

IEP MEETING - Attendance

Student: Oliver Carner Date: 6/6/23 Time: 10:00am

Location: Webex

Meeting

- | | |
|--|---|
| <input type="checkbox"/> Initial Evaluation Planning | <input type="checkbox"/> Re-evaluation Planning |
| <input type="checkbox"/> Eligibility Determination | <input checked="" type="checkbox"/> Initial or Annual IEP |
| <input type="checkbox"/> Changes/Revisions to IEP | <input type="checkbox"/> Placement Determination/Change |
| <input type="checkbox"/> Other: _____ | |

Documents given to Parents

- | | |
|---|--|
| <input checked="" type="checkbox"/> IEP Placement Determination | <input type="checkbox"/> A written description of each assessment tool listed on the parent permission |
| <input type="checkbox"/> Notification of Diploma Options | <input type="checkbox"/> Disclosure Statement for Electronic Paperwork |

MEETING PARTICIPANTS

PARENT(S)
)

Print name

Signature

Parent
Parent

SARAH CARNER

WEBEX

PROCEDURAL SAFEGUARDS ☒ Accepted ☐ Refused

I would like to receive my child's special education paperwork: ☐ paper copy ☒ electronic copy

email address: _____

Initials: _____

Print name

Signature

Student _____	_____
District Representative <u>Krista Baker</u>	<u>Webex</u>
Special Education <u>Tawnya Meyer</u>	<u>Webex</u>
Regular Education Teacher <u>Tawnya Meyer</u>	<u>Webex</u>
Person Interpreting Evaluation <u>Krista Baker</u>	<u>Webex</u>
Other <u>Tamara Catalano DHH</u>	<u>Webex</u>
Other <u>Erin Feeney - Des. Co. IDD Casemanager</u>	<u>Webex</u>
Other <u>Julie Fleming School Nurse</u>	<u>Webex</u>
Other <u>Heather Pagano SLP</u>	<u>Webex</u>
Other <u>Lauri Powers ASD</u>	<u>Webex</u>
Other <u>Jason Gibbs Learning Specialist</u>	<u>Webex</u>



520 N.W. Wall Street
Special Programs Office
Bend, Oregon 97701-2699
(541) 355-1060

Other __ Annette Shears Learning Specialist _____ Webex _____

Other __ Wendy Burkhardt AT Specialist _____ Webex _____

Oliver Carner
6/6/2023
Annual IEP

Team members present:

Sarah Carner-Parent
Tawnya Meyer-Case Manager
Heather Pagano-Speech Pathologist
Krista Baker-SPED TOSA
Julie Fleming-School Nurse
Laurie Powers-Autism Consultant
Jason Gibbs-General Ed/SPED Teacher
Erin Feeney-DD Caseworker
Tamara Catalano-DHH Specialist
Wendy Burkhart-AT Specialist
Annette Shears-General Ed/SPED Teacher

Attendance/Introductions: Team made introductions-via Webex.

Procedural Safeguards: Will be sent home.

Electronic or paper copies: Paperwork will be sent home.

Supported Decision Making: Information will be sent home with all the paperwork.

Present Levels:

Sarah-updated the team on where we are on with out of state placement. Kennedy Kriger waitlist is 2 years long. Bankcroft is going back and forth with insurance. Silvernail NW did an ABA evaluation this last week.

Erin-I connected the family with Silvernail; they are helping to create a positive behavior support plan, it is not ABA. It is a company out of valley and the woman who is running it was previously at the Opportunity Foundation.

Krista will send Sarah a ROI.

Sarah-I signed one with her when she was here on Friday.

Concerns: I would like Oliver to go to school longer because I would like him to do more things other than having the school feel like they are his babysitter. Also we would like him to stop hitting. I want to come in and observe doing school.

Krista-You would have to go all the way to the top of the administration as no parents are allowed to be in at the schools during the day. It's a district policy and a HIPPA. Krista will send on contact information for Katie Legacy.

Tammy-explained her consultation services. Agrees with Oliver's strengths that were listed before. Provides resources for the team and feels he has a great support system. Has brought in some activities for Oliver such as ASL Bingo. He likes the tactile activities.

Krista explained the previous amendment and how the team suspended his goals except for Behavior.

Heather explained current communication levels; he is using signs and gestures currently to primarily make requests. He previously used Proloquo2go, but we haven't used it all this year due to trying to get him regulated regarding his behavior.

Behavior: Krista and Tawnya reviewed his current plan and supports. He currently always has 2 adults with him. He has a padded table and pillows close by to make sure he is safe. He wears a padded helmet with a mask while at school. At times, he will attempt to hit his head at school on door frames, the floor, desk and/or on adults. Oliver's behavior is unpredictable, and the team continuously tries to find ways to support him to be safe at school.

Tawnya-As a team we have gotten really good at reading Oliver and anticipating his behavior.

Gibbs-When he is available and ready to learn at school, we are having him do a lot of work tasks. Some days he wants to curl up on the bean bag and we don't much work done. He is now biking and doing more independent pedaling/steering in the school. We try to push him a little bit to do some of those tasks with independence. I'm curious to know how much physical movement helps with his

Krista-I just had an idea about having Oliver check out the bike to use over the summer.

Sarah-I would say yes, but we all know that he will do some things in one place and not others. She will talk with Stacey to see if she would be interested in doing that with him.

Tawnya-We have introduced him to Edmark curriculum; he is using the pictures and corresponding ASL signs. He does problem solving tasks with puzzles,

Sarah-If you are teaching him a new sign at school can you let us know so we know what he is saying at home.

Tawnya-Yes

Gibbs-We also used visuals as we are doing/learning the signs.

Annette-agreed that we get Sarah a list, so she knows what we are working on. I think learning many new signs is difficult for him. His receptive skills are much stronger than his expressive. We have also been working on having him sign with his hands out of his lap.

Sarah-we do that at home as well.

Behavior data; Highest activity of hits around 10:15-10:30. Head hits are seen the most during 9:45-10. To this date he has been sent home 21 times. Restraint has been needed 19 times.

Krista-with regard to having Oliver come to school longer, we will be in contact with Oliver's doctors and share this data with them. The doctor is the one that helps drive the decisions. Sarah-I understand.

Graduation/Diploma: Transition certificate.

PINS/Transition: No current data

Special Factors: Yes, under Behavior, Deaf/Hard of Hearing, Communication and Assistive Technology.

Krista shared the OT update from Taryn-He has a vibrating brush, and he really likes to use it.

Testing: Explained statewide assessments

Goals: Reviewed goals; Behavior goals with choosing a tool/strategy.

Gibbs-I was curious about how we describe/define when he chooses a strategy. He will raise his fist and then stop himself.

Krista-we can clearly define that goal and keep it to address that.

Reviewed other proposed goals; decrease adult support such as only 1 adult with him hands-on while another adult is close by (for example). Write up a key for staff.

Goal around safe hands/body when completing a task for 15 minutes with decreasing adult supports.

Team agreed to updated goals.

Service Summary: Behavior and it was previously at 300 minutes, but team discussed bumping up the time to 450 minutes/week. Continue speech/language as a related service and continue 90 mins/month.

ESY: Team agreed that due to safety reasons that ESY may not be appropriate. Mom agreed.

Accommodations/Modifications: Reviewed current list; removed vibrating oral mechanism as the device he uses isn't oral. Team added pillows to the list.

Supports for School Personnel: ASD, AT, OT, and DHH consultation. Laurie suggested that the ASD time be increased because he has required more supports.

COVID Recovery Services: He doesn't currently qualify.

Non-Participation Justification/Placement: Continue current placement.