



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*



## 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>

Mon, Oct 20, 2025 at 4:02 PM

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

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

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

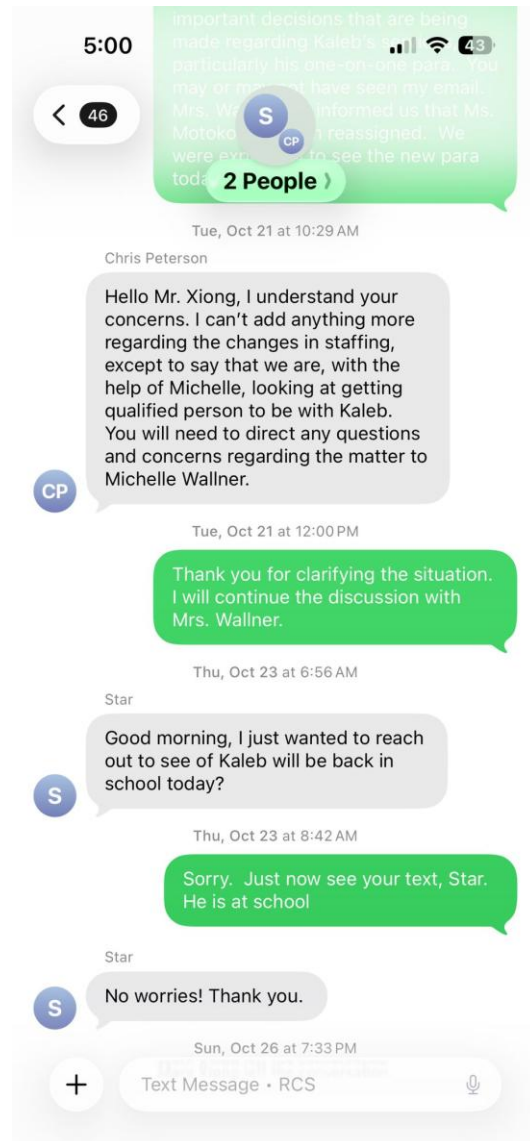
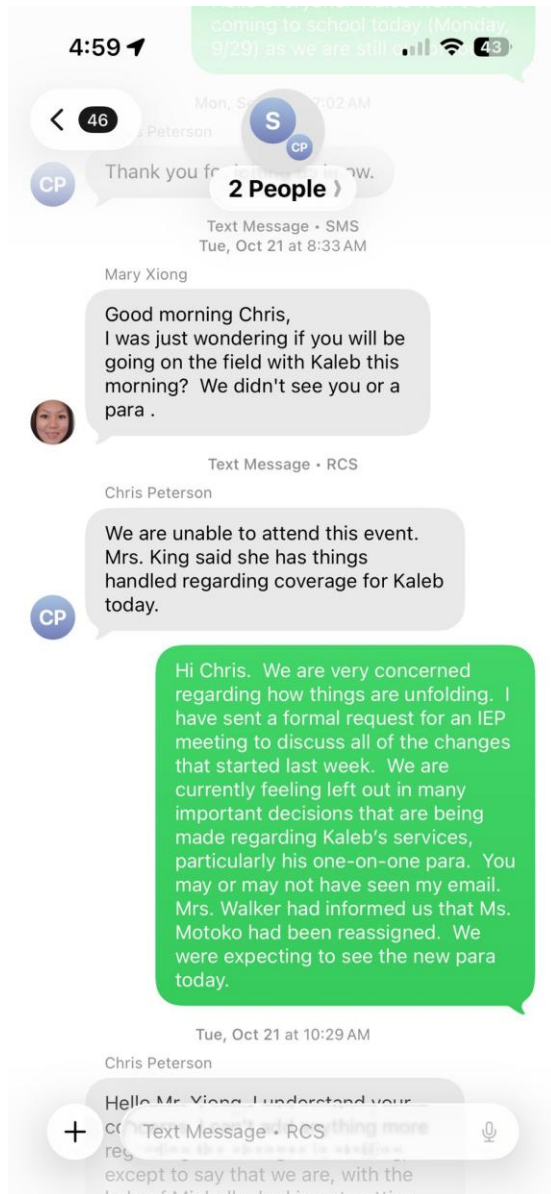
916-686-7780 x67502

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

Elk Grove Unified School District



## 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.



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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;

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



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**From:** Yang Xiong <[shuayung@gmail.com](mailto:shuayung@gmail.com)>

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

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Exhibit M

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## Staffing

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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.

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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]

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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>

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.

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**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.
- 

## **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>

Thu, Oct 30, 2025 at 9:13 AM

To: Yang Xiong <shuayung@gmail.com>

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>

Thu, Oct 30, 2025 at 10:20 AM

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

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

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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>

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

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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*

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

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

**CAUTION – EXTERNAL SENDER**

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

Mon, Nov 17, 2025 at 9:40 AM

To: Christa King at Ehrhardt <[cnking@egusd.net](mailto:cnking@egusd.net)>

Cc: Mary Xiong <[maryxiong19@yahoo.com](mailto: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]

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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 &lt;maryxiong19@yahoo.com&gt;, Yang Xiong &lt;shuayung@gmail.com&gt;

Cc: Marianne Williams at Ehrhardt &lt;mcwillia@egusd.net&gt;, Anne Rigali in Special Education &lt;arigali@egusd.net&gt;, Michelle Wallner in Special Education &lt;mwallner@egusd.net&gt;

*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

 **Procedural Safeguards.pdf**  
552K

 **PWN KX 11.17.25.pdf**  
8233K



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*

---

**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

## 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.**

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## 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.

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## Bruise on Kaleb's Lip

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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.

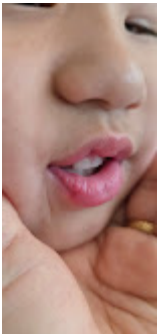
We did not notice any injury earlier in the day while feeding him breakfast, nor when we picked him up from school, as we were not paying close attention to his lips, and therefore did not ask the paraeducator about it at that time. However, upon taking a closer look at home, we observed the bruise as 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.

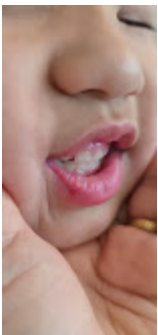
Warm regards,  
Yang Xiong

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### 3 attachments

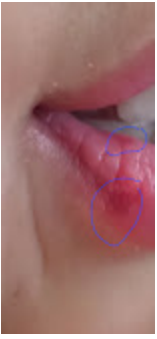


**K-1.jpeg**  
41K



**K-2.jpeg**  
42K





**K-3.jpeg**  
31K

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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

---

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]

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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*



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## Bruise on Kaleb's Lip

---

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

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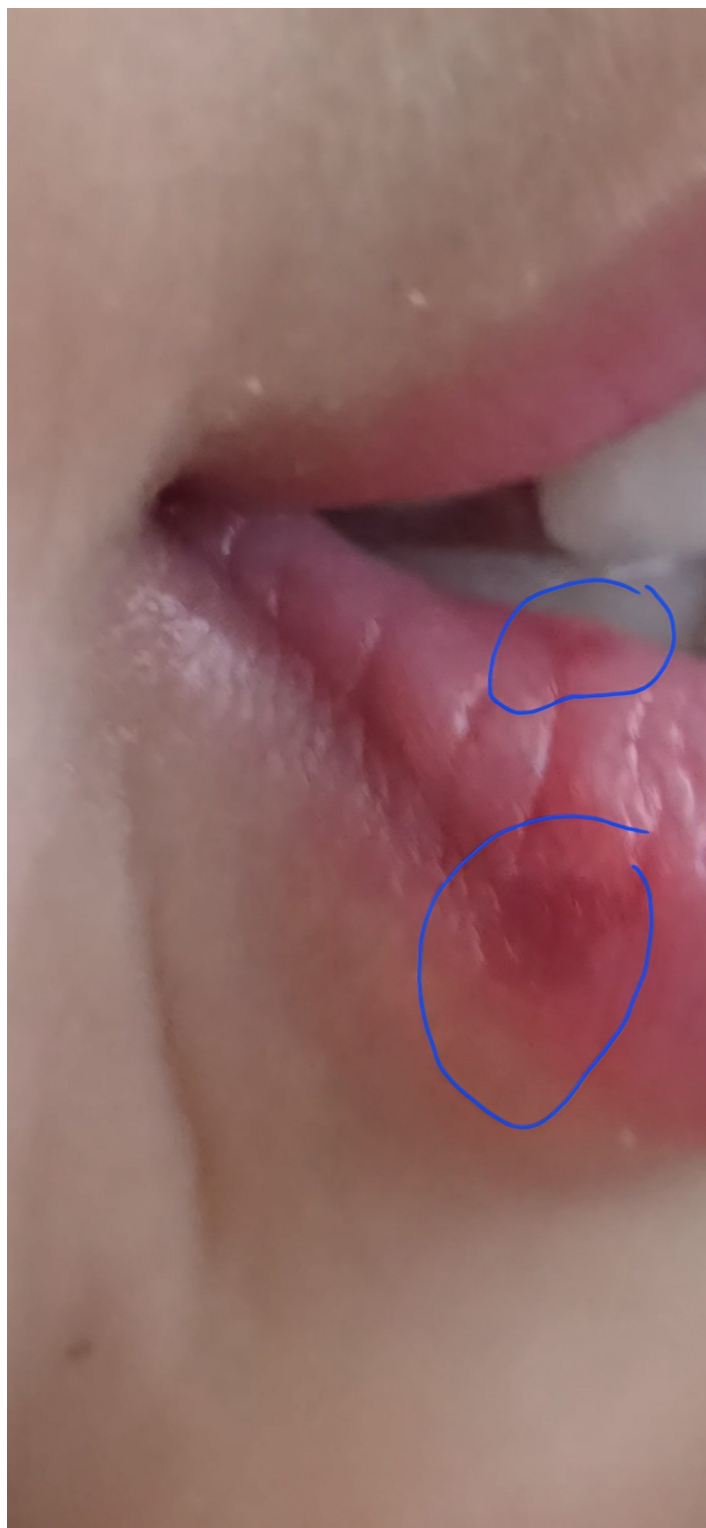
 **Kaleb's 10-27-2025 Lip Injuries.pdf**  
4496K



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.



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







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.





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.





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]

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## Bruise on Kaleb's Lip

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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
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## 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.

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## **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.