

Brookings-Harbor School District #17C

629 Easy Street  
Brookings, OR 97415  
Phone: (541) 469-7443

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**Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM**

**DEMOGRAPHICS**

Student: BRITAINY COPELAND Grade: 09 DOB: 12/09/98

SSID: 8773904 Gender: F IEP Meeting Date: 02/08/16

Resident District: Brookings-Harbor School District #17C Annual IEP Review Date: 02/06/17

Attending District: Brookings-Harbor School District #17C Amendment Dates: \_\_\_\_\_

Attending School: Brookings-Harbor High School \_\_\_\_\_

Case Manager: Sidney Moseley Most Recent (re)Evaluation Date: 03/14/13

Reevaluation Due: 03/12/16

Primary Disability: 80 - Other Health Impairment Secondary Disability- OPTIONAL: \_\_\_\_\_

Tertiary Disability- OPTIONAL: \_\_\_\_\_ Quaternary Disability- OPTIONAL: \_\_\_\_\_

**MEETING PARTICIPANTS**

Britainy Copeland  
Student

Cynthia Copeland  
Parent/Guardian/Surrogate

Brooke Copeland  
Parent/Guardian/Surrogate

Special Education Teacher/Provider

D. Cherie Sibley  
General Education Teacher

S. Moseley  
Special Education Teacher/Provider

Bruce Moseley  
District Representative

General Education Teacher

Kristi Jackson  
Other

S. Moseley  
Individual Interpreting Instructional  
Implication of Evaluations

Other

Emily, Shawna  
Other

Agency Representative, if appropriate

Other

Other

Other

Other

Other

**NOTE: If required team member participates through written input or is excused from all or part of the IEP meeting, attach documentation of parent's and district's agreement to participate by written input or excuse.**

A district provided interpreter was used for this meeting:

YES  NO  Name: \_\_\_\_\_

**PROCEDURAL SAFEGUARD NOTIFICATION**

Parent was provided the special education procedural safeguards in his/her native language or other mode of communication:

YES  NO

If student is of transition age, he/she was provided the special education procedural safeguards in his/her native language or other mode of communication:

YES  NO

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**MEETING PARTICIPANTS**

Britainy Copeland Cynthia Copeland Brian Copeland  
Student Parent/Guardian/Surrogate Parent/Guardian/Surrogate

Special Education Teacher/Provider Sidney Moseley Baron Guido  
Special Education Teacher/Provider Special Education Teacher/Provider District Representative

Victoria Snow General Education Teacher Sidney Moseley  
General Education Teacher General Education Teacher Individual Interpreting Instructional  
Implication of Evaluations

Agency Representative, if appropriate Kristi Fulton Emily Sherwood  
Agency Representative, if appropriate Other Other

Other Other Other  
Other Other Other

Other Other Other  
Other Other Other

**NOTE: If required team member participates through written input or is excused from all or part of the IEP meeting, attach documentation of parent's and district's agreement to participate by written input or excuse.**

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YES  NO  Name: \_\_\_\_\_

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YES  NO

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Student's Name: BRITAINY COPELAND Date: 02/08/16 School District: Brookings-Harbor School Distr

### SPECIAL FACTORS

In developing each student's IEP, the IEP team must consider (34 CFR 300.324):

A. Does the student exhibit behavior that impedes his/her learning or the learning of others? 34 CFR 300.324(a)(2)(i)

Yes  No

If YES, the IEP addresses the use of positive behavioral interventions and supports, and other strategies, to address that behavior(s).

B. Does the student have limited English Proficiency?

34 CFR 300.324(a)(2)(ii)

Yes  No

If YES, the IEP team must consider the language needs of the student as those needs relate to the student's IEP.

C. Is the student blind or visually impaired?

34 CFR 300.324(a)(2)(iii)

Yes  No

If YES, Braille needs are addressed in the IEP, or an evaluation of reading/writing needs is completed and a determination is made that Braille is not appropriate.

D. Does the student have communication needs?

34 CFR 300.324(a)(2)(iv)

Yes  No

If YES, the IEP addresses communication supports, services, and/or instruction.

based on previous report  
currently being evaluated

E. Is the student deaf or hard of hearing?

34 CFR 300.324(a)(2)(iv)

Yes  No

If YES, the IEP addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

F. Does the student need assistive technology devices or services?

34 CFR 300.324(a)(2)(v)

Yes  No

If YES, the IEP addresses assistive technology devices or services  
calculator

G. Does the student have a documented print disability and require Accessible Instructional Materials (large print,

Braille, audio or digital text)?

34 CFR 300.210(b)(3); 300.172(b)(4)

Yes  No

If YES, alternate format(s) is/are identified in the IEP

Student's Name: BRITAINY COPELAND Date: 02/08/16 School District: Brookings-Harbor School District

### PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

**In developing each student's IEP, the IEP team must consider (34 CFR 300.324):**

**Student's overall strengths, interests, and preferences:** 34 CFR 300.324 (a)(1)(i)

Student strengths: Britainy states her strengths are softball, art, and volleyball server. She added history and science as strengths.

Student interests and preferences: Britainy enjoys drawing and finding rocks and fossils. Britainy preferences included playing softball in both high school and college, geology and paleontology.

**Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child:** 34 CFR 300.324(a)(1)(ii)

Parent input/concerns: Parents report that Britainy is unable to complete homework because it is too stressful for her. Britainy compartmentalizes. She has absences due to having difficult days with her anxiety. Britainy has sensory issues, such as being unable to be in science classroom due to chemical smells. She also needs to be allowed to wear headphones due to noise intolerance. She must have an assigned seat. She needs to be allowed to take a break and leave the room whenever feels anxious or she will vomit in class. Britainy shuts down easily when having a difficult time. She has executive function difficulties. Britainy also needs shorter assignments or extended time.

Parents believe that Britainy needs both speech and OT services. They request she be evaluated in both areas in order to receive services.

**Present level of academic achievement (i.e. reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments:**

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.320(a)(1); 300.324(a)(iii)

#### **Narrative and supporting data:**

Britainy enrolled in Brookings-Harbor High School on 1/27/16. She is a transfer from Milo Adventist Academy where she attended school during the 14-15 school year. Registrar is currently verifying credits earned as a freshman during 14-15 school year. Britainy is eligible for special education services for other health impairment for ADHD and bipolar disorder.

#### **Present level of academic achievement:**

Grades from Milo Adventist Academy were D+ in art, F in attendance, C in choir, S in citizenship, F in computer literacy, F in English I, F in keyboarding, F in PE, C in pre-algebra, and C in voice lessons. Britainy hasn't attended classes at BHHS long enough to earn grades.

#### **WJ-III given 12/13/12 -**

Standard scores were broad reading 92 - average, broad math - 87 - low average, and broad written language 105 - average. Math scores were lower due to fluency problems and difficulty applying math concepts. Calculation skills were consistently in the average range.

Mrs. Allred, Britainy's teacher, completed the Academic Performance Rating Scale for the evaluation in Dec. 2012. She reported variable consistency in the quality of Britainy's work. Variability also existed in Britainy's ability to accurately follow teacher instructions in both large and small groups. Britainy was reported to pick up on new material/novel concepts slowly. Britainy needed more time than classmates to finish her work. She frequently required teacher assistance. Britainy had difficulty recalling material from previous lessons. She often appeared withdrawn. The quality of her handwriting was illegible. The quality of her reading skills was considered average. Completion of math work and accuracy was above average. Britainy's work completion in general was average. This information was included in Albert Greenwood, psychologist's report dated 12/13/12

#### **Student's most recent performance on state or district- wide assessments:**

No information was available for state assessments. Parents report that Britainy last took the OAKS assessments in 5th grade.

**Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc), including the results of initial or most**

**recent formal or informal assessments/observations:**

- Strengths of the student
- Needs of the student
- How the student's disability affects involvement and progress in the general education curriculum

34 CFR 300.320(a)(1)

**Narrative and supporting data:****Present level of functional performance:**

WISC-IV given 12/13/12

Composite scores were verbal comprehension 85 - low average, perceptual reasoning 92 - low average to average, working memory 104 - average, processing speed 88 - low average, and full scale 89. Britainy's cognitive ability levels clustered in the low average to average range. Her verbal comprehension and processing speed composite scores were significantly lower than her working memory composite score. Working memory abilities were very adequate despite day-to-day problems with task directions and understanding per psychologist's report dated 12/13/12.

**BRIEF, results as noted in psychologist report dated 12/13/12**

All subtests, (Inhibit, shift, emotional control, BRI, initiate, working memory, plan/organize, organization of materials, monitor, MI, and GEC), fell in a clinically significant range. Britainy also experienced difficulty with inhibiting responses/not acting on impulse, making transitions and shifting cognitive sets, regulating emotions, initiating tasks/activities, developing problem solving strategies, remembering/holding information in mind, and anticipating events/planning ahead.

**How the student's disability affects involvement and progress in the general education curriculum:**

Although Britainy was perceived to have a solid base of cognitive and academic skills, it was noted her access to skills and abilities was inconsistent. Emotional factors appeared as key moderating variables, creating inconsistency and affecting Britainy's educational performance.

## Brookings-Harbor School District #17C

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## Transition Personal Profile

Eligibility	80			BRITAINY COPELAND	12/09/98	F	09	8773904	02/08/16
(list primary disability first)			Student Name	Birthdate	Gender	Grade	SSID#	Mo/Day/Year	
Reevaluation Due	IEP Next Due	Brookings-Harbor High School Brookings-Harbor School District #17C			1974	Resident District	Sidney Moseley		
			Attending School / District				Casemanager Name		

School completion options selected: graduate from high school

Activities needed to complete selected options: \_\_\_\_\_

## FUTURE PLANS

## Short Term

I want to finish high school.

## STRENGTHS

softball  
 art  
 volleyball server  
 history  
 science

## PREFERENCES/INTERESTS

finding rocks and fossils  
 drawing  
 playing softball

## Long Term

I don't know.

## Success/Accommodations

softball  
 art  
 sports

## Barriers/Issues

math sometimes  
 biology  
 earth science  
 health

## Resources/Support

my parents  
 my teachers

Student's Name: BRITAINY COPELAND Date: 02/08/16 School District: Brookings-Harbor School District

### TRANSITION PLANNING

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include:

34 CFR 300.320(b)

#### Results of age-appropriate transition assessments

34 CFR 300.320(b)(1)

Student Centered Transition Interview- 2/3/15 (Student and Parent Version)

Britainy stated that she prefers to work on school and is not interested in focusing on employment at this time. Britainy's parents stated they agree with this preference. When discussing transportation Britainy stated she prefers to ride her bike or receive a ride from her parents. When looking at her career/ job preferences Britainy identified the following interests:

Indoors Outdoors Stand

Sit Work with people Fast pace

Work alone Move around Casual environment

Creative place Limited job task Learning opportunities

Quiet Place Opportunity to travel Work for yourself

Clean place Work for someone

#### Student's preferences, interests, needs and strengths (PINS)

34 CFR 300.43(a)(2)

Preferences- Britainy stated that she prefers to work on school and is not interested in focusing on employment at this time. Britainy's parents stated they agree with this preference. When discussing transportation Britainy stated she prefers to ride her bike or receive a ride from her parents.

Interests- Britainy discussed her interest in rocks, fossils, geology, and paleontology. Britainy also stated that she is extremely interested in playing softball in college. Britainy's parents stated they are supportive of her interests.

Needs – Brittany's parents discussed some independent living needs. They stated that Britainy can sometimes forget to perform housekeeping activities and has some difficulties with certain tasks because of her sensory difficulties. They also discussed that Britainy needs support with grocery shopping, meal preparation, and money management. Britainy's father discussed the need for student support services once Britainy enrolls in post-secondary education.

Strengths- Britainy discussed her strengths to include softball, history, and science. Britainy also discussed her strong knowledge of rocks. Britainy's parents stated that she is a sweet and caring young lady.

#### Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments

34 CFR 300.320(b)(1)

##### Training

After graduation from high school Britainy will receive athletic training to become an intercollegiate softball player at Southwestern Oregon Community College.

##### Education

After graduation from high school Britainy will enroll in classes at Southwestern Oregon Community College to pursue a transfer degree.

##### Employment

After graduation from high school Britainy will focus on college. She is not interested in employment at this time.

##### Independent living skills where appropriate

After graduation from high school Britainy will live with her parents while attending community college.

Transition Services/Activities: Transition Services include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR 300.43

Britainy stated that she prefers to work on school and is not interested in focusing on employment at this time. Britainy's parents stated they agree with this preference. When discussing transportation Britainy stated she prefers to ride her bike or receive a ride from her parents. Britainy's parents discussed some independent living needs. They stated that Britainy can

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sometimes forget to perform housekeeping activities and has some difficulties with certain tasks because of her sensory difficulties. They also discussed that Britainy needs support with grocery shopping, meal preparation, and money management. Britainy's father discussed the need for student support services once Britainy enrolls in post-secondary education.

**Course of Study:** (designed to assist the student in reaching the post-secondary goals)

15-16

world history

biology

16-17

US history

physical science

17-18

earth science

economics

government

18-19

YTP

**Agency Participation:** Prior to inviting, parent and/or adult student must consent to the agency's participation. If the representative from any other agency likely to be responsible for providing or paying for transition services did not attend, document the information received for consideration in transition planning. 34 CFR 300.321(b)(3)

It was determined that no representatives from other agencies needed to attend at this time.

**Graduation**

34 CFR 300.102(a)(3)(i)-(iii)

Anticipated Graduation Date: 06/10/19

Extended diploma

**Transfer of Rights**

34 CFR 300.320(c), 300.520

The student and parent were informed of his/her rights under Part B of IDEA that will transfer to the student at the age of majority:

YES

Date student was informed: 02/08/16

Date anticipated transfer will occur: 12/09/16

The district must also provide written notice of the transfer of rights to the student and the parent when the student reaches the age of majority

Student's Name: BRITAINY COPELAND Date: 02/08/16 School District:  
Brookings-Harbor School District #17C

**ANNUAL ACADEMIC AND FUNCTIONAL GOALS ONLY**

**Goal Area**

**Annual Measurable Goal (including conditions and frequency):**

CC.A.REI.3 Solve equations and inequalities in one variable. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. Britainy will solve linear equations and inequalities in one variable, including equations with coefficients represented by letters with 70% accuracy.

**Annual Measurable Goal (including conditions and frequency):**

**Transition**

Briatiny will explore and orally report about 2 careers of her choice to include job outlook, salary range and education/training needed.

**Annual Measurable Goal (including conditions and frequency):**

**Annual Measurable Goal (including conditions and frequency):**

**How progress will be measured:**

curriculum based measures, teacher data reports and observations, teacher designed assessments, oral report with criteria

**How progress will be reported, including frequency:**

written progress with district wide report cards

**Progress Towards Goal**

**Date of Progress:** \_\_\_\_\_

**Date of Progress:** \_\_\_\_\_

**Date of Progress:** \_\_\_\_\_

Student's Name: BRITAINY COPELAND Date: 02/08/16 School District: Brookings-Harbor School District #

**STATEWIDE ASSESSMENT**

34 CFR 300.320(a)(6)

Will the student participate in any Statewide Assessments during this IEP period?

 No, Statewide Assessment not conducted at student's grade level (at time of testing) Yes (student's grade level at time of testing \_\_\_\_\_). If yes, describe participation decisions below:

Standard Assessment or Alternate Assessment (select one)	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Modified Cut Scores (Only available for regular assessment with or without accommodations)	*Explanation State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.
<input type="checkbox"/> Standard: English Language Arts / Literacy <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*			
<input type="checkbox"/> Standard: Mathematics <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*			
<input type="checkbox"/> Standard: Science <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports <input type="checkbox"/> Alternate: Extended Assessment*			
<input type="checkbox"/> Standard: Social Studies <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports			

Regular Assessment	Accessibility Supports (includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)	Exemption Decisions (identify appropriate domains) Due to the nature of some students' disabilities, an IEP team might exempt the student from responding	*Explanation Statement why student cannot participate in select domains
<input type="checkbox"/> English Language Proficiency Assessment (ELPA) <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		<input type="checkbox"/> *Listening <input type="checkbox"/> *Reading <input type="checkbox"/> *Writing <input type="checkbox"/> *Speaking	
<input type="checkbox"/> Kindergarten Assessment (KA) <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		<input type="checkbox"/> *Early Literacy <input type="checkbox"/> *Early Math <input type="checkbox"/> *Approaches to Learning	

# DISTRICT-WIDE ASSESSMENT

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Student's Name: BRITAINY COPELAND Date: 02/08/16 School: Brookings-Harbor High School

## District-wide Assessment

Will the student participate in any District-wide assessment during this IEP period?

No, District-wide Assessment not conducted at student's grade level (at time of testing)  
 Yes, student's grade level at time of testing \_\_\_\_\_. If yes, describe participation decisions below:

<b>Standard Assessment or Alternate Assessment (select one)</b>	<b>Accessibility Supports</b> <small>(includes all accommodations, designated supports, and/or universal tools the team identifies as necessary for statewide assessments)</small>	<b>* Explanation:</b> <small>State why student cannot participate in standard assessment and why particular alternate assessment selected is appropriate for student.</small>
<input type="checkbox"/> Standard District Assessment: <hr/> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports  <input type="checkbox"/> Alternate District Assessment: <hr/> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		
<input type="checkbox"/> Standard District Assessment: <hr/> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports  <input type="checkbox"/> Alternate District Assessment: <hr/> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		
<input type="checkbox"/> Standard District Assessment: <hr/> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports  <input type="checkbox"/> Alternate District Assessment: <hr/> <input type="checkbox"/> Without accessibility supports <input type="checkbox"/> With accessibility supports		

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**Student's Name:** BRITAINY COPELAND **Date:** 02/08/16 **School District:** Brookings-Harbor School District #

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

## **SERVICES**

**The IEP team must identify and provide appropriate services to enable the student:**

- To advance appropriately towards attaining the annual goals 34 CFR 300.320(a)(4)(i)
- To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(ii)
- To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities 34 CFR 300.320(a)(4)(iii) & 300.107

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**NONPARTICIPATION JUSTIFICATION 34 CFR 300.320(a)(5)**

Describe the extent (including amount), if any, to which the child will not participate with nondisabled children in the regular classroom and in extracurricular and other nonacademic activities:

one period out of 6, 16% of school day

Provide explanation justifying the removal, if any:

To provide extra support and specially designed instruction in goal areas.

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**Student's Name:** BRITAINY COPELAND **Date:** 02/08/16 **School District:**  
Brookings-Harbor School District #17C

EXTENDED SCHOOL YEAR (ESY) SERVICES 34 CFR 300.106; OAR 581-015-2065

Criteria/Inquiry:

Does the student experience regression on his/her IEP goals and objectives?

Yes  No  More information  
needed Explanation:

Does the student experience a prolonged recoupment period of time to relearn previously learned skills?

Yes  No  More information  
needed Explanation:

#### Other factors considered by the team:

### Decision:

### Section: Does the student require ESY services?

Yes (described below, including goals to be addressed)  No  To be determined by:

Special Education Placement DeterminationStudent BRITAINY COPELANDDate 02/08/16 Student ID# 8773904

Placement Team (name and title):

Victoria Snow

Person Knowledgeable About the Student

S Mosley

Person Knowledgeable About Evaluation Data

Brian Asher

Person Knowledgeable About Placement Options

Brian Copeland

Parent

Cynthia Copeland

Other Parent

Kristi Factor

Other

Britainy Copeland

Other Student

Emily NewsonOther

This placement is based on:

 the attached IEP dated 02/08/16 attached evaluation information other:**Below, document discussions regarding placement option(s), and indicate selected placement.**

Placement Option Considered	6 periods Regular Education with special education service provided in a regular education setting
Benefits	Full participation with non-disabled peers in the general curriculum
Possible Harmful Effects on the Child and/or the Services to be Provided	Pace of instruction in the large group setting may be frustrating
Modifications/Supplementary Aids & Services Considered	Special education staff consults with teacher on regular basis
Indicate Whether Option is Selected and Reasons <input checked="" type="checkbox"/> Rejected or <input type="checkbox"/> Selected	not enough support

Placement Option Considered	Regular education with one period of pull-out out of 6 classes for special education services
Benefits	Specially designed instruction to meet individual needs
Possible Harmful Effects on the Child and/or the Services to be Provided	Separate curriculum and instruction may isolate student from peers
Modifications/Supplementary Aids & Services Considered	Encourage participation in appropriate after school activities
Indicate Whether Option is Selected and Reasons <input type="checkbox"/> Rejected or <input checked="" type="checkbox"/> Selected	least restric. environ. with support

Placement Option Considered	
Benefits	
Possible Harmful Effects on the Child and/or the Services to be Provided	
Modifications/Supplementary Aids & Services Considered	
Indicate Whether Option is Selected and Reasons <input type="checkbox"/> Rejected or <input type="checkbox"/> Selected	

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Federal Placement Code (SECC)

 Parent provided with copy of placement determination

Special Education Placement DeterminationStudent BRITAINY COPELANDDate 02/08/16 Student ID# 8773904

Placement Team (name and title):

<u>Victoria Snow</u> Person Knowledgeable About the Student	<u>Sidney Moseley</u> Person Knowledgeable About Evaluation Data	<u>Baron Guido</u> Person Knowledgeable About Placement Options
<u>Rian Copeland</u> Parent	<u>Cynthia Copeland</u> Other	<u>Kristi Fulton</u> Other
<u>Britainy Copeland</u> Other	Other	<u>Emily Sherwood</u> Other

This placement is based on:

the attached IEP dated 02/08/16  attached evaluation information  
 other:

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

Placement Option Considered	6 periods Regular Education with special education service provided in a regular education setting
Benefits	Full participation with non-disabled peers in the general curriculum
Possible Harmful Effects on the Child and/or the Services to be Provided	Pace of instruction in the large group setting may be frustrating
Modifications/Supplementary Aids & Services Considered	Special education staff consults with teacher on regular basis
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Placement Option Considered	Regular education with one period of pull-out out of 6 classes for special education services
Benefits	Specially designed instruction to meet individual needs
Possible Harmful Effects on the Child and/or the Services to be Provided	Separate curriculum and instruction may isolate student from peers
Modifications/Supplementary Aids & Services Considered	Encourage participation in appropriate after school activities
Indicate Whether Option Is Selected and Reasons <input type="checkbox"/> Rejected or <input checked="" type="checkbox"/> Selected	Least restrictive environment with support

Placement Option Considered	
Benefits	
Possible Harmful Effects on the Child and/or the Services to be Provided	
Modifications/Supplementary Aids & Services Considered	
Indicate Whether Option Is Selected and Reasons <input type="checkbox"/> Rejected or <input checked="" type="checkbox"/> Selected	