



CHRISTIAN COUNTY
— PUBLIC SCHOOLS —
A Community Committed to Phenomenal Schools

200 Glass Ave.
Hopkinsville, Kentucky 42240
PO BOX 609



(270) 887-7000



www.christian.kyschools.us



MEMO

To: Christopher Bentzel , Superintendent
From: Michelle Ladd, Director of Special Education
Date: 9/18/2025
Re: Shortened School Day Request

I am requesting that the Board approve a shortened school day for the student whose information is attached. This student's 504 Committee has determined that attending school on a shortened day/week is necessary at this time.

Please let me know if you have questions regarding this request.

Thank you,
Michelle Ladd
Director of Special Education

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

Date of Request: 8/11/2025

Academic Year: 25-26

Special Education Cooperative	WKEC		
District:	Christian	District Number:	115
Director of Special Education:	Michelle Ladd	Phone Number:	(270)887-7000
School:	Pembroke Elementary School		
Principal:	Jason Russell		

Student Information			
Full Name:	Brantley Cleaver	Disability:	Autism
Age:	7	SSID:	2121182142

Teacher Information			
Full Name:	Danielle Dillard	Grade Taught:	K through 5
Classroom Type:	HSR		
Special Education Code:	6135		

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?

--

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

--

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**:

Brantley attends outside therapy services five days a week. Monday, Wednesday, and Friday he will leave at 12:00 and on Tuesday and Thursday he will leave at 1:00.

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

BEGINNING TIME: 7:15 AM

ENDING TIME: 2:30 PM

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

BEGINNING TIME: 7:15 AM

ENDING TIME: 12:00 PM (Monday, Wednesday, Friday)

1:00 PM (Tuesday & Friday)

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

☐

Yes

☒

No

If yes, describe circumstances:

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

Brantley will continue to receive services when at school per his IEP.

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

☒

Yes

☐

No

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

24-25

6. Is there a signed Physician statement:

☒

Yes

☐

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

☐

No

DATE:

FOR KDE USE ONLY

WAIVER NO.:

DATE:

RECEIVED AT KDE:

DATE:

(Reviewer's Initials)

Christian County 200 Glass Ave Christian County Hopkinsville, KY 422400609 (270)887-7000		CONFERENCE SUMMARY REPORT	
Student's Full Name: Brantley Daniel Cleaver		SSID: 2121182142	ARC Date: 08/21/2025
Date of Birth: 03/15/2018		Grade: 01	
School: Pembroke Elementary School			

BASIS FOR THE ARC DECISIONS		
I. DESCRIPTION OF EACH EVALUATION PROCEDURE, TEST, RECORD, OR REPORT USED AS BASIS FOR THE ARC DECISIONS. The following items were considered. (See attached explanation of evaluation procedures.):		
<input type="checkbox"/> Written Assessment Report Date:	<input type="checkbox"/> Developmental Assessment	<input type="checkbox"/> Academic Performance Assessment
<input checked="" type="checkbox"/> Student Progress in Achieving IEP Goals	<input type="checkbox"/> Behavior Observations	<input type="checkbox"/> Physical Therapy Assessment
<input type="checkbox"/> Intervention Data	<input type="checkbox"/> Communication Assessment	<input type="checkbox"/> Occupational Therapy Assessment
<input type="checkbox"/> Referral	<input type="checkbox"/> Receptive Language Assessment	<input type="checkbox"/> Assistive Technology Evaluation
<input checked="" type="checkbox"/> Educational History	<input type="checkbox"/> Expressive Language Assessment	<input checked="" type="checkbox"/> Social/Cultural Factors
<input type="checkbox"/> Developmental History	<input type="checkbox"/> Speech Sound Production Assessment	<input type="checkbox"/> Behavior Rating Scales
<input type="checkbox"/> Vision Screening	<input type="checkbox"/> Oral Mechanism Evaluation	<input type="checkbox"/> Adaptive Behavior Scale
<input type="checkbox"/> Hearing Screening	<input type="checkbox"/> Fluency Evaluation	<input type="checkbox"/> Social Competence Assessment (Emotional/Behavioral)
<input type="checkbox"/> Health Screening	<input type="checkbox"/> Voice Evaluation	<input type="checkbox"/> Behavioral Data/Logs
<input type="checkbox"/> Communication Screening	<input type="checkbox"/> Augmentative Comm. Assessment	<input type="checkbox"/> Discipline Referral(s)
<input type="checkbox"/> Cognitive Screening	<input type="checkbox"/> Hearing Evaluation	<input type="checkbox"/> Functional Behavior Assessment (FBA)
<input type="checkbox"/> Academic Performance Screening	<input type="checkbox"/> Vision Evaluation	<input type="checkbox"/> Technical/Vocational Assessment
<input type="checkbox"/> Motor Screening	<input type="checkbox"/> Braille Skills Inventory	<input type="checkbox"/> Individual Family Service Plan (IFSP)
<input type="checkbox"/> Social/Emotional Competence Screening	<input type="checkbox"/> Individual Learning Plan (ILP)	<input type="checkbox"/> Orientation and Mobility Assessment
<input type="checkbox"/> Motor Abilities	<input type="checkbox"/> Functional Vision/Learning Media Assessment	<input type="checkbox"/> Health/Medical Evaluation or Statement
<input type="checkbox"/> Multi-Year Course of Study	<input type="checkbox"/> Perceptual Abilities Assessment	<input type="checkbox"/> Cognitive/Intellectual Assessment
<input type="checkbox"/> Other Data: (Specify Below if Any)		
II. DOCUMENT PARENT CONCERNS AND INPUT		
See Conference Summary Notes		

E. IEP DEVELOPED/REVIEWED/REVISED

- (A new IEP must be developed at least annually for continued eligibility).
 - ☒ An Individual Education Program has been developed, reviewed, or revised.
 - ☐ An Individual Education Program has been reviewed and remains appropriate until Annual Review.
 - ☐ An Individual Education Program has NOT been developed, reviewed, or revised.

F. PLACEMENT OPTIONS AND DECISIONS

- Based on the review of assessment data and the completed IEP, the ARC discussed the following placement option(s):

Placement Option Considered	Accepted	Reason Accepted/Rejected
Full time general education environment (Participation only in the regular education environment, including classes with co-teaching)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	This setting would not best support Brantley, because it does not provide him with the specially designed instruction he needs to be successful.
Part-time general education and Part-time special education environment. (Participation in regular education, which may include co-teaching, and special education environments; any time the student is removed from regular education, regardless of the amount of time)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	This setting would be the most appropriate, because it provides him with the specially designed instruction needed for him to be successful.
Full-time special education environment (Participation only in a special education environment; no participation with non-disabled peers for any part of school day)	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Consideration of Potential Harmful Effects

- ☒ There are no potential harmful effects of the placement on the child or on the quality of services needed by the child.
- ☐ Potential harmful effects identified and modifications to compensate are outlined below:

V. MEDICAID

- ☐ Annual written notice was provided to the parent in order to submit claims for Medicaid Reimbursement.
- ☐ In addition to covered services on the student's IEP and/or covered evaluation outlined through evaluation planning, collateral services will be provided by qualified providers as needed.
- ☒ Student is not eligible for Medicaid.

VI. OTHER FACTORS RELEVANT TO THE ACTION**Identified factors relevant to the action as follows specified below:**

- ☒ None identified
- ☐ Identified factors relevant to the action as follows:

VII. ADMISSION AND RELEASE COMMITTEE MEMBERS

I have been advised, in my native language, and I understand the contents of this notice. I have a copy and have received an explanation of my procedural safeguards as parent of a student with a disability or as a student with a disability. I understand that I can receive an additional copy of my procedural safeguards, a further explanation of my rights, or assistance in understanding the content of this notice by contacting the student's school or the Director of Special Education.

Parent(s)/Student*:

☐ Parent participated via alternate means.

Typed/Printed Name(s): Madison Cleaver

*(if age 18 or older or younger if appropriate)

☐ Parents did not attend meeting. A copy of Parent Rights, if necessary, and appropriate Due Process forms were:

Date: _____

☐ Mailed ☐ Delivered by school personnel ☐ Sent home with student

☐ Emailed ☐ Sent by fax

Cory Deason	_____	Danielle Dillard	_____
ARC Chairperson	Signature	Special Education Teacher	Signature
Lindsey Dial	_____	MacKenzie Smiley	_____
Speech Language Pathologist	Signature	Speech Language Pathologist	Signature
Carol Turcotte	_____	Shanna Sherrill	_____
General Education Teacher	Signature	Occupational Therapist	Signature

SUMMARY NOTES**Purpose of Meeting**

- To develop, review, and/or revise the student's IEP and make placement decisions

SUMMARY NOTES**Summary Notes**

The Admission and Release Committee (ARC) is meeting today to review and revise the current Individual Education Program (IEP) for Brantley Cleaver, presently a 1st grade student currently receiving special education services as a student with Autism. He also receives speech, occupational therapy, and special transportation as related services.

ARC PARTICIPANTS

All members of the ARC were present, introduced, their roles explained, and method of participation. List the ARC members and roles including the parent.

Cory Deason, Chairperson

Danielle Dillard, Special Education Teacher

Carol Turcotte, General Education Teacher

Lindsey Dial, Speech Language Pathologist

MacKenzie Smiley, Speech Language Pathologist

Shanna Sherrill, Occupational Therapy Assistant (VIA GOOGLE)

Madison Cleaver, Parent

DISCUSSION OF PROCEDURAL SAFEGUARDS NOTICE

A written copy of parental safeguards was given with a verbal explanation given by Cory Deason, ARC Chairperson. Mrs. Deason asked Madison Cleaver, Brantley's mother, if she had any questions regarding her rights. She did not have any questions. Mrs. Deason encouraged Mrs. Cleaver to ask any questions that might come up during the course of the meeting.

DISCUSSION OF PROGRESS ON IEP GOALS BY SPED TEACHER & RELATED SERVICE PROVIDERS

Danielle Dillard, Special Education Teacher, reported on Brantley's progress toward meeting IEP goals, reviewed the progress monitoring data/graphs, and analyzed the data with the ARC.

Lindsey Dial, Speech Language Pathologist, reviewed progress monitoring data for Brantley showing a visual graph of how he is progressing. She reported that Brantley participated in a group session this week with 2 peers. The SLP provided a model for using low and high tech AAC in the classroom. Brantley requested "bread" but this was not available in the classroom. SLP and teachers provided a model of other choices using low and high tech AAC. SLP provided modeling of core words during shared book reading and preferred tasks. While Brantley eloped from the group, he demonstrated understanding that the high tech device and low tech boards were for communication. SLP will continue to provide aided language stimulation, modeling of core words, access to low and high AAC and auditory bombardment as specially designed instruction in his classroom. SLP will collaborate with his outside SLP at Advanced Therapy Solutions. SLP will get a EC-26 release of information to contact the outside SLP since Mom requested coordination of services with his AAC device. Since Brantley is new to SLP on the caseload, we will collect data throughout the school year to determine need for ESY.

Shanna Sherrill, Certified Occupational Therapy Assistant reviewed progress for Brantley Cleaver and reported that Brantley will transition with OT to the work area with hand held assistance without difficulty. He has been increasingly compliant with therapy tasks for the last couple of sessions than for the previous few. He is able to complete simple tasks of putting items into slots, sorting and assembling and disassembling. He prefers to "clean up" the area to end the session. He has been observed to hold a marker with a right handed fingertip grasp and make marks on the paper to represent his name. He will circular scribble. He is able to use non adaptive scissors in his left hand correctly and cut across a 3 inch paper close to the line when prompted. He has been observed to cut out 3 sides of a square with close proximity to the lines. Brantley can follow visuals though at times he chooses not to. It is recommended that Brantley use visuals throughout his day for structure and routine as well as have frequent movement breaks.

SUMMARY NOTES**INPUT FROM GENERAL EDUCATION TEACHER**

Carol Turcotte, General Education Teacher, shared with the ARC that Brantley will participate in Specials, assemblies, field trips, and other activities with his homeroom. Mrs. Turcotte shared that she sends work to Ms. Dillard weekly for Brantley to complete in all subject areas.

DOCUMENTATION OF PARENT INPUT

Mrs. Cleaver shared that Brantley has been using the communication program on his device for almost 4 years. She gave permission for the speech pathologist to add or edit anything in the program that will help Brantley.

Mrs. Cleaver shared that Brantley is also receiving outside speech therapy in addition to the speech he receives at school. She shared that there was an attempt to add more choices on his device, however, it was overwhelming for Brantley.

Ms. Dial shared that they can work on gradually adding more options and increasing the grid size.

Mrs. Cleaver asked if speech was done in the classroom or if Brantley was pulled out.

Ms. Dial shared that they are currently pushing into the classroom.

PROPOSED AMENDMENTS TO THE CURRENT IEP - Brantley's outside therapy times have changed, resulting in a change of dismissal time two days a week from the original schedule. Brantley will attend school Mondays, Wednesdays, and Fridays from 7:15 am until 12:00 pm. He will attend school Tuesdays and Thursdays from 7:15 am until 1:00 pm.

DISCUSSION OF PROPOSED AMENDMENT TO PLACEMENT AND LEAST RESTRICTIVE ENVIRONMENT

A discussion of placement and least restrictive environment took place. A full time general education setting was considered first. It was agreed that Brantley needs more support than this placement can provide. A part-time general education and part-time special education setting was then discussed and the ARC agreed that this setting is the best placement for Brantley to receive the services that he needs.

It was proposed that Brantley participate in a special education resource classroom 270 minutes daily for academic and social instruction on Mondays, Wednesdays, and Fridays and 330 minutes for academic and social instruction on Tuesdays and Thursdays. It was proposed that Brantley participate in the general education classroom daily in the areas of recess and specials as he can tolerate.

DISCUSSION OF RELATED SERVICES

The ARC discussed whether or not Brantley continues to require speech/occupational/physical therapy services in order to make progress on IEP goals and objectives.

It was proposed that he receive individual or small group speech language therapy services 4 times monthly for 20 minutes in a resource classroom. It was proposed that he receive individual or small group occupational therapy services 1 time monthly for 15 minutes in a resource classroom.

SPECIAL TRANSPORTATION

It was proposed that Brantley receive special transportation services twice daily for approximately 45 minutes on a special transportation bus due to behavior. An EC-56 (Special Transportation) form was completed and signed.

PARENT INPUT

SUMMARY NOTES

Mrs. Cleaver was given an opportunity to provide input into and participated in the review and revisions of the current IEP. She stated that she does not have any questions regarding the amendment to the IEP and agrees with the changes.

Mrs. Cleaver asked about testing for Brantley this school year.

Mrs. Deason shared that Brantley will take the MAP assessment on the computer and will receive the accommodations for the test.

After the ARC reviewed and discussed the proposed amendments to the IEP, the ARC agreed to these amendments and the remainder of the IEP remains appropriate at this time.

DISCUSSION OF NON-TRADITIONAL INSTRUCTION (NTI)

Ms. Dillard explained Non-Traditional Instruction (NTI) days and procedures: Every effort will be made to ensure Brantley receives the services stated in the IEP; however, there may be occasions when typical services are disrupted or missed due to inclement weather, school schedule changes, holidays, student absences, staff absences, field trips, conferences, district/statewide testing, (pandemics/ global threats), etc. If a Non-Traditional Instruction (NTI) day occurs, services may be presented in a different format (i.e. student curriculum packets, activities, online instruction, etc.). Regardless of possible disruptions or occasional missed services, IEP goals and objectives will continue to be addressed as the district provides a free and appropriate public education consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services.

CONCLUSION OF THE MEETING

No harmful effects were noted or any other relevant factors discussed.

Mrs. Deason reviewed the conference summary with the ARC and read the minutes. The committee agreed on the accuracy of the minutes. Copies of all paperwork from the meeting will be given to Mrs. Cleaver.

EVALUATION, PROCEDURE, TEST, RECORD, OR REPORT

Academic Performance Assessment is a systematic appraisal and analysis of a student's educational achievement in such areas as basic and content reading; reading comprehension; mathematics calculation, reasoning and application; written expression; oral expression; listening comprehension, learning preference and style, and work samples.

Adaptive Behavior Scales provides information relating to the attainment of skills that lead to independent functioning as an adult.

Assistive Technology Evaluation may include a functional evaluation in a child's customary environment, a determination of the type of technology required, and/or the need for instruction in the use of the assistive technology.

Augmentative Communication Assessment evaluates the need for an alternative system to support, enhance, or supplement the communication of a student.

Behavioral Data/Logs is a systematic method of documenting problematic behaviors over an extended period of time.

Behavioral Observations provide written documentation of a current pattern of behavior over time and across settings, including targeted behaviors, and are conducted in the environment in which the targeted behaviors occur.

Braille Skills Inventory is an assessment of a student's potential for reading and writing in Braille.

Cognitive/Intellectual Assessment gives an appraisal of the mental processes by which an individual acquires knowledge, including thinking, reasoning, and problem solving skills.

Communication Assessment measures any means (e.g., speech, sign language, gestures, and writing) by which a student relates experiences, ideas, knowledge, and feelings to another.

Developmental Assessment (Early Childhood) measures a preschool student's educational/developmental abilities in the areas of cognition, social-emotional, adaptive behavior, language, and motor.

Developmental History provides written documentation from parent/guardian regarding health or medical information; family factors; developmental milestones; relationships with peers/family and others; and parental observations and expectations of the child in the home, community, and school.

Discipline Referral(s) is a written report of behavior violation that is submitted to a principal or other school administrator for a decision of disciplinary action, if classroom discipline measures do not correct the misconduct or if the behavior is a serious offense.

Educational History may include school(s) attended, patterns of attendance, current level or grade placement, achievement data and grades, programs attended, and other relevant data.

Expressive Language Assessment measures the ability to process and express thought through language as well as same age peers of same community and examines the skills in the area of speaking.

Fluency Evaluation measures the flow or smoothness of connected speech.

Functional Behavior Assessment (FBA) analyzes the student's behavior to determine the function the behavior serves for the student. An FBA is a problem solving approach that enables the examiner to determine what is triggering and maintaining the inappropriate behavior.

Functional Vision/Learning Media Assessment includes formal and informal evaluation of the student's use of vision in performing a variety of activities throughout the school day (e.g., completion of tasks presented at a distance, travel through school). It is an objective process of systematically selecting learning and literacy media (e.g. effective print size and contrast and lighting requirements).

Health/Medical Evaluation or Statement refers to a report/documentation of (an) examination(s) by a licensed physician or other qualified health-care professional that verifies the diagnosis and nature of an illness or impairment and any limitations resulting from the illness or impairment.

Hearing Evaluation may include assessments of hearing acuity, speech discrimination, speech perception, and auditory processing. When the individual uses amplification, assessments may be conducted in both the unaided and aided conditions.

Individual Family Service Plan (IFSP) is a written plan based on family concerns that the parent(s) and those who provide First Steps services to a child develop to show what services the child will receive and how those services will help the child's developmental needs.

Intervention Data is a collection of ongoing progress monitoring data that provides objective information to determine which students are making adequate progress toward a specific goal and benefiting from the current intervention. These data assist with the decision to continue, modify, stop, or begin a different instructional intervention. Intervention data is collected weekly, biweekly, bimonthly or monthly, depending on the intensity of the intervention that is being provided. Sufficient data should be gathered to reliably determine progress.

EVALUATION, PROCEDURE, TEST, RECORD, OR REPORT

Motor Abilities involve the capacity to execute any movement by maneuvering one's body and/or limbs, which is necessary and essential to basic learning for a student's growth and development. (May include Occupational Therapy and/or Physical Therapy Assessments related to educational performance.)

Multi-Year Course of Study is a description of coursework from the student's current school year to the anticipated exit year designed to achieve the student's desired post-school goals.

Oral Mechanism Evaluation measures the ability of the oral motor structure and function to support speech.

Orientation and Mobility Assessment measures the ability of the student with visual limitations to travel safely and efficiently in familiar and unfamiliar environments.

Perceptual Abilities Assessment measures the student's visual-motor integration abilities.

Rating Scales measure a student's behavior in a variety of areas such as hyperactivity, inattention, impulsivity, depression and inappropriate behaviors across settings.

Receptive Language Assessment measures the ability to process and understand language as well as same age peers of the same community and examines the skills in the area of listening.

Referral means information about a student suspected of having a disability that is used by the ARC to help determine the need for an evaluation.

Screening means a systematic effort to identify physical and mental health barriers impacting the learning of an individual student.

Social Competence Assessment (emotional/behavioral) measures the student's adaptive behaviors in social situations and social skills that enable the student to meet environmental demands and to assume responsibility for his/her own welfare.

Social/Cultural Factors include relationships with peers, family, and others; dominant language of the student and the family and any cultural factors; expectations of the parents for the student in the home, school and community environments; services received in the community; economic influences; and the impact of home, school, and community.

Speech Sound Production is a disorder of the phonological system and/or its articulatory aspect and is characterized by speech that is difficult to understand or that calls attention to the production of speech. An evaluation includes but is not limited to administration of norm-referenced measure and functional procedures which assess use of speech sounds in conversation.

Student Progress in Achieving IEP Goals refers to data collected related to the performance of the student toward mastery of the IEP objectives.

Technical/Vocational Assessment may include general work habits; dexterity; following directions; working independently or with job support or accommodation(s); job interests or preferences; abilities (aptitude); other special needs; job-specific work skills; interpersonal relationships and socialization; and related work skills.

Vision Evaluation may include vision screening, functional vision evaluation, visual examination, and/or medical examination.

Voice Evaluation measures respiration, phonation and resonance regarding vocal quality and the appropriate use of voice throughout the day. This also includes a physical examination of the oral structure and a medical examination conducted by an appropriate medical professional (e.g. otolaryngologist).

Voice Evaluation measures respiration, phonation and resonance regarding vocal quality and the appropriate use of voice throughout the day. This also includes a physical examination of the oral structure and a medical examination conducted by an appropriate medical professional (e.g. otolaryngologist).

Written Assessment Report includes interpretations of each test or procedure used and gives an analysis of the student's strengths and weaknesses as they relate to his or her educational needs.

Student Name: Brantley Daniel Cleaver

DOB: 03/15/2018

KY IEP, Page 1

Date of ARC: 05/14/2025

Individual Education Program (IEP)

Christian County
200 Glass Ave
Hopkinsville, KY 422400609
(270)887-7000

Plan Information

Meeting Date: 05/14/2025	Start Date: 08/21/2025	End Date: 05/13/2026
Special Ed Status: Active	Special Ed Setting: (K-14) 40% - 80% of day in general ed programs	
Primary Disability: Autism		

Plan Amendments

Amended Section	Reason for Amendment
Special Ed Services	Change of outside therapy times, resulting in change of dismissal time two days a week. Brantley will attend school Mondays, Wednesdays, and Fridays from 7:15 am until 12:00 pm and Tuesdays and Thursdays from 7:15 am until 1:00 pm.

Student Information

Student Name: Brantley Daniel Cleaver	DOB: 03/15/2018	Student Number: 2121182142	
Address: 206 Jumpers Pass, Oak Grove, KY 42262		District of Residence:	
School of Attendance: Pembroke Elementary School	Grade: 00	Gender: M	Race (Ethnicity Code): White

Present Level of Academic Achievement and Functional Performance

Present Levels of Academic Achievement and Functional Performance, including how the disability affects the student's involvement and progress in the general curriculum:

(For preschool children include the effect on participation in appropriate activities. Beginning in the child's 8th grade year or when the child has reached the age of 14, a statement of transition needs is included.)

Communication Status

☐ Performance commensurate with similar age peers

Present Level of Academic Achievement and Functional Performance

Strengths: Brantley demonstrates communication strengths using his AAC device, simple sign, vocalizations and body language/gestures ('more', 'all done') to communicate requests, respond to yes/no questions, protest, and to seek attention. He demonstrates the ability to imitate single word verbal models. Brantley demonstrates understanding of cause/effect. He seeks attention from others and will engage in simple games with adults/therapists. He understands basic concepts including: colors, body parts, size, and shapes. Brantley responds to his name with gestures/repetitions/prompts. He responds to attention commands i.e. no, stop, and look on request. Brantley attends to pictures with interest, accepts objects presented, and gives objects to people by request. Brantley follows environmental commands when given a gestural prompt/with repeated command/with physical prompt. He understands gestures and the voice affect of the speaker. He is able to utilize dynamic communication to communicate for a variety of pragmatic functions and he has demonstrated an increased participation in therapeutic activities. He is a sweet boy and is very pleasant to be around.

Areas of Concern and baseline data: Brantley presents with a severe receptive and expressive language delay. Brantley currently verbally communicates by inconsistently using 1 word wrote naming. He presents with delayed echolalia. He rarely initiates communication and is not yet able to respond to 'wh' questions. Brantley's current communication skills do not allow him to fully communicate his wants and needs. Brantley's baseline for communicating a variety of pragmatic functions on his AAC device including gaining attention, responding to questions, greeting, protesting, and requesting with 20% accuracy.

Performance Related to Same age Peers: Brantley received a category score of severe in the areas of receptive, expressive, and pragmatic language when charted on the Functional Communication Profile-Revised. Typically developing children Brantley's age follow 2-step directions, answer simple 'wh' questions, retell stories about personal experiences, and initiate and take conversational turns. Brantley's language is still developing and he is not yet demonstrating these skills.

Adverse Effects: Brantley's current language skills will adversely impact his ability to participate in the general education classroom. Brantley is performing with communication below similar age peers. Brantley's language disorder will affect social aspects of language in the ability to respond to and answer questions in the classroom, listening and speaking skills, ability to communicate information orally, the listener's difficulty in understanding student's verbalizations, ability to maintain a topic related to the content in the classroom, and difficulty participating verbally during classroom activities and discussions.

Academic Performance

☒ Performance commensurate with similar age peers

Health, Vision, Hearing, Motor Abilities

☐ Not an area of concern at this time

Present Level of Academic Achievement and Functional Performance

Strengths: Brantley is able to use a fork and spoon, able to drink from a cup, use a straw, and put on socks, shoes, and pull up. He uses a digital pronate grasp with a marker, stack 9 blocks, string beads, and removes a small screw on lid.

Needs/Concerns with Baseline Data: Brantley was given the Peabody Developmental Motor Scales-2nd edition and received the following scores: Grasping 1st percentile, Visual Motor Integration 2nd percentile. Brantley was unable to maintain marks within the boundaries of 4-inch shapes, cut along lines, or copy pre-writing strokes as would be expected for typical development of same age peers. Due to attention, he was unable to make pre-writing lines on paper after adult instruction.

Performance Level in Relationship to Similar-Age Peers: In the area of fine motor the majority of Brantley's peers can completes 10-25 piece interlocking puzzle, copies a triangle, imitates, then copies a rectangle, connects two dots with a straight line, colors numerous small areas with attention to accuracy and color, copies, then prints first name from memory, copies letters and numbers, and uses scissors to cut out simple, then complex figures. Additionally, Brantley needs adult assistance with toileting needs, indicating a reliance on caregivers for personal care.

Adverse Effect Statement: Brantley's difficulties with fine motor, visual motor, and sensory motor skills will adversely affects his success within the classroom environment when using classroom materials without specially designed instruction.

Social and Emotional Status

- ☐ Performance commensurate with similar age peers

Strengths: Brantley demonstrates the ability to work alongside peers and enjoys hands-on activities. When engaged in preferred tasks, he can maintain focus for five minutes or more. Brantley interacts with peers in a nonverbal manner when approached but does not initiate interactions independently. Overall, Brantley shows strengths in engagement during preferred tasks but requires support in social interactions and emotional regulation.

Needs/ Concerns with Baseline Data: Brantley experiences several meltdowns during the day when required to complete non preferred activities or when transitioning away from preferred activities. Brantley does not like to be told that he can not do the activity of his choice. When completing a preferred activity Brantley is at 80% accuracy with completing the activity with adult assistance. When completing a non preferred or independent activity, he is at 10% accuracy. Brantley is at 25% with initiating interactions with his peers in a nonverbal manner. .

Performance Level in Relationship to Similar-Age Peers: Brantley's peers can work in cooperative groups with little to no assistance from adults. Brantley's peers can initiate verbal and non verbal interactions with peers with no assistance and can transition from one activity to another with minimal use of assistance or redirecting from adults.

Adverse Effect: Brantley's Autism affects his ability to engage with peers and participate in group activities typical for their age. While he can focus on preferred hands-on activities, he struggles with transitions and non preferred tasks, which can lead to meltdowns. This impacts his overall involvement in the general curriculum and limits opportunities for social interactions and skill development. Therefore, it is essential to provide structured support to help him navigate social situations and handle transitions more effectively.

General Intelligence

- ☐ Performance commensurate with similar age peers

Present Level of Academic Achievement and Functional Performance

Strengths: Brantley can identify letters of his name by pointing to them, demonstrating recognition of basic literacy skills. Brantley also recognizes numbers 1-5 through pointing, indicating a foundational understanding of numeracy. When presented with tracing activities, Brantley is able to trace some words with some assistance, showcasing emerging writing abilities. However, Brantley does not verbalize letters, letter sounds, or numbers, which may limit communication with peers and teachers. Overall, Brantley exhibits strengths in visual identification but requires support in verbal expression and participation in classroom activities.

Needs/ Concerns with Baseline Data: Brantley does not verbalize letters, letter sounds, or numbers, which may limit communication with peers and teachers. Brantley can identify all letters of his name at 80% accuracy by pointing to them and or matching them. Brantley is at 0% with verbally telling you the letter names or sounds. Brantley can identify numbers 1-5 by pointing to them at 80% accuracy, but he can not verbally tell you any of the number names. Brantley is at 10% with compiling one to one correspondence by matching the number to the amount of objects. Brantley is at 50% with pointing to a circle, triangle and a square.

Performance Level in Relationship to Similar-Age Peers: Brantley's peers are able to verbally identify the letters of the alphabet in a random order. They are able to verbally say the letter sounds associated with each letter. Brantley's peers are able to retell a simple story in the order of events with answering questions about key details in the story. Brantley's peers are able to verbally count to 100 and can identify numbers 0-100. His peers are able to count forwards and backwards from 30.

Adverse Effect: Brantley's autism affects his involvement and progress in the general education setting by creating challenges in verbal communication and social interaction. This may hinder Brantley's ability to engage fully with peers during group activities and to respond verbally to instructions or questions. Furthermore, the lack of verbalization may limit Brantley's participation in age-appropriate activities, as communication is key to collaboration and play. Therefore, targeted interventions and support are necessary to facilitate Brantley's access to the curriculum and socialization opportunities.

Functional Vision/Learning Media Assessment

☒ Not an area of concern at this time

Functional Hearing, Listening, & Communication Assessment

☒ Not an area of concern at this time

Transition Needs

☒ Not an area of concern at this time (Checking this box is not an option when the student is in the 8th Grade or 14 years or older because transition must be addressed for these students)

Check all areas of need as identified by the Admissions and Release Committee (More than one area may be checked.)

☐ Instruction

☐ Related services

☐ Community Experiences

☐ Employment

☐ Daily Living Skills

☐ Post School Adult Living Objectives

☐ Functional Vocational Evaluation

Consideration of Special Factors for IEP Development

(The ARC MUST address each question below and consider these issues in the review and revision of the IEP.)

Does the child's behavior impede his/her learning or that of others?

☒ Yes ☐ No

Consideration of Special Factors for IEP Development

(The ARC MUST address each question below and consider these issues in the review and revision of the IEP.)

If **Yes**, consider, if appropriate, strategies, including positive behavioral intervention strategies and supports to address that behavior.

modeling, redirection, visual supports including a visual schedule, First/Then visual, least to most prompts, forward and/or backward chaining of tasks, adult modeling of communication with AAC device, sensory/motor breaks inside and/or outside of the classroom

Does the child have limited English proficiency?

☐ Yes ☒ No

If **Yes**, what is the relationship of language needs to the IEP?

Is the child blind or visually impaired? ☐ Yes ☒ No

If **Yes**, the IEP Team must consider:

• Is instruction in Braille needed? ☐ Yes ☐ No

• Is use of Braille needed? ☐ Yes ☐ No

• Will Braille be the student's primary mode of communication? ☐ Yes ☐ No

(See evaluation data for supporting evidence.)

For Math & Science, student will need: (Please check one)

☐ Unified English Braille (UEB) only

☐ Unified English Braille (UEB) w/Nemeth Code

Does the child have communication needs? ☒ Yes ☐ No

If **Yes**, specify below:

☒ See Present Levels for Communication Status

☐ Other (Specify):

Is the child deaf or hard of hearing? ☐ Yes ☒ No

If **Yes**, the IEP Team must consider:

• The child's language and communication needs; Describe:

☐ See Present Levels for Communication Status and Functional Hearing, Listening and Communication Assessment.

☐ Other (Specify):

• Opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; Describe:

• Any necessary opportunities for direct instruction in the child's language and communication mode. Describe:

Are assistive technology devices and services necessary in order to implement the child's IEP?

☒ Yes ☐ No

If **Yes**, include appropriate devices in the 'Statement of Devices/Services' below.

Brantley will benefit from having access to low/high tech AAC including but not limited to Speech generating devices, core communication boards, visuals, etc. Brantley requires use of AAC to support his communication needs. He has a personal AAC device that will come to school and back home each school day.

Statement of Devices/Services: If the ARC answers Yes to any of the questions above, include a statement of services and or devices to be provided to address the above special factors.

Consideration of Special Factors for IEP Development

(The ARC MUST address each question below and consider these issues in the review and revision of the IEP.)

- ☒ See Specially Designed Instruction
- ☒ See Supplemental Aids and Services
- ☒ See Behavior Intervention Plan
- ☐ Other (Specify):

Measurable Annual Goals and Benchmarks**Annual Measurable Goal (# 1):**

When provided access to dynamic communication (Speech Generating Device, picture communication, core communication boards, etc...), Brantley will demonstrate improved cognition by answering basic questions (who, what, when, where) after a short passage has been read to him with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by indirect measures (teacher made test).

Method(s) of Measurement:

Indirect Measures

Specially Designed Instruction:

Direct instruction on how to answer questions using the dynamic communication device, use of modeling, repetition, visual and verbal prompting and cueing Corrective Feedback frequent comprehension checks

For the IEP to be in effect by the child's 16th birthday and thereafter:

This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:

- ☐ Education/training ☐ Employment ☐ Independent living

Benchmarks/Short-Term Instructional Objectives

1. When provided access to dynamic communication (Speech Generating Device, picture communication, core communication boards, etc...), Brantley will demonstrate improved cognition by answering basic questions (who, what, when, where) after a short passage has been read to him with 40% accuracy in 4 out of 5 opportunities, measured twice monthly by indirect measures (teacher made test).

2. Upon mastery of the first objective, when provided access to dynamic communication (Speech Generating Device, picture communication, core communication boards, etc...), Brantley will demonstrate improved cognition by answering basic questions (who, what, when, where) after a short passage has been read to him with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by indirect measures (teacher made test).

Annual Measurable Goal (# 2):

When presented with paper and pencil, Brantley will independently write his name using correct letter formation and spacing with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by indirect measures (teacher made test).

Method(s) of Measurement:

Indirect Measures

Specially Designed Instruction:

Guided Practice through Repetition
Modeling Tactile kinesthetic tracing
Small group instruction in writing process
Visual and physical prompts and cues
Hand over hand assistance as needed

Measurable Annual Goals and Benchmarks
<p>For the IEP to be in effect by the child's 16th birthday and thereafter:</p> <p>This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:</p> <p><input type="checkbox"/> Education/training <input type="checkbox"/> Employment <input type="checkbox"/> Independent living</p>
<p>Benchmarks/Short-Term Instructional Objectives</p>
<p>1. When presented with paper and pencil, Brantley will independently trace his name with correct letter formation and spacing with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by indirect measures (teacher made test).</p>
<p>2. When the first objective is mastered, when presented with paper and pencil and a model, Brantley will independently copy his name using correct letter formation and spacing, with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by indirect measures (teacher made test).</p>
<p>3. When the first objective is mastered, when presented with paper and pencil, Brantley will independently write his name using correct letter formation and spacing, with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by indirect measures (teacher made test).</p>
<p>Annual Measurable Goal (# 3):</p> <p>When provided access to dynamic communication (Speech Generating Device, picture communication, core communication boards, etc...), Brantley will improve cognitive functioning when given numbers 0-10, by matching the numeral to the corresponding set of objects up to 10, with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by indirect measures (teacher made test).</p> <p>Method(s) of Measurement:</p> <p>Indirect Measures</p> <p>Specially Designed Instruction:</p> <p>Guided practice Mnemonic strategies</p> <p>Guided practice through chunking skills</p> <p>Modeling</p> <p>Multi-sensory teaching strategies</p> <p>Direct Instruction</p>
<p>For the IEP to be in effect by the child's 16th birthday and thereafter:</p> <p>This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:</p> <p><input type="checkbox"/> Education/training <input type="checkbox"/> Employment <input type="checkbox"/> Independent living</p>
<p>Benchmarks/Short-Term Instructional Objectives</p>
<p>1. When provided access to dynamic communication (Speech Generating Device, picture communication, core communication boards, etc...), Brantley will improve cognitive functioning when given numbers 0-5, by matching the numeral to the corresponding set of objects up to 5, with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by indirect measures (teacher made test).</p>
<p>2. When provided access to dynamic communication (Speech Generating Device, picture communication, core communication boards, etc...), upon mastery of the first objective, Brantley will improve cognitive functioning when given numbers 0-10, by matching the numeral to the corresponding set of objects up to 10, with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by indirect measures (teacher made test).</p>
<p>Annual Measurable Goal (# 4):</p>

Measurable Annual Goals and Benchmarks
<p>During structured or unstructured activity, Brantley will remain focused and interact with peers by appropriately sharing or turn-taking for 10 minutes given no more than 3 prompts with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by a checklist.</p> <p>Method(s) of Measurement:</p> <p>Indirect Measures</p> <p>Specially Designed Instruction:</p> <p>Direct instruction targeting social skills, modeling, guided practice, Guided rehearsal, use of scripts, Instruction in conversational skills (i.e., initiating, maintaining, ending, Scaffolded Instruction in how to respond to verbal prompts using the communication device</p> <p>For the IEP to be in effect by the child's 16th birthday and thereafter:</p> <p>This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:</p> <p> <input type="checkbox"/> Education/training <input type="checkbox"/> Employment <input type="checkbox"/> Independent living </p>
Benchmarks/Short-Term Instructional Objectives
<p>1. During structured or unstructured activity, Brantley will remain focused and interact with peers by appropriately sharing or turn-taking for 4 minutes given no more than 3 prompts with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by a checklist.</p>
<p>2. Upon mastery of objective 1, during structured or unstructured activity, Brantley will remain focused and interact with peers by appropriately sharing or turn-taking for 8 minutes given no more than 3 prompts with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by a checklist.</p>
<p>Annual Measurable Goal (# 5):</p> <p>When provided access to low/high-tech AAC device, Brantley will demonstrate appropriate transitions from a preferred to a non preferred task by putting away items and beginning the next task with no more than 2 prompts with with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by indirect measures (checklist).</p> <p>Method(s) of Measurement:</p> <p>Indirect Measures</p> <p>Specially Designed Instruction:</p> <p>Differential reinforcement</p> <p>Modeling how to respond to verbal prompts and cues</p> <p>Modeling using role playing</p> <p>For the IEP to be in effect by the child's 16th birthday and thereafter:</p> <p>This annual goal will reasonably enable the student to meet the student's postsecondary goal in the area(s) of:</p> <p> <input type="checkbox"/> Education/training <input type="checkbox"/> Employment <input type="checkbox"/> Independent living </p>
Benchmarks/Short-Term Instructional Objectives
<p>1. When provided access to low/high-tech AAC device, Brantley will demonstrate appropriate transitions from a preferred to a non preferred task by putting away items and beginning the next task with no more than 4 prompts with with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by indirect measures (checklist).</p>

Measurable Annual Goals and Benchmarks

2. Upon mastery of the first objective, when provided access to low/high-tech AAC device, Brantley will demonstrate appropriate transitions from a preferred to a non preferred task by putting away items and beginning the next task with no more than 2 prompts with with 80% accuracy in 4 out of 5 opportunities, measured twice monthly by indirect measures (checklist).

Reporting Progress

- ☒ Concurrent with the issuance of Report Cards
- ☐ Other, specify

Supplementary Aids and Services

Statement of Supplementary Aids and Services, to be provided to the child or on behalf of the child.

Reinforcement and Behavior Modification Strategies, Extended Time (Double), Use of Technology, Reader (Human), Scribe and assistance with manipulating a computer mouse or with clicking answers, Visual supports, sensory supports, preferential seating, modified/alternative seating, redirection, repetition of tasks, chunked materials, structured tasks, modeling, scaffolding, verbal and visual prompts and cues, repetition of and simplified directions, modified and/or reduced assignments, paraphrasing and rephrasing, individual or group therapy, speech generating device, low/high-tech AAC, assistance with toileting and/or changing needed, opportunities for movement breaks inside and outside the classroom.

Accommodations for Administration of State Assessments and Assessments in the Classroom

- ☐ ARC determined no accommodations needed.

In order to justify appropriateness of accommodations for any state mandated tests, the testing accommodations must be used consistently as part of routine instruction and classroom assessment as well as meet all additional requirements established by the ***Inclusion of Special Populations in the State-Required Assessment and Accountability Programs, 703 KAR 5:070*** document.

NOTE: The Kentucky Administrative Regulations regarding accommodations on state testing dictate whether a student may use a particular accommodation during the administration of state tests. Any IEP test accommodation that the regulations determine will invalidate a particular test or type of test ***shall not*** be utilized in administration of such tests to the student.

- | | |
|--|--|
| <input type="checkbox"/> Paraphrasing | <input checked="" type="checkbox"/> Scribes |
| <input type="checkbox"/> Manipulatives | <input checked="" type="checkbox"/> Use of Technology |
| <input type="checkbox"/> Braille | <input type="checkbox"/> Large Print |
| <input checked="" type="checkbox"/> Reinforcement and behavior modification strategies | |
| <input checked="" type="checkbox"/> Readers (Select one) | <input checked="" type="checkbox"/> Extended time (Select one) |
| <input type="checkbox"/> Online/Text Reader | <input type="checkbox"/> Time and a Half |
| <input checked="" type="checkbox"/> Human Reader | <input checked="" type="checkbox"/> Double Time |
| <input type="checkbox"/> Interpreters (Select one) | <input type="checkbox"/> Calculator (Select one) |
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> Online Calculator |
| <input type="checkbox"/> Other Language, specify: | <input type="checkbox"/> Handheld Calculator |
| | <input type="checkbox"/> Special Calculator, specify: |
| <input checked="" type="checkbox"/> Other, specify: | |

For the use scribe Brantley can also have assistance with the use of a computer mouse or with clicking answers.

Program Modifications/Supports for school personnel that will be provided

Supports for school personnel:

Occupational Therapy will assist school staff regarding the proper use of sensory strategies, the use of fine Motor/ Visual Perceptual and Self-Help skills in relation to proper use of adapted classroom tools and materials to enhance functional school performance. SLP will consult with staff to increase use of speech generating device and communication in the classroom.

District SPED Consultant will train and consult with staff on implementation of evidence-based practices including (but not limited to) use of visual supports, reinforcement, and prompting and cueing.

☐ Not needed at this time

Least Restrictive Environment (LRE) and General Education

Explain the extent, if any, to which the student will **not** participate in general education (content area):

Brantley will participate in the resource setting for all core instruction. He will be on a shortened school day with dismissal at 12 pm. He will participate in school for 285 minutes daily, with 270 minutes in the Resource setting and 15 minutes in the general education setting for recess as tolerated. He will participate in speech/language therapy 20 minutes for individual or group therapy in the resource setting 4 times per month.

Special Education Services

Type of Service	Anticipated Frequency and Duration of Service					Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
	Service Minutes (Per Service Frequency)	Service Frequency (Number of times provided per Service Period)	Service Period (Daily, Weekly, Monthly, Annually)	Start Date	End Date		
Special Education	270 minutes	1 times per	Day	08/21/2025	05/13/2026	Special Ed Teacher	Resource Room (Monday, Wednesday, Friday)
Special Education	330 minutes	1 times per	Day	08/21/2025	05/13/2026	Special Ed Teacher	Resource Classroom (Tuesday and Thursday)

Related Services

Type of Service	Anticipated Frequency and Duration of Service					Service Provider (by Position)	Location (e.g., Regular Classroom, Resource Room, Separate Class)
	Service Minutes (Per Service Frequency)	Service Frequency (Number of times provided per Service Period)	Service Period (Daily, Weekly, Monthly, Annually)	Start Date	End Date		
Speech/ Language Therapy	20 minutes	4 times per	Month	08/21/2025	05/13/2026	Speech Language Pathologist	Resource Room
Occupational Therapy	15 minutes	1 times per	Month	08/21/2025	05/13/2026	Occupational Therapist	Resource Room

Student Name: Brantley Daniel Cleaver
DOB: 03/15/2018

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Date of ARC: 05/14/2025

Related Services							
Transportation (No Lift)	45 minutes	2 times per	Month	08/21/2025	05/13/2026	Bus Driver	Special Route Bus

Extended School Year
<p>Are extended school year services required for this student?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> More data needed</p> <p>If the ARC determines ESY services are to be provided, describe the service and indicate to which annual goal or goals the service is related. If the ARC determines no ESY services are to be provided, please document the reason(s) for this decision.</p> <p>Brantley did not show regression during extended breaks.</p>

Name: Brantley Cleaver | DOB: 3/15/2018 | MRN: 047651682 | PCP: DUANE A HOUGENDBLER, MD | Legal
Name: Brantley Cleaver



Vanderbilt Integrated Pediatrics
4235 Ft Campbell Blvd
Hopkinsville KY 42240
Dept: 270-885-8445

Guardian of Brantley Cleaver
206 Jumpers Pass
Oak Grove KY 42262

To Whom it May Concern:

Brantley is a patient of this practice diagnosed with Autism, Expressive Language Impairment, Global Developmental Delay, Fine Motor Delay and Feeding issues due to his sensory impairment.

Please allow him to have early release on Monday, Wednesday, and Fridays at 12pm and Tuesday and Thursdays at 1PM so he can attend other services such as ABA Therapy, Speech Therapy, Occupational Therapy, and Feeding Therapy.

If there are any other questions or concerns please reach out to me at (270) 885-8445.

Thank you,

Pamela Buch, APRN

Patient (Brantley Cleaver)

DOB(3/15/2018)

VII. ADMISSION AND RELEASE COMMITTEE MEMBERS

I have been advised, in my native language, and I understand the contents of this notice. I have a copy and have received an explanation of my procedural safeguards as parent of a student with a disability or as a student with a disability. I understand that I can receive an additional copy of my procedural safeguards, a further explanation of my rights, or assistance in understanding the content of this notice by contacting the student's school or the Director of Special Education.

Parent(s)/Student*:


☐ Parent participated via alternate means.Typed/Printed Name(s): Madison Cleaver

*(if age 18 or older or younger if appropriate)

☐ Parents did not attend meeting. A copy of Parent Rights, if necessary, and appropriate Due Process forms were:

Date: _____

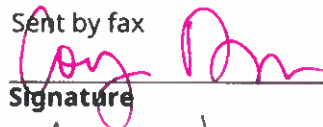
☐ Mailed ☐ Delivered by school personnel ☐ Sent home with student

☐ Emailed ☐ Sent by fax

Cory Deason

ARC Chairperson

Signature



Danielle Dillard

Special Education
Teacher

Signature



Lindsey Dial

Speech Language
Pathologist

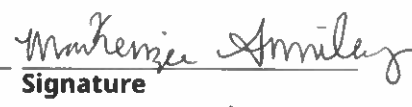
Signature



MacKenzie Smiley

Speech Language
Pathologist

Signature



Carol Turcotte

General Education
Teacher

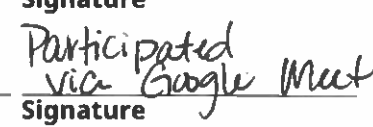
Signature



Shanna Sherrill

Occupational
Therapist

Signature


SUMMARY NOTES**Purpose of Meeting**

- To develop, review, and/or revise the student's IEP and make placement decisions