



Eligibility Request Form

1. Complete all steps on front and back of this form.
2. Attach copy of student's official transcripts with this form.
3. Requests with incomplete enrollment records will not be considered.
4. Allow five working days to process.

OSAA Eligibility ID #

STEP 1

Student Information

School: SEASIDE HIGH SCHOOL School Phone: 503-738-5586
 Student: (Last) STARK (First) JAKOTA (Middle) JAMES
 Date of Birth: 2/14/00 Age: 15
 Parent: ALESHA STARK
 Address: 39 McCormick Gardens Rd. GENEVA, OR 97138
 Person with whom student lives: Currently: ALESHA STARK Last Year: FATHER IN IDAHO
 Relationship to student: MOTHER
 Address where student lives: 39 McCormick Gardens Rd. GENEVA, OR 97138

STEP 2

Type of Waiver

A. SEND DIRECTLY TO OSAA (see checklist in Step 4)

- Age Rule 8.3
- Fifth Year Rule 8.2
- Grade Deficiency Rule 8.1.1
- Satisfactory Progress Toward Graduation Rule 8.1.2
- All Non-CSIET Foreign Students – Must also meet CSIET criteria in Rule 8.6.3(c)
- All CSIET Foreign Students not meeting criteria in Rule 8.6.3(c)

B. SEND DIRECTLY TO DISTRICT COMMITTEE

- Transfers without change of Joint Residence Rule 8.6 (including transfers where the student also has a Grade Deficiency and / or is not making Satisfactory Progress Toward Graduation).
- Transfers to a school with affiliation Rule 8.6.5.

STEP 3

Enrollment Record

Fill In All Sections

Has an Individualized Educational Program (IEP) been created for this student? Yes No

If yes, is the student meeting the requirements of the Individualized Educational Program (IEP)? Yes No

Credits # Classes
Earned Passed

Grading Period	Date Attended	School Attended	3.0	6
Example →→→→→→→→	9/5/99 to 1/12/00	Oregon High School	3.0	6
9 th – 1 st semester/trimester	8/30/14 to 4/18/15	SEASIDE HS / CENTENNIAL HS (MOSCOW, ID)	8.5	7.5
9 th – 2 nd semester/trimester	___ to ___			
9 th – 3 rd trimester	4/8/15 to 6/11/15	SEASIDE HS	1.5	3
10 th – 1 st semester/trimester	___ to ___			
10 th – 2 nd semester/trimester	___ to ___			
10 th – 3 rd trimester	___ to ___			
11 th – 1 st semester/trimester	___ to ___			
11 th – 2 nd semester/trimester	___ to ___			
11 th – 3 rd trimester	___ to ___			
12 th – 1 st semester/trimester	___ to ___			
12 th – 2 nd semester/trimester	___ to ___			
12 th – 3 rd trimester	___ to ___			

STEP 4

Letter From Previous School Principal (Transfers only)

A letter from the principal of the school previously attended is required. Letter may refer to high school activities previously participated in, whether student was in good standing at the time of transfer, any outstanding fees / lost materials, etc.

STEP 5

Eligibility Hardship Checklist

Prior to OSAA consideration of eligibility, this Eligibility Request Form and the following information must be received by the OSAA Executive Director.

Transcripts

Current high school
Previous high schools

Letters of Explanation

Student
Parents or Legal Guardian
School Representative
Optional – Other letters as relevant

Age & Fifth Year Additional Documentation

Gap in student's academic process
Credit deficiency
Classes needed to graduate
Individualized Educational Program (IEP)
Student's disability as defined by ADA

School Records

Attendance records
Letter authorizing release of school records to OSAA

STEP 6

Affirmation Statement

Under penalty of perjury, I do affirm that no coach, parent, administrator, teacher, or other representative of the current school initiated contact or offered any inducements for the purpose of having the student attend the current school for athletic participation. Further, I authorize release of permanent school records to the OSAA.

Both signatures required for all Eligibility Requests.

Signature of Parent (Host Family if Non-CSIET student)

Signature of Principal / Superintendent

(Principal/Superintendent is encouraged to attach any specific comments regarding this student's eligibility request.)

STEP 7

OSAA / District Committee Authorization

Decision

The District Committee should forward copies of all District Committee decisions and rationale for that decision to the OSAA.

Director's / Chairperson's Signature:

Date 8/28/15

Chairperson's School:

Tillamook High School

Comments unanimously approved.

Good luck, Dakota

Approved

Denied

STEP 8

Appeals Process

DISTRICT COMMITTEE DECISIONS: Appeals of District Committee decisions will be heard by the OSAA Eligibility Appeals Board.

- “Any party filing an appeal of a decision by the District Athletic Committee to the Eligibility Appeals Board...shall be assessed a filing fee of \$100 to defray the costs to the Association of assembling the respective appeals bodies to hear the appeal.” (Excerpt OSAA Handbook, *Executive Board Policies / Eligibility Appeal Filing Fee*)
- If denied by the OSAA Eligibility Appeals Board, an appeal may be made to a Hearings Officer under *Rule 9, Hearings Officer*. Appeals to the Hearings Officer shall include an appeal fee of \$200.

OSAA EXECUTIVE DIRECTOR DECISIONS: Appeals of OSAA Executive Director decisions, regarding age, fifth year, grade deficiency, and non-CSIET foreign students are heard by the OSAA Executive Board.

- “Any party filing an appeal of a decision by...the Executive Director to the Executive Board shall be assessed a filing fee of \$100 to defray the costs to the Association of assembling the respective appeals bodies to hear the appeal.” (Excerpt OSAA Handbook, *Executive Board Policies / Eligibility Appeal Filing Fee*)
- If denied by the OSAA Executive Board, an appeal may be made to a Hearings Officer under *Rule 9, Hearings Officer*. Appeals to the Hearings Officer shall include an appeal fee of \$200.



Seaside High School
*Preparing All Students for a
Productive Future*

Sheila Roley, Ed.D., Principal
Jeff Roberts, Assistant Principal
Jason Boyd, CAA, Athletic Director
Carolyn Ramey, Counselor
Travis Cave, Counselor

June 16, 2015

Tom Welter, Executive Director
Oregon School Activities Association
25200 SW Parkway Ave., Suite 1
Wilsonville, OR 97070

RE: Dakota Stark Eligibility Request

Dear Mr. Welter:

The purpose of this letter is to advocate for an eligibility hardship for Dakota Stark for the Fall 2015 season. Dakota is currently on an IEP and is expected to make satisfactory progress towards his goals and graduation.

After spending a number of years living with his father, Dakota moved to live with his mother in Seaside in the summer of 2014. Dakota enrolled at Seaside High School as a freshman in the fall of 2014. Dakota participated in football during his freshman season, however, was dismissed from the team for a violation of team guidelines (he had some unexcused absences from practice). Additionally, there was turmoil in the home with his move to Seaside and Dakota was sent back to Idaho to live with his father in the middle of the fall term. Dakota was not awarded any credit at Seaside High School in the fall because he left well before the end of the trimester.

Dakota then returned to Seaside in the Spring and enrolled during April. At that time, Dakota's IEP team determined it would be best to reduce his schedule and enroll him in three classes to finish the school year. Dakota completed and passed all three classes. Despite numerous requests, Centennial High School in Meridian, Idaho has failed to send his cumulative folder with his academic records. I did call to request them myself after Kodie told me they would not give him his grades until he served his detentions for being tardy. I was skeptical when Kodie shared this with me, however, upon speaking with an administrator myself from the Idaho school, he confirmed that they would not send grades until Kodie served his detentions. The administrator gave Kodie the option of returning to Idaho to serve the detentions or allow us to administer the detention. Kodie served those detentions at Seaside High School and we are now awaiting his updated transcript from Idaho.

I have noticed a significant change in Kodie since the beginning of his freshman year. With continued guidance from his coaches and teachers I believe Kodie will be successful and be the first person in his immediate family to earn a high school diploma.

Please also allow this letter to serve as a release of any school records that the OSAA may need to rule on eligibility.

Regards,

Jeff Roberts, Assistant Principal

Seaside High School											
Year:2014-2015	User:Jeff Roberts										
Show active and inactive											
<input type="button" value="Quick Launch"/> <input type="button" value="Lock"/> <input type="button" value="Sign Out"/> <input type="button" value="Support"/> <input type="button" value="Help"/>											
<input type="button" value="Default"/> <input type="button" value="Menu ▾"/> <input type="button" value="Logout"/> <input type="button" value="Save"/> <input type="button" value="Undo"/> <input type="button" value="Add"/> <input type="button" value="Delete"/> <input type="button" value="Status: Ready"/> <input type="button" value="Print"/> <input type="button" value="Email"/> <input type="button" value="Fax"/>	<input type="button" value="Demographics"/> <input type="button" value="Parent/Guardian"/> <input type="button" value="Other Info"/> <input type="button" value="Emergency"/> <input type="button" value="Enrollment"/> <input type="button" value="Enrollment History"/> <input type="button" value="Class"/>										
Student Name: Stark, Dakota J. School: Seaside High School Homeroom: Teacher: Roberts, J. Enrollment											
<input type="text" value="Last Name (Legal)"/> Stark <input type="text" value="First Name (Legal)"/> Dakota <input type="text" value="Middle Name"/> James <input type="text" value="Suffix"/> <input type="text" value="Student ID"/> 270783											
Enrollment History											
Line	School Year	Enter Date	Enter Code	Leave Date	Leave Code	Grade	School	ADA/ADM	Surcharge	Whidbey	Code
1	2009-2010	09/08/2009	1			04					
2	2010-2011	01/10/2011	6	03/07/2011	21	05					
3	2014-2015	04/08/2015	A								
4	2015-2016	09/08/2015	A			10					
Attendance											
Period	Attendance	Student	Grade	Student	Attendance						
<input type="button" value="Periods"/>	<input type="button" value="Attendance"/>	<input type="button" value="Student"/>	<input type="button" value="Grade"/>	<input type="button" value="Student"/>	<input type="button" value="Attendance"/>						
Student Transcript											
<input type="button" value="Attendance"/> <input type="button" value="Student Classes"/> <input type="button" value="StudentVUE"/> <input type="button" value="Attendance"/>											
https://sis.cascadelearning.org/ssdr1POV_MAIN.aspx											

Student Name Stark, Dakota James				Seaside School District Seaside High School			SHS Official Transcript Seaside High School August 10, 2015 http://www.seaside.k12.or.us/shs		
Perm ID 270783	State ID 9633626	Grd 10	Gen M						
Birth Country United States of America		Date Of Birth 02/14/2000						Phone 503-738-5586	Fax 503-738-5589
Mailing Address 39 McCormick Gardens Rd Gearhart, OR 97138		Phone 503-738-4237				School Address 1901 N Holladay Dr Seaside, OR 97138			

Subject	Course Title	Mark	Cred	Cmp	Graduation Requirements		Credit Summary	
Centennial High School								
Yr: 2014	Term: S1	Grade: 09			Subject Area	Req'd	Compl	Needed
LA	English 9A	F	0.00		Arts/Lang/CTE	3.00	0.50	2.50
AR	Acting A	B	0.50		Elective	7.00	7.50	
EL	Study Skls A	C	0.50		Health	1.00	0.50	0.50
EL	Common Core HS Math IA C	C	0.50		Language Arts	4.00	0.00	4.00
EL	Common Core HS Math IA C	C	0.50		Mathematics	3.00	0.00	3.00
EL	Interperson I A	B	5.00		Physical Education	1.00	0.50	0.50
PE	Intro to Fit	C	0.50		Science	3.00	0.00	3.00
PE	Intro to Fit	F	0.00		Social Sciences	3.00	0.00	3.00
					TOTALS	25.00	9.00	16.50
Cred Cmp: 7.50 GPA: 5.125					Graduation Requirements (Last History)			
Seaside High School					Test Name	Result		
Yr: 2014	Term: T3	Grade: 09			Essential Skills Reading	Not Taken		
EL	The Segregation of Americ C	C	0.50		Essential Skills Writing	Not Taken		
HE	CR - Health Frosh	P	0.50		Essential Skills Math	Not Taken		
EL	RC Support C	A	0.50					
Cred Cmp: 1.50 GPA: 3.000								
Attendance								
School Year	Days Membership	Days Absences						
2009-2010	174	24						
2010-2011	103	15						

GPA SUMMARY		NOTES
<u>Unweighted GPA</u>		
Unweighted CH 4.700		
Enter Date 04/08/2015		Ranked By Unweighted GPA
Class Rank		Graduation Date
Class of 2018		

Seaside High School

1901 N. Holladay
Seaside, OR 97138
Phone: 503.738.5586
Web: <http://shs.seaside.k12.or.us/>

June 19, 2015

To Whom It May Concern:

I respectfully request that you find James Dakota Stark eligible to play football at Seaside High School. I have known Dakota Stark since the fall of 2014. He was in my math class and this spring I was also assigned as his case manager. Due to many factors beyond Dakota's control, he changed schools twice during his freshman year and was not provided the stability at home required to earn enough credits to be eligible to play high school sports in the fall of 2015. However, it is important to know that when he did return to Seaside High School this spring, he completed and passed all three classes in which he was enrolled.

Dakota (Kodie) was initially found eligible for special education services on June 7, 2007 due to a documented emotional disturbance (ED). This finding was supported by a medical statement by his family doctor, educational testing, and the Behavior Assessment System for Children, as well as input from his parents and classroom teachers. Additionally, he has Attention Deficit Hyperactivity Disorder, Anxiety Disorder and Post Traumatic Stress Disorder, for which he does not receive medication or outside therapy (although the family is pursuing options for these treatments).

When he returned to SHS after having been sent to Idaho to live with his father earlier in the school year, the IEP team, which includes teachers, the school psychologist, an administrator, a guidance counselor and Kodie's parents, set up a very specific behavior plan to help Kodie adjust to returning to a more integrated setting. Along with this behavior plan, he was placed on a partial day schedule so that he would have time to adapt to the recent changes in his life. He complied with the behavior plan and completed his three courses successfully.

Because his Individualized Education Program (IEP) team mandated his partial day schedule, he was not allowed to complete the four passing marks during spring term. However, as stated previously, he did successfully complete three courses, fulfilling the requirements outlined in his behavior plan. Having known Kodie before he was moved to Idaho, I feel that I can objectively and accurately assess the positive changes in Kodie's behavior. Previously, Kodie had very little impulse control, which was naturally disruptive in his academic classes. He also had difficulty accepting constructive criticism and lost his temper quite easily. Upon his return to Seaside, I saw a very different young man than the one I had taught the previous fall. It was clear that he was actively working on conversational turn taking and accepted help much more readily than he had in the past. I also had many conversations with Kodie regarding his past behavior. As the spring term progressed, I could see him internalizing some of the skills he had been taught in his resource class. In one particularly revealing conversation, he asked me if it was okay that he "thought of [the assistant principal] as a kind of father figure." I assured him that it was absolutely okay to do that, and as I saw this shift from seeing authority figures as "the enemy" to viewing them as a parent figure, I knew that I was speaking to a much more evolved young man.

Kodie is a very intelligent, active and creative young man. I believe that participation in the football program will be an important factor in keeping him engaged in his education as well as help him channel his excessive energy into something positive for him. This young man is at a turning point in his life and we, as his educators, coaches, and administrators, have the power to continue to steer him in the right direction. I believe that if he were not allowed to participate in sports this year, he would be extremely at-risk for falling in with the wrong group and eventually dropping out of school. As one of his teachers, I would be remiss in my duty to help students succeed if I did not help create the best scenario for my students to achieve success. To this end, I strong urge you to seriously consider allowing this young man to continue on a positive pathway toward his future by allowing him to participate in sports this fall.

Sincerely,



Amy L. Rider
Math/Special Education Teacher
Cheer Coach
Seaside High School
arider@seaside.k12.or.us

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM For students age 15 and younger when IEP is in effect

To be used in conjunction with Individualized Education Program, Part A: IEP Guidelines for Completion

Student's Name: Stark, Dakota	District: Seaside SD 10	Annual IEP Meeting Date: 09/30/14
M F	Home School: Seaside High School	Revision date(s) to annual IEP (if needed): _____
Date of Birth (mm/dd/yy): 02/14/2000	Attending School/District: Seaside High School	Reevaluation Due: 09/29/17
Grade: 09	Case Manager: Amy Rider	
Secure Student Identifier (SSID): 96333626	Disability Code: 60(p)	

*** IEP Meeting Participants:**

Parent(s): Alesha Stark & Rob Camberg	Student: Kodie Stark	Other: Travis Cave
Special Education Teacher / Provider: Julie Greene/SpEd teacher	Regular Education Teacher: Mr. Mizell/English teacher-in writing	Other:
District Representative Elizabeth Friedman/Director of Special Services	Individual Interpreting Evaluations: Joyce Balint/School Psychologist	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.*

The parent has received a copy of the Notice of Procedural Safeguards.

The IEP team must consider these factors as part of IEP development:

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

Yes, services/devices addressed in IEP No

B. Does the student have communication needs?

Yes, addressed in IEP No

C. Does the student exhibit behavior that impedes his/her learning or the learning of others?

Yes No

(If yes, the IEP Team must consider the use of strategies, positive behavioral interventions, and supports to address the behavior(s))

D. Does the student have limited English proficiency?

Yes No

(If yes, the IEP Team must consider the language needs of the student as those needs relate to the IEP)

E. Is the student blind or visually impaired?

Yes No

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

F. Is the student deaf or hard of hearing?

Yes No

(If yes, the IEP Team addresses the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the child'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).

Present Levels of Academic Achievement and Functional Performance

The Present Levels of Academic Achievement and Functional Performance must include specific information addressing:

- The strengths of the student;
- The concerns of the parents for enhancing the education of their child;
- The present level of academic performance, including the student's most recent performance on State or district-wide assessments;
- The present level of developmental and functional performance (including the results of the initial or most recent evaluation); and,
- How the student's disability affects involvement and progress in the general education curriculum.

STUDENT STRENGTHS: Kodie is very friendly and will ask for help. He enjoys playing on the High School football team. Kodie has strong academic skills. Kodie enjoys paintball, camping and BMX.

Student: Stark, Dakota (9633626)

Date: 09/30/14

Rev Date: _____

District: Seaside SD 10

PRESENT LEVEL OF ACADEMICS:

9th grade- Term 1
Woods- D (61.7%)
Algebra 1A- F (43.3%)
English 9A- F (1.8%)
Theatre/Drama- (95%)
Art Exploration- A (100%)

Teacher Input:

Mr. Mizell/English 9A: Kodie is a likeable student but needed to be moved to the front of the class because he was distracting others. He hasn't handed much in. He has not handed in any of his first person narrative drafts. Kodie is a good writer when he is focused.

PRESENT LEVEL OF DEVELOPMENTAL AND FUNCTIONAL PERFORMANCE:

9/25/15 Kristen French by phone from Lewis and Clark Middle School. Ms. French taught Kodie from 6th to 8th grade. She saw a lot of growth. He learned to walk away from situations that frustrated him. She said he literally has a hard time staying in his seat. He would come to one on one study lab unprepared so that was discontinued. Aids would pull him out if he was disruptive in class. He could be impulsive and do something before thinking. By November of last year he did not want to be in Special Ed.

Woodcock-Johnson: Third Edition: Tests of Achievement-12/11/2012

Test	standard score-100 is average	percentile
Broad Reading	104	60
Broad Math	100	50
Written Language	127	97

HOW THE STUDENT'S DISABILITY AFFECTS INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM

Kodie was eligible for services under ED based on a medical diagnosis (4/2007) of Anxiety disorder, post traumatic stress disorder and attention deficit hyperactivity disorder. If Kodie's behaviors cause him to be removed from the classroom he misses instruction and would benefit from small group instruction in the learning center. Given accommodations to access the content (see accommodations page), Kodie should be able to be involved and progress within all core subject classes.

PARENT CONCERNNS: Mom is making an appointment to get Kodie assessed for ADHD.

Statewide Assessment**Will the student participate in any Statewide Assessment 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:

Regular Assessment	Alternate Assessment	* Explanation State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	Accommodations
Reading/Literature: 3, 4, 5, 6, 7, 8, and HS/11 <input type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		
Mathematics: 3, 4, 5, 6, 7, 8, and HS/11 <input type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		
Writing: 4,7 and HS/11 <input type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		
Science: 5, 8 and HS/11 <input type="checkbox"/> Standard (may include accommodations)	* Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration		

Student: Stark, Dakota (9633626)

Date: 09/30/14

Rev Date:

District: Seaside SD 10

Districtwide Assessment

Will the student participate in any Districtwide assessment during this IEP period?

No, Districtwide 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:

Regular Assessment	Alternate Assessment	* Explanation State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	Accommodations
Assessment: <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		
Assessment: <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		
Assessment: <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		
Assessment: <input type="checkbox"/> Standard administration	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		

Measurable annual goals page:

Measurable Annual Goals:	How progress will be measured:	How progress will be reported to parents: written progress notes	When progress will be reported to parents: With each trimester report card
Criteria	Evaluation Procedures		
Self Direction: Kodie will learn and apply skills to self-redirect in classroom settings to demonstrate: CS.PM.01 Identify tasks that need to be done and initiate action to complete the tasks.	Work samples and staff monitoring.	C's or better in classes.	6/11/2015 (AR): Kodie is making good progress toward this goal.
Study Skills: Kodie will learn/apply skills of monitoring and adjusting his time committed to school work to demonstrate: CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.	Work samples and staff monitoring.	C's or better in classes	6/11/2015 (AR): Kodie is making good progress toward this goal.

Student: Stark, Dakota (9633626)

Date: 09/30/14

Rev Date:

District: Seaside SD 10

Measurable annual goals page: (Objectives required for students taking alternate assessments aligned to alternate achievement standards).

Measurable Annual Goal:		Progress will be measured as indicated below:		How progress will be reported to parents:	When progress will be reported to parents:				
Criteria	Evaluation Procedures	Student's Progress Toward Goal							
Measurable Short-Term Objectives									

Student: Stark, Dakota (9633626)

Date: 9/30/2014

Rev Date:

District: Seaside SD 10

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

Specialy Designed Instruction		Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
Study Skills/Organization	300 minutes/week		Learning Center	09/30/14	09/29/15	LEA
Related Services	Anticipated Amount/Frequency	Anticipated Location		Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
None Needed						
Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location		Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
preferential seating to avoid distraction	every day	for academic classes		09/30/14	09/29/15	LEA
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location		Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional
None Needed						

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?

If yes, document the amount/ extent of the removal:

1/5 periods (20%)

If yes, provide explanation justifying the removal:

To provide Kadie with small group instruction to meet his goal.

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 No To be considered: Will meet to consider ESY by _____ (date)

Seaside SD 10

**CONFIDENTIAL STATEMENT OF ELIGIBILITY FOR SPECIAL EDUCATION
(EMOTIONAL DISTURBANCE 60)**

Student's Name	Stark, Dakota	Birthdate	2/14/2000	Date	9/30/2014
School	Seaside High School	District	Seaside SD 10	SSID	9633626
Date of Initial Eligibility		6/7/2007			

The team has obtained the following assessments. (Attach evaluation report that describes and explains the results of the evaluation conducted):

1. The team has reviewed existing information, including information from the parent(s), the student's cumulative records, and previous individualized education programs or individualized family service plans. Evaluation documentation includes relevant information from these sources used in the eligibility determination.

9/30/2014
Team Review Date

2. An evaluation of the child's emotional and behavioral status, including (when appropriate) a developmental or social history:

Boise, ID MDT	Eligibility Report	1/28/2013	9/30/2014
Examiner's Name/Position	Evaluation		Date Reviewed

Examiner's Name/Position	Evaluation	Date Conducted	Date Reviewed
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3. A medical statement, completed by a physician, or a health assessment statement, issued by a nurse practitioner licensed by a State Board of Nursing specially certified as a nurse practitioner or by a physician assistant licensed by a State Board of Medical Examiners. Both a nurse practitioner and a physician assistant must be practicing within his or her area of specialty. (Specify)

Lynn Hoth, FNP	Medical Statement	6/14/2010	9/30/2014
Examiner Name/Title	Evaluation	Date Conducted	Date Reviewed

	Health Assessment Statement		
Examiner Name/Title	Evaluation	Date Conducted	Date Reviewed

4. Two behavior rating scales, at least one of which is a standardized behavior measurement instrument:

T. Fritsch	BASC-2 Teacher (x6)	11/8/2012	9/30/2014
Examiner Name/Title	Evaluation	Date Conducted	Date Reviewed
T. Fritsch	BASC-2 Self Report	1/3/2013	9/30/2014
Examiner Name/Title	Evaluation	Date Conducted	Date Reviewed

Seaside SD 10

5. Two observations by someone other than the student's regular teacher, one in the classroom and one in another setting:

Classroom Setting

T. Fritsch	Math Class	12/20/2012	9/30/2014
Examiner's Name/Position	Evaluation	Date Conducted	Date Reviewed

Other Setting (Specify)

T. Fritsch	Social Skills Class	12/20/2012	9/30/2014
Examiner's Name/Position	Evaluation	Date Conducted	Date Reviewed

6. Other assessment(s) to determine the impact of the disability:

K. French	W-J III Tests of Achievement	12/11/2012	9/30/2014
Examiner(s)/Position(s)	Assessment(s)	Date Conducted	Date Reviewed
Examiner(s)/Position(s)	Assessment(s)	Date Conducted	Date Reviewed

7. Additional evaluations or assessments that are necessary to identify the student's educational needs:

Examiner(s)	Assessment(s)	Date Conducted	Date Reviewed
Examiner(s)	Assessment(s)	Date Conducted	Date Reviewed

The student exhibits one or more of the following over a long period of time and to a marked degree:

An inability to learn that cannot be explained by intellectual, sensory, or health factors.
yes no

An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
yes no

Inappropriate types of behavior or feelings under normal circumstances.
yes no

A general pervasive mood of unhappiness or depression.
yes no

A tendency to develop physical symptoms, or fears associated with personal, or school problems.
yes no

The term emotional disturbance includes schizophrenia, but does not apply to a child who is socially maladjusted, unless the child also meets one or more of the criteria listed above.

Seaside SD 10

The team has determined that:

1. The student meets the eligibility criteria of OAR 581-015-2145 as a child with an emotional disturbance.
yes no

For children ages 5 and eligible for kindergarten through age 21:
yes no 2. As a result of the disability the student needs special education services because the disability has an adverse impact on the student's educational performance.

3. The team has considered the student's special education eligibility, and determined that the eligibility:

is is not due to a lack of appropriate instruction in reading, including the essential components of reading instruction (phonemic awareness, phonics, vocabulary development; reading fluency/oral reading skills; and reading comprehension strategies);

is is not due to a lack of appropriate instruction in math; and

is is not due to limited English proficiency.

The student does does not qualify for special education in the area of Emotional Disturbance.

Signatures of Team Members	Title	Agree	Disagree
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

A copy of the evaluation report and the eligibility statement have been provided to the parent(s).

SEASIDE SD 10

PRIOR NOTICE OF SPECIAL EDUCATION ACTION

Dear: Ms. Alesha Stark

Date: 09/30/14
MM/DD/YY

This notice informs you of the following action:

To accept Kodie Stark's IEP from Lewis and Clark Middle School, Boise Idaho.

which is a proposal refusal to initiate change

the following aspect of Stark, Dakota (9633626) 's special education:

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

This action is proposed because:

Kodie meets Oregon eligibility requirements.

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

Doctor's medical statement, review of past IEP's, teacher input and current grades.

Other options we considered were:

Not implementing the IEP from Idaho.

We rejected these options because:

Kodie and Ms. Stark have asked for special education services to be continued.

Any other factors considered by the team:

Further input from the IEP meeting today.

Sincerely,
Name/Title Julie Greene/SpEd teacher
Phone 503-738-5586

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:

Elizabeth Friedman	Director of Special Services	503-738-5591
Name	Title	Phone

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM
For students age 15 and younger when IEP is in effect

To be used in conjunction with Individualized Education Program, Part A: IEP Guidelines for Completion

Student's Name: Stark, Dakota	District: Seaside SD 10	Annual IEP Meeting Date: 09/30/14
<input checked="" type="checkbox"/> M <input type="checkbox"/> F	Home School: Seaside High School	Revision date(s) to annual IEP (if needed):
Date of Birth (mm/dd/yy): 02/14/2000	Attending School/District: Seaside High School	Reevaluation Due: 09/29/17
Grade: 09	Case Manager: Julie Greene	
Secure Student Identifier (SSID): 9633626	Disability Code:	
*IEP Meeting Participants:		
Alesha Stark & Rob Camberg	Kodie Stark	Travis Cave
Parent(s):	Student:	Other:
Julie Greene/SpEd teacher	Mr. Mizell/English teacher-in writing	
Special Education Teacher / Provider:	Regular Education Teacher:	Other:
Elizabeth Friedman/Director of Special Services	Joyce Ballitt/School Psychologist	
District Representative	Individual Interpreting Evaluations:	Other:
<p><i>*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.</i></p>		
<p><input checked="" type="checkbox"/> The parent has received a copy of the Notice of Procedural Safeguards.</p>		

Student: Stark, Dakota (9633626)

Date: 09/30/14 Rev Date:

District: Seaside SD 10

The IEP team must consider these factors as part of IEP development:

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

Yes, services/devices addressed in IEP No

B. Does the student have communication needs?

Yes, addressed in IEP No

C. Does the student exhibit behavior that impedes his/her learning or the learning of others?

Yes No

(If yes, the IEP Team must consider the use of strategies, positive behavioral interventions, and supports to address the behavior(s))

D. Does the student have limited English proficiency?

Yes No

(If yes, the IEP Team must consider the language needs of the student as those needs relate to the IEP)

E. Is the student blind or visually impaired?

Yes No

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

F. Is the student deaf or hard of hearing?

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 child'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).

Present Levels of Academic Achievement and Functional Performance

The Present Levels of Academic Achievement and Functional Performance must include specific information addressing:

- The strengths of the student;
- The concerns of the parents for enhancing the education of their child;
- The present level of academic performance, including the student's most recent performance on State or district-wide assessments;
- How the student's disability affects involvement and progress in the general education curriculum.

STUDENT STRENGTHS: Kodie is very friendly and will ask for help. He enjoys playing on the High School football team. Kodie has strong academic skills. Kodie enjoys paintball, camping and BMX.

Student: Stark, Dakota (96333626)

Date: 09/30/14

Rev Date:

District: Seaside SD 10

PRESENT LEVEL OF ACADEMICS:

9th grade- Term 1
Woods- D (61.7%)
Algebra 1A- F (43.3%)
English 9A- F (1.8%)
Theatre/Drama- (95%)
Art Exploration- A (100%)

Teacher Input:

Mr. Mizell/English 9A: Kodie is a likeable student but needed to be moved to the front of the class because he was distracting others. He hasn't handed much in. He has not handed in any of his first person narrative drafts. Kodie is a good writer when he is focused.

PRESENT LEVEL OF DEVELOPMENTAL AND FUNCTIONAL PERFORMANCE:

9/25/15 Kristen French by phone from Lewis and Clark Middle School. Ms. French taught Kodie from 6th to 8th grade. She saw a lot of growth. He learned to walk away from situations that frustrated him. She said he literally has a hard time staying in his seat. He would come to one on one study lab unprepared so that was discontinued. Aids would pull him out if he was disruptive in class. He could be impulsive and do something before thinking. By November of last year he did not want to be in Special Ed.

Woodcock-Johnson: Third Edition: Tests of Achievement-12/11/2012

Test	standard score-100 is average	percentile
Broad Reading	104	60
Broad Math	100	50
Written Language	127	97

HOW THE STUDENT'S DISABILITY AFFECTS INVOLVEMENT AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM

Kodie was eligible for services under ED based on a medical diagnosis (4/2007) of Anxiety disorder, post traumatic stress disorder and attention deficit hyperactivity disorder. If Kodie's behaviors cause him to be removed from the classroom he misses instruction and would benefit from small group instruction in the learning center. Given accommodations to access the content (see accommodations page), Kodie should be able to be involved and progress within all core subject classes.

PARENT CONCERNS: Mom is making an appointment to get Kodie assessed for ADHD.

Student: Stark, Dakota (9633262)

Date: 09/30/14 Rev Date:

District: Seaside SD 10

Statewide Assessment

Will the student participate in any Statewide Assessment 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:

Regular Assessment	Alternate Assessment	State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	#Explanation	Accommodations
Reading/Literature: 3, 4, 5, 6, 7, 8, and HS/11	<input type="checkbox"/> * Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration			
Standard (may include accommodations)				
Mathematics: 3, 4, 5, 6, 7, 8, and HS/11	<input type="checkbox"/> * Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration			
Standard (may include accommodations)				
Writing: 4,7 and HS/11	<input type="checkbox"/> * Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration			
Standard (may include accommodations)				
Science: 5, 8 and HS/11	<input type="checkbox"/> * Extended Assessment <input type="checkbox"/> * Standard Administration <input type="checkbox"/> * Scaffold Administration			
Standard (may include accommodations)				

Student: Stark, Dakota (963362)

Date: 09/30/14

Rev Date: _____

District: Seaside SD 10

Districtwide Assessment

Will the student participate in any Districtwide assessment during this IEP period?

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

Regular Assessment	Alternate Assessment	*Explanation State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.	Accommodations
Assessment: _____	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		
Grades administered: _____	<input type="checkbox"/> Standard administration <input type="checkbox"/> Standard administration		
Assessment: _____	<input type="checkbox"/> * District Alternate Assessment <input type="checkbox"/> * Other		
Grades administered: _____	<input type="checkbox"/> Standard administration <input type="checkbox"/> Standard administration		

Measurable annual goals page:

Measurable Annual Goals:	How progress will be measured:	How progress will be reported to parents: written progress notes	When progress will be reported to parents: With each trimester report card
Criteria	Evaluation Procedures		
Self Direction: Kodie will learn and apply skills to self-reflect in classroom settings to demonstrate: CS.PM.01 Identify tasks that need to be done and initiate action to complete the tasks.	Work samples and staff monitoring.	C's or better in classes.	
Study Skills: Kodie will learn/apply skills of monitoring and adjusting his time committed to school work to demonstrate: CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.	Work samples and staff monitoring.	C's or better in classes	

Student: Stark, Dakota (9633626)

Date: 9/30/2014

Rev Date:

District: Seaside SD 10

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 e.g. LEA, ESD, Regional
Study Skills/Organization	300 minutes/week		Learning Center	09/30/14	09/29/15	LEA
Related Services	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional	
None Needed						
Supplementary Aids/Services; Modifications; Accommodations	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional	
preferential seating to avoid distraction	every day	for academic classes	09/30/14	09/29/15	LEA	
Supports for School Personnel	Anticipated Amount/Frequency	Anticipated Location	Starting Date	Ending Date	Provider e.g. LEA, ESD, Regional	
None Needed						

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:
1/5 periods (20%)

If yes, provide explanation justifying the removal:

To provide Kodie with small group instruction to meet his goal.

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 No To be considered: Will meet to consider ESY by _____ (date)

Special Education Placement Determination

Student's Name: Stark, Dakota

ID# 9633626

Date: 09/30/14

Placement Team (Name and title)	Person Knowledgeable About the Child	Person Knowledgeable About Evaluation Data	Person Knowledgeable About Placement Options
<i>Mark Stark</i>	<i>Mark Stark</i>	<i>Mark Stark</i>	<i>Mark Stark</i>
Parent	Other	Other	Other

This placement is based on:

- the attached IEP, dated 09/30/14
- attached evaluation information
- other:

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

Placement Option(s) 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 Reason(s) Rejected or Selected
5/5 general education classes plus two 40 minute study labs per week.	100% of time with peers	frustration with work load.	see accommodations.	<input type="checkbox"/> Selected <input checked="" type="checkbox"/> Rejected <i>Not suitable for this type of support</i>
4/5 general education classes, 1/5 learning center class, plus two 40 minute study labs per week.	Time to provide Kodiak with small group instruction to complete assignments.	less time with peers.	see accommodations.	<input checked="" type="checkbox"/> Selected <input type="checkbox"/> Rejected <i>Best when fully ready at this time</i>
<i>RE went caught up with all assignments</i>				<input type="checkbox"/> Selected <input type="checkbox"/> Rejected
				<input type="checkbox"/> Selected <input type="checkbox"/> Rejected

SEASIDE SD 10

PRIOR NOTICE OF SPECIAL EDUCATION ACTION

Dear: Ms. Alesha Stark

Date: 09/30/14
MM/DD/YY

This notice informs you of the following action: *We established Kodie's eligibility in Oregon & to accept Kodie Stark's IEP from Lewis and Clark Middle School, Boise Idaho.*
transferred his
which is a proposal refusal to initiate change

the following aspect of Stark, Dakota (9633626)

's special education:

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

This action is proposed because:

Kodie meets Oregon eligibility requirements.

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

Doctor's medical statement, review of past IEP's, teacher input and current grades.

Other options we considered were:

Not implementing the IEP from Idaho doing new assessments before establishing Oregon eligibility

We rejected these options because:

Kodie and Ms. Stark have asked for special education services to be continued.

We have sufficient info to establish his eligibility & develop an IEP. Kodie & Ms. Stark

Any other factors considered by the team:

Further input from the IEP meeting today.

have asked for special education services to be continued.

Records indicate Kodie may have

Sincerely,

Name/Title Julie Greene/SpEd teacher

Phone 503-738-5586

ADHD, we requested permission to get updated circulitis.

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:

Elizabeth Friedman

Director of Special Services

503-738-5591

Name

Title

Phone

(Kodic) **Special Education Meeting Notes**

Student: Dakota Stark

Date: 9/30/14

Attendees: (Name and Title) (*indicates note taker)

Aleasha Stark's Rod Courtney, parents Kodic Stark, student
Joyce Ballant, School Psychologist
Lynn Greene, Special Ed Teacher
Terry Cane, Counselor
Erin Friedman, Director

Type of Meeting:

Evaluation Planning
 Staffing
 Initial Eligibility b IEP
Oregon

IEP/Placement
 Re-evaluation/IEP/Placement
 FBA and/or BIP
 Other: _____

Agenda:

Introductions
 Parent Rights offered taken or refused
 Present levels/teacher input/testing results
 Eligibility signed

Draft IEP/placement reviewed
 Diploma Options discussed, if applicable
 IEP/placement signed
 IEP/paperwork provided to parent
handed mailed student

Meeting Notes:

Today we need to re-establish Kodic's eligibility for special educational services in Oregon. Aleasha - has been eligible since elementary school. Joyce reviewed the previous evaluations from Idaho & Oregon. Behavior, particularly off task, inattentive behavior significantly impact his educational performance. We have all the necessary components to establish eligibility in the category of emotional disturbance. Lynn both diagnosed him with ADHD in 2010. Aleasha said she didn't know that - Joyce will double check. We can send her a copy of the medical statement. Joyce reviewed the questions & the family agrees he qualifies. Signed the statement.

Permission to use, Mr. Mittel, English Teacher, requested & Alesha - granted. Draft IEP taken from Idaho for team's consideration.

Special factors reviewed - the only one that applies is that his behavior impedes his learning; in learning of others.

Present goals - added to strengths (active, academic skills testing ^{below} ~~generally~~ a strong). Grades are not good at this point - is passing words: Now has Team? Lifetime goals. Kodie was moved from Algebra I to Transition Math.

Kodie said he didn't understand Algebra I. Julie explained 3 credits needed at Algebra I level or higher to graduate. No room to fail math. Kodie - Transition math seems to be a challenge but I can do it. Ms. Rider can provide more challenging math for Kodie if he finds it too easy. Mr. Mittel said he's moved Kodie to front of class because he was distracting to others. Kodie says he doesn't know what's going on in Project. He's not taking notes to date. Kodie will try to take notes. Parent concern? Having him reassessed for ADHD. O'Brien offered for teachers to complete updated behavior chartlets, called Vanderbilt to inform the Dr. of what they observe at school. There is a parent version too. Alesha will also request Dr. records from Idaho. Permission for chartlets requested

Follow Up Responsibilities:

Kodie asked about his test scores - O'Brien explained he was solid reading; math skills; very strong written language skills. It's not that he can't do the work, it's his distractiveness, off task, lack of work completion that's getting in the way.

Seaside School District
1801 S. Franklin, Seaside, OR 97138
Phone (503) 738-5591 Fax (503) 738-3471

Draft goals reviewed - OK w/ team. Aletha wants him to bring homework home.

Their proposal Kodie having 1 period in the learning center to receive specially designed instruction in study/organization skills. Kodie likes his schedule; doesn't want to lose an elective class. Aletha said she thinks we need the learning center class. Thus once caught up in learning center, could access PE part-time, if necessary.

Jamail owned it. Redacted first list of missing assignments. Thus "Parent Vibe" is a way to check regularly. Will get user name & password. Julie can provide info to parents on missing assignments.

Placement discussed. We chose several ed with learning center class with the opportunity to attend PE when he's caught up in class (3rd period)

Diploma after 5 days stand up meets; Kodie.

Follow Up Responsibilities:

Travis will talk to Mr. Jamail about the flexible.

Education Agency Logo and Information Here

Written Agreements between the Parent and the District

Student Name

Dakota Stark

Birth Date

2-14-2000

Student ID #

Attending School

Seaside High School

Case Manager

Ms. Greene

The authorized District staff has explained to the Parent that he or she is not required to enter into any of these agreements.

Julie Greene

Authorized District Staff – Print Name

9-30-14

Date

1. THREE YEAR RE-EVALUATION-

The District and the Parent agree that the District will not conduct a three-year re-evaluation which is due on: _____

Parent Signature

Date

Authorized District Staff Signature

Date

Note: *Prior Notice about Evaluation/Consent for Evaluation* is not required.

2. IEP TEAM ATTENDANCE NOT REQUIRED

A. CONTENT AREA OF EXCUSED MEMBER NOT DISCUSSED AT MEETING

The District and the Parent agree that the following member(s) of the IEP team are not required to attend the IEP meeting on _____ in whole or in part, because the member's area of the curriculum or related service is not being modified or discussed in the meeting. List name(s) of member(s):

Parent Signature

Date

Authorized District Staff Signature

Date

B. CONTENT AREA OF EXCUSED MEMBER DISCUSSED AT MEETING

The District and the Parent agree that the following member(s) of the IEP team may be excused from attending the IEP meeting on 9-30-14, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if the member submits in writing to the team input into the IEP before the meeting. List name(s) of member(s):

Mr. Mizell

English

Aasha Clark 9-29-14

Parent Signature

Date

Authorized District Staff Signature

Date

SEASIDE SD 10

NOTICE OF TEAM MEETING

Date: 09/24/14

Dear Alesha Stark

and

(Parent)

(student; required for students who are or will be 16 or older while the IEP is in effect, if a purpose of the meeting is to consider postsecondary goals and transition services)

You are invited to a meeting for Stark, Dakota

SSID:9633626

At this meeting we will:

- Review existing information about your child, and
 - Decide if your child should be evaluated for special education eligibility.
 - Decide whether additional testing is needed.
 - Decide whether your child is eligible for or continues to be eligible for special education.
- Develop or review an individualized education program (IEP) and placement for your child. The development of the IEP will be based on information from a variety of sources including the most recent evaluation, progress reports, test results, and information from you.
- Consider your child's transition needs or services for a student age 16 or older. (To the extent appropriate, with the consent of the parents or adult student, the district must invite a representative of any participating agencies likely to be responsible to provide or pay for transition services.)
- Conduct a Manifestation Determination meeting.
- Review Idaho IEP and determine Oregon Eligibility

The meeting is scheduled for Tuesday

09/30/14

at 8:30 am

(Date)

(Time)

The meeting will be held at Principal's Conference Room

(Location)

We encourage you to participate in all meetings about your child's special education program. If you cannot attend this meeting, or wish to discuss a different meeting location or time, or would like to participate through alternate means, please contact:

Julie Greene/Special Education teacher

at 503-738-5586

by 09/29/14

(Name)

(Phone)

(Date)

If you choose not to participate, the meeting may be conducted without you. If you are not going to attend, please contact the individual named above to provide them with information you wish to have considered as part of this meeting.

<u>The individuals required to attend are:</u> <u>Name/Position/Agency</u>	<u>Other individuals invited to attend are:</u> <u>Name/Position/Agency</u>
Elizabeth Friedman/Director of Special Education	
Julie Greene/Special Education teacher	
Mr. Mizell/English teacher	

You may invite other individuals who have knowledge or special expertise about your child. Please contact us if you plan to invite others, not listed on this invitation, to the meeting. For an IEP meeting, you and the district may agree to excuse a required participant or allow their participation by submission of written input. See Written Agreement form.

Sincerely,

Julie Greene/Special Education teacher

503-738-5586

Signature/Title

Phone