

Spotsylvania County Public Schools  
Office of Student Support Services  
8020 River Stone Dr  
Fredericksburg, VA 22407

Phone: 540-834-2500  
Fax: 540-834-2552

# Individualized Education Program AMENDMENT



Student Name: **Jones, Izabella S.** Home Phone: Date: **10/19/2023**  
Date Of Birth: **09/09/2008** Home Address: **12529 Wilderness Park**  
Student No.: **2182509** **Spotsylvania, VA 22551**

Age <b>15</b>	Gender <b>Female</b>	Grade <b>09</b>	Home School	Attending School <b>Riverbend High</b>
			Primary Language - Date Determined	Home Language - Date Determined <b>English</b>

## Parent/Guardian

Name <b>Eric Hughson</b>	Phone <b>540-424-6820</b>	Name <b>Kathryne Williamson</b>	Cell <b>803-243-2630</b>
Address <b>12529 Wilderness Park Dr</b> <b>Spotsylvania, VA 22551-8112</b>	Work Phone  Emergency Phone	Address <b>12529 Wilderness Park Dr</b> <b>Spotsylvania, VA 22551-8112</b>	Work Phone  Emergency Phone

IEP Review Due Date : **04/30/2024**

Re-evaluation Due Date: 03/30/2024

Original IEP Date: **05/01/2023**

## Reason for Amendment:

10/19/2023- Izabella's team determined that she needs to continue her academic services in her home setting due to ongoing physical/emotional distress.

Interpreter Needed: ☐ Y ☒ N

Eligible: Emotional Disability, Other Health Impairment

The student and parents have been informed of his/her rights under IDEA. These rights will transfer from the parents to the student at age 18.  
Parent Initial EW Student Initial \_\_\_\_\_.

Initial date transfer of rights was provided: 04/04/2023

## Members of the IEP Team

### The following were in attendance:

Names	Position	Signature	Date
Jones, Izabella S.	Not Present Student		
Hughson, Eric	Present Father	<u>DocuSigned by:</u> <u>KW Williamson</u>	10/23/2023
Williamson, Kathryne	Present Mother	<u>DocuSigned by:</u> <u>Olivia Finnegan</u>	10/19/2023
Finnegan, Olivia A.	Present Supervisor of Student Support Services	<u>DocuSigned by:</u> <u>Kristen Dolan</u>	10/19/2023
Dolan, Kristen L.	Present Special Education Teacher (Case Manager)	<u>DocuSigned by:</u> <u>Cherilynn Bickerstaff</u>	10/20/2023
Bickerstaff, Cherilynn K.	Present Admin Designee	<u>DocuSigned by:</u> <u>Teresa Martino</u>	10/19/2023
Martino, Teresa M.	Present General Education Teacher	<u>DocuSigned by:</u> <u>Jessica Rojas</u>	10/19/2023
ROJAS, JESSICA	Present School Social Worker		

<div><div>DocuSign</div><div><b>Jones, Izabella S.</b></div></div>	<div>Date of Birth</div> <div><b>09/09/2008</b></div>	<div>Student Number</div> <div><b>2182509</b></div>	<div>Document Date</div> <div><b>10/19/2023</b></div>
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**PERTINENT MEDICAL INFORMATION**

Additional medical information is on file in the nurse's office and in the teacher's file.

☐ Y ☒ N

**SUMMARY OF PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE****TRANSITION**

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

- |   |  |
|---|--|
| <input type="checkbox"/> Advanced Studies Diploma   | <input type="checkbox"/> Certificate of Program Completion               |
| <input type="checkbox"/> GAD (General Achievement Diploma)  | <input type="checkbox"/> GED Certificate (General Education Development) |
| <input type="checkbox"/> Modified Standard Diploma (only for students who entered 9th grade for the first time prior to 2013-2014 SY) | <input type="checkbox"/> Not discussed                                   |
| <input checked="" type="checkbox"/> Standard Diploma  | <input type="checkbox"/> Standard Diploma with credit accommodations     |
| <input type="checkbox"/> Applied Studies Diploma  |  |

Projected Graduation/Exit Date: 05/21/2027

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.

\*During the 2014-2015 school year, VMAST assessments for End-of Course (EOC) Algebra 1 and EOC Reading will be available for eligible students with disabilities pursuing a Standard Diploma with credit accommodations. VMAST assessments for grade 8 mathematics and grade 8 reading are available for students with disabilities pursuing a Modified Standard Diploma. The Modified Standard Diploma is available only to students who entered the 9th grade for the first time prior to the 2013-14 school year.

Note: Special education and related services end upon receiving an Advanced Studies Diploma, Standard Diploma, or Standard Diploma with credit accommodations. If the student receives a Modified Standard Diploma, Special Diploma, Certificate of Program Completion, a GAD or a GED Certificate, 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, Technical, or higher level 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.

**Credit Accommodations Participation**

Does the IEP team need to consider the Credit Accommodations to graduate with a Standard Diploma? (If yes complete the Credit Accommodations Eligibility form). ☒ No ☐ Yes

**ASSESSMENT RESULTS INCLUDING AGE-APPROPRIATE TRANSITION-BASED ASSESSMENTS**

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## Trans Serv Assmnt

Izabella completed an age appropriate transition questionnaire. Izabella stated that her career preference is to a paramedic. She stated that in order to become a paramedic she would need further education after high school to include medical training, some college courses and mentoring. She plans to either live in Virginia or where she goes to college. She answered questions relating to Independent Living skills. She will have health insurance and use doctors or hospitals for care when necessary. She will use a bank to help manage her finances using a savings account and to learn about budgeting. She plans to drive a car to get around in her community and to visit family or stay home and relax for fun,

## MEASURABLE POSTSECONDARY GOALS:

### Education

Upon graduating from high school, Izabella wants to attend college to get medical training to become an EMT or Paramedic.

### Employment

Izabella would like a career as a paramedic.

### Independent Living Skill

After finishing college, Izabella plans to either live in Virginia or in the area where she attends college.

### Training

After college Izabella wants a mentor to help her learn more about being a paramedic.

## Coordinated Activities

Goal Type	Coordinated Activities	Agency Responsible
Training	Receive support with self-advocacy skills. Participate in lessons to practice self-advocacy skills when dealing with work related criticism.	
Independent Living	Learn about the cost of living, and about support agencies available in the local area where she is living that provide support with community living.	SCPS
Education	Izabella use a computer based program to search for colleges or programs to become a paramedic. Receive support with time management skills.	SCPS
Employment	Use a computer based program to search for employment and how to apply. Participate in transition assessments.	SCPS

## PROJECTED COURSE OF STUDY:

School Year: 2022-2023

Diploma Option: Standard Diploma

## STANDARDIZED TESTING

### Summary of Test History

Izabella was previously enrolled at the Ki Charter Academy housed at San Marcos Treatment Center for youths

KCA's review of records from other school districts indicate:

Based on the admission, review, and dismissal (ARD) committee on 5/16/2022 from Virginia Beach City Schools, the team determined eligibility based on a full evaluation report dated 03/30/2021 from VBS Public Schools, Izabella was found eligible to receive special education services as a student with Emotional Disturbance and an Other Health Impairment (ADHD).

Izabella's previous testing on WJIV tests of achievement-standard battery results indicated that she was performing at it below level in all areas. The WJIV - tests of Oral Language indicated that she was performing at or below grade level.

Behaviorally, historical data, observation, test results indicate that Izabella is struggling Major Depressive Disorder, moderate to severe anxious distress, self defeating behavior patterns, suicide ideation and self injurious behaviors. Izabella does NOT meet the criteria for Autism based on observations from the ADOS-2 and through the CARS-HF observation tool.

For detailed review see information provided by Barry Robinson Center 11/27/21

Psychological Evaluation -date of report 10/13/21. In 2015, it was reported that a nurse practitioner diagnosed Izabella with ADHD, Mood Disorder NOS, Autism-Spectrum Disorder and Severe Anxiety.

### Summary of Current Assessments

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Ki Charter Academy: NWEA Fall Assessment scores were  
219 Scaled Score, 33rd percentile of grade level peers (Scaled Score for 50th percentile is 226  
67 minutes to complete a 43 question assessment.

Izabella did not participate in SOLs in 7th grade..

Current grades  
Math 81  
Art 90  
Science 84  
English 60  
PE 93

Izabella is currently enrolled in the 8th grade at NRMS. She recently transferred from Ki Charter Academy in Texas.

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## SUMMARY OF PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

### Strengths of Student (Academic, Behavioral, Learning Characteristics)

#### Academic Achievement

Izabella is able to generate questions before, during and after reading on assigned and self-selected text. Izabella can determine author's purpose on self-selected text. Izabella works well independently and advocates for herself when in need. She is able to evaluate numerical expressions, use critical thinking skills, use models and graphs when engaged. Izabella is able to understand and follow classroom guidelines and procedures, she works well independently and in small groups. She is polite helpful and treats others with respect.

### Needs as They Impact Learning

#### Academic Achievement

Izabella is currently below grade level in the areas of reading comprehension and grade level vocabulary. She struggles with planning and brainstorming first drafts of essays, with writing and solving a two step linear equations. Izabella struggles to communicate openly and appropriately at times and sometimes uses the wrong tone or word choice if challenged. She is easily distracted and has difficulty completing tasks in non-preferred or challenging classes. Izabella demonstrates work avoidance. When she has negative interactions with her peers, Izabella is easily triggered and struggles to respond in appropriate ways.

### Effect of disability on Progress in the General Curriculum and Needs of Student to Access the General Curriculum

Izabella's disability impacts her ability to access grade level curriculum because of difficulties with motivation and focus as well as difficulties advocating for herself both academically and emotionally. She continues to be easily distracted by her peers. Counseling services and Autism consult will remain. (per San Marcos Treatment Center treatment plan). See attached.

### Parent Input for Enhancing Child's Education

Mom is in agreement with the teams decisions. The counselor explained summer school, dates, and that there will not be related services available (i.e. counseling services or BSP support during summer school. She shared some of Izabella's behaviors from her perspective such as preferring to be in the company of adults, playing one person against another. She does not wish to include Izabella in IEP meetings. Mom provided a copy of Izabella's treatment plan from San Marcos Treatment, San Marcos, TX that lists Problem/Diagnoses': Bipolar1, Autism Spectrum Disorder, and ADHD. Mom agreed to provide the evaluation information for the ASD for the file.

### Performance in General Education

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**Additional Information:**

Input from current teachers:

Art:

Strengths - Izabella is very creative and initiates great project ideas

Weaknesses - Izabella is very caught up in the social aspects of school so she is easily distracted by conversations, and often prefers to sit and listen over working on a project. I have not had the opportunity to assess her basic art knowledge, though typically to be in Art 3 she should have all the basics well in hand.

Math:

Strengths - Izabella is a hard worker and is always trying her best. She has been good about asking questions and asking for help if she does not understand something.

Weaknesses - Izabella sometimes is very social and needs reminders to stay focused and to continue to work. She also is struggling with the material in Math 8 because we are currently reviewing for the SOL and we have already learned all the material. She said that the material that we are reviewing she did not learn at her other school.

Recommendations - The accommodations she currently has on her IEP are appropriate and I think she needs to keep them.

Science:

Strengths-she will do work (it takes a long time to get her started-work avoidance)

Weaknesses-always wants to eat (even asks for snacks or others lunches), always touches, grabs or hits others (seems like horseplay but becomes serious quickly)

Recommendations-she needs a contract to not touch, eat Or ask for food during class time and to do assignment on hand for the most part before leaving for bathroom (goes every 4th block longer than allowed-pass is 5 minutes and she takes 10 minutes) Work ethic seems average for what I have seen in science.

English:

Izabella responds well to positive reinforcement and is friendly when dealt with positively, but she does have a rude streak that comes out when asked to do things she doesn't want to do. She is a very social kid, which can be a strength, but this can also be a distraction depending on what we're doing in class. She is very work resistant and requires pretty direct supervision for most tasks. I'm developing a good rapport with her, but it does feel like walking a tightrope sometimes as her moods can change quickly.

History:

I believe Isabella wants to do well and is a willing worker when focused. She really likes working with others and can be really productive when working in a positive environment. The opposite is true when she has negative interactions with her peers. In those situations Isabella is easily triggered and struggles to respond in appropriate ways. She also finds it challenging to get back on task in a timely manner. I highly recommend that class makeup is taken into consideration when scheduling her classes. A Kind, positive and reasonable classroom environment will help Isabella immensely.

**Progress on IEP Goals:**

Izabella has been registered less than 30 days.

**Explanation for Lack of Progress:**

The student is making appropriate progress on IEP Goals: ☒ Yes ☐ No ☐ N/A

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## SPECIAL CONSIDERATIONS

### Communication

The team considered the student's needs for other communication services, supports and goals and determined that they are not necessary.

### Benchmarks/Short Term Objectives

The team considered the need for benchmarks/short term objectives and determined that the student is not in need of benchmarks/short term objectives.

### Assistive Technology

The team considered the student's need for Assistive Technology and determined that it is not necessary.

### Behavioral Needs

The team considered the student's need for positive behavioral interventions, supports and strategies to address behaviors that impede learning of self or others and determined that these are not necessary.

### Student with Limited English Proficiency

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. It has been determined that this student is not an English Language Learner.

### Blind/Visually Impaired

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. The team considered if the student has a visual impairment that requires Braille services in order to function at a level consistent with expected achievement and determined that services are not needed.

### Deaf/Hearing Impaired

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. The team considered if the student has communication needs that require educational communication in an alternate mode preferred by the student and determined that is not necessary.

### Accessible Instructional Materials

The IEP team has considered the student's requirement for accessible, alternate format versions of printed textbooks and printed core instructional materials (Braille, audio text, electronic text, and/or large print) due to a documented visual, physical or print disability and determined that

No: Izabella does not qualify for AIM



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**ANNUAL GOALS AND BENCHMARKS OR SHORT TERM OBJECTIVES**

**Progress Report Frequency**

Progress reports on goals will be sent home every 9 weeks in accordance with the grading periods.


**Annual Goal(s)**

**Category: ACADEMIC GOALS**

Description  
**By the end of the IEP, when given a grade level text, Izabella will be able to comprehend academic vocabulary with 85% accuracy in 4 out of 5 trials measured by data collection, observations, and work samples.**

Description  
**By the end of the IEP, when given a writing prompt, Izabella will write an appropriate thesis statement in 3 out of 5 trials with 70 percent mastery measured by work samples,data collection,and work samples.**

Description  
**By the end of the IEP, when given a calculator, Izabella will be able to solve a multistep inequality in 3 out of 4 trials with 75% mastery measured by work samples,data collection, tests and quizzes.**

**Category: SOCIAL/EMOTIONAL/BEHAVIOR SKILLS**

Description  
**By the end of the IEP, Izabella will remain on task and work independently with 90% frequency over each nine week grading period as measured by data collection observations.**  
**Objectives:**  
**Ignore distractions while completing independent work.**  
**Work steadily with attention focused on the task.**  
**Use appropriate language.**  
**Complete assigned work on a daily basis.**

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**STATEMENT OF SPECIAL EDUCATION/RELATED SERVICES****Accommodations**

Type	Accommodation		Location	Setting	Amount of Time
	Accommodation List	Accommodation Description			Frequency
General	**CONTENT AREA** ( ADD DESCRIPTION)	short, concise directions	General/Special Education Classroom	General/Special Education Classroom	daily
General	**CONTENT AREA** ( ADD DESCRIPTION)	extra time with written work without grade penalty	General/Special Education Classroom	General/Special Education Classroom	daily
General	preferential seating	near the teacher/instruction	General/Special Education Classroom	General/Special Education Classroom	daily
General	**BEHAVIORALLY RELATED**	provide clearly defined rules/limits	General/Special Education Classroom	General/Special Education Classroom	daily
General	**BEHAVIORALLY RELATED**	positive praise	General/Special Education Classroom	General/Special Education Classroom	daily
General	**BEHAVIORALLY RELATED**	address behavior in a private manner	General/Special Education Classroom	General/Special Education Classroom	daily
General	other (specify)	frequent checks for understanding	General/Special Education Classroom	General/Special Education Classroom	daily
General	other (specify)	Check-in/Check -out and Behavior tracking sheets	General/Special Education Classroom	General/Special Education Classroom	daily
General	extra time for student assignment in a teacher determined time frame (enter time frame)		General/Special Education Classroom	General/Special Education Classroom	daily
General	**ACCESS / USE OF**	stop pass to the BSP	General/Special Education Classroom	General Education Classroom	daily
General	break material into manageable parts		General/Special Education Classroom	General/Special Education Classroom	daily
General	extra time for student assignment in a teacher determined time frame (enter time frame)		General/Special Education Classroom	General/Special Education Classroom	daily
General	other (specify)	small group testing	Test Setting	General/Special Education Classroom	daily

**Services**

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Specially Designed Instruction	Location	Instructional Setting	Amount of Time			Begin Date	End Date	Begin Date	End Date
			Minute	# of Times	Frequency				
Academic/Social and Emotional Support	Home Placement	Home	150	1	per week	10/19/2023	03/08/2024		
Academic/Social and Emotional Support	Home Placement	Home	150	1	per week	10/19/2023	03/08/2024		

**Related Services**

The team considered the need for related services and determined that the student is in need of related services.

Related Services	Location	Instructional Setting	Amount of Time			Begin Date	End Date	Begin Date	End Date
			Minute	# of Times	Frequency				
Social Work Consult	Service Provider Location	General Education Classroom	30	1	every month	10/19/2023	03/08/2024		
Autism Consult	Regular Education Setting	General Education Classroom	30	1	every month	10/19/2023	03/08/2024		

The student's services as described will be provided in accordance with scheduled delivery by staff. Services are not provided or compensated for on days the school is closed for any reason (holiday/weather) and may not be provided during a partial day.

**Transportation:**

☐ Y ☒ N The student will receive Special Education transportation for the duration of this IEP due to the disability and to access the program site. Transportation will be provided to address needs as indicated in the IEP.

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### EXTENDED SCHOOL YEAR (ESY)

The IEP Team should determine if any of the factors below will significantly jeopardize the student's ability to receive some benefit from the student's educational program during the regular school year, if the student does not receive ESY services. ESY services are the individualized extension of specific special education and related services that are provided beyond the normal school year of the public agency, in accordance with the IEP, at no cost to the parents.

When considering ESY, answer YES or NO and document the decision:

1 Significant or substantial regression will occur on IEP goals/related services without extended school year services. No

Discussion to support decision: N/A

2 Emerging critical life skills will be significantly impacted without extended school year services? No

Discussion to support decision: N/A

3 Behaviors related to the disability will be significantly impacted without extended school year services? No

Discussion to support decision: N/A

4 Previously learned critical life skills/goals will be significantly impacted without extended school year services? No

Discussion to support decision: N/A

#### The team considered the need for ESY and determined:

Available data do not demonstrate the need for ESY services

#### Rationale for decision

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**TESTING****Participation in the State Accountability/Assessment System****Yes No**

☒ ☐ Discuss annually. If this is a testing year, will the student be at a grade level for which the student is eligible to participate in a state or division-wide assessment? If yes, continue to next question.

☐ ☒ Based on the present level, is the student being considered for participation in an alternate assessment?

**Participation In Statewide Assessments**

Test	Non-Participant	Has Accommodation	Accommodations
Science	<input type="checkbox"/>	<input type="checkbox"/>	
Math	<input type="checkbox"/>	<input type="checkbox"/>	
U. S. History	<input type="checkbox"/>	<input type="checkbox"/>	
English:Reading	<input type="checkbox"/>	<input type="checkbox"/>	

**Participation In Division-Wide Assessments**

Test	Non-Participant	Has Accommodation	Accommodations
STAR Reading	<input type="checkbox"/>	<input type="checkbox"/>	
VA Growth Assessment in Reading	<input type="checkbox"/>	<input type="checkbox"/>	
VA Growth Assessment in Math	<input type="checkbox"/>	<input type="checkbox"/>	
Interactive Achievements	<input type="checkbox"/>	<input type="checkbox"/>	
iReady	<input type="checkbox"/>	<input type="checkbox"/>	

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### LEAST RESTRICTIVE ENVIRONMENT (LRE)

#### Least Restrictive Environment (LRE)

To the maximum extent appropriate, students with disabilities must be educated with students without disabilities. This is called the Least Restrictive Environment (LRE). The IEP team determines the placement that is the LRE for the student based on consideration of all of the following factors: 1) the educational needs of the student, 2) opportunities for education with age appropriate peers, 3) education in the school that the student would attend if not a student with a disability, and 4) any potential harmful effect of the placement on the student, the quality of services that the student needs or on other students.

The student should not be removed from the general education classroom solely because of needed accommodations or modifications in the general curriculum. Removal from the general education environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The services described in this IEP are designated for implementation in a school and/or remote location. The IEP services designated for implementation in a specific location will be available to the Student on the days the Student is administratively assigned by the school division to that location during the regular school year. The assignment of the Student to a location for IEP implementation may vary during the course of the school year based on the ability of the school division to offer services in the particular location. If, during the school year, the School Board, as a result of a health emergency or other concerns, changes the number of days per week that the Student is assigned to attend instruction at school, then the IEP services designated for delivery in a school location will be adjusted to align with the number of days that the Student is assigned to attend instruction at school.

Despite any other statement in the IEP to the contrary, the IEP services will not be implemented, and the school division has no obligation to make-up any missed services, on days when the school division does not offer instruction, whether virtually or in-person, for reasons such as inclement weather, closures due to teacher unavailability, pandemics, health emergencies, the Student illness, the Student's inability to participate for safety or health reasons, holidays, partial days, partial weeks, and teacher planning days. The IEP services will also not be provided during the summer months unless services are specified for the Student in the Extended School Year section of the IEP.

By signing and granting consent to this IEP, the parent(s)/guardian(s) grant consent for the adjustment of IEP services between the school and remote locations based on the School Board's: assignment of the Student to a location for IEP implementation; the School Board's decision to open and close school buildings or classrooms; and/or the availability of specific services at a particular location. The parent(s)/guardian(s) are further granting consent to adjusting the means of delivery of instruction (in-person vs. telephonically or virtually), without holding an IEP meeting before implementing such a change in methodology. Nothing prevents the parent(s)/guardian(s) or school staff from requesting an IEP meeting to discuss amendments/revisions to IEP. Check box of educational options selected for primary placement and write a rationale for selected option. The following options were selected:

#### LRE options considered

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Public Day School                | <input type="checkbox"/> Public Separate School    | <input checked="" type="checkbox"/> Home Based Placement |
| <input type="checkbox"/> Private Separate School          | <input type="checkbox"/> Hospital Program          | <input type="checkbox"/> Private Residential School      |
| <input type="checkbox"/> Correctional Educational Program | <input type="checkbox"/> Public Residential School | <input type="checkbox"/> Home Bound Program              |

#### Lre Ele Sec Options

Home Based Placement

#### Rationale for LRE selection:

##### Progress in the general curriculum is impacted by the disability?

Izabella continues to qualify to receive special education services as a student with Emotional Disability and an Other Health Impairment (ADHD). Characteristics associated with ADHD and her emotional disability require her to receive special education services.

#### Placement decision:

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10/19/2023- The IEP team determined that Izabella will need to access her general education curriculum in a home-based setting. She will receive home-based instruction for 60min/5times/per week or 300 minutes/weekly with a home-based teacher to receive her academic instruction.

Izabella will also require continued emotional/behavioral support. A social work consult of 30min/monthly will be provided by the home-based teacher, as well, as an autism consult for 30min/monthly.

Izabella will receive 120 minutes of service per week for both Math and English (within the general education setting). She will also receive 50 minutes per week for each science and history within the general education setting or small group pull out. Izabella will participate with her general education peers for lunch, electives, school trips.

<b>Jones, Izabella S.</b>	Date of Birth <b>09/09/2008</b>	Student Number <b>2182509</b>	Document Date <b>10/19/2023</b>
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**PARENT (OR GUARDIAN) STATEMENT**

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 (PLAAFP). Other options considered, if any, and the reason(s) for rejection are documented in the PLAAFP and can be found in the attached documents in this IEP. Additionally, other factors, if any, that are relevant to this proposal are documented in the PLAAFP. 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:

Name:

Phone number:

Email:

KW

\_\_\_\_ Parent(s)/Guardian/Adult student initials here indicate that the parent(s) has read the above prior notice and attachments, if any, before giving permission to implement this IEP.

KW

\_\_\_\_ Parent(s)/Guardian/Adult student initial for students ages 14 - 22, within the duration of this IEP, I have received a copy of ~~the~~ Diploma Option Document.

KW

\_\_\_\_ Parent(s)/Guardian/Adult student initial here to indicate that the parent(s) has received a copy of the Virginia Procedural Safeguards Notice at the annual IEP meeting.

n/a \_\_\_\_ Parent(s)/Guardian/Adult student initial here to indicate that the parent(s) has received a copy of the Notification for Accessing Public Benefits or Insurance Document at the annual IEP meeting.

n/a \_\_\_\_ Parent(s)/Guardian/Adult student initials here indicate that consent is given to amend the IEP without a formal IEP meeting. (Specific changes are outlined in the PLAAFP.) If not applicable, initials not required.

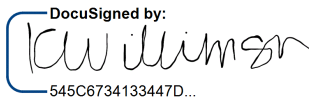
n/a \_\_\_\_ Parent(s)/Guardian/Adult student initials here indicate that consent is given for the designated team member(s) to not be in attendance for all or part of the IEP meeting. The excused member has presented written recommendations in advance of the meeting to the parent.

Designated Team Member(s): \_\_\_\_\_

n/a \_\_\_\_ Parent(s)/Guardian/Adult student initials here indicate that consent is given to determine assessment components without a meeting if the student is due for a triennial evaluation within the duration of this IEP. The parent may request a meeting to discuss assessment components.

☒ I agree to the proposed placement in Special Education, pending my signature.

Signature below indicates permission for placement

DocuSigned by:  
  
 545C6734133447D...

10/23/2023

parents

Relationship to Student

Date

☐ I do not agree to the proposed placement in Special Education.

Signature below denies permission for placement

Relationship to Student

Date