

Elk Grove Unified

Student Legal Name: Kaleb Xiong

Date of Birth: 3/13/2020

Amendment Date: 10/29/2024

Electronic Signatures

Not Applicable - I am an LEA Team Member and signing for participation only.

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. **Non Applicable**

Parent Involvement:



CHRISTA KING (Special Day Class Instructor/Teacher)

Signed on 11/4/2024 8:13 AM

Not Applicable - I am an LEA Team Member and signing for participation only.

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Parent Involvement:



Gabriela Ruiz (Speech-Language Pathologist with Valid Credential)

Signed on 11/4/2024 8:13 AM

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Parent Involvement:



Holli McKEE (Occupational Therapist)

Signed on 11/4/2024 8:24 AM

Not Applicable - I am an LEA Team Member and signing for participation only.

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Parent Involvement:



Jenn Strikland (Behaviorist)

Signed on 11/4/2024 8:48 AM

Not Applicable - I am an LEA Team Member and signing for participation only.

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Parent Involvement:



Star Welch (Intern)

Signed on 11/4/2024 9:58 AM

Not Applicable - I am an LEA Team Member and signing for participation only.

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Parent Involvement:



Sharon Gendelman-Wilson (Teacher of Visually Impaired)

Signed on 11/4/2024 10:38 AM

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Parent Involvement:



CHRISTOPHER PETERSON (Teacher of Visually Impaired)

Signed on 11/4/2024 2:35 PM

Not Applicable - I am an LEA Team Member and signing for participation only.

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Parent Involvement:



Cindy Hayes (Program Specialist)

Signed on 11/5/2024 9:12 AM

I agree to the contents of the amendment to the IEP dated 05/01/2024.

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. **I agree**

Parent Involvement: Yes



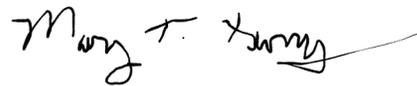
Yang Xiong (Parent)

Signed on 11/8/2024 11:35 AM

I agree to the contents of the amendment to the IEP dated 05/01/2024.

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. **I agree**

Parent Involvement: Yes



Mary Xiong (Parent)

Signed on 11/8/2024 11:37 AM

AMENDMENT DATE: 10/29/2024 PURPOSE: Other: Parent Requested



ELK GROVE UNIFIED
IEP Amendment(s) / Addendum Page

Student Name Kaleb Xiong Date of Birth 3/13/2020 Amendment Date: 10/29/2024 Plan Effective Start Date: 10/29/2024

Purpose of Meeting

Evaluate the progress made at the start of the year and meet new team members.

See Notes page for details.

Changes to the IEP dated 5/1/2024

None.

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



**ELK GROVE UNIFIED
IEP TEAM MEETING NOTES**

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 5/1/2024

Date Saved: 9/17/2024

Notes: ELK GROVE UNIFIED
IEP TEAM MEETING NOTES

*Purpose of the Meeting
Review/Parent Request*

PROCEDURAL SAFEGUARDS

Procedural Safeguards were provided to parents at the IEP team meeting. Parents were offered review of Procedural Safeguards and parents declined. Parents did not have questions regarding the Procedural Safeguards.

Introductions were made/In attendance were:

Team met via zoom

Yang Xiong, Parent

Mary Xiong, Parent

Christa King, Education Specialist

Star Welch, VI intern

Ger Lor, Alta Regional

Chris Peterson, Teacher of Visually Impaired

Sharon Gendelman-Wilson, Orientation & Mobility

Stefani Fontana, Adapted PE Teacher

Gabey Ruiz, Speech and Language Therapist

Holli McKee, Occupational Therapist

Jennifer Strickland, Behavior Support Specialist

Cindy Hayes, Program Specialist

Excusal: Team agrees to excuse general education teacher from IEP team meeting.

Educational Specialist shared Kaleb had a little difficulty coming into the classroom when he first started at Ehrhardt. Team utilized shaping strategies to encourage Kaleb to come into the classroom. Currently, Kaleb comes right into the class and sits at his table.

Education Specialist shared a schedule was developed for service providers so Kaleb is in class for morning meeting and centers. Service providers are pulling Kaleb at other parts of the day. Education Specialist reviewed Kaleb's current daily class and provider schedule with IEP team.

Education Specialist shared Kaleb is working on writing his letters on the Braille Writer, as other students are writing theirs on paper. Staff will provide acknowledge when Kaleb is scribbling on the Braille Writer just like any other student.

Education Specialist shared the librarian has ordered books in braille so Kaleb will be able to go to the library and choose a book of his own with his class.

Mr. Peterson shared he is continuing to work with Kaleb on prereading and pretiwriting skills in braille. Mr. Peterson is also focusing on books. Kaleb knows parts of a book and is turning pages. Currently Kaleb is also working on locating the braille, and tracking braille as he

reads with hand over hand assistance. Mr. Peterson shared Kaleb will be working on top line of braille and bottom line of braille. Kaleb is starting to work on specifics as far as identifying braille letters using steps. Kaleb is working on identifying 2 dimensional shapes with braille. Ex. How square feels in a book. Then Kaleb will be working on alphabet in braille. Kaleb is also learning to use braille writer (load paper, pushing keys). Kaleb's finger strength is skill developing. Mr. Peterson is working with OT to identify hand strengthening activities.

Mr. Peterson shared with parent he has filled out application packet for California School of the Blind. Parent shared he will make an effort to get the parent portion of the packet to Mr. Peterson. Mr. Peterson shared parent will need to provide releases and medical reports. Once parent part of application is completed, Mr. Peterson will send documents to California School of the Blind.

Ms. Welch shared she has been reinforcing using braille skills. She will start working with tactile on paper. Kaleb has been doing well pressing down on keys independently but still working on finger strength.

O&M

Kaleb is such a joy to work with. She has been encouraging Kaleb to explore his classroom. Kaleb is really motivated by music. Kaleb is starting to sing the songs with her. (ex. Song with walk walk hop hop and now we stop) for transitions and serves as a reset. Kaleb is taking care of his cane, and he knows where it goes.

Adapted PE:

Overall, Kaleb is cooperative, he tries all activities, he transitions from one activity to next. Kaleb has been practicing catching a ball and loves the scooter board. Today, Kaleb was balancing on a stepping stone and was able to jump off while holding her hand. Adapted PE teacher asks Kaleb to keep arms out to catch ball. He will say squeeze squeeze as he attempts to catch the ball. Parent asked what is a scooter board? Adaptive PE teacher described scooter board (square board with wheels), Education Specialist found a picture and shared with the team. Parent shared Kaleb associates things (scooter board) with different people. Adaptive PE teacher shared she is attempting to put cane in front of Kaleb when he walks. Education Specialist shared in class, Kaleb is guided by staff with one hand. When Kaleb is outside, he will carry his cane.

O&M

O&M Specialist shared she would really like to encourage Kaleb to move without holding onto someone. She shared example of how she provided a safe and controlled setting with two staff to support Kaleb's movement.

SLP:

SLP shared Kaleb receives consultation services in the classroom. SLP will come in class and sit in on one of the centers, observe and see how Kaleb interacts with materials and peers/staff, coach and give advice to elicit language development throughout the day. SLP is working on using consistent flexible language such as "let's go _____, it's time for _____, are you ready for _____?" Kaleb will narrate "I am ready for bathroom" or next activity. SLP notices Kaleb has been interacting more with peers. (ex. Imitating peers noises or laughing with peers).

OT:

OT shared it has been a pleasure getting to know Kaleb. The OT Assistant (COTA) works directly with Kaleb weekly. OT shared Kaleb is working on postural skills and abilities. OT shared Kaleb also has access to a piano on campus and he was very excited. It is a great way to work on finger individuation. Parent shared they did have a piano and he was able to play a nursery song. OT shared there was a parent concern about Kaleb putting things in his mouth. OT explained she did not see it until today when Kaleb was mouthing the end of his pull/pop tube. OT shared she has seen Kaleb spinning or rocking back and forth in class. Kaleb will touch rice, playdough, and hard bumpy surfaces. OT shared Kaleb is receiving 3 OT sessions per month.

Behavior: Behavior Support Specialist shared she does not have direct services with Kaleb. BSS consults with classroom staff to support all students in the program. BSS did meet with Kaleb when he was having difficulty transitioning into the classroom at the beginning of the year. Kaleb is now following along, singing the songs, and participating in activities in the classroom. BSS shared Kaleb does really like the pop tube. He carries it with him when he leaves the classroom.

Education Specialist shared academically Kaleb participates in centers with other students using his Braille Writer. He is able to participate in all activities. Worksheets are provided in braille.

Parent shared that at the last IEP over the summer, the concern was brought up regarding Kaleb's sensory behaviors (i.e. mouthing objects, jumping, and spinning). Parent shared at the last IEP it was agreed upon to observe and collect data in his new classroom to determine if a

Functional Behavior Analysis would be needed.

Education Specialist shared Kaleb is very compliant, he completes his work. Kaleb will cry at times when he does not like a song; otherwise, behaviorally Kaleb is doing really well. BSS shared Kaleb is easily redirected. He follows staff to different stations. BSS shared she is not seeing any area of concern. Team feels a Functional Behavior Analysis is not currently needed. Parent shared he was not talking about maladaptive behaviors, but rather sensory seeking behaviors that could be dangerous and he could get hurt. Education Specialist shared Kaleb has not been observed in class or on campus to regularly put things in his mouth (has occurred 1 time, with a pop tube which staff believe he did that to create the whistle sound it made), jumping, or spinning. However, the team acknowledges that Kaleb is only at school for 3 ½ hours; of which time he is actively engaged in curriculum and activities. As such, the time might not warrant such behaviors. At home, the family sees these behavior more due to the nature of a home environment. Kaleb has more down time to engage in less demanding activities.

Parent shared he really appreciates everyone coming together and getting a chance to meet everyone. Parent does not have any additional questions at this time. Alta shared she believes Kaleb has great support team.

District will send a copy of the IEP home for parents to review.