

Myrtle Point School District #41

413 "C" Street
Myrtle Point, OR 97458
(541) 572-1230

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

For students age 16 or older when IEP is in effect

Student's Name: Haleigh Koser Gender: F Date of Birth: 09/08/97 SSID: 0008305277

Grade: 10 District: Myrtle Point School District #41 Home School: Myrtle Point High School

Attending School/District: Myrtle Point High School Case Manager: Liz Andy

Primary Disability Code: 80 Secondary Disability: _____

Annual IEP Meeting Date: 02/03/14 Revision date(s) to 04/14/14 annual IEP (if needed): _____
Reevaluation Due: 02/11/16

* IEP Meeting Participants

Shelly Koser/Rick Koser
Parent(s)

Haleigh Koser
Student

Jennifer Sweeney/Principal
Other

Liz Andy
Special Education Teacher / Provider

Kyle Johnson/Teacher
Regular Education Teacher

Other

Wayne Gallagher
District Representative

Liz Andy
Individual Interpreting Evaluations

Other

*If a required participant participates through written input or is excused from all or part of the IEP meeting, attach documentation of parents' and district agreement to participation by written input or excuse.

Student's Name: Haleigh Koser Date: 02/03/14 School District: Myrtle Point School District #41

Service Summary (this section may be continued on additional page(s), if necessary)

Specially Designed Instruction	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider (LEA, ESD, Regional)
		LRC			
Related Services Transition	Anticipated Amount/Frequency 20 min/month	Anticipated Location All school settings	Starting Date 04/14/14	Ending Date 04/13/15	Provider (LEA, ESD, Regional) ESD
Supplementary Aids/Services: Modifications/Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider (LEA, ESD, Regional)
Extended time for assignments	2 extra days per assignment	All School Settings	02/03/14	02/02/15	LEA
Extra time for tests	50% longer for each test	All School Settings	02/03/14	02/02/15	LEA
Frequent checks for understanding	2 times per instructional period	All School Settings	02/03/14	02/02/15	LEA
Open book/open note tests	upon assignment of test	All School Settings	02/03/14	02/25/15	LEA
with her own handwritten notes					
Seat Near Instruction	daily in all classes	All School Settings	10/01/13	02/25/14	LEA
Shortened assignments without omitting content	75% of gen ed requirements	All School Settings	10/01/13	02/25/14	LEA
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider (LEA, ESD, Regional)
Consultation to teaching staff	10min/month	General Ed Classroom	02/26/13	02/25/14	LEA

Nonparticipation Justification

Does the student need to be removed from participating with nondisabled students in the regular classroom, extracurricular, or nonacademic activities for the provision of special education services, related services, or supplementary aids and services?

Yes No

If yes, document the amount/extent of the removal: Haleigh will be removed for 14.2 % of her school day.

If yes, provide explanation justifying the removal:

Haleigh needs small group instruction to learn

Extended School Year (ESY) Services

ESY services will be provided for this student:

Yes: ESY services to be provided are described on Services Summary Page
 To be considered: Will meet to consider ESY by _____ (date)

No

IEP STAFFING REPORT

Student: Haleigh Koser

Birth Date: 9/18/97

Meeting Date: 4/14/14

Present Placement:

10th Grade MPHs

Current SPED services received: Skills Lab; Transition

"Parent Rights" Reviewed: ✓

PURPOSE OF MEETING: Placement I.E.P. Transition Extended School Year Other

Review Progress / Goals: Review

Haleigh has poor attendance.

Haleigh has not passed Trimester 2 of English & ^{is not} attendance is ^{impeding} her Mr. Johnson reports Haleigh has ~~no~~ ^{no} progress had frequent absences; for the last 3 weeks. (Haleigh has attended 1 partial day. She is refusing to go to school.)

Since Schall reports she and Haleigh have not met for a few months. They previously discussed going to school at a college eventually. Ms. Schall discussed Transition options.

Other Discussion:

~~Ally~~ Haleigh does her math work in credit recovery

Shelly Koser reports that Haleigh is refusing to attend school & that Haleigh wants to go to Winter LAKES & be home-schooled. Both Haleigh & Shelly report that MPHs is a stressful environment. Haleigh indicates she does not like some teachers.

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Special Education Placement DeterminationStudent Haleigh KoserDate 02/03/14 Student ID# 0008305277

Placement Team (name and title):

Jennifer Sweeney

Person Knowledgeable About the Student

Elizabeth Andy

Person Knowledgeable About Evaluation Data

Wayne Gallagher

Person Knowledgeable About Placement Options

Shelly Koser

Parent

Other

S. J.

YTR

Kyle Johnson

Other

Haleigh Koser

Other

Other

Other

This placement is based on:

 the attached IEP dated 02/26/13 attached evaluation information other:

Below, document discussions regarding placement option(s), and indicate selected placement.

Placement Option Considered	Full time Regular Education with special education service provided in a regular education setting
Benefits	Full participation with non-disabled peers in the general curriculum Student would not miss any classroom time
Possible Harmful Effects on the Child and/or the Services to be Provided	Large group setting may be too distracting Pace of instruction in the large group setting may be frustrating Student would not receive specialized instruction in identified area...
Modifications/Supplementary Aids & Services Considered	Provide appropriate instructional modifications for student's special needs Special education staff consults with teacher on regular basis Include student in cooperative learning activities
Indicate Whether Option is Selected and Reasons <input checked="" type="checkbox"/> Rejected or <input type="checkbox"/> Selected	Does not provide enough special education support and small group instruction to benefit student

Placement Option Considered	Winterlakes H.S.
Benefits	Smaller School environment, shorter day
Possible Harmful Effects on the Child and/or the Services to be Provided	removes Haleigh from Full day
Modifications/Supplementary Aids & Services Considered	Small group instruction
Indicate Whether Option is Selected and Reasons <input checked="" type="checkbox"/> Rejected or <input checked="" type="checkbox"/> Selected	Best meets Haleigh needs at the time

Placement Option Considered	Regular education with 1 class period in Resource Room for support.
Benefits	Specially designed instruction to meet individual needs Much participation with non-disabled peers in the general curriculum smaller class size
Possible Harmful Effects on the Child and/or the Services to be Provided	Pace of instruction in the large group setting may be frustrating Less opportunity for 1-1 supports and/or direct instruction by special education staff. Academic skill focus may be frustrating
Modifications/Supplementary Aids & Services Considered	Provide quiet work space to minimize distractions Provide appropriate instructional modifications for students special needs Special education staff consults with teacher on regular basis
Indicate Whether Option is Selected and Reasons <input checked="" type="checkbox"/> Rejected or <input checked="" type="checkbox"/> Selected	Does not provide Provides the appropriate level of service to meet this student's special needs as described in the IEP at this time

Staff noted

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PRIOR NOTICE OF SPECIAL EDUCATION ACTION

DATE: 04/14/14
MM/DD/YY

Dear: Richard & Shelly Koser,

This notice informs you of the following action:

The IEP team has determined that Haleigh will attend Winter Lakes High School as her placement.

which is a proposal or refusal to Initiate or change

the following aspect of Haleigh Koser's special education:

Identification
 Placement (other than initial placement)
 Provision of a free, appropriate public education (includes IEP)

This action is proposed because:

The team feels that this best meets Haleigh's needs at this time.

This action is based on the following evaluation procedures, tests, records or reports:

Parent, teacher, and student input. Grades and progress reports; file review; transcript.

Other options we considered were:

not changing Haleigh's placement to Winter Lakes High School

We rejected these options because:

This does not best meet her interests at this time.

Any other factors considered by the team:

Haleigh needs to improve her attendance and commit to her studies at Winter Lakes High School; transition opportunities.

Parents of a child with a disability have protection under procedural safeguards. For a copy of the Procedural Safeguards or for assistance in understanding this information you may contact:

Liz Andy
Name

Case Manager
Title

(541) 572-1278
Phone