

Melissa Carrington

From: Melissa Carrington [melissa.carrington@fcpsk12.org]
Sent: Monday, August 24, 2021 6:23 AM
To: Alisha Harris [alisha.harris@mcpsk12.org]
Subject: FW: RE: Josh Williams Progress
Attachments:

Dr. Harris,

Please see the email thread below. I feel some tension here and wanted you to be aware. I am not sure how to proceed. Please advise.

Melissa

-----Forwarded message-----

From: Anna Williams [awilliams23@gmail.com]
Sent: Saturday, August 22, 2021 11:24 PM
To: Melissa Carrington [melissa.carrington@fcpsk12.org]
Subject: RE: Josh Williams Progress
Attachments:

I am just so frustrated, Mrs. Carrington. I don't know what else to do. It is painful to watch my son struggle every day. I'm doing my best to manage the home, bills, life, and everything else a single mom has to do, and trying to play catchup on school work at night and on the weekends - my tank is just empty. Something is going on. I appreciate all you do and know you have Josh's best intentions at heart. What I am seeing at home and outside the school day does not match what the school showing with recent benchmark assessments. Something more is going on with Josh, and I am wondering if there is more that can be done with his IEP. I've been reading up on some research and have reviewed the Procedural Safeguards manual again (Seems like we always gloss over that in IEP meetings. Never thought I'd actually use it). Any help the school can provide is welcomed. I am at a loss for what to do.

Anna

On Thurs, August 20, 2021 at 2:34 PM CDT, Melissa Carrington <melissa.carrington@fcpsk12.org> wrote:

Hi Ms. Williams,

Thank you for your email and your advocacy for Josh. I have noticed some anxiety and social retreating in the classroom over the past few weeks. This has impacted his work in the classroom as it takes him a while to “get into the groove” of the class before really getting going and completing his work, which puts him further behind and may add more to his anxiety. His lost time in the morning could be amplifying these struggles. He does have quite a few tardies in this class. If he was on time to class he might be able to overcome some of these initial anxieties. Once he gets going in the classroom, he seems to do OK, although lengthy reading selections do still pose a challenge to him. I have attached his most recent reading benchmark assessment report. He is still quite behind on grade level standards, but as you can see from the report, he *has* made some progress. This is encouraging and I hope we can build on this improvement.

Please let me know if there is any other information I can provide. I am glad to help!

Sincerely,
Melissa Carrington

On Wed, August 19, 2021 at 9:12 AM CDT, Anna Williams <melissa.carrington@fcpsk12.org> wrote:

Mrs. Carrington,

Thank you for meeting with me a few weeks ago to discuss Josh’s progress. I am following up to see if you have noticed any changes, good or bad, in Josh in the classroom since our meeting? Is the plan we put in place working? I am seeing some challenges at home and am trying to figure out the root of the issue.

Thank you for your help and support.

Anna Williams

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Learning