**Tennessee Migrant Education Program (MEP)**

Individual Needs Assessment (INA) Supplement

According to the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) § 1306 Title I, Part C, state education agencies (SEAs) and local educational agencies (LEAs) must develop plans that:

* Provide migratory children with the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children are expected to meet.
* Specify measurable program goals and outcomes.
* Encompass the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

More information on the MEP, including guidance on processes associated with the identification of migratory children and youth can be found in the [Title I, Part C Migrant Education FY22 Program Guide](https://eplan.tn.gov/DocumentLibrary/ViewDocument.aspx?DocumentGuid=feddca9f-0b0a-445d-b777-6990403ddfe0&inline=true) (ePlan > TDOE Resources > ESSA Information, Guidance, PPTs, & Webinars > Title I, Part C: Migrant Education Programs > Migrant Education Documents & Information).

This document serves as a **supplement to the required INA** that is outlined [here](https://eplan.tn.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=1724312&inline=true). It is recommended, but not required, that the LEA use the sections below to create a more comprehensive service plan for migratory students. The information from this supplement does not need to be shared with the state MEP contractor. The LEA may edit and customize this template to meet its needs. If the migratory student is also an English learner (EL), this document should be added to or combined with the student’s Individual Learning Plan (ILP).

**Instructions**

* LEAs are encouraged to collaborate with the teachers of migratory students to complete the sections below.
* The final INA Supplement should be shared with teachers and staff who work with the student.
* This is an optional resource. Information from this document does not need to be entered into TNMigrant or shared with the state MEP contractor.

**Student Information**

|  |  |
| --- | --- |
| Date |  |
| Name of Person Completing Form |  |
| Student Name |  |
| Student ID |  |
| Student Native (1st) Language |  |
| School |  |
| Grade |  |

**Student Academic Goals**

|  |  |
| --- | --- |
| **Area/Subject** | **Goal(s)** |
| **English Language Arts**  |  |
| **Math** |  |
| **Science** |  |
| **Social Studies** |  |
| **Other** |  |

**Student WIDA Assessment Data**

*Provide the student’s WIDA assessment data (as applicable).*

|  |  |  |
| --- | --- | --- |
| **Domain** | **Proficiency Level** | **Comments/Notes** |
| **Listening** |  |  |
| **Speaking** |  |  |
| **Reading** |  |  |
| **Writing** |  |  |
| **Oral Language** |  |  |
| **Literacy** |  |  |
| **Comprehension** |  |  |
| **Overall** |  |  |

**Part V: Special Education Services**

*Indicate below the special education program provided and describe how this choice best meets the educational needs of the student.*

☐ Not Applicable

***Check all that apply***

☐ Student will be placed in self-contained special education classes.

☐ Student will receive pullout special education services

☐ Student will receive mainstream placement with accommodations

☐ Other special education or 504 services provided:

|  |
| --- |
| ***Comments/Notes*** |

**Accommodations for State Assessments**

*To meet the needs of this student the checked accommodations will be used prior to and during the assessment process. The accommodations must be appropriate to the student and reflective of the student’s individual needs.*

***Check all that apply***

☐ Word to Word dictionary (Electronic dictionaries and/or translators are prohibited for all students)

☐ Rest/Breaks (allows assessment to be paused and resumed, as needed)

☐ Extended time

|  |
| --- |
| ***Comments/Notes*** |

**Accommodations for Classroom Instruction**

*To meet the individual needs of this student, the following indicated accommodations will be used in regular classroom instruction.*

***Check all that apply***

☐ Reword, rephrase, or summarize test directions and/or test items in English

☐ Allow for written responses at the student’s level

☐ Provide interpretation/translation (oral/written assistance) by qualified staff

☐ Use technology (including on-line testing and instruction).

☐ Provide extended time to complete tests and assignments.

☐ Provide a resource lending library for students.

☐ Allow for individual or small-group test administration.

☐ Label items in the room and/or school.

☐ Provide alternative homework assignments that meet that standard or objective

☐ Give both oral and written instructions.

☐ Notify resource teacher (language specialist) when work is not being completed.

☐ Provide assignments that emphasize both oral language and literacy development.

☐ Break assignments into a series of smaller assignments.

☐ Provide student with take-home materials to practice concepts.

☐ Use leveled readers.

☐ Provide students with copies of teacher notes/lectures: hard copies, digital or projected during class

☐ Make instruction visual to aid in understanding. Use graphic organizers, pictures, maps, and graphs.

☐ Highlight/color code tasks, directions, or letters home.

☐ Substitute a project for test.

☐ Reduce language complexity of test questions.

☐ Student participates in group assignments for alternate grading of task.

☐ Increase the wait time and ask questions at each student’s ELP level.

☐ Allow student opportunities to read and speak aloud successfully.

☐ Use manipulatives (both student and teacher).

☐ Record material, including classroom instruction and notes, for student listening and review.

|  |
| --- |
| ***Comments/Notes*** |