

IEP Individualized Education Program

PJVS
LUKE KIGER

THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN SECTION 4 EXTENDED SCHOOL YEAR SERVICES

CHILD'S INFORMATION

NAME: LUKE KIGER ID NUMBER: 687167114
 STREET: 725 Starlight Ter GENDER: M GRADE: 12 / 12
 CITY: Mansfield STATE: OH ZIP: 44904
 DATE OF BIRTH: 1/31/2001
 DISTRICT OF RESIDENCE: 049437 Lexington Local COUNTY OF RESIDENCE: Richland DISTRICT OF SERVICE: 051417 Pioneer Career & Tec

Is the child in preschool? YES NO
 Will the child be 14 years old before the end of this IEP? YES NO
 Is the child younger than 14 years of age but has transition and postsecondary goal information? YES NO
 Is the child a ward of the state? YES NO
 IEP by third birthday? (If transitioning from Part C services) YES NO

PARENT/ GUARDIAN INFORMATION

NAME: Lisa Kiger
 STREET: 725 Starlight Ter
 CITY: Mansfield STATE: OH ZIP: 44904
 HOME PHONE: 419-756-7715 WORK PHONE: 419-884-1684
 CELL PHONE: 419-566-3429 EMAIL: _____

OTHER INFORMATION:

MEETING INFORMATION

MEETING DATE: 10/26/2018
 MEETING TYPE:
 INITIAL IEP
 ANNUAL REVIEW
 REVIEW OTHER THAN ANNUAL REVIEW
 AMENDMENT
 OTHER

IEP TIME LINES

ETR COMPLETION DATE: 10/07/2016
 NEXT ETR DUE DATE: 10/07/2019
 IEP EFFECTIVE DATES
 START: 10/26/2018
 END: 10/25/2019
 NEXT IEP REVIEW: 10/25/2019

IEP FORM STATUS

- (Check when complete)
- 1. FUTURE PLANNING
 - 2. SPECIAL INSTRUCTIONAL FACTORS
 - 3. PROFILE
 - 4. EXTENDED SCHOOL YEAR SERVICES
 - 5. POSTSECONDARY TRANSITION SERVICES
 - 6. MEASURABLE ANNUAL GOALS
 - 7. SPECIALLY DESIGNED SERVICES
 - 8. TRANSPORTATION AS A RELATED SERVICE
 - 9. NONACADEMIC AND EXTRA CURRICULAR
 - 10. GENERAL FACTORS
 - 11. LEAST RESTRICTIVE ENVIRONMENT
 - 12. STATEWIDE AND DISTRICT TESTING
 - 13. EXEMPTIONS
 - 14. MEETING PARTICIPANTS
 - 15. SIGNATURES

AMENDMENTS: (Complete only if amending the IEP)

IEP SECTION AMENDED	THE SCHOOL DISTRICT AND PARENTS HAVE AGREED TO MAKE THE FOLLOWING CHANGES TO THE IEP	DATE OF AMENDMENT	PARTICIPANT & ROLE	Initials

1 FUTURE PLANNING

Luke would like to get early job placement for the rest of the school year. He hopes to gain full-time employment with Prince Pipeline Integrity after school. Luke's mom would like to see Luke become more independent in assignment completion, would like to see him experience social success, and graduate.

2 SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

- | | | |
|--|------------------------------|--|
| Does the child have behavior which impedes his/her learning or the learning of others? | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> NO |
| Does the child have limited English proficiency? | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> NO |
| Is the child blind or visually impaired? | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> NO |
| Does the child have communication needs (required for deaf or hearing impaired)? | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> NO |
| Does the child need assistive technology devices and/or services? | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> NO |
| Does the child require specially designed physical education? | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> NO |

3 PROFILE

Child's profile to include Reading Improvement and Monitoring Plan (if applicable):

Current ETR

The most recent ETR was a records review completed on 10/07/2016. The Wechsler Intelligence Scale for Children, fourth edition (WISC-IV) was administered on 10/5/2010, by school psychologist Valerie Wales. Luke's Full Scale WISC-IV score of 67 indicates that he has cognitive abilities that are significantly below the average range. According to the 2010 and 2013 assessments, Luke continued to demonstrate well below average adaptive behavior skills. The Woodcock-Johnson III Tests of Achievement Form A was administered to Luke on 09/30/2013 when he was in Grade 7. His Grade Equivalent scores at that time were significantly below grade level. Based on records reviewed, Luke is less likely to acquire academic skills incidentally, and therefore, he would benefit from specialized instruction that can intensify and accelerate his learning. He will need extensive opportunities for guided practice to master skills, and structured settings in which to apply what he is learning.

Current Academics

Luke is a senior in the Industrial Diesel lab at Pioneer. He receives his core academics in the resource room and his elective course in the regular education classroom. Luke has perfect attendance for this school year, and he has not had any discipline incidents this school year. Lukes' grade for the first grading period are as follows: Industrial Diesel - C; English 4 - C; Integrated Math 4 - C-, Government - C+, and Skills for Living - C+. Luke works regularly with the VOSE on soft skills, study skills, organization, and assignment completion. Luke's instructor's provided the following information:

- **Industrial Diesel:** Mr. Beal reported the following strengths: Punctual to , self-motivated, good attendance, good hygiene, doesn't distract others, communicates clearly, receptive to constructive criticism, follows school and classroom rules, gets along with teachers, requests help, accepts help when needed, and positive attitude. Mr Beal reported the following weakness: works independently when appropriate, works in a team when appropriate, comes prepared, time management skills, follows multi-step directions, organized, focuses on work, and gets along with peers. He uses the following accommodations for lab: special needs department, extended time, earbuds. Mr. Beal further noted, "Great young man and wants to work on pipeline. Has a plan."
- **English 4:** Mrs. Stewart reported the following academic strengths: "READING COMPREHENSION - Strengths include that he could recognize the author's point of view WRITTEN EXPRESSION - Strengths are that Luke tries to get his ideas onto paper. He has very basic sentence structure and spelling is average." The following weaknesses were noted: "READING

COMPREHENSION - Lexile 455 (5th grade reading level) Weaknesses is answering both explicit and inferential questions, and identifying the main idea and supporting details Pre-Assessment was 3/12 points WRITTEN EXPRESSION - Weaknesses include that his thoughts tend to wander and he does not completely answer his claim, as well as his basic conventions are weak (capitalization and punctuation)." He uses the following accommodation in class: modified content, read aloud, extended time, graphic organizers, reduced assignments, directions clarified, checks for understanding, and preferential seating.

- **Integrated Math 4:** Mrs. Raphael provided the following information regarding Luke's math strengths: "Luke scored a 1/20 on the basic math assessment which measures a student's ability to solve multi-digit multiplication & division problems, decimal multiplication & division problems, decimal addition/subtraction, add/subtract negative integers, rounding for place value, order of operations, proportion, and story/word problems, one-variable equations and inequalities, multi-variable equations and inequalities, add/subtract polynomials. Part 2 measures a student's ability to summarize, represent, and interpret data; use probabilities to evaluate outcomes of decisions; use the rules of probabilities to compute decisions; approximate the measure of an angle; find the area of a rectangle and triangle; and find the perimeter. Luke was able to round to the nearest hundred place and read a bar graph in 2 instances." Math weaknesses were described as, "Luke struggled to demonstrate the ability to solve proportions, word problems, 2-step equations, and round to a specific place value." He uses the following accommodations in class: extended time, small group, calculator, reduced # of problems, extra examples, step-by-step instruction/examples, 1-1 assistance, and preferential seating. Mrs. Raphael provided the following additional information, "Luke started out the year doing very well in following step-by-step directions to solve more complicated problems. When he employs this strategy, he is very successful. He isn't always employing this strategy."
- **Government:** Mrs. Belcik related the following strengths, ""Luke has done well with his writing assignments in my class, he has a 13/13 on writing assignments, he has also kept his notebook in order and has an 82% on his notebook grades, he has also earned his participation points on days he was told they were being given." Her concerns are, "He had a 3/26 on the pretest which was below average (5.5) for my classes, he currently has a 4/22 on my reading comprehension activities, with one of them missing, Luke has had some issues in other classes which has caused him to miss my class several times and get behind on his work, he also has to be told to keep his head off the desk and focus." He uses the following accommodations: small group setting, information read aloud, extended time, and word banks.
- **Skills for Living:** Mrs. Fiske provided the following information regarding Luke's class strengths: "Good, relevant contribution to class discussion; Skills for Living - some behavior is related to content - Luke recognizes his limitations and asks for help." Areas of concern were reported as, "In online reflection questions on NEO, when asked to write paragraphs, Luke produced multiple lines of text for some answers, but struggled with paragraph and sentence structure, as well as with conventions like capitalization and punctuation." He uses the following accommodations in class: extended time, modified assignments, resource room to test and work, and guided notes. She further related, "I have enjoyed getting to know Luke this year. He is a determined young man who wants to do well and be successful. He seems to be willing to do hard work. For some of Luke's behaviors, he sometimes shows strength, and sometimes shows weakness. I feel I am able to note progress in his management of his emotions, such as when a classmate upset him and he reserved his response and sought out a SN teacher to process. In that same conversation, he was receptive to strategies we could try to help him recognize appropriate times to volunteer information. Luke is doing a good job of advocating for his needs with SN staff, but I would encourage him to try talking to his teachers, personally, as well, as he will need to be able to do so in the workforce."

End of Course Assessments

Luke has received the following scores on the State of Ohio End-of-Course Assessments:

ELA 1: 1 point (limited)*

ELA 2: 1 point (limited)*

Algebra 1: 1 point (limited)*

Geometry: 1 point (limited)*

Biology: 2 points (basic)**

US/American History: 1 point (limited)*

Us/American Government: Will be administered the fall of his senior year

A total of 5 points is possible on each test. A score of 3 is considered proficient in the content area. **A score of 2 is considered Basic, which indicates that the student's achievement partially met the expectations as outlined in Ohio's Learning Standards for the subject area. * A score of 1 is considered Limited, which indicates that the student's achievement has not yet meet the expectations as outlined in Ohio's Learning Standards.

To graduate a standard pathway, students must earn a total of 18 points on the assessments, with a total of 4 points in ELA, 4 points in math, and 4 points in the science/social studies strand. Luke has been administered the assessments in English and math at least 2 times. Assessment results from the December 2017 assessments are pending. Luke will take the US/American Government assessment during the fall of his senior year. To date, Luke has earned 7 total points, with 2 points in ELA, 2 points in math, and 3 points in science/social studies.

The team has determined that due to Luke's significant weaknesses in academic areas, he is exempt from the consequences of not

passing the End-of-Course Ohio State Tests.

Career Technical Course Exams

Luke has passed the State of Ohio Career Technical exam for Industrial Diesel: 10MC - Ground Transportation.

He has also earned six industry credentials: CH60 - Automotive Service Excellence (ASE) Student Certification-Medium Heavy Truck Brakes and CH61 - Automotive Service Excellence (ASE) Student Certification-Medium Heavy Truck Diesel Engines.

ACT

Lukes's 'composite score' is the average of his scores on the four subjects (Math, Science, English, and Reading) to the nearest whole number. The ACT Readiness Range shows where a student who has met the ACT College Readiness Benchmark on the assessments would typically perform. If a student's score is at or above the Readiness Range Benchmark, the student will likely be ready for first-year college courses in the corresponding subject matter (there are currently no benchmarks for ELA or Writing).

Lukes's Composite Score = 12

Math: Luke's Score = 14, Readiness Range = 22

Science: Luke's Score = 13, Readiness Range = 23

English: Luke's Score = 9, Readiness Range = 18

Reading: Luke's Score = 11, Readiness Range = 22

4 EXTENDED SCHOOL YEAR SERVICES

Has the team determined that ESY services are necessary?

YES NO

If yes, what goals determined the need?

Will the team need to collect further data and reconvene to make a determination?

YES NO

Date to Reconvene _____

5 POSTSECONDARY TRANSITION

POSTSECONDARY TRAINING AND EDUCATION

MEASURABLE POSTSECONDARY GOAL:

Following graduation, Luke will continue his education through on the job training with his employer.

Age Appropriate Transition Assessment regarding Post Secondary Training and Education (indicating student's needs, strengths, preferences and interests)

The following age appropriate transition assessments were administered in February and October of 2018: "PINS, " What are My Learning Strengths, Informal Transition Interview, and Parent Survey.

Luke stated he enjoys lab, math and English at Pioneer because he likes learning new things. He does not like Skills for Living as he said it is difficult for him to remember things. Luke does not want to attend college after school; he is done with school for a "long time." In high school, Luke said he like a quiet classroom, to work in a small group with very few people, and likes to see things, hear things and practice them.

Luke's mom, Lisa Kiger, identified Luke's strengths as being a people pleaser, kind heart, and a willingness to try his best. She identified Luke's interests as trucks, PS4, helping elderly neighbors, and being a successful diesel mechanic. She identified his preferences as being talked to versus talked at, sometimes needs extra prompting to get things done, and occasionally needs extra explanations to complete tasks. She also has noted that Luke has always struggled in social situations and understanding classroom social dynamics.

Preferences - reading, writing, science, learning by doing, working independently, working with his hands, working with adults not peers, materials read to him, quiet areas, specific deadlines or he will not turn assignments in

Interests - diesel mechanics, anything that teaches him ways to fix things

Needs - organizational supports, support to turn assignments in, modified curriculum, calculator, notes given to him, directions given to him in multiple ways, checklists to complete assignments or tasks, understanding checks, help remembering things because "I can't remember very well"

Strengths - working with his hands, eager to work, listening to the teacher

COURSES OF STUDY:			NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs	
Ohio Learning Standards Ohio CTE Standards for Industrial Diesel			1-3	
TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE
The VOSE will meet with Luke to provide instruction in monitoring grades for course passage.	10/26/2018	10/25/2019	every 2 weeks	VOSE
The VOSE will meet with Luke to provide social stories to support college and career readiness through communication and soft skills.	10/26/2018	10/25/2019	Once monthly	VOSE

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETE

- A. Anecdotal Record D. Rubric
 B. Checklist E. Other(list)
 C. Work Sample

COMPETITIVE INTEGRATED EMPLOYMENT

MEASURABLE POSTSECONDARY GOAL:

After graduation, Luke will obtain employment working on the pipeline.

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DOB: 1/31/2001 ID Number: 687167114

Age Appropriate Transition Assessment regarding Post Secondary Training and Education (indicating student's needs, strengths, preferences and interests)

The following age appropriate transition assessments were administered in February and October of 2018: "PINS, " What are My Learning Strengths, Informal Transition Interview, and Parent Survey.

Luke stated he wants to work full-time with Prince Pipeline Integrity after high school. He stated he has worked for the company some by helping clean up the shop. He has past employment with Lexington High School and ABC Steakhouse. Luke would like to go out on early job placement this school year, and he has been working diligently at meeting all criteria.

Mrs. Kiger stated that Luke plans to go straight into the work force after high school, and she does not expect that he will need supports in obtaining employment. She stated that in addition to his other listed employment, he also has past experience working in maintenance at the ~~company~~ ^{School} and landscaping for neighbors.

Preferences - being in charge, getting a job right after school, good pay and benefits, specific deadline, interacting with others, being active

Interests - working after high school, hands on, fixing things, truck sales and service, working for Prince Pipeline Integrity

Needs - resume, find a job, earn competencies, soft skills, temper control, job coach

Strengths - responsible, working with adults, working with hands, strong, basic diesel skills

COURSES OF STUDY			NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs	
Ohio Learning Standards Ohio CTE Standards for Industrial Diesel			1-3	
TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE
The English teacher will instruct Luke in preparing an updated resume and cover letter for employment that is free of errors.	10/26/2018	10/25/2019	single occurrence	English Instructor
The VOSE and Lab Instructor will assist Luke in completing paperwork needed for early job placement.	10/26/2018	10/25/2019	single occurrence	Lab Instructor, VOSE
The VOSE will work with OOD and Richland Newhope to support transition/employment training for Luke.	10/26/2018	10/25/2019	3x by graduation	VOSE

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETE

- A. Anecdotal Record D. Rubric
 B. Checklist E. Other(list)

INDEPENDENT LIVING (as appropriate)

MEASURABLE POSTSECONDARY GOAL:

Following graduation, Luke will live at home and participate in the community as he chooses.

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Age Appropriate Transition Assessment regarding Post Secondary Training and Education (Indicating student's needs, strengths, preferences and interests)

The following age appropriate transition assessments were administered in February and October of 2018: "PINS," What are My Learning Strengths, Informal Transition Interview, and Parent Survey.

Luke stated that when he is not at school he enjoys mowing the lawn, driving around and listening to music or getting hot chocolate, sitting around on the couch and eating, and hanging out with his mom and friends. Luke stated he also likes going to church and participating in youth group. Luke stated he would like to own his own home by the year 2020, and understands that will require a lot of discipline on his part since he likes to spend his money. He stated he is working with his mom so that he can start saving now. Until he can afford his own home, Luke stated he plans on remaining with his parents.

Regarding independent living, she stated that Luke plans to remain at home until he saves enough money for his own house. She does not feel he will need assistance managing his adult living needs, but feels he would benefit from a financial class that teaches budgeting and proper spending. She further stated She stated that he will not need supports to participate in activities, as he is currently active at the Y with his father and brother.

Preferences - living with family, car, owning my own home by 2020

Interests - hunting, fishing, being outdoors, sports, anything diesel, going to church

Needs - to learn how to bite his tongue and walk away, control his temper

Strengths - responsible, self-advocacy, personal care, making macaroni and cheese, helping around the house, mowing the lawn, has driver's license, standing up for what is right, honest

COURSES OF STUDY			NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs	
Ohio Learning Standards			1-3	
Ohio CTE Standards for Industrial Diesel				
TRANSITION SERVICE/ACTIVITY	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE
The VOSE will meet with Luke to provide social stories to support social understanding through communication and soft skills.	10/26/2018	10/25/2019	monthly	VOSE

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETE

- A. Anecdotal Record
- B. Checklist
- C. Work Sample

- D. Rubric
- E. Other(list)

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD COMPLETION OF TRANSITION SERVICES/ACTIVITIES TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6B Transition Progress Report form.

Target Date for Child to Graduate: 06/02/2019

6 MEASURABLE ANNUAL GOALS

NUMBER: 1 AREA: Seeing Structure in Expressions

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

According to the current ETR Luke's scores in math fell in the extremely low range.

Luke took the I-ready.com diagnostic testing for Math. His highest grade level equivalent testing was completed in August and he scored a second grade level even though he spent less than 21 seconds on average per problem. His score decreased to Kindergarten level when he retok the test On January 20th 2017. Again Luke took less than a 21 second average for each problem. Test results indicate that Luke would benefit from intensive intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of algebraic representation, computation, and problem solving skills will strengthen Luke 's math abilities across domains. Current seniors can interpret expressions that represent a quantity in terms of its context.

Luke currently receives math instruction in the resource room. Mrs. Raphael provided the following information regarding Luke's math strengths: "Luke scored a 1/20 on the basic math assessment which measures a student's ability to solve multi-digit multiplication & division problems, decimal multiplication & division problems, decimal addition/subtraction, add/subtract negative integers, rounding for place value, order of operations, proportion, and story/word problems, one-variable equations and inequalities, multi-variable equations and inequalities, add/subtract polynomials. Part 2 measures a student's ability to summarize, represent, and interpret data; use probabilities to evaluate outcomes of decisions; use the rules of probabilities to compute decisions; approximate the measure of an angle; find the area of a rectangle and triangle; and find the perimeter. Luke was able to round to the nearest hundred place and read a bar graph in 2 instances." Math weaknesses were described as, "Luke struggled to demonstrate the ability to solve proportions, word problems, 2-step equations, and round to a specific place value." He uses the following accommodations in class: extended time, small group, calculator, reduced # of problems, extra examples, step-by-step instruction/examples, 1-1 assistance, and preferential seating. Mrs. Raphael provided the following additional information, "Luke started out the year doing very well in following step-by-step directions to solve more complicated problems. When he employs this strategy, he is very successful. He isn't always employing this strategy."

MEASURABLE ANNUAL GOAL

By the end of the IEP, given a series of applied math problems, Luke will correctly solve the math problems with a calculator with at least 85% accuracy in 4 out of 5 trials as evidenced by student work samples and assessments.

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> A. Curriculum-Based Assessment | <input type="checkbox"/> E. Short-Cycle Assessments | <input checked="" type="checkbox"/> I. Work Samples |
| <input type="checkbox"/> B. Portfolios | <input checked="" type="checkbox"/> F. Performance Assessments | <input type="checkbox"/> J. Inventories |
| <input type="checkbox"/> C. Observation | <input type="checkbox"/> G. Checklists | <input type="checkbox"/> K. Rubrics |
| <input type="checkbox"/> D. Anecdotal Records | <input type="checkbox"/> H. Running Records | |

Select Display Mode: Objectives

MEASURABLE OBJECTIVES

NUM	OBJECTIVE
1.1	Luke will solve problems involving proportions with at least 80% accuracy.
1.2	Luke will identify information need to solve word problems and will then solve the word problems with 80% accuracy.
1.3	Luke will solve 2-step equations and check his answers in order to earn at least 80% accuracy.
1.4	Luke will round to a specific place value with 100% accuracy.

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL MASTERY TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides

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interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6A Progress Report form.

Reported Every 9 weeks

6 MEASURABLE ANNUAL GOALS

NUMBER: 2 AREA: Reading Comprehension

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Current ETR indicates deficits in reading comprehension.

Luke took the I-READY diagnostic testing for Reading. Luke's last test completed on 1/20/17. He scored a 1st grade level, and his score improved from a 452 to a 480. Results indicate that Luke has not acquired fundamental decoding skills and needs instruction in Phonics. Vocabulary is another cause for concern. This score indicates that the student has gaps in word knowledge that also need to be addressed. Luke's deficits in reading comprehension result in difficulties in the general education curriculum as same aged peers are able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Effective strategies for Luke include extended time for assignments and assessments, small group instruction, one on one instruction, timely feedback and positive reinforcement.

Luke is currently in the resource room for English instruction. Mrs. Stewart reported the following information regarding READING COMPREHENSION - Strengths include that he could recognize the author's point of view and Weaknesses is answering both explicit and inferential questions, and identifying the main idea and supporting details Pre-Assessment was 3/12 points. His current LEXILE is a 455; same age peers score 1150 and above.

Luke needs to work on identifying main ideas and supporting details, and answering both explicit and inferential questions.

MEASURABLE ANNUAL GOAL

By the end of this IEP, when given a reading assignment relating to reading comprehension, Luke will use a variety of strategies to answer both literal and inferential questions and identify main ideas and supporting details related to read passages with at least 85% accuracy in 4 out of 5 trials as measured by assessments and work samples.

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

- | | | |
|---|--|---|
| <input type="checkbox"/> A. Curriculum-Based Assessment | <input type="checkbox"/> E. Short-Cycle Assessments | <input checked="" type="checkbox"/> I. Work Samples |
| <input type="checkbox"/> B. Portfolios | <input checked="" type="checkbox"/> F. Performance Assessments | <input type="checkbox"/> J. Inventories |
| <input type="checkbox"/> C. Observation | <input type="checkbox"/> G. Checklists | <input type="checkbox"/> K. Rubrics |
| <input type="checkbox"/> D. Anecdotal Records | <input type="checkbox"/> H. Running Records | |

Select Display Mode: Benchmarks

MEASURABLE BENCHMARKS

NUM	BENCHMARK	DATE OF MASTERY
2.1	By the end of second nine weeks, when given a reading assignment relating to reading comprehension, Luke will use a variety of strategies to answer both literal and inferential questions and identify main ideas and supporting details related to read passages with at least 80% accuracy in 3 out of 5 trials as measured by assessments and work samples.	
2.2	By the end of the third nine weeks, when given a reading assignment relating to reading comprehension, Luke will use a variety of strategies to answer both literal and inferential questions and identify main ideas and supporting details related to read passages with at least 80% accuracy in 4 out of 5 trials as measured by assessments and work samples.	
2.3	By the end of this IEP, when given a reading assignment relating to reading comprehension, Luke will use a variety of strategies to answer both literal and inferential questions and identify main ideas and supporting details related to read passages with at least 85% accuracy in 4 out of 5 trials as measured by assessments and work samples.	

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL MASTERY TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6A Progress Report form.

Reported Every 9 weeks

6 MEASURABLE ANNUAL GOALS

NUMBER: 1 AREA: Written Expression

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Current ETR indicates deficits in written expression.

WIAT-II written expression assessment found written expression is at grade level 1:8. Luke can write simple sentences. Luke often makes spelling and punctuation errors. When given a writing assignment, Luke sometimes does not adhere to the assignment and writes what he would prefer to write. Student deficits in written expression results in difficulty in the general education curriculum. Current baseline for written expression is at grade level 1:8. Typical peers are able to perform written expression at grade level 11. Effective strategies for Luke include extended time for assignment completion, graphic organizer for pre-writing, clear directions and clear expectations, timely feedback and positive feedback.

Luke receives English 4 instruction in the resource room. Mrs. Stewart reported the following writing strengths: Luke tries to get his ideas onto paper. He has very basic sentence structure and spelling is average. Writing weaknesses include that his thoughts tend to wander and he does not completely answer his claim, as well as his basic conventions are weak (capitalization and punctuation).

MEASURABLE ANNUAL GOAL

By the end of this IEP, when given a writing assignment, Luke will develop paragraphs with 3 supporting details and conclusion sentence and will use proper writing conventions with at least 80% accuracy in 3 out of 4 trials as measured by teacher's assessments and Luke's performance assessments, work samples, or rubrics.

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

- | | | |
|---|--|---|
| <input type="checkbox"/> A. Curriculum-Based Assessment | <input type="checkbox"/> E. Short-Cycle Assessments | <input checked="" type="checkbox"/> I. Work Samples |
| <input type="checkbox"/> B. Portfolios | <input checked="" type="checkbox"/> F. Performance Assessments | <input type="checkbox"/> J. Inventories |
| <input type="checkbox"/> C. Observation | <input type="checkbox"/> G. Checklists | <input checked="" type="checkbox"/> K. Rubrics |
| <input type="checkbox"/> D. Anecdotal Records | <input type="checkbox"/> H. Running Records | |

Select Display Mode: Benchmarks

MEASURABLE BENCHMARKS

NUM	BENCHMARK	DATE OF MASTERY
1.1	By the end of the semester, when given a writing assignment, Luke will develop paragraphs with 3 supporting details and conclusion sentence and will use proper writing conventions with at least 80% accuracy in 3 out of 4 trials as measured by teacher's assessments and Luke's performance assessments, work samples, or rubrics.	
1.2	By the end of this IEP, when given a writing assignment, Luke will develop paragraphs with 3 supporting details and conclusion sentence and will use proper writing conventions with at least 80% accuracy in 3 out of 4 trials as measured by teacher's assessments and Luke's performance assessments, work samples, or rubrics.	

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL MASTERY TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6A Progress Report form.

Reported Every 9 weeks

7 DESCRIPTION(S) OF SPECIALLY DESIGNED SERVICES

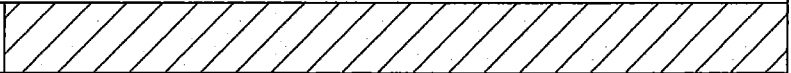
TYPE OF SERVICE		GOAL(S) ADDRESSED	PROVIDER TITLE	LOCATION OF SERVICES
SPECIALLY DESIGNED INSTRUCTION				
Luke will receive a modified curriculum direct and intensive small-group instruction for basic math calculation, fluency, and problem solving. He will receive small group instruction of the Ohio Learning Standards at his level with opportunities for modeling task-analysis, drills and repetition, hands-on experiences and independent practice.		1	Intervention Specialist	resource room
BEGIN: 10/26/2018	END: 10/25/2019	AMOUNT OF TIME: 30 minutes		FREQUENCY: weekly per school calendar
Luke will receive modified curriculum providing direct and intensive small-group instruction for improving his reading skills. He will receive small-group instruction of the Language Arts Ohio Learning Standards at his functioning academic level to work on improving his reading skills.		2	Intervention Specialist	resource room
BEGIN: 10/26/2018	END: 10/25/2019	AMOUNT OF TIME: 20 minutes		FREQUENCY: weekly per school calendar
Luke will receive modified curriculum providing direct and intensive small-group instruction for improving his writing skills. He will receive small-group instruction of the Language Arts Ohio Learning Standards at his functioning academic level to include graphic organizers, rubrics, editing supports, modeling, and guided practice.		3	Intervention Specialist	resource room
BEGIN: 10/26/2018	END: 10/25/2019	AMOUNT OF TIME: 20 minutes		FREQUENCY: weekly per school calendar
Intervention services to include room for refocus and cool down along with academic supports such as reteach and review of concepts in all courses.		1-3	Intervention Specialist or VOSE	tutor room
BEGIN: 10/26/2018	END: 10/25/2019	AMOUNT OF TIME: 30 minutes		FREQUENCY: Bi-weekly per school calendar
RELATED SERVICES:				
VOSE Monitoring		1-3	VOSE	School Setting
BEGIN: 10/26/2018	END: 10/25/2019	AMOUNT OF TIME: 10 minutes		FREQUENCY: 4.5 weeks
ASSISTIVE TECHNOLOGY:				
N/A				
BEGIN:	END:	AMOUNT OF TIME:		FREQUENCY:

ACCOMMODATIONS:

- guided notes with exchange for copy of teacher's notes
- frequent breaks
- restate directions to ensure understanding
- use of webs/graphic organizers/rubrics
- use of calculator
- extended time (2X) on assessments & assignment in progress
- tests/quizzes/directions read aloud
- checks for understanding.
- quiet space for refocus
- visual cues to remind when needs to keep quiet and when to participate (i.e. paperclip)

BEGIN: 10/26/2018

END: 10/25/2019



MODIFICATIONS:

For all non-industry curriculum and credentials: information presented at the current instructional level modified curriculum and assessments in all academics course to include word banks, opportunity for verbal responses, reduced multiple choice to 3, matching in groups of 4 or less.

BEGIN: 10/26/2018

END: 10/25/2019



SUPPORT FOR SCHOOL PERSONNEL:

N/A

BEGIN:

END:



SERVICE(S) TO SUPPORT MEDICAL NEEDS:

N/A

BEGIN:

END:



8 TRANSPORTATION AS A RELATED SERVICE

Does the child require special transportation? YES NO

Does the child need transportation to and from services? YES NO

Does the child need accommodations or modifications for transportation? YES NO

If yes, check any transportation accommodations/modifications below that the child needs:

- The bus driver will be notified of the child's behavioral and/or medical concerns
- Specially Adapted Vehicle
- Wheelchair Lift
- Safety Vest
- Car Seat
- Other Specify: _____
- Aide (for transportation only)
- Securement Systems

9 NONACADEMIC AND EXTRACURRICULAR ACTIVITIES

In what ways will the child have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?

Describe.

Luke may participate in any nonacademic or extracurricular activities he chooses to as long as he abides by the rules and regulations of the activity. He is currently part of Skills USA through his lab at Pioneer.

If the child will not participate in nonacademic/extracurricular activities, explain.

10 GENERAL FACTORS

HAS THE IEP TEAM CONSIDERED:

The strengths of the child?

YES NO

The concerns of the parents for the education of the child?

YES NO

The results of the initial or most recent evaluations of the child?

YES NO

As appropriate, the results of performance on any state or district-wide assessments?

YES NO

The academic, developmental, and functional needs of the child?

YES NO

Regarding the Third Grade Reading Guarantee, is the child on-track for reading?

YES NO NA

11 LEAST RESTRICTIVE ENVIRONMENT

For School Age:

Does this child attend the school they would attend if not disabled?

YES NO

Does this child receive all special education services with nondisabled peers?

YES NO

If no, justify (justification may not be solely because of needed modifications in the general education curriculum):

Luke receives his core academics in the intervention setting in order to meet his educational needs. He needs specialized instruction to intensify and accelerate his learning, needs extensive opportunities for guided practice, and a structured setting to apply his learning.

12 STATEWIDE AND DISTRICT WIDE TESTING

Is the child participating in the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)?

YES NO

Click below for guidance in considering AASCD:
[Ohio AASCD Participation Criteria](#)

Accessibility on district and statewide tests

Will the child participate in district wide and state wide assessments with accommodations?

YES NO

For each subject tested in the child's grade, choose the method of assessment below. If "With Accommodations" is chosen for any subject, provide a description of the Accommodations for each subject in the right column. Alternate Assessment, if chosen, must apply to all tests taken.

1. DISTRICT TESTING

(Note specific test or tests that student will be taking and any differences in allowable accommodations that may be test specific within the classroom across the district)

AREA	ASSESSMENT TITLE	DETAIL OF ACCOMMODATIONS
<input type="checkbox"/> ELA		
<input type="checkbox"/> Mathematics		
<input type="checkbox"/> Science		
<input type="checkbox"/> Social Studies		
<input type="checkbox"/> Other		

2. STATEWIDE TESTING

(Note specific test or tests that student will be taking and any differences in allowable accommodations that may be test specific)

AREA	ASSESSMENT TITLE	DETAIL OF ACCOMMODATIONS
<input type="checkbox"/> ELA		
<input type="checkbox"/> Mathematics		
<input type="checkbox"/> Science		
<input checked="" type="checkbox"/> Social Studies	American Govt EOC	Extended time (2x), small group, frequent breaks, text-to-speech
<input type="checkbox"/> Other		

13 EXEMPTIONS

Third Grade Reading Guarantee (See [The Ohio Third Grade Reading Guarantee Guidance Manual](#) for details)

Applicable NA

Graduation Tests

Applicable NA

Is the child excused from the consequences of not passing required graduation tests? YES NO

The child is excused from the consequences of not passing the required graduation tests in the following subjects:

Category	Course Title	Justification
ELA I	English 9	Due to the severity and deficit of Luke's reading level compared to same grade peers, the team has determined the difficulty of passing an OST written for students with reading levels much higher than Luke's is too complex as he scores in the very low range in reading (2.3 grade level reading fluency and 4.2 grade level passage comprehension), which is why the team has determined that Luke is exempt from the consequences of not passing the ELA I assessment
ELA II	English 10	Due to the severity and deficit of Luke's reading level compared to same grade peers, the team has determined the difficulty of passing an OST written for students with reading levels much higher than Luke's is too complex as he scores in the very low range in reading (2.3 grade level reading fluency and 4.2 grade level passage comprehension), which is why the team has determined that Luke is exempt from the consequences of not passing the ELA II assessment
Algebra I	Algebra 1	Due to the severity and deficit of Luke's reading level and mathematics ability compared to same grade peers, the team has determined the difficulty of passing an OST written for students with reading and math levels much higher than Luke's is too complex as he scores in the very low range in reading and low range for math concepts & applications and math computations, which is why the team has determined that Luke is exempt from the consequences of not passing the Algebra I assessment.
Geometry	Geometry	Due to the severity and deficit of Luke's reading level and mathematics ability compared to same grade peers, the team has determined the difficulty of passing an OST written for students with reading and math levels much higher than Luke's is too complex as he scores in the very low range in reading and low range for math concepts & applications and math computations, which is why the team has determined that Luke is exempt from the consequences of not passing the Geometry assessment.
Biology	Biology	Due to the severity and deficit of Luke's reading level and mathematics ability compared to same grade peers, the team has determined the difficulty of passing an OST written for students with reading and math levels much higher than Luke's is too complex as he scores in the very low range in reading and low range for math concepts & applications and math computations, which is why the team has determined that Luke is exempt from the consequences of not passing the Biology assessment.
American/US History	AWS 1 and 2	Due to the severity and deficit of Luke's reading level compared to same grade peers, the team has determined the difficulty of passing an OST written for students with reading levels much higher than Luke's is too complex as he scores in the very low range in reading (2.3 grade level reading fluency and 4.2 grade level passage comprehension), which is why the team has determined that Luke is exempt from the consequences of not passing the American/US History assessment

Other Assessments

Applicable NA

14 MEETING PARTICIPANTS

THIS IEP MEETING WAS:

- Face-to-Face Meeting
- Video Conference
- Telephone Conference/Conference Call
- Other

IEP EFFECTIVE DATES

START: 10/26/2018

END: 10/25/2019

DATE OF NEXT IEP REVIEW: 10/25/2019

IEP MEETING PARTICIPANTS

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP

NAME(Print)	POSITION	SIGNATURE	DATE
Luke Kiger	Student**	<i>Luke Kiger</i>	10/26/2018
Lisa Kiger	Parent/Guardian	<i>Lisa Kiger</i>	10-26-18
Erika Kovinchick	District Representative*	<i>Erika Kovinchick</i>	10-26-18
Jennifer Magers	Intervention Specialist*	<i>Jennifer Magers</i>	10/26/18
Darin Beal	General Education Teacher*	<i>Darin Beal</i>	10/26/18
Randy Endsley	Other	<i>Randy Endsley</i>	10/26/18

PEOPLE NOT IN ATTENDANCE WHO PROVIDED INFORMATION AND RECOMMENDATIONS

NAME(Print)	POSITION	SIGNATURE	DATE

*IF THE GENERAL EDUCATION TEACHER, INTERVENTION SPECIALIST, DISTRICT REPRESENTATIVE OR PERSON KNOWLEDGEABLE ABOUT THE INSTRUCTIONAL IMPLICATIONS OF THE EVALUATION DATA HAVE SIGNED AS NOT IN ATTENDANCE AT THE IEP MEETING, THERE MUST BE A WRITTEN EXCUSE ON FILE.

**THE STUDENT IS A PREFERRED MEMBER UP TO AGE 18 WHEN THEY BECOME A REQUIRED MEMBER UNLESS THERE IS NO TRANSFER OF GUARDIANSHIP.

15 SIGNATURES

INITIAL IEP

- I give consent to initiate special education and related services specified in this IEP. *
- I give consent to initiate special education and related services specified in this IEP except for **

AREA: _____

- I do not give consent for special education and related services at this time. **

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____

IEP ANNUAL REVIEW (Not a Change of Placement)

- I agree with the implementation of this IEP. *
- I am signing to show my attendance/participation at the IEP team meeting but I do not agree with the following special education and related services specified in this IEP. **

AREA: _____

Note: Not a Change of Placement does NOT require a parent's signature to implement the IEP.

PARENT/GUARDIAN SIGNATURE: Lisa Kiger

DATE: 10-26-18

IEP REVIEW (Change of Placement)

- I give consent for the Change of Placement as identified in this IEP. *
- I do not give consent for the Change of Placement as identified in this IEP. **
- I revoke consent for all special education and related services. **

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____

PROCEDURAL SAFEGUARDS NOTICE

The parent received a copy of the Procedural Safeguards Notice at the IEP Meeting in the following form:

Hardcopy YES NO IF NO, DATE SENT TO PARENTS: _____

Transfer of Rights at Majority

By the child's 17th birthday, the child and the child's parents or surrogate parent received a copy of their procedural safeguards notice and notice of the transfer of procedural safeguard rights under IDEA will take place on the child's 18th birthday.

YES NO

CHILD'S SIGNATURE: _____

DATE: _____

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____

COPY OF THE IEP

The parents received a copy of the IEP at the IEP Meeting. YES NO IF NO, DATE SENT TO PARENTS: _____

* The district must provide prior written notice to the parents summarizing the outcome of the IEP meeting before implementing the IEP.

** If there is not agreement or consent is revoked, the district must provide prior written notice to the parents.

PR-01 Prior Written Notice to Parents

PJVS
LUKE KIGER

CHILD'S INFORMATION

NAME: LUKE KIGER

DATE OF BIRTH: 1/31/2001

DATE OF NOTICE: 10/26/2018

This is to notify you of the district's action:

TYPE OF ACTION TAKEN

- Proposes to initiate an initial evaluation
- Refusal to initiate an evaluation
- Expedited evaluation
- Change of placement
- Change of placement for disciplinary reasons
- Proposes to change the identification, evaluation or educational placement of the child or provision of FAPE
- Refusal to change the identification, evaluation or educational placement of the child or provision of FAPE
- Reevaluation
- IEP issues/meetings where parent(s) disagree with the district
- Revocation of Consent
- Due process hearing, or an expedited due process hearing, initiated by the district
- Graduation from high school
- Exiting high school due to exceeding the age eligibility for FAPE
- Other Annual IEP Review

2. A description of the action proposed or refused by the school district:

The team met to discuss the expiring IEP. A new IEP was developed for the period of 10/26/2018 through 10/25/2019. During this meeting the team determined that Luke is exempt from the consequences of not passing the End-of-Course assessments for ELA 1, ELA 2, Algebra 1, Geometry, Biology, and American/US History. He will take the American/US Government assessment this school year.

3. An explanation of why the school district proposes or refuses to take the action:

Lexington Local School District is required to remain compliant and update an IEP/ETR before it expires. Luke continues to qualify for special education services based on his ETR dated 10/07/2016.

4. A description of other options that the IEP team considered and the reasons why those options were rejected:

The team agrees the current placement is appropriate, and the IEP is necessary to support Luke's educational progress, so no other options were considered.

5. A description of each evaluation procedure, assessment, record or report the school district used as a basis for the proposed or refused action:

The IEP was drafted using teacher, student and parent input, current testing data and classroom performance

6. A description of other factors that are relevant to the school district's proposal or refusal:

The school district must always follow federal and state mandates. The school agrees to reconvene at anytime if it is determined necessary by any IEP team member.

PROVISION OF PROCEDURAL SAFEGUARDS

As a parent of a child with a suspected or identified disability, you have procedural safeguard protection under the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004. **You will be given a copy of your procedural safeguards once per year.** In addition, you will be given a copy of your procedural safeguards when you request a copy, when your child is referred for their first evaluation, when you request an evaluation for your child, when you file a formal written complaint or request a due process hearing and in accordance with the discipline procedures in 34 CFR 300.530(h).

If you have any questions about the action(s) described above, your rights, as described in the Procedural Safeguards Notice, or other related concerns, you may also obtain a copy of the procedural safeguards notice from the following:

NAME: Tracy McDaniel

TITLE: Special Education Coordinator

ADDRESS: 103 Clever Lane

SCHOOL DISTRICT: Lexington Local Schools

CITY, STATE, ZIP: Lexington, Ohio 44904

TELEPHONE: 419-884-1111

EMAIL: mcdaniel.tracy@lexington.k12.oh.us

CHILD'S INFORMATION

NAME: LUKE KIGER

ID NUMBER: 687167114

DATE OF BIRTH: 1/31/2001

EVENT INFORMATION

Record **ONLY** the events that occur within the current year (June 1 - May 31) along with corresponding information for the event.

1. PSTC – Preschool Transition Conference Date

The actual date of the Part C to Part B services transition conference. This element is required only for transitioning preschool students, NOT to be used for reporting the completion of transition services for school-age children.

DATE: _____
OUTCOME ID: _____

2. RFRL – Referral for Evaluation Date

The date the PR04-Referral for Evaluation form is received by the district. This date should be reported for all students referred for evaluation since the last reporting cycle.

DATE: _____

3. CNST – Parent/Guardian Consent for Evaluation Date

The date the parent/guardian grants/refuses consent for evaluation, from PR05-Parent Consent for Evaluation Part 1 (Grant Consent) or Part 2 (Refuse Consent). This should be reported with an Outcome ID to indicate status.

DATE: _____
OUTCOME ID: _____

4. IETR – Evaluation Team Report Completion Date-Initial

The date the PR06-Evaluation Team Report is completed, reported with an Outcome ID to indicate status. If the Evaluation Team Report completion date does not meet compliance standards (60 days since the consent date), then a Non-compliance ID is required.

DATE: _____
OUTCOME ID: _____
NON-COMPLIANCE ID: _____

5. IEP – Individualized Education Program (IEP) Completion Date-Initial

The meeting date when the Individualized Education Program was completed, reported with an Outcome ID. If the Individualized Education Program completion date does not meet compliance standards, then a Non-compliance ID is required.

DATE: _____
OUTCOME ID: _____
NON-COMPLIANCE ID: _____
SECONDARY PLANNING: _____
IEP TEST TYPE: _____

6. AIEP – Individualized Education Program (IEP) Completion Date-Amended

The meeting date when the Individualized Education Program was completed, reported with an Outcome ID. If the Individualized Education Program completion date does not meet compliance standards, then a Non-compliance ID is required.

DATE: _____
OUTCOME ID: _____
NON-COMPLIANCE ID: _____
SECONDARY PLANNING: _____
IEP TEST TYPE: _____

7. IISP - Individualized Service Plan Completion Date-Initial

The date the PR06-Evaluation Team Report is completed, reported with an Outcome ID to indicate status. If the Evaluation Team Report completion date does not meet compliance standards, then a Non-compliance ID is required.

DATE: _____
OUTCOME ID: _____
NON-COMPLIANCE ID: _____

8. RISP - Individualized Service Plan Completion Date-Review

The date the PR06-Evaluation Team Report is completed, reported with an Outcome ID to indicate status. If the Evaluation Team Report completion date does not meet compliance standards, then a Non-compliance ID is required.

DATE: _____
OUTCOME ID: _____
NON-COMPLIANCE ID: _____

9. RETR - Evaluation Team Report Completion Date-Reevaluation

The date the PR06-Evaluation Team Report is completed, reported with an Outcome ID to indicate status. If the Evaluation Team Report completion date does not meet compliance standards, then a Non-compliance ID is required.

DATE: _____
OUTCOME ID: _____
NON-COMPLIANCE ID: _____

10. RIEP – Individualized Education Program (IEP) Completion Date-Periodic Review

The meeting date when the Individualized Education Program was completed, reported with an Outcome ID. If the Individualized Education Program completion date does not meet compliance standards, then a Non-compliance ID is required.

DATE: 10/26/2018
OUTCOME ID: IE14 Special ed outside regular class 21-60%
NON-COMPLIANCE ID: ** Not Out of Compliance
SECONDARY PLANNING: TFYG FYG Transition Plan in Place
IEP TEST TYPE: STA Standard with accommodations

11. TETR – Transfer Student ETR Adoption Date

The date the district adopted an ETR developed by another Ohio public educational entity WITHOUT modification. Must also record the ETR End Date, the date the original ETR (identified by the other educational entity) will expire (three years minus one day after the ETR was originally completed).

DATE: _____
OUTCOME ID: _____
ETR START DATE: _____
ETR END DATE: _____

12. TIEP – Transfer Student IEP Adoption Date

The date the district adopted an IEP developed by another Ohio public educational entity WITHOUT modification. Must also record the IEP End Date, the date the original IEP (identified by the other educational entity) will expire (one year minus one day after the IEP was original completed). If the district chooses to modify the IEP for a transfer student, that IEP should be reported as an RIEP event.

DATE: _____
OUTCOME ID: _____
IEP START DATE: _____
IEP END DATE: _____
SECONDARY PLANNING: _____
IEP TEST TYPE: _____

13. CIEP – IEP Consent Withdrawn by Parent

The date the parent/guardian withdraws consent for a previously written IEP that is still in effect.

DATE: _____
NON-COMPLIANCE ID: _____

14. SEMD - Manifestation Determination

The date the manifestation determination was completed for the related incident of misconduct.

DATE: _____

EMIS Data Collection Form for Students with Disabilities

PJVS
LUKE KIGER

CHILD'S INFORMATION

NAME: LUKE KIGER DISTRICT OF RESIDENCE: 049437 Lexington Local
 ID NUMBER: 687167114 GRADE: 12 DISTRICT OF SERVICE: 051417 Pioneer Career & Technolog
 DATE OF BIRTH: 1/31/2001 GENDER: M DISABILITY CATEGORY: 09 Intellectual Disability
 BUILDING OF ATTENDANCE: Pioneer Career & Technology Ce DISABILITY START DATE (if changed): _____

SPECIAL EDUCATION EVENTS

CODE	EVENT DATE	OUTCOME ID	START DATE	END DATE	NON-COMPLIANCE ID
PSTC					
RFRL					
CNST					
IETR					
IIEP					
AIEP					
IISP					
RISP					
RETR					
RIEP	10/26/2018	IE14 Special ed outside regular class	10/26/2018	10/25/2019	** Not Out of Compliance
TETR					
TIEP					
CIEP					
SEMD					

SECONDARY PLANNING ELEMENT (Result of transition planning on the IEP for students age 14 and above): TFYG FYG Transition Plan in Place

SERVICES (Including Preschool Itinerant Services, if applicable)

SERVICE	START DATE	END DATE	SERVICE	START DATE	END DATE

IEP REQUIRED TEST TYPE (Method student will take tests in general, not limited to state testing): STA Standard with accommodations

OHIO GRADUATION EXEMPTIONS

Is the child excused from the consequences of not passing required graduation tests? YES NO

The child is excused from the consequences of not passing the required graduation tests in the following subjects:

- ELA I
- ELA II
- Algebra I
- Geometry
- Biology
- American/US History
-
-

Served by 504 Plan: _____ Start Date: _____

DISTRICT REPRESENTATIVE SIGNATURE: Eva Kordnick DATE: 10-26-18