

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): 9633626	Disability Code: 60(p)	

*** 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	Other:
Special Education Teacher / Provider:	Regular Education Teacher:	Other:
Elizabeth Friedman/Director of Special Services	Joyce Balint/School Psychologist	Other:
District Representative	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.

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

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 _____

B. Does the student have communication needs?

Yes, addressed in IEP _____

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

Student: Stark, Dakota (9633626)

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

Student: Stark, Dakota (9633626)

Date: 09/30/14

Rev Date:

District: Seaside SD 10

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)

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?

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

If yes, provide explanation justifying the removal:

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	<u>1/28/2013</u>	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	<u>6/14/2010</u>	9/30/2014
Examiner Name/Title	Evaluation	Date Conducted	Date Reviewed

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

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

T. Fritsch	BASC-2 Teacher (x6)	<u>11/8/2012</u>	9/30/2014
Examiner Name/Title	Evaluation	Date Conducted	Date Reviewed

T. Fritsch	BASC-2 Self Report	<u>1/3/2013</u>	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

<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>	<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 Balint/School Psychologist	
District Representative	Individual Interpreting Evaluations:	Other:
<p>* 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.</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;
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- 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.

PRESNT 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 (9633626)

Date: 09/30/14

Rev Date:

District: Seaside SD 10

Statewide AssessmentWill 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:

*Explanation

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

Student: Stark, Dakota (9633626)

Date: 09/30/14

Rev Date:

District: Seaside SD 10

Measurable annual goals page:

Measurable Annual Goals:	How progress will be measured:	How progress will be reported to parents:	When progress will be reported to parents:
Criteria	Evaluation Procedures	written progress notes	With each trimester report card
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>NOVA Special Education</i>	<i>John Stewart</i>	<i>John Stewart</i>	<i>John Stewart</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>does not provide enough time</i>
4/5 general education classes, 1/5 learning center class, plus two 40 minute study labs per week.	Time to provide Kodie with small group instruction to complete assignments.	less time with peers.	see accommodations.	<input checked="" type="checkbox"/> Selected <input type="checkbox"/> Rejected <i>best weeks possible at this time</i>
<i>PE went away</i>	<i>Wrote 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.*
half-yearly test
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.

evaluations

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

Special Education Meeting Notes

Student: Alesta Stark (Kodie)

Date: 9/30/14

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

Alesta Stark - Rod Courtney ^{parents}
Joyce Ballant, School Psychologist
Lynn Greene, Special Ed Teacher
Trevis Cave, Counselor
Erwynn Friedlan, Director

Type of Meeting:

- Evaluation Planning
- Staffing
- Initial Eligibility ^{to 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 Kodie's eligibility for special education services in Oregon. Alesta - has been eligible since elementary school. Joyce reviewed the previous evaluations from Idaho & Oregon. Behavior, particularly off task, inattentive behavior significantly impact his behavior. We have all the necessary components to establish eligibility in the category of Emotional disturbance. Lynn both diagnosed him with ADHD in 2010. Alesta said she didn't know that - Joyce will double check. We can send her a copy of the medical statement. Joyce asked the questions - the team agrees he qualifies. signed the statement.

PERMISSION to use Mr. MITCH, English Teacher, requested & Alaska-granted. Draft IEP taken from Idaho for trans. consideration.

Special factors reviewed - the only one that applies is that his behavior impedes his learning, & the learning difficulties.

Recent work - added to strengths (active, academic skills tested as a strength). Grades are not good at this point - is passing words: New has Team? Lifetime goals. Kodie was changed 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 like a challenge but I can do it. Ms. Rider can provide more challenging math for Kodie if he finds it too easy. Mr. MITCH 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 English. He's not taking notes to date. Kodie will try to take notes. Parent concerns? Having him assessed for ADHD. O'Hearn offered for teachers to complete updated Individual Charters, called handbooks to inform the DOB of what may come up at school. There is a parent version too. Alaska will also request Dr. results from Idaho. Permission for chartists requested

Follow Up Responsibilities:

Kodie asked about his test scores - O'Hearn 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, and at work complications that's getting in the way.

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

This proposes Kodie having 1 period in the Learning Center to receive specially designed instruction in study/organization skills. Kodie has his schedule; doesn't want to lose an elective class. Aletha said she thinks he needs the Learning Center class. Travis can caught up in Learning Center, could access PE part-time, if necessary.

Jamnik should file it. Redacted first 1st & missing assignments. This "Parent File" is away to check regularly. Will get user name & password. Julie can provide input to parents on missing assignments.

Placement dismissed. We chose general ed with Learning Center class with the opportunity to attend PE when he's caught up in class (3rd period)

Diploma options figure shared w/ parents; Kodie.

Follow Up Responsibilities:

Travis will talk to Mr. Jamnik 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 Stark
Parent Signature

Date

Authorized District Staff Signature

Date

SEASIDE SD 10

NOTICE OF TEAM MEETING

Date: 09/24/14

Dear Alesha Stark
(Parent)

and
(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.

The individuals required to attend are: Name/Position/Agency	Other individuals invited to attend are: Name/Position/Agency
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

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>Angie Colvin, Regular Teacher 4/10/15</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>does not provide sufficient support</i>
4/5 general education classes, 1/5 learning center class, plus two 40 minute study labs per week.	Time to provide Kodie with small group instruction to complete assignments.	less time with peers.	see accommodations.	<input checked="" type="checkbox"/> Selected <input type="checkbox"/> Rejected <i>best meets Kodie's needs at this time</i>
<i>4/6/15 Kodie will be on a partial day. He will be on a behavior plan. The team will re-meet in 4 weeks. To reassess his placement.</i>				<input checked="" type="checkbox"/> Selected <input type="checkbox"/> Rejected <i>Best for Kodie at this time</i>
				<input type="checkbox"/> Selected <input checked="" type="checkbox"/> Rejected <i>Selected</i>

Federal Placement Code (SECC)

Parent provided with copy of placement determination.

Special Education Meeting Notes

Student: Dakota Stark Date: 4/6/2015

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

Julie Greene, casr mgr. Alesha Stark, parent
Cory Rider, Math Teacher
Rob Camberg, parent
Travis Clev, counselor
Jeff Roberts, asst. principal

Type of Meeting:

- Evaluation Planning
- Staffing
- Initial Eligibility
- IEP/Placement
- Re-evaluation/IEP/Placement
- FBA and/or BIP
- Other: e-enrollment

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:

Discussion about eligibility for sports. Baseball is out this term. Transferring from school with smaller setting. Proposal to start half-day this term. If this is successful he can come for a full day in the fall. Concerns about behavior both at his school in Idaho, where he had to be removed to self-contained classroom, close to full-time. Proposal for partial day so that he can be more successful as he transitions back

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to Seaside High School. Case Manager from school in Idaho mentioned that he has "issues" with female teachers requiring him to be removed from mainstream classes. He has only one complete credit so far (in the third term of his freshman year). He did pass Alg I A and received a half credit for study skills. Robbie wants very much to be back for a 5 period day, but case manager, counselor and asst. principal suggest that he do either a partial day or tutoring to begin with and earn his way back to a five period day. Proposed that I am re-assess at mid-terms. Parents concerned that having the afternoons free would be detrimental as he cannot be supervised during this time. Additionally he would be working on two classes independently. Roberts proposed that he be in periods 3, 4, 5 instead of 1, 2, 3 so that afternoons are structured + supervised. Parents agreed that this would be a

Follow Up Responsibilities:

better idea that having him come in the morning.

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Question brought up about behavior and what is behind his impulsivity. Dad in Idaho did not agree to medication. Kodie insists medication didn't work. Case suggested CBT counselor here on-site. Mr. Roberts said that he can work his way back to full day: (1) good attendance (2) adequate academic progress in 3 classes (3) appropriate behavior in classes (on time, showing "employable" behaviors). ~~then stop~~
~~then~~ Team will re-convene after 4 weeks to assess Kodie's progress and determine whether or not he's ready for a 5 period day. Employable behaviors consist of being on time, showing respect to teachers and be "referral-free." Case Manager was changed to Ms. Rider. Behavior plan will be put into place as well.

Follow Up Responsibilities:
