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

Yang Xiong <shuayung@gmail.com>

Mon, Oct 27, 2025 at 10:58 AM

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

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

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

Dear Mrs. Rigali,

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

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

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

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

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

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

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.

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

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

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.

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.

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.

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