State Operated Program
101 N. 14th Street, Richmond, VA, 23219
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
COVER PAGE

Student Name: Sample1 Chesterfield | Page 1 of 22
Student ID: S0003A | Student Testing ID: | Grade: 10th Grade
DOB: 07/23/2010 Age: 16 | Disability(ies): Specific Learning Disability

Date of IEP meeting: 08/10/2026
Date of parent notified of IEP meeting: 08/07/2026
IEP Begin Date: 08/10/2026
This IEP will be reviewed no later than: 08/09/2027
Most recent eligibility date: 10/02/2024
Next re-evaluation, including eligibility, must occur before: 10/02/2027
Copy of IEP given to: On (Date): 08/10/2026
IEP Teacher/Manager: Scott Cheatham Phone Number: 555-555-5555

The Individualized Education Program (IEP) that accompanies this document is meant to support the positive process and team approach. The IEP is a working document that outlines the student's vision for the future, strengths and needs. The IEP is not written in isolation. The intent of an IEP is to bring together a team of people who understand and support the student in order to come to consensus on a program and an appropriate and effective education for the student. No two teams are alike and each team will arrive at different answers, ideas and supports and services to address the student's unique needs. The student and his/her family members are vital participants, as well as teachers, assistants, specialists, outside service providers, and the principal. When all team members are present, the valuable information shared supports the development of a rich student profile and education program.

PARTICIPANTS INVOLVED
The list below indicates that the individual participated in the development of this IEP and the placement decision; it does not authorize consent. Parent consent is indicated on the "Prior Notice" page.

NAME OF PARTICIPANT	POSITION
Principal	Administrator/Designee
SPED Teacher	Special Education Teacher
Gen Ed Teacher	General Education Teacher
Parent	Parent/Guardian/Adult Student
Student	Student

During the IEP meeting, the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page (for example: see Present Level of Academic Achievement and Functional Performance).

1. Results of the initial or most recent evaluation of the student;

[Student Name]'s most recent triennial evaluation confirmed continued eligibility as a student with a Specific Learning Disability (SLD) in the area of reading. Academic testing indicated average cognitive ability with a significant weakness in reading fluency and reading comprehension compared to same-age peers. Classroom-based data and teacher input were consistent with these findings.

2. The strengths of the student;

[Student Name] is a motivated student who works well with peers and adults. He demonstrates strong verbal communication skills, performs at or above grade level in math, and shows strong interest and effort in career and college planning. He is respectful, punctual, and responds well to structure and routine.

3. The academic, developmental, and functional needs of the student;

[Student Name] requires specialized instruction to improve reading fluency and comprehension skills. He benefits from extended time on reading-heavy assignments and assessments. No significant developmental or functional needs outside of the academic area of reading were identified at this time.

4. The concerns of the parent(s) for enhancing the education of their child;

[Student Name]'s parents expressed that they want him to continue building confidence in reading and to be well-prepared academically for a four-year college program. They asked that the school continue to communicate regularly about his progress in reading and support his interest in business-related coursework.

5. The communication needs of the student;

[Student Name] has no identified communication needs. He communicates effectively both verbally and in writing and does not require an alternative communication system.

6. The student's needs for benchmarks or short-term objectives;

The IEP team determined that benchmarks/short-term objectives are not required, as [Student Name] does not take alternate assessments aligned to alternate achievement standards.

7. Does the student have a need for age-appropriate and developmentally appropriate instruction related to sexual health, self-restraint, self-protection, respect for personal privacy, and personal boundaries of others? The IEP team may use the Self, Health, and Relationship Education (SHaRE) Consideration Guide to support the consideration process.

The IEP team considered this area and determined that [Student Name] does not require specialized instruction beyond what is provided to all students through the general education health curriculum.

8. Does the student require assistive technology (AT) devices and services? Consider potential low to high-tech AT to support student access and independence, including accessible instructional materials. The IEP team may utilize the Virginia Assistive Technology, Tools, and Strategies: Consideration Guide to facilitate discussion

around the strengths, needs, and goals of the student and the AT the student requires to address their educational needs.

The IEP team considered the student's need for assistive technology. [Student Name] benefits from text-to-speech software for reading-heavy assignments, which is available to him through general classroom technology. No additional specialized AT devices or services are required at this time.

9. In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions, strategies, and supports to address that behavior;

[Student Name]'s behavior does not impede his learning or the learning of others. No positive behavioral interventions, strategies, or supports are required at this time.

10. In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP;

[Student Name] is not an English Language Learner. English is his native/primary language, and no language needs related to limited English proficiency apply.

11. In the case of a student who is blind or is visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the student's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the student. When considering that Braille is not appropriate for the child the IEP team may use the Functional Vision and Learning Media Assessment for Students who are Pre-Academic or Academic and Visually Impaired in Grades K-12 (FVLMA) or similar instrument; and

[Student Name] is not blind or visually impaired. Braille instruction is not applicable.

12. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. The IEP team may use the Virginia Communication Plan when considering the student's language and communication needs and supports that may be needed.

[Student Name] is not deaf or hard of hearing. No specialized language or communication mode considerations apply.

The Present Level of Academic Achievement and Functional Performance shall be written in language understandable by the general public and summarize the results of assessments that identify the student's interests, preferences, strengths and areas of need. This includes the student's performance and achievement in academic areas such as writing, reading, math, science, and history/social sciences. It also includes the student's performance in functional areas, such as self-determination, social competence, communication, behavior and personal management.

Describe the effect of the student's disability upon the student's involvement and progress in the general curriculum by completing the fields below. For preschool, include how the student's disability affects the participation in appropriate activities. Test scores, if appropriate, should be self-explanatory.

Present Levels of Academic Achievement and Functional Performance

Strengths:

[Student] is a respectful, motivated 10th-grade student who participates appropriately in class discussions and demonstrates strong verbal reasoning skills. They are able to express ideas clearly during conversations and benefit from visual supports, teacher modeling, and opportunities to discuss content before reading independently. [Student] demonstrates persistence when completing challenging assignments and responds well to positive encouragement.

Current Academic Performance:

Based on classroom observations, curriculum-based assessments, and standardized testing, [Student] demonstrates significant deficits in reading skills consistent with their eligibility for a Specific Learning Disability in Basic Reading Skills and Reading Fluency.

[Student] continues to experience difficulty with decoding multisyllabic words, recognizing unfamiliar vocabulary, and applying phonics patterns to accurately read grade-level text. These decoding challenges negatively impact reading fluency and comprehension. During oral reading tasks, [Student] reads at approximately 95 words correct per minute (WCPM) on a 10th-grade passage with 90% accuracy, compared to grade-level expectations of approximately 150–170 WCPM with 97–99% accuracy.

Reading is characterized by frequent hesitations, word substitutions, omissions, and limited automatic recognition of complex words. Because significant cognitive effort is devoted to decoding, [Student] often loses the overall meaning of the text and requires additional time to answer comprehension questions. When reading independently at grade level, [Student] typically answers literal comprehension questions with approximately 60–70% accuracy and inferential questions with approximately 50–60% accuracy. When text is read aloud or accessed through text-to-speech technology, comprehension improves to approximately 80–90% accuracy, indicating stronger listening comprehension than independent reading skills.

In classroom settings, [Student] benefits from pre-teaching vocabulary, guided reading, repeated reading opportunities, chunking of longer passages, graphic organizers, and access to audiobooks or text-to-speech software. Extended time allows [Student] to complete reading assignments more accurately.

Impact of the Disability:

[Student]'s disability in reading decoding and fluency significantly affects access to grade-level curriculum across content areas. Difficulties with accurately and efficiently reading text impact performance in English, science, social studies, and other classes requiring independent reading. Without specialized instruction, accommodations, and assistive technology, [Student] requires substantially more time to complete reading assignments and may miss key information due to slow, effortful reading.

Educational Needs:

[Student] requires explicit, systematic instruction in advanced decoding strategies, multisyllabic word analysis, morphology (prefixes, suffixes, and roots), reading fluency, and comprehension strategies. Continued accommodations, including extended time, access to text-to-speech, guided notes, reduced reading load when appropriate, and teacher check-ins for understanding, are necessary to support meaningful progress in the general education curriculum.

DIPLOMA/PROGRAM COMPLETION STATUS Discuss at least annually, more often as appropriate. This student is a candidate for a(n):

- ☐ Advanced Studies Diploma
- ☑ Standard Diploma
- ☐ Applied Studies Diploma
- ☐ Certificate of Program Completion
- ☐ Certificate of High School Equivalency Exam
- ☐ GAD (General Achievement Diploma) (only for those who meet specific requirements)
- ☐ Not discussed at this time

Anticipated Outcome: Standard Diploma

Projected Graduation/Exit Date 2029
Is the student projected to graduate/exit school this year? ☑ **No** ☐ **Yes**
If yes inform the student and parents that a *Summary of Performance* will be provided prior to graduating/exiting school.

The student is not projected to Graduate or Exit this school year.

Credit Accommodations
It has been determined that the student is eligible to use credit accommodations to obtain the Standard Diploma.
☑ **No** ☐ **Yes**
If yes, the signed participation criteria form and supporting documentation must be completed and made available upon request.

NOTE:
Special education and related services end upon receiving an Advanced Studies Diploma, or Standard Diploma. If the student receives an Applied Studies Diploma, Certificate of Program Completion, a GAD or a Certificate of High School Equivalency Exam, the student remains entitled to a free appropriate public education through age 21. If the student will graduate with an Advanced or Standard Diploma during the term of the IEP, prior written notice must be completed.

Summary of Performance:
Will the student be graduating with a Standard or Advanced Studies Diploma or exceeding the age of eligibility this year?
☑ **No** ☐ **Yes**
If yes a Summary of Performance must be provided to the student prior to graduating or exceeding the age of eligibility.

Interagency Release of Information Form
Is there a current signed (by parent or adult student) release of confidential information on file with the school?
☑ **No** ☐ **Yes**
If No, discuss form for transition planning with student and family

The student and parent must be informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to the student at age 18 and be provided with an explanation of those procedural safeguards.
Date informed 08/10/2026

DOCUMENTATION OF TRANSITION ASSESSMENTS
Are the postsecondary goals based upon age-appropriate formal and informal transition assessments? ☐ **No** ☑ **Yes**

If yes, identify these assessments in the Present Level of Academic Achievement and Functional Performance or indicate which age-appropriate transition assessments were conducted for the development of measurable postsecondary goals and transition activities, as well as the date they were conducted:

Formal and Informal Assessments:

Date	Assessment	Area
06/01/2026	O*Net Tranisition Assessment	Education
[Student Name] completed the O*NET Interest Profiler as part of his transition assessment process. Results indicated strongest interest areas in Investigative and Enterprising career clusters, with secondary interest in Conventional areas. This profile suggests an affinity for occupations involving research, analysis, problem-solving, business operations, and leadership roles. Based on these results, [Student Name] expressed interest in exploring career pathways related to business administration, information technology, and management-related fields. He indicated a strong preference for pursuing a four-year college degree following high school graduation, with the goal of entering a bachelor's degree program at a college or university. When discussing these results with [Student Name] and his family during the IEP meeting, he shared that he is interested in attending a four-year university and eventually pursuing a career in business or a related analytical field. He identified a need to strengthen his research and study skills, time management strategies, and self-advocacy skills to be successful in a postsecondary academic setting.		

MEASURABLE POSTSECONDARY EMPLOYMENT GOAL(S):

By 08/09/2027], [Student Name] will develop career-readiness skills related to his postsecondary employment goal by (a) researching and identifying the education/certification requirements for 2 careers within the business field, (b) creating a draft resume or activity/skills log documenting relevant experiences, and (c) participating in 1 informational interview, job shadow, or career exploration activity, with 80% task completion as measured by teacher/case manager checklist and work products.

Describe how the student's courses of study support attainment of this postsecondary goal:

Student Name]'s courses of study, including business and elective coursework, will provide foundational knowledge in business concepts and workplace skills that support his postsecondary employment goal of obtaining competitive employment in a business-related field.

Transition Activities/Services (including activities that link the student to adult services)	Responsible Individual	Date to be Completed

Instruction	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Related Services	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Community Experiences	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Employment	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Functional Vocational Evaluation	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Daily Living Skills	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Adult Living	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			

If a transition activity/service has been considered but not appropriate at this time, explain why these transition activities/services are not appropriate for this postsecondary goal:

Considered, but not appropriate at this time.

MEASURABLE POSTSECONDARY EDUCATION GOAL(S):
(e.g., higher education, and continuing/adult education)

By [date, one year from IEP], when given a multi-step academic assignment or project with a due date more than two weeks out, [Student Name] will independently create a written plan that breaks the task into at least 3 sequential steps with self-assigned deadlines, and will complete the assignment on time in 4 out of 5 opportunities, as measured by teacher records and work samples.

Describe how the student's courses of study support attainment of this postsecondary goal:

[Student Name]'s courses of study include college-preparatory coursework in English, mathematics, science, and social studies, along with elective courses related to business, to build the academic foundation and content knowledge necessary for admission to and success in a four-year college business program. His schedule also includes specialized reading instruction to strengthen the literacy skills needed to access rigorous high school and postsecondary coursework.

Transition Activities/Services (including activities that link the student to adult services)		Responsible Individual	Date to be Completed
Instruction	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Related Services	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Community Experiences	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Employment	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Functional Vocational Evaluation	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Daily Living Skills	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Adult Living	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			

If a transition activity/service has been considered but not appropriate at this time, explain why these transition activities/services are not appropriate for this postsecondary goal:

Considered, but not appropriate at this time.

MEASURABLE POSTSECONDARY TRAINING GOAL(S):
(e.g., career and technical education, military service, on-the-job training, apprenticeship):

By [date, one year from IEP], [Student Name] will research and document the admissions requirements, recommended coursework, and academic preparation expectations for at least 2 four-year colleges or universities offering business related degree programs, with 80% accuracy, as measured by a completed research log/worksheet reviewed by his case manager.

Describe how the student's courses of study support attainment of this postsecondary goal:

[Student Name]'s courses of study will support his transition to postsecondary education by building the academic and study skills needed to pursue a bachelor's degree program; no separate vocational training program is planned, as he intends to pursue a four-year college pathway.

Transition Activities/Services (including activities that link the student to adult services)		Responsible Individual	Date to be Completed
Instruction	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Related Services	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Community Experiences	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Employment	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Functional Vocational Evaluation	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Daily Living Skills	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Adult Living	☑ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			

If a transition activity/service has been considered but not appropriate at this time, explain why these transition activities/services are not appropriate for this postsecondary goal:

Considered, but not appropriate at this time.

MEASURABLE INDEPENDENT LIVING/COMMUNITY PARTICIPATION GOAL(S):
Considered, but not appropriate at this time. ☑

Describe how the student's courses of study support attainment of this postsecondary goal:

Transition Activities/Services (including activities that link the student to adult services)		Responsible Individual	Date to be Completed
Instruction	☐ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Related Services	☐ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Community Experiences	☐ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Employment	☐ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Functional Vocational Evaluation	☐ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Daily Living Skills	☐ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			
Adult Living	☐ Considered, but not appropriate at this time		
Describe Responsibility and Activity:			

Does the postsecondary goal(s) reflect the student's needs taking into account the student's strengths, preferences, and interests? Yes

Note: Annual IEP goals will be developed to reasonably enable the child to meet postsecondary goals

#1 Measurable Annual Goal: Reading
Given Insert Goal Here Sample1 Chesterfield will Insert Goal Here with Insert Goal Here by 08/09/2027.

The IEP team considered the need for short-term objectives/benchmarks.
☐ **Short-term objectives/benchmarks are included for this goal. (Required for students participating in the VAAP)**
☑ **Short-term objectives/benchmarks are not included for this goal.**

Does this annual goal help the student make progress toward a postsecondary goal? ☐ Yes ☐ No ☑ N/A
If YES, which postsecondary goal?
Education - By [date, one year from IEP], when given a multi-step academic assignment or project with a due date more than two weeks out, [Student Name] will independently create a written plan that breaks the task into at least 3 sequential steps with self-assigned deadlines, and will complete the assignment on time in 4 out of 5 opportunities, as measured by teacher records and work samples.

How will progress toward this annual goal be measured? (check all that apply)

☑ Homework	☑ Classroom Participation	☑ Class work
☐ Special Projects	☐ Written Reports	☐ Norm-referenced test
☐ Criterion-referenced test	☐ Other	☑ Tests and Quizzes
☐ Checklist	☑ Observation	

*** Progress reports will be provided at least as often as parents are informed of the progress of children without disabilities.**

This student will be provided access to general education classes, special education classes, other school services and activities including nonacademic activities and extracurricular activities, and education related settings:

☐ with no accommodations/modifications
☑ with the following accommodations/modifications

Accommodations/modifications provided as part of the instructional and testing/assessment process will allow the student equal opportunity to access the curriculum and demonstrate achievement. Accommodations/modifications also provide access to nonacademic and extracurricular activities and educationally related settings. Accommodations/modifications based solely on the potential to enhance performance beyond providing equal access are inappropriate.

Accommodations may be in, but not limited to, the areas of time, scheduling, setting, presentation and response including assistive technology and/or accessible materials. The impact of any modifications listed should be discussed.

ACCOMMODATIONS/MODIFICATIONS (list, as appropriate)

Accommodation(s)/ Modification(s)	Frequency	Location	Instructional Setting	Duration m/d/y to m/d/y
1. Multiple Test Sessions	On all summative assessments if requested by the student.	Assigned School	General and Special Education Settings	08/10/2026 to 08/09/2027
31. Flexible Schedule	On all summative assessments if requested by the student.	Assigned School	General and Special Education Settings	08/10/2026 to 08/09/2027
7. Test Directions Delivery	On all summative assessments if requested by the student.	Assigned School	General and Special Education Settings	08/10/2026 to 08/09/2027

Student Safety during Emergency Situations and Evacuations

Describe the accommodations and supports a student requires to ensure their safety during emergency situations and evacuations.

☑ **Accommodations and supports are not required.**

Accommodations and supports are not required.

Supports for School Personnel

Describe the supports that will be provided to school personnel to ensure the student's participation and progress in the general curriculum, as well as in extracurricular and other nonacademic activities.

☑ **Supports for school personnel are not required.**

Accommodations and supports are not required.

This student's participation in state and divisionwide assessments must be discussed annually. During the duration of this IEP:

Will the student be at a grade level or enrolled in a course for which the student must participate in a state and/or divisionwide assessment? If yes, continue to next question.	☑ Yes ☐ No
Based on the Present Level of Academic Achievement and Functional Performance, is this student being considered for participation in the *Virginia Standards of Learning (SOL) Assessments*?	☑ Yes ☐ No
Based on the Present Level of Academic Achievement and Functional Performance, is this student being considered for participation in the Virginia Alternate Assessment Program (VAAP)? *If yes, use the "VAAP Participation Decision-Making Tool."*	☐ Yes ☑ No
Does the student meet VAAP participation criteria?	☐ Yes ☑ No

EXPLANATION FOR NON-PARTICIPATION IN REGULAR STATE OR DIVISION-WIDE ASSESSMENTS

If an IEP team determines that a student must take an alternate assessment instead of a regular state or divisionwide assessment, explain in the space below why the student cannot participate in this regular assessment; why the particular assessment selected is appropriate for the student, including that the student meets the criteria for the alternate assessment; and how the student's nonparticipation in the regular assessment will impact the child's promotion, graduation with a standard or advanced studies diploma; or other matters. Refer to the VDOE's *Students with Disabilities: Guidelines for Assessment Participation* for guidance.

☐ Alternate/Alternative Assessments Participation Criteria is attached or maintained in the student's educational record

Substitute Test for Verified Credit:**

Student is not being considered for this.

* Refer to VDOE's *Students with Disabilities: Guidelines for Assessment Participation* for guidance.
** The Board of Education has approved a number of substitute tests that students may take to earn verified credits towards graduation. The Board has also approved a schedule of career and technical examinations for licensure or certification that may be substituted for SOL test to earn student-selected verified credits. For a list of state approved substitute tests: SOL Substitute Test for Verified Credit (PDF)

Student Name: Sample1 Chesterfield
Student ID: S0003A Student Testing ID: Grade: 10th Grade

PARTICIPATION IN STATEWIDE ASSESSMENTS

Test*	Assessment Type	Accommodations**	If yes, list accommodation(s)
End of Course Geometry	☑ Participating	1. Multiple Test Sessions 7. Test Directions Delivery 31. Flexible Schedule	☑ Yes ☐ No
End of Course Biology	☑ Participating	1. Multiple Test Sessions 7. Test Directions Delivery 31. Flexible Schedule	☑ Yes ☐ No
World History & Geography 1500-Present	☑ Participating	1. Multiple Test Sessions 7. Test Directions Delivery 31. Flexible Schedule	☑ Yes ☐ No

* Students with disabilities are expected to participate in all content area assessments that are available to students without disabilities. The IEP Team determines how the student will participate in the accountability system.
** Accommodation(s) must be based upon those the student generally uses during classroom instruction and assessment, including assistive technology and/or accessible materials. For the accommodations that may be considered, refer to VDOE's *Students with Disabilities: Guidelines for Assessment Participation* for guidance.

PARTICIPATION IN DIVISIONWIDE ASSESSMENTS

Student does not have any district-wide testing accommodations.

Least Restrictive Environment (LRE)

When discussing the least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling or other removal of the student from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability shall be served in a program with age-appropriate peers unless it can be shown that for a particular student with a disability, the alternative placement is appropriate as documented by the IEP.

Free Appropriate Public Education (FAPE)

When discussing FAPE for this student, it is important for the IEP team to remember that FAPE may include, as appropriate:

- Educational Programs and Services
- Proper Functioning of Hearing Aids
- Assistive Technology and/or accessible materials
- Transportation
- Nonacademic and Extracurricular Services and Activities
- Physical Education
- Extended School Year Services (ESY)
- Length of School Day

SERVICES

Identify the service(s), including frequency, duration and location that will be provided to or on behalf of the student in order for the student to receive a free appropriate public education. These services are the special education services and as necessary, the related services, supplementary aids and services based on peer-reviewed research to the extent practicable, assistive technology and/or accessible materials, supports for personnel*, accommodations and/or modifications* and extended school year services* the student will receive that will address area(s) of need as identified by the IEP team. Address any needed transportation and physical education services including accommodations and/or modifications. * These services are listed on the "Accommodations/Modifications" page and "Extended School Year Services" page, as needed.

Is Special Transportation needed:	No

Nursing Services Required	☐ Yes ☑ No
Personal Care Services Required	☐ Yes ☑ No
Nonacademic and Extracurricular Services and Activities Required	☐ Yes ☑ No

Services(s)	Frequency	Instructional Setting (classroom)	Duration m/d/y to m/d/y
Reading Instruction	60 minute(s) 1 time(s) weekly	Special Education Setting	08/10/2026 to 08/09/2027

Services will be delivered on school days as indicated by a school division's calendar and exclude holidays, inclement weather closings, and summer closings unless the student qualifies for Extended School Year (ESY) services.

Extended School Year Services (ESY): (see attached summary sheet as a means to document discussion)
☐ The IEP team determined that the student needs ESY services.
☑ The IEP team determined that the student does not need ESY services.
☐ The IEP team will determine and/or address ESY services at a later date. Addressed by date:
Explain:

Based on a review of [Student Name]'s progress data, including report card grades, progress monitoring on IEP goals, and teacher input, the IEP team has determined that [Student Name] does not require Extended School Year (ESY) services at this time.
Justification:
Data reviewed by the IEP team indicates that [Student Name] has made consistent progress toward his IEP goals throughout the school year without significant regression fo lowing school breaks (e.g., winter break, spring break). When minor regression has occurred, [Student Name] has been able to recoup lost ski ls within a reasonable period of time (typica ly within [2-4] weeks) upon returning to instruction, based on classroom performance and progress monitoring data.

ESY Goals:

ESY Accommodations:

ESY Service(s)	Frequency	Instructional Setting (classroom)	Duration m/d/y to m/d/y

PLACEMENT

No single model for the delivery of services to any population or category of children with disabilities is acceptable for meeting the requirement for a continuum of alternative placements. All placement decisions shall be based on the individual needs of each student. The team may consider placement options in conjunction with discussing any needed supplementary aids and services, accommodations/modifications, assistive technology and/or accessible materials, and supports for school personnel. In considering the placement continuum options, check those the team discussed.Then, describe the placement selected in the **PLACEMENT DECISION** section below. Determination of the Least Restrictive Environment (LRE) and placement may be one or a combination of options along the continuum.

PLACEMENT CONTINUUM OPTIONS CONSIDERED: (check all that have been considered):

- ☑ Public Day School
- ☐ Public Separate School
- ☐ Private Day School
- ☐ Public Residential School
- ☐ Private Residential School
- ☐ Homebound Placement (Instruction provided to students who are confined at home or in a health care facility)
- ☐ Home-based (Services are delivered in the home setting or other agreed upon setting in accordance with IEP)
- ☐ Hospital Program
- ☐ State Operated Program

Based upon identified services and the consideration of least restrictive environment (LRE) and placement continuum options, describe in the space below the placement. Additionally, summarize the discussions and decision around LRE and placement. This must include an explanation of why the student **will not** be participating with students without disabilities in the general education class(es), programs, and activities. Attach additional pages as needed.

Explanation of Placement Decision: Public Day School

[Student Name] will be educated in the general education curriculum and setting for the majority of his school day, participating alongside nondisabled peers in all core content areas (English, math, science, social studies) and electives. He will be removed from the general education setting for one hour per week to receive specialized reading instruction in a resource/special education setting to address his identified needs related to a Specific Learning Disability (SLD) in reading. This level of service reflects the least restrictive environment appropriate to meet [Student Name]'s needs, as he is able to access and make progress in the general education curriculum with this targeted, supplemental support. The IEP team has determined that removal from the general education environment for this limited amount of time is necessary to provide specially designed reading instruction that cannot be delivered as effectively within the general education classroom, given the intensity and specificity of intervention required.

Student Name: Sample1 Chesterfield
Student ID: S0003A Student Testing ID: Grade: 10th Grade

PRIOR NOTICE

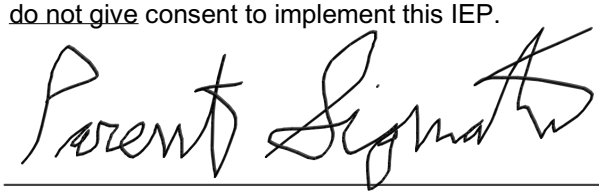
The school division proposes to implement this IEP. This proposed IEP will allow the student to receive a free appropriate public education in the least restrictive environment. This decision is based upon a review of current records, current assessments and the student's performance as documented in the Present Level of Academic Achievement and Functional Performance. Other options considered, if any, and the reason(s) for rejection are attached, or can be found in the Placement Decision section of this IEP. Additionally, other factors, if any that are relevant to this proposal are attached. Parent and adult student rights are explained in the Procedural Safeguards. If you, the parent(s) and adult student, need another copy of the Procedural Safeguards or need assistance in understanding this information please contact **SPED Teacher** at **555-555-5555** or e-mail **SPEDTeacher@school.net** or **Principal** at **555-555-5556** or e-mail **Principal@school.net**

_____ Parent(s) initials here indicate that the parent(s) has read the above prior notice and attachments, if any, before giving consent to implement this IEP.

PARENT/GUARDIAN/ADULT STUDENT CONSENT: Indicate your response by checking the appropriate space and sign below.

☑ I give consent to implement this IEP.

☐ I do not give consent to implement this IEP.



08/10/2026

Parent/Guardian or Adult Student Signature **Date**

TRANSFER OF RIGHTS AT THE AGE OF MAJORITY (age 18):

Indicate the date that the student and parent were informed of the transfer of parental rights under IDEA to the adult student at the age of 18. This must occur at least one year prior to the age of 18.

08/10/2026
Date School Official Signature

I was informed of the parental rights under IDEA and that these rights transfer to me at age 18.

08/10/2026
Date Student Signature

I was informed of the parental rights under IDEA that transfer to my child at age 18.

Date **Parent/Guardian Signature**

Description of the action proposed or refused by the local education agency:

The IEP team proposes to develop and implement an annual Individualized Education Program (IEP) for [Student Name], continuing his eligibility as a student with a Specific Learning Disability (SLD) in reading. The IEP includes continued placement in the general education setting with removal for one hour per week to receive specialized reading instruction, along with annual goals in the areas of Education and Employment, and a determination that Extended School Year (ESY) services are not needed at this time.

Explanation of why the local educational agency proposes or refuses to take action:

Based on a review of [Student Name]'s present levels of academic achievement and functional performance, evaluation data, progress on prior IEP goals, and input from the IEP team, including his parent(s), the team determined that [Student Name] continues to require specially designed instruction in reading to access and make progress in the general education curriculum. The proposed services and goals are designed to address his identified needs while maintaining his placement in the general education environment for the majority of the school day.

Description of any other options the Individualized Education Program (IEP) Team considered and the reasons for the rejection of those options:

The IEP team considered a more restrictive setting with increased time outside the general education classroom. This option was rejected because [Student Name] is able to make progress in the general education curriculum with only targeted, supplemental reading support, and a more restrictive placement was determined to be more restrictive than necessary to meet his needs. The team also considered discontinuing special education services altogether; this was rejected because current data continues to support his eligibility and ongoing need for specialized reading instruction.

Description of each evaluation procedure, assessment, record, or report the local educational agency used as a basis for the proposed or refused action:

Most recent triennial evaluation results, current progress monitoring data on IEP goals, classroom-based assessments, report card grades, teacher input, and parent input provided during the IEP meeting.

Description of any other factors that are relevant to the local educational agency's proposal or refusal:

No additional factors were identified as relevant to this decision.

Statement that the parent(s) of a child with a disability have protection under the procedural safeguards of the Virginia Regulations and, if the notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained:

The parent(s) of [Student Name] have protection under the procedural safeguards of the Virginia Regulations Governing Special Education Programs for Children with Disabilities. A copy of the Procedural Safeguards Notice was provided to the parent(s) at the IEP meeting and is also available upon request from the school's special education coordinator or case manager.

Sources for the parent(s) to contact in order to obtain assistance in understanding the provisions of the notice requirements:

Parent(s) may contact [Case Manager Name], Special Education Case Manager, at [phone number] or [email address], or the school's Director of Special Education, for assistance in understanding this notice.

Special Education Parent Involvement Survey SY 2025-2026

Access the link on your device or Scan the QR Code to Complete the Survey

Parent Involvement Survey

Parents who have more than one child receiving special education services with an individualized education program (IEP) should submit one survey for each child by December 11, 2026.

Virginia Department of Education