

Individualized Education Program

Student Name: **Carner, Oliver**Home Phone: **541-771-4567**Date: **06/03/2024**Date Of Birth: **02/20/2008**Home Address: **20734 Justice Ct**Student No.: **289173****Bend, OR 97701**State Student ID: **12302236**

Age 16	Gender Male	Grade 10	Home School Mountain View High School	Attending School Mountain View High School
Ethnicity White			Phone 541-355-4400	Phone 541-355-4400
Primary Language - Date Determined			Address 2755 NE 27th St	Address 2755 NE 27th St
Home Language - Date Determined English			Bend, OR 97701	Bend, OR 97701

Parent/Guardian

Name Sarah Carner	Home 541-771-4567	Name James Carner	Cell 541-771-2495
Address 20734 Justice Ct	Work 541-389-8130	Address 20734 Justice Ct	Work Phone
Bend, OR 97701	Emergency Phone	Bend, OR 97701	Emergency Phone

IEP Review Due Date : **06/02/2025**Re-evaluation Due Date: **06/08/2025**

Eligibility(ies): Autism Spectrum Disorder, Deaf or Hard of Hearing

Interpreter Needed: ☐ Yes ☒ No**Documentation of efforts to schedule the IEP Meeting:**

Date	Description
05/15/2024	Email sent out to team presenting optional dates and times for the annual IEP meeting.
05/16/2024	Sent meeting notice and parental rights along with SDM pamphlet for meeting via email.
06/02/2024	Phone call and email reminder for meeting scheduled for 6/3.

B. IEP Team Members

<u>Names</u>	<u>Position</u>	<u>Present/Absent</u>
Carner, Oliver	Student	Not Present
Carner, Sarah	Mother	Present
Carner, James	Father	Present
Giordanengo, Stacey	Guardian	Not Present
Burkhardt, Wendy	Assistive Technology Specialist	Present
Forsyth, Troy	Autism Specialist	Present
Hought, Krista L.	District Representative	Present
Meyer, Tawnya D.	General Ed Teacher	Present
Pagano, Heather M.	Person Interpreting Evaluation Results	Present
Fleming, Julie A.	School Nurse	Present
Gibbs, Jason	Special Ed Teacher	Present
Cantrell, Kori	Teacher of DHH	Present
Sharp, Brian W.	Adapted PE Teacher	Present

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* If required team member is excused, attach signed written agreement between parent and district before proceeding.

C. SUMMARY OF PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Strengths of Student (Academic, Functional, Behavior, Learning characteristics, etc.)

Oliver is a 10th grade student at Mountain View High School. Over the last two years, Oliver has built relationships with the staff that work with him. They have learned how to anticipate his behaviors and communicate with Oliver in ways that he understands. Oliver is good at letting staff know when he is done with an activity (signs finished/done), or when he wants something (sign bike). He uses one word familiar, daily functional signs, but not all ASL. Some of his signs are made up signs by him. Oliver has an excellent memory, and can catch on to new concepts quickly.

Concerns of the parent(s) for enhancing the education of the student

Parents would like to see Oliver work more on the academic track and incorporate more learning.

Present level of academic performance, including the student's most recent performance on state or district-wide assessments

Results of state and district group assessment measures:

Test Alternate Assessment (ST)		Test Level 04	Test Date 03/19/2018
Subject	Score	Performance Indicator	
English Language Arts	178	Does Not Meet/Level 1	
Mathematics	158	Does Not Meet/Level 1	
Science			
English Language Proficiency			

Additional Present Levels

Oliver is currently a 10th grade student at MVHS. Per doctor, Oliver has only been attending on a partial day for the 23/24 school year. He currently attends Mon, Tues, Thur, Friday from 9:00 to 12:15, and Wed from 9:00 to 11:42 (the first 3 periods of the day). He currently has access to his own work space in the back room of our classroom space. In that room, he has a padded table, access to a bean bag, weighted blankets and a variety of sensory aids. When sitting at his table, he sits in a chair with staff of both sides of him on wheelie stools for easy maneuverability.

Oliver is on an abbreviated day due to his doctor's recommendation provided by his parents. If that recommendation changes, the school stands ready to serve a full-day of programming to Oliver.

Oliver's day follows a fairly fluid routine. When he arrives, he usually goes to the cafeteria where he chooses a breakfast, fruit, and juice. He will sit in the cafeteria to eat his food. Some days he is there for 20 minutes, other days it is over an hour. He does like to sit there through the first bell when students come to get breakfast. He enjoys being in the midst of the chaos and watching the other students. When he has finished eating, he goes for a walk. Again, the duration and length of this varies. When Oliver walks, he likes to have a person to hold onto on each side of him. We are working to decrease his dependence and have him walk holding onto one person. Sometimes he walks and visits other classes such as band, other times just walks through the halls or outside. Eventually, he returns to the classroom where he will sit at a table and is presented work tasks. He is able to choose his task on Proloquo2go. Somedays he is actively engaged and will complete a large number of work tasks. Other days, he is extremely disengaged and he won't be able to complete even one task.

Oliver currently does not have any academic goals as per agreed up by the IEP team in previous meetings. The focus of his SDI has been primarily Behavior and his safety while at school. We are adding some life skills goals including functional tasks and the ability to attend/participate in class/school activities such as music group, assemblies, or other opportunities as they arise. When Oliver is regulated and in a safe space, the team will present and engage in some academic activities with Oliver such as: Edmark Signs Around You and pairing with the ASL sign, Sign Language Bingo, number recognition and counting 0 to 10, in addition basic basket tasks and file folders.

BEHAVIOR: Currently Oliver requires two staff to be with him at all times. When at school he wears a protective helmet. When dis-regulated, Oliver works primarily in his own space with a padded table, with staff seated on each side of him. Staff have pillows within arms reach to place in front of Oliver's head if he goes to bang his head against the furniture or floor. When staff walk with Oliver, he will grab staff hands and guide them to how he wants them to hold on to him. When walking through doorways staff are cautious of the doorframe as that can be a target for Oliver to hit his head on, as well as walls. When staff are seated next to Oliver they sit on roll stools so that they can easily move in or away from Oliver depending on the situation. He at times will attempt to bend down and hit his head on staff knees. He will also lean into staff and hit them on their shoulders or head/face with his head. He has also stomped on staff feet, and will hit staff with a closed fist. These behaviors have decreased this year. There have been days when Oliver arrives to school, and is handed off to staff from parent already in a dis-regulated state. When that happens staff often provide alternative activities and honor any communication he exhibits. There are some days he is not able engage in any activities/tasks, but instead will lay on the bean bag with a weighted blanket. Oliver has a safety plan that addresses when behaviors are at a certain degree parent are to be contacted and he is to be sent home due to safety risk. There are times when the staff observe Oliver staring off into space, and find it hard to engage him. We have had the nurse assess him during these instances,

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and nothing can be derived from that. The concern about potential seizures has been shared with family and physicians. When Oliver hits his head at school, if it leaves a mark, staff contact the nurse to come and assess Oliver. Oliver often comes to school with bruises on his face, cheek area, nose, KNEES, LEGS, ARMS, black eyes, forehead, all for head hitting incidents that occur at home. The staff has collected a variety of different data points, and this proves to continue to support that Oliver's behavior is inconsistent, there is no antecedent, and no specific strategy to prevent or decrease his self-injurious behaviors. He can be elevated one minute, and calm a few minutes later, or visa versa. It is very challenging for staff as they are continually trying new and different things in hopes of finding something that works.

Staff have noticed a pattern if Oliver comes in for the day hitting his head/face with his fist, that will be what he typically does the remainder of the day. But, if he comes in attempting to hit his head on objects, that will typically be his behavior for the remainder of that day.

Oliver has only had to be restrained twice this year as opposed to 15 times last school year for self-injurious behaviors. Additionally, he has only been sent home 6 times throughout the entire year. Last year he had to be sent home 21 times.

Oliver can ride the bike, pedaling himself and steering if prompted. He is riding both inside the building and outside depending on the weather. If he becomes dis-regulated while riding the bike, he will try to hit his head on the handlebars, or back of the seat.

SPEECH/LANGUAGE: June 2024

Oliver is a 10th grade student at MVHS who communicates using multi-modalities including: gestures and sign language. Currently Oliver doesn't have any specific Speech/Language goals as the team has focused on his behaviors at this time. However, Oliver demonstrates strong receptive language skills as demonstrated by following directions and following established routines. Oliver uses sign language and gestures effectively to indicate wants/needs. When he is presented a voice output device with Proloquo2go, Oliver will request activities when given prompts.

ADAPTED PE 2024: Oliver is able to follow a PE routine for 2-3 minutes per task in about 40% of opportunities. He is able to perform each skill/task, but many times he will work for 2-3 tasks and then want to stop. He can catch a variety of tossed balls from about 8-10 ft with hands only. He can overhand throw and underhand toss to a partner. He is able to dribble a ball and hit a ball off of a tee. He can lightly kick a ball forward.

EATING: Oliver gets breakfast in the cafeteria every morning. He really likes fruit, specifically oranges. When Oliver is eating he generally sits at a cafeteria table, with two staff sitting on either side of him. He needs to be closely monitored at this time for safety, as he has tried to fall to the ground to bang his head as well as hit his head on staff shoulders.

Nutrition and hydration has been a concern for Oliver and appears to be linked to the self-injurious behaviors. Oliver began having hydration infusions and was hospitalized for nutrition for a week earlier in the year. Once nutrition was addressed, the self-injurious behaviors rapidly decreased and Oliver's level of engagement drastically increased. He began engaging in communication with staff, completing tasks in a timely manner, joking around, and just interacting with his environment in a positive manner.

TOILETING: Oliver is currently wearing a pull-up because he has regressed to wetting himself. He is fully aware of when he is going to the bathroom. At times, his pull-up will be extremely full, but Oliver will not ask to go to the bathroom to change. He seems to be receiving sensory input from the full diaper. Previously, Oliver would request by sign when he needs to go to the bathroom. Oliver currently requires two people to walk him to the bathroom for safety. Once at the bathroom one staff goes inside with Oliver while the other stands at the door ready to support and assist for safety if needed. Staff have padded the ADA handrail next to the toilet, to protect against head hitting. While Oliver is seated on the toilet, staff stand directly in front of him with hands on his shoulders as he has shown to fall forward off of the toilet to hit his head on the floor. When he is finished he will flush the toilet (and will flush paper towels if staff are not careful). When washing his hands both staff stand beside him, one blocking the wall next to the sink, and the other blocking the toilet area to prevent him from using those items to bang his head. He needs adult prompting to thoroughly wash his hands. A timer may be utilized at times due to Oliver's desire to self-stimulate while seated on the toilet.

HEARING: Supports the school team and comes in one time per week and provides resources for the team, always checking in, has a great support system. If there is a need by the team, is there for them. Uses a combination of home and school signs. Prefers to sign in his lap and often under the blanket. Staff are encouraging for signs up, but will take them wherever he does them.

Testing:

Oliver's IEP team decided that he will participate in the State Alternate Assessment. He will not participate in district reading or district math assessments as agreed upon by the team.

Supported Decision Making: The team has decided that supported decision making is not the best choice for Oliver.

Present level of developmental and functional performance (including results of initial or most recent evaluations)

Functional/Behavioral:

Oliver has the ability to demonstrate very strong functional skills, however his anxiety, attention, and obsessive-compulsive behaviors impact his functioning quite significantly. The amount of adult support and prompting that Oliver needs varies from day to day. Oliver has difficulty with sleep and sleepless nights often leave him unable to focus. Oliver needs adult prompting to initiate, sustain, and complete tasks. Even when highly motivated by preferred reinforcers, his attention often drifts or falls into an obsessive behavior such as licking his hand. Some of his OCD behaviors include the need to frequently wash his hands, straighten up the room, lick his hand, scratch his skin, and touch other people's necks. When Oliver falls into these patterns of behavior, it often disrupts his academic lesson. Oliver also struggles with his ability to attend. Even when he is calm, he will zone out and can be hard to refocus. This can also happen even when he is working for something preferred such as skittles. For example, when participating in a simple math matching game Oliver did not initiate, sustain, or complete the task.

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independently. Oliver often signs "calm down" when he is feeling stressed and will sign it multiple times. In order to help address the anxiety, Oliver participates in sensory breaks throughout his day. These breaks seem to help regulate him some. He enjoys brushing, using the z-vibe, squeezes, pressure, and the head scratcher.

Oliver uses a visual ipad schedule throughout his school day. He needs adult prompting to check it, but can independently find the activity and move it to all done and touch the next activity. He does not yet orient himself to go to the next activity. Oliver engages in a variety of functional routines through out his day. He is able to independently use the bathroom, wash hands, and brush his teeth. Staff help out with these routines to refocus him, not because he doesn't know the routine. At his past school Oliver participated in a variety of functional jobs through out his day such as towel delivery, plant delivery, and lunch box delivery and was reported to have done great job with these routines. Currently Oliver is working on learn similar routines in his new school environment. He does a great job in the lunch line and finds his spot in the cafeteria. He needs occasional reminders to use his eating utensils, but typically does a good job with that. Oliver has adult support at all times during the day for safety.

Occupational Therapy:

Oliver is a 6th grade student who receives special education services under the eligibility of Autism Spectrum Disorder and Hearing Impairment. He tends to need frequent prompts to initiate and stay on task. Oliver primarily uses American Sign Language to communicate. Oliver has been receiving occupational therapy services to help support sensory needs/self-regulation and handwriting. In regards to sensory/self-regulation he has made good gains with tolerating a variety of clothing material and trying a variety of new foods. He now spends lunch in the cafeteria with peers. He has access to a z-vibe, therapy brush and head scratcher. In addition, he likes squeezes. Oliver is able to write his first name from memory. Oliver uses the app Writing Wizard as an additional tool to practice letter formation

Oliver currently qualifies for special education services under the heading of Autism Spectrum Disorder (ASD) and Hearing Impairment (HI). Observations and information collected from his teachers and parents indicate that Oliver continues to show behaviors typical of children diagnosed with Autism Spectrum Disorder that impact his ability to access his education.

Describe how student's disability affects involvement and progress in the general education curriculum

Oliver continues to be eligible for special education support services in the areas of Autism and Deaf/Hard of Hearing. The significance of Oliver's safety needs at school due to his attempts at self-injurious behaviors, supercede all other learning areas including academics. Due to the significant concern for Oliver's safety at school, and the high level of adult support put in place to attempt to keep him self, directly impact his ability to participate in or access any of the general education setting.

D. GRADUATION OPTIONS

Is the student projected to graduate/exit this school year?

☐ Yes ☒ No

Projected Graduation/Exit Date: 06/19/2026

- ☐ With regular document
☒ With alternate document (describe below)
☒ Transition Certificate

E. TRANSFER OF RIGHTS

Will the student be age of majority, married, or legally emancipated while the current IEP is in effect?

☐ Yes ☒ No

The student and parent have been informed of rights under Part B of IDEA that will transfer to the student at the age of majority?

- ☐ Yes Date informed:
☒ Not-applicable

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

Date anticipated: 02/20/2026

The district has provided written notice of the transfer of rights to the student and the parent?

- ☐ Yes Date provided:
☒ Student has not reached age of majority

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F. SUMMARY OF PRESENT LEVELS OF PERFORMANCE FOR TRANSITION PLANNING

Student preferences, needs, interests & strengths

Preferences: routine, being with peers, oranges
Interest: being silly and laughing at his own jokes, sensory activities, and eating his favorite foods, communicating through ASL, assembling/disassembling, going for drives
Needs: Oliver needs to work with someone who communicates through ASL, consistent staff members, no distractions
Strengths: Oliver has strength in communicating in ASL with familiar words, strength in following his routine

Results of age-appropriate transition assessments

Informal assessments: Observations reveal that Oliver would do well in a job with a similar daily routine that involves physical labor.
Formal assessment: Oliver identified jobs in cooking, yard work, and janitorial duties

G. SUMMARY OF AGE-APPROPRIATE TRANSITION PLANNING

MEASURABLE POST-SECONDARY GOALS:

Training
After graduating high school, Oliver will participate in training around community navigation.

Education:
After graduating high school, Oliver will continue education in ASL communication or other augmented communication.

Employment:
After graduating high school, Oliver will pursue a part time job in a job around janitorial duties.

Independent Living Skill:
After graduating high school, Oliver will independently complete his personal hygiene routine.

Transition services (including projected courses of study) to assist in meeting post-secondary goals:

School Year: 2023-2024
List Courses: Life Skills
Coordinated Activities
10th grade Behavior and Functional Skills

School Year: 2024-2025
List Courses: Life Skills
Coordinated Activities
Instruction - functional and behavioral skills

Information received if any agency above did not attend

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H. SPECIAL FACTORS FOR IEP DEVELOPMENT

Check all factors that apply	Explanation
<p>Does the student exhibit behavior that impedes his/her learning or the learning of others?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, the IEP team must consider the use of strategies, positive behavioral interventions and supports to address the behavior(s)</p>	<p>Oliver exhibits dis-regulated behaviors that result in self-injurious behaviors. He has a safety/crisis plan. The plan is included in the attached documents of the IEP.</p>
<p>Does the student have limited English proficiency?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	
<p>Is the student blind or visually impaired?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, Braille needs must the addressed in the IEP, or evaluation of reading/writing needs has been completed and determined that Braille is not appropriate</p>	
<p>Does the student have communication needs?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, needs must be addressed in the IEP</p>	<p>Oliver communicates by signing, gesturing, and using AT. He requires speech/language therapy to encourage expressive language. He needs access to sign language and a communication device. His communication needs are being addressed under related services in his IEP.</p>
<p>Is the student deaf or hard of hearing?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>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.</p>	<p>Oliver has a profound hearing loss in both ears and currently wears hearing aids. Oliver accesses sign language and assistive technology to aid in communication.</p>
<p>Does the student need assistive technology devices or services?</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, services or devices must be addressed in the IEP</p>	<p>Oliver requires assistive technology to access his education and make progress on his IEP goals. He requires a visual schedule, sensory equipment (touch), brush, access to a 10" mobile device with communication and academic applications.</p>

I. REQUIRED TESTING AND ASSESSMENTS

Statewide Assessments

Will the student participate in any Statewide Assessment?

- ☒ Yes – assessment will be conducted while the current IEP is in effect.
- ☐ No – at the time of testing, assessment is not conducted at the student's grade level.

Assessment Participation				
Testing Grade	Assessment Area	Administration Method	Explanation* <i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	Accommodation
11	State Alternate Assessment-Science (5, 8, 11)	Standard with Accommodations	Oliver's autism and hearing impairments impact him such that he is not able to participate in the standard smarter balance assessments.	Quiet environment, frequent breaks, given by familiar person, and sign language interpreter.
11	State Alternate Assessment-ELA (3-8, 11)	Standard with Accommodations	Oliver's autism and hearing impairments impact him such that he is not able to participate in the standard smarter balance assessments.	Quiet environment, frequent breaks, given by familiar person, and sign language interpreter.
11	State Alternate Assessment-Math (3-8, 11)	Standard with Accommodations	Oliver's autism and hearing impairments impact him such that he is not able to participate in the standard smarter balance assessments.	Quiet environment, frequent breaks, given by familiar person, and sign language interpreter.

Districtwide Assessments

Will the student participate in any Districtwide Assessment?

- ☒ Yes – assessment will be conducted while the current IEP is in effect.
- ☐ No – at the time of testing, assessment is not conducted at the student's grade level.

Assessment Participation				
Testing Grade	Assessment Area	Administration Method	Explanation*	Accommodation
			<i>Why the student cannot participate in regular assessment and why alternate assessment was chosen.</i>	
11	District ELA (6-11) optional	Standard with Accommodations	Oliver's autism and hearing impairments impact him such that he is not able to participate in the standard smarter balance assessments.	Quiet environment, frequent breaks, given by familiar person, and sign language interpreter.

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J. MEASURABLE ANNUAL GOALS

When will progress be reported to the parent?

Semesterly

How will progress be reported?

With schools progress reports

Anticipated Dates

Progress Period 1	06/18/2024
Progress Period 2	01/31/2025

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Category: Behavioral Skills

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, given frustration or physical pain, Oliver will chose an appropriate, safe coping strategy (ex. bike, swing, beanbag, pillow) when given a visual or sign choice in 90% of observed opportunities as measured by daily data collection

Present Level:

Currently, Oliver is choosing a appropriate coping skill in 0% of opportunities.

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, Oliver will demonstrate the ability to have safe hands and body with no staff redirects in 90% of observed opportunities with two staff members based on teacher observation and data.

Present Level:

Currently at 75% with two staff members supporting him

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, Oliver will demonstrate the ability to walk from one point in the school/room to another averaging a 1 (significant support, one person holding on to him, the second person walking beside him without touching him) using the 0 to 3 scale in 80% of observed opportunities. based on teacher observation and data.

0 = constant support/both staff holding on

1 = significant support/one staff holding onto him, the second staff walking beside him without touching him

2 = minimal support/one staff able to walk with student gently holding hand

3 = independent/staff walking in proximity without touching

Present Level:

Currently at 40% with two staff members supporting him

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, Oliver will demonstrate the ability to sit at his table and work on/complete a task with a safe hands and body for a minimum of 15 minutes averaging a 2 (minimal support, with one staff seated beside him, while the other staff is moved away not seated directly beside him, but available for support/assistance for safety) using the 0 to 3 scale in 30% of observed opportunities based on teacher observation and data.

0 = constant support/both staff holding on

1 = significant support/one staff holding onto him, the second staff walking beside him without touching him

2 = minimal support/one staff able to walk with student gently holding hand

3 = independent/staff walking in proximity without touching

Present Level:

Currently at 90% with significant support with two staff members supporting him.

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Category: Life Skills

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, with direct instruction and guided practice, Oliver will be able to complete a variety of functional routines with less than 3 adult prompts in 3 out of 5 given opportunities as measured by teacher data and observation.

functional tasks

Present Level:

Currently at 0 out of 5 with less than 3 adult prompts.

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, Olive will be able to participate in school/class/or small group activities with the support of one adult in 60% of observed opportunities as measured by teacher data and observation.

Present Level:

Currently at 0% with on staff memeber.

Category: Adapted PE

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, Oliver will participate in 5-6 different PE tasks/activities, for up to 2-3 min per activity in 60% of opportunities, as measured by teacher records and observations.

Present Level:

Oliver is able to participate in 5-6 activities for 2-3 minutes in 40% of opportunities.

Category: Communication

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (If Yes, short-term objectives are required)

☒ No

Goal:

In 36 instructional weeks, Oliver will be able to use a low tech or high tech communication device to clarify his communication when his signs are misunderstood in 50% of observed instances as measured by teacher data and observation.

Present Level:

Currently at 0%

K. SERVICE SUMMARY

Specially Designed Instruction

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Behavior Skill	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	300 Min	weekly	06/03/2024	06/02/2025
Life Skills	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	75 Min	weekly	06/03/2024	06/02/2025
Communication	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	75 Min	weekly	06/03/2024	06/02/2025
Adapted PE	LEA (Local Education Agency)	Adapted PE Teacher	Special Education Class	60 Min	monthly	06/03/2024	06/02/2025

The team considered the need for related services and determined that the student is in need of related services.

☐ Yes ☒ No The team has determined the student requires Special Education transportation due to the disability and access to the program site.

Related Services

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Speech/Language Therapy	LEA (Local Education Agency)	Speech/Language Pathologist	Special Education Class	90 Min	monthly	06/03/2024	06/02/2025
Transportation Service	LEA (Local Education Agency)	Other	To & From School	30 Min	daily	06/03/2024	06/02/2025

Extended School Year Services (ESY)

- ☒ The team has determined the student DOES NOT require ESY services
- ☐ The team has determined that ESY services WILL be provided to this student
- ☐ The team will meet to determine whether ESY services are required

Supplementary Aids and Services

Need for Aids/Services; Accommodations

The team considered the need for supplemental aids, services, and accommodations and determined that they are needed.

Supplementary Aids/Services: Accommodations

Description	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Adult support/supervision for safety throughout his entire school day	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	240 Min	daily	06/03/2024	06/02/2025
Safety/Crisis Plan	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	10 Min	weekly	06/03/2024	06/02/2025
Repeat or rephrase information, pair with sign	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	10 Min	daily	06/03/2024	06/02/2025

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Weighted blanket, fidgets (he can play with that can't be swallowed), bean bag, lycra swing, trike, table top pad, pillows, sensory equipment, brush	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	10 Min	daily	06/03/2024	06/02/2025
10" mobile device with communication and academic applications	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	360 Min	daily	06/03/2024	06/02/2025
Reduce visual distraction	LEA (Local Education Agency)	Special Ed Teacher	Special Education and General Education Setting	10 Min	daily	06/03/2024	06/02/2025
Access to breaks during school day	LEA (Local Education Agency)	Special Ed Teacher	Special Education and General Education Setting	15 Min	daily	06/03/2024	06/02/2025
Helmet provided by parents	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	10 Min	monthly	06/03/2024	06/02/2025
Check in for understanding	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	10 Min	daily	06/03/2024	06/02/2025
Allow extra time for processing	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	10 Min	daily	06/03/2024	06/02/2025
Visual schedule and supports	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	30 Min	daily	06/03/2024	06/02/2025
quiet space, with ability to have low lights	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	10 Min	monthly	06/03/2024	06/02/2025
Access to quiet environment with limited distractions	LEA (Local Education Agency)	Special Ed Teacher	Special Education Class	90 Min	daily	06/03/2024	06/02/2025

Need for Aids/Services; Modifications

The team considered the need for supplemental aids, services, and modifications and determined that they are not needed.

Supports for School Personnel

The following supports are necessary for school personnel in order for this student to benefit from instruction in the general education classroom:

Description of Supports	Provider	Role	Time	Frequency	Start Date	End Date
Occupational Therapy	LEA (Local Education Agency)	Occupational Therapist	320 Min	yearly	06/03/2024	06/02/2025
Assistive Technology Consult	LEA (Local Education Agency)	Assistive Technology Specialist	240 Min	yearly	06/03/2024	06/02/2025
DHH Consult	Regional - Corp.	Teacher of DHH	135 Min	yearly	06/03/2024	06/02/2025
Autism Consult	Regional - Corp.	Autism Specialist	540 Min	yearly	06/03/2024	06/02/2025

L. STATEMENT OF NONPARTICIPATION JUSTIFICATION

☒ The team has determined the student will need to be removed from participating with nondisabled students in order to receive specially designed instruction, related services, or supplementary aids or services.

Removal Area	Extent of Removal	Explanation and Justification
<input checked="" type="checkbox"/> From the regular classroom	Oliver will be removed from the general education classroom for specially designed instruction for 450 min/wk for behavior, life skills, and communication as well as 60/month for adaptive PE.	In order to make progress on his IEP goals, Oliver needs an environment that has limited stimuli. Oliver has a hard time focusing and needs constant redirection. He also needs high levels of reinforcement and a highly structured program to make progress.
<input type="checkbox"/> During extracurricular activities		
<input type="checkbox"/> During nonacademic activities		