

Factors to Consider for Transitioning Secondary Students with Individualized Education Programs (IEP)

Fairfax County Public Schools (FCPS) is committed to providing an appropriate education for all students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA). Each school is accountable for providing students with access to the general education curriculum through offering a full continuum of services.

This chart is intended to be used **only** as a resource for parents of students with disabilities who are transitioning to the secondary level. It provides information regarding classroom setting options that support students in accessing the general education curriculum. **It is the responsibility of individualized education program (IEP) teams to make placement decisions based on each student's unique individual needs.**

Factor	General Education Settings*	General Education Settings* With Special Education Support	Special Education Setting (for special education students only)
Student/Teacher Ratio	Typically 25 – 30 students 1 general education teacher	Typically 25 – 30 students 1 general education teacher Special education staff will provide support on a regularly scheduled (i.e., co-taught class) or intermittent basis (i.e., monitor/consult).	Typically 8 – 12 students 1 special education teacher Instructional support staff (i.e., instructional assistant) may work with the special education teacher to provide support for students.
Textbooks and Materials	FCPS approved textbooks and supplemental materials are the primary resources used for instruction.	FCPS approved textbooks and supplemental materials may be augmented by materials that provide specialized instruction and/or present information at reduced language and/or reading levels as determined in the student's IEP.	
Accommodations	Accommodations are instructional techniques, additional supports, or specialized services to help a student make progress and demonstrate learning in the general education curriculum through classroom, division, and state assessments. Consistent with regulations governing educational		

	programs, accommodations are provided in all settings based on the academic and behavioral/functional needs of students as defined in their IEPs.	
Modified Instruction		Modified instruction occurs when content and performance expectations are selected from the general curriculum to meet the individual needs of students whose level of academic performance is significantly below grade-level expectations, or for students who receive instruction based on Aligned Standards of Learning (ASOL) objectives developed by the Virginia Department of Education. Students receive modified instruction based on the unique needs identified in their IEPs.
Case Management	Each special education student is assigned a special education case manager whose responsibilities include communicating with students and their parents, communicating IEP goals and accommodations to all teachers and resource/auxiliary staff, and managing the IEP process and re-evaluation process.	
Virginia State Assessment System	Participation in the Virginia State Assessment System is determined by the student's IEP. Assessment options include: Standards of Learning (SOL) tests with or without standard or nonstandard accommodations - Grades 3 – 11; Virginia Grade Level Alternative (VGLA) – Grades 3 - 8; Virginia Substitute Evaluation Program (VSEP) – Grades 9 - 12; Virginia Alternate Assessment Program (VAAP) – Grades 3 - 11.	

*General education settings include all levels of standard and optional courses offered to general education students, including Honors, Advanced Placement, International Baccalaureate, and online courses.

*Department of Special Services
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Office of Special Education