

Kentucky Department of Education
Division of Learning Services Services
NOTICE OF SHORTENED SCHOOL DAY and/or WEEK
2019-2020

Date of Request: 10-21-19

Special Education Cooperative	GRREC		
District:	Simpson County	District Number:	535
Director of Special Education:	Whittney Maxwell	Phone Number:	270-586-8877
School:	Franklin Elementary		
Principal:	Rachel Wright		

Student Information			
Full Name:		Disability:	Autism
Age:	5	SSID:	

Teacher Information			
Full Name:	Morgan Williams	Grade Taught:	K through K
Classroom Type:	Resource Room		
Special Education Code:	6032		

Type of Request (Check all that apply):

☐ Shortened Week ☒ Shortened Day

Shortened School Week (SWD):

1a. What are the days of attendance for this student according to current IEP?

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1b. Describe the reason(s) why this student requires a **Shortened School Week**:

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1c. Provide the typical beginning and ending time for students in this school?
BEGINNING TIME: _____ ENDING TIME: _____

1d. Provide the beginning and ending times for this student according to current IEP?
BEGINNING TIME: _____ ENDING TIME: _____

Shortened School Day (SSD):2a. Describe the reason(s) why this student requires a **Shortened School Day**:

This student has a medical diagnosis of ADHD, Autistic Spectrum disorder, Anxiety Disorder and persistent Mood Disorder. The student is currently receiving outside ABA therapy and other outside therapies. A shortened school day would enable the student to continue with outside therapies while transitioning into the school environment.

2b. Provide the typical beginning and ending time for students in this school?

BEGINNING TIME: 8:00

ENDING TIME: 3:00

2c. Provide the beginning and ending times for this student according to current IEP?

BEGINNING TIME: 8:00

ENDING TIME: 11:00

3. Is this student returning to school after being in a Home/Hospital Instruction Program?

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Yes

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No

If yes, describe circumstances:

4. Identify steps the ARC will take to promote full attendance for this student in the future?

The ARC has developed a plan for increasing the day by 30 minute increments every 4 weeks of meeting short term objectives/ benchmarks. The student will be able to redirect anxiety and acquire coping skills to meet objectives and sensory needs. Success will mean that staff will be able to teach necessary skills and the student will then be able to return to the activity. A visual schedule will be developed to help transition the extended day. Sensory breaks will be given to calm anxiety and reduce stress within the classroom. A Positive Behavior Support Service provider has been contracted through December to help transition the student to the school setting.

5. Has a shortened school day been requested for this student in previous school years?

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Yes

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No

If yes, list the previous school year(s):

6. Is there a signed Physician statement:

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Yes

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No

IMPORTANT

The district must maintain the following documentation for all Shortened School Days approved by the Local Board of Education:

- Approval by the Local Board of Education (**STUDENT CONFIDENTIALITY** procedures **MUST** be followed when listing student information in the Local Board Minutes.);
- Minutes of the ARC meeting documenting the ARC decision that a shortened school day is needed;
- A copy of the student's IEP documenting the shortened school day; and
- A copy of the Physician statement of the medical need.

FOR LOCAL USE ONLY

LOCAL BOE APPROVED:

☐

Yes

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No

DATE:

FOR KDE USE ONLY

WAIVER NO.:

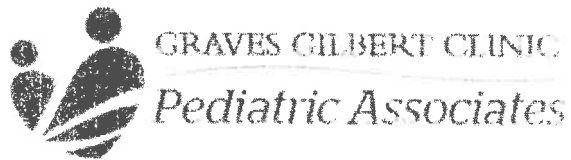
DATE:

RECEIVED AT KDE:

DATE:

(Reviewer's Initials)

The ARC has developed a plan for increasing the day by 30 minute increments every 4 weeks of meeting short term objectives/benchmarks. The student will be able to redirect anxiety and acquire coping skills to meet objectives and sensory needs. Success will mean that staff will be able to teach necessary skills and the student will then be able to return to the activity. A visual schedule will be developed to help transition the extended day. Sensory breaks will be given to calm anxiety and reduce stress within the classroom. A Positive Behavior Support Service provider has been contracted through December to help transition the student to the school setting as well. The school will continue to collaborate with the parents and providers to support a successful transition to school. The student will continue to receive ABA therapy to support the behavior issues.



July 26, 2019

RE:

DOB: 1

To whom it may concern:

I am writing this letter on behalf of . I have been seeing since 4-8-16. carries the diagnosis of ADHD, Autistic Spectrum Disorder, Anxiety Disorder and persistent Mood Disorder.

A slow transition back into the school would be beneficial for . I would recommend a shortened school day with a transition plan to increase minutes as successful tolerating the instructional time and as she begins to successfully complete goals that are set. A reassessment at that time will be done to determine if can tolerate further extension in school.

I am looking forward to working with you for a successful transition back to school for if you have any questions or concerns, please feel free to contact my office at (270) 782-8700.

Sincerely,

A handwritten signature in cursive script, appearing to read "Zahid Fraser".

Zahid Fraser, MD