

Student (First):	Kaleb	ELK GROVE UNIFIED SCHOOL DISTRICT PRIOR WRITTEN NOTICE 34 C.F.R. § 300.503 <i>Provided to Parent(s) prior to District initiation or refusal regarding change of identification, evaluation, educational placement, or provision of free appropriate public education.</i>	Date This Prior Written Notice and Notice of Procedural Safeguards Was Sent to Parent(s):
Student (Last):	Xiong		
Student (Middle):			
Student ID:	55665746		June 3, 2024
D.O.B.:	3/13/2020		

This notice is to fully inform Parent(s) of the above named student regarding the Elk Grove Unified School District's:

Proposal to initiate or change the:

identification, evaluation, educational placement, or the provision of a free appropriate public education to your child. This notice includes a description of the proposed action, an explanation of why the District proposed to take this action, a description of any other options that were considered and the reasons why those options were rejected, and other factors that are relevant in this proposal.

Refusal of your request to initiate or change the:

identification, evaluation, educational placement, or the provision of a free appropriate public education to your child. This notice includes a description of action being refused, an explanation of why the District refused to take this action, a description of any other options that were considered and the reasons why those options were rejected, and other factors that are relevant to this refusal.

Description of proposed or refused action:

Parent requested the following items be amended in the current IEP.

1. Parent requested that Autism, Language Disorder, and Global Developmental Delay be added to the Information/Eligibility page of the IEP. Kaleb received a medical diagnosis of these disorders in December, 2023.
2. Parent requested that Kaleb's medical diagnosis of Autism and Global Developmental Delays be referenced in the description of how his disability affects involvement and progress in the general curriculum on the Information/Eligibility page of the IEP.
3. Parent requested that one to one classroom support be revised to include a need to protect him from self-injurious behaviors at school and mouthing objects, and to assist him with sharing with his peers.

Reason(s) for proposed or refused action:

1. Kaleb received an educational assessment to determine eligibility for special education services in May, 2023. At that time, the Team found him eligible under Visual Impairment as a primary eligibility, with a secondary eligibility of Speech or Language Impairment. Kaleb received a medical diagnosis of Autism, Developmental Delays, and Language Disorder in December, 2023. The District agrees that Kaleb demonstrates delays in his language/communication skills, and his eligibility under Speech or Language Impairment is directly related to his medical diagnosis of Language Disorder. However, Global Developmental Delay is not included in the eligibility categories that can be added to the IEP. The closest category related to Global Developmental Delay is Intellectual Disability. The District considered an intellectual disability, but Kaleb's cognitive skills could not be directly measured due to his vision impairment. Parents reported delays in his cognitive functioning skills, but these results are still accepted with caution due to limitations related to Kaleb's vision needs and speech/language delays. In terms of Autism, the medical diagnosis of this disorder is determined through different criteria than educational eligibility under Autism. Educational eligibility under Autism would be determined based on verbal language delays, non-verbal language delays, and social communication delays. Based on the District's assessment, Kaleb is demonstrating some foundational social communication skills while other age expected skills occur less frequently. The District is willing to conduct an updated psycho-educational assessment to confirm or rule out educational eligibility

under the category of Autism and also to reconsider an Intellectual Disability. However, Kaleb still may not be able to reliably participate in cognitive testing to confirm or rule out an Intellectual Disability.

2. Because the District has not found Kaleb eligible under Autism or Global Developmental Delays (Intellectual Disability) for educational services, this information will not be added to the Information/Eligibility page of the IEP. The information included in this section is directly related to the disabilities that were determined by EGUSD during the initial assessment.

3. The section that describes the one to one classroom support is based on observed need in the classroom setting. While Parents have expressed concern about self-injurious behaviors and the mouthing of objects, these have not been observed in the classroom setting. The purpose of the one to one classroom support is to provide Kaleb with additional supports based on his vision impairment, including the use of his cane during transitions in and outside of the classroom.

Description of evaluation procedures, assessments, records or reports used in deciding to propose or refuse action:

Progress and assessments reviewed by the IEP team include classroom progress, work samples, curriculum-based skill assessments, progress on goals, the initial multi-disciplinary assessment completed in May, 2023, and direct observations by the Special Education Teacher, Speech/Language Pathologist, Occupational Therapist, and Teacher of the Visually Impaired.

Formal and informal annual assessments have also been reviewed in the areas of pre-academics, functional skills, communication development, fine and gross motor development, social emotional development, and daily living skills.

Description of other options considered and reasons for rejecting them:

The team considered adding medical information to the IEP; however, there is not always a direct match between eligibility criteria for a medical diagnosis and educational criteria for eligibility for special education services under the Educational Code. Kaleb has been found eligible under the category of Speech or Language Impairment, which is similar to the medical diagnosis of Language Disorder. However, Global Developmental Delays is not listed as one of the eligibility categories to obtain special education services. In addition, a medical diagnosis of Autism is determined differently than educational eligibility under the same category.

Other factors relevant to the proposal or refusal:

The District is willing to offer an updated Psycho-Educational assessment to determine whether Kaleb does meet the eligibility criteria under the category of Autism and/or an Intellectual Disability. A cognitive assessment could also be considered, although it should be determined by the School Psychologist and Teacher of the Visually Impaired whether Kaleb is able to reliably participate in this type of assessment due to his impacted vision.

The IEP team continues to provide recommended supports/services and monitor progress. If ongoing review of benchmark and goal progress determines that self-injurious behaviors are taking place in the classroom, a follow-up meeting may be called to consider potential changes in the offer of FAPE in LRE.

The District is willing to reconvene the IEP Team to discuss any additional concerns. Parent is encouraged to contact the Program Specialist listed below at any time with questions related to this notice or any educational questions, comments, or concerns.

You have protections under state and federal procedural safeguard provisions. Please refer to the enclosed **NOTICE OF PROCEDURAL SAFEGUARDS** for an explanation of these rights. If you would like further information about your rights or the proposed action and/or referral please contact:

Jennifer Lipsky	Program Specialist	916-686-7780	jlipsky@egusd.net
Name of District Contact	Position	Phone number	E-mail Address