
Clarification on Support Plan for Kaleb

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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

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