

Missouri School District

THE INDIVIDUALIZED EDUCATION PROGRAM FOR:

Name: First: Clara		Middle:		Last: Edwards		
STUDENT DEMOGRAPHIC INFORMATION (Optional):						
Current Address: 723 E Evergreen, Central, MO 44445				Phone: 555-222-1823		
Birth Date: 5/28/2007 Age: 15.3		Student ID#/MOSIS#: 10065 / 574611616				
Present Grade Level: 8		Resident District Home School:				
Primary Language or Communication Mode(s): English						
Educational Decision Maker(s)			Procedural Safeguards Provided on: 8/19/22			
Name: Keith and Mary Edwards (Parent)			Email:			
Address: 723 E Evergreen Central, MO 44445			Home Phone: 555-222-1823			
			Cell Phone:			
			Work Phone:			
IEP Case Manager: Case Manager			Case Manager phone number: 555-222-1450			
IEP Type: Annual IEP			Date of most recent evaluation/reevaluation: 9/2/21			
Date of Previous IEP Review:			Projected date for next triennial evaluation: 9/2/24			
Disability						
Specific Learning Disabilities (Primary)						
IEP CONTENT (Required):						
Date of IEP Meeting: 8/29/22			Initiation Date of IEP: 8/29/22			
Projected Date of Annual IEP Review: 8/28/23			Parent(s)/Legal Guardian(s) provided copy of this IEP: 8/29/22			
Service	Amount/Frequency	Location	Notes	Begin*	End*	
Special Education Services						
Basic Reading	150 minutes per week	Special Ed Classroom	Specially Designed Instruction in Basic Reading in the amount of 50 minutes per week will be provided during in-person learning and 100 minutes per week will be provided through distance learning activities.	8/29/22	8/28/23	
Reading Comprehension	100 minutes per week	Special Ed Classroom	Specially Designed Instruction in Reading Comprehension in the amount of 50 minutes per week will be provided during in-person learning and 50 minutes per week will be provided through distance learning activities.	8/29/22	8/28/23	
Written Expression	250 minutes per week	Special Ed Classroom	Specially Designed Instruction in Written Expression in the amount of 100 minutes per week will be provided during in-person learning and 150 minutes per week will be provided through distance learning activities.	8/29/22	8/28/23	
Related Services (None Needed)						
*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.						
Date Range	School	Grade	Min out Reg Ed	Min in Reg Ed	Total Min	% In Reg Ed
8/29/22 - 8/20/23	Central Junior High School	8	500	1600	2100	76.2%
8/21/23 - 8/28/23	Central Junior High School	9	500	1600	2100	76.2%
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.						
Betty Smith			General Education Teacher*		In Person	
Josephine Potter			Process Coordinator / Individual to Interpret Instructional Implications of Evaluation Results*		In Person	
Josephine Potter			Process Coordinator / Local Education Agency (LEA) Representative*		In Person	
Keith and Mary Edwards			Parent		In Person	
Case Manager			Special Education Teacher		In Person	
Clara Edwards			Student		In Person	

Name of Person and Role Signatures are not required. If a signature is used it only indicates attendance, not agreement.	Method of Attendance

1. Present Level of Academic Achievement and Functional Performance

(Functional Performance refers to general ability and problem solving, attention and organization, communication, social skills, behavior, independent living, self-advocacy, learning style, vocational, employment)

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 student's disability will affect the child's ability to reach his/her post-secondary goals (what the child will do after high school). For children with the most significant cognitive disabilities, describe how the disability impacts the child's access to the general education curriculum and how the alternate standards are appropriate.)**

Clara is an twelve year old 8th grader attending Central Junior High School. Clara met initial eligibility requirements for a Specific Learning Disability in basic reading skills, reading comprehension, written expression, and math calculation. Her disability adversely affects her participation in the following academic areas: basic reading skills, reading comprehension, math calculation, and written expression.

Clara's deficit in math makes it difficult for her to grasp math concepts. she struggles with basic computation which makes it extremely difficult to do grade-level math. Clara presents difficulty with comprehending whether an answer is reasonable.

Clara's learning disability in basic reading may adversely affect her ability to read grade level text independently and fluently. It may take her longer to complete tasks due to poor reading skills.

Clara's learning disability in written expression hinders her ability to effectively communicate in writing. She requires accommodations and modifications to be successful in the general education classrooms.

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

Clara likes her friends at school and is very sympathetic. She enjoys drawing.

Reading: Clara enjoys reading.

Math: Clara can remember concepts and generalize it to new information. She can persevere though difficult work until it is complete.

Written Expression: Clara enjoys writing about her dad.

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

Parent is concern about Clara's writing ability.

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

MAP Scores - (6th Grade) - Math Achievement Level 2, Below Basic with a Scale Score of 378; Communication Arts Achievement Level 2, Below Basic with a Scale Score of 361.

BOY i-Reading (8/2019): Math - 456; Reading - 481

Currently Clara's strengths are in Basic Math, Band, and Basic Reading. Clara's weaknesses are in Social Studies and Art.

This year in math, Clara has been working in the same used in the regular education classroom, but on a slower pace. The topics that have been covered his year are: addition, subtraction, multiplication and division of decimals, word problems with decimals, writing ratios, identifying ratios, and representing ratios in tables. In classroom math activities Clara is scoring 88%. On her goal of solving multi-digit problems Clara is averaging 85%. The Beginning of Year (BOY) iReady was given and the following scores were earned: overall 456-grade 4. Sub area scores: Number and Operations 453-grade 4, Algebra and Algebraic Thinking 472-grade 5, Measurement and Data 454-grade 4, Geometry 444-grade 3. When motivated she will focus on an assignment and complete it in an appropriate time frame. If not motivated she will draw on the assignment or paper she brings to class. It takes several prompts for her to get focused. Clara interacts well with adults, but lately she is not complying to teacher directives when first given. Most of the time she interacts well with peers in class. There are times that she will argue with students and police their behavior or tell them what to do.

Last year in math, Clara had been working on multi-digit addition and subtraction with carrying and borrowing, multiplication facts, and word problems. Clara had been working in a math curriculum that focused on strategies to help learn math in high school (Algebra). Topics included breaking problems into smaller, easier problems, word problems, multiplication arrays, and being able to explain your answers. On the

computer portion of the curriculum Clara's scores on the Math Inventories were 80 and 375 which were Below Basic. She had not been using her time wisely when it comes to working in the computer program. She was only averaging 9 minutes per session at 1 session per week. The expectation was to work in the program 3 times a week. In classroom math activities Clara was averaging 66%. In class Clara needed prompting to begin work. She often was preoccupied with drawing and coloring during instruction. She needed directions repeated due to not paying attention during class. In working multi-digit addition and subtraction problems with carrying and regrouping Clara was averaging 82%. She would begin to incorporate multiplication and division problems into this goal. The iReady assessment was administered this year. The Beginning of the Year (BOY) score was 455-grade 4. Sub scores were: Numbers and Operation 472-grade 5, Algebra and Algebraic Thinking 457-grade 4, Measurement and Data 427-grade 2, Geometry 450-grade 4. score was 455-grade 4. MOY score was 433-grade 2. Sub scores are: Numbers and Operation 417-grade 2, Algebra and Algebraic Thinking 456-grade 4, Measurement and Data 452-grade 4, Geometry 456-grade 4. On 6th grade level was 495=564. 6th grade MAP score in Math was 345-Below Basic.

This year, in the area of reading, Clara is receiving her reading instruction through the same rotational literacy comprehension program as last year. She has taken the Reading Inventory once and achieved a Lexile of 847 (5th grade). Clara read this inventory aloud to the teacher. A seventh grader reading on grade level should have a Lexile ranging from 970- 1120. On the district reading assessment, iReady, Clara scored at a 2nd grade level with a Standard Score of 481. A seventh grader reading on grade level would have a Standard Score ranging from 609- 669. She read this assessment to herself. On the computer component of the literary comprehension program, Clara is working at a Level 2 which ranges in Lexile from 550- 700. She is achieving the following scores: Comprehension 64%, Vocabulary 97%, Word Assessment 60%, Spelling 20%, and Success Zone 64%. During independent reading time, Clara has finished reading and quizzed on two books with Lexiles of 970 and 1000, and she has a comprehension average quiz score of 73%. Clara needs continued instruction and practice on reading comprehension and basic reading skills.

Last year, in reading, Clara took the Reading Inventory twice in sixth grade with the following results: Lexile 672 (3rd grade) and Lexile 717 (3rd grade). A sixth grader reading on grade level would have a Lexile ranging from 925- 1070. Clara read the test orally to the teacher. On the district reading test, iReady, Clara had taken twice last year with the following results: Standard Score 471 (1st grade) and Dec. 11, 2018 Standard Score 488 (2nd grade). A sixth grader reading on grade level at the middle of the year would have a Standard Score ranging from 598- 653. Clara was receiving her reading instruction through a rotational literacy comprehension program. On the computer component of the program, she was making the following scores: Comprehension 80%, Vocabulary 92%, Word Assessment 70%, Spelling Assessment 30%, and Success Zone 74%. During independent reading time when students can choose the books they wanted to read that were on or above their level, Clara had only read and completed a comprehension quiz on four book last year with a comprehension accuracy of 40%. These books ranged in Lexile from 640- 930. Clara needed continued instruction and practice on reading comprehension and basic reading skills.

This year in written expression, Clara finds writing a non-preferred activity. She has difficulty with using correct initial capitalization and ending punctuation independently. When composing a sentence in written form for the purposes of a written assignment, such as daily writing she is able to formulate simple sentences using short, simple sentence structure, but is unable to utilize more complex structures or express ideas clearly in an organized manner to form a paragraph without maximum assistance. She requires teacher prompting to write sentences on a topic with correct grammar, correct punctuation, and correct capitalization. Clara randomly inserted capital letters within words. When writing a summary of events, she has demonstrated difficulty providing details in sequence. She is unable to use of correct grammatical constructions (e.g., plurals, subject verb agreement, tense endings, etc.) and she also has problems with handwriting (letter formation, spacing, staying on the line, etc.).

Last year, Clara had been working to create a complete sentence using correct grammar and print conventions. In a structured writing activity, she was averaging 62% in using correct capitalization and punctuation. She continued to work on this goal. Her writing did not always stay on topic. At times, her handwriting was difficult to read and coupled with misspelled words made it hard to read her work. She was able to identify nouns, verbs and adjectives, but not consistently. In class, she had to be prompted to put away drawing and coloring. Once she did comply, she was able to complete work.

In the area of functional skills, Clara is able to navigate the school environment and communicate needs.

Treats such as sweet and salty snacks maybe used as incentives and re-enforcers.

● **A summary of the most recent evaluation/re-evaluation results.**

The current identification of Specific Learning Disability in basic reading skills, reading comprehension, written expression, and math calculation continues to be appropriate and sufficient information exists on which to base educational decisions. A three-year Reevaluation without formal assessments on 8/30/18 was conducted. There are no formal assessment results.

An earlier evaluation indicated an educational identification of specific learning disability in the areas of basic reading skills, reading comprehension, math calculation, and written expression. No concerns were noted in health, gross motor skills, fine motor skills, adaptive behavior skills, vision, hearing, speech skills, language skills, social/emotional behavior, general intelligence, transition, or assistive technology. The Wechler Intelligence Scale for Children IV (WISC-IV) was administered to assess Clara's intellectual abilities. The following results were obtained: Verbal Comprehension Index 100, Perceptual Reasoning 94, Working Memory 80, Processing Speed 83, Full Scale IQ 88, General Abilities Index 98.

The Kaufman Test of Educational Achievement-Second Edition (KTEA-II) was administered by the special education teacher. The following standard scores were obtained: Letter and Word Recognition 72, Reading Comprehension 73, Math Concepts and Applications 82, Math Computation 72, Written Expression 79, Spelling 72, Listening Comprehension 95,

- **A summary of formal and/or informal age appropriate transition assessments based on the student's needs, preferences and interests (must be included no later than the first IEP to be in effect when the student turns age 16)**

Transition assessments are not age appropriate.

- **Once the IEP team determines that the student is unable to access the regular curriculum and that a curriculum based on alternative standards is appropriate (MAP-A guidance), complete this section by describing the following:**
How the student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.
How the most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.
How the most significant cognitive disability impacts the student's post-school outcomes.
Any additional factors considered. (The student's inability to participate in the general education assessment must be primarily the result of the most significant cognitive disability and NOT excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.)

n/a

Please select one of the following for students determined eligible for alternative assessments:

- Objectives/benchmarks are on goal page(s)
- 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. Students who are English Learners (EL) in grades K-12 take the state's annual English Language Proficiency assessment, WIDA-ACCESS.

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 (If IEP Amendment, attach IEP Amendment Form)**
 The need for ESY services will be addressed at a later date. Will be addressed by: (month/year)

Attach IEP Addendum 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: (month/day/year)

State Assessments: IDEA requires students with disabilities to participate in the following state assessments.

<u>Grade-Level Assessment</u>	<u>End of Course Exams</u>	<u>MAP-A</u>	<u>ACCESS for ELLs</u>	<u>NAEP / International Assessments</u>
<input checked="" type="checkbox"/> for Grades 3-8 (must complete Form D-1) (NA for MAP-A eligible students)	<input type="checkbox"/> for Grades 9-12, or if appropriate, earlier grades (must complete Form D-2) (NA for MAP-A eligible students)	<input type="checkbox"/> for eligible* students in grades 3-8, 11 (must complete Form D-3) * https://dese.mo.gov/college-career-readiness/assessment/map-a	<input type="checkbox"/> for EL students in grades K-12 (must complete Form D-4)	<input type="checkbox"/> for selected students (must complete Form D-5) (NA for MAP-A eligible students)

- No statewide assessment is required for this student at this time
 No further assessment is required, student meets all state assessment participation requirements

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**

Alternate Method of Instruction (AMI) plan:

- This district is choosing to utilize AMI for up to 36 instructional hours and the student's needs will be documented on **Form G.**
 This district is not using AMI.

3. IEP Goal

Annual Measurable Goals

Student: Clara Edwards IEP Case Manager: Case Manager
Attending School: Central Junior High School Grade: 8

Area: Reading Comprehension

Annual Goal #: 1

Mastery Level:90

During the course of this IEP, when presented with a structured reading activity, Clara will increase her reading comprehension by answering "wh" questions at her ability level from a baseline of 70% to 90% accuracy as measured by and data collections on the literacy program computer comprehension and Reading Counts quizzes or other reading comprehension assessment.

Baseline: 70

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 will be reported to the parent(s)/guardian(s): Quarterly

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

<input checked="" type="checkbox"/> Work samples	<input checked="" type="checkbox"/> Data Collection	<input type="checkbox"/> Observation Chart	<input type="checkbox"/> Checklists	<input type="checkbox"/> Curriculum based tests
<input type="checkbox"/> Portfolios	<input type="checkbox"/> Scoring Guides	<input type="checkbox"/> Reading Record	<input type="checkbox"/> Other:	

Comments:

Area: Written Expression

Annual Goal #: 2

Mastery Level:80

During the course of this IEP cycle, Clara will increase her ability to communicate through written language using correct grammar, sentence/paragraph construction, and mechanics such as punctuation, capitalization, and spelling needed to convey meaning on an accumulation of assigned tasks with 80% accuracy for each quarter from a baseline of 60%.

Baseline: 60

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 will be reported to the parent(s)/guardian(s): Quarterly

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

<input checked="" type="checkbox"/> Work samples	<input checked="" type="checkbox"/> Data Collection	<input type="checkbox"/> Observation Chart	<input type="checkbox"/> Checklists	<input type="checkbox"/> Curriculum based tests
<input type="checkbox"/> Portfolios	<input type="checkbox"/> Scoring Guides	<input type="checkbox"/> Reading Record	<input type="checkbox"/> Other:	

Comments:

Area: Basic Reading

Annual Goal #: 3

Mastery Level:90

During the course of this IEP, when presented with unknown words, Clara will increase her basic reading skills by reading those words from 70% to 90% accuracy as measured by data reports on the computer reading program or other word reading assessment.

Baseline: 70

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 will be reported to the parent(s)/guardian(s): Quarterly

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

<input checked="" type="checkbox"/> Work samples	<input type="checkbox"/> Data Collection	<input type="checkbox"/> Observation Chart	<input type="checkbox"/> Checklists	<input type="checkbox"/> Curriculum based tests
<input type="checkbox"/> Portfolios	<input type="checkbox"/> Scoring Guides	<input type="checkbox"/> Reading Record	<input type="checkbox"/> Other:	

Comments:

4. Reporting Progress

See individual goals to see when progress will be reported to the parent(s)/guardian(s).

5. Services Summary

Special education services and related services are addressed on page 1 of this document.

	Min/Wk	Frequency	Location	Notes	Begin*	End*
Supplementary Aids/Services						
None Needed						
Parent and School Personnel Supports						
None Needed						
Program Modifications and Accommodations						
Documented on alternate Form F						

**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.*

A current IEP is available from the child's case manager, and is accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. Additionally, each teacher and provider have been informed of his or her specific responsibilities related to implementing this child's IEP.

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.

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)?

Child is not in Preschool - Does not apply

Yes.

No. If no:

a. See the Services section of the first page of the IEP for the extent that the child will not participate.

b. Describe the reasons why the IEP team determined that provision of services in the regular education setting was not appropriate for the child. (check and describe all that apply for this child)

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?

Child attends Preschool - Does not apply

Yes.

No. See the Services section of the first page of the IEP for the extent that the child will not participate. Describe the reasons why the IEP team determined that provision of services in the regular education setting was not appropriate for the child. (check and describe all that apply for this child)

The curriculum and goals of the regular education class (i.e., factors which document a need for specially designed materials, supplies, or equipment or significant modifications to the regular curriculum which would have an adverse effect on the educational program for other students in the class). Must describe for this student:

Clara requires highly structured, small-group setting and individualized 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.

Considered	Selected	Placement Option
IEP Dates: 8/29/22 - 8/20/23		
✓		K-12 - Regular Classroom
✓		K-12 - Inside Regular Class at least 80%
✓	✓	K-12 - Inside Regular Class 40-79%
✓		K-12 - Inside Regular Class less than 40%
IEP Dates: 8/21/23 - 8/28/23		
✓		K-12 - Regular Classroom
✓		K-12 - Inside Regular Class at least 80%
✓	✓	K-12 - Inside Regular Class 40-79%
✓		K-12 - Inside Regular Class less than 40%

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.

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.

EMPLOYMENT (REQUIRED)

MEASURABLE POST-SECONDARY GOAL(S)	(What work the student will do after graduation from high school.) After high school, I Clara Edwards WILL...
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	
Student	
Parent	
Outside Agency* <i>*If appropriate, MUST be invited to IEP meeting with proper consent</i>	

EDUCATION/TRAINING (REQUIRED)

MEASURABLE POST-SECONDARY GOAL(S)	(What work the student will do after graduation from high school.) After high school, I Clara Edwards WILL...
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	
Student	
Parent	
Outside Agency* <i>*If appropriate, MUST be invited to IEP meeting with proper consent</i>	

INDEPENDENT LIVING (IF APPROPRIATE*)

***Refer to Independent Living Goal Worksheet**

MEASURABLE POST-SECONDARY GOAL(S)	(What work the student will do after graduation from high school.) After high school, I Clara Edwards WILL...
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	
Student	
Parent	
Outside Agency* <i>*If appropriate, MUST be invited to IEP meeting with proper consent</i>	

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

Anticipated month and year of graduation:

Form D - Part 1: MAP Grade-Level Assessments

*Grades 3 through 8: English Language Arts and Mathematics
Grades 5 and 8: Science*

Participation

Student will participate WITH accommodations (See A - E below)

The Grade-Level Assessment features Universal Tools (available to ALL STUDENTS – unless marked specifically for English Learners) and Accommodations (available only to students with an IEP/504 plan). Universal tools are access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to students based on student preference and selection. IEP teams may recommend but not require the use of Universal Tools. For detailed descriptions of each tool and any restrictions on the use of them, please see the Tools and Accommodations document for the current school year at <http://dese.mo.gov/college-career-readiness/assessment/grade-level>.

A Universal Tools: Automatic

The following tools are automatically available and do not need to be marked to use them

<input type="checkbox"/> Break (Pause)	<input checked="" type="checkbox"/> Calculator (Grades 6 through 8 only)	<input type="checkbox"/> Color Contrast (Online Only)
<input type="checkbox"/> English Dictionary (For use only on the ELA Writing Prompt)	<input type="checkbox"/> Grammar Handbook (For use only on the ELA Writing Prompt)	<input type="checkbox"/> Graphing Tool
<input type="checkbox"/> Highlighter	<input type="checkbox"/> Line Guide	<input type="checkbox"/> Magnification
<input type="checkbox"/> Mark For Review (Flag)	<input type="checkbox"/> Masking (Online Only)	<input type="checkbox"/> Protractor
<input type="checkbox"/> Read Aloud Test to Self	<input type="checkbox"/> Reference Sheet	<input type="checkbox"/> Ruler
<input type="checkbox"/> Scratch Paper (Sticky Notes)	<input type="checkbox"/> Strikethrough (Cross Off)	<input type="checkbox"/> Thesaurus (For use only on the ELA Writing Prompt)
<input type="checkbox"/> Writing Tools – Bold, Underline, Italicize, Bullet Points, Undo/Redo Typing, Copy/Paste	<input type="checkbox"/> None recommended by IEP Team	

B Universal Tools: To Be Marked

The following tools must be marked in the testing system prior to use

<input type="checkbox"/> Bilingual Dictionary (For use by ELs only on the ELA Writing Prompt)	<input type="checkbox"/> Color Contrast (Paper Testing)	<input type="checkbox"/> Color Overlay
<input type="checkbox"/> Magnification – Assistive Technology	<input type="checkbox"/> Masking (Paper Testing)	<input type="checkbox"/> Non-Accommodation Paper Based (See Test Coordinator’s Manual for Scenarios)
<input type="checkbox"/> Scribe	<input type="checkbox"/> Separate Setting	<input type="checkbox"/> Translation (Only for ELs)
<input checked="" type="checkbox"/> None recommended by IEP Team		

C Universal Tools: Read Aloud

Everything Except ELA Reading Passages

All students may have the **items** and **directions** read aloud to them without an IEP/504 plan via one of the following methods which must be marked in the testing system prior to use:

English/Language Arts	Mathematics	Science
<input type="checkbox"/> Text-To-Speech	<input type="checkbox"/> Text-To-Speech	<input type="checkbox"/> Text-To-Speech
<input checked="" type="checkbox"/> Human Reader	<input checked="" type="checkbox"/> Human Reader	<input checked="" type="checkbox"/> Human Reader
<input type="checkbox"/> Assistive Technology	<input type="checkbox"/> Assistive Technology	<input type="checkbox"/> Assistive Technology
<input type="checkbox"/> Native Language (ELs Only)	<input type="checkbox"/> Native Language (ELs Only)	<input type="checkbox"/> Native Language (ELs Only)

D Accommodations: Read Aloud
 ELA Reading Passages

ELA Reading Passages may only be read to a student with an IEP/504 plan via one of the following methods which must be marked in the testing system prior to use:

Grades 3-5 Use of the accommodation will cause an invalidation for ELA and the Student will receive the Lowest Obtainable Scale Score (LOSS).	Grades 6-8 Use of this accommodation will not affect the student's score	<input type="checkbox"/> Blind Students (For Blind students at any grade level who do not yet possess adequate Braille skills) Use of this accommodation will not affect the student's score
<input type="checkbox"/> Text-To-Speech	<input type="checkbox"/> Text-To-Speech	
<input type="checkbox"/> Human Reader	<input checked="" type="checkbox"/> Human Reader	
<input type="checkbox"/> Assistive Technology	<input type="checkbox"/> Assistive Technology	
<input type="checkbox"/> Native Language (ELs Only)	<input type="checkbox"/> Native Language (ELs Only)	

E Accommodations
 The following tools need to be marked in the testing system prior to use

Accommodation	ALL	ELA	Math	Science
Abacus			<input type="checkbox"/>	
Alternate Response Options (See Test Coordinator's Manual for Scenarios)	<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"/>
Calculator (For Non-Calculator Allowed Items) - Grade 3 (Use of the accommodation will cause an invalidation for Math and the Student will receive the Lowest Obtainable Scale Score (LOSS)).			<input type="checkbox"/>	
Calculator (For Non-Calculator Allowed Items) - Grade 4 - 5			<input type="checkbox"/>	
Closed Captioning for ELA listening passages		<input type="checkbox"/>		
Large Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiplication Table - Grade 3 (Use of the accommodation will cause an invalidation for Math and the Student will receive the Lowest Obtainable Scale Score (LOSS)).			<input type="checkbox"/>	
Multiplication Table - Grades 4-8			<input checked="" type="checkbox"/>	
Paper Based Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sign Language for ELA listening passages		<input type="checkbox"/>		
Specialized Calculator (For Calculator Allowed Items Only)			<input type="checkbox"/>	
Speech-To-Text via Assistive Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Form D - Part 2: MAP End-Of-Course (EOC) Assessments

Grades 9-12, or if appropriate, earlier grades

DESE Required EOC Assessments	Biology, English II, Government, and Algebra I (or Algebra II if Algebra I was taken prior to grade 9)
LEA Optional EOC Assessments	Geometry, English I, American History, Physical Science and Algebra II
Personal Finance EOC Assessment	1) For student who are receiving personal finance credit from embedded coursework, the assessment is REQUIRED 2) For students attempting to "test out" and receive personal finance credit toward graduation, the assessment is REQUIRED 3) For students who are enrolled in a stand-alone personal finance course, the assessment is OPTIONAL

Participation

The student will participate in these End-of-Course Assessments WITH accommodations: *(See A - F below)*
Algebra I

The End-of-Course Assessments features Universal Tools (available to ALL STUDENTS – unless marked specifically for English Language Learners) and Accommodations (available only to students with an IEP/504 plan). Universal tools are access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to students based on student preference and selection. For detailed descriptions of each tool and any restrictions on the use of them, please see the Tools and Accommodations document for the current school year at <http://dese.mo.gov/college-career-readiness/assessment/end-course>.

A Universal Tools: Automatic

The following tools are automatically available and do not need to be marked to use them

<input type="checkbox"/> Break	<input checked="" type="checkbox"/> Calculator	<input type="checkbox"/> English Dictionary (For use only on the English I & II writing prompts)
<input type="checkbox"/> Grammar Handbook (For use only on the English I & II writing prompts)	<input type="checkbox"/> Graphing Tool	<input type="checkbox"/> Highlighter
<input type="checkbox"/> Line Reader/Masking	<input type="checkbox"/> Magnification (Zoom)	<input type="checkbox"/> Mark For Review (Bookmark)
<input type="checkbox"/> Protractor	<input type="checkbox"/> Read Aloud Test To Self	<input type="checkbox"/> Reference Sheet
<input type="checkbox"/> Ruler	<input type="checkbox"/> Scratch Paper (Note)	<input type="checkbox"/> Strikethrough (Answer Eliminator)
<input type="checkbox"/> Thesaurus	<input type="checkbox"/> Writing Tools – Bold, Underline, Italicize, Bullet Points, Undo/Redo Typing, Copy/Paste	<input type="checkbox"/> None recommended by IEP Team

B Universal Tools: To Be Marked

The following tools must be marked in the testing system prior to use

<input type="checkbox"/> Answer Masking	<input type="checkbox"/> Bilingual Dictionary (For use by ELs only on the ELA Writing Prompt)	<input type="checkbox"/> Color Contrast
<input type="checkbox"/> Color Overlay	<input type="checkbox"/> Magnification – Assistive Technology	<input type="checkbox"/> Scribe
<input type="checkbox"/> Separate Setting	<input type="checkbox"/> Translation (Only for ELs)	<input checked="" type="checkbox"/> None recommended by IEP Team

C Universal Tools: Read Aloud

Math, Science, Social Studies

All students may have all the text, including the **items** and **directions** read aloud to them without an IEP/504 plan via one of the following methods which **must be marked in the testing system prior to use**:

Mathematics	Science	Social Studies
<input type="checkbox"/> Text-To-Speech	<input type="checkbox"/> Text-To-Speech	<input type="checkbox"/> Text-To-Speech
<input checked="" type="checkbox"/> Human Reader	<input checked="" type="checkbox"/> Human Reader	<input checked="" type="checkbox"/> Human Reader
<input type="checkbox"/> Assistive Technology	<input type="checkbox"/> Assistive Technology	<input type="checkbox"/> Assistive Technology
<input type="checkbox"/> Native Language (ELs Only)	<input type="checkbox"/> Native Language (ELs Only)	<input type="checkbox"/> Native Language (ELs Only)
<input type="checkbox"/> None recommended by IEP Team	<input type="checkbox"/> None recommended by IEP Team	<input type="checkbox"/> None recommended by IEP Team

D Universal Tools: Read Aloud

English Language Arts Everything Except ELA Reading Passages

All students may have the **items** and **directions** read aloud to them without an IEP/504 plan via one of the following methods which must be marked in the system prior to testing:

- Text-To-Speech
 Human Reader
 Assistive Technology
 Native Language (ELs Only)
 None recommended by IEP Team

E Accommodations: Read Aloud

ELA Reading Passages

ELA Reading Passages may only be read to a student with an IEP/504 plan via one of the following methods which must be marked in the testing system prior to use:

- Text-To-Speech
 Human Reader
 Assistive Technology
 Native Language (ELs Only)

- Blind Students** (For Blind students at any grade level who do not yet possess adequate Braille skills)

F Accommodations

The following tools need to be marked in the testing system prior to use

Accommodation	Alg I	Eng II	Bio	Gov	Alg II	Geo	Eng I	Phy Sci	Am Hist	Per Fin
Abacus	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				
Alternate Response Options	<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"/>
Closed Captioning (ELA listening passages)		<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"/>
Multiplication Table	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				
Paper Based Assessment	<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"/>
Sign Language (ELA listening passages)		<input type="checkbox"/>					<input type="checkbox"/>			
Specialized Calculator	<input checked="" type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>				
Speech-To-Text via Assistive Technology	<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"/>

Form E: District-Wide Assessments

The student WILL participate in the following District-Wide Assessment(s) of Student Achievement that are administered for this student's grade level:

District-Wide Assessment	Accommodations Needed for Student to Participate
iReady (math & reading)	Extended Time calculator Math portion read aloud Small group setting

The student WILL NOT participate in the District-Wide Assessment(s) of Student Achievement administered at their grade, but must participate in the following District-wide Alternate Assessments for this student's grade level: ***NOTE: Alternate assessment must assess the same areas as the District-wide assessment.***

District-Wide Assessment	Name/Description of Alternate Assessment

Statement of why the child cannot participate in the regular assessment:

Statement of why the particular alternate assessment selected is appropriate:

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District-Wide Assessment	Name/Description of Alternate Assessment

Statement of why the child cannot participate in the regular assessment:

Statement of why the particular alternate assessment selected is appropriate:

Alternate Form F: Accommodations and Modifications

Differentiated Instruction refers to adjustments in teaching methods or materials to accommodate each student's learning needs and preferences and is available for all students. These instructional strategies should not be documented on Form F. Accommodations are changes in procedures or materials that increase equitable access. Accommodations generate comparable results for students who need them and allow these students to demonstrate what they know and can do. Modifications are changes in procedures or materials that change the construct of the educational task making it difficult to compare results with typical peer results. Modifications allow students to demonstrate what they know and can do in a non-standardized way.

Indicate below the accommodations and modifications for the student to be used in general and/or special education

Frequency Codes													
A As Needed													
D Daily													
W Weekly													
M Monthly													
Language Arts	Mathematics	Science	Social Studies	Health	Fine Arts	PE/Athletics	Reading	Other					
Location/Frequency										Modifications/Accommodations	Notes	Begin*	End*
Test/Exams													
D	D	D	D	D	D	D	D	D	D	Extended time for completing	1-2 extra days		
		D	D	D	D	D				Read test to student			
		D	D	D	D	D				Alternative setting	SPED room		
Assignments													
D	D	D	D	D	D	D	D	D	D	Extended time for completion	1-2 extra days		

**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.*

Form G: Distance Learning Plan

PURPOSE: This optional model form was created to support districts designing individualized student plans for the delivery of special education and related services on days when school facilities are closed. It is recommended this form be used in conjunction with the companion document, Implementation guidance for alternative methods of instruction (AMI) days for students with disabilities (<https://dese.mo.gov/media/pdf/alternative-methods-instruction-guidance>), for additional information and strategies to support the planning of services and supports. Districts can elect to use a self-generated form containing similar information.

Parental and staff input on priorities for the student during closures (technology, instructional materials, instructional supports available in the home, training needed for parents in order to support distance learning in the home)

Student device, internet access, student specific training regarding software platforms, log-in process.

Communication Plan (describe how communication will be implemented; who will be contacting the parent, by what method, and how frequently)

Parent will be contacted via phone in order to provide pertinent information regarding scheduling or to track progress towards IEP goals.

The parent and district agree the case manager and service providers do not need to contact the family in the event of school closure of less than 36 hours. Service providers will be available for consultation during school hours through email in Canvas. In the event of long term closure, the student's case manager and service providers will contact the family to establish a schedule on the fourth day of closure. After the initial contact, parent and district agree future communication will be held weekly at 10:30 am on Mondays.

Services or Supports to be provided during short term closures

IEP Goal #	Description of Instructional Supports	Method of Participation	Staff Responsible for Delivering Service or Support
1	Reading Comprehension	virtual live sessions, online learning websites, instructional videos, access to educational software	Special Ed Teacher
2	Mathematics Calculation	virtual live sessions, online learning websites, instructional videos, access to educational software	Special Ed Teacher
3	Written Expression	virtual live sessions, online learning websites, instructional videos, access to educational software	Special Ed Teacher
4	Basic Reading	virtual live sessions, online learning websites, instructional videos, access to educational software	Special Ed Teacher

Accommodations/modifications for short term closures (Describe the supports needed by the student in the continuous learning setting, and how and when they will be provided):

Accommodation/modification needed	How and when will it be provided?
Extended time for test completion	distance daily learning
Read test to student	distance daily learning
Extended time for assignment completion	distance daily learning

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