

# Elk Grove Unified

**Student Legal Name:** Kaleb Xiong

**Date of Birth:** 3/13/2020

**Meeting Date:** 4/1/2025

## Electronic Signatures

I agree to all parts of this document.

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 5/13/2025 10:55 AM



**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: 4/1/2025

Original SpEd Entry Date: 8/14/2023

Next Annual Plan Review: 3/31/2026

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

Age: 5 year(s) 0 months

Grade: TK Transitional Kindergarten (TK)

Native Language: eng English

EL: ☐ Yes ☒ No

Redesignated: ☐ Yes ☒ No

Interpreter ☐ Yes ☒ No

District ID: 55665746

SSID: 7550310363

Parent/Guardian: Mary Xiong

Home Phone: \_\_\_\_\_

Home Address: 9582 Village Tree Drive

Work Phone: 9168751926

City: Elk Grove

Cell Phone: 9168967267

State/Zip: CA, 95758

Email: maryxiong19@gmail.com

Parent/Guardian: Yang Xiong

Home Phone: 9168967267

Home Address: 9582 Village Tree Drive

Work Phone: 9168751926

City: Elk Grove

Cell Phone: 9166477815

State/Zip: CA, 95758

Email: shuayung@gmail.com

District of Special Education Accountability: Elk Grove Unified

Residence School: Elitha Donner Elementary

Hispanic Ethnicity: ☐ Yes ☒ No ☐ Ethnicity Intentionally Left Blank

Race (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 (returning to regular education / no longer eligible)

**Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities)** Delays in functional communication, compliance, classroom readiness, play and social skills, pre-academics, and motor skills impact access to the general education curriculum and affect Kaleb's ability to learn new skills.

**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 ☒ No

Date of Initial Referral for Special Education Services: 4/17/2023

Person 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:** 4/1/2025

### Strengths/Preferences/Interests

*Kaleb is a happy, hilarious, and enthusiastic student. He loves his fidget toys and enjoys spending time outside during recess, particularly riding bikes and scooters. His excitement for PE with the adaptive PE teacher is clear, as he often eagerly inquires about her arrival on her scheduled days. On Fun Fridays, Kaleb also enjoys playing with the Little People and trains.*

*Parents report Kaleb enjoys cause and effect toys at home. He always wants to hold a grape, will not eat it, but at times will put in his mouth. He also loves climbing on the bed.*

### Parent input and concerns relevant to educational progress

*The safety of Kaleb at home is a significant concern, particularly with behaviors such as spinning and putting items in his mouth. Parents are always looking for toys or activities that can keep him engaged. They also worry about his imitation of peers, fearing it could be seen as making fun of them. Additionally, they are concerned about his understanding of personal boundaries with others.*

*Continued, relevant concerns:*

*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. Parents 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 education all 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/Listening ☐ Above Standard ☐ Near Standard ☐ Below Standard

Writing/Research ☐ Above Standard ☐ Near Standard ☐ Below Standard

**Math**☒ Not Applicable**Math Overall**☐ Standard Exceeded ☐ Standard Met ☐ Standard Nearly Met ☐ Standard Not MetConcepts and Procedures ☐ Above Standard ☐ Near Standard ☐ Below StandardMathematical Practices ☐ 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 legally blind with no light perception 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 Kaleb is considered to have total blindness. He has a history persistent hyperplastic primary vitreous (PHPV) and bilateral retinal detachment with no light perception in either eye.**Preacademic/Academic/Functional Skills**

Kaleb shows a strong understanding of print concepts. He can easily distinguish between the front and back covers and navigates through the pages effortlessly. He has a particular fondness for books that feature various textures. Additionally, he is beginning to recognize Braille and is starting to grasp the relationship between Braille and the textures found on the pages. He identifies five letters in Braille. When given a letter and asked about its sound, he accurately labels the sounds for five letters.

Kaleb counts to 15 using one-to-one correspondence. He sorts objects by size and shape within a group of four. He successfully identified all six shapes presented to him. Kaleb uses a variety of prepositions, including in, out, up, down, next to, behind, in front of, top, bottom, and side. He is learning to recognize numbers, although he can recognize the amount within a ten-frame. Kaleb recognizes four simple patterns and can continue the sequence.

*Kaleb identifies the days of the week and understands the concepts of yesterday, today, and tomorrow.*

*Kaleb knows the steps for operating the brailewriter including loading the paper and setting the cursor to the left side. He also can return the cursor to the left side and advance to a new line. When his fingers are properly positioned on the keys he can braille rows of the first three letters of the alphabet.*

*Kaleb is able to track a line of braille left to right and identify the letters "a" and "b" in braille. He can also identify the circle, square, triangle and rectangle in tactile form on a page.*

*Kaleb is able to identify if two shapes are the same or different from each other (e.g.- two circles vs. a circle from a square), but is unable to consistently find a shape that is different from others in a group of shapes.*

## **Communication Development**

### **Articulation:**

*Kaleb demonstrates age-appropriate use of sounds in his phonemic inventory. There is no evidence of abnormal phonological processes at this time. He demonstrates inconsistencies with voiceless /th/, however, this sound is typically mastered around age 7. Staff and peers do not typically have difficulties understanding him when he verbally speaks. Per parent, although Kaleb produces speech sounds clearly for familiar listeners, he continues to demonstrate significant difficulty using language functionally in unfamiliar situations, particularly when attempting to communicate discomfort, danger, or emergencies.*

### **Expressive Language:**

*Kaleb utilizes total communication (e.g., verbally speaking, vocalizations, approximations, gesturing, hand-leading, etc.) to communicate his wants, needs and preferences. Based on observations and interactions, Kaleb is believed to be a gestalt language learner, meaning he learns language in "chunks" or "gestalts." Gestalt language learning occurs in stages; Stage 1 (echolalia/whole gestalts), Stage 2 (mitigation/partial gestalts), Stage 3 (single-word and 2-word combinations), and Stage 4+ (beginning grammar and original sentences). Recent language sampling from March 2025 placed him primarily in stage 3. The average of the four samples revealed that Kaleb is 27% in Stage 1, 13% in Stage 2, 58% in Stage 3, and 2% in Stage 4+. These percentages will vary based on Kaleb's familiarity with the topic, conversational partner, environment and preference. Across the samples Kaleb averaged 5 advocacy phrases/requests, 6 questions, 1 statements describing himself/feelings, 4 comments/narratives, 1 pleasantries/greetings, 0.75 statements to gain attention, and 0.25 statements introducing topics/activities. He most frequently requested and asked questions about various fidgets or highly preferred items.*

*Kaleb uses 3+ word phrases to communicate a variety of purposes with use of common vocabulary (pronouns/nouns/concepts/actions) in 4 out of 5 trials across 2 adults/peers. He most commonly generates utterances to request preferred items, greet familiar staff, and narrate his actions.*

*When presented with a real-life novel item/object Kaleb describes the item with 42% accuracy. He most consistently described texture.*

*Per parent: Kaleb's functional communication is still emerging. He is unable to assess environmental danger or communicate distress in real time, and he does not yet initiate help-seeking behavior when unsafe situations arise—placing him at constant risk without direct adult monitoring. His expressive language continues to rely heavily on familiar phrases, scripts, and prompting, especially in unfamiliar contexts or situations involving discomfort, pain, or fear.*

### **Receptive Language:**

*Kaleb consistently responds to his name and greetings across communication partners. He recognizes familiar staff and peer's voices. Kaleb follows single step routine directions (e.g., sit down, put in, take out, high five, give me, go to centers, get your cane, etc.) and two step routine directions (e.g., stand up and push in your chair, give that to me and line up, color side to side then give me the crayon, etc.). Staff report he can follow 1 and 2 step routines that require him to leave his immediate area with assistance to locate the correct areas. He benefits from prompts and examples to increase his understanding of novel directions/concepts and promote generalization.*

*Kaleb follows 1-step directions featuring body parts with 100% accuracy. He can follow routine directions featuring prepositions (out, inside, pull, push, top, before, after, behind, in, under, front, fast, slow, left, right, side, back and forth, between, on, off). He experiences some difficulties with "next to."*

*During structured small group instruction, Kaleb follows at least 12 single step directions featuring early language concepts (e.g., prepositions, shapes, qualitative/quantitative concepts) without additional support in 4/5 opportunities. He is most successful with spatial concepts (top, side, in, out, on, off) and qualitative concepts (hard, same, different, fast, slow, bumpy, big, little).*

*When presented with a list of 3 attributes describing an item Kaleb correctly identified the target item with 54% accuracy.*

#### **Social/Pragmatics:**

*Kaleb participates in small group structured activities with intermittent encouragement and prompting to sustain attention. He follows familiar routines and rules within his classroom. He will address familiar staff by name and is beginning to address peers with intermittent prompting.*

*During unstructured times (i.e., recess, Fun Friday, etc.) he will typically engage in parallel play rather than interactive. He enjoys interacting with a toy cookie jar, pretend doctor tools, and fidgets. He will share materials with peers given prompting/describing his environment (e.g., “\*classmate\* is in front of you, she wants to play too. Do you think she wants a cookie?”). He is beginning to advocate and narrate turns (“It’s your turn”, “It’s my turn!”) however this skill is still emerging and requires moderate prompting (2-3 prompts).*

*During structured times staff report Kaleb waits for his partner to take their turn; however, when it is Kaleb's turn, he plays with the pieces and does not follow the rules of the game. When given a verbal prompt, he follows the rules 4 out of 10 opportunities.*

*He enjoys discussing fidgets, interacting with materials that generate sounds, and feeling different textures. During recess he enjoys walking and climbing on the play structure and feeling the different levels and textures of the play structure.*

*Per parent: Kaleb follows familiar classroom routines with structured adult prompting. In less structured or new environments, he demonstrates limited social awareness and requires direct adult guidance to ensure safe and appropriate engagement.*

#### **Voice/Fluency:**

*Kaleb has a normal vocal quality, volume control/use, and no hoarseness has been observed. He speaks fluently, and no disfluencies have been noted at this time.*

#### **Gross/Fine Motor Development**

##### **OT Report 4/2025:**

*Postural Control: Kaleb can sit upright without difficulty to attend to his table top tasks. Due to his visual impairment, he requires assistance in navigating his educational environment. He demonstrates fair upper body strength as he able to get into a quadrupod position, crawl, and sustain prone over a peanut exercise ball for approximately 2 minutes while shifting weight between hands.*

*Fine Motor Skills: Kaleb appears to be more right hand dominant, as he uses his right hand consistently for fine motor tasks. He is improving his functional hand strength, as he is able to open and attach clothespins to a bowl, squeeze spray bottle, peel stickers from the table, string beads, remove Squigz from a vertical surface, twist on nuts/bolts toys, snip paper with spring-loaded safety scissors, and rip paper with palmar grasps. When given a writing utensil, Kaleb will use a variety of grasps, including a palmar and pronated digital grasp. Kaleb requires consistent reminders to utilize both hands for bilateral coordination activities. He is able to isolate individual fingers to press into play doh on both hands. In regard to tactile discrimination, Kaleb is able to differentiate between wet/dry and hard/soft textures, as well as identify smooth rocks within a bean bin.*

*Sensory Processing Skills: Kaleb is able to tolerate general classroom noise. He does plug his ears when presented with a non-preferred sound or song. He demonstrates some sensory seeking behaviors, such as bringing things to his ear and tapping on them to listen to the various sounds. This behavior is also his way of exploring objects due to his blindness. He will occasionally brush objects across his lips as an exploration method. Per teacher and classroom staff report, Kaleb is not observed to put items in his mouth. He will swing his legs, but this is due to his feet not touching the ground. He is currently using a foot stool, however, likes to tap his feet on it. He will fidget with materials on the table, but this is not out of the ordinary for children his age and he is easily redirected. He will also copy noises that he hears, but when told to stop, 8 out of 10 times he will. He is not observed to engage in rocking, jumping or spinning at school. It was reported that Kaleb is occasionally touching inside the back of his pants and the front of his pants. He is easily redirected. This behavior is thought to be due to discomfort (diaper and/or eczema), rather than a sensory seeking behavior. As far as tactile processing, Kaleb will tolerate all dry textures (beans, rice), rough textures (bumpy hard plastic), and water play. He will briefly tolerate some sticky textures, but will say, “no sticky” and want to clean his hands. He can tolerate stickers on his fingertips. Overall, Kaleb demonstrates good participation in classroom routines. He knows his schedule well and accepts changes in his schedule when they occur.*

*Per parent’s statement, “while Kaleb is not currently observed mouthing objects at school, this is likely due to the close supervision he receives in that setting. His ongoing sensory-seeking behaviors- such as oral exploration at home and tactile seeking—continue to require consistent adult supervision to prevent unsafe interactions with unfamiliar materials”*

Written by Holli McKee, OTR/L

### **Orientation & Mobility // 2025**

Kaleb is a sweet 5 year old boy. He enjoys sharing his likes and showing adults the toys and fidgets that he likes to interact with. He is seen twice per week for direct O&M instruction. Kaleb greatly enjoys singing songs during his O&M lessons together with the instructor and having music playing as a sound source to locate during these lessons. Kaleb is making great progress traveling for increasingly longer distances using music or the instructor singing as a sound source, and asks for music during lessons. Kaleb's use of the long cane has shown equal periods of both progression and regression over the last IEP reporting period. He will frequently swing the cane behind him or bring the cane to waist height and bang it on the ground repeatedly and has demonstrated limited progress with processing the input that is being received from his cane and arcing the cane. Kaleb will identify "grass" and gets excited when he steps onto the grass, but he does not identify the change in surface until his feet touch the grass. Kaleb has difficulty responding to and processing the information that is received through his cane. Kaleb currently requires an adult within close proximity for safety. Per parent statement, "Although Kaleb benefits from Orientation & Mobility instruction, his travel skills are not yet safe without adult guidance. He frequently swings his cane improperly, has difficulty detecting changes in surface textures, and relies on sound cues and verbal prompts to avoid hazards in his environment."

Kaleb has shown improvements in the areas of catching a ball and bouncing it back, kicking with a little more strength, and balancing activities.

### **Social Emotional/Behavioral**

Kaleb is a kind and sweet 5-year-old boy. He does not engage in behavior excesses at school. He sits during large group instruction for up to 30 minutes, actively participating in the activity. During small group instruction, Kaleb sits and attends for the 20-minute group provided positive encouragement. Kaleb often tries to feel for his 1:1 paraeducator when he does not feel her close. He will often call for her if he believes she is away from him. Kaleb recognizes different people and calls them by name when questioning if they are near.

The VI and Special Education teacher had the opportunity to observe Kaleb in his home. His behavior there is markedly different from what is seen at school. During the observation, he was noted to spin around repeatedly, colliding with various items, furniture, and even people. His parents had to stay very close to him to ensure his safety. Kaleb frequently climbed into the toy bin, tossing toys into the air behind him, occasionally hitting those nearby. His level of attention and engagement at home starkly contrasts with his behavior in school, which is thought to stem from the structured routine and constant demands present in the school setting.

Per parent: Kaleb does not display behavioral excesses at school when in closely supervised, structured environments. However, without this level of support, he exhibits impulsive behaviors (e.g., spinning, crashing into people or objects) that present ongoing safety risks.

### **Vocational**

Kaleb comes to school each day ready for the day. He brings all of his necessary items.

### **Adaptive/Daily Living Skills**

Kaleb is in pull-ups. He will sit on the toilet; however, will not urinate. He will assist in dressing by taking his pants off and pulling them back up. Kaleb eats finger-food items and not ones that require utensils. He can drink from an open cup.

Per parent: While Kaleb can feed himself finger foods, he requires adult monitoring to ensure safety, hygiene, and appropriate pacing to reduce the risk of choking.

### **Health**

Parents report that Kaleb is generally in good health.

Due to persistent hyperplastic primary vitreous, Kaleb is blind, having no light perception in either of his eyes. He also has keratopathy (i.e., corneal degeneration). He received a medical diagnosis of Autism, Language Disorder, and Global Developmental Delay in December 2023. See IEP dated 5/9/2023 for additional information about Kaleb's initial Health and Developmental assessment.

**Does this student have an Individual Health Plan?** ☒ Yes ☐ No

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

Academic (Reading Pre-Braille), Academics (letter sounds), Academics (sequence), Communication Development (Pragmatic Language), Communication Development (Receptive Language), Communication Development (Expressive Language), Communication Development (Expressive Language), Fine Motor Development (cutting), Fine Motor Development (handwriting), Fine Motor Development (Grasp), Academics (Braille reading readiness), Academics (Pre-Braille Writing), Academics (Pre-Braille Reading), Gross Motor Development

*(Orientation & Mobility AMD - cane skills), Gross Motor Development (Orientation & Mobility: Independent Travel), Gross Motor Development (Object Control)*



## ELK GROVE UNIFIED SPECIAL FACTORS

Student Name: Xiong, Kaleb

Birthdate: 3/13/2020

IEP Date: 4/1/2025

Does the student require assistive technology devices and/or services? ☐ Yes ☒ No

**Rationale:** Kaleb does not need 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 paraeducator support. He also requires braille materials and a braille writer with braille paper; as well as, products from the American Printing House for the Blind (APH). Kaleb requires an adaptive mobility device (AMD - modified white cane) for safe travel.

**Considerations if the student is blind or visually impaired:** Services from the Visual Impairment program staff during his hours in school. He should be provided with access to materials shown to the class in a group setting or a separate set of materials to use. 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 braille writer and braille paper. Kaleb also requires an adaptive mobility device (AMD - modified white cane).

**Considerations if the student is deaf or hard of hearing:** Kaleb is not considered to be deaf or hard of hearing.

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### 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)

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

☐ 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:** 4/1/2025

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)**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Adaptations Not Applicable            | <input type="checkbox"/> Sensory support                                  | <input type="checkbox"/> Functional positioning |
| <input type="checkbox"/> Alternative response mode             | <input type="checkbox"/> Assistive equipment or device                    | <input type="checkbox"/> Visual support         |
| <input type="checkbox"/> Alternative mode for written language | <input type="checkbox"/> 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:** 4/1/2025

<b>Area of Need:</b> Academic (Reading Pre-Braille)	<b>Measurable Annual Goal #:</b> <u>1</u>  <b>Goal:</b> By April 2026, Kaleb will consistently identify 10 letters of the alphabet in Braille with 80% accuracy as measured by teacher test and noted in VI log.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard RF.K.1b  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input checked="" type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> teacher of the Visually Impaired
<b>Baseline:</b> Kaleb is able to identify the letters "a", "b" and "c" consistently when presented individually.	

**Short-Term Objective:** By June 2025, Kaleb will be able to consistently identify 4 letters of the alphabet with 80% accuracy as measured by teacher log.

**Short-Term Objective:** By November 2025, Kaleb will be able to consistently identify 7 letters of the alphabet 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:** 4/1/2025

<b>Area of Need:</b> Academics (letter sounds)	<b>Measurable Annual Goal #:</b> <u>2</u>
<b>Baseline:</b> When asked "what does ____ say", Kaleb identifies 3 letter sounds.	<p><b>Goal:</b> By April 2026, When provided one letter at a time in Braille and asked "what does the letter ____ say", Kaleb will identify 15 consonant letter sounds with 80% accuracy, in 4 out of 5 opportunities, over 2 consecutive weeks, as measured by teacher collected data.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard RF.K.2</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Special Education Teacher</p>

**Short-Term Objective:** By June 2025, When provided one letter at a time in Braille and asked "what does the letter \_\_\_\_ say", Kaleb will identify 5 consonant letter sounds with 80% accuracy, in 4 out of 5 opportunities, over 2 consecutive weeks, as measured by teacher collected data.

**Short-Term Objective:** By November 2025, When provided one letter at a time in Braille and asked "what does the letter \_\_\_\_ say", Kaleb will identify 10 consonant letter sounds with 80% accuracy, in 4 out of 5 opportunities, over 2 consecutive weeks, as measured by teacher collected 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:** 4/1/2025

<b>Area of Need:</b> Academics (sequencing)	<b>Measurable Annual Goal #:</b> <u>3</u>  <b>Goal:</b> By April 2026, when read a short story with 3 clear parts and provided 3 tactile picture cards, Kaleb will sequence the picture cards in the correct order with 100% accuracy, in 4 out of 5 opportunities, as measured by teacher collected data.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard RL.K.1  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Special Education Teacher
<b>Baseline:</b> When given a story or short passage and asked to sequence the events, Kaleb requires prompts.	

**Short-Term Objective:** By June 2025, when read a short story with 3 clear parts and provided 3 tactile picture cards, Kaleb will sequence the picture cards in the correct order with 33% accuracy, in 4 out of 5 opportunities, as measured by teacher collected data.

**Short-Term Objective:** By November 2025, when read a short story with 3 clear parts and provided 3 tactile picture cards, Kaleb will sequence the picture cards in the correct order with 66% accuracy, in 4 out of 5 opportunities, as measured by teacher collected 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:** 4/1/2025

<b>Area of Need:</b> Communication Development (Pragmatic Language)	<b>Measurable Annual Goal #:</b> <u>4</u>
<b>Baseline:</b> During unstructured times Kaleb will typically engage in parallel play rather than interactive. He will share materials with peers given prompting/describing his environment. He is beginning to advocate and narrate turns, however this skill is still emerging and requires moderate prompting (2-3 prompts). During structured times staff report Kaleb waits for his partner to take their turn; however, when it is Kaleb's turn, he plays with the pieces and does not follow the rules of the game. When given a verbal prompt, he follows the rules 4 out of 10 opportunities.	<b>Goal:</b> By April 2026, During structured activities Kaleb will engage in a 3 turn interaction with preferred materials in 4 out of 5 opportunities across two communication partners as measured by SLP data and/or observation. <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard S.L. T.K.1, S.L.T.K.6 <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> SLP

**Short-Term Objective:** By June 2025, During structured activities Kaleb will engage in a 2 turn interaction with preferred materials in 3 out of 5 opportunities with a preferred communication partner as measured by SLP data and/or observation.

**Short-Term Objective:** By November 2025, During structured activities Kaleb will engage in a 2 turn interaction with preferred materials in 4 out of 5 opportunities with across two communication partners as measured by SLP data 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, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<b>Area of Need:</b> Communication Development (Receptive Language)	<b>Measurable Annual Goal #:</b> <u>5</u>
<b>Baseline:</b> When presented with a list of 3 attributes describing an item Kaleb correctly identified the target item with 54% accuracy.	<b>Goal:</b> By April 2026, When presented with a list of 3 attributes describing an item (e.g., size, shape, function, location, parts, etc.), Kaleb will correctly identify the target item with 80% accuracy across two consecutive sessions as measured by SLP data and/or observation.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard S.L. T.K. 4, L.S.V. T.K.5  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> SLP

**Short-Term Objective:** By June 2025, When presented with a list of 5 attributes describing an item (e.g., size, shape, function, location, parts, etc.), Kaleb will correctly identify the target item with 60% accuracy as measured by SLP data and/or observation.

**Short-Term Objective:** By November 2025, When presented with a list of 4 attributes describing an item (e.g., size, shape, function, location, parts, etc.), Kaleb will correctly identify the target item with 70% accuracy as measured by SLP data 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, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<b>Area of Need:</b> Communication Development (Expressive Language)	<b>Measurable Annual Goal #:</b> <u>6</u>
<b>Baseline:</b> When presented with a real-life novel item/object Kaleb describes the item with 42% accuracy. He most consistently described texture.	<b>Goal:</b> By April 2026, when presented with a novel item/object, Kaleb will describe the item with at least 3 descriptors/attributes (e.g., size, texture, function, location, parts, etc.) with 80% accuracy across two consecutive sessions as measured by SLP data and/or observation.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard S.L. T.K. 4, L.S.V. T.K.5  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> SLP

**Short-Term Objective:** By June 2025, when presented with a novel item/object, Kaleb will describe the item with at least 2 descriptors/attributes (e.g., size, texture, function, location, parts, etc.) with 50% accuracy as measured by SLP data and/or observation.

**Short-Term Objective:** By November 2025, when presented with a novel item/object, Kaleb will describe the item with at least 2 descriptors/attributes (e.g., size, texture, function, location, parts, etc.) with 65% accuracy as measured by SLP data 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, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<p><b>Area of Need:</b> Communication Development (Expressive Language)</p>	<p><b>Measurable Annual Goal #:</b> <u>7</u></p> <p><b>Goal:</b> By April 2026, given consistent models of flexible language, Kaleb will functionally use gestalts to produce single words and two word combinations to make at least 6 of each of the following: protest/self-advocacy phrases, questions, statements describing himself/feelings, comments/narratives, greeting/pleasantries, statements to gain attention of others, and statements introducing topics across two different conversational partners and two different environments as measured by the collection of language samples across two trial days by SLP data and/or observation.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard S.L. T.K.1, S.L. T.K.3, S.L. T.K.6</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> SLP and SpEd Teacher</p>
<p><b>Baseline:</b> Based on observations and interactions, Kaleb is believed to be a gestalt language learner. Recent language sampling from March 2025 placed him primarily in stage 3. The average of the samples revealed that Kaleb is 27% in Stage 1, 13% in Stage 2, 58% in Stage 3, and 2% in Stage 4+. Across four samples Kaleb averaged 5 advocacy phrases/requests, 6 questions, 1 statements describing himself/feelings, 4 comments/narratives, 1 pleasantries/greetings, 0.75 statements to gain attention, and 0.25 statements introducing topics/activities. He most frequently requested and asked questions about various fidgets or highly preferred items.</p>	

**Short-Term Objective:** By June 2025, given consistent models of flexible language, Kaleb will functionally use gestalts to produce single words and two word combinations to make at least 4 of each of the following: protest/self-advocacy phrases, questions, statements describing himself/feelings, comments/narratives, greeting/pleasantries, statements to gain attention of others, and statements introducing topics across two different conversational partners and two different environments as measured by the collection of language samples across two trial days by SLP data and/or observation.

**Short-Term Objective:** By November 2025, given consistent models of flexible language, Kaleb will functionally use gestalts to produce single words and two word combinations to make at least 5 of each of the following: protest/self-advocacy phrases, questions, statements describing himself/feelings, comments/narratives, greeting/pleasantries, statements to gain attention of others, and statements introducing topics across two different conversational partners and two different environments as measured by the collection of language samples across two trial days by SLP data 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, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<b>Area of Need:</b> Fine Motor Development (cutting)	<b>Measurable Annual Goal #:</b> <u>8</u>
<b>Baseline:</b> Kaleb is able to find scissors (spring-loaded safety scissors) on the table, independently don them and position his hand with thumb up. He independently picks up cardstock paper from the table and aligns the paper within the blades. He is able to snip paper 3-4 times in a row, however, requires assistance at the elbow to progress scissors forward. With moderate assistance (at elbow), Kaleb can cut across 3" cardstock.	<b>Goal:</b> By April 2026, through improved fine motor skills, Kaleb will cut across a 4-inch piece of cardstock paper, with no more than 1 prompt, in 3 out of 4 opportunities, as measured by occupational therapist.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> OT

**Short-Term Objective:** By June 2025, through improved fine motor skills, Kaleb will cut across a 2-inch piece of cardstock paper, with minimal assistance, in 2 out of 4 opportunities, as measured by occupational therapist.

**Short-Term Objective:** By November 2025, through improved fine motor skills, Kaleb will cut across a 3-inch piece of cardstock paper, with no more than 2 prompts, in 3 out of 4 opportunities, as measured by occupational therapist.

**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:** 4/1/2025

<b>Area of Need:</b> Fine Motor Development (handwriting)	<b>Measurable Annual Goal #:</b> <u>9</u>  <b>Goal:</b> By April 2026, through improved fine motor skills, Kaleb will stabilize paper with his non-dominant hand and draw a vertical and horizontal line, using adaptive equipment as needed, with no more than 1 prompt, with 80% accuracy, in 3 out of 4 opportunities, as measured by occupational therapist.
<b>Baseline:</b> Kaleb will independently scribble. He requires maximal assistance (set up, positional, tactile and verbal cues) to stabilize the paper with his non-dominant hand and draw a vertical line.	<div style="margin-top: 10px;"> <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard  <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate   <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living         </div> <b>Person(s) Responsible:</b> OT

**Short-Term Objective:** By June 2025, through improved fine motor skills, Kaleb will stabilize paper with his non-dominant hand and draw a vertical line, using adaptive equipment as needed, with moderate assistance, with 50% accuracy, in 2 out of 4 opportunities, as measured by occupational therapist.

**Short-Term Objective:** By November 2025, through improved fine motor skills, Kaleb will stabilize paper with his non-dominant hand and draw a vertical and horizontal line, using adaptive equipment as needed, with minimal assistance, with 50% accuracy, in 3 out of 4 opportunities, as measured by occupational therapist.

**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:** 4/1/2025

<b>Area of Need:</b> Fine Motor Development (Grasp)	<b>Measurable Annual Goal #:</b> <u>10</u>
<b>Baseline:</b> Kaleb will pick up writing utensil and use with a fistful grasp or pronated grasp. With maximal positional prompts (i.e. positioning pencil in webspace and tucking Kaleb's ulnar fingers to palm), he is able to hold with a 3-finger grasp. He sustains attention to grasp and/or scribbling for approximately 2-3 seconds.	<b>Goal:</b> By April 2026, through improved fine motor skills, Kaleb will pick up writing utensil and utilize a tripod/quadrupod grasp, with no more than 1 prompt, and sustain grasp in 3 out of 4 opportunities, as measured by occupational therapist.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> OT

**Short-Term Objective:** By June 2025, through improved fine motor skills, Kaleb will pick up writing utensil and utilize a tripod/quadrupod grasp, with moderate assistance, and sustain grasp in 1 out of 4 opportunities, as measured by occupational therapist.

**Short-Term Objective:** By November 2025, through improved fine motor skills, Kaleb will pick up writing utensil and utilize a tripod/quadrupod grasp, with minimal assistance, and sustain grasp in 2 out of 4 opportunities, as measured by occupational therapist.

**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:** 4/1/2025

<b>Area of Need:</b> Academics (Braille reading readiness)	<b>Measurable Annual Goal #:</b> <u>11</u>  <b>Goal:</b> By April 2026, Kaleb will be able to sort and match objects, textures, and shapes in 4 out of 5 trials with 80% accuracy as noted by teacher log.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Teacher of the Visually Impaired
<b>Baseline:</b> Kaleb is able to identify if two shapes are the same or different from each other (e.g.- two circles vs. a circle from a square), but is unable to consistently find a shape that is different from others in a group of shapes.	

**Short-Term Objective:** By June 2025, Kaleb will differentiate between three different textures in 4 of 5 trials with 80% accuracy as noted by teacher log.

**Short-Term Objective:** By November 2025, Kaleb will be able to match pairs of objects (e.g. textured block, shapes, etc.) in 4 of 5 trials with 80% accuracy as noted by teacher log.

**Short-Term Objective:** By April 2026, Kaleb will be able to sort shapes into two to three groups in 4 of 5 trials with 80% accuracy 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:** 4/1/2025

<b>Area of Need:</b> Academics (Pre-Braille Writing )	<b>Measurable Annual Goal #:</b> <u>12</u>
<b>Baseline:</b> Kaleb requires physical prompting to place his fingers on the correct keys, but will braille a full line once his fingers are correctly positioned.	<b>Goal:</b> By April 2026, Kaleb will independently be able to braille 8 letters of the alphabet in 4 out of 5 trails with 80% accuracy as measured by teacher observation.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Teacher of the Visually Impaired

**Short-Term Objective:** By June 2025, Kaleb will independently be able to braille 2 full lines of the of the letters "a" & "b" in 4 out of 5 trails with 80% accuracy as measured by teacher observation.

**Short-Term Objective:** By November 2025, Kaleb will independently be able to braille 4 full lines of the letters including "c", & "d" 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 letters including "e", "f" & "g" 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:** 4/1/2025

<b>Area of Need:</b> Academics (Pre-Braille Reading)	<b>Measurable Annual Goal #:</b> <u>13</u>  <b>Goal:</b> By April 2026, Kaleb will independently track four lines of braille from left to right on a braille page or sheet, in 4 out of 5 trials with 80% accuracy as measured by teacher log.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Teacher of the Visually Impaired
<b>Baseline:</b> Kaleb is consistently able to locate the first/top line of braille, but is not consistently locating the end/last line.	

**Short-Term Objective:** By June 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:** By November 2025, Kaleb will independently track 2 lines of braille from left to right on a braille page/sheet in 4 of 5 trials with 80% accuracy as measured by teacher log.

**Short-Term Objective:** By April 2026, Kaleb will independently track 4 lines of braille from left to right on a braille page/sheet in 4 of 5 trials with 80% accuracy as measured 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:** 4/1/2025

<p><b>Area of Need:</b> Gross Motor Development (Orientation &amp; Mobility AMD - cane skills)</p>	<p><b>Measurable Annual Goal #:</b> <u>14</u></p> <p><b>Goal:</b> By April 2026, when provided with an Adaptive Mobility Device (AMD) with no verbal or physical prompts, Kaleb will 1) stop and 2) change to a path of travel around and clear of a change in texture, obstacle, or hazard given 2 opportunities in 3 out of 4 trials as noted in teacher log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Orientation &amp; Mobility Specialist</p>
<p><b>Baseline:</b> Kaleb has not yet been introduced to an AMD. He currently does not consistently stop when his cane encounters a change in texture, obstacle, or hazard independently or when provided with a verbal prompt.</p>	

**Short-Term Objective:** By June 2025, when provided with an Adaptive Mobility Device (AMD) and verbal prompts as needed, Kaleb stop in his path of travel when he encounters a change of surface, hazard, or obstacle given 2 opportunities in 3 out of 4 trials as noted in teacher log.

**Short-Term Objective:** By November 2025, when provided with an Adaptive Mobility Device (AMD) and no verbal or physical prompts provided, Kaleb stop in his path of travel when he encounters a change of surface, hazard, or obstacle given 2 opportunities in 3 out of 4 trials as noted in 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:** 4/1/2025

<p><b>Area of Need:</b> Gross Motor Development (Orientation &amp; Mobility: Independent Travel)</p>	<p><b>Measurable Annual Goal #:</b> <u>15</u></p> <p><b>Goal:</b> By April 2026, with verbal prompts as needed, Kaleb will successfully navigate the major areas of his classroom using a combination of protective techniques (lower hand and forearm, upper hand and forearm, modified upper hand and forearm) in 4 out of 5 trials as measured by teacher log.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Orientation &amp; Mobility Specialist</p>
<p><b>Baseline:</b> Kaleb travels through the classroom using human guide, and will use trailing techniques when prompted to do so using the palm of his hand. Kaleb has been introduced to self-protective techniques both in the classroom setting and on the outdoor playground.</p>	

**Short-Term Objective:** By June 2025, Kaleb will demonstrate proper use of the lower hand and forearm technique with verbal prompts as needed, demonstrating 1) trunk forward, 2) elbow straight, 3) hand and wrist at midline, and 4) wrist bent downward with 100% accuracy across 4 out of 5 trials as measured by teacher log.

**Short-Term Objective:** By November 2025, Kaleb will demonstrate proper use of the upper hand and forearm technique and modified technique with verbal prompts as needed, demonstrating 1) trunk forward, 2) upper arm parallel to the floor, 3) bent elbow, 4) straight wrist, 5) palm forward, and 6) forearm across the body or in front of the face with 80% accuracy across 4 out of 5 trials 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:** 4/1/2025

<b>Area of Need:</b> Gross Motor Development (Object Control)	<b>Measurable Annual Goal #:</b> <u>16</u>
<b>Baseline:</b> Kaleb needs to be reminded to have arms ready to catch a bounced rubber ball using arms and hands.	<b>Goal:</b> By April 2026, Kaleb will catch a bounced rubber ball with his arms and hands 8 out of 10 times from a distance of 6 feet, 2 out of 3 trials SEACO PE Skills 14.4  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> ADPE Specialist

**Short-Term Objective:** By June 2025, Given minimal verbal cues Kaleb will have arms ready to catch a rubber ball from a distance of 6 ft.

**Short-Term Objective:** By November 2025, Kaleb will have arms ready to catch a bounced ball from 5 ft. 6 out of 10 times.

**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:** 4/1/2025

<b>Area of Need:</b> Functional Skills (Tactile Discrimination)	<b>Measurable Annual Goal #:</b> <u>1</u>  <b>Goal:</b> 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.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Teacher of the Visually Impaired
<b>Baseline:</b> 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:** 11/15/2024

**Summary of Progress:**

**Comment:** Kaleb's ability to differentiate same versus different is inconsistent from one day to the next depending on his mood and motivation level.

**Progress Report 2:** 3/10/2025

**Summary of Progress:** Kaleb is able to identify if two shapes are the same or different from each other (e.g.- Two circles vs. a circle from a square), but is unable to find a shape that is different from others in a group of shapes.

**Comment:** Kaleb can find a square among circles when asked to find the square, but is unable to find it if asked to find the shape that is different from the others.

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/1/2025

**Goal met** ☐ Yes ☒ No

**Comments:** Kaleb is able to identify if two shapes are the same or different from each other (e.g.- Two circles vs. a circle from a square), but is unable to find a shape that is different from others in a group of shapes.



# ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<b>Area of Need:</b> Functional/Pre-Academics (Braille Pre-Reading)	<b>Measurable Annual Goal #:</b> <u>2</u>
<b>Baseline:</b> 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.	<b>Goal:</b> 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.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Teacher of the Visually Impaired

**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:** 11/12/2024

**Summary of Progress:** Kaleb is able to consistently identify the different parts of a book as well as find the braille on each page of the book in 9 of 10 trials.

**Comment:**

**Progress Report 2:** 3/10/2025

**Summary of Progress:** Kaleb is consistently able to locate the first/top line of braille, but is not consistently locating the end/last line.

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/1/2025

**Goal met** ☐ Yes ☒ No

**Comments:** Kaleb is consistently able to locate the first/top line of braille, but is not consistently locating the end/last line.



## ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<b>Area of Need:</b> Functional/Pre-Academic Skills (Positional Concepts)	<b>Measurable Annual Goal #:</b> <u>3</u>
<b>Baseline:</b> 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.	<b>Goal:</b> 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.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard PLF Geometry 2.1  <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability  <input checked="" type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> 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:** 11/18/2024

**Summary of Progress:** Kaleb identifies 3 spatial awareness concepts (up, down, under) with 80% accuracy.

**Comment:**

**Progress Report 2:** 3/3/2025

**Summary of Progress:** Kaleb uses a variety of prepositions, including in, out, up, down, next to, behind, in front of, top, bottom, and side.

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 3/28/2025

**Goal met** ☒ Yes ☐ No

**Comments:** Kaleb uses a variety of prepositions, including in, out, up, down, next to, behind, in front of, top, bottom, and side.



## ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<p><b>Area of Need:</b> Pre-Academics/Fine Motor Development (Braille Writing)</p>	<p><b>Measurable Annual Goal #:</b> <u>4</u></p> <p><b>Goal:</b> 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.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Teacher of the Visually Impaired</p>
<p><b>Baseline:</b> 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.</p>	

**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:** 11/12/2024

**Summary of Progress:** Kaleb is able to independently braille full lines of the letter "c" using his pointer fingers in 4 of 5 trials.

**Comment:** He is able to do this using the electric braille writer, but was inconsistent in fully pressing down the keys with the mechanical, non-electric braille due to lack of finger strength.

**Progress Report 2:** 1/31/2025

**Summary of Progress:** Kaleb is able to independently braille full lines of the letter "g" using his pointer fingers in 4 of 5 trials.

**Comment:** Kaleb does require physical prompting to place his fingers on the correct keys, but will braille a full line once his fingers are correctly positioned.

**Progress Report 3:** 3/10/2025

**Summary of Progress:** Kaleb is able to independently braille full lines of the "for" sign in 4 of 5 trials.

**Comment:** Kaleb is able to do this using the electric braille writer, but was inconsistent in fully pressing down the keys with the mechanical, non-electric braille due to lack of finger strength.

He does require physical prompting to place his fingers on the correct keys, but will braille a full line once his fingers are correctly positioned.

**Annual Review Date:** 4/1/2025

**Goal met** ☒ Yes ☐ No

**Comments:** Kaleb is able to independently braille full lines of the "for" sign in 4 of 5 trials. Kaleb is able to do this using the electric braille writer, but was inconsistent in fully pressing down the keys with the mechanical, non-electric braille due to lack of finger strength. He does require physical prompting to place his fingers on the correct keys, but will braille a full line once his fingers are correctly positioned.



## ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<b>Area of Need:</b> Functional Skills (Independent Travel)	<b>Measurable Annual Goal #:</b> <u>5</u>
<b>Baseline:</b> 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.	<b>Goal:</b> 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.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard Teacher of the visually impaired and classroom Teacher <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Orientation & Mobility Specialist

**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: 11/15/2024

**Summary of Progress:** Kaleb uses the modified human guide technique of holding hands for classroom exploration and is beginning to demonstrate the use of trailing techniques for distances of up to 6 feet.

**Comment:** Kaleb is making great progress with this goal and is on track to meet this goal.

### Progress Report 2: 3/13/2025

**Summary of Progress:** Kaleb is still seeking out human guide for classroom exploration rather than trailing in the classroom, but does trail in the classroom when prompted, sometimes requiring a physical prompt to initiate the trailing technique and maintain it for longer distances.

**Comment:**

### Progress Report 3:

**Summary of Progress:**

**Comment:**

### Annual Review Date: 4/1/2025

**Goal met** ☐ Yes ☒ No

**Comments:** Kaleb is effectively using human guide. When trailing, he will frequently becoming interested in exploring the objects around the classroom along the way, which prevents him from completing this task, but in the areas of the classroom where there are not bookshelves with items on them, he is very effective in this skill. This skill has been heavily focused on since the last reporting period. Kaleb does not yet independently integrate self-protective techniques when walking through the classroom, and when verbally prompted he only does so 40% of the time.



## ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<p><b>Area of Need:</b> Functional Skills (Cane Use)</p>	<p><b>Measurable Annual Goal #:</b> <u>6</u></p> <p><b>Goal:</b> By 5/2025 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.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Orientation &amp; Mobility Specialist</p>
<p><b>Baseline:</b> 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).</p>	

**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:** 11/15/2024

**Summary of Progress:** Kaleb is making progress on keeping his cane in front of him, but still requires prompting to keep his cane in front of him.

**Comment:** Kaleb does have days where he lifts his cane in the air and/or sweeps his cane behind his back, but as a whole he is making great progress!

**Progress Report 2:** 3/13/2025

**Summary of Progress:** Kaleb's demonstration of sweeping the cane in front of him is inconsistent. Kaleb has demonstrated the benchmark 2 skill in 1 out of 5 trials.

**Comment:** Kaleb will frequently sweep the cane behind his back. Over the last reporting period, Kaleb has been demonstrating the need for additional sensory breaks during lessons as compared to the first reporting period of the school year.

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/1/2025

**Goal met** ☐ Yes ☒ No

**Comments:** Kaleb's progress has been limited since the last reporting period. He has demonstrated brief periods of cane use that show proficiency in this goal, however he is requiring more than 4 physical prompts per trial in order to maintain proper cane positioning. Kaleb has not met this goal.



## ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<b>Area of Need:</b> Fine Motor Development (Bilateral Coordination)	<b>Measurable Annual Goal #:</b> <u>Z</u>  <b>Goal:</b> 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.
<b>Baseline:</b> Kaleb has just mastered stringing beads with small pony beads and flexible string. He requires full support for scissors use.	<div style="margin-top: 10px;"> <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard  <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living         </div> <b>Person(s) Responsible:</b> 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:** 11/6/2024

**Summary of Progress:** STG in progress. Kaleb is able to find scissors on the table across all trials. He positions his fingers on scissors handles in 50% of trials. He is able to open and close scissors. He requires a verbal and tactile prompt to find and pick up paper. He requires hand over hand assistance to maintain grasp on paper with his helper hand while snipping. He is able to snip paper with set up assistance (aligning scissors with paper) and tactile cues for positioning (thumbs up).

**Comment:**

**Progress Report 2:** 3/6/2025

**Summary of Progress:** STG in progress. Kaleb is able to find scissors on the table, independently don them and position his hand with thumb up. He independently picks up cardstock paper from the table and aligns the paper within the blades (spring loaded safety scissors). He is able to snip paper 3-4 times in a row.

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/1/2025

**Goal met** ☐ Yes ☒ No

**Comments:** Goal not met as written, but amazing progress made! Kaleb is able to find scissors on the table, independently don them and position his hand with thumb up. He independently picks up cardstock paper from the table and aligns the paper within the blades (spring loaded safety scissors). He is able to snip paper 3-4 times in a row.



# ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<b>Area of Need:</b> Fine Motor Development (Fine Motor)	<b>Measurable Annual Goal #:</b> <u>8</u>
<b>Baseline:</b> Kaleb is able to isolate his index fingers.	<b>Goal:</b> 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.  <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> 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:** 11/6/2024

**Summary of Progress:** STG in progress. Kaleb is able to isolate and produce an imprint on playdoh with his thumb, index and middle fingers. He was able to produce a light imprint with his ring and pinky fingers in 1/3 trials.

**Comment:**

**Progress Report 2:** 3/11/2025

**Summary of Progress:** STG met!

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/1/2025

**Goal met** ☒ Yes ☐ No

**Comments:** Goal met.



# ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<b>Area of Need:</b> Precademic (One-to-One Correspondence/Counting)	<b>Measurable Annual Goal #:</b> <u>9</u>
<b>Baseline:</b> 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.	<b>Goal:</b> 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.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard PFL Number Sense - 1.3  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> 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:** 11/18/2024

**Summary of Progress:** Kaleb counts using 1:1 correspondence to 15 with 80% accuracy.

Annual Goal Met

**Comment:**

**Progress Report 2:** 3/6/2025

**Summary of Progress:** Kaleb counts using 1:1 correspondence to 15 with 80% accuracy.

Annual Goal Met

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 3/6/2025

**Goal met** ☒ Yes ☐ No

**Comments:** Kaleb counts using 1:1 correspondence to 15 with 80% accuracy.

Annual Goal Met



# ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<p><b>Area of Need:</b> Communication Development (Expressive Language)</p> <p><b>Baseline:</b> 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.</p>	<p><b>Measurable Annual Goal #:</b> <u>10</u></p> <p><b>Goal:</b> 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.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard LS 1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Classroom Teacher, Speech-Language Pathologist (SLP)</p>
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**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:** 11/6/2024

**Summary of Progress:** Objective met.

**Comment:** SLP Update: Kaleb uses 3+ words phrases to communicate a variety of purposes with use of common vocabulary with moderate prompting in 4 out of 5 trials across 2 adults/peers. He most commonly uses phrases to clarify/repeat directions, request items and comment/narrate his tasks. He is beginning to use phrases to ask questions and describe items.

**Progress Report 2:** 3/11/2025

**Summary of Progress:** Objective met

**Comment:** SLP Update: Kaleb uses 3+ words phrases to communicate a variety of purposes with use of common vocabulary (pronouns/nouns/concepts/actions) in 4 out of 5 trials across 2 adults/peers. He most commonly generates utterances to request preferred items, greet familiar staff, and narrate his actions.

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date: 3/11/2025**

**Goal met** ☒ **Yes** ☐ **No**

**Comments:** Goal met. Kaleb uses 3+ word phrases to communicate a variety of purposes with use of common vocabulary (pronouns/nouns/concepts/actions) in 4 out of 5 trials across 2 adults/peers. He most commonly generates utterances to request preferred items, greet familiar staff, and narrate his actions.



## ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<p><b>Area of Need:</b> Communication Development (Receptive Language)</p> <p><b>Baseline:</b> 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.</p>	<p><b>Measurable Annual Goal #:</b> <u>11</u></p> <p><b>Goal:</b> 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.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard LS 2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Classroom Teacher, Speech-Language Pathologist (SLP)</p>
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**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:** 11/6/2024

**Summary of Progress:** Objective met.

**Comment:** SLP Update: During structured small group instruction, Kaleb follows at least 4 single step directions featuring early language concepts (e.g., prepositions, shapes, qualitative/quantitative concepts) without additional support in 4/5 opportunities. He is most successful with prepositions/locative concepts (e.g., up and down, side to side, in, top, etc.) and qualitative concepts (e.g., slow and fast).

**Progress Report 2:** 3/11/2025

**Summary of Progress:** Objective met.

**Comment:** SLP Update: During structured small group instruction, Kaleb follows at least 12 single step directions featuring early language concepts (e.g., prepositions, shapes, qualitative/quantitative concepts) without additional support in 4/5 opportunities. He is most successful with spatial concepts (top, side, in, out, on, off) and qualitative concepts (hard, same, different, fast, slow, bumpy, big, little).

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date: 3/11/2025**

**Goal met** ☒ **Yes** ☐ **No**

**Comments:** Goal met. During structured small group instruction, Kaleb follows at least 12 single step directions featuring early language concepts (e.g., prepositions, shapes, qualitative/quantitative concepts) without additional support in 4/5 opportunities. He is most successful with spatial concepts (top, side, in, out, on, off) and qualitative concepts (hard, same, different, fast, slow, bumpy, big, little).



# ELK GROVE UNIFIED ANNUAL GOALS AND OBJECTIVES

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

<b>Area of Need:</b> Social/Emotional & Pragmatic Language	<b>Measurable Annual Goal #:</b> <u>12</u>  <b>Goal:</b> 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.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard PLF S.I. - 2.1 <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Classroom Teacher, Speech-Language Pathologist (SLP)
<b>Baseline:</b> 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.	

**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:** 11/18/2024

**Summary of Progress:** Kaleb waits for his partner to take their turn; however, when it is Kaleb's turn, he plays with the pieces and does not follow the rules of the game. When given a verbal prompt, he would follow the rules 4 out of 10 opportunities.

**Comment:**

**Progress Report 2:** 3/6/2025

**Summary of Progress:** Kaleb waits for his partner to take their turn; however, when it is Kaleb's turn, he plays with the pieces and does not follow the rules of the game. When given a verbal prompt, he would follow the rules 4 out of 10 opportunities.

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 4/1/2025

**Goal met** ☐ Yes ☒ No

**Comments:** Kaleb waits for his partner to take their turn; however, when it is Kaleb's turn, he plays with the pieces and does not follow the rules of the game. When given a verbal prompt, he would follow the rules 4 out of 10 opportunities.



**ELK GROVE UNIFIED  
Offer of FAPE - SERVICE**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

**The service options that were considered by the IEP team (List all):** Team discussed individual and small group instruction in a specialized elementary 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 class and the general education class as possible placements for Kaleb.

Potential harmful effects of the level 2 self-contained 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 the Parents, agree that the level 2/self-contained classroom is appropriate to meet Kaleb's needs. The benefits of this placement outweigh the potential harmful effects.

**SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT**

☐ The IEP team discussed and determined program accommodations are not needed in general education classes or other education-related settings.

☒ The IEP team discussed and determined the following program accommodations are needed in general education classes or other education-related settings.

Program Accommodations	Start Date	End Date	Location
See the Adaptation Plan attached	4/1/2025	3/31/2026	School Campus
Student benefits from sensory-related tools and strategies to support sensory over- and under-responsivity as directed by the occupational therapist	4/1/2025	3/31/2026	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
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☐ The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student are not needed.

☒ The IEP team discussed and determined the following other supports for school personnel, or for student, or on behalf of the student are needed.

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
Special equipment or teaching materials Braille writer, tactile manipulatives and braille books, materials. Access to a white cane for mobility purposes.	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	4/1/2025	3/31/2026	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 with no light perception. Kaleb could also potentially hurt himself by mouthing objects if he is not provided with continuous adult supervision.	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	4/1/2025	3/31/2026	Daily	Duration of school day	Classroom/School Campus

Consultation between Teacher of the Visually Impaired and Classroom Teacher and classroom staff to gather materials to be adapted and transcribed into braille and share best practices for teaching blind students.	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	4/1/2025	3/31/2026	Once weekly	30 minutes	Classroom
Consultation Speech and Language Therapy Services: to include consultation, collaboration, and coaching/modeling with classroom personnel on the implementation of speech and language therapy strategies and supports to be used by staff during the school day. This support will be provided on a consistent basis spread over the course of the IEP year following the track to which the class is assigned and in session.	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	4/1/2025	3/31/2026	30 sessions	30 minutes	School Site
Consultation between Orientation & Mobility Specialist and Educational Team	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	4/1/2025	3/31/2026	Weekly	15 minutes	School Site
Special equipment or teaching materials Adaptive Mobility Device (modified long white cane)	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	4/1/2025	3/31/2025	Daily	Duration of school day	School Site

### SPECIAL EDUCATION and RELATED SERVICES

<b>Service:</b> <u>Specialized vision services</u>	<b>Start Date:</b> <u>4/1/2025</u>	<b>End Date:</b> <u>3/31/2026</u>
<b>Provider:</b> <u>SELPA</u>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>30 min x 4</u> Totaling: <u>120 min</u> served <u>Weekly</u>	<b>Location:</b> <u>Separate classroom in public integrated facility</u>	
<b>Comments:</b> <u>Teacher of the visually impaired (or VI staff) will provide diagnostic services through consultation, observation, and direct intervention.</u>		
<b>Service:</b> <u>Orientation and mobility</u>	<b>Start Date:</b> <u>4/1/2025</u>	<b>End Date:</b> <u>3/31/2026</u>
<b>Provider:</b> <u>SELPA</u>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>20 min x 2</u> Totaling: <u>40 min</u> served <u>Weekly</u>	<b>Location:</b> <u>Public preschool</u>	
<b>Comments:</b>		
<b>Service:</b> <u>Specialized Academic Instruction</u>	<b>Start Date:</b> <u>4/1/2025</u>	<b>End Date:</b> <u>3/31/2026</u>
<b>Provider:</b> <u>SELPA</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>210 min x 5</u> Totaling: <u>1050 min</u> served <u>Weekly</u>	<b>Location:</b> <u>Separate classroom in public integrated facility</u>	
<b>Comments:</b>		
<b>Service:</b> <u>Adapted physical education</u>	<b>Start Date:</b> <u>4/1/2025</u>	<b>End Date:</b> <u>3/31/2026</u>
<b>Provider:</b> <u>SELPA</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>30 min x 3</u> Totaling: <u>90 min</u> served <u>Monthly</u>	<b>Location:</b> <u>Regular classroom/public day school</u>	
<b>Comments:</b> <u>AdPE direct services will be delivered on an average of 3 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 25 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>		
<b>Service:</b> <u>Occupational therapy</u>	<b>Start Date:</b> <u>4/1/2025</u>	<b>End Date:</b> <u>3/31/2026</u>
<b>Provider:</b> <u>SELPA</u>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	

<b>Duration/Freq:</b> <u>30 min x 3</u> Totaling: <u>90 min</u> served <u>Monthly</u>		<b>Location:</b> <u>Separate classroom in public integrated facility</u>	
<b>Comments:</b> <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 30 sessions per IEP year. This service will be provided on a consistent basis spread over the course of the IEP year.</u>			
<b>Service:</b> <u>Language and Speech</u>		<b>Start Date:</b> <u>4/1/2025</u>	<b>End Date:</b> <u>3/31/2026</u>
<b>Provider:</b> <u>SELPA</u>		<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>30 min x 1</u> Totaling: <u>30 min</u> served <u>Weekly</u>		<b>Location:</b> <u>Separate classroom in public integrated facility</u>	
<b>Comments:</b> <u>Speech and language direct therapy services will be provided on a consistent basis spread over the course of the IEP year. Focus of service is remediation of the assessed student's needs and may include consultation, collaboration, and coaching with school site staff/IEP team members to support the student.</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 program not being offered at school of residence.

### EXTENDED SCHOOL YEAR (ESY)

☐ Yes ☒ No

**Rationale:** Kaleb is not eligible for ESY services. He is able to retain and recoup skills after breaks in service.

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.



# **ELK GROVE UNIFIED EMERGENCY CIRCUMSTANCES PROGRAM**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**Meeting Date:** 4/1/2025

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):**

<input checked="" type="checkbox"/> Teacher-posted lessons, asynchronous (online or other media)	<input checked="" type="checkbox"/> Virtual class meetings, synchronous	<input checked="" type="checkbox"/> Personalized learning tools (virtual or paper packets, as available)	<input checked="" type="checkbox"/> Scheduled teacher appointments (virtual or in-person, as available)	<input checked="" type="checkbox"/> Scheduled email check-ins (parent or student)	<input checked="" type="checkbox"/> 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):**

<input type="checkbox"/> Teacher-posted lessons, asynchronous (online or other media)	<input type="checkbox"/> Virtual class meetings, synchronous	<input type="checkbox"/> Personalized learning tools (virtual or paper packets, as available)	<input type="checkbox"/> Scheduled teacher appointments (virtual or in-person, as available)	<input type="checkbox"/> Scheduled email check-ins (parent or student)	<input type="checkbox"/> 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):**

<input type="checkbox"/> Teacher-posted lessons, asynchronous (online or other media)	<input type="checkbox"/> Virtual class meetings, synchronous	<input type="checkbox"/> Personalized learning tools (virtual or paper packets, as available)	<input type="checkbox"/> Scheduled teacher appointments (virtual or in-person, as available)	<input type="checkbox"/> Scheduled email check-ins (parent or student)	<input type="checkbox"/> 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):**

<input checked="" type="checkbox"/> Teacher-posted lessons, asynchronous (online or other media)	<input checked="" type="checkbox"/> Virtual class meetings, synchronous	<input checked="" type="checkbox"/> Personalized learning tools (virtual or paper packets, as available)	<input checked="" type="checkbox"/> Scheduled teacher appointments (virtual or in-person, as available)	<input checked="" type="checkbox"/> Scheduled email check-ins (parent or student)	<input checked="" type="checkbox"/> 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.***



**ELK GROVE UNIFIED  
OFFER OF FAPE - EDUCATIONAL SETTING**

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

**Physical Education:**    ☐ General    ☒ Specially Designed    ☐ Other

**District of Service:** Elk Grove Unified

**School of Attendance:** John Ehrhardt 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): Regular Classroom/Public Day School

(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)

83 % of time student is outside the regular class & extracurricular & non academic activities

17 % of time student is in the regular class & extracurricular & non academic activities

**Plan Effective Start Date:** 4/1/2025

**Student will not participate in the regular class and/or extracurricular and/or non academic activities:** *during core curriculum because Kaleb requires a smaller adult-to-student ratio and intensive instruction presented at a slower rate to meet academic goals.*

**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)

*The transitioning teacher will send the new teacher and team all relevant assessments and progress. Transition teacher will provide strategies, likes, dislikes, and any other important information regarding Kaleb to promote success.*



## ELK GROVE UNIFIED IEP TEAM MEETING NOTES

**Student Name:** Xiong, Kaleb

**Birthdate:** 3/13/2020

**IEP Date:** 4/1/2025

**Date Saved:** 4/1/2025

**Notes:** April 1, 2025

*IEP recorded by family and district*

### *Introductions -*

*Yang Xiong, Parent*

*Mary Xiong, Parent*

*Christa King, Special Education Teacher*

*Star Welch, VI intern*

*Ger Lor, Alta Regional*

*Chris Peterson, Teacher of Visually Impaired*

*Sharon Gendelman-Wilson, Orientation & Mobility Specialist*

*Stefani Fontana, Adapted PE Teacher*

*Gabey Ruiz, Speech and Language Therapist*

*Holli McKee, Occupational Therapist*

*Jennifer Strickland, Behavior Support Specialist*

*Michelle Wallner, Program Coordinator*

*Dixie Tuyen, General Education Teacher*

*Purpose of meeting: Annual. Allotted time proposed is 2 hours.*

*Parent was provided procedural safeguards, parent waived review.*

*Parent reviewed the information page of the IEP. Mr. Xion indicated Mrs. Xiong's work number is incorrect. Christa indicated she will inform the front office so they can change it in Synergy.*

*To be efficient with time, the Sp Ed Teacher will review old goals, new goals, and present levels; service providers will add additional comments if necessary. This will allow the team to focus on parent concerns. Parents appreciated tailoring the meeting to meet the family and Kaleb's needs and concerns.*

*Strengths: Kaleb is happy and hilarious, fun to work with, loves fidget toys and has specific names for the different types. He loves Ms. Stefani and knows the days she will come. He loves trains. Parents indicated they agree with those and added he loves the poptubes he calls caterpillars at home. Parents shared he also likes the game controller, cause/effect toys, and holding a grape in his hand.*

*Concerns; Safety at home. Kaleb will spin and run into the corners at home. Regarding school, Dad said that Kaleb loves to imitate what he hears, Dad worries that Kaleb will hear something, repeat it, and it might be perceived that he is making fun of someone. Mom worries that when he's done with something, he will throw something up in the air. He has accidentally hit mom with toys before.*

*Sp Ed Teacher said it was interesting and enlightening to see the difference in his behavior at home vs. school. There is a drastic difference observed between the two environments.*

### *Review of goals:*

*SpEd Teacher reviewed goals, including that he met or partially met goals*

*First goal - ADPE - catch a ball, made progress but goal not met as written*

*Goal 1 - Find tactile shape when given four shapes, made progress but goal not met as written*

*Goal 2 - Using a light touch braille, can locate top line, not the bottom line. made progress but goal not met as written*

*Goal 3 - Follow directions using five spatial concepts - Goal Met*

*Goal 4 - He will independently braille five lines - Goal Met*

*Goal 5 - He will navigate major areas - made progress but goal not met as written*

*Goal 6 - Appropriately use his cane - made progress but goal not met as written*

*Goal 7 - Using scissors - He can do everything, but not making consecutive snips. Made progress but goal not met as written*

*Goal 8 - Isolate each finger and makes an imprint 5 times - Goal Met*

*Goal 9 - Count to five - Goal Met*

*Goal 10 - Using 3 plus words - Goal Met*

*Goal 11 - Follow at least 10 single step directions - Goal Met*

*Goal 12 - Games - when it's turn taking, he doesn't want to wait and not do something. Made progress but goal not met as written*

*Parents were asked if they had questions. Dad said not at the moment, he will want to listen and then may have questions later.*

*Other present levels:*

*Social/Emotional:*

*Sits and attends for up to 20 minutes, will try to feel around for 1:1; trying to help him be ok without having his support next to him.*

*Adaptive/Daily Living Skills:*

*He is in pull ups; drinks from an open cup, he is able to eat/consume food with his hands.*

*OT:*

*Postural Control; right-hand dominant; improving functional hand strength; peel stickers from the table; he can remove the silicone suction cups; rip paper. Sensory processing skills he can tolerate normal classroom skills, will plug his ears when he doesn't like something; he will bring things to his face to explore or brush across his lips, touch the inside of the back of his pants (pull up, eczema); smooth, bumpy. Sit and spin on OT, it's a safer way to spin; loves the scooter board; he can tolerate sticky; he loves water play. In the classroom overall, great participation and accepts changes which is a great skill.*

*SLP:*

*Articulation, ability to produce sounds, no concerns. "TH" is*

*Learns and uses language in chunks. Single words, and working on a variety of words when he asks for fidgets or using fidgets; using real life objects to increase his variety of language; he's good with routine; socially, independent play; increase working on peer play, and working on increasing interactions; prefers toys that make sounds. No concerns with voice or fluency; not repetition of words/sounds.*

*Mom said when he copies people, he is very clear, but when he says words on his own, he's still figuring out how to use it. SLP says as he uses more words, he will improve.*

*New goals:*

*Academic (Reading Pre-Braille)*

*Academics (letter sounds)*

*Academics (sequence)*

*Communication Development (Pragmatic Language)*

*Communication Development (Receptive Language)*

*Communication Development (Expressive Language)*

*Communication Development (Expressive Language)*

*Fine Motor Development (cutting)*

*Fine Motor Development (handwriting)*

*Fine Motor Development (Grasp)*

*Academics (Braille reading readiness)*

*Academics (Pre-Braille Writing)*

*Academics (Pre-Braille Reading)*

*Gross Motor Development (Orientation & Mobility AMD - cane skills)*

Gross Motor Development (Orientation & Mobility: Independent Travel)

Gross Motor Development (Object Control)

SpEd Teacher asked if the parents had questions, if the goals sounded good, or if there were any goals they would like added. Parents said not at this time.

Family asked about the School for the Blind report and recommendations. Dad asked if we would revisit the diagnosis for eligibility. SpEd Teacher discussed eligibility. When he was first assessed, his primary disabilities were VI as primary and SLI secondary. Kaleb's triennial assessment is due 5/2026. At that meeting, Kaleb will be fully assessed by each provider, and eligibility will be revisited. SpEd Teacher explained that his eligibility does not impact what the service providers and teacher work on. We individualize his learning for Kaleb. SpEd Teacher said it's an option to bring up his triennial, but suggested we wait until next year to conduct triennial assessment to allow Kaleb time to settle in with the higher expectations of the class and work with the accommodations provided; then we can get a clear and accurate determination on eligibility. Parents agreed. SpEd Teacher explained the report from the School for the Blind is a valuable resource to the team. She said the team used and considered it while writing goals and accommodations.

Dad said he loves the collaborate with team and ABA home services.

Mom said that many times, it seems Kaleb knows something but he might just be copying. She said she will ask him what he learned today, but he will just say the name of the teacher. Mom feels like he doesn't remember what he learned and is unable to relay. SpEd Teacher and General Ed teacher assured the family that it is somewhat typical for students to do that. SpEd Teacher also said for data at school, Kaleb needs to show a particular skill multiple times (i.e. 4 out of 5) to be classified as mastery. Otherwise, it is skills emerging. She also encouraged parents to come in and observe his behavior in the classroom or she could videotape it and send it to them. SpEd Teacher reported how different his behavior was at home vs school.

SpEd Teacher said she tried a foot stool at school and is teaching him how to use it as a tool not a toy in school.

Dad said it's important to recognize the differences at home and school when reporting skills and behavior. SpEd Teacher agreed that the observation her and the VI teacher had with Kaleb at home was vastly different then how Kaleb behaves in school. SpEd Teacher says it is important to keep that in mind when working with Kaleb.

SpEd teacher said IEP's are fluid documents, we can switch/pivot, add goals with the family as if needed.

Team reviewed Adaptation Plan:

Think time

Reduce tasks/items

Reminders of whole body

Praise

Signals

Tactile graphics (input/output)

Preferential seating/limit distractions

Hand signals/gestures

Access to Braille writer

Provide real life objects

AMD

Access to fidgets and sensory breaks

AAC device - district assess

Family asked about the one-on-one support and Kaleb needs it not only for the visual impairment. Students who are learning Braille and learning touch skills have additional adult support for learning these skills; however, team agreed that Kaleb needs the adult support to help Kaleb learn these skills, plus for safety and behavior support.

Review LRE, harmful effects. Team looked at general education vs. Level 2. Mom feels like his current placement is perfect for him. Dad said that he agrees with the School for the Blind report that states he needs to be in a certain zone for him to access learning. Dad feels the Level 2

allows Kaleb to be in the perfect zone to learn. He feels that he's not ready for general education. SpEd Teacher states that he's showing great progress. In a year, we will be doing a full assessment and that will give us further information. She said his current time in Gen Ed (17%) is good for Kaleb. He has access to general education peers during recess, field trips, assemblies, lunch, and special activities. Next year, if he's doing well in a certain area and shows readiness skills, she will talk with the family about increasing his time in general education in that area. Increasing inclusion into the general education class slowly and methodically is best for success.

EGUSD Offer of Free and Appropriate Public Education (FAPE) is:  
(See Service page for specific duration and frequency)

- Specialized Academic Instruction with the teacher for the Visually Impaired direct; and consultation, modeling and collaborating with service providers
  - Orientation & Mobility Consultation direct; and consultation with service providers.
  - Specialized Academic Instruction in self-contained class
  - Adaptive PE
  - OT
  - Speech and Language direct; and consultation, model with teachers/service providers
  - transportation is offered.
- ESY he does not qualify at this time.

Parents indicated they did not have any other questions at this time. Parents requested the IEP not be affirmed in order for family to be able to review and make suggestions and adjustments as needed. SpEd Teacher will send home full packet for parents to review.

## PART 2:

Provided Procedural Safeguards, parent declined review.

Parent agreed to excuse ADPE teacher and SLP; parent and SLP had a conversation about concerns prior to today's meeting.

Dad observed the direct vision session and whole-class Morning Meeting. He was happy to see him in his learning environment. He noted that it highlights the importance of addressing the differences in behavior based on the environment. It is important to consider that home environments are less structured. It is important to note home concerns vs school concerns. The IEP is concentrated on the school environment, which is very structured, and he is accompanied by a 1:1 adult at all times.

SpEd Teacher mentioned how important the home visit was. She noted the stark contrast in what we are seeing in his educational setting. She mentioned the value in the home visit and suggested it be a yearly event and possibly have a few so all team members can see him in his home and offer suggestions.

Dad said he appreciated the CSB report and the details and comparison between Kaleb and typically developing peers. SpEd Teacher mentioned his Triennial assessment is due 25/26 school year. During that assessment, each provider will do a full, in-depth assessment. Our reports will look similar to the CSB report regarding the thoroughness and comparisons.

Present levels were reviewed. Parent concerns were reviewed and the parent is in agreement. Parents would like the previous concerns to still be mentioned in his present level, since these are continued, ongoing concerns.

Sensory/Fine Motor Development: Under sensory processing, OT added information from the CSB report (spinning, swinging legs, fidgeting with materials, vocalizations) and updated parent concerns at home. OT updated adaptation plan to include CSB suggestion for access to noise-canceling headphones and alternative seating options. OT will work with outside provider and collaborate on skills.

ABA services have been started in home – 2 sessions x 2 hr. per week (total of 4 hours); a combination of home visit, teleconference, and in-

clinic.

*All present level areas will be updated to include parent concerns referenced: Articulation, sensory processing, social/pragmatics, social emotional/behavioral, adaptive/daily living skills, orientation and mobility (O & M), and expressive language.*

*While Kaleb behaves differently at school, the primary objective is for him to apply these skills more broadly, which he is not currently achieving. During his father's observation, he noted Kaleb's ability to follow routines and anticipate the day's schedule. The aim is for Kaleb to eventually manage his life independently and safely in various settings, including both structured and unstructured activities. The VI staff addressed the CSB report, and many of the suggested items are being put into practice (such as the Joy device, realia items, and pre-braille skills). They noted that Kaleb recognizes the letters A through G in braille and enjoys mimicking animal sounds while reading. His communication skills are expanding. In an OT session, when the OT mentioned the letter 'K', Kaleb responded, "K has 2 dots." He is making significant strides in identifying Braille letters. Although the CSB report suggests discontinuing work on these skills, the team believes Kaleb is progressing, albeit slowly, and it is crucial to continue focusing on this area.*

*O & M – AMD equipment arrived and will begin working with Kaleb once we have a signed/agreed upon IEP.*

*The team decided to maintain collaboration among parents, school staff, and external providers to observe one another and ensure consistency.*



## ELK GROVE UNIFIED SIGNATURE AND PARENT CONSENT

**Student Name:** Xiong, Kaleb
**Birthdate:** 3/13/2020
**IEP Date:** 4/1/2025
**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.



# ELK GROVE UNIFIED IEP TEAM MEMBER EXCUSAL

**Student Name:** Kaleb Xiong

**Birthdate:** 3/13/2020

By mutual agreement between the parent/adult student, and designated representative of the local education agency, the presence and participation of the Individual Education Program team member(s) identified below is/are not necessary and has/have been excused from being present and participating in the meeting scheduled on 4/25/2025.

The excused team member and parent/adult student have conferred and (1) the member's area of the curriculum or related services is not being modified or discussed in the meeting or (2) the meeting involves a modification to or discussion of the member's area of curriculum or related services and the member submitted, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

## Individual Education Program Team Member(s)

Individual Education Program Team Member(s)	Area Of Curriculum Or Related Services	Area Of Curriculum Or Related Services is Not Being Discussed Or Modified	Written input has been submitted to the parent and the IEP team prior to the meeting regarding Area Of Curriculum Or Related Services	The IEP team member is being mutually excused from the IEP meeting
<u>Speech Therapist</u>	<u>Communication</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> whole <input type="checkbox"/> in part
<u>General Education Teacher</u>	<u>General Education Curriculum</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> whole <input type="checkbox"/> in part
<u>Adaptive PE Teacher</u>	<u>PE</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part

By mutual agreement the IEP team members identified above, have been excused from being present and participating in my child's IEP meeting.

**Check** the relationship to student, sign, and date below.

Signature of ☐ Parent ☐ Guardian ☐ Surrogate

**Date:** \_\_\_\_\_

Signature of ☐ Parent ☐ Guardian ☐ Surrogate

**Date:** \_\_\_\_\_

**Signature of Adult Student (ages 18-21):**

**Date:** \_\_\_\_\_

**Signature of Designated District Representative:**

**Date:** \_\_\_\_\_

**Title/Position:** \_\_\_\_\_



**ELK GROVE UNIFIED  
INVITATION TO INDIVIDUAL EDUCATIONAL PROGRAM TEAM MEETING/NOTICE OF  
MEETING**

**Student Name:** Kaleb Xiong

**Birthdate:** 3/13/2020

☐ Initial ☒ Plan Review ☐ Reevaluation ☐ Transition Planning ☐ Pre-Expulsion ☐ Interim ☐ Other

**Address** 9582 Village Tree Drive Elk Grove, CA 95758

**Dear** Mary Xiong

**Today's Date** 02/15/2025

As a team member, you are invited to an Individualized Education Program (IEP) meeting that is being arranged to discuss the educational program for the student named above. It is your legal right to be present and to participate. The school district values your input and hopes you will make every effort to attend this meeting. The purpose and details of the meeting are below. If the suggested meeting time is inconvenient, please call the listed contact person to request another meeting time. If you cannot attend, you can participate in other ways. You have the right to have other individuals present who have knowledge or special expertise about your child. Your child could benefit from participation in the IEP meeting and is invited to attend.

If this is the initial IEP meeting and the student was receiving services under Part C through an IFSP, you may request that the district invite the Part C Service Coordinator or other representative. Secondary students age 15 or older should attend the IEP Team meeting. Parents of adult students may also participate in the meeting.

We look forward to working cooperatively with you on behalf of this student.

**Date** 04/01/2025

**Time** 1:00-3:00

**School/Location** Ehrhardt Elementary

**Room** TBD

**We anticipate that the following members may also attend:**

<b>Administrator/Designee</b>	<u>X</u>
<b>Special Education Teacher</b>	<u>X</u>
<b>General Education Teacher</b>	<u>X</u>
<b>Student</b>	<u></u>
<b>Psychologist</b>	<u></u>
<b>Specialist</b>	<u></u>

<b>Other</b>	<u>Speech and Language Pathologist</u>
<b>Other</b>	<u>Vision Specialist</u>
<b>Other</b>	<u>Adaptive PE</u>
<b>Other</b>	<u>Behaviorist</u>
<b>Other</b>	<u>Mobility Specialist</u>
<b>Other</b>	<u></u>

NOTICE: If you wish to audio tape this meeting, you must provide 24 hour notice, we may also audio tape the meeting.

**If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:**

**Name** Christa King

**Title** Teacher

**School/District** Elk Grove Unified

**Phone** 916-684-7259

Please complete and sign this form, and return to Christa King

**Check the following items, as appropriate:**

- ☐ **YES**, I plan to attend the meeting in person.
- ☐ **YES**, I plan to attend the meeting and request it be held via teleconference (by telephone or other means, as available).
- ☐ I plan to bring the following additional attendee(s):
- ☐ I require assistance of an interpreter. (Language)
- ☐ I am not able to attend and would like to reschedule the meeting. Please arrange a new date.

I may be contacted at: Phone \_\_\_\_\_ Email \_\_\_\_\_

- ☐ I give my consent for the district to invite other agency personnel to attend the meeting if secondary transition is being addressed.
- ☐ NO, I cannot attend the meeting, but hereby give my permission for the meeting to be held without me (CFR 300.322d). I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.
- ☐ NO, I cannot attend, but I will send \_\_\_\_\_ as my representative to speak for me. I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

For LEA use only:

**Comments/Additional Information**