGET AMOUNT	(D) FOR DOE USE ONLY
Personal Services	1000	\$2,500.00	
Employee Benefits	2000	\$191.00	
Purchased Services	3000	\$48,677.47 (non-federal set aside) \$621.53 (federal set aside)	
Internal Services	4000	\$0.00	
Other Charges	5000	\$6,000.00	
Materials/Supplies	6000	\$4,163.00	
Joint Operations	7000	\$0.00	
Capital Outlay (list below)	8000	\$0.00	
<b>TOTAL PROPOSED BUDGET</b>		\$62,153.00	

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: \$

Lynchburg City Schools 2010 12 Special Education Annual Plan Section 619 Grant

Proposed Project Budget

Section 619 Preschool Grant (Non Federal Set-Aside)

By Expenditure Accounts	Total Amount
1. Personnel Services (1000)	\$2,500.00
2. Employee Benefits (2000)	\$ 191.00
3. Purchased Services (3000)	\$48,677.47
4. Internal Services (4000)	\$0.00
5. Other Charges (5000)	\$6,000.00
6. Materials and Supplies (6000)	\$4,163.00
7. Capital Outlay (8000)	\$0.00
Subtotal	\$61,531.47

Preschool Grant (Federal Set-Aside)

By Expenditure Accounts	Federal Set-Aside
1. Personnel Services (1000)	\$0.00
2. Employee Benefits (2000)	\$0.00
3. Purchased Services (3000)	\$621.52
4. Internal Services (4000)	\$0.00
5. Other Charges (5000)	\$0.00
6. Materials and Supplies (6000)	\$0.00
7. Capital Outlay (8000)	\$0.00
Subtotal	\$621.53

The Section 619 Preschool Grant Expenditure Plan is based on the Projected funding.

Preschool Grant (Non Federal Set-Aside)	\$61,531.47
Preschool Grant (Federal Set-Aside)	<u>\$ 621.53</u>
Total	\$62,153.00

Lynchburg City Schools  
 Projected 2010-11 PART B, SECTION 619, SET-ASIDE CALCULATION (April 20, 2010) &  
 Participation of Private School Children

NOTE: THIS IS A PROJECTION. THE ACTUAL SET-ASIDE COMPUTATIONS WILL BE SUBMITTED AFTER AWARD AMOUNT IS KNOWN. It is based on the Verified "December 1, 2009 Child Count and actual Federal 619 Flow Through Funds received for the 2009-10 School Year.

2010-11 PART B, SECTION 619, SET-ASIDE CALCULATION

IDEA requires that each school division spend a proportionate amount of its Section 619 ECSE funds on special education students who are unilaterally enrolled by their parents in private schools. Children who are home schooled by their parents should be treated the same as children placed in private or parochial schools. For example if the population of ECSE students with disabilities parentally-placed in private schools in an LEA's jurisdiction comprises 2 percent of the total population of Early Childhood Special Education students in the LEA, then the LEA must set aside a total of 2 percent of its ECSE funds for that population. Complete the worksheet below to determine your school division's required private school set-aside. The set aside for Early Childhood Special Education age children is based on the number of children ages 3-5.

The set-aside is intended for ECSE children who are attending private schools or are home schooled. Children who are preschool age and *being served in childcare centers* should not be included in the calculation of the private school set-aside. Any ECSE age child who is attending a private school, e.g. Montessori or private kindergarten, should be included in calculating the private school set aside. *If the facility has a license to operate a day care center it should not be considered a private school.* (Show calculation even if there are no children in private school/home-schooled placements)

**1. Formula for determining set-aside**

Number of parentally placed children, aged three to five, with disabilities in private schools:

- a. # eligible children, aged three to five, inclusive, in private schools receiving services on 12/1/09 (use 12/1/09 Child Count data as the source for this entry) 0
  - b. # eligible children, aged three to five, inclusive, in private schools not receiving services on 12/1/09 1
  - c. total eligible children, aged three to five, inclusive, with disabilities placed by parents in private schools (a+b) 1
- Total number of eligible children, aged three to five, with disabilities in jurisdiction:
- d. # eligible children, aged three to five, inclusive, receiving services on 12/1/09 (use 12/1/09 Child Count data as the source for this entry) 150
  - e. # eligible children, aged three to five, inclusive, not receiving services on 12/1/09 (same number as line b. above) (same as b) 1
  - f. total number of eligible children with disabilities, aged three to five, inclusive, in jurisdiction (d+e) 151

Amount of required private school set-aside:

(	<u>1</u>	/	<u>151</u>	)	x	\$ <u>62,153</u>	=	\$ <u>621.53</u>
	line c	divided by	line f		multiplied by	ECSE allocation	equals	set-aside

Lynchburg City Schools  
**LEA/SOP**

Please update to reflect 1011 plan and also report on 0809

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

**GRANT PERIOD: July 1, 2010 – September 30, 2012**

In narrative format, provide a general 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.

**Project Description**

The early childhood special education program for Lynchburg City Schools, Project REACH, served the following number of preschool children during the 2009-10 school year:

5 preschoolers with developmental disabilities in our center based classrooms and an additional 96 preschoolers with developmental delays fully included in community nursery schools, Head Start and childcare centers. Another 32 preschoolers received speech only services.

Lynchburg City Schools employed 12 Early Childhood Special Education teachers, 11.5 teacher assistants, 3 full time speech pathologists, an occupational therapist, and a full time registered nurse. A part time physical therapist was also employed to work with our students. Included in the early childhood special education program are autism specific services. This classroom allows for a combined approach of individualized direct instruction and participation with other students in one of our preschool classroom.

A range of services was available to meet children's identified needs. These options included: full inclusion in community settings, part day inclusion in community settings, self-contained center based classroom, home based services and consultative services.

The staff of Project REACH have developed partnerships with the following community based programs:

Early Childhood Programs:

Lyn CAG Head Start: preschoolers with delays are jointly served by the two programs;

First Presbyterian Weekday School: full inclusion of preschool children with disabilities.

RABC-Early Learning Center: full inclusion of preschool children with disabilities.

Mary Bethune Academy: full inclusion of preschool children with disabilities.

Randolph College: full inclusion of preschool children with disabilities.

Little Wings Preschool: full inclusion of preschool children with disabilities.

College Hill Preschool: full inclusion of preschool children with disabilities

The following child care centers have served children with disabilities within their program and have created collaborative relationships with Project REACH: Noah's Ark, Providence Preschool, Elizabeth's Early Learning Center, Caterpillar Clubhouse, Liberty Christian Academy and Bountiful Blessings.

Community Agencies:

The Department of Social Services: training, grants, and referrals; the Health Department: referrals and information; Piedmont Association for Early Childhood Education/VAECE/NAEYC; several staff members belong to these professional organizations, are board members, and conduct training; The Early Intervention Council; referrals and staff present workshops sponsored by EIC; Central Virginia Community College; a staff member sits on the Early Childhood Advisory Committee; Lynchburg College; staff assist in teaching graduate and undergraduate classes and student teachers come to the center; Longwood University: staff member teaches classes: Lynchburg General Nursing Program students participate in our classrooms; Liberty University: students participate in our classrooms, Smart Beginnings, through the United Way, several

staff are members on committees that support the Virginia Early Childhood Foundation's initiative for quality early childhood programs (QRIS).

Lynchburg City Schools has also developed an Inclusive Placements Opportunities for Preschoolers team in conjunction with the T-TAC at James Madison University. The team includes Lynchburg City Schools' administrators, preschool special education teachers, community child care and nursery school directors, the high school child development/care teacher and representatives from United Way, Department of Social Services and Head Start.

Parents have an integral role in both the school division's parent advisory committee as well as serving on the division's special education advisory committee. Individual parental involvement begins with transition meetings and continues through the summer program into the classroom. During the year, parents serve as volunteers in the classrooms, supporting classroom activities and school based activities such as picture taking and field trips. Teachers have regular conferences or home visits to review progress notes and discuss parental concerns. By using the Child Observation Record as an evaluation tool, parents are able to enter into meaningful conversations about the strengths, weaknesses, progress and needs of their child.

Hutcherson Early Learning Center has implemented a quarterly Family Fun Night to encourage family involvement. Each event includes a team of teachers volunteers to organize a dinner and activities for the family to enjoy together. The families are encouraged to play together at each of the six active learning centers. These events have been attended by city council members, school board members, central office administrators and have been featured in the local newspaper and on the local T.V. The response from the families has been great with an average attendance of 120 participants.

#### **Budget Description:**

#### **Personnel and Benefits:**

Summer child find with the associated FICA benefit comprise these two line items on the preceding form.

#### **Purchased Services:**

Lynchburg City Schools continues to be committed to the full inclusion of preschoolers with disabilities in local day care and nursery school settings. This line item supports the inclusion of approximately 30 children in nursery schools, day programs and child care settings as per their Individualized Education Plans.

#### **Other Charges:**

This line item funds preschool staff to attend the many DOE and other professionally sponsored staff development opportunities. Staff then return and conduct in-service for the rest of the faculty. Reimbursement strictly follows state guidelines.

Also included in this item are funds to support the training necessary to successfully implement inclusion in the community.

#### **Materials and Supplies:**

Lynchburg City Schools has a commitment to the "Least Restrictive Environment" directive in the IDEA regulations. Project REACH, through developing partnerships, has steadily increased the number of children included in community settings. This line item supports the needs to purchase materials to support inclusion in settings that have insufficient materials and supplies. It also is used to purchase new and to replace damaged materials, supplies and test kits for occupational therapy, physical therapy, and speech therapy.

## Appendix

- A ) Blue Ridge Regional Jail Agreement
- B) Child Count 12/1/2009 (Number per Zoned School)
- C) Federal Set Aside Summary (Students 0809)
- D) Federal Set Aside Summary (Students 0910)
- E ) Summary of Public Comments
- F) Special Education Advisory notice to paper (Public Comment)
- G) Special Education Advisory Meeting Schedule
- H) Special Education Nomination information
- I) Letter to private schools and parents inviting to March meeting for public comment
- J) Special Education Advisory Committee Newsletter

**SCHOOL ADMINISTRATION\_BUILDING**

915 Court Street  
Post Office Box 2497  
Lynchburg, Virginia 24505-2497

**INTERAGENCY AGREEMENT  
BETWEEN  
Lynchburg City Schools  
AND  
Blue Ridge Regional Jail Authority  
Lynchburg Adult Detention Center**

**GENERAL**

- 1.1 The Lynchburg City School Board and the Blue Ridge Regional Jail Authority agree to the following provisions for carrying out the responsibilities for provision of compulsory special education and related services to eligible inmates housed in Blue Ridge Regional Jail Authority.
- 1.2 This agreement is effective when the authorized signature of the administrators for each agency has been affixed to this document.
- 1.3 Written policies and procedures covering the release of information shall be followed according to established rules and regulations promulgated by Lynchburg City School Board and the Blue Ridge Regional Jail Authority.
- 1.4 If either party fails to fulfill the responsibilities of the agreement, it shall be brought to the attention of the directors of both agencies for resolution.
- 1.5 This agreement shall remain in force until either agency confirms in writing the agreement is no longer necessary or desirable. All amendments to this agreement shall be in writing and signed by the authorized representatives of each agency.

**AUTHORITY**

- 2.1 The authority for the performance and responsibilities assigned herein is provided by:
  - a. Code of Virginia, Sections 22.1-254 and 22.1-214 (compulsory school attendance and education of all eligible students with disabilities).
  - b. 20 United States Code, Sections 1400-1485 (Individuals with Disabilities Education Act).
  - c. 34 Code of Federal Regulations Part 300, Section 300.600 (Department of Education's responsibility for ensuring that each education program for handicapped children in the state meets education standards of the VDOE).

## **PURPOSE**

- 3.1** The purpose of the agreement is to establish the guidelines and areas of responsibility between Lynchburg City School Board and Blue Ridge Regional Jail Authority for the provision of special education and related services to eligible inmates.

## **RESPONSIBILITIES**

- 4.1** The Lynchburg City School Board shall be responsible to:

- a. provide a certified special education teacher;
- b. provide special education and related services in accordance with IEPs for the duration of the education program (instructional programming must be available 12 months per year if required by the student's IEP);
- c. supervise these employees through the Director of special education and provide them with all contractual benefits afforded to employees of Lynchburg City School Board in comparable positions;
- d. provide classroom books and materials necessary to meet the IEP goals and objectives of the students;
- e. provide appropriate equipment to enhance and facilitate learning;
- f. provide referral assessment, eligibility, and transitional services;
- g. provide in-service and educational opportunities to special education staff to meet accreditation requirements;
- h. work cooperatively with the Blue Ridge Regional Jail Authority and other agencies, as appropriate, to implement jail educational programs; and
- i. comply with the policy, procedures and guidelines as established for the Blue Ridge Regional Jail Authority.

- 4.2** The Blue Ridge Regional Jail Authority shall be responsible to:

- a. provide classroom, office space and appropriate furniture;
- b. provide security, including screening of students who are high security risks or of students who must be kept separate from one another;
- c. provide information concerning inmates that is necessary to facilitate the eligibility process; 200.14 -Interagency Agreement
- d. provide a liaison to coordinate (facilitate) the interaction between educational staff and jail staff;
- e. provide for the use of telephone, fax equipment and copy machine;
- f. transport students to and from the classroom;



- g. provide the use of the library as appropriate;
- h. provide comprehensive orientation and training, as appropriate, to education staff;
- i. include education staff in monthly staff meetings; and
- j. work cooperatively with Lynchburg City School Board and other agencies, as appropriate, to implement jail education programs.

**IMPLEMENTATION**

**5.1** The Lynchburg City School Board and Blue Ridge Regional Jail Authority will each designate appropriate personnel to be responsible for the orderly implementation of this agreement. These individuals, along with others with related responsibilities from each agency, will meet to discuss implementation at least quarterly. This agreement will be reviewed annually.

**AUTHENTICATION**

Pursuant to the authority vested in the Superintendent of the Blue Ridge Regional Jail Authority for Lynchburg City and the Superintendent for Lynchburg City Schools, this agreement is promulgated this 9<sup>th</sup> day of March 2009, to become effective immediately.

\_\_\_\_\_  
 Superintendent  
  
Elia W. Blackstock  
 Superintendent's City  
 Blue Ridge Jail Authority

\_\_\_\_\_  
 Superintendent  
  
Dr. Paul McKendrick  
 School Division

3-11-09  
 Date

3/9/09  
 Date

200.14 -Interagency Agreement

**Child Count 12/1/2009**  
**Number per Zoned School**

*Note: Includes private, residential, & Laurel students*

Bass	38
Bedford Hills	64
Dearington	25
Heritage ES	53
Hutcherson	97
Linkhorne ES	61
Paul Munro	42
Payne	53
Perrymont	40
Sandusky ES	39
Sheffield	52
TC Miller	22
Dunbar	76
Linkhorne MS	72
Sandusky MS	106
EC Glass	220
Heritage HS	187

Federal Set Aside Summary  
 December 1<sup>st</sup> Child Count  
 Federal Set Aside Students  
 0809

The following count was used for the December 1<sup>st</sup> report:

	Total Parent Placed in Private Schools	Receiving Services*	Not Receiving Services	Total Home schooled	Receiving Services*	Not Receiving Services
K-12 Totals	89	59	30	10	2	8
Lynchburg	53	33	20	10	2	8
Bedford	17	16	1	n/a	n/a	n/a
Amherst	5	1	4	n/a	n/a	n/a
Campbell	12	8	4	n/a	n/a	n/a
Appomattox	2	1	1	n/a	n/a	n/a
Preschool Totals	1	0	1	0	0	0
Lynchburg	1	0	1	0	0	0

\* - Included in December 1<sup>st</sup> Child Count

Total Child Count December 1, 2008: 1304

Total Homeschooled and Parent Placed in Private Schools: 100

Total Receiving Services under a Federal Set Aside Plan: 61

Explanation:	1304	Dec. 1 Child Count
	<u>- 26</u>	Non-Lynchburg residents receiving services under a Set Aside Plan
	1278	True LCS Special Education Number (Disabled Students Living in Lynchburg)

Of the 1278 disabled students living in Lynchburg that receive services, 1243 are enrolled in LCS, 2 are homeschooled, and 33 are parent-placed private.

Federal Set Aside Summary  
 December 1<sup>st</sup> Child Count  
 Federal Set Aside Students  
 0910

The following count was used for the December 1<sup>st</sup> report:

	Total Parent Placed in Private Schools	Receiving Services*	Not Receiving Services	Total Home schooled	Receiving Services*	Not Receiving Services
K-12 Totals	86	62	24	15	6	9
Lynchburg	48	32	16	15	6	9
Bedford	24	21	3	n/a	n/a	n/a
Amherst	1	1	0	n/a	n/a	n/a
Campbell	11	8	3	n/a	n/a	n/a
Appomattox	2	0	2	n/a	n/a	n/a
Preschool Totals	1	0	1	0	0	0
Lynchburg	1	0	1	0	0	0

\* - Included in December 1<sup>st</sup> Child Count

Total Child Count December 1, 2009: 1247

Total Homeschooled and Parent Placed in Private Schools: 102

Total Receiving Services under a Federal Set Aside Plan: 68

Explanation:	1247	Dec. 1 Child Count
	- 30	Non-Lynchburg residents receiving services under a Set Aside Plan
	1217	True LCS Special Education Number (Disabled Students Living in Lynchburg)

Of the 1217 disabled students living in Lynchburg that receive services, 1179 are enrolled in LCS, 6 are homeschooled, and 32 are parent-placed private.

**3-23-10 Public Comment Special Education  
Special Education Annual Plan and Application for Flow Through Funds**

VI-B Funds- No comment

Section 619 Preschool Grant-No comment

**Federal Set Aside Program**

Jeff Capps LCA Upper School- Please continue the current structure of the LCS Special Education Federal Set Aside Program.

Mr. Forcey LCA Lower school- Please continue the current structure of the LCS Special Education Federal Set Aside Program. Please consider including the option of one on one behavior specialists in the upcoming school year's Federal Set Aside Program.

Lisa Thomas, New Vistas –Please continue the current structure of the LCS Special Education Federal Set Aside Program.

Two parents of homeschooled children recommended Lynchburg City Schools include a special education assigned homebound teacher to the options for 2010-11 program. They would like to have a special education endorsed teacher employed by LCS available to come into their homes to provide special education services.

**Please publish in the Saturday edition of the  
News & Advance**

The Lynchburg City Schools Special Education Advisory Committee will meet at the School Administration Building (**Conference Room 2**) on **Tuesday, March 23, 2010 from 11:00 a.m. – 2:00 p.m.** The public is invited to attend. This committee advises the school division about unmet needs in the education of handicapped children, assists the division in the formulation and development of long range plans designed to provide needed educational services for handicapped children, participates in the development of priorities and strategies for meeting the identified needs of handicapped children, submits periodic reports and recommendations regarding the education of handicapped children to Division Superintendent for transmittal to the school board, and assist the division in interpreting plans to the community for meeting the special needs of handicapped children.

The Special Education Advisory Committee will be receiving public comments on the proposed 2010 – 2011 Annual Plan, Application for 611 and 619 Flow Through Funds and the Federal Set Aside expenditure plan for the upcoming year.

**Special Education Advisory Committee Meetings  
11:30- 1:00 School Administration Building  
Conference Room 1**

**August**

August 25<sup>th</sup> 3:30-4:30 LMS Library /Meeting Sped Management Team  
-Orientation for SEAC members

August 11 Sped Office SEAC Exec committee 12 -1

August 2009- SEAC membership nominations submitted to LCS  
Superintendent for

Consideration- Second August School Board meeting

**September**

Sept. 8<sup>th</sup> Sped Office SEAC Exec. committee 12 -1

September 22<sup>nd</sup> SEAC meeting School Administration Building Conference  
Room 1 1130-1

**October**

Oct 13<sup>th</sup> Sped Office SEAC Exec committee 12 -1

**November**

Nov 10<sup>th</sup> Sped Office SEAC Exec committee 12 -1

**December**

Dec 8<sup>th</sup> Sped Office SEAC Exec committee 12 -1

**January**

January 12<sup>th</sup> Sped Office SEAC Exec committee 12 -1

**February**

February 9<sup>th</sup> Sped Office SEAC Exec committee 12 -1

February 9<sup>th</sup> Draft Sped Annual Plan to Exec. Committee

**March**

March 9<sup>th</sup> Sped Office SEAC Exec committee 12 -1

March 23 1130-1 SEAC meeting School Administration Building

Receive public comment Federal Set Aside portion of the Flow Through Funds

SEAC receives public comment on draft Sped Annual Plan and Application for Flow Through Funds

**April**

April 13<sup>th</sup> Sped Office SEAC Exec committee 12 -1

April 20 SEAC meeting School Administration Building  
SEAC considers Sped Annual Plan and Flow Through Expenditures

**May**

May 11<sup>th</sup> Sped Office SEAC Exec committee 12 -1  
SEAC Membership nominations prepared for Supt.

May 25<sup>th</sup> 12-1 SEAC meeting School Administration Building  
Finalize SEAC Recommendations to Superintendent  
Election of SEAC officers for 2010-11

**June**

June 8<sup>th</sup> Sped Office SEAC Exec committee 12 -1  
TBD Meet with Division Superintendent to present SEAC recommendations

**July**

July 13<sup>th</sup> Sped Office SEAC Exec committee 12 -1

**August-** To be determined

Sped Office SEAC Exec committee 12 -1



# Lynchburg City Schools

## 2010-11 Special Education Advisory Committee Nominations

Parent, family and community involvement has long been recognized as an important factor in improving student outcomes.

Local school divisions are required by the *Code of Virginia* to form local Special Education Advisory Committees (SEACs) made up of parents of individuals with disabilities and community volunteers appointed by local School Boards.

The primary purpose of the local SEACs is to:

- identify unmet needs relating to the education of students with disabilities within a local school division;
- advise the local school division of these needs; and
- assist the local school division in developing priorities, plans and strategies for meeting these needs.

Local SEACs play an important role in identifying the unmet needs of students with disabilities, advising school divisions about those needs, and making recommendations about how those needs can be met. Well-formed SEACs have members who represent diverse community stakeholders and help parents and the school division personnel improve student services and outcomes. Through careful consideration and clear, consistent communication local SEACs are able to bring about positive change in services and outcomes for students with disabilities. If you are a parent of a child with a disability and interested in being considered to serve on the 2010-11 Special Education Advisory Committee, please contact Mr. Wyllys VanDerwerker, Director of Special Education at 434-522-3700 Extension 185. Nominations accepted through May 3, 2010.

March, 2, 2010

Dear \_\_\_\_\_,

The Lynchburg City Schools' special education advisory committee will receive public comment on the 2010-11 Special Education Annual Plan, Application for 611 and 619 Flow Through Funds and the Federal Set Aside expenditure plan for the upcoming year. As you are aware, the Federal Set Aside Program sets aside federal money to be used to provide special education and related services to students enrolled by their parents in local private schools. In addition, students with disabilities who are homeschooled are included in the Federal Set Aside population.

You are invited to attend the LCS Special Education Advisory Committee meeting which will be held on March 23, 2010 in the School Administration Building. The 2010-11 plan may include a decrease in contracted special education services and an increase in the level of special education services provided by LCS employed special education teachers. Thank you for your attention. I look forward to your participation in the public comment period scheduled for March 23, 2010.

Sincerely

Wyllys VanDerwerker  
Director of Special Education

# Special Education Advisory Committee Newsletter



## Lynchburg City Schools continues High Expectations Focus

The Lynchburg City Schools initiative "High Expectations for Students with Disabilities" continues during the 2009-10 school year. Each school's High Expectations team resumed their professional development work on October 19, 2009. School-based High Expectations teams are working hard to provide their colleagues training in the areas of differentiated instruction, co-teaching and the inclusive practices needed to ensure students with disabilities have access to the general education curriculum. The High Expectation teams are being trained by the Virginia Department of Education's Training and Technical Assistance Center staff from James Madison University (JMU T/TAC).

### **SEAC Recognizes: Teachers who "Touch the Lives of Students with Disabilities"**

The Special Education Advisory Committee recently recognized Sheffield Elementary School's teachers, Ms. Malia King and Ms Dana Johnson, for their leadership in providing special education instruction in the least restrictive environment. Congratulations, Sheffield!

### **Procedural Safeguards Document, "Your Family's Special Education Rights" Translations of Document Available**

Translations of the Virginia Department of Education's model Procedural Safeguards Document, "Your Family's Special Education Rights", are now available in the languages of: Spanish, Arabic, Chinese, Urdu, Farsi, Korean, and Vietnamese. These documents are available at:

<http://www.doe.virginia.gov/VDOE/sess>

### **Parent-teacher collaboration leads to student success**

The following are suggestions to keep in mind as you work with your child's school-based team:

1. If your child is transitioning to a new school in the fall, ask your child's special education case manager to involve the receiving school in the IEP development for the new school year.
2. Work with your child's special education case manager as they communicate your child's strengths and accommodations to the members of your child's instructional team.
3. Follow up on interim reports and progress notes on each goal included in your child's Individualized Education Program.
4. Volunteer! Lynchburg City Schools encourages parent involvement.

November 2009

### **SEAC Committee Members**

Danny Cabaniss  
Suzanne Conway  
Jeanmarie Harris  
Sally Conlon  
Dr. Susan Thompson  
Kim Newton  
Todd Hogleund  
Janet Tomlin  
Alan Dippel  
Yvonne McMahon  
Catherine Mosley  
Jackie Paris  
Ellen Agnew  
Reva Banks  
Charles Zimny  
Michelle Logan  
Michael Brown  
Ginny Alston  
Virginia Davis

### **SEAC LCS School Board & Central Office Staff**

Rev. Keith  
Anderson  
Wyllys  
VanDerwerker  
Sharron Gunter  
Patty Ferington

# Lynchburg City Schools and Commonwealth Autism Service Partnership

## Partnership for Capacity Development

As you are aware, the number of children who have disabilities in the Autism Spectrum continues to rise throughout the Commonwealth of Virginia and the Nation. As a step to meet the needs of this growing population, Lynchburg City Schools entered into a partnership with Commonwealth Autism Services. A needs assessment was conducted and an overall plan of action developed. During the 2008-09 school year, LCS implemented the plan with a focus on developing each school's capacity for offering appropriate services to students through the use of evidence-based practices and teaching strategies, as well as the autism skill competencies developed by The Virginia Autism Council. This unique service delivery model in partnership with Commonwealth Autism Service continues for the 2009-10 school year with Lynchburg City Schools welcoming Kate Masincup, M.S., BCBA, Behavior Analyst, from Commonwealth Autism Service. Kate and Ms Jennifer Berkeley, Autism Specialist, Laurel Regional Program, continue to provide training and resources to teachers.

## Transition Conference a SUCCESS

On November 7, parents of students with disabilities attended the 5th Annual Central Virginia Transition Conference held at Central Virginia Community College. This annual event connects parents to the local, regional and state transition support system. Over 20 experts in the areas of independent living, supported employment, Medicaid Waivers and state of the art special education instructional services were readily available to parents throughout the day. Ms. Marianne Moore, Secondary Transition Specialist from the Virginia Department of Education, was the Keynote Speaker. She provided a summary of transition initiatives and an overview of the recently revised special education regulations. Next year's Annual Central Virginia Transition Conference will be held at CVCC on November 6, 2010. Please mark your calendars and plan to attend.

*" DID YOU  
KNOW ?"*

## CHARACTERISTICS OF MATHEMATICS DISABILITIES DUE TO INFORMATION-PROCESSING DIFFICULTIES

Each student who encounters difficulties in mathematics is unique. Therefore, not all students exhibit the same traits. Information-processing deficits and difficulties with attention and memory may cause poor mathematic performance. The information below describes how specific weaknesses can affect a child's success in math.

### Attention

- Difficulty maintaining attention to complete steps.
- Difficulty in sustaining attention during instruction

### Visual-Spatial processing

- Loses place on the worksheet
- Difficulty seeing the difference between numbers and operation symbols
- Problems in writing across the paper in a straight line
- Problems with direction: "up"- "down", "left"- "right"

### Auditory processing

- Difficulty doing oral drills
- Problems in "counting on" from a given number within a sequence

### Memory and Retrieval

- Cannot remember math facts
- Difficulty telling time
- Forgets multiple step processes when solving a word problem

### Motor Problems

- Writes numbers illegibly, slowly, and inaccurately
- Difficulty in writing numbers in small spaces

Mastery of mathematics can be achieved with carefully sequenced instruction. Teachers and parents can help their students by:

- Breaking tasks into smaller steps
- Testing students' knowledge frequently to determine if the students are learning the intended skill
- Providing immediate feedback
- Providing pictures and diagrams to enhance the student's understanding
- Giving plenty of independent practice
- Asking processing questions and modeling the learning process
- Avoiding unnecessary time pressures

**CENTRAL VIRGINIA AUTISM ACTION GROUP IN COOPERATION WITH LYNCHBURG COLLEGE AND CENTRAL VIRGINIA SCHOOL DIVISIONS**

**PRESENTS A WORKSHOP FOR PARENTS AND PROFESSIONALS:**

# Preparing for the Holidays

Presented by:  
**Deborah Friedman, Occupational Therapist – Lynchburg City Schools**  
**November 17, 2009**  
**Workshop 6:00-7:15 pm**  
**Parent Support/Networking 7:30-8:30 PM**

**PLEASE REGISTER BY CALLING:**  
**SPECIAL EDUCATION DEPARTMENT**  
**LYNCHBURG CITY SCHOOLS**  
**434-522-3700 Ext. 185**  
**SPACE IS LIMITED—REGISTER EARLY**  
**The content of the workshops is relevant to all disability categories.**

**2010 Workshops**

January 19	Self-Determination	Local High School Teachers
February 16	Using Assistive Technology to Promote Student Success	Teresa Lyons, Autism and AT Consultant
March 16	What is Executive Functioning and How Does It Affect My Child?	Dottie Narodny, BCaBA Commonwealth Autism Service
April 20	The Impact of Autism on the Family System	Denise Jones, Licensed Professional Counselor
May 18	Grand parenting & Extended Family	Panel Presentation

**All Meetings are offered at NO COST and are Open to: PARENTS OF STUDENTS WITH DISABILITIES ATTENDING CENTRAL VIRGINIA SCHOOL DIVISIONS, SPECIAL EDUCATION TEACHERS, TEACHERS, PRINCIPALS, SPECIAL EDUCATION RELATED SERVICES PERSONNEL, TEACHERS IN TRAINING, AND PUBLIC AND PRIVATE DISABILITIES SERVICE PROVIDERS**

**LOCATION:**

**Laurel Regional School**  
**401 Monticello Avenue**  
**Lynchburg, VA 24501**

**Located at the Intersection of 221 and Monticello Avenue**  
**For Directions, contact the school at: (434) 522-3716**

**Special Olympics in Lynchburg**

*by Josh Walker, Piedmont Region Director*

Most of you have probably heard of Special Olympics. We are a worldwide nonprofit organization that provides athletic opportunities for over three million intellectually disabled people. We have been incorporated in Virginia since 1975, and we now serve over 9,500 athletes around the Commonwealth. However, what you may not know is that there are numerous social events, competitions and fundraisers taking place in Lynchburg and the surrounding communities on almost a weekly basis. Come to think of it, there may be quite a bit that you do not know about Special Olympics Virginia. So please allow me a few minutes to tell you a little bit more about an organization that continues to give people so much hope on a daily basis.

In October of 2008, Special Olympics Virginia opened the Piedmont

Region Office in Lynchburg. Since that time we have seen dozens of new recreational opportunities open up for intellectually disabled citizens in south central Virginia. We have built on already solid relationships with Lynchburg College and the YMCA, and we have forged new friendships with places like Liberty University and Central Virginia Community College. We are an organization that depends on community support. It is our policy that our athletes do not pay anything to participate, and having the support of these great institutions has made it possible for them to have many wonderful opportunities. Now it is time to share those opportunities with the rest of the Lynchburg community.

This coming spring, thanks to a grant from the Department of Education, we are working with Lynchburg City Schools to host an event that will bring students with and without intellectual disabilities together. The grant is

entitled, Project Unify, and its name speaks for itself. At Special Olympics Virginia, our core values are Respect, Inclusion, and Unity, and it is our goal to use this money to create a friendly competition where all involved are seen as equals. The details of the event are still being planned, but rest assured, it is going to be an amazing day for the schools in Lynchburg.

Let me close with this. At Special Olympics, we are not a sports organization. We are a people organization that is dedicated to bringing human beings together. My friend, Campbell County athlete, Alan Parsons, said it best last spring. At the conclusion of a great day with the Liberty Women's Soccer team, he said, "I always feel like people look at me like I'm weird. I honestly think those girls really cared about me."

Allowing Alan Parsons to have that experience is what we are all about.  
**Contact: Josh Walker at**  
**[jwalker@specialolympicsva.org](mailto:jwalker@specialolympicsva.org) or (434) 582-4712**

## Lynchburg City Schools Special Education Advisory Committee

Your Special Education Advisory Committee is responsible for:

- Advising the local school division of the needs of educating children with disabilities;
- Assisting the local school division in the formulation and development of long range plans designed to provide needed educational services for children with disabilities;
- Participating in the development of priorities and strategies for meeting the identified needs of children with disabilities;
- Submitting periodic reports and recommendations regarding the education of children with disabilities to the division superintendent for transmission to the local school board; and
- Assisting the local school division in interpreting plans to the community for meeting the special needs of children with disabilities for educational services.

To contact the Lynchburg City School's Special Education Advisory Committee call Wyllys VanDerwerker, Director of Special Education, 434-522-3700 ext 185.

### TIP OF THE WEEK

**Individualized Education Plans serve as the foundation for the provision of special education services to students with disabilities. When developing the present level of performance, remember to help the team identify your child's strengths and interests.**

**Websites with Reading Exercises:** For those parents who would like to be active in helping their children who are struggling with print, the following websites are a resource:

1. <http://www.readingrockets.org/audience/parents>  
Reading Rockets has a link just for parents with lots of great ideas for encouraging reading. This site also gives parents suggestions for talking to teachers about their children.
2. <http://www.rif.org/parents/tips/default.msp>  
Reading is Fundamental provides tips and tricks for parents to use to encourage good reading habits in their children.
3. <http://www.pbs.org/parents/readinglanguage/>  
This PBS website provides useful information to help parents understand about the reading process. The site also provides information about choosing appropriate books for children.
4. <http://www.eduplace.com/graphicorganizer/>  
A wonderful site for finding graphic organizers. GOs are tools learners use to organize information in a logical way, to compare and contrast information, and to make connections between and among a variety of concepts. GOs provide a visual image or picture of information and concepts, making them easier to understand and to remember.
5. <http://www.readingquest.org/strat/>  
While this website is written for teachers, it contains a vast array of strategies that will help reluctant readers, readers with processing difficulties, and readers struggling with comprehension. Parents can adapt the various strategies to meet the needs of their child at any age level.