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Yang Xiong <shuayung@gmail.com>

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## Clarification on Support Plan for Kaleb

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Yang Xiong <shuayung@gmail.com>

Tue, Oct 14, 2025 at 7:51 AM

To: Christa King at Ehrhardt <cnking@egusd.net>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Chris Peterson in Special Education <CHCPeter@egusd.net>

Good morning, Mrs. King,

First of all, thank you for the pictures and video of Kaleb — they eventually came through your text.

Next, I wanted to follow up on the brief message you mentioned to me when I picked up Kaleb yesterday. I thought I understood what you said at the time, but after thinking about it more, I realized I may need some clarification. I'm also including Mr. Peterson on this email to keep him in the loop and so he can chime in if needed to help clarify anything.

Did you say that Ms. Motoko is being pulled out from working with Kaleb full time? If that's the case, I would like to discuss it further before any action is taken. While I don't know all of the details, I'm aware that special education services in EGUSD may be changing due to paraeducator layoffs. I want to ensure that Kaleb's services remain fully intact, and that any changes are made appropriately and in accordance with his needs and IEP.

When you have a moment, could you please clarify your plan for Kaleb?

Thank you,  
Yang



Yang Xiong <shuayung@gmail.com>

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## Clarification on Support Plan for Kaleb

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Christa King at Ehrhardt <cnking@egusd.net>

Tue, Oct 14, 2025 at 8:47 AM

To: Yang Xiong <shuayung@gmail.com>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Chris Peterson in Special Education <CHCPeter@egusd.net>

*Hi Mr. and Mrs. Xiong,*

*Thank you for your continued open communication and partnership. I want to assure you that Ms. Motoko is not being pulled from working with Kaleb. Our shared goal is to help Kaleb build independence while ensuring his safety and access to learning.*

*Kaleb's IEP includes a 1:1 paraeducator, and that support will always be provided. While we can't predict future staffing changes—similar to what occurred when Ms. Viv transitioned—there are no current plans for any changes to Ms. Motoko's assignment.*

*As part of promoting Kaleb's growth, we are encouraging him to engage more directly with teacher-led instruction. The paraeducator's role is to support instruction, not replace it. This means that at times I will work with Kaleb 1:1 while Ms. Motoko supports the class, and at other times she will provide his direct support.*

*My message yesterday was simply to share how proud I am of Kaleb's progress—he's responding so positively to opportunities for increased independence. For example, Ms. Motoko now sits a short distance away during carpet time to encourage Kaleb's engagement, and we've moved him to the front of the line, so he feels included with his peers.*

*Lastly, all paraeducators have been instructed to direct family communication through the classroom teacher. This ensures consistent, accurate communication and continuity of support for Kaleb.*

*Thank you again for your collaboration and trust as we work together to help Kaleb thrive.*

*Warmly,*

*Mrs. King*

*Christa King, M.S.*

*2020–2021 Teacher of the Year, Elk Grove Unified School District*

*TK/Kindergarten*

*Special Education Teacher*

*Ehrhardt Elementary*

*Office: 916–684–7259 ext. 12355*

*The way we talk to our children becomes their inner voice.*

*-Peggy O'Mara*

Exhibit B



Yang Xiong <shuayung@gmail.com>

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## Clarification on Support Plan for Kaleb

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Yang Xiong <shuayung@gmail.com>

Wed, Oct 15, 2025 at 2:00 PM

To: Christa King at Ehrhardt <cnking@egusd.net>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Chris Peterson in Special Education <CHCPeter@egusd.net>

Good afternoon, Mrs. King,

Thank you so much for your clarification and for taking the time to explain everything in such detail. We truly appreciate your commitment to Kaleb's growth and the way you and Ms. Motoko work together to support his learning and independence.

It's reassuring to know that there are no current plans to change Ms. Motoko's assignment and that Kaleb's 1:1 paraeducator support remains in place per his IEP. We agree that fostering independence and increasing teacher-led engagement are essential for his progress, and we're very encouraged to hear that he's responding well to these new opportunities.

I also wanted to clarify that we completely understand and have always viewed the paraeducator's role as supportive—not as a replacement for the teacher. Our main concern has only been to ensure continuity and clear communication if any staffing or support changes were being considered, especially given the recent discussions around district paraeducator reductions.

We also completely understand the importance of having communication go through the classroom teacher and intend to follow that process. At the same time, from time to time we would appreciate being able to communicate directly with the paraeducator as well, when appropriate, to better understand Kaleb's daily progress or challenges from her direct perspective. We believe this collaboration can help us support consistency between school and home.

Please continue to keep us informed if there are any proposed adjustments to Kaleb's paraeducator support or classroom structure so that we can review and discuss them together through the IEP process as needed.

Thank you again for your care, communication, and partnership in helping Kaleb thrive.

Warm regards,  
Yang Xiong

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

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## Clarification on Support Plan for Kaleb

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Yang Xiong <shuayung@gmail.com>

Thu, Oct 16, 2025 at 10:22 PM

To: Christa King at Ehrhardt <cnking@egusd.net>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Chris Peterson in Special Education <CHCPeter@egusd.net>

Hi Mrs. King,

Thank you for the additional photos you sent earlier today. We're very happy to see Kaleb smiling and enjoying his time at school. It means a lot to us to see him happy and engaged, and we'd love to see that continue as much as possible throughout the day.

This morning, however, Mary observed something that concerned us. While Kaleb was still in line waiting for you to greet each student, he began crying because it appeared that his paraeducator, Ms. Motoko, had not yet been permitted to be with him. It wasn't until about 5–10 seconds later—after Kaleb had already started crying—that she was allowed to go to him. This seemed quite different from the usual routine, where his paraeducator is with him right from the start. Kaleb has always found comfort and security knowing that a familiar adult is present and available to him, especially during transitions.

We also wanted to ask for clarification about the new plan for Kaleb to serve as line leader. When we spoke on Tuesday, you mentioned that Kaleb would be the line leader moving forward and that, even if he arrives late, he would still be moved to the front. While we appreciate your efforts to promote leadership and inclusion, we're unclear whether this opportunity will be rotated among all students or if it's intended specifically for Kaleb. The number of recent changes—such as moving him to the front of the room, encouraging more independence, and adjusting his paraeducator's proximity—has raised some concern for us. We want to ensure that all of these transitions are planned and consistent with his IEP supports.

We absolutely support fostering Kaleb's independence and recognize how important that is for his development. However, at this stage, we feel strongly that he continues to need his paraeducator with him at all times to ensure his safety, emotional regulation, and access to learning. Any adjustment to the level, timing, or proximity of paraeducator support would constitute a change in service and should be reviewed through the IEP process. We fully understand that, as the teacher, you have responsibilities to the entire class and can't always be with Kaleb one-on-one. That is why his 1:1 paraeducator's consistent presence remains essential.

We would appreciate understanding how these new routines align with Kaleb's current IEP goals. If changes are being considered, we respectfully request that an IEP team meeting be scheduled so that we can discuss and document any proposed adjustments together.

Thank you again for your continued partnership and care for Kaleb.

Warm regards,  
Yang Xiong

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

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## Clarification on Support Plan for Kaleb

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Christa King at Ehrhardt <cnking@egusd.net>

Fri, Oct 17, 2025 at 10:24 AM

To: Yang Xiong <shuayung@gmail.com>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Chris Peterson in Special Education <CHCPeter@egusd.net>

*Hi Mr. and Mrs. Xiong,*

*Thank you for your email and for sharing your observations and thoughts. I truly appreciate how much you care about Kaleb's success and well-being in school—your partnership and insight are always valued.*

*I want to reassure you that Kaleb's 1:1 paraeducator support, as outlined in his IEP, continues to be fully provided. We are also supporting his ongoing progress toward independence, which is embedded in all of his IEP goals. At times, this means making small adjustments to daily routines—such as encouraging him to stand next to his peers in line or waiting a few moments before his para steps in—so he can practice self-regulation and confidence with familiar transitions. These brief moments are always monitored closely to ensure his comfort and safety.*

*Regarding line leader, the goal is to promote leadership and inclusion, and it's been wonderful to see how proud Kaleb feels in that role. Like many classroom activities, roles rotate among students, but I also adapt as needed to make sure each child's experience is positive and successful.*

*I completely understand your desire for consistency, and I'll continue to keep you informed as we support Kaleb's growth. At this time, no changes have been made to his IEP services, and everything remains in full alignment with his plan. If at any point adjustments to his actual services are considered, that would absolutely be brought to the IEP team for discussion.*

*Thank you again for your ongoing support and collaboration. It's clear we all share the same goal—helping Kaleb thrive both emotionally and independently at school.*

*Warmly,*

*Mrs. King*

Exhibit E



Yang Xiong <shuayung@gmail.com>

## Clarification on Support Plan for Kaleb

Yang Xiong <shuayung@gmail.com>

Mon, Oct 20, 2025 at 1:57 AM

To: Christa King at Ehrhardt <cnking@egusd.net>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Chris Peterson in Special Education <CHCPeter@egusd.net>, Michelle Wallner in Special Education <mwallner@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>

Dear Mrs. King,

Mary and I have continued to think carefully about what has occurred over the past week. After reviewing our communications with you, both in person and via email, and reflecting on recent observations, we continue to have concerns regarding the implementation of Kaleb's 1:1 paraeducator support as outlined in his IEP dated April 1, 2025. While we appreciate your reassurance that Kaleb's paraeducator support continues to be fully provided, and we recognize your efforts to foster his growth and independence, several aspects of the recent changes appear inconsistent with the services required under his IEP and with federal special-education regulations.

Specifically, we remain concerned about the practice you described in which, at times when you are working directly with Kaleb 1:1, Ms. Motoko—his assigned paraeducator—is instead asked to support the rest of the class. While we understand the intention of promoting Kaleb's independence and his engagement in teacher-led instruction, this arrangement appears inconsistent with how his individualized support is defined in his IEP and with applicable regulations.

Kaleb's IEP (page 41) explicitly specifies “**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,**” noting that “*Kaleb could also potentially hurt himself by mouthing objects if he is not provided with continuous adult supervision.*” This language makes clear that the paraeducator's role is **dedicated and continuous** for Kaleb's exclusive support throughout the school day to ensure his ongoing access, safety, and participation. The paraeducator's duties are not interchangeable with general classroom responsibilities.

Under **34 C.F.R. § 300.323(c)(2)**, federal regulation requires that:

“Each public agency must ensure that—

- (i) As soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP; and
- (ii) The child's teachers and service providers are informed of—
  - (A) Their specific responsibilities related to implementing the child's IEP; and
  - (B) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.”

This regulation affirms that Kaleb's services—including his 1:1 paraeducator—must be implemented exactly as written in his IEP. Reassigning his paraeducator, even temporarily, would constitute a change in service delivery that must first be reviewed and approved by the IEP team.

As previously shared, we are also concerned about the practical and emotional impact of these changes. Last week when Mary observed Kaleb crying and searching for his paraeducator while waiting in line, it appeared that Ms. Motoko had not yet been permitted to approach him. This was distressing to see, as Kaleb's IEP and present-level data describe how he often reaches out to feel for his paraeducator's presence to remain oriented and secure. These observations suggest that the current adjustments are not only inconsistent with his IEP but may also be affecting his emotional comfort and sense of safety.

We are further mindful that these shifts may be occurring amid broader uncertainties related to special-education staffing and structure. While we understand that the District may be facing organizational changes, Kaleb's rights under his IEP remain unchanged, and the school continues to be obligated to fully implement his services as written and to safeguard his right to a **Free Appropriate Public Education (FAPE)** under IDEA.

Accordingly, we respectfully request that Kaleb's 1:1 paraeducator remain continuously and exclusively assigned to him throughout the school day, and that any proposed changes to how this support is provided be discussed and approved by the full IEP team prior to implementation. **To clarify, we fully support your teacher-led approach with Kaleb and believe this should have been the model from the start. We are pleased to see it happening more often now, but**

**as this continues, it is essential that his paraeducator remain present to provide the consistent support, supervision, and access required under his IEP.**

Thank you again for your continued partnership and dedication to Kaleb's success. We truly value your collaboration and hope to continue working together to ensure that his supports remain consistent, compliant, and responsive to his unique needs.

Warm regards,

**Yang and Mary Xiong**

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

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## Staffing

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**Michelle Wallner in Special Education** <mwallner@egusd.net>  
To: Yang Xiong <shuayung@gmail.com>, Mary Xiong <maryxiong19@yahoo.com>  
Cc: Christa King at Ehrhardt <cnking@egusd.net>

Mon, Oct 20, 2025 at 4:02 PM

Good afternoon Mr. and Mrs. Xiong,

I wanted to connect and update you regarding an upcoming staffing change. A new para is assigned to Kaleb. This para has previously worked with Kaleb and has awareness of his needs and the current classroom and teacher. We do not anticipate any gaps in service but wanted to make sure you were aware of this transition.

Please contact me with any questions or concerns.

Thank you,

Michelle Wallner

Coordinator

Special Education

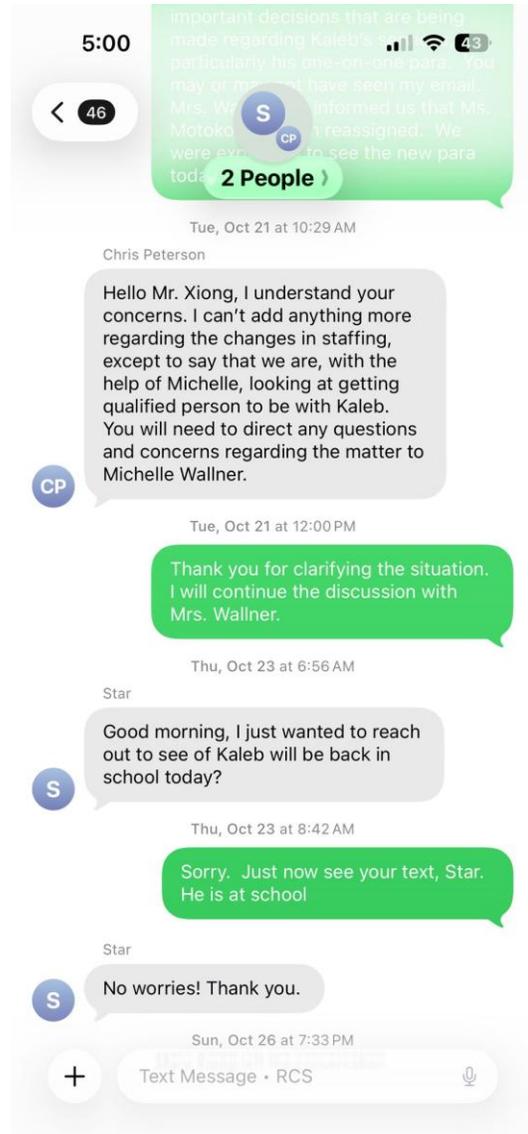
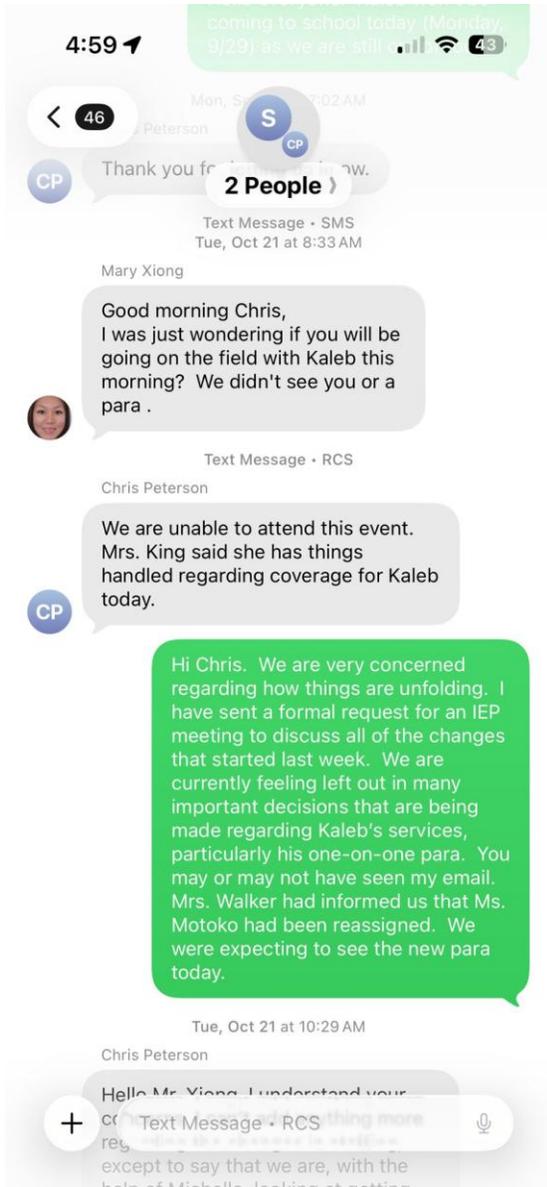
916-686-7780 x67502

[mwallner@egusd.net](mailto:mwallner@egusd.net)

Elk Grove Unified School District



CDE Compliance Complaint - Xiong v. Elk Grove USD (Kaleb X.)  
Text Communications with Chris Peterson - October 21, 2025



Overall, the chat demonstrates:

Parents were not notified about major staffing changes affecting Kaleb's safety. Mrs. King made unilateral decisions about 1:1 coverage. Staff lacked clarity or authority to discuss what happened. The situation created avoidable safety risks for Kaleb.



Yang Xiong <shuayung@gmail.com>

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## Staffing

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Yang Xiong <shuayung@gmail.com>

Tue, Oct 21, 2025 at 9:00 AM

To: Michelle Wallner in Special Education <mwallner@egusd.net>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Chris Peterson in Special Education <CHCPeter@egusd.net>, mcwillia@egusd.net

Subject: Request for IEP Meeting – Review of Kaleb’s Paraeducator Reassignment and Support Services

Dear Mrs. Wallner,

Please see our request below regarding the reassignment of Kaleb’s paraeducator and the need to review how his services are being implemented. We truly appreciate your earlier notification about the staffing change and your continued partnership in supporting Kaleb’s needs.

While we appreciate your update, we feel that our prior concerns regarding how Kaleb’s 1:1 paraeducator services are being implemented have not yet been fully addressed. Because the reassignment directly impacts the staff responsible for providing those services, we believe the most appropriate and constructive way to resolve these concerns is through a formal IEP meeting where the full team—including Vision Services and Mr. Chris Peterson (TVI)—can review and discuss the matter together.

We are writing to formally request an IEP meeting to review the recent reassignment of Kaleb’s paraeducator and to ensure full compliance with his IEP dated April 1, 2025.

Kaleb’s IEP clearly specifies that he receives “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.” This individualized support is essential to his safety, orientation, and ability to access instruction throughout the school day.

The sudden reassignment of Ms. Motoko, who has been Kaleb’s consistent and trusted paraeducator, has left us feeling very unsettled and concerned. Over time, she has built a relationship with Kaleb based on familiarity and trust—something that is not easily replaced for a child who is both blind and autistic. Abrupt staffing changes without prior discussion make us feel that decisions about his essential services may be occurring without the meaningful parent participation that the law requires.

We understand that staffing adjustments may sometimes be necessary; however, when such changes affect how Kaleb’s support is provided, they must be reviewed by the IEP team to ensure continuity of services and compliance with his IEP. Under California Education Code §56343(c) and 34 C.F.R. §300.324(a)(4), an IEP meeting is required whenever there is a need to review or revise the IEP, or when a change in service delivery may affect a child’s access to a Free Appropriate Public Education (FAPE).

We therefore respectfully request that the District convene an IEP meeting within the required 30-day timeline to:

1. Review the reason for the paraeducator reassignment;

Exhibit I - 1

2. Confirm how the District will ensure uninterrupted implementation of Kaleb's 1:1 support as written; and
3. Discuss steps to maintain consistency and emotional stability for Kaleb during this transition.

We appreciate your time and continued partnership in supporting Kaleb's needs. Our goal is simply to ensure that all decisions about his services are made collaboratively, transparently, and in accordance with his IEP and special-education regulations.

We look forward to working together with the team to schedule this meeting and to ensure Kaleb continues receiving the consistent, high-quality support he needs to succeed. Thank you again for your time, attention, and care for Kaleb.

Warm regards,

Yang and Mary Xiong

Parents of Kaleb Xiong

Phone: (916) 647-7815

Email: [shuayung@gmail.com](mailto:shuayung@gmail.com)

CC:

- Mr. Chris Peterson, Teacher of the Visually Impaired (TVI) / Vision Services ([CHCPeter@egusd.net](mailto:CHCPeter@egusd.net))
- Mrs. Christa King, Teacher, Ehrhardt Elementary ([cnking@egusd.net](mailto:cnking@egusd.net))
- Mrs. Marianne Williams, Principal, Ehrhardt Elementary ([mcwillia@egusd.net](mailto:mcwillia@egusd.net))
- Ms. Anne Rigali, Director, Special Education/SELPA, EGUSD ([arigali@egusd.net](mailto:arigali@egusd.net))

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Yang Xiong <shuayung@gmail.com>

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## Staffing

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Yang Xiong <shuayung@gmail.com>

Wed, Oct 22, 2025 at 10:35 AM

To: Michelle Wallner in Special Education <mwallner@egusd.net>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Chris Peterson in Special Education <CHCPeter@egusd.net>, mcwillia@egusd.net

Dear Mrs. Wallner,

In the spirit of cooperation and transparency, I wanted to inform you that, because of how this situation has unfolded—where communication on this matter is now directed through you, and as Mrs. King and Mr. Peterson appear to have been instructed not to communicate with us further—I felt it necessary to begin sharing our experience publicly with the EGUSD Board of Trustees during the Public Comment period.

Over the past week, I have raised several important questions and shared key observations with Mrs. King regarding the changes to Kaleb's one-on-one support. Unfortunately, our questions have not been meaningfully addressed. The explanations we have received suggest that staff changes simply occur from time to time—similar to when Kaleb's former paraeducator, Viv, transitioned to a new position. However, in this case, the circumstances appear different.

From everything we have observed, there seems to be another underlying reason for **Ms. Motoko Welsh's** removal from working with Kaleb. Because of this, his one-on-one services have been unnecessarily disrupted, and he has now gone **three school days** without a dedicated one-on-one paraeducator as of yesterday. Unlike Viv, who moved on to a promotion based on her own decision, Ms. Motoko's involuntary reassignment appears to have been directed by others. The way that Kaleb's one-on-one aide support has been modified, along with this sudden decision, has disrupted his **IEP-mandated continuous one-on-one service**, and we have already seen the negative impact this has had on him emotionally and behaviorally.

In the same spirit of transparency that I am extending to you, I would appreciate clarification on what exactly has occurred. Was this sudden reassignment based on any concerns or inappropriate actions toward Kaleb that required Ms. Motoko's immediate removal, or was it for other reasons entirely? **Kaleb is now bearing the brunt of this action—one that we, as members of his IEP team, were not given the opportunity to weigh in on before it was implemented. So far, this action seems to have been presented as an internal staff-change decision, which the District certainly has the authority to make, but when such a change directly impacts IEP-mandated service delivery, it is not acceptable.**

If we are able to resolve this matter collaboratively outside of a formal IEP meeting, I will gladly retract my current request for an IEP meeting, as it would no longer be necessary. However, if we cannot reach resolution informally, I would like to know when the District intends to hold the IEP meeting within the next 30 days, as required.

As parents, we simply want to understand the basis for these decisions and to ensure that Kaleb's **IEP-mandated support** remains consistent, uninterrupted, and appropriately implemented. We continue to value collaboration and open communication with the District team, and we hope that these matters can be discussed directly and constructively.

Thank you for your time and attention to this very serious concern.

Warm regards,  
Yang Xiong

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

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## Staffing

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**Michelle Wallner in Special Education** <mwallner@egusd.net>

Thu, Oct 23, 2025 at 7:38 AM

To: Yang Xiong <shuayung@gmail.com>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Chris Peterson in Special Education <CHCPeter@egusd.net>, Marianne Williams at Ehrhardt <mcwillia@egusd.net>

Good morning Mr. and Mrs. Xiong,

Thank you for reaching out with your concerns. I apologize if there was confusion with my email in regard to the change in staffing.

I want to begin with letting you know that Kaleb did not lose his paraeducator. We needed to shift staffing to support other VI students in our district. With that said, Kaleb has a paraeducator assigned to him and his paraeducator will work closely with his VI team and with Ms. King to assure that Kaleb will continue to make progress. He has a strong team and everyone on his team is committed to implementing the supports and services outlined in his IEP.

I know you want to hold an IEP meeting to discuss your concerns. Ms. King is working on finding a mutually agreeable date that will work with you and Kaleb's team.

Regards,

**Michelle Wallner**

Coordinator

Special Education

916-686-7780 x67502

[mwallner@egusd.net](mailto:mwallner@egusd.net)

Elk Grove Unified School District





Yang Xiong <shuayung@gmail.com>

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## Staffing

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Yang Xiong <shuayung@gmail.com>

Thu, Oct 23, 2025 at 10:40 AM

To: Michelle Wallner in Special Education <mwallner@egusd.net>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Chris Peterson in Special Education <CHCPeter@egusd.net>, Marianne Williams at Ehrhardt <mcwillia@egusd.net>

Dear Mrs. Wallner,

Thank you for your message and for clarifying that Kaleb continues to have a paraeducator assigned to him. However, even after five school days, as of today, no one has been identified to us as his assigned paraeducator. In effect, Kaleb has been without his IEP-mandated one-on-one paraeducator support during this time.

Initially, Mrs. King described recent changes as efforts to make the classroom more “teacher-led,” which gave us the impression that there may have been some tension or disagreement regarding instructional roles between Mrs. King and Ms. Motoko. Then, quite suddenly, Ms. Motoko disappeared from Kaleb’s classroom, communication from Mrs. King stopped, Mr. Peterson stopped responding, and your explanation continues to frame the matter as merely an internal staffing shift.

If this were truly just an internal staffing adjustment, why was it not presented as such from the beginning? From our perspective, this pattern reflects a troubling lack of transparency and what appears to be either a gradual attempt to reduce or remove Kaleb’s one-on-one support—or some other undisclosed issue that led to his paraeducator’s unexpected removal. In either case, there was nothing in Kaleb’s recent progress or circumstances that warranted replacing a very effective paraeducator.

The result is that Kaleb has been caught in the middle of what appears to be a situation unrelated to his needs, and his IEP service delivery has been directly impacted. This is inappropriate, unacceptable, and a clear violation of Kaleb’s rights under his IEP.

I want to be transparent in saying that these recent events have made us feel that there is no longer a true IEP team collaboration. It increasingly feels as though the District is making unilateral decisions and expecting us to simply accept them. That is not how the IEP process is intended to function.

We again request that Kaleb’s IEP services be implemented as written, that any proposed staffing or service delivery changes be immediately brought before the full IEP team, and that we be informed—without further delay—who is currently serving as Kaleb’s one-on-one paraeducator.

Finally, given that Kaleb’s IEP requires continuous 1:1 paraeducator support, we respectfully ask that corrective action be taken **immediately** to restore this support in full while the IEP meeting is being scheduled. Kaleb’s safety, consistency, and access to his education depend on it, and any further lapse in services would only compound the harm already done.

Sincerely,  
Yang and Mary Xiong  
Parents of Kaleb Xiong

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

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## Staffing

---

**Michelle Wallner in Special Education** <mwallner@egusd.net>

Thu, Oct 23, 2025 at 3:33 PM

To: Yang Xiong <shuayung@gmail.com>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Chris Peterson in Special Education <CHCPeter@egusd.net>, Marianne Williams at Ehrhardt <mcwillia@egusd.net>

Good afternoon Mr. and Mrs. Xiong,

Thank you for your email and for sharing your concerns regarding Kaleb's paraeducator support. I want to assure you that Kaleb's IEP is being fully implemented as written, and his 1:1 paraeducator support has continued without interruption. His assigned paraeducator was at school today and actively supporting him throughout the day. I believe Mrs. Xiong saw Kaleb's new paraeducator at dismissal today.

We truly value your partnership and understand how important consistency and transparency are for Kaleb's success. To help provide reassurance and allow you to see the support he is receiving and his interactions with staff, I'd like to invite you to visit the classroom at a time that works for you. Please let me know your availability, and we will be happy to coordinate a time for your visit.

Thank you again for your continued collaboration and advocacy for Kaleb. Please don't hesitate to reach out if you would like to schedule a time to discuss further or to observe his classroom support.

Regards,

**Michelle Wallner**

Coordinator

Special Education

916-686-7780 x67502

[mwallner@egusd.net](mailto:mwallner@egusd.net)

Elk Grove Unified School District



---

**From:** Yang Xiong <shuayung@gmail.com>

**Sent:** Thursday, October 23, 2025 10:40 AM

[Quoted text hidden]

[Quoted text hidden]

Exhibit M



Yang Xiong <shuayung@gmail.com>

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## Staffing

Yang Xiong <shuayung@gmail.com>

Fri, Oct 24, 2025 at 11:24 AM

To: Michelle Wallner in Special Education <mwallner@egusd.net>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Chris Peterson in Special Education <CHCPeter@egusd.net>, Marianne Williams at Ehrhardt <mcwillia@egusd.net>

**Subject:** Follow-Up: Kaleb's Paraeducator Assignment and IEP Implementation

Dear Mrs. Wallner,

We are writing to formally follow up regarding Kaleb's paraeducator assignment and the implementation of his IEP. The information below outlines our ongoing concerns and requests for written clarification and corrective action to ensure Kaleb's services remain consistent, transparent, and compliant with his IEP.

---

Thank you for your response and for inviting us to visit Kaleb's classroom. We appreciate your acknowledgment of the importance of consistency and transparency for Kaleb's success.

However, we must respectfully disagree with your assertion that Kaleb's IEP has been "fully implemented as written" and that his 1:1 paraeducator support "continued without interruption." Our observations and communications with staff clearly indicate otherwise. From the date of Ms. Motoko's sudden removal on **Friday, October 17, 2025**, through the following days, no one was identified to us—or appeared to be—serving as Kaleb's assigned 1:1 paraeducator. During that period, Kaleb's IEP-required one-on-one support was disrupted, and the resulting uncertainty caused unnecessary confusion and distress for both Kaleb and us, as his parents.

Even now, while a new paraeducator has reportedly been placed, that only occurred after several school days without clarity and after multiple written requests from us. During that time, no one introduced the new paraeducator to us, and at morning line-ups, we only observed Mrs. King and her regular classroom aide with Kaleb. Then, on Thursday (10/23/25), Mary spoke directly with the individual who **appeared to be** serving as Kaleb's new paraeducator and asked whether she was indeed assigned to him. She responded that she was only substituting and that she had been there since the previous Friday, even though the first time we saw this person was on Thursday (10/23/25). This morning, Mary approached Mrs. King for clarification, and Mrs. King indicated that the woman Mary spoke with on Thursday is indeed Kaleb's new paraeducator. Mrs. King explained that this individual had previously substituted for her, has children attending Ehrhardt Elementary, knows the class well, and that Kaleb is familiar with her. Given these conflicting responses—and the fact that no one from the District has made any effort to formally introduce the new paraeducator to us—we remain uncertain, even now, as to who is actually assigned as Kaleb's dedicated one-on-one paraeducator. This ongoing lack of clarity has been deeply distressing for our family and raises serious concerns about the District's attentiveness to Kaleb's needs and its compliance with his IEP.

This sequence of events constitutes an interruption of services under the Individuals with Disabilities Education Act (IDEA) and California Education Code, which require that all IEP services be delivered **consistently and as written** (IDEA 34 C.F.R. §300.323(c)(2); Cal. Ed. Code §56344(c)).

In addition, your response does not address the core procedural issues we raised—namely, that:

- the paraeducator reassignment occurred without prior IEP team discussion,
- there was no notice or input from parents, and
- the change was later framed as an "internal staffing shift."

Such unilateral decisions and post-hoc explanations conflict with IDEA procedural safeguards requiring parental participation in all decisions regarding the provision of FAPE and any changes to a child's services or placement (34 C.F.R. §§300.501, 300.324, and 300.503).

While we appreciate the offer to visit Kaleb's classroom, a classroom observation cannot substitute for a substantive written response. The concerns we have raised are about **process, compliance, and transparency**, not simply observation.

Accordingly, we are again **formally requesting detailed written responses** to the following:

---

## **1. Authorization of Change**

Please identify **who authorized the removal and replacement** of Kaleb's paraeducator, **when the decision was made**, and **the rationale behind it**.

- Was the decision initiated by Mrs. King, a site administrator, or the VI department?
  - Who approved the change at the district level, and when was that approval granted?
  - What specific information or performance-related reason was used to justify removing a paraeducator who had been working effectively with Kaleb?
  - If this was part of a broader staffing redistribution, please provide the documentation or directive authorizing it.
- 

## **2. Notice and Procedural Compliance**

Under IDEA and California Education Code, **parents are required to be informed and consulted** before any changes in the delivery of services are made.

- Please explain **why no prior notice or IEP team discussion occurred** before Ms. Motoko's removal and the reassignment of her role.
  - Provide any documentation or record showing parental notice, consent, or IEP team communication prior to the change.
  - Clarify why this action was taken outside of the IEP process despite its direct impact on Kaleb's support structure and access to education.
- 

## **3. Service Interruption**

Our view is that from the day of Ms. Motoko's removal through the day a new paraeducator appeared to have been identified, Kaleb was left without his dedicated one-on-one paraeducator. You contend otherwise.

- Please confirm the **exact dates** during which Kaleb had an assigned 1:1 paraeducator.
  - Explain what **interim supports, if any**, were provided to fulfill his IEP during those days.
  - Identify what **steps the District will take** to ensure that his mandated services continue without interruption.
- 

## **4. Communication Breakdown**

Immediately following the staffing change, **Mrs. King stopped responding**, and **Mr. Peterson ceased communication**, stating that all communications regarding the matter should go through you, Mrs. Wallner.

- Please explain **why communication stopped**, and whether Mrs. King and Mr. Peterson were instructed not to respond to our inquiries.
  - Describe what corrective action the District will take to ensure consistent, transparent communication with parents when service delivery or personnel changes occur, so that parents are not left without information or support during critical periods.
- 

## **5. Reason for Removal of Prior Paraeducator**

The removal of Ms. Motoko remains unexplained.

- Please provide the **specific reason** she was removed from Kaleb's assignment.

- Clarify whether this was related to staffing shortages, reassignment to another student, or interpersonal or performance concerns.
  - Explain how this decision was determined to be in Kaleb's best educational interest, given that Ms. Motoko had been working effectively and Kaleb had shown comfort and progress with her.
- 

## **6. Assurance of Compliance**

We are requesting **written assurance** that:

- Kaleb's IEP services will be implemented fully and without alteration unless approved by the IEP team.
  - Any future changes to service delivery, staffing, or assignment of his 1:1 paraeducator will be discussed at an IEP meeting prior to implementation.
  - The District will adhere strictly to procedural safeguards outlined in IDEA and California Education Code to prevent unilateral decisions that affect Kaleb's services.
- 

## **7. Immediate Corrective Action and Paraeducator Qualifications**

We request confirmation that:

- Kaleb's **1:1 paraeducator support has been fully restored** and remains exclusive to him for the entirety of the school day.
  - The **current paraeducator's name, assignment date, and VI department supervision** are provided in writing.
  - The paraeducator assigned to Kaleb **meets the qualifications specified in his IEP** for working with a student who is blind and has multiple disabilities, including:
    - Experience or training in supporting students with visual impairments and additional disabilities;
    - Familiarity with orientation and mobility safety procedures; and
    - The ability to implement adaptations, prompts, and instructional supports under the direction of the VI teacher and classroom teacher.
  - The District will take **immediate corrective action** to ensure no further lapses in 1:1 support and to verify that Kaleb's assigned paraeducator meets all IEP-specified qualifications pending the IEP meeting.
- 

Please provide your responses **in writing within 10 business days** so the record accurately reflects how the District is addressing these concerns. Kaleb's access to a Free Appropriate Public Education (FAPE) depends on transparent communication and faithful adherence to his IEP.

We remain committed to collaborating in good faith, but we also expect accountability and full compliance with the procedural and substantive protections guaranteed under IDEA and state law.

Sincerely,  
**Yang and Mary Xiong**  
Parents of Kaleb Xiong

**cc:** Mr. Peterson; Mrs. King; **Ms. Anne Rigali**, Director of Special Education, Elk Grove Unified School District;  
**Ms. Marianne Williams**, Principal, Ehrhardt Elementary School;

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

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## Administrative Resolution Request – Timely Attention Requested Regarding Kaleb Xiong’s 1:1 Paraeducator Services

---

Yang Xiong <shuayung@gmail.com>

Mon, Oct 27, 2025 at 10:58 AM

To: Anne Rigali in Special Education <arigali@egusd.net>

Cc: Michelle Wallner in Special Education <mwallner@egusd.net>, Marianne Williams at Ehrhardt <mcwillia@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>

### Follow-Up to Our Call Regarding Kaleb’s 1:1 Paraeducator Services

Dear Mrs. Rigali,

I am writing to follow up on our recent call and to **respectfully request timely administrative attention** to help resolve the ongoing concerns regarding the interruption and modification of **Kaleb’s one-on-one paraeducator services**.

Thank you for taking the time to call and speak with me about these concerns. I appreciate your outreach, the professionalism with which you approached the discussion, and your willingness to personally attend the upcoming IEP meeting on **November 18, 2025**.

I wanted to take a moment to **summarize and clarify our discussion, and to provide a bit of additional context that I did not mention during our call but believe is equally important for you to know**.

During our conversation, you mentioned that you have been monitoring the situation, are coordinating with Mrs. Wallner and Mrs. Williams, and intend to ensure that the proper IEP process is followed. You also noted that communication among staff and parents has been a challenge and that you plan to review those procedures.

While I fully agree that communication and teamwork are important, I want to gently reaffirm that the **core issue in this matter is not communication itself—but the interruption, modification, and inconsistent implementation of Kaleb’s IEP-mandated one-on-one paraeducator services**.

All statements in this letter are based on written correspondence, direct observations during school drop-off and pick-up, and District communications between **October 13–24, 2025**.

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### Summary of Events

1. Even before the removal of Ms. Motoko Welsh (hereafter “Ms. Motoko”), Mrs. King had begun **modifying how Kaleb’s paraeducator services were provided**—having the para “step back,” observe from a distance, or delay assistance. **In her October 14 and October 17 communications, Mrs. King explained:**

*“As part of promoting Kaleb’s growth, we are encouraging him to engage more directly with teacher-led instruction. The paraeducator’s role is to support instruction, not replace it. This means that at times I will work with Kaleb 1:1 while Ms. Motoko supports the class, and at other times she will provide his direct support.”*

*“I want to reassure you that Kaleb’s 1:1 paraeducator support, as outlined in his IEP, continues to be fully provided. We are also supporting his ongoing progress toward independence, which is embedded in all of his IEP goals. At times, this means making small adjustments to daily routines—such as encouraging him to stand next to his peers in line or waiting a few moments before his para steps in—so he can practice self-regulation and confidence with familiar transitions. These brief moments are always monitored closely to ensure his comfort and safety.”*

**While Mrs. King believes this flexibility is built into Kaleb’s IEP, we respectfully disagree.** His IEP and Adaptation Plan clearly state that “a one-to-one paraeducator will provide continuous, direct support throughout the instructional day to ensure safety, mobility, access to materials, and engagement in classroom routines.” The Adaptation Plan further notes

that “direct adult support must be available at all times to assist with transitions, environmental navigation, and task participation due to total blindness and associated developmental delays.”

By directing the paraeducator to “step back,” delay assistance, or serve the broader classroom instead of Kaleb, these adjustments **altered the scope and immediacy of his IEP-mandated services**. Such changes—made without IEP-team discussion or parental consent—represent a substantive change that should have been reviewed by the team under **34 C.F.R. § 300.323(c)(2)**, which requires full and timely implementation of IEP-specified supports.

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**2. The sudden removal of Ms. Motoko—Kaleb’s assigned one-on-one paraeducator who had been working effectively with him and for whom no reasons for removal were provided—on October 17, 2025**, occurred without any IEP-team discussion, prior notice, or immediate replacement. **This was despite Mrs. King’s assurance just a few days earlier, on October 14, that “Ms. Motoko is not being pulled from working with Kaleb.”** Then, on **October 20, Mrs. Wallner announced via email that “a new para is assigned to Kaleb,”** directly contradicting Mrs. King’s earlier statement and confirming that the removal had occurred without the required IEP review or parental input.

---

**3. This resulted in several days when Kaleb had no consistent 1:1 aide, as we personally observed during drop-off and pick-up**, including the **October 21 field trip**, when no para accompanied him and we had to serve as his one-on-one support to ensure his safety and participation—**contrary to Mrs. Wallner’s October 23 communication asserting that “his 1:1 paraeducator support has continued without interruption.”**

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**4. Even after the District announced that a new paraeducator had been assigned, communication from school staff remained inconsistent and unclear as recently as October 23 and 24.** When we sought clarification about who was providing Kaleb’s 1:1 support, **Mrs. King and the para who appeared to be the new aide gave differing responses** about whether this individual was, in fact, Kaleb’s permanent 1:1 assignment. This lack of clarity created understandable uncertainty about who was actually responsible for providing Kaleb’s mandated 1:1 support.

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**5. Based on our extended direct observations leading up to Mrs. King’s October 14 communication** stating that “*the paraeducator’s role is to support instruction, not replace it,*” and the **removal of Ms. Motoko on October 17**, it appears that **differing perspectives between Mrs. King and Ms. Motoko on how Kaleb’s support should be provided may have contributed to this disruption.** While I recognize that personnel matters are internal, these dynamics seem to have had a **direct impact on Kaleb’s IEP implementation and emotional stability.** On **October 16**, Kaleb was observed **crying during morning line-up when Ms. Motoko was not yet permitted by Mrs. King to go to him as she usually had done;** it was **only after Kaleb began crying and reaching out with his hands, searching for her support,** that she was allowed to approach and comfort him. This incident demonstrates how classroom tension can translate into **emotional distress and regression** for Kaleb. I share this for **administrative awareness** and in the hope that such issues can be **constructively addressed** to prevent further impact on student services.

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## Issues to Prioritize Before or During the IEP Meeting

As we prepare for the November 18 IEP meeting, I respectfully request that the following issues be prioritized for discussion and resolution—or, if possible, addressed even before the meeting:

1. Verification of when and why the interruption in 1:1 service occurred.
2. Identification of who authorized the removal and reassignment of the paraeducator.
3. Documentation of steps the District will take to ensure service continuity and prevent unilateral changes.
4. Discussion of how the District will rebuild Kaleb’s trust and ensure consistent implementation of his services.

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## Requested Clarifications and Administrative Follow-Up

To help ensure that Kaleb’s IEP is being fully implemented in accordance with IDEA and the California Education Code—and to promote resolution before the IEP meeting—I respectfully request clarification and administrative follow-up on the following matters:

1. **Clarification regarding the October 17 removal of Ms. Motoko Welsh.**  
Please clarify who authorized this change, the rationale for the decision, and provide any related documentation.

**2. Current staffing and qualifications.**

Please confirm, for record-keeping purposes, the name, start date, and daily schedule of the staff currently assigned to provide Kaleb's 1:1 paraeducator support, and specify who ensures consistent coverage. Of equal importance, please confirm that this individual meets the **training and qualification requirements specified in Kaleb's IEP and Adaptation Plan**, including experience supporting students who are totally blind and have additional disabilities such as autism and global developmental delay.

**3. Consistency of 1:1 coverage.**

Pending IEP team review, please ensure that consistent 1:1 support coverage is maintained each day so that Kaleb's safety and access to instruction remain fully supported. We have observed that the **paraeducator who appears to be newly assigned to Kaleb has not consistently been present with Mrs. King and her team during morning arrival**. Unlike Ms. Motoko, who was always present to greet Kaleb and the class, this staff member has often arrived a few minutes late or only as the class is preparing to leave for their classroom. For example, on the morning of **October 27**, she was late during the initial gathering period. While we do not know whether the class was waiting for her, her absence at this critical transition time highlights an ongoing concern about the **need for dependable, consistent one-on-one coverage** during the start of the school day.

**4. Verification of IEP implementation from October 17–24, 2025.**

Please provide documentation confirming whether Kaleb's IEP was fully implemented on each date during this period, noting any interim measures if service gaps occurred.

**5. Procedural safeguards against unilateral changes.**

Please outline the procedures the District follows to ensure that future staffing or service adjustments are reviewed by the IEP team prior to implementation and that parents are properly notified.

I kindly request written responses and documentation for these items **by close of business on Friday, November 7, 2025**, so that appropriate administrative corrections can be made before the November 18 IEP meeting.

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I truly appreciate your professionalism and the care you are giving to this matter. Our goal has never been to assign blame but to ensure that Kaleb's support system functions as written in his IEP—predictably, consistently, and without interruption. I am hopeful that by addressing these items administratively now, we can resolve the matter before the November 18 IEP meeting and allow that meeting to focus on Kaleb's educational progress.

We remain committed to working collaboratively with the District to resolve these issues promptly and to ensure that Kaleb receives the stable, consistent, and fully implemented services his IEP guarantees.

Warm regards,  
Yang Xiong  
Parent of Kaleb Xiong  
9052 Ancestor Dr.  
Elk Grove, CA 95758  
(916) 647-7815  
[shuayung@gmail.com](mailto:shuayung@gmail.com)

**CC:** Mrs. Wallner – Special Education Coordinator; Mrs. Williams – Principal



Yang Xiong <shuayung@gmail.com>

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## Administrative Resolution Request – Timely Attention Requested Regarding Kaleb Xiong’s 1:1 Paraeducator Services

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Anne Rigali in Special Education <arigali@egusd.net>  
To: Yang Xiong <shuayung@gmail.com>

Thu, Oct 30, 2025 at 9:13 AM

Hi Mr. Xiong,

Thank you for taking the time to share your concerns and understanding. I look forward to meeting you at Kaleb’s IEP in a few weeks.

Anne

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**From:** Yang Xiong <shuayung@gmail.com>  
**Sent:** Monday, October 27, 2025 10:59 AM  
**To:** Anne Rigali in Special Education <arigali@egusd.net>  
**Cc:** Michelle Wallner in Special Education <mwallner@egusd.net>; Marianne Williams at Ehrhardt <mcwillia@egusd.net>; Mary Xiong <maryxiong19@yahoo.com>  
**Subject:** Administrative Resolution Request – Timely Attention Requested Regarding Kaleb Xiong’s 1:1 Paraeducator Services

**CAUTION – EXTERNAL SENDER**

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Yang Xiong <shuayung@gmail.com>

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## Administrative Resolution Request – Timely Attention Requested Regarding Kaleb Xiong’s 1:1 Paraeducator Services

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Yang Xiong <shuayung@gmail.com>  
To: Anne Rigali in Special Education <arigali@egusd.net>

Thu, Oct 30, 2025 at 10:20 AM

Dear Mrs. Rigali,

Thank you for your note. I also look forward to meeting with you at Kaleb’s upcoming IEP on November 18.

As noted in my prior correspondence, several of the items outlined—particularly the verification of service continuity and clarification regarding the paraeducator reassignment—directly affect Kaleb’s current IEP implementation.

As you are aware from our recent communications with Mrs. Williams (on which you were copied), Kaleb sustained an injury to his lips earlier this week that was not initially reported to us by the school. We are very appreciative of Mrs. Williams’s prompt and professional response once we reached out, and we understand the incident has now been formally documented.

However, the circumstances surrounding this event further highlight the need to review the **appropriateness and effectiveness of the current paraeducator assignment** and to ensure that supervision and communication protocols are functioning as intended. For a student with total blindness and limited communication abilities, consistent and proactive adult support is essential not only for access to instruction but also for basic safety.

To help ensure that the upcoming IEP meeting can focus on Kaleb’s educational planning and progress rather than procedural review, I respectfully reiterate my request for written clarification and documentation on the following matters **prior to the meeting**, ideally by **Friday, November 7**, as previously noted:

- Verification of when and why the interruption in 1:1 service occurred;
- Identification of who authorized the paraeducator reassignment;
- Confirmation of current staffing and coverage for Kaleb’s 1:1 support, including relevant training and supervision; and
- Description of procedures for incident reporting and parent notification.

We sincerely appreciate your continued attention to these matters and your commitment to ensuring Kaleb’s IEP services and safety supports are implemented consistently and in full. Please let me know if additional information from our end would be helpful in facilitating the review.

Warm regards,  
Yang Xiong  
Parent of Kaleb Xiong

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

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## Administrative Resolution Request – Timely Attention Requested Regarding Kaleb Xiong’s 1:1 Paraeducator Services

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Yang Xiong <shuayung@gmail.com>

Wed, Nov 12, 2025 at 8:51 AM

To: Anne Rigali in Special Education <arigali@egusd.net>

Cc: Mary Xiong <maryxiong19@yahoo.com>

To: Mrs. Rigali

Subject: Focus of Upcoming IEP Meeting – Procedural Concerns

Good morning, Mrs. Rigali,

I hope you’re doing well. I wanted to follow up briefly before Kaleb’s upcoming IEP meeting on Tuesday, November 18 at 12:00 PM.

I understand that in your October 30 email, you expressed a preference to address my questions during the IEP meeting. However, on that same day—following the incident involving Kaleb’s lip injury, which we only became aware of through our own follow-up with Mrs. Williams—I sent a written request for a response to my questions by Friday, November 7. Since I have not received a response to that follow-up, I will assume those questions will be addressed during the meeting.

In preparation, I’d appreciate if we could focus first on the unilateral changes made to how the paraeducator now supports Kaleb without prior consultation or parental approval, and then the subsequent reassignment of Ms. Motoko based on district needs, as communicated by Mrs. Wallner. Ms. Motoko has been crucial in ensuring Kaleb’s safety and consistent support, and these changes have had a noticeable impact on his adjustment and well-being—most notably, Kaleb has recently begun protesting going to school, which is something he has never done before. We want to ensure that we have a shared understanding of what occurred and how to move forward collaboratively.

That said, I still welcome the opportunity to resolve these matters outside of the IEP meeting, should you wish to do so. My goal remains to work together in good faith to ensure Kaleb receives the consistent and appropriate support he needs.

Thank you very much for your time and continued support. I truly value the effort you and the rest of Kaleb’s team have put into helping him thrive, and I look forward to working together toward positive next steps for Kaleb.

Warm regards,  
Yang Xiong

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

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## Update Regarding Upcoming IEP Meeting

7 messages

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Christa King at Ehrhardt <cnking@egusd.net>

Fri, Nov 7, 2025 at 4:59 PM

To: Yang Xiong <shuayung@gmail.com>, Mary Xiong <maryxiong19@yahoo.com>

*Dear Mr. and Mrs. Xiong,*

*Unfortunately, Michelle Wallner, our Program Coordinator, will be on medical leave and not available for the scheduled IEP meeting on **Monday, November 18th**.*

*We have a few options:*

1. **Keep the same meeting date and time** — Anne Rigali will attend in Michelle's place.
2. **Reschedule to Wednesday, November 12th at 10:00 a.m.** — both Michelle Wallner and Anne Rigali would be available to attend.
3. **Postpone the meeting** until Michelle returns, though we do not yet have a confirmed date for her availability.

*Please let me know which option works best for you. We'll do our best to accommodate your preference.*

*Thank you for your understanding and flexibility.*

*Warmly,*

*Christa*

*Christa King, M.S.*

2020–2021 Teacher of the Year, Elk Grove Unified School District

TK/Kindergarten

Special Education Teacher

Ehrhardt Elementary

Office: 916-684-7259 ext. 12355

*The way we talk to our children becomes their inner voice.*

*-Peggy O'Mara*

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Yang Xiong <shuayung@gmail.com>

Mon, Nov 10, 2025 at 7:54 AM

To: Christa King at Ehrhardt <cnking@egusd.net>

Cc: Mary Xiong <maryxiong19@yahoo.com>

Good morning, Mrs. King,

Exhibit S - 1

We would like to keep the original date and time of **Wednesday, November 18 at 12:00 PM** for Kaleb's IEP meeting.

Please note that your recent email mentioned **10:00 AM**, but the **Invitation to Individualized Education Program Team Meeting/Notice of Meeting** indicates **12:00 PM**. I had also previously confirmed this date and time with Mrs. Rigali.

Additionally, **Kaleb's Regional Center Service Coordinator, Ms. Amelia Jung**, and **Client Services Manager, Ms. Sara Marquez (Children's Unit 8)**, have both been invited and are planning to attend at **12:00 PM**.

Could you please confirm that we are still holding the IEP meeting on **November 18 at 12:00 PM**?

Thank you very much for your attention to this matter.

Warm regards,

Yang Xiong

[Quoted text hidden]

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**Christa King at Ehrhardt** <cnking@egusd.net>  
To: Yang Xiong <shuayung@gmail.com>  
Cc: Mary Xiong <maryxiong19@yahoo.com>

Mon, Nov 10, 2025 at 9:58 AM

*Good morning,*

*Thank you so much for reaching out. I just wanted to clarify that I didn't indicate the original meeting time was 10:00 a.m.—the meeting has always been scheduled for **12:00 p.m. on Wednesday, November 18.***

*The 10:00 a.m. time I mentioned in my previous email was simply a proposed option if you wanted to reschedule to include Michelle Wallner. Since we're keeping the original date and time, we're all set to meet at **12:00 p.m. on the 18th.***

*I look forward to seeing you all then!*

*Warmly,*

*Christa King*

***Christa King, M.S.***

**2020–2021 Teacher of the Year, Elk Grove Unified School District**

*TK/Kindergarten*

*Special Education Teacher*

*Ehrhardt Elementary*

*Office: 916–684–7259 ext. 12355*

Exhibit S - 2

*The way we talk to our children becomes their inner voice.*  
*-Peggy O'Mara*

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**From:** Yang Xiong <shuayung@gmail.com>  
**Sent:** Monday, November 10, 2025 7:54:30 AM  
**To:** Christa King at Ehrhardt <cnking@egusd.net>  
**Cc:** Mary Xiong <maryxiong19@yahoo.com>  
**Subject:** Re: Update Regarding Upcoming IEP Meeting

**CAUTION – EXTERNAL SENDER**

[Quoted text hidden]

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**Yang Xiong** <shuayung@gmail.com>  
To: Christa King at Ehrhardt <cnking@egusd.net>  
Cc: Mary Xiong <maryxiong19@yahoo.com>

Mon, Nov 10, 2025 at 11:47 AM

Dear Mrs. King,

Ah, you are right—thank you so much for the clarification. I truly appreciate it, and as you can see, I made an honest mistake.

On that note, I want to clarify that my preference from the beginning was simply for you, Mary, and me to have an open and casual discussion without needing to convene an official IEP meeting. The only reason we ultimately requested one was because we felt pushed to do so. My intent has always been to work collaboratively with you to resolve matters informally and in good faith.

Although I had copied Mrs. Wallner and Mrs. Rigali in my email on October 20, 2025, my purpose was only to keep them informed—not to request their direct involvement. However, Mrs. Wallner chose to become involved on her own initiative and began addressing the situation in a manner that limited communication between you, Chris, and me. Now, with Mrs. Rigali also involved, communication has become even more restricted.

Mrs. King, both Mary and I have great respect for you and have always wanted to work things out in a positive and cooperative manner. That remains our sincere hope. However, since both Mrs. Wallner and Mrs. Rigali—through their actions and decisions—have indicated that discussions should wait until the IEP meeting, I want to be transparent that we may need to address certain matters involving you and Ms. Motoko during that meeting. Please know that this is not our preference; we would have much rather had the opportunity to discuss these matters privately and resolve them collaboratively with you, Mrs. Wallner, and Mrs. Rigali beforehand. I have already made this request directly to Mrs. Rigali, but she has remained unresponsive.

From our perspective, some of the recent changes appear to be influenced more by staffing dynamics than by Kaleb's individual needs. To put it simply, if there is a need for additional support in other classrooms—as Mrs. Wallner mentioned—it may be more appropriate for the district to consider hiring additional staff rather than reassigning Ms. Motoko, who has been a highly effective paraeducator for Kaleb. I could be mistaken, but in the spirit of transparency and collaboration, I wanted to share how we feel.

Ultimately, our main concern is that Kaleb has been caught in the middle of these changes, which we believe have negatively affected him. To share a concrete example, Kaleb has recently begun protesting going to school—something he has never done before. From our perspective, these adjustments appear to have been made at the expense of Kaleb's needs and progress. If that is not the case, we respectfully request clear and sensible explanations supported by documentation and data. Otherwise, if the explanations remain inconsistent or contradictory, we will unfortunately be left to conclude that these changes were made without appropriate IEP team discussion or parental input, which would be inconsistent with the procedural requirements outlined in 34 C.F.R. § 300.324(a)(6) and California Education Code § 56343(c)—both of which require that any change to services or supports be determined by the full IEP team.

Our hope moving forward is simply to ensure that Kaleb's IEP is implemented as written and that all decisions affecting his program and support remain guided by his individual needs, not staffing constraints. We remain fully committed to working with you in a constructive and transparent manner to ensure Kaleb's continued progress and well-being.

Thank you again for your time, understanding, and continued support for Kaleb. We truly value your dedication and partnership. Please know that our door remains open should you wish to continue discussing any of these matters before the IEP meeting—we would very much welcome the opportunity to do so.

Warm regards,  
Yang Xiong  
[Quoted text hidden]

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**Yang Xiong** <shuayung@gmail.com>  
To: Christa King at Ehrhardt <cnking@egusd.net>  
Cc: Mary Xiong <maryxiong19@yahoo.com>

Fri, Nov 14, 2025 at 9:13 AM

Good morning, Mrs. King.

Could you please give us a sense of how you would like to proceed?

Also, as usual, we would like the IEP meeting to be recorded. Could you please send us a quick reply to let us know that you've received this email and are aware of our request to have the meeting recorded?

Thanks.

Yang Xiong  
[Quoted text hidden]

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**Christa King at Ehrhardt** <cnking@egusd.net>  
To: Yang Xiong <shuayung@gmail.com>  
Cc: Mary Xiong <maryxiong19@yahoo.com>

Fri, Nov 14, 2025 at 10:49 AM

*Good morning, Mr. Xiong,*

*Thank you for your email. I wanted to confirm that I have received your message that you plan to have the IEP meeting recorded. The District will also be recording the meeting.*

*As noted in the meeting notice, the IEP meeting is scheduled for Tuesday at 12:00 PM, in person at Ehrhardt Elementary. In addition to myself as the Special Education Teacher, the following staff will be present: an administrator, a general education teacher, a Speech and Language Therapist, an Occupational Therapist, a Vision Teacher, an Adaptive PE Teacher, and an Orientation & Mobility Specialist.*

*We look forward to seeing you on Tuesday and continuing our discussion regarding Kaleb's IEP.*

*Warm regards,  
Christa King*

***Christa King, M.S.**  
2020–2021 Teacher of the Year, Elk Grove Unified School District  
TK/Kindergarten  
Special Education Teacher*

Ehrhardt Elementary

Office: 916-684-7259 ext. 12355

*The way we talk to our children becomes their inner voice.*  
*-Peggy O'Mara*

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**From:** Yang Xiong <shuayung@gmail.com>

**Sent:** Friday, November 14, 2025 9:13 AM

[Quoted text hidden]

[Quoted text hidden]

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**Yang Xiong** <shuayung@gmail.com>

Mon, Nov 17, 2025 at 9:40 AM

To: Christa King at Ehrhardt <cnking@egusd.net>

Cc: Mary Xiong <maryxiong19@yahoo.com>

Good morning, Mrs. King,

To ensure we are all on the same page for Tuesday's meeting, I'd like to clarify our request regarding the agenda. Because this meeting was initiated by us, we would like the opportunity—after you or whoever is facilitating the meeting formally opens it—to take approximately 15 minutes to present our concerns and outline what we hope to accomplish.

Additionally, please keep in mind that Alta California Regional Center will also be attending. Kaleb's new service coordinator, **Amelia Jung**, as well as her supervisor, **Sara Marquez**, will be present.

Thank you, and we look forward to a productive and transparent discussion.

Sincerely,  
Yang Xiong

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

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## KX Tuesday IEP Meeting: Agenda, PWN, and Attachments

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Christa King at Ehrhardt <cnking@egusd.net>

Mon, Nov 17, 2025 at 2:37 PM

To: Mary Xiong <maryxiong19@yahoo.com>, Yang Xiong <shuayung@gmail.com>

Cc: Marianne Williams at Ehrhardt <mcwillia@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Michelle Wallner in Special Education <mwallner@egusd.net>

*Good morning, Mr. and Mrs. Xiong,*

*Thank you for reaching out. For Tuesday's IEP meeting, we will follow the attached agenda, beginning with updates on Kaleb's current progress and input from each team member. After the team shares updates, we will provide space for you to share your concerns and any topics you would like addressed. We welcome the opportunity to hear your concerns and will respond to your questions as thoroughly as we can, within the limits of protecting confidential personnel information.*

*We welcome the participation of Alta California Regional Center, including Amelia Jung and Sara Marquez, and look forward to their collaboration.*

*Attached to this email, you will also find the Prior Written Notice from the district, Kaleb's current IEP dated 4/1/25, and a copy of the Procedural Safeguards.*

*Thank you, and we look forward to a productive discussion tomorrow.*

*Sincerely,  
Mrs. King*

*Christa King, M.S.*

*2020–2021 Teacher of the Year, Elk Grove Unified School District*

*TK/Kindergarten*

*Special Education Teacher*

*Ehrhardt Elementary*

*Office: 916–684–7259 ext. 12355*

*The way we talk to our children becomes their inner voice.*

*-Peggy O'Mara*

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### 4 attachments

 **KX 4-1-25 IEP.pdf**  
909K

 **KX Agenda 11-18-25.pdf**  
116K

Exhibit T - 1

 **Procedural Safeguards.pdf**  
552K

 **PWN KX 11.17.25.pdf**  
8233K

Beth Albiani  
Jennifer Ballerini  
Delia Baulwin  
Susan Davis  
Heidi Moore  
Michael Vargas  
Sean J. Yang

**Michelle Wallner**  
Coordinator-Special Education

(916) 686-7780  
Email Mwallner@egusd.net



Robert L. Trigg Education Center  
9510 Elk Grove-Florin Rd., Elk Grove, CA 95624

November 14, 2025

By U.S. Mail & Email: [shuayung@gmail.com](mailto:shuayung@gmail.com)

Yang Xiong  
9052 Ancestor Dr.  
Elk Grove, CA 95758

Re: Prior Written Notice – Response to October 27, 2025 Parent Concerns Regarding 1:1 Paraeducator Services (Kaleb Xiong; DOB 3/13/2020)

Dear Mr. Yang Xiong,

I write on behalf of the Elk Grove Unified School District (“District”) regarding the offer of free appropriate public education (“FAPE”) outlined in the individualized educational program (“IEP”) dated 4/01/2025 for your child, Kaleb Xiong. On October 27, 2025, the District received an email from you summarizing a phone call wherein you raised several concerns regarding your child’s 1:1 paraeducator services, including a list of follow-up items and concerns on which you requested clarification. As required by law, this letter serves as the District’s prior written notice regarding your concerns, pursuant to Title 34 Code of Federal Regulations section 300.503.

**Background**

The District convened Kaleb’s IEP meeting on April 1, 2025. At that meeting, the IEP team reviewed Kaleb’s present levels of performance; progress on previous goals; proposed new annual goals; service recommendations; the Adaptation Plan; and the offer of FAPE. The team also reviewed parent concerns related to Kaleb’s safety at home, differences in behavior between home and school, communication skills, sensory needs, and the application of skills across environments. The District responded by discussing observed differences between settings, explaining data collection and eligibility timelines, updating present levels to include parent concerns, incorporating recommendations from the California School for the Blind report where appropriate, collaborating with service providers, and outlining continued supports including specialized academic instruction, related services, and adult support based on safety and learning needs. Parents participated throughout the meeting, asked questions, and requested time to review the IEP before providing consent.

To support Kaleb in achieving the IEP goals, the IEP team, with your participation, agreed that Kaleb required the following special education and related services:

The team determined that Kaleb requires Specialized Academic Instruction in a separate classroom, Specialized Vision Services, Orientation and Mobility services, Adapted Physical Education, Occupational Therapy, and Speech and Language Therapy, delivered through a combination of direct instruction, consultation, modeling, and collaboration with classroom personnel. Kaleb also requires a range of supplementary aids and services, including sensory-related tools and strategies directed by the occupational therapist and access to specialized equipment such as a braille writer, tactile manipulatives, braille materials, and a white cane or Adaptive Mobility Device for safe mobility. The IEP team agreed that Kaleb needs 1:1 adult support throughout the school day. Additionally, consultation supports are required between the Teacher of the Visually Impaired, Orientation & Mobility Specialist, Speech-Language Pathologist, and classroom staff to adapt materials, plan instruction, and ensure consistent implementation of strategies across environments.

Between October 13–24, 2025, several communications occurred between the District and the family regarding Kaleb’s daily routines, independence, and paraeducator support. During this period, the family and District began exchanging emails to discuss implementation of Kaleb’s IEP, including supports for his 1:1 paraeducator and strategies to foster his independence. The special education teacher also spoke with the family in person to share updates on Kaleb’s progress with increased independence and cane use, including photos and a video showing him smiling, laughing, and walking independently. On October 17, 2025, there was a staffing change involving the assigned paraeducator; although notice was not required, the teacher informed the family as a courtesy. These discussions were collaborative in nature and focused on ensuring Kaleb’s safety, access to instruction, independence, and continuity of services.

On October 27, 2025, you contacted the District via email in follow up to a phone call you had with Special Education Director, Anne Rigali, in which you intended to summarize and clarify your discussion regarding Kaleb’s 1:1 paraeducator services. Specifically, you indicated that your primary concerns were related to “the interruption, modification, and inconsistent implementation of Kaleb’s IEP-mandated one-on-one paraeducator services.”

Per your email, you indicated that Kaleb’s teacher, Mrs. King, began modifying how Kaleb’s paraeducator services were being provided. Specifically, you stated that in multiple communications, Mrs. King stated:

As part of promoting Kaleb’s growth, we are encouraging him to engage more directly with teacher-led instruction. The paraeducator’s role is to support instruction, not replace it. This means that at times I will work with Kaleb 1:1 while Ms. Motoko supports the class, and at other times she will provide his direct support...I want to reassure you that Kaleb’s 1:1 paraeducator support, as outlined in his IEP, continues to be fully provided. We are also supporting his ongoing progress toward independence, which is embedded in all of his IEP goals. At times, this means making small adjustments to daily routines—such as encouraging him to stand next to his peers in line or waiting a few moments before his para steps in - so he can practice self-regulation and confidence with familiar transitions. These brief moments are always monitored closely to ensure his comfort and safety.

You responded that you respectfully disagreed with Mrs. King’s position and believe that the adjustments described in her communications altered the scope and immediacy of Kaleb’s IEP-mandated services without parental consent in violation of 34 C.F.R. § 300.323(c)(2).

You further alleged in your email that Kaleb’s previous paraeducator, Ms. Motoko, was removed as Kaleb’s paraeducator without any IEP team discussion, prior notice, or immediate replacement, resulting in several days where Kaleb did not have a consistent 1:1 aide. You further alleged that even after the new paraeducator reassignment, communication from school staff remained inconsistent leading to uncertainty for you about who was providing Kaleb’s 1:1 support, leading to a direct impact on Kaleb’s IEP implementation and emotional stability including emotional distress and regression.

You concluded your email by outlining several issues which you requested the District prioritize before and during the upcoming IEP meeting, currently scheduled for November 18, 2025. Specifically, you requested clarification and administrative follow-up on the following issues:

1. Clarification regarding the October 17 removal of Ms. Motoko Welsh.
2. Current staffing and qualifications.
3. Consistency of 1:1 coverage.
4. Verification of IEP implementation from October 17-24, 2025.
5. Procedural safeguards against unilateral changes.

The District hereby responds to each of your requested issues below, which can be discussed further at the November 18, 2025 IEP team meeting.

Description of the Action Proposed or Refused by the District and Explanation of Why the District is Proposing/Refusing the Action

1. *Clarification Regarding the October 17, 2025 Removal of Ms. Motoko Welsh.*

Parent Concern: You requested clarification as to who authorized this change, the rationale for the decision, and to provide any related documentation.

District Response: Under the Individuals with Disabilities Education Act (“IDEA”), the District is responsible for ensuring that all supports and services outlined in a student’s IEP are properly implemented by qualified personnel. The District has the discretion to make staffing assignments and adjustments as needed, so long as the services described in the IEP continue to be implemented as written and provided by appropriately trained and qualified staff. (34 C.F.R. § 300.156(b).) The law does not require that the District receive parental consent to select or approve specific staff members who provide these services as a new staff assignment does not constitute a change in a student’s IEP.

The District understands that consistency is important and has made every effort to ensure a smooth transition and continued support for Kaleb.

2. *Clarification Regarding Current Staffing and Qualifications.*

Parent Concern: You requested, for record-keeping purposes, the name, start date, and daily schedule of the staff currently assigned to provide Kaleb’s 1:1 paraeducator support, and specifically who ensures consistent coverage. You also requested confirmation that the individual meets the training qualification requirements specified in Kaleb’s IEP and Adaptation Plan, including experience supporting students who are totally blind and have additional disabilities such as autism and global developmental delay.

District Response: As outlined above, the District is committed to ensuring that all supports and services outlined in a student’s IEP are implemented by qualified personnel at all times. However, the law does not require or authorize disclosure of individual staff members’ employment or personnel information to parents. While the law does not require disclosure of personnel information, we understand your interest in knowing who is working with your child, and as a courtesy, we can share that Kayla Johnson is currently assigned to work 1:1 with Kaleb. However, please note that we are unable to provide additional personnel details such as their start date or employment history, as that information is considered confidential employee information.

The District has continuously fulfilled its obligations by ensuring that all staff assigned to support its students, including Kaleb, meet all of the training qualification requirements necessary to support students with disabilities. Supervision and consistent coverage are managed by District administration in order to maintain fidelity of service delivery throughout the school day. While the District is unable to provide you with the individual personnel details you have requested, please be assured that the District has continued to remain fully compliant with providing Kaleb’s services in accordance with his IEP and for ensuring staff competency.

3. *Consistency of 1:1 Coverage*

Parent Concern: You requested that consistent 1:1 support coverage is maintained each day so that Kaleb’s safety and access to instruction remain fully supported. You noted observations that the paraeducator newly assigned to Kaleb has not been present with Mrs. King and her team during morning arrival, unlike Ms. Motoko, who was always present to greet Kaleb and the class, and has often arrived a few minutes late or only as the class is preparing to leave for their classroom. For example, on the morning of October 27, 2025, you believe she was late during the initial gathering period, and that her absence highlights an ongoing concern about the need for dependable, consistent, one-on-one coverage during the start of the school day.

District Response: The District can confirm that consistent with 34 C.F.R. § 300.323, subdivision (c)(2), all special education and related services have been made available to Kaleb in accordance with his IEP as soon as possible. While

occasional staff absences or transitions may occur, the District's obligation is to ensure that services are provided without material interruption, and that obligation continues to be met.

At no time has Kaleb's 1:1 support been discontinued and during the October 21, 2025 field trip Kaleb's teacher and paraeducators were present in order to provide support throughout the event. Again, while there is always a possibility that there may be short gaps in the provision of certain special education or related services due to transitions and staff changes, the District shall continue to provide Kaleb's services in conformity with his IEP in order to ensure that he continues to receive a FAPE.

4. *Verification of IEP Implementation from October 17-24, 2025.*

Parent Concern: You requested documentation confirming that Kaleb's IEP was fully implemented on each date during this period, including notes of any interim measures if service gaps occurred.

District Response: The District can confirm that all IEP services have been provided in accordance with Kaleb's IEP, consistent with the requirements of 34 C.F.R. § 300.323(c)(2), and any short-term absences or staffing transitions were addressed to maintain continuity of services.

5. *Request for Procedural Safeguards Against Unilateral Changes.*

Parent Concern: You requested an outline of the procedures the District follows to ensure that future staffing or services adjustments are reviewed by the IEP team prior to implementation and that the parents are properly notified.

District Response: As detailed above, the District may adjust staffing assignments as needed, as long as Kaleb's IEP services continue to be provided as written and by staff who are properly trained and qualified. (34 C.F.R. § 300.156(b).) Parental consent and notification are not required for specific staff assignments since changes in personnel do not alter the IEP itself.

Although notice and consent are not required for staff changes or immaterial interruptions in services, the District values collaboration and open communication and will continue to make every effort to keep you informed about Kaleb's progress and to communicate with you regularly regarding any questions or concerns you may have.

**Description of Information Relied Upon in the District's Decision**

The District considered all available information in arriving at the decisions and recommendations above, including:

- Kaleb's school records and recent assessments;
- The 4/1/25 IEP documents;
- Your October 27, 2025 email outlining your concerns;
- Input from you and other members of the IEP team; and
- Professional observations, judgment, and input by credentialed District staff members.

**Description of Other Options Considered by the District**

In making the above-detailed decisions, the District also considered other options, such as not responding to the administrative questions and concerns outlined in your October 27, 2025 email. However, the District believes it is important that your concerns are heard and that we are able to work collaboratively towards the development of an appropriate educational plan for Kaleb. Therefore, the District provides the above response to your requests and will address any additional questions or concerns you may have at the November 18, 2025 IEP meeting.

**Description of Other Factors and Information Relevant to the District's Decision**

The District considered all of its obligations under state and federal law.

**Notice of Procedural Safeguards and Resources for Understanding those Rights**

As the Parents of a student who has a disability, you have the right to certain procedural safeguards, including the right to make informed decisions regarding your child's educational programming. We have included with this letter a copy of your rights and procedural safeguards under the IDEA. Please contact my office if you would like to schedule a time to meet to discuss any questions or concerns you have regarding this letter or your rights.

You may also contact the following agencies to obtain assistance in understanding your rights:

California Department of Education  
1430 N Street, Suite 2401  
Sacramento, CA 95814-5901

If you have any questions or concerns about anything contained in this letter, please do not hesitate to contact me.

Sincerely,



Michelle Wallner  
Coordinator  
Elk Grove Unified School District

Enclosures: Procedural Safeguards  
4/1/25 IEP  
11/18/25 Meeting Agenda



Yang Xiong <shuayung@gmail.com>

## KX Tuesday IEP Meeting: Agenda, PWN, and Attachments

Yang Xiong <shuayung@gmail.com>

Tue, Nov 18, 2025 at 12:13 AM

To: Christa King at Ehrhardt <cnking@egusd.net>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Marianne Williams at Ehrhardt <mcwillia@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Michelle Wallner in Special Education <mwallner@egusd.net>

**Subject:** Request to Reschedule November 18 IEP Meeting — Ongoing Procedural Concerns

Good morning, Mrs. King,  
CC: Mrs. Rigali, Mrs. Wallner, Mrs. Williams

I am writing to formally request that today's IEP meeting be postponed due to ongoing procedural concerns that make meaningful participation impossible.

The district provided the Prior Written Notice (PWN) less than 24 hours before the scheduled meeting, despite the fact that the issues addressed in that document have been ongoing for weeks. Given the significance of the matters raised, this limited notice does not allow adequate time to review the PWN or prepare a meaningful response, as required under **34 C.F.R. § 300.322**, **34 C.F.R. § 300.503**, and **California Education Code §§ 56341.1 and 56346**.

I must also highlight that the district declined our reasonable request to take approximately 15 minutes at the outset of the meeting to present the concerns for which *we initiated this meeting*. This refusal continues a pattern of unilateral decision-making that is inconsistent with IDEA's requirement that parents participate as equal members of the IEP team (**34 C.F.R. § 300.501**).

This pattern includes, but is not limited to:

- **Changes to Kaleb's paraeducator services without our knowledge or consent** — a violation of **Ed. Code § 56346** and **34 C.F.R. § 300.324**, which prohibit changes to the IEP without parental agreement.
- **Implementation changes made outside of an IEP meeting**, contrary to the procedural safeguards requiring prior written notice before any change in the provision or denial of FAPE.
- **Failure to notify us in a timely manner** that Kaleb's services, supports, and staff assignments had been altered, resulting in service interruptions for a child who is blind, autistic, and has significant developmental delays.
- **Unilateral control over IEP procedures**, including attempts to dictate the agenda of a parent-initiated meeting and limiting our ability to present the basis for the meeting at the outset.

These procedural violations are the reason this IEP meeting was requested. Unfortunately, the last-minute delivery of the PWN and the refusal to incorporate our agenda request replicate the same concerns we are trying to resolve. Proceeding with the meeting today under these circumstances would create an IEP record that does not comply with procedural requirements and would undermine our ability to meaningfully participate.

For these reasons, and to prevent compounding additional procedural issues, postponement is necessary. We respectfully request that the district reschedule the meeting and ensure that the rescheduled meeting is conducted in full compliance with IDEA, Education Code, and parental participation requirements.

Thank you for your attention to this matter. We look forward to reconvening under conditions that uphold Kaleb's rights and support a transparent and legally compliant IEP process.

Sincerely,  
Yang Xiong

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

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## KX Tuesday IEP Meeting: Agenda, PWN, and Attachments

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**Christa King at Ehrhardt** <cnking@egusd.net>

Tue, Nov 18, 2025 at 12:18 PM

To: Yang Xiong <shuayung@gmail.com>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Marianne Williams at Ehrhardt <mcwillia@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Michelle Wallner in Special Education <mwallner@egusd.net>

*Good afternoon, Mr. Xiong,*

*Thank you for your email. We acknowledge your request to postpone today's IEP meeting, and we will move forward with rescheduling.*

*Given the number of scheduling conflicts and the upcoming breaks, our earliest availability to reconvene will be in January. Please share a few dates and times in January that work for your family, and we will do our best to coordinate the team's schedules.*

*In the meantime, we would like to invite you to observe Kaleb in the classroom at your convenience. Additionally, Chris and I would like to schedule a home visit, like we did last year, before Kaleb's triennial meeting at the end of January. Please let us know some dates that would work for your family.*

*Thank you, and we look forward to continuing to collaborate with you both.*

*Sincerely,  
Mrs. King*

*Christa King, M.S.*

*2020–2021 Teacher of the Year, Elk Grove Unified School District*

*TK/Kindergarten*

*Special Education Teacher*

*Ehrhardt Elementary*

*Office: 916–684–7259 ext. 12355*

*The way we talk to our children becomes their inner voice.*

*-Peggy O'Mara*

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**From:** Yang Xiong <shuayung@gmail.com>

**Sent:** Tuesday, November 18, 2025 12:13 AM

**To:** Christa King at Ehrhardt <cnking@egusd.net>

**Cc:** Mary Xiong <maryxiong19@yahoo.com>; Marianne Williams at Ehrhardt <mcwillia@egusd.net>; Anne Rigali in Special Education <arigali@egusd.net>; Michelle Wallner in Special Education <mwallner@egusd.net>

**Subject:** Re: KX Tuesday IEP Meeting: Agenda, PWN, and Attachments

Exhibit V

## Morning Log: October 17–27, 2025

### Friday, October 17, 2025

- No assigned paraeducator was present.
- Chris Peterson supervised Kaleb instead.

### Monday, October 20, 2025

- Unable to recall specific details for this morning.

### Tuesday, October 21, 2025

- Kaleb attended the pumpkin patch school field trip **without a paraeducator assigned to him.**
- We, the parents, ended up serving as his one-on-one paraeducator for the entire field trip.

### Wednesday, October 22, 2025

- Kaleb was absent due to illness.

### Thursday, October 23, 2025

- No assigned paraeducator present during arrival.
- Mrs. King was absent.
- At pickup, we asked the person who brought Kaleb to us whether she was the newly assigned paraeducator for Kaleb.
  - She stated **no**, she was only a substitute, **but she had been covering since Friday.**

### Friday, October 24, 2025

- Mary approached Mrs. King for clarification, and Mrs. King indicated that the woman Mary spoke with on Thursday is **indeed Kaleb's new paraeducator.**
  - Mrs. King explained that this individual had previously substituted for her. She has children attending Ehrhardt Elementary. She knows the class well and that Kaleb is familiar with her.

### Monday, October 27, 2025

- Mrs. King was again absent.
- Principal Mrs. Williams asked whether another paraeducator would be coming in, indicating uncertainty about classroom staffing.
- The paraeducator did not arrive until **after the second bell.**

## Observation Based on the Available Record

The documentation from October 17–27, 2025 shows a **clear pattern of inconsistent paraeducator staffing** and **lack of communication** regarding who, if anyone, was responsible for Kaleb’s one-on-one support each day. During this period:

- Multiple school days began **without a paraeducator present**, including a field trip where parents had to assume full supervision responsibilities.
- Staff themselves appeared uncertain about who was assigned to Kaleb, as shown by the substitute para’s statement and Principal Williams’ inquiry on October 27 about whether any para would be coming.
- Information about changes in para assignments was **not communicated proactively** to the parents, requiring Mary to seek clarification directly from Mrs. King.
- The pattern suggests **systemic instability in staffing** and **inadequate coordination** within the classroom, leading to lapses that affect Kaleb’s safety, supervision, and access to required supports.



Yang Xiong <shuayung@gmail.com>

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## Bruise on Kaleb's Lip

---

Yang Xiong <shuayung@gmail.com>

Mon, Oct 27, 2025 at 2:33 PM

To: Marianne Williams at Ehrhardt <mcwillia@egusd.net>

Cc: Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Michelle Wallner in Special Education <mwallner@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>

Hi Mrs. Williams,

Mrs. King was not at school today, so we're reaching out to you directly regarding a bruise we noticed on Kaleb's lip after we got home (please see attached images). When we asked him about it, he initially said, "owie bench." However, when we asked again, his responses were inconsistent and typical of his usual communication style. We understand that Kaleb's speech and communication may not always be fully reliable, but his lip does appear bruised.

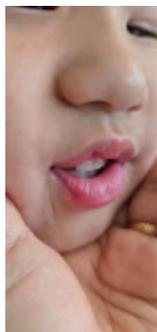
We did not notice any injury earlier in the day while feeding him breakfast, nor when we picked him up from school, as we were not paying close attention to his lips, and therefore did not ask the paraeducator about it at that time. However, upon taking a closer look at home, we observed the bruise as shown in the attached photos. Could you please help look into what may have happened and let us know?

Thank you for your time and attention to this matter.

Warm regards,  
Yang Xiong

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### 3 attachments



**K-1.jpeg**  
41K



**K-2.jpeg**  
42K



**K-3.jpeg**  
31K



Yang Xiong <shuayung@gmail.com>

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## Bruise on Kaleb's Lip

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**Marianne Williams at Ehrhardt** <mcwillia@egusd.net>

Mon, Oct 27, 2025 at 2:50 PM

To: Yang Xiong <shuayung@gmail.com>

Cc: Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Michelle Wallner in Special Education <mwallner@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>

Mr. Xiong,

Thank you for informing me of the bruise on Caleb's lip. I will investigate the incident by contacting the Staff. I will follow up with you once I have more information.

Sincerely,



*Marianne Williams*

*Principal*

*John Ehrhardt Elementary*

*(916)684-7259 ext. 12300*



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**From:** Yang Xiong <shuayung@gmail.com>

**Sent:** Monday, October 27, 2025 2:33 PM

**To:** Marianne Williams at Ehrhardt <mcwillia@egusd.net>

**Cc:** Christa King at Ehrhardt <cnking@egusd.net>; Anne Rigali in Special Education <arigali@egusd.net>; Michelle Wallner in Special Education <mwallner@egusd.net>; Mary Xiong <maryxiong19@yahoo.com>

**Subject:** Bruise on Kaleb's Lip

**CAUTION – EXTERNAL SENDER**

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

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## Bruise on Kaleb's Lip

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Yang Xiong <shuayung@gmail.com>

Mon, Oct 27, 2025 at 3:05 PM

To: Marianne Williams at Ehrhardt <mcwillia@egusd.net>

Cc: Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Michelle Wallner in Special Education <mwallner@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>

Thank you, Mrs. Williams.

I look forward to hearing from you.

Yang Xiong

Sent from my iPhone

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

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## Bruise on Kaleb's Lip

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**Marianne Williams at Ehrhardt** <mcwillia@egusd.net>

Mon, Oct 27, 2025 at 3:34 PM

To: Yang Xiong <shuayung@gmail.com>

Cc: Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Michelle Wallner in Special Education <mwallner@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>

Dear Mr. Xiong,

I wanted to follow up regarding the bruise you noticed on Kaleb's lip and share what was reported to me about what happened at school today.

Earlier in the day, while Kaleb was being assisted back to the classroom after using the restroom, he became excited about getting his scooter for recess. As his para-educator reached for the scooter, Kaleb—who was holding onto her wrist—began bouncing and twisting in excitement. In that moment, he accidentally bumped the right side of his face against the push bar of the classroom door.

The para-educator immediately checked to make sure Kaleb was okay. He gave a few whines but quickly resumed asking for his scooter and seemed fine. At that time, there were no visible marks. Later in the day, the para-educator noticed Kaleb occasionally sucking on his bottom lip, and by lunchtime, a small mark appeared that looked like he may have chewed or irritated a dry spot on his lip.

Throughout the day, Kaleb was in good spirits—playful, engaged, and happy. His teacher was also informed of the incident before the end of the day, and the staff continued to monitor him closely.

We truly care about Kaleb's safety and well-being, and he is surrounded by staff who enjoy working with him and are attentive to his needs. Please let us know if the bruise worsens or if you have any further concerns—we want to make sure he's comfortable and healing well.

Thank you for your understanding and partnership.

Warm regards,

Marianne Williams

Principal



Yang Xiong <shuayung@gmail.com>

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## Bruise on Kaleb's Lip

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Yang Xiong <shuayung@gmail.com>

Mon, Oct 27, 2025 at 4:10 PM

To: Marianne Williams at Ehrhardt <mcwillia@egusd.net>

Cc: Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Michelle Wallner in Special Education <mwallner@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>

Dear Mrs. Williams,

Thank you for the detailed follow-up and for clarifying what was reported about what happened. We appreciate you looking into it promptly and for the staff's attentiveness to Kaleb throughout the day.

That said, we are concerned that we were not informed of the incident when it occurred or prior to dismissal. Because the injury involved his face and lips, we believe this should have been communicated to us the same day, regardless of how minor it may have appeared at the time. It is also troubling to learn that Kaleb's teacher was informed, but we, as his parents, were not.

As you know, Kaleb is totally blind, autistic, globally delayed, and has a significant language disorder. These conditions make it extremely difficult for him to accurately describe what happens to him or communicate when he is hurt. For this reason, timely communication from school staff is essential to ensure his safety, comfort, and overall well-being.

Please ensure that going forward, we are notified right away whenever Kaleb is injured or experiences any incident that could cause visible marks, pain, or distress.

Kaleb has a previously scheduled doctor's appointment tomorrow morning to follow up on his speech therapy services, so he will not be at school.

Thank you for your attention to this matter and for your continued partnership in supporting Kaleb's needs.

Warm regards,  
Yang Xiong

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

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## Bruise on Kaleb's Lip

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**Marianne Williams at Ehrhardt** <mcwillia@egusd.net>

Mon, Oct 27, 2025 at 4:28 PM

To: Yang Xiong <shuayung@gmail.com>

Cc: Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Michelle Wallner in Special Education <mwallner@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>

Mr. Xiong,

Thank you for your follow-up email. Mrs. King was absent today. However, the para sent communication to Mrs. King, and the para forwarded the information to me as well. I agree that you should have been notified of the incident. I will work with Mrs. King to ensure that, in the event she is absent, the substitute teacher has a way of communicating with families.

After I sent the email to you, another staff member in the class sent me the following message which might also help explain what happened to Caleb's lip:

*"When Kaleb's mom picked him up from school today, she put him in a stroller with his little brother. When they were going to the parking lot, I noticed mom was trying to get her phone out of her small purse. When I looked at Kaleb, he had his mouth on the tray/ bar on the front of the stroller. I'm wondering if the bouncing from the stroller hurt his mouth. I can confirm that he did not have an injury to his mouth when he left school nor was, he complaining of mouth pain."*

I will have Mrs. King follow up with you about the best form of communication when there's a sub.

Once again, thank you for your follow-up email.

Sincerely,



*Marianne Williams*

*Principal*

*John Ehrhardt Elementary*

*(916)684-7259 ext. 12300*





Yang Xiong <shuayung@gmail.com>

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## Bruise on Kaleb's Lip

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Yang Xiong <shuayung@gmail.com>

Mon, Oct 27, 2025 at 5:03 PM

To: Marianne Williams at Ehrhardt <mcwillia@egusd.net>

Cc: Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Michelle Wallner in Special Education <mwallner@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>

Dear Mrs. Williams,

Thank you for your follow-up and for acknowledging that we should have been notified of the incident. We appreciate your attention to ensuring that communication procedures are clear when Mrs. King is absent.

We wanted to clarify one point regarding the additional observation that was shared. Kaleb's stroller is a double-seated stroller, and the side tray/bar on his side has been removed for accessibility and safety reasons (see attached image). For this reason, it's unlikely that he could have bumped his mouth on the stroller itself. The bruise appears consistent with what was described in your earlier email regarding the classroom door.

While we understand that minor incidents can happen, our main concern remains that we were not notified at the time. Because Kaleb is totally blind, autistic, globally delayed, and has a significant language disorder, he cannot reliably communicate when he's hurt. Timely communication from staff is therefore critical for his safety and for us to provide appropriate care at home.

We appreciate your commitment to improving communication procedures and ask that going forward, any incident resulting in a visible mark or potential injury be promptly communicated to us and documented in an incident or injury report.

Thank you again for your time and for continuing to work collaboratively with us to support Kaleb's needs.

Warm regards,  
Yang Xiong

[Quoted text hidden]



**Stroller.jpeg**  
195K



Yang Xiong <shuayung@gmail.com>

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## Bruise on Kaleb's Lip

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Yang Xiong <shuayung@gmail.com>

Tue, Oct 28, 2025 at 10:52 PM

To: Marianne Williams at Ehrhardt <mcwillia@egusd.net>

Cc: Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Michelle Wallner in Special Education <mwallner@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>

Dear Mrs. Williams,

We wanted to follow up one last time to help bring closure regarding the injury Kaleb sustained and to ensure we all have the same understanding of what occurred. Mary was able to capture a few images while Kaleb was awake yesterday, which we had already sent. Attached to this email are several additional images taken last night while he was asleep.

Because he was sleeping, we were able to take clearer pictures and more closely examine the injuries. We noticed that he actually sustained three distinct spots of injury — two on the outer and inner parts of his lower lip and one on his gum. We shared these images with his doctor for review, who confirmed that Kaleb did sustain mild trauma but that the areas are healing as expected. We wanted to share this information and the photos with you to provide additional context regarding what we observed at home.

We fully understand that accidents happen, especially with a child like Kaleb who often stims, jumps, and moves energetically as many autistic children do. We are not questioning anyone's care or intentions — our main concern is simply ensuring that incidents like this are promptly documented and communicated to us whenever they occur. Because Kaleb is unable to accurately explain how he feels or what happens during the day, we rely entirely on staff to let us know when something unusual occurs, even if it seems minor at the time.

As evidenced by this incident, Kaleb actually sustained more injury than initially observed, and due to his limited language abilities, he was not able to tell any adult how he felt. We appreciate the paraeducator's report that he "whined" at the time his face hit the door handle. Even though no visible mark was seen at that moment, that does not necessarily mean he did not sustain an injury. This situation highlights the critical importance of Kaleb continuing to receive consistent one-on-one supervision **as required under his IEP**, and for all incidents involving possible injury to be communicated to us in a timely and transparent manner.

We would appreciate confirmation that this incident has been documented in Kaleb's record for future reference.

Thank you all for your time, collaboration, and continued commitment to Kaleb's safety and well-being at school.

Warm regards,  
Yang Xiong

[Quoted text hidden]

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 **Kaleb's 10-27-2025 Lip Injuries.pdf**  
4496K

Image captured after Kaleb returned from school on Monday, October 27, 2025 when he was still awake; trying to get him to not move around so much was a challenge but captured this image at the time.

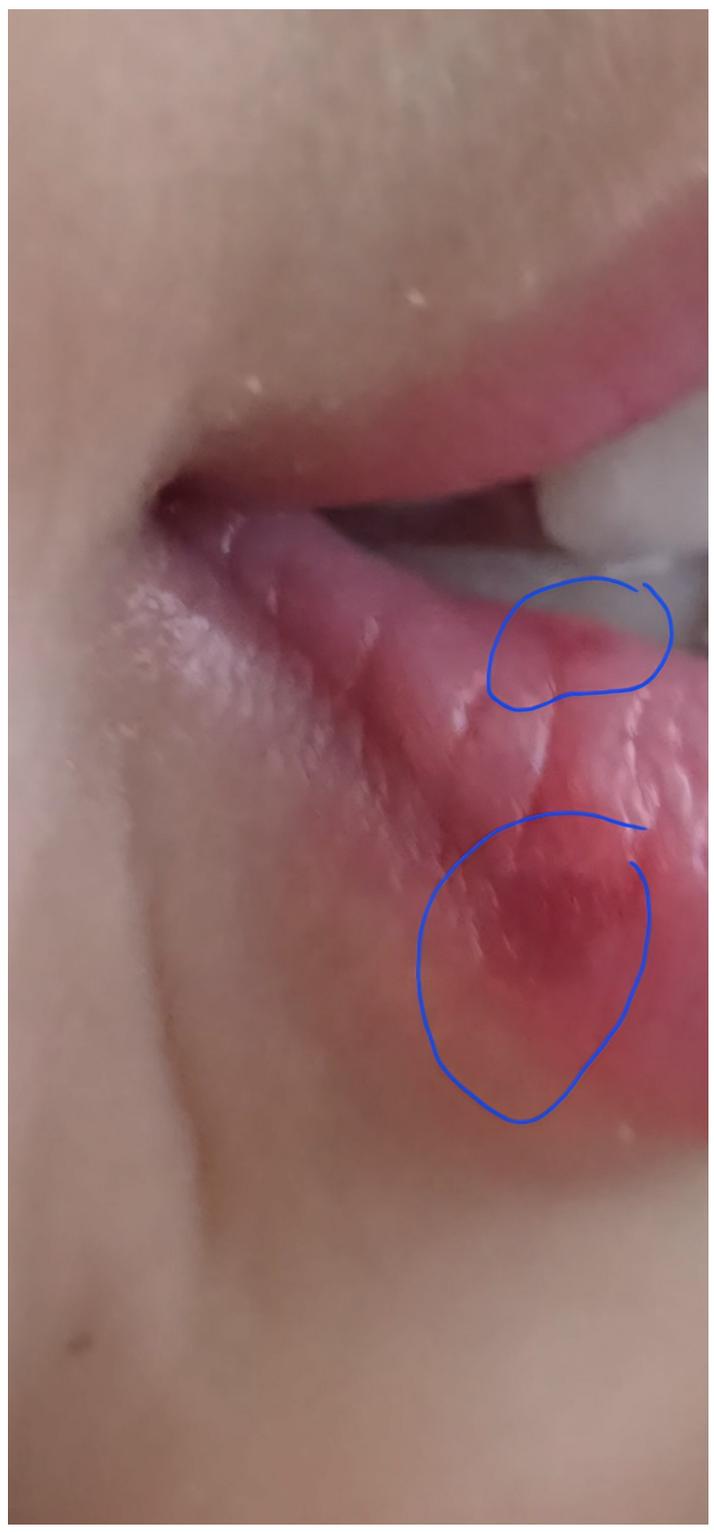


Exhibit X - 10

Kaleb finally went to sleep allowing us to be able to more thoroughly examine his injuries.

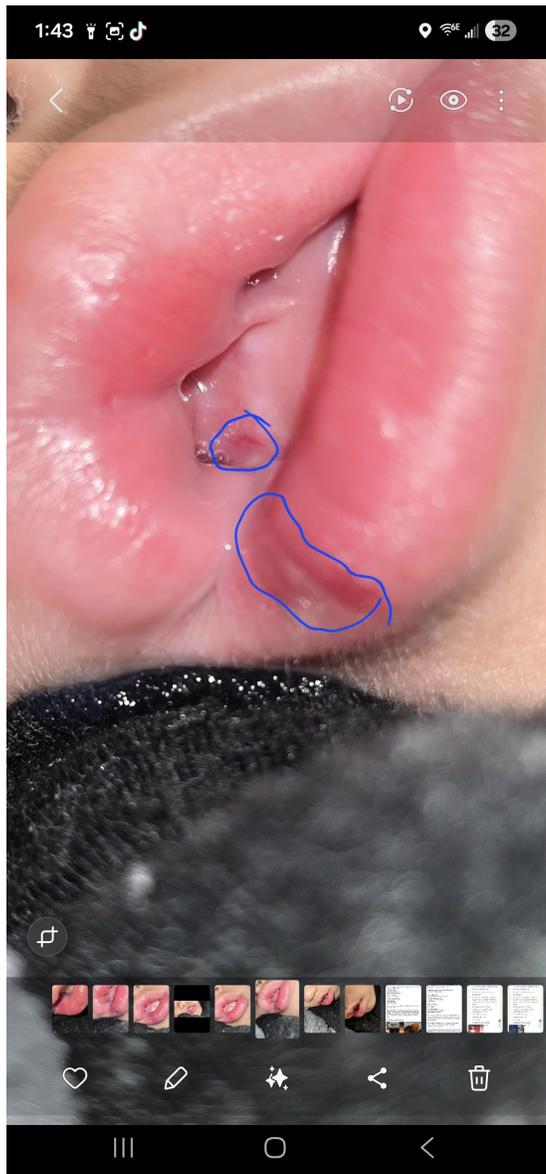


Exhibit X - 11



One spot on his gum and two spots on his lips were injured.





Additional close up view of the injuries especially the one on his gum.

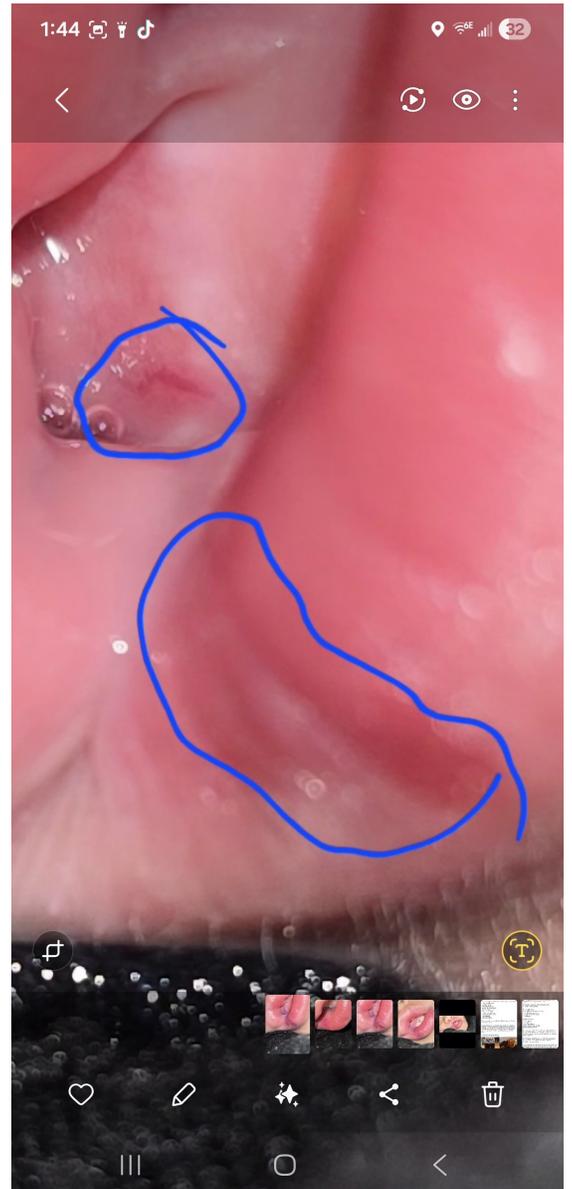


Exhibit X - 13

Injury located on the inner side of his lips.



This is the stroller that was referenced by the school staff. Kaleb sat on the right side where there is no tray/bar while his little brother sat on the left where there is the tray/bar present.



Exhibit X - 15



Yang Xiong <shuayung@gmail.com>

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## Bruise on Kaleb's Lip

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**Marianne Williams at Ehrhardt** <mcwillia@egusd.net>

Wed, Oct 29, 2025 at 7:26 PM

To: Yang Xiong <shuayung@gmail.com>

Cc: Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Michelle Wallner in Special Education <mwallner@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>

Dear Mr. Xiong,

Thank you for reaching out to me to again to share your concern about Caleb's injury. I want to again extend my sincere apologies that this incident was not reported to you when it occurred. I completely recognize how frustrating and concerning that must feel.

The incident has now been properly documented following district protocols for student injuries. The teacher and classroom staff have also been reminded of the importance of promptly communicating with parents whenever a student is injured or involved in an incident at school.

We are taking steps to ensure this does not happen again, including reinforcing our communication and reporting procedures with all staff. Please know that we take this matter seriously and are committed to improving our follow-through and communication with families.

Please let me know how Caleb is doing and if there's anything we can do to support their comfort and well-being at school. Thank you for your continued patience and partnership as we work to strengthen our communication and care.

Warm regards,

Ms. Williams

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**From:** Yang Xiong <shuayung@gmail.com>

**Sent:** Tuesday, October 28, 2025 10:52 PM

[Quoted text hidden]

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

## Bruise on Kaleb's Lip

Yang Xiong <shuayung@gmail.com>

Thu, Oct 30, 2025 at 1:32 AM

To: Marianne Williams at Ehrhardt <mcwillia@egusd.net>

Cc: Christa King at Ehrhardt <cnking@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Michelle Wallner in Special Education <mwallner@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>

Dear Mrs. Williams,

Thank you very much for your thoughtful follow-up and for confirming that the incident has been documented. We also appreciate your acknowledgment of our concern and the steps being taken to reinforce communication and reporting procedures with staff.

We truly value the care and support Kaleb receives at school and are encouraged by your commitment to improving follow-through and transparency. Clear and timely communication means a great deal to us, especially given Kaleb's unique needs.

Kaleb is doing better, and the areas on his lip are healing well. However, it appears that this is just not Kaleb's week — he sustained an additional minor injury last night, this time to his nose (see attached picture). This simply reminds us how susceptible Kaleb can be to accidental injuries, both at home and at school, given his disabilities and his tendency to stim, jump, and move energetically. It underscores the importance of consistent, close supervision in all settings to help ensure his safety.

We appreciate everyone's time, care, and continued partnership in supporting Kaleb. Thank you again for your attention to this matter and for working collaboratively with us to ensure his ongoing safety and well-being.

Warm regards,  
Yang Xiong

cc: Mrs. King, Mrs. Rigali, Mrs. Wallner

[Quoted text hidden]



**Nose injury.jpg**  
146K

# Bullet-Point Evidence Summary: Paraeducator Assignment (Oct. 29, 2025 Call)

## Statements Made by Mrs. King Regarding Paraeducator Assignment

- Mrs. King stated that the new paraeducator, **Kayla**, begins her shift at **8:20 AM**, resulting in the para arriving **after Kaleb**, who arrives earlier and requires immediate supervision due to blindness and known sensory risks.
- Mrs. King acknowledged that the prior paraeducator, **Ms. Motoko**, consistently arrived early to safely receive Kaleb but stated that Motoko “**didn’t need to**” arrive early, characterizing proactive supervision as optional.
- Mrs. King described the new para’s later arrival as “**typical**,” adding that “**most paras come at 8:20**,” without addressing how this aligns with Kaleb’s IEP requirement for **continuous adult supervision** from the moment he is on campus.
- Mrs. King acknowledged that the family had **not been introduced** to the new paraeducator and stated that she could arrange an introduction, confirming that the introduction had not happened previously.
- Mrs. King stated that the District requires all communication from paraeducators to be routed through credentialed staff, explaining the policy as:
  - **All communication must go through her.**
  - This was presented as a **district-wide policy**, not her personal preference.
- Mrs. King further stated that, under district expectations, paraeducators:
  - “**Are not the ones who make decisions**,” and
  - Must avoid direct communication with parents to prevent what she described as “too many cooks in the kitchen.”
- Although Mrs. King framed these communication restrictions as **district policy**, she did not acknowledge Kaleb’s need for **timely, real-time communication** about safety incidents, transitions, and behaviors that a paraeducator directly witnesses.
- Mrs. King confirmed that para support under the new para “**would feel different**” from what the family previously experienced with Ms. Motoko.
- Mrs. King did not discuss any plan to adjust the paraeducator’s schedule, coverage, or supervision procedures to ensure continuity of services during earlier arrival times.
- This conversation demonstrates a **change in the delivery, timing, and reliability** of Kaleb’s paraeducator support—implemented **without prior written notice, without IEP amendment, and without parental input**, despite the change affecting Kaleb’s safety and IEP-required supervision.

# MEETING SUMMARY / MINUTES

**Meeting Date:** November 18, 2025

**Purpose:** Administrative meeting to address parent concerns regarding paraeducator service changes, safety incidents, communication failures, and the recent Prior Written Notice (PWN).

**Participants:**

- **Anne Rigali**, Director of Special Education
  - **Alicia Wilson**, Program Coordinator
  - **Yang Xiong**, Parent
  - **Mary Xiong**, Parent
- 

## 1. Opening Concerns About the PWN and Communication Failures

We opened the meeting by explaining that the PWN was received electronically on the afternoon of November 17, leaving us with less than 24 hours to review a lengthy and complex document before the November 18 IEP meeting. Under these conditions, meaningful participation was impossible. We also described our repeated attempts over the prior weeks to obtain updates about Kaleb’s paraeducator support and safety incidents, noting that responses were often delayed until we followed up multiple times.

Director Rigali acknowledged she had not responded to our earlier email, explaining she believed other staff were responding. She apologized and agreed that communication to us had been fragmented, inconsistent, and delivered “in pieces.” She acknowledged that the situation “could have been handled differently.”

We emphasized that because Kaleb cannot communicate what happens at school due to his blindness and language disorder, timely, proactive, and transparent communication is essential for ensuring his safety. Learning of safety incidents only by accident or by witnessing them ourselves created fear, uncertainty, and a profound loss of trust.

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## **2. Safety Concerns and the Fence-Licking Incident**

We described the November 18 drop-off incident in which Kaleb was seen licking the metal fence while the newly assigned paraeducator stood several feet away and did not notice until Mary verbally intervened. Both administrators expressed concern and stated they would need to verify para positioning, attentiveness, and whether appropriate supervision was provided.

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## **3. Paraeducator Late Arrivals, Lack of Introduction, and Coverage Concerns**

We explained that after the para reassignment, the new para routinely arrived after Kaleb in the mornings—leaving him unsupervised during a high-risk period. We also shared that we were never introduced to the new para, and when we approached her, she appeared unsure of her assignment. Ms. Wilson stated she needed to investigate where the para had been positioned, whether she had been told to “step back,” and whether support had been diverted to other students.

---

## **4. Concerns About Changes in Paraeducator Usage, Teacher Direction, and the Pumpkin Patch Incident**

We described how beginning October 13, the special education teacher informed us she was implementing changes—such as having the para “step back,” letting Kaleb “wait,” placing him independently during transitions, and shifting support toward a teacher-preferred “independence model”—without any IEP team discussion or consent. These changes directly altered Kaleb’s required continuous supervision.

We also described a significant interaction during the pumpkin patch field trip. Mrs. King enthusiastically told Mary that when she asked Kaleb whether he wanted a smooth or a bumpy pumpkin, Kaleb responded that he wanted a “bumpy pumpkin.” Mary attempted to explain that Kaleb was likely referring to the *bumpy ride* of the hay truck—because his language is often echolalic, context-dependent, and not

literal—but before Mary could finish explaining, Mrs. King cut her off and insisted that Kaleb had meant a bumpy pumpkin. This exchange demonstrated a misunderstanding of Kaleb’s expressive language profile and a dismissive attitude toward parental interpretation of his communication patterns. We also noted that Mrs. King had previously insisted that Kaleb was “not even using echolalia anymore,” a statement inconsistent with our daily observations and the extensive scripting we continue to document at home.

Director Rigali stated that this example was “very telling.” She explained that she has seen similar patterns in educators who are strong in their instructional program but struggle with collaboration and listening. She stated she intended to speak with the principal, review the situation, and observe the classroom.

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## **5. Past Incident Where Para Was Withheld Until Kaleb Cried**

We described a prior morning line-up incident in which Kaleb reached his hand toward Motoko for tactile reassurance while waiting in line. While it is not entirely clear whether Mrs. King explicitly instructed Motoko not to stand with Kaleb from the start, Motoko was not positioned with him at the beginning of the line-up as she usually did—consistent with the “independence model” Mrs. King had repeatedly described to us, in which the para was expected to “step back” and allow Kaleb to wait on his own. As a result, when Kaleb reached out for support, Motoko did not immediately respond, and Kaleb was left without the assistance he clearly needed. He eventually began to cry, and only then did Mrs. King instruct Motoko to step in to comfort and guide him. Both administrators agreed that for a totally blind child like Kaleb, seeking tactile reassurance is normal and developmentally appropriate, and that such support should be provided promptly rather than withheld until distress occurs.

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## **6. Para Training and VI-Specific Preparation**

We raised concerns that the new para had not been provided visual impairment–specific training. Director Rigali stated she needed to consult with VI teacher Chris Peterson to verify whether any training had occurred, acknowledging that this required clarification.

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## **7. Parents' Consideration of Removing Kaleb Due to Safety Concerns**

We explained that the lack of communication, safety lapses, and inconsistent supervision had led us to consider removing Kaleb from the school or requesting a different placement. Mary shared the emotional toll this has taken and how unsafe she feels leaving Kaleb at school when he cannot communicate what happens to him. Director Rigali acknowledged our distress and agreed that trust had been significantly damaged.

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## **8. Improper IEP Agenda Structure and Violation of Parent Participation**

We explained that the IEP agenda for November 18 placed our concerns at the end of the meeting, which prevented meaningful parent participation. Ms. Wilson acknowledged that this was inappropriate and agreed that our concerns should have been addressed first.

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## **9. District Commitments to Review and Correct Deficiencies**

Director Rigali committed to:

- Conducting a full site visit
- Reviewing para positioning, duties, and supervision
- Reviewing teacher directives and communication practices
- Confirming para training with VI staff
- Coordinating with the principal and VI teacher
- Personally attending the rescheduled IEP meeting

- Ensuring our concerns are prioritized at the next IEP

These commitments reflect the District's recognition that oversight, communication, and monitoring require significant improvement.

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## **10. Closing Remarks**

We reiterated that while we want a collaborative partnership, Kaleb's safety and IEP implementation cannot depend on shifting instructional models, unilateral changes, or inconsistent communication. We asked that all proposed changes in service delivery be brought to the full IEP team prior to implementation. Director Rigali agreed to gather the necessary information and follow up accordingly.

# Public Comment to the Elk Grove Unified School District Board of Education

**From:** Yang Xiong, Parent of Kaleb Xiong

**Date:** October 21, 2025

**Subject:** Concern Regarding Disruption of IEP-Mandated Continuous One-on-One Support

Good evening, members of the Board & Superintendent,

My name is **Yang Xiong**, and I'm the father of **Kaleb**, my **totally blind 5-year-old son** who is also **autistic** and has **global developmental delay and a language disorder**.

Last week, we were told—without discussion—that changes were being made to how my son would be supported. Then, without warning, his **one-on-one paraeducator**, who provides his **IEP-mandated continuous support**, stopped showing up. It has now been **three school days** without this essential service.

For a child like my son, that continuous one-on-one support is what keeps him safe and allows him to learn with confidence. When his para was suddenly kept from working with him, he ended up crying—confused and upset. We've had to **continually press for answers** before finally being told that his para has been reassigned and will be replaced.

We're simply asking how a **critical, IEP-mandated one-on-one continuous support** could be removed without notice, explanation, or a plan in place.

Please ensure that when staffing changes affect a child's IEP services, parents and the IEP team are included *before* decisions are made.

Thank you for your time and your care for students like my son.



Yang Xiong &lt;shuayung@gmail.com&gt;

## Follow-Up: IEP Compliance and Paraeducator Support for Kaleb Xiong

Yang Xiong &lt;shuayung@gmail.com&gt;

Thu, Oct 23, 2025 at 2:14 AM

To: "ealbani@egusd.net" <ealbani@egusd.net>, "dbaulwin@egusd.net" <dbaulwin@egusd.net>, "jballeri@egusd.net" <jballeri@egusd.net>, "smdavis@egusd.net" <smdavis@egusd.net>, "hmoore@egusd.net" <hmoore@egusd.net>, "mjvargas@egusd.net" <mjvargas@egusd.net>, "seyang@egusd.net" <seyang@egusd.net>, "SuptOffice@egusd.net" <SuptOffice@egusd.net>

Cc: Mary Xiong <maryxiong19@yahoo.com>, "dereilly@egusd.net" <dereilly@egusd.net>, "amrsingh@egusd.net" <amrsingh@egusd.net>, "arigali@egusd.net" <arigali@egusd.net>

Dear Members of the Board and Superintendent Hoffman,

I'm writing to follow up on the public comment I shared earlier this week regarding my son, Kaleb Xiong. Below, I've provided additional details and documentation outlining my concerns about recent changes to his IEP-mandated one-on-one support and the lack of district communication regarding these changes.

I am following up on my public comment regarding my son Kaleb's one-on-one paraeducator services. In recent weeks, his classroom teacher, **Mrs. King**, began making changes to the way Kaleb's IEP-mandated 1:1 support is delivered—introducing a “teacher-led” model that reduces his paraeducator's direct involvement without IEP team discussion or approval. **In her defense, she claimed that these changes were embedded in his IEP.** However, these changes have already caused Kaleb emotional distress, **including a breakdown during morning line-up when his para was told not to begin assisting him as she usually does.** Soon after, his paraeducator, Ms. Motoko, suddenly stopped coming to work, and we received notice from **Mrs. Michelle Wallner, Special Education Coordinator**, that a new para would be assigned, again without prior consultation or explanation. We are deeply concerned about the lack of transparency, collaboration, and adherence to Kaleb's IEP, which guarantees continuous 1:1 support critical to his safety and learning.

My son, **Kaleb**, is a **5-year-old student at Ehrhardt Elementary**. He is **totally blind** and also diagnosed with **autism, global developmental delay, and a language disorder**. For the past year, he has thrived because his IEP-mandated 1:1 paraeducator support was provided consistently by **Ms. Motoko**, who worked with him daily. She understood his sensory limits, communication style, and safety needs, and with her consistent presence, Kaleb felt safe and eager to attend school.

**However, last week on October 13, 2025, we were informed—without any IEP team meeting or prior discussion—that changes are being made to Kaleb's services.** In a subsequent email, **Mrs. King** stated, *“As part of promoting Kaleb's growth, we are encouraging him to engage more directly with teacher-led instruction. The paraeducator's role is to support instruction, not replace it. This means that at times I will work with Kaleb 1:1 while Ms. Motoko supports the class, and at other times she will provide his direct support.”*

When I raised concern, **Mrs. King** reassured us that Kaleb's IEP services were still being provided but explained that she was implementing “small adjustments” to promote his independence. These included moments where his paraeducator would “take a step back,” “monitor from a distance,” or “wait a few moments before stepping in.”

While we understand and appreciate the intent to encourage independence, **the recent shift toward a more “teacher-led” model appears to have changed how Kaleb's paraeducator is utilized throughout the day.** This new approach was never discussed, approved, or documented by the IEP team, and it fundamentally alters the delivery of Kaleb's IEP-mandated one-on-one continuous support. The IEP explicitly states: *“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.”*

From our perspective, these practices represent **unilateral changes to Kaleb's service delivery**, made outside of the collaborative process that the law requires. Unfortunately, they have already led to visible setbacks.

**One morning, during line-up before class, it appeared that Mrs. King had previously instructed Ms. Motoko not to go to Kaleb as she usually does at the start of the school day.** Because of that, after Mrs. King briefly greeted Kaleb and then went to welcome the other students, Kaleb was left alone. Unable to locate his paraeducator or understand what was happening, he broke down crying and began searching with his hands out, trying to find that trusted adult presence he depends on. It was only after Mrs. King then directed Ms. Motoko to go to him that Kaleb immediately calmed down and stopped crying. **Mary, Kaleb's mother, witnessed this firsthand—it was heartbreaking to see how quickly his sense of safety unraveled simply because his paraeducator had been told to hold back from providing support.**

To make matters worse, Ms. Motoko suddenly stopped coming to work on Friday, October 17, 2025, which is something we had not seen before. After two consecutive school days, we received an email from Mrs. Wallner, Special Education Coordinator, late Monday afternoon (October 20, 2025) stating:

*"I wanted to connect and update you regarding an upcoming staffing change. A new para is assigned to Kaleb. This para has previously worked with Kaleb and has awareness of his needs and the current classroom and teacher. We do not anticipate any gaps in service but wanted to make sure you were aware of this transition.*

*Please contact me with any questions or concerns."*

**While we appreciate the courteous tone and reassurance in Mrs. Wallner's email, it did not address the core concerns we had already raised with Mrs. King. Following that communication, Mrs. King stopped responding to my emails, possibly at the direction or insistence of Mrs. Wallner.** Mrs. Wallner's message informed us of the staffing change but provided no explanation for why it occurred, no acknowledgment of how the transition would preserve Kaleb's established rapport and consistency, and no indication that the IEP team had been consulted. For a decision of this magnitude—replacing the one-on-one staff who supports a totally blind child with autism—the absence of discussion or coordination with the IEP team is deeply concerning and inconsistent with the collaborative process required under special-education law.

**Then, on Tuesday, October 21, 2025, we were expecting to see Kaleb's new para or Mr. Peterson, his Teacher of the Visually Impaired (TVI), accompany Kaleb on a class field trip, but neither was present.** We observed Mrs. King struggling to manage both the class and Kaleb's one-on-one needs simultaneously. We texted Mr. Peterson about the situation, and his response was: *"Mrs. King said she has things handled regarding coverage for Kaleb ... [I] can't add anything more regarding the changes ... [and that you] will need to direct any questions and concerns regarding the matter to Michelle Wallner."*

**This marked the third consecutive school day that Kaleb was without his required one-on-one support—and a clear decision by the District to no longer permit Mrs. King and Mr. Peterson to communicate with us.** This action directly contradicts the goals and values of the school district. Instead of encouraging open communication and collaboration, key individuals who provide services for Kaleb—including his classroom teacher and his Teacher of the Visually Impaired—are being prevented from discussing crucial matters with us, apparently under the direction of the Special Education Coordinator.

On that same day, **Tuesday, October 21, 2025**, I also formally requested an IEP meeting to address these ongoing changes to Kaleb's services. However, as of the writing of this email, **Mrs. Wallner has not responded with a proposed date or time for that meeting.**

For a totally blind child with autism, structure and trusted adult proximity are not optional—they are foundational to his ability to participate and learn. When those supports are withheld or inconsistently applied, even briefly, it causes confusion, fear, and regression.

As parents, we are deeply concerned that decisions altering the implementation of Kaleb's IEP appear to be made informally and unilaterally at both the classroom and administrative levels, without collaboration or documentation. We respect Mrs. King's, Mr. Peterson's, and Mrs. Wallner's dedication to their students, but **Kaleb's 1:1 paraeducator support is not a flexible teaching preference—it is a legally required service** that ensures his access to a free and appropriate public education.

We are not asking for anything extraordinary. We are simply asking that:

- All decisions affecting Kaleb's 1:1 support be discussed and approved by the full IEP team.
- His paraeducator remain continuously and exclusively assigned to him throughout the school day.
- The district ensure that service delivery matches what is written in his IEP.

Kaleb deserves consistency, safety, and trust in his learning environment. These are the very conditions that allowed him to make such wonderful progress this past year. We ask for your help in ensuring that his legal rights and educational needs are respected and protected.

**We respectfully request a written response or a meeting with district leadership within 10 business days to address these concerns and confirm when Kaleb's IEP team will reconvene to review his services.**

Thank you sincerely for your time, your leadership, and your commitment to students like Kaleb, who depend on your oversight to ensure equity and accountability in special education.

Sincerely,  
**Yang Xiong**

Father of Kaleb Xiong  
Ehrhardt Elementary School  
(916) 647-7815



Yang Xiong <shuayung@gmail.com>

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## Administrative Resolution Request – Timely Attention Requested Regarding Kaleb Xiong’s 1:1 Paraeducator Services

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Yang Xiong <shuayung@gmail.com>

Fri, Nov 21, 2025 at 4:37 PM

To: Anne Rigali in Special Education <arigali@egusd.net>

Cc: Marianne Williams at Ehrhardt <mcwillia@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>, Alicia Wilson in Special Education <ADWilson@egusd.net>, Cindy Hayes in Special Education <cbhayes@egusd.net>

**Subject:** Submission of Formal Rebuttal to November 14, 2025 Prior Written Notice (PWN)

Good afternoon, Mrs. Rigali,

Attached is our formal rebuttal to the District’s Prior Written Notice dated November 14, 2025. This document provides a comprehensive, section-by-section response addressing the inaccuracies, omissions, and procedural concerns contained in the PWN, and includes Exhibits A–Z supporting each point.

Our goal in submitting this rebuttal is to ensure that Kaleb’s IEP is implemented as written, that his safety needs are met consistently, and that any future decisions regarding his services are made collaboratively through the IEP team as required by law. We appreciate your time in reviewing our documentation and your willingness to meet with us on November 18 to begin addressing these concerns.

For purposes of clarity and timely resolution, we would appreciate hearing back from you within **five (5) business days** regarding next steps and how the District intends to address the issues raised.

Please confirm receipt of this rebuttal and all exhibits. If you need any additional information from us, we are happy to provide it.

Thank you again for your attention to this matter and for your continued collaboration.

Sincerely,  
Yang Xiong & Mary Xiong  
Parents of Kaleb Xiong

 A 10.14.2025-Clarification on Support Plan for Kaleb.pdf

 B 10.14.2025-Clarification on Support Plan for Kaleb - King response.pdf

 C 10.15.2025-Clarification on Support Plan for Kaleb - Yang reply.pdf

 D 10.16.2025-Clarification on Support Plan for Kaleb - Yang follow-up.pdf

 E 10.17.2025- Clarification on Support Plan for Kaleb - King reply.pdf

 F 10.20.2025-Clarification on Support Plan for Kaleb - Yang reply.pdf

 G 10.20.2025- Staffing - Wallner announce para change.pdf

 H 10.21.2025- Text Messages with Chris Peterson.pdf

Exhibit AC - 1

 I 10.21.2025- Staffing - Yang reply and request for IEP.pdf

 J 10.22.2025- Staffing - Yang disclosure public comment made.pdf

 K 10.23.2025- Staffing - Wallner reply.pdf

 L 10.23.2025- Staffing - Yang reply.pdf

 M 10.23.2025- Staffing - Wallner reply.pdf

 N 10.24.2025- Staffing - Yang request Wallner for written reponse.pdf

 O 10.27.2025- Administrative Resolution Request – Timely Attention Requested Regarding Kaleb Xion...

 P 10.30.2025- Administrative Resolution Request – Timely Attention Requested Regarding Kaleb Xion...

 Q 10.30.2025- Administrative Resolution Request – Timely Attention Requested Regarding Kaleb Xion...

 R 11.12.2025- Administrative Resolution Request – Timely Attention Requested Regarding Kaleb Xion...

 S 11.7-17.2025- Update Regarding Upcoming IEP Meeting - request to present first at IEP.pdf

 T 11.17.2025- Gmail - KX Tuesday IEP Meeting\_ Agenda, PWN, and Attachments.pdf

 U 11.17.2025- Gmail - KX Tuesday IEP Meeting\_ Agenda, PWN, and Attachments - yang request to post...

 V 11.18.2025- KX Tuesday IEP Meeting\_ Agenda, PWN, and Attachments - King reply.pdf

 W Morning Log.pdf

 X Lip Injury Incident.pdf

 Y Summary of October 29 Call RE Paraeducator Assignment.pdf

 Z 11.18.2025 Meeting Summary.pdf

[Quoted text hidden]

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 **FINAL REBUTTAL.pdf**  
274K

# FORMAL REBUTTAL

**to the Elk Grove Unified School District**

**Prior Written Notice (PWN)**

**Dated November 14, 2025**

**Submitted by: Yang Xiong & Mary Xiong**

**Date: November 20, 2025**

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## INTRODUCTION

Dear Mrs. Rigali,

We respectfully submit this rebuttal to the District's Prior Written Notice (PWN) dated November 14, 2025, received electronically on November 17, 2025. As Kaleb's parents, we are committed to collaborative partnership with the District and value your willingness—as Director of Special Education—to meet with us directly on November 18, 2025 to hear our concerns. We appreciate that engagement and believe it reflects the District's intention to resolve matters constructively.

Unfortunately, the PWN does not accurately reflect the events documented between October 14 and November 18, 2025, nor does it meet IDEA's requirements under 34 C.F.R. § 300.503 and California Education Code. Over several weeks, significant changes occurred in how Kaleb's IEP-mandated 1:1 paraeducator services were delivered. These changes were implemented without the required parent participation, IEP team decision-making, or prior written notice.

We acknowledge and appreciate your candid acknowledgments during the 11/18 meeting (Exhibit Z) regarding communication breakdowns, insufficient oversight, and the need for the District to investigate service-delivery specifics. Your willingness to recognize these areas reinforces why this rebuttal is necessary and why corrective action is essential.

Our intention is not adversarial. Our goal is to ensure that Kaleb receives the continuous, blindness-specific, autism-informed, safety-driven support his IEP requires—support that also accounts for his global developmental delay and language disorder—and that future decisions rely on accurate information and transparent collaboration. This rebuttal corrects the PWN, section by section, supported by Exhibits A through Z.

We also must note a significant inconsistency in the District's responsiveness. On November 18, when staff reported concerns about possible recording during drop-off, you immediately contacted us that same morning. In contrast, multiple safety concerns we raised—beginning October 14—received delayed responses and no immediate action. This difference in response time was significant enough that we

expressly asked, in writing, for “the same speed of response to our request to meet today.” The November 18 text exchange highlighted that such immediate administrative action is indeed feasible, underscoring the communication imbalance acknowledged during our meeting and reinforcing the need for clearer, timely, and equitable communication protocols.

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## **SECTION 0 — UNLAWFUL MODIFICATION OF PARAEDUCATOR SERVICES**

*(Exhibits A–Z)*

### **0.1 Summary of Legal Violations**

Before the paraeducator reassignment on October 17, 2025 service-delivery changes were implemented that directly altered paraeducator responsibilities and proximity. These included reduced para proximity, delayed responsiveness, “waiting moments,” and redirection of the para to support the classroom rather than Kaleb.

These actions constitute changes to services requiring:

- meaningful parent participation (34 C.F.R. § 300.501),
- IEP team discussion (Cal. Ed. Code § 56341.1),
- Prior Written Notice (34 C.F.R. § 300.503).

None occurred.

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### **0.2 Early Evidence of Unauthorized Changes — Exhibits B & E**

Emails from Mrs. King dated October 14, 2025 and October 17, 2025 confirm that she initiated a new model of paraeducator usage—one not found anywhere in Kaleb’s IEP or his Adaptation Plan.

Kaleb’s IEP (page 41) explicitly requires “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,” further stating

that “Kaleb could also potentially hurt himself by mouthing objects if he is not provided with continuous adult supervision.” This language makes unmistakably clear that the paraeducator’s role is dedicated, continuous, and exclusively assigned to Kaleb throughout the entire school day to ensure his access, safety, and participation. The paraeducator’s duties are not interchangeable with general classroom responsibilities and cannot be shared or redistributed without IEP team action.

The Adaptation Plan reinforces this requirement, stating that “direct adult support must be available at all times to assist with transitions, environmental navigation, and task participation due to total blindness and associated developmental delays.”

Despite these clear mandates, Mrs. King introduced—for the first time—a new instructional “model” that was never discussed, proposed, or agreed upon by the IEP team. She states:

“As part of promoting Kaleb’s growth, we are encouraging him to engage more directly with teacher-led instruction. The paraeducator’s role is to support instruction, not replace it. This means that at times I will work with Kaleb 1:1 while Ms. Motoko supports the class, and at other times she will provide his direct support.”

She further asserts:

“At times... waiting a few moments before his para steps in...”

**These statements confirm that Mrs. King unilaterally altered how Kaleb’s IEP-mandated 1:1 paraeducator services were delivered, reframing the reduction of direct support as “instructional adjustments” or “fostering independence.” Under 34 C.F.R. § 300.324(a)(2) and California Education Code §§ 56341.1(a) and 56380, any modification to the delivery, consistency, or availability of a required service—especially one tied to safety and access—must be brought to the IEP team for discussion and approval before implementation. That did not occur. Because these communications and changes occurred before the paraeducator reassignment on October 17, it is clear that the root issue was not a staffing change but an unauthorized instructional change made outside the IEP team process.**

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### 0.3 Our First Objection — Exhibit F

On October 20, 2025, we objected to these changes and requested the matter be brought to the IEP team. No PWN was issued.

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### 0.4 Legal Conclusion

Exhibits A–F—and the unreported injury documented in Exhibit X and the fence licking incident documented in Exhibit Z—demonstrate a pattern of unsafe, unilateral modifications to Kaleb’s services. Exhibit Z further corroborates these concerns. During our meeting, you and Coordinator Wilson acknowledged that the District must:

- verify how para support was being provided,
- examine para positioning during safety incidents,
- determine whether the teacher’s reduced-proximity model was appropriate,
- clarify whether the para’s duties aligned with the IEP.

Your acknowledgment of the need for investigation confirms that these changes were not part of any approved IEP team decision.

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## **SECTION 1 — REMOVAL OF MS. MOTOKO WELSH**

### **District’s Position (Summary)**

The District states staffing changes do not require parental consent.

### **Our Rebuttal**

We do not challenge the District’s authority over assignments. Our concern is the significant change in support quality, beginning prior to the staffing change and worsening after it.

After the reassignment:

- the new para frequently arrived after Kaleb,
- she lacked blindness-specific training,
- she did not maintain appropriate proximity,
- supervision gaps increased.

During the November 18, 2025 meeting (Exhibit Z), you and Mrs. Wilson acknowledged needing to confirm:

- whether the new para was trained for blindness,
- whether training was ever provided by the VI department.

This uncertainty contradicts the PWN's assertion that staffing remained qualified.

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## **SECTION 2 — STAFFING AND QUALIFICATIONS**

### **District's Position (Summary)**

The District asserts staffing decisions are internal personnel matters and that assigned staff are qualified to implement the IEP.

### **Our Rebuttal**

We did not request confidential personnel records. We requested information essential to IEP implementation, including:

- whether the assigned para had training relevant to Kaleb's disability profile—including total blindness, autism, global developmental delay, and language disorder;
- whether para coverage was consistent;
- whether the para's responsibilities were aligned with the IEP and Adaptation Plan.

Exhibit Z confirms that the District cannot verify whether the newly assigned para has received blindness-specific training and other training related to Kaleb's additional disabilities, namely autism, global developmental delay, and language disorder.. You acknowledged needing to consult Chris Peterson to determine whether training occurred. Exhibit Z further confirms the District lacked key information at the time of assignment—including whether the para had VI training, safety training, or familiarity with Kaleb's sensory-seeking risks—undermining the PWN's assertion that staffing remained qualified.

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## **SECTION 3 — CONSISTENCY OF 1:1 COVERAGE**

### **District's Position (Summary)**

Kaleb's paraeducator support was consistently provided, with no significant lapses.

### **Our Rebuttal**

Documented evidence shows multiple significant supervision failures:

- the para arrived late on several mornings, leaving Kaleb without support (Exhibit W);
- no para attended the October 21 field trip, requiring us to serve as his aide (Exhibit H);
- Kaleb sustained an unreported lip injury on October 27 (Exhibit X);
- Kaleb attempted to lick a metal fence on November 18 while the para stood several feet away (Exhibit Z);
- morning transitions showed inconsistent or absent coverage (Exhibit W).

These are not minor gaps. For a blind, autistic, nonverbal child with sensory-seeking behaviors and no ability to report distress, such lapses pose immediate safety risks.

Exhibit Z reflects your acknowledgment that para proximity, teacher-directed proximity practices, and supervision routines require review through observation and follow-up to ensure alignment with Kaleb's IEP and safety needs.

Exhibit R documents that Kaleb has begun protesting going to school, a notable behavioral and emotional regression corresponding with the period of reduced para support and supervision inconsistencies. This resistance reflects Kaleb's experience of unpredictability and distress during transitions and further demonstrates the impact of these service changes.

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## **SECTION 4 — VERIFICATION OF IEP IMPLEMENTATION**

### **District’s Position (Summary)**

The District asserts all IEP services were provided “as written.”

### **Our Rebuttal**

The District has not produced documentation that would verify accurate implementation, including para coverage logs, blindness-specific training records, or supervision documentation during transitions. Supervision practices were inconsistent, as demonstrated by safety lapses documented in Exhibits H, W, X, and Z.

Exhibit Z confirms that District leadership recognized the need to observe classroom practices and consult site staff and the VI teacher to verify how para support is being provided, whether proper proximity is being maintained, whether training has occurred, and whether the teacher’s model aligns with Kaleb’s IEP and safety needs. These acknowledgments confirm that the District could not have conclusively determined that the IEP was implemented “as written” at the time the PWN was issued.

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## **SECTION 5 — PROCEDURAL SAFEGUARDS AGAINST UNILATERAL CHANGES**

### **District’s Position (Summary)**

No procedural violations occurred.

### **Our Rebuttal**

Exhibit Z reflects that parents raised concerns about reduced proximity, “waiting” before intervention, and shifting para focus toward classroom support, and that District leadership agreed these concerns require clarification, observation, and IEP-team review to ensure alignment with the IEP.

These changes occurred without parent participation, an IEP team meeting, or Prior Written Notice. Therefore, procedural violations occurred under 34 C.F.R. §§ 300.501, 300.503, and California Education Code § 56341.1.

Additionally, IDEA requires that Prior Written Notice be issued within a reasonable time after a parent request. We first raised concerns and requested corrective action on October 20, and again on October 21, 24, and 27. The District did not issue a PWN until November 17—nearly four weeks later. Courts have held that “reasonable time” is measured in days, not weeks. This delay prevented meaningful participation and violated 34 C.F.R. § 300.503.

Exhibit Z reflects your acknowledgment that parent concerns were not prioritized on the IEP agenda. Our request to place parent concerns first—given the urgency and the fact that we initiated the meeting—was declined by Mrs. King. This impeded meaningful participation under 34 C.F.R. § 300.322.

The morning-of text messages on November 18 also demonstrate this procedural imbalance. In our message postponing the IEP meeting, we noted that Mrs. King had denied our request to present our concerns first on the agenda of a meeting we had requested specifically for those concerns. This refusal materially limited our ability to participate meaningfully, and contributed to our decision to postpone the meeting after receiving the PWN less than 24 hours before. The fact that this denial of agenda priority was communicated directly to you the morning of the meeting further supports that these procedural concerns were known to the District prior to the 11/18 discussion.

After postponement, the proposed rescheduling to January 2026—nearly three months after our initial request—further impeded our procedural rights and failed to address urgent safety concerns.

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## **SECTION 6 — INFORMATION RELIED UPON**

### **District’s Position (Summary)**

The PWN relied on school records, staff input, and internal data.

### **Our Rebuttal**

Exhibit Z confirms that key service-delivery questions required verification through observation and follow-up, including whether the para received blindness-specific training, how para proximity is being maintained during safety-sensitive routines, and whether supervision aligns with the IEP. Without verified implementation information, the District could not have relied on complete and accurate data when issuing the PWN.

Because the District did not maintain or produce para coverage logs, training records, supervision documentation, or any objective record of Kaleb’s daily support, the PWN’s conclusions were not supported by complete or verifiable information as required under 34 C.F.R. § 300.503(b)(3).

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## **SECTION 7 — OTHER OPTIONS CONSIDERED**

### **District’s Position (Summary)**

The PWN states the District considered “not responding.”

### **Our Rebuttal**

“Not responding” is not allowable under IDEA or California Education Code.

Exhibit Z confirms that several reasonable options were not considered at the time key decisions were made, including implementing communication logs, prioritizing parent concerns on meeting agendas, initiating structured collaboration time, and performing immediate site observations to assess para placement and safety practices. These options are only now being considered after significant safety incidents.

The November 18 text exchange underscores that swift administrative action is feasible. Parents explicitly requested to meet with you the same day at the original IEP time, stating they would greatly appreciate the same speed of response that school-site staff received. Your prompt agreement to meet at noon shows that timely collaboration was possible earlier but was not offered until parents postponed the IEP and escalated concerns.

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## **SECTION 8 — OTHER FACTORS**

### **District’s Position (Summary)**

All relevant factors were considered.

### **Our Rebuttal**

Kaleb’s disabilities—total blindness, autism, global developmental delay, sensory-seeking behaviors, and inability to communicate distress—require continuous, immediate, proximity-based adult support.

Exhibit Z documented that you acknowledged the validity of our safety concerns, the emotional impact this has had on our family, the need to rebuild trust, the need to re-evaluate para proximity, communication systems, and teacher practices, and the need for the District to determine what is actually happening in the classroom. These acknowledgments directly contradict the PWN’s claim that all relevant factors were considered.

Exhibit R further documents the emotional and behavioral impact: Kaleb has begun protesting going to school, a behavior not present before these service changes. This regression indicates that he no longer feels safe or supported in his current school environment.

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## WHY CORRECTIVE ACTION MUST OCCUR NOW — EVEN BEFORE AN IEP MEETING

We recognize that the District may assert that the corrective actions we request cannot be implemented without first convening an IEP team meeting. However, neither IDEA nor California Education Code permit delaying corrective action when:

- the IEP is not being implemented as written,
- the District has already acknowledged gaps in implementation (Exhibit Z),
- a child’s safety is at risk, or
- unilateral changes were made outside the IEP process.

Under **34 C.F.R. § 300.323(c)(2)**, a public agency **must ensure** that all services in the IEP are provided **as soon as possible**. When the District acknowledges that implementation fidelity, training, and proximity practices remain unverified (Exhibit Z), it has a legal duty to immediately restore the IEP’s written service model—not wait weeks or months for a meeting.

Further, **California Education Code § 56346(f)** requires the District to **implement the last agreed-upon IEP** when any part of implementation is disputed. The last agreed-upon IEP requires **continuous 1:1 paraeducator support with VI-informed proximity**, which must continue immediately—even while scheduling a future meeting.

Most critically, corrective action here is **restorative**, not additive. We are not requesting new services. We are requesting that the District immediately reinstate the IEP services that were improperly reduced or altered without authorization.

Courts have held that districts cannot “wait for a future meeting” when a child’s safety or IEP implementation is compromised. Federal guidance affirms that LEAs must intervene promptly when there is:

- a denial of FAPE,
- unauthorized reduction of services, or
- immediate risk to a student’s safety.

The service changes acknowledged in Exhibit Z, combined with documented safety incidents (Exhibits H, W, X) and Kaleb’s emotional regression (Exhibit R), require immediate correction. IDEA places student safety and IEP implementation fidelity above procedural scheduling constraints.

Therefore, the District must take immediate, interim corrective action while the IEP team schedules its next meeting.

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## FINAL STATEMENT & REQUIRED ACTION

We appreciate your direct engagement on November 18, 2025 and your acknowledgment of areas where communication and oversight require improvement. However, the PWN dated November 14, 2025 does not accurately reflect events or comply with IDEA’s procedural or substantive requirements.

The documented safety incidents (Exhibits H, W, X), the regression documented in Exhibit R, and the acknowledgments made during our meeting (Exhibit Z) demonstrate that Kaleb’s IEP was not implemented as written and that his safety was compromised.

We respectfully request the following corrective actions, consistent with IDEA and California Education Code obligations:

## **1. Immediate full restoration of Kaleb's continuous, blindness-specific 1:1 paraeducator support exactly as written in his IEP.**

### **Why this is necessary:**

- Kaleb sustained an unreported injury (Exhibit X).
- The fence-licking incident revealed delayed para responsiveness (Exhibit Z).
- The para arrived late on multiple days (Exhibit W).
- Kaleb was without para support during the field trip (Exhibit H).
- Reduced-proximity practices were implemented without authorization (Exhibits B, E; confirmed in Exhibit Z).
- Training of the new para has not been confirmed (Exhibit Z).

These conditions represent immediate safety risks and justify urgent correction.

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## **2. If the District cannot guarantee safe, consistent implementation of Kaleb's IEP, it must identify and offer a more appropriate placement capable of meeting his intensive supervision needs.**

### **Why this is necessary:**

- Multiple safety failures demonstrate systemic issues.
- Our trust as parents has been severely impacted (Exhibit Z).
- The District acknowledged gaps in monitoring and service fidelity.
- Teacher practices may not align with Kaleb's needs (Exhibits B, E & Z).
- We have reached a point of questioning whether Earhart is currently safe for Kaleb.

This aligns with placement obligations under 34 C.F.R. § 300.116.

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### **3. Immediate adoption of a structured communication and oversight plan to restore transparency, ensure collaboration, and prevent further incidents.**

**Why this is necessary:**

- Communication breakdowns were acknowledged during Exhibit Z.
- Critical safety and service delivery information was not communicated.
- Parent concerns were not appropriately prioritized on the IEP agenda.
- We have experienced significant daily stress due to lack of information.

A structured system is essential to rebuilding trust and safeguarding Kaleb.

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## **CLOSING**

We respectfully submit this rebuttal with the belief that, under your leadership, the District is capable of resolving these issues constructively and lawfully. We remain committed to working collaboratively, but collaboration requires transparency, accountability, and adherence to IDEA's requirements.

Kaleb's safety, dignity, and access to education remain our highest priorities.

Sincerely,



**Yang Xiong & Mary Xiong**

## ATTACHMENTS — EXHIBIT LIST (A–Z)

- Exhibit A** – 10/14/2025 – Clarification on Support Plan for Kaleb (Parent Email)  
**Exhibit B** – 10/14/2025 – Clarification on Support Plan for Kaleb (Mrs. King Response)  
**Exhibit C** – 10/15/2025 – Clarification on Support Plan for Kaleb (Parent Reply)  
**Exhibit D** – 10/16/2025 – Clarification on Support Plan for Kaleb (Parent Follow-Up)  
**Exhibit E** – 10/17/2025 – Clarification on Support Plan for Kaleb (Mrs. King Reply)  
**Exhibit F** – 10/20/2025 – Clarification on Support Plan for Kaleb (Parent Reply)
- Exhibit G** – 10/20/2025 – Staffing – Notification of Para Change (Wallner)  
**Exhibit H** – 10/21/2025 – Text Messages with Chris Peterson  
**Exhibit I** – 10/21/2025 – Staffing – Parent Reply and Request for IEP  
**Exhibit J** – 10/22/2025 – Parent Public Comment Disclosure  
**Exhibit K** – 10/23/2025 – Staffing – Wallner Reply  
**Exhibit L** – 10/23/2025 – Staffing – Parent Reply
- Exhibit M** – 10/23/2025 – Staffing – Wallner Follow-Up  
**Exhibit N** – 10/24/2025 – Parent Request for Written Response (to Wallner)  
**Exhibit O** – 10/27/2025 – Administrative Resolution Request – 1:1 Paraeducator Services (to Rigali)  
**Exhibit P** – 10/30/2025 – Administrative Resolution Request – Rigali Reply  
**Exhibit Q** – 10/30/2025 – Administrative Resolution Request – Parent Follow-Up  
**Exhibit R** – 11/12/2025 – Administrative Resolution Request – Parent Follow-Up
- Exhibit S** – 11/7–11/17/2025 – Update Regarding Upcoming IEP Meeting / Request to Present First  
**Exhibit T** – 11/17/2025 – Email: IEP Agenda, PWN, and Attachments  
**Exhibit U** – 11/17/2025 – Parent Request to Postpone IEP  
**Exhibit V** – 11/18/2025 – King Response Re: Postponement  
**Exhibit W** – Morning Log (October 17–27, 2025)  
**Exhibit X** – Lip Injury Incident (October 27, 2025)  
**Exhibit Y** – Summary of October 29, 2025 Phone Call Regarding Paraeducator Assignment  
**Exhibit Z** – Summary of November 18, 2025 Meeting with Director Rigali and Coordinator Wilson

STEPHANIE ANNE YEE-GUARDINO DO, sent October 28 at 4:51 PM

Hi Yang and Mary-

Thank you for all the details. It's hard to say exactly what may have occurred, but looks like he did sustain some mild trauma. The lesion inside the inner lower lip healed in a fashion consistent with a bite to the lip - whatever trauma he sustained from the outside, likely cause him to bite the inside of his lip. This looks very mild, and the mucosa seems to be healing as can be expected. There is no way to speed up recovery, and really no way to determine exactly how Kaleb hurt his mouth. It seems to be in a common area of injury, nothing that would raise suspicion for me given he's a young active boy. Does this help?

Dr. Yee-Guardino

Department of Kaiser Pediatrics, Elk Grove



Yang Xiong <shuayung@gmail.com>

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## KX Tuesday IEP Meeting: Agenda, PWN, and Attachments

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Yang Xiong <shuayung@gmail.com>

Mon, Dec 1, 2025 at 9:20 AM

To: Christa King at Ehrhardt <cnking@egusd.net>

Cc: Mary Xiong <maryxiong19@yahoo.com>, Marianne Williams at Ehrhardt <mcwillia@egusd.net>, Anne Rigali in Special Education <arigali@egusd.net>, Alicia Wilson in Special Education <ADWilson@egusd.net>, Cindy Hayes in Special Education <cbhayes@egusd.net>, Sean Yang - School Board Member <Seyang@egusd.net>

**Subject:** Follow-Up Regarding Meeting Postponement and Next Steps

Good morning, Mrs. King,

Thank you for your message and for acknowledging my request to postpone the November 18 IEP meeting.

Since that time, I have been in direct communication with Mrs. Rigali, Mrs. Wilson, and Trustee Sean Yang regarding the procedural issues surrounding the late PWN, the refusal to allow me to present first on the agenda, and the substantive concerns outlined in my PWN rebuttal submitted on November 21. As you know, these matters are now being addressed at the Special Education Director level. I am currently awaiting the District's written response to the specific requests identified in my rebuttal.

Because the outcome of those discussions will determine the appropriate next steps—and will directly impact the purpose and agenda of the next IEP meeting—it would be premature to identify January dates until the District provides clarity regarding its position and any corrective actions it intends to take.

Once I receive the District's detailed response, I will be in a much better position to propose dates for reconvening the IEP team.

Regarding your invitation for a classroom observation and a home visit, I appreciate the offer. At this time, however, I believe it is most appropriate to first resolve the pending issues regarding implementation and procedural compliance, as these factors directly affect Kaleb's day-to-day experience at school. I will revisit both the observation and the home visit once we have clarity from the District.

Thank you again for your ongoing communication. I remain committed to working collaboratively with the District to ensure Kaleb receives the services and supports outlined in his IEP.

Sincerely,  
Yang Xiong

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

## Administrative Resolution Request – Timely Attention Requested Regarding Kaleb Xiong’s 1:1 Paraeducator Services

Yang Xiong <shuayung@gmail.com>

Wed, Dec 3, 2025 at 10:26 AM

To: Anne Rigali in Special Education <arigali@egusd.net>

Cc: Marianne Williams at Ehrhardt <mcwillia@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>, Alicia Wilson in Special Education <ADWilson@egusd.net>, Cindy Hayes in Special Education <cbhayes@egusd.net>, Sean Yang - School Board Member <Seyang@egusd.net>, "jferraro@egspeaks.org" <jferraro@egspeaks.org>

**Subject:** Follow-Up on Missed 12/1/25 Response Deadline Regarding Kaleb’s Services, Safety, and Temporary Placement

Dear Mrs. Rigali,

I am writing to follow up on my prior emails requesting a written response from the District by **December 1, 2025** regarding my concerns about my son, **Kaleb Xiong**, including issues related to his one-on-one paraeducator services, supervision, and recent safety incidents at school.

To give the District every opportunity to address these matters, I did not immediately follow up when the 12/1 deadline passed because I understood that District leadership would be meeting with **Trustee Sean Yang on December 2, 2025** to discuss my concerns. Trustee Yang later informed me that Kaleb’s situation was discussed; however, I have still not received any written response or clarification from the District. As of today, **December 3, 2025**, the written response I requested has not been provided.

The seriousness of Kaleb’s safety concerns requires immediate attention. As previously reported, Kaleb sustained an **unreported injury** under the supervision of a newly assigned paraeducator whose identity was unclear for nearly a week. Additionally, on **November 18, 2025**, my wife witnessed Kaleb **licking a metal fence**—a behavior that posed a significant safety and hygiene risk—while the paraeducator stood nearby but failed to recognize the need to intervene until after my wife yelled out. This delayed response demonstrates a concerning lack of situational awareness and appropriate supervision, especially given Kaleb’s blindness, developmental delays, and vulnerability to environmental hazards.

Because these safety issues remain unresolved and the District has not provided the written response or corrective plan I requested, I must take steps to protect my son. Therefore, **effective immediately, I will be withholding Kaleb from attending school as a temporary protective measure until the District provides its written response and presents a clear plan to ensure his safety and full IEP implementation.** This is not a withdrawal from school; it is a necessary and reasonable action to prevent further risk.

During this temporary period, I am requesting that Kaleb’s **IEP-mandated related services**—including speech therapy, O&M, and any other scheduled services—continue **at our home or another mutually agreed-upon location.** This request is not a refusal of services; rather, it reflects my commitment to ensuring Kaleb continues receiving his required support while school-based safety and supervision concerns remain unresolved. Providing services in an alternate location will help maintain educational continuity and prevent regression.

At this time, I am requesting the following:

1. The District’s **written response** to my concerns and requests made in my PWN Rebuttal.
2. A clear explanation of the steps the District is taking to ensure Kaleb’s safety, supervision, and consistent paraeducator support in alignment with his IEP.
3. Confirmation that Kaleb’s IEP services will continue during this temporary protective withholding, along with details regarding scheduling and service delivery.

For transparency and oversight, I am copying **Principal Williams, Program Coordinator Mrs. Wilson, Special Education Specialist Mrs. Hayes, Trustee Sean Yang, and Mrs. Jencie Ferraro from EG SPEAKS** on this correspondence.

Please provide the District’s written response **no later than the end of the day on December 4, 2025.** If the District is unable or unwilling to respond by that time, I will conclude that local efforts to resolve these concerns have been exhausted and will proceed with formal complaints to the **California Department of Education** and the **U.S. Department of Education, Office for Civil Rights**, as appropriate.

Exhibit AF - 1

Thank you for your prompt attention. I look forward to receiving the District's written response.

Sincerely,  
Yang Xiong

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

## Temporary Withholding of Kaleb & Request for Continuation of IEP Services

Yang Xiong <shuayung@gmail.com>

Wed, Dec 3, 2025 at 11:45 AM

To: Marianne Williams at Ehrhardt <mcwillia@egusd.net>

Cc: Anne Rigali in Special Education <arigali@egusd.net>, Sean Yang - School Board Member <Seyang@egusd.net>, Christa King at Ehrhardt <cnking@egusd.net>, Chris Peterson in Special Education <CHCPeter@egusd.net>, Sharon Gendelman-Wilson in Special Education <sgendelm@egusd.net>, Alicia Wilson in Special Education <ADWilson@egusd.net>, Cindy Hayes in Special Education <cbhayes@egusd.net>, Gabriela Ruiz at Ehrhardt <garuiz@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>

Dear Principal Williams,

Although you were copied on my email to Mrs. Rigali earlier today regarding the temporary withholding of **Kaleb** due to unresolved safety and supervision concerns, I wanted to follow up directly at the site level to ensure clarity and coordination among the school team.

In addition to the recent safety incidents—including an unreported injury and the fence-licking incident—there remains a significant concern regarding the District's repeated assertion that Kaleb's IEP is "fully implemented." Despite this claim, the District has not addressed the **unilateral changes Mrs. King made to the manner in which Kaleb's paraeducator is to provide services**, nor has the District acknowledged or corrected the impact of these changes on Kaleb's supervision and support. These unresolved issues further contribute to my decision to temporarily withhold him from school, as they demonstrate that the IEP is not currently being implemented as written.

Under IDEA, the District is required to provide Kaleb with a free appropriate public education and to ensure that his IEP is implemented both **safely and in strict accordance with its written provisions**. The combination of safety incidents, inconsistent supervision, and unaddressed deviations from the IEP has necessitated this temporary protective measure to safeguard Kaleb's well-being.

I have formally requested that Kaleb's **IEP-mandated related services**—including VI, O&M, speech therapy, and other scheduled services—continue **at our home or another mutually agreed-upon location** during this temporary period. Federal regulations require the District to consider alternate service locations when circumstances arise that affect a child's ability to safely receive services at school and to ensure continuity of services to prevent regression.

I am copying the specialists whose email addresses I currently have, and I ask that the District ensure that all remaining members of Kaleb's IEP team—including any related service providers whose contact information I may not have—are also informed of this temporary change and my request for continued services.

**Please advise me of the next steps for coordinating Kaleb's IEP services during this temporary period, including who will be contacting me to schedule VI, O&M, speech, and any other related services. I am available to collaborate on scheduling and want to ensure continuity of support for Kaleb. I look forward to hearing from the District regarding the next steps and timelines for coordinating Kaleb's services and addressing both the safety concerns and the unaddressed deviations from his IEP.**

Thank you for your continued support of Kaleb. Please let me know if you need anything from me regarding scheduling or coordinating his services.

Sincerely,  
Yang Xiong



Yang Xiong <shuayung@gmail.com>

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## Administrative Resolution Request – Timely Attention Requested Regarding Kaleb Xiong’s 1:1 Paraeducator Services

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**Anne Rigali in Special Education** <arigali@egusd.net>

Mon, Nov 24, 2025 at 11:52 AM

To: Yang Xiong <shuayung@gmail.com>

Cc: Marianne Williams at Ehrhardt <mcwillia@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>, Alicia Wilson in Special Education <ADWilson@egusd.net>, Cindy Hayes in Special Education <cbhayes@egusd.net>

Hi Mr. Xiong,

Thank you for sharing your concerns. The District believes the IEP is being fully implemented and intends to discuss your concerns at Kaleb’s next IEP.

If you would like to discuss further, I am happy to meet with you in person or by phone.

Sincerely,

[Quoted text hidden]



Yang Xiong <shuayung@gmail.com>

## Administrative Resolution Request – Timely Attention Requested Regarding Kaleb Xiong’s 1:1 Paraeducator Services

Yang Xiong <shuayung@gmail.com>

Tue, Nov 25, 2025 at 3:52 AM

To: Anne Rigali in Special Education <arigali@egusd.net>

Cc: Marianne Williams at Ehrhardt <mcwillia@egusd.net>, Mary Xiong <maryxiong19@yahoo.com>, Alicia Wilson in Special Education <ADWilson@egusd.net>, Cindy Hayes in Special Education <cbhayes@egusd.net>, Sean Yang - School Board Member <Seyang@egusd.net>

**Subject:** Follow-Up Required Regarding PWN Rebuttal and Corrective Actions

CC: Trustee Sean J. Yang; Principal Marianne Williams; Program Coordinator Alicia Wilson; Program Specialist Cindy Hayes

Good morning, Mrs. Rigali,

Thank you for your reply. I understand that the District’s position is that Kaleb’s IEP “is being fully implemented.” However, this is inconsistent with the evidence presented in our rebuttal and with the acknowledgments made by both you and Program Coordinator Alicia Wilson during our November 18 meeting (Exhibit Z). As documented across Exhibits A–Z, there were multiple service lapses, unilateral instructional changes, communication failures, and safety incidents that cannot be reconciled with a declaration of full IEP implementation.

As I shared with you and Mrs. Wilson on November 18, my intention is to work in partnership with the District to ensure that Kaleb’s services—especially his one-on-one paraeducator support—are implemented exactly as written. Mrs. King’s October 14 and 17 emails show that she altered Kaleb’s paraeducator model without IEP team approval, which constitutes a procedural violation under IDEA. These issues remain unaddressed in the District’s response.

Because of the ongoing impasse and because Kaleb’s safety is an immediate concern, I have also reached out to EGUSD Board Member Sean J. Yang, whom I have copied on this email, to request his assistance in facilitating a timely and appropriate resolution. My purpose in doing so is transparency, not escalation, and to ensure that appropriate District leadership is fully aware of the seriousness of these concerns. I hope that Trustee Yang’s involvement will help ensure that the District responds directly to the corrective steps we outlined rather than relying on a generalized statement that the IEP is “fully implemented” when no specific assurances have yet been provided.

In the email transmitting our rebuttal and exhibits on **Friday, November 21, 2025**, I requested a written response within **five business days**. Because you responded within one business day, I respectfully request the District’s full written response and proposed corrective actions by the **remaining four business days**, no later than **Monday, December 1, 2025**.

As outlined in the conclusion of our rebuttal, the District now has two appropriate pathways based on Kaleb’s disability-related safety needs and the District’s obligations under IDEA and California law:

**Option 1 — Immediately restore Kaleb’s continuous, exclusive 1:1 paraeducator support**, exactly as written in his IEP, with written verification of blindness-specific, autism-related, sensory-regulation, and safety training;  
**or**

**Option 2 — If the District cannot provide this support**, it must identify a **more appropriate placement** that can safely implement his IEP given his total blindness, autism, global developmental delay, and language disorder.

Before any IEP meeting is held, the District’s written response must address:

1. Which of the two options the District is selecting;
2. Immediate restoration of Kaleb’s 1:1 support if Option 1 is chosen;
3. Written verification of the paraeducator’s training;
4. Any interim safety measures being put in place;
5. A complete written response to **Section 0** of our rebuttal (procedural and PWN deficiencies);

Exhibit AH - 1

6. A complete written response to **Sections 1–8** (service lapses, safety incidents, unilateral changes, communication failures, and oversight concerns).

Thank you again for your attention. I look forward to receiving the District's written response by **Monday, December 1, 2025**.

Sincerely,  
Yang Xiong

CC:

- Trustee Sean J. Yang, EGUSD Board of Education
- Marianne Williams, Principal
- Alicia Wilson, Program Coordinator
- Cindy Hayes, Program Specialist

[Quoted text hidden]



**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 Met  
Concepts and Procedures  Above Standard  Near Standard  Below Standard  
Mathematical Practices  Above Standard  Near Standard  Below Standard

**California Alternate Assessments (CAA)**

Not Applicable

English Language Arts  Understanding  Foundational Understanding  Limited Understanding  
Math  Understanding  Foundational Understanding  Limited Understanding  
Science  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

<p><b>Area of Need:</b> Academic (Reading Pre-Braille)</p>	<p><b>Measurable Annual Goal #:</b> <u>1</u></p> <p><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.</p>
<p><b>Baseline:</b> Kaleb is able to identify the letters "a", "b" and "c" consistently when presented individually.</p>	<p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard RF.K.1b</p> <p><input 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>

**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

<p><b>Area of Need:</b> Academics (letter sounds)</p> <hr/> <p><b>Baseline:</b> When asked "what does ____ say", Kaleb identifies 3 letter sounds.</p>	<p><b>Measurable Annual Goal #:</b> <u>2</u></p> <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>
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**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

<p><b>Area of Need:</b> Academics (sequencing)</p> <hr/> <p><b>Baseline:</b> When given a story or short passage and asked to sequence the events, Kaleb requires prompts.</p>	<p><b>Measurable Annual Goal #:</b> <u>3</u></p> <p><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.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard RL.K.1</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>
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**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

<p><b>Area of Need:</b> Communication Development (Pragmatic Language)</p>	<p><b>Measurable Annual Goal #:</b> <u>4</u></p> <p><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.</p>
<p><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.</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.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</p>

**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

<p><b>Area of Need:</b> Communication Development (Receptive Language)</p> <hr/> <p><b>Baseline:</b> When presented with a list of 3 attributes describing an item Kaleb correctly identified the target item with 54% accuracy.</p>	<p><b>Measurable Annual Goal #:</b> <u>5</u></p> <p><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.</p> <p><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</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</p>
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**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

<p><b>Area of Need:</b> Communication Development (Expressive Language)</p> <hr/> <p><b>Baseline:</b> When presented with a real-life novel item/object Kaleb describes the item with 42% accuracy. He most consistently described texture.</p>	<p><b>Measurable Annual Goal #:</b> <u>6</u></p> <p><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.</p> <p><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</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</p>
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**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>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>	<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>

**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

<p><b>Area of Need:</b> Fine Motor Development (cutting)</p> <hr/> <p><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.</p>	<p><b>Measurable Annual Goal #:</b> <u>8</u></p> <p><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.</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> OT</p>
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**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

<p><b>Area of Need:</b> Fine Motor Development (handwriting)</p>	<p><b>Measurable Annual Goal #:</b> <u>9</u></p> <p><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.</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>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.</p>	<p><b>Person(s) Responsible:</b> OT</p>

**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

<p><b>Area of Need:</b> Fine Motor Development (Grasp)</p>	<p><b>Measurable Annual Goal #:</b> <u>10</u></p> <p><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.</p>
<p><b>Baseline:</b> Kaleb will pick up writing utensil and use with a fistled 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.</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> OT</p>

**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

<p><b>Area of Need:</b> Academics (Braille reading readiness)</p> <hr/> <p><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.</p>	<p><b>Measurable Annual Goal #:</b> <u>11</u></p> <p><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.</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> Teacher of the Visually Impaired</p>
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**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

<p><b>Area of Need:</b> Academics (Pre-Braille Writing )</p> <hr/> <p><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.</p>	<p><b>Measurable Annual Goal #:</b> <u>12</u></p> <p><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.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</li> <li><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</li> <li><input type="checkbox"/> Linguistically appropriate</li> <li><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</li> </ul> <p><b>Person(s) Responsible:</b> Teacher of the Visually Impaired</p>
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**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

<p><b>Area of Need:</b> Academics (Pre-Braille Reading)</p> <p><b>Baseline:</b> Kaleb is consistently able to locate the first/top line of braille, but is not consistently locating the end/last line.</p>	<p><b>Measurable Annual Goal #:</b> <u>13</u></p> <p><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.</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> Teacher of the Visually Impaired</p>
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**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>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>	<p><b>Person(s) Responsible:</b> Orientation &amp; Mobility Specialist</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><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>	<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>

**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

<p><b>Area of Need:</b> Gross Motor Development (Object Control)</p> <hr/> <p><b>Baseline:</b> Kaleb needs to be reminded to have arms ready to catch a bounced rubber ball using arms and hands.</p>	<p><b>Measurable Annual Goal #:</b> <u>16</u></p> <p><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</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> ADPE Specialist</p>
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**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

<p><b>Area of Need:</b> Functional Skills (Tactile Discrimination)</p> <hr/> <p><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.</p>	<p><b>Measurable Annual Goal #: 1</b></p> <p><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.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</li> <li><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</li> <li><input checked="" type="checkbox"/> Linguistically appropriate</li> <li><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</li> </ul> <p><b>Person(s) Responsible:</b> Teacher of the Visually Impaired</p>
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**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

<p><b>Area of Need:</b> Functional/Pre-Academics (Braille Pre-Reading)</p> <hr/> <p><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.</p>	<p><b>Measurable Annual Goal #:</b> <u>2</u></p> <p><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.</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>
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**Short-Term Objective:** By November 2024, Kaleb will independently identify the top, bottom, left side and right side of a page in a book or on a sheet and use a light touch to locate and identify where on a page the braille writing is located in 4 out of 5 trials with 80% accuracy as measured by teacher log.

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

**Short-Term Objective:**

**Progress Report 1:** 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

<p><b>Area of Need:</b> Functional/Pre-Academic Skills (Positional Concepts)</p>	<p><b>Measurable Annual Goal #:</b> <u>3</u></p>
<p><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.</p>	<p><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.</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard PLF Geometry 2.1</li> <li><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</li> <li><input checked="" type="checkbox"/> Linguistically appropriate</li> <li><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</li> </ul> <p><b>Person(s) Responsible:</b> Orientation &amp; Mobility Specialist, Classroom Teacher</p>

**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> <hr/> <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>	<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>
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**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 brailler 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 brailler 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 brailler 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

<p><b>Area of Need:</b> Functional Skills (Independent Travel)</p>	<p><b>Measurable Annual Goal #:</b> <u>5</u></p> <p><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.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard Teacher of the visually impaired and classroom Teacher</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 not independent with travel in the classroom and has not learned the human guide, trailing or protective techniques necessary for independent indoor travel.</p>	

**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> <hr/> <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>	<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>
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**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

<p><b>Area of Need:</b> Fine Motor Development (Bilateral Coordination)</p>	<p><b>Measurable Annual Goal #:</b> <u>Z</u></p>
<p><b>Baseline:</b> Kaleb has just mastered stringing beads with small pony beads and flexible string. He requires full support for scissors use.</p>	<p><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.</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> OT</p>

**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

<p><b>Area of Need:</b> Fine Motor Development (Fine Motor)</p> <hr/> <p><b>Baseline:</b> Kaleb is able to isolate his index fingers.</p>	<p><b>Measurable Annual Goal #:</b> <u>8</u></p> <p><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.</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> OT</p>
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**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

<p><b>Area of Need:</b> Preacademic (One-to-One Correspondence/Counting)</p>	<p><b>Measurable Annual Goal #:</b> <u>9</u></p> <p><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.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard PFL Number Sense - 1.3</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</p>
<p><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.</p>	

**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>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>
<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>	

**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>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>
<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>	

**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

<p><b>Area of Need:</b> Social/Emotional &amp; Pragmatic Language</p>	<p><b>Measurable Annual Goal #:</b> <u>12</u></p> <p><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.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard PLF S.I. - 2.1</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> Classroom Teacher, Speech-Language Pathologist (SLP)</p>
<p><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.</p>	

**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

CDE Compliance Complaint - Xiong v. Elk Grove USD (Kaleb X.)

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</u> min x <u>3</u> Totaling: <u>90</u> min 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</u> min x <u>1</u> Totaling: <u>30</u> min 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.

<b>Specialized Academic Instruction and Related Services</b>					
<b>Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):</b>					
<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)
Other:					

Comments:

<b>Transition Services</b>			<input checked="" type="checkbox"/> <b>NOT APPLICABLE</b>	<input type="checkbox"/> <b>SAME AS ABOVE</b>	
<b>Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):</b>					
<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)
Other:					

Comments:

<b>Extended School Year Services</b>			<input checked="" type="checkbox"/> <b>NOT APPLICABLE</b>	<input type="checkbox"/> <b>SAME AS ABOVE</b>	
<b>Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):</b>					
<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)
Other:					

Comments:

<b>Supplementary Aids and Services (provided in general education classes and other general ed environments)</b>					
<b>Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):</b>					
<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)

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*

*CDE Compliance Complaint - Xiong v. Elk Grove USD (Kaleb X.)*

*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

*CDE Compliance Complaint - Xiong v. Elk Grove USD (Kaleb X.)*

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 teach 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 possible 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:**

**Administrator/Designee** X  
**Special Education Teacher** X  
**General Education Teacher** X  
**Student** \_\_\_\_\_  
**Psychologist Specialist** \_\_\_\_\_

**Other** Speech and Language Pathologist  
**Other** Vision Specialist  
**Other** Adaptive PE  
**Other** Behaviorist  
**Other** Mobility Specialist  
**Other** \_\_\_\_\_

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**

## 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



## Adaptation Plan

### Accommodations, Modifications, Supports and Supplemental Aids and Services:

*The following shall be provided to the pupil, or on behalf of the pupil (Ed Code §56345; 34 C.F.R. §300.323).*

**IEP Date: 04/01/2025**

Student Name	Student ID Number	Gender	GL
Kaleb Xiong	55665746	M	TK

Include anticipated frequency, location, and duration in description:

<input checked="" type="checkbox"/> <b>Time:</b> Adapt the time allotted and allowed for learning, task completion, or classroom testing. <i>(Accommodation)</i> <ul style="list-style-type: none"> <li>Think time before needing to respond when asked a question (up to 30 seconds).</li> </ul>	<input checked="" type="checkbox"/> <b>Quantity:</b> Adapt the number of items that the student is expected to learn or complete. <i>(Accommodation)</i> <ul style="list-style-type: none"> <li>Teacher can reduce task items as needed.</li> </ul>	<input checked="" type="checkbox"/> <b>Level of Support:</b> Increase the amount of personal assistance with a specific student <i>(Accommodation)</i> <ul style="list-style-type: none"> <li>Reminders for whole body listening with tactile cues</li> <li>Positive praise and encouragement.</li> <li>Proximity to staff as needed.</li> <li>Auditory Signals</li> <li>Access to noise canceling headphones</li> <li>Alternative seating options</li> </ul>
<input checked="" type="checkbox"/> <b>Input:</b> Adapt the way instruction is delivered to the student. <i>(Accommodation)</i> <ul style="list-style-type: none"> <li>Access to enrichment activities at student’s ability level.</li> <li>Tactile Graphics</li> </ul>	<input checked="" type="checkbox"/> <b>Participation:</b> Adapt the extent to which the student is actively involved in a task. <i>(Accommodation)</i> <ul style="list-style-type: none"> <li>Opportunities to self-correct behavior or choices.</li> <li>Preferential seating</li> <li>Limit distractions that are reasonable and effective</li> </ul>	<input checked="" type="checkbox"/> <b>Output:</b> Adapt how the student can respond to instruction. <i>(Accommodation)</i> <ul style="list-style-type: none"> <li>Hand signals/gesture to alert staff as needed</li> <li>Use of Braille writer</li> </ul>
<input type="checkbox"/> <b>Difficulty:</b> Adapt the skill level, problem type, or the rules on how the student may approach the work. <i>(Modification)*</i>	<input type="checkbox"/> <b>Alternative Goals:</b> Adapt the goals or outcome expectations while using the same material. <i>(Modification)*</i>	<input type="checkbox"/> <b>Substitute Curriculum:</b> Provide different instruction and materials to meet the student’s individual goals. <i>(Modification)*</i>

**\*Modifications alter or lower the standards and expectations of tests and course standards. Significant modifications may lead to a non-diploma outcome and modified test results**



**Members of the Board**

Beth Albiani  
Jennifer Ballerini  
Delia Baulwin  
Susan Davis  
Heidi Moore  
Michael Vargas  
Sean J. Yang

**Cindy Hayes**  
Program Specialist

(916) 686-7780

EMAIL: cbhayes@egusd.net

Robert L. Trigg Education Center  
9510 Elk Grove-Florin Road, Elk Grove, CA 95624

December 4, 2025

**By U.S. Mail & Email: shuayung@gmail.com**

Yang and Mary Xiong  
9052 Ancestor Dr.  
Elk Grove, CA 95758

Re: Prior Written Notice – Response to November 20, 2025 Fornal Rebuttal to PWN  
(Kaleb Xiong; DOB 3/13/20)

Dear Mr. and Mrs. Xiong,

I write on behalf of the Elk Grove Unified School District (“District”) in response to your November 20, 2025 “Formal Rebuttal” to the District’s November 14, 2025 prior written notice (“PWN”) regarding your concerns about Kaleb’s one-to-one adult support per his April 1, 2025 IEP. As required by law, this letter serves as the District’s prior written notice regarding the concerns set forth in the Formal Rebuttal, pursuant to Title 34 Code of Federal Regulations section 300.503.

**Background**

As you know, on November 14, 2025, the District responded via PWN to your various concerns related to implementation of Kaleb’s one-to-one adult support. In the PWN, the District clarified that Kaleb’s previous paraeducator, Ms. Motoko, was reassigned to due to District staff needs, as staffing assignments and adjustments are within the District’s discretion so long as IEP supports and services are implemented by qualified personnel and in accordance with the IEP. The District also confirmed that Ms. Kayla, who is qualified and has been trained on Kaleb’s unique needs and IEP requirements, has been assigned as Kaleb’s assigned one-to-one paraeducator. The District further confirmed that, despite any absences or transition periods, the District has materially complied with Kaleb’s April 1, 2025 IEP and that the District has consistently provided Kaleb with the “one on one classroom support” required by his IEP.

On November 20, 2025, you provided the District with a Formal Rebuttal to the District’s PWN, in which you assert the following:

1. The District failed to ensure meaningful parent participation, IEP team discussion, and provide prior written notice when adjustments were made to proximity of the one-to-one adult support person, delayed responsiveness, “waiting moments,” and redirection of the adult support person to support other students in the classroom.
2. The District failed to provide you with PWN when you objected to these changes and requested the matter be brought to the IEP team.

In your Formal Rebuttal, you further provided your response to the various sections of the District's November 14 PWN including, in summary:

1. Change in the quality of one-to-one adult support for Kaleb following Ms. Motoko's reassignment.
2. Request information regarding paraeducator training, coverage, and alignment of responsibilities with the IEP and Adaptation Plan,
3. One-to-one adult support person supervision failures.
4. Failure to produce documentation of provision of IEP services as written.
5. Procedural violation by failing to convene an IEP meeting or provide PWN before, reducing proximity, "waiting" before intervention, and shifting focus of the adult support person to classroom support.
6. Failure to prioritize parent concerns on the November 18, 2025 IEP meeting agenda.

To conclude your Formal Rebuttal, you provide the District with three demands for corrective action:

1. Immediate full restoration of Kaleb's blindness-specific 1:1 paraeducator support exactly as written in his IEP.
2. If the District cannot guarantee safe, consistent implementation of Kaleb's IEP, it must identify and offer a more appropriate placement capable of meeting his intensive supervision needs.
3. Immediate adoption of a structured communication and oversight plan to restore transparency, ensure collaboration, and prevent further incidents.

On December 3, 2025, you emailed Anne Rigali, Special Education Director, and Principal Marianne Williams, taking issue with the fact that the District had not responded to your Formal Rebuttal by the December 1, 2025 deadline you imposed. You indicate that, due to your safety concerns from an alleged "unreported injury" and Mrs. Xiong witnessing Kaleb lick a fence, you will be "withholding Kaleb from attending school as a temporary protective measure until the District provides its written response and presents a clear plan to ensure his safety and full IEP implementation." You further request confirmation that Kaleb's IEP services will continue while you withhold him from school, along with details regarding scheduling and service delivery.

Please find below the District's response to your Formal Rebuttal, which should be read in conjunction with the District's November 14, 2025 PWN, which largely sets forth the District's position on this matter. Please note as well that the District, like you, remains committed to collaboratively addressing any and all of your concerns with respect to Kaleb's educational program as well as through the IEP process, which is uniquely suited for us to jointly address individual educational needs.

### **Description of the Action Proposed or Refused by the District and Explanation of Why the District is Proposing/Refusing the Action**

1. ***The District maintains that it has consistently implemented Kaleb's April 1, 2025 IEP, as written, and complied with relevant state and federal law.***

Kaleb's April 1, 2025 IEP requires that he be provided with "one on one classroom support from a school district staff member 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." Further, Kaleb's IEP includes annual goals in the area of gross motor which focus on his ability to independently navigate by using his Adaptive Mobility Device with no verbal or physical prompts, and to navigate the major areas of his classroom using protective techniques. Kaleb's Adaptation Plan also calls for "proximity to staff as needed."

As written, and in light of the emphasis on promoting Kaleb's independence as a student with a vision impairment, the April 1, 2025 IEP allows the District some degree of flexibility with respect the intensity of adult support that Kaleb requires during the school day. He has and will continue to be supported by Ms. Kayla who has been trained by the District Teacher of the Visually Impaired and Orientation & Mobility Specialist. Ms. Kayla is present at all sessions with these providers and is under the supervision of Mrs. King, who has been extensively trained on Kaleb's specific needs. Ms. Kayla has been trained on best practices for working with Kaleb, use of the braille writer, and how to make quick adaptations needed for any specific activity.

In acknowledgement of Kaleb's tendency to mouth objects and other safety concerns presented by his disability, he is continuously supervised by an adult at all times, whether this is provided by the paraeducator or his classroom teacher. Even during times when his support person has stepped back in order to promote his independence, his has and will continue to be under close adult supervision, which does not change even if the paraeducator momentarily assists another student.

Specifically, regarding your allegation of an "unreported injury" to Kaleb's lips on October 27, 2025, the school site reports that Kaleb arrived to school on this date with noticeably chapped lips and was frequently licking/sucking on them throughout the day. Just before recess, he lightly bumped into the door. There was no visible mark, he did not cry, but responded by saying "ow, can I have the scooter?" Also, at pickup time, Kaleb was observed mouthing his stroller tray while Mrs. Xiong pushed the stroller over the yellow sidewalk bumps. While it is unclear what exactly may have caused any bruising to Kaleb's lip, Kaleb had no visible mark when he left school, nor was there a mark when he returned to school.

You allege further that on November 18, Mrs. Xiong witnessed Kaleb attempt to lick a fence while his aide stood several feet away. The site reports during the morning greeting line-up, Chris Peterson (Teacher of the Visually Impaired), Mrs. King, and Ms. Kayla were all positioned right beside Kaleb. Kaleb touched the gate with his hands, then rested his face on it, which is something he often does and comments whether the bar feels cold. He then briefly touched the bars of the gate with his tongue. Ms. Kayla and Ms. Xiong immediately redirected Kaleb and instructed him to not lick the gate, but can touch/feel it with his hands instead.

Relatedly, the District did not provide a PWN or call an IEP meeting in response to your October 20, 2025 concerns about aide support because the District is in fact implementing his April 1 IEP as written, as detailed above. PWN is required a reasonable time before a district proposes or refuses actions regarding a child's identification, evaluation, placement or FAPE. (See 34 CFR § 300.503; Ed. Code, § 56500.4.) Here, the District has not proposed or refused any action related to the provision of a FAPE. Nonetheless, Michelle Wallner, Special Education Coordinator, responded to you by email on October 20 and 23, 2025, to inform you of the staffing change to a paraeducator who had previously worked with Kaleb and was familiar with his needs, and she confirmed that Kaleb did not "lose his paraeducator." Ms. Wallner confirmed that Kaleb indeed had an assigned paraeducator who will work closely with his Vision Impairment team and teacher to make sure he continues to make progress. Ms. Wallner also informed you that the team was working to identify a mutually agreeable date to convene an IEP meeting to address your concerns, per your October 21, 2025 request. The meeting was scheduled for November 18, 2025, which you requested to postpone on the day of the meeting.

On that same date, Kaleb's teacher, Ms. King, informed you that due to scheduling conflicts and upcoming breaks, the earliest availability to convene an IEP team meeting is in January 2026. In the meantime, she invited you to observe Kaleb's classroom and requested to schedule a home visit to observe his functioning in this home environment. However, the District will continue to work collaboratively with you and the remainder of the IEP team to determine whether a meeting can be scheduled any sooner.

Lastly, as indicated by Kaleb's having met already met a number of his IEP goals, the District has proposed to move up his triennial reevaluation. An assessment plan for a full battery of assessments was presented to you on October 29, 2025, to which you consented on the same date. An additional IEP meeting is scheduled to be convened on January 29, 2026 to review the results of these assessments. However, we need Kaleb to attend school as set forth in his IEP so the District can complete these important assessments.

- 2. While Kaleb's current paraeducator has worked with Kaleb before and is familiar with his needs, the District will ensure that the aide is knowledgeable in working with students who are legally blind with no light perception, and closely communicates with Kaleb's teacher to ensure continuous supervision.***

As set forth above, Kaleb's current paraeducator, Ms. Kayla, has previously worked with Kaleb and understands his unique needs and IEP. The District will provide her with any additional training necessary on Kaleb's needs and in working with blind students with no light perception, which will include consultation with the Kaleb's Teacher of the Visually Impaired and Orientation and Mobility Specialist as detailed in Kaleb's April 1 IEP. The District will also commit to ensuring that Kaleb's teacher or paraeducator are present when he arrives at school to support a smooth transition to his regular school day.

- 3. The District commits to discussing any service/support tracking or communication log that may be necessary based on Kaleb's needs.***

In your Formal Rebuttal, you demand documentation of delivery of IEP services as written. We would be happy to provide you with service logs for related services, including specialized vision services, orientation and mobility services, adapted physical education, occupational therapy, and speech services. However, because Kaleb's one-on-one classroom support person is not documented as a related service, but rather as an "other support" to be provided to Kaleb throughout the school day, we typically do not maintain tracking logs of such supports. However, at the upcoming IEP, we'd be happy to discuss whether such a log would support Kaleb's needs or whether Kaleb and his team may benefit from a regular home-to-school communication system.

- 4. The District will ensure that adequate time is allocated for you to state your concerns at the next IEP meeting.***

On November 17, 2025, you wrote to Ms. King and requested that, since this was a parent requested meeting, you'd like to have approximately 15 minutes immediately following the opening of the meeting to present your concerns and what you hope to accomplish. Ms. King responded on the same day with a proposed agenda, which allowed for you to state your concerns after the team shared any recent updates and input about Kaleb's progress. She welcomed the opportunity for the team to hear your concerns and committed to answering your questions as thoroughly as possible. Ms. King also acknowledged and welcomed the participation of your invitees from Alta Regional Center.

Although you requested to postpone the November 18 meeting, the District can commit to working collaboratively with you to prepare the agenda for the next IEP meeting and ensuring that sufficient time is given for you to state your concerns and goals and for the IEP team to comprehensively discuss the same.

- 5. Regarding your demand for corrective action, the District maintains its commitment to implementation of Kaleb's IEP, as written.***

As set forth above, the District has and will continue to implement Kaleb's April 1, 2025 IEP, as written. The IEP requires "one on one classroom support from a school district staff member 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." Ms. Kayla has worked with Kaleb before and is familiar with his unique needs. The District has committed to providing additional consult between she and the Teacher of the Visually Impaired and Orientation and Mobility Specialist. While the District is not in a position to make any "guarantees," as you have demanded, the District can, as it does for all students, commit to uphold its legal obligation to supervise and provide students with a safe educational environment and to compliance with state and federal special education law. If you feel that Kaleb's needs require the IEP team to discuss a possible change of placement or structured communication/oversight plan, this can be placed on the agenda for the next IEP meeting.

**6. *The District encourages you to return Kaleb to school where the District has and is prepared to continue safely implementing his operative IEP.***

In your December 3, 2025 email, you indicate that you intend to withhold Kaleb from school due to your safety concerns. As set forth herein, the District has and is prepared to continue implementing Kaleb's operative April 1, 2025 IEP, as required by law. The District has responded to your allegations regarding an injury to Kaleb's lip and the incident in which he licked a gate. Ms. Kayla, Kaleb's one-to-one support person, has been trained on his unique needs, is under the direct supervision of Mrs. King, and will continue to receive training as a component of the consult time provided by Kaleb's IEP. The District stands ready to implement Kaleb's IEP, as required by law, and to comply with its duty to supervise and provide Kaleb with a safe educational environment. Further, any change in terms of how instruction or related services are delivered to Kaleb must be determined by the IEP team, the District must decline at this time your request to deliver vision, O&M, and speech services to Kaleb in the home environment. The home environment has not been determined to be the least restrictive appropriate environment for Kaleb, and the District stands ready serve him in person, at his school of residence, as set forth in his IEP.

**Description of Information Relied Upon in the District's Decision**

The District considered all available information in arriving at the decisions and recommendations above, including:

- Kaleb's school records and recent assessments;
- The April 1, 2025 IEP documents and Adaptation Plan;
- Your October, November, and December 2025 emails and correspondence outlining your concerns;
- Input from you and other members of the IEP team; and
- Professional observations, judgment, and input by credentialed District staff members.

**Description of Other Options Considered by the District**

In reaching the decisions above, the District has considered the specific language of Kaleb's IEP, any training needs for his one-to-one classroom support person, any service tracking or school-parent communication needs, appropriate IEP agenda development, and whether any decision can be made with respect to Kaleb's placement outside the IEP process. The District also considered whether it is able to grant your request to provide Kaleb with services in his home, however, because his IEP does not account for home delivery nor that his home is an appropriate educational environment for him, the District must deny this request. The District looks forward to further discussing Kaleb's aide support, communication, or placement needs at the next IEP meeting.

**Description of Other Factors and Information Relevant to the District's Decision**

The District considered all of its obligations under state and federal law.

**Notice of Procedural Safeguards and Resources for Understanding those Rights**

As the Parents of a student who has a disability, you have the right to certain procedural safeguards, including the right to make informed decisions regarding your child's educational programming. We have included with this letter a copy of your rights and procedural safeguards under the IDEA. Please contact my office if you would like to schedule a time to meet to discuss any questions or concerns you have regarding this letter or your rights.

You may also contact the following agencies to obtain assistance in understanding your rights:

California Department of Education  
1430 N Street, Suite 2401  
Sacramento, CA 95814-5901

If you have any questions or concerns about anything contained in this letter, please do not hesitate to contact me.

Sincerely,

***Cindy Hayes***

Cindy Hayes  
Program Specialist  
Elk Grove Unified School District

Enclosures: Procedural Safeguards  
April 1, 2025 IEP and Adaptation Plan  
October 29, 2025 Assessment Plan



Yang Xiong <shuayung@gmail.com>

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## Home Visit

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**Sharon Gendelman-Wilson in Special Education** <sgendelm@egusd.net> Tue, Jan 14, 2025 at 11:25 AM  
To: Yang Xiong <shuayung@gmail.com>, "maryxiong19@gmail.com" <maryxiong19@gmail.com>

Good morning!

I apologize for not sending this out yesterday, but I was trying to move my schedule around to provide additional dates. Here are some upcoming dates/times that I have where I could provide in-home support:

Friday, 1/17/2024 @ 2:30pm

Friday, 1/24/2024 @ 2:30pm

Please let me know if either of those times work for you. If not, I can work to come up with some other times!

Sincerely and with thanks for your time,

*Sharon Gendelman-Wilson*

Sharon Gendelman-Wilson, MA  
Teacher of Students with Visual Impairments/Orientation & Mobility Specialist  
[sgendelm@egusd.net](mailto:sgendelm@egusd.net)  
(925) 639-1588 (Cell/Text)

Exhibit AL