



Missouri Department of Elementary and Secondary Education

IEP Case Study

Vu Nguyen

Disseminated by the Missouri Department of Elementary and Secondary Education

Developed by the Transition Coalition, University of Kansas, www.transitioncoalition.org

Case Study

Name: Vu

Age: 17

Disability category: Learning disability, Other Health Impaired: Attention deficit hyperactivity disorder (ADHD)

Race/ethnicity: Asian

Pertinent family characteristics: Family immigrated to U.S. when 3 years old; One of 5 children; Mother has junior college degree; Father has no degree; Lives with mother and father. Entire family is able to communicate effectively in both Vietnamese and English.

Likely employment/further education settings: Postsecondary education and military

Likely living arrangements: At home or with friends

Vu is a 17-year-old junior of average intelligence who has been diagnosed with a learning disability in the area of reading and has a medical diagnosis of attention-deficit/hyperactivity disorder (ADHD). He takes an extended release medication daily to treat his ADHD symptoms. His family immigrated from Vietnam when he was three years old and he is the middle of five children. He and his family live in an urban area and he has been able to explore a lot of different career options as part of his career class at school.

Vu is very artistic and has been involved in several commercial art projects. He is the assistant art director for the school yearbook and takes pride in seeing his work in school publications. He usually gets along well with peers, but peer and teacher conflicts occasionally develop from his impulsive and inappropriate actions. This usually occurs with his peers when he loses his temper and with his teachers as a result of trying to cover up his reading disability (he will act out in class to avoid responsibility). He is in mostly general education classes but reads at a 5.0 level which creates difficulty in some of his courses.

Vu's academic strengths are math and science and he enjoys hands-on projects. He has a keen ability to note and remember detail, which is evident in his artistic creations. His future plans include joining the military reserves and pursuing an art career, but Vu has not elaborated on any specific path. He is ambivalent about going to a 4-year college because he intensely dislikes traditional learning exercises. He is aware of his academic strengths and needs, but he lacks an understanding of how these will affect future options for education and employment.

Vu has had little opportunity to learn how to cook, do laundry, and other day-to-day household activities. He has been exposed to these skills through J-ROTC, but has not practiced them at home. Vu works part-time in his father's store. He has two banking accounts (checking and savings) and prefers to save his money than spend it. He passed his driving test and is able to use one of the two cars the family owns. Generally, he is very helpful with driving his younger siblings to activities. His two older siblings, both girls, have gone on to pursue a college education. His mom is currently teaching Vu how to do household chores like sorting laundry, running the dishwasher, making a grocery list, and buying clothes.

During this school year, Vu has completed four transition assessments. On one, an informal interview, Vu was asked about his attitude toward his disability, interests in leisure activities, family relationships, functional skills, educational interests, work and class preferences, occupational and career awareness, and his future plans. He reported that he knows he is in a special education program but does not have any friends in the program. He does not discuss academic or school issues with his friends outside of school. He reports that he gets along well with his family but he would like the opportunity to move out on his own after graduating school. On the educational interests section, he stated that if he does not go straight into the military reserves after high school he would like to work part-time and take specified courses at a community college in order to receive art training. He also completed an informal self-determination/self-advocacy checklist which helped him think about what he likes and values, his strengths and weaknesses, and whether or not he can make changes in his life. While completing this assessment he realized that he does not know where to look for the support he needs and that he does not know what his rights are as a person with a disability. He applied to open a file with Vocational Rehabilitation, and they are scheduled to meet with him during his senior year.

Last fall Vu took the ASVAB and an informal assessment titled "What to Consider When Exploring Military Training." These assessments helped him identify his strengths related to military careers and research on his own the commitments involved in joining the military. His teachers have encouraged him to talk to a recruitment officer to find out some of the answers to these questions and to think of more questions he could ask.

His father helps run a small business with a friend and wants Vu to come work in the store when he graduates from high school. Vu and his parents have had many discussions about the military and school and while they don't agree with Vu's plans to enlist in the military, they are willing to support Vu in his dreams. Vu has decided to enlist in the army reserves to help with paying for community college where he plans to take art classes (part-time to start with). He would like to get an apartment with friends after he graduates but realizes that it would cost less to continue living at home, and his parents are fine with him living at home for a couple of years.

Adapted from Case Studies in Assessment for Transition Planning (Chris, page 31; Robert, page 137)

Reference:

Gaumer Erickson, A. S. & Wade, D.K. (2007). *Missouri IEP Case Studies for Transition Planning*. Lawrence, KS: University of Kansas, Transition Coalition. Available on the Missouri Community of Practice and the Transition Coalition Web site: www.transitioncoalition.org

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Independent Living Postsecondary Goal IEP Team Decision Assistance Form

Student: Vu Nguyen

This form is designed to help the IEP team decide if a student needs a postsecondary goal in the area of independent living. *Independent living includes the skills and knowledge an individual needs to direct his or her life at home and in the community.* Transition assessment information should be taken into account when completing this form and additional assessment may be necessary to adequately identify goal(s).

Review each statement, and consider whether the student possesses the identified skills.

Yes – performs independently and consistently

No – performs inconsistently or not at all; consider an independent living goal

NA – not an area of independence being considered at this time

Home Living

	Yes	No	NA
Follows daily living routine (e.g., personal hygiene, dressing, selecting clothes)	<u>X</u>	___	___
Purchases, prepares and stores food; maintains healthy diet	___	<u>X</u>	___
Performs light household maintenance (e.g., cleaning, unclogging drains or toilets)	___	<u>X</u>	___
Appropriately makes and receives telephone calls	<u>X</u>	___	___
Follows disaster safety routines for fire and natural disasters	<u>X</u>	___	___

Household & Money Management

	Yes	No	NA
Creates and maintains checking & savings accounts	<u>X</u>	___	___
Manages money (e.g., counts money, makes change, budgets, pays taxes, and monthly bills)	<u>X</u>	___	___
Evaluates cost of services (e.g., banking, telephone, leasing, credit cards, loans)	___	<u>X</u>	___
Locates & acquires place to live (e.g., finds housing, understands rental agreements)	___	___	<u>X</u>
Sets up living setting (e.g., organizes furniture, arranges for utilities and services)	___	___	<u>X</u>
Understands the importance of a good credit rating, how to view and interpret a credit report, and methods to improve credit rating	___	<u>X</u>	___

Transportation

	Yes	No	NA
Selects appropriate method of transportation	<u>X</u>	___	___
Possesses required transportation documentation (e.g., driver's license, bus pass)	<u>X</u>	___	___
Organizes transportation (e.g., carpool partners, door-to-door bus or cab service)	<u>X</u>	___	___
Navigates throughout community using preferred mode of transportation	<u>X</u>	___	___
If driving, knows of automotive maintenance schedules and routines	<u>X</u>	___	___

Law & Politics

	Yes	No	NA
Knows how to participate in voting and political decision-making	<u>X</u>	___	___
Understands basic local, state, and national laws	<u>X</u>	___	___
Understands rights as a person with a disability	___	<u>X</u>	___

Community Involvement

	Yes	No	NA
Locates & participates in leisure, recreation, and community activities	<u>X</u>	___	___
Locates and uses community services (e.g., stores, banks, medical facilities, recreation facilities, health department, police department, social services)	<u>X</u>	___	___
Completes paperwork for medical treatment, community services, insurance, etc.	___	<u>X</u>	___
Plans and acquires wardrobe (e.g., select appropriate clothes, compare prices)	___	<u>X</u>	___
Responds appropriately to environmental cues (e.g., signs, sirens)	<u>X</u>	___	___

Personal Safety and Interpersonal Relationships

	Yes	No	NA
Performs basic first aid and seeks medical assistance when appropriate	<u>X</u>	___	___
Practices community safety routines (e.g., when to talk to strangers, avoiding unsafe locations, locking doors, asking for directions)	<u>X</u>	___	___
Understands when it is appropriate to call 911	<u>X</u>	___	___
Knows CPR and when it is necessary	<u>X</u>	___	___
Maintains relationships with family and friends; establishes new friendships	<u>X</u>	___	___
Understands the concepts of sexuality (e.g., physical self, reproductive process, dating, relationship, marriage).	<u>X</u>	___	___
Makes informed choices regarding sexual behavior	<u>X</u>	___	___
Demonstrates an understanding of basic parenting skills	<u>X</u>	___	___

Self-Advocacy

	Yes	No	NA
Expresses strengths and needs; asks for accommodations when needed	<u>X</u>	___	___
Expresses preferences appropriately, identifies long- and short-range goals, and takes steps to reach goals	<u>X</u>	___	___
Assertively advocates for self in situations outside of school	___	<u>X</u>	___
Responds appropriately to typical exchanges with others (e.g., saying hello, being bumped or brushed against, making small talk, sarcastic remarks, etc.)	___	<u>X</u>	___
Resolves conflicts through discussion, reasoning, & compromise	<u>X</u>	___	___

Additional Independent Living Skills

	Yes	No	NA
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___

If “No” was answered for any of the skills identified above, a postsecondary goal should be considered for the area of independent living. The discussion questions below help further identify an appropriate goal.

Independent living goal(s) needed at this time? X Yes ___No

Is additional assessment information needed in the area of independent living? Why?
 No additional assessment information is needed at this time.

What are the 3 most important independent living skills to be addressed in IEP?

1. Food preparation
2. Understanding rights as a person with a disability
3. Acquiring and caring for wardrobe

How can we work on these particular skills throughout this coming year (i.e., instruction, related services, post-school living objectives, daily living skills, and/or functional vocational evaluation)?

Instruction in food preparation and through coursework
 Instruction in rights and responsibilities with guided practice asserting rights
 Parents will help Vu take responsibility for buying and caring for his clothes.

What annual IEP goal(s) will enable the student to meet the postsecondary independent living goal?

When assigned tasks in Life Management (course), Vu will increase his independent living skills by performing assigned tasks with 90% accuracy by May 2008.

Student's Name: Vu D. Nguyen

Missouri City High School NOTIFICATION OF MEETING

To: Quang & Linh Nguyen

- Parent(s)/Guardian(s) Adult Student (age 18+ or emancipated minor)
 Student (required when postsecondary transition is a purpose of the meeting)

This is to confirm that a meeting with you has been scheduled for May 6, 2007 (Date)
at 8:00am (Time) at Missouri City High School, Room 212 (Location)

The purpose of this meeting is to: (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Review existing data as part of an initial evaluation or reevaluation | <input checked="" type="checkbox"/> Consider Post-secondary Transition |
| <input type="checkbox"/> Determine initial or continued eligibility | <input type="checkbox"/> Conduct Manifestation Determination |
| <input type="checkbox"/> Develop initial IEP | <input type="checkbox"/> Consider/conduct Functional Behavioral Assessment |
| <input checked="" type="checkbox"/> Review/Revise IEP | <input type="checkbox"/> Other: _____ |

The following individuals have been invited to participate in this meeting (name and/or role):

Role	Name
Local Education Agency (LEA) Representative*	<u>Susan Jones</u>
<input checked="" type="checkbox"/> Special Education Teacher*	<u>Peter Griffin</u>
<input checked="" type="checkbox"/> Individual to interpret instructional implications* of evaluation results	<u>Sam Kelley</u>
<input checked="" type="checkbox"/> General Education Teacher*	<u>Kathy Smith</u>
<input checked="" type="checkbox"/> Student	<u>Vu Nguyen</u>
<input type="checkbox"/> Agency representative(s) for post-secondary transition Agency Name Vocational Rehabilitation Agency Name _____	_____
<input type="checkbox"/> Part C Representative (if applicable)	_____
<input checked="" type="checkbox"/> Parent(s)	<u>Quang & Linh Nguyen</u>
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

* Required participant, unless parent and LEA agree/consent in writing to excusal

This agency **AND** the parents have the right to invite any other participants they feel have knowledge or special expertise of the child. The determination of knowledge or special expertise shall be made by the party (parent or public agency) who invited the individual to be a participant at the meeting.

**At the request of the parent, the public agency must send an invitation to the Part C Service Coordinator or other representative at the initial IEP meeting.

If you are unable to attend this meeting, please contact me at 456-789-1230 as soon as possible.
(Phone)

Sincerely,

Peter Griffin Name Special Education Teacher Title 4/25/07 Date

RECORD OF DISTRICT ATTEMPTS TO SCHEDULE MEETING

1st Attempt

Date of contact: 4/24/07

Parent waived notification requirement*

Method of contact:

Written: Hand carried by student
 Regular mail
 Certified mail
 Fax
 E-mail
 Other: _____

Verbal: Phone
 Voice mail/answering machine
 Face to face contact
 Other: _____

PARENT/GUARDIAN RESPONSE

Do not want to attend (proceed with IEP meeting)
 Cannot attend, please reschedule (proceed with 2nd attempt)
 No response (proceed with 2nd attempt)
 **Yes, I'll be there

* In general, reasonable notification is 10 days.

**If parent does not attend meeting, proceed to 2nd attempt

2nd Attempt (must be a direct contact with parent)

Date of contact: 4/27/07

Parent waived notification requirement*

Method of contact: (must be a direct contact)

Written: Regular mail
 Certified mail
 Verbal: Phone
 Face to face contact

PARENT/GUARDIAN RESPONSE

Do not want to attend (proceed with meeting)
 Cannot attend (proceed with meeting)
 No response (proceed with meeting)
 **Yes, I'll be there

* In general, reasonable notification is 10 days

**If parent does not attend, agency may proceed with meeting.

THE INDIVIDUALIZED EDUCATION PROGRAM FOR:

Name: First Vu	Middle Danh	Last Nguyen
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STUDENT DEMOGRAPHIC INFORMATION (Optional):

Current Address: 123 Main Street	Phone: 123-456-7890
Birth date: 02 / 11 / 90 Age: 17	Student ID #/MOSIS#: 9876543
Present Grade Level: 11 th	Resident District Home School: Missouri City High School

If the child is **Not** receiving his/her special education and related services in his/her home school or resident district, indicate below where the services are being provided.

District/Agency Name:

School Name:

Address:

Phone:

Primary Language or Communication Mode(s): English Spanish sign language other (specify)_____

Educational Decision Maker is: Parent Legal Guardian Educational Surrogate Foster Parent Child [aged 18+] other_____

Name: Linh and Quang Nguyen

Address: 123 Main Street

Phone: 123-456-7890

Email: linhnguyen@emailme.com

Fax: none

IEP Case Manager: Peter Griffin

Case Manager phone number: 456-789-1230

IEP Type Initial Annual

Date of most recent evaluation/reevaluation 05 / 09 / 05

Date of Previous IEP Review: 05 / 08 / 06

Projected date for next triennial evaluation 05 / 09 / 08

IEP CONTENT (Required):

Date of IEP Meeting: 05 / 06 / 07

Initiation Date of IEP: 05 / 07 / 07

Projected Date of Annual IEP Review: 05 / 06 / 08

Parent(s)/Legal Guardian(s) provided copy of this IEP: 05 / 06 / 07

PARTICIPANTS IN IEP MEETING AND ROLE(S)

The names and roles of individuals **participating in developing** the IEP meeting must be documented.

Name of Person and Role		Method of Attendance
Signatures are not required. If a signature is used it only indicates attendance, not agreement.		
Quang Nguyen	Parent/Guardian	In person
Linh Nguyen	Parent/Guardian	In person
Vu Nguyen	Student	In person
Susan Jones	LEA Representative	<input checked="" type="checkbox"/> in person <input type="checkbox"/> excused <input type="checkbox"/> in writing (if applicable)
Peter Griffin	Special Education Teacher	<input checked="" type="checkbox"/> in person <input type="checkbox"/> excused <input type="checkbox"/> in writing (if applicable)
Kathy Smith	Regular Classroom Teacher	<input checked="" type="checkbox"/> in person <input type="checkbox"/> excused <input type="checkbox"/> in writing (if applicable)
Sam Kelley	Individual Interpreting Instructional Implications of Evaluation Results	<input checked="" type="checkbox"/> in person <input type="checkbox"/> excused <input type="checkbox"/> in writing (if applicable)
	Part C Representative (if applicable)	
	Representative of an agency which may provide postsecondary transition services (if applicable)	
	Other:	

1. Present Level of Academic Achievement and Functional Performance

Present Level must include:

- How the child's disability affects his/her involvement and progress in the general education curriculum; or for preschool children, participation in age-appropriate activities. (For students with transition plans, consider how the child's disability will affect the child's ability to reach his/her post-secondary goals (what the child will do after high school.))

Vu has difficulty being involved in and accessing the general education curriculum due to his specific learning disability in reading. He is not able to read and comprehend materials at the pace of his peers, although he does take all general education academic courses with support. Although his listening comprehension is high, Vu requires extra time to complete in-class and take-home reading and writing assignments. Due to his medical diagnosis of ADHD, Vu also has trouble staying on task in class and needs reminders to stay focused and when to write down his assignments.

- The strengths of the child (For students with transition plans, consider how the strengths of the child relate to the child's post-secondary goals.)

Assessment indicates that Vu's strengths are in the areas of math, short-term and long-term memory, and creativity. Based on an informal interview with his resource teacher, Vu stated that he would like to enter the army reserves, and then after completion of basic training, take art classes part-time at a local community college. Vu keeps an A average in his J-ROTC class and enjoys it. He stays focused throughout the entire class time and his teacher reports that he is one of the best students.

- Concerns of the parent/guardian for enhancing the education of the child (For students with transition plans, consider the parent/guardian's expectations for the child after the child leaves high school.)

Vu's parents are concerned with his reading skills and how they will affect his ability to enter and complete coursework at a community college. His parents do not agree with Vu about his future plans to enter the army reserves, but are willing to support Vu if he chooses to enlist.

- Changes in current functioning of the child since the initial or prior IEP (For students with transition plans, consider how changes in the child's current functioning will impact the child's ability to reach his/her post-secondary goal.)

Since his last IEP, Vu has maintained a C average in all his classes. Sometimes he received negative reports from his English teacher because of conflicts that arise due to his reading difficulties. He will sometimes lose his temper when trying to cover up his disability. When reading from an 11th grade text, Vu will omit unknown words and is unable to identify the main idea; however, when he listens to somebody reading the text he is accurate in reiterating the main idea and details of the story. Since his last IEP, Vu has increased his ability to recognize his own spelling errors. Due to his learning disability in the area of reading, Vu requires accommodations in his general education classes to maintain this level of performance.

- A summary of the most recent evaluation/re-evaluation results

Vu has average intelligence as measured by the WISC-III given in February 2005. According to his recent Woodcock Johnson III-Battery, Vu scored in the 16th percentile (one standard deviation below his peers) in the area of reading. Vu scores at or near grade level in the area of mathematics. On the 10th grade MAP assessment Vu scored Proficient in Mathematics with the accommodation of having text read to him.

- A summary of the results of the child's performance on:
 - Formal or informal age appropriate transition assessments:

Informal interview with resource teacher: While talking with his teacher, Vu mentioned that he does know he is in a special education program and he thinks it's because he's a terrible reader, but generally he doesn't consider himself any different than his peers. He is interested in leisure activities such as painting, drawing, skateboarding, riding bikes with his friends, and going to the movies. His future plans are to enlist in the army reserves and take classes part-time for art education. He would like the opportunity to get his own apartment with friends but if that doesn't work out he would like to stay living at home in order to save money.

Informal self-determination/self-advocacy checklist: Vu discovered that he does not know where to look for the support he needs and that he does not understand his rights as a person with a disability. He values quality time spent with his friends and family members. His older sisters are both in college and he does not get to spend much time with them.

Informal inventory "What to Consider When Exploring Military Training": Vu is currently researching commitments involved in enlisting in the military and he has an appointment set up with a recruitment officer to discuss military options. Vu also took the ASVAB in 10th grade and scored a 53. His high aptitude areas included electronics, skilled technical, and operators and food.

- For students participating in alternative assessments, a description of benchmarks or short-term objectives
N/A Objectives/benchmarks are on goal page(s)

The IEP team has determined that this student is not MAP A eligible.

Objectives/benchmarks described below:

2. Special Considerations: Federal and State Requirements

Note: For the first six items below, if the IEP team determines that the child needs a particular device or service (including an intervention, accommodation, or other program modification) information documenting the team's decision regarding the device or service must be included in the appropriate section of the IEP. These must be considered annually.

Is the student blind or visually impaired?

- No
 Yes. If yes, complete Form A: Blind and Visually Impaired.

Is the student deaf or hearing impaired?

- No
 Yes. The IEP Team has considered the child's language and communication needs, opportunities for direct communication with peers and professionals in the child's language and communication mode, academic level, and full range of needs including opportunities for direct instruction in the child's language and communication mode in the development of the IEP.

Does the student exhibit behaviors that impede his/her learning or that of others?

- No
 Yes. If yes, strategies including positive behavior interventions and supports must be considered by the IEP team, and if determined necessary, addressed in this IEP. If a behavior intervention plan is developed it must be a part of the IEP.

Does the student have limited English proficiency?

- No
 Yes. The student's language needs are addressed in this IEP.

Does the student have communication needs?

- No
 Yes. The student's communication needs are addressed in this IEP.

Does the student require Assistive Technology device(s) and/or services?

- No
 Yes. The student's assistive technology needs are addressed in this IEP.

Extended School Year:

- No. The student is not eligible for ESY services.
 Yes. The student is eligible for ESY services. **Complete Form B**
 The need for ESY services will be addressed at a later date. Will be addressed by / (month/year).

Attach IEP Amendment page and Form B

Transfer of Rights: Notification must be given beginning not later than one year before the student is 18 informing the student of the rights under IDEA that will transfer to the student upon reaching the age of majority.

- N/A for this student/IEP
 Notification was given: 05 / 08 / 06 (month/day/year).

State Assessments

Are there state assessments administered for this student's age/grade level?

- No
 Yes. If yes, **Complete Form D.**

District-wide Assessments

Are there district-wide assessments administered for this student's age/grade level?

- No
 Yes. If yes, **Complete Form E.**

Post-secondary Transition Services: (Must be included not later than the first IEP to be in effect when the child turns 16, and updated annually thereafter.)

Is a Post-secondary Transition Plan required?

- No (Child will not turn sixteen while this IEP is in effect.)
 Yes (Child is/will be sixteen while this IEP is in effect.) **If yes, Complete Form C – Post-secondary Transition Plan**

Student Name: Vu Nguyen

Date of IEP: 05/06/07

Form C: Post-Secondary Transition Plan

This plan was developed considering the individual student's needs, preferences and interests. This plan must be completed, beginning not later than the first IEP to be in effect when the student turns 16, and updated annually.

EDUCATION/TRAINING (REQUIRED)

POSTSECONDARY GOAL(S)	(What the child will do after graduation from high school.) Upon completion of basic training for the Army, I (Vu) will take art classes part-time at a community college.
TRANSITION SERVICES	(May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal)
Responsible Agency/Person	List Transition Services
School Missouri City High School	School will assist in setting up an appointment with community college or program counselor to explore course options. Walk through application and registration process with Vu. Schedule a field trip with the local vocational rehabilitation office to determine possible services.
Student Vu Nguyen	Collect information about applying for art courses at community college. Complete as assistive technology evaluation to see if any assistive tech would be needed in college. Meet with Voc Rehab regarding services that can be provided.
Parents Quang and Linh Nguyen	Provide transportation to/from appointment with community college counselor. Meet with Voc Rehab regarding services that can be provided.
Outside Agency (specify agency) _____	Vu and his parents plan to meet with a VR counselor during his senior year to determine eligibility. At that time, VR responsibilities will be considered.
<u>COURSE OF STUDY</u>	Attach four year plan or list courses below: ATTACHED (Courses enrolled in this school year) (Courses to be completed before graduation)

EMPLOYMENT (REQUIRED)

POSTSECONDARY GOAL(S)	(What the child will do after graduation from high school.) Upon completion of high school, I (Vu) will join the army reserves.
TRANSITION SERVICES	(May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal)
Responsible Agency/Person	List Transition Services
School Missouri City High School	Provide guided military practice through ROTC. Provide resources and instruction on the Americans with Disabilities Act
Student Vu Nguyen	Schedule a visit with the local vocational rehabilitation office to determine eligibility for services. Meet with an army reserve recruiter. Continue participation in ROTC. Practice completing job applications and interviewing skills.
Parents Quang & Linh Nguyen	Provide transportation to/from local vocational rehabilitation office. Practice completing job applications and interviewing skills. Meet with an army reserve recruiter.
Outside Agency (specify agency) _____	Vu and his parents plan to meet with a VR counselor during his senior year to determine eligibility. At that time, VR responsibilities will be considered.
<u>COURSE OF STUDY</u>	Attach four year plan or list courses below: ATTACHED (Courses enrolled in this school year) (Courses to be completed before graduation)

Student Name: Vu Nguyen

Date of IEP: 05/06/07

INDEPENDENT LIVING (IF APPROPRIATE, Refer to Independent Living Goal Worksheet)

POSTSECONDARY GOAL(S)	(What the child will do after graduation from high school.) Upon completion of high school, I (Vu) will live in military housing or with my parents, managing my money and caring for my personal needs.
TRANSITION SERVICES	(May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal)
Responsible Agency/Person	List Transition Services
School Missouri City High School	Assist Vu in learning how to receive help for medical needs. Instruct in consumer rights and cost comparisons for household items.
Student Vu Nguyen	Learn about consumer skills, rights, and responsibilities. Learn about laundry, food, cooking, and clothing at home. Compare costs of household items.
Parents Quang and Linh Nguyen	Encourage Vu to cook 1 meal each week. Help Vu learn to sort laundry, buy groceries, cook, and buy clothing.
Outside Agency (specify agency) _____	
<u>COURSE OF STUDY</u>	Attach four year plan or list courses below: ATTACHED (Courses enrolled in this school year) (Courses to be completed before graduation)

Student will graduate by: earning required credits meeting IEP goals and objectives.

Anticipated month and year of graduation: 05 / 08

Vu's 4-year plan on study

9th grade	10th grade
English I	English II
Geography/Missouri History	World History
Physical Science	Biology
Algebra I	Geometry
Elective (J-ROTC)	Elective (J-ROTC)
Physical Education	Elective (Fine Arts/Computer Graphics)
Reading (Resource)	Reading (Resource)
11th grade	12th grade
English III	English IV
U.S. History	Economics/Government
Algebra II	Chemistry
Elective (J-ROTC)	Elective (J-ROTC)
Elective (Career Exploration/Health)	Elective (Life Management/Personal Finance)
Elective (Drawing/Drawing II)	Elective (Water Color/Sculpture)
Reading (Resource)	Reading (Resource)

3. IEP Goal

Annual Measurable Goals

Annual Goal #: 1 (Independent Living)

When assigned tasks in Life Management 2, Vu will increase his independent living skills by performing assigned tasks with 90% accuracy by May 2008.

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:

Post-secondary Education/Training Employment Independent Living

Progress toward the goal will be measured by: **(check all that apply)**

<input type="checkbox"/> Work samples	<input type="checkbox"/> Curriculum based tests	<input checked="" type="checkbox"/> Portfolios	<input type="checkbox"/> Checklists
<input checked="" type="checkbox"/> Scoring guides	<input type="checkbox"/> Observation chart	<input type="checkbox"/> Reading record	<input checked="" type="checkbox"/> Other: Discussions with resource teacher and parents

Comments: Vu has not had experience independently preparing meals, comparison shopping, budgeting, or caring for clothing. These skills, along with time management, goal setting, and interpersonal relationships, are the focus of the course.

Annual Goal #: 2 (Reading Comprehension)

When reading grade-level texts in Communication Arts and World History, Vu will identify the main idea of a reading passage containing 100 words with 70% accuracy by May 2008.

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:

Post-secondary Education/Training Employment Independent Living

Progress toward the goal will be measured by: **(check all that apply)**

<input checked="" type="checkbox"/> Work samples	<input checked="" type="checkbox"/> Curriculum based tests	<input type="checkbox"/> Portfolios	<input type="checkbox"/> Checklists
<input type="checkbox"/> Scoring guides	<input type="checkbox"/> Observation chart	<input checked="" type="checkbox"/> Reading record	<input type="checkbox"/> Other:

Comments: Vu currently is able to identify the main idea of grade-level reading passages with 40% accuracy.

Annual Goal #: 3 (Reading)

When given a reading assessment, Vu will meet proficiency at the 5.5 grade level in 8 out of 10 trials by May 2008.

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:

Post-secondary Education/Training Employment Independent Living

Progress toward the goal will be measured by: **(check all that apply)**

<input type="checkbox"/> Work samples	<input checked="" type="checkbox"/> Curriculum based tests	<input type="checkbox"/> Portfolios	<input type="checkbox"/> Checklists
<input type="checkbox"/> Scoring guides	<input type="checkbox"/> Observation chart	<input type="checkbox"/> Reading record	<input type="checkbox"/> Other:

Comments: Vu is currently reading at the 5.0 grade level in 8 out of 10 trials.

4. Reporting Progress

When Progress will be reported to the parent(s)/guardian(s)

Quarterly Bi-Quarterly Semester Annually Other:

5. Services Summary

	Amount	Frequency	Location	Begin Date*	End Date*
Special Education Services					
<u>Specialized instruction in reading</u>	<u>50 min.</u>	<u>Daily</u>	<u>Resource room</u>	<u>5/7/07</u>	<u>5/7/08</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Related Services					
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
<input checked="" type="checkbox"/> N/A	_____	_____	_____	_____	_____
Supplementary Aids/Services					
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
<input checked="" type="checkbox"/> N/A	_____	_____	_____	_____	_____
Program Modifications and Accommodations					
<input checked="" type="checkbox"/> Documented on alternate Form F					
<input type="checkbox"/> N/A					
Supports for School Personnel					
<input type="checkbox"/> Documented on alternate Form F					
<input checked="" type="checkbox"/> N/A					

**N/A if will be same as initiation and annual review date indicated on page 1. If a date is listed, it must include the month, day, and year.*

6. Transportation as a Related Service

- The student **does not** require transportation as a related service.
- The student requires transportation as a necessary related service.
- The student needs accommodations or modifications for transportation.
- No Yes
- If yes, check any transportation accommodations/modifications that are needed.
- Wheelchair lift
 - Child safety restraint system. Specify: _____
 - Door to door pick-up and drop-off
 - Aide
 - Other. Specify: _____

7. Regular Education Participation

Extent of Participation in Regular Education

For Preschool: Will all of this child's special education and related services be provided with non-disabled peers in a regular education setting (designed primarily for children without disabilities)?

- Yes.
 No. If no:
- a. To what extent will the child not receive special education and related services in a regular education setting? (minutes or % of special education and related service minutes on the IEP) _____
 - b. Describe the reasons why the IEP team determined that provision of services in the regular education setting was not appropriate.

For K-12: The regular education environment includes all academic instruction as well as meals, recess, assemblies, field trips, etc. Will this student participate 100% of the time with non-disabled peers in the regular education environment?

- Yes.
 No. If no, describe below to what extent the student will not participate **and** why full participation is not appropriate.
Vu Nguyen will participate in regular education 80 % of the time. Full participation in regular education is not appropriate because:
Vu requires time in a resource classroom for individualized reading instruction.

Participation in Physical Education

The student will participate in:

- Regular physical education
 Regular physical education with accommodations as addressed in this IEP
 Adapted physical education (includes special PE, adapted PE, movement education and motor development)
 No physical education activities are required for one of the following reasons:
 Credit already earned Credit waived Child is preschool age Other:

Participation in Program Options, Nonacademic, and Extracurricular Activities

The district assures that this student will have an equal opportunity to participate in program options, nonacademic and/or extracurricular activities and services offered by the district.

8. Placement Considerations and Decision

This section is a SUMMARY of all of the following: Present Level of Academic Achievement and Functional Performance, goals, objectives/benchmarks (if applicable), characteristics of services, adaptations, and special education and related services information.

Annual Consideration of Placement

For ECSE: At least annually the IEP team must consider whether all the special education and related services will be provided with non-disabled peers in a regular education setting (designed primarily for children without disabilities).

For K-12: At least annually, the IEP team must consider if the IEP goals can be met with services provided 100% of the time in the regular education environment.

Check **all** placement options that were **considered** for the provision of special education and related services (for K-12, Inside regular class at least 80% of time must be checked. For preschool an EC setting must be checked).

Check the **one** placement option that was selected.

Placement Continuum (K-12)

Placement Options (ECSE)

	Considered	Selected	
1.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Inside regular class at least 80% of time
2.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Inside regular class 40% to 79% of time
3.	<input type="checkbox"/>	<input type="checkbox"/>	Inside regular class less than 40% of time
4.	<input type="checkbox"/>	<input type="checkbox"/>	Public separate school (day) facility
5.	<input type="checkbox"/>	<input type="checkbox"/>	Private separate school (day) facility
6.	<input type="checkbox"/>	<input type="checkbox"/>	Public residential facility
7.	<input type="checkbox"/>	<input type="checkbox"/>	Private residential facility
8.	<input type="checkbox"/>	<input type="checkbox"/>	Homebound/hospital

	Considered	Selected	
1.	<input type="checkbox"/>	<input type="checkbox"/>	Early childhood setting
2.	<input type="checkbox"/>	<input type="checkbox"/>	Early childhood special education
3.	<input type="checkbox"/>	<input type="checkbox"/>	Home
4.	<input type="checkbox"/>	<input type="checkbox"/>	Part-time early childhood/Part-time early childhood special education
6.	<input type="checkbox"/>	<input type="checkbox"/>	Residential facility
7.	<input type="checkbox"/>	<input type="checkbox"/>	Separate school
8.	<input type="checkbox"/>	<input type="checkbox"/>	Itinerant service outside the home

For K-12 students: Is this student's placement as close as possible to the child's home and/or in the school he/she would attend if nondisabled?

- Yes.
 No. If NO, explain why another school/setting is required

Alternate Form F

Indicate below the accommodations and modifications for the student to be used in general and/or special education and supports to be provided to school personnel.

Location											Modifications/Accommodations	Frequency				Duration*	
All Areas	Language Arts	Mathematics	Science	Social Studies	Health	Fine Arts	PE/Athletics	Reading	Related Services	Other:		Daily	Weekly	Monthly	Other:	Beg. Date	End Date
											1. Grading						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Modify weight of course examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Modify weight of course components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use weekly grade checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
											2. Text						
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Audio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Digital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Highlighted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide home set of textbooks/materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Study Guides	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Large Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adapted or simplified text/material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
											3. Lectures						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Taped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Note taking assistance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Preferential Seating	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teacher provides notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Study Guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
											4. Test/Exams						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Short Answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extended time for completion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Taped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Multiple sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exams of reduced length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open book exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Read test to student	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Modify Test Format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Record student responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alternative setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
											5. Environment						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Preferential seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alter physical room arrangement (describe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adjustments for speech intelligibility/fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Study carrel for independent work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
											6. Assignments						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Read or tape record directions to student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow copying from paper/book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lower difficulty level-shorten assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Directions given in a variety of ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reduce paper/pencil tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Give oral cues/prompts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Allow student to record or type assignments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adapt worksheets and packets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Avoid penalizing for penmanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Form D-Part 1: State Assessments

The student will participate in the following Missouri Assessment Program assessments:

Subject/Grade	3	4	5	6	7	8	10	11
Math	<input type="checkbox"/>							
Comm. Arts	<input type="checkbox"/>		☒					
Science			<input type="checkbox"/>			<input type="checkbox"/>		☒
MAP-A Math	<input type="checkbox"/>							
MAP-A Comm. Arts	<input type="checkbox"/>		<input type="checkbox"/>					
MAP-A Science			<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>

- Accommodations are not needed for the student to participate.
 Accommodations are needed for Math, Science, and Communication Arts. Complete, Form D-Part 2

- The student has been determined eligible for the MAP-A
- Include a statement of why the child cannot participate in the regular assessment
 - Explain why the alternate assessment selected is appropriate.

Form D-Part 2: State Accommodations

NOTE: For Instructional Accommodations and Modifications use Form F.

Accommodations

Check all accommodations to be provided to this student, see Note (4)

MATH AND SCIENCE		
Administration Accommodations		
01	Braille edition of assessment	<input type="checkbox"/>
02	Large-print edition of assessment	<input type="checkbox"/>
04	Oral reading of assessment	☒
05	Signing of assessment	<input type="checkbox"/>
06	Paraphrasing, see Note (2)	<input type="checkbox"/>
10	Other Administrative Accommodations	<input type="checkbox"/>
	use of assistive devices	<input type="checkbox"/>
	use of visual aids	<input type="checkbox"/>
	Other: <i>Specify</i>	<input type="checkbox"/>
Timing Accommodations		
20	Extend time allotted to complete Terra Nova survey, see Note (3)	<input type="checkbox"/>
21	Administer test using more than allotted periods	☒
22	Other Timing Accommodation: <i>Specify</i>	<input type="checkbox"/>
Response Accommodations		
35	Use of scribe to record student response in test booklet	<input type="checkbox"/>
	Student taped response	<input type="checkbox"/>
	Signed response	<input type="checkbox"/>
	Pointing to respond	<input type="checkbox"/>
	Oral response	<input type="checkbox"/>
	Use of a braille	<input type="checkbox"/>
	Use of communication device	<input type="checkbox"/>
	Use of computer/word processor/typewriter for responding	<input type="checkbox"/>
39	Use of Calculator, Math tables, etc.	<input type="checkbox"/>
44	Other: <i>Specify</i>	<input type="checkbox"/>
Setting Accommodations		
50	Testing individually	<input type="checkbox"/>
51	Testing with small groups	☒
53	Other Setting Accommodations: <i>Specify</i>	<input type="checkbox"/>

COMMUNICATION ARTS		
Administration Accommodations		
01	Braille edition of assessment	<input type="checkbox"/>
02	Large-print edition of assessment	<input type="checkbox"/>
04	Oral reading of assessment, see Note (1)	<input type="checkbox"/>
05	Signing of directions only	<input type="checkbox"/>
06	Paraphrasing, see Note (2)	<input type="checkbox"/>
10	Other Administrative Accommodations	<input type="checkbox"/>
	use of assistive devices	<input type="checkbox"/>
	use of visual aids	<input type="checkbox"/>
	Other: <i>Specify</i>	<input type="checkbox"/>
Timing Accommodations		
20	Extend time allotted to complete Terra Nova survey, see Note (3)	<input type="checkbox"/>
21	Administer test using more than allotted periods	☒
22	Other Timing Accommodation: <i>Specify</i>	<input type="checkbox"/>
Response Accommodations		
35	Use of scribe to record student response in test booklet	<input type="checkbox"/>
	Student taped response	<input type="checkbox"/>
	Signed response	<input type="checkbox"/>
	Pointing to respond	<input type="checkbox"/>
	Oral response	<input type="checkbox"/>
	Use of a braille	<input type="checkbox"/>
	Use of communication device	<input type="checkbox"/>
	Use of computer/word processor/typewriter for responding	<input type="checkbox"/>
39	Use of Calculator, Math tables, etc.	<input type="checkbox"/>
	Other: <i>Specify</i>	<input type="checkbox"/>
Setting Accommodations		
50	Testing individually	<input type="checkbox"/>
51	Testing with small groups	☒
53	Other Setting Accommodations: <i>Specify</i>	<input type="checkbox"/>

Note (1): Oral reading for Communication Arts invalidates the test resulting in the child being reported in Level Not Determined, except for children identified as Blind/Visually Impaired who use oral reading as their primary instructional method

Note (2): Paraphrasing test questions invalidates all MAP Assessments

Note (3): If used, the score cannot be compared with scores generated under standard conditions.

Note (4): Use of magnifying equipment, amplification equipment, graph paper and testing with teacher facing student are not listed as accommodations as these are no longer required to be reported as accommodations for the MAP subject area assessments.