

Student Support Discussion Guide for IEP Team Members

Use the following discussion guide to inform your decisions about student supports while acting as a member of the IEP team. For students with IEPs who are not currently being assessed by the VAAP, schools must provide access to the SOL curriculum appropriate to the student's age/grade level. Additional notes appear on page 2.

<i>Check steps as completed (✓)</i>	<i>Concerns and Considerations</i>	<i>Date Discussed</i>	<i>Date to Review Outcome</i>	<i>Outcome of Implemented Service</i>
	Initial Placement: Age-Appropriate General Education Classroom			
	<p>Concern: Student experiences academic and/or behavioral difficulty beyond the range expected to exist in the class</p> <p>Considerations: <i>Add</i> one or more in-class appropriate special education services or out-of-class supports open to all students <i>without removing</i> the student from the general education setting:</p> <ul style="list-style-type: none"> - any and all remediation options available to all students - personnel support and/or peer support - assistive technology, advanced organizers, strategies - other instructional and/or behavioral support 			
	<p>Concern: Student continues to experience academic and/or behavioral difficulty beyond the range expected to exist in the class after implementation of one or more appropriate services</p> <p>Considerations: <i>Add, increase, decrease, or change the type of</i> in-class appropriate special education services or out-of-class supports open to all students <i>without removing</i> the student from the general education setting (examples of services listed above)</p>			
	<p>Concern: Student continues to experience academic and/or behavioral difficulty beyond the range expected to exist in the class after implementation of one or more appropriate services</p> <p>Considerations: <i>Add out-of-class special education support</i> services <i>without removing</i> the student from the general education setting, such as an additional class period of special education remediation or pull-out remedial support during non-SOL classes:</p> <ul style="list-style-type: none"> - re-teach/pre-teach/scaffold academically and/or behaviorally - build capacity to access services used in the general education setting such as strategies, AT devices, etc. 			
	<p>Concern: Student continues to experience academic and/or behavioral difficulty beyond the range expected to exist in the class after implementation of one or more appropriate services</p> <p>Considerations: <i>Add, increase, decrease, or change the type of out-of-class special education support</i> services <i>without removing</i> the student from the general education setting, such as an additional class period of special education remediation or pull-out remedial support during elective, non-SOL classes:(examples of services listed above)</p>			
	<p>Concern: Student continues to experience academic and/or behavioral difficulty beyond the range expected to exist in the class after implementation of multiple appropriate in-class and out-of-class services that have been reviewed multiple times</p> <p>Placement that may be considered: Age-Appropriate Self-Contained Special Education Classroom in which the same grade level/end-of-course SOL material is being taught on the same pacing guide as the general education class from which the student has transferred; special education teacher must be highly qualified in the content area; student will take the same SOL assessment as was determined appropriate during their placement in the general education class</p>			

Additional notes for consideration when making decisions about student supports while acting as a member of the IEP team:

- The level of student performance as indicated in the IEP Present Level of Educational Performance should not be interpreted as a determination of student placement. Regardless of setting (special education or general education), all students who are not assessed by the VAAP (1% of the student population) are to be taught differentiated versions of the SOL curriculum and assessed on the same SOLs as all general education students. Students in grades 9-12 who are enrolled in courses with end-of-course tests and are not assessed by the VAAP should be assessed on the same SOLs as general education students regardless of diploma type.
- Unless a student is determined as presenting a danger to self or others, student behavior should not be considered as justification more placing a student in a more restrictive environment without demonstrating the consideration indicated in the steps on page 1 of this guide.
- Access to the general education curriculum implies access to less restrictive assessment options; therefore students in more restrictive placements and completing alternate assessments (VGLA, VSEP) should have access to SOL-format assessments so as not to restrict the possibility that the student might complete the standard SOL assessment in the future. These SOL-format assessments would be in addition to, not in replacement of, the alternate assessment identified as appropriate by the IEP team.

Example of a student’s support services as determined by IEP team:

Sample Profile:

Student is a 6th grade student with mental retardation and identified weaknesses in the areas of organization, reading comprehension, written expression, math computation, and problem-solving skills. In the past, she was placed in a self-contained class with resource support for her areas of weakness. This student has a number of difficulties resulting from her disability. She needs to receive support in the general education classroom to make certain that she understands the material and is applying the correct strategies to content-area tasks. She requires assistance in reading comprehension for about half of the class period during her language arts, social studies, and science classes; this totals approximately 375 minutes per week. She also requires support in the use of problem-solving strategies for about half the time in her math class (125 minutes per week). Organizational concerns may indicate the need for assistance in keeping materials in order and setting up tasks to be completed; this can be done in the first 10 minutes of a resource support class. The remainder of that class could be split between supporting her while she worked on written tasks and those requiring math computations.

Sample IEP Service Description:

Services	Frequency	Location	Provider
Remediation and support in the area of reading comprehension and using context clues	375 minutes/week	General education	
Remediation and support in applying problem-solving strategies	125 minutes/week	General education	
Support in organizing tasks	50 minutes/week	Special education	
Assistance in completing written assignments	100 minutes/week	Special education	
Remediation in math computation skills	100 minutes/week	Special education	