



Individualized Education Program (IEP) for

Granite School District
2500 South State Street Salt Lake City, UT 84115

1. Student Information

Student [REDACTED]
 DOB 01/03/02
 IEP Meeting 02/25/19
 IEP Due 02/24/20
 Eligibility Date 05/03/16
 Next Re-Evaluation 05/02/19
 Completed By
 Attending School [REDACTED] Senior High
 Home Language English
 Student Language English
 Classification Intellectual Disabilities
 Grade 11th Grade

2. Present Levels of Academic Achievement and Functional Performance

For school age students, describe how Allison's disability affects her involvement and progress in the general curriculum. For preschool age students, describe how the disability affects her participation in appropriate activities.

Reading According to the Reading Inventory (RI) Assessment, given on 12/04/18, [REDACTED] was able to score a 544 Lexile. On a Easy CBM reading assessment (3 grade level) given on 1/15/2019, [REDACTED] was able to score a 15/20 correctly, placing her in the 75th percentile. According to an AIMS Fluency passage given on 1/15/2019, [REDACTED] was able to read 76 words per min correctly with 11 errors, on a benchmark passage. Based on a progress monitoring assessment, given on 2/8/2019, [REDACTED] was able to read 100 words per min correctly with 3 errors on a 3rd grade reading passage. [REDACTED] will need to increase reading comprehension and fluency skills in order to progress in the general education setting.

Writing According to a Utah Compose Writing Rubric, taken from a writing sample, collected 1/30/2019, [REDACTED] was able to score a 3 out of 5 in the area of Development of Ideas, a 2 out of 5 in the area of Organization, a 2 out of 5 in the area of Style, a 2 out of 5 in the area of Word Choice, a 2 out of 5 in the area of Sentence Structure, and a 3 out of 5 in the area of Conventions. [REDACTED] will need to increase her understanding of organization in order to progress in the general education setting.

Math Based on School City Math Grade 11 Semester 1 post test 18-19 Assessment given on 12/13/2018 [REDACTED] scored 30% on grade level math which is below proficiency. [REDACTED] scored 100% on questions dealing with understanding and analyze situations involving large numbers; was able to solve 50% of the questions dealing with creating spreadsheets, tables, and charts that represent personal income and expenses; 0% of the questions dealing with computing and comparing hourly wages, given commissions or salaries and hours worked. [REDACTED] will need to increase her understanding basic math concepts in order to progress in the general education setting.

Transition According to a Transition Questionnaire given 1/30/2019, [REDACTED] indicated an interest in pursuing a career in Computers. After high school, [REDACTED] has indicated she will work a full time job. [REDACTED] will attend a trade school to gain more training for her trade. [REDACTED] indicated that she has a hard time with remembering things and would like support to be successful in a work setting. [REDACTED] will need academic supports in order to make progress towards her transition goal.

3. The IEP Team considered the following Special Factors

Behavior [REDACTED] needs behavioral strategies because her behavior impedes her learning and/or the learning of others. [REDACTED] does not need behavioral strategies. [REDACTED] needs for behavioral strategies are addressed in her IEP.

Language [REDACTED] has special language needs addressed in her IEP [REDACTED] does not have special language needs. [REDACTED] special language needs are addressed in

because she is a limited English proficient student.

her IEP.

Braille

[] needs Braille instruction because she is blind or visually impaired.

[X] does not need Braille instruction.

[] needs for Braille instruction are addressed in her IEP.

Communication

[] has special communication service needs such as a student who is deaf or hard of hearing.

[X] does not need any special communication services.

[] needs for special communication services are addressed in her IEP.

Assistive Technology

[] needs assistive technology devices and/or services without which she would not benefit from special education.

[X] does not need assistive technology devices and/or services to benefit from special education.

[] needs for assistive technology devices and/or services are addressed in her IEP.

4. Measurable Annual Goals

1. ██████ progress towards her annual goals will be measured using [test scores](#), [curriculum based assessment](#), [grades](#), [behavior observations](#) and [work samples](#).
2. ██████ progress will be reported to her parents using [progress reports](#).
3. ██████ progress will be reported as often as progress is reported for children without disabilities.

4.1 SE Language - Writing

Annual Goal 1 ██████ will when given a prompt, independently construct a paragraph, including a topic sentence, at least two supporting details, elaborations and concluding sentences, 80% of the time, on 2 out of 3 trials.

4.2 SE Reading - Reading

Annual Goal 1 ██████ will when given a 4th grade reading passage, will read 100 words per min correctly, with 90% accuracy, on one progress monitoring trial.

Annual Goal 2 ██████ will when given a 4th grade passage, will answer 12 comprehension questions correctly, placing her in the 90th percentile on one progress monitoring sample..

4.3 UT Math 7-12 (Secondary Core 2007) - Money

Annual Goal 1 ██████ will when asked to compute gross earnings based on commissions, salaries, or hourly wages, correctly solve 80% of the time, on 2 out of 3 trials..

4.4 Transition - Transition

Annual Goal 1 ██████ will when given access to a computer, Allison will research computer jobs, and file them into her transition portfolio.

5. Services plus Adaptation Support

Special Education services ██████ needs to achieve her annual goals and advance in the general curriculum:

Service	Location	Minutes/Frequency
Math Basic Skills	Special Education Class	80 minutes Daily
Reading Basic Skills	Special Education Class	40 minutes Daily
Written Language	Special Education Class	70 minutes Daily
Transition Services	Special Education Class	20 minutes Quarterly
Reading Comprehension	Special Education Class	40 minutes Daily

Related Services ██████ requires to benefit from her Special Education:

Service	Location	Minutes/Frequency
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Program accommodations, modifications, and supports for school personnel and/or supplementary aids in his/her general education programs:

	Frequency
Scheduling: Extended Response Time	As Needed
Response Adaptation: use of Calculator	As Needed
Procedure Change: Reading Test Aloud	As Needed
Response Adaptation: Use of Computer	As Needed
use of notes on tests	As Needed
Setting Adaptation: Adjusted Grouping	As Needed
Setting Adaptation: Minimized Distractions	As Needed
Response Adaptation: Alternate Answering Method	As Needed

Check if transportation will be provided as a related service.

Check if mechanical restraint will be used during transportation. A mechanical restraint or device is used during student transportation to keep a student injuring or endangering him/herself or others.

Projected initiation of services: 02/25/19 Anticipated duration: 02/24/20

GoalView has calculated that [REDACTED] is receiving an average of 230 minutes of special education services per day.

6. Participation in State & District Assessment

Resources for All Students: These are features within each assessment that are allowed for all students who are participating in the specific assessment (RISE, DIBELS, AIMSweb, etc.) It is recommended that the student have access to the desired "Resource" throughout the year during classroom instruction so they may become familiar with the feature prior to the administration of the assessment.

Assessment Definitions:

RISE: Readiness, Improvement, Success, Empowerment Gr 3-8 DLM: Dynamic Learning Maps (Alternate assessment) UAA: Utah's Alternate Assessment AIMSweb: AIMSweb benchmark assessment NAEP: National Assessment of Educational Progress DIBELS: Benchmark Assessment KEEP: Kindergarten Entry Exit Profile	ACT: College/Career Readiness Test EXPLORE: College/Career Readiness Test PLAN: College/Career Readiness Test ASVAB: College/Career Readiness Test Approval of accommodations for all College/Career Readiness Tests are made through each individual publisher. Aspire: Utah Aspire Plus Gr 9-10
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Grade	State Tests								District/school wide tests		
	RISE ELA	RISE Math	RISE Science	RISE Writing	DIBELS/ AIMSweb	NAEP	KEEP	Utah Aspire Plus			
11											
12						SA					

Participation Codes:

SA = Standard Administration

AA = Alternate Assessment

Reason(s) for student being assessed through AA:

Approved Resources	RISE ELA	RISE Math	RISE Science	RISE Writing	DIBELS/ AIMSweb	NAEP	KEEP	Utah Aspire Plus			
Alternate Location	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistive Communication Devices	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audio Amplification	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Breaks	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed between Subtests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculation Devices & Computation Tables		<input type="checkbox"/> Embedded - Depends on Grade	<input type="checkbox"/> Embedded - Depends on Grade			<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change Order of Activities	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Color Adjustments	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/>			<input type="checkbox"/> Embedded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptive Audio	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded		<input type="checkbox"/>		<input type="checkbox"/> Embedded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directions-Oral Translation	<input type="checkbox"/> Allowed - ELL Only with Restrictions	<input type="checkbox"/> Allowed - ELL Only with Restrictions	<input type="checkbox"/> Allowed - ELL Only with Restrictions	<input type="checkbox"/> Allowed - ELL Only with Restrictions	<input type="checkbox"/> ELL Only	<input type="checkbox"/> ELL Only	<input type="checkbox"/> ELL Only	<input type="checkbox"/> Allowed - ELL Only with Restrictions	<input type="checkbox"/> ELL Only	<input type="checkbox"/> ELL Only	<input type="checkbox"/> ELL Only
Directions-Reread	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> See DIBELS Guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Embedded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directions-Signed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment Change	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended Time	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Some Subtests Timed	<input checked="" type="checkbox"/> IEP Only		<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic Organizer						<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Highlight	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded		<input type="checkbox"/> IEP Only		<input type="checkbox"/> Embedded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human Reader						<input type="checkbox"/> IEP Only			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magnification	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/>	<input type="checkbox"/> IEP Only	<input type="checkbox"/>	<input type="checkbox"/> Embedded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimize Distractions	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scratch Paper	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed	<input type="checkbox"/> Allowed		<input checked="" type="checkbox"/> Embedded		<input type="checkbox"/> Allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spell Check	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded				<input type="checkbox"/> Embedded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strike Through	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded		<input type="checkbox"/> IEP Only		<input type="checkbox"/> Embedded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text-to-Speech	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded				<input type="checkbox"/> Embedded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accommodations: Features that are provided for students with disabilities who require the use of the accommodation to help them participate in the given assessment. In the graph below, you will see that USOE Verification/notification is expected when choosing to provide an accommodation. This ensures that the student will be effectively provided the necessary accommodation.

Grade	State Tests								District/school wide tests		
	RISE ELA	RISE Math	RISE Science	RISE Writing	DIBELS/ AIMSweb	NAEP	KEEP	Utah Aspire Plus			
11											
12											

Participation Codes:

SA = Standard Administration

PA = Participation with Accommodations

AA = Alternate Assessment

Reason(s) for student being assessed through AA:

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Accommodations	RISE ELA	RISE Math	RISE Science	RISE Writing	DIBELS/ AIMSweb	NAEP	KEEP	Utah Aspire Plus			
Attention marker or ruler					[]		[]		[]	[]	[]
Braille/Screen Reader: Student with Blindness	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[]	[]	[]	[] Allowed Must be in IEP	[]	[]	[]
Calculation Device and Computation Table (Handheld device only considered an accommodation for grades 6-12)		[] Allowed Must be in IEP	[] Allowed Must be in IEP						[] Allowed	[] Allowed	[] Allowed
Large Print Paper	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[]	[]	[] Need USOE Authorization	[] Allowed Must be in IEP	[]	[]	[]
Scribe	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[] Allowed Must be in IEP		[] IEP Only		[] Allowed Must be in IEP	[]	[]	[]
Sign Language	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[] Use Alternate Assessment	[] Need USOE Authorization	[]	[] Allowed Must be in IEP	[]	[]	[]
Standard Paper Size	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[]	[]	[]	[] Allowed Must be in IEP	[]	[]	[]
Visual Representation	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[] Allowed Must be in IEP	[] Allowed Must be in IEP			[]	[] Allowed Must be in IEP			

7. Regular Curriculum, Extra-Curricular & Non-Academic Activities

Except for special education class times noted in the services section of this IEP the student will participate in the regular class, regular PE, extra-curricular and non-academic activities to the same extent as children without disabilities, or with other exceptions (explain and specify below).

8. Transition Plan

Transition Planning is required beginning not later than the first IEP to be in effect when the student is 14 years of age, or younger if determined appropriate by the IEP Team.

Age appropriate transition assessments conducted:

Assessment	Date
Transition Questionnaire	01/30/19

Student's measurable long-range post school goals/outcomes, based on student's preferences and interests:

This goal/outcome meets the following transition area(s):

Education/Training (Required) Employment (Required) Independent Living (Optional)

Upon graduation, [REDACTED] will attend job training program.

This goal/outcome meets the following transition area(s):

Education/Training (Required) Employment (Required) Independent Living (Optional)

Upon graduation, [REDACTED] will work in computers.

Transition Services: What transition services, activities, and or specialized instruction are needed during this annual IEP for the student to develop the skills and knowledge to facilitate movement towards the student's postsecondary goals?

Education/Training (Required):
Touring post-secondary programs
Instruction in self advocacy
Managing a budget

Employment (Required):
Applying for vocational rehab
Using public transportation
Attending Jones Center

Independent Living:
 Considered, not needed

Are the post-secondary 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.)

Courses of study leading toward the goals and activities described above (e.g. series of courses, extracurricular activities, and community-based school experiences):

Over the span of her education with Granite School District, [REDACTED] will have the Opportunity to take part in the following courses of study to meet her transition goals: all classes to satisfy all requirements for a high school diploma, along with enrolling in pre employment transition services.

May attach the college and careers readiness plan if it contains courses of study.

On or before the student's 17th birthday, inform the student and parent(s) of transfer of rights at age 18 and attach the Age of Majority form.

If the student did not participate in the IEP meeting, indicate the steps taken to insure the student's preferences and interests were considered in the planning process.

- Student participated in transition planning assessment related to preferences/interests.
 Student participated in pre-IEP planning activities.

GRADUATION AND DIPLOMAS IN UTAH

Graduating with a high school diploma or reaching age 22 terminates special education services.

Students who complete graduation requirements, consistent with state and federal law and the student's IEP earn a high school diploma.

Students who complete graduation requirements earn either a regular high school diploma which terminates special education services or an alternate diploma which is only reserved for students who participate in the state Alternate Assessment and access the Essential Elements courses. Students who do not meet graduation requirements may be awarded a Certificate of Completion, in accordance with school district or school policy. Check the item below that describes the exit document the student is expected to receive:

- Regular high school diploma with termination of special education services.

Alternate Diploma (Reserved ONLY for those students who take the state Alternate Assessment and access the Essential Elements courses.)

[Certificate of Completion](#)

PLAAFP PLAAFP statements address transition strengths and needs. No Yes

Original to File _____

Copy to Parent _____

9. Special Requirements for Graduation

9th

10th

11th

12th

10. Notices & Participants

Extended School Year (ESY) services: Extended School Year (ESY) services are provided to a child with a disability when the IEP team determines that without ESY services, the educational program would be of little or no benefit to the child, due to the lack of services during the break between the normal school year and the next. Data will be considered in determining eligibility for ESY services for your child. The IEP team has determined that:

your child is **NOT** eligible for ESY services.

Placement Review ? Initial placement Maintain current placement Change current placement

Written Prior Notice for Free Appropriate Public Education: 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 section of this document and representing the free, appropriate public education the student will be provided.

Items Considered:	Reasons Refused:
<input checked="" type="checkbox"/> Didn't refuse anything at this time.	

Evaluation procedures, test, reports, and data considered as a basis for the refused action:

You have received and have protection under the Procedural Safeguards and Annual Notifications which were sent to you upon the student's referral for evaluation and in conjunction with this meeting. You may request another copy of the Procedural Safeguards and Annual Notifications from the special education teacher. If you have an questions regarding this notice or the Procedural Safeguards and Annual Notifications, contact the special education teacher at the student's school. Parent/guardian signature on this form indicates that parent/guardian has received a copy of this IEP and a copy of your Procedural Safeguards and Annual Notifications which includes annual notices for Child Find, Carson Smith Special Needs Scholarship, Destruction of Records and Medicaid.

Notice in Understandable Language:

Federal regulations require that parents and adult student be provided written prior notice in their native language or other mode of communication to make the information more understandable each time the LEA proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child/you or the provision of a free appropriate public education (FAPE) to your child/you, or upon conducting a manifestation determination.

If the native language or other mode of communication of the parent/adult student requires translation:

This notice was translated orally or by other means to the parent/adult student in his/her native language or other mode of communication on: by:

Parent/adult student verify to translator that he/she understand the content of this notice.

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

IEP Team Participants:

██████████ Student	Date
██████████ Legal Guardian	Date
Heather Hardy, Special Education Teacher	Date
██████████ LEA Representative	Date
██████████ General Education Teacher	Date

The IEP team has reviewed the previous year IEP in preparation for the development of the current IEP.

Note: If parent signature is missing, provide them with a copy of the IEP and the Procedural Safeguards and Annual Notifications and indicate a reason: