



Oregon School Activities Association

25200 SW Parkway Avenue, Suite 1

Wilsonville, OR 97070

503.682.6722

www.osaa.org

Student Eligibility Request Form

Form ID Number
20150047

Type of Waiver

Transfer without Change of Joint Residence Hardship Appeal
OSAA Rule 8.6 - Send directly to District Athletic Committee

Submitted 8/18/2015
2015-16 School Year

Seaside High School Information

1901 N Holladay Dr
Seaside, OR 97138
(503) 738-5586

Sheila Roley, Principal
sroley@seaside.k12.or.us

Jason Boyd, Athletic Director
jboyd@seaside.k12.or.us
(503) 738-5586

Student Information

Javion Smith

DOB: 12/3/1997

Age: 17 years 8 months (as of 8/18/15)

Current Address

Nikita Smith
Aunt/Uncle
329 Silverside Pl.
Hammond, OR 97121

Parent/Guardian

Patsy Levier
Parent (Mother/Father)
13665 Sw Larch place apt.12
Beaverton, OR 97005

Last Year's Address

Same as current address

mrnick142@hotmail.com
(503) 213-0212

(337) 447-0675

Will print this and submit to district committee.

Attends: Seaside High School
Previous: Beaverton High School

Grade: 11

Has IEP? Yes

Meeting IEP? Yes

Enrollment Record

| SY | GR Period | Dates | School | # Credits Earned | # Classes Passed |
|---------|------------------|--------------------|-----------------------|------------------|------------------|
| 2013-14 | 9 1st Semester | 9/4/13 to 1/1/14 | Beaverton High School | 2 | 4 |
| 2013-14 | 9 2nd Semester | 1/1/14 to 6/10/14 | Beaverton High School | 1.5 | 3 |
| 2013-14 | 9 Summer Session | 6/15/14 to 8/1/14 | Beaverton High School | 0.5 | 1 |
| 2014-15 | 10 1st Semester | 9/4/14 to 1/1/15 | Beaverton High School | 3.5 | 7 |
| 2014-15 | 10 2nd Semester | 2/17/15 to 3/20/15 | Seaside High School | 2 | 4 |
| 2014-15 | 10 3rd Trimester | 3/20/15 to 6/10/15 | Seaside High School | 2.5 | 5 |

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 Oregon School Activities Association.

Both signatures are required.

Parent Signature (or host family)

Principal / Superintendent

Directions

Ensure the Affirmation Statement section has both signatures. Send this printed Student Eligibility Request Form and any attached files to your District Athletic Committee. Do not send this to the OSAA office. Keep a copy for your school's records. Allow five business days for your request to be processed. Once a decision is made, the District Athletic Committee will notify your school.

Send a printed version of this form directly to your District Athletic Committee with any other printed attachments.

District Athletic Committee Decision

This section is to be filled out by the District Athletic Committee. Once a decision has been made, the committee shall contact the school regarding the outcome and forward a copy of this completed form and any supplemental materials to the OSAA office.

Greg English
Chairperson's Name (print)

8/28/15
Date

[Signature]
Chairperson's Signature

☒ Approved

☐ Denied

Tillamook High School, Principal
Chairperson's School & Position

Notes:

Unanimously approved

Appeals Process

Appeals of decisions made by the District Athletic Committee are heard by the OSAA Eligibility Appeals Board. Appeals must be requested in writing, or e-mail, and submitted to the OSAA Executive Director.

Any party filing an appeal of a decision made by the District Athletic Committee to the OSAA 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.

If a waiver is denied by the OSAA Eligibility Appeals Board, an appeal can be made to a Hearings Officer under OSAA Handbook Rule 9, "Hearings Officer." Appeals to the Hearings Officer shall include an appeal fee of \$250.

For additional information, please refer to the OSAA Handbook available at www.osaa.org/governance/handbooks.

August 11, 2015

Dear Seaside School District and OSAA Officials,

I am writing this letter on behalf of my nephew, Javion Smith. Javion is currently a junior at Seaside High School. Javion came to live with me, his uncle, in February of 2015. I enrolled Javion at Seaside High School on February 17th, 2015. Prior to his transition to Seaside High School, my nephew attended school in Louisiana and attended Beaverton High School where he struggled academically and socially. While living in Louisiana, Javion struggled academically and socially and was getting into fights daily. Javion's mother decided to relocate to Beaverton prior to his freshman year in high school. Javion again fell into the wrong crowd, struggled academically and socially, was truant from school, and ultimately found himself in trouble with the law after an incident where he was caught shoplifting. Despite his mom trying to relocate him, it proved to be very difficult for his mother to manage having a full time job and being a single parent of three children.

Javion's mother and I felt it was important that he be provided positive male influence and guidance. His mother and I determined that I was the best person in his life to provide this guidance. Additionally, his mother and I felt it would be beneficial for Javion to attend a smaller school where he could receive more personalized attention and not get lost in the crowd. In order to provide that opportunity, however, Javion would have to move from Beaverton to the North Coast with me. Before being allowed to move, Javion and I came to an agreement that he would have to be passing all of his classes before being allowed to move. Javion met that requirement and has continued to grow academically (passed all of his spring classes) under the tutelage of his IEP case manager at Seaside High School, has not been truant from school, and has not received one discipline referral since attending Seaside High School. Additionally, Javion has improved his social skills and has surrounded himself with a positive group of friends that have been a great influence on him. Many of these friends participate in high school athletics and Javion would like to participate with his friends.

As a coach and participant of athletics, I fully understand the positive influence that athletics can have on a young man's life. I believe that participation in athletics will further his development of these skills and provide him the necessary structure to continue to improve academically.

Javion is a great young man that needs a fresh start. I ask that you not only consider, but graciously approve Javion's athletic eligibility so he may continue to gain the necessary tools of a young maturing man.

Sincerely,

Nikita Smith

| | | | | | | | |
|---|-----------------------------|------------------------------------|-----------------|--|--|--|----------------------------|
| Student Name Smith, Javion | | | | Seaside School District Seaside High School | | SHS Official Transcript Seaside High School June 25, 2015 http://www.seaside.k12.or.us/shs | |
| Perm ID 325917 | State ID 15562131 | Grd 10 | Gen M | | | Phone 503-738-5586 | Fax 503-738-5589 |
| Birth Country | | Date Of Birth 12/03/1997 | | | | School Address 1901 N Holladay Dr Seaside, OR 97138 | |
| Mailing Address 329 Silverside Pl Hammond, OR 97121 | | Phone 503-213-0212 | | | | | |

| Subject | Course Title | Mark | | Cred | Cmp | Subject | Course Title | Mark | | Cred | Cmp |
|-----------------------|------------------|------------|------|------|-----|--|-----------------------|------------|--------|-----------|-----|
| Beaverton High School | | | | | | Seaside High School | | | | | |
| Yr: 2013 | Term: S1 | Grade: 09 | | | | Yr: 2014 | Term: T2 | Grade: 10 | | | |
| LA | Lit and Comp 9 | F | 0.00 | | | EL | Transition Math B | A | 0.50 | | |
| MA | Algebra I | F | 0.00 | | | AR | Drawing & Painting | D | 0.50 | | |
| SC | Physics I | F | 0.00 | | | AR | Clay Arts | C | 0.50 | | |
| PE | Team Sports | D | 0.50 | | | EL | RC Support B | A | 0.50 | | |
| EL | Reading Lab | C | 0.50 | | | Cred Cmp: 2.00 | | GPA: 2.750 | | | |
| PE | Physical Educ 1 | C | 0.50 | | | Seaside High School | | | | | |
| SS | Social Study 9 | D | 0.50 | | | Yr: 2014 | Term: T3 | Grade: 10 | | | |
| Cred Cmp: 2.00 | | GPA: 0.857 | | | | LA | English 10B | C | 0.50 | | |
| Beaverton High School | | | | | | MA | CR Algebra 1B | P | 0.50 | | |
| Yr: 2013 | Term: S2 | Grade: 09 | | | | AR | Design & Illustration | C | 0.50 | | |
| LA | Lit and Comp 9 | F | 0.00 | | | EL | Advanced Sports | B | 0.50 | | |
| MA | Algebra I | D | 0.50 | | | EL | RC Support C | A | 0.50 | | |
| SC | Physics I | F | 0.00 | | | Cred Cmp: 2.50 | | GPA: 2.750 | | | |
| AR | Art 1 | F | 0.00 | | | Graduation Requirements - Credit Summary | | | | | |
| EL | Academic Seminar | A | 0.50 | | | Subject Area | Req'd | Compl | Needed | | |
| HE | Health 1 | C | 0.50 | | | Arts/FLang/CTE | 3.00 | 2.00 | 1.00 | | |
| SS | Social Study 9 | F | 0.00 | | | Elective | 7.00 | 4.50 | 2.50 | | |
| Cred Cmp: 1.50 | | GPA: 1.000 | | | | Health | 1.00 | 0.50 | 0.50 | | |
| Beaverton High School | | | | | | Language Arts | 4.00 | 1.50 | 2.50 | | |
| Yr: 2013 | Term: | Grade: 09 | | | | Mathematics | 3.00 | 1.00 | 2.00 | | |
| LA | Lit and Comp 9 | P | 0.50 | | | Physical Education | 1.00 | 1.00 | | | |
| Cred Cmp: 0.50 | | GPA: 0.000 | | | | Science | 3.00 | 0.50 | 2.50 | | |
| Beaverton High School | | | | | | Social Sciences | 3.00 | 1.00 | 2.00 | | |
| Yr: 2014 | Term: S1 | Grade: 10 | | | | TOTALS | 25.00 | 12.00 | 13.00 | | |
| LA | Lit and Comp 10 | B | 0.50 | | | Graduation Requirements - Test History | | | | | |
| SC | Physics I | C | 0.50 | | | Test Name | | | | Result | |
| EL | Team Sports | D | 0.50 | | | Essential Skills Reading | | | | Not Taken | |
| AR | Art 1 | C | 0.50 | | | Essential Skills Writing | | | | Not Taken | |
| EL | Math Skills | B | 0.50 | | | Essential Skills Math | | | | Not Taken | |
| EL | Academic Seminar | C | 0.50 | | | | | | | | |
| SS | Social Study 10 | D | 0.50 | | | | | | | | |
| Cred Cmp: 3.50 | | GPA: 2.000 | | | | | | | | | |

| | | |
|---|------------------------------------|--------------|
| GPA SUMMARY <u>Unweighted GPA</u> Unweighted CH 1.690 | | NOTES |
| Enter Date 02/17/2015 | Ranked By Unweighted GPA | |
| Class Rank 95 out of 110 | Graduation Date | |
| Class of 2017 | | |

Oregon Standard INDIVIDUALIZED EDUCATION PROGRAM

For students age 16 or older when IEP is in effect

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

| | | |
|--|--|--|
| Student's Name: <u>Smith, Javion</u> | District: <u>Seaside SD 10</u> | Annual IEP Meeting Date: <u>02/20/15</u> |
| ✓ <u>M</u> <u> </u> F | Home School: <u>Seaside High School</u> | Revision date(s) to annual IEP (if needed): <u> </u> |
| Date of Birth (mm/dd/yy): <u>12/03/1997</u> | Attending School/District: <u>Seaside High School</u> | Reevaluation Due: <u>02/21/17</u> |
| Grade: <u>11</u> | Case Manager: <u>Amy Rider</u> | |
| Secure Student Identifier (SSID): <u>15562131</u> | Disability Code: <u>90(p)</u> | |

| | | |
|---|--|--|
| * IEP Meeting Participants: | | |
| Nikita Smith | Javion Smith | Carolyn Ramey, School Guidance Counselor |
| Parent(s): | Student: | Other: |
| Amy L. Rider, Special Education Teacher | Joel Dierickx, General Education Teacher (excused) | |
| Special Education Teacher / Provider: | Regular Education Teacher: | Other: |
| Jeff Roberts, Assistant Principal, SHS | Amy L. Rider, Special Education Teacher | |
| District Representative | Individual Interpreting Evaluations: | Other: |
| <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> | | |

✓ 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 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);
- How the student's disability affects involvement and progress in the general education curriculum; and,
- The student's preferences, needs, interests, and the results of age-appropriate transition assessments.

Strengths:

Javion is an excellent artist and has very nice handwriting. Academically, his strength is in his writing according to his Language Arts teacher at his

former school in Beaverton. He is also active in athletics and enjoys several different sports, including basketball, football and track. He transferred to Seaside High School in February and is doing very well so far, both academically as well as socially.

Parent Concerns: At this time Mr. Smith has no specific concerns about Javion's progress.

Present Level of Academic Performance:

OAKS Testing:

Reading: 4/19/12 Grade 7: 223 (passing is 229, nearly met); 4/15/13 Grade 8: 212 (passing is 234, did not meet)

As a sophomore, Javion is not required to take state assessments through the duration of this IEP.

Present level of developmental and functional performance:

Woodcock-Johnson III Tests of Achievement (2/19/2014):

Broad Reading 82
Letter-Word Identification 90
Reading Fluency 87
Passage Comprehension 72
Broad Math 75
Calculation 70
Math Fluency 85
Applied Problems 86
Broad Written Language 91
Spelling 99
Writing Fluency 79
Writing Samples 98

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

Javion has a learning disability in the areas of reading comprehension and math calculation. His difficulty with reading comprehension makes completing general education read/answer question assignments more difficult, especially if it is material that has not been previously discussed in class. Javion's difficulty with math calculation makes learning and remember algebra concepts difficult.

Student preferences, needs, and interests:

Javion performs better in his classes if information is presented visually. He understands much better when he sees a concept visually as well as hears it. He also learns better when given visual examples he can follow, especially in math, until he remembers the steps he must follow to find a solution. Given him a set format to follow in most academic classes will benefit his greatly.

Transition:

Appropriate, measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills:

Within one year after graduation, Javion will be enrolled in college studying art and writing.

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

Courses required for graduation, college preparatory courses, art and writing courses

Agency Participation:

If the representative from any other agency likely to be responsible for providing or paying for transition services did not attend, document the information received for consideration in planning transition services.

none

Graduation:

Anticipated graduation date: 06/12/17

☒ with regular diploma

☐ with alternate document (describe) _____

Transfer of Rights:

The student has been informed of his/her rights under Part B of IDEA that will transfer to the student at the age of _____ majority. ☐ yes

Date student was informed 02/20/15

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 | * <u>Explanation</u> <i>State why student cannot participate in regular assessment and why particular alternate assessment selected is appropriate for student.</i> | 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 | | |

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

Measurable annual goals page:**The IEP team must consider the students needs relating to:**

- instruction and/or related services
- community experiences
- employment and other post-school adult living objectives
- acquisition of daily living skills, if appropriate

| Measurable Annual Goals: | How progress will be measured: | | How progress will be reported to parents: Written Progress Reports | When progress will be reported to parents: Three times a year with report cards: Dec, March, and June |
|--|---|---|--|---|
| | Criteria | Evaluation Procedures | | |
| Reading: Given a variety of literary and informational texts, Javion will demonstrate comprehension of key ideas and details, answering literal and inferential comprehension questions with an average of 80% accuracy. | 80% accuracy on reading comprehension assessments/assignments | In-class assessments/assignments and informal assessments | 6/11/2015 (AR): Javion continues to make significant progress toward this goal. 3/2015 (AR): Javion continues to make progress toward this goal | |
| Math: In the general education classroom, Javion will solve a variety of equations and inequalities, demonstrating proficiency on assessments with 75% accuracy. | 75% accuracy on assessments | In-class assessments/assignments and informal assessments | 6/11/2015 (AR): Javion continues to make significant progress toward this goal. 3/2015 (AR): Javion continues to make progress toward this goal | |
| Study/Organization: Javion will demonstrate the ability to complete and hand in assigned work and prepare for tests, as evidenced by consistently earning a grade of C or better in his core classes each term. | C or better in core classes | Assignments/assessments | 6/11/2015 (AR): Javion continues to make significant progress toward this goal. 3/2015 (AR): Javion continues to make progress toward this goal | |

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

The IEP team must consider the students needs relating to:

- instruction and/or related services
- community experiences
- employment and other post-school adult living objectives
- acquisition of daily living skills, if appropriate

| 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 | | | | |

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

| Specialty Designed Instruction | Anticipated Amount/Frequency | Anticipated Location | Starting Date | Ending Date | Provider e.g. LEA, ESD, Regional |
|--------------------------------|------------------------------|----------------------|---------------|-------------|----------------------------------|
| Reading Comprehension | 100 minutes/week | Resource Class | 02/20/15 | 02/19/16 | LEA |
| Math Calculation | 100 minutes/week | Resource Class | 02/20/15 | 02/19/16 | LEA |
| Study/Organization | 100 minutes/week | Resource Class | 02/20/15 | 02/19/16 | 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 |
|--|------------------------------|----------------------|---------------|-------------|----------------------------------|
| Extended time on long assignments | Long-term assignments | All Classes | 02/20/15 | 02/19/16 | LEA |
| Extended time on assessments | Assessments | All Classes | 02/20/15 | 02/19/16 | 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: Javion will be removed from general education classes one period per day (20% removal)

If yes, provide explanation justifying the removal: Due to deficits in reading comprehension and math calculation, Javion requires specially designed instruction in these areas, which is provided in resource class.

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)