ELK GROVE UNIFIED
INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY

Student Legal Name: *Xiong, Kaleb* **Legal Suffix:** **Date of Birth:** *3/13/2020* **IEP Date:** *5/9/2023*
Original SpEd Entry Date: *5/9/2023* **Next Annual Plan Review:** *5/9/2024*
Last Eligibility Evaluation: *5/9/2023* **Next Eligibility Evaluation:** *5/9/2026*

MEETING TYPE: ☑ Initial ☐ Plan Review ☐ Eligibility Evaluation
Additional Purpose of Meeting (If needed): ☐ Transition ☐ Pre-Expulsion ☐ Interim ☐ Other

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Age: *3 year(s) 1 months*
Grade: *17 Preschool* **Native Language:** *00 English*
EL: ☐ Yes ☑ No **Redesignated:** ☐ Yes ☑ No **Interpreter** ☐ Yes ☑ No
Student ID: **SSID:**

Parent/Guardian: *Yang Xiong* **Home Phone:**
Home Address: *9582 Village Tree Drive* **Work Phone:**
City: *Elk Grove* **Cell Phone:** *916-647-7815*
State/Zip: *CA, 95758* **Email:** *yang@workwithyang.com*

Parent/Guardian: *Mary Xiong* **Home Phone:**
Home Address: **Work Phone:**
City: **Cell Phone:** *916-897-7267*
State/Zip: , **Email:** *maryxiong19@gmail.com*

District of Special Education Accountability: *Elk Grove Unified*
Residence School: *Elitha Donner Elementary*

Hispanic Ethnicity: ☐ Yes ☑ No ☐ Ethnicity Intentionally Left Blank
Race (regardless of Ethnicity): Race 1. *208 Hmong* **Race 2.** _____
Race 3. _____ **Race 4.** _____ **Race 5.** _____ ☐ Race Intentionally Left Blank

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INDICATE DISABILITY/IES *Note: For initial and triennial IEPs, assessment must be done and discussed by IEP Team before determining eligibility. * Low Incidence Disability*
Primary: *Visual Impairment (VI) **** **Secondary:** *Speech or Language Impairment (SLI)*

☐ Not Eligible for Special Education ☐ Exiting from Special Education (returned to reg. ed/no longer eligible)

Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities) *Kaleb's eligibility under Visual Impairment manifests itself with vision impairment that impacts his access to the curriculum and classroom transitions. His delays in speech and language impact access to general education and typical peers and can affect his ability to learn new skills through play.*

FOR INITIAL PLACEMENTS ONLY
Has the student received IDEA Coordinated Early Intervening Services (CEIS) using 15% of IDEA funding in the past two years?
☐ Yes ☑ No

Date of Initial Referral for Special Education Services: *4/17/2023*

Person Initiating the Referral for Special Education service: *10 Parent*
Date District Received Parent Consent: *4/17/2023*
Date of Initial Meeting to Determine Eligibility: *5/9/2023*

ELK GROVE UNIFIED
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Strengths/Preferences/Interests
Kaleb has a good memory and likes music. He loves to sing. He likes toys with buttons and big wheels.

Parent input and concerns relevant to educational progress
Parents are concerned about Kaleb adapting to a new environment and separating from Mom, as well as making friends and getting along with friends.

Smarter Balanced Assessment Consortium (SBAC)

English/Language Arts

☑ Not Applicable

English/Language Arts Overall
☐Standard Exceeded ☐Standard Met ☐Standard Nearly Met ☐Standard Not Met

Reading	☐Above Standard	☐Near Standard	☐Below Standard
Writing	☐Above Standard	☐Near Standard	☐Below Standard
Speaking and Listening	☐Above Standard	☐Near Standard	☐Below Standard
Research/Inquiry	☐Above Standard	☐Near Standard	☐Below Standard

Math

☑ Not Applicable

Math Overall
☐Standard Exceeded ☐Standard Met ☐Standard Nearly Met ☐Standard Not Met

Concepts and Procedures	☐Above Standard	☐Near Standard	☐Below Standard
Problem Solving and Data Analysis	☐Above Standard	☐Near Standard	☐Below Standard
Communication Reasoning	☐Above Standard	☐Near Standard	☐Below Standard

California Alternate Assessments (CAA)

☑ Not Applicable

English Language Arts	☐Understanding	☐Foundational Understanding	☐Limited Understanding
Math	☐Understanding	☐Foundational Understanding	☐Limited Understanding
Science	☐Understanding	☐Foundational Understanding	☐Limited Understanding

English Language Development Test (English Learners Only)
☑ **Not Applicable**

English Language Proficiency Assessments of California (ELPAC)
☐ **Initial ELPAC**
☐ **Summative ELPAC**
Overall Score: Overall Performance Level: Oral Language Score/Level:
Written Language Score/Level:

Scores by domain

Listening: **Speaking:** **Reading:** **Writing:**

Performance by domain

Listening: **Speaking:** **Reading:** **Writing:**

Alternate English Language Proficiency Assessments for California (Alternate ELPAC):

☐ **Initial Alternate ELPAC**

☐ **Summative Alternate ELPAC**

Overall Score: Overall Performance Level:

Physical Education Testing (grades 5, 7 & 9):

Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.)

Hearing Date: *4/17/2023* ☐Pass ☐Fail ☑ Other *Unable to test due to student refusal. Parents report Kaleb passed the newborn hearing screening in both ears and parents have no hearing concerns.*

Near Vision Date: *4/17/2023* ☐Pass ☐Fail ☑ Other *Under care of eye specialist. Kaleb is considered legally blind and has a history persistent hyperplastic primary vitreous (PHPV) and bilateral retinal detachment with no light perception in either ey*

Distance Vision Date: *4/17/2023* ☐Pass ☐Fail ☑ Other *Under care of eye specialist. Kaleb is considered legally blind and has a history persistent hyperplastic primary vitreous (PHPV) and bilateral retinal detachment with no light perception in either ey*

Preacademic/Academic/Functional Skills

Kaleb demonstrates emerging academic skills when compared to same age peers.

Classroom Readiness/Functional Skills

• Sitting/Attending Large Group Instruction: During circle time, he was observed sitting or standing with his parent. When a song was playing, he was observed either quietly singing along or humming along to the music.

• Sitting/Attending Small Group Instruction: Kaleb was observed switching between sitting in a cube chair, regular preschool chair, or in parent's lap.

• Transitions: Kaleb was observed exploring his environment by feeling what was around him. His parent was observed trying to use the sound of their voice or tapping of their foot to guide him as he navigated around the classroom setting. His parent reports at home, he is able navigate himself independently around the house since he has become familiar with the setting and placement of furniture. Parent reports he is learning to use his cane outside to navigate. Parent's report he is ok with transitioning between activities.

• Ability to Focus and Attend to Tasks and Instructions: During instructional tables, he was observed exploring the materials that were presented to him. During an art project, he was observed allowing adults to support (i.e., hand over hand) him as they communicated with him about what they were doing and what he was touching.

Compensatory Vision Skills:

Please refer to Functional Vision Report from the Teacher of the Visually Impaired for information on Kaleb's skills as a blind child.

Communication Development

Receptive/Expressive Language

Kaleb demonstrates delays in receptive language and expressive communication in comparison with what is expected for his age. He's not yet following multi-step directions or demonstrating understanding of preschool-level concepts. Kaleb is not yet engaging in explorative, symbolic, or pretend play. Expressively, he communicates using body language, gestures, and verbal language that is often repetitive. He's not yet relying on verbal language for a variety of pragmatic purposes, responding to questions, or telling simple stories.

With deficits in receptive language, it would be expected that Kaleb will have a difficult time following classroom directions and discussions. Expressively, Kaleb will likely have difficulty expressing his needs/wants, thoughts, and participating in back-and-forth interactions with others.

Social Language/Pragmatics
Kaleb demonstrates some foundational skills related to social communication, while other expected skills are less reliable and/or reduced in frequency, range, or quality. This includes responding to his name consistently, communicating to share in an experience/interest, or engaging in turn taking activities or conversations with others. He's not yet communicating for purposes other than to get his needs/wants met or engaging in interactive games with others.

With his reduced and inconsistent pragmatics skills, Kaleb would be expected to have difficulty engaging in interactions with peers and adults across school settings.

Articulation/Phonology
In the area of articulation/phonology, Kaleb was observed to produce some age-appropriate sounds. His overall intelligibility was rated to fall within the average range.

Gross/Fine Motor Development
Gross Motor Skills:
Please refer to physical therapy assessment for details regarding gross motor skills.

Fine Motor Skills:
• Kaleb demonstrates appropriate fine motor skills for his age.

Fine Motor Skills:
Kaleb was unable to participate in The Peabody Developmental Motor Scales-2nd Edition (PDMS-2) in a standardized manner due to visual impairment. Fine motor information was obtained through a combination of observation, record review, and family report.

Per interview with parents, Kaleb demonstrates the following posture/fine motor/visual motor skills:
Kaleb demonstrates the following grasping skills:
• Kaleb will pick up goldfish snacks using a pincer grasp.
• Kaleb turns pages of a thick cover and thick page book.
• Kaleb is starting to associate shapes through touch. Kaleb was observed to correctly name a "square".
• Kaleb will reach forward with both hands when told there is an item in front of him.
• Kaleb will feel walls to familiarize himself with his environment. Kaleb is very independent and is familiar which each room in their home.
• Kaleb has not shown an interest in picking up a crayon.
• Kaleb loves toys with music. He has a gong toy at home that he will hold with one hand and play with the other.
• Kaleb knows left vs right. He has been participating in activities with songs that differentiate left from right.
• Kaleb can use a utensil (spoon) with assistance to guide where food is.
• Kaleb enjoys bouncing on a ball with assistance from parent

Observations:
• Hand dominance: No clear hand dominance noted.
• Isolation of index finger: Able to isolate index finger with left hand.
• Crossing midline: Able to cross midline.
• Bilateral Coordination: Stabilizes objects with helper hand (e.g., pulling string on toy, attempting to remove a bottle cap), transfers items between hands

Sensory Processing: Throughout the assessment week, there were no behaviors that appear to be sensory based.

Social Emotional/Behavioral
Play and Social Skills
• Play with Objects: Kaleb was observed exploring the play materials in the classroom during the assessment week. He was observed banging on pots and pans, interacting with sensory balls, manipulating musical instruments, and pushing buttons on an interactive sound toy. His parents report he likes to play with toys that make sounds, pop its, fidget toys, drums, and the wheels on his large monster truck toy. His parent reports that when he is playing with his toys, he is playing with them functionally.

• Social Play: During the assessment week, he was not observed interacting with peers but was observed allowing peers to be near him as he played. Parent reports he will usually play on his own but will explore the nursery setting at Church but not interact with peers. Parents report

he is ok with peers sitting close by and are working with him on interacting with peers.

Social Emotional/Behavioral
• Behavior Specific Concerns: Kaleb did not exhibit any excessive behaviors in the classroom throughout the week. His parent reports that they do not have any behavioral concerns currently.

• Area of Strength: Kaleb showed some emerging classroom readiness skills throughout the assessment week.

Vocational
Kaleb is not of vocational age.

Adaptive/Daily Living Skills
• Toileting: Kaleb is not yet toilet trained and communicates that his diaper is soiled by saying "need wash".

• Feeding: Kaleb uses his fingers to feed himself dry finger foods and parents feed him when utensils are needed. Parent reports he is able hold a spoon. Kaleb is able to drink from a sippy cup and a plastic water bottle with support.

• Dressing/Undressing: Kaleb can cooperate in the dressing and undressing routine.

Parents reported that Kaleb may gulp air which leaves him feeling as if he is going to vomit. He is getting better at releasing the air on his own by burping.

Orientation & Mobility Skills:
Please refer to the Orientation & Mobility (O&M) report for information on Kaleb's O&M skills.

Health
The health review for Kaleb Xiong was completed with a review of records, in-person interview with parents on 04/17/23, and in-person health screenings.

Hearing: Unable to test due to refusal. Parents have no concerns for Kaleb's hearing and report Kaleb passed the newborn hearing screening in both ears. No history of ear infections reported.
Vision: Kaleb is under the care of an eye specialist and is considered legally blind. Kaleb follows-up with the vision specialist through Kaiser every 6 months-1 year.

Physician: Dr. Stephanie Yee-Guardino at Kaiser Last appointment: 09/06/22
Dental appointment: Parents report Kaleb has not had his first dental appointment. Recommend for parents to schedule Kaleb's first dental appointment and local pediatric dentist list provided to parents
Immunizations: Up to date. DTaP, Polio, MMR, Varicella boosters due prior to TK/Kindergarten
Allergies: None reported
Medications: Topical cream as needed for eczema

Developmental Milestones
Motor: Rolled over: 5 months; Sat alone: 5-6 months; Crawled: 7-8 months; Walked: 11 months
Speech and communication: Single words: 1 year old; 2-word phrases: 1 ½ years old; Sentences: 2 years old
Developmental concerns: Social skills, adapting to new environments

Health Review: Parents report Kaleb is in excellent overall health. Parents state Kaleb's medical history includes vision impairment (legally blind in both eyes) and eczema. At 6-7 weeks of age, parents noted Kaleb had eye discoloration, pupil abnormalities, tearing to left eye, light sensitivity, and eye tracking concerns. Kaleb was referred to UCSF eye specialists and was diagnosed with congenital retinal detachment with persistent hyperplastic primary vitreous. PHPV is a congenital developmental disorder that occurs when the blood supplying structures present during the development of the eye fail to regress as they should. The resulting structural abnormalities can lead to impairment of vision. Kaleb has undergone four eye surgeries with the first one at 3 months of age. Kaleb has a history of eczema and uses a topical cream as needed for exacerbations. Parents report Kaleb is a selective eater and will feed himself dry foods such as cereal, rice, cookies, apples, and chips. Kaleb does not like to touch moist foods and needs assistance with eating soft/moist foods.

Parents report the following complications during the pregnancy with Kaleb: high blood pressure, pre-eclampsia, labetalol prescribed to treat high blood pressure, and x-rays at 20 weeks. Kaleb was delivered full-term via cesarean weighing 6 lb 12 oz. Placental abruption occurred during delivery (placental abruption is a serious condition in which the placenta separates from the wall of the uterus before birth). Kaleb was discharged home after a 3-day hospital stay.

Kaleb is up to date on immunizations and physical exams.

Recommendations from the School Nurse:
Continue routine physical/eye examinations and schedule first dental appointment
Inform school if any updates or changes in health
School staff working with Kaleb to be aware of his condition and provide assistance as needed
School staff to provide close supervision
School staff to follow recommendations per district vision specialists
C. Ludwig, MSN, RN, PHN Credentialed School Nurse

For student to receive educational benefit, goals will be written to address the following areas of need:
Pre-Braille Skills (Concepts of Braille, Braille "Scribbling", Identifying Different Tactile Shapes), Braille Pre-Reading (Tracking Left to Right), Braille Skills (Name Parts of the Braille Writer), Orientation & Mobility (Cane Care & Use, Stair Navigation), Communication Development (Pragmatic, Receptive, and Expressive Language)

ELK GROVE UNIFIED
SPECIAL FACTORS

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Does the student require assistive technology devices and/or services? ☐Yes ☑No

Rationale: Team does not believe Kaleb needs assistive technology or services related to assistive technology at this time.

Does the student require low incidence services, equipment and/or materials to meet educational goals? ☑Yes ☐No
(If yes, specify) Kaleb requires services from a teacher of the Visually Impaired and an Orientation & Mobility specialist as well as one on one support. He also requires braille materials and a braille writer as well as products from the American Printing House for the Blind (APH).

Considerations if the student is blind or visually impaired: Services from the Visual Impairment program staff during his hours in preschool. He should be provided with access to materials shown to the class in a group setting or a separate set of materials to look at. It is also recommended that he be given increased processing time to allow time to "see" things part by part. He would benefit from a tactually marked carpet square. Braille labels should be placed around the room to encourage Kaleb's curiosity and support his pre-reading skills.

Considerations if the student is deaf or hard of hearing: Kaleb is not considered to be deaf or hard of hearing.

If the student is an English Learner, complete the following section:

1. **All students who are English Learners must receive Comprehensive English Language Development (ELD) (designated and Integrated ELD instruction) as part of their core instructional program, based on assessed English language proficiency.**

   a. **Does the student need primary language supports during integrated ELD (across content areas)?** ☐Yes ☐No

   If yes, please select:
   ☐Oral clarification of directions in the primary language
   ☐Illustrated glossaries in primary language
   ☐Graphic organizer with key concepts translated to primary language
   ☐Pair key text/words translated to primary language with visuals
   ☐Pair key text/words translated to primary language
   ☐Provide definitions in primary language in context of lesson
   ☐Frontloading using primary language, to bridge new learning to previous knowledge
   ☐Teach relationships between concepts in primary language
   ☐Conduct frequent comprehension checks, allow for student response in primary language
   ☐Bilingual dictionary
   ☐Glossaries in primary language
   ☐Other:

   b. **Where will the student receive Designated ELD?** ☐General Education ☐Special Education

2. **The student who is an English Learner is currently participating in:**
   ☐Structured English Immersion (SEI) or ☐Other, parent selected multilingual/language acquisition program

Comments:

Does student's behavior impede learning of self or others? ☐Yes ☑No (describe)

If yes, specify positive behavior interventions, strategies, and supports:

☐Behavior Goal is part of this IEP ☐Behavior Intervention Plan (BIP) Attached

ELK GROVE UNIFIED
Statewide Assessments

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Indicate student's participation in the California Assessment of Student Performance and Progress (CAASPP) below:

English Language Arts (Grades 3-8, & 11)

90 Not to Participate (Outside Testing Group or Plan Type 200)

Math (Grades 3-8, & 11)

90 Not to Participate (Outside Testing Group or Plan Type 200)

Science (Grades 5, 8 & High School)

90 Not to Participate (Outside Testing Group or Plan Type 200)

☐ **If student is taking Alternate Assessment the IEP team has reviewed the criteria for taking alternate assessments.**

Physical Fitness Test (Grades 5, 7 & 9)

- ☑ Out of testing range
- ☐ Without Accommodations
- ☐ With Accommodations
- ☐ With Modifications (Check with PFT Office prior to use)

☐ **Other State-Wide/ District-Wide Assessment(s) Alternate Assessment(s)**

☑ **Desired Results Developmental Profile (DRDP) – (Preschoolers Ages 3, 4 and 5 years)**

- ☐ Adaptations Not Applicable
- ☐ Alternative response mode
- ☐ Alternative mode for written language
- ☑ Sensory support
- ☐ Assistive equipment or device
- ☐ Functional positioning
- ☑ Visual support
- ☐ Augmentative or alternative communication system

English Language Proficiency Assessments of California (ELPAC; for English Learners Only).

Please Note: Computer-based is for all domains grades 3-12. The writing domain is paper-based only for grades K-2. All other domains for grades K-2 are computer-based.

☐ **Initial ELPAC**

- ☐ Without Designated Supports (All domains)
- ☐ Designated Supports (All domains)
- ☐ Without Accommodations (All domains)
- ☐ Accommodations (All domains)

☐ **Summative ELPAC Computer-based**

- ☐ Without Designated Supports (All domains)
- ☐ Embedded Designated Supports
- ☐ Non-embedded Designated Supports

- ☐ Without Accommodations (All domains)
- ☐ Embedded Accommodations
- ☐ Non-embedded Accommodations

☐ **Domain Exemption:**

Alternate ELPAC

☐ **Initial Alternate ELPAC**
☐ **Summative Alternate ELPAC**

- ☐ Alternate ELPAC Embedded Designated Supports
- ☐ Alternate ELPAC Non-embedded Designated Supports
- ☐ Alternate ELPAC Non-embedded Accommodations

☐ **Standards based Tests in Spanish STS**

- ☐ Math without Designated Supports or Accommodations
- ☐ Math with Designated Supports
- ☐ Math with Accommodations
- ☐ Reading, Language, Spelling without Designated Supports or Accommodations
- ☐ Reading, Language, Spelling with Designated Supports
- ☐ Reading, Language, Spelling with Accommodations

ELK GROVE UNIFIED
ANNUAL GOALS AND OBJECTIVES

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Area of Need: Concepts of Braille	**Measurable Annual Goal #:** *1*
Baseline: Kaleb currently explores Braille & tactile books.	**Goal:** By 5/2024, Kaleb will be able to locate the front/back, top/bottom of braille books and pages when asked in 5 of 5 trials as noted in VI log. ☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs resulting from the disability ☑ Linguistically appropriate ☐Transition Goal: ☐Education/Training ☐Employment ☐Independent Living **Person(s) Responsible:** Visual Impairment Program Staff

Short-Term Objective: By 11/2023, Kaleb will be able to locate the front/back, top/bottom of braille books and pages when asked in 2 of 5 trials as noted in VI log.

Short-Term Objective: By 3/2024, Kaleb will be able to locate the front/back, top/bottom of braille books and pages when asked in 4 of 5 trials as noted in VI log.

Short-Term Objective:

Progress Report 1:
Summary of Progress:
Comment:

Progress Report 2:
Summary of Progress:
Comment:

Progress Report 3:
Summary of Progress:
Comment:

Annual Review Date:
Goal met ☐Yes ☐No
Comments:

ELK GROVE UNIFIED
ANNUAL GOALS AND OBJECTIVES

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Area of Need: Braille "scribbling"	**Measurable Annual Goal #:** *4*
Baseline: Kaleb has limited experience with the braille writer.	**Goal:** By 5/2024, Kaleb will "scribble" on the Braille Writer, using the alphabet keys, space bar, back space and line advance keys, in 8/10 trials as measured by observation and noted in VI log. ☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs resulting from the disability ☑ Linguistically appropriate ☐Transition Goal: ☐Education/Training ☐Employment ☐Independent Living **Person(s) Responsible:** Visual Impairment Staff

Short-Term Objective: By 11/2023, Kaleb will use any keys to scribble on the Braille Writer (pressing hard enough to emboss paper) in 8/10 trials as noted in teacher log.

Short-Term Objective: By 3/2024, Kaleb will use the alphabet keys to scribble on the Braille Writer using the line advance key after the bell rings in 8/10 trials as noted in teacher log.

Short-Term Objective:

Progress Report 1:
Summary of Progress:
Comment:

Progress Report 2:
Summary of Progress:
Comment:

Progress Report 3:
Summary of Progress:
Comment:

Annual Review Date:
Goal met ☐Yes ☐No
Comments:

ELK GROVE UNIFIED
ANNUAL GOALS AND OBJECTIVES

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Area of Need: Cane Care & Use	**Measurable Annual Goal #:** *7*
Baseline: Kaleb will benefit from becoming familiar with basic care and use of the cane when in familair environments.	**Goal:** By 5/2024 Kaleb will demonstate the basic care and use of his cane in 8 of 10 trials as noted by teacher log. ☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs resulting from the disability ☑ Linguistically appropriate ☐Transition Goal: ☐Education/Training ☐Employment ☐Independent Living **Person(s) Responsible:** Orientation & Mobility Specialist

Short-Term Objective: By 10/2023 Kaleb will be able to independently hang up or place his cane in an appropriate place when coming in from the classroom and retrieve his cane from that place when leaving the classroom in 8 of 10 trials as noted by teacher log.

Short-Term Objective: By 1/2024 Kaleb will demonstrate the proper grip and position when using the cane outdoors in 4 of 5 trials as noted by teacher log.

Short-Term Objective: By 5/2024 Kaleb will be able to use the proper arc and trailing technique with occasional hand over hand modeling when using a cane in 4 out of 5 trials as noted by teacher log.

Progress Report 1:
Summary of Progress:
Comment:

Progress Report 2:
Summary of Progress:
Comment:

Progress Report 3:
Summary of Progress:
Comment:

Annual Review Date:
Goal met ☐Yes ☐No
Comments:

ELK GROVE UNIFIED
ANNUAL GOALS AND OBJECTIVES

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Area of Need: Stair Navigation	**Measurable Annual Goal #:** *8*
Baseline: Kaleb crawls when going up and down stairs.	**Goal:** By 05/2024 Kaleb will demonstrate the ability to go up and down 4 stairs independently with one hand on the rail to increase independent school mobility 4 out of 5 trials as noted by teacher log. ☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs resulting from the disability ☑ Linguistically appropriate ☐Transition Goal: ☐Education/Training ☐Employment ☐Independent Living **Person(s) Responsible:** O&M Specialist and Classroom Staff

Short-Term Objective: By 11/2023 Kaleb will demonstrate the ability to go up and down 4 stairs using tactile and verbal cues from staff to slow down with one hand on the rail to increase independent school mobility 4 out of 5 trials as noted by teacher log.

Short-Term Objective: By 3/2024 student will demonstrate the ability to go up and down 4 stairs using verbal cues from staff to slow down with one hand on the rail to increase independent school mobility 4 out of 5 trials as noted by teacher log.

Short-Term Objective:

Progress Report 1:
Summary of Progress:
Comment:

Progress Report 2:
Summary of Progress:
Comment:

Progress Report 3:
Summary of Progress:
Comment:

Annual Review Date:
Goal met ☐Yes ☐No
Comments:

ELK GROVE UNIFIED
ANNUAL GOALS AND OBJECTIVES

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Area of Need: Communication Development/Pragmatic Language	**Measurable Annual Goal #:** *9*
Baseline: Kaleb is not yet seeking others out for fun/enjoyment, taking conversational or social turns, responding to his name or bids for his attention consistently, or showing or sharing things he finds interesting. Overall, his engagement with others is reduced for what would be expected at his age. He will benefit from increasing awareness of those around him and learning to take conversational turns.	**Goal:** By May 2024, Kaleb will participate in structured group activities with peers and/or adults by directing communicative attempts towards others [body facing, verbally gaining attention, etc.], taking his turn, and/or requesting to continue or discontinue the activity, given minimal support (1-2 prompts/cues), in 4/5 communication exchanges, as measured by data and observations. ☑ Enables student to be involved/progress in general curriculum/state standard LS 1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting ☐ Addresses other educational needs resulting from the disability ☐ Linguistically appropriate ☐Transition Goal: ☐Education/Training ☐Employment ☐Independent Living **Person(s) Responsible:** Classroom staff/SLP

Short-Term Objective: By November 2023, Kaleb will participate in structured group activities with peers and/or adults by directing communicative attempts towards others [body facing, verbally gaining attention, etc.], taking his turn, and/or requesting to continue or discontinue the activity, given maximum support (4+ prompts/cues), in 4/5 communication exchanges, as measured by data and observations.

Short-Term Objective: By March 2024, Kaleb will participate in structured group activities with peers and/or adults by directing communicative attempts towards others [body facing, verbally gaining attention, etc.], taking his turn, and/or requesting to continue or discontinue the activity, given moderate support (3-4 prompts/cues), in 4/5 communication exchanges, as measured by data and observations.

Short-Term Objective:

Progress Report 1:
Summary of Progress:
Comment:

Progress Report 2:
Summary of Progress:
Comment:

Progress Report 3:
Summary of Progress:
Comment:

Annual Review Date:
Goal met ☐**Yes** ☐**No**
Comments:

ELK GROVE UNIFIED
ANNUAL GOALS AND OBJECTIVES

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Area of Need: Indoor Orientation & Mobility	**Measurable Annual Goal #:** *6* **Goal:** By 5/2024, Kaleb will successfully navigate major areas of his classroom using human guide, trailling and protective techniques in 4 of 5 trials as measured by teaccher log.
Baseline: Kaleb will benefit from learning various indoor travel skills including human guide, trailing and protective techniques when traveling in indoor environments.	☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs resulting from the disability ☑ Linguistically appropriate ☐Transition Goal: ☐Education/Training ☐Employment ☐Independent Living **Person(s) Responsible:** O&M Specialist/Classroom Staff

Short-Term Objective: By 11/2023, Kaleb will demonstrate the use of trailing techniques when traveling in the classroom in 4 out of 5 trials as noted by teacher log.

Short-Term Objective: By 3/2024, Kaleb will demonstrate the use of a modified human guide with adults when traveling in the classroom in 4 out of 5 trials as noted by teacher log.

Short-Term Objective: By 5/2024, Kaleb will demonstrate the use of protective techniques when traveling in the classroom in 4 out of 5 trials as noted by teacher log.

Progress Report 1:
Summary of Progress:
Comment:

Progress Report 2:
Summary of Progress:
Comment:

Progress Report 3:
Summary of Progress:
Comment:

Annual Review Date:
Goal met ☐Yes ☐No
Comments:

ELK GROVE UNIFIED
ANNUAL GOALS AND OBJECTIVES

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Area of Need: Identify different tactile shapes	**Measurable Annual Goal #:** *5* **Goal:** By 5/2024, Kaleb will be able to find one raised line or tactile shape that is different given a page with up to 5 shapes with 95% accuracy as measured by TVI test and noted in VI log.
Baseline: Kalewb currently names a few familair shapes.	☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs resulting from the disability ☑ Linguistically appropriate ☐Transition Goal: ☐Education/Training ☐Employment ☐Independent Living **Person(s) Responsible:** Visual Impairment Program Staff

Short-Term Objective: By 11/2023, Kaleb will find the shape that is different given a page with 3 raised line/tactile shapes with 80% accuracy as noted by teacher log.

Short-Term Objective: By 3/2024, Kaleb will find the shape that is different given a page with 4 raised line/tactile shapes with 80% accuracy as noted by teacher log.

Short-Term Objective:

Progress Report 1:
Summary of Progress:
Comment:

Progress Report 2:
Summary of Progress:
Comment:

Progress Report 3:
Summary of Progress:
Comment:

Annual Review Date:
Goal met ☐Yes ☐No
Comments:

ELK GROVE UNIFIED
ANNUAL GOALS AND OBJECTIVES

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Area of Need: Name parts of the braille writer	**Measurable Annual Goal #:** *3* **Goal:** By 5/2024, Kaleb will name at least 12/20 of the parts of the Braille Writer in 4 of 5 trials as measured by teacher log.
Baseline: Kaleb has limited experience with braille writers.	☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs resulting from the disability ☑ Linguistically appropriate ☐Transition Goal: ☐Education/Training ☐Employment ☐Independent Living **Person(s) Responsible:** Visuall Impairment Program Staff

Short-Term Objective: By 11/2023, Kaleb will name 4/20 parts of the Braille Writer in 4 of 5 trials as measured by teacher log.

Short-Term Objective: By 3/2024, Kaleb will name 8/20 parts of the Braille Writer in 4 of 5 trials as measured by teacher log.

Short-Term Objective:

Progress Report 1:
Summary of Progress:
Comment:

Progress Report 2:
Summary of Progress:
Comment:

Progress Report 3:
Summary of Progress:
Comment:

Annual Review Date:
Goal met ☐**Yes** ☐**No**
Comments:

ELK GROVE UNIFIED
ANNUAL GOALS AND OBJECTIVES

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Area of Need: Tracking left to right	**Measurable Annual Goal #:** *2*
Baseline: Kaleb currently explores Braille books and has no experience with Braille labels.	**Goal:** By 5/2024, Kaleb will use a light touch to "tickle the dots" while tracking from left to right on a braille page/calendar/label, in 8/10 opportunities as measured by observation and noted in VI log. ☐ Enables student to be involved/progress in general curriculum/state standard ☑ Addresses other educational needs resulting from the disability ☑ Linguistically appropriate ☐Transition Goal: ☐Education/Training ☐Employment ☐Independent Living **Person(s) Responsible:** Visual Impaiment Program Staff

Short-Term Objective: By 11/2023 Kaleb will use a light touch to track braille from left to right in 4/10 opportunities as notedf by teacher log.

Short-Term Objective: By 3/2024, Kaleb will use a light touch to track braille from left to right in 6/10 opportunities as noted by teacher log.

Short-Term Objective:

Progress Report 1:
Summary of Progress:
Comment:

Progress Report 2:
Summary of Progress:
Comment:

Progress Report 3:
Summary of Progress:
Comment:

Annual Review Date:
Goal met ☐Yes ☐No
Comments:

ELK GROVE UNIFIED
ANNUAL GOALS AND OBJECTIVES

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Area of Need: Communication Development - Expressive Language	**Measurable Annual Goal #:** *12*
Baseline: Kaleb currently communicates using body language, gestures, and verbal language to communicate for some, but not all, pragmatic purposes.	**Goal:** By May 2024, Kaleb will use 2-3 words to make requests, comment, take a turn, and/or protest/reject objects or activities, with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, independently, for 4 of 5 trials as measured by SLP charting and observation. ☑ Enables student to be involved/progress in general curriculum/state standard LS 1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting ☐ Addresses other educational needs resulting from the disability ☐ Linguistically appropriate ☐Transition Goal: ☐Education/Training ☐Employment ☐Independent Living **Person(s) Responsible:** Classroom staff/SLP

Short-Term Objective: By November 2023, Kaleb will use 2-3 words to make requests, comment, take a turn, and/or protest/reject objects or activities, with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, moderate support (3-4 prompts/cues), for 4 of 5 trials as measured by SLP charting and observation.

Short-Term Objective: By March 2024, Kaleb will use 2-3 words to make requests, comment, take a turn, and/or protest/reject objects or activities, with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, given minimal support (1-2 prompts/cues), for 4 of 5 trials as measured by SLP charting and observation.

Short-Term Objective:

Progress Report 1:
Summary of Progress:
Comment:

Progress Report 2:
Summary of Progress:
Comment:

Progress Report 3:
Summary of Progress:
Comment:

Annual Review Date:
Goal met ☐**Yes** ☐**No**
Comments:

ELK GROVE UNIFIED
ANNUAL GOALS AND OBJECTIVES

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Area of Need: Communication Development/Receptive Language	**Measurable Annual Goal #:** *11* **Goal:** By May 2024, when given a two objects to compare, Kaleb will determine if the objects are the same or different, independently, in 4 out of 5 opportunities, as measured by data and observation. ☑ Enables student to be involved/progress in general curriculum/state standard LS 2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts ☐ Addresses other educational needs resulting from the disability ☐ Linguistically appropriate ☐Transition Goal: ☐Education/Training ☐Employment ☐Independent Living **Person(s) Responsible:** Classroom staff/SLP
Baseline: Kaleb is not yet demonstrating understanding of preschool level concepts, such as same/different, prepositions, or descriptive word [size, texture, shape, etc.].	

Short-Term Objective: By November 2023, when given a two objects to compare, Kaleb will determine if the objects are the same or different, given moderate support (3-4 prompts/cues), in 4 out of 5 opportunities, as measured by data and observation.

Short-Term Objective: By March 2024, when given a two objects to compare, Kaleb will determine if the objects are the same or different, given minimal support (1-2 prompts/cues), in 4 out of 5 opportunities, as measured by data and observation.

Short-Term Objective:

Progress Report 1:
Summary of Progress:
Comment:

Progress Report 2:
Summary of Progress:
Comment:

Progress Report 3:
Summary of Progress:
Comment:

Annual Review Date:
Goal met ☐Yes ☐No
Comments:

ELK GROVE UNIFIED
ANNUAL GOALS AND OBJECTIVES

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Area of Need: Communication Development/Receptive Language	**Measurable Annual Goal #:** *10* **Goal:** By May 2024, Kaleb will demonstrate use of toys/materials that contain multiple parts (e.g. stack rings, blocks, puzzles, baby dolls/figures [dressing/feeding/etc.], etc.), given minimal support (1-2 prompts/cues), in 4/5 trials, as measured by data and observation. ☑ Enables student to be involved/progress in general curriculum/state standard LS 1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting ☐ Addresses other educational needs resulting from the disability ☐ Linguistically appropriate ☐Transition Goal: ☐Education/Training ☐Employment ☐Independent Living **Person(s) Responsible:** Classroom staff/SLP
Baseline: Kaleb primarily plays with cause and effect toys and those that make noises or have buttons. He's not yet engaging in functional, symbolic, or pretend play. Play skills are a critical part in development of language, social interactions, and concepts.	

Short-Term Objective: By November 2023, Kaleb will demonstrate use of toys/materials that contain multiple parts (e.g. stack rings, blocks, puzzles, baby dolls/figures [dressing/feeding/etc.], etc.), given maximum support (4+ prompts/cues), in 4/5 trials, as measured by data and observation.

Short-Term Objective: By March 2024, Kaleb will demonstrate use of toys/materials that contain multiple parts (e.g. stack rings, blocks, puzzles, baby dolls/figures [dressing/feeding/etc.], etc.), given moderate support (3-4 prompts/cues), in 4/5 trials, as measured by data and observation.

Short-Term Objective:

Progress Report 1:
Summary of Progress:
Comment:

Progress Report 2:
Summary of Progress:
Comment:

Progress Report 3:
Summary of Progress:
Comment:

Annual Review Date:
Goal met ☐Yes ☐No
Comments:

ELK GROVE UNIFIED
Offer of FAPE - SERVICE

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

The service options that were considered by the IEP team (List all): Team discussed individual and small group instruction in a specialized preschool program, access to braille, tactile graphics, a braille writer, Occupational Therapy supports, Speech/Language supports, supports from the teacher of the visually impaired (vision services and orientation and mobility services), specialized equipment, additional adult support, access to typical peers, direct instruction on social skills, Extended School Year services, and transportation services.

In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs: Team agrees that Kaleb requires a specialized preschool placement to address his unique needs. District recommends the Level 2 Preschool. IEP Team reviewed/considered the potential harmful effects of the recommended LRE and determined that the student would have reduced interactions with typical peers and may not be attending their school of residence. However, benefits of this placement (taught by a credentialed special education teacher, low staff to student ratio, specialized curriculum, individualized goals, and pacing) far outweigh any potential harmful effects.

SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

☐ The IEP team discussed and determined program accommodations are not needed in general education classes or other education-related settings.
☑ The IEP team discussed and determined the following program accommodations are needed in general education classes or other education-related settings.

Program Accommodations	Start Date	End Date	Location
Braille	5/9/2023	5/9/2024	School Site
Tactile graphics	5/9/2023	5/9/2024	School site
Braille Writer	5/9/2023	5/9/2024	School site

☐ The IEP team discussed and determined program modifications are not needed in general education classes or other education-related settings.
☑ The IEP team discussed and determined the following program modifications are needed in general education classes or other education-related settings.

Program Modifications	Start Date	End Date	Frequency	Duration	Location
Shorten assignments to focus on mastery of key concepts	5/9/2023	5/9/2024	Daily	20 minutes	Classroom

☐ The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student are not needed.
☑ The IEP team discussed and determined the following other supports for school personnel, or for student, or on behalf of the student are needed.

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
Special equipment or teaching materials Braille writer, tactile manipulatives and braille books, materials. Access to a white cane for mobility purposes.	☑ Student ☐ Personnel	5/9/2023	5/9/2024	Daily	180 minutes	School site
One on one classroom support from a school district staff who is knowledgable in working with students who are legally blind.	☑ Student ☐ Personnel	5/9/2023	5/9/2024	Daily	180 minutes	Classroom/School Campus

Consultation between Teacher of the Visually Impaired and Classroom Teacher to gather materials to be adapted and transcribed into braille and share best practices for teaching blind students.	☐Student ☑Personnel	5/9/2023	5/9/2024	Once weekly	15 minutes	Classroom
Integrated Speech/Language services to include consultation, collaboration, coaching, and direct instruction with the student for coaching purposes to address deficits in speech and language skills.	☐Student ☑Personnel	5/9/2023	5/9/2024	30 sessions	45 minutes	Classroom/School Site
Kaleb will have access to typical peers during reverse mainstreaming activities for a total of 12 hours per week, in which typical peers will join the self-contained classroom during structured indoor and/or outdoor play activities across 4 days per week when class is in session.	☑Student ☐Personnel	5/9/2023	5/9/2024	Weekly	12 hours	School site
Social Skills Training: Kaleb will have access to small group social skills training to address the areas of social communication and social interaction. This will take place in the classroom a total of 45 minutes per day while he attends the specialized preschool program.	☑Student ☐Personnel	5/9/2023	5/9/2024	Daily	45 minutes	School site

SPECIAL EDUCATION and RELATED SERVICES

Service: *Specialized vision services*	**Start Date:** *5/9/2023*	**End Date:** *5/9/2024*
Provider: *SELPA*	☑Ind ☐Grp ☐Sec Transition	
Duration/Freq: *30* min x *4* Totaling: *120* min served *Weekly*	**Location:** *Separate classroom in public integrated facility*	
Comments: *Teacher of the visually impaired (or VI staff) will provide diagnostic services through consultation, observation, and direct intervention.*		
Service: *Orientation and mobility*	**Start Date:** *5/9/2023*	**End Date:** *5/9/2024*
Provider: *SELPA*	☐Ind ☐Grp ☐Sec Transition	
Duration/Freq: *20* min x *2* Totaling: *40* min served *Weekly*	**Location:** *Public preschool*	
Comments:		
Service: *Individual and small group instruction*	**Start Date:** *5/9/2023*	**End Date:** *5/9/2024*
Provider: *SELPA*	☐Ind ☑Grp ☐Sec Transition	
Duration/Freq: *180* min x *4* Totaling: *720* min served *Weekly*	**Location:** *Separate classroom in public integrated facility*	
Comments: *Services provided across academic calendar.*		

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

Special Education Transportation ☑Yes ☐No Kaleb requires transportation services due to age and level of need .

EXTENDED SCHOOL YEAR (ESY)

☑**Yes** ☐**No**

Rationale: Team discussed Extended School Year and agreed that student is eligible for ESY services during the summer of 2023. Based on his need, Kaleb is at a critical point of skill acquisition or readiness, and his ability to acquire skills may be lost or greatly reduced as a result of an interruption of services.

Service: *Individual and small group instruction*	**Start Date:** *6/19/2023*	**End Date:** *7/21/2023*
Provider: *SELPA*	☐Ind ☑Grp ☐Sec Transition	
Duration/Freq: *120* min x *20* Totaling: *2400* min served *Monthly*	**Location:** *Separate classroom in public integrated facility*	
Comments: *District offers 20 days of instruction in the Level 2 classroom as ESY services. Services to be provided during the summer of 2023. Specific location and times of services will be provided to Parents prior to the end of the 2022/2023 school year.*		

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

ELK GROVE UNIFIED
EMERGENCY CIRCUMSTANCES PROGRAM

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **Meeting Date:** *5/9/2023*

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below in light of the emergency circumstances and District policy.

Specialized Academic Instruction and Related Services					
Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):					
☑ Teacher-posted lessons, asynchronous (online or other media)	☑ Virtual class meetings, synchronous	☑ Personalized learning tools (virtual or paper packets, as available)	☑ Scheduled teacher appointments (virtual or in-person, as available)	☑ Scheduled email check-ins (parent or student)	☑ Virtual office hours (drop-in; parent or student)
Other:					

Comments:

Transition Services			☑ **NOT APPLICABLE**		☐ **SAME AS ABOVE**
Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):					
☐ Teacher-posted lessons, asynchronous (online or other media)	☐ Virtual class meetings, synchronous	☐ Personalized learning tools (virtual or paper packets, as available)	☐ Scheduled teacher appointments (virtual or in-person, as available)	☐ Scheduled email check-ins (parent or student)	☐ Virtual office hours (drop-in; parent or student)
Other:					

Comments:

Extended School Year Services			☑ **NOT APPLICABLE**		☐ **SAME AS ABOVE**
Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):					
☐ Teacher-posted lessons, asynchronous (online or other media)	☐ Virtual class meetings, synchronous	☐ Personalized learning tools (virtual or paper packets, as available)	☐ Scheduled teacher appointments (virtual or in-person, as available)	☐ Scheduled email check-ins (parent or student)	☐ Virtual office hours (drop-in; parent or student)
Other:					

Comments:

Supplementary Aids and Services (provided in general education classes and other general ed environments)
Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):

☑ Teacher-posted lessons, asynchronous (online or other media)	☑ Virtual class meetings, synchronous	☑ Personalized learning tools (virtual or paper packets, as available)	☑ Scheduled teacher appointments (virtual or in-person, as available)	☑ Scheduled email check-ins (parent or student)	☑ Virtual office hours (drop-in; parent or student)
Other:					

Comments:

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. Public health orders shall be taken into account in implementing the emergency conditions provision. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances. The emergency service options will not be implemented if they are inconsistent with a public health order or directive, are inconsistent with the school's emergency preparedness procedures, and/or would interfere with the health and safety of students or staff during emergency conditions.

ELK GROVE UNIFIED
OFFER OF FAPE - EDUCATIONAL SETTING

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Physical Education: ☐General ☐Specially Designed ☑Other Preschool teacher to provide PE activities.

District of Service: *Elk Grove Unified* **School of Attendance:** *Foulks Ranch Elementary*

All special education services provided at student's school of residence? ☐Yes ☑No (rationale) *Program not offered at school of residence.*

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn): *Regular Early Childhood Program*
(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:
☑Same as above ☐Different from above
Is the Regular Early Childhood Program ten hours per week or greater? ☑Yes ☐No

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Program Setting (TK/Kgn or greater, ages 5-22):
(Note: Percentage of time is required for those that will be 5 and in Transitional Kindergarten/Kindergarten or greater within the duration of this IEP)

_____ **% of time student is outside the regular class & extracurricular & non academic activities**

_____ **% of time student is in the regular class & extracurricular & non academic activities**

Plan Effective Date: *5/9/2023*

Student will not participate in the regular class and/or extracurricular and/or non academic activities: *for 0 hours per week* because

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Other Agency Services
☐County Mental Health
☐California Children's Services(CCS)
☐Regional Center
☐Probation
☐Department of Rehabilitation
☐Department of Social Services (DSS)
☐Other

Promotion Criteria: ☐District ☑Progress on Goals ☐ Other

Parents will be informed of progress: ☐Quarterly ☑Trimester ☐Semester ☐ Other

How? ☑Progress Summary Report ☐ Other

ACTIVITIES TO SUPPORT TRANSITION (e.g. preschool to kindergarten, special education and/or NPS to general education class, 8th-9th grade, etc)
Parents are offered an opportunity to participate in a Meet and Greet event with the receiving teacher prior to Kaleb's first day of attendance. District will help coordinate initial conversation with Parent and receiving Teacher so a Meet and Greet event can be scheduled at a mutually agreeable time and date.

ELK GROVE UNIFIED
IEP TEAM MEETING NOTES

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

Date Saved: *5/9/2023*

Notes: *This is an initial IEP meeting to discuss eligibility for special education and to discuss the results of the recent assessments. The Team agreed to meet virtually via Zoom. Team members present include: Yang and Mary Xiong (Parents), Jennifer Lipsky (Program Specialist), Yvette Paredes (School Psychologist), Jena Freeman (Special Education Teacher), Megan Sills (General Education Teacher), Francis Fernandez (Occupational Therapist), Chris Peterson (Teacher of the Visually Impaired), Marianne Richardson (Speech/Language Pathologist), and Cindy Cherry (SCOE).*

The Procedural Safeguards and EGUSD Parent Special Education Handbook were presented at the meeting and provided via email prior to the meeting. Parents had no questions regarding the Safeguards.

An excusal form was provided for Cindy Ludwig (school nurse) who was unable to attend the meeting. Written input was given prior to the meeting and is included in the reports. Parent was in agreement to hold the meeting without her in attendance.

A draft copy of the Interdisciplinary Assessment report and the Vision report were provided to Parent prior to the meeting for review. Parent indicated they had an opportunity to review the reports and had a few questions about the interdisciplinary assessment report. Parents noted that the IEP date was not correct. Parents also indicated that Kaleb has three cousins who are on the Autism spectrum. Both of these errors will be corrected and Parents will be provided with a final copy. In addition, Parents noted that Kaleb will gulp air and tries to burp it out.

Team discussed Kaleb's strengths/preferences/interests and Parent concerns, which include separating from Parents and making friends at school. Present levels were briefly reviewed, and it was explained that the information included in each section had been lifted from the initial assessment reports.

Proposed goals in the areas of Pre-Reading, Pre-Braille, Indoor Orientation and Mobility, Care Cane and Use, Stair Navigation, and Communication Development (Pragmatic Language, Receptive Language, and Expressive Language) were shared with the Team. District explained that the goals will be in effect for one year and also reviewed different elements of the Goals page, such as the baseline, annual goal, and short term objectives. Parents and SCOE agree that the goals are appropriate to meet Kaleb's needs.

Accommodations, additional supports, and special education services were considered and reviewed. It was recommended that Kaleb have access to Braille within the classroom setting, not only for reading stories but for items posted on the walls. A braille writer will also be available in the classroom. Parent asked if a braille writer would also be provided at home, and Teacher of the Visually Impaired confirmed that the Braille writer and Braille paper would be provided to the family.

Team discussed services and placement. General education was considered. Preschool placement continuum was reviewed with the Team. The District recommends that Kaleb participate in the Level 2 inclusive preschool program. This setting focuses on fine motor and pre-academics, social and pretend play, turn taking and sharing, conversational speech, and increasing independence with daily living skills and classroom transitions, all in an inclusive preschool classroom that provides access to typical peers for the entire educational week.

Additional supports include the integrated model for speech/language therapy, which involves providing supports through a push in model where the therapist supports Kaleb in progressing towards his goals and also allows for support to be provided to classroom staff to support Kaleb even when the speech/language therapist is not in the classroom.

The specific school site, teacher, and bell times were shared with Parents. Parents were also notified that there are other students on site who have visual impairments. A Meet and Greet event was offered to the Parents before Kaleb begins attending school.

Parents asked about the Level 3 classroom and also asked about additional classroom support for Kaleb. The Teacher of the Visually Impaired indicated that Kaleb will have access to a full time additional para educator who can assist with classroom mobility, transitions, work activities, and following the preschool curriculum. Program Specialist shared the differences between the Level 2 and Level 3 classrooms, and Parent is in agreement that the Level 2 classroom is appropriate to meet Kaleb's needs.

The District's offer of Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) consists of individual and small group instruction provided in the Level 2 inclusive preschool classroom with accommodations, modifications, services, and supports as listed on the Services page of the IEP. Parents were fully informed of the District's offer of FAPE.

All pages of the IEP were reviewed with Parent. Team reviewed Medi-Cal form and Emergency Conditions form which will both be sent home with the IEP. The District Assessment team will provide an electronic copy of the IEP via email for Parent review and signature. District fully explained the electronic signature procedure to Parent.

There were no additional questions. Meeting adjourned.

ELK GROVE UNIFIED
SIGNATURE AND PARENT CONSENT

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

IEP Meeting Participants

Parent/Guardian/Surrogate	Date	Parent/Guardian	Date
Student/Adult Student	Date	General Education Teacher	Date
LEA Representative/Admin.Designee	Date	Special Education Specialist	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date

CONSENT

☐ I agree to all parts of the IEP.
☐ I agree with the IEP, with the exception of
☐ I decline the offer of initiation of special education services.
☐ I understand that my child is not eligible for special education.
☐ I understand that my child is no longer eligible for special education.

Signature below is to authorize and approve the IEP.

Signature _____ Date _____
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

Signature _____ Date _____
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

PARENT INVOLVEMENT

As a means of improving services and results for your child did the school facilitate parent involvement?
☐ Yes ☐ No ☑ No Response

If my child is or may become eligible for public benefits (Medi-Cal): I authorize the LEA/district to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal: health insurance benefits for applicable services.

Signature _____
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

☐ Parent/Adult Student has received a copy of the Procedural Safeguards.
☐ Parent/Adult Student has received a copy of assessment report (if applicable).
☐ Parent/Adult Student has received a copy of the Individualized Education Plan (IEP).
☐ Parent/Adult Student has received written notification of protections available to parents when LEA requests to access Medi-cal benefits.
☐ Student enrolled in private school by their parents. Refer to Individual Service Plan, if appropriate.

ELK GROVE UNIFIED
IEP TEAM MEMBER EXCUSAL

Student Name: *Xiong, Kaleb* **Birthdate:** *3/13/2020* **IEP Date:** *5/9/2023*

By mutual agreement between the parent/adult student, and designated representative of the local education agency, the presence and participation of the Individual Education Program team member(s) identified below is/are not necessary and has/have been excused from being present and participating in the meeting scheduled on *5/9/2023* because (1) the member's area of the curriculum or related services is not being modified or discussed in the meeting or (2) the meeting involves a modification to or discussion of the member's area of curriculum or related services and the member submitted, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

Individual Education Program Team Member(s)

Individual Education Program Team Member(s)	Area Of Curriculum Or Related Services	Area Of Curriculum Or Related Services is Not Being Discussed Or Modified	Written input has been submitted to the parent and the IEP team prior to the meeting regarding Area Of Curriculum Or Related Services	The IEP team member is being mutually excused from the IEP meeting
School Nurse	*Health*	☐	☑	☑whole ☐in part
		☐	☐	☐whole ☐in part
		☐	☐	☐whole ☐in part
		☐	☐	☐whole ☐in part
		☐	☐	☐whole ☐in part
		☐	☐	☐whole ☐in part

By mutual agreement the IEP team members identified above, have been excused from being present and participating in my child's IEP meeting.

Check the relationship to student, sign, and date below.

Signature of ☐Parent ☐Guardian ☐Surrogate _____ **Date:** _____

Signature of ☐Parent ☐Guardian ☐Surrogate _____ **Date:** _____

Signature of Adult Student (ages 18-21): _____ **Date:** _____

Signature of Designated District Representative: _____ **Date:** _____

Title/Position: _____

"IDEA Section 614 (d) (1) (c) IEP TEAM ATTENDANCE- '(i) ATTENDANCE NOT NECESSARY – A member of the IEP team shall not be required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of such a member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting, '(ii) EXCUSAL- A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if—'(I) the parent and the local educational agency consent to the excusal; and '(II) the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting. '(iii) WRITTEN AGREEMENT AND CONSENT REQUIRED- A parent's agreement under clause (i) and consent under clause (ii) shall be in writing."