

From: Daniels, Kelly
Date: September 16, 2020 2:35:24 PM (-07)
To: Matthews, Erin
Subject: RE: ■

Attachments: image001.png; image002.png;

Sounds good 😊

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Wednesday, September 16, 2020 2:34 PM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: RE: ■

Ok?! can email her.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Wednesday, September 16, 2020 2:33 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: RE: ■

I think so. She seemed to be open to transporting and Thursday was a good day for her work schedule?.

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Wednesday, September 16, 2020 2:30 PM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: RE: ■

Think mom would leave her a bit longer for me to serve at least half of her minutes after you? I think I can probably push into her school day for the other half.

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Wednesday, September 16, 2020 1:45 PM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>
Cc: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Craber, Sarah <Sarah.Craber@sno.wednet.edu>
Subject: Re: ■

I think for related services it is okay for parent to transport at a separate time. There was talk about having her come in to work with a para only on academics on her off days but that was shut down. Therapies can be scheduled later with mom transporting. At least that is my understanding.

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Wednesday, September 16, 2020 1:39 PM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>

Cc: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Craber, Sarah <Sarah.Craber@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: ■

This morning they said in our team mtg that if parents want them to come at an alternative time (since I can't push in for PT and she has to miss out on academics), that parents have to transport. The district won't transport twice.

I wish I had been invited to that meeting so I would have known before I called her.

From: Sharp, Heather <heather.sharp@sno.wednet.edu>
Sent: Wednesday, September 16, 2020 1:25 PM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Cc: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Craber, Sarah <Sarah.Craber@sno.wednet.edu>
Subject: RE: ■

Did we talk this through with Wendy? I didn't think that was an option. She was told at our meeting that her services would all be while she was here.

On Sep 16, 2020 1:15 PM, "Daniels, Kelly" <kelly.daniels@sno.wednet.edu> wrote:
Hey ? I just talked to ■, and her preference for PT and OT is that ■ not be pulled from the time she is at school. Mom can transport. I set ■ up for Thursdays from 2:30-2:00. Mom wanted me to share her preference with you, Erin. Heather, I apologize, I didn't ask about speech.

From: Sharp, Heather <heather.sharp@sno.wednet.edu>
Sent: Wednesday, September 16, 2020 12:22 PM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: RE: ■

I will just have her 9:10-9:30, so you should be fine with whatever you choose. Maybe check with Sarah Craber to see if they have built in breaks or activities, but I think her time is pretty flexible.

From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Wednesday, September 16, 2020 12:13 PM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: RE: ■

I don't have a set time for her, but I will be at RV on Thursdays. I have to be at GP until 9:30, and my guess is 10 is the earliest I will get to RV. Is there a better time for me to see her between 10-11:30?

From: Sharp, Heather <heather.sharp@sno.wednet.edu>
Sent: Wednesday, September 16, 2020 11:14 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: RE: ■

I think they are trying to have her on her Zoom class meetings to help with the transition into class and the social anxiety. I put her at 9:10 to give her a break between. I can do a little later (I have until about 10 free right now) if that is easier.

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Wednesday, September 16, 2020 11:10 AM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: RE: ■

What if I tried 8:30-9:10ish?we could always overlap if needed. Kelly, does that work for you?

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Sharp, Heather <heather.sharp@sno.wednet.edu>
Sent: Wednesday, September 16, 2020 11:08 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: RE: ■

Right now, I have her 9:10-9:30 T,Th, but I?m a little bit flexible those mornings.

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Wednesday, September 16, 2020 11:06 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: ■

What day/time are you all planning on for ■?

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: September 16, 2020 2:38:25 PM (-07)
To: [REDACTED]
Subject: **OT Time**

Attachments:

Hi [REDACTED],

I heard that you will be bringing [REDACTED] in for PT on Thursdays, and was wondering if you would be willing to leave her a little bit longer for OT as well? I think I can manage pushing in on Tuesdays while she's at school for 20 minutes, and then use Thursday for a pullout session for 20 minutes. It would be better for her attention and stamina too! If that works, I will pencil her into my schedule for now. If not, we can figure something else out. Thanks!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: September 16, 2020 2:51:25 PM (-07)
To: Craber, Sarah; Sharp, Heather; Yeley, Zoe
Subject: ■

Attachments:

So I think I'm going to try to push in for ■ for at least 20 minutes on Tuesdays...then if she comes in for Kelly on Thursday afternoons, I will see her the additional time then. Could I push in for her writing time at 9?

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: Yeley, Zoe
Date: September 16, 2020 2:57:43 PM (-07)
To: Matthews, Erin; Craber, Sarah; Sharp, Heather
Subject: **RE: ■■**

Attachments:

Yes, totally. She will be in her class Zoom from 8:30-9 and may need a break after that so if there is something fun you want to do with her first, before jumping into writing, that could be helpful.

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Sent: Wednesday, September 16, 2020 2:51 PM

To: Craber, Sarah <Sarah.Craber@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>;
Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Subject: ■■

So I think I'm going to try to push in for ■■ for at least 20 minutes on Tuesdays? then if she comes in for Kelly on Thursday afternoons, I will see her the additional time then. Could I push in for her writing time at 9?

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: [REDACTED]
Date: September 17, 2020 7:34:13 PM (-07)
To: Matthews, Erin
Cc: [REDACTED]
Subject: **RE: OT Time**

Attachments:

[External Email]

Sounds great Erin. Yes, we can do that. I will bring [REDACTED] caregiver along on Thursday so she can meet everyone and then she will be transporting [REDACTED] in the future. I am flexible on time if you would like to start earlier as well.

On Wed, Sep 16, 2020 at 2:38 PM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

Hi [REDACTED],

I heard that you will be bringing [REDACTED] in for PT on Thursdays, and was wondering if you would be willing to leave her a little bit longer for OT as well? I think I can manage pushing in on Tuesdays while she's at school for 20 minutes, and then use Thursday for a pullout session for 20 minutes. It would be better for her attention and stamina too! If that works, I will pencil her into my schedule for now. If not, we can figure something else out. Thanks!

Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



From: Matthews, Erin
Date: September 18, 2020 9:03:26 AM (-07)
To: Daniels, Kelly
Subject: ■

Attachments:

Hey, remind me what time you are seeing ■ on Thursdays? Mom said she'd be good to bring her in a little earlier for me to use 20 minutes, then we could trade! I could go either before or after, just want to make sure we don't accidentally overlap.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Daniels, Kelly
Date: September 18, 2020 9:06:12 AM (-07)
To: Matthews, Erin
Subject: **RE: ■■■**

Attachments:

I have her down for 2:30 3:00 – before or after works for me. She only has 20 minutes with me, but I figure by the time I pick up or drop off and get shoes on and off, it'll eat up some of that 30 minute time slot but not actual therapy time.

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Friday, September 18, 2020 9:03 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: ■■■

Hey, remind me what time you are seeing ■■■ on Thursdays? Mom said she'd be good to bring her in a little earlier for me to use 20 minutes, then we could trade! I could go either before or after, just want to make sure we don't accidentally overlap.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: September 18, 2020 9:21:18 AM (-07)
To: Daniels, Kelly
Subject: RE: [REDACTED]

Attachments: image001.png; image003.png;

Ok, maybe I'll have mom bring her in at 2.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Friday, September 18, 2020 9:06 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: RE: [REDACTED]

I have her down for 2:30 3:00 – before or after works for me. She only has 20 minutes with me, but I figure by the time I pick up or drop off and get shoes on and off, it'll eat up some of that 30 minute time slot but not actual therapy time.

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Friday, September 18, 2020 9:03 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: [REDACTED]

Hey, remind me what time you are seeing [REDACTED] on Thursdays? Mom said she'd be good to bring her in a little earlier for me to use 20 minutes, then we could trade! I could go either before or after, just want to make sure we don't accidentally overlap.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District***

360-563-4628



From: Matthews, Erin
Date: September 18, 2020 9:22:01 AM (-07)
To: Daniels, Kelly
Subject: RE: [REDACTED] next week

Attachments:

That should be fine. I'm planning to push in as much as possible...if we overlap in the room, we can distance the kids.

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Friday, September 18, 2020 9:07 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: [REDACTED] next week

Just a heads up that I scheduled [REDACTED] next week right before [REDACTED] – 1:45-2:30. I need to set up the BOT. Is that going to mess you up?

Kelly Daniels, MPT

Physical Therapist

Snohomish School District

Serving – Transition Center/PPP, Glacier Peak HS, Snohomish HS, Centennial MS, Central Elementary, Cascade View Elementary, Little Cedars Elementary, Machias Elementary, Riverview Elementary

Mondays – Cascade View x7019, Central x4628

Tuesdays – Glacier Peak HS x 7450, Little Cedars x2945

Wednesdays – Snohomish HS x4031, Machias x4845

Thursdays – Glacier Peak HS x 7450, Riverview

Fridays – Cascade View x7019

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From: Matthews, Erin
Date: September 18, 2020 9:32:09 AM (-07)
To: [REDACTED]
Cc: [REDACTED]
Subject: **RE: OT Time**

Attachments: image002.png; image003.png;

Hi [REDACTED], how about a time of 2pm on Thursdays? Then, Kelly can take her right after me! Does that work?
Thank you!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED] >
Sent: Thursday, September 17, 2020 7:34 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Cc: [REDACTED] >
Subject: Re: OT time

[External Email]

Sounds great Erin. Yes, we can do that. I will bring [REDACTED] caregiver along on Thursday so she can meet everyone and then she will be transporting [REDACTED] in the future. I am flexible on time if you would like to start earlier as well.

[REDACTED]

On Wed, Sep 16, 2020 at 2:38 PM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

Hi [REDACTED],

I heard that you will be bringing [REDACTED] in for PT on Thursdays, and was wondering if you would be willing to leave her a little bit longer for OT as well? I think I can manage pushing in on Tuesdays while she's at

school for 20 minutes, and then use Thursday for a pullout session for 20 minutes. It would be better for her attention and stamina too! If that works, I will pencil her into my schedule for now. If not, we can figure something else out. Thanks!

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: Matthews, Erin
Date: September 18, 2020 9:40:47 AM (-07)
To: Craber, Sarah
Subject: RE: [REDACTED]

Attachments: image002.png; image003.png;

[REDACTED]

I will then come Tuesday to work with [REDACTED] [REDACTED]...then another student coming in. Along with trying to virtually meet two others from riverview later in the day.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Craber, Sarah <Sarah.Craber@sno.wednet.edu>
Sent: Friday, September 18, 2020 9:30 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: [REDACTED]

Ms. Sarah Craber
Connections
Riverview Elementary
Snohomish School District
360-563-4390

From: Daniels, Kelly
Date: September 18, 2020 11:01:59 AM (-07)
To: Matthews, Erin
Subject: RE: [REDACTED] next week

Attachments:

Sounds good, thanks!

Get [Outlook for iOS](#)

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Friday, September 18, 2020 9:22:01 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: RE: [REDACTED] next week

That should be fine. I'm planning to push in as much as possible?if we overlap in the room, we can distance the kids.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Friday, September 18, 2020 9:07 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: [REDACTED] next week

Just a heads up that I scheduled [REDACTED] next week right before [REDACTED] 1:45 2:30. I need to set up the BOT. Is that going to mess you up?

***Kelly Daniels, MPT
Physical Therapist***

Snohomish School District

Serving ? Transition Center/PPP, Glacier Peak HS, Snohomish HS, Centennial MS, Central Elementary, Cascade View Elementary, Little Cedars Elementary, Machias Elementary, Riverview Elementary

Mondays ? Cascade View x7019, Central x4628

Tuesdays ? Glacier Peak HS x 7450, Little Cedars x2945

Wednesdays ? Snohomish HS x4031, Machias x4845

Thursdays ? Glacier Peak HS x 7450, Riverview

Fridays ? Cascade View x7019

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From: Daniels, Kelly
Date: September 18, 2020 11:02:22 AM (-07)
To: Matthews, Erin
Subject: RE: [REDACTED]

Attachments: image001.png; image003.png;

Sure - I'm good either way :)

Get [Outlook for iOS](#)

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Friday, September 18, 2020 9:21:19 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: RE: [REDACTED]

Ok, maybe I'll have mom bring her in at 2.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Friday, September 18, 2020 9:06 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: RE: [REDACTED]

I have her down for 2:30 3:00 ? before or after works for me. She only has 20 minutes with me, but I figure by the time I pick up or drop off and get shoes on and off, it'll eat up some of that 30 minute time slot but not actual therapy time.

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Friday, September 18, 2020 9:03 AM

To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>

Subject: ■

Hey, remind me what time you are seeing ■ on Thursdays? Mom said she'd be good to bring her in a little earlier for me to use 20 minutes, then we could trade! I could go either before or after, just want to make sure we don't accidentally overlap.

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: Grasa, Marty
Date: September 18, 2020 1:29:10 PM (-07)
To: Gray, Linda; Matthew.macdonald; Mccoy, Kim
Subject: **FW: Lunch Count for Riverview**

Attachments: image013.jpg; image014.png; image015.png; image016.png; image017.png; image018.png;

fyi

Best Regards,
Marty Grasa
Snohomish School District



marty grasa|Director of Dining Services|O.360-563-7298
cell. 425-446-2460 martin.grasa@compass usa.com |

From: Alford, Kimberly <Kimberly.Alford@sno.wednet.edu>
Sent: Friday, September 18, 2020 10:35 AM
To: Grasa, Marty <Marty.Grasa@sno.wednet.edu>
Subject: Lunch Count for Riverview

Hi Marty,

We have new students coming onsite at Riverview beginning Monday. Here is an updated list for our delivered lunch count. Let me know if you have any questions.

Day	Student
Monday	
Tuesday	
Wednesday	
Thursday	

Thanks,

Kim

Kimberly Alford

Main Office Secretary

Riverview Elementary

(360) 563-4375

From: Matthew.macdonald
Date: September 18, 2020 1:39:17 PM (-07)
To: Grasa, Marty
Subject: **Re: Lunch Count for Riverview**

Attachments: image013.jpg; image014.png; image015.png; image016.png; image017.png; image018.png;

Yeah that's the number I had as well. I am updating numbers in the spreadsheet from your updated spreadsheet

Get [Outlook for iOS](#)

From: Grasa, Marty <Marty.Grasa@sno.wednet.edu>
Sent: Friday, September 18, 2020 1:29:10 PM
To: Gray, Linda <Linda.Gray@sno.wednet.edu>; MacDonald, Matthew <Matthew.MacDonald@sno.wednet.edu>; McCoy, Kim <kim.mccoy@sno.wednet.edu>
Subject: FW: Lunch Count for Riverview

fyi

Best Regards,
Marty Grasa
Snohomish School District



marty grasa|Director of Dining Services|O.360-563-7298
cell. 425-446-2460 martin.grasa@compass usa.com |

From: Alford, Kimberly <Kimberly.Alford@sno.wednet.edu>
Sent: Friday, September 18, 2020 10:35 AM
To: Grasa, Marty <Marty.Grasa@sno.wednet.edu>
Subject: Lunch Count for Riverview

Hi Marty,

We have new students coming onsite at Riverview beginning Monday. Here is an updated list for our delivered lunch count. Let me know if you have any questions.

Day	Student
Monday	
Tuesday	

Wednesday	
Thursday	

Thanks,

Kim

Kimberly Alford

Main Office Secretary

Riverview Elementary

(360) 563-4375

From: [REDACTED]
Date: September 20, 2020 9:16:53 AM (-07)
To: Matthews, Erin
Subject: **Re: OT time** [REDACTED]

Attachments: image002.png; image003.png;

[External Email]

Sounds great. See you Thursday .

Amu

On Fri, Sep 18, 2020 at 9:32 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

Hi [REDACTED], how about a time of 2pm on Thursdays? Then, Kelly can take her right after me!
Does that work? Thank you!

Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



From: [REDACTED]

Sent: Thursday, September 17, 2020 7:34 PM

To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Cc: [REDACTED]

Subject: Re: OT time

[External Email]

Sounds great Erin. Yes, we can do that. I will bring [REDACTED] caregiver along on Thursday so she can meet everyone and then she will be transporting [REDACTED] in the future. I am flexible on time if you would like to start earlier as well.

[REDACTED]

On Wed, Sep 16, 2020 at 2:38 PM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

Hi [REDACTED],

I heard that you will be bringing [REDACTED] in for PT on Thursdays, and was wondering if you would be willing to leave her a little bit longer for OT as well? I think I can manage pushing

in on Tuesdays while she's at school for 20 minutes, and then use Thursday for a pullout session for 20 minutes. It would be better for her attention and stamina too! If that works, I will pencil her into my schedule for now. If not, we can figure something else out. Thanks!

Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



—
Thanks!



From: Matthews, Erin
Date: September 22, 2020 9:31:24 AM (-07)
To: Houle, Jacilyn
Subject: **RE: [REDACTED] OT**

Attachments:

So, I was going to try to see her Thursday mornings, and now I might need to switch it to Tuesdays...I'm coming over there soon, so I can chat with you.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Tuesday, September 22, 2020 9:16 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: [REDACTED] OT

Hi Erin,

I was just wondering when [REDACTED] is scheduled for her OT with you. She has speech on Tuesdays @ 9:10 9:30.

Thanks,
Jacilyn

From: Matthews, Erin
Date: September 22, 2020 12:49:27 PM (-07)
To: Houle, Jacilyn; Craber, Sarah
Cc: Sharp, Heather
Subject: **OT for** ■■■

Attachments:

OK. So, I needed to shift things again. So, I will see ■■■ this Thursday first thing?only because I need to change it for next week.

Regular schedule now will be Tuesdays after speech, then I will get to ■■■ right after.

This is probably confusing?so bear with me! ??

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Houle, Jacilyn
Date: September 22, 2020 12:50:42 PM (-07)
To: Matthews, Erin
Subject: **Re: OT for** [REDACTED]

Attachments:

Sounds good.

Thursday right at 8:30 or more closer to 9am?

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Tuesday, September 22, 2020 12:49 PM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>; Craber, Sarah <Sarah.Craber@sno.wednet.edu>
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: OT for [REDACTED]

OK. So, I needed to shift things again. So, I will see [REDACTED] this Thursday first thing? only because I need to change it for next week.

Regular schedule now will be Tuesdays after speech, then I will get to [REDACTED] right after.

This is probably confusing? so bear with me! ??

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: September 22, 2020 12:51:31 PM (-07)
To: Houle, Jacilyn
Subject: **Re: OT for** [REDACTED]

Attachments: image001.png; image003.png;

Either way? I was going to see how it looks for her getting here and the timing.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Tuesday, September 22, 2020 12:51 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: OT for [REDACTED]

Sounds good.
Thursday right at 8:30 or more closer to 9am?

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Tuesday, September 22, 2020 12:49 PM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>; Craber, Sarah <Sarah.Craber@sno.wednet.edu>
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: OT for [REDACTED]

OK. So, I needed to shift things again. So, I will see [REDACTED] this Thursday first thing? only because I need to change it for next week.

Regular schedule now will be Tuesdays after speech, then I will get to [REDACTED] right after.

This is probably confusing? so bear with me! 😊

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Houle, Jacilyn
Date: September 22, 2020 12:53:04 PM (-07)
To: Matthews, Erin
Subject: **Re: OT for ■**

Attachments: image001.png; image003.png;

I have her attend her zoom meeting with her class at 8:30 until about 9:00. It would be good to keep her on that if we can. She's ready for a break at 9:00!

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
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***Erin Matthews, MS, OTR/L
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Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: September 22, 2020 12:54:05 PM (-07)
To: Houle, Jacilyn
Subject: **Re: OT for ■■**

Attachments: image001.png; image004.png; image005.png;

I can work around that?or go after Heather. Whatever works.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
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Subject: OT for [REDACTED]

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This is probably confusing?so bear with me! 😊

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED]
Date: September 23, 2020 10:01:06 AM (-07)
To: Matthews, Erin
Subject: **RE: OT Time**

Attachments: image002.png; image003.png;

[External Email]

My email is saying I didn't respond to this but I thought I had? This works for us.

On Fri, Sep 18, 2020 at 9:32 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

Hi [REDACTED], how about a time of 2pm on Thursdays? Then, Kelly can take her right after me!
Does that work? Thank you!

Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



From: [REDACTED] >

Sent: Thursday, September 17, 2020 7:34 PM

To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Cc: [REDACTED] m>

Subject: Re: OT time

[External Email]

Sounds great Erin. Yes, we can do that. I will bring [REDACTED] caregiver along on Thursday so she can meet everyone and then she will be transporting [REDACTED] in the future. I am flexible on time if you would like to start earlier as well.

[REDACTED]

On Wed, Sep 16, 2020 at 2:38 PM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

Hi [REDACTED],

I heard that you will be bringing [REDACTED] in for PT on Thursdays, and was wondering if you would be willing to leave her a little bit longer for OT as well? I think I can manage pushing

in on Tuesdays while she's at school for 20 minutes, and then use Thursday for a pullout session for 20 minutes. It would be better for her attention and stamina too! If that works, I will pencil her into my schedule for now. If not, we can figure something

else out. Thanks!

Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



—

Thanks!



From: Matthews, Erin
Date: September 23, 2020 10:07:13 AM (-07)
To: [REDACTED]
Subject: **RE: OT Time**

Attachments: image002.png; image003.png; image004.png;

You did! Thank you!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED]
Sent: Wednesday, September 23, 2020 10:01 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: OT time

[External Email]

My email is saying I didn't respond to this but I thought I had? This works for us.

On Fri, Sep 18, 2020 at 9:32 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

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Thank you!

Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



From: [REDACTED]

Sent: Thursday, September 17, 2020 7:34 PM

To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Cc: [REDACTED] >

Subject: Re: OT time

[External Email]

Sounds great Erin. Yes, we can do that. I will bring [REDACTED] caregiver along on Thursday so she can meet everyone and then she will be transporting [REDACTED] in the future. I am flexible on time if you would like to start earlier as well.

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else out. Thanks!

Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



--

Thanks!



From: Matthews, Erin
Date: September 24, 2020 8:16:43 AM (-07)
To: Daniels, Kelly; [REDACTED]
Subject: **RE: Reschedule PT tomorrow**

Attachments:

[REDACTED]

I'm still on for 2pm if you are! 😊 It will just be a shorter time since Kelly won't be taking her after me today. So, 2:00 2:20ish.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Wednesday, September 23, 2020 5:32 PM
To: [REDACTED]; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Reschedule PT tomorrow

Hi [REDACTED],

I've had a family emergency and I won't be able to come in to work tomorrow to see [REDACTED]. I don't think it will affect her OT time, and I've cc'd Erin so you can coordinate times. I will see [REDACTED] next week and we can talk about potential make up times then.

Thank you for understanding,

Kelly

Get [Outlook for iOS](#)

From: Matthews, Erin
Date: September 24, 2020 8:51:29 AM (-07)
To: [REDACTED]
Subject: **RE: Reschedule PT tomorrow**

Attachments: image002.png; image003.png;

Sure thing! I will see her today for her full time this morning! 😊 So, don't worry about bringing her back today!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED]
Sent: Thursday, September 24, 2020 8:50 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Reschedule PT tomorrow

[External Email]

Do you mind if we just start next week? I've fighting a headache.
Thank you!

On Thu, Sep 24, 2020 at 8:16 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:



I'm still on for 2pm if you are!

😊 It will just be a shorter time since Kelly won't be taking her after me today. So, 2:00 2:20ish.

Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>

Sent: Wednesday, September 23, 2020 5:32 PM

To: [REDACTED] Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Subject: Reschedule PT tomorrow

Hi [REDACTED]

I've had a family emergency and I won't be able to come in to work tomorrow to see [REDACTED] I don't think it will affect her OT time, and I've cc'd Erin so you can coordinate times. I will see [REDACTED] next week and we can talk about potential make

up times then.

Thank you for understanding,

Kelly

Get [Outlook for iOS](#)

--

Thanks!



From: [REDACTED]
Date: September 24, 2020 3:50:37 PM (-07)
To: Matthews, Erin
Subject: **RE: Reschedule PT tomorrow**

Attachments:

[External Email]

Do you mind if we just start next week? I?ve fighting a headache.
Thank you!

On Thu, Sep 24, 2020 at 8:16 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

[REDACTED]

I?m still on for 2pm if you are!

?? It will just be a shorter time since Kelly won?t be taking her after me today. So, 2:00-2:20ish.

Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>

Sent: Wednesday, September 23, 2020 5:32 PM

To: [REDACTED] >; Matthews, Erin
<Erin.Matthews@sno.wednet.edu>

Subject: Reschedule PT tomorrow

Hi [REDACTED]

I've had a family emergency and I won't be able to come in to work tomorrow to see [REDACTED]. I don't think it will affect her OT time, and I've cc'd Erin so you can coordinate times. I will see [REDACTED] next week and we can talk about potential make

up times then.

Thank you for understanding,

Kelly

Get [Outlook for iOS](#)

—

Thanks!



From: Matthews, Erin
Date: October 01, 2020 3:11:04 PM (-07)
To: Craber, Sarah; Houle, Jacilyn
Cc: Daniels, Kelly; Sharp, Heather; Yeley, Zoe
Subject: ■

Attachments:

Just FYI,

Kelly and I were supposed to see ■ later in the day today (around 2pm), but we will not be seeing her today. I don't think it matters as far as scheduling or anyone, I just wanted to relay that message! ??

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: Stegall, Wendy
Date: October 01, 2020 4:01:05 PM (-07)
To: Yeley, Zoe; Boyd, Jamie; Sara.woolverton
Cc: Sharp, Heather; Daniels, Kelly; Matthews, Erin
Subject: **Re: [REDACTED] therapy this week**

Attachments:

Hi Zoe,

Check in with mom and clarify your questions and then touch back with the team.

Thanks!

Wendy Stegall
Special Services
Elementary TOSA
Snohomish School District
360-563-7322
wendy.stegall@sno.wednet.edu

"To the world you may be one person, but to one person you may be the world" - Dr. Seuss

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From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Wednesday, September 30, 2020 12:56 PM
To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: FW: [REDACTED] therapy this week

Hi everyone, (I wasn't sure who to email specifically)

We got the email below from [REDACTED] mom this morning regarding her services. I am going to follow up and ask for clarification of what she wants in [REDACTED] schedule ? it sounds like she only wants her working on

academics while she is here, which means she would no longer get pulled out in the mornings for Speech and OT, and would also not come in for PT and OT in the afternoon.

I know we will also need to write a PWN for this (Wendy, I'll need your help please 😊), but is there anything else we need to do in response to this? I just want to make sure I have all of the right information and next steps before I reply.

Thank you!

Zoe Yeley

Resource Support Specialist

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: [REDACTED]

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To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Subject: Re: [REDACTED] therapy this week

[External Email]

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On Wed, Sep 30, 2020 at 8:16 AM Daniels, Kelly <kelly.daniels@sno.wednet.edu> wrote:

Hi [REDACTED],

Erin and I both have conflicts during [REDACTED] regularly scheduled time, and we are hoping you might be able to bring her in earlier tomorrow. Would you be able to bring her in around 1:10 and pick her up at 2:00?

Thank you,

Kelly



Kelly Daniels, MPT

Physical Therapist

Snohomish School District

Serving ? Transition Center/PPP, Glacier Peak HS, Snohomish HS, Centennial MS, Central Elementary, Cascade View Elementary, Little Cedars Elementary, Machias Elementary, Riverview Elementary

Mondays ? Cascade View x7019, Central x4628

Tuesdays ? Glacier Peak HS x 7450, Little Cedars x2945

Wednesdays ? Snohomish HS x4031, Machias x4845

Thursdays ? Glacier Peak HS x 7450, Riverview

Fridays ? Cascade View x7019

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From: Matthews, Erin
Date: October 01, 2020 4:44:01 PM (-07)
To: Sharp, Heather
Subject: **Re: [REDACTED] therapy this week**

Attachments:

Did anyone respond to you?

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



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Cc: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: RE: [REDACTED] therapy this week

I am supposed to see her in about 15 minutes. Do I pull her or not because mom said she doesn't want therapy during the day?

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Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
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Elementary TOSA

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wendy.stegall@sno.wednet.edu

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Subject: Re: [REDACTED] therapy this week

[External Email]

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Snohomish School District

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From: Sharp, Heather
Date: October 01, 2020 4:45:01 PM (-07)
To: Matthews, Erin
Subject: **Re: [REDACTED] therapy this week**

Attachments:

Nope. I just didn't see her. Mom's request yesterday was to not have pull out therapies. If Zoe clarifies and she does want speech, I will start again next week.

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Thursday, October 1, 2020 9:44 AM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: RE: [REDACTED] therapy this week

Did anyone respond to you?

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Snohomish School District
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[<sara.woolverton@sno.wednet.edu>](mailto:sara.woolverton@sno.wednet.edu)

Cc: Sharp, Heather [<heather.sharp@sno.wednet.edu>](mailto:heather.sharp@sno.wednet.edu); Daniels, Kelly [<kelly.daniels@sno.wednet.edu>](mailto:kelly.daniels@sno.wednet.edu);

Matthews, Erin [<Erin.Matthews@sno.wednet.edu>](mailto:Erin.Matthews@sno.wednet.edu)

Subject: Re: [REDACTED] therapy this week

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wendy.stegall@sno.wednet.edu

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From: Yeley, Zoe [<zoe.yeley@sno.wednet.edu>](mailto:zoe.yeley@sno.wednet.edu)

Sent: Wednesday, September 30, 2020 12:56 PM

To: Stegall, Wendy [<Wendy.Stegall@sno.wednet.edu>](mailto:Wendy.Stegall@sno.wednet.edu); Boyd, Jamie [<jamie.boyd@sno.wednet.edu>](mailto:jamie.boyd@sno.wednet.edu);

Woolverton, Sara [<sara.woolverton@sno.wednet.edu>](mailto:sara.woolverton@sno.wednet.edu)

Cc: Sharp, Heather [<heather.sharp@sno.wednet.edu>](mailto:heather.sharp@sno.wednet.edu); Daniels, Kelly [<kelly.daniels@sno.wednet.edu>](mailto:kelly.daniels@sno.wednet.edu);

Matthews, Erin [<Erin.Matthews@sno.wednet.edu>](mailto:Erin.Matthews@sno.wednet.edu)

Subject: FW: [REDACTED] therapy this week

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I know we will also need to write a PWN for this (Wendy, I'll need your help please 😊), but is there anything else we need to do in response to this? I just want to make sure I have all of the right information and next steps before I reply.

Thank you!

Zoe Yeley

Resource Support Specialist

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: [REDACTED] >

Sent: Wednesday, September 30, 2020 9:17 AM

To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Subject: Re: [REDACTED] therapy this week

[External Email]

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Thanks

[REDACTED]

On Wed, Sep 30, 2020 at 8:16 AM Daniels, Kelly <kelly.daniels@sno.wednet.edu> wrote:

Hi [REDACTED]

Erin and I both have conflicts during [REDACTED] regularly scheduled time, and we are hoping you might be able to bring her in earlier tomorrow. Would you be able to bring her in around 1:10 and pick her up at 2:00?

Thank you,

Kelly



Kelly Daniels, MPT

Physical Therapist

Snohomish School District

Serving ? Transition Center/PPP, Glacier Peak HS, Snohomish HS, Centennial MS, Central Elementary, Cascade View Elementary, Little Cedars Elementary, Machias Elementary, Riverview Elementary

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From: Matthews, Erin
Date: October 01, 2020 4:45:04 PM (-07)
To: Sharp, Heather
Subject: **Re: [REDACTED] therapy this week**

Attachments: image001.png; image003.png;

Sounds good. This is crazy town. Were you on that meeting with Justin yesterday?

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Sharp, Heather <heather.sharp@sno.wednet.edu>
Sent: Thursday, October 01, 2020 9:45 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: RE: [REDACTED] therapy this week

Nope. I just didn't see her. Mom's request yesterday was to not have pull out therapies. If Zoe clarifies and she does want speech, I will start again next week.

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Thursday, October 1, 2020 9:44 AM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: RE: [REDACTED] therapy this week

Did anyone respond to you?

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Sharp, Heather <heather.sharp@sno.wednet.edu>
Sent: Thursday, October 01, 2020 9:04 AM
To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Cc: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: RE: [REDACTED] therapy this week

I am supposed to see her in about 15 minutes. Do I pull her or not because mom said she doesn't want therapy during the day?

From: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Sent: Thursday, October 1, 2020 9:02 AM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: [REDACTED] therapy this week

Hi Zoe,

Check in with mom and clarify your questions and then touch back with the team.

Thanks!

Wendy Stegall

Special Services

Elementary TOSA

Snohomish School District

360-563-7322

wendy.stegall@sno.wednet.edu

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From: Yeley, Zoe
Date: October 06, 2020 3:44:01 PM (-07)
To: Stegall, Wendy; Boyd, Jamie; Sara.woolverton
Cc: Sharp, Heather; Daniels, Kelly; Matthews, Erin
Subject: **Re: [REDACTED] therapy this week**

Attachments:

Mom only wants academic services until school returns. Wendy, can you help me with writing up the PWN please?

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: Stegall, Wendy
Date: October 06, 2020 5:10:59 PM (-07)
To: Yeley, Zoe; Boyd, Jamie; Sara.woolvertton
Cc: Sharp, Heather; Daniels, Kelly; Matthews, Erin
Subject: **Re: [REDACTED] therapy this week**

Attachments:

Sure, is this in person only? Does she want academics for the off days?

Wendy Stegall
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Elementary TOSA
Snohomish School District
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wendy.stegall@sno.wednet.edu

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To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolvertton, Sara <sara.woolvertton@sno.wednet.edu>
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
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Resource Support Specialist

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Sent: Wednesday, September 30, 2020 9:17 AM

To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Subject: Re: [REDACTED] therapy this week

[External Email]

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Date: October 06, 2020 6:07:02 PM (07)
To: Stegall, Wendy; Boyd, Jamie; Sara.woolverton
Cc: Sharp, Heather; Daniels, Kelly; Matthews, Erin
Subject: **Re: [REDACTED] therapy this week**

Attachments:

I have been sending work home for [REDACTED] so I guess yes. She doesn't want any Zooms though.

Zoe Yeley

Resource Room

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From: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>

Sent: Tuesday, October 6, 2020 10:11 AM

To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>

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Hi everyone, (I wasn't sure who to email specifically)

We got the email below from [REDACTED] mom this morning regarding her services. I am going to follow up and ask for clarification of what she wants in [REDACTED] schedule ? it sounds like she only wants her working on academics while she is here, which means she would no longer get pulled out in the mornings for Speech and OT, and would also not come in for PT and OT in the afternoon.

I know we will also need to write a PWN for this (Wendy, I'll need your help please 😊), but is there anything else we need to do in response to this? I just want to make sure I have all of the right information and next steps before I reply.

Thank you!

Zoe Yeley
Resource Support Specialist
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information protected by law. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message

From: [REDACTED] >

Sent: Wednesday, September 30, 2020 9:17 AM

To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Subject: Re: [REDACTED] therapy this week

[External Email]

I'm requesting to currently forgo therapists & zooms with Ms. Yeley. With my other school aged kids? unique schedules, it doesn't permit the kind of flexibility being asked of us. This is the second and third requests of rescheduling. I do not want push in therapies as [REDACTED] needs to gain stamina in a structured classroom to be able to successfully rejoin her class in October. I understand that this is chaos for everyone but our schedule is tight.

Thanks

[REDACTED]

On Wed, Sep 30, 2020 at 8:16 AM Daniels, Kelly <kelly.daniels@sno.wednet.edu> wrote:

Hi [REDACTED]

Erin and I both have conflicts during [REDACTED] regularly scheduled time, and we are hoping you might be able to bring her in earlier tomorrow. Would you be able to bring her in around 1:10 and pick her up at 2:00?

Thank you,

Kelly



Kelly Daniels, MPT

Physical Therapist

Snohomish School District

Serving ? Transition Center/PPP, Glacier Peak HS, Snohomish HS, Centennial MS, Central Elementary, Cascade View Elementary, Little Cedars Elementary, Machias Elementary, Riverview Elementary

Mondays ? Cascade View x7019, Central x4628

Tuesdays ? Glacier Peak HS x 7450, Little Cedars x2945

Wednesdays ? Snohomish HS x4031, Machias x4845

Thursdays ? Glacier Peak HS x 7450, Riverview

Fridays ? Cascade View x7019

Confidentiality Statement: This message may contain information that is confidential. If this message was sent to you in error, any use, disclosure or distribution of its contents is prohibited.

If you receive this message in error, please contact me at the e-mail address listed above and delete this message without printing, copying or forwarding it. Thank you.

From: Houle, Jacilyn
Date: October 06, 2020 6:41:02 PM (-07)
To: Simicich, Carol
Subject: **Re: Assignment Adjustment Details upon LOA return**

Attachments: image002.png; image003.gif;

Hi Carol,

One other question.

With my job I work directly with a 1:1 in her class () and it also requires me to get her off the bus in the morning and on the bus after school. I'm not sure if my hours are cut I'll be able to be here to support her at that time.

What are your thoughts?

Thank You,

Jacilyn

From: Simicich, Carol <Carol.Simicich@sno.wednet.edu>
Sent: Monday, October 5, 2020 8:14 AM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Cc: Persha, Dawn <dawn.persha@sno.wednet.edu>; Collins, Angela <angela.collins@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>
Subject: RE: Assignment Adjustment Details upon LOA return

Jacilyn~

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Should you have questions, please contact your administrator or our office,
~Carol and Heidi

Have a great day,

~Carol

Carol Simicich

HR Assistant Analyst

Human Resource Services

Snohomish School District #201

(360) 563-7232 Phone

(360) 563 7367 Fax

<mailto:carol.simicich@sno.wednet.edu>



cid:image006.png
@01D217FA.A7F
EC440

From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Monday, October 5, 2020 7:35 AM
To: Simicich, Carol <Carol.Simicich@sno.wednet.edu>
Subject: Re: Assignment Adjustment Details upon LOA return

Hello Carol,

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Thank You,

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Sent: Friday, October 2, 2020 4:39 PM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Cc: Persha, Dawn <dawn.persha@sno.wednet.edu>
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Heidi Ganske

Human Services Director

Snohomish School District

360-563-7229

Fax 360-563-7367

heidi.ganske@sno.wednet.edu

From: Simicich, Carol
Date: October 07, 2020 5:29:01 PM (-07)
To: Ganske, Heidi
Subject: **Fw: Assignment Adjustment Details upon LOA return**

Attachments: image002.png; image003.gif;

Can you advise of how best to reply?

Have a great day,
~Carol

Carol Simicich
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<mailto:carol.simicich@sno.wednet.edu>



From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Tuesday, October 6, 2020 11:42 AM
To: Simicich, Carol <Carol.Simicich@sno.wednet.edu>
Subject: Re: Assignment Adjustment Details upon LOA return

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Sent: Monday, October 5, 2020 7:35 AM

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Subject: Re: Assignment Adjustment Details upon LOA return

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Sent: Friday, October 2, 2020 4:39 PM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Cc: Persha, Dawn <dawn.persha@sno.wednet.edu>
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Heidi Ganske
Human Services Director
Snohomish School District
360-563-7229
Fax 360-563-7367

heidiganske@sno.wednet.edu

From: Ganske, Heidi
Date: October 07, 2020 6:07:03 PM (-07)
To: Simicich, Carol
Subject: **Re: Assignment Adjustment Details upon LOA return**

Attachments: image001.png; (image002.gif) stubbed.htm;

This is how I would reply and I would cc her administrator.....(because the student day is going to be less than 6 hrs, she should be fine).

Thank you for reaching out and your concern for your student. Regarding additional time to get your student on and off the bus, the student day is still being defined for in person services. Administrators have been asked to reach out to HR and or Special Services in the event there is not adequate coverage for before and after school services, lunch and recess duties.

Defining the student day is a key component of that determination. I am hoping the day is finalized very soon and all those details will be addressed and concerns answered.

Thank you,
Carol

Heidi Ganske
Human Services Director, SSD
360-563-7229
Fax 360-563-7367

From: Simicich, Carol <Carol.Simicich@sno.wednet.edu>
Sent: Wednesday, October 7, 2020 10:29 AM
To: Ganske, Heidi <Heidi.Ganske@sno.wednet.edu>
Subject: FW: Assignment Adjustment Details upon LOA return

Can you advise of how best to reply?

Have a great day,
~Carol

Carol Simicich
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Human Resource Services
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What are your thoughts?

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Sent: Friday, October 2, 2020 4:39 PM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
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Subject: Assignment Adjustment Details upon LOA return



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Heidi Ganske

Human Services Director

Snohomish School District

360-563-7229

Fax 360-563-7367

heidi.ganske@sno.wednet.edu

From: Simicich, Carol
Date: October 07, 2020 6:13:01 PM (-07)
To: Ganske, Heidi
Subject: **Re: Assignment Adjustment Details upon LOA return**

Attachments: image001.png; (image002.gif) stubbed.htm;

Well that sounds perfect.

Thank you so much!

Have a great day,
~Carol

Carol Simicich
HR Assistant Analyst
Human Resource Services
Snohomish School District #201
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(360) 563 7367 Fax
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From: Ganske, Heidi <Heidi.Ganske@sno.wednet.edu>
Sent: Wednesday, October 7, 2020 11:08 AM
To: Simicich, Carol <Carol.Simicich@sno.wednet.edu>
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360-563-7229

Fax 360-563-7367

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Subject: Re: Assignment Adjustment Details upon LOA return

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To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
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Subject: Assignment Adjustment Details upon LOA return



Jacilyn~

We hope this email finds you enjoying the fall weather and doing well during your leave and this time of uncertainty.

Human Services is reaching out to you because important information was shared in your building over the last couple of days. Your administrator will likely reach out to you, but we wanted to insure you are aware of the changes.

Due to a decline in enrollment, and a reset to the student day, your position as a Para A in the Resource Room is being reduced to 4 hours a day. When you return from leave, that will be your hours per day.

As you may have heard, we will begin bringing back some of our elementary students beginning on October 26th. We look forward to their return and your return at the end of your leave.

Should you have questions, please contact your administrator or our office,
~Carol and Heidi

Carol Simicich

HR Assistant Analyst

Human Resource Services

Snohomish School District #201

(360) 563-7232 Phone

(360) 563 7367 Fax

<mailto:carol.simicich@sno.wednet.edu>

Heidi Ganske
Human Services Director
Snohomish School District
360-563-7229
Fax 360-563-7367
heidi.ganske@sno.wednet.edu

From: Matthews, Erin
Date: October 13, 2020 8:59:20 AM (-07)
To: Daniels, Kelly
Subject: ■

Attachments:

Are you doing a note each week for ■ missing time? Or just noted that one week where mom paused therapy?

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Daniels, Kelly
Date: October 13, 2020 10:20:54 AM (-07)
To: Matthews, Erin
Subject: RE [REDACTED]

Attachments:

I was just going to do the one note since it's in the PWN. Are you doing one note total or a note each week?

Get [Outlook for iOS](#)

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Tuesday, October 13, 2020 8:59:21 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: EL

Are you doing a note each week for [REDACTED] missing time? Or just noted that one week where mom paused therapy?

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: October 13, 2020 10:25:39 AM (-07)
To: Daniels, Kelly
Subject: **RE: [REDACTED]**

Attachments: image001.png; image003.png;

I did only the one last week, so I think we're on the same page.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Tuesday, October 13, 2020 10:21 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: [REDACTED]

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From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Tuesday, October 13, 2020 8:59:21 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: [REDACTED]

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Daniels, Kelly
Date: October 13, 2020 10:40:50 AM (-07)
To: Matthews, Erin
Subject: **RE: ■**

Attachments: image001.png; image003.png;

We are. Sounds good :)

Get [Outlook for iOS](#)

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Tuesday, October 13, 2020 10:25:39 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: RE: ■

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Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: Alford, Kimberly
Date: October 14, 2020 10:11:57 AM (-07)
To: Grasa, Marty
Cc: Craber, Sarah
Subject: **Re: Lunch Count for Riverview**

Attachments:

Hi Marty,

Three of our students present at Riverview on Tuesdays and Thursdays have consistently been declining the lunches offered to them at the end of their day. Going forward we'd like to change the lunch counts delivered, please see below.

Day	Student
Monday	
Tuesday	
Wednesday	
Thursday	

Thanks,
Kim

Kimberly Alford
Main Office Secretary
Riverview Elementary
(360) 563-4375

From: Alford, Kimberly
Sent: Friday, September 18, 2020 10:35 AM
To: Grasa, Marty <Marty.Grasa@sno.wednet.edu>
Subject: Lunch Count for Riverview

Hi Marty,

We have new students coming onsite at Riverview beginning Monday. Here is an updated list for our delivered lunch count. Let me know if you have any questions.

Day	Student
Monday	
Tuesday	
Wednesday	
Thursday	

Thanks,
Kim

Kimberly Alford
Main Office Secretary
Riverview Elementary
(360) 563-4375

From: Stegall, Wendy
Date: October 15, 2020 3:05:37 PM (-07)
To: Yeley, Zoe; Boyd, Jamie; Sara.woolverton
Cc: Sharp, Heather; Daniels, Kelly; Matthews, Erin
Subject: **Re: [REDACTED] therapy this week**

Attachments:

Hi Zoe,

Have you clarified with mom that sending work home is still the plan? Have you started the PWN?
Let me know, so I can assist if needed!

Thanks!

Wendy Stegall
Special Services
Elementary TOSA
Snohomish School District
360-563-7322
wendy.stegall@sno.wednet.edu

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From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Tuesday, October 6, 2020 11:07 AM
To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: [REDACTED] therapy this week

I have been sending work home for [REDACTED], so I guess yes. She doesn't want any Zooms though.

Zoe Yeley

Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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Sent: Tuesday, October 6, 2020 10:11 AM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: [REDACTED] therapy this week

Sure, is this in person only? Does she want academics for the off days?

Wendy Stegall
Special Services
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Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>

Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Subject: Re: [REDACTED] therapy this week

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Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>

Sent: Thursday, October 1, 2020 9:01 AM

To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>

Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Subject: Re: [REDACTED] therapy this week

Hi Zoe,

Check in with mom and clarify your questions and then touch back with the team.

Thanks!

Wendy Stegall

Special Services

Elementary TOSA

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From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Wednesday, September 30, 2020 12:56 PM
To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: FW: [REDACTED] therapy this week

Hi everyone, (I wasn't sure who to email specifically)

We got the email below from [REDACTED]'s mom this morning regarding her services. I am going to follow up and ask for clarification of what she wants in [REDACTED] schedule ? it sounds like she only wants her working on academics while she is here, which means she would no longer get pulled out in the mornings for Speech and OT, and would also not come in for PT and OT in the afternoon.

I know we will also need to write a PWN for this (Wendy, I'll need your help please 😊), but is there anything else we need to do in response to this? I just want to make sure I have all of the right information and next steps before I reply.

Thank you!

Zoe Yeley
Resource Support Specialist
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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From: [REDACTED]
Sent: Wednesday, September 30, 2020 9:17 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: Re: [REDACTED] therapy this week

[External Email]

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Thanks
[REDACTED]

On Wed, Sep 30, 2020 at 8:16 AM Daniels, Kelly <kelly.daniels@sno.wednet.edu> wrote:

Hi [REDACTED]

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Thank you,

Kelly



Kelly Daniels, MPT

Physical Therapist

Snohomish School District

Serving ? Transition Center/PPP, Glacier Peak HS, Snohomish HS, Centennial MS, Central Elementary, Cascade View Elementary, Little Cedars Elementary, Machias Elementary, Riverview Elementary

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From: Yeley, Zoe
Date: October 15, 2020 3:33:12 PM (-07)
To: Stegall, Wendy; Boyd, Jamie; Sara.woolverton
Cc: Sharp, Heather; Daniels, Kelly; Matthews, Erin
Subject: **Re: [REDACTED] therapy this week**

Attachments:

Yes, to work being sent home. And she still has another prior notice open that we were working on explaining her in-person services so should I just add this info to that or make another one? They are kind of similar but either way, yes help would be appreciated. Could we talk tomorrow?

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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Sent: Thursday, October 15, 2020 3:05 PM

To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>

Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>

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Special Services

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Sent: Tuesday, October 6, 2020 11:07 AM
To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
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[External Email]

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Physical Therapist

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From: Matthews, Erin
Date: October 16, 2020 9:32:50 AM (-07)
To: Yeley, Zoe; Sharp, Heather
Subject: **RE: PWNs**

Attachments:

I'm pretty sure I'm done with them??

Not sure about [REDACTED] though...what do we even do ?

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Friday, October 16, 2020 8:39 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: PWNs

Good morning!

I finally got all of the PWNs open and finished so let me know when you have added your info please.



Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: Yeley, Zoe
Date: October 16, 2020 9:47:01 AM (-07)
To: Matthews, Erin; Sharp, Heather
Subject: **RE: PWNs**

Attachments:

Still waiting to hear from Wendy on [REDACTED]

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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Subject: PWNs

Good morning!

I finally got all of the PWNs open and finished so let me know when you have added your info please.



Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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From: Stegall, Wendy
Date: October 19, 2020 7:55:36 AM (07)
To: Yeley, Zoe
Subject: **Re: [REDACTED] therapy this week**

Attachments:

Zoe,

I can assist you today with this PWN. What is a good time for you? We could zoom and I could screen share.

Wendy Stegall
Special Services
Elementary TOSA
Snohomish School District
360-563-7322
wendy.stegall@sno.wednet.edu

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From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Thursday, October 15, 2020 3:33 PM
To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: [REDACTED] therapy this week

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From: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Sent: Thursday, October 15, 2020 3:05 PM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: [REDACTED] therapy this week

Hi Zoe,

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Let me know, so I can assist if needed!

Thanks!

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From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Tuesday, October 6, 2020 11:07 AM

To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: [REDACTED] therapy this week

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Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Subject: Re: [REDACTED] therapy this week

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Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Subject: Re: [REDACTED] therapy this week

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From: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>

Sent: Thursday, October 1, 2020 9:01 AM

To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>

Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>

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Thanks!

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To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: FW: [REDACTED] therapy this week

Hi everyone, (I wasn't sure who to email specifically)

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I know we will also need to write a PWN for this (Wendy, I'll need your help please 😊), but is there anything else we need to do in response to this? I just want to make sure I have all of the right information and next steps before I reply.

Thank you!

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From: [REDACTED] >
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Subject: Re: [REDACTED] therapy this week

[External Email]

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Thanks

On Wed, Sep 30, 2020 at 8:16 AM Daniels, Kelly <kelly.daniels@sno.wednet.edu> wrote:

Hi [REDACTED]

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Thank you,

Kelly



Kelly Daniels, MPT

Physical Therapist

Snohomish School District

Serving ? Transition Center/PPP, Glacier Peak HS, Snohomish HS, Centennial MS, Central Elementary, Cascade View Elementary, Little Cedars Elementary, Machias Elementary, Riverview Elementary

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From: Yeley, Zoe
Date: October 19, 2020 7:59:52 AM (-07)
To: Stegall, Wendy
Subject: **Re: [REDACTED] therapy this week**

Attachments:

Anytime after 1130 works! Thank you!

Get [Outlook for iOS](#)

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Thank you,

Kelly



Kelly Daniels, MPT

Physical Therapist

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Serving ? Transition Center/PPP, Glacier Peak HS, Snohomish HS, Centennial MS, Central Elementary, Cascade View Elementary, Little Cedars Elementary, Machias Elementary, Riverview Elementary

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From: Yeley, Zoe
Date: October 19, 2020 12:45:48 PM (-07)
To: [REDACTED]; [REDACTED]
Subject: [REDACTED] PWN

Attachments: [REDACTED] pwn 10.19.20.pdf;

Hi [REDACTED]

Here is [REDACTED] updated prior written notice that explains how her minutes are being served right now. Let me know if you have any questions.

Hope [REDACTED] is doing well!!

Zoe Yeley

Resource Support Specialist

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

Snohomish School District

1601 Avenue D
Snohomish, WA 98290-1799
360-563-7308

Meeting Notice

PURPOSE: This invitation requests your attendance at a meeting concerning the educational program/needs of your child. You have the opportunity to participate in any meeting regarding the identification, evaluation, educational placement, and the provision of a free appropriate public education for your child.

To: [REDACTED] Date Sent to Participants: 10/19/2020

This meeting has been scheduled for: Date 09/08/2020 Time 10:30 AM
Location RIVERVIEW ELEMENTARY

If you have any questions or would like additional information or assistance to help you prepare for this IEP meeting, please contact Zoe Yeley at 360.563.4438 e-mail zoe.yeley@sno.wednet.edu.

This is to notify you that a/an IEP meeting has been scheduled for this student. Your participation and attendance at this meeting are very important. This Prior Notice meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Develop an Initial IEP | <input type="checkbox"/> Review Current IEP |
| <input type="checkbox"/> Discuss Transition Services | <input type="checkbox"/> Discuss Graduation |
| <input type="checkbox"/> Discuss Annual Goal Progress | <input type="checkbox"/> Review Instructional Needs |
| <input type="checkbox"/> Consider Termination of Services | <input type="checkbox"/> Determine Placement |
| <input type="checkbox"/> Develop ESY | <input type="checkbox"/> Discuss Attendance Issues |
| <input type="checkbox"/> Manifestation Determination | <input type="checkbox"/> Behavioral Intervention Plan |
| <input checked="" type="checkbox"/> Other: Explanation of services during distance learning | <input type="checkbox"/> |

The following are invited to attend and participate in the Prior Notice meeting:

[REDACTED], Parent
Sarah Craber, Special Education Teacher
Zoe Yeley, Special Education Teacher
Chrissy Helmke, General Education Teacher
Angela Collins, District Representative
Wendy Stegall, District Representative
Anjeannette Hammer, Other
Erin Matthews, Occupational Therapist
Heather Sharp, Speech Language Pathologist

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

Notice of Procedural Safeguards for Special Education Students and Their Families has been provided to parents.

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

Snohomish School District
1601 Avenue D
Snohomish, WA 98290-1799
360-563-7308

Contact Attempt Report

Notification Area: Plan
Meeting Date: 09/08/2020
Time: 10:30 AM
Location: RIVERVIEW ELEMENTARY

Method	Contact Date	Response Date	Response	Contact Name
Better	10/19/2020			[REDACTED]
Method	Contact Date	Response Date	Response	Contact Name
Better	09/14/2020			[REDACTED]

Student ID: [REDACTED]
WA SSID: [REDACTED]
Date of Birth: [REDACTED]

Snohomish School District

1601 Avenue D
Snohomish, WA 98290-1799
360-563-7308

Prior Written Notice

To: [REDACTED] Date: 09/08/2020

Re: Student's Name: [REDACTED]

PURPOSE: As a parent/guardian of a special education child or child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action.

The purpose of this prior written notice is to inform you that we are:

1. ☒ proposing ☐ refusing to 2. ☐ initiate ☐ change ☒ continue ☐ discontinue a/an
(mark one of the above) (mark one of the above)

Mark all items below that apply:

3. ☐ Referral ☐ Initial Evaluation ☐ Eligibility Category
☐ Educational Placement ☒ IEP ☐ Reevaluation
☐ Disciplinary action that is a change of placement ☐ 504 Plan ☒ Other: Discuss in-person services and parent request to not attend therapy

Description of the proposed or refused action:

[REDACTED]

[REDACTED]

[REDACTED]

The reason we are proposing or refusing to take action is:

[REDACTED]

9-08-2020: [REDACTED]

Description of any other options considered and rejected:

[REDACTED]

9-08-2020: [REDACTED]

The reasons we rejected those options were:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

9-08-2020: [REDACTED]

Student ID: [redacted]
WA SSID: [redacted]
Date of Birth: [redacted]

Snohomish School District

1601 Avenue D
Snohomish, WA 98290-1799
360-563-7308

Prior Written Notice

[redacted]
[redacted]
[redacted]
[redacted].

If you disagree with this proposal of services, or wish to convene an IEP meeting for any other reason, please contact me via email [zoe.yeley@sno.wednet.edu] to request an IEP meeting and we will schedule one to occur within 30 days of receipt of your request.

9-08-2020 : [redacted]

9-30-2020: [redacted].

The action will be initiated on: 09/14/2020

Your child has procedural protections under IDEA. These protections are explained in the *Notice of Procedural Safeguards for Special Education Students and Their Families*. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* is not enclosed and you would like a copy or you would like help in understanding the content, please contact:

Zoe Yeley at 360.563.4438

Notice of Procedural Safeguards for Special Education Students and Their Families has been provided to parents/guardians.


From: Yeley, Zoe
Date: October 20, 2020 8:31:12 AM (-07)
To: Stewart, Jennifer
Subject: **Re: PLEASE READ -Today is THE day!**

Attachments:

Hi Jenn,

I put three IEPs in bag mail for Andrea yesterday, so they should be coming today. Will you be able to get those paper copies or do you want me to just email them to you?



 PWN is also in there too.

Thanks,

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: Stewart, Jennifer <jennifer.stewart@sno.wednet.edu>

Sent: Tuesday, October 20, 2020 8:21 AM

To: DL_SPED_Staff <DL_SPED_Staff@sno.wednet.edu>

Subject: PLEASE READ -Today is THE day!

Hello all ?

TODAY is *the* day!

What a herculean task we have all been given and have done the most incredible job of completing!

This year has already proven to be most difficult and like the warriors you are, you have prevailed!

Unfortunately, Andrea is out of the office today, as is Wendy, so I am the point person. Please send any remaining expired IEPs (as PDFs) to me via email and I will print them, make sure they are logged and locked.

If you happen to have any on paper and you are an in-person/on-campus person PLEASE LET ME KNOW AND I WILL COME AND GET THE DOCUMENTS.

Truly?.you guys are awesome.

Jennifer Stewart
Secondary Special Education TOSA
360 563 7288

From: Grasa, Marty
Date: October 20, 2020 10:02:15 AM (-07)
To: Matthew.macdonald; Horton, Kim
Subject: **FW: Lunch Count for Riverview**

Attachments: image013.jpg; image014.png; image015.png; image016.png; image017.png; image018.png;

Please watch the numbers for Riverview

Best Regards,
Marty Grasa
Snohomish School District



marty grasa|Director of Dining Services|O.360-563-7298
cell. 425-446-2460 martin.grasa@compass usa.com |

From: Alford, Kimberly <Kimberly.Alford@sno.wednet.edu>
Sent: Tuesday, October 20, 2020 9:54 AM
To: Grasa, Marty <Marty.Grasa@sno.wednet.edu>
Subject: Re: Lunch Count for Riverview

Hi Marty,

Just a reminder that on Tuesdays and Thursdays we only need 1 lunch delivered to Riverview (see table below).

Today 4 were brought to our school, but I sent all 4 back - our student, [REDACTED] who usually takes lunch on Tues was absent today. [REDACTED] will also be absent this Thursday, so we do not need any lunches delivered this Thursday.

Day	Student
Monday	[REDACTED]
Tuesday	[REDACTED]
Wednesday	[REDACTED]

Thursday

[REDACTED]

Thanks,

Kim

Kimberly Alford

Main Office Secretary

Riverview Elementary

(360) 563-4375

From: Alford, Kimberly <Kimberly.Alford@sno.wednet.edu>

Sent: Wednesday, October 14, 2020 10:11 AM

To: Grasa, Marty <Marty.Grasa@sno.wednet.edu>

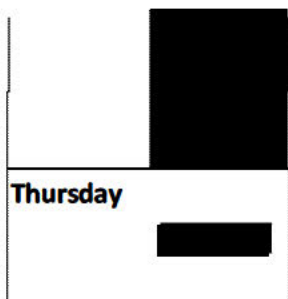
Cc: Craber, Sarah <Sarah.Craber@sno.wednet.edu>

Subject: Re: Lunch Count for Riverview

Hi Marty,

Three of our students present at Riverview on Tuesdays and Thursdays have consistently been declining the lunches offered to them at the end of their day. Going forward we'd like to change the lunch counts delivered, please see below.

Day	Student
Monday	[REDACTED]
Tuesday	[REDACTED]
Wednesday	[REDACTED]



Thursday

Thanks,

Kim

Kimberly Alford

Main Office Secretary

Riverview Elementary

(360) 563-4375

From: Alford, Kimberly

Sent: Friday, September 18, 2020 10:35 AM

To: Grasa, Marty <Marty.Grasa@sno.wednet.edu>

Subject: Lunch Count for Riverview

Hi Marty,

We have new students coming onsite at Riverview beginning Monday. Here is an updated list for our delivered lunch count. Let me know if you have any questions.

Day	Student
Monday	
Tuesday	

Wednesday	
Thursday	

Thanks,

Kim

Kimberly Alford

Main Office Secretary

Riverview Elementary

(360) 563-4375

From: Stewart, Jennifer
Date: October 20, 2020 4:10:18 PM (-07)
To: Yeley, Zoe
Subject: **Re: PLEASE READ -Today is THE day!**

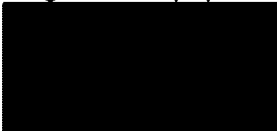
Attachments:


Email them please

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Tuesday, October 20, 2020 8:31 AM
To: Stewart, Jennifer <jennifer.stewart@sno.wednet.edu>
Subject: Re: PLEASE READ -Today is THE day!

Hi Jenn,

I put three IEPs in bag mail for Andrea yesterday, so they should be coming today. Will you be able to get those paper copies or do you want me to just email them to you?



 PWN is also in there too.

Thanks,

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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Unfortunately, Andrea is out of the office today, as is Wendy, so I am the point person. Please send any remaining expired IEPs (as PDFs) to me via email and I will print them, make sure they are logged and locked.

If you happen to have any on paper and you are an in-person/on-campus person PLEASE LET ME KNOW AND I WILL COME AND GET THE DOCUMENTS.

Truly....you guys are awesome.

Jennifer Stewart
Secondary Special Education TOSA
360 563 7288

From: Yeley, Zoe
Date: October 26, 2020 11:11:45 AM (-07)
To: Houle, Jacilyn
Subject: **Printing**

Attachments: count-and-color-a.pdf; count-and-color-b.pdf; count-and-color-c.pdf; counting-to-five-a.pdf; counting-to-five-b.pdf; counting-to-five-c.pdf;

Hi Jacilyn,

Tomorrow, can you also print these to send home with ■ whenever she returns?

Thanks!

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

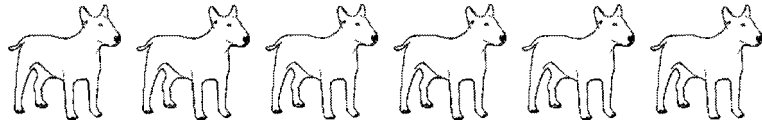
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Count and color

Kindergarten Numbers and Counting Worksheet

Colour the correct number of objects.

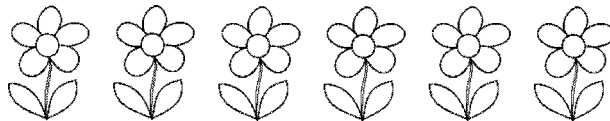
4



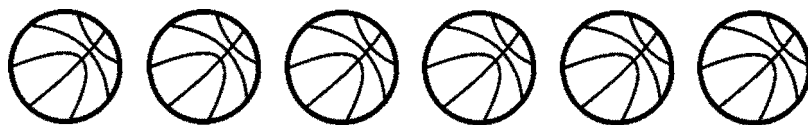
2



3



5

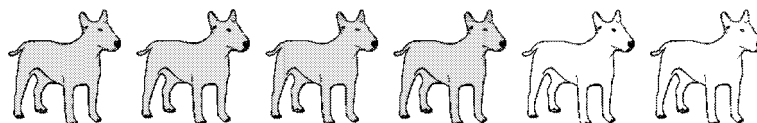


3



Answers

4



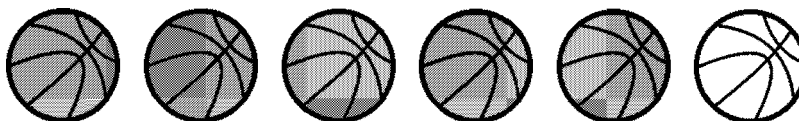
2



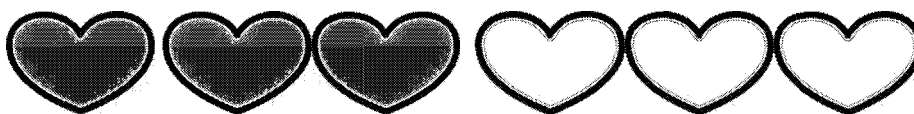
3



5



3

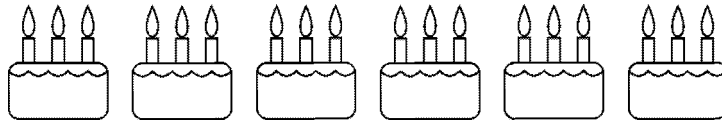


Count and color

Kindergarten Numbers and Counting Worksheet

Colour the correct number of objects.

1



5



2



4

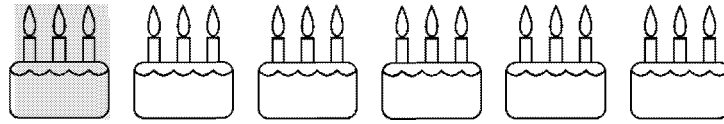


3

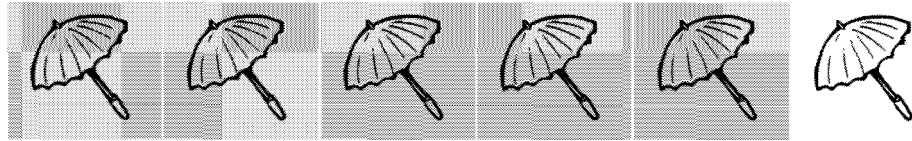


Answers

1



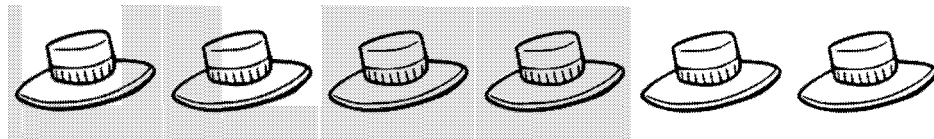
5



2



4



3



Count and color

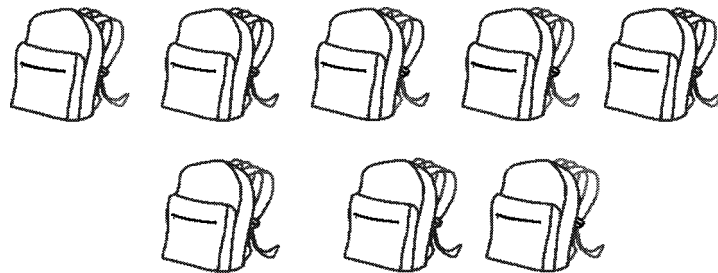
Kindergarten Numbers and Counting Worksheet

Colour the correct number of objects.

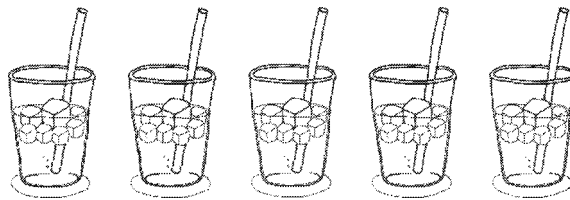
4



3



1

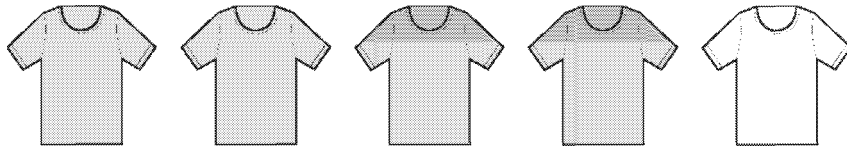


5

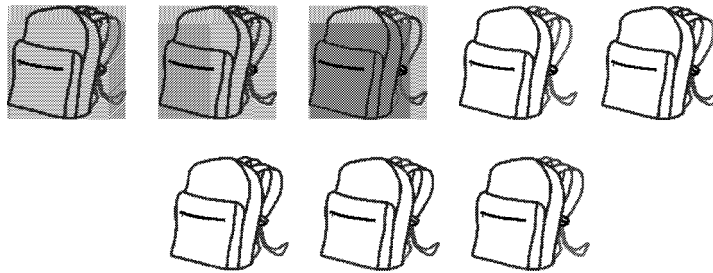


Answers

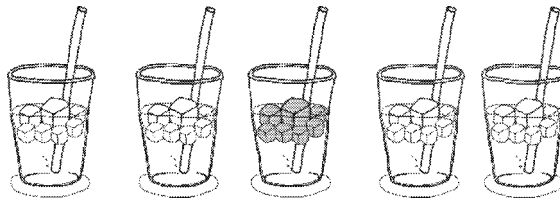
4



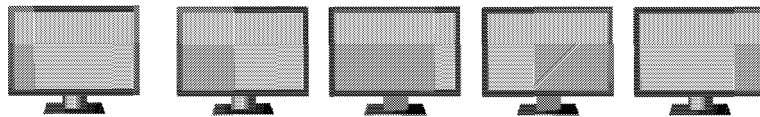
3



1




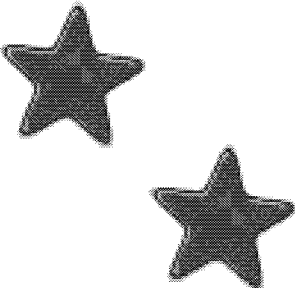
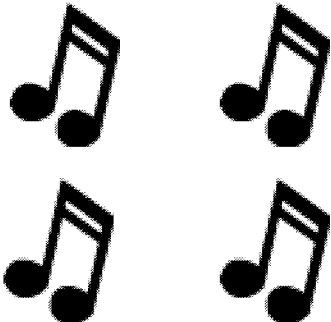

5



Counting Numbers 1-5

Kindergarten Numbers & Counting Worksheet

Count the number of objects:

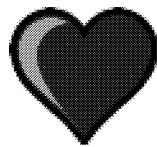
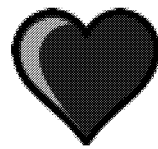
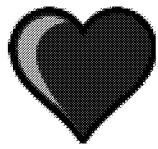
<p>How many _____?</p> 	<p>How many _____?</p> 
<p>How many _____?</p> 	<p>How many _____?</p> 

Counting Numbers up to 5

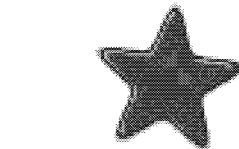
Kindergarten Numbers & Counting Worksheet

Count the number of objects:

How many _____?



How many _____?



How many _____?



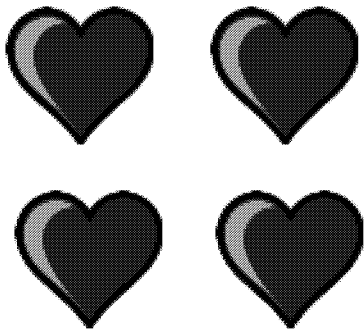
How many _____?

Counting Numbers up to 5

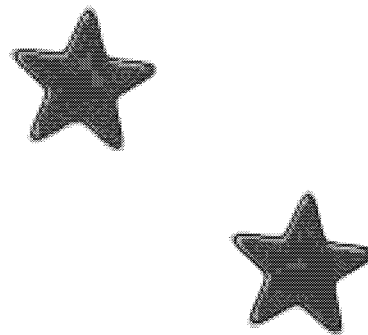
Kindergarten Numbers & Counting Worksheet

Count the number of objects:

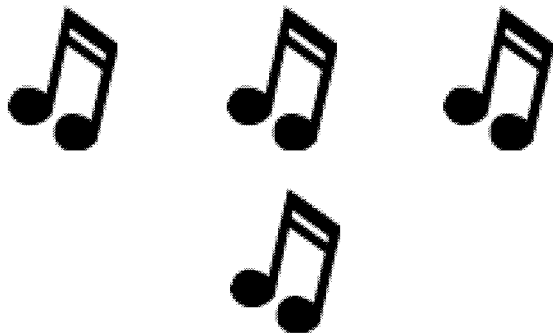
How many _____?



How many _____?



How many _____?



How many _____?



From: Matthews, Erin
Date: November 02, 2020 4:09:00 PM (-08)
To: Yeley, Zoe; Sharp, Heather; Daniels, Kelly
Subject: ■

Attachments:

Do you think we should reach out to ■ mom to see if she wants to start back up with therapies since we are not returning to K 2 anytime soon? I don't want to overwhelm her with emails, but wondering if we should take a proactive step in that?

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Yeley, Zoe
Date: November 02, 2020 4:36:00 PM (-08)
To: Matthews, Erin; Sharp, Heather; Daniels, Kelly
Subject: RE: [REDACTED]

Attachments:

That might be a good idea. [REDACTED] just got back on Thursday so now would probably be a good time.

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Monday, November 2, 2020 8:09 AM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: [REDACTED]

Do you think we should reach out to [REDACTED] mom to see if she wants to start back up with therapies since we are not returning to K-2 anytime soon? I don't want to overwhelm her with emails, but wondering if we should take a proactive step in that?

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: Sharp, Heather
Date: November 02, 2020 5:04:02 PM (-08)
To: Matthews, Erin; Yeley, Zoe; Daniels, Kelly
Subject: **RE: [REDACTED]**

Attachments:

Probably not a bad idea. Just to make sure that she still confirms not wanting services, or so that we can get her on the schedule soon. It's good to coordinate; one email for all providers.

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Sent: Monday, November 2, 2020 8:09 AM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: [REDACTED]

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: November 02, 2020 5:07:03 PM (-08)
To: Sharp, Heather; Yeley, Zoe; Daniels, Kelly
Subject: RE: [REDACTED]

Attachments: image001.png; image003.png;

I'll email her, and include you all.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Sharp, Heather <heather.sharp@sno.wednet.edu>
Sent: Monday, November 02, 2020 9:05 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: RE: [REDACTED]

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To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: [REDACTED]

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***Erin Matthews, MS, OTR/L
Occupational Therapist***

Snohomish School District
360-563-4628



From: Daniels, Kelly
Date: November 02, 2020 5:08:02 PM (-08)
To: Sharp, Heather; Matthews, Erin; Yeley, Zoe
Subject: **RE: [REDACTED]**

Attachments:

I'm in favor of contacting her. I'd love to be able to see [REDACTED] in person. Just FYI – I'm available Thursday afternoons after 12:45 or Friday mornings before 11:00 am.

From: Sharp, Heather <heather.sharp@sno.wednet.edu>
Sent: Monday, November 02, 2020 9:05 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: RE: [REDACTED]

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Subject: [REDACTED]

Do you think we should reach out to [REDACTED] mom to see if she wants to start back up with therapies since we are not returning to K-2 anytime soon? I don't want to overwhelm her with emails, but wondering if we should take a proactive step in that?

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: November 02, 2020 5:11:05 PM (-08)
To: [REDACTED]
Cc: Daniels, Kelly; Sharp, Heather; Yeley, Zoe
Subject: **Therapies**

Attachments:

Hi [REDACTED],

I know a few weeks ago, you decided to hold off on therapies for a bit for [REDACTED] while things settled. I don't mean to overwhelm you with another email or request, but since K 2 is not returning as planned yet, was wondering if you would like us to resume therapies for [REDACTED] while she's at school for in person services? Let us know what you think. We can do either way, but since the return date is up in the air as of now, wanted to reach out to see what your thoughts are. Thank you!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Sharp, Heather
Date: November 02, 2020 5:12:59 PM (-08)
To: Matthews, Erin; Yeley, Zoe; Daniels, Kelly
Subject: **RE: ■**

Attachments:

Thank you, Erin!

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Monday, November 2, 2020 9:08 AM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: RE: **■**

I'll email her, and include you all.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



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Sent: Monday, November 02, 2020 9:05 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: RE: **■**

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Sent: Monday, November 2, 2020 8:09 AM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Daniels,

Kelly <kelly.daniels@sno.wednet.edu>

Subject: ■

Do you think we should reach out to ■ mom to see if she wants to start back up with therapies since we are not returning to K 2 anytime soon? I don't want to overwhelm her with emails, but wondering if we should take a proactive step in that?

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED]
Date: November 02, 2020 5:19:00 PM (-08)
To: Matthews, Erin
Subject: **Re: Therapies**

Attachments:

[External Email]

Thank you for checking in! Yes, let's move forward with resuming therapies outside of school hours if that's still an option. Can you communicate with the other therapists or should I?

[REDACTED]

On Mon, Nov 2, 2020 at 9:12 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

Hi [REDACTED],

I know a few weeks ago, you decided to hold off on therapies for a bit for [REDACTED] while things settled. I don't mean to overwhelm you with another email or request, but since K-2 is not returning as planned yet, was wondering if you would like us to resume therapies for [REDACTED] while she's at school for in person services? Let us know what you think. We can do either way, but since the return date is up in the air as of now, wanted to reach out to see what your thoughts are. Thank you!

Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



--

Thanks!



From: Matthews, Erin
Date: November 02, 2020 6:07:02 PM (-08)
To: [REDACTED]
Cc: Daniels, Kelly; Sharp, Heather; Yeley, Zoe
Subject: **Re: Therapies**

Attachments: image001.png; image003.png;

I can do that. What times/days can you do? I'm at RV on Tuesdays all day, so I might be able to squeeze her into the afternoon. Otherwise, if you want to do Thursday afternoons, we could do a 12:00 with me, and a 12:45 with Kelly. Would that work? I've included the other therapists on this thread as well. Do you think back to back would be too much for her?

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED] >
Sent: Monday, November 02, 2020 9:19 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

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Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



--

Thanks!

[REDACTED]

From: Daniels, Kelly
Date: November 02, 2020 6:08:59 PM (-08)
To: Matthews, Erin; [REDACTED]
Cc: Sharp, Heather; Yeley, Zoe
Subject: **Re: Therapies**

Attachments: image001.png; image002.png;

12:45 would work for me 😊

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Monday, November 02, 2020 10:07 AM
To: [REDACTED]
Cc: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: Therapies

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED] >
Sent: Monday, November 02, 2020 9:19 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

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██████████

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



--

Thanks!

██████████

From: Matthews, Erin
Date: November 02, 2020 6:10:03 PM (-08)
To: Daniels, Kelly; [REDACTED]
Cc: Sharp, Heather; Yeley, Zoe
Subject: **Re: Therapies**

Attachments: image001.png; image004.png; image005.png;

I could also do Wednesday around noon as well if that works better!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Monday, November 02, 2020 10:09 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; [REDACTED]
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: Therapies

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Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: [REDACTED]
Sent: Monday, November 02, 2020 9:19 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

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Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



--

Thanks!



From: [REDACTED]
Date: November 02, 2020 6:35:45 PM (-08)
To: Matthews, Erin
Subject: **Re: Therapies**

Attachments: image001.png; image003.png;

[External Email]

Tues, Thursday?s and Friday work but we?d literally be turning around from getting her off the bus without time for lunch on Tues and Thursday. So Is there any availability after 1 on tues/Thursday?

On Mon, Nov 2, 2020 at 10:07 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

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Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



From: [REDACTED] >
Sent: Monday, November 02, 2020 9:19 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

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[REDACTED]

On Mon, Nov 2, 2020 at 9:12 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

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Occupational Therapist

Snohomish School District

360-563-4628



--

Thanks!



--

Thanks!



From: Matthews, Erin
Date: November 02, 2020 7:18:00 PM (-08)
To: [REDACTED]
Cc: Daniels, Kelly
Subject: **Re: Therapies**

Attachments: image001.png; image003.png; image004.png;

How about we try this:

Thursdays, OT at 1pm, and PT directly after that, around 1:45pm.

Would that work? We can start this week if you'd like. Just a heads up, PT may not be able to start this week, so OT for sure this week, and we can let you know about PT come Thursday. Sound good?

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED] >
Sent: Monday, November 02, 2020 10:36 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED]
Sent: Monday, November 02, 2020 9:19 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

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Occupational Therapist
Snohomish School District
360-563-4628***



--

Thanks!



--

Thanks!



From: [REDACTED]
Date: November 02, 2020 7:19:02 PM (-08)
To: Matthews, Erin
Subject: **Re: Therapies**

Attachments: image001.png; image003.png; image004.png;

[External Email]

Sounds perfect! Thanks for reaching out ladies!

On Mon, Nov 2, 2020 at 11:18 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

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Occupational Therapist

Snohomish School District

360-563-4628



From: [REDACTED] ≥
Sent: Monday, November 02, 2020 10:36 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

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Occupational Therapist

Snohomish School District

360-563-4628



From: [REDACTED]
Sent: Monday, November 02, 2020 9:19 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

Thank you for checking in! Yes, let's move forward with resuming therapies outside of school hours if that's still an option. Can you communicate with the other therapists or should I?

[REDACTED]

On Mon, Nov 2, 2020 at 9:12 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

Hi [REDACTED],

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Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



—

Thanks!

■■■■■

—

Thanks!

■■■■■

—

Thanks!



From: Matthews, Erin
Date: November 02, 2020 7:20:00 PM (-08)
To: [REDACTED]
Subject: **Re: Therapies**

Attachments: image002.png; image003.png; image004.png; image005.png;

Awesome! See you Thursday!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED] >
Sent: Monday, November 02, 2020 11:19 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

Sounds perfect! Thanks for reaching out ladies!

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How about we try this:

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District***

360-563-4628



From: [REDACTED]
Sent: Monday, November 02, 2020 10:36 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED]
Sent: Monday, November 02, 2020 9:19 AM

To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Subject: Re: Therapies

[External Email]

Thank you for checking in! Yes, let's move forward with resuming therapies outside of school hours if that's still an option. Can you communicate with the other therapists or should I?

■

On Mon, Nov 2, 2020 at 9:12 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



--

Thanks!

■

--

Thanks!

■

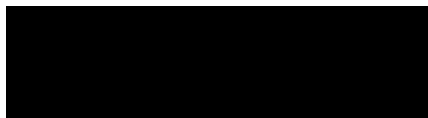
--

Thanks!

■

From: Helmke, Chrissy
Date: November 03, 2020 5:57:00 PM (-08)
To: Houle, Jacilyn
Subject: **Guided Reading Password**

Attachments:



Chrissy Helmke
Riverview Elementary
2nd Grade
360-563-4384



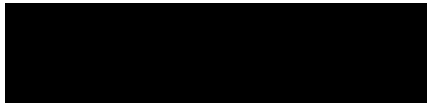
From: Houle, Jacilyn
Date: November 03, 2020 8:20:03 PM (-08)
To: Helmke, Chrissy
Subject: **Re: [REDACTED] Guided Reading Password**

Attachments:

Thank you!

When is her reading group day?

From: Helmke, Chrissy <Chrissy.Helmke@sno.wednet.edu>
Sent: Tuesday, November 3, 2020 9:57 AM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Subject: [REDACTED] Guided Reading Password



Chrissy Helmke
Riverview Elementary
2nd Grade
360-563-4384



From: Helmke, Chrissy
Date: November 03, 2020 10:43:01 PM (-08)
To: [REDACTED]
Subject: [REDACTED] & Reading

Attachments: image001.jpg; image002.png;

Good Afternoon [REDACTED],

I'd like to see if we can arrange a time for me to work on reading with [REDACTED]. As of now, I could work with her on Mondays & Wednesdays – from 11: 20 – 11:40 - I will coordinate with Mrs. Houle so that she can help her with this site at school on her days using this same program. This is the program I am using with all students in my class. Please let me know if that would work for you.

*[REDACTED] if you'd like, I would love to Zoom with you and show you how to use the site for supporting [REDACTED].

I have subscribed to a neat reading site that allows me to assign students specific books and also gives them a huge library of books to practice on their own.

- Each book can be read by your child independently and/or he/she can listen to the book (and the words are highlighted as they're read).
- Your child can record him/herself reading the book and listen to it on the site.
- Each book has a comprehension quiz.
- There are also activities that are available for each book.

Your child can access this reading website by visiting our class Canvas site and scrolling down to the bottom and clicking this button



Here is the website: <https://my.guidedreaders.com/login>

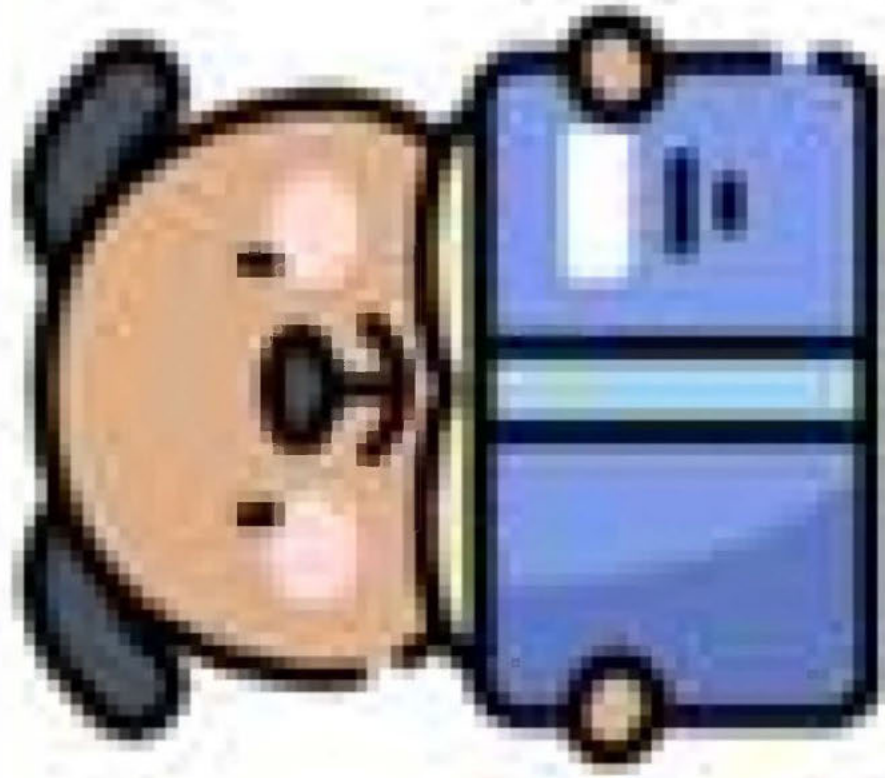
When asked to enter teacher's name, enter **helmke**

Choose your child's name from the list

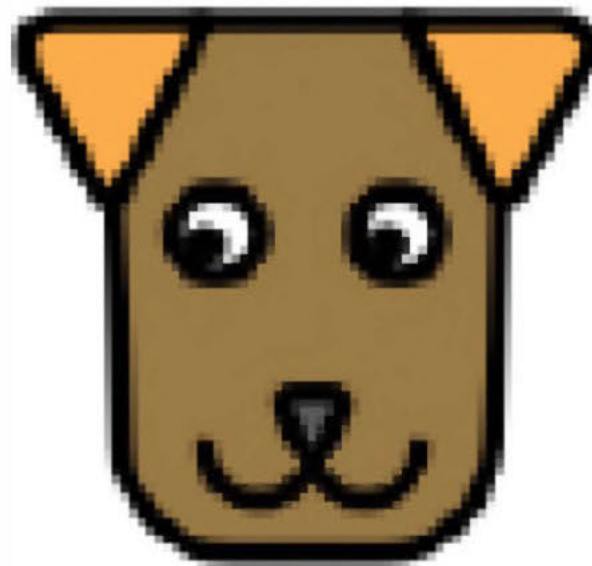
Her password is to click on the two animal icons below:



Chrissy Helmke
Riverview Elementary
2nd Grade
360-563-4384



Guided Reading



From: [REDACTED]
Date: November 04, 2020 6:34:02 PM (-08)
To: Helmke, Chrissy
Cc: [REDACTED]
Subject: **Re: [REDACTED] & Reading**

Attachments: image001.jpg; image002.png;

[External Email]

That would be great, thank you!

On Tue, Nov 3, 2020 at 2:43 PM Helmke, Chrissy <Chrissy.Helmke@sno.wednet.edu> wrote:

Good Afternoon [REDACTED],

I'd like to see if we can arrange a time for me to work on reading with [REDACTED]. As of now, I could work with her on Mondays & Wednesdays ? from 11: 20 ? 11:40 - I will coordinate with Mrs. Houle so that she can help her with this site at school on her days using this same program. This is the program I am using with all students in my class. Please let me know if that would work for you.

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- Each book has a comprehension quiz.
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Your child can access this reading website by visiting our class Canvas site and scrolling down to the bottom and clicking this button



Here is the website: <https://my.guidedreaders.com/login>

When asked to enter teacher?s name, enter **helmke**

Choose your child?s name from the list

Her password is to click on the two animal icons below:



Chrissy Helmke

Riverview Elementary

2nd Grade

360-563-4384



--

Thanks!



From: Yeley, Zoe
Date: November 06, 2020 9:08:04 PM (-08)
To: Matthews, Erin; Daniels, Kelly
Cc: Sharp, Heather
Subject: **Re: Therapies**

Attachments: image001.png; image002.png;

Have [REDACTED] therapies been put back in place now? Do we need to write a PWN?

Zoe Yeley

Resource Support Specialist

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information protected by law. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Monday, November 2, 2020 10:11 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; [REDACTED]
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: Therapies

I could also do Wednesday around noon as well if that works better!

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Monday, November 02, 2020 10:09 AM

To: Matthews, Erin <Erin.Matthews@sno.wednet.edu> [REDACTED]
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: Therapies

12:45 would work for me 😊

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Monday, November 02, 2020 10:07 AM
To: [REDACTED]
Cc: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: Therapies

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED]
Sent: Monday, November 02, 2020 9:19 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



--

Thanks!

[REDACTED]

From: Matthews, Erin
Date: November 06, 2020 9:12:57 PM (-08)
To: Yeley, Zoe; Daniels, Kelly
Cc: Sharp, Heather
Subject: **Re: Therapies**

Attachments: image001.png; image004.png; image005.png;

Let's hold on the PWN for now. She saw me yesterday for the first time. Before we rush to paperwork, let's make sure it is consistent and works.

For now, Thursdays at 1pm is when she comes to the building for both PT and OT.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Friday, November 06, 2020 1:09 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: RE: Therapies

Have [REDACTED] therapies been put back in place now? Do we need to write a PWN?

Zoe Yeley
*Resource Support Specialist
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu*

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From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Monday, November 2, 2020 10:11 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; [REDACTED] >
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: Therapies

I could also do Wednesday around noon as well if that works better!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Monday, November 02, 2020 10:09 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; [REDACTED] >
Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: Therapies

12:45 would work for me 😊

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Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: [REDACTED]
Sent: Monday, November 02, 2020 9:19 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

Thank you for checking in! Yes, let's move forward with resuming therapies outside of school hours if that's still an option. Can you communicate with the other therapists or should I?

[REDACTED]

On Mon, Nov 2, 2020 at 9:12 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

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Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



--

Thanks!



From: Yeley, Zoe
Date: November 06, 2020 9:21:02 PM (-08)
To: Matthews, Erin; Daniels, Kelly
Cc: Sharp, Heather
Subject: **Re: Therapies**

Attachments: image001.png; image002.png;

Okay, that sounds good. I'll make a note. Thanks!

Zoe Yeley

Resource Support Specialist

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information protected by law. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Sent: Friday, November 6, 2020 1:13 PM

To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>

Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>

Subject: RE: Therapies

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Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



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Zoe Yeley
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Occupational Therapist
Snohomish School District
360-563-4628



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Cc: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: Therapies

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Sent: Monday, November 02, 2020 10:07 AM

To: [REDACTED]

Cc: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Subject: RE: Therapies

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED]

Sent: Monday, November 02, 2020 9:19 AM

To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Subject: Re: Therapies

[External Email]

Thank you for checking in! Yes, let's move forward with resuming therapies outside of school hours if that's still an option. Can you communicate with the other therapists or should I?

[REDACTED]

On Mon, Nov 2, 2020 at 9:12 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

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Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



--

Thanks!

[REDACTED]

From: Sharp, Heather
Date: November 06, 2020 11:15:59 PM (-08)
To: Matthews, Erin; [REDACTED]
Cc: Daniels, Kelly; Yeley, Zoe
Subject: **Re: Therapies**

Attachments: image001.png; image002.png;

Hi [REDACTED]

I was previously seeing [REDACTED] at 9:10 on Tuesdays and Thursdays when she was here. I still work with her during the class club time answering questions and responding verbally. I am in the building M-Th mornings. I have availability in my schedule to see her individually M or W 9 9:20 or T,Th mornings when she is here, before group. Which would you prefer?

Heather Sharp

Speech-Language Pathologist
Riverview Elementary, Emerson Elementary
heather.sharp@sno.wednet.edu
360-563-4407 (voicemail)
971-248-0750 (direct line)

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
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To: [REDACTED] >
Cc: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED]
Sent: Monday, November 02, 2020 9:19 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

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[REDACTED]

On Mon, Nov 2, 2020 at 9:12 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



--

Thanks!

[REDACTED]

From: [REDACTED]
Date: November 09, 2020 5:11:26 PM (-08)
To: Sharp, Heather
Subject: **Re: Therapies**

Attachments: image001.png; image002.png;

[External Email]

Heather, let's stick with class club time. I cannot make the other time slot work.
Thanks.

[REDACTED]

On Fri, Nov 6, 2020 at 3:16 PM Sharp, Heather <heather.sharp@sno.wednet.edu> wrote:

Hi [REDACTED],

I was previously seeing [REDACTED] at 9:10 on Tuesdays and Thursdays when she was here. I still work with her during the class club time answering questions and responding verbally. I am in the building M-Th mornings. I have availability in my schedule to see her individually M or W 9-9:20 or T,Th mornings when she is here, before group. Which would you prefer?

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From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Sent: Monday, November 2, 2020 10:07 AM

To: [REDACTED]

Cc: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Sharp, Heather

<heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Subject: RE: Therapies

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Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



From: [REDACTED]
Sent: Monday, November 02, 2020 9:19 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

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■

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Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



--

Thanks!



--

Thanks!



From: [REDACTED]
Date: November 09, 2020 5:22:03 PM (-08)
To: Helmke, Chrissy
Subject: **Re: [REDACTED] & Reading**

Attachments: image001.jpg; image002.png;

[External Email]

I would love to set up a time to talk about how you would want us to use this site. Also I'm wondering if there is any other high engagement times during online class for [REDACTED] to add to her participation? Our big hurdle is that math is started right after your morning meet & greet. It's her weakest area by far and it's not an area that we've made progress in at home. We were initially told to try and attend the first 45 mins of class and we can try to make her sit for it but it isn't fruitful. I talked to our pediatrician, who encouraged us to skip the math but then that leaves us with very little on M, W, F.

Thanks,
[REDACTED]

On Tue, Nov 3, 2020 at 2:43 PM Helmke, Chrissy <Chrissy.Helmke@sno.wednet.edu> wrote:

Good Afternoon [REDACTED],

I'd like to see if we can arrange a time for me to work on reading with [REDACTED]. As of now, I could work with her on Mondays & Wednesdays ? from 11: 20 ? 11:40 - I will coordinate with Mrs. Houle so that she can help her with this site at school on her days using this same program. This is the program I am using with all students in my class. Please let me know if that would work for you.

*[REDACTED] if you'd like, I would love to Zoom with you and show you how to use the site for supporting [REDACTED]

I have subscribed to a neat reading site that allows me to assign students specific books and also gives them a huge library of books to practice on their own.

- Each book can be read by your child independently and/or he/she can listen to the book (and the words are highlighted as they're read).
- Your child can record him/herself reading the book and listen to it on the site.
- Each book has a comprehension quiz.
- There are also activities that are available for each book.

Your child can access this reading website by visiting our class Canvas site and scrolling down to the bottom and clicking this button



Here is the website: <https://my.guidedreaders.com/login>

When asked to enter teacher's name, enter **helmke**

Choose your child's name from the list

Her password is to click on the two animal icons below:



Riverview Elementary

2nd Grade

360-563-4384

--

Thanks!

From: Sharp, Heather
Date: November 09, 2020 6:59:02 PM (-08)
To: [REDACTED]
Subject: **Re: Therapies**

Attachments: image001.png; image002.png;

That sounds good. Would you like me to pull her for the 1:1 services once a week in addition to club, or just stick to the club times? I am able to work more on the speech sounds during 1:1 and can address responding verbally, answering questions, and increasing length of sentences in club.

From: [REDACTED]
Sent: Monday, November 9, 2020 9:11 AM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

Heather, let's stick with class club time. I cannot make the other time slot work.
Thanks.
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Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: [REDACTED] >
Sent: Monday, November 02, 2020 9:19 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Therapies

[External Email]

Thank you for checking in! Yes, let's move forward with resuming therapies outside of school hours if that's still an option. Can you communicate with the other therapists or should I?

[REDACTED]

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Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



--

Thanks!



--

Thanks!



From: [REDACTED]
Date: November 09, 2020 11:54:02 PM (-08)
To: Sharp, Heather
Subject: **Re: Therapies**

Attachments: image001.png; image002.png;

[External Email]

Let's stick with club for now since her school hours are so limited. Thank you for clarifying.

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That sounds good. Would you like me to pull her for the 1:1 services once a week in addition to club, or just stick to the club times? I am able to work more on the speech sounds during 1:1 and can address responding verbally, answering questions, and increasing length of sentences in club.

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Occupational Therapist

Snohomish School District

360-563-4628



From: [REDACTED] >
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Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



—

Thanks!

■■■■■

—

Thanks!

■■■■■

—

Thanks!



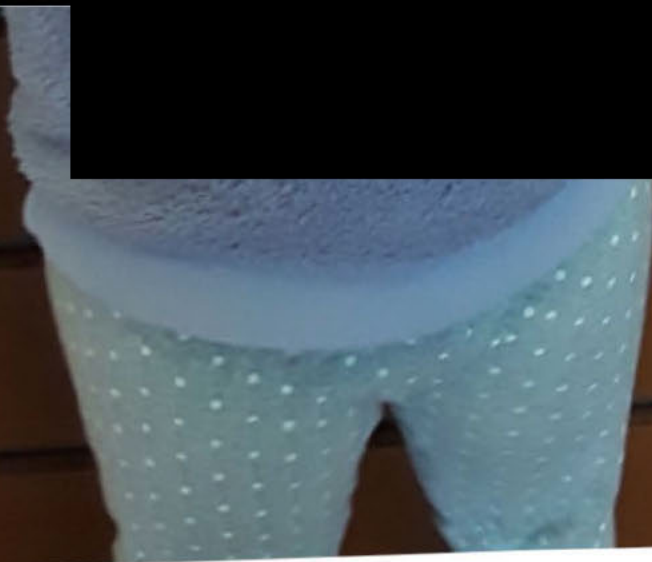
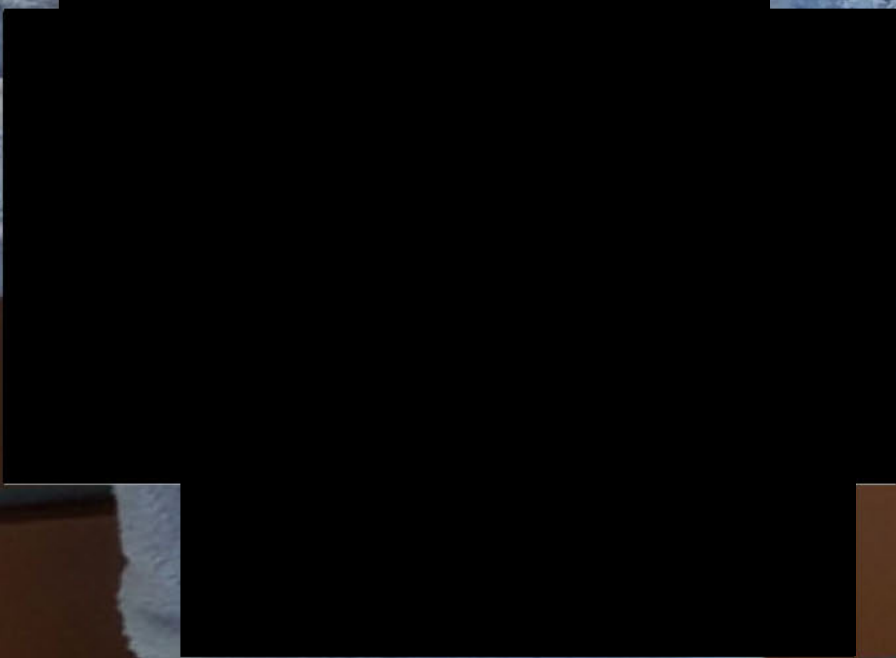
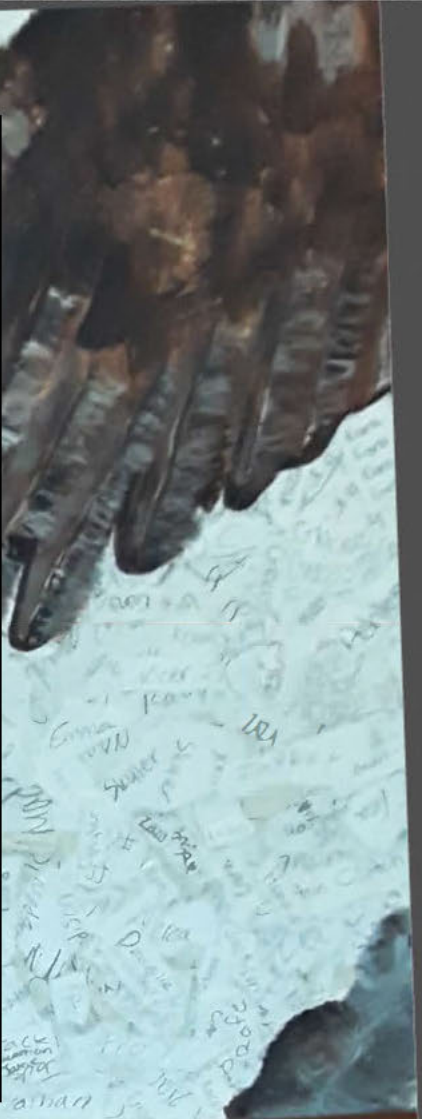
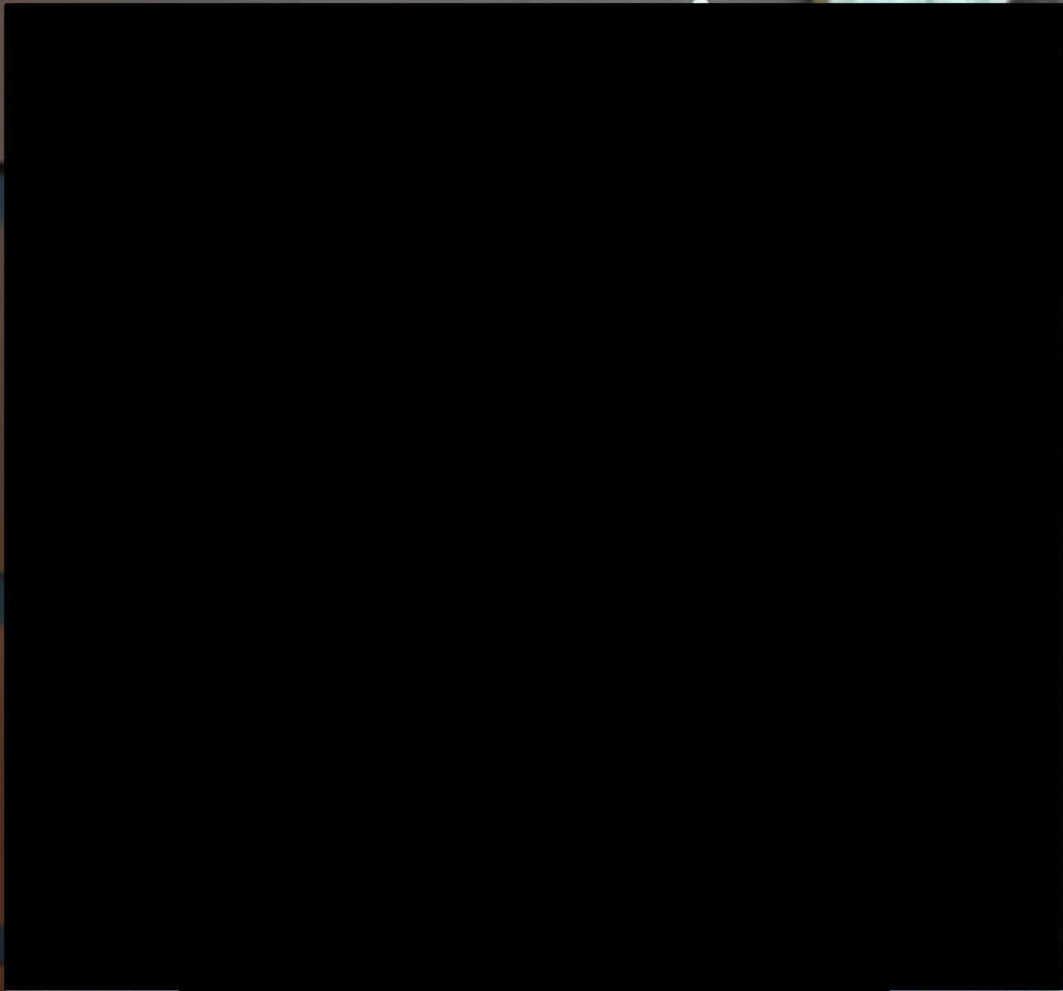
From: Houle, Jacilyn
Date: November 12, 2020 11:44:09 AM (-08)
To: Hammer, Anjeannette
Subject: **Fw: [REDACTED] I am Thankful for...**

Attachments: 20201112 102635.jpg;

From: jacilyn.houle [REDACTED] >
Sent: Thursday, November 12, 2020 11:41 AM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Subject:

[External Email]

Sent via the Samsung Galaxy, an AT&T 4G LTE smartphone



From: Matthews, Erin
Date: November 12, 2020 12:25:36 PM (-08)
To: [REDACTED]
Subject: **RE: Therapy**

Attachments:

That works! You don?t need to stay. Actually, Kelly (PT) is going to see her after me, so it will be around 2:15 or so when she is done today. Just come back then. Thanks for checking!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED]
Sent: Thursday, November 12, 2020 12:11 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Therapy

[External Email]

My son needs to bring [REDACTED] today. Do we need to stay onsite or can we return to pick her up?

Thanks!

[REDACTED]

--

Thanks!

[REDACTED]

From: Matthews, Erin
Date: November 12, 2020 1:29:50 PM (-08)
To: Bailly, Paula
Subject: **RE: Students in your room**

Attachments:

Sorry yes?on Thursdays, ■ will be coming in at 1, until about 2:15 or so. That is a new schedule as of last week!

She is the only one with that ?off? schedule.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Bailly, Paula <paula.bailly@sno.wednet.edu>
Sent: Thursday, November 12, 2020 1:23 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Students in your room

Could you give me some kind of schedule or know when you have students and how long they are here until? I usually close the student bathrooms around 1pm for cleaning but noticed that you still had someone here. Is that normal? Just an idea of days or times would be helpful! Just trying to get on some schedule 😊

Thanks Erin,

Paula

From: Bailly, Paula
Date: November 12, 2020 9:34:52 PM (-08)
To: Matthews, Erin
Subject: **RE: Students in your room**

Attachments:

Thanks !

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Thursday, November 12, 2020 1:30 PM
To: Bailly, Paula <paula.bailly@sno.wednet.edu>
Subject: RE: Students in your room

Sorry yes?on Thursdays, ■ will be coming in at 1, until about 2:15 or so. That is a new schedule as of last week!

She is the only one with that ?off? schedule.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Bailly, Paula <paula.bailly@sno.wednet.edu>
Sent: Thursday, November 12, 2020 1:23 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Students in your room

Could you give me some kind of schedule or know when you have students and how long they are here until? I usually close the student bathrooms around 1pm for cleaning but noticed that you still had someone here. Is that normal? Just an idea of days or times would be helpful! Just trying to get on some schedule 😊

Thanks Erin,

Paula

From: Matthews, Erin
Date: November 19, 2020 12:43:13 PM (-08)
To: [REDACTED]
Subject: RE: [REDACTED]

Attachments:

OK! Sounds good! Thank you!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED] >
Sent: Thursday, November 19, 2020 12:42 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: [REDACTED]

[External Email]

Hi Erin, [REDACTED] is running a little behind. Car issues. Should be there at 11:05 or 11:10.
Text me if this doesn't work

--

Thanks!

[REDACTED]

From: Matthews, Erin
Date: November 24, 2020 3:03:54 PM (-08)
To: [REDACTED]
Subject: **OT**

Attachments:

Hi [REDACTED],

As you can see, things are changing once again. I have a quick proposal for [REDACTED] to receive her OT on Tuesdays when she is here. I know you do not want her to be pulled when she is here for class.

If you can drive her in, I can see her at 8:00AM, and then she can go to class right after me.

OR

I can see her at 11:30AM, right after class, if you can pick her up around noon.

Let me know what you think. I apologize for all of these changes, but I hope we can make this easy switch for OT! ?? Have a happy and healthy Thanksgiving!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED]
Date: November 24, 2020 3:05:26 PM (-08)
To: Matthews, Erin
Subject: **RE: OT**

Attachments:

[External Email]

Wow! I appreciate you getting to me so quickly. Let's do Tuesdays AFTER school and her caregiver will pick her up. Thank you!

[REDACTED]

On Tue, Nov 24, 2020 at 3:03 PM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

Hi [REDACTED],

As you can see, things are changing once again. I have a quick proposal for [REDACTED] to receive her OT on Tuesdays when she is here. I know you do not want her to be pulled when she is here for class.

If you can drive her in, I can see her at 8:00AM, and then she can go to class right after me.

OR

I can see her at 11:30AM, right after class, if you can pick her up around noon.

Let me know what you think. I apologize for all of these changes, but I hope we can make this easy switch for OT! ?? Have a happy and healthy Thanksgiving!

Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



--

Thanks!



From: Matthews, Erin
Date: November 24, 2020 3:06:47 PM (-08)
To: [REDACTED]
Subject: **RE: OT**

Attachments: image002.png; image003.png;

That sounds great! We will start that and I will let Ms. Houle know too so she is aware. So, 11:30 Tuesdays starting next week! 😊

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED]
Sent: Tuesday, November 24, 2020 3:05 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: OT

[External Email]

Wow! I appreciate you getting to me so quickly. Let's do Tuesdays AFTER school and her caregiver will pick her up. Thank you!

[REDACTED]

On Tue, Nov 24, 2020 at 3:03 PM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

Hi [REDACTED],

As you can see, things are changing once again. I have a quick proposal for [REDACTED] to receive her OT on Tuesdays when she is here. I know you do not want her to be pulled when she is here for class.

If you can drive her in, I can see her at 8:00AM, and then she can go to class right after me.
OR

I can see her at 11:30AM, right after class, if you can pick her up around noon.

Let me know what you think. I apologize for all of these changes, but I hope we can make this easy switch for OT! 😊 Have a happy and healthy Thanksgiving!

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



--

Thanks!



From: Matthews, Erin
Date: November 24, 2020 3:08:34 PM (-08)
To: Houle, Jacilyn
Cc: Daniels, Kelly
Subject: **OT for■**

Attachments:

■ will now be Tuesdays at 11:30 12:00 for OT?so after school that day! ??

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: November 24, 2020 3:10:07 PM (-08)
To: Daniels, Kelly
Subject: ■

Attachments:

I changed ■ to Tuesdays at 11:30 12:00ish?but wasn't sure what you were going to do with her. I emailed mom and she was happy about that. Just FYI, she was ok with another change! ??

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Daniels, Kelly
Date: November 24, 2020 3:17:28 PM (-08)
To: Matthews, Erin; Houle, Jacilyn
Subject: **RE: OT for** ■

Attachments:

I could do 12:00 12:20, and then head to LCE for my 1:00 student. That might be easier for the family rather than bringing her in for 20 minutes on Thursdays.

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Tuesday, November 24, 2020 3:09 PM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Cc: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: OT for ■

■ will now be Tuesdays at 11:30 12:00 for OT?so after school that day! 😊

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: November 24, 2020 3:18:12 PM (-08)
To: Daniels, Kelly; Houle, Jacilyn
Subject: **RE: OT for ■**

Attachments: image001.png; image003.png;

You can email mom and let her know. It sounds like her care giver is going to pick her up, so it would just be a matter of what time.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Tuesday, November 24, 2020 3:17 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Subject: RE: OT for ■

I could do 12:00-12:20, and then head to LCE for my 1:00 student. That might be easier for the family rather than bringing her in for 20 minutes on Thursdays.

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Tuesday, November 24, 2020 3:09 PM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Cc: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: OT for ■

■ will now be Tuesdays at 11:30-12:00 for OT?so after school that day! 😊

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: December 08, 2020 4:07:04 PM (-08)
To: Wunderlich, Kayla
Subject: **Plan for today**

Attachments:

Was just wanting to plan out today a bit so we are better prepared....

Me: [REDACTED]

You: [REDACTED]

I'll have to step out right after [REDACTED] to get that fitting, and then I'll head to [REDACTED] for [REDACTED] stay for [REDACTED] and then I have another meeting right after.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: January 05, 2021 4:16:00 PM (-08)
To: Wunderlich, Kayla
Subject: **Today**

Attachments:

Here is what I am thinking for today..let me know if you think other ideas:

You:

[REDACTED]

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Wunderlich, Kayla
Date: January 05, 2021 5:10:04 PM (-08)
To: Matthews, Erin
Subject: **RE: Today**

Attachments:

Okay

Kayla Wunderlich
Occupational Therapy Para
Snohomish School District

Mon (AM): Riverview 360 563 4426
Mon (PM): Central Primary Center 360 563 4628
Tue: Riverview 360 563 4426
Wed: Totem Falls 360 563 4811
Thu: Totem Falls 30 563 4811

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Tuesday, January 5, 2021 8:16 AM
To: Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>
Subject: Today

Here is what I am thinking for today..let me know if you think other ideas:

You:

[REDACTED]

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: January 12, 2021 8:25:34 AM (-08)
To: Wunderlich, Kayla
Subject: **Rough plan**

Attachments:

I found this: [https://artprojectsforkids.org/wp-content/uploads/2020/11/Winter Landscape crayon.pdf](https://artprojectsforkids.org/wp-content/uploads/2020/11/Winter-Landscape-crayon.pdf)

Might be too hard, but looks like mostly lines. Could do a roll a snowman too, or other fantastic ideas you may have! ??

You:



Me:



**I might see if I can pull  a bit too.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Craber, Sarah
Date: January 13, 2021 10:29:15 AM (-08)
To: Hurley, Teresa
Subject: **Re: New list**

Attachments:

These kids are all in my classroom. This will be changing on February 2nd. From what I've been told, on February 2nd, [REDACTED] and [REDACTED] should no longer be in my classroom. [REDACTED] and [REDACTED] will be in my room Monday-Thursday from 8:30-12:00.

Mondays:

[REDACTED]

Tuesdays:

[REDACTED]

Wednesdays:

[REDACTED]

Thursdays:

[REDACTED])

Ms. Sarah Craber

Connections
Riverview Elementary
Snohomish School District
360-563-4390

From: Hurley, Teresa <Teresa.Hurley@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 10:23 AM

To: Craber, Sarah <Sarah.Craber@sno.wednet.edu>

Subject: RE: new list

Just who is here on which days? I've been asked a couple of times.

Teresa Hurley
Administrative Assistant
Riverview Elementary
7322 64th St SE
Snohomish, WA 98290
360-563-4375
Teresa.hurley@sno.wednet.edu

From: Craber, Sarah <Sarah.Craber@sno.wednet.edu>

Sent: Wednesday, January 13, 2021 10:23 AM

To: Hurley, Teresa <Teresa.Hurley@sno.wednet.edu>

Subject: Re: new list

Yes. It will change on Feb. 2. Which information would you like?

Ms. Sarah Craber

Connections

Riverview Elementary

Snohomish School District

360-563-4390

From: Hurley, Teresa <Teresa.Hurley@sno.wednet.edu>

Sent: Wednesday, January 13, 2021 10:21 AM

To: Craber, Sarah <Sarah.Craber@sno.wednet.edu>

Subject: new list

Can I have a list of students and which day they are here?

Teresa Hurley
Administrative Assistant
Riverview Elementary
7322 64th St SE
Snohomish, WA 98290
360-563-4375
Teresa.hurley@sno.wednet.edu

From: Hurley, Teresa
Date: January 13, 2021 10:31:19 AM (-08)
To: Craber, Sarah
Subject: **Re: New list**

Attachments:

Thanks!

*Teresa Hurley
Administrative Assistant
Riverview Elementary
7322 64th St SE
Snohomish, WA 98290
360-563-4375
Teresa.hurley@sno.wednet.edu*

From: Craber, Sarah <Sarah.Craber@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 10:29 AM
To: Hurley, Teresa <Teresa.Hurley@sno.wednet.edu>
Subject: Re: new list

These kids are all in my classroom. This will be changing on February 2nd. From what I've been told, on February 2nd, [REDACTED] and [REDACTED] should no longer be in my classroom. [REDACTED] and [REDACTED] will be in my room Monday-Thursday from 8:30-12:00.

Mondays:

[REDACTED]

Tuesdays:

[REDACTED]

Wednesdays:

[REDACTED]

Thursdays:



Ms. Sarah Craber

Connections
Riverview Elementary
Snohomish School District
360-563-4390

From: Hurley, Teresa <Teresa.Hurley@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 10:23 AM
To: Craber, Sarah <Sarah.Craber@sno.wednet.edu>
Subject: RE: new list

Just who is here on which days? I've been asked a couple of times.

Teresa Hurley
Administrative Assistant
Riverview Elementary
7322 64th St SE
Snohomish, WA 98290
360-563-4375
Teresa.hurley@sno.wednet.edu

From: Craber, Sarah <Sarah.Craber@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 10:23 AM
To: Hurley, Teresa <Teresa.Hurley@sno.wednet.edu>
Subject: Re: new list

Yes. It will change on Feb. 2. Which information would you like?

Ms. Sarah Craber

Connections
Riverview Elementary
Snohomish School District
360-563-4390

From: Hurley, Teresa <Teresa.Hurley@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 10:21 AM

To: Craber, Sarah <Sarah.Craber@sno.wednet.edu>

Subject: new list

Can I have a list of students and which day they are here?

Teresa Hurley

Administrative Assistant

Riverview Elementary

7322 64th St SE

Snohomish, WA 98290

360-563-4375

Teresa.hurley@sno.wednet.edu

From: Sara.woolvertton
Date: January 13, 2021 11:24:55 AM (-08)
To: Stegall, Wendy
Subject: **FW: N95 mask training**

Attachments:

Wendy, is this a high risk position? This may have been one Meg added.

From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 11:23 AM
To: Woolvertton, Sara <sara.woolvertton@sno.wednet.edu>
Subject: Re: N95 Mask Training

Yes, I work with [REDACTED] in the 2nd grade classrooms

From: Woolvertton, Sara <sara.woolvertton@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 11:21 AM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Subject: RE: N95 Mask Training

A grade level general ed classroom?

From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 11:20 AM
To: Woolvertton, Sara <sara.woolvertton@sno.wednet.edu>
Subject: Re: N95 Mask Training

classroom

From: Woolvertton, Sara <sara.woolvertton@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 11:15 AM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Subject: RE: N95 Mask Training

A resource room or a Connections room, Jacilyn?

From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 11:06 AM
To: Woolvertton, Sara <sara.woolvertton@sno.wednet.edu>
Subject: Re: N95 Mask Training

I am a Para Educator in a classroom. I dont have to be working with students for more than 10 mins though

From: Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 11:03 AM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Subject: RE: N95 Mask Training

Jaclyn, please work with Inez Garcia to schedule your training. Whether you have to wear it depends on your specific work. If your work requires you to be within 3 feet of one or more students for 10 or more minutes/hour several times/day, then you will need to wear the N95 mask. What is your specific job?

From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 10:55 AM
To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Subject: Re: N95 Mask Training

Hi Sara,

Will we be required to wear these N95 mask?

Yes, i am available for the training on 1/27

Thank you,

Jacilyn

From: Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Sent: Tuesday, January 12, 2021 4:17 PM
To: Ng, Amanda <amanda.ng@sno.wednet.edu>; Carruthers, Amy <amy.carruthers@sno.wednet.edu>; Sewell, Amy <Amy.Sewell@sno.wednet.edu>; Gershmel, Angela <angela.gershmel@sno.wednet.edu>; Brewer, Barbara <barbara.brewer@sno.wednet.edu>; Geer, Barbara <barbara.geer@sno.wednet.edu>; Sullivan, Belinda <Belinda.Sullivan@sno.wednet.edu>; McIver, Bernadette <Bernadette.McIver@sno.wednet.edu>; Aguilin, Bethanie <Bethanie.Aguiling@sno.wednet.edu>; Egerer, Bonnie <bonnie.egerer@sno.wednet.edu>; Fraser-Bumatay, Brehanna <Brehanna.Fraser-Buma@sno.wednet.edu>; Kubec, Brittany <brittany.kubec@sno.wednet.edu>; Gagnon, Carmen <carmen.gagnon@sno.wednet.edu>; Gerzsenye, Carol <Carol.Gerzsenye@sno.wednet.edu>; Chittick, Chris <chris.chittick@sno.wednet.edu>; Crescenzo, Christi <christi.crescenzo@sno.wednet.edu>; Beatty, Christine <Christine.Beatty@sno.wednet.edu>; Generous, Christy <christy.generous@sno.wednet.edu>; Rentko, Colleen <colleen.rentko@sno.wednet.edu>; Russell, Danielle <danielle.russell@sno.wednet.edu>; Massena, Dara <Dara.Massena@sno.wednet.edu>; Lee, Deanna <Deanna.Lee@sno.wednet.edu>; Pugh, Diana <Diana.Pugh@sno.wednet.edu>; emily.ditto@sno.wednet.edu <emily.ditto@sno.wednet.edu>; Muniz, Emily <emily.muniz@sno.wednet.edu>; Johnson, Emma <emma.johnson@sno.wednet.edu>; Ivankovich, Erin <erin.ivankovich@sno.wednet.edu>; Moore, Faye <Faye.Moore@sno.wednet.edu>; Davidson, Heather <heather.davidson@sno.wednet.edu>; McKinley, Heather <Heather.McKinley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Pankratz, Heidi <heidi.pankratz@sno.wednet.edu>; VanLom, Heidi <heidi.vanlom@sno.wednet.edu>; Morton, Holli <Holli.Morton@sno.wednet.edu>; Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>; Johnson, Janice <Janice.Johnson@sno.wednet.edu>; Apgar, Jenifer <Jenifer.Apgar@sno.wednet.edu>; Bihary, Jennifer <Jennifer.Bihary@sno.wednet.edu>; Delrue, Jo <jo.delrue@sno.wednet.edu>; Ramsdell, Jodie <jodie.ramsdell@sno.wednet.edu>; Duffy, Kaitlin <Kaitlin.Duffy@sno.wednet.edu>; Livingston, Kandice <kandice.livingston@sno.wednet.edu>; Knapp, Karen <karen.knapp@sno.wednet.edu>; Klopfer, Katelyn <katelyn.klopfer@sno.wednet.edu>; Soder, Katie

<katie.soder@sno.wednet.edu>; Cook, Katy <katy.cook@sno.wednet.edu>; Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>; Baughn, Krista <krista.baughn@sno.wednet.edu>; kristen.botuchis@sno.wednet.edu <kristen.botuchis@sno.wednet.edu>; Cruver, Kristi <Kristi.Cruver@sno.wednet.edu>; Tilbury, Lesley <Lesley.Tilbury@sno.wednet.edu>; Mcilrath, Linda <linda.mcilrath@sno.wednet.edu>; Hemming, Lindsey <lindsey.hemming@sno.wednet.edu>; Pellham, Lori <lori.pellham@sno.wednet.edu>; Jacobsen, Lorraine <lorraine.jacobsen@sno.wednet.edu>; Worden, Lynda <lynda.worden@sno.wednet.edu>; Tucker, Lynn <Lynn.Tucker@sno.wednet.edu>; Chaudhary, Madhulika <Madhulika.Chaudhary@sno.wednet.edu>; Brackett, Melissa <melissa.brackett@sno.wednet.edu>; Somerville, Michelle <Michelle.Somerville@sno.wednet.edu>; Littlelight, Mikaela <mikaela.littlelight@sno.wednet.edu>; Cornish, Monica <Monica.Cornish@sno.wednet.edu>; Henle, Nicole <Nicole.Henle@sno.wednet.edu>; Noggle, Patty <patty.noggle@sno.wednet.edu>; Kelly, Patrick <patrick.kelly@sno.wednet.edu>; Cope, Rebecca <rebecca.cope@sno.wednet.edu>; Jackson, Sandra <sandra.jackson@sno.wednet.edu>; sara.craber@sno.wednet.edu <sara.craber@sno.wednet.edu>; sara.sloan@sno.wednet.edu <sara.sloan@sno.wednet.edu>; Lord, Shannon <shannon.lord@sno.wednet.edu>; Sherri.headdy@sno.wednet.edu <Sherri.headdy@sno.wednet.edu>; Jensen, Shirlene <shirlene.jensen@sno.wednet.edu>; Messier, Stephanie <Stephanie.Messier@sno.wednet.edu>; Webster, Tamara <tamara.webster@sno.wednet.edu>; Leese, Tracie <tracie.leese@sno.wednet.edu>; Rosinbum, Valerie <Valerie.Rosinbum@sno.wednet.edu>; Manzanares, Wendy <wendy.manzanares@sno.wednet.edu>
Cc: Garcia, Inez <Inez.Garcia@sno.wednet.edu>; DL_ALL_STAFF_PRINCIPALS <DL_ALL_STAFF_PRINCIPALS@sno.wednet.edu>; Peach, Cheri <Cheri.Peach@sno.wednet.edu>; Stewart, Jennifer <jennifer.stewart@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Rohwer, Ralph <Ralph.Rohwer@sno.wednet.edu>; Sage, Dave <Dave.Sage@sno.wednet.edu>; Stevenson, Shawn <shawn.stevenson@sno.wednet.edu>; Snohomish Education Association <snohomishea@gmail.com>; Cross, Jami <Jami.Cross@sno.wednet.edu>

Subject: N95 Mask Training

Hi all,

If you are receiving this email your position is designated as "High Risk" according to Labor and Industries guidance, you are required to participate in training to be fitted for an N95 mask, and you have not yet received the training and been approved to wear an N95. This email is to notify you that the district has scheduled an N95 training for **Wednesday, January 27**. The trainers will be here from 9:00-1:00 but your individual training session will not take that much time. Inez Garcia is scheduling the training sessions for individuals, and is prioritizing classroom staff for the sessions after 11:30. ***Please notify Inez if you will be available for this training and what time is best for you.*** Out of respect for our inboxes please do not use "reply all" if you respond to me or Inez as there are a lot of people on this list!

Please note that there is not enough time on January 27 for all of you to participate in this training, and some individual slots will fill up and be unavailable to all parties who desire that time. The district is working to schedule additional days for N95 training and we will notify you of those dates when we know them.

Thank you,

Sara Woolverton, Ph.D.
Executive Director of Special Services
Snohomish School District
360-563-7299

From: Stegall, Wendy
Date: January 13, 2021 11:28:12 AM (-08)
To: Sara.woolverton
Subject: **RE: N95 mask training**

Attachments:

She is the para that I was speaking to that needs to work on independence for the student. She is in gen ed all day with the student and should stay out of her space. I don't think it is high risk, there is no toileting or behavior and fading the para can be worked on and should be worked on.

Wendy Stegall
Special Services
Elementary TOSA
Snohomish School District
360-563-7322
wendy.stegall@sno.wednet.edu

"To the world you may be one person, but to one person you may be the world" - Dr. Seuss

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From: Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 11:24 AM
To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Subject: FW: N95 Mask Training

Wendy, is this a high risk position? This may have been one Meg added.

From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 11:23 AM
To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Subject: Re: N95 Mask Training

Yes, I work with [REDACTED] in the 2nd grade classrooms

From: Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 11:21 AM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Subject: RE: N95 Mask Training

A grade level general ed classroom?

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Cc: Garcia, Inez <Inez.Garcia@sno.wednet.edu>; DL_ALL_STAFF_PRINCIPALS

<DL_ALL_STAFF_PRINCIPALS@sno.wednet.edu>; Peach, Cheri <Cheri.Peach@sno.wednet.edu>; Stewart, Jennifer <jennifer.stewart@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Rohwer, Ralph <Ralph.Rohwer@sno.wednet.edu>; Sage, Dave <Dave.Sage@sno.wednet.edu>; Stevenson, Shawn <shawn.stevenson@sno.wednet.edu>; Snohomish Education Association <snohomishea@gmail.com>; Cross, Jami <Jami.Cross@sno.wednet.edu>

Subject: N95 Mask Training

Hi all,

If you are receiving this email your position is designated as ?High Risk? according to Labor and Industries guidance, you are required to participate in training to be fitted for an N95 mask, and you have not yet received the training and been approved to wear an N95. This email is to notify you that the district has scheduled an N95 training for **Wednesday, January 27**. The trainers will be here from 9:00-1:00 but your individual training session will not take that much time. Inez Garcia is scheduling the training sessions for individuals, and is prioritizing classroom staff for the sessions after 11:30. ***Please notify Inez if you will be available for this training and what time is best for you.*** Out of respect for our inboxes please do not use ? reply all? if you respond to me or Inez as there are a lot of people on this list!

Please note that there is not enough time on January 27 for all of you to participate in this training, and some individual slots will fill up and be unavailable to all parties who desire that time. The district is working to schedule additional days for N95 training and we will notify you of those dates when we know them.

Thank you,

Sara Woolverton, Ph.D.
Executive Director of Special Services
Snohomish School District
360-563-7299

From: Sara.woolverton
Date: January 13, 2021 12:04:25 PM (-08)
To: Houle, Jacilyn
Subject: **RE: N95 mask training**

Attachments:

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Cc: Garcia, Inez <Inez.Garcia@sno.wednet.edu>; DL_ALL_STAFF_PRINCIPALS <DL_ALL_STAFF_PRINCIPALS@sno.wednet.edu>; Peach, Cheri <Cheri.Peach@sno.wednet.edu>; Stewart, Jennifer <jennifer.stewart@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Rohwer, Ralph <Ralph.Rohwer@sno.wednet.edu>; Sage, Dave <Dave.Sage@sno.wednet.edu>; Stevenson, Shawn <shawn.stevenson@sno.wednet.edu>; Snohomish Education Association <snohomishea@gmail.com>; Cross, Jami <Jami.Cross@sno.wednet.edu>

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Subject: **RE: N95 mask training**

Attachments:

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Wendy [<wendy.manzanares@sno.wednet.edu>](mailto:wendy.manzanares@sno.wednet.edu)
Cc: Garcia, Inez [<Inez.Garcia@sno.wednet.edu>](mailto:Inez.Garcia@sno.wednet.edu); DL_ALL_STAFF_PRINCIPALS
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Jami [<Jami.Cross@sno.wednet.edu>](mailto:Jami.Cross@sno.wednet.edu)

Subject: N95 Mask Training

Hi all,

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Thank you,

Sara Woolverton, Ph.D.

Executive Director of Special Services
Snohomish School District
360-563-7299

From: Houle, Jacilyn
Date: January 13, 2021 7:22:38 PM (-08)
To: Sara.woolverton
Subject: **RE: N95 mask training**

Attachments:

Yes, I work with [REDACTED] in the 2nd grade classrooms

From: Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 11:21 AM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Subject: RE: N95 Mask Training

A grade level general ed classroom?

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To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Subject: Re: N95 Mask Training

classroom

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Subject: RE: N95 Mask Training

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Subject: Re: N95 Mask Training

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To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Subject: Re: N95 Mask Training

Hi Sara,

Will we be required to wear these N95 mask?

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Thank you,

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Sent: Tuesday, January 12, 2021 4:17 PM
To: Ng, Amanda <amanda.ng@sno.wednet.edu>; Carruthers, Amy <amy.carruthers@sno.wednet.edu>; Sewell, Amy <Amy.Sewell@sno.wednet.edu>; Gershmel, Angela <angela.gershmel@sno.wednet.edu>; Brewer, Barbara <barbara.brewer@sno.wednet.edu>; Geer, Barbara <barbara.geer@sno.wednet.edu>; Sullivan, Belinda <Belinda.Sullivan@sno.wednet.edu>; Mclver, Bernadette <Bernadette.Mclver@sno.wednet.edu>; Aguilin, Bethanie <Bethanie.Aguiling@sno.wednet.edu>; Egerer, Bonnie <bonnie.egerer@sno.wednet.edu>; Fraser Bumatay, Brehanna <Brehanna.FraserBuma@sno.wednet.edu>; Kubec, Brittany <brittany.kubec@sno.wednet.edu>; Gagnon, Carmen <carmen.gagnon@sno.wednet.edu>; Gerzsenye, Carol <Carol.Gerzsenye@sno.wednet.edu>; Chittick, Chris <chris.chittick@sno.wednet.edu>; Crescenzo, Christi <christi.crescenzo@sno.wednet.edu>; Beatty, Christine <Christine.Beatty@sno.wednet.edu>; Generous, Christy <christy.generous@sno.wednet.edu>; Rentko, Colleen <colleen.rentko@sno.wednet.edu>; Russell, Danielle <danielle.russell@sno.wednet.edu>; Massena, Dara <Dara.Massena@sno.wednet.edu>; Lee, Deanna <Deanna.Lee@sno.wednet.edu>; Pugh, Diana <Diana.Pugh@sno.wednet.edu>; emily.ditto@sno.wednet.edu <emily.ditto@sno.wednet.edu>; Muniz, Emily <emily.muniz@sno.wednet.edu>; Johnson, Emma <emma.johnson@sno.wednet.edu>; Ivankovich, Erin <erin.ivankovich@sno.wednet.edu>; Moore, Faye <Faye.Moore@sno.wednet.edu>; Davidson, Heather <heather.davidson@sno.wednet.edu>; McKinley, Heather <Heather.McKinley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Pankratz, Heidi <heidi.pankratz@sno.wednet.edu>; VanLom, Heidi <heidi.vanlom@sno.wednet.edu>; Morton, Holli <Holli.Morton@sno.wednet.edu>; Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>; Johnson, Janice <Janice.Johnson@sno.wednet.edu>; Apgar, Jenifer <Jenifer.Apgar@sno.wednet.edu>; Bihary, Jennifer <Jennifer.Bihary@sno.wednet.edu>; Delrue, Jo <jo.delrue@sno.wednet.edu>; Ramsdell, Jodie <jodie.ramsdell@sno.wednet.edu>; Duffy, Kaitlin <Kaitlin.Duffy@sno.wednet.edu>; Livingston, Kandice <kandice.livingston@sno.wednet.edu>; Knapp, Karen <karen.knapp@sno.wednet.edu>; Klopfer, Katelyn <katelyn.klopfer@sno.wednet.edu>; Soder, Katie <katie.soder@sno.wednet.edu>; Cook, Katy <katy.cook@sno.wednet.edu>; Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>; Baughn, Krista <krista.baughn@sno.wednet.edu>; kristen.botuchis@sno.wednet.edu <kristen.botuchis@sno.wednet.edu>; Cruver, Kristi <Kristi.Cruver@sno.wednet.edu>; Tilbury, Lesley <Lesley.Tilbury@sno.wednet.edu>; Mcilrath, Linda <linda.mcilrath@sno.wednet.edu>; Hemming, Lindsey <lindsey.hemming@sno.wednet.edu>; Pellham, Lori <lori.pellham@sno.wednet.edu>; Jacobsen, Lorraine <lorraine.jacobsen@sno.wednet.edu>; Worden, Lynda <lynda.worden@sno.wednet.edu>; Tucker, Lynn <Lynn.Tucker@sno.wednet.edu>; Chaudhary, Madhulika <Madhulika.Chaudhary@sno.wednet.edu>; Brackett, Melissa <melissa.brackett@sno.wednet.edu>;

Somerville, Michelle <Michelle.Somerville@sno.wednet.edu>; Littlelight, Mikaela <mikaela.littlelight@sno.wednet.edu>; Cornish, Monica <Monica.Cornish@sno.wednet.edu>; Henle, Nicole <Nicole.Henle@sno.wednet.edu>; Noggle, Patty <patty.noggle@sno.wednet.edu>; Kelly, Patrick <patrick.kelly@sno.wednet.edu>; Cope, Rebecca <rebecca.cope@sno.wednet.edu>; Jackson, Sandra <sandra.jackson@sno.wednet.edu>; sara.craber@sno.wednet.edu <sara.craber@sno.wednet.edu>; sara.sloan@sno.wednet.edu <sara.sloan@sno.wednet.edu>; Lord, Shannon <shannon.lord@sno.wednet.edu>; Sherri.headdy@sno.wednet.edu <Sherri.headdy@sno.wednet.edu>; Jensen, Shirlene <shirlene.jensen@sno.wednet.edu>; Messier, Stephanie <Stephanie.Messier@sno.wednet.edu>; Webster, Tamara <tamara.webster@sno.wednet.edu>; Leese, Tracie <tracie.leese@sno.wednet.edu>; Rosinbum, Valerie <Valerie.Rosinbum@sno.wednet.edu>; Manzanares, Wendy <wendy.manzanares@sno.wednet.edu>
Cc: Garcia, Inez <Inez.Garcia@sno.wednet.edu>; DL_ALL_STAFF_PRINCIPALS <DL_ALL_STAFF_PRINCIPALS@sno.wednet.edu>; Peach, Cheri <Cheri.Peach@sno.wednet.edu>; Stewart, Jennifer <jennifer.stewart@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Rohwer, Ralph <Ralph.Rohwer@sno.wednet.edu>; Sage, Dave <Dave.Sage@sno.wednet.edu>; Stevenson, Shawn <shawn.stevenson@sno.wednet.edu>; Snohomish Education Association <snohomishea@gmail.com>; Cross, Jami <Jami.Cross@sno.wednet.edu>

Subject: N95 Mask Training

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Sara Woolverton, Ph.D.
Executive Director of Special Services
Snohomish School District
360-563-7299

From: Sara.woolverton
Date: January 13, 2021 7:23:36 PM (-08)
To: Houle, Jacilyn
Subject: **RE: N95 mask training**

Attachments:

Thanks for the clarification. Let me check. Your name may have been added to the list in error.

From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Wednesday, January 13, 2021 11:23 AM
To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>
Subject: Re: N95 Mask Training

Yes, I work with [REDACTED] in the 2nd grade classrooms

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<katie.soder@sno.wednet.edu>; Cook, Katy <katy.cook@sno.wednet.edu>; Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>; Baughn, Krista <krista.baughn@sno.wednet.edu>; kristen.botuchis@sno.wednet.edu <kristen.botuchis@sno.wednet.edu>; Cruver, Kristi <Kristi.Cruver@sno.wednet.edu>; Tilbury, Lesley <Lesley.Tilbury@sno.wednet.edu>; Mcilrath, Linda <linda.mcilrath@sno.wednet.edu>; Hemming, Lindsey <lindsey.hemming@sno.wednet.edu>; Pellham, Lori <lori.pellham@sno.wednet.edu>; Jacobsen, Lorraine <lorraine.jacobsen@sno.wednet.edu>; Worden, Lynda <lynda.worden@sno.wednet.edu>; Tucker, Lynn <Lynn.Tucker@sno.wednet.edu>; Chaudhary, Madhulika <Madhulika.Chaudhary@sno.wednet.edu>; Brackett, Melissa <melissa.brackett@sno.wednet.edu>; Somerville, Michelle <Michelle.Somerville@sno.wednet.edu>; Littlelight, Mikaela <mikaela.littlelight@sno.wednet.edu>; Cornish, Monica <Monica.Cornish@sno.wednet.edu>; Henle, Nicole <Nicole.Henle@sno.wednet.edu>; Noggle, Patty <patty.noggle@sno.wednet.edu>; Kelly, Patrick <patrick.kelly@sno.wednet.edu>; Cope, Rebecca <rebecca.cope@sno.wednet.edu>; Jackson, Sandra <sandra.jackson@sno.wednet.edu>; sara.craber@sno.wednet.edu <sara.craber@sno.wednet.edu>; sara.sloan@sno.wednet.edu <sara.sloan@sno.wednet.edu>; Lord, Shannon <shannon.lord@sno.wednet.edu>; Sherri.headdy@sno.wednet.edu <Sherri.headdy@sno.wednet.edu>; Jensen, Shirlene <shirlene.jensen@sno.wednet.edu>; Messier, Stephanie <Stephanie.Messier@sno.wednet.edu>; Webster, Tamara <tamara.webster@sno.wednet.edu>; Leese, Tracie <tracie.leese@sno.wednet.edu>; Rosinbum, Valerie <Valerie.Rosinbum@sno.wednet.edu>; Manzanares, Wendy <wendy.manzanares@sno.wednet.edu>
Cc: Garcia, Inez <Inez.Garcia@sno.wednet.edu>; DL_ALL_STAFF_PRINCIPALS <DL_ALL_STAFF_PRINCIPALS@sno.wednet.edu>; Peach, Cheri <Cheri.Peach@sno.wednet.edu>; Stewart, Jennifer <jennifer.stewart@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Rohwer, Ralph <Ralph.Rohwer@sno.wednet.edu>; Sage, Dave <Dave.Sage@sno.wednet.edu>; Stevenson, Shawn <shawn.stevenson@sno.wednet.edu>; Snohomish Education Association <snohomishea@gmail.com>; Cross, Jami <Jami.Cross@sno.wednet.edu>

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Please note that there is not enough time on January 27 for all of you to participate in this training, and some individual slots will fill up and be unavailable to all parties who desire that time. The district is working to schedule additional days for N95 training and we will notify you of those dates when we know them.

Thank you,

Sara Woolverton, Ph.D.
Executive Director of Special Services
Snohomish School District
360-563-7299

From: Wunderlich, Kayla
Date: January 19, 2021 8:24:59 AM (-08)
To: Matthews, Erin
Subject: **RE: Today**

Attachments:

What are your plans with [REDACTED]

Kayla Wunderlich
Occupational Therapy Para
Snohomish School District

Mon (AM): Riverview 360 563 4426
Mon (PM): Central Primary Center 360 563 4628
Tue: Riverview 360 563 4426
Wed: Totem Falls 360 563 4811
Thu: Totem Falls 30 563 4811

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Tuesday, January 19, 2021 8:21 AM
To: Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>
Subject: Today

You:

[REDACTED]

[REDACTED]

[REDACTED]

Me:

[REDACTED]

[REDACTED]

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Wunderlich, Kayla
Date: January 19, 2021 8:26:55 AM (-08)
To: Matthews, Erin
Subject: **RE: Today**

Attachments:

OK, I just wanted to be sure I was doing something different.

Kayla Wunderlich
Occupational Therapy Para
Snohomish School District

Mon (AM): Riverview 360 563 4426
Mon (PM): Central Primary Center 360 563 4628
Tue: Riverview 360 563 4426
Wed: Totem Falls 360 563 4811
Thu: Totem Falls 30 563 4811

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Tuesday, January 19, 2021 8:25 AM
To: Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>
Subject: RE: Today

I?m still working on it?.not sure just yet

From: Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>
Sent: Tuesday, January 19, 2021 8:25 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Today

What are your plans with [REDACTED]

Kayla Wunderlich
Occupational Therapy Para
Snohomish School District

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Sent: Tuesday, January 19, 2021 8:21 AM
To: Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>
Subject: Today

You:

[REDACTED]

Me:

[REDACTED]

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Wunderlich, Kayla
Date: January 19, 2021 8:27:21 AM (-08)
To: Matthews, Erin
Subject: **RE: Today**

Attachments:

I will draw a picture with her.

Kayla Wunderlich
Occupational Therapy Para
Snohomish School District

Mon (AM): Riverview 360 563 4426
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Subject: Re: Today

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Occupational Therapy Para
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Sent: Tuesday, January 19, 2021 8:21 AM
To: Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>
Subject: Today

You:



Me:



***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: January 19, 2021 8:28:11 AM (08)
To: Wunderlich, Kayla
Subject: **RE: Today**

Attachments:

Ok...that sounds good. I was thinking a cutting task with her.

From: Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>
Sent: Tuesday, January 19, 2021 8:27 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Today

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Kayla Wunderlich
Occupational Therapy Para
Snohomish School District

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To: Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>
Subject: RE: Today

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From: Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>
Sent: Tuesday, January 19, 2021 8:25 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Today

What are your plans with [REDACTED]

Kayla Wunderlich
Occupational Therapy Para
Snohomish School District

Mon (AM): Riverview 360-563 4426

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From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Tuesday, January 19, 2021 8:21 AM
To: Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>
Subject: Today

You:

[REDACTED]

Me:

[REDACTED]

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: Matthews, Erin
Date: January 19, 2021 11:02:52 AM (-08)
To: [REDACTED]
Cc: Daniels, Kelly
Subject: **OT and PT today**

Attachments:

Hi [REDACTED]

I just wanted to send you a quick reminder that [REDACTED] be with us today after school! Just so you know that she won't be getting off the bus. Thank you! ??

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: January 19, 2021 4:21:06 PM (-08)
To: Wunderlich, Kayla
Subject: **Today**

Attachments:

You:

[REDACTED]

Me:

[REDACTED]

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: January 19, 2021 4:25:47 PM (-08)
To: Wunderlich, Kayla
Subject: **RE: Today**

Attachments:

I'm still working on it....not sure just yet

From: Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>
Sent: Tuesday, January 19, 2021 8:25 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Today

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Kayla Wunderlich
Occupational Therapy Para
Snohomish School District

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Sent: Tuesday, January 19, 2021 8:21 AM
To: Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>
Subject: Today

You:

[REDACTED]

Me:

[REDACTED]

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Wunderlich, Kayla
Date: January 19, 2021 4:29:20 PM (-08)
To: Matthews, Erin
Subject: **RE: Today**

Attachments:

ok

Kayla Wunderlich
Occupational Therapy Para
Snohomish School District

Mon (AM): Riverview 360 563 4426
Mon (PM): Central Primary Center 360 563 4628
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From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
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To: Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>
Subject: RE: Today

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Sent: Tuesday, January 19, 2021 8:27 AM
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Kayla Wunderlich
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Snohomish School District

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Occupational Therapy Para
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To: Wunderlich, Kayla <Kayla.Wunderlich@sno.wednet.edu>
Subject: Today

You:

[REDACTED]

[REDACTED]

Me:

[REDACTED]

[REDACTED]

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District

360-563-4628



From: Bruce, Dawn
Date: January 21, 2021 8:47:11 AM (-08)
To: Houle, Jacilyn
Cc: Simicich, Carol
Subject: **RE: Revised Estimated Employment Information**

Attachments:

Hi Jacilyn,

The hours represented on your Classified Status Notification are correct for the moment and were correct at the time of printing. Any changes in your assignment moving forward in 2020/2021 will be reflected on a change notice which would then supersede the notification. Please sign and return your notification.

*Thank you,
Dawn*

*Dawn M. Bruce
Human Resource Services, Assistant Analyst
Snohomish School District
(360) 563-7255 (phone)
(360) 563-7367 (fax)
dawn.bruce@sno.wednet.edu*

....Do not wish to be anything but what you are, and to be that perfectly....

From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Thursday, January 21, 2021 8:42 AM
To: Bruce, Dawn <dawn.bruce@sno.wednet.edu>
Subject: Re: Revised Estimated Employment Information

Hello Dawn,

Thank you for this clarification. After talking with my principal, I do understand the change. However, when we have the students back in the building full time it wont be possible for me to leave at 2:45 since I am working with 1:1 [REDACTED]). She requires my assistance until the end of the day.

I have expressed this concern with my principal and hopefully we can increase my day until 3:15 (either way I will be her supporting her).

Thank you,
Jacilyn

From: Bruce, Dawn <dawn.bruce@sno.wednet.edu>
Sent: Thursday, January 21, 2021 8:36 AM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Cc: Simicich, Carol <Carol.Simicich@sno.wednet.edu>
Subject: RE: Revised Estimated Employment Information

Hi Jacilyn,

Effective 10/12 Para Educators had a reduction implemented. I am including Carol Simicich in this reply as she is the one that works directly in your records and can provide the most appropriate information regarding this.

Dawn

*Dawn M. Bruce
Human Resource Services, Assistant Analyst
Snohomish School District
(360) 563-7255 (phone)
(360) 563-7367 (fax)
dawn.bruce@sno.wednet.edu*

....Do not wish to be anything but what you are, and to be that perfectly....

From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Tuesday, January 19, 2021 1:40 PM
To: Bruce, Dawn <dawn.bruce@sno.wednet.edu>
Subject: Fw: Revised Estimated Employment Information

From: Houle, Jacilyn
Sent: Tuesday, January 19, 2021 1:24 PM
To: Persha, Dawn <dawn.persha@sno.wednet.edu>
Subject: Revised Estimated Employment Information

Hi Dawn,

I am reading over the Revised info, however I believe my hours are incorrect. It has down that I work 6 hours but that wouldn't be right because I'm here from 8:15 3:15 (at least that is what I worked last year).

Please let me know if I have missed something.

THank you,
Jacilyn

From: Bruce, Dawn
Date: January 21, 2021 8:53:09 AM (-08)
To: Houle, Jacilyn
Subject: **RE: Revised Estimated Employment Information**

Attachments:

Thank you!

*Dawn M. Bruce
Human Resource Services, Assistant Analyst
Snohomish School District
(360) 563-7255 (phone)
(360) 563-7367 (fax)
dawn.bruce@sno.wednet.edu*

....Do not wish to be anything but what you are, and to be that perfectly....

From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Thursday, January 21, 2021 8:48 AM
To: Bruce, Dawn <dawn.bruce@sno.wednet.edu>
Subject: Re: Revised Estimated Employment Information

Ive signed it.

Thank you

From: Bruce, Dawn <dawn.bruce@sno.wednet.edu>
Sent: Thursday, January 21, 2021 8:47 AM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Cc: Simicich, Carol <Carol.Simicich@sno.wednet.edu>
Subject: RE: Revised Estimated Employment Information

Hi Jacilyn,

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Dawn*

*Dawn M. Bruce
Human Resource Services, Assistant Analyst*

Snohomish School District
(360) 563-7255 (phone)
(360) 563-7367 (fax)
dawn.bruce@sno.wednet.edu

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Sent: Thursday, January 21, 2021 8:42 AM
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Thank you,
Jacilyn

From: Bruce, Dawn <dawn.bruce@sno.wednet.edu>
Sent: Thursday, January 21, 2021 8:36 AM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Cc: Simicich, Carol <Carol.Simicich@sno.wednet.edu>
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Sent: Tuesday, January 19, 2021 1:40 PM
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Subject: Fw: Revised Estimated Employment Information

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Please let me know if I have missed something.

THank you,
Jacilyn

From: Houle, Jacilyn
Date: January 21, 2021 4:42:30 PM (-08)
To: Bruce, Dawn
Subject: **RE: Revised Estimated Employment Information**

Attachments:

Hello Dawn,

Thank you for this clarification. After talking with my principal, I do understand the change. However, when we have the students back in the building full time it wont be possible for me to leave at 2:45 since I am working with 1:1 [REDACTED]. She requires my assistance until the end of the day.

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To: Bruce, Dawn <dawn.bruce@sno.wednet.edu>
Subject: Fw: Revised Estimated Employment Information

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Please let me know if I have missed something.

THank you,
Jacilyn

From: Houle, Jacilyn
Date: January 21, 2021 4:48:16 PM (-08)
To: Bruce, Dawn
Subject: **RE: Revised Estimated Employment Information**

Attachments:
Ive signed it.

Thank you

From: Bruce, Dawn <dawn.bruce@sno.wednet.edu>
Sent: Thursday, January 21, 2021 8:47 AM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Cc: Simicich, Carol <Carol.Simicich@sno.wednet.edu>
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Subject: Fw: Revised Estimated Employment Information

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To: Persha, Dawn <dawn.persha@sno.wednet.edu>
Subject: Revised Estimated Employment Information

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Please let me know if I have missed something.

THank you,
Jacilyn

From: Matthews, Erin
Date: January 26, 2021 4:25:05 PM (-08)
To: Wunderlich, Kayla
Subject: **Today**

Attachments:

You:

[REDACTED]

[REDACTED]

[REDACTED] ?

[REDACTED]

Me:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: Helmke, Chrissy
Date: January 28, 2021 6:36:55 PM (-08)
To: [REDACTED]
Subject: [REDACTED] **Award at Assembly Tomorrow 1/28**

Attachments: 2nd grade january awards.mp4;

Good Morning,
Tomorrow, 1/29 beginning at 10:00, we will have our next school wide assembly. [REDACTED] is receiving an award at this virtual assembly. I have attached the video of the 2nd Grade Teachers presenting the awards to the award winners if you'd like to watch it. 😊

I definitely appreciate [REDACTED] hard work and positive attitude. I am lucky to have her in my class!

I apologize for the late notice ? I just received the video file.

Chrissy Helmke
Riverview Elementary
2nd Grade
360-563-4384
[REDACTED]

From: Matthews, Erin
Date: January 29, 2021 11:09:26 PM (-08)
To: Sharp, Heather; Yeley, Zoe
Subject: **KIDS**

Attachments:

My tentative plan:

Monday:

[REDACTED]

[REDACTED]

[REDACTED]

Wednesday:

[REDACTED]

[REDACTED]

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: February 01, 2021 4:49:34 PM (-08)
To: Perla.pineda
Cc: Houle, Jacilyn
Subject: [REDACTED]

Attachments:

Hi Perla,

Can I see [REDACTED] from 9:10 9:30 on Wednesdays and Thursdays for OT? At least for this transition time?
Thanks!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Yeley, Zoe
Date: February 01, 2021 6:21:34 PM (-08)
To: Perla.pineda
Subject: **Re: Ms. Pineda Resource Student**

Attachments: 2.helmke.pdf;

Here you go!

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information protected by law. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Monday, February 1, 2021 10:20 AM
To: Pineda, Perla <perla.pineda@sno.wednet.edu>
Subject: Re: Ms. Pineda Resource Student

Hi Perla,

I can Zoom with you later today, or I can stop by your class tomorrow before or after the students leave. Let me know what works for you!

I will also send you the IEP at a glance for [REDACTED]

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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From: Pineda, Perla <perla.pineda@sno.wednet.edu>
Sent: Monday, February 1, 2021 10:08 AM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: Ms. Pineda Resource Student

Hello Zoe,

I am Ms. Pineda, I am the new on-site 2nd grade teacher. I was wondering what the best time would be to go over the accommodations that you provide for some of my students? Let me know what works best for you.

Thanks,
Perla Pineda

Snohomish School District

1601 Avenue D
Snohomish, WA 98290-1799
360-563-7308

Student ID: [REDACTED]
Date of Birth: [REDACTED]
Gender: F Grade: 02
Case Manager: Zoe Yeley

IEP Date: 05/22/2020 Review: 05/21/2021

IEP at a Glance

Services

Concurrent	Service(s)	Staff Responsible for	Monitor	Frequency	Location	Start Date	End Date
------------	------------	-----------------------	---------	-----------	----------	------------	----------

[REDACTED]							
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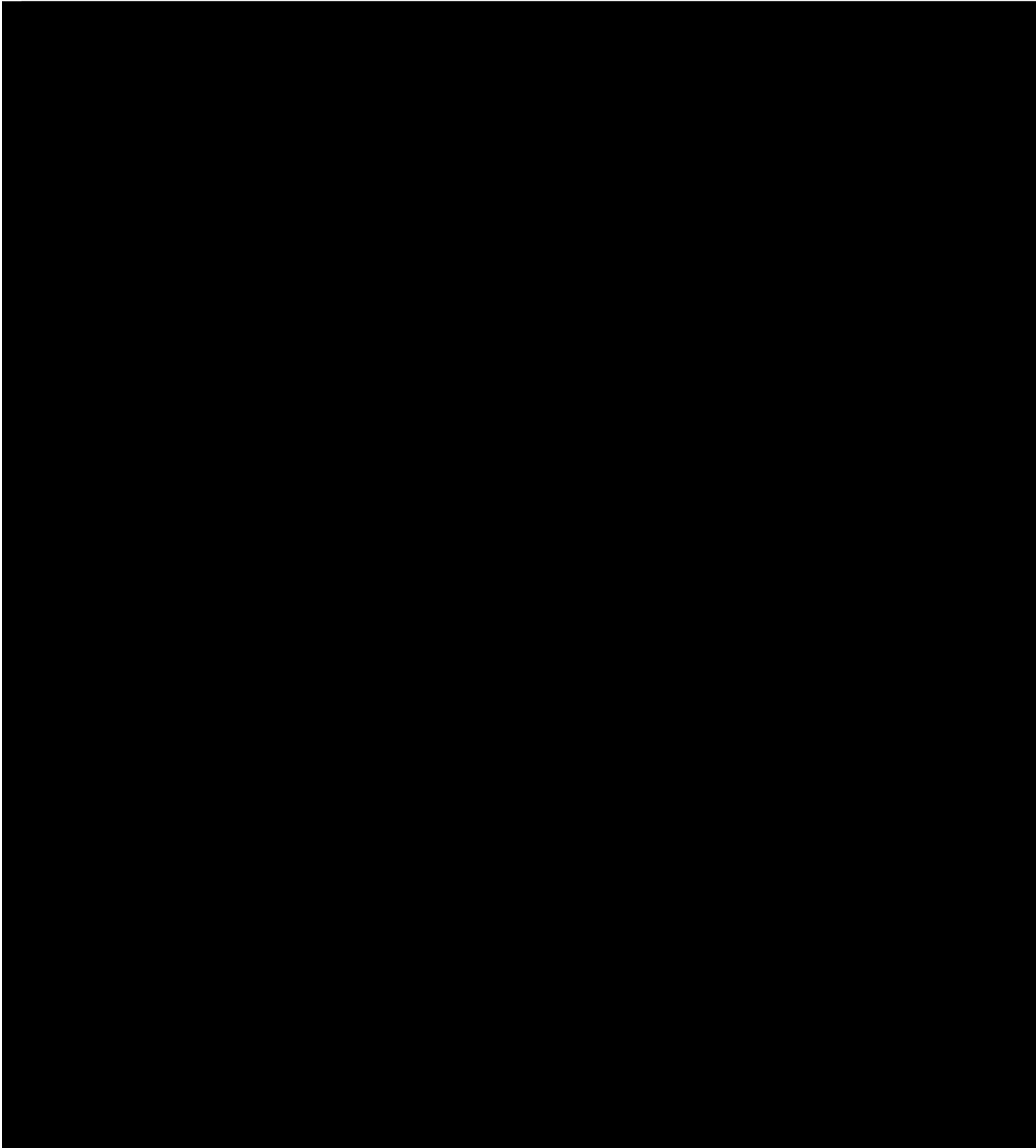
Snohomish School District

1601 Avenue D
Snohomish, WA 98290-1799
360-563-7308

Student ID: [REDACTED]
Date of Birth: [REDACTED]
Gender: F Grade: 02
Case Manager: Zoe Yeley

IEP Date: 05/22/2020 Review: 05/21/2021

IEP at a Glance

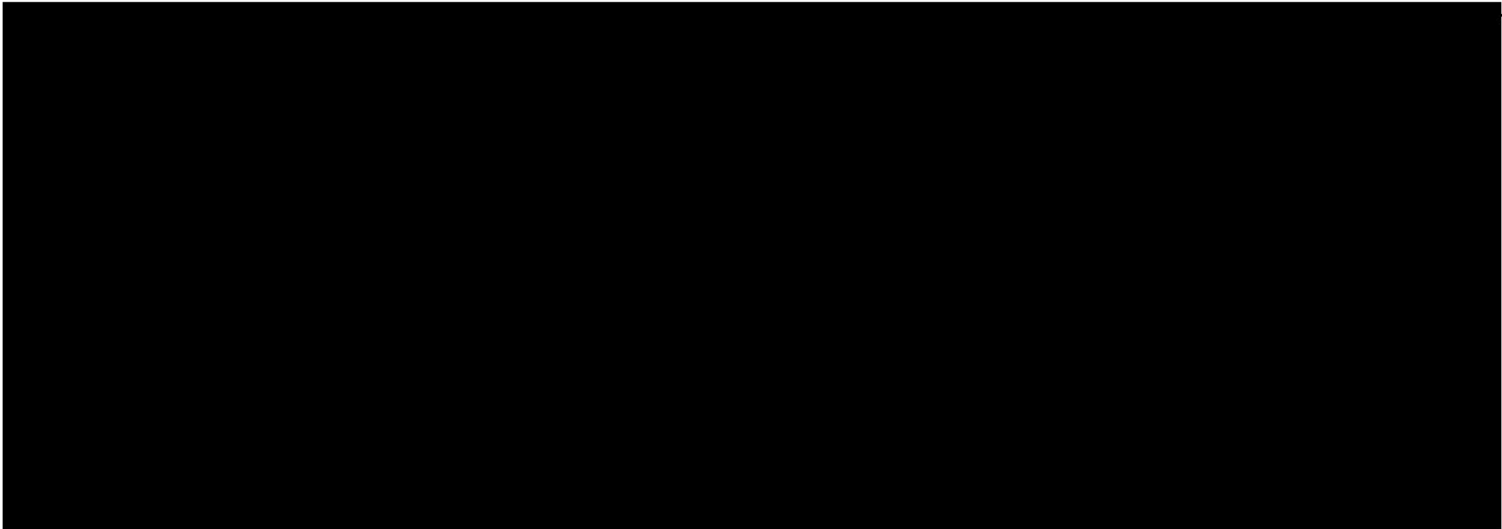


Snohomish School District

1601 Avenue D
Snohomish, WA 98290-1799
360-563-7308

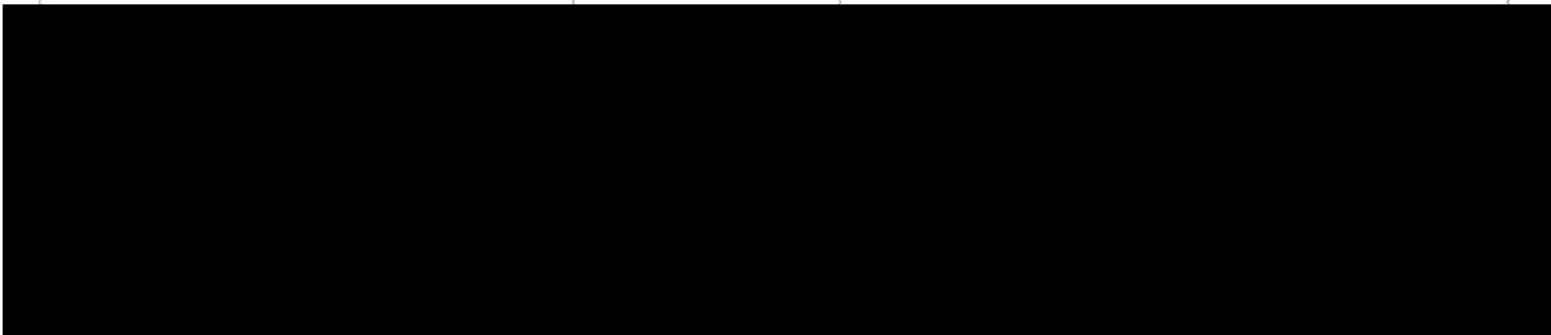
Student ID: [REDACTED]
Date of Birth: [REDACTED]
Gender: F Grade: 02
Case Manager: Zoe Yeley

IEP Date: 05/22/2020 Review: 05/21/2021



Assessments

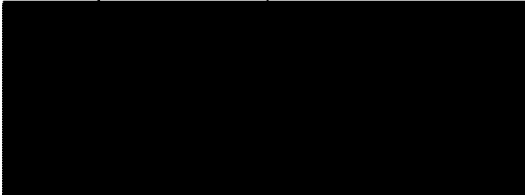
Assessment	Accommodations Modifications	If YES, List Accommodation(s) and/or Modification(s) by Assessment
------------	---------------------------------	---



From: Matthews, Erin
Date: February 01, 2021 6:40:38 PM (-08)
To: Daniels, Kelly
Subject: **shared**

Attachments:

Mondays and Tuesdays:



Wednesdays and Thursdays:



***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Perla.pineda
Date: February 01, 2021 8:50:04 PM (-08)
To: Matthews, Erin
Subject: **RE: [REDACTED]**

Attachments:

Hello Erin,

Yes, you can see [REDACTED] that time slot.

Perla Pineda

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Monday, February 1, 2021 8:49 AM
To: Pineda, Perla <perla.pineda@sno.wednet.edu>
Cc: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Subject: [REDACTED]

Hi Perla,

Can I see [REDACTED] from 9:10 9:30 on Wednesdays and Thursdays for OT? At least for this transition time?
Thanks!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: February 01, 2021 8:53:04 PM (-08)
To: Perla.pineda
Subject: **RE: [REDACTED].**

Attachments:

Thank you!

From: Pineda, Perla <perla.pineda@sno.wednet.edu>
Sent: Monday, February 1, 2021 12:51 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: [REDACTED].

Hello Erin,

Yes, you can see [REDACTED] in that time slot.

Perla Pineda

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Monday, February 1, 2021 8:49 AM
To: Pineda, Perla <perla.pineda@sno.wednet.edu>
Cc: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Subject: [REDACTED]

Hi Perla,

Can I see [REDACTED] from 9:10 9:30 on Wednesdays and Thursdays for OT? At least for this transition time?
Thanks!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Daniels, Kelly
Date: February 01, 2021 9:47:43 PM (-08)
To: Perla.pineda
Cc: Yeley, Zoe
Subject: **FW: [REDACTED] therapy times**

Attachments:

Hi Perla,

I'm the PT for Riverview, and I'm working with [REDACTED]. I've been seeing [REDACTED] at 12:30 at the end of her day which has not been a successful time slot for her as she is often tired and only wants to lay down. I'm hoping to see her Tuesday mornings (8:40 9:00) when she is fresh. This would only be for the month of February (hopefully). I'm currently assigned to 8 schools, and the new high school start time has significantly impacted my morning schedule. I'm hoping we will go to a full time schedule (and the high schools will go back to a 7:30 start time) soon in which case I will have more flexibility in my schedule.

Zoe wanted me to check in with you to see what [REDACTED] is missing?.

I hope you're hanging in there! I know this has been a crazy time for us all.

Kelly 😊

Kelly Daniels, MPT
Physical Therapist

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Monday, February 01, 2021 12:51 PM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: Re: [REDACTED] therapy times

Hi Kelly,

Would you mind checking with her gen ed teacher? "Circle" time/morning check-ins usually take place first thing in the morning and we want her to be able to attend that. They may be able to adjust it for that day, or it might just start later anyway. We just want her to be a part of as much social stuff as possible.

Thanks,

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.veley@sno.wednet.edu

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From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Monday, February 1, 2021 12:43 PM
To: Yeley, Zoe <zoe.veley@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: ■ therapy times

Hi Zoe,

I've been seeing ■ on Tuesdays at the end of her day when she is fatigued. Naturally this hasn't been a very successful time slot for her. I'm hoping to move her up to Tuesday mornings 8:40 9:00. Would that work for her schedule?

Thx,
Kel 😊

Kelly Daniels, MPT

Physical Therapist

Snohomish School District

Serving ? Transition Center/PPP, Glacier Peak HS, Snohomish HS, Centennial MS, Central Elementary, Cascade View Elementary, Little Cedars Elementary, Machias Elementary, Riverview Elementary

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Wednesdays ? Snohomish HS x4031, Machias x4845
Thursdays ? Glacier Peak HS x 7450, Riverview
Fridays ? Cascade View x7019

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From: Perla.pineda
Date: February 01, 2021 10:56:03 PM (-08)
To: Daniels, Kelly
Subject: **RE: ■ therapy times**

Attachments:

Hello Kelly,

If ■ is seen on Tuesdays from 8:40-9:00 she would be missing out on our morning routines. This would include our morning check-in and math routines that reviews dates, weather, time, and money. Alternatively, after 9:00 we would be moving into our Reading block time. Not sure how much flexibility you have in your schedule for other meeting times. Otherwise, we can make 8:40-9:00 work for this month.

Thanks,

Perla Pineda

From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Monday, February 1, 2021 1:47 PM
To: Pineda, Perla <perla.pineda@sno.wednet.edu>
Cc: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: FW: ■ therapy times

Hi Perla,

I'm the PT for Riverview, and I'm working with ■. I've been seeing ■ at 12:30 at the end of her day which has not been a successful time slot for her as she is often tired and only wants to lay down. I'm hoping to see her Tuesday mornings (8:40 9:00) when she is fresh. This would only be for the month of February (hopefully). I'm currently assigned to 8 schools, and the new high school start time has significantly impacted my morning schedule. I'm hoping we will go to a full time schedule (and the high schools will go back to a 7:30 start time) soon in which case I will have more flexibility in my schedule.

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Kelly 😊

Kelly Daniels, MPT
Physical Therapist

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Monday, February 01, 2021 12:51 PM

To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>

Subject: Re [REDACTED] therapy times

Hi Kelly,

Would you mind checking with her gen ed teacher? "Circle" time/morning check ins usually take place first thing in the morning and we want her to be able to attend that. They may be able to adjust it for that day, or it might just start later anyway. We just want her to be a part of as much social stuff as possible.

Thanks,

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>

Sent: Monday, February 1, 2021 12:43 PM

To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>

Subject: [REDACTED] therapy times

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I've been seeing [REDACTED] on Tuesdays at the end of her day when she is fatigued. Naturally this hasn't been a very successful time slot for her. I'm hoping to move her up to Tuesday mornings 8:40 9:00. Would that work for her schedule?

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From: Daniels, Kelly
Date: February 01, 2021 11:19:15 PM (-08)
To: Perla.pineda
Subject: **RE: ■ therapy times**

Attachments:

Unfortunately I don't have any flexibility in my schedule right now. Trying to coordinate therapy in all of my schools with the limited time kids are in person is challenging at best. Once the high schools go back to a 7:30 start time I'll have more flexibility. Right now I have multiple students in 4th period PE at GP which is 9:30-10:30 Tuesday and Thursday and then I'm at SHS on Wednesday. The high school is really killing my schedule. I'm at CE Mondays seeing preschoolers all day. I'm sorry that I don't have more flexibility right now. I know it's not dreamy.

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From: Pineda, Perla <perla.pineda@sno.wednet.edu>
Sent: Monday, February 1, 2021 2:56:40 PM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: Re: ■ therapy times

Hello Kelly,

If ■ is seen on Tuesdays from 8:40-9:00 she would be missing out on our morning routines. This would include our morning check-in and math routines that reviews dates, weather, time, and money. Alternatively, after 9:00 we would be moving into our Reading block time. Not sure how much flexibility you have in your schedule for other meeting times. Otherwise, we can make 8:40-9:00 work for this month.

Thanks,

Perla Pineda

From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Monday, February 1, 2021 1:47 PM
To: Pineda, Perla <perla.pineda@sno.wednet.edu>
Cc: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: FW: ■ therapy times

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Zoe wanted me to check in with you to see what [REDACTED] is missing?.

I hope you're hanging in there! I know this has been a crazy time for us all.

Kelly ☺

Kelly Daniels, MPT
Physical Therapist

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Monday, February 01, 2021 12:51 PM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: Re: [REDACTED] therapy times

Hi Kelly,

Would you mind checking with her gen ed teacher? "Circle" time/morning check-ins usually take place first thing in the morning and we want her to be able to attend that. They may be able to adjust it for that day, or it might just start later anyway. We just want her to be a part of as much social stuff as possible.

Thanks,

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Monday, February 1, 2021 12:43 PM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: [REDACTED] therapy times

Hi Zoe,

I've been seeing [REDACTED] on Tuesdays at the end of her day when she is fatigued. Naturally this hasn't been a very successful time slot for her. I'm hoping to move her up to Tuesday mornings 8:40-9:00. Would that work for her schedule?

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Physical Therapist

Snohomish School District

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From: Perla.pineda
Date: February 01, 2021 11:29:46 PM (-08)
To: Daniels, Kelly
Subject: **RE: ■ therapy times**

Attachments:

No worries. We are all adjusting to this transitional schedule. So, you can see ■ on Tuesdays from 8:40-9:00 then we can check-in and see if we need to make changes.

Perla Pineda

From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Monday, February 1, 2021 3:19 PM
To: Pineda, Perla <perla.pineda@sno.wednet.edu>
Subject: Re: ■ therapy times

Unfortunately I don't have any flexibility in my schedule right now. Trying to coordinate therapy in all of my schools with the limited time kids are in person is challenging at best. Once the high schools go back to a 7:30 start time I'll have more flexibility. Right now I have multiple students in 4th period PE at GP which is 9:30-10:30 Tuesday and Thursday and then I'm at SHS on Wednesday. The high school is really killing my schedule. I'm at CE Mondays seeing preschoolers all day. I'm sorry that I don't have more flexibility right now. I know it's not dreamy.

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From: Pineda, Perla <perla.pineda@sno.wednet.edu>
Sent: Monday, February 1, 2021 2:56:40 PM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: Re: ■ therapy times

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Sent: Monday, February 1, 2021 1:47 PM
To: Pineda, Perla <perla.pineda@sno.wednet.edu>
Cc: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: FW: [REDACTED] therapy times

Hi Perla,

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Zoe wanted me to check in with you to see what [REDACTED] is missing?.

I hope you're hanging in there! I know this has been a crazy time for us all.

Kelly 😊

Kelly Daniels, MPT
Physical Therapist

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Monday, February 01, 2021 12:51 PM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: Re: [REDACTED] therapy times

Hi Kelly,

Would you mind checking with her gen ed teacher? "Circle" time/morning check ins usually take place first thing in the morning and we want her to be able to attend that. They may be able to adjust it for that day, or it might just start later anyway. We just want her to be a part of as much social stuff as possible.

Thanks,

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>

Subject: ■ therapy times

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Physical Therapist

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From: Daniels, Kelly
Date: February 01, 2021 11:32:11 PM (-08)
To: Perla.pineda
Subject: **RE: ■ therapy times**

Attachments:

Yes and thank you! I promise as soon as my schedule frees up, I'll contact you so we can figure out a better time for me to see her.

Get [Outlook for iOS](#)

From: Pineda, Perla <perla.pineda@sno.wednet.edu>
Sent: Monday, February 1, 2021 3:29:46 PM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: Re: ■ therapy times

No worries. We are all adjusting to this transitional schedule. So, you can see ■ on Tuesdays from 8:40-9:00 then we can check-in and see if we need to make changes.

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To: Pineda, Perla <perla.pineda@sno.wednet.edu>
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Subject: FW: [REDACTED] therapy times

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I hope you're hanging in there! I know this has been a crazy time for us all.

Kelly 😊

Kelly Daniels, MPT
Physical Therapist

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Monday, February 01, 2021 12:51 PM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: Re: [REDACTED] therapy times

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Thanks,

Zoe Yeley
Resource Room
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360.563.4438
zoe.yeley@sno.wednet.edu

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Subject: ■ therapy times

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Physical Therapist

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Thursdays ? Glacier Peak HS x 7450, Riverview
Fridays ? Cascade View x7019

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From: Stegall, Wendy
Date: February 02, 2021 6:55:03 PM (-08)
To: Wright, Andra
Subject: **Fw: [REDACTED] bus**

Attachments:

Is there a way to switch the bus going to RV that has [REDACTED]? Her special ed case manager and parents have concerns about this bus for her safety due to vision.

Wendy

Wendy Stegall
Special Services
Elementary TOSA
Snohomish School District
360-563-7322
wendy.stegall@sno.wednet.edu

"To the world you may be one person, but to one person you may be the world" - Dr. Seuss

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Sent: Tuesday, February 2, 2021 10:51 AM
To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Subject: Re: [REDACTED] bus

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Zoe Yeley
Resource Room
Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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Sent: Tuesday, February 2, 2021 10:33 AM

To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>

Subject: Re: [REDACTED] bus

It's sped only.

Wendy

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Subject: Re: [REDACTED] bus

Is this a bus that she is only on with sped students or is it any RV student?

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Thank you,
Jacilyn

From: Wright, Andra
Date: February 02, 2021 7:04:03 PM (-08)
To: Stegall, Wendy
Cc: Schmidt, Veronica
Subject: **Re: [REDACTED] bus**

Attachments:

We don't have another bus to send.

Thanks,

Andra Wright
Snohomish Transportation
Router/Dispatch/Special Ed
andra.wright@sno.wednet.edu
360-563-3551 direct ext
360-563-3525 main line
360-563-3531 fax
Monday – Friday 7:00 am to 3:30 pm

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From: Stegall, Wendy
Date: February 02, 2021 7:16:00 PM (08)
To: Wright, Andra
Cc: Schmidt, Veronica
Subject: **Re: [REDACTED] bus**

Attachments:

To verify, parents are not allowed on buses? So, mom would not be able to assist her to her seat and then our staff assist with off loading? Thinking of ways to assist with the vision concern.

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Sent: Tuesday, February 2, 2021 11:04 AM
To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Cc: Schmidt, Veronica <Veronica.Schmidt@sno.wednet.edu>
Subject: RE: [REDACTED] bus

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Thanks,

Andra Wright

Snohomish Transportation
Router/Dispatch/Special Ed
andra.wright@sno.wednet.edu
360 563 3551 direct ext
360 563 3525 main line
360 563 3531 fax
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Jacilyn

From: Schmidt, Veronica
Date: February 02, 2021 7:18:24 PM (08)
To: Stegall, Wendy
Subject: **Re: [REDACTED] bus**

Attachments:

The mom can assist with loading if needed.

Sent from my Verizon, Samsung Galaxy smartphone

----- Original message -----

From: "Stegall, Wendy" <Wendy.Stegall@sno.wednet.edu>
Date: 2/2/21 11:16 AM (GMT-08:00)
To: "Wright, Andra" <Andra.Wright@sno.wednet.edu>
Cc: "Schmidt, Veronica" <Veronica.Schmidt@sno.wednet.edu>
Subject: Re: [REDACTED] bus

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Subject: Re: [REDACTED] bus

I just talked to transportation and she was on a mid size small bus, this is one of the sizes that they use and the one assigned to RV. We won't be able to change that. Please work with mom on ideas for this; how to motivate [REDACTED] and help her feel comfortable.

Let me know how I can help!

Wendy

Wendy Stegall
Special Services
Elementary TOSA
Snohomish School District

360-563-7322

wendy.stegall@sno.wednet.edu

"To the world you may be one person, but to one person you may be the world" - Dr. Seuss

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From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>

Sent: Tuesday, February 2, 2021 9:43 AM

To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>

Subject: Re: [REDACTED] bus

Yes she was.

Thank you

From: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>

Sent: Tuesday, February 2, 2021 9:35 AM

To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Subject: Re: [REDACTED] bus

I will work on this, she was on a small bus last school year, correct?

Wendy

Wendy Stegall

Special Services

Elementary TOSA

Snohomish School District

360-563-7322

wendy.stegall@sno.wednet.edu

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From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Tuesday, February 2, 2021 9:33 AM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Subject: [REDACTED] bus

Hello Zoe and Wendy,

Today [REDACTED] was on a big bus due to a new route I've heard. It was terrible on both ends! [REDACTED] had a very rough time getting her on the bus, then it took me 20 minutes to convince her to let me Carry her off the bus. She was hysterical, sobbing and shaking. What can we do to insist on getting her a small bus?

Thank you,
Jacilyn

From: Stegall, Wendy
Date: February 02, 2021 7:31:02 PM (08)
To: Schmidt, Veronica
Subject: **Re: [REDACTED] bus**

Attachments:

Thank you, can you please be sure the driver knows? 😊

We will work with mom on this as well!

Wendy

Wendy Stegall
Special Services
Elementary TOSA
Snohomish School District
360-563-7322
wendy.stegall@sno.wednet.edu

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From: Schmidt, Veronica <Veronica.Schmidt@sno.wednet.edu>
Sent: Tuesday, February 2, 2021 11:18 AM
To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Subject: RE: [REDACTED] bus

The mom can assist with loading if needed.

Sent from my Verizon, Samsung Galaxy smartphone

----- Original message -----

From: "Stegall, Wendy" <Wendy.Stegall@sno.wednet.edu>
Date: 2/2/21 11:16 AM (GMT-08:00)
To: "Wright, Andra" <Andra.Wright@sno.wednet.edu>
Cc: "Schmidt, Veronica" <Veronica.Schmidt@sno.wednet.edu>
Subject: Re: [REDACTED] bus

To verify, parents are not allowed on buses? So, mom would not be able to assist her to her seat and then our staff assist with off loading? Thinking of ways to assist with the vision concern.

Wendy

Wendy Stegall
Special Services
Elementary TOSA
Snohomish School District
360-563-7322
wendy.stegall@sno.wednet.edu

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From: Wright, Andra <Andra.Wright@sno.wednet.edu>
Sent: Tuesday, February 2, 2021 11:04 AM
To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Cc: Schmidt, Veronica <Veronica.Schmidt@sno.wednet.edu>
Subject: RE: [REDACTED] bus

We don't have another bus to send.

Thanks,

Andra Wright
Snohomish Transportation

Router/Dispatch/Special Ed
andra.wright@sno.wednet.edu
360-563-3551 direct ext
360 563 3525 main line
360 563 3531 fax
Monday ? Friday 7:00 am to 3:30 pm

From: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Sent: Tuesday, February 2, 2021 10:56 AM
To: Wright, Andra <Andra.Wright@sno.wednet.edu>
Subject: Fw [REDACTED] bus

Is there a way to switch the bus going to RV that has [REDACTED]? Her special ed case manager and parents have concerns about this bus for her safety due to vision.

Wendy

Wendy Stegall
Special Services
Elementary TOSA
Snohomish School District
360-563-7322
wendy.stegall@sno.wednet.edu

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From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Tuesday, February 2, 2021 10:51 AM
To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Subject: Re: [REDACTED] bus

Is there any way that they could switch to a smaller bus? Because the way this one is set up (narrower, steeper stairs; narrower aisles) it is difficult and possibly dangerous for [REDACTED] with her depth-perception.

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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From: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Sent: Tuesday, February 2, 2021 10:33 AM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Subject: Re: [REDACTED] bus

It's sped only.

Wendy

Wendy Stegall
Special Services
Elementary TOSA
Snohomish School District
360-563-7322
wendy.stegall@sno.wednet.edu

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From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Tuesday, February 2, 2021 10:31 AM
To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Subject: Re: [REDACTED] bus

Is this a bus that she is only on with sped students or is it any RV student?

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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From: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Sent: Tuesday, February 2, 2021 9:54 AM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: Re: [REDACTED] bus

I just talked to transportation and she was on a mid size small bus, this is one of the sizes that they use and the one assigned to RV. We won't be able to change that. Please work with mom on ideas for this; how to motivate [REDACTED] and help her feel comfortable.

Let me know how I can help!

Wendy

Wendy Stegall
Special Services
Elementary TOSA
Snohomish School District
360-563-7322
wendy.stegall@sno.wednet.edu

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From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Tuesday, February 2, 2021 9:43 AM
To: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Subject: Re: [REDACTED] bus

Yes she was.

Thank you

From: Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Sent: Tuesday, February 2, 2021 9:35 AM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: Re: [REDACTED] bus

I will work on this, she was on a small bus last school year, correct?

Wendy

Wendy Stegall
Special Services
Elementary TOSA
Snohomish School District
360-563-7322
wendy.stegall@sno.wednet.edu

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From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Tuesday, February 2, 2021 9:33 AM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>
Subject: [REDACTED] bus

Hello Zoe and Wendy,

Today [REDACTED] was on a big bus due to a new route I've heard. It was terrible on both ends! [REDACTED] had a very rough time getting her on the bus, then it took me 20 minutes to convince her to let me Carry her off the bus. She was hysterical, sobbing and shaking. What can we do to insist on getting her a small bus?

Thank you,
Jacilyn

From: Sharp, Heather
Date: February 04, 2021 7:16:04 AM (-08)
To: Matthews, Erin
Subject: **RE: KIDS**

Attachments:

Are you changing your days here?

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Friday, January 29, 2021 3:09 PM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: Kids

My tentative plan:

Monday:



Wednesday:



***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: February 04, 2021 3:59:06 PM (-08)
To: Sharp, Heather
Subject: **RE: KIDS**

Attachments:

Oh crud. I meant Wednesday and Thursday. I'm so sorry.

From: Sharp, Heather <heather.sharp@sno.wednet.edu>
Sent: Wednesday, February 3, 2021 11:17 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: RE: Kids

Are you changing your days here?

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Friday, January 29, 2021 3:09 PM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: Kids

My tentative plan:

Monday:



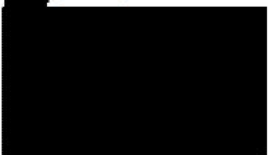
9:10-9:30



Wednesday:



9:10-9:30



***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: February 04, 2021 3:59:44 PM (-08)
To: Sharp, Heather
Cc: Yeley, Zoe
Subject: **RE: KIDS**

Attachments:

Zoe,

This is supposed to say Wednesday and Thursdays.....I'm losing it.

From: Sharp, Heather <heather.sharp@sno.wednet.edu>
Sent: Wednesday, February 3, 2021 11:17 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: RE: Kids

Are you changing your days here?

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Friday, January 29, 2021 3:09 PM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: Kids

My tentative plan:

Monday:

[REDACTED]

9:10-9:30

[REDACTED]

Wednesday:

[REDACTED]

9:10-9:30

[REDACTED]

Erin Matthews, MS, OTR/L

***Occupational Therapist
Snohomish School District
360-563-4628***



From: Yeley, Zoe
Date: February 04, 2021 4:04:03 PM (-08)
To: Matthews, Erin; Sharp, Heather
Subject: **RE: KIDS**

Attachments:

Lol, okay. Thanks!

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Thursday, February 4, 2021 7:59 AM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>
Cc: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: Kids

Zoe,

This is supposed to say Wednesday and Thursdays??I'm losing it.

From: Sharp, Heather <heather.sharp@sno.wednet.edu>
Sent: Wednesday, February 3, 2021 11:17 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: RE: Kids

Are you changing your days here?

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Friday, January 29, 2021 3:09 PM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: Kids

My tentative plan:

Monday:



9:10-9:30

Wednesday:

9:10-9:30

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: February 04, 2021 4:05:19 PM (-08)
To: Yeley, Zoe; Sharp, Heather
Subject: **RE: KIDS**

Attachments:

Thank goodness I only sent that to you girls. I'm sorry for the confusion. UGH.

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Thursday, February 4, 2021 8:05 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: Re: Kids

Lol, okay. Thanks!

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Thursday, February 4, 2021 7:59 AM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>
Cc: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: Kids

Zoe,

This is supposed to say Wednesday and Thursdays.....I'm losing it.

From: Sharp, Heather <heather.sharp@sno.wednet.edu>
Sent: Wednesday, February 3, 2021 11:17 PM

To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Subject: RE: Kids

Are you changing your days here?

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Sent: Friday, January 29, 2021 3:09 PM

To: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Subject: Kids

My tentative plan:

Monday:



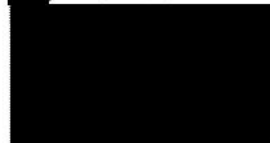
9:10-9:30



Wednesday:



9:10-9:30



***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Houle, Jacilyn
Date: February 17, 2021 2:43:11 PM (08)
To: Bruce, Dawn
Cc: Angela.collins
Subject: **Adjusting hours**

Attachments:

Hello Dawn,

Currently my workday hours are 8:15 2:45, however with the school hours going to full days for K 2 starting on February 22nd my job does not end until 3:15 when I put [REDACTED] on the bus. She relies solely on my assistance throughout her day. At 2:45 it is very possible she could be getting back from recess or a specialist class. It is imperative that I am working until 3:15. Is this something that can be considered going forward for the remainder of the year?

Thank you,

Jacilyn Houle

From: Bruce, Dawn
Date: February 17, 2021 3:01:49 PM (08)
To: Ganske, Heidi; Simicich, Carol
Subject: **FW: Adjusting hours**

Attachments: image001.png; image002.jpg;

For you.....

*Dawn M. Bruce
Assistant Analyst
Snohomish School District
360-563-7255 phone
360-563-7367 fax*



...Do not wish to be anything but what you are and to be that perfectly...



From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Wednesday, February 17, 2021 2:43 PM
To: Bruce, Dawn <dawn.bruce@sno.wednet.edu>
Cc: Collins, Angela <angela.collins@sno.wednet.edu>
Subject: Adjusting hours

Hello Dawn,

Currently my workday hours are 8:15 2:45, however with the school hours going to full days for K 2 starting on February 22nd my job does not end until 3:15 when I put [REDACTED] on the bus. She relies solely on my assistance throughout her day. At 2:45 it is very possible she could be getting back from recess or a specialist class. It is imperative that I am working until 3:15. Is this something that can be considered going forward for the remainder of the year?

Thank you,

Jacilyn Houle

From: Angela.collins
Date: February 17, 2021 11:05:57 PM (08)
To: Houle, Jacilyn; Bruce, Dawn
Cc: Hammer, Anjeannette
Subject: **RE: Adjusting hours**

Attachments:

Jacilyn,

I have been approved to add .5 hours to your contract beginning on 2/22. I will have your updated schedule on Friday.

From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Wednesday, February 17, 2021 2:43 PM
To: Bruce, Dawn <dawn.bruce@sno.wednet.edu>
Cc: Collins, Angela <angela.collins@sno.wednet.edu>
Subject: Adjusting hours

Hello Dawn,

Currently my workday hours are 8:15 2:45, however with the school hours going to full days for K 2 starting on February 22nd my job does not end until 3:15 when I put [REDACTED] on the bus. She relies solely on my assistance throughout her day. At 2:45 it is very possible she could be getting back from recess or a specialist class. It is imperative that I am working until 3:15. Is this something that can be considered going forward for the remainder of the year?

Thank you,

Jacilyn Houle

From: Houle, Jacilyn
Date: February 18, 2021 4:49:23 PM (-08)
To: Angela.collins
Subject: **Re: Adjusting hours**

Attachments:

This is wonderful. Thank you.

From: Collins, Angela <angela.collins@sno.wednet.edu>
Sent: Wednesday, February 17, 2021 3:05 PM
To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>; Bruce, Dawn <dawn.bruce@sno.wednet.edu>
Cc: Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>
Subject: RE: Adjusting hours

Jacilyn,

I have been approved to add .5 hours to your contract beginning on 2/22. I will have your updated schedule on Friday.

From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Wednesday, February 17, 2021 2:43 PM
To: Bruce, Dawn <dawn.bruce@sno.wednet.edu>
Cc: Collins, Angela <angela.collins@sno.wednet.edu>
Subject: Adjusting hours

Hello Dawn,

Currently my workday hours are 8:15-2:45, however with the school hours going to full days for K-2 starting on February 22nd my job does not end until 3:15 when I put [REDACTED] on the bus. She relies solely on my assistance throughout her day. At 2:45 it is very possible she could be getting back from recess or a specialist class. It is imperative that I am working until 3:15. Is this something that can be considered going forward for the remainder of the year?

Thank you,

Jacilyn Houle

From: Simicich, Carol
Date: February 18, 2021 9:45:49 PM (-08)
To: Angela.collins; Hammer, Anjeannette
Cc: Boyd, Jamie; Yeley, Zoe
Bcc: Ganske, Heidi; Simicich, Carol
Subject: **RE: One more addition...not contractual**

Attachments:

Angela~

I wanted to touch base regarding the time we are adding to Jacilyn Houle to have [REDACTED] have access to a para for the full student day.

I have been given approval to add a temporary .5 hour contract on M Thurs only. This would make Jacilyn onsite for the full student and give her the ability to provide bus to bus support for [REDACTED]

We discussed this starting on 2/24/21 (first day 2nd grade students onsite all day) during our SPED, which would not require timesheets, due to her being put on contract.

I know there has been some recent updates regarding the student dates, so can you confirm that [REDACTED] will begin attending as of 2/24/21 for the full day?

Can you also provide a revised shift for Jacilyn this additional time to update Frontline?

I have included a email below where Jacilyn reached out to a HR colleague asking for the consideration of more time, so I want to be sure we are all in agreeance of the time being added and the details.

Have a great day,
~Carol

Carol Simicich
HR Assistant Analyst
Human Resource Services
Snohomish School District #201
(360) 563-7232 Phone
(360) 563 7367 Fax
<mailto:carol.simicich@sno.wednet.edu>



From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Wednesday, February 17, 2021 2:43 PM
To: Bruce, Dawn <dawn.bruce@sno.wednet.edu>
Cc: Collins, Angela <angela.collins@sno.wednet.edu>
Subject: Adjusting hours

Hello Dawn,

Currently my workday hours are 8:15-2:45, however with the school hours going to full days for K-2 starting on February 22nd my job does not end until 3:15 when I put [REDACTED] on the bus. She relies solely on my assistance throughout her day. At 2:45 it is very possible she could be getting back from recess or a specialist class. It is imperative that I am working until 3:15. Is this something that can be considered going forward for the remainder of the year?

Thank you,

Jacilyn Houle

From: Simicich, Carol

Sent: Tuesday, February 16, 2021 3:20 PM

To: Collins, Angela <angela.collins@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>

Cc: Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Subject: RE: One more addition...not contractual

Angela~

I wanted to provide some clarifying details regarding the time we are adding to Jacilyn Houle to have [REDACTED] have access to a para for the full student day.

I will be adding a temporary .5 hour contract on M-Thurs only. This would make Jacilyn onsite for the full student and give her the ability to provide bus to bus support for [REDACTED].

We discussed this starting on 2/24/21 during our SPED, which would not require timesheets, due to being put on contract.

I know there has been some recent updates regarding the student dates, so can you confirm that [REDACTED] will begin attending on 2/24/21 for the full day.

Can you also provide a revised shift for this additional time to update Frontline.

Thank you.

Have a great day,

~Carol

Carol Simicich

HR Assistant Analyst

Human Resource Services

Snohomish School District #201

(360) 563-7232 Phone

(360) 563 7367 Fax

<mailto:carol.simicich@sno.wednet.edu>



From: Boyd, Jamie <jamie.boyd@sno.wednet.edu>

Sent: Tuesday, February 16, 2021 12:12 PM

To: Collins, Angela <angela.collins@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Cc: Simicich, Carol <Carol.Simicich@sno.wednet.edu>

Subject: One more addition...not contractual

Angela and Zoe,

Jaclyn Houle will have/needs to have an additional .5 hours added to her daily 6 hrs. in order to cover bus to bus for [REDACTED] This will be through the end of the school year. She should green sheet this time.

Please let us know that this has been put into place.

Thanks...

Jamie

Jamie Boyd

Director of Special Education

Snohomish School District

360 563 7309

jamie.boyd@sno.wednet.edu

From: Angela.collins
Date: February 18, 2021 10:06:11 PM (-08)
To: Simicich, Carol; Hammer, Anjeannette
Cc: Boyd, Jamie; Yeley, Zoe
Subject: **RE: One more addition...not contractual**

Attachments:

Yes. On 2/22 (Monday) is when [REDACTED] will be here full time.

I can get the updated time into Frontline.

I spoke with Jacilyn and she is in agreement to the time added M Thursday.

Thank you so much!

From: Simicich, Carol <Carol.Simicich@sno.wednet.edu>
Sent: Thursday, February 18, 2021 1:46 PM
To: Collins, Angela <angela.collins@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>
Cc: Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: One more addition...not contractual

Angela~

I wanted to touch base regarding the time we are adding to Jacilyn Houle to have [REDACTED] have access to a para for the full student day.

I have been given approval to add a temporary .5 hour contract on M-Thurs only. This would make Jacilyn onsite for the full student and give her the ability to provide bus to bus support for [REDACTED]

We discussed this starting on 2/24/21 (first day 2nd grade students onsite all day) during our SPED, which would not require timesheets, due to her being put on contract.

I know there has been some recent updates regarding the student dates, so can you confirm that [REDACTED] will begin attending as of 2/24/21 for the full day?

Can you also provide a revised shift for Jacilyn this additional time to update Frontline?

I have included a email below where Jacilyn reached out to a HR colleague asking for the consideration of more time, so I want to be sure we are all in agreeance of the time being added and the details.

Have a great day,
~Carol

Carol Simicich
HR Assistant Analyst
Human Resource Services

Snohomish School District #201
(360) 563-7232 Phone
(360) 563 7367 Fax
<mailto:carol.simicich@sno.wednet.edu>



From: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Sent: Wednesday, February 17, 2021 2:43 PM
To: Bruce, Dawn <dawn.bruce@sno.wednet.edu>
Cc: Collins, Angela <angela.collins@sno.wednet.edu>
Subject: Adjusting hours

Hello Dawn,

Currently my workday hours are 8:15 2:45, however with the school hours going to full days for K 2 starting on February 22nd my job does not end until 3:15 when I put [REDACTED] on the bus. She relies solely on my assistance throughout her day. At 2:45 it is very possible she could be getting back from recess or a specialist class. It is imperative that I am working until 3:15. Is this something that can be considered going forward for the remainder of the year?

Thank you,

Jacilyn Houle

From: Simicich, Carol
Sent: Tuesday, February 16, 2021 3:20 PM
To: Collins, Angela <angela.collins@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>
Cc: Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: One more addition...not contractual

Angela~

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~Carol

Carol Simicich

HR Assistant Analyst

Human Resource Services

Snohomish School District #201

(360) 563-7232 Phone

(360) 563 7367 Fax

<mailto:carol.simicich@sno.wednet.edu>



From: Boyd, Jamie <jamie.boyd@sno.wednet.edu>

Sent: Tuesday, February 16, 2021 12:12 PM

To: Collins, Angela <angela.collins@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Cc: Simicich, Carol <Carol.Simicich@sno.wednet.edu>

Subject: One more addition...not contractual

Angela and Zoe,

Jaclyn Houle will have/needs to have an additional .5 hours added to her daily 6 hrs. in order to cover bus to bus for [REDACTED]. This will be through the end of the school year. She should green sheet this time.

Please let us know that this has been put into place.

Thanks...

Jamie

Jamie Boyd

Director of Special Education

Snohomish School District

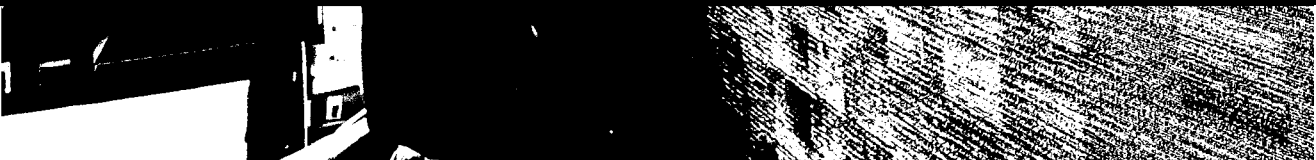
360-563-7309

jamie.boyd@sno.wednet.edu

From: Jacilyn Houle
Date: February 19, 2021 12:30:53 AM (-08)
To: Hammer, Anjeannette
Subject: [REDACTED]

Attachments:

[External Email]



From: Simicich, Carol
Date: February 19, 2021 12:42:42 AM (-08)
To: Angela.collins; Hammer, Anjeannette
Cc: Boyd, Jamie; Yeley, Zoe
Subject: **RE: One more addition...not contractual**

Attachments:

Thanks for confirming the date.

I will process the addition with 2/22/21 as a start date.

I appreciate the update for Frontline when you have a chance.

Have a great day,
~Carol

Carol Simicich
HR Assistant Analyst
Human Resource Services
Snohomish School District #201
(360) 563-7232 Phone
(360) 563 7367 Fax
<mailto:carol.simicich@sno.wednet.edu>



From: Collins, Angela <angela.collins@sno.wednet.edu>
Sent: Thursday, February 18, 2021 2:06 PM
To: Simicich, Carol <Carol.Simicich@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>
Cc: Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: One more addition...not contractual

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Cc: Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>

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Cc: Boyd, Jamie <jamie.boyd@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>

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Carol Simicich

HR Assistant Analyst

Human Resource Services

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Cc: Simicich, Carol <Carol.Simicich@sno.wednet.edu>

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Please let us know that this has been put into place.

Thanks...

Jamie

Jamie Boyd
Director of Special Education
Snohomish School District
360-563-7309
jamie.boyd@sno.wednet.edu

From: Hammer, Anjeannette
Date: February 19, 2021 7:02:59 PM (-08)
To: Jacilyn Houle
Subject: **Re:** [REDACTED]

Attachments:

Thank you!

Anjeannette Hammer

Dean of Students

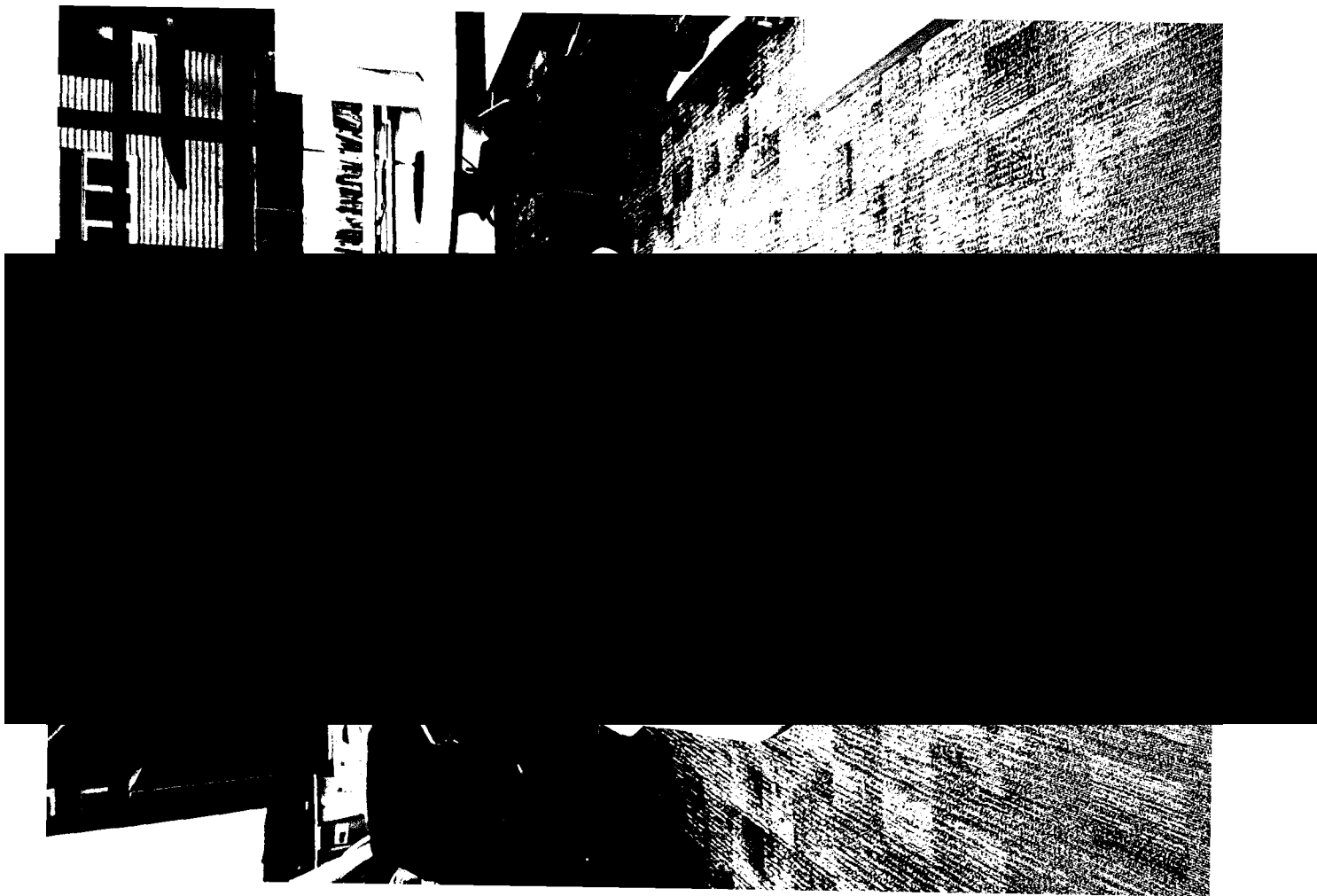
Riverview Elementary

(360) 563-4440

She/her/hers

From: jacilyn houle [REDACTED]
Sent: Thursday, February 18, 2021 4:30 PM
To: Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>
Subject: [REDACTED]

[External Email]



From: Sharp, Heather
Date: February 21, 2021 3:12:14 AM (-08)
To: Yeley, Zoe; Pierce, Lora; Mccann, Salli; Matthews, Erin; Hall, Tori
Subject: **tentative speech schedule**

Attachments: riverview schedule 20-21.xlsx;

This is the schedule I have for now. Before I ask the teachers if this works for them, can you guys make sure there are no major overlaps? (Tori, this is created as if afternoon club is on M,W but I can switch the kids around at that time, so I can do either day).

- The schedule is under the tab "March schedule", in case it doesn't start on that one
- There are 2 columns for Thursday. That is the day Janice is here seeing students as well

Heather Sharp

Speech-Language Pathologist
Riverview Elementary, Emerson Elementary
heather.sharp@sno.wednet.edu
360-563-4407 (voicemail)
971-248-0750 (direct line)

Speech Schedule						In-school		Club	
	Mon	Tues	Wed	Thurs	Fri				
8:30-8:40	Class meetings	Class meetings		Class meetings					
8:40-8:50									
8:50-9:00									
9:00-9:10									
9:10-9:20									
9:20-9:30									
9:30-9:40						3/4 specialist			
9:40-9:50									
9:50-10:00									
10:00-10:10									
10:10-10:20									
10:20-10:30									
10:30-10:40						K-2 specialist			20x1
10:40-10:50									30x1
10:50-11:00									
11:00-11:10									
11:10-11:20									
11:20-11:30									
11:30-11:40	Lunch	Lunch	Lunch	Lunch	Lunch				
11:40-11:50									
11:50-12:00									
12:00-12:10									
12:10-12:20									
12:20-12:30	Planning	Planning/testing	Planning	Planning/testing	Planning				
12:30-12:40									
12:40-12:50									
12:50-1:00									
1:00-1:10						5/6 specialist			2 x 20, 1 x 40, or 1x30 +10 asynch
1:10-1:20									
1:20-1:30									
1:30-1:40									
1:40-1:50									10x2, 20x1
1:50-2:00									15x1
2:00-2:10									20x1 + 20 asynch
2:10-2:20									20x1
2:20-2:30									
2:30-2:40									
2:40-2:50									
2:50-3:00									
3:00-3:15									
After school				CST 9-3:30/ evals 3:30-4:30					

Grade	Teacher	Student(s)	In-class	Pull-out	Club	Goal areas
K						
1						
2	Smith					desc, syntax
3						
4						
5						
6						

Speech Schedule						
	Mon	Tues	Wed	Thurs	Janice Thurs	Fri
8:30-8:40						
8:40-8:50						
8:50-9:00						
9:00-9:10						
9:10-9:20						
9:20-9:30						
9:30-9:40						
9:40-9:50						
9:50-10:00						
10:00-10:10						
10:10-10:20						
10:20-10:30						
10:30-10:40						
10:40-10:50						
10:50-11:00						
11:00-11:10						
11:10-11:20						
11:20-11:30						
11:30-11:40						
11:40-11:50	Lunch	Lunch	Lunch	Lunch/ Connections planning	Lunch	Lunch
11:50-12:00						
12:00-12:10						
12:10-12:20						
12:20-12:30						
12:30-12:40						
12:40-12:50						
12:50-1:00						
1:00-1:10						
1:10-1:20						
1:20-1:30						
1:30-1:40						
1:40-1:50						
1:50-2:00						
2:00-2:10						
2:10-2:20						
2:20-2:30						
2:30-2:40						
2:40-2:50						
2:50-3:00						
3:00-3:15						
After school						

1st In-person						
3rd,4th						
K,2nd in-person						
5th, 6th						
Other						

Speech Schedule

	Mon	Tues	Wed	Thurs	Janice Thurs	Fri
8:30-8:40					Planning	
8:40-8:50						
8:50-9:00						
9:00-9:10						
9:10-9:20						
9:20-9:30						
9:30-9:40						
9:40-9:50						
9:50-10:00						
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11:00-11:10						
11:10-11:20						
11:20-11:30						
11:30-11:40						
11:40-11:50						
11:50-12:00						
12:00-12:10	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:10-12:20						
12:20-12:30						
12:30-12:40	Planning/ Office Hours	Planning/ Office Hours	Planning/ Office Hours	Planning/ Office Hours		
12:40-12:50						
12:50-1:00						
1:00-1:10						
1:10-1:20						
1:20-1:30						
1:30-1:40						
1:40-1:50						
1:50-2:00						
2:00-2:10						
2:10-2:20						
2:20-2:30						
2:30-2:40						
2:40-2:50						
2:50-3:00						
3:00-3:15						
After school				CST 3-3:30/ evals 3:30-4:30		

Group B

Group A

Virtual

4-day

Evvy



From: Matthews, Erin
Date: February 22, 2021 4:33:50 PM (-08)
To: Sharp, Heather
Subject: **Schedule**

Attachments:

I need some time to read the schedule closer today, but I quickly glanced at yours...if I keep [REDACTED] and [REDACTED] the same, we do not overlap. I do need to change [REDACTED] likely though. I'm going to worry about that when I get a minute to look though. I should have some time between kids today. UGH. Busy busy day.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: February 22, 2021 5:15:17 PM (-08)
To: Yeley, Zoe; Sharp, Heather; Hall, Tori
Subject: **Schedule**

Attachments:

Ok...I've looked at the confusing schedule finally. I'll be there on Wednesdays and Thursdays.

Here's what I have so far:

Wednesday:

[REDACTED]
[REDACTED]
[REDACTED]

GO TO SHS

Back to see [REDACTED] at some point...I need to figure out a time for [REDACTED]

Thursday:

[REDACTED]
[REDACTED] 9:10-9:30
[REDACTED]

Do any of these times conflict? I literally just made it up according to the schedule, at least for the older kids. I didn't change my younger ones.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: March 05, 2021 5:32:38 PM (-08)
To: Sharp, Heather; Yeley, Zoe
Subject: [REDACTED]

Attachments:

UGH, I saw this morning that there was yet another schedule change which bumped my [REDACTED] time into her specialist time on Wednesdays. I requested that I change her to 2:25 2:45 on Wednesdays. It looks like it works with the classroom but does it work for you two as well?

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Yeley, Zoe
Date: March 05, 2021 5:33:26 PM (-08)
To: Matthews, Erin; Sharp, Heather
Subject: **Re: ■**

Attachments:

Yes, that works for me!

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information protected by law. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Sent: Friday, March 5, 2021 9:32 AM

To: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Subject: ■

UGH, I saw this morning that there was yet another schedule change which bumped my ■ time into her specialist time on Wednesdays. I requested that I change her to 2:25 2:45 on Wednesdays. It looks like it works with the classroom but does it work for you two as well?

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: Sharp, Heather
Date: March 05, 2021 5:33:41 PM (-08)
To: Matthews, Erin; Yeley, Zoe
Subject: **RE: [REDACTED]**

Attachments:

I saw that. How frustrating. I'm sorry. That time works for me

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Friday, March 5, 2021 9:33 AM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: [REDACTED]

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: March 05, 2021 5:35:09 PM (-08)
To: Sharp, Heather; Yeley, Zoe
Subject: RE: [REDACTED]

Attachments:

YES! Thank you! 😊

From: Sharp, Heather <heather.sharp@sno.wednet.edu>
Sent: Friday, March 5, 2021 9:34 AM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: RE: [REDACTED]

I saw that. How frustrating. I'm sorry. That time works for me

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Sent: Friday, March 5, 2021 9:33 AM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: [REDACTED]

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Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: March 05, 2021 5:35:54 PM (-08)
To: Houle, Jacilyn
Subject: **OT time on Wednesdays**

Attachments:

I had to change [REDACTED]'s time, so now on Wednesdays she will be at 2:25 2:45. Thursdays shall stay the same! ??

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Houle, Jacilyn
Date: March 08, 2021 4:58:03 PM (-08)
To: Matthews, Erin
Subject: **Re: OT time on Wednesdays**

Attachments:

Got it!

Thanks

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Sent: Friday, March 5, 2021 9:35 AM

To: Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>

Subject: OT time on Wednesdays

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Sharp, Heather
Date: March 11, 2021 3:58:43 PM (-08)
To: Pierce, Lora
Subject: **RE: Speech Schedule**

Attachments: riverview schedule 20-21.xlsx;

From: Pierce, Lora <Lora.Pierce@sno.wednet.edu>
Sent: Wednesday, March 10, 2021 1:18 PM
To: Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: Speech Schedule

Can you send me your most recent speech schedule? Our groups are not working very well and I am going to need to make sure there are no conflicts if there have to be changes.

Lora Pierce
LAP Teacher
(Learning Assistance Program)
Riverview Elementary
360 563 4391

Speech Schedule						In-school		Club	
	Mon	Tues	Wed	Thurs	Fri				
8:30-8:40	Class meetings	Class meetings		Class meetings					
8:40-8:50									
8:50-9:00									
9:00-9:10									
9:10-9:20									
9:20-9:30									
9:30-9:40						3/4 specialist			
9:40-9:50									
9:50-10:00									
10:00-10:10									
10:10-10:20									
10:20-10:30									
10:30-10:40						K-2 specialist			20x1
10:40-10:50									30x1
10:50-11:00									
11:00-11:10									
11:10-11:20									
11:20-11:30									
11:30-11:40	Lunch	Lunch	Lunch	Lunch	Lunch				
11:40-11:50									
11:50-12:00									
12:00-12:10									
12:10-12:20									
12:20-12:30	Planning	Planning/testing	Planning	Planning/testing	Planning				
12:30-12:40									
12:40-12:50									
12:50-1:00									
1:00-1:10						5/6 specialist			2 x 20, 1 x 40, or 1x30 +10 asynch
1:10-1:20									
1:20-1:30									
1:30-1:40									
1:40-1:50									10x2, 20x1
1:50-2:00									15x1
2:00-2:10									20x1 + 20 asynch
2:10-2:20									20x1
2:20-2:30									
2:30-2:40									
2:40-2:50									
2:50-3:00									
3:00-3:15									
After school				CST 9-3:30/ evals 3:30-4:30					

Grade	Teacher	Student(s)	In-class	Pull-out	Club	Goal areas
K						
1						
2	Smith					desc, syntax
3						
4						
5						
6						

Speech Schedule						
	Mon	Tues	Wed	Thurs	Janice Thurs	Fri
8:30-8:40						
8:40-8:50						
8:50-9:00						
9:00-9:10						
9:10-9:20						
9:20-9:30						
9:30-9:40						
9:40-9:50						
9:50-10:00						
10:00-10:10						
10:10-10:20						
10:20-10:30						
10:30-10:40						
10:40-10:50						
10:50-11:00						
11:00-11:10						
11:10-11:20						
11:20-11:30						
11:30-11:40						
11:40-11:50	Lunch	Lunch	Lunch	Lunch/ Connections planning	Lunch	Lunch
11:50-12:00						
12:00-12:10						
12:10-12:20						
12:20-12:30						
12:30-12:40						
12:40-12:50						
12:50-1:00						
1:00-1:10						
1:10-1:20						
1:20-1:30						
1:30-1:40						
1:40-1:50						
1:50-2:00						
2:00-2:10						
2:10-2:20						
2:20-2:30						
2:30-2:40						
2:40-2:50						
2:50-3:00						
3:00-3:15						
After school						

1st In-person						
3rd,4th						
K,2nd in-person						
5th, 6th						
Other						

Speech Schedule

	Mon	Tues	Wed	Thurs	Janice Thurs	Fri
8:30-8:40					Planning	
8:40-8:50						
8:50-9:00						
9:00-9:10						
9:10-9:20						
9:20-9:30						
9:30-9:40						
9:40-9:50						
9:50-10:00						
10:00-10:10						
10:10-10:20						
10:20-10:30						
10:30-10:40						
10:40-10:50						
10:50-11:00						
11:00-11:10				Testing/ Paperwork		
11:10-11:20						
11:20-11:30						
11:30-11:40						
11:40-11:50						
11:50-12:00						
12:00-12:10						
12:10-12:20						Lunch
12:20-12:30						
12:30-12:40						
12:40-12:50	Lunch	Lunch	Lunch	Lunch		
12:50-1:00						
1:00-1:10						
1:10-1:20						
1:20-1:30						
1:30-1:40						
1:40-1:50						
1:50-2:00						
2:00-2:10						
2:10-2:20						
2:20-2:30						
2:30-2:40			Testing/ Paperwork			
2:40-2:50						
2:50-3:00						
3:00-3:15						
After school				CST 3-3:30/ evals 3:30-4:30		

[illegible]



From: Matthews, Erin
Date: March 12, 2021 10:04:23 PM (-08)
To: Packard, Emma
Cc: Daniels, Kelly; Yeley, Zoe; Sharp, Heather
Subject: ■

Attachments: image001.png; stairs.jpg; top of stairs.jpg;

Hi Emma,

I meant to write to you last week, and I feel like Kelly may have already brought this to you before, but, have you had any involvement with student ■? She is our student at RV, and has down syndrome. She also has some vision issues, specifically, depth perception. She wears glasses, and I'm pretty sure they are bifocals. We have noticed an increase in fearful movements this year, and we are wondering if you should get involved.

For example, when asking her to step down from the mat (like an inch off the floor), she moves her foot forward as if to feel for the floor because she isn't sure where it starts or ends. She also has huge issues with getting on and off equipment such as the swing, trampoline, or any other surface we ask her to stand on. On the stairs here at RV, she is VERY slow to go up and down, and at the landing, she will NOT let go of the railing, even if an adult is holding her other hand. She made me move out of her way the other day because she would not budge and go around me. The flooring there is brown and matches the rest of the floor. When the stairs start, they are wooden with a black strip on the edge. This doesn't seem to matter. During a recent library visit, the class was asked to place their backpacks at the base of the railing at the top of the stairs. Her para states that she will not go near the railing to set her backpack down like the rest of the class, because the railing is a see through wire fencing type deal. This was observed as she quickly threw her backpack toward it, and backed up. (Her para states she will not go get her backpack afterwards.) I added pictures for reference.

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***





BEST SCHOOL IN THE UNIVERSE



From: Daniels, Kelly
Date: March 12, 2021 10:14:24 PM (-08)
To: Matthews, Erin; Packard, Emma
Cc: Yeley, Zoe; Sharp, Heather
Subject: **RE: [REDACTED]**

Attachments:

Emma, I also have videos of her trying to get a tennis ball in the therapy room this week where it's really clear there's more going on with her vision. Please let me know if you want to see them.

When she is on the landing of the stairs, she won't walk in the middle or the right side of the landing and clings to the rail on the left side the entire way. It's like she has no idea where she is visually. When she goes downstairs she only wants to go down on the left side where there's a wall. She will not go down the right side where the railing is more open.

As I said in my earlier email about this, it's becoming really clear that her vision is impacting all aspects of her day and I believe, limiting her function. I'm not sure when her most vision appointment was. I do recall that they switched her over to bifocals last year and we noticed a big change then. This year it seems much worse.

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Friday, March 12, 2021 2:04 PM
To: Packard, Emma <emma.packard@sno.wednet.edu>
Cc: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: [REDACTED]

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Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: Packard, Emma
Date: March 12, 2021 11:02:36 PM (-08)
To: Daniels, Kelly; Matthews, Erin
Cc: Yeley, Zoe; Sharp, Heather
Subject: **Re: ■**

Attachments:

Hi,

Kelly, I'm so sorry! I don't think I ever replied to your initial email about this student.

Could I come see her next Thursday around 11:00?

Emma
[Get Outlook for iOS](#)

From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Friday, March 12, 2021 2:14:24 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Packard, Emma <emma.packard@sno.wednet.edu>
Cc: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: RE: ■

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Sent: Friday, March 12, 2021 2:04 PM
To: Packard, Emma <emma.packard@sno.wednet.edu>
Cc: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: ■

Hi Emma,

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Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



From: Daniels, Kelly
Date: March 12, 2021 11:04:21 PM (-08)
To: Packard, Emma; Matthews, Erin
Cc: Yeley, Zoe; Sharp, Heather
Subject: RE: [REDACTED]

Attachments:

No worries. I know you've had a full plate this year. 😊

From: Packard, Emma <emma.packard@sno.wednet.edu>
Sent: Friday, March 12, 2021 3:03 PM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Cc: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: Re: [REDACTED]

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Get [Outlook for iOS](#)

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To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Packard, Emma <emma.packard@sno.wednet.edu>
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Subject: RE: [REDACTED]

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To: Packard, Emma <emma.packard@sno.wednet.edu>

Cc: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>

Subject: ■

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: March 12, 2021 11:08:13 PM (-08)
To: Packard, Emma; Daniels, Kelly
Cc: Yeley, Zoe; Sharp, Heather; Perla.pineda; Houle, Jacilyn
Subject: **RE: [REDACTED]**

Attachments:

Hi Emma,

That might work. I'll loop in her teacher and para as well. She would have lunch at 11:20, and then recess at 11:40. I have her for OT at 9:10 that day if you can come earlier and want to see her during that time.

Perla and Jacilyn, see below.

From: Packard, Emma <emma.packard@sno.wednet.edu>
Sent: Friday, March 12, 2021 3:03 PM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Cc: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: Re: [REDACTED]

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Emma
Get [Outlook for iOS](#)

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To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Packard, Emma <emma.packard@sno.wednet.edu>
Cc: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: RE: [REDACTED]

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From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>

Sent: Friday, March 12, 2021 2:04 PM

To: Packard, Emma <emma.packard@sno.wednet.edu>

Cc: Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>

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***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Houle, Jacilyn
Date: March 15, 2021 3:38:58 PM (-07)
To: Matthews, Erin; Packard, Emma; Daniels, Kelly
Cc: Yeley, Zoe; Sharp, Heather; Perla.pineda
Subject: **Re: ■**

Attachments:

11:00 works for us, I'm sure. It's right before lunch; so, depending on how long it will take that time should work.

Thank you,
Jacilyn

From: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Sent: Friday, March 12, 2021 3:08 PM
To: Packard, Emma <emma.packard@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Cc: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Pineda, Perla <perla.pineda@sno.wednet.edu>; Houle, Jacilyn <jacilyn.houle@sno.wednet.edu>
Subject: RE: ■

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Cc: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>
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Get [Outlook for iOS](#)

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To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Packard, Emma <emma.packard@sno.wednet.edu>

Cc: Yeley, Zoe <zoe.yeley@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>
Subject: RE: ■

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Erin Matthews, MS, OTR/L

***Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: March 18, 2021 4:24:09 PM (-07)
To: Packard, Emma
Subject: **Today**

Attachments:

If you would like me to join you with [REDACTED] today, I'm here and available.

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: Matthews, Erin
Date: March 18, 2021 6:42:01 PM (-07)
To: [REDACTED]
Cc: Packard, Emma; Daniels, Kelly; Yeley, Zoe; Perla.pineda; Houle, Jacilyn; Hammer, Anjeannette; Sharp, Heather
Subject: **Vision...**

Attachments:

Hi [REDACTED],

I just wanted to reach out to let you know that we have noticed some possible vision differences with [REDACTED] lately. Kelly and I have noticed that she is having more difficulty with stepping over unfamiliar obstacles, and stepping as if to reach out with her foot prior to taking a step off of the mat sometimes when in therapy. Recently, I was able to observe her going up and down the stairs and she would not access a particular side that has a fencing type railing, and she seemed scared to try/would not try.

This prompted me to invite our vision specialist to one of my sessions to observe a bit of [REDACTED] access within the school. Her name is Emma Packard, and I have included her on this email (along with the rest of the team). The main reason for this was that I wasn't sure if we needed to get maintenance involved in adding some modifications to the stairs and the railings for [REDACTED] to see them better and be able to access them safely. I wanted to let you know what we are seeing in therapy, and if we need to do more to the school environment, Emma can help us with that. I also wanted to let you know that she may reach out to you to get more information regarding [REDACTED] vision history.

Please feel free to reach out anytime for questions. Thank you!

***Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628***



From: [REDACTED]
Date: March 22, 2021 1:08:02 AM (-07)
To: Matthews, Erin
Subject: **Re: Vision...**

Attachments:

[External Email]

Erin,

Thank you for reaching out. I'm not quite understanding the set up that is making her anxious, though I know the stairs can be a challenge. We have two flights in our house, one that is an open type cantilever stair with iron bar railing and one with walls and carpeted. She refuses to use the open stairs. I'm assuming this isn't a fear of heights issue? Or other children would be expressing concerns?

I did also make an optometry appointment (3-30) for her and will share these concerns with her specialist.

Thank you for attending to her needs so thoughtfully.

On Thu, Mar 18, 2021 at 11:42 AM Matthews, Erin <Erin.Matthews@sno.wednet.edu> wrote:

Hi [REDACTED],

I just wanted to reach out to let you know that we have noticed some possible vision differences with [REDACTED] lately. Kelly and I have noticed that she is having more difficulty with stepping over unfamiliar obstacles, and stepping as if to reach out with her foot prior to taking a step off of the mat sometimes when in therapy. Recently, I was able to observe her going up and down the stairs and she would not access a particular side that has a fencing type railing, and she seemed scared to try/would not try.

This prompted me to invite our vision specialist to one of my sessions to observe a bit of [REDACTED]'s access within the school. Her name is Emma Packard, and I have included her on this email (along with the rest of the team). The main reason for this was that I wasn't sure if we needed to get maintenance involved in adding some modifications to the stairs and the railings for [REDACTED] to see them better and be able to access them safely. I wanted to let you know what we are seeing in therapy, and if we need to do more to the school environment, Emma can help us with that. I also wanted to let you know that she may reach out to you to get more information regarding [REDACTED]'s vision history.

Please feel free to reach out anytime for questions. Thank you!

Erin Matthews, MS, OTR/L

Occupational Therapist

Snohomish School District

360-563-4628



--

Thanks!



From: Matthews, Erin
Date: March 22, 2021 3:20:06 PM (-07)
To: [REDACTED]
Subject: **RE: Vision...**

Attachments: image001.png; top of stairs.jpg;

Hi [REDACTED]

That is interesting about the at home stairs. That is consistent with what we are seeing at school too. I'm going to attach a picture of what it looks like (it's hard to explain!). She will not go near this railing at the top, and will not use that side going down (the railing looks this way all the way down on that side). We're thinking it is a situation where she is seeing that it is open, and it makes her nervous.

Thanks for reaching out, and as always, let me know if you have any questions or concerns. Let us know what the optometrist says too, as that might help us guide her. Thanks so much!

~Erin Matthews

From: [REDACTED]
Sent: Sunday, March 21, 2021 6:08 PM
To: Matthews, Erin <Erin.Matthews@sno.wednet.edu>
Subject: Re: Vision...

[External Email]

Erin,

Thank you for reaching out. I'm not quite understanding the set up that is making her anxious, though I know the stairs can be a challenge. We have two flights in our house, one that is an open type cantilever stair with iron bar railing and one with walls and carpeted. She refuses to use the open stairs. I'm assuming this isn't a fear of heights issue? Or other children would be expressing concerns?

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[REDACTED]

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Please feel free to reach out anytime for questions. Thank you!

Erin Matthews, MS, OTR/L
Occupational Therapist
Snohomish School District
360-563-4628



--

Thanks!

[REDACTED]



From: Matthews, Erin
Date: March 30, 2021 3:51:46 PM (-07)
To: [REDACTED]
Cc: Houle, Jacilyn
Subject: **Top Soccer Spring 2021**

Attachments: snohomish topsoccer spring season 2021 general updated.docx;

Hi [REDACTED],

I wanted to forward this soccer form to you because I think it would be great for [REDACTED] All the information is in the attachment. It's a great program, and I think she would really enjoy it!

~Erin

Snohomish TOPSoccer Spring Season 2021

Starting April 17th, Saturdays at Snohomish High Stadium Field

SnoTOPS is a soccer program for youth/athletes who have disabilities impacting their ability to participate on recreational soccer teams. Ages are from age 4 through young adult. This program is part of Snohomish Youth Soccer and the Washington Youth Soccer, organized and run by volunteer coaches and volunteers/buddies. We have a lot of fun and our athletes get to enjoy this wonderful sport. After a years' absence, we have recently been allowed to play this Spring!

At this time, we are required to follow the guidelines from Washington Youth Soccer Association: RTR PHASE 2. However, with movement into Phase 3, there will be changes once new guidelines are established. We shall notify families once these are published.

General: we play Saturday mornings at Snohomish High School Stadium Field, April 17th through June 5th. Our players are assigned to specific teams, formed around age and ability levels. We have two sessions, 10 o'clock and 11 o'clock and have multiple teams playing during those times.

Assistance: we have WONDERFUL volunteers/buddies who assist individual players as needed and also help coaches with games, drills, practice set-ups. Due to COVID precautions, we would like family members to assist those athletes who require physical contact assistance if possible. We shall have strategies in place for entering/exiting, statements of health, sanitizing of equipment and activities that will be managed for distancing.

Cost: No fee for this session!

Players need to wear comfortable sports shoes (not cleats), shin guards and bring water with them to practice.

Registration through the Washington Youth Soccer Association is required, to ensure secondary insurance coverage. Register online at { [HYPERLINK "http://wys-topssno.affinitysoccer.com"](http://wys-topssno.affinitysoccer.com) } .

If you have additional questions, contact [REDACTED] [REDACTED] [REDACTED] }

From: Yeley, Zoe
Date: April 01, 2021 3:28:20 PM (-07)
To: Sara.woolverton; Stegall, Wendy; Perla.pineda; Sharp, Heather; Matthews, Erin; Daniels, Kelly; Hammer, Anjeannette; Angela.collins
Subject: ■ ■ IEP Meeting

Attachments: body.ics;

Tentatively Scheduled - ■ IEP meeting. Still waiting for parent confirmation, but don't want you to get booked somewhere else. ??

zoe.yeley@sno.wednet.edu is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

[https://snohomishsd.zoom.us/j/97247134444?](https://snohomishsd.zoom.us/j/97247134444?pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon)

[pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon](https://snohomishsd.zoom.us/j/97247134444?pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon)

Meeting ID: 972 4713 4444

Passcode: 827509 One tap mobile

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+1 312 626 6799 US (Chicago)

Meeting ID: 972 4713 4444

Passcode: 827509 Find your local number: <https://snohomishsd.zoom.us/u/avigIzxqy>

From: Daniels, Kelly
Date: April 01, 2021 3:29:09 PM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Matthews, Erin
Date: April 01, 2021 3:29:32 PM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Hammer, Anjeannette
Date: April 01, 2021 3:42:08 PM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Stegall, Wendy
Date: April 01, 2021 3:45:16 PM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Sharp, Heather
Date: April 01, 2021 3:48:45 PM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Sara.woolverton
Date: April 01, 2021 4:08:45 PM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Angela.collins
Date: April 01, 2021 4:17:25 PM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Yeley, Zoe
Date: April 15, 2021 3:03:06 PM (-07)
To: Sara.woolverton; Stegall, Wendy; Perla.pineda; Sharp, Heather; Matthews, Erin; Daniels, Kelly; Hammer, Anjeannette; Angela.collins
Subject: **Re: [REDACTED] IEP Meeting**

Attachments:

The soonest parents are available to meet is Wednesday, 5/18, at 330pm. Does that work for you all? [REDACTED] IEP is due on 5/21.

Thanks,

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: Yeley, Zoe

Sent: Thursday, April 1, 2021 8:25 AM

To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Pineda, Perla <perla.pineda@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>; Collins, Angela <angela.collins@sno.wednet.edu>

Subject: [REDACTED] IEP Meeting

When: Tuesday, April 27, 2021 15:30-16:30.

Where: [https://snohomishsd.zoom.us/j/97247134444?](https://snohomishsd.zoom.us/j/97247134444?pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon)

[pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon](https://snohomishsd.zoom.us/j/97247134444?pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon)

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+1 312 626 6799 US (Chicago)

Meeting ID: 972 4713 4444

Passcode: 827509 Find your local number: <https://snohomishsd.zoom.us/j/827509>

From: Yeley, Zoe
Date: April 15, 2021 3:03:52 PM (-07)
To: Sara.woolverton; Stegall, Wendy; Perla.pineda; Sharp, Heather; Matthews, Erin; Daniels, Kelly; Hammer, Anjeannette; Angela.collins
Subject: **Re: [REDACTED] IEP Meeting**

Attachments:

Sorry, Tuesday, 5/18.

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Thursday, April 15, 2021 8:03 AM
To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Pineda, Perla <perla.pineda@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>; Collins, Angela <angela.collins@sno.wednet.edu>
Subject: Re: [REDACTED] IEP Meeting

The soonest parents are available to meet is Wednesday, 5/18, at 330pm. Does that work for you all? [REDACTED] IEP is due on 5/21.

Thanks,

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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From: Yeley, Zoe

Sent: Thursday, April 1, 2021 8:25 AM

To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Pineda, Perla <perla.pineda@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>; Collins, Angela <angela.collins@sno.wednet.edu>

Subject: [REDACTED] IEP Meeting

When: Tuesday, April 27, 2021 15:30 16:30.

Where: [https://snohomishsd.zoom.us/j/97247134444?](https://snohomishsd.zoom.us/j/97247134444?pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon)
[pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon](https://snohomishsd.zoom.us/j/97247134444?pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon)

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Passcode: 827509 Find your local number: <https://snohomishsd.zoom.us/u/avigIzxqy>

From: Hammer, Anjeannette
Date: April 15, 2021 3:04:43 PM (-07)
To: Yeley, Zoe
Subject: **Re: [REDACTED] IEP Meeting**

Attachments:

I can do 5/18

Anjeannette Hammer

Dean of Students

Riverview Elementary

(360) 563-4440

She/her/hers

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Sent: Thursday, April 15, 2021 8:03 AM

To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Pineda, Perla <perla.pineda@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>; Collins, Angela <angela.collins@sno.wednet.edu>

Subject: Re: [REDACTED] IEP Meeting

Sorry, Tuesday, 5/18.

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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Subject: Re: [REDACTED] IEP Meeting

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Thanks,

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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Subject: [REDACTED] IEP Meeting

When: Tuesday, April 27, 2021 15:30 16:30.

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Meeting ID: 972 4713 4444

Passcode: 827509 Find your local number: <https://snohomishsd.zoom.us/j/avigIzxqy>

From: Sharp, Heather
Date: April 15, 2021 3:05:06 PM (-07)
To: Yeley, Zoe; Sara.woolvertont; Stegall, Wendy; Perla.pineda; Matthews, Erin; Daniels, Kelly; Hammer, Anjeannette; Angela.collins
Subject: **RE: [REDACTED] IEP Meeting**

Attachments:

I can do that

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Thursday, April 15, 2021 8:04 AM
To: Woolvertont, Sara <sara.woolvertont@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Pineda, Perla <perla.pineda@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>; Collins, Angela <angela.collins@sno.wednet.edu>
Subject: Re: [REDACTED] IEP Meeting

Sorry, Tuesday, 5/18.

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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To: Woolvertont, Sara <sara.woolvertont@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Pineda, Perla <perla.pineda@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>; Collins, Angela <angela.collins@sno.wednet.edu>
Subject: Re: [REDACTED] IEP Meeting

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Thanks,

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: Yeley, Zoe

Sent: Thursday, April 1, 2021 8:25 AM

To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Pineda, Perla <perla.pineda@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>; Collins, Angela <angela.collins@sno.wednet.edu>

Subject: [REDACTED] IEP Meeting

When: Tuesday, April 27, 2021 15:30 16:30.

Where: <https://snohomishsd.zoom.us/j/97247134444?pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon>

Tentatively Scheduled [REDACTED] IEP meeting. Still waiting for parent confirmation, but don't want you to get booked somewhere else. 😊

zoe.yeley@sno.wednet.edu is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://snohomishsd.zoom.us/j/97247134444?pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon>

Meeting ID: 972 4713 4444

Passcode: 827509 One tap mobile

+12532158782,,97247134444#,,,,*827509# US (Tacoma)

+13462487799,,97247134444#,,,,*827509# US (Houston)

Dial by your location

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+1 312 626 6799 US (Chicago)

Meeting ID: 972 4713 4444

Passcode: 827509 Find your local number: <https://snohomishsd.zoom.us/j/aviglzxqy>

From: Perla.pineda
Date: April 15, 2021 3:05:44 PM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Matthews, Erin
Date: April 15, 2021 3:06:04 PM (-07)
To: Yeley, Zoe
Subject: **RE: [REDACTED] IEP Meeting**

Attachments:

Yeah, that works for me.

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Thursday, April 15, 2021 8:04 AM
To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Pineda, Perla <perla.pineda@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>; Collins, Angela <angela.collins@sno.wednet.edu>
Subject: Re: [REDACTED] IEP Meeting

Sorry, Tuesday, 5/18.

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Thursday, April 15, 2021 8:03 AM
To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Pineda, Perla <perla.pineda@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>; Collins, Angela <angela.collins@sno.wednet.edu>
Subject: Re: [REDACTED] IEP Meeting

The soonest parents are available to meet is Wednesday, 5/18, at 330pm. Does that work for you all? [REDACTED] IEP is due on 5/21.

Thanks,

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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Subject: [REDACTED] IEP Meeting

When: Tuesday, April 27, 2021 15:30-16:30.

Where: <https://snohomishsd.zoom.us/j/97247134444?pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon>

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+1 312 626 6799 US (Chicago)

Meeting ID: 972 4713 4444

Passcode: 827509 Find your local number: <https://snohomishsd.zoom.us/j/aviglzxqy>

From: Sara.woolverton
Date: April 15, 2021 4:26:38 PM (-07)
To: Yeley, Zoe; Stegall, Wendy; Perla.pineda; Sharp, Heather; Matthews, Erin; Daniels, Kelly; Hammer, Anjeannette; Angela.collins
Subject: **RE: [REDACTED] IEP Meeting**

Attachments:

Wednesday or the 18th (Tuesday)?

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Thursday, April 15, 2021 8:03 AM
To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Pineda, Perla <perla.pineda@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>; Collins, Angela <angela.collins@sno.wednet.edu>
Subject: Re: [REDACTED] IEP Meeting

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Thanks,

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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+1 312 626 6799 US (Chicago)

Meeting ID: 972 4713 4444

Passcode: 827509 Find your local number: <https://snohomishsd.zoom.us/u/aviglzxqy>

From: Sara.woolverton
Date: April 15, 2021 4:26:56 PM (-07)
To: Yeley, Zoe
Subject: **RE: [REDACTED] IEP Meeting**

Attachments:

I can do Tuesday the 18th.

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Thursday, April 15, 2021 8:04 AM
To: Woolverton, Sara <sara.woolverton@sno.wednet.edu>; Stegall, Wendy <Wendy.Stegall@sno.wednet.edu>; Pineda, Perla <perla.pineda@sno.wednet.edu>; Sharp, Heather <heather.sharp@sno.wednet.edu>; Matthews, Erin <Erin.Matthews@sno.wednet.edu>; Daniels, Kelly <kelly.daniels@sno.wednet.edu>; Hammer, Anjeannette <Anjeannette.Hammer@sno.wednet.edu>; Collins, Angela <angela.collins@sno.wednet.edu>
Subject: Re: [REDACTED] IEP Meeting

Sorry, Tuesday, 5/18.

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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Subject: Re: [REDACTED] IEP Meeting

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Zoe Yeley

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Subject: [REDACTED] IEP Meeting

When: Tuesday, April 27, 2021 15:30-16:30.

Where: <https://snohomishsd.zoom.us/j/97247134444?pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon>

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+1 312 626 6799 US (Chicago)

Meeting ID: 972 4713 4444

Passcode: 827509 Find your local number: <https://snohomishsd.zoom.us/j/aviglzxqy>

From: Daniels, Kelly
Date: April 15, 2021 5:13:05 PM (-07)
To: Packard, Emma
Cc: Yeley, Zoe
Subject: ■ vision concerns

Attachments:

Hi Emma,

Are you able to come observe ■ get off the bus Monday morning or a morning when you are in district? I was able to watch her get off the bus this morning. To catch you up, they changed her bus which had a 5" wider aisle (33" wide in total), so ■ couldn't touch the seat to know where she is in space when getting off of the bus. She started to refuse to get on the bus at all. Transportation was able to switch her bus to a 12" wide aisle which they tried yesterday. Both mornings by the time she got to school, she was sobbing and shaking. Yesterday her para, Jacilyn, had to carry her off of the bus.

Yesterday afternoon, she started to panic when she had to step down the curb to get on the bus. We think the yellow stripe that is about 18" from the curb confused her making her think the curb was there. She did eventually step down off the curb, then nearly crawled up the bus steps (I'll text you the picture of the steps). Despite having the light on in the bus, it was very difficult to see her seat (even for me). She sort of froze until we showed her where the seat was. She then reached out trying to feel for the seat and then sort of collapsed into it.

This morning dad had to get her on the bus. Mom shared that he basically carries her on to the bus. ■ sobbed all the way to school, and by the time she got to school she was nearly hysterical. She was shaking and sobbing and kept saying "It happen again". I added white tape to the upright part of the seat in front of her (she is in the first seat) and to the edge of her seat bottom hoping that will help her see it this afternoon. We were able to get her up, still sobbing and shaking, and she tried to reach for the upright seat back across the aisle, but she didn't seem to be able to see it well. She shakily reached out for it, feeling for it with her hand. Once she touched it she was able to walk forward and then feel with her hand to try to find the rail to step down. She continued to sob and shake even when she was off the bus.

Emma, I know she's not on your caseload, but is there anyway you can watch her get off the bus next Monday morning to give us some advice on the best way to modify things so she can "see" where she is going? Watching her, it's clear she is struggling with depth perception even to my untrained eye, but it honestly looks like more than that. I was also told yesterday that she got a new pair of glasses which makes me think she had an eye appointment and they adjusted her lenses. We talked about painting the curb to help her see it, but that doesn't seem to be the main issue and it's a work in progress.

Any advice or recommendations you have would be greatly appreciated. This appears to be quite traumatic for her.

Thanks,
Kel

Kelly Daniels, MPT

Physical Therapist

Snohomish School District

Serving – Transition Center/PPP, Glacier Peak HS, Snohomish HS, Centennial MS, Central Elementary, Cascade View Elementary, Little Cedars Elementary, Machias Elementary, Riverview Elementary

Mondays –Central x4628

Tuesdays – Riverview x4426, Glacier Peak HS x7511, Little Cedars x2945

Wednesdays – Snohomish HS x4031, Machias x4845

Thursdays – Central x4628, Glacier Peak HS x 7450, Central x4628

Fridays – Cascade View x7019, Central x4628

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From: Yeley, Zoe
Date: April 15, 2021 5:18:14 PM (-07)
To: Sara.woolvertton; Stegall, Wendy; Perla.pineda; Sharp, Heather; Matthews, Erin; Daniels, Kelly; Hammer, Anjeannette; Angela.collins
Subject: [REDACTED] **IEP Meeting**

Attachments: body.ics;

This is the annual review IEP meeting for [REDACTED].

zoe.yeley@sno.wednet.edu is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

[https://snohomishsd.zoom.us/j/97247134444?](https://snohomishsd.zoom.us/j/97247134444?pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon)

[pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon](https://snohomishsd.zoom.us/j/97247134444?pwd=YzM3RWtnNU5ya3h0VENXa0hUd0p2QT09&from=addon)

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From: Matthews, Erin
Date: April 15, 2021 5:33:22 PM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Stegall, Wendy
Date: April 15, 2021 5:40:02 PM (-07)
To: Yeley, Zoe
Subject: **Tentative: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Hammer, Anjeannette
Date: April 15, 2021 5:50:15 PM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Daniels, Kelly
Date: April 15, 2021 5:59:27 PM (-07)
To: Yeley, Zoe
Subject: **Accepted [REDACTED]. IEP Meeting**

Attachments: body.ics;

From: Sharp, Heather
Date: April 15, 2021 9:04:13 PM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Sara.woolverton
Date: April 16, 2021 4:14:23 PM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

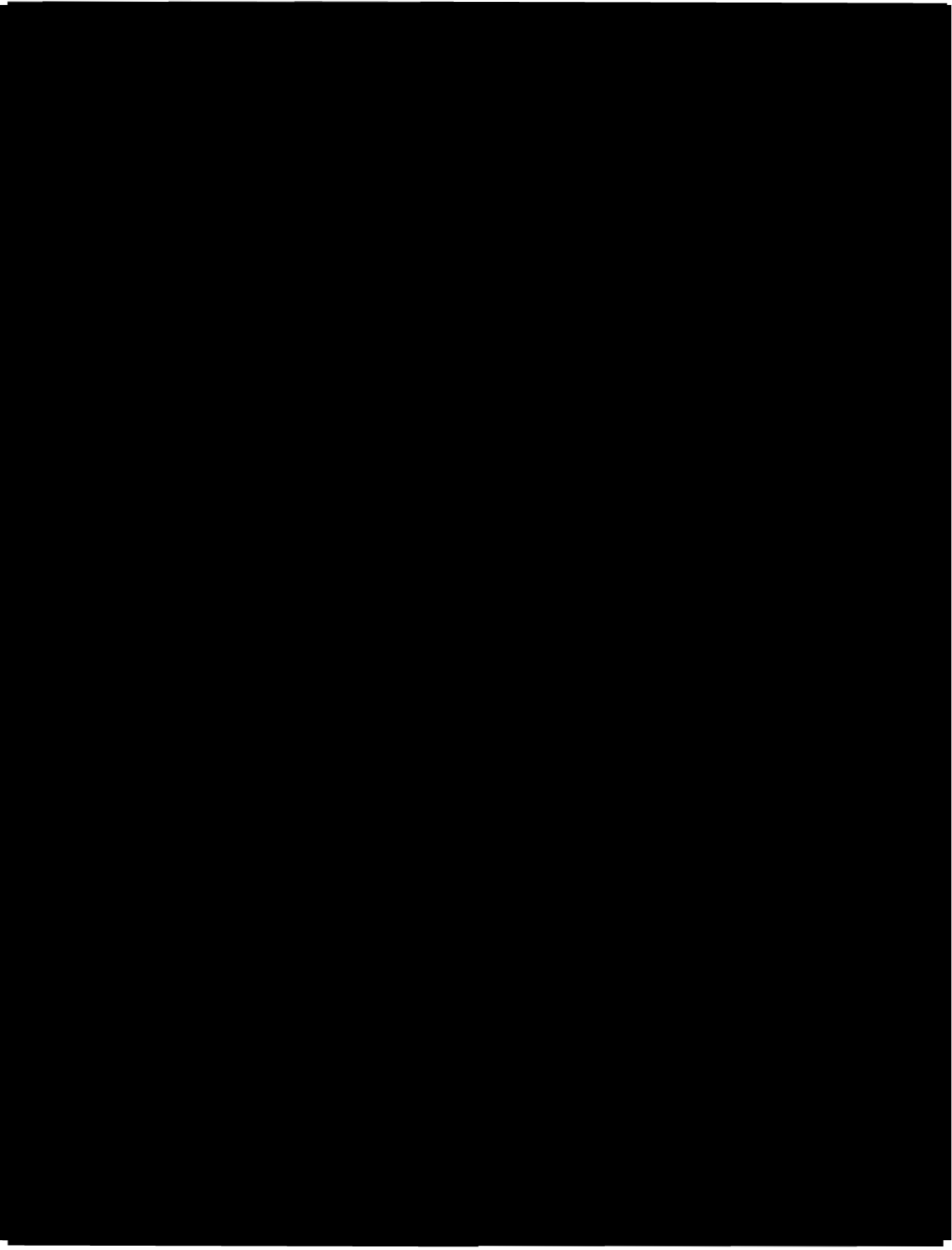
Attachments: body.ics;

From: Kelly Daniels
Date: April 20, 2021 3:52:10 PM (-07)
To: Daniels, Kelly
Subject: [REDACTED] **Opthamology Report - Apr 20, 2021**

Attachments: [REDACTED] opthamology report - apr 20 2021 - 8-50 am.pdf; untitled.txt;

[External Email]

Scanned with TurboScan.



[The page contains a large, dense block of text that has been completely redacted with black ink. The redaction covers the entire body of the document, leaving only the header and footer areas visible.]

Sent from Me!

From: Daniels, Kelly
Date: April 20, 2021 4:02:08 PM (-07)
To: Packard, Emma
Subject: **Fw: [REDACTED] Opthamology Report - Apr 20, 2021**

Attachments: [REDACTED] opthamology report - apr 20 2021 - 8-50 am.pdf;

[REDACTED] refused to get on the bus yesterday afternoon. This morning she refused to get in the car and mom had to call dad to come home from work to get her in her seat. Mom brought the opthamology report and I thought scanning it and sending it to you was the fastest way to get it you. Jacklyn, [REDACTED] para, has the hard copy/print out.

Would it be okay if I share this with the rest of the team or maybe you can? I think Zoe (Resource) and Erin, OT, would benefit from having this information. If I'm reading this correctly, her vision doesn't seem that bad and her left eye crosses with distance vision without correction. Is that accurate?

From: Kelly Daniels <kellydanielspt@gmail.com>
Sent: Tuesday, April 20, 2021 8:52 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: [REDACTED] Opthamology Report - Apr 20, 2021

[External Email]

Scanned with TurboScan.

Sent from Me!



[REDACTED]

[The page contains a large, faint, and mostly illegible watermark or bleed-through from the reverse side. The text is mirrored and difficult to decipher, but appears to be a formal document or letter.]

From: Packard, Emma
Date: April 20, 2021 4:18:50 PM (-07)
To: Daniels, Kelly
Subject: **Re: [REDACTED] Opthamology Report - Apr 20, 2021**

Attachments:

Thanks for sending this!

Yes, please feel free to share. You are right on:

- Her glasses are correcting her vision to near "normal" acuities.
- Her distance vision is slightly more impacted than her near vision, even with correction (although binocular viewing likely brings her vision closer to 20/30, it's just not measured in this report).
- The glasses help with her eyes turning in. She still experiences esotropia, especially at a distance. There is also some at near.

I am still hopeful the bifocal line will make some difference for her. I also still wonder about her vestibular system. One of the first things mom mentioned was "spatial insecurity."

From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Tuesday, April 20, 2021 9:02 AM
To: Packard, Emma <emma.packard@sno.wednet.edu>
Subject: Fw: [REDACTED] Opthamology Report - Apr 20, 2021

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Sent: Tuesday, April 20, 2021 8:52 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: [REDACTED] Opthamology Report - Apr 20, 2021

[External Email]

Scanned with TurboScan.

Sent from Me!

From: Daniels, Kelly
Date: April 20, 2021 4:42:33 PM (07)
To: Packard, Emma
Subject: **Re: [REDACTED] Opthamology Report - Apr 20, 2021**

Attachments:

I think her vestibular system is involved too. I don't have a way to evaluate it though. Even when she uses the swings, she will only lay face down on one of the swings. She gets super anxious if we try to have her sit on the bench swing for example. I don't think she has a good idea of where she is in space. She lays on her desk all the time and doesn't want to sit up. Often she will walk in and just lay her chest on the table which also points to postural insecurity.

This morning when mom woke her up, [REDACTED] said "sick, no school". We asked her why her dad had to come help her get in the car and she said, "seat too high". I think she's started to associate school with the trauma of getting on and off the bus and now wants to avoid school. Feels like there's a layer of anxiety too.

I'm wondering if desensitization by practice would help. I can work on stepping on and off the curb to start and then maybe try the bus stairs if she will do it. I don't know if the bus can stay late, but I can always ask.

Hopefully they can get some more information about her inner ear at their next doctor's appointment.

From: Packard, Emma <emma.packard@sno.wednet.edu>
Sent: Tuesday, April 20, 2021 9:18 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: Re: [REDACTED] Opthamology Report Apr 20, 2021

Thanks for sending this!

Yes, please feel free to share. You are right on:

- Her glasses are correcting her vision to near "normal" acuities.
- Her distance vision is slightly more impacted than her near vision, even with correction (although binocular viewing likely brings her vision closer to 20/30, it's just not measured in this report).
- The glasses help with her eyes turning in. She still experiences esotropia, especially at a distance. There is also some at near.

I am still hopeful the bifocal line will make some difference for her. I also still wonder about her vestibular system. One of the first things mom mentioned was "spatial insecurity."

From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Tuesday, April 20, 2021 9:02 AM
To: Packard, Emma <emma.packard@sno.wednet.edu>
Subject: Fw: [REDACTED] Opthamology Report - Apr 20, 2021

[REDACTED] refused to get on the bus yesterday afternoon. This morning she refused to get in the car and mom had to call dad to come home from work to get her in her seat. Mom brought the opthamology report and I thought scanning it and sending it to you was the fastest way to get it you. Jacklyn, [REDACTED] para, has the hard copy/print out.

Would it be okay if I share this with the rest of the team or maybe you can? I think Zoe (Resource) and Erin, OT, would benefit from having this information. If I'm reading this correctly, her vision doesn't seem that bad and her left eye crosses with distance vision without correction. Is that accurate?

From: Kelly Daniels <kellydanielspt@gmail.com>
Sent: Tuesday, April 20, 2021 8:52 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: [REDACTED] Opthamology Report - Apr 20, 2021

[External Email]

Scanned with TurboScan.

Sent from Me!

From: Packard, Emma
Date: April 20, 2021 4:49:19 PM (-07)
To: Daniels, Kelly
Subject: **Re: [REDACTED] Opthamology Report - Apr 20, 2021**

Attachments:

Yes, mom also asked about having the bus there for her to practice. Starting with the curb would be a good start though. I can ask transportation if we could arrange a time for her to practice just getting on and off.

Even if imaging of the inner ear doesn't reveal anything, it doesn't mean she doesn't still have something going on with her vestibular system. Possibly her proprioceptive system too? Maybe adding in a sensory diet should be considered and trialed regardless?

Get [Outlook for iOS](#)

From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Tuesday, April 20, 2021 9:42:32 AM
To: Packard, Emma <emma.packard@sno.wednet.edu>
Subject: Re: [REDACTED] Opthamology Report - Apr 20, 2021

I think her vestibular system is involved too. I don't have a way to evaluate it though. Even when she uses the swings, she will only lay face down on one of the swings. She gets super anxious if we try to have her sit on the bench swing for example. I don't think she has a good idea of where she is in space. She lays on her desk all the time and doesn't want to sit up. Often she will walk in and just lay her chest on the table which also points to postural insecurity.

This morning when mom woke her up, [REDACTED] said "sick, no school". We asked her why her dad had to come help her get in the car and she said, "seat too high". I think she's started to associate school with the trauma of getting on and off the bus and now wants to avoid school. Feels like there's a layer of anxiety too.

I'm wondering if desensitization by practice would help. I can work on stepping on and off the curb to start and then maybe try the bus stairs if she will do it. I don't know if the bus can stay late, but I can always ask.

Hopefully they can get some more information about her inner ear at their next doctor's appointment.

From: Packard, Emma <emma.packard@sno.wednet.edu>
Sent: Tuesday, April 20, 2021 9:18 AM

To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: Re: [REDACTED] Opthamology Report - Apr 20, 2021

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Sent: Tuesday, April 20, 2021 8:52 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: [REDACTED] Opthamology Report - Apr 20, 2021

[External Email]

Scanned with TurboScan.

Sent from Me!

From: Daniels, Kelly
Date: April 20, 2021 5:51:02 PM (-07)
To: Packard, Emma
Subject: **RE: [REDACTED] Opthamology Report - Apr 20, 2021**

Attachments:

I'm open to it. The OT's do most of the sensory diets these days. The challenge is that most of the activities we would do to help develop her vestibular system from a PT standpoint are tasks she won't do like swinging while sitting, animal walks, bouncing on a ball, mini trampoline jumping and scooter board. It's also worth mentioning that those were tasks she used to do before her she got bifocals. She used to love jumping on the trampoline but now she's terrified of getting on because she knows she has to step down to get off. She did get on a scooter board during PE in kindergarten. I can try that with her to see if we can get her to do something vestibular. I can also try the peanut ball too or the foam roller to see if she would be open to that for core strengthening. I'm not sure if she would do yoga, but that might be an option too. I'll try a few things next week and see how she tolerates them. We should loop Erin into this conversation too. She's more of an expert on sensory than I am.

From: Packard, Emma <emma.packard@sno.wednet.edu>
Sent: Tuesday, April 20, 2021 9:49 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: Re: [REDACTED] Opthamology Report - Apr 20, 2021

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Sent: Tuesday, April 20, 2021 8:52 AM
To: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Subject: [REDACTED] Opthamology Report - Apr 20, 2021

[External Email]

Scanned with TurboScan.

Sent from Me!

From: Sheeler, Kacie
Date: April 23, 2021 7:34:57 PM (-07)
To: Hammer, Anjeannette
Subject: **SLIP**

Attachments: kg slip data.pptx;



Kacie Sheeler
Kindergarten Teacher
Riverview Elementary

Kindergarten SLIP Data

2018-2019 School Year

Jones

Lipke

Smiley

Sheeler

September/October 18-19

Far Below Standard	Close to Standard	Proficient	Advanced
*0-3 UC and LC *0 LS *No reader traits	*4-16 UC and LC *Little or no LS *Some reader traits	*10 UC or 16 total UC and LS *Some LS *Reading Level A, reader traits	*All UC, LC, and LS *Reading level B or higher



November/December

Far Below Standard	Close to Standard	Proficient	Advanced
<p>*0-11 letters recognized total</p> <p>*0-7 sounds</p> <p>*Little or no literacy behaviors</p>	<p>*12-20 UC and LC</p> <p>*8-15 sounds</p> <p>*Some literacy behaviors like tracking and looking at pictures</p>	<p>*20 and 26</p> <p>*16-26 sounds</p> <p>*Tracks print and can follow patterns in level A/B books</p>	<p>*All UC, LC, and LS</p> <p>*Reading level C or higher</p> <p>*Sounds out CVC words</p>

From: Houle, Jacilyn
Date: May 06, 2021 3:51:30 PM (-07)
To: Houle, Jacilyn
Subject: **Data 2021.xlsx**

Attachments: data 2021.xlsx;

CORE WORDS 2-3-21

All Colors

All Shapes

NUMBER REC.

COUNTING

SENTENCE STRUCTURES

COIN FLASHCARDS

WORD/PICTURE FLASHCARDS

(starting 2/8/21)

(starting 2/8/21)

Boys
Girls
Exit
Stop
See
Me
I
Dad
Mom
working on
X
X

1,2,3
1,2,3,4,5 will count along with me to 10)

*Solid formation with discription words

CONSENTRATION LENGTH

15 MINS WRITING, DRAWING, LOOKING AT BOOKS

WALKING IN A LINE
MAINTAIN EYE CONTACT W/THE SPEAKER

From: Houle, Jacilyn
Date: May 06, 2021 3:51:31 PM (-07)
To: Houle, Jacilyn
Subject: **Data 2021.xlsx**

Attachments: data 2021.pdf;

CORE WORDS 2-3-21

All Colors

All Shapes *

NUMBER REC.

Boys

Girls

Exit

Stop

See

Me

I

Dad

working on

Mom

X

■

X

1,2,3

CONCENTRATION LENGTH

15 MINS

WRITING, DRAWING, LOOKING AT BOOKS

WALKING IN A LINE

MAINTAIN EYE CONTACT W/THE SPEAKER

COUNTING

1,2,3,4,5 (■■■■ will count along with me to 10)

SENTENCE STRUCTURES

*Solid formation with discription words

COIN FLASHCARDS

(starting 2/8/21)

WORD/PICTURE FLASHCARDS

(starting 2/8/21)

From: Yeley, Zoe
Date: May 17, 2021 2:56:23 PM (-07)
To: [REDACTED]
Subject: [REDACTED] IEP Input

Attachments: parent input form.docx;

Hi [REDACTED]

Can you please fill this out so I can make sure your concerns are covered in [REDACTED] IEP?

Thanks!

Also, sorry about the late notice. I thought I had sent this already, but apparently not. If you have the time to fill it out, that would be so helpful!

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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IEP PARENT INPUT FORM

Date: { FORMTEXT }

To: { FORMTEXT }
Parent(s)/guardian(s)

Re: { FORMTEXT }
Student name

IEP MEETING is *tentatively* scheduled for: { FORMTEXT } **from** { FORMTEXT }
Date/Time

The IEP team, which includes you, will be meeting soon to discuss your child's IEP. The information you provide can help our team develop the most appropriate IEP for your child. Your input is extremely valuable. Please take a few moments to complete the following questions, and **return this form to your child's IEP Case Manager (Zoe Yeley)** by: { FORMTEXT }
Date

What are the strengths of your child?
--

{ FORMTEXT }

What motivates your child?

{ FORMTEXT }

Are there areas of concern regarding your child that we should be aware of:	
--	--

when he/she is at home?	{ FORMTEXT }
when he/she is at school?	

What techniques have you used to address the concern(s) noted above? Were they successful?

{ FORMTEXT }

What is/are the most important goal(s) that you would like to see accomplished in the upcoming year?

{ FORMTEXT }

What is/are the most important goal(s) that your child/student would like to accomplish in the upcoming year?

{ FORMTEXT }

Is there any other information that we should know that would assist us in developing the IEP?

{ FORMTEXT }

We look forward to meeting with you to review and discuss your child's plan!

Sincerely,

Zoe Yeley

RV Resource Support Specialist

360-563-4438

zoe.yeley@sno.wednet.edu

From: Yeley, Zoe
Date: May 17, 2021 2:57:08 PM (-07)
To: Perla.pineda
Subject: ■■■ IEP Input

Attachments: teacher supplied information form.docx;

Hi Perla,

Can you please fill this out ASAP for ■■■ IEP? So sorry it's so late. I thought I had already sent it.

Thanks!

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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Teacher Supplied Information Form



Initials, IEPs, and Reevaluations for Resource and Extended Resource

Teacher:

Student:

Birthdate:

Grade:

Please provide a summary addressing each item and return electronically within five days.

1. Student Strengths:

2. Academic work in class/assignments including assessment results:

3. Describe the student's ability to sustain attention to tasks, begin tasks within a timely manner, plan/prioritize, organize materials, and manage their time wisely as compared to their classroom peers. In other words, is the student able to keep up?

4. List any modifications, accommodations, and/or interventions that are in place. Please specify which seem helpful and which don't.

5. In your opinion, does the student require Specially Designed Instruction?

From: Daniels, Kelly
Date: May 17, 2021 3:28:34 PM (-07)
To: Otteson, Shannon
Subject: [REDACTED] PE

Attachments:

Hi Shannon,

I'm writing the gross motor section of [REDACTED]'s IEP. I wanted to check in with you how much support she is needing in PE and how much the activity is being modified?

Hope you are well!

Kel ??

Kelly Daniels, MPT

Physical Therapist

Snohomish School District

Serving ? Transition Center/PPP, Glacier Peak HS, Snohomish HS, Centennial MS, Central Elementary, Cascade View Elementary, Little Cedars Elementary, Machias Elementary, Riverview Elementary

Mondays ? Central x4628, Cascade View x7019

Tuesdays ? Riverview x4426, Snohomish HS x4031, Glacier Peak HS x7511, Little Cedars x2945

Wednesdays ? Snohomish HS x4031, Machias x4845

Thursdays ? Central x4628, Cascade View x7019

Fridays ? Cascade View x7019, remote

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From: Angela.collins
Date: May 17, 2021 4:37:11 PM (-07)
To: Yeley, Zoe
Subject: **Declined: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Perla.pineda
Date: May 17, 2021 11:01:44 PM (-07)
To: Yeley, Zoe
Subject: **Re: [REDACTED] IEP Input**

Attachments: teacher supplied information form.docx;

Hello Zoe,

Let me know if you feel like there is any other information that is missing and would like to know more about.

Perla Pineda
2nd Grade
Riverview Elementary ?

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Monday, May 17, 2021 3:51 PM
To: Pineda, Perla <perla.pineda@sno.wednet.edu>
Subject: Re: [REDACTED] IEP Input

Oh yes, that is the curriculum that she is working on with Jacilyn. It is just work that is at her level and targets her goals.

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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From: Pineda, Perla <perla.pineda@sno.wednet.edu>
Sent: Monday, May 17, 2021 3:36 PM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: Re: [REDACTED] IEP Input

Hello Zoe,

I am completing it at this moment. Could you clarify the definition of Specially Designed Instruction?

Thank you,

Perla

From: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Sent: Monday, May 17, 2021 3:32 PM
To: Pineda, Perla <perla.pineda@sno.wednet.edu>
Subject: [REDACTED] IEP Input

Hi Perla,

I just wanted to check and see if you needed any support in filling out the input form for [REDACTED] IEP. If it's easier, you can also just send me a paragraph on what her participation and work is like in class. Also, if you have any work samples, can I come by and grab them tomorrow?

Thanks!

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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Teacher Supplied Information Form

Initials, IEPs, and Reevaluations for Resource and Extended Resource

Teacher: Ms. Pineda

Student: [REDACTED]

Birthdate:

Grade: 2

Please provide a summary addressing each item and return electronically within five days.

1. Student Strengths:

[REDACTED] can follow directions and routines, she enjoys sharing ideas with the class, listens to peers, and can regulate her emotions.

2. Academic work in class/assignments including assessment results:

[REDACTED] has shown progress in generating ideas and listening during turn and talks during literacy instruction. In writing she also generates clear ideas and was able to complete a fictional story. Many other academic tasks are adapted to meet [REDACTED] level and implement through the help of Mrs. Houle.

3. Describe the student's ability to sustain attention to tasks, begin tasks within a timely manner, plan/prioritize, organize materials, and manage their time wisely as compared to their classroom peers. In other words, is the student able to keep up?

[REDACTED] during whole group read aloud can typically stay engaged by following along in the book and turning to her partner during turn and talks with extra prompting provided from Mrs. Houle. She will occasionally become tired and lay her head on her desk instead of sitting up in her chair. During writing once she has generated her idea with Mrs. Houle and she is able to sustain the writing period. During math she is also able to sustain working independently on her letter formation and counting.

4. List any modifications, accommodations, and/or interventions that are in place. Please specify which seem helpful and which don't.

During independent work time, Mrs. Houle has been an accommodation that [REDACTED] relies on. Mrs. Houle is able to provide extra prompting and time for [REDACTED] to complete assigned tasks. Having predictable routines and picture cues for directions have also help [REDACTED] gain independence.



5. In your opinion, does the student require Specially Designed Instruction? Yes

■ does require Specially Designed Instruction to allow her to have growth and support at her current developmental stage ex. letter and number formation, counting, sight words.

From: Yeley, Zoe
Date: May 18, 2021 3:29:55 PM (-07)
To: [REDACTED]
Subject: Re: [REDACTED] IEP Input

Attachments: [REDACTED] iep draft 5.2021.pdf;

Good morning!

Here's a draft of the IEP. See you this afternoon.

Thanks,

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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From: [REDACTED]
Sent: Monday, May 17, 2021 9:54 PM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: Re: [REDACTED] IEP Input

[External Email]

Do you have the draft IEP for us to read before the mtg? That'd would be much appreciated.

Thanks

[REDACTED]

On Mon, May 17, 2021 at 8:09 AM Yeley, Zoe <zoe.yeley@sno.wednet.edu> wrote:
Okay, thank you.

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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From: [REDACTED]
Sent: Monday, May 17, 2021 8:03 AM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: Re: [REDACTED] IEP Input

[External Email]

I got called in to work today, I will try my best

On Mon, May 17, 2021 at 7:56 AM Yeley, Zoe <zoe.yeley@sno.wednet.edu> wrote:
Hi [REDACTED]

Can you please fill this out so I can make sure your concerns are covered in [REDACTED] IEP?

Thanks!

Also, sorry about the late notice. I thought I had sent this already, but apparently not. If you have the time to fill it out, that would be so helpful!

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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--

Thanks!

[REDACTED]

--

Thanks!

[REDACTED]

Review Individualized Education Program (IEP) Invitation

PURPOSE: This invitation requests your attendance at a meeting concerning the educational program/needs of your child. You have the opportunity to participate in any meeting regarding the identification, evaluation, educational placement, and the provision of a free appropriate public education for your child.

To: _____ Date Sent to Participants: 05/18/2021

This meeting has been scheduled for: Date 04/27/2021 Time 3:30 PM

Location RIVERVIEW ELEMENTARY

If you have any questions or would like additional information or assistance to help you prepare for this IEP meeting, please contact Zoe Yeley at 360.563.4438 e-mail zoe.yeley@sno.wednet.edu.

This is to notify you that a/an IEP meeting has been scheduled for this student. Your participation and attendance at this meeting are very important. This Review meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Develop an Initial IEP | <input checked="" type="checkbox"/> Review Current IEP |
| <input type="checkbox"/> Discuss Transition Services | <input type="checkbox"/> Discuss Graduation |
| <input type="checkbox"/> Discuss Annual Goal Progress | <input type="checkbox"/> Review Instructional Needs |
| <input type="checkbox"/> Consider Termination of Services | <input type="checkbox"/> Determine Placement |
| <input type="checkbox"/> Develop ESY | <input type="checkbox"/> Discuss Attendance Issues |
| <input type="checkbox"/> Manifestation Determination | <input type="checkbox"/> Behavioral Intervention Plan |
| <input type="checkbox"/> Other: | |

The following are invited to attend and participate in the Review meeting:

Parent
Parent/Guardian
Special Education Teacher
General Education Teacher
Student
District Representative
Other
Occupational Therapist
Physical Therapist
SLP

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

Notice of Procedural Safeguards for Special Education Students and Their Families has been provided to parents.

Contact Attempt Report

Notification Area: Plan
Meeting Date: 04/27/2021
Time: 3:30 PM
Location: RIVERVIEW ELEMENTARY

Method	Contact Date	Response Date	Response	Contact Name
Letter	05/18/2021	05/18/2021	Can Attend	

Individualized Education Program (IEP) Cover Page (Review)

Student's Name: _____
 Grade: 02 Age*: 8 Disability (if identified): Health Impairments
 Parent/Guardian/Adult Student: _____ Primary language at home: English
 Parent interpreter needed? ☐ Yes ☐ No Surrogate parent: ☐ Yes ☒ No If yes, name: _____
 Home Address: _____
 Phone # (H): _____ Phone # (W): _____
 Attending School: RIVERVIEW ELEMENTARY Is this student's neighborhood school? ☐ Yes ☐ No

Most Recent Evaluation Date	<u>05/18/2020</u>	IEP Start Date	<u>04/27/2021</u>
Next re-evaluation must occur before	<u>05/18/2023</u>	Next IEP Start Date must occur on or before	<u>04/27/2022</u>
IEP Meeting Date	<u>04/27/2021</u>	Date parent notified of meeting	<u>05/18/2021</u>
Next IEP Meeting must occur before	<u>04/27/2022</u>	Date student notified of meeting (if transition will be discussed)	_____

Primary Staff Contact: Zoe Yeley, Resource Support Specialist
 Phone Number: 360.563.4438

Signatures are used to document participation in the meeting and do not constitute agreement or disagreement.

Excused	Title	Participant Name	Signature
<input type="checkbox"/>	Parent	_____	_____
<input type="checkbox"/>	Parent/Guardian	_____	_____
<input type="checkbox"/>	Special Education Teacher	_____	_____
<input type="checkbox"/>	General Education Teacher	_____	_____
<input type="checkbox"/>	Student	_____	_____
<input type="checkbox"/>	District Representative	_____	_____
<input type="checkbox"/>	Other	_____	_____
<input type="checkbox"/>	Occupational Therapist	_____	_____
<input type="checkbox"/>	Physical Therapist	_____	_____
<input type="checkbox"/>	SLP	_____	_____
<input type="checkbox"/>	_____	_____	_____
<input type="checkbox"/>	_____	_____	_____

*** The student must be informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to him/her at age 18 and be provided with an explanation of those procedural safeguards.**

Date informed: _____

Projected Graduation/Exit Date: _____



Individualized Education Program (IEP) Cover Page (Review)

Comments:

If the parent did not attend, what method was used to ensure their participation:

Team Considerations

Meeting Date: 04/27/2021

PURPOSE: During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page. (for example: see Present Levels of Academic and Functional Performance)

- ☒ The strengths of the student and the concerns of the parents for enhancing the education of their child.
■■■ enjoys presenting in front of the class during calendar or writing-share time.
- ☒ The results of the student's performance on any general state or district-wide assessments.
■■■ has not completed any district or state assessments.
- ☒ The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
■■■ receives communication services in the areas of receptive and expressive language, and in articulation. See present levels and goals for more information.
- ☐ The student's assistive technology devices and services needs.
- ☒ In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.
■■■ has social emotional/behavior goals to help support her development in this area.
- ☒ In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP.
■■■ is not an English language learner.
- ☒ In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
The use of Braille is not appropriate for ■■■

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 04/27/2021

PURPOSE: The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. **There should be a direct relationship between the present level of educational performance and the other components of the IEP.**

General Education Teacher Report

Report from [REDACTED] general education teacher, Ms. Pineda:

1. Student Strengths:

- [REDACTED] can follow directions and routines, she enjoys sharing ideas with the class, listens to peers, and can regulate her emotions.

2. Academic work in class/assignments including assessment results:

- [REDACTED] has shown progress in generating ideas and listening during turn and talks during literacy instruction. In writing she also generates clear ideas and was able to complete a fictional story. Many other academic tasks are adapted to meet [REDACTED] level and implement through the help of Mrs. Houle.

3. Describe the student's ability to sustain attention to tasks, begin tasks within a timely manner, plan/prioritize, organize materials, and manage their time wisely as compared to their classroom peers. In other words, is the student able to keep up?

- [REDACTED] during whole group read aloud can typically stay engaged by following along in the book and turning to her partner during turn and talks with extra prompting provided from Mrs. Houle. She will occasionally become tired and lay her head on her desk instead of sitting up in her chair. During writing once she has generated her idea with Mrs. Houle, she is able to sustain the writing period. During math she is also able to sustain working independently on her number formation and counting.

4. List any modifications, accommodations, and/or interventions that are in place. Please specify which seem helpful and which don't.

- During independent work time, Mrs. Houle has been an accommodation that [REDACTED] relies on. Mrs. Houle is able to provide extra prompting and time for [REDACTED] to complete assigned tasks. Having predictable routines and picture cues for directions have also help [REDACTED] gain independence.

>> Adverse Impact Summary

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

(i) Is due to chronic or acute health problems such as (but not limited to) asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(ii) Adversely affects a student's educational performance.

[REDACTED] requires specially designed instruction in functional academics (reading, writing, math), social emotional/behavior, adaptive, OT, PT, and communication.

Social Emotional/Behavior

(From Last Locked Evaluation 05/18/2020)

SEL Composite

The SSIS SEL Composite is a measure of overall social-emotional functioning. Ms. Houle's ratings fall within the Average

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 04/27/2021

range SS= 93). Ms. [REDACTED] fell within the Average range (SS= 87).

- Self-Awareness
 - "Self-Awareness" is defined as the ability to accurately recognize one's emotions and thoughts and their influence on behavior. [REDACTED] Self-Awareness standard score as rated by mother, falls in the Below Average interpretive range. Scores in this range typically indicate problems with self-awareness skills. Students at this level generally demonstrate deficiencies in recognizing their emotions and how they can influence behavior. They experience difficulty when trying to assess their strengths and weaknesses and describe their feelings. Teacher's Self-Awareness standard score falls in the Average interpretive range.
- Self-Management
 - "Self-Management" is defined as the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. [REDACTED] Self-Management standard scores fall in the Average interpretive range by both teacher and parent. Scores in this range indicate a good level of self-management. Students at this level are usually able to stay calm in a variety of situations and ignore distractions from others. They also are able to set some basic goals and achieve them, and at times they can self-motivate when the situation calls for it.
- Social Awareness
 - "Social Awareness" is defined as the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. Teacher and parent scores fall in the Average range. Students at this level have a basic understanding of how others feel and can offer support to others when needed. They generally follow rules and act fairly with others. They typically are aware of the support and resources from others that are available to them.
- Relationship Skills
 - "Relationship Skills" is defined as the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. Her scores fall in the Average interpretive range. Scores in this range indicate good relationship skills. Students at this level generally have good communication skills and are typically cooperative.
- Responsible Decision Making
 - "Responsible Decision Making" is defined as the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. Teacher score falls in the Average range with parent score falling in the Below Average range. Students at this level make decisions about personal behavior that are often not consistent with social norms and expectations. They may not demonstrate accountability for their choices and behavior, and they may not consistently respect rules and adhere to them.
- Academic Competence
 - "Academic Competence" is based on a student's motivation to learn, as well as his or his reading and mathematics skills. The academic competence scale is falls in the Well-Below Average range.

SUMMARY AND CONCLUSIONS

[REDACTED] is rated strongly by both parent and teacher. Her overall core skills are rated as Average. [REDACTED] shows kindness to others and shows them concern, she is able to engage with peers and adults, she pays attention to instructions, follows directions and is typically well behaved when unsupervised. [REDACTED] tries to forgive and comfort others when needed. She responds well when others start a conversation or activity. She often say's "please" and "thank you."

Adverse Educational Impact Statement:

Although her overall scores are showing great improvement for [REDACTED] she does have some gaps in her social skills as noted by parent and teacher report as well as evidenced in the SSIS-SEL questions. The Social section on her ABAS-3 adaptive assessment, has social skills ratings in the Low and Below Average ratings. By the nature of her disability, [REDACTED] requires explicit instructions to continue to improve her social emotional skills and to keep her safe. Her deficits in social emotional and social skill development can negatively impact her ability to participate fully within the general education setting with or without accommodations. [REDACTED] requires specially designed instruction in social skills development in order to improve her ability to interact with peers. Parent and teacher have reported concerns with a limited ability to initiate and encourage play with peers rather than adults. She is able to respond to peer invites and often

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 04/27/2021

enjoys active games. [REDACTED] is inconsistent in her ability to use good eye contact with peers and adults. She prefers to play alone or with an adult when playing with toys and/or preferred activities in the school setting rather than sharing and inviting friends to play.

Specific concerns noted by both raters are provided for consideration and review for the IEP team:

- Does not ask for help from adults
- Seldom follows rules when playing with others
- Seldom completes a task without bothering others
- Never or seldom starts a conversation with peers
- Seldom makes eye contact when talking
- Seldom takes responsibility for her own actions
- Seldom stands up for herself if treated unfairly

Some of the areas noted as strength by both raters are:

- Seldom withdraws from others
- Tries to comfort others
- Respects the property of others
- Shows kindness when others are upset

CURRENT DATA:

Previous goals:

- looking at speaker - [REDACTED] will only make eye contact with the speaker when prompted.
- reciprocal play - this goal was modified due to COVID restrictions. During recess, [REDACTED] likes to draw with chalk, but she is unable to share the chalk unless prompted. When on the playground, she goes on the slide over and over by herself.

[REDACTED] enjoys getting up in front of the class and doing calendar or sharing her written work. She is able to repeat back what the teacher prompts her to say in order to lead/address the class.

BASELINE DATA FOR GOAL:

[REDACTED] can share play items for a preferred activity in 0 of 5 opportunities without prompting. She can also look at the speaker only when prompted.

ADVERSE EDUCATIONAL IMPACT:

Most 2nd graders can interact with classmates and teachers independently, share activities with others, and follow directions. They are able to follow a schedule and transition between activities in class. [REDACTED] struggles with completing these tasks independently and needs one-on-one support to engage in her general education classroom. She requires specially designed instruction to make progress in social emotional/behavior.

Standard: Non CCSS Goals

Annual Goal: Social Emotional/Behavior

Skill: Reciprocal Play

By 04/26/2022, when given a preferred activity and the opportunity to share play items [REDACTED] will allow the item(s) to be shared by either offering or saying yes when asked improving social interactions skills from sharing play items for a preferred activity in 0 of 5 opportunities without prompting to sharing play items for a preferred activity in 4 of 5 opportunities without prompting as measured by teacher-collected data/observation

Present Levels of Educational Performance and Measurable Annual Goals

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How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Social Emotional/Behavior

Skill: Looking at Speaker

By 04/26/2022, when given an adult or peer interaction [REDACTED] will look at the person speaking to show she is listening improving social skills from looking at the speaker only when prompted to looking at the person speaking in 4/5 opportunities without prompting as measured by teacher-collected data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Adaptive

(From Last Locked Evaluation 05/18/2020)

[REDACTED] is rated by her mother within the Low range for overall General Adaptive Skills. Her ratings are in the Below Average range for Social and Practical skills and Extremely Low for Conceptual domains. Ms. Houle's rating are within the Extremely Low range for overall General Adaptive Skills. Her ratings are in the Low range for Social and Practical skills and Extremely Low for Conceptual domains.

In the Conceptual domain:(Communication, Functional Academics and Self-Direction)

Strengths:

- Says the names of parents and friends
- Shakes her head "Yes or No" in response to a simple question
- Reads her own name when printed (inconsistent)
- Controls feelings when not getting her way
- Keeps working on hard tasks without becoming discouraged

Areas for Growth:

- Completing work in a timely manner
- Starts a conversation on topics of interest to others
- Prints her first and last name
- States the days of the week in order
- Locates important dates on a calendar
- Asking for help when needed
- Answers simple questions about a story being read to her

In the Social domain: (Leisure and Social Skills)

Strengths:

- Has a good relationship with teachers and other adults
- Has one or more friends

Present Levels of Educational Performance and Measurable Annual Goals

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- Is well liked by others her age
- Looks at picture books during free time

Areas for Growth:

- Waits for her turn in games and activities
- Seeks friendships and keeps a stable group of same-aged friends

In the Practical Domain: (Community Use, School Living, Health and Safety, and Self-Care).

Strengths:

- Places dirty items from meals in the proper place
- Shows respect for others' property
- Follows safety rules at school
- Shows caution around hot or dangerous items
- Uses the restroom without help
- Washes hands as needed
- Helps keep the classroom clean

Areas for Growth:

- Finding her way around the school by herself to the restrooms
- Takes the time to do schoolwork well
- Putting shoes on the correct feet
- Buttons and fastens her clothing

ADVERSE EDUCATIONAL IMPACT:

██████████ is demonstrating deficits in her adaptive skills that require direct adult assistance and/or explicit instruction. She requires individualized instruction in Adaptive skills in order to more fully participate in the learning expectations.

CURRENT DATA:

Previous goals:

- stamina and attention - ██████████ is able to maintain focus for 15-20 minutes when independently writing (tracing), drawing, or looking at books, or when working one-on-one.
- walking in a line - ██████████ is not able to walk in a line with her peers. She consistently pulls herself to the right or the left and drops back so as to not be near others. She often ends up one or two classes behind when walking to recess or lunch.

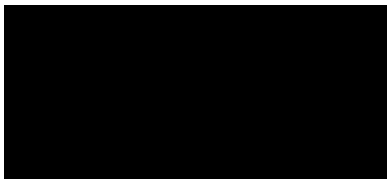
██████████ does not do anything completely independently in class. When the general education teacher gives a direction, she needs prompting from her one-to-one paraeducator in order to do what was asked. She needs prompting to get out supplies and materials, but she is able to get certain things in the classroom on her own, with a prompt (i.e. book, folder). ██████████ will not walk up the stairs independently. With para assistance, she is able to make it up or down in a little over 1 minute and 30 seconds. She is only able to go up or down with no one else around. ██████████ is unable to log-in to her computer, but she is able to get to certain high-use websites (i.e. Starfall) independently.

BASELINE DATA FOR GOAL:

██████████ can line up with her class in 0 of 5 opportunities. She can also follow a one-step teacher direction in 0 of 5 opportunities (she needs to be prompted by a para).

ADVERSE EDUCATIONAL IMPACT:

Most 2nd grade students can make their way around school independently (i.e. to their classroom, the bathroom, etc.). They are able to work on tasks independently and follow directions without extra prompts. ██████████ struggles with walking in line with her class, completing independent tasks, and following one-step directions. She requires specially designed instruction in adaptive to make progress.



Snohomish School District
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Snohomish, WA 98290-1799
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Present Levels of Educational Performance and Measurable Annual Goals

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Standard: Non CCSS Goals

Annual Goal: Adaptive

Skill: Lining Up

By 04/26/2022, when given an opportunity to transition to different locations at school in a line [REDACTED] will be able to line up with her classmates improving ability to follow routine and instructions from lining up with her class in 0 of 5 opportunities to lining up with her class in 4 of 5 opportunities as measured by teacher-collected data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Adaptive

Skill: Following Directions

By 04/26/2022, when given a one-step direction from the teacher (i.e. get out a pencil, put your paper away) [REDACTED] will follow the direction improving direction-following skills from following a one-step teacher direction in 0 of 5 opportunities (she needs to be prompted by a para) to following a one-step teacher direction in 4 of 5 opportunities as measured by teacher-collected data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Adaptive: functional reading

(From Last Locked Evaluation 05/18/2020)

Based on teacher report: [REDACTED] is reading at a Pre-Primer level. Daily, she practices saying and tracing the alphabet, using flashcards and identifying corresponding pictures, sight words, sentences, and writing her name (we have her practice the 'whole' and breaking it down into 'parts'). She practices 1-1 correspondence and speaking in complete sentences by having multiple sentence frames with an interchangeable realistic picture. For example: I see a _____ (bus, flower, puppy). I like to _____ (swing, swim).

CURRENT DATA:

Previous goals:

- read sight words - [REDACTED] can currently read three sight words (stop, mom, [REDACTED] without picture prompts. She is able to say and match the word to its picture pair for seven words (cat, eggs, dad, stop, books, dog, apple), but cannot read the words when they are shown to her by themselves.
- reading sentences - [REDACTED] is able to recognize pictures and say the correct word, but she is unable to recognize sight words in order to read sentences.

[REDACTED] is working on matching letters of the alphabet to pictures that start with that letter. She is unable to name all letter of the alphabet and can usually name about 10 letters each time - the letters she can name are often inconsistent. [REDACTED] is

Present Levels of Educational Performance and Measurable Annual Goals

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practicing matching sight words to pictures of the word. She is able to repeat the word and then match the picture, but she cannot read the words on her own. [REDACTED] is also able to repeat sentences and point along to the words she is reading with para-support. She is not working at grade-level and all class work is highly modified by the paraeducator in the moment. She is also working on a separate functional academic curriculum, which her goals are based on.

BASELINE DATA FOR GOAL:

[REDACTED] is able to recognize pictures of common words in 9 of 10 opportunities. She can also read 3 out of 10 sight words.

ADVERSE EDUCATIONAL IMPACT:

Per Common Core State Standards; second grade students are able to ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text (CCSS: RL.2.1). They are able to identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text (CCSS: RI.2.2). They are able to know and apply grade- level phonics and word analysis skills in decoding words (CCSS:RF.2.3). [REDACTED] is not working at grade-level and has a separate functional academic curriculum for reading. She requires specially designed instruction in functional reading to make progress.

Standard: Non CCSS Goals

Annual Goal: Adaptive: functional reading

Skill: Sentence Reading

By 04/26/2022, when given a sentence with picture prompts and sight words [REDACTED] will be able to recognize the pictures of common words (i.e. bird, cat, girl, etc.) and sight words in order to read the sentence improving early reading skills from recognizing pictures of common words in 9 of 10 opportunities to recognizing pictures and sight words to read a sentence in 6 of 10 opportunities as measured by teacher-collected data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Adaptive: functional reading

Skill: Sight Words

By 04/26/2022, when given a list of 10 priority words ([REDACTED] mom, dad, I, me, see, stop, exit, girls, boys) [REDACTED] will read sight words improving reading skills from reading 3 out of 10 sight words to being able to read 8 out of 10 priority sight words ([REDACTED] mom, dad, I, me, see, stop, exit, girls, boys) in 2 of 3 opportunities as measured by charting, teacher collected data

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 04/27/2021

Adaptive: functional math

(From Last Locked Evaluation 05/18/2020)

Math: [REDACTED] is working on counting to 10 and 1-1 correspondence. She also traced numbers and counted objects (with help).

CURRENT DATA:

[REDACTED] knows all of her colors and shapes. She is able to match the word of the color or shape to a picture of it. She is able to say the names of colors when she sees them and she is able to name a circle, square, triangle, and rectangle. [REDACTED] is working on tracing her numbers. She is able to identify numbers 1-10 with assistance. She often gets 3 and 8, 6 and 9, and 7 and 1 confused, but with prompting and reminders, she is able to correct her mistakes. When counting from 1-10 independently, she will get stuck around 6-8, but once she is given the next number, she is able to continue. [REDACTED] is unable to complete grade-level work and all of her work is highly modified by the paraeducator. She is working on a separate functional academic curriculum to support her goals.

Previous goals:

- number recognition - [REDACTED] is able to recognize numbers 0-10, aside from 7, inconsistently.
- counting to 10 - [REDACTED] is able to count 1-3 consistently, and sometimes 1-5. She is able to count along with someone from 1-10, but cannot do it independently.
- coins - [REDACTED] is able to repeat the names of coins and match the word to the picture. She is not able to identify or count their values.

BASELINE DATA FOR GOAL:

[REDACTED] is able to count 1-10 with number models and/or prompting. She can also match coin names to a visual of the coin.

ADVERSE EDUCATIONAL IMPACT:

Per Common Core State Standards; second grade students are able to use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in all positions (CCSS: 2.OA.A.1). They are able to count within 1000; skip count by 5s, 10s and 100s (CCSS: 2.NBT.A.2). They are able to measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes (CCSS: 2.MD.A.1) [REDACTED] is not working at grade-level and has a separate functional academic curriculum for math. She requires specially designed instruction in functional math to make progress.

Standard: Non CCSS Goals

Annual Goal: Adaptive: functional math

Skill: Counting

By 04/26/2022, when given up to 10 objects [REDACTED] will count the objects improving early math skills from counting 1-10 with number models and/or prompting to counting up to 10 using manipulatives in 4 of 5 opportunities as measured by teacher-collected data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Present Levels of Educational Performance and Measurable Annual Goals

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Standard: Non CCSS Goals

Annual Goal: Adaptive: functional math

Skill: Coin Value

By 04/26/2022, when given coins--penny, nickel, dime, quarter [REDACTED] will identify their name and values improving math computation skills from matching coin names to a visual of the coin to identifying coin values in 4 of 5 opportunities as measured by daily work and/or charting

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Adaptive: functional written language

(From Last Locked Evaluation 05/18/2020)

Writing: [REDACTED] draws pictures, we would scribe the sentences with a highlighter, then she traces the sentences. She practices writing her name and saying each letter while writing. She traces sight words and practices saying the word (whole) then the letters (parts).

CURRENT DATA:

[REDACTED] is able to generate stories based on a picture. She is very creative and can add great details. When given a writing prompt in class, [REDACTED] can tell her story to the paraeducator who will write down what she says and then have [REDACTED] trace it. The paraeducator will also ask leading questions to help add to the story, which [REDACTED] is able to answer. [REDACTED] also practices writing letters of the alphabet, along with numbers 0-9. She will trace these and connect the dots to complete the letters. She is able to continue writing the letter without the tracing model once she has practiced it several times. However, if asked to write a specific letter without a model or practice beforehand, she is unable to. [REDACTED] is not working at grade level and her work is highly modified by a paraeducator. She is working on a separate functional academic curriculum to support her goals.

Previous goal:

- sentence generating - [REDACTED] is able to tell a story based on what is in a picture in every given opportunity. She is able to use descriptive words when prompted.

BASELINE DATA FOR GOAL:

[REDACTED] can write all 26 upper-case letters using a tracing model.

ADVERSE EDUCATIONAL IMPACT:

Per Common Core State Standards; second grade students are able to write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons and provide a concluding statements or section (CCSS: W.2.1). They are able to participate in shared research and writing projects (CCSS: W.2.7). [REDACTED] is not working at grade-level and has a separate functional

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Meeting Date: 04/27/2021

academic curriculum for writing. She requires specially designed instruction in functional written language to make progress.

Standard: Non CCSS Goals

Annual Goal: Adaptive: functional written language

Skill: Writing the Alphabet

By 04/26/2022, when given an upper-case alphabet chart/models [REDACTED] will write her letters A-Z improving early writing skills from writing all 26 upper-case letters using a tracing model to writing 20/26 upper-case letters independently with just a visual model (no tracing) as measured by teacher-collected data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Communication

HISTORICAL DATA (From Last Locked Evaluation 05/18/2020)

PREVIOUS EVALUATION RESULTS (May 2017): [REDACTED] was evaluated using the Preschool Language Scale-5 (PLS-5), a standardized tool to assess receptive and expressive language skills. On the Auditory Comprehension subtest of the PLS-5 [REDACTED] raw score was (31), which translates to a standard score of (61) and a percentile rank of (1)(-2.6 SD). On the Expressive Communication subtest, her raw score was (27), which translates to a standard score of (57) and a percentile rank of (1) (-2.87 SD). [REDACTED] Total Language Score is calculated as a standard score of (56) and a percentile rank of (1)(-2.93 SD). With her diagnosis of Down Syndrome, [REDACTED] language skills are expected to be delayed. These standardized assessment results give us a baseline reading of her skills. [REDACTED] strengths include her interest in labeling vocabulary, receptively identifying functions of basic items, and identifying basic verbs. [REDACTED] language sample reveals that she uses primarily single word utterances to label, negate, and greet. She is combining two words into a few short phrases (What's that, all done, [REDACTED] too, clean up?, need help, it's a [REDACTED]). Though these phrases contain two words, it is likely that [REDACTED] has learned them, and uses them, as a single linguistic unit, rather than understanding the meaning of each word. Regardless, these are effective for functional communication with adults and peers. Administration of the Goldman Fristoe Test of Articulation (GFTA-2) was attempted on May 17, 2017, but discontinued due to difficulty acquiring spontaneous or repeated productions of stimulus items. Instead, an inventory of phonemes [REDACTED] is using in spontaneous speech follows: /t, d, n, p, b, y, g, k, f, s, w/. [REDACTED] speech intelligibility is increased in context, in repetition, and with known listeners. She often accompanies speech with it's earlier learned and used sign cognate.

MARCH 13, 2020 DATA: [REDACTED] IEP goals over the last year are focused on verbally responding to questions about the function, shape, and color of common items, and producing intelligible phrases (describing pictures using 3-4 word present progressive phrases [girl is walking, horse eating grass], and following models to accurately produce sounds/syllables). Current progress: Responding to questions about common items: Given a choice of 2 options, [REDACTED] identifies an object given the function (ie. what do we use to color?) with 58% accuracy, and 45% with a choice of 3. [REDACTED] matches the object with the function, but has a hard time understanding the question when it is presented without visual choices. [REDACTED] frequently responds with a repetition of the last word of the question (ex. If asked "what do we do with scissors?", [REDACTED] responds with "scissors"). When presented with a "wh" question about a picture, [REDACTED] answers basic "who, what" questions with 63% accuracy. Using intelligible phrases: [REDACTED] uses primarily 1-2 word phrases. She imitates 2-word phrases with 71% accuracy. Without modeling, [REDACTED] describes a picture using a 2-word phrases (person verb) with 33% accuracy. We have been working on pacing words, 1 syllable at a time. [REDACTED] works really hard imitating each syllable, even when they are difficult. With a pacing board, [REDACTED] repeats 2-syllable words with 63% accuracy. [REDACTED] responds to yes/no questions well, and communicates her basic needs and wants through previously learned words and phrases. [REDACTED] responds to questions and comments on topic, but not always accurately (ie. "I like your hair bow, [REDACTED] is often responded to with "Mom" or [REDACTED]". It is not clear if that is the person who did her hair or gave her the bow, or if she is simply responding with something that frequently gets a response from people. Functional goals would be on understanding basic "wh"

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questions and responding appropriately, and continuing to practice using intelligible words and phrases.

CURRENT DATA (May 18, 2021)

■■■■ goals have focused on answering "what", "who", and "where" questions, using 2-word phrases, and articulating 2-syllable words. ■■■■ has made progress in all of her goals this year.

1) Respond to simple "wh" questions (ex. What do scissors do?, Who is running?, Where is the cat?) using multiple modalities (2 picture choices, point to the _____, verbal response, etc) from answering "who" and "what" questions about objects and pictures with 63% accuracy given a visual cue to answering simple "who", "what", and "where" questions about objects and pictures with 75% accuracy given visual cues.

- current progress: ■■■■ identifies objects given a definition (ie. "where is the animal that swims?") from a picture chart (field of 16) with 65% accuracy. She responds verbally to "what" or "who" questions with known vocabulary, given a correlated visual, with 88% accuracy. If the picture is not the exact answer, ■■■■ responds by labelling the picture, rather than responding to the context of the question (ex. "where does a bird lay their eggs?" with a picture of a nest and eggs, ■■■■ answered with "eggs" and then "babies"). With verbal-only responses (with related picture cues), ■■■■ answers simple "what" questions with 90% accuracy, "who" questions with 62% accuracy in context (responds with a person, but doesn't know the vocabulary. She often responds with "boy" or a close word - ie "doctor" for a dentist), and "where" questions with 30% accuracy in context (often responded by labeling the item in the picture). ■■■■ does not use prepositions to describe location (ie. where is the ball?, she responds with "box" rather than "in box").

2) Describe a picture using 2-word phrases (ex. girl running) from imitating 2-word phrases with 71% accuracy and independently using 2-word phrases to describe a picture with 33% accuracy to independently using 2-word phrases to describe a picture with 75% accuracy

- ■■■■ has made a lot of progress in this area. She independently uses many 2-wprd statements, especially when describing an action (ie. ride bike, play piano). We have been working on 3-word sentences (boy is running) including the "is". With a visual (sentence pacing chart), ■■■■ uses "is" in her sentences with almost 100% accuracy! She uses the "ing" ending on verbs with 64% accuracy, using the same visual. ■■■■ has the most difficulty using "ing" when the action has an object with it (ex. she will use "boy is eating" consistently, but often "girl is ride bike" because of the familiarity of the phrase). ■■■■ uses learned 3-word sentences with the assistance of a visual with over 90% accuracy. She independently uses 3-word sentences in less than 10% of her her speech.

3) Produce 2-syllable words from imitating 2-syllable words with 63% accuracy given a pacing board and modeling to labeling pictures with 2-syllable words with 75% accuracy given a pacing board

- ■■■■ produces both syllables of many 2-3 syllable words. With a pacing board, she labels words, with both syllables, with 64% accuracy. When ■■■■ uses a 2-syllable word, she often omits the initial consonant. ■■■■ has worked on initial /p,b,m,t/ words. She is consistent with the sound in 1-syllable words. In 2-syllable words, ■■■■ uses an initial consonant with 93% accuracy in words, and 63% in 2-word phrases (ex. "eat popcorn"), given a model and a visual cue (finger to lips). ■■■■ has some difficulty with tighter vowels (ay, ee, oo) in multi-syllable words. She has done a lot of practice with her full name, and is now consistently saying "■■■■ ■■■■" when asked her full name.

BASELINE DATA FOR GOALS

- ■■■■ identifies objects given a definition (ie. "where is the animal that swims?") from a picture chart (field of 16) with 65% accuracy.

- ■■■■ responds to "where" questions with 30% accuracy in context (often responded by labeling the item in the picture), and 0% use of prepositions to describe location

- ■■■■ uses learned 3-word sentences with the assistance of a visual with over 90% accuracy. She independently uses 3-word sentences in less than 10% of her her speech.

- ■■■■ uses an initial consonant in 2-syllable words with 63% accuracy in 2-word phrases, given a model and a visual cue (finger to lips)

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ADVERSE ACADEMIC IMPACT

Same aged peers use full sentences to clearly communicate their wants, needs, thoughts, and ideas, and respond to questions asked in the classroom and social settings. [REDACTED] communication delays impact her ability to make progress and keep up with same aged peers and is therefore eligible for SLP services to address these skills.

Standard: Non CCSS Goals

Annual Goal: Communication

Skill: receptive language

By 04/26/2022, when given a picture chart (field of 16) [REDACTED] will select the correct item given a description (category, function, color, etc - ie. where is the animal that swims? what do we use to cook?) improving receptive language skills from identifying objects from a picture chart (field of 16), given a definition, with 65% accuracy to identifying objects from a picture chart (field of 16), given a definition, with 80% accuracy as measured by SLP and/or teacher data over 3 data days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

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Standard: Non CCSS Goals

Annual Goal: Communication

Skill: WH questions

By 04/26/2022, when given pictures and objects [REDACTED] will respond to "where" questions in the correct context (giving a location, pointing to a place, and/or giving a prepositional phrase) improving Receptive/Expressive Language Skills from responding to "where" questions with 30% accuracy in context, and 0% use of prepositions to describe location to demonstrating understanding of prepositional and locational concepts by responding to "where" questions with 75% accuracy as measured by SLP and/or teacher data over 3 data days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Communication

Skill: Expressive Language

By 04/26/2022, when given descriptive pictures (e.g., verb cards, books, picture scenes) [REDACTED] will independently describe the picture using 3-word phrases (ex. girl is running, dog eating food) improving Expressive Language from using learned 3-word sentences with the assistance of a visual with over 90% accuracy, and independently in less than 10% of her her speech. to independently using 3-word phrases to describe a picture with 75% accuracy as measured by SLP and/or teacher data over 3 data days

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How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Communication

Skill: Articulation

By 04/26/2022, when given a picture of an item and option of a pacing board [REDACTED] will produce initial consonants and correct vowels in 2-syllable words improving intelligibility from producing an initial consonant in 2-syllable words with 63% accuracy in 2-word phrases, given a model and a visual cue (finger to lips) to producing 2-syllable words with initial consonants and correct vowel sounds with 75% accuracy in 2-word phrases, without a model as measured by SLP and/or teacher data over 3 data days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Fine Motor

Historical Data: [REDACTED] continues to need assistance with most tasks while at school. She continues to need significant support in the area of fine motor. It is recommended that [REDACTED] continue to receive occupational therapy services to address her fine motor delays. As [REDACTED] skills change in the area of fine motor before the next evaluation, the level of OT services required to support her ability to access and benefit from her educational program may need to be adjusted.
~Erin Matthews, MS, OTR/L, May 2020]

Current Data:

[REDACTED] has been seen for occupational therapy services for the past school year, for 20 minutes, 2x per week. [REDACTED] has been working on goals to write her name independently, cut on a curved line, draw pictures, and use fasteners.

When writing her name, she has consistently been able to demonstrate the ability to write recognizable [REDACTED] although she still will add additional [REDACTED]. Much of the time, when [REDACTED] is asked to write her name, her legibility depends on her willingness to put forth her best effort. She has most recently started to demonstrate writing her first name within a given box and has been consistent with her ability to do so. She has met her goal of writing 3/3 recognizable letters!

When given curved shapes to cut, again, it depends on her willingness to put forth her best effort. She has demonstrated the capability of cutting on the line accurately, and turning the paper, however, much of the time, she continues to chop at the paper instead. When given bigger shapes, she has more difficulty managing the paper with her helper hand. She also benefits from thicker and darker lines to help with visual contrast. She has met her goal of cutting curved shapes within 1/4" of the line, over a period of 4 days. She has been responding well to verbal cues only to cut slowly and carefully, creating more independence with her work!

[REDACTED] enjoys drawing pictures. She is adding her own details when asked to draw a picture of herself, even adding her mask! She is still drawing mostly circular shapes and lines, instead of clear shapes such as squares or triangles. She has met her goal of being able to draw recognizable pictures with 10 or more details without adult physical assistance. She is now needing only verbal cues to add more to her pictures. She will benefit from continuing to work on drawing skills.

When given her coat, [REDACTED] still struggles to engage the zipper independently. She has not met this goal this year, and it seems that it is due to a combination of the visual and fine motor components of engaging the zipper. [REDACTED] is not able to see clearly where the zipper goes in and has difficulty with managing the two sides of the jacket to coordinate the task

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successfully. She will continue to benefit from working on this skill but may benefit from adaptations for zippers in the future to create more independence for her self-care.

Recently, [REDACTED] has begun to demonstrate fearfulness of accessing different parts of the Riverview building. This is most apparent with the stairs specifically. She will not access them without a person holding her hand and will refuse/scream/cry/lay on the floor if not given that support. When attempting other staircases in the building, she will refuse to access them. She will not walk closely to the large windows at the end of the hallways and will not access the top floor near the railing that has see-through fencing.

Baseline Data for IEP Goals:

1. Occupational Therapy: Writing- writing 3 recognizable letters of first name and 1 recognizable letter of last name (E)
2. Occupational Therapy: Drawing- drawing 2/4 consistently accurate basic shapes (circle, cross) to create a picture
3. Occupational Therapy: Cutting- cutting curved lined shapes within 1/4" of the line, with large choppy cuts
4. Occupational Therapy: School Self-Care-donning jacket and backpack right side up in 0/4 opportunities

Adverse Impact Statement: Same age peers have the fine motor skills required in order to write basic identifying information independently, draw accurate shapes, cut smoothly along a line, and don their jacket and backpack independently. [REDACTED] fine motor deficits impact her ability to make progress and keep up with same age peers and is therefore eligible for OT services to address these skills.

~Erin Matthews, MS, OTR/L, April 2021

Standard: Non CCSS Goals

Annual Goal: Occupational Therapy

Skill: Writing

By 04/26/2022, when given a model and prompting [REDACTED] will write first and last name improving independence in writing skills and identifying information from writing 3 recognizable letters of first name and 1 recognizable letter of last name (E) to writing 3 recognizable letters of first name and 5 recognizable letters of last name as measured by work samples and OT data over 4 data collection days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Occupational Therapy

Skill: Drawing

By 04/26/2022, when given modeling and verbal cues [REDACTED] will copy improving fine motor precision from drawing 2/4 consistently accurate basic shapes (circle, cross) to create a picture to drawing 4/4 consistently accurate basic shapes (circle, square, triangle, cross) to create a picture as measured by work samples and OT data over 2 data collection days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report

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☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Occupational Therapy

Skill: Cutting

By 04/26/2022, when given scissors and cutting task [REDACTED] will turn paper independently and cut smoothly improving bilateral coordination and fine motor precision from cutting curved lined shapes within 1/4" of the line, with large choppy cuts to cutting curved lined shapes within 1/4" of the line, with small smooth cuts as measured by OT data and work samples over 2 data collection days

How will progress toward this goal be reported?

☒ Copy of Goal Page
☐ Other

☐ Written in Report Card

☐ Written Progress Report

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Occupational Therapy

Skill: School Self-Care

By 04/26/2022, when given verbal prompting only [REDACTED] will don jacket and backpack improving independence at school from donning jacket and backpack right side up in 0/4 opportunities to donning jacket and backpack right side up in 4/4 opportunities as measured by therapist data over 4 data collection days

How will progress toward this goal be reported?

☒ Copy of Goal Page
☐ Other

☐ Written in Report Card

☐ Written Progress Report

Report of Student Progress: Semester

Gross Motor

HISTORICAL DATA

(From Last Locked Evaluation 05/18/2020) OBSERVATIONS: [REDACTED] is always happy to participate. She is independent with walking but does walk with a wide base of support and uses increased trunk rotation to advance her legs as opposed to hip flexion/extension. She runs with a similar pattern. She can step up onto a 6 inch step independently but does require one hand assist to descend the step, likely due to her difficulties with depth perception. [REDACTED] can now step over objects and curbs without assistance. She attempts to hop and jump but has difficulty with two foot take off and landing. [REDACTED] can jump on the trampoline. She very much enjoys the swing and is able to propel with cues to push and pull with her arms.

STAIRS Both [REDACTED] mom, [REDACTED] and her para, Mrs. Houle reported that [REDACTED] is struggling with using stairs at home and at school. They further report that [REDACTED] is placing both feet on each step (step to gait) and holding onto the rail to both ascend and descend. They also report that [REDACTED] appears quite hesitant on steps.

ENDURANCE [REDACTED] mom, [REDACTED] expressed concerns over [REDACTED] stamina and endurance. She reports that at times [REDACTED] has

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fallen asleep in the car on the way home from school. Most days [REDACTED] comes home and gets a snack and wants to go to bed where she often remains for the rest of the night. [REDACTED] para, Mrs. Houle, reports that [REDACTED] has days when she is more tired than others and needs to stop and rest, but she feels [REDACTED] endurance has improved since last school year. Therapist also shared that at school, [REDACTED] endurance has improved significantly in the past three years. As a preschooler [REDACTED] often needed a rest when walking from the preschool room to the therapy room. In kindergarten, [REDACTED] often fatigued during PE and would opt to sit down for the rest of the class. Mrs. Houle reports that [REDACTED] still takes some breaks in PE, but her time resting has shortened significantly. During therapy, [REDACTED] had moments of being tired, but after a 30 second rest break and verbal encouragement, [REDACTED] would stand up and try again. The team, including [REDACTED] felt that we did not need to add this in as an area of goal focus, but we will keep an eye on her energy levels and stamina at school. Shared with [REDACTED] that it is common for children with this diagnosis to be fatigued after school as they are working hard to overcome both their low tone and hypermobile joints in addition to mental fatigue from [REDACTED] depth perception issue in addition to learning. Also shared that it's not uncommon for 1st graders to still be tired after school.

CURRENT DATA

[REDACTED] has been struggling with her gross motor skills this school year. Her depth perception appears to be more noticeable and she also appears to be struggling with knowing where she is in space. Functionally this presents as [REDACTED] having difficult getting on and off the bus, going up and down curbs, going up and down the stairs to access specialists, walking across lines in the concrete. However, she has also made improvements in climbing up the steps to go down the slide.

Bus - Functionally, she has had a very difficult time getting on and off the bus often resulting in her sobbing, shaking and at times screaming. Due to the dire nature of the situation, and that [REDACTED] was refusing to get on the bus in the morning and in the afternoons, with parent permission, the guidance of Emma Packard, Teacher of the Visually Impaired, was sought. Modifications to the bus were made including placing white duct tape on the end of the seat back in front of [REDACTED] the edge of her seat, and the seat back across from her. Transportation switched busses to one in which [REDACTED] could touch the seat backs on each side to help her know where she is in space. The bus driver made sure to have the lights on to help [REDACTED] see where she was going and to create a well lit atmosphere so she was not walking into a shadow. A flashlight was also trialed, but ultimately these modifications were not successful. [REDACTED] is now dropped off and picked up by her mom.

Stairs - [REDACTED] is able to go up and down steps with a very tight grip on an adults hand. She uses a step to gait (both feet on each step) with a tight grip on the railing. Often times she is shaking, vocalizing in a fearful tone, and at times screaming. She holds tightly to the rail on the landing. When descending she keeps her body up against the wall as though she is going against the flow of traffic. She continues this pattern on the landing and on the last set of steps. It took [REDACTED] 1 minute 52 seconds to go up stairs and 1 minute 30 seconds to go down stairs.

Curbs - [REDACTED] has struggled with going up and down curbs at the bus ramp. Part of the reason she seems to struggles is that there is a yellow line painted approximately 18" from the edge of the curb which is visually confusing to [REDACTED]. She walks with a normal gait up to the yellow line. She then slows her cadence, places her arms in high guard and gingerly takes small steps until she feels the edge of the curb with her foot. Once there she can step down and then step back up again. When given the opportunity to practice the curb in succession as a part of her therapy session, [REDACTED] tends to become more nervous with each repetition rather than becoming more at ease as is typical.

Sidewalk Lines - part of the sidewalk leading in from parent pick up has horizontal lines every four inches (approximate). [REDACTED] often struggles to walk on these lines wanting to walk around on areas that have lines every four feet instead. As with curbs, she approaches the lines slowly with her arms in high guard. When highly distracted, [REDACTED] is able to walk over the lines more easily and without protest.

Therapy Room Access - [REDACTED] has been struggling with walking around the therapy room often having her arms and hands in high guard. When walking 15 feet away to get a tennis ball she has thrown to a hula hoop, [REDACTED] walks up to the hula hoop approaching slowly, turns right 90 degrees and walks 4 feet away on the mat, makes a 180 degree turn and then crawls to pick up the ball.

Therapy Exercises - [REDACTED] has struggled with most therapy exercises this year. When asked to throw to a target, she wants to walk up to the target and touch the wall while throwing as she seems to struggle with knowing how far to throw the ball even though she is able to throw 10-12 feet to a hula hoop on the floor routinely. She is able to catch a well tossed 6" success ball from 8 feet away in 2/10 trials. [REDACTED] is able to climb up on to the mini trampoline. Prior to jumping, she leans her chest over the bar where it remains while she jumps. [REDACTED] panics when asked to hold one foot up to hop, a skill she was previously able to do. She also panics when stepping down from the mini trampoline even with adult assistance often refusing to try. She instead sits down to scoot off of the mini trampoline. [REDACTED] has also been working on stepping up onto a 6" step bench and stepping back down to work on stepping down from playground equipment. [REDACTED] uses the mirror to visualize where she is in space. Using the mirror this exercise is fairly easy for her. When the mirror is taken away and the cabinets are used, [REDACTED] tends to panic and vocalizes in a fearful way. She has also been working on walking across a

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4" wide balance beam. She was again using the mirror to know where she was in space. When the mirror is taken away, [REDACTED] becomes very upset even when holding both hands of an adult with the adult walking backwards directly in front of her.

Vestibular - [REDACTED] tends to want to lay with her chest on items such as the desk, the counter, the square platform swing, and the table. When given the opportunity to sit on the square platform swing, [REDACTED] needed max assist to get on the swing even with the swing held still. Once on the swing, [REDACTED] was too afraid to swing, so therapist held the swing still until [REDACTED] said she was ready. When swinging in a low arc with slow speed, [REDACTED] demonstrated rapid eye blinking followed by keeping eyes closed (squeezed shut), then more rapid eye blinking and then eyes squeezed shut indicating some level of vestibular dysfunction.

[REDACTED] therapy for the past month has focused on more functional activities such as practicing walking on sidewalk lines, stepping on and off the curb, going up and down stairs, throwing to a target, and vestibular activities to help her body start to figure out where she is in space such as swinging while sitting and using a scooter board.

RECOMMENDATIONS - given [REDACTED] change in status, that her skills have regressed, and that this regression has significantly adversely impacted her function and her ability to get to and from school, it is recommended that [REDACTED] continue to receive physical therapy services as a related service with emphasis on regaining skills that improve her ability to move throughout the school and in classrooms in a timely matter and without so much anxiety.

BASELINE DATA FOR GOALS

1. Stairs - When given a set of stairs, [REDACTED] will ascend the stairs without holding an adults hand and without vocalizing fear going from 0/5 trials to 5/5 trials
2. Curbs - When given a curb at the bus loop, [REDACTED] will step on and off the curb without adult assistance and without vocalizing fear going from 0/5 trials to 5/5 trials.
3. Swing - When given a swing, [REDACTED] will sit on the swing with her eyes open for 30 seconds going from 0/5 trials to 5/5 trials
4. Sidewalk - When given the sidewalk in front of school with lines, [REDACTED] will walk over the sidewalk with her hands down and with a normal cadence going from 0/5 trials to 5/5 trials.

ADVERSE IMPACT STATEMENT

Where as most student's [REDACTED] age are able to go up and down stairs independently, can go up and down curbs independently, can swing with their eyes open and can walk on a sidewalk with lines, [REDACTED] cannot. [REDACTED] delays in her gross motor skills have an adverse impact on her ability to fully, safely and independently access all areas of her educational day. Therefore, [REDACTED] continues to require physical therapy as a related service to address her ongoing delays and allow her the opportunity to catch up to her same age peers.

It continues to be a pleasure working with [REDACTED] If you have additional questions, please do not hesitate to contact me via email at kelly.daniels@sno.wednet.edu.

Kelly Daniels, MPT

Physical Therapist

Standard: Non CCSS Goals

Annual Goal: Physical Therapy

Skill: Curbs

By 04/26/2022, when given a curb at the bus loop [REDACTED] will step on and off the curb without adult assistance and without vocalizing fear improving her ability to get on and off the bus from 0/5 trials to 5/5 trials as measured by PT data and EA/Teacher report over three data days

How will progress toward this goal be reported?

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- ☒ Copy of Goal Page
☐ Other
- ☐ Written in Report Card
- ☐ Written Progress Report

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Standard: Non CCSS Goals

Annual Goal: Physical Therapy

Skill: Swing with Eyes Open

By 04/26/2022, when given a swing [REDACTED] will sit on the swing with her eyes open for 30 seconds improving her ability to access playground equipment and improving her vestibular function for moving around school from 0/5 trials to 5/5 trials as measured by therapist and para educator data over 3 data days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page
☐ Other
- ☐ Written in Report Card
- ☐ Written Progress Report

Report of Student Progress: Semester

Goals for Related Services

Standard: Non CCSS Goals

Related Service Goal: Physical Therapy

Skill: Classroom Transitions

By 04/26/2022, when given sidewalk in front of school with lines [REDACTED] will walk over the sidewalk with her hands down and with a normal cadence improving her ability to transition in class from 0/5 trials to 5/5 trials as measured by teacher, para and/or therapist data over three data taking days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page
☐ Other
- ☐ Written in Report Card
- ☐ Written Progress Report

Report of Student Progress: Semester

Standard: Non CCSS Goals

Related Service Goal: Physical Therapy

Skill: Stairs

By 04/26/2022, when given a set of stairs [REDACTED] will ascend and descend stairs without holding an adults hand and without vocalizing fear improving her ability to navigate school from 0/5 trials to 5/5 trials as measured by therapist, para and teacher data over three data collection days

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How will progress toward this goal be reported?

- ☒ Copy of Goal Page
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- ☐ Written in Report Card
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Program Accommodations/ Modifications and Support for School Personnel

Meeting Date: 04/27/2021

PURPOSE: The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate. Accommodations may be in, but not limited to, the areas of presentation, timing/scheduling, setting, aids, and format. The impact of any modifications listed should be discussed. This includes the earning of credits for graduation.

This student will be provided access to the general education, special education, other school services and activities including non-academic activities and extracurricular activities, and education related settings:

- ☐ with no accommodations/modifications
☒ with the following accommodations/modifications

Accommodations	Frequency	Location	Duration m/d/y to m/d/y
Enlarged print	daily	classroom	04/27/2021 to 04/26/2022
PRESENTATION: Clear and specific directions/simplify directions	Daily for teacher-directed tasks/assignments	Special Ed & General Ed	04/27/2021 to 04/26/2022
PRESENTATION: Picture sequence for multi-step directions	Daily for multi-step projects/activities (e.g. cut, color, glue)	Special Ed & General Ed	04/27/2021 to 04/26/2022
PRESENTATION: Provide desktop list of tasks or schedule board	As determined by special ed teacher	General Education	04/27/2021 to 04/26/2022
RESPONSE: Reduce number of items within assignment	as determined by SPED staff	classroom setting	04/27/2021 to 04/26/2022
RESPONSE: Utilize alternative modes of response for assignments/tests	as determined by SPED staff	classroom setting	04/27/2021 to 04/26/2022
SETTING: Predictable routine/structure	Daily - picture schedule	Special Ed & General Ed	04/27/2021 to 04/26/2022
SETTING: Preferential seating (specify per student needs)	As determined by special ed teacher to allow for direct sight-line to teacher/presentation	Special Ed & General Ed	04/27/2021 to 04/26/2022
SETTING: Provide individualized/small group instruction	daily as determined by special ed teacher for new academic content, IEP goal instruction	General Ed & Special Ed	04/27/2021 to 04/26/2022
STAR TESTING: Extended time	district testing	classroom or separate setting	04/27/2021 to 04/26/2022
STAR TESTING: Items read aloud	district testing	classroom or separate setting	04/27/2021 to 04/26/2022

Program Accommodations/ Modifications and Support for School Personnel

Accommodations	Frequency	Location	Duration m/d/y to m/d/y
Visual support for transition times (picture cards)	as determined by SPED staff	school setting	04/27/2021 to 04/26/2022
Voice enhancement	daily	classroom setting	04/27/2021 to 04/26/2022

Modification(s)	Frequency	Location	Duration m/d/y to m/d/y

Supports for School Personnel (training, professional development, etc):

Support(s)	Frequency	Location	Duration m/d/y to m/d/y

From: Yeley, Zoe
Date: May 18, 2021 7:14:59 PM (-07)
To: [REDACTED]
Subject: Re: [REDACTED] IEP Input

Attachments: [REDACTED] draft matrix 5.2021.pdf;

Hi [REDACTED]

Here is a draft of the document. We truly do not have anything decided yet because it should be a conversation we all have together as a team. We will go over her goals and discuss what is needed to make sure she is meeting those goals. I know this is different than we have done it in the past, but this is the practice we will be using as a district going forward.

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: [REDACTED]
Sent: Tuesday, May 18, 2021 11:11 AM
To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>
Subject: Re: [REDACTED] IEP Input

[External Email]

I understand that service minutes can't be determined prior to the meeting but a matrix will be suggested & presented in 4 hours that other team members have access to that but we (for the first time) are being denied a preview.

Thanks,

[REDACTED]

On Tue, May 18, 2021 at 10:56 AM Yeley, Zoe <zoe.yeley@sno.wednet.edu> wrote:

Hi [REDACTED]

I understand where you are coming from, but service minutes have not yet been determined. We will discuss these, as a team, at the meeting today and come up with a matrix that best fits [REDACTED] needs.

Thanks,

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: [REDACTED]

Sent: Tuesday, May 18, 2021 10:20 AM

To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Subject: Re: [REDACTED] IEP Input

[External Email]

As an IEP team member I believe we can function best in the team if we have the same information available as the other team members. Having access to the full IEP will assist in aiding with meeting brevity as well.

Please reconsider.

Thanks

[REDACTED]

On Tue, May 18, 2021 at 10:09 AM Yeley, Zoe <zoe.yeley@sno.wednet.edu> wrote:

I left certain parts out purposely as they will be discussed and decided upon at the meeting.

Thanks,

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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Get Outlook for iOS

From: [REDACTED]

Sent: Tuesday, May 18, 2021 9:48:10 AM

To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Subject: Re: [REDACTED] IEP Input

[External Email]

Thank you for sending that. I'm currently reading through to assist the meeting. I am missing the Special Education and Related Services section.

Can you send it to me?

Thanks!

[REDACTED]
On Tue, May 18, 2021 at 8:29 AM Yeley, Zoe <zoe.yeley@sno.wednet.edu> wrote:
Good morning!

Here's a draft of the IEP. See you this afternoon.

Thanks,

Zoe Yeley

Resource Room

Riverview Elementary

360.563.4438

zoe.yeley@sno.wednet.edu

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From: [REDACTED]

Sent: Monday, May 17, 2021 9:54 PM

To: Yeley, Zoe <zoe.yeley@sno.wednet.edu>

Subject: Re: [REDACTED] IEP Input

[External Email]

Thanks

Zoe Yeley

zoe.yeley@sno.wednet.edu

From:

Subject: Re: [REDACTED] IEP Input

Hi [REDACTED]

Zoe Yeley

zoe.yeley@sno.wednet.edu

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--
Thanks!

[REDACTED]

--
Thanks!

[REDACTED]

Thanks!

[REDACTED]

Thanks!

[REDACTED]

Thanks!

[REDACTED]



Snohomish School District
1601 Avenue D
Snohomish, WA 98290-1799
360-563-7308

Special Education and Related Services

Meeting Date: 04/27/2021

PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Special Education and Related Services

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- The placement should provide a reasonably high probability of assisting the student in attaining the annual goals.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement Options:

Setting 1: 04/27/2021 - 04/26/2022

Placement Options for LRE	SELECTION		OR...REASONS REJECTED		
	Considered	Selected (only 1)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students
80%-100% in Regular Class					
40%-79% in Regular Class					
0-39% in Regular Class					
Correctional Facility					
Homebound/Hospital					
Home Schooled/Part-Time Enrolled					
Non-Public Agency Residential					
Public separate day school					
Private separate day school					
Public Residential Facility					
Private Residential Facility					
Parentally-placed in Private Schools (PPPS)					
Non-Public Agency Day School					

An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education classroom, and in nonacademic and extracurricular activities:

Transportation: ☐ Regular ☐ Special
General PE: ☐ Yes ☐ No

Parent Notification Procedures:

The district has a procedure for notifying parents regarding the use of restraint or isolation. A copy of the district's procedure is attached to this IEP.



Snohomish School District
1601 Avenue D
Snohomish, WA 98290-1799
360-563-7308

Special Education and Related Services

Other Considerations:

Extended School Year: ☐ Yes ☐ No If Yes, must complete ESY form.
Emergency Response Protocol: ☐ Yes ☒ No

From: Otteson, Shannon
Date: May 18, 2021 10:21:16 PM (-07)
To: Daniels, Kelly
Subject: **RE: ■ PE**

Attachments:

Hi Kelly!

Sorry I wanted to talk to Jackie regarding ■ before answering. I just had her in PE. Honestly we modify on the fly. ■ can follow directions Easily. She just moves slower (at her own pace) than the rest of the kids but is able to participate fully. She's a sweetheart!

Hope this helps!

Shannon

From: Daniels, Kelly <kelly.daniels@sno.wednet.edu>
Sent: Monday, May 17, 2021 8:29 AM
To: Otteson, Shannon <Shannon.Otteson@sno.wednet.edu>
Subject: ■ PE

Hi Shannon,

I'm writing the gross motor section of ■ IEP. I wanted to check in with you how much support she is needing in PE and how much the activity is being modified?

Hope you are well!

Kel 😊

Kelly Daniels, MPT

Physical Therapist

Snohomish School District

Serving ? Transition Center/PPP, Glacier Peak HS, Snohomish HS, Centennial MS, Central Elementary, Cascade View Elementary, Little Cedars Elementary, Machias Elementary, Riverview Elementary

Mondays ? Central x4628, Cascade View x7019

Tuesdays ? Riverview x4426, Snohomish HS x4031, Glacier Peak HS x7511, Little Cedars x2945

Wednesdays ? Snohomish HS x4031, Machias x4845

Thursdays ? Central x4628, Cascade View x7019

Fridays ? Cascade View x7019, remote

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From: Yeley, Zoe
Date: May 20, 2021 10:47:45 PM (-07)
To: [REDACTED]
Subject: [REDACTED] IEP Draft and Meeting

Attachments: [REDACTED] draft-2 iep 5.2021.pdf;

Hi [REDACTED]

Here is [REDACTED] Draft IEP that has the changes and updates we discussed. Thank you for being willing to meet again. Wendy is not available until 2pm on Friday, May 28th, so I will schedule the meeting for then and send out a calendar invite.

Thank you,

Zoe Yeley
Resource Room
Riverview Elementary
360.563.4438
zoe.yeley@sno.wednet.edu

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Review Individualized Education Program (IEP) Invitation

PURPOSE: This invitation requests your attendance at a meeting concerning the educational program/needs of your child. You have the opportunity to participate in any meeting regarding the identification, evaluation, educational placement, and the provision of a free appropriate public education for your child.

To: _____ Date Sent to Participants: 05/18/2021

This meeting has been scheduled for: Date 05/18/2021 Time 3:30 PM

Location RIVERVIEW ELEMENTARY - Zoom

If you have any questions or would like additional information or assistance to help you prepare for this IEP meeting, please contact Zoe Yeley at 360.563.4438 e-mail zoe.yeley@sno.wednet.edu.

This is to notify you that a/an IEP meeting has been scheduled for this student. Your participation and attendance at this meeting are very important. This Review meeting must be scheduled at a mutually agreed upon time and place. The purpose of this meeting is to (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Develop an Initial IEP | <input checked="" type="checkbox"/> Review Current IEP |
| <input type="checkbox"/> Discuss Transition Services | <input type="checkbox"/> Discuss Graduation |
| <input type="checkbox"/> Discuss Annual Goal Progress | <input type="checkbox"/> Review Instructional Needs |
| <input type="checkbox"/> Consider Termination of Services | <input type="checkbox"/> Determine Placement |
| <input type="checkbox"/> Develop ESY | <input type="checkbox"/> Discuss Attendance Issues |
| <input type="checkbox"/> Manifestation Determination | <input type="checkbox"/> Behavioral Intervention Plan |
| <input type="checkbox"/> Other: | |

The following are invited to attend and participate in the Review meeting:

Parent
Parent/Guardian
Special Education Teacher
General Education Teacher
Student
District Representative
Other
Occupational Therapist
Physical Therapist
SLP

The parent/adult student or school may invite individuals who have knowledge or special expertise regarding the student, including related services personnel, to participate. The determination of the knowledge or special expertise shall be made by the person/party extending the invitation. You may also request, by contacting the individual named below, that a birth to three service coordinator be invited to participate in an initial IEP meeting if your child was previously served through an Individualized Family Service Plan (IFSP). If you, the parent or adult student, are bringing other individuals to the meeting, please let us know. This will ensure that the meeting space will accommodate all team members.

Notice of Procedural Safeguards for Special Education Students and Their Families has been provided to parents.

Contact Attempt Report

Notification Area: Plan
Meeting Date: 05/18/2021
Time: 3:30 PM
Location: RIVERVIEW ELEMENTARY - Zoom

Method	Contact Date	Response Date	Response	Contact Name
Letter	05/18/2021	05/18/2021	Can Attend	

Individualized Education Program (IEP) Cover Page (Review)

Student's Name: _____
 Grade: 02 Age*: 8 Disability (if identified): Health Impairments
 Parent/Guardian/Adult Student: _____ Primary language at home: English
 Parent interpreter needed? ☐ Yes ☐ No Surrogate parent: ☐ Yes ☒ No If yes, name: _____
 Home Address: _____
 Phone # (H): _____ Phone # (W): _____
 Attending School: RIVERVIEW ELEMENTARY Is this student's neighborhood school? ☐ Yes ☐ No

Most Recent Evaluation Date	<u>05/18/2020</u>	IEP Start Date	<u>05/18/2021</u>
Next re-evaluation must occur before	<u>05/18/2023</u>	Next IEP Start Date must occur on or before	<u>05/18/2022</u>
IEP Meeting Date	<u>05/18/2021</u>	Date parent notified of meeting	<u>05/18/2021</u>
Next IEP Meeting must occur before	<u>05/18/2022</u>	Date student notified of meeting (if transition will be discussed)	_____

Primary Staff Contact: Zoe Yeley, Resource Support Specialist
 Phone Number: 360.563.4438

Signatures are used to document participation in the meeting and do not constitute agreement or disagreement.

Excused	Title	Participant Name	Signature
<input type="checkbox"/>	Parent	_____	_____
<input type="checkbox"/>	Parent/Guardian	_____	_____
<input type="checkbox"/>	Special Education Teacher	_____	_____
<input type="checkbox"/>	General Education Teacher	_____	_____
<input type="checkbox"/>	Student	_____	_____
<input type="checkbox"/>	District Representative	_____	_____
<input type="checkbox"/>	Other	_____	_____
<input type="checkbox"/>	Occupational Therapist	_____	_____
<input type="checkbox"/>	Physical Therapist	_____	_____
<input type="checkbox"/>	SLP	_____	_____
<input type="checkbox"/>	_____	_____	_____
<input type="checkbox"/>	_____	_____	_____

*** The student must be informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to him/her at age 18 and be provided with an explanation of those procedural safeguards.**

Date informed: _____ Projected Graduation/Exit Date: _____

Individualized Education Program (IEP) Cover Page (Review)

Comments:

If the parent did not attend, what method was used to ensure their participation:

Team Considerations

Meeting Date: 05/18/2021

PURPOSE: During the IEP meeting the following factors must be considered by the IEP team. Best practice suggests that the IEP team document that the factors were considered and any decision made relative to each. The factors are addressed in other sections of the IEP if not documented on this page. (for example: see Present Levels of Academic and Functional Performance)

- ☒ The strengths of the student and the concerns of the parents for enhancing the education of their child.
■■■ enjoys presenting in front of the class during calendar or writing-share time. Parents want ■■■ to be able to talk and interact with people, and therefore, are concerned about her amount of time in general education.
- ☒ The results of the student's performance on any general state or district-wide assessments.
■■■ has not completed any district or state assessments.
- ☒ The communication needs of the student. In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.
■■■ receives communication services in the areas of receptive and expressive language, and in articulation. See present levels and goals for more information.
- ☒ The student's assistive technology devices and services needs.
■■■ will begin learning to supplement her verbal language with picture boards (see communication goals)
- ☒ In the case of a student whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior.
■■■ has social emotional/behavior goals to help support her development in this area.
- ☒ In the case of a student with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP.
■■■ is not an English language learner.
- ☒ In the case of a student who is blind or has a visual impairment, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.
The use of Braille is not appropriate for ■■■

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021

PURPOSE: The Present Level of Educational Performance describes the effects of the student's disability upon the student's involvement and progress in the general curriculum and area(s) of need. This includes the student's performance in academic achievement (reading, math, communications, etc.) and functional performance (behavior, social skills, daily life activities, mobility, extra-curricular activities, etc.) in objective terms. Test scores, if appropriate, should be self-explanatory or an explanation should be included. For preschool students this section should include how the student's disability affects the student's participation in appropriate activities. **There should be a direct relationship between the present level of educational performance and the other components of the IEP.**

General Education Teacher Report

Report from [REDACTED] general education teacher, Ms. Pineda:

1. Student Strengths:

- [REDACTED] can follow directions and routines, she enjoys sharing ideas with the class, listens to peers, and can regulate her emotions.

2. Academic work in class/assignments including assessment results:

- [REDACTED] has shown progress in generating ideas and listening during turn and talks during literacy instruction. In writing she also generates clear ideas and was able to complete a fictional story. Many other academic tasks are adapted to meet [REDACTED] level and implement through the help of Mrs. Houle.

3. Describe the student's ability to sustain attention to tasks, begin tasks within a timely manner, plan/prioritize, organize materials, and manage their time wisely as compared to their classroom peers. In other words, is the student able to keep up?

- [REDACTED] during whole group read aloud can typically stay engaged by following along in the book and turning to her partner during turn and talks with extra prompting provided from Mrs. Houle. She will occasionally become tired and lay her head on her desk instead of sitting up in her chair. During writing once she has generated her idea with Mrs. Houle, she is able to sustain the writing period. During math she is also able to sustain working independently on her number formation and counting.

4. List any modifications, accommodations, and/or interventions that are in place. Please specify which seem helpful and which don't.

- During independent work time, Mrs. Houle has been an accommodation that [REDACTED] relies on. Mrs. Houle is able to provide extra prompting and time for [REDACTED] to complete assigned tasks. Having predictable routines and picture cues for directions have also help [REDACTED] gain independence.

>> Adverse Impact Summary

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:

(i) Is due to chronic or acute health problems such as (but not limited to) asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(ii) Adversely affects a student's educational performance.

[REDACTED] requires specially designed instruction in functional academics (reading, writing, math), social emotional/behavior, adaptive, OT, PT, and communication.

Social Emotional/Behavior

(From Last Locked Evaluation 05/18/2020)

SEL Composite

The SSIS SEL Composite is a measure of overall social-emotional functioning. Ms. Houle's ratings fall within the Average

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021

range SS= 93). Ms. [REDACTED] fell within the Average range (SS= 87).

- Self-Awareness
 - "Self-Awareness" is defined as the ability to accurately recognize one's emotions and thoughts and their influence on behavior. [REDACTED] Self-Awareness standard score as rated by mother, falls in the Below Average interpretive range. Scores in this range typically indicate problems with self-awareness skills. Students at this level generally demonstrate deficiencies in recognizing their emotions and how they can influence behavior. They experience difficulty when trying to assess their strengths and weaknesses and describe their feelings. Teacher's Self-Awareness standard score falls in the Average interpretive range.
- Self-Management
 - "Self-Management" is defined as the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. [REDACTED] Self-Management standard scores fall in the Average interpretive range by both teacher and parent. Scores in this range indicate a good level of self-management. Students at this level are usually able to stay calm in a variety of situations and ignore distractions from others. They also are able to set some basic goals and achieve them, and at times they can self-motivate when the situation calls for it.
- Social Awareness
 - "Social Awareness" is defined as the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. Teacher and parent scores fall in the Average range. Students at this level have a basic understanding of how others feel and can offer support to others when needed. They generally follow rules and act fairly with others. They typically are aware of the support and resources from others that are available to them.
- Relationship Skills
 - "Relationship Skills" is defined as the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. Her scores fall in the Average interpretive range. Scores in this range indicate good relationship skills. Students at this level generally have good communication skills and are typically cooperative.
- Responsible Decision Making
 - "Responsible Decision Making" is defined as the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. Teacher score falls in the Average range with parent score falling in the Below Average range. Students at this level make decisions about personal behavior that are often not consistent with social norms and expectations. They may not demonstrate accountability for their choices and behavior, and they may not consistently respect rules and adhere to them.
- Academic Competence
 - "Academic Competence" is based on a student's motivation to learn, as well as his or his reading and mathematics skills. The academic competence scale is falls in the Well-Below Average range.

SUMMARY AND CONCLUSIONS

[REDACTED] is rated strongly by both parent and teacher. Her overall core skills are rated as Average. [REDACTED] shows kindness to others and shows them concern, she is able to engage with peers and adults, she pays attention to instructions, follows directions and is typically well behaved when unsupervised. [REDACTED] tries to forgive and comfort others when needed. She responds well when others start a conversation or activity. She often say's "please" and "thank you."

Adverse Educational Impact Statement:

Although her overall scores are showing great improvement for [REDACTED] she does have some gaps in her social skills as noted by parent and teacher report as well as evidenced in the SSIS-SEL questions. The Social section on her ABAS-3 adaptive assessment, has social skills ratings in the Low and Below Average ratings. By the nature of her disability, [REDACTED] requires explicit instructions to continue to improve her social emotional skills and to keep her safe. Her deficits in social emotional and social skill development can negatively impact her ability to participate fully within the general education setting with or without accommodations. [REDACTED] requires specially designed instruction in social skills development in order to improve her ability to interact with peers. Parent and teacher have reported concerns with a limited ability to initiate and encourage play with peers rather than adults. She is able to respond to peer invites and often

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021

enjoys active games. [REDACTED] is inconsistent in her ability to use good eye contact with peers and adults. She prefers to play alone or with an adult when playing with toys and/or preferred activities in the school setting rather than sharing and inviting friends to play.

Specific concerns noted by both raters are provided for consideration and review for the IEP team:

- Does not ask for help from adults
- Seldom follows rules when playing with others
- Seldom completes a task without bothering others
- Never or seldom starts a conversation with peers
- Seldom makes eye contact when talking
- Seldom takes responsibility for her own actions
- Seldom stands up for herself if treated unfairly

Some of the areas noted as strength by both raters are:

- Seldom withdraws from others
- Tries to comfort others
- Respects the property of others
- Shows kindness when others are upset

CURRENT DATA:

Previous goals:

- looking at speaker - [REDACTED] can look at a familiar speaker in 2/5 opportunities without prompting. When the person talking to her is not as familiar (i.e. staff she does not work with often) she needs prompting to look up at them, rather than looking down at the floor or away.
- reciprocal play - this goal was modified due to COVID restrictions. During recess, [REDACTED] likes to draw with chalk, but she is unable to share the chalk unless prompted. When on the playground, she goes on the slide over and over by herself.

[REDACTED] enjoys getting up in front of the class and doing calendar or sharing her written work. She is able to repeat back what the teacher prompts her to say in order to lead/address the class.

BASELINE DATA FOR GOAL:

[REDACTED] can share play items for a preferred activity in 0 of 5 opportunities without prompting. She can also look at a familiar speaker in 2/5 opportunities without prompting.

ADVERSE EDUCATIONAL IMPACT:

Most 2nd graders can interact with classmates and teachers independently, share activities with others, and follow directions. They are able to follow a schedule and transition between activities in class. [REDACTED] struggles with completing these tasks independently and needs one-on-one support to engage in her general education classroom. She requires specially designed instruction to make progress in social emotional/behavior.

Standard: Non CCSS Goals

Annual Goal: Social Emotional/Behavior

Skill: Reciprocal Play

By 05/17/2022, when given a preferred activity and the opportunity to share play items [REDACTED] will allow the item(s) to be shared by either offering or saying yes when asked improving social interactions skills from sharing play items for a preferred activity in 0 of 5 opportunities without prompting to sharing play items for a preferred activity in 4 of 5 opportunities without prompting across 5 data

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021

collection days as measured by teacher-collected data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Social Emotional/Behavior

Skill: Looking at Speaker

By 05/17/2022, when given an adult or peer interaction [REDACTED] will look at the person speaking to show she is listening improving social skills from looking at a familiar speaker in 2/5 opportunities without prompting to looking at any school staff/student speaking (familiar or unfamiliar) in 4/5 opportunities without prompting across 5 data collection days as measured by teacher-collected data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Adaptive

(From Last Locked Evaluation 05/18/2020)

[REDACTED] is rated by her mother within the Low range for overall General Adaptive Skills. Her ratings are in the Below Average range for Social and Practical skills and Extremely Low for Conceptual domains. Ms. Houle's rating are within the Extremely Low range for overall General Adaptive Skills. Her ratings are in the Low range for Social and Practical skills and Extremely Low for Conceptual domains.

In the Conceptual domain:(Communication, Functional Academics and Self-Direction)

Strengths:

- Says the names of parents and friends
- Shakes her head "Yes or No" in response to a simple question
- Reads her own name when printed (inconsistent)
- Controls feelings when not getting her way
- Keeps working on hard tasks without becoming discouraged

Areas for Growth:

- Completing work in a timely manner
- Starts a conversation on topics of interest to others
- Prints her first and last name
- States the days of the week in order
- Locates important dates on a calendar
- Asking for help when needed
- Answers simple questions about a story being read to her

In the Social domain: (Leisure and Social Skills)

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Strengths:

- Has a good relationship with teachers and other adults
- Has one or more friends
- Is well liked by others her age
- Looks at picture books during free time

Areas for Growth:

- Waits for her turn in games and activities
- Seeks friendships and keeps a stable group of same-aged friends

In the Practical Domain: (Community Use, School Living, Health and Safety, and Self-Care).

Strengths:

- Places dirty items from meals in the proper place
- Shows respect for others' property
- Follows safety rules at school
- Shows caution around hot or dangerous items
- Uses the restroom without help
- Washes hands as needed
- Helps keep the classroom clean

Areas for Growth:

- Finding her way around the school by herself to the restrooms
- Takes the time to do schoolwork well
- Putting shoes on the correct feet
- Buttons and fastens her clothing

ADVERSE EDUCATIONAL IMPACT:

██████████ is demonstrating deficits in her adaptive skills that require direct adult assistance and/or explicit instruction. She requires individualized instruction in Adaptive skills in order to more fully participate in the learning expectations.

CURRENT DATA:

Previous goals:

- stamina and attention - ██████████ is able to maintain focus for 15-20 minutes when independently writing (tracing), drawing, or looking at books, or when working one-on-one.
- walking in a line - ██████████ is not able to walk in a line with her peers. She consistently pulls herself to the right or the left and drops back so as to not be near others. She often ends up one or two classes behind when walking to recess or lunch.

██████████ does not do anything completely independently in class. When the general education teacher gives a direction, she needs prompting from her one-to-one paraeducator in order to do what was asked. She needs prompting to get out supplies and materials, but she is able to get certain things in the classroom on her own, with a prompt (i.e. book, folder). ██████████ will not walk up the stairs independently. With para assistance, she is able to make it up or down in a little over 1 minute and 30 seconds. She is only able to go up or down with no one else around. ██████████ is unable to log-in to her computer, but she is able to get to certain high-use websites (i.e. Starfall) independently.

BASELINE DATA FOR GOAL:

██████████ can remain within 6ft of her class line with no more than 2 prompts in 0 of 5 opportunities. She can also follow a one-step teacher direction in 0 of 5 opportunities (she needs to be prompted by a para).

ADVERSE EDUCATIONAL IMPACT:

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Most 2nd grade students can make their way around school independently (i.e. to their classroom, the bathroom, etc.). They are able to work on tasks independently and follow directions without extra prompts. [REDACTED] struggles with walking in line with her class, completing independent tasks, and following one-step directions. She requires specially designed instruction in adaptive to make progress.

Standard: Non CCSS Goals

Annual Goal: Adaptive

Skill: Walking in Line

By 05/17/2022, when given an opportunity to transition to different locations at school in a line [REDACTED] will be able to remain in line with no more than 6ft between herself and her classmates, with minimal adult prompting, and with the paraeducator being no closer than 7ft behind improving ability to follow routine and instructions from remaining within 6ft of her class line with no more than 2 prompts in 0 of 5 opportunities to remaining within 6ft of her class line with no more than 2 prompts in 4 of 5 opportunities as measured by teacher-collected data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Adaptive

Skill: Following Directions

By 05/17/2022, when given a one-step direction from the teacher (i.e. get out a pencil, put your paper away) [REDACTED] will follow the direction improving direction-following skills from following a one-step teacher direction in 0 of 5 opportunities (she needs to be prompted by a para) to following a one-step teacher direction without prompting in 4 of 5 opportunities across 5 data collection days as measured by teacher-collected data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Adaptive: functional reading

(From Last Locked Evaluation 05/18/2020)

Based on teacher report: [REDACTED] is reading at a Pre-Primer level. Daily, she practices saying and tracing the alphabet, using flashcards and identifying corresponding pictures, sight words, sentences, and writing her name (we have her practice the 'whole' and breaking it down into 'parts'). She practices 1-1 correspondence and speaking in complete sentences by having multiple sentence frames with an interchangeable realistic picture. For example: I see a _____ (bus, flower, puppy). I like to ____ (swing, swim).

CURRENT DATA:

Present Levels of Educational Performance and Measurable Annual Goals

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Previous goals:

- read sight words - [REDACTED] can currently read three sight words (stop, mom, [REDACTED] without picture prompts. She is able to say and match the word to its picture pair for seven words (cat, eggs, dad, stop, books, dog, apple), but cannot read the words when they are shown to her by themselves.
- reading sentences - [REDACTED] is able to recognize pictures and say the correct word, but she is unable to recognize sight words in order to read sentences.

[REDACTED] is working on matching letters of the alphabet to pictures that start with that letter. She is unable to name all letter of the alphabet and can usually name about 10 letters each time - the letters she can name are often inconsistent. [REDACTED] is practicing matching sight words to pictures of the word. She is able to repeat the word and then match the picture, but she cannot read the words on her own. [REDACTED] is also able to repeat sentences and point along to the words she is reading with para-support. She is not working at grade-level and all class work is highly modified by the paraeducator in the moment. She is also working on a separate functional academic curriculum, which her goals are based on.

BASELINE DATA FOR GOAL:

[REDACTED] is able to recognize pictures of common words in 9 of 10 opportunities. She can also read 3 out of 10 sight words.

ADVERSE EDUCATIONAL IMPACT:

Per Common Core State Standards; second grade students are able to ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text (CCSS: RL.2.1). They are able to identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text (CCSS: RI.2.2). They are able to know and apply grade- level phonics and word analysis skills in decoding words (CCSS:RF.2.3). [REDACTED] is not working at grade-level and has a separate functional academic curriculum for reading. She requires specially designed instruction in functional reading to make progress.

Standard: Non CCSS Goals

Annual Goal: Adaptive: functional reading

Skill: Sentence Reading

By 05/17/2022, when given a sentence with picture prompts and sight words [REDACTED] will be able to recognize the pictures of common words (i.e. bird, cat, girl, etc.) and sight words in order to read the sentence improving early reading skills from recognizing pictures of common words in 9 of 10 opportunities to recognizing pictures and sight words to read a sentence in 6 of 10 opportunities across 5 data collection days as measured by teacher-collected data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

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Standard: Non CCSS Goals

Annual Goal: Adaptive: functional reading

Skill: Sight Words

Present Levels of Educational Performance and Measurable Annual Goals

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By 05/17/2022, when given a list of 10 priority words (mom, dad, I, me, see, stop, exit, girls, boys) will read sight words improving reading skills from reading 3 out of 10 sight words to being able to read 8 out of 10 priority sight words (mom, dad, I, me, see, stop, exit, girls, boys) in 2 of 3 opportunities across 3 data collection days as measured by charting, teacher collected data

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Adaptive: functional math

(From Last Locked Evaluation 05/18/2020)

Math: is working on counting to 10 and 1-1 correspondence. She also traced numbers and counted objects (with help).

CURRENT DATA:

knows all of her colors and shapes. She is able to match the word of the color or shape to a picture of it. She is able to say the names of colors when she sees them and she is able to name a circle, square, triangle, and rectangle. is working on tracing her numbers. She is able to identify numbers 1-10 with assistance. She often gets 3 and 8, 6 and 9, and 7 and 1 confused, but with prompting and reminders, she is able to correct her mistakes. When counting from 1-10 independently, she will get stuck around 6-8, but once she is given the next number, she is able to continue. is unable to complete grade-level work and all of her work is highly modified by the paraeducator. She is working on a separate functional academic curriculum to support her goals.

Previous goals:

- number recognition - is able to recognize numbers 0-10, aside from 7, inconsistently.
- counting to 10 - is able to count 1-3 consistently, and sometimes 1-5. She is able to count along with someone from 1-10, but cannot do it independently.
- coins - is able to repeat the names of coins and match the word to the picture. She is not able to identify or count their values.

BASELINE DATA FOR GOAL:

is able to count 1-10 with number models and/or prompting. She can also match coin names to a visual of the coin.

ADVERSE EDUCATIONAL IMPACT:

Per Common Core State Standards; second grade students are able to use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in all positions (CCSS: 2.OA.A.1). They are able to count within 1000; skip count by 5s, 10s and 100s (CCSS: 2.NBT.A.2). They are able to measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes (CCSS: 2.MD.A.1) is not working at grade-level and has a separate functional academic curriculum for math. She requires specially designed instruction in functional math to make progress.

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Standard: Non CCSS Goals

Annual Goal: Adaptive: functional math

Skill: Counting

By 05/17/2022, when given up to 10 objects [REDACTED] will count the objects improving early math skills from counting 1-10 with number models and/or prompting to counting up to 10 using manipulatives in 4 of 5 opportunities across 5 data collection days as measured by teacher-collected data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Adaptive: functional math

Skill: Coin Value

By 05/17/2022, when given coins--penny, nickel, dime, quarter [REDACTED] will identify their name and values improving math computation skills from matching coin names to a visual of the coin to identifying coin values in 4 of 5 opportunities across 5 data collection days as measured by daily work and/or charting

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Adaptive: functional written language

(From Last Locked Evaluation 05/18/2020)

Writing: [REDACTED] draws pictures, we would scribe the sentences with a highlighter, then she traces the sentences. She practices writing her name and saying each letter while writing. She traces sight words and practices saying the word (whole) then the letters (parts).

CURRENT DATA:

[REDACTED] is able to generate stories based on a picture. She is very creative and can add great details. When given a writing prompt in class, [REDACTED] can tell her story to the paraeducator who will write down what she says and then have [REDACTED] trace it. The paraeducator will also ask leading questions to help add to the story, which [REDACTED] is able to answer. [REDACTED] also practices writing letters of the alphabet, along with numbers 0-9. She will trace these and connect the dots to complete the letters. She is able to continue writing the letter without the tracing model once she has practiced it several times. However, if asked to write a specific letter without a model or practice beforehand, she is unable to. [REDACTED] is not working at grade level and her work is highly modified by a paraeducator. She is working on a separate functional academic curriculum to support her goals.

Previous goal:

- sentence generating - [REDACTED] is able to tell a story based on what is in a picture in every given opportunity. She

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is able to use descriptive words when prompted.

BASELINE DATA FOR GOAL:

can trace words in every given opportunity.

ADVERSE EDUCATIONAL IMPACT:

Per Common Core State Standards; second grade students are able to write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons and provide a concluding statements or section (CCSS: W.2.1). They are able to participate in shared research and writing projects (CCSS: W.2.7). is not working at grade-level and has a separate functional academic curriculum for writing. She requires specially designed instruction in functional written language to make progress.

Standard: Non CCSS Goals

Annual Goal: Adaptive: functional written language

Skill: Writing Words

By 05/17/2022, when given a sight word along with a picture will write the word improving early writing skills from tracing words to copying 8/10 words independently with just a visual model (no tracing) across 5 data collection days as measured by teacher-collected data/observation

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Communication

HISTORICAL DATA (From Last Locked Evaluation 05/18/2020)

PREVIOUS EVALUATION RESULTS (May 2017): was evaluated using the Preschool Language Scale-5 (PLS-5), a standardized tool to assess receptive and expressive language skills. On the Auditory Comprehension subtest of the PLS-5 raw score was (31), which translates to a standard score of (61) and a percentile rank of (1)(-2.6 SD). On the Expressive Communication subtest, her raw score was (27), which translates to a standard score of (57) and a percentile rank of (1)(-2.87 SD). Total Language Score is calculated as a standard score of (56) and a percentile rank of (1)(-2.93 SD). With her diagnosis of Down Syndrome, language skills are expected to be delayed. These standardized assessment results give us a baseline reading of her skills. strengths include her interest in labeling vocabulary, receptively identifying functions of basic items, and identifying basic verbs. language sample reveals that she uses primarily single word utterances to label, negate, and greet. She is combining two words into a few short phrases (What's that, all done, too, clean up?, need help, it's a). Though these phrases contain two words, it is likely that has learned them, and uses them, as a single linguistic unit, rather than understanding the meaning of each word. Regardless, these are effective for functional communication with adults and peers. Administration of the Goldman Fristoe Test of Articulation (GFTA-2) was attempted on May 17, 2017, but discontinued due to difficulty acquiring spontaneous or repeated productions of stimulus items. Instead, an inventory of phonemes is using in spontaneous speech follows: /t, d, n, p, b, y, g, k, f, s, w/. speech intelligibility is increased in context, in repetition, and with known listeners. She often accompanies speech with it's earlier learned and used sign cognate.

MARCH 13, 2020 DATA: IEP goals over the last year are focused on verbally responding to questions about the

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function, shape, and color of common items, and producing intelligible phrases (describing pictures using 3-4 word present progressive phrases [girl is walking, horse eating grass], and following models to accurately produce sounds/syllables). Current progress: Responding to questions about common items: Given a choice of 2 options, [redacted] identifies an object given the function (ie. what do we use to color?) with 58% accuracy, and 45% with a choice of 3. [redacted] matches the object with the function, but has a hard time understanding the question when it is presented without visual choices. [redacted] frequently responds with a repetition of the last word of the question (ex. If asked "what do we do with scissors?", [redacted] responds with "scissors"). When presented with a "wh" question about a picture, [redacted] answers basic "who, what" questions with 63% accuracy. Using intelligible phrases: [redacted] uses primarily 1-2 word phrases. She imitates 2-word phrases with 71% accuracy. Without modeling, [redacted] describes a picture using a 2-word phrases (person verbing) with 33% accuracy. We have been working on pacing words, 1 syllable at a time. [redacted] works really hard imitating each syllable, even when they are difficult. With a pacing board, [redacted] repeats 2-syllable words with 63% accuracy. [redacted] responds to yes/no questions well, and communicates her basic needs and wants through previously learned words and phrases. [redacted] responds to questions and comments on topic, but not always accurately (ie. "I like your hair bow, [redacted] is often responded to with "Mom" or "[redacted] It is not clear if that is the person who did her hair or gave her the bow, or if she is simply responding with something that frequently gets a response from people. Functional goals would be on understanding basic "wh" questions and responding appropriately, and continuing to practice using intelligible words and phrases.

CURRENT DATA (May 18, 2021)

[redacted] goals have focused on answering "what", "who", and "where" questions, using 2-word phrases, and articulating 2-syllable words. [redacted] has made progress in all of her goals this year.

1) Respond to simple "wh" questions (ex. What do scissors do?, Who is running?, Where is the cat?) using multiple modalities (2 picture choices, point to the _____, verbal response, etc) from answering "who" and "what" questions about objects and pictures with 63% accuracy given a visual cue to answering simple "who", "what", and "where" questions about objects and pictures with 75% accuracy given visual cues.

- current progress: [redacted] identifies objects given a definition (ie. "where is the animal that swims?") from a picture chart (field of 16) with 65% accuracy. She responds verbally to "what" or "who" questions with known vocabulary, given a correlated visual, with 88% accuracy. If the picture is not the exact answer, [redacted] responds by labelling the picture, rather than responding to the context of the question (ex. "where does a bird lay their eggs?" with a picture of a nest and eggs, [redacted] answered with "eggs" and then "babies"). With verbal-only responses (with related picture cues), [redacted] answers simple "what" questions with 90% accuracy, "who" questions with 62% accuracy in context (responds with a person, but doesn't know the vocabulary. She often responds with "boy" or a close word - ie "doctor" for a dentist), and "where" questions with 30% accuracy in context (often responded by labeling the item in the picture). [redacted] does not use prepositions to describe location (ie. where is the ball?, she responds with "box" rather than "in box").

2) Describe a picture using 2-word phrases (ex. girl running) from imitating 2-word phrases with 71% accuracy and independently using 2-word phrases to describe a picture with 33% accuracy to independently using 2-word phrases to describe a picture with 75% accuracy

- [redacted] has made a lot of progress in this area. She independently uses many 2-word statements, especially when describing an action (ie. ride bike, play piano). We have been working on 3-word sentences (boy is running) including the "is". With a visual (sentence pacing chart), [redacted] uses "is" in her sentences with almost 100% accuracy! She uses the "ing" ending on verbs with 64% accuracy, using the same visual. [redacted] has the most difficulty using "ing" when the action has an object with it (ex. she will use "boy is eating" consistently, but often "girl is ride bike" because of the familiarity of the phrase). [redacted] uses learned 3-word sentences with the assistance of a visual with over 90% accuracy. She independently uses 3-word sentences in less than 10% of her her speech.

3) Produce 2-syllable words from imitating 2-syllable words with 63% accuracy given a pacing board and modeling to labeling pictures with 2-syllable words with 75% accuracy given a pacing board

- [redacted] produces both syllables of many 2-3 syllable words. With a pacing board, she labels words, with both syllables, with 64% accuracy. When [redacted] uses a 2-syllable word, she often omits the initial consonant. [redacted] has worked on initial /p,b,m,t/ words. She is consistent with the sound in 1-syllable words. In 2-syllable words, [redacted] uses an initial consonant with 93% accuracy in words, and 63% in 2-word phrases (ex. "eat popcorn"), given a model and a visual cue (finger to lips). [redacted] has some difficulty with tighter vowels (ay, ee, oo) in multi-syllable words. She has done a lot of practice with her full name, and is now consistently saying "[redacted] [redacted]" when asked her full name.

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BASELINE DATA FOR GOALS

- [REDACTED] identifies objects given a definition (ie. "where is the animal that swims?") from a picture chart (field of 16) with 65% accuracy.
- [REDACTED] responds to "where" questions with 30% accuracy in context (often responded by labeling the item in the picture), and 0% use of prepositions to describe location
- [REDACTED] uses learned 3-word sentences with the assistance of a visual with over 90% accuracy. She independently uses 3-word sentences in less than 10% of her her speech.
- [REDACTED] uses an initial consonant in 2-syllable words with 63% accuracy in 2-word phrases, given a model and a visual cue (finger to lips)

ADVERSE ACADEMIC IMPACT

Same aged peers use full sentences to clearly communicate their wants, needs, thoughts, and ideas, and respond to questions asked in the classroom and social settings. [REDACTED] communication delays impact her ability to make progress and keep up with same aged peers and is therefore eligible for SLP services to address these skills.

Standard: Non CCSS Goals

Annual Goal: Communication

Skill: receptive language

By 05/17/2022, when given a picture chart (field of 16) [REDACTED] will select the correct item given a description (category, function, color, etc - ie. where is the animal that swims? what do we use to cook?) improving receptive language skills from identifying objects from a picture chart (field of 16), given a definition, with 65% accuracy to identifying objects from a picture chart (field of 16), given a definition, with 80% accuracy as measured by SLP and/or teacher data over 3 data days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Communication

Skill: WH questions

By 05/17/2022, when given pictures and objects [REDACTED] will respond to "where" questions in the correct context (giving a location, pointing to a place, and/or giving a prepositional phrase) improving Receptive/Expressive Language Skills from responding to "where" questions with 30% accuracy in context, and 0% use of prepositions to describe location to demonstrating understanding of prepositional and locational concepts (in/out, on/off, in front/behind, under) by responding to "where" questions with 75% accuracy as measured by SLP and/or teacher data over 3 data days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021

Standard: Non CCSS Goals

Annual Goal: Communication

Skill: Expressive Language

By 05/17/2022, when given descriptive pictures (e.g., verb cards, books, picture scenes) [REDACTED] will independently describe the picture using 3-word phrases (ex. girl is running, dog eating food) improving Expressive Language from using learned 3-word sentences with the assistance of a visual with over 90% accuracy, and independently in less than 10% of her her speech. to independently using 3-word phrases to describe a picture with 75% accuracy as measured by SLP and/or teacher data over 3 data days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Communication

Skill: Articulation

By 05/17/2022, when given a picture of an item and option of a pacing board [REDACTED] will produce initial consonants and correct vowels in 2-syllable words improving intelligibility from producing an initial consonant in 2-syllable words with 63% accuracy in 2-word phrases, given a model and a visual cue (finger to lips) to producing 2-syllable words with initial consonants and correct vowel sounds with 75% accuracy in 2-word phrases, without a model as measured by SLP and/or teacher data over 3 data days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Communication

Skill: Expressive Language - assistive technology

By 05/17/2022, when given a page with a field of 16 labelled pictures of commonly used and frequently misunderstood conversational words [REDACTED] will point to the correct picture along with a verbalization to increase listener understanding improving expressive language and intelligibility from pointing to a corresponding picture while verbalizing in 0% of trials during a structured conversational activity to pointing to a corresponding picture while verbalizing in 75% of trials during a structured conversational activity as measured by SLP and/or teacher data over 3 data days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Fine Motor

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021

Historical Data: [REDACTED] continues to need assistance with most tasks while at school. She continues to need significant support in the area of fine motor. It is recommended that [REDACTED] continue to receive occupational therapy services to address her fine motor delays. As [REDACTED] skills change in the area of fine motor before the next evaluation, the level of OT services required to support her ability to access and benefit from her educational program may need to be adjusted.
~Erin Matthews, MS, OTR/L, May 2020]

Current Data:

[REDACTED] has been seen for occupational therapy services for the past school year, for 20 minutes, 2x per week. [REDACTED] has been working on goals to write her name independently, cut on a curved line, draw pictures, and use fasteners.

When writing her name, she has consistently been able to demonstrate the ability to write recognizable [REDACTED] although she still will add [REDACTED]. Much of the time, when [REDACTED] is asked to write her name, her legibility depends on her willingness to put forth her best effort. She has most recently started to demonstrate writing her first name within a given box and has been consistent with her ability to do so. She has met her goal of writing 3/3 recognizable letters!

When given curved shapes to cut, again, it depends on her willingness to put forth her best effort. She has demonstrated the capability of cutting on the line accurately, and turning the paper, however, much of the time, she continues to chop at the paper instead. When given bigger shapes, she has more difficulty managing the paper with her helper hand. She also benefits from thicker and darker lines to help with visual contrast. She has met her goal of cutting curved shapes within 1/4" of the line, over a period of 4 days. She has been responding well to verbal cues only to cut slowly and carefully, creating more independence with her work!

[REDACTED] enjoys drawing pictures. She is adding her own details when asked to draw a picture of herself, even adding her mask! She is still drawing mostly circular shapes and lines, instead of clear shapes such as squares or triangles. She has met her goal of being able to draw recognizable pictures with 10 or more details without adult physical assistance. She is now needing only verbal cues to add more to her pictures. She will benefit from continuing to work on drawing skills.

When given her coat, [REDACTED] still struggles to engage the zipper independently. She has not met this goal this year, and it seems that it is due to a combination of the visual and fine motor components of engaging the zipper. [REDACTED] is not able to see clearly where the zipper goes in and has difficulty with managing the two sides of the jacket to coordinate the task successfully. She will continue to benefit from working on this skill but may benefit from adaptations for zippers in the future to create more independence for her self-care.

Recently, [REDACTED] has begun to demonstrate fearfulness of accessing different parts of the Riverview building. This is most apparent with the stairs specifically. She will not access them without a person holding her hand and will refuse/scream/cry/lay on the floor if not given that support. When attempting other staircases in the building, she will refuse to access them. She will not walk closely to the large windows at the end of the hallways and will not access the top floor near the railing that has see-through fencing.

Baseline Data for IEP Goals:

1. Occupational Therapy: Writing- writing 3 recognizable letters of first name and 1 recognizable letter of last name (E)
2. Occupational Therapy: Drawing- drawing 2/4 consistently accurate basic shapes (circle, cross) to create a picture
3. Occupational Therapy: Cutting- cutting curved lined shapes within 1/4" of the line, with large choppy cuts
4. Occupational Therapy: School Self-Care-donning jacket and backpack right side up in 0/4 opportunities

Adverse Impact Statement: Same age peers have the fine motor skills required in order to write basic identifying information independently, draw accurate shapes, cut smoothly along a line, and don their jacket and backpack independently. [REDACTED] fine motor deficits impact her ability to make progress and keep up with same age peers and is therefore eligible for OT services to address these skills.

~Erin Matthews, MS, OTR/L, April 2021

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021

Standard: Non CCSS Goals

Annual Goal: Occupational Therapy

Skill: Writing

By 05/17/2022, when given a model and prompting [REDACTED] will write first and last name improving independence in writing skills and identifying information from writing 3 recognizable letters of first name and 1 recognizable letter of last name ([REDACTED]) to writing 3 recognizable letters of first name and 5 recognizable letters of last name as measured by work samples and OT data over 4 data collection days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Occupational Therapy

Skill: Drawing

By 05/17/2022, when given modeling and verbal cues [REDACTED] will copy improving fine motor precision from drawing 2/4 consistently accurate basic shapes (circle, cross) to create a picture to drawing 4/4 consistently accurate basic shapes (circle, square, triangle, cross) to create a picture as measured by work samples and OT data over 2 data collection days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Occupational Therapy

Skill: Cutting

By 05/17/2022, when given scissors and cutting task [REDACTED] will turn paper independently and cut smoothly improving bilateral coordination and fine motor precision from cutting curved lined shapes within 1/4" of the line, with large choppy cuts to cutting curved lined shapes within 1/4" of the line, with small smooth cuts as measured by OT data and work samples over 2 data collection days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021

Standard: Non CCSS Goals

Annual Goal: Occupational Therapy

Skill: School Self-Care

By 05/17/2022, when given verbal prompting only [REDACTED] will don jacket and backpack improving independence at school from donning jacket and backpack right side up in 0/4 opportunities to donning jacket and backpack right side up in 4/4 opportunities as measured by therapist data over 4 data collection days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Gross Motor

HISTORICAL DATA

(From Last Locked Evaluation 05/18/2020) OBSERVATIONS: [REDACTED] is always happy to participate. She is independent with walking but does walk with a wide base of support and uses increased trunk rotation to advance her legs as opposed to hip flexion/extension. She runs with a similar pattern. She can step up onto a 6 inch step independently but does require one hand assist to descend the step, likely due to her difficulties with depth perception. [REDACTED] can now step over objects and curbs without assistance. She attempts to hop and jump but has difficulty with two foot take off and landing. [REDACTED] can jump on the trampoline. She very much enjoys the swing and is able to propel with cues to push and pull with her arms.

STAIRS Both [REDACTED] mom, [REDACTED] and her para, Mrs. Houle reported that [REDACTED] is struggling with using stairs at home and at school. They further report that [REDACTED] is placing both feet on each step (step to gait) and holding onto the rail to both ascend and descend. They also report that [REDACTED] appears quite hesitant on steps.

ENDURANCE [REDACTED] mom, [REDACTED] expressed concerns over [REDACTED] stamina and endurance. She reports that at times [REDACTED] has fallen asleep in the car on the way home from school. Most days [REDACTED] comes home and gets a snack and wants to go to bed where she often remains for the rest of the night. [REDACTED] para, Mrs. Houle, reports that [REDACTED] has days when she is more tired than others and needs to stop and rest, but she feels [REDACTED] endurance has improved since last school year. Therapist also shared that at school, [REDACTED] endurance has improved significantly in the past three years. As a preschooler [REDACTED] often needed a rest when walking from the preschool room to the therapy room. In kindergarten, [REDACTED] often fatigued during PE and would opt to sit down for the rest of the class. Mrs. Houle reports that [REDACTED] still takes some breaks in PE, but her time resting has shortened significantly. During therapy, [REDACTED] had moments of being tired, but after a 30 second rest break and verbal encouragement, [REDACTED] would stand up and try again. The team, including [REDACTED] felt that we did not need to add this in as an area of goal focus, but we will keep an eye on her energy levels and stamina at school. Shared with [REDACTED] that it is common for children with this diagnosis to be fatigued after school as they are working hard to overcome both their low tone and hypermobile joints in addition to mental fatigue from [REDACTED] depth perception issue in addition to learning. Also shared that it's not uncommon for 1st graders to still be tired after school.

CURRENT DATA

[REDACTED] has been struggling with her gross motor skills this school year. Her depth perception appears to be more noticeable and she also appears to be struggling with knowing where she is in space. Functionally this presents as [REDACTED] having difficult getting on and off the bus, going up and down curbs, going up and down the stairs to access specialists, walking across lines in the concrete. However, she has also made improvements in climbing up the steps to go down the slide.

Bus - Functionally, she has had a very difficult time getting on and off the bus often resulting in her sobbing, shaking and at times screaming. Due to the dire nature of the situation, and that [REDACTED] was refusing to get on the bus in the morning and in the afternoons, with parent permission, the guidance of Emma Packard, Teacher of the Visually Impaired, was sought. Modifications to the bus were made including placing white duct tape on the end of the seat back in front of [REDACTED] the edge of her seat, and the seat back across from her. Transportation switched busses to one in which [REDACTED] could touch the seat backs on each side to help her know where she is in space. The bus driver made sure to have the lights on to help [REDACTED] see where she was going and to create a well lit atmosphere so she was not walking into a shadow. A flashlight was also trialed, but ultimately these modifications were not successful. [REDACTED] is now dropped off and picked up by her

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021

mom.

Stairs - ■■■ is able to go up and down steps with a very tight grip on an adults hand. She uses a step to gait (both feet on each step) with a tight grip on the railing. Often times she is shaking, vocalizing in a fearful tone, and at times screaming. She holds tightly to the rail on the landing. When descending she keeps her body up against the wall as though she is going against the flow of traffic. She continues this pattern on the landing and on the last set of steps. It took ■■■ 1 minute 52 seconds to go up stairs and 1 minute 30 seconds to go down stairs.

Curbs - ■■■ has struggled with going up and down curbs at the bus ramp. Part of the reason she seems to struggles is that there is a yellow line painted approximately 18" from the edge of the curb which is visually confusing to ■■■ She walks with a normal gait up to the yellow line. She then slows her cadence, places her arms in high guard and gingerly takes small steps until she feels the edge of the curb with her foot. Once there she can step down and then step back up again. When given the opportunity to practice the curb in succession as a part of her therapy session, ■■■ tends to become more nervous with each repetition rather than becoming more at ease as is typical.

Sidewalk Lines - part of the sidewalk leading in from parent pick up has horizontal lines every four inches (approximate). ■■■ often struggles to walk on these lines wanting to walk around on areas that have lines every four feet instead. As with curbs, she approaches the lines slowly with her arms in high guard. When highly distracted, ■■■ is able to walk over the lines more easily and without protest.

Therapy Room Access - ■■■ has been struggling with walking around the therapy room often having her arms and hands in high guard. When walking 15 feet away to get a tennis ball she has thrown to a hula hoop, ■■■ walks up to the hula hoop approaching slowly, turns right 90 degrees and walks 4 feet away on the mat, makes a 180 degree turn and then crawls to pick up the ball.

Therapy Exercises - ■■■ has struggled with most therapy exercises this year. When asked to throw to a target, she wants to walk up to the target and touch the wall while throwing as she seems to struggle with knowing how far to throw the ball even though she is able to throw 10-12 feet to a hula hoop on the floor routinely. She is able to catch a well tossed 6" success ball from 8 feet away in 2/10 trials. ■■■ is able to climb up on to the mini trampoline. Prior to jumping, she leans her chest over the bar where it remains while she jumps. ■■■ panics when asked to hold one foot up to hop, a skill she was previously able to do. She also panics when stepping down from the mini trampoline even with adult assistance often refusing to try. She instead sits down to scoot off of the mini trampoline. ■■■ has also been working on stepping up onto a 6" step bench and stepping back down to work on stepping down from playground equipment. ■■■ uses the mirror to visualize where she is in space. Using the mirror this exercise is fairly easy for her. When the mirror is taken away and the cabinets are used, ■■■ tends to panic and vocalizes in a fearful way. She has also been working on walking across a 4" wide balance beam. She was again using the mirror to know where she was in space. When the mirror is taken away, ■■■ becomes very upset even when holding both hands of an adult with the adult walking backwards directly in front of her.

Vestibular - ■■■ tends to want to lay with her chest on items such as the desk, the counter, the square platform swing, and the table. When given the opportunity to sit on the square platform swing, ■■■ needed max assist to get on the swing even with the swing held still. Once on the swing, ■■■ was too afraid to swing, so therapist held the swing still until ■■■ said she was ready. When swinging in a low arc with slow speed, ■■■ demonstrated rapid eye blinking followed by keeping eyes closed (squeezed shut), then more rapid eye blinking and then eyes squeezed shut indicating some level of vestibular dysfunction.

■■■ therapy for the past month has focused on more functional activities such as practicing walking on sidewalk lines, stepping on and off the curb, going up and down stairs, throwing to a target, and vestibular activities to help her body start to figure out where she is in space such as swinging while sitting and using a scooter board.

RECOMMENDATIONS - given ■■■ change in status, that her skills have regressed, and that this regression has significantly adversely impacted her function and her ability to get to and from school, it is recommended that ■■■ continue to receive physical therapy services as a related service with emphasis on regaining skills that improve her ability to move throughout the school and in classrooms in a timely matter and without so much anxiety.

BASELINE DATA FOR GOALS

1. Stairs - When given a set of stairs, ■■■ will ascend the stairs without holding an adults hand and without vocalizing fear going from 0/5 trials to 5/5 trials
2. Curbs - When given a curb at the bus loop, ■■■ will step on and off the curb without adult assistance and without vocalizing fear going from 0/5 trials to 5/5 trials.
3. Swing - When given a swing, ■■■ will sit on the swing with her eyes open for 30 seconds going from 0/5 trials to 5/5

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021

trials

4. Sidewalk - When given the sidewalk in front of school with lines, [REDACTED] will walk over the sidewalk with her hands down and with a normal cadence going from 0/5 trials to 5/5 trials.

ADVERSE IMPACT STATEMENT

Where as most student's [REDACTED] age are able to go up and down stairs independently, can go up and down curbs independently, can swing with their eyes open and can walk on a sidewalk with lines, [REDACTED] cannot. [REDACTED] delays in her gross motor skills have an adverse impact on her ability to fully, safely and independently access all areas of her educational day. Therefore, [REDACTED] continues to require physical therapy as a related service to address her ongoing delays and allow her the opportunity to catch up to her same age peers.

It continues to be a pleasure working with [REDACTED] If you have additional questions, please do not hesitate to contact me via email at kelly.daniels@sno.wednet.edu.

Kelly Daniels, MPT

Physical Therapist

Standard: Non CCSS Goals

Annual Goal: Physical Therapy

Skill: Curbs

By 05/17/2022, when given a curb at the bus loop [REDACTED] will step on and off the curb without adult assistance and without vocalizing fear improving her ability to get on and off the bus from 0/5 trials to 5/5 trials as measured by PT data and EA/Teacher report over three data days

How will progress toward this goal be reported?

☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Standard: Non CCSS Goals

Annual Goal: Physical Therapy

Skill: Swing with Eyes Open

By 05/17/2022, when given a swing [REDACTED] will sit on the swing with her eyes open for 30 seconds improving her ability to access playground equipment and improving her vestibular function for moving around school from 0/5 trials to 5/5 trials as measured by therapist and para educator data over 3 data days

How will progress toward this goal be reported?

☒ Copy of Goal Page ☐ Written in Report Card ☐ Written Progress Report
☐ Other

Report of Student Progress: Semester

Present Levels of Educational Performance and Measurable Annual Goals

Meeting Date: 05/18/2021

Goals for Related Services

Standard: Non CCSS Goals

Related Service Goal: Physical Therapy

Skill: Classroom Transitions

By 05/17/2022, when given sidewalk in front of school with lines [REDACTED] will walk over the sidewalk with her hands down and with a normal cadence improving her ability to transition in class from 0/5 trials to 5/5 trials as measured by teacher, para and/or therapist data over three data taking days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page
☐ Other
- ☐ Written in Report Card
- ☐ Written Progress Report

Report of Student Progress: Semester

Standard: Non CCSS Goals

Related Service Goal: Physical Therapy

Skill: Stairs

By 05/17/2022, when given a set of stairs [REDACTED] will ascend and descend stairs without holding an adults hand and without vocalizing fear improving her ability to navigate school from 0/5 trials to 5/5 trials as measured by therapist, para and teacher data over three data collection days

How will progress toward this goal be reported?

- ☒ Copy of Goal Page
☐ Other
- ☐ Written in Report Card
- ☐ Written Progress Report

Report of Student Progress: Semester

Program Accommodations/ Modifications and Support for School Personnel

Meeting Date: 05/18/2021

PURPOSE: The purpose of this page is to document the modifications and/or accommodations that the student requires, based on the student's assessed needs, in order to advance appropriately toward attaining the identified annual goals, to be involved and make progress in the general education curriculum, and to be educated with non-disabled peers to the maximum extent appropriate. Accommodations may be in, but not limited to, the areas of presentation, timing/scheduling, setting, aids, and format. The impact of any modifications listed should be discussed. This includes the earning of credits for graduation.

This student will be provided access to the general education, special education, other school services and activities including non-academic activities and extracurricular activities, and education related settings:

- ☐ with no accommodations/modifications
☒ with the following accommodations/modifications

Accommodations	Frequency	Location	Duration m/d/y to m/d/y
ASSISTIVE TECH: Augmentative communication	daily	all locations	05/18/2021 to 05/17/2022
Enlarged print	daily	classroom	05/18/2021 to 05/17/2022
PRESENTATION: Clear and specific directions/simplify directions	Daily	Special Ed & General Ed	05/18/2021 to 05/17/2022
PRESENTATION: Picture sequence for multi-step directions	Daily for multi-step projects/activities (e.g. cut, color, glue)	Special Ed & General Ed	05/18/2021 to 05/17/2022
PRESENTATION: Provide desktop list of tasks or schedule board	Daily	General Education	05/18/2021 to 05/17/2022
RESPONSE: Reduce number of items within assignment	daily	classroom setting	05/18/2021 to 05/17/2022
RESPONSE: Utilize alternative modes of response for assignments/tests	daily	classroom setting	05/18/2021 to 05/17/2022
SETTING: Predictable routine/structure	Daily - picture schedule	Special Ed & General Ed	05/18/2021 to 05/17/2022
SETTING: Preferential seating (specify per student needs)	daily	Special Ed & General Ed	05/18/2021 to 05/17/2022
SETTING: Provide individualized/small group instruction	daily	General Ed & Special Ed	05/18/2021 to 05/17/2022
Visual support for transition times (picture cards)	daily	school setting	05/18/2021 to 05/17/2022
Voice enhancement	daily	classroom setting	05/18/2021 to 05/17/2022

Program Accommodations/ Modifications and Support for School Personnel

Modification(s)	Frequency	Location	Duration m/d/y to m/d/y
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Supports for School Personnel (training, professional development, etc):

Support(s)	Frequency	Location	Duration m/d/y to m/d/y
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State or Districtwide Assessments of Student Achievement

Meeting Date: 05/18/2021

PURPOSE: The IEP team makes the determination of what type of state and district wide assessments (regular or alternative) the student will take and what individual accommodations are necessary. Accommodations provided on state and districtwide assessments should be those that are provided as part of the regular instructional program.

Assessment	Accommodations		If YES, List Accommodation(s) by Assessment
	Yes	No	
Current Grade Tests			
Brigance			
Brigance			
English Language Arts		X	
Mathematics		X	
Next Grade Tests			
Brigance			
Brigance			
English Language Arts		X	
Mathematics		X	

Special Education and Related Services

Meeting Date: 05/18/2021
PURPOSE: The information on this page is a summary of the student's program/services, including when services will begin, where they will be provided, who will be responsible for providing them, and when they will end.

Services 05/18/2021 - 05/17/2022

Concurrent	Service(s)	Service Provider for Delivering Service	Monitor	Frequency	Location (setting)	Start Date	End Date
Related							
No	Occupational Therapy	OT	OT	20 Minutes / 2 Times Weekly	Special Education	05/18/2021	05/17/2022
No	Physical Therapy	PT	PT	30 Minutes / 1 Times Weekly	Special Education	05/18/2021	05/17/2022
Special Education							
No	Communication	SLP	SLP	20 Minutes / 2 Times Weekly	Special Education	05/18/2021	05/17/2022
No	Adaptive: functional math	Special Ed Teacher	Special Ed Teacher	60 Minutes / 5 Times Weekly	Special Education	05/18/2021	05/17/2022
No	Adaptive: functional reading	Special Ed Teacher	Special Ed Teacher	60 Minutes / 5 Times Weekly	Special Education	05/18/2021	05/17/2022
No	Adaptive: functional written language	Special Ed Teacher	Special Ed Teacher	30 Minutes / 5 Times Weekly	Special Education	05/18/2021	05/17/2022
No	Adaptive	Special Ed Teacher	Special Ed Teacher	30 Minutes / 3 Times Weekly	Special Education	05/18/2021	05/17/2022
No	Adaptive	Special Ed Teacher	Special Ed Teacher	30 Minutes / 2 Times Weekly	General Education	05/18/2021	05/17/2022
No	Social Emotional/Behavior	Special Ed Teacher	Special Ed Teacher	30 Minutes / 5 Times Weekly	Special Education	05/18/2021	05/17/2022

Total minutes per week student spends in school:	1780 minutes per week
Total minutes per week student is served in a special education setting:	1100 minutes per week
Percent of time in general education setting:	38.2% in General Education Setting

Special Education and Related Services

PURPOSE: The purpose of this page is to document the extent to which the student will be involved and progress in the general curriculum, participate in extracurricular and nonacademic activities and be educated and participate with other special education students and non-disabled students. Other education-related factors that may impact the student should also be considered.

Least Restrictive Environment (LRE):

When discussing least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- The placement should provide a reasonably high probability of assisting the student in attaining the annual goals.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

Placement Options:

Setting 1: 05/18/2021 - 05/17/2022

Placement Options for LRE	SELECTION		OR...REASONS REJECTED		
	Considered	Selected (only 1)	Academic benefit cannot be satisfactorily achieved	Non-academic benefit cannot be satisfactorily achieved	Effect student will have on teacher and other students
80%-100% in Regular Class					
40%-79% in Regular Class					
0-39% in Regular Class					
Correctional Facility					
Homebound/Hospital					
Home Schooled/Part-Time Enrolled					
Non-Public Agency Residential					
Public separate day school					
Private separate day school					
Public Residential Facility					
Private Residential Facility					
Parentally-placed in Private Schools (PPPS)					
Non-Public Agency Day School					

An explanation of the extent, if any, to which the student will not participate with nondisabled students in the general education classroom, and in nonacademic and extracurricular activities:

Transportation: ☐ Regular ☐ Special
General PE: ☐ Yes ☐ No

Parent Notification Procedures:

The district has a procedure for notifying parents regarding the use of restraint or isolation. A copy of the district's procedure is attached to this IEP.

Special Education and Related Services

Other Considerations:

Extended School Year: ☐ Yes ☐ No If Yes, must complete ESY form.

Emergency Response Protocol: ☐ Yes ☒ No

Prior Written Notice

To: _____ Date: _____

Re: Student's Name: _____

PURPOSE: As a parent/guardian of a special education child or child suspected of needing special education services, the school district is required to provide you with prior written notice whenever it proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to your child. This notice should be given to you after a district makes a decision and before action is taken on the decision. The notice should be given to you in a reasonable amount of time before the district takes action.

The purpose of this prior written notice is to inform you that we are:

1. ☐ proposing ☐ refusing to 2. ☐ initiate ☐ change ☐ continue ☐ discontinue a/an
(mark one of the above) (mark one of the above)

Mark all items below that apply:

3. ☐ Referral ☐ Initial Evaluation ☐ Eligibility Category
☐ Educational Placement ☐ IEP ☐ Reevaluation
☐ Disciplinary action that is a change of placement ☐ 504 Plan ☐ Other:

Description of the proposed or refused action:

The reason we are proposing or refusing to take action is:

Description of any other options considered and rejected:

The reasons we rejected those options were:

A description of each procedure, test, record, or report we used or plan to use as the basis for taking this action is as follows:

Any other factors that are relevant to the action:

The action will be initiated on: _____

Your child has procedural protections under IDEA. These protections are explained in the *Notice of Procedural Safeguards for Special Education Students and Their Families*. If this prior written notice is given to you (1) as part of your child's initial referral for evaluation, (2) as part of a request for reevaluation or (3) notice to you regarding disciplinary action that constitutes a change of placement the procedural safeguards accompanies this notice. If a copy of the *Notice of Procedural Safeguards for Special Education Students and Their Families* is not enclosed and you would like a copy or you would like help in understanding the content, please contact:

Zoe Yeley at 360.563.4438

The district has a policy for notifying parents regarding the use of restraint or isolation. A copy of this policy is attached to this IEP.

Notification for the Disclosure of Student Information to the Washington State Health Care Authority

Snohomish School District (the School District) currently provides necessary school-based health services to your child at no cost to you, the parent/guardian. The School District is participating in Washington State Health Care Authority (HCA) program through which Federal Medicaid funds are made available to school districts in the State to help cover the costs of providing necessary school-based health services to students. By participating in this program, the School District is allowed to seek Federal Medicaid funds to help cover the costs of the health services the School District provides to your child. In order to seek the Federal funds, the School District must disclose information from your child's education records to the HCA regarding the health services the School District provided to your child.

NOTIFICATION OF PARENT/GUARDIAN RIGHTS AND PROTECTIONS

To ensure that your child has access to a free appropriate public education, as required by Federal law, the School District must

- obtain your written consent prior to disclosing your child's health information to the HCA,
- may not require you to sign up for or enroll in any public benefits or insurance programs,
- may not require you to pay any out-of-pocket expenses such as a deductible or co-payment for the costs of the health services the School District provides to your child, and
- may not use your child's Medicaid or other public benefits if that use would
 - decrease available lifetime coverage or any other insured benefit,
 - result in you or your family paying for services that would otherwise be covered by Medicaid or other public insurance program and that are required for your child outside of the time that your child is in school,
 - increase your insurance premiums or lead to the discontinuation of any public benefits or insurance, or
 - risk the loss of your eligibility for home and community-based waivers, based on aggregate health-related costs.

Giving your consent will cost you, the parent guardian, nothing, but will allow the School District to seek Federal financial support needed to better provide services to students. Whether or not you give your consent or if you withdraw your consent, the School District will continue to provide services to your child at no cost to you, the parent/guardian.

If the district is requesting an updated consent from you, or has asked you to provide initial consent to verify Medicaid eligibility and seek reimbursement from Medicaid for necessary school based services, a consent form is attached to this notification.

Medicaid Consent

Date: 05/18/2021

PURPOSE: This form asks for your consent to share the necessary information to verify Medicaid eligibility and bill for school-based Medicaid reimbursement with the Washington State Health Care Authority, Health and Recovery Services Administration. Billing HCA does not affect individual benefits under Medicaid or require a co-pay or deductible. If you have questions regarding this request, call the school district's Director of Special Education or designee for an explanation as to why the request is being made.

Student's Name: _____

Current School: RIVERVIEW ELEMENTARY

State law requires the school district to submit claims for health-related services provided to special education students or students referred for special education. These services include physical therapy, occupational therapy, speech-language therapy, audiology, nursing, counseling, and psychological evaluation.

With your permission, Snohomish School District, will submit your student's name and birth date to the Washington State Health Care Authority (HCA) to verify Medicaid eligibility. Such a request will in no way negatively impact services included in your child's individualized education program (IEP).

With your permission, we will share necessary identifying information from your child's education record to access federal Medicaid reimbursement from the Washington State Health Care Authority (HCA). If any additional Medicaid reimbursement services are added to the IEP, the school district will request additional consent. If my child no longer is served by this school district, this consent does not transfer to a new district.

This authorization will begin on 05/18/2021 .

By giving consent, you are acknowledging that (1) you have been fully informed of all information relevant to the activity for which consent is sought; (2) you understand that the granting of consent is voluntary on your part and may be revoked at any time; and (3) if you revoke consent, the revocation is not retroactive; which means that it does not negate any activity that has already taken place.

☒ I give my consent to verify Medicaid eligibility with HCA and to submit claims for allowable services.

☐ I do not give my consent to verify Medicaid eligibility with HCA and to submit claims for allowable services. I understand that my refusal does not affect my child's access to services under the Individualized Education Program.

Signature of Parent

Date

From: Yeley, Zoe
Date: May 20, 2021 10:52:07 PM (-07)
To: [REDACTED]; Sara.woolverton; Stegall, Wendy; Sharp, Heather; Angela.collins; Hammer, Anjeannette
Cc: Perla.pineda
Subject: [REDACTED] **IEP Meeting**

Attachments: body.ics;

This is a follow-up meeting for [REDACTED] IEP.

zoe.yeley@sno.wednet.edu is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://snohomishsd.zoom.us/j/91841934952?pwd=MXFqQ0N5ZVhOSEUveDIHNE0vZGtQT09&from=addon>

Meeting ID: 918 4193 4952

Passcode: 801589 One tap mobile

+12532158782,,91841934952#,,,,*801589# US (Tacoma)

+13462487799,,91841934952#,,,,*801589# US (Houston)

Dial by your location

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

Meeting ID: 918 4193 4952

Passcode: 801589 Find your local number: <https://snohomishsd.zoom.us/j/91841934952?pwd=MXFqQ0N5ZVhOSEUveDIHNE0vZGtQT09&from=addon>

From: Sharp, Heather
Date: May 21, 2021 3:52:20 AM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Stegall, Wendy
Date: May 21, 2021 4:22:07 AM (-07)
To: Yeley, Zoe
Subject: **Accepted [REDACTED]. IEP Meeting**

Attachments: body.ics;

From: Sara.woolverton
Date: May 21, 2021 6:06:04 PM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Perla.pineda
Date: May 21, 2021 10:37:56 PM (-07)
To: Yeley, Zoe
Subject: **Accepted: [REDACTED] IEP Meeting**

Attachments: body.ics;

From: Google Calendar
Date: May 23, 2021 11:03:04 PM (-07)
To: Yeley, Zoe
Subject: **Declined: [REDACTED] IEP Meeting @ Fri May 28, 2021 2pm - 4pm (PDT) (Yeley, Zoe)**

Attachments: body.ics; invite.ics;

[External Email]

[REDACTED] has declined this invitation.

[REDACTED] IEP Meeting

When Fri May 28, 2021 2pm ? 4pm Pacific Time - Los Angeles
Where <https://snohomishsd.zoom.us/j/91841934952?pwd=MXFqQ0N5ZVhOSEUveDIHNE0vZGtQT09&from=addon> ([map](#))
Calendar Yeley, Zoe
Who ? Yeley, Zoe - organizer
? [REDACTED] creator
? Hammer, Anjeannette
? Woolverton, Sara
? Stegall, Wendy
? Collins, Angela
? Sharp, Heather
? Pineda, Perla - optional

This is a follow-up meeting for [REDACTED] IEP.

zoe.yeley@sno.wednet.edu is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

<https://snohomishsd.zoom.us/j/91841934952?pwd=MXFqQ0N5ZVhOSEUveDIHNE0vZGtQT09&from=addon>

Meeting ID: 918 4193 4952

Passcode: 801589 One tap mobile

+12532158782,,91841934952#,,,,*801589# US (Tacoma)

+13462487799,,91841934952#,,,,*801589# US (Houston)

Dial by your location

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

Meeting ID: 918 4193 4952

Passcode: 801589 Find your local number:

<https://snohomishsd.zoom.us/j/aMXWwDLwf>

Invitation from [Google Calendar](#)

You are receiving this courtesy email at the account zoe.yeley@sno.wednet.edu because you are an attendee of this event.

To stop receiving future updates for this event, decline this event. Alternatively you can sign up for a Google account at <https://calendar.google.com/calendar/> and control your notification settings for your entire calendar.

Forwarding this invitation could allow any recipient to send a response to the organizer and be added to the guest list, or invite others regardless of their own invitation status, or to modify your RSVP. [Learn More](#).