

Notice Of Meeting

To the parent(s)/guardian(s) of Holly Kynaston

Date: 03/28/2022

You are invited to a meeting to discuss/develop/determine:

- ☐ Evaluation/re-evaluation data and consider your student's eligibility for Special Education and related services.
- ☒ Individualized Education Program (IEP) for eligible students.
- ☒ Educational placement for eligible students.
- ☒ Post-secondary goals and transition services for eligible students. Your student is invited to participate.
 - ☐ An outside agency representative will be invited, as described below, with your consent (see attached consent form).
- ☐ Other:

The meeting is scheduled as follows:

Date: 04/13/2022 Time: 2:30 PM Location: Heather Stinson's classroom C11A

You may bring other individuals who have knowledge or special expertise about your student. For a student previously serviced under Part C of the IDEA, the Part C Service Coordinator, or other representatives of the Part C system, may be invited to participate at the initial IEP meeting at your request. If you want Part C personnel and/or if this is not a convenient time and place, please contact: Alyson Collings at: 801-465-6025

Participants we expect to be in attendance, who will be invited by school personnel:

- ☒ LEA Representative _____
- ☒ Special Education Teacher _____
- ☒ Regular Education Teacher _____
- ☒ Student(as appropriate) _____

Name: _____ Position/Agency: _____

If any IEP team member will not be attending the IEP meeting, complete and attach the form "IEP team member not attending" prior to the meeting. (USB E SER III.F.)

Notice Of Meeting

To the parent(s)/guardian(s) of Holly Kynaston

Date: 04/14/2022

You are invited to a meeting to discuss/develop/determine:

- ☐ Evaluation/re-evaluation data and consider your student's eligibility for Special Education and related services.
- ☒ Individualized Education Program (IEP) for eligible students.
- ☒ Educational placement for eligible students.
- ☒ Post-secondary goals and transition services for eligible students. Your student is invited to participate.
 - ☐ An outside agency representative will be invited, as described below, with your consent (see attached consent form).
- ☐ Other:

The meeting is scheduled as follows:

Date: 04/20/2022 Time: 2:30 PM Location: Heather Stinson's classroom C11A

You may bring other individuals who have knowledge or special expertise about your student. For a student previously serviced under Part C of the IDEA, the Part C Service Coordinator, or other representatives of the Part C system, may be invited to participate at the initial IEP meeting at your request. If you want Part C personnel and/or if this is not a convenient time and place, please contact: Heather Stinson at: 801-465-6025

Participants we expect to be in attendance, who will be invited by school personnel:

- ☒ LEA Representative _____
- ☒ Special Education Teacher _____
- ☒ Regular Education Teacher _____
- ☒ Student(as appropriate) _____

Name: _____ Position/Agency: _____

If any IEP team member will not be attending the IEP meeting, complete and attach the form "IEP team member not attending" prior to the meeting. (USBE SER III.F.)

Notice Of Meeting

To the parent(s)/guardian(s) of Holly Kynaston

Date: 04/20/2022

You are invited to a meeting to discuss/develop/determine:

- ☐ Evaluation/re-evaluation data and consider your student's eligibility for Special Education and related services.
- ☒ Individualized Education Program (IEP) for eligible students.
- ☒ Educational placement for eligible students.
- ☒ Post-secondary goals and transition services for eligible students. Your student is invited to participate.
 - ☐ An outside agency representative will be invited, as described below, with your consent (see attached consent form).
- ☐ Other:

The meeting is scheduled as follows:

Date: 04/21/2022 Time: 2:30 PM Location: Heather Stinson's classroom C11A

You may bring other individuals who have knowledge or special expertise about your student. For a student previously serviced under Part C of the IDEA, the Part C Service Coordinator, or other representatives of the Part C system, may be invited to participate at the initial IEP meeting at your request. If you want Part C personnel and/or if this is not a convenient time and place, please contact: Alyson Collings at: 801-465-6025

Participants we expect to be in attendance, who will be invited by school personnel:

- ☒ LEA Representative _____
- ☒ Special Education Teacher _____
- ☒ Regular Education Teacher _____
- ☒ Student(as appropriate) _____

Name: _____ Position/Agency: _____

If any IEP team member will not be attending the IEP meeting, complete and attach the form "IEP team member not attending" prior to the meeting. (USB E SER III.F.)

Individualized Education Program (IEP)

Student: Holly Kynaston DOB: 06/29/2006 Meeting Date: 04/21/2022
School: Payson High Grade: 10th
Eligibility: Specific Learning Disability (SL)
Goal Type: Language Arts / Transition

Present Level of Academic Achievement and Functional Performance related to the goal:

The student has a disability that adversely affects his/her academic achievement and functional performance in the following areas:

- For students 14 and over (or younger if appropriate) correlate with Transition Plan on PLAAFP and Goals
- For school age students (5-22 years old), describe how the student's disability affects student's involvement and progress in the general education curriculum
- For preschool age students, describe how the disability affects the student's participation in appropriate activities

Language Arts: According to the TABE test given 8/25/2021, Holly completed the M level test in Reading. She showed some skill in identifying key details and determining the meaning of words and phrases in context. Holly struggled more in the areas of craft and structure and integration of knowledge and ideas. Holly completed the M level test in Language on 8/26/2021 and struggled in the areas of conventions of standard English, Vocabulary acquisition and use, and text types and purposes. In order to progress in the general curriculum, Holly needs to be able to read and comprehend literary and informational texts independently and proficiently.

Transition: According to a transition interview on 8/24/2021, Holly expressed the most interest in music. She would like to attend a 2 year college after High School and live at home with her parents. Holly would like to drive her own vehicle and is independent in all areas of self-care. She participates in her church group and plays clarinet in the school band. In order to progress in the general curriculum and prepare for post-secondary transition, Holly needs to attend classes and/or pass all core classes required for graduation with a diploma from Payson High School.

☐ The student has a significant cognitive disability and is receiving their grade-level instruction in the Utah Core Standards through the support of Utah's alternate achievement standards (i.e., The Essential Elements)

1A: Measurable Annual Goal

☒ Annual ☒ Transition

Language Arts: Given an 8th grade level reading passage, Holly will answer 10-15 literal comprehension questions with at least 80% accuracy in 3/4 trials over the duration of this IEP.

Core Standards CCSS.ELA-Literacy.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

Methods of how the student's progress toward this goal will be measured:

☒ Test scores ☒ Grades ☒ Work sample ☐ Checklist
☒ Curriculum based assessment ☐ Behavior observations ☐ Other (specify) _____

When will parents be informed of student's progress on this goal?

☒ Quarterly ☐ When non-disabled students receive report cards ☐ Weekly
☐ Every trimester ☐ Other _____

Parents will be informed of student's progress at least as often as non-disabled students by:

☐ Parent/Teacher Conference ☒ Progress Report ☐ Email ☐ Other _____

Individualized Education Program (IEP)

Student: Holly Kynaston DOB: 06/29/2006 Meeting Date: 04/21/2022
School: Payson High Grade: 10th
Eligibility: Specific Learning Disability (SL)
Goal Type: Math

Present Level of Academic Achievement and Functional Performance related to the goal:

The student has a disability that adversely affects his/her academic achievement and functional performance in the following areas:

- For students 14 and over (or younger if appropriate) correlate with Transition Plan on PLAAFP and Goals
- For school age students (5-22 years old), describe how the student's disability affects student's involvement and progress in the general education curriculum
- For preschool age students, describe how the disability affects the student's participation in appropriate activities

According to the TABE test given 8/24/2021, Holly completed the M level test in Mathematics. She scored partial proficiency in measurement and data, expressions and equations, geometry, and operations and algebraic thinking. Holly struggled in the areas of numbers and operations, fractions and base ten. In order to progress in the general curriculum, Holly needs to be able to rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

☐ The student has a significant cognitive disability and is receiving their grade-level instruction in the Utah Core Standards through the support of Utah's alternate achievement standards (i.e., The Essential Elements)

2A: Measurable Annual Goal

☒ Annual ☒ Transition

When given an equation or formula, Holly will rearrange the formula to highlight the quantity of interest with 80% accuracy 3/4 trials over the duration of this IEP.

Core Standards CCSS.Math.Content.HSA-CED.A.4

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .

Methods of how the student's progress toward this goal will be measured:

☒ Test scores ☒ Grades ☒ Work sample ☐ Checklist
☒ Curriculum based assessment ☐ Behavior observations ☐ Other (specify) _____

When will parents be informed of student's progress on this goal?

☒ Quarterly ☐ When non-disabled students receive report cards ☐ Weekly
☐ Every trimester ☐ Other _____

Parents will be informed of student's progress at least as often as non-disabled students by:

☐ Parent/Teacher Conference ☒ Progress Report ☐ Email ☐ Other _____

Individualized Education Program - Service and Placement

Begin Date: 04/21/2022 End Date: 04/20/2023 Bell-to-Bell Weekly Minutes: 1695
Student: Holly Kynaston Birthdate: 06/29/2006 Meeting Date: 04/21/2022
School: Payson High Grade: 10th Next Reeval Due Date: 04/26/2024
Eligibility: Specific Learning Disability (SL) Race: White

Services needed to achieve annual goals and advance in the general curriculum

R = Services Delivered in a Regular Education Environment, S = Services Delivered in a Special Education Environment

Special Education Services	Environment	No. of Minutes	Frequency
<u>Language Arts</u>	<input checked="" type="checkbox"/> R <input type="checkbox"/> S	<u>407</u>	<u>Block (Two Weeks)</u>
<u>Math</u>	<input checked="" type="checkbox"/> R <input type="checkbox"/> S	<u>407</u>	<u>Block (Two Weeks)</u>

Related Services required for student to benefit from special education	Environment	No. of Minutes	Frequency
<u></u>	<input type="checkbox"/> R <input type="checkbox"/> S	<u></u>	<u></u>

☐ Check if transportation will be provided as a related service

%(EE Code) Inside Reg Ed: 100

Reg Ed Percent Code: 1 - At least 80% in regular education environment

Total Special Ed Daily Minutes: 80

Time Code: B - 60-179 minutes of special education/related service(full day K-12)

Program modifications or supports for school personnel and/or supplementary aids and services to student, or on behalf of student in regular education programs and/or special education programs.

<u>Breaks -</u>	<u>As Needed</u>
<u>Calculator -</u>	<u>As Needed</u>
<u>Extended time on assignments up to two weeks past the due date with no grade penalty -</u>	<u>As Needed</u>
<u>Extended time on tests -</u>	<u>As Needed</u>
<u>Minimize distractions -</u>	<u>As Needed</u>

Regular Curriculum, Extra-curricular and Non-academic Activities

Except for special education class times and others noted above, the student will participate in the regular class, regular PE, extra-curricular and non-academic activities to the same extent as non-disabled students, or other exceptions (specify and explain).

Prior Written Notice for Individualized Education Program (IEP)

(USBE SER III.J.; III.N.; and III.R.)

Participation in Statewide and District-wide Assessment (see Assessment Addendum)

Individualized Education Program - Service and Placement

If the IEP team determines that the student must take an alternate assessment to a particular regular state or district-wide assessment of student achievement, include a statement of why the student cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the student.

The IEP team considered the following special factors

- | | | |
|---|--|---|
| Language needs for the limited English proficient (LEP) student. | <input checked="" type="checkbox"/> No action needed | <input type="checkbox"/> Needs addressed in IEP |
| Instruction in braille and the use of braille, (including student's future needs) for the student who has blindness or a visual impairment. (Prior to determining whether a blind student should use braille as the primary reading mode, the IEP team must be provided [through pertinent literature or discussions with competent braille users and educators, or both] with detailed information about the use and efficiency of braille as a reading medium in order to make an informed choice as to the student's primary reading mode. | <input checked="" type="checkbox"/> No Braille instruction needed | <input type="checkbox"/> Braille instruction addressed in IEP |
| Communication needs of the student and if student has deafness or a hearing impairment, consider the language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. | <input checked="" type="checkbox"/> No communication needed | <input type="checkbox"/> Communication needs addressed in IEP |
| Assistive technology devices and services for the student in school and on a case-by-case basis, in a student's home or other setting. | <input checked="" type="checkbox"/> No assistive technology needed | <input type="checkbox"/> Assistive Technology addressed in IEP |
| Positive behavioral interventions and supports, and other strategies for the student whose behavior impedes the student's learning or that of others. | <input checked="" type="checkbox"/> No strategies needed | <input type="checkbox"/> Strategies addressed in IEP; team referred to the <i>USBE LRBI Technical Assistance Manual</i> |

Extended School Year (ESY)

(See Extended School Year [ESY] Attachment)

ESY services are special education or special education and related services that are provided to a student with a disability beyond the normal school year, in accordance with the student's IEP, at no cost to the parent/adult student, and meets the standards of R277-751 and the ESY Technical Assistance Manual. These services are provided when the IEP team determines that the services are necessary for the provision of a free appropriate public education (FAPE) for the student. If the IEP team determines this student is eligible for ESY services, a Prior Written Notice of ESY services will be completed and provided to the parent or adult student.

- ☐ Student requires ESY services (attach description of goals and services, amount and frequency) or
- ☒ Student does not require ESY services or
- ☐ ESY decision to be documented before end of current school year.

Environment/Setting: V - Regular School Setting

Annual Review of Placement

- ☐ Initial placement or (Provide parent/adult student with Prior Written Notice and Consent for Initial Placement in Special Education.)
- ☒ Maintain current placement or
- ☐ Change current placement (Provide parent/adult student with Prior Written Notice for Change of Placement in Special Education.)

Prior Written Notice for Free Appropriate Public Education: (USBE SER IV.D.)

The IEP team proposes to implement this program, based on the student's needs as documented in the Present Level of Academic Achievement and Functional Performance and Special Factors section of this document and representing the free, appropriate public education the student will be provided.

Individualized Education Program - Service and Placement

The following options were considered and rejected for these reasons

The team considered placing Holly in resource classes but rejected that because she is successful with the support of her Inclusion Math and Inclusion English classes.

Other factors relevant to this proposal

None

*You have received and have protection under the Procedural Safeguards, a copy of which was sent to you upon the student's referral for evaluation. You may request another copy of the Procedural Safeguards from the special education teacher at any time. If you have any questions regarding this notice or the Procedural Safeguards, contact the principal or the special education teacher at the student's school. Your signature below signifies receipt of your Procedural Safeguards and a copy of this IEP.

We are required to notify you that the school may seek reimbursement from Medicaid for medically related services provided to your child. This will in no way affect any entitlements you may have through Medicaid or other insurance providers. (USBE SER VIII.L.6.b.(5))



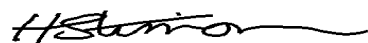



Note: Each teacher and service providers must be informed of his or her specific responsibilities related to implementation of this IEP, and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.

Comments:

IEP Team Participants

NOTE: Each teacher and service provider must be informed of his or her specific responsibilities related to implementation of this IEP, and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.

*I have the authority to enter into this agreement and acknowledge that my electronic signature below is legally binding. I agree that electronic versions of this document shall be given the same weight and deference as a hard copy.

	<u>04/21/2022</u>		<u>04/21/2022</u>
Aaron Kynaston, Parent Signature	Date	Jake Corbett, LEA Representative	Date
	<u>04/21/2022</u>		<u>04/21/2022</u>
Heather Stinson, Special Education Teacher	Date	Tani Griffin, Regular Education Teacher	Date
	<u>04/21/2022</u>		<u>04/21/2022</u>
Holly Kynaston, Student Signature	Date	Leah Kynaston, Parent signature	Date
 	<u>04/21/2022</u>		
Other (Specify name and title)	Date		

Note: If parent/adult student signature is missing, then parent/adult student

- ☐ Did not attend (document efforts to involve parent/adult student)
OR
☐ Participated via telephone, video conference or other means
AND
☐ Copy of this document was mailed to parent/adult student on _____

Copies of documents given to parents in their native language:

Referral	_____	Change of Placement	_____
Procedural Safeguards	<u>03/28/2022</u>	Age of Majority	<u>04/21/2022</u>
Permission to Test	_____	BIP	_____
Notice of Meeting	<u>03/28/2022</u>	Health Care Plan	_____

Individualized Education Program - Service and Placement

Copy of IEP	<u>04/21/2022</u>	Manifestation Determination	_____
Re-Evaluation Data Review	_____	Refusal of Service	_____
Team Summary and Eligibility	_____	SCRAM	_____
Initial Placement	_____	Parent Initials	<u>AK</u>

Assessment Addendum

Participation in State and LEA Assessments

Student: Holly Kynaston

Date: 04/21/2022

Participation Codes - Enter appropriate code in table below.

IEP Teams must review Utah's Participation and Accommodation Policy prior to selecting specific assessment accommodations.

SA - Standard Administration (No Accommodations, includes embedded accessibility resources.)

PA - Participate with Accommodations (See Utah Participation and Accommodations Policy)

PM - Participate with Modifications (Does not count toward proficiency or participation)

PAA - Participate in the Alternate Assessment based on Alternate Achievement Standards (Essential Elements)

		PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
National	NAEP						None				None				None
Statewide	RISE Writing							None			None				
	RISE ELA					None	None	None	None	None	None				
	RISE Math					None	None	None	None	None	None				
	RISE Science						None	None	None	None	None				
	DLM ELA (AA)					None	None	None	None	None	None	None	None	None	
	DLM Math (AA)					None	None	None	None	None	None	None	None	None	
	DLM Science (AA)						None	None	None	None	None	None	None	None	
	ACCESS for ELLs		None	None	None	None	None	None	None	None	None	None	None	None	None
	PEEP	None													
	KEEP		None												
	Acadience Reading			None	None	None									
	Acadience Math			None	None	None									
	UTAH ASPIRE PLUS English											None	PA		
	UTAH ASPIRE PLUS Reading											None	PA		
	UTAH ASPIRE PLUS Math											None	PA		
	UTAH ASPIRE PLUS Science											None	PA		
College & Career Readiness	ACT												PA	PA	None
	ASVAB												PA	PA	None
	HIGH SCHOOL CIVICS EXAM										None	None	PA	PA	None
LEA Selected		None	None	None	None	None	None	None	None	None	None	None	PA	PA	None

Details about the available and allowable accommodations for any specific assessment are updated annually in the Utah Participation and Accommodations Policy found on the USOE website
<https://www.schools.utah.gov/specialeducation/resources/assessment>.

Only mark accommodations for instruction and assessments that are needed by the student as documented in the IEP on the services/accommodations/program modifications and supports page.

Alternate Location

Instruction

☐

LEA/School Assessment

☐

State Assessments

☐

Assessment Addendum

± Assistive Communication Devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audio Amplification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Braille/Screen Reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breaks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
*± Calculation Device/Computation Table	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
± Change Order of Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Color Adjustments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directions-Oral Translation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directions-Reread	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directions-Signed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment Change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
± Extended Time	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Highlight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
± Human Reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Large Print Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magnification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimize Distractions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Scratch Paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Scribe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Sign Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
± Spell Check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Standard Paper Size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
± Strike Through	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text-to-Speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Visual Representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***Please notify the USBE if the student requires the use of this accommodation for state assessments**
± Accommodations vary for each state assessment, see Utah Participation and Accommodations Policy

If the answer to each of the following questions is Yes, the student may participate in the alternate assessment as determined by the IEP team.

- Does the student have a significant cognitive disability that significantly impacts their intellectual functioning and adaptive behavior? ☐ Yes ☒ No
- Does the student require extensive individualized, modified instruction and supports to achieve measurable gains? ☐ Yes ☒ No
- Is the student receiving the student's grade level instruction in the Utah Core Standards through the support of Utah's alternate achievement standards (i.e., The Essential Elements)? ☐ Yes ☒ No

Explain why student cannot participate in the regular assessment:

N/A

Explain why the alternate assessment is appropriate for the student:

N/A

NOTE TO PARENT(S)/ADULT STUDENT: Alternate assessments measure a student's academic achievement based on alternate achievement standards and participation in such assessments may delay or otherwise affect a student from completing the requirements for a regular high school diploma (34 CFR §300.160(d)(1)).

Abbreviation Title	Grade Level(s) /Course Assessed	Purpose	Essential Skills	Task Demands	Response Type
ACT, Plan, Explore	Grades 11 – ACT 10 – PLAN 8/9 - EXPLORE	Determine whether student is College and Career Ready	English, reading, math and science	Performance of English, reading, math, and science tasks	Multiple choice
ASVAB Armed Services Vocational Aptitude Battery	Grades 10-12	Career Exploration Program	Verbal, math, and science and technical skills	Performance of verbal, math, science and technical skills	Multiple choice
DIBELS DIBELS Next Beginning, Middle, and End of Year Composite Benchmark Assessment	Grades 1-3	Determine whether student is reading on grade level	Reading	Performance of reading tasks; tasks vary by grade	Oral and selected response
DWA Direct Writing Assessment	Grades 5 and 8	Compare student, school, and LEA performance with Utah Core Standards	Writing	Draft, edit and write a final essay via computer	Essay
NAEP National Assessment of Educational Progress	Grades 4, 8, and periodically 12	Compare state performance with other states	Reading, math, and other subjects	Performance of various tasks depending on subject	Multiple choice and constructed responses
SAGE – ELA Student Assessment of Growth and Excellence – English Language Art	Grades 3 - 11	Compare student, school, and LEA growth and performance with Utah Core Standards	Grade level English language arts performance in Utah Core Standards	Performance of English language arts tasks via computer	Multiple choice, constructed response, technology enhanced, and -----
SAGE – M Student Assessment of Growth and Excellence – Math	Grades 3 - 11	Compare student, school, and LEA growth and performance with Utah Core Standards	Grade level math performance in Utah Core Standards	Performance of math tasks via computer	Multiple choice, constructed response, technology enhanced and essay
SAGE - S Student Assessment of Growth and Excellence – Science	Grades 4 – 8; Earth Systems, Biology, Chemistry, Physics	Compare student, school, and LEA growth and performance with Utah Core Standards	Grade level science performance in Utah Core Standards	Performance of science tasks via computer	Multiple choice, constructed response, technology enhanced and essay
UAA Utah's Alternate Assessment	Grades 3 – 12 in ELA and math; Grades 4 – 12 in science	Compare student, school, and LEA performance with Essential Elements for ELA and math and Extended Core Standards	Grade level performance on Essential Elements for ELA and math, and the Extended Core	Performance of tasks; tasks for science vary according to individual student	Standardized task performance
UALPA Utah Academic Language Proficiency Assessment	Grades K – 12 for English Language Learners	Assess English language proficiency	Grade level English language proficiency	Tasks in reading, writing, listening and speaking	Multiple choice, constructed response, and essay

Notice to Parents and Students Regarding Age of Majority Rights That Transfer under IDEA

Student: Holly Kynaston Grade: 10th Date: 04/21/2022 DOB: 06/29/2006
Home School: Payson High

Before age 17, the student has been informed that all rights accorded to parents under Part B of the IDEA transfer to the student upon reaching the age of majority (age 18). The transfer of rights occurs before age 18 upon notification to the LEA that a student has married or become emancipated. Students include students who are incarcerated in an adult or juvenile State or local correctional institution.

Educational Rights of Adult Students

- All rights accorded to parents under Part B of the IDEA transfer to the student, including students who are incarcerated in an adult or juvenile, State or local correctional institution.
- An adult student has the right to approve his or her own educational placement and Individualized Educational Program (IEP) without help from parents, family, or special advocates.
- An adult student has the right to grant or refuse consent for his or her own evaluation for special education eligibility.
- An adult student has the right to allow parents, family, or special advocates to help if he/she so desires or wishes.

Rights of Parents of Adult Students

- If an adult student is still dependent upon parents for support, the parents may continue to see the student's school records without the student's permission.
- If a parent believes that an adult student is not capable of handling his or her own affairs in whole or in part, the parent may ask a court to appoint a guardian. A guardianship may apply to all aspects of the student's life or may be limited to certain things, such as educational programs or money management.

Responsibilities of the LEA

- Unless a court has appointed a guardian for an adult student, the school must assume that the student is capable of managing his or her affairs.
- The LEA must provide any prior written notice required by Part B of the IDEA and Utah State Special Education Rules to both the student and the parent(s).
- The LEA must notify the student and the parents when the State transfers rights.

We have read this statement and have discussed it with the LEA representative. The LEA representative has also answered any questions that we may have had and has informed us that we can get further clarification at any time by calling the school. **Signature acknowledges receipt of copy.**

<u>Holly Kynaston</u> Student Signature	<u>04/21/2022</u> Date
<u>[Signature]</u> Parent Signature	<u>04/21/2022</u> Date
<u>[Signature]</u> LEA Representative	<u>04/21/2022</u> Date

Student's Date of Birth: 06/29/2006 Age of student at signing: 15 Years 9 Mos.

Documentation justification if signed after the student's 17th birthday: _____

Individualized Transition Plan

Student: Holly Kynaston **DOB:** 06/29/2006 **Meeting Date:** 04/21/2022
School: Payson High **Grade:** 10th

The IEP must contain a statement of school to post-school transition services for a student with a disability age 14 and older, or younger if determined appropriate by the IEP team, and updated annually thereafter. The statement includes:

1. Student's appropriate measurable postsecondary goals, based on the student's needs, strengths, preferences, and interests as measured by transition assessments:

Post Secondary Employment - Goal(s) for work is/are:

Student Goal

After High School, Holly will work with Music.

Post Secondary Education/Training - Goal(s) for continued training or education is/are:

Student Goal

After High School, Holly will attend a 2 year college like MTECH.

Post Secondary Independent Living (where appropriate) - Goal(s) for independent living is/are:

Student Goal

After High School, Holly will live with her parents and drive her own vehicle.

Documentation of age-appropriate transition assessment results in the areas of employment and post-secondary education/training, and, where appropriate, independent living:

☒ Summary/protocols attached ☒ Included in the PLAAFP ☒ Included in the special education file

2. Transition services - What transition services, experiences, and/or specialized instruction are needed during the period of this IEP for the student to develop the skills and knowledge to facilitate movement toward the student's post-secondary goals?

Career/Employment: <i>See goals 1a, 2a</i>	
Education/Instruction: <i>See goals 1a, 2a</i>	
Community/Participation: <i>N/A</i>	<input checked="" type="checkbox"/> Considered, not needed
Adult Living/Independent Living Skills (where appropriate): <i>N/A</i>	<input checked="" type="checkbox"/> Considered, not needed

2a. Are the transition services, experiences, and/or specialized instruction listed above likely to be provided or paid for by other agencies?

☒ No
☐ Yes (Requires consent to invite agency/agencies to IEP meeting and documentation of agency invitation).
List agency/agencies:

3. Courses of Study Addressing Post-School Transition Needs for Post-Secondary Adult Activities:

Individualized Transition Plan

Math, Language Arts, Science, Social Studies, Band, Financial Literacy, Foods, Driver's Education, and all other courses as required for graduation from Payson High School with a diploma.

This should be a multi-year plan, reviewed and revised annually, that specifies the educational courses and experiences that will assist the student in achieving the student's post-secondary goals. This information may be contained in an SEOP and/or a graduation planning sheet, which, if used to meet this requirement, must be attached.

4. Transfer of rights - Not later than the student's 17th birthday the student must be informed of all rights under IDEA that transfer to the student.

The student and parent were provided with the transfer of rights notice on (date): 04/13/2022

The student (age 18+) was provided with an explanation of the student's procedural safeguards on (date): _____

5. Graduation:

Anticipated graduation/school completion date*: 05/31/2024

Anticipated exit document:

☒ High School Diploma ☐ Certificate of Completion ☐ Alternate Diploma

*Summary of Performance must be provided to student upon exiting with a diploma or reaching maximum age

6. Student Participation - If the student did not attend the IEP meeting, describe how the student participated in the transition planning process:

Holly completed a transition interview.

NOTE: Students may be contacted by a contract agency one year after exiting the public K-12 education system to determine the student's status in regards to employment, postsecondary school, and other outcomes for reporting in the State Performance Plan (SPP)/Annual Performance Report (APR).

Student Email: holly.k440@stu.nebo.edu

Student Phone: (385)354-9695

Consent for Agency Invitation to Transition Meeting

Student: Holly Kynaston

Date: 03/28/2022

Dear Leah Marie Kynaston :

The annual IEP meeting for Holly Kynaston , including consideration of needed post-secondary goals and transition services, will be held soon. To the extent appropriate, we must invite a representative of the agency or agencies which may be responsible for providing or paying for some transition services. In order for us to invite these agency representatives we need your written consent to invite them to the meeting.

The specific agency/agencies that we would like to have represented at your student's IEP meeting are:

- ☒ Vocational Rehabilitation (VR)
- ☐ Division of Services for People with Disabilities (DSPD)
- ☒ Department of Workforce Services (DWS)
- ☐ Disability Resource Center _____
- ☐ Other agency: _____ (College)

Please sign below indicating your consent or refusal for the above agency to be invited to the IEP meeting. We will contact you soon with the date and time of the meeting.

Sincerely,


Case Manager

801-465-6025
Phone

Check one

- ☒ I **DO** give my consent to have the above-listed agency or agencies invited to IEP meeting. I understand that my consent is voluntary and may be revoked at any time before the identified agency representatives have been invited to the IEP meeting.
- ☐ I **DO NOT** give my consent to have the above-listed agency or agencies invited to the IEP meeting.


Signature of Parent

04/21/2022
Date

Consent signature indicates receipt of copy