

Student (First): Kaleb Student (Last): Xiong Student (Middle): Ceebtsheej Student ID: 55665746 D.O.B.: 3/13/2020	<b>RESPONSE TO EGUSD  PRIOR WRITTEN NOTICE  DATED JUNE 3, 2024</b>	Date this Response was sent to EGUSD:  June 18, 2024
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**Comments/Responses to the Reasons Provided in the June 3, 2024 Prior Written Notice**

We understand that EGUSD refuses to grant the three requests we made on May 16, 2023. Below are our responses to EGUSD’s three reasons for refusing to grant our requests provided in the June 3, 2024, Prior Written Notice.

*Response to EGUSD’s Proposed or Refused Action to Parents’ Request 1*

- Since EGUSD does not consider the psychological evaluation that Dr. Morgen Aita completed as valid despite being adopted by Alta California Regional Center and Kaiser Permanente, we would like the District’s offer to conduct an updated psycho-educational assessment to confirm or rule out educational eligibility under the category of Autism and also to reconsider an Intellectual Disability for Kaleb.

*Response to EGUSD’s Proposed or Refused Action to Parents’ Request 2*

- At the initial assessment in May 2023, since Kaleb has not been officially diagnosed with Autism and Global Developmental Delay, we agree not to include Kaleb’s diagnosis of Autism and Global Developmental Delay on the Information/Eligibility page of the IEP. We now understand that the information to be included in that section is directly related to the disabilities that EGUSD determined during the initial assessment.

*Response to EGUSD’s Proposed or Refused Action to Parents’ Request 3*

- “While Parents have expressed concern about self-injurious behaviors and the mouthing of objects, these have not been observed in the classroom setting.”

This sentence is inaccurate and damaging to Kaleb. The one hazardous behavior that Kaleb exhibits the most daily is the mouthing of objects. To say that this behavior has not been observed in the classroom is in direct contrast to what has been reported by Kaleb’s teacher, Mr. Jim Thao, and other teachers and professionals who work with Kaleb. Throughout Kaleb’s preschool with Mr. Thao, we regularly checked in on this one behavior. In Mr. Thao’s Teacher Questionnaire that was completed on 11/28/2023, Mr. Thao reported that one of Kaleb’s unusual behaviors was that Kaleb “Often hold and put objects in mouth.” Also, even during the 5/1/2024 IEP Meeting, Mr. Thao was

specifically asked about this behavior of mouthing objects, and Mr. Thao shared with the IEP Team that the behavior still occurred.

- The proposed IEP currently reads as if this behavior (mouthing of objects) does not occur at school and as if we, the parents, are trying to get the school to say something that was not occurring at school. This is very damaging to Kaleb and us as his parents. We request that this assertion of the mouthing of objects not being observed in the classroom setting be entirely removed. It is a false statement that is being unjustifiably affixed to Kaleb.
- Additionally, Kaleb was recently visited, observed, and interacted with for two hours at our home by Esperanza Garnica, BCBA, from Catalight Care Services on 5/14/2024. The visit aimed to assess and develop Kaleb's behavioral health treatment. Even in this one two-hour visit, Ms. Garnica reported that "Kaleb was observed to engage in mouthing behaviors throughout the in-person assessment. When the assessor handed the client an object and asked 'what is this' the client put the item in their mouth before answering and continued to bite on the item after answering. When the caregivers gave the client a pop tube to redirect the client to a new activity, Kaleb engaged in mouthing behaviors on the end of the tube. Caregivers reported the client will engage in mouthing behaviors throughout the day with a variety of items and textures (hard, soft, bumpy, squishy, etc.). Caregivers report that the objects can be new or known objects."
- For all of the above reasons, while Kaleb's one-to-one aid has been initially implemented because of his blindness, this aide must also intervene with all other classroom staff to prevent Kaleb from putting potentially dirty and dangerous objects in his mouth. Also, going forward, to ensure that Kaleb's mouthing of objects behaviors are accurately documented, we request that Special Incidents Reports be completed and provided to us every time the behavior occurs, along with general observation reports of how Kaleb performed each day.

ASD Center  
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CAREGIVER/TEACHER QUESTIONNAIRE

**Report Sources:**

Form Complete by: Jim Thao Date Completed: 11/28/23  
Occupational Classification: Education Specialist-Early Childhood  
Name of Daycare or School and School District: Forks Ranch Elementary EGUSD

**Identifying Information:**

Student's Name: Kaleb Xiong  
Student's grade and classroom setting: Preschool - Special Day Class

**Please describe and comment on the following:**

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**Student's Name:** Kaleb Xiong

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### Please describe and comment on the following:

#### STRENGTHS

Imitating sounds, words, follows instructions (daily routine): cleans up, push in chair, washing hands. Will count if asking him to count. Kaleb is also able to imitate motions that are taught to him. Example: If we help him how to play with and make an airplane fly, he can pretend to fly by having it on top his head after just learning it. Will count if asking him to count to 10.

#### CONCERNS/WEAKNESS

Does not respond to simple what questions. Example: "What is your name?" "What are you doing?" Kaleb often communicate by requesting and rejecting objects/activities. He greets other people with adult prompt. Does not often respond to greetings or to his name. When answering questions, he is often prompted from an adult to answer. He will often repeat a word or phrase that is being taught or just hearing from another person. A form of echolalia. *As a result, some learning occurs, but Kaleb does not always understand what a word or phrase means* for communication in a functional manner.

He also frequently uses one hand to participate in activities (putting objects in a container, beading, fine motor activities, etc.) and requires prompts to use both hands.

#### PEER RELATIONSHIP/SOCIAL SKILLS

Does not seek interaction with peers, but knows they are there. Communicates very little with his peers. May say a peer's names, but not in a way to gain their attention to communicate with.

#### **UNUSUAL BEHAVIOR** (e.g., sensory, motor, vocal, intense interests, etc.)

Closes ears for some musical sounds. Intense interest in some objects (pepperoni from board game). **Often hold and put objects in mouth.** Does not tolerate different textures that are sticky,

slimy, water beads for very long. Kaleb often hold small items that have bumps in his hands for comfort and not to interact w/ other students. Starting to explore different toys, but just touches and takes out from container. Imitates sounds from inanimate objects (toilet flushing, sink making squeaky sounds)