



**ELK GROVE UNIFIED
IEP Amendment(s) / Addendum Page**

Student Name Kaleb Xiong **Date of Birth** 3/13/2020 **Amendment Date:** 12/14/2023 **Plan Effective Start Date:** 12/14/2023

Purpose of Meeting

The purpose of this meeting is to review the results of the Adapted PE assessment. In attendance were: Parent (Mary and Yang Xiong), Special Education Teacher (Jessica James), Teacher of the Visually Impaired (Chris Peterson), Adapted PE Teacher (Darcy Von Borstel), and Administrative Designee (Rebecca Rahn). An excusal form was signed prior to the IEP meeting to excuse the General Education Teacher, Speech and Language Pathologist, and Occupational Therapist.

A copy of the Procedural Safeguards was offered. Parents waived review and had no questions regarding the Safeguards.

The Adapted PE Teacher reviewed the results of the assessment. Parents expressed concern in general with his gross motor skills and ability to participate with gross motor activities. There is not a standardized assessment that would provide a valid score for his age and disability. Information was gathered based on an assessment based out of Oregon.

Parent asked if he was tried to kick the ball. He will just swing his leg around, but he doesn't understand he has to wait for him to feel the ball before he can kick it.

Based on results of the assessment it is recommended adapted PE services be added to his IEP to support his gross motor skills, body awareness, and strength. This service is recommended to be provided 2 times per month for 20 minutes each time. A goal is recommended to be added to the IEP to work on object control skills.

Changes to the IEP dated 5/9/2023

A goal for AdPE was added and the services page of the IEP was updated to reflect the addition of adapted PE services. All other pages of the IEP will remain in effect as is.

CONSENT

- I agree to the contents of the amendment to the IEP dated 5/9/2023
 I agree to the contents of the amendment to the IEP dated 5/9/2023, with the exception of

Signature _____
 Parent Guardian Surrogate Adult Student Date _____

Signature _____
 Parent Guardian Surrogate Adult Student Date _____

IEP AMENDMENT PARTICIPATION

_____	_____	_____	_____
Parent/Guardian/Surrogate	Date	Parent/Guardian/Surrogate	Date
_____	_____	_____	_____

Student/Adult Student

Date

General Education Teacher

Date

LEA Rep./ Admin. Designee

Date

Special Education Specialist

Date

Additional Participant/Title

Date

Parent/Adult student has received a copy of IEP Amendments/Addendum Page

If my child requires additional special education services as part of this amendment IEP and 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



**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 eye

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 eye

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.

GROSS MOTOR AdPE INITIAL 2023:

Kaleb walks steadily with his cane and a sighted guide.

With hands held he will side-slide very rapidly.

He was observed galloping spontaneously, but not when prompted.

He runs with hand held, flight phase, and arms swing.

He will walk backwards with hands held.

Kaleb will trap a rolled ball while seated on the ground.

He will roll the ball away from himself with prompting, but generally does not want to release it and rolls it in an inconsistent direction.

When standing he will bounce a playground ball 1-2 feet in front of himself to a partner with prompting.

He is able to catch a bounced playground ball from 3 feet with hands or hands and arms if it is bounced directly to his hands.

He will swing his leg to kick a ball, but does not swing consistently or pause to identify where the ball is and may miss or hit it with his heel on the back swing.

Kaleb walks up/down stairs with support in a step-to pattern.

He uses proper body position on the slide.

He sits on a tricycle and pushes himself backwards with his feet on the ground.

He did not attempt hopping on one foot, balance on either foot, throwing, striking, batting, dribbling, marching, or skipping.

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 with 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
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 #: <u>1</u>
Baseline: Kaleb currently explores Braille & tactile books.	<p>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.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Visual Impairment Program Staff</p>

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: 11/14/2023

Summary of Progress: Kaleb can locate and name the parts of the book in 4 of 5 trials.

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 #: <u>2</u>
Baseline: Kaleb currently explores Braille books and has no experience with Braille labels.	<p>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.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Visual Impairment Program Staff</p>

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: 11/14/2023

Summary of Progress: Kaleb is able to locate where the braille is and feel it in a random manner, but is not able to track the braille.

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

<p>Area of Need: Name parts of the braille writer</p>	<p>Measurable Annual Goal #: <u>3</u></p> <p>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.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Visually Impairment Program Staff</p>
<p>Baseline: Kaleb has limited experience with braille writers.</p>	

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: 11/14/2023

Summary of Progress: Kaleb is able to name four parts of the braille writer in 5 of 5 trials.

Comment: Kaleb is able to name the cover, handle, keys & space bar.

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 #: <u>4</u>
Baseline: Kaleb has limited experience with the braille writer.	<p>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.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Visual Impairment Staff</p>

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: 11/14/2023

Summary of Progress: Kaleb is able to scribble with the braille writer in 10 of 10 trials.

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

<p>Area of Need: Identify different tactile shapes</p>	<p>Measurable Annual Goal #: <u>5</u></p> <p>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.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Visual Impairment Program Staff</p>
<p>Baseline: Kaleb currently names a few familiar shapes.</p>	

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: 11/14/2023

Summary of Progress: Kaleb has not progressed in his skills to be able to differentiate shapes on a page.

Comment: He is able to differentiate between actual shaped objects (i.e.- circle, square & triangle).

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

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

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: 11/15/2023

Summary of Progress: Kaleb has not had the opportunity to learn to trail when in the classroom.

Comment: Kaleb is human guided when in the classroom.

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 #: <u>7</u>
Baseline: Kaleb will benefit from becoming familiar with basic care and use of the cane when in familiar environments.	<p>Goal: By 5/2024 Kaleb will demonstrate the basic care and use of his cane in 8 of 10 trials as noted by teacher log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Orientation & Mobility Specialist</p>

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: 11/14/2023

Summary of Progress: Kaleb can lean his cane in the corner when coming in and pick it up when going outside, but needs some assistance locating it when going outside.

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 #: <u>8</u>
Baseline: Kaleb crawls when going up and down stairs.	<p>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.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: O&M Specialist and Classroom Staff</p>

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: 11/14/2023

Summary of Progress: Kaleb can find the rail and the step with his foot and can go up and down the step with out difficulty in 4 of 5 trials.

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*

<p>Area of Need: Communication Development/Pragmatic Language</p>	<p>Measurable Annual Goal #: <u>9</u></p>
<p>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.</p>	<p>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.</p> <p><input checked="" type="checkbox"/> 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</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Classroom staff/SLP</p>

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: 11/9/2023

Summary of Progress: Objective 1 met.

Comment: Kaleb requires 4 or more verbal prompts and partial prompts to help him participate in structured group activities

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*

<p>Area of Need: Communication Development/Receptive Language</p>	<p>Measurable Annual Goal #: <u>10</u></p>
<p>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.</p>	<p>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.</p> <p><input checked="" type="checkbox"/> 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</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Classroom staff/SLP</p>

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: 11/9/2023

Summary of Progress: Objective 1 met.

Comment: Kaleb is able to stack rings (5) with a couple of prompts. He is also able to stack wooden beads onto a dowel with a couple of prompts. He takes the beads off and restarts.

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

<p>Area of Need: Communication Development/Receptive Language</p>	<p>Measurable Annual Goal #: <u>11</u></p>
<p>Baseline: Kaleb is not yet demonstrating understanding of preschool level concepts, such as same/different, prepositions, or descriptive word [size, texture, shape, etc.].</p>	<p>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.</p> <p><input checked="" type="checkbox"/> 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</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Classroom staff/SLP</p>

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: 11/9/2023

Summary of Progress: Object not met.

Comment: Kaleb is able to determine if two objects are the same of different in 2 out of 5 opportunities with 3-4 prompts/

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 #: <u>12</u>
Baseline: Kaleb currently communicates using body language, gestures, and verbal language to communicate for some, but not all, pragmatic purposes.	<p>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.</p> <p><input checked="" type="checkbox"/> 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</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Classroom staff/SLP</p>

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: 11/9/2023

Summary of Progress: Objective met 1.

Comment: Kaleb will make request during the day. He will request for a highly preferred item (ducky, pepperoni, magnet tiles) and during breakfast, has been requesting for water. He will protest when he does not want to engage in activities he does not like,

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, KalebBirthdate: 3/13/2020IEP Date: 5/9/2023

Area of Need: Fine Motor Development (Sensory Motor)	Measurable Annual Goal #: <u>13 Added 10/23</u>
Baseline: Kaleb does not tolerate touching select textures due to possible tactile defensiveness.	Goal: By 5/2024, Kaleb will improve his tolerance to sensory input through his tactile system as demonstrated by his ability to tolerate touching various textures items (sticky, slimy, silky, etc) for 5 minutes or more, with or without preparatory deep proprioceptive input to his arms/hands in 4 out of 5 opportunities as documented by classroom teacher/staff charted data. <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom Teacher/Staff

Short-Term Objective: By 11/2023, Kaleb will improve his tolerance to sensory input through his tactile system as demonstrated by his ability to tolerate touching various textures items (sticky, slimy, silky, etc) for 1 minute or more, with or without preparatory deep proprioceptive input to his arms/hands in 4 out of 5 opportunities as documented by classroom teacher/staff charted data.

Short-Term Objective: By 3/2024, Kaleb will improve his tolerance to sensory input through his tactile system as demonstrated by his ability to tolerate touching various textures items (sticky, slimy, silky, etc) for 3 minutes or more, with or without preparatory deep proprioceptive input to his arms/hands in 4 out of 5 opportunities as documented by classroom teacher/staff charted data.

Short-Term Objective:

Progress Report 1: 11/9/2023

Summary of Progress: Object not met.

Comment: He tolerates touching paint, gel in a plastic bag, water beads in a plastic bag, and shaving cream (at the sink) for 20 seconds.

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

<p>Area of Need: Fine Motor Development (Bilateral Coordination)</p>	<p>Measurable Annual Goal #: <u>14 added 10/23</u></p> <p>Goal: By 5/2024, given setup and initial physical guidance of his hands towards materials on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to independently string 5 beads (2" or smaller blocks, circle, and/or cylinder style beads) onto a flexible string in 4 out of 5 trials as documented by classroom teacher/staff charted data.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Classroom Teacher/Staff</p>
<p>Baseline: Kaleb requires maximal physical assistance to string large beads onto a wooden dowel.</p>	

Short-Term Objective: By 11/2023, given setup and initial physical guidance of his hands towards materials on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to independently string 5 bead (2" or smaller blocks, circle, and/or cylinder style beads) onto a wooden dowel in 4 out of 5 trials as documented by classroom teacher/staff charted data.

Short-Term Objective: By 3/2024, given setup and initial physical guidance of his hands towards materials on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to independently string 5 bead (2" or smaller blocks, circle, and/or cylinder style beads) onto a pipe cleaner in 4 out of 5 trials as documented by classroom teacher/staff charted data.

Short-Term Objective:

Progress Report 1: 11/14/2023

Summary of Progress: Objective 1 met.

Comment: Given setup and initial physical guidance of his hands towards materials on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to independently string 5 bead (2" or smaller blocks, circle, and/or cylinder style beads) onto a wooden dowel in 4 out of 5 trials. Kaleb holds onto the wooden dowel and will place a bead onto the dowel.

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

<p>Area of Need: Gross Motor (OBJECT CONTROL)</p>	<p>Measurable Annual Goal #: <u>15 (AdPE #1)</u></p> <p>Goal: By May 9, 2024, Kaleb will demonstrate the ability to bounce and catch a playground ball in a reciprocal exchange with a partner, 6 feet away, for 10 repetitions, 3 out of 5 attempts, as measured by teacher observation and charting.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: ADAPTED PE SPECIALIST</p>
<p>Baseline: Kaleb will bounce a playground ball 1-2 feet in front of himself to a partner. He will catch a ball bounced directly into his hands from 3 feet.</p>	

Short-Term Objective: By February 9, 2024, Kaleb will demonstrate the ability to bounce and catch a playground ball in a reciprocal exchange with a partner, 4 feet away, for 5 repetitions, 3 out of 5 attempts, as measured by teacher observation and charting.

Short-Term Objective: By April 9, 2024, Kaleb will demonstrate the ability to bounce and catch a playground ball in a reciprocal exchange with a partner, 6 feet away, for 5 repetitions, 3 out of 5 attempts, as measured by teacher observation and charting.

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:

AMENDMENT DATE: 12/14/2023 PURPOSE: Other: ADPE Assessment Results



ELK GROVE UNIFIED
Offer of FAPE - SERVICE

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP 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. Adapted PE services were considered.

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.	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	5/9/2023	5/9/2024	Daily	180 minutes	School site

One on one classroom support from a school district staff who is knowledgeable in working with students who are legally blind.	<input checked="" type="checkbox"/> Student <input type="checkbox"/> 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.	<input type="checkbox"/> Student <input checked="" type="checkbox"/> 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.	<input type="checkbox"/> Student <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Student <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	5/9/2023	5/9/2024	Daily	45 minutes	School site
OT Whole Class Collaborative/Integrated Services: to include consultation, collaboration, and coaching/modeling with classroom personnel on the implementation of occupational therapy strategies and supports to be used by staff during the school day. This support will be provided on a consistent based spread over the course of the IEP year following the track to which the class is assigned and in session.	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	10/5/2023	5/9/2023	20 sessions	30 minutes	School Site

SPECIAL EDUCATION and RELATED SERVICES

Service: <i>Specialized vision services</i>	Start Date: <u>5/9/2023</u>	End Date: <u>5/9/2024</u>
Provider: <u>SELPA</u>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>30 min x 4</u> Totaling: <u>120 min</u> served <u>Weekly</u>	Location: <u>Separate classroom in public integrated facility</u>	
Comments: <u>Teacher of the visually impaired (or VI staff) will provide diagnostic services through consultation, observation, and direct intervention.</u>		
Service: <i>Orientation and mobility</i>	Start Date: <u>5/9/2023</u>	End Date: <u>5/9/2024</u>
Provider: <u>SELPA</u>	<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>20 min x 2</u> Totaling: <u>40 min</u> served <u>Weekly</u>	Location: <u>Public preschool</u>	
Comments:		

Service: <i>Individual and small group instruction</i>	Start Date: <i>5/9/2023</i>	End Date: <i>5/9/2024</i>
Provider: <i>SELPA</i>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <i>180 min x 4 Totaling: 720 min served Weekly</i>	Location: <i>Separate classroom in public integrated facility</i>	
Comments: <i>Services provided across academic calendar.</i>		
Service: <i>Adapted physical education</i>	Start Date: <i>12/14/2023</i>	End Date: <i>5/9/2024</i>
Provider: <i>SELPA</i>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <i>20 min x 2 Totaling: 40 min served Monthly</i>	Location: <i>Regular classroom/public day school</i>	
Comments: <i>AdPE direct services will be delivered on an average of 2 sessions per month over the EGUSD regular school year calendar, the track to which the student is assigned, and when the student is in attendance for a total of 20 sessions per IEP year. Focus of service is remediation of assessed student need and may include consultation, collaboration, and coaching with school site staff/IEP team members to support student.</i>		

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: <i>Individual and small group instruction</i>	Start Date: <i>6/19/2023</i>	End Date: <i>7/21/2023</i>
Provider: <i>SELPA</i>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <i>120 min x 20 Totaling: 2400 min served Monthly</i>	Location: <i>Separate classroom in public integrated facility</i>	
Comments: <i>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.</i>		

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.