



ELK GROVE UNIFIED IEP Amendment(s) / Addendum Page

Student Name Kaleb XiongDate of Birth 3/13/2020Amendment Date: 6/3/2024Plan Effective Start Date:
6/3/2024**Purpose of Meeting**

All parties agree that a formal meeting is not necessary to draft this IEP Amendment. Kaleb's annual IEP Plan Review was held on May 1, 2024. On May 16, 2024, Parents sent an email with items they wished to see changed in the IEP. The purpose of this IEP Amendment is to make the changes that Parents and the District agree are appropriate. A PWN has been provided to the family indicating those items which can not be amended at this time.

Changes to the IEP dated 5/1/2024

*Work phone number for Mary Xiong was removed from the Information/Eligibility page. Parent noted that this is the work number for Yang Xiong and not Mary Xiong.

*Information about delays in social skills was added to the section on the Information/Eligibility page about how the disability affects involvement and progress in the general curriculum.

*In the description of strengths/preferences/interests on the Present Levels page, the section that referred to "good memory" was removed, since Parents shared that this was not a strength but a symptom of his medical diagnosis of Autism.

*In the description of Parent concerns on the Present Levels page, written information provided by the family was included in this section.

*Vision data on the Present Levels page was updated to include that Kaleb is both legally and totally blind.

*Number Sense and Geometry (2.0) on the Present Levels page were updated to correct typographical errors.

*Expressive/Receptive labeling section on the Present Levels page was updated to include the percentage of accuracy observed by Parent in size identification in the home setting.

*In the area of Gross/Fine Motor Development on the Present Levels page, information was updated to include Parent report of tolerance for different textures in the home setting. This section was also updated to further explain classroom observations regarding mouthing of objects and how this differs from what is observed in the home setting. 

*Social-Emotional/Behavioral section on the Present Levels page was updated to include Parent observations of aggressive behaviors in the home setting.

*Health section on the Present Levels page was updated to include the medical diagnoses of Autism, Language Disorder, and Global Developmental Delay.

*Present Levels page was updated in the Parent input box to include information about their concerns regarding Gestalt Learning and Kaleb's individual communication needs.

*Notes page was updated to indicate that a change was made to the Information/Eligibility page in the Parent contact information, and also to correct dates in the District's offer of FAPE.

No other changes were made to the 5/3/2024 IEP. 

All pages of the IEP were attached to the Amendment for Parent review and signature.

CONSENT

☐ I agree to the contents of the amendment to the IEP dated 5/1/2024

☐ I agree to the contents of the amendment to the IEP dated 5/1/2024, 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	Additional Participant/Title	Date
Additional Participant/Title	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

AMENDMENT DATE: 6/3/2024 PURPOSE: Amendment



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

Student Legal Name: Xiong, Kaleb Ceebtsheej Legal Suffix: _____ Date of Birth: 3/13/2020 IEP Date: 5/1/2024
 Original SpEd Entry Date: 8/14/2023 Next Annual Plan Review: 5/1/2025
 Last Reevaluation: 5/9/2023 Next Reevaluation: 5/9/2026
 MEETING TYPE: ☐ Initial ☒ Plan Review ☐ Reevaluation
 Additional Purpose of Meeting (If needed): ☐ Transition ☐ Pre-Expulsion ☐ Interim ☒ Other Discuss the transition to TK

Age: 4 year(s) 1 monthsGrade: 17 PreschoolEL: ☐ Yes ☒ NoStudent ID: 55665746Native Language: eng EnglishRedesignated: ☐ Yes ☒ NoSSID: 7550310363Interpreter ☐ Yes ☒ NoParent/Guardian: Mary XiongHome Address: 9582 Village Tree DriveCity: Elk GroveState/Zip: CA, 95758

Home Phone: _____

Work Phone: _____

Cell Phone: 9168967267Email: maryxiong19@gmail.comParent/Guardian: Yang XiongHome Address: 9582 Village Tree DriveCity: Elk GroveState/Zip: CA, 95758Home Phone: 9168967267Work Phone: 9168751926Cell Phone: 9166477815Email: shuayung@gmail.comDistrict of Special Education Accountability: Elk Grove UnifiedResidence School: Elitha Donner ElementaryHispanic Ethnicity: ☐ Yes ☒ No ☐ Ethnicity Intentionally Left BlankRace (regardless of Ethnicity): Race 1. 208 Hmong Race 2. _____Race 3. _____ Race 4. _____ Race 5. _____ ☐ Race Intentionally Left Blank

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/language and socialization 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 ☒ NoDate of Initial Referral for Special Education Services: 4/17/2023Person 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: 5/1/2024

Strengths/Preferences/Interests

Kaleb enjoys having toys in his hand to feel as he seems to enjoy the different tactile/textures. He is able to discriminate between different items in his possession. He enjoys riding/rolling around of the tricycles at recess. He also enjoys going down on the slides as well. He also enjoys books that offer different textures. He continues to enjoy music, singing, and playing with toys that have buttons and large wheels. Special Education Teacher shared that he especially enjoys the "Big Green Monster" book.

Parent input and concerns relevant to educational progress

Parents are concerned about the change to TK for Kaleb. He is very comfortable with his current staff and Parents are concerned about him adjusting to new staff members. Parents are also concerned about whether he is performing on grade level. His medical diagnosis of Autism was also mentioned, and Parents wanted his new Team to be aware that Kaleb has a medical diagnosis of Autism in addition to his visual impairment.

Parents express concern that he has received additional medical diagnoses of Autism, Language Disorder, and Global Developmental Delay, and how these will be considered in the development of this IEP. Parents shared that Kaleb has always demonstrated behaviors that are consistent with his formal Autism diagnosis, as well as his Language Disorder and developmental delays. They shared that his overall functioning levels are impacted due to these diagnoses and delays across all developmental areas. Parent also shared that Kaleb is totally blind, and this disability in addition to his newly diagnosed medical needs add to the level of challenge he experiences on a daily basis. While the District is focused on helping Kaleb to meet his goals, Parents are also concerned about gaps in learning between Kaleb and his typically developing peers.

Parents shared that they wish for Kaleb's Team to be familiar with his medical diagnoses so that they can factor these needs not working with Kaleb. They want to ensure that everyone who works directly with him is providing appropriate activities that will address all of his areas of need. Parents expressed concern that without recognizing his medical needs in addition to his educational needs, the District will not have a comprehensive picture of Kaleb and his abilities may not be accurately documented.

Parents also expressed concern regarding the Speech/Language Pathologist's explanation of Kaleb presenting with some characteristics of being a Gestalt Language Processor. Parents are concerned that Kaleb will repeat words that he hears, but has not been able to use these words correctly in novel situations. For example, he will use the term "walking, walking" to protest having to leave a preferred activity. Parents stated that they continue to see significant delays in his language development, as he continues to require support and training to communicate appropriately. In addition, Parent expressed concern that Kaleb's needs are not easily met by an unfamiliar listener.

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 StandardProblem Solving and Data Analysis ☐ Above Standard ☐ Near Standard ☐ Below StandardCommunication Reasoning ☐ Above Standard ☐ Near Standard ☐ Below Standard**California Alternate Assessments (CAA)**☒ Not ApplicableEnglish Language Arts ☐ Understanding ☐ Foundational Understanding ☐ Limited UnderstandingMath ☐ Understanding ☐ Foundational Understanding ☐ Limited UnderstandingScience ☐ 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 Kaleb is considered to be both legally and totally blind and has a history of PHPV and bilateral retinal detachment with no light perception in either eye. He is followed by an eye doctor.

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**

Update 4/24:

1.0 Concepts about Print

Kaleb displays book-handling appropriately. Understanding where the front and back of the book are and flipping through the pages. He enjoys books that have a texture feel to them and also understanding that they can be read to him.

5.0 Children demonstrate motivation for literacy activities

Kaleb has been observed to have shown enjoyment in literacy activities in the classroom. He really enjoys the books, *Big Green Monster* during circle time. He will say the words of the book while I read or say it before I read the words.



Number Sense

1.0 Children begin to understand numbers and quantities in their everyday environment.

Kaleb has been observed to be able to count to the number 1-10 with increasing accuracy. He may not count right away and when asked to do so. When counting up to 5 objects, using one-to-one correspondence, he requires hand over hand assistance to help him touch the object due to him wanting to grab on to the items. He will be able to count up to 3 objects, but when going back down to 2, he will still catch up to three.

Algebra and Functions

1.0 Children begin to sort and classify objects in their everyday environment.

Kaleb is not yet able to sort objects into two or more groups.

Geometry

1.0 Children begin to identify and use common shapes in their everyday environment.

Kaleb is able to identify common shapes. He is able to feel shapes and discriminate the different shapes (circle, squares, triangles)

2.0 Children begin to understand positions in space.

Kaleb is able to identify and discriminate items in different positions. He is able to place and object up/down, in/out independently when positioning them in relation to another object. He is able to place items on top/under half of the time when asked to do so.

Expressive/Receptive Labeling:

Kaleb is able to expressive and receptively label a variety of items in the classroom by feeling them. He is able to expressively identify different play food items, shapes, everyday use objects (tables, chair, carpet, cup etc.), textures (soft, bumpy, rough, little bumpy), and toys (e.g. magnet tiles, blocks, musical toy, play-doh, etc.). He is also able to receptively able to identify big, small, and medium. When given the same shape with the different sizes and asked, "give me the big/small/medium" he is able to give teacher the correct size. Parents report that he can identify named sizes with 60- 70% accuracy in the home setting.

Classroom Readiness/Functional Skills

- **Sitting in Large Group Instruction/Small Group Instruction:** Kaleb is able to sit down in an age appropriate chair during small group and large group. On occasion, Kaleb may have difficulty sitting down in his chair and may prefer to stand up. He is able to feel for his chair and pull it out to sit down by himself. He is able to push in his chair independently. Kaleb struggles (moves around) to sit down on the carpet during circle time and is allowed to sit down on a chair instead to help. At the end of the day, he is more willing to sit down on the carpet and will do so for our good-bye song.

- **Transitions:** Kaleb is able to transition from one activity to another with the help of his one-to-one aid. When the timer goes off, indicating a change in activity/rotating to the next station and asked to clean up and line up, he will help put items away or give his items to the teacher or his aid and will push in his chair and line. He is also able to wait until the teacher instructs the class to switch to the next station or activity. When leaving the playground he is able to walk with his aid as well. He does require priming, letting him know that recess will be over soon to help him have a smoother transition.

Ability to Focus and Attend to Tasks and Instructions: During circle time, he does have his fingers in his ears to anticipate songs he may not be comfortable with, but does open up when a preferred song is coming on. During small group sessions, he is able to sit and attend to the instructor. If the instructions are only expressive lessons, like arms up, stand up, tap table, etc., he is able to follow instructions with less prompting. Lessons with fine motor instructions (e.g. stringing beads, rolling play-doh, opening, squeezing, etc.), he requires less prompts or none at all. If instructions are requires objects to be counted or manipulated, he does require hand over hand prompts or additional verbal prompts. Around the second small group session, he does seem more tired and often has his head on the table.

Vision Services (updated 4/30/24):

Kaleb receives daily support and services from a teacher of the visually impaired (TVI) and associated vision support staff. The TVI provides braille instruction and materials support and the para educator trained in visual impairments provide support for Kaleb's educational needs

in the classroom throughout his school day. Please refer to his past and current IEP goals for progress in those areas.

Communication Development

Update 4/24:

Based on weekly observation within the preschool setting, Kaleb has been observed to demonstrate the following communication skills.

Expressive/Receptive Language -

Kaleb communicates using 1-3 word phrases containing primarily nouns and some verb/action words as well as infrequent use of describing words (e.g., crunchy, bumpy, smooth, etc.). Kaleb communicates for a variety of purposes including to request, protest, comment, and respond. He needs prompting to greet and respond consistently. Prompted expressive language tends to be shorter with 1-2 word phrases but novel utterances generated independently can range 2-4 words in length at times. Kaleb enjoys book based activities and can anticipate the coming pages and lines of the story; he often recites the story in anticipation and shows excitement and engagement. He has been able to generalize many descriptive concepts learned in his touch and feel books to describe other preferred items in his environment. Kaleb will follow routine instructions including stand up, sit down, push chair in, clean up, etc. but generally will not follow a whole classroom or small group instruction without it being repeated by an instructional paraprofessional.

Pragmatic Language

Kaleb communicates with familiar adults for a variety of purposes including requesting, protesting and commenting. He will respond to open ended questions inconsistently but generally responds to yes/no questions with functional consistency. Kaleb has an increasing awareness of peers in his environment and will name some peers and inconsistent greet or identify turns verbally when given an adult prompt. He is not yet initiating or sustaining communicative interactions with peers.

Articulation

Kaleb speech sound development appears age-appropriate at this time. He is producing all age-appropriate sounds in all positions of words. He demonstrates consistently intelligible speech when directing a message to a communicative partner.

Voice/fluency

Kaleb demonstrates age-appropriate voice and fluency skills at this time. There are no concerns noted with voice production or observed interruptions in the flow of his speech.

Gross/Fine Motor Development

OT Input 4/2024:

Kaleb's hand dominance appears undetermined at this time. He reaches for items with both hands. For bilateral coordination tasks such as stringing beads, opening pen caps, squeezing tennis ball, touching glue stick while holding glue stick, Kaleb has been using either hand to complete either function for each task. He uses a 2 or 3 point pinch – able to pick up small pony beads and pull icons off Velcro. He rotates objects in one hand and rotate a cap off of a dot marker given verbal cues that he was turning in the right direction and to attend to task. He is working on finger strength to manage opening containers and squeezing tennis ball to open. He uses 2-3 fingers to press the braille writer keys down. He is able to use multiple fingers to move the “return” key from right to left sideways and rotate the knob on the side of machine to move paper upwards. He enjoys exploring the braille writer and pressing all of the keys. He is not able to perform finger individuation and press the key with 1 finger in isolation yet. Kaleb is able to string large beads onto a pipe cleaner and small pony beads onto regular flexible string (no adaptations). He is able to locate the holes with his finger in one hand and bring them together onto string. Kaleb has made great progress with his tolerance to tactile input to his hands. He is independently exploring his classroom and school environment without hesitation to touch things around him and on the ground. Given adult support for attention to the task, he tolerates touching various slimy (slime, water beads, paint, outdoor wet grass when it rained), and select sticky items (glue, stickers, foam beads) for 5 minutes or more at school. However, Parents report that he will tolerate touching various slimy substances for only 1-2 minutes at home. Kaleb continues to not tolerate shaving cream and a specific squishy toy bear with tiny foam beads inside of it. He has been observed covering his ears for select songs and sounds. He seeks music and enjoys musical toys (toy keyboard, xylophone, toy guitar). He taps objects near his ears frequently. He was reported on limited occasions to chew on specific non-food items or to explore new objects by holding them in his hand and placing them briefly in his mouth, however he will respond to a verbal redirection to remove the item. He has not required any interventions in the area of oral seeking at this time, since mouthing objects is not considered a safety hazard, nor is it impacting his ability to participate in classroom activities. Parents have expressed great concern with the amount of oral seeking (puts everything in his mouth) within the home setting. Kaleb enjoys spinning and jumping (some days more than others), however this does not consistently impact his ability to attend to tasks in classroom.

Orientation & Mobility (updated 4/30/24):



Kaleb is seen on a weekly direct service basis for O&M instruction. The O&M Specialist also consults with Mr. Thao and the support staff to determine what modifications work best for Kaleb and answer any questions or concerns they may have concerning his mobility. The O&M Specialist also demonstrates any new techniques which may be useful for Kaleb's mobility. Please refer to his past and current IEP goals for progress in those areas relating to O&M.

Social Emotional/Behavioral

Play and Social Skills

- *Play with Objects:* Kaleb enjoys toys that produces sound. He is able to play with a musical flashlight light toy, turning, pressing buttons, turning it off and on. He also plays with a spinning wheel toy with. He enjoys to having toys in his hand that have different texture feels and is able to discriminate the different toys. It is not yet able to games with rules. He does require verbal and/or hand over hand prompts.
- *Social Play:* Kaleb engages in parallel play. He is comfortable with peers playing next to him with the same items. He will try to take some toys from his peers when he hears them playing. Kaleb often plays by himself.

1.0 Interactions with Familiar Adults:

Kaleb interacts with familiar adults comfortably. Being able to interact with them in similar ways as other familiar adults. Being able to comply to simple directions with all adults he is comfortable with.

2.0 Interactions with peers:

Kaleb has not shown too much interest with peers his age. He requires verbal prompts to interact/communicate with peers when they are trying communicate with him. He will allow other peers to hold his hand and guide him, but he may start clinging on to them. However, he is not aggressive in any way. He plays by himself a majority of the time. Parents report that Kaleb will frequently act aggressively towards his younger brother by putting the palm of his hand on his brother's face and rubbing it in a hard manner. While demonstrating this behavior at home, he also is reported not to respond to Parent directions to "stop," and requires a physical redirection. While this has not been observed at school, Parents wanted school staff to be aware that this is an on-going issue in the home setting.

3.0 Group Participation Kaleb has been enjoying circle time, before he would refuse to listen to a majority of songs. He has been participating during movement songs like freeze dance and head, shoulders, knees, and toes. He loves brown bear and will often decide to pick the song with he gets the chance to pick. During arts and craft, he may participate with the help of his aid, but may participate in other textural activities/fine motor activities that may better benefit. During small group, he is able to participate his group games like pop the pig, don't break the ice, shark bite, lucky ducky, etc. with prompting (verbal and/hand over hand) from his aid to follow the rules of the game. He may really enjoy the smaller pieces of the game and may refuse to give it up.

Vocational

Kaleb is not of vocational age.

Adaptive/Daily Living Skills

- *Toileting:* Kaleb is not yet toilet trained. He does sit on the toilet, but rarely urinate.
- *Feeding:* Kaleb uses his fingers to eat his food from home and is able to drink from an open cup, but may spill. He has not been observed to use eating utensils. Parents report that they try to help him use utensils with hand over hand assistance but he does not always cooperate.
- *Dressing/Undressing:* Kaleb is able to pull down his pants when asked to. He is able able to pull up his pants as well and often reminded to use both hands when pulling up. His pants does require adjustment.

Orientation & Mobility Skills:

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

Health

Parents report that Kaleb is generally in good health. He requires frequent lotion to keep his eczema from increasing. He received a medical diagnosis of Autism, Language Disorder, and Global Developmental Delay in December, 2023. See 5/9/2023 IEP for additional information about Kaleb's initial Health and Developmental assessment.

For student to receive educational benefit, goals will be written to address the following areas of need:

Functional Skills/Preacademic (Tactile Discrimination, Braille Pre-reading, Prepositional Concepts, Braille Writing, Independent Travel, Cane Use, counting), Fine/Gross Motor Development (bilateral Coordination, fine motor, Communication Development (Expressive

Development, Receptive Language), Social Emotional (Games with Rules)



ELK GROVE UNIFIED SPECIAL FACTORS

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

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. He also requires a brailewriter and braille paper as well as a white cane.

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)

Kaleb has difficulty with participation in the classroom activities.

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

Kaleb requires additional prompts and supports in order to participate in classroom activities.

☐ 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: 5/1/2024

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) – (Preschool and TK Students, Ages 3-5 Years)

- | | | |
|--|---|--|
| ☐ Adaptations Not Applicable | ☒ Sensory support | ☐ Functional positioning |
| ☐ Alternative response mode | ☐ Assistive equipment or device | ☒ Visual support |
| ☐ Alternative mode for written language | ☐ 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: 5/1/2024

Area of Need: Concepts of Braille	Measurable Annual Goal #: <u>1</u>
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: 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: 2/28/2024

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

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 4/19/2024

Goal met ☒ Yes ☐ No

Comments: Kaleb has met this goal, being able to name the main parts of a book consistently in 5 of 5 trials.



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

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.	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 Impairment 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: 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: 2/28/2024

Summary of Progress: Kaleb is able to locate where the braille is and will allow his hand to be moves from right to left on the braille page, in a hand over hand manner, but is not able to track the braille independently.
Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 4/19/2024

Goal met ☐ Yes ☒ No

Comments: Kaleb is able to locate and feel the braille in books, but has not developed the skills necessary to systematically track the braille from left to right. He often perfers just to feel the tactile features of the pictures in the books and requires an adult to track the braille hand over hand with him.



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

Area of Need: Name parts of the braille writer	Measurable Annual Goal #: <u>3</u> 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: Visually 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: 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: 2/28/2024

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

Comment: Additional parts Kaleb is able to name include the bell, down space key paper and paper roller.

Progress Report 3: 4/19/2024

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

Comment: Additional parts Kaleb is able to name include the backspace key and paper release lever.

Annual Review Date: 4/19/2024

Goal met ☐ Yes ☒ No

Comments: Kaleb has made good progress with this goal, being able to name 10 of 12 parts of the device.



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

Area of Need: Braille "scribbling"	Measurable Annual Goal #: <u>4</u>
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: 11/14/2023

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

Comment:

Progress Report 2: 2/28/2024

Summary of Progress: Kaleb has made progress with this benchmark, knowing how to press the braille keys and using the line advance and carriage return, but often continues to need verbal and/or physical prompts to do so.

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 4/19/2024

Goal met ☐ Yes ☒ No

Comments: Kaleb knows the location of the keys, backspace and down space keys and can press them when prompted to do so. Instead of systematically "scribbling" until he hears the bell, he often prefers to press the down and backspace keys randomly and play with the brailier. He has not yet developed an understanding of the purpose of the device to make braille letters.



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

Area of Need: Identify different tactile shapes	Measurable Annual Goal #: <u>5</u> 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. ☐ 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
Baseline: Kaleb currently names a few familiar shapes.	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: 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: 2/28/2024

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

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 4/19/2024

Goal met ☐ Yes ☒ No

Comments: Kaleb is able to differentiate between objects that are the same or different when presented two with very different features, such as a crayon and a cube, but has not developed the ability to differentiate between objects or shapes on a page.



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

Area of Need: Indoor Orientation & Mobility	Measurable Annual Goal #: <u>6</u> 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. ☐ 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
Baseline: Kaleb will benefit from learning various indoor travel skills including human guide, trailing and protective techniques when traveling in indoor environments.	

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: Because of safety concerns, 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: 2/28/2024

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

Comment: Kaleb will not voluntarily hold the guide's wrist which is necessary for being human guided. He requires the guide to hold his hand in order to be lead to the designated area.

Progress Report 3: 4/19/2024

Summary of Progress:

Comment: Kaleb has not developed the skills necessary to travel independently without human guide.

Annual Review Date: 4/19/2024

Goal met ☐ Yes ☒ No

Comments: Kaleb has not developed the level of independent travel to achieve this goal.



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

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.	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. ☐ 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: 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: 2/28/2024

Summary of Progress: Kaleb knows how to properly grip and hold his cane, but needs frequent reminders to do so.

Comment:

Progress Report 3: 5/1/2024

Summary of Progress: Kaleb continues to need frequent reminders to keep his cane in front of himself as well as keep it on the ground when walking outside.

Comment:

Annual Review Date: 4/19/2024

Goal met ☐ Yes ☒ No

Comments: Kaleb can keep his cane in front of him for brief periods of time, but will often let it drag to the side or behind, requiring frequent hand over hand and verbal correction.



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

Area of Need: Stair Navigation	Measurable Annual Goal #: <u>8</u>
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: 11/14/2023

Summary of Progress: Kaleb can find the rail and the step with his foot on each step when going up the stairs with out difficulty in 4 of 5 trials.

Comment:

Progress Report 2: 2/28/2024

Summary of Progress: Kaleb does well going up the stairs of the play structure using the rail, but is not independent when going down the stairs.

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 4/19/2024

Goal met ☐ Yes ☒ No

Comments: Kaleb is more hesitant going down stairs than up stairs and is not independent when descending.



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

Area of Need: Communication Development/Pragmatic Language	Measurable Annual Goal #: <u>9</u> 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
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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: 2/27/2024

Summary of Progress: Objective 2 met.

Comment: Kaleb requires 2-4 verbal prompts or partial prompts to help him participate in structured group activities

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 4/30/2024

Goal met ☐ Yes ☒ No

Comments: Goal partially met. Kaleb participates in structured group activities with peers and/or adults by directing communicative attempts towards others, taking his turn, and/or requesting to continue or discontinue the activity, given moderate support (2-4 prompts/cues), in 4/5 communication exchanges.



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

Area of Need: Communication Development/Receptive Language	Measurable Annual Goal #: <u>10</u> 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: 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: 2/27/2024

Summary of Progress: Objective 2 met.

Comment: Kaleb engages with stacking rings, stringing beads, play food items, piano keys on a musical instrument, basic shapes in a shape sorter, touch/feel books with multiple pages and sensory elements given moderate prompting. Kaleb maintains a restricted interest in toys and prefers to hold/manipulate figurines but has expanded his play to a few additional items with adult support.

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 4/29/2024

Goal met ☒ Yes ☐ No

Comments: Annual goal met. Kaleb demonstrates the use of toys (e.g. stacking rings, musical flashlight, spinning wheel, etc.) given minimal support in 4/5 trials.



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

Area of Need: Communication Development/Receptive Language	Measurable Annual Goal #: <u>11</u> 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: 11/9/2023

Summary of Progress: Object not met.

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

Progress Report 2: 2/28/2024

Summary of Progress: In progress.

Comment: Kaleb is able to describe an item by shape and texture including: circle, square, triangle, star, bumpy, smooth, ridges, rough, etc. but is not yet using the words "same" or "different" consistently when given two items to compare.

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 4/29/2024

Goal met ☐ Yes ☒ No

Comments: Annual goal not met. Kaleb is not yet able to determine if the objects are the same or different, independently, in 4 out of 5 trials. However, he is able receptively respond by picking the object that is the same in 2/5 opportunities when choosing between three other items in front what is the same object in his hands. Goal to be modified for his annual review.



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

Area of Need: Communication Development - Expressive Language	Measurable Annual Goal #: <u>12</u> 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
Baseline: Kaleb currently communicates using body language, gestures, and verbal language to communicate for some, but not all, pragmatic purposes.	

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: 2/27/2024

Summary of Progress: Objective 2 met.

Comment: Kaleb will make requests, protests, and comments using 2-3 word phrases throughout the day given minimal prompting. Many requests and comments are spontaneous when involving special interests like favorite books, figurines, and circle time songs/books like the Big Green Monster.

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 4/29/2024

Goal met ☒ Yes ☐ No

Comments: Annual goal met. Kaleb often uses 2-3 words to request, reject, and comment throughout the day. When reading the book, "Big Green Monster" he will follow along and repeat after me or say the words of the book before I read it. He rejects items/activities he dislikes saying "no" first and having a noun following it.



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

Area of Need: Fine Motor Development (Sensory Motor)	Measurable Annual Goal #: <u>13 Added 10/23</u> 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.
Baseline: Kaleb does not tolerate touching select textures due to possible tactile defensiveness.	☐ 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: 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: 2/28/2024

Summary of Progress: In progress.

Comment: With no prep (frontloading), he tolerates 1-3 minutes depending of the different texture:

- Shaving Cream less than a minute
- Water (gel) beads at least 3 minutes
- kinetic sand for 1 minute
- Sticky items (tape, stockers, foam beads) for 1 minute

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 4/24/2024

Goal met ☒ Yes ☐ No

Comments: Majority of goal. Kaleb has improved his tolerance to sensory input. Given adult support for attention to the task, he tolerates touching various slimy (slime, water beads, paint), and select sticky items (glue, stickers, foam beads) for 5 minutes ore more. He continues to not tolerate shaving cream and a specific squishy toy bear with tiny foam beads inside of it.



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

Area of Need: Fine Motor Development (Bilateral Coordination)	Measurable Annual Goal #: <u>14 added 10/23</u>
Baseline: Kaleb requires maximal physical assistance to string large beads onto a wooden dowel.	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. ☐ 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: Classroom Teacher/Staff

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: 2/29/2024

Summary of Progress: Annual goal met.

Comment: Kaleb is able to independently string 5 beads beads with a pipe cleaner in 4 out of 5 trials.

Given flexible string with a firm longer flexible end, his able to bead 5 2" inch or smaller in 4 out 5 trials.

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 4/24/2024

Goal met ☒ Yes ☐ No

Comments: Goal met. Kaleb has progressed to stringing small pony beads onto regular flexible string (no adaptations). He is able to locate the holes with his finger in one hand and bring them together on flexible string.



ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

Area of Need: Gross Motor (OBJECT CONTROL)	Measurable Annual Goal #: <u>15 (AdPE #1)</u> 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. ☐ 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: ADAPTED PE SPECIALIST
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.	

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: 2/23/2024

Summary of Progress: Kaleb has not met this objective yet,

Comment: Kaleb bounced the playground ball to a partner at 3-4 feet. He does not catch it yet. He will roll it back and forth with a partner with prompting.

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: 5/1/2024

Area of Need: Functional Skills (Tactile Discrimination)	Measurable Annual Goal #: <u>1</u> Goal: By May 2025, Kaleb will be able to find one tactile shape that is different given a choice of 4 shapes with 80% accuracy 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: Teacher of the Visually Impaired
Baseline: Kaleb is able to differentiate between distinctly different pairs of objects and can name shapes if given them in 3-dimensional form.	

Short-Term Objective: By November 2024, Kaleb will find the 3-dimensional shape (cube, ball, pyramid, etc.) that is different given a choice of 4 shapes with 80% accuracy as noted by teacher log.

Short-Term Objective: By March 2025, Kaleb will find the flat shape (square, circle, rectangle, etc.) that is different given a choice of 4 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: 5/1/2024

Area of Need: Functional/Pre-Academics (Braille Pre-Reading) Baseline: Kaleb will use a light touch to "tickle the dots" while tracking from left to right on a braille page or sheet, for four lines in 0 out of 5 trials with 80% accuracy as measured by teacher log. He is able to locate where the braille is and will allow his hand to be moved from left to right on the braille page, in a hand over hand manner, but is not able to track the braille independently. He often prefers just to feel the tactile features of the pictures in the books and requires an adult to track the braille hand over hand with him.	Measurable Annual Goal #: <u>2</u> Goal: By May 2025, Kaleb will use a light touch to "tickle the dots" while tracking from left to right on a braille page or sheet, for four lines in 4 out of 5 trials with 80% accuracy as measured 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: Teacher of the Visually Impaired
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Short-Term Objective: By November 2024, Kaleb will independently identify the top, bottom, left side and right side of a page in a book or on a sheet and use a light touch to locate and identify where on a page the braille writing is located in 4 out of 5 trials with 80% accuracy as measured by teacher log.

Short-Term Objective: By April 2025, Kaleb will independently be able to identify the first/top line of braille on a page and the end/last line of braille on the page in 4 out of 5 trials with 80% accuracy 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: 5/1/2024

Area of Need: Functional/Pre-Academic Skills (Positional Concepts)	Measurable Annual Goal #: <u>3</u> Goal: By 5/2025, when given physical cues and a verbal prompt, Kaleb will follow directions to show understanding of 5 spatial concepts in relations to himself in space other objects or another person (up/down, in front of/behind, under/on top, etc.) in 3 of 4 trials with 80% accuracy as measured by observation and data collection.
Baseline: when given physical cues and a verbal prompt, Kaleb will follow directions to show understanding of 0 spatial concepts in relations to himself in space other objects or another person (up/down, in front of/behind, under/on top, etc.), but knows some concepts (in, out, in front, behind) when positioning an object with another item in 3 of 4 trials with 80% accuracy as measured by observation and data collection.	☒ Enables student to be involved/progress in general curriculum/state standard PLF Geometry 2.1 ☒ Addresses other educational needs resulting from the disability ☒ Linguistically appropriate ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living Person(s) Responsible: Orientation & Mobility Specialist, Classroom Teacher

Short-Term Objective: By 11/2023, when given physical cues and a verbal prompt, Kaleb will follow directions to show understanding of spatial concepts 2 in relations to himself in space other objects or another person (up/down, in front of/behind, under/on top, etc.) in 3 of 4 trials with 80% accuracy as measured by observation and data collection.

Short-Term Objective: By 3/2025, when given physical cues and a verbal prompt, Kaleb will follow directions to show understanding of 3 spatial concepts in relations to himself in space other objects or another person (up/down, in front of/behind, under/on top, etc.) in 3 of 4 trials with 80% accuracy as measured by observation and data collection.

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: 5/1/2024

Area of Need: Pre-Academics/Fine Motor Development (Braille Writing)	Measurable Annual Goal #: <u>4</u> Goal: By May 2025, Kaleb will independently be able to braille 5 full lines of the “for” sign (using all 6 fingers), 5 full lines of the letter “g,” (using pointer finger and middle finger of each hand) and letter “c,” (pointer fingers of each hand) in 4 out of 5 trails with 80% accuracy as measured by teacher observation. ☐ 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: Teacher of the Visually Impaired
Baseline: Kaleb can press the braille keys and use the line advance and carriage return, but often continues to need verbal and/or physical prompts to do so.	

Short-Term Objective: By November 2024, Kaleb will independently be able to braille 5 full lines of the “for” sign (using all 6 fingers), in 4 out of 5 trails with 80% accuracy as measured by teacher observation.

Short-Term Objective: By January 2025, Kaleb will independently be able to braille 5 full lines of the letter “g,” (using pointer finger and middle finger of each hand) and in 4 out of 5 trails with 80% accuracy as measured by teacher observation.

Short-Term Objective: By April 2025, Kaleb will independently be able to braille 5 full lines of the letter “c,” (using pointer finger of each hand) and in 4 out of 5 trails with 80% accuracy as measured by teacher observation.

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: 5/1/2024

Area of Need: Functional Skills (Independent Travel)	Measurable Annual Goal #: <u>5</u> Goal: By May 2025, Kaleb will successfully navigate major areas of his classroom using modified human guide, trailing and protective techniques in 4 of 5 trials as measured by teacher log. ☐ Enables student to be involved/progress in general curriculum/state standard Teacher of the visually impaired and classroom Teacher ☒ Addresses other educational needs resulting from the disability ☒ Linguistically appropriate ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living Person(s) Responsible: Orientation & Mobility Specialist
Baseline: Kaleb is not independent with travel in the classroom and has not learned the human guide, trailing or protective techniques necessary for independent indoor travel.	

Short-Term Objective: By November 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 January 2025, 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 April 2025, 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: 5/1/2024

Area of Need: Functional Skills (Cane Use)	Measurable Annual Goal #: <u>6</u> Goal: By 5/2024 Kaleb will demonstrate the appropriate use of his cane by consistently sweeping it and keeping it on the ground when walking with only 4 physical prompts per opportunity in 4 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: Orientation & Mobility Specialist
Baseline: Kaleb is good about holding his cane in the proper manner, but requires frequent prompts to use is appropriately (i.e.- not swinging it in the air or holding it to the side or behind himself).	

Short-Term Objective: By November 2024, Kaleb will independently keep his cane in front of him and on the ground given 3 opportunities with only 4 prompts per opportunity in 4 of 5 trials as noted by teacher log.

Short-Term Objective: By April 2025 Kaleb will be able to consistently sweep his cane with occasional hand over hand modeling given 3 opportunities with only 4 prompts per opportunity in 4 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: 5/1/2024

Area of Need: Fine Motor Development (Bilateral Coordination)	Measurable Annual Goal #: <u>7</u> Goal: By 4/2025, given supervision and materials placed within arms reach on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to find scissors on table, position his fingers in regular or adapted scissors, open and close scissors, pick up paper with his other hand, and cut a 2" paper in half in 4 out of 5 trials as documented by OT charted data.
Baseline: Kaleb has just mastered stringing beads with small pony beads and flexible string. He requires full support for scissors use.	☐ 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: OT

Short-Term Objective: By 11/2024, given minimal assistance, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to find scissors on table, position his fingers in regular or adapted scissors, open and close scissors, pick up paper with his other hand, and snip 3 times in 3 out of 4 trials as documented by OT charted data.

Short-Term Objective: By 3/2025, given supervision and materials placed within arms reach on table, Kaleb will improve his bilateral coordination skills as demonstrated by his ability to find scissors on table, position his fingers in regular or adapted scissors, open and close scissors, pick up paper with his other hand, and snip 5 times in a row in 3 out of 4 trials as documented by OT charted data.

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: 5/1/2024

Area of Need: Fine Motor Development (Fine Motor)	Measurable Annual Goal #: <u>8</u> Goal: By 5/2025, given setup and instructions provided, Kaleb will improve his fine motor skills as demonstrated by his ability to isolate each finger and produce an imprint on playdoh 5 times each finger in 4 out of 5 trials as documented by OT charted data.
Baseline: Kaleb is able to isolate his index fingers.	☐ 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: OT

Short-Term Objective: By 11/2024, given setup and instructions provided, Kaleb will improve his fine motor skills as demonstrated by his ability to isolate each finger and produce an imprint on playdoh 1 time each finger in 2 out of 3 trials as documented by OT charted data.

Short-Term Objective: By 3/2025, given setup and instructions provided, Kaleb will improve his fine motor skills as demonstrated by his ability to isolate each finger and produce an imprint on playdoh 3 times each finger in 2 out of 3 trials as documented by OT charted data.

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: 5/1/2024

Area of Need: Preacademic (One-to-One Correspondence/Counting)	Measurable Annual Goal #: <u>9</u> Goal: By 5/25, when a number of objects are in front of Kaleb, he will to count 1-5 using one-to-one correspondence (touching the object and counting) in 4 of 5 trials in 80% of opportunities across two school days as measured by data collection and/or observation.
Baseline: When a number of objects are in front of Kaleb, he will to count 1-5 using one-to-one correspondence (touching the object and counting) in 0 of 5 trials. Kaleb requires hand over hand to help touch the objects and will count up to 3, but after switch to 2 objects he will still count to 3.	☒ Enables student to be involved/progress in general curriculum/state standard PFL Number Sense - 1.3 ☐ Addresses other educational needs resulting from the disability ☐ Linguistically appropriate ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living Person(s) Responsible: Classroom Teacher

Short-Term Objective: By 11/24, when a number of objects are in front of Kaleb, he will to count 1-5 using one-to-one correspondence (touching the object and counting) with hand over hand assistance in 4 of 5 trials in 80% of opportunities across two school days as measured by data collection and/or observation.

Short-Term Objective: By 3/25, when a number of objects are in front of Kaleb, he will to count 1-3 using one-to-one correspondence (touching the object and counting) in 4 of 5 trials in 80% of opportunities across two school days as measured by data collection and/or 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, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

Area of Need: Communication Development (Expressive Language)	Measurable Annual Goal #: <u>10</u> Goal: By May 2025, Kaleb will use 3+ word phrases to communicate for a variety of purposes (e.g., make requests, comment, take a turn, and/or protest/reject objects or activities, respond, question, etc.) with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, independently, for 4 of 5 trials across across as least 2 adults/peers and 3 consecutive measurement trials as measured by therapist and teacher observation and record. ☒ 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 Teacher, Speech-Language Pathologist (SLP)
Baseline: Kaleb often uses 2-3 words to request, reject, and comment throughout the day. When reading the book, "Big Green Monster" he will follow along and repeat after the teacher or say the words of the book before they are read. He rejects items/activities he dislikes saying "no" first and having a noun following it.	

Short-Term Objective: By November 2024, Kaleb will use 3+ word phrases to communicate for a variety of purposes (e.g., make requests, comment, take a turn, and/or protest/reject objects or activities, respond, question, etc.) with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, given moderate prompting, for 4 of 5 trials across across as least 2 adults/peers and 3 consecutive measurement trials as measured by therapist and teacher observation and record.

Short-Term Objective: By March 2025, Kaleb will use 3+ word phrases to communicate for a variety of purposes (e.g., make requests, comment, take a turn, and/or protest/reject objects or activities, respond, question, etc.) with use of common vocabulary (i.e., pronouns, concepts, etc.), taught during structured language tasks, given minimal prompting, for 4 of 5 trials across across as least 2 adults/peers and 3 consecutive measurement trials as measured by therapist and teacher observation and record.

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, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

Area of Need: Communication Development (Receptive Language)	Measurable Annual Goal #: <u>11</u> Goal: By May 2025, during structured small group instruction, Kaleb will follow at least 10 single step directions delivered by the teacher or group leader containing early language concepts (locative concepts/prepositions, shapes, qualitative concepts, or quantitative concepts) without additional support in 4 of 5 opportunities across at least 2 setting/activities and 3 consecutive measurement trials as measured by therapist and teacher observation and record.
Baseline: Kaleb currently follows routine instructions including clean up, push in chair, stand up and sit down without additional support in 4/5 opportunities. Beyond these routine compliance instructions, he does not follow whole group or small group instructions without the instruction being repeated or individualized by his accompanying paraprofessional.	☒ 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 Teacher, Speech-Language Pathologist (SLP)

Short-Term Objective: By November 2024, during structured small group instruction, Kaleb will follow at least 4 single step directions delivered by the teacher or group leader containing early language concepts (locative concepts/prepositions, shapes, qualitative concepts, or quantitative concepts) without additional support in 4 of 5 opportunities across at least 2 setting/activities and 3 consecutive measurement trials as measured by therapist and teacher observation and record.

Short-Term Objective: By March 2025, during structured small group instruction, Kaleb will follow at least 7 single step directions delivered by the teacher or group leader containing early language concepts (locative concepts/prepositions, shapes, qualitative concepts, or quantitative concepts) without additional support in 4 of 5 opportunities across at least 2 setting/activities and 3 consecutive measurement trials as measured by therapist and teacher observation and record.

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: 5/1/2024

Area of Need: Social/Emotional & Pragmatic Language	Measurable Annual Goal #: <u>12</u> Goal: By 5/25, given age and developmentally appropriate games with rules (board games, table-top games), Kaleb will appropriately participate in game play by taking-turns (when appropriate) and following the rules of the game without grabbing items out of turn, in 80% of opportunities with not more 1 prompt than across two school days for at least three different games, as measured by observation and data collection.
Baseline: Given age and developmentally appropriate games with rules (board games, table-top games), Kaleb will appropriately participate in game play by taking-turns (when appropriate) and following the rules of the game without grabbing items out of turn, in 0% of opportunities across two consecutive trial sessions for three different games, as measured by observation and data collection.	☒ Enables student to be involved/progress in general curriculum/state standard PLF S.I. - 2.1 ☒ Addresses other educational needs resulting from the disability ☐ Linguistically appropriate ☐ Transition Goal: ☐ Education/Training ☐ Employment ☐ Independent Living Person(s) Responsible: Classroom Teacher, Speech-Language Pathologist (SLP)

Short-Term Objective: By 11/24, given age and developmentally appropriate games with rules (board games, table-top games), Kaleb will appropriately participate in game play by taking-turns (when appropriate) and following the rules of the game without grabbing items out of turn, in 40% of opportunities with no more than 1 prompt across two school days for at least two different games, as measured by observation and data collection.

Short-Term Objective: By 3/25, given age and developmentally appropriate games with rules (board games, table-top games), Kaleb will appropriately participate in game play by taking-turns (when appropriate) and following the rules of the game without grabbing items out of turn, in 80% of opportunities across two school days for at least one game, as measured by observation and data collection.

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: 5/1/2024

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 discussed the level 2 self-contained TK/K and the general education TK class as possible placements for Kaleb.

Potential harmful effects of the level 2 self-contained TK/K class include limited access to typical peers and placement at a site other than his school of residence. Potential harmful effects of the general ed setting include lack of individualized pacing towards a specially designed curriculum, and potential missed instruction when specialized services are provided. Team including Parents agree that the level 2/self-contained classroom is appropriate to meet Kaleb's needs.

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	5/1/2024	5/1/2025	School Site
Tactile graphics	5/1/2024	5/1/2025	School site
Sensory tools and/or strategies as recommended by occupational therapist to support student's sensory under-responsivity/over-responsivity behaviors, as needed.	5/1/2024	5/1/2025	School Site
Priming: Kaleb requires priming(e.g. reviewing expectations, changes or expected behavior prior to the activity) prior to (e.g. changes in the routine or activity) to support appropriate skills (e.g. appropriate coping skills, transitions, or play skills, social skills training, feeding appropriate words, etc.)	5/1/2024	5/1/2025	School Site
Auditory signals: Kaleb requires an auditory signal (e.g. bell, alarm, timer, etc.) to indicate when an activity is coming to an end,	5/1/2024	5/1/2025	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	5/1/2024	5/1/2025	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	5/1/2024	5/1/2025	Daily	Duration of school day	School site
One on one classroom support from a school district staff who is knowledgeable in working with students who are legally blind.	☒ Student ☐ Personnel	5/1/2024	5/1/2025	Daily	Duration of school day	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	5/1/2024	5/1/2025	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	5/1/2024	5/1/2025	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 for the duration of the 2023/2024 school year.	☒ Student ☐ Personnel	5/9/2023	6/30/2024	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	6/30/2024	Daily	45 minutes	School site

SPECIAL EDUCATION and RELATED SERVICES

OF SPECIAL EDUCATION AND RELATED SERVICES

Service: <u>Specialized vision services</u>	Start Date: <u>5/1/2024</u>	End Date: <u>5/1/2025</u>
Provider: <u>SELPA</u>	☒ Ind ☐ Grp ☐ Sec Transition	
Duration/Freq: <u>30</u> min x <u>4</u> Totaling: <u>120</u> min 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: <u>Orientation and mobility</u>	Start Date: <u>5/1/2024</u>	End Date: <u>5/1/2025</u>
Provider: <u>SELPA</u>	☒ Ind ☐ Grp ☐ Sec Transition	
Duration/Freq: <u>20</u> min x <u>2</u> Totaling: <u>40</u> min served <u>Weekly</u>	Location: <u>Public preschool</u>	
Comments:		

Service: <u>Individual and small group instruction</u>	Start Date: <u>5/1/2024</u>	End Date: <u>6/30/2024</u>
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Provider: <u>SELPA</u>	☐ Ind ☒ Grp ☐ Sec Transition	
Duration/Freq: <u>180 min x 4</u> Totaling: <u>720 min</u> served <u>Weekly</u>	Location: <u>Separate classroom in public integrated facility</u>	
Comments: <u>Services provided across academic calendar for the duration of the 2023/2024 school year. Kaleb will transition to TK at the start of the 2024/2025 school year.</u>		
Service: <u>Specialized Academic Instruction</u>	Start Date: <u>7/1/2024</u>	End Date: <u>5/1/2025</u>
Provider: <u>SELPA</u>	☐ Ind ☒ Grp ☐ Sec Transition	
Duration/Freq: <u>210 min x 5</u> Totaling: <u>1050 min</u> served <u>Weekly</u>	Location: <u>Separate classroom in public integrated facility</u>	
Comments: <u>Specialized Academic Instruction provided in the Level 2 self-contained TK/K classroom beginning at the start of the 2024/2025 school year. Services provided across the academic calendar.</u>		
Service: <u>Adapted physical education</u>	Start Date: <u>5/1/2024</u>	End Date: <u>5/1/2025</u>
Provider: <u>SELPA</u>	☒ Ind ☐ Grp ☐ Sec Transition	
Duration/Freq: <u>20 min x 2</u> Totaling: <u>40 min</u> served <u>Monthly</u>	Location: <u>Regular classroom/public day school</u>	
Comments: <u>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.</u>		
Service: <u>Occupational therapy</u>	Start Date: <u>5/1/2024</u>	End Date: <u>5/1/2025</u>
Provider: <u>SELPA</u>	☒ Ind ☐ Grp ☐ Sec Transition	
Duration/Freq: <u>30 min x 3</u> Totaling: <u>90 min</u> served <u>Monthly</u>	Location: <u>Separate classroom in public integrated facility</u>	
Comments: <u>Occupational Therapy direct services will be delivered on an average of 3 session(s) 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 25 sessions per IEP year. This service will be provided on a consistent basis spread over the course of the IEP year.</u>		

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 2024. 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: <u>Individual and small group instruction</u>	Start Date: <u>6/3/2024</u>	End Date: <u>6/28/2024</u>
Provider: <u>SELPA</u>	☐ Ind ☒ Grp ☐ Sec Transition	
Duration/Freq: <u>120 min x 5</u> Totaling: <u>600 min</u> served <u>Weekly</u>	Location: <u>Separate classroom in public integrated facility</u>	
Comments: <u>District offers 20 days of individual and small group instruction provided in the level 2 preschool classroom as ESY services. Services offered during the summer of 2024.</u>		

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.

AMENDMENT DATE: 6/3/2024 PURPOSE: Amendment



ELK GROVE UNIFIED EMERGENCY CIRCUMSTANCES PROGRAM

Student Name: Xiong, KalebBirthdate: 3/13/2020Meeting Date: 5/1/2024

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)
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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)
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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)
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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)
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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.

AMENDMENT DATE: 6/3/2024 PURPOSE: Amendment



ELK GROVE UNIFIED OFFER OF FAPE - EDUCATIONAL SETTING

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

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

District of Service: Elk Grove UnifiedSchool 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:

☒ Same as above ☐ Different from above

Is the Regular Early Childhood Program ten hours per week or greater? ☒ Yes ☐ No

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)

100 % of time student is outside the regular class & extracurricular & non academic activities

0 % of time student is in the regular class & extracurricular & non academic activities

Plan Effective Start Date: 6/3/2024

Student will not participate in the regular class and/or extracurricular and/or non academic activities: *for 0 hours per week because of levels of identified need in the areas of functional skills, communication, fine motor, play and social skills, behavior, and pre academics warrant a specially designed program with a very low staff to student ratio.*

Receiving teacher will need an opportunity to build rapport with (student) and determine the most beneficial mainstreaming times based on his unique needs. IEP Team will convene after the first 60-90 days of the 2024/2025 school year to discuss a mainstreaming plan and add this information to the IEP.

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 will receive an email with the assigned site and bell times for the TK/K class in May, 2024. Once Kaleb settles in to his new classroom, Parents can participate in an IEP meeting with the receiving Team to discuss mainstreaming opportunities at the new site.



ELK GROVE UNIFIED IEP TEAM MEETING NOTES

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

Date Saved: 4/30/2024

Notes: *This is an IEP Plan Review IEP to discuss present levels and progress towards current goals, and to make recommendations for new goals, services and placement for the IEP year. Kaleb will transition to TK in the fall, so the Team will also be discussing his transition to TK.*

The Team agreed to meet via Zoom video teleconference. Introductions were made. In attendance were Parents (Yang and Mary Xiong), Speech and Language Pathologist (Lisa Lennox), Special Education Teacher (Jim Thao), Teacher of the Visually Impaired (Chris Peterson), General Education Teacher (Sharalyn Byerrum), and Program Specialist (Jennifer Lipsky). An Excusal form was provided and signed for the Occupational Therapist and Adaptive Physical Education Teacher who were unable to attend the meeting but provided written input to the Team. Parents were in agreement to meet without these Team members in attendance.

Procedural Safeguards were provided prior to the meeting for review. Parent waived review and had no additional questions regarding the Safeguards.

Information/eligibility page was reviewed and updated. Parents confirmed that all contact information was accurate during the meeting; however, after further review they noted that the work number listed under Mary Xiong was incorrect so it was deleted in the 6/3/2024 Amendment.

Team reviewed Kaleb's strengths/preferences/interests and Parent's concerns, which include Kaleb's ability to adapt to a new setting in TK and whether he is functioning at a level that matches his neurotypical peers.

Present levels were reviewed and updated with input from Parents and other Team members. In terms of communication development, Parents expressed concern that Kaleb is using echolalia frequently at home. Speech/Language Pathologist (SLP) indicated that he appears to be learning language through this imitation. for example, he will imitate peers' names but can also use them over time for different purposes. She explained that this is indicative of Gestalt Language Learning.

Parents had no additional questions or concerns regarding the Present Levels.

Team discussed special factors that should be considered in the development of the IEP and determined that Kaleb requires low incidence supports based on his eligibility under Visual Impairment. Parents asked about when it would be appropriate for Kaleb to begin learning the alphabet through braille, and this was addressed by the Teacher of the Visually Impaired (TVI). Low incidence supports were fully discussed with the Team. The Team also discussed behavioral supports, and determined that Kaleb will require supports in order to participate more consistently in the classroom.

General Education Teacher discussed a typical day in the general education TK classroom. She noted that the majority of the day is spent addressing social emotional development. The students also learn shapes, colors, numbers, letters, and practice name writing. Parents were asked if they had any questions regarding the TK classroom. There were no questions about the curriculum or the TK program.

Team discussed statewide assessments. Based on Kaleb's age, he will participate only in the Desired Results Developmental Profile (DRDP) assessment in the spring of 2024.

Progress towards previous goals was provided to Parents prior to the meeting for review. Kaleb met 5/14 of his previous goals. Parents asked about the progress listed for Goal #3, which involved labeling the parts of his braille writer. TVI confirmed that there had been a

typographical error written in that goal and explained progress to Parents. The TVI also discussed progress towards Kaleb's other goals. Goals that were not met were recommended to be revised and continued to the new IEP.

Special Education Teacher and Speech/Language Pathologist reviewed progress to Kaleb's additional goals.

Parents shared that Kaleb is not using his cane in the home but they are encouraging him to use it when they leave the house. However, he is not consistently using his cane in the community. TVI shared a resource for training designed for Parents of students with visual impairments/blindness and will send details to them again in case they wish to participate in this training.

New goals were proposed and shared with the Team, including Parents.

Gross motor goal addressed by the Adaptive Physical Education Specialist was not updated due to absences of Kaleb and the AdPE Specialist. Program Specialist suggested that the Special Education Teacher connect with the treating AdPE Specialist to get an update of progress towards this goal, and to obtain recommendations for new goals and services for the new IEP year.

Team discussed services and placement. Kaleb continues to be eligible for supports from the Teacher of the Visually Impaired (TVI). The TVI also recommended that the accommodations provided in the previous IEP be continued to the new IEP. These include visual supports, tactile graphics, and specialized equipment. He also requires one to one classroom support in the classroom setting who can assist and direct him in various activities at school. The service delivery model, duration and frequency of supports provided by the TVI and Orientation and Mobility Specialist were also shared with the Team, and includes both consultation to the classroom teacher and direct services. Kaleb also continues to be eligible for supports from the SLP. Service delivery model, duration, and frequency were shared with the Team. The Occupational Therapist is recommending pull out services, and the duration and frequency were shared with the Team. The Adaptive Physical Education Specialist recommended that services continue.

Other supports, such as social skills training and access to typical peers in the inclusive preschool classroom, will end at the end of this school year.

General education was considered, as well as the level 2 TK/K classroom. All Team members agree that based on Kaleb's unique needs, the level 2 TK/K classroom would be the appropriate setting for the upcoming school year. This was based on the number of students in class, the noise level, and the availability of additional supports.

The District's offer of Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) includes Individual and Small Group Instruction provided in the Level 2/Inclusive Preschool for the remainder of the 2023/2024 school year, and Specialized Academic Instruction provided in the Level 2 self-contained TK/K classroom beginning at the start of the 2024/2025 school year, with accommodations, services, and supports as written on the Services page of the IEP. Parents were fully informed of the District's offer of FAPE.

Special Education Teacher will provide an electronic copy of the IEP via email for Parent review and signature.

Parent had no additional questions. Meeting adjourned.

AMENDMENT DATE: 6/3/2024 PURPOSE: Amendment



ELK GROVE UNIFIED SIGNATURE AND PARENT CONSENT

Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 5/1/2024

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.