

Elk Grove Unified

Student Legal Name: Kaleb Xiong

Date of Birth: 3/13/2020

Amendment Date: 4/8/2026

Electronic Signatures

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



CHRISTA KING (Special Day Class Instructor/Teacher)

Signed on 4/10/2026 6:08 PM

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



Cindy Hayes (Program Specialist)

Signed on 4/10/2026 6:35 PM

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



Holli McKEE (Occupational Therapist)

Signed on 4/10/2026 7:43 PM

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



Denise Garrard-Hermann (Adapted Physical Ed.)

Signed on 4/11/2026 7:38 AM

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



Carolyn Harris (General Education Teacher)

Signed on 4/11/2026 6:15 PM

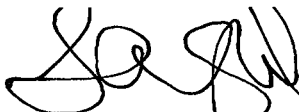
Not Applicable - I am an LEA Team Member and signing for participation only.



Star Welch (Intern)

Signed on 4/12/2026 5:29 PM

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



Sharon Gendelman-Wilson (Teacher of Visually Impaired)

Signed on 4/12/2026 5:58 PM

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



Gabriela Ruiz (Speech-Language Pathologist with Valid Credential)

Signed on 4/13/2026 8:06 AM

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Micaela Cantu (School Psychologists)

Signed on 4/13/2026 8:32 AM

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



CHRISTOPHER PETERSON (Teacher of Visually Impaired)

Signed on 4/13/2026 10:07 AM

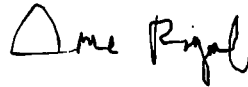
Not Applicable - I am an LEA Team Member and signing for participation only.



Maria Hill (Vice Principal)

Signed on 4/13/2026 1:03 PM

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



Anne Rigali (Director of Special Education)

Signed on 4/13/2026 2:30 PM

AMENDMENT DATE: 4/8/2026 PURPOSE: Continuation


ELK GROVE UNIFIED
Offer of FAPE - SERVICE
Student Name: Xiong, KalebBirthdate: 3/13/2020IEP Date: 1/29/2026

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.	☒ Student ☐ Personnel	4/1/2025	3/31/2026	Daily	Duration of school day	School site
1:1 Adult Support for Safety and Access Kaleb will be provided a designated school district 1:1 adult assigned to supervise Kaleb throughout the school day to support access to instruction, safe navigation, communication, and participation across school settings, including instructional periods, transitions, recess, lunch, arrival, dismissal, and other structured or unstructured school environments. The assigned adult will maintain continuous awareness of Kaleb's location, movement, and	☒ Student ☒ Personnel	4/8/2026	1/28/2027	Daily	Duration of school day	Classroom/School Campus

surrounding environment to support safe participation in school activities and ensure access to instruction across settings.

Support will be provided in a manner that promotes independence and the development of orientation and mobility skills while maintaining Kaleb's safety. The assigned adult will be trained in supporting students who are legally blind with no light perception and will receive guidance regarding Kaleb's disability profile and safety needs.

Training and preparation for the assigned adult will include guidance related to:

- blindness-specific safety practices for students with total vision loss
- environmental hazard awareness and monitoring of surrounding areas
- autism-related sensory-seeking behaviors and dysregulation patterns
- intervention strategies to address unsafe mouthing, movement, or contact with hazards
- safe redirection and stabilization techniques when necessary
- review of Kaleb's current IEP accommodations and safety supports

Preparation and consultation for staff supporting Kaleb will include input from the Teacher of the Visually Impaired (TVI) or district vision specialist, and Orientation and Mobility Specialist (O&M)

When staffing changes occur due to breaks, lunch periods, absences, or other staffing needs, another trained staff member will assume responsibility for Kaleb's supervision so that Kaleb continues to receive uninterrupted 1:1 adult support throughout the school day.

Proximity and Safety Support

The assigned 1:1 adult will maintain continuous line-of-sight supervision and proximity sufficient to allow immediate intervention if needed to ensure Kaleb's safety and access to instruction.

Staff will actively monitor Kaleb's environment and movement to identify and promptly redirect safety concerns, including contact with environmental hazards, unsafe objects or surfaces, or situations where Kaleb may unintentionally place objects in his mouth.

Staff will monitor for early indicators of sensory-seeking behavior, dysregulation, or environmental triggers, including auditory overstimulation, and will provide redirection or support as needed to maintain safety.

If signs of auditory distress, agitation, covering of ears, or unsafe movement triggered by noise are observed, staff will assist Kaleb in reducing exposure to the stimulus and transitioning to a calmer environment when appropriate.

Preventive strategies may include redirection, blocking, removal of hazards, stabilization, environmental modification, or other supportive interventions as appropriate.

Proximity may vary depending on the setting and Kaleb's demonstrated independence. In environments that present increased safety risks—such as transitions, crowded areas, unfamiliar environments, or high-stimulation settings—staff will maintain close proximity sufficient to immediately

assist or redirect Kaleb as needed to ensure safety. In structured or familiar environments where Kaleb demonstrates safe and independent use of learned orientation and mobility skills, staff may allow increased distance while maintaining active supervision and the ability to intervene if needed. Staff will remain aware of environmental hazards within Kaleb's accessible range and take reasonable steps to reduce exposure to unsafe items in areas where Kaleb is participating in activities.						
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.	☐ Student ☒ 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.	☐ Student ☒ Personnel	4/1/2025	3/31/2026	30 sessions	30 minutes	School Site
Consultation between Orientation & Mobility Specialist and Educational Team	☐ Student ☒ Personnel	4/1/2025	3/31/2026	Weekly	15 minutes	School Site
Special equipment or teaching materials Adaptive Mobility Device (modified long white cane)	☒ Student ☐ Personnel	4/1/2025	3/31/2026	Daily	Duration of school day	School Site
Communication Log between parent, teacher, and service provider	☐ Student ☒ Personnel	1/29/2026	1/28/2027	Daily	Duration of school day	School Campus

SPECIAL EDUCATION and RELATED SERVICES

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