

**Kentucky Department of Education**  
**Division of IDEA Monitoring and Results**  
**NOTICE OF SHORTENED SCHOOL DAY and/or WEEK**

**Date of Request:** 09/29/2020

**Academic Year** 2020-2021

Special Education Cooperative	GRREC		
District:	Simpson County	District Number:	535
Director of Special Education:	Steve Cauley	Phone Number:	(270)586-8877
School:	Franklin Simpson Middle School		
Principal:	Jaxon Grover		

Student Information			
Full Name:	Alexander May	Disability:	Autism
Age:	13	SSID:	2120040010

Teacher Information			
Full Name:	Peyton Hughes	Grade Taught:	6 through 8
Classroom Type:	MSD		
Special Education Code:	6120		

**Type of Request** (Check all that apply):

☐ Shortened Week ☒ Shortened Day

**Shortened School Week (SSW):**

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**:

The student has been diagnosed with autism spectrum disorder, attention deficit hyperactivity disorder, anxiety disorder and behaviors consistent with comorbid ODD. The student can show symptoms of inattentiveness, hyperactivity, outbursts, defiance, and verbal and physical aggression.

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: 12:00

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?

See Attached Word Document

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):

2019-2020

6. Is there a signed Physician statement:

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Yes

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No

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**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.

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**FOR LOCAL USE ONLY**

LOCAL BOE APPROVED:

☐

Yes

☐

No

DATE:

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**FOR KDE USE ONLY**

WAIVER NO.:

\_\_\_\_\_

DATE:

\_\_\_\_\_

RECEIVED AT KDE:

\_\_\_\_\_

DATE:

\_\_\_\_\_

(Reviewer's Initials)



NAME: [REDACTED]  
DOB: 07/10/2007 12:00AM  
DOS: 09/21/2020  
PHYSICIAN: Mark Lowry M.D.

ACCOUNT#: 35831902

To whom it may concern:

[REDACTED] is a autistic child. Given his tactile issues, I do not believe he is capable of wearing a face mask for extend periods of time. Please make appropriate accommodations for him.

Secondarily, he needs shortened school days.

Thank you,

Mark Lowry III, MD

Dr. Mark Lowry, III  
201 Park Street  
Bowling Green, KY 42101  
(270) 393-2782

The ARC has developed a plan for increasing the day by 30 minute increments every 4 weeks (or implementing at a natural break such as holidays) of meeting short term objectives/benchmarks. The student will be able to redirect and acquire coping skills to reduce frequency and severity of emotional situations. Success will mean that staff will be able to teach skills and the student will then be able to return to the classroom. A visual calendar or schedule will be presented to the student when the day will be extended so that anxiety is not increased. Sensory breaks will be given as needed to calm anxiety and reduce stress within the classroom. A behavior mod 1 on 1 will be with the student to help facilitate breaks as well as reduce anxiety from the classroom. 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. The ARC will meet before the 1st semester is over to determine success based on progress monitoring.