

Exhibit A

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JUN 22 2026

S.C. SUPREME COURT



Alexis Carberry Benson
1(866)369-FAPE

www.AngelAdvocates4SpecialEducation.com
angeladvocates4se@gmail.com

DATE: 2/24/2026

To: Clover School District

Paige Howe- Special Education Teacher-Paige.Howe@clover.k12.sc.us

Lori Maczko- Principal Oakridge Elem.- Lori.Maczko@Clover.k12.sc.us

Kathleen Gerber- Executive Director of Special Education- Mary.gerber@clover.k12.sc.us

Elaine Miles- Director of Special Education- Elaine.miles@clover.k12.sc.us

Amy Mastowski- Assistant Director of Special Education- Amy.mastowski@clover.k12.sc.us

RE: Gunner Marshall Smith

Hello,

My name is Alexis Carberry Benson, and recently I was contacted by Essa Almasoud, the legal guardian and father of student with initials, GMS, with concerns that he is not receiving a Free and appropriate education under the IDEA. After consulting with him and reviewing the most recent documentation including but not limited to, the current IEP, district evaluation, and outside evaluation, I have been able to come to the following facts:

1. GMS is a current 1st grade student at Oakridge elementary school in Clover school district.
2. He began there on or about January 2025 during his kindergarten year.

Disclaimer: Community Collaboration

North and South Carolina are a part of a national network authorized by Congress to advance the rights of people with disabilities, welcoming opportunities to work with like-minded organizations, legal professionals, and other groups of advocates and consultants. Angels Advocates 4 Special Education is a registered public agency in the State of South Carolina. IDEA and Section 504 binds school districts to work in good faith with registered agencies within the community.

3. Prior to that time, GMS was living with his aunt in Camden, SC, for the start of his kindergarten year.
4. GMS ' mother passed away in June 2024. There was significant trauma that took place.
5. GMS has been diagnosed with ADHD by his primary care physician and a Psychologist most recently in January of 2025 by Southern Med Counseling, Dr. Olivia Schmitke, Ph.D.
6. The district completed their own evaluation in April of 2025. This included an FBA.
7. The student was made eligible for an IEP under Emotional Disability, with no peer reviewed data to suggest this classification based on the SEED document.
8. For some reason, the student was not considered for OHI for ADHD.
9. Based on the data, the student has an above average IQ of 114.
10. Based on the data, the student has deficits with social-emotional, and behavior.
11. Over the course of the last 365 days, while in kindergarten and 1st grade, Mr. Almosoud was called on multiple occasions to pick up his son from school early because of behavior that was a violation of the school's code of conduct. Some of these were listed as suspensions. Exact days are unknown at this time.

300.115 Continuum of alternative placements.

- (a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- (b) The continuum required in paragraph (a) of this section must—
 - (1) Include the alternative placements listed in the definition of special education under §300.39 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and
 - (2) Make provision for **supplementary aids and services** to be provided in conjunction with regular class placement.

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300.42 Supplementary aids and services.

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, and other settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.114 through 300.116.

300.114 LRE requirements.

(a) General.

(1) Except as provided in §300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and §§300.115 through 300.120.

(2) Each public agency must ensure that—

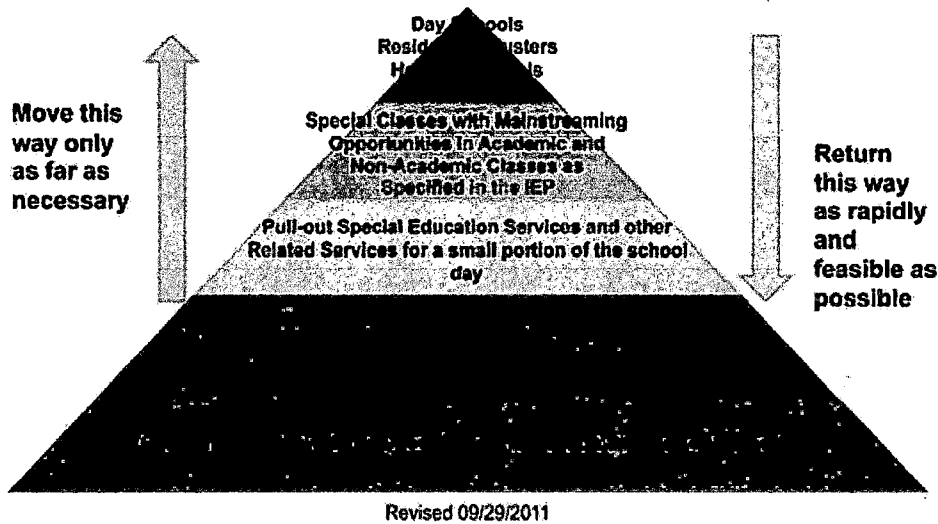
(i) **To the maximum** extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular 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.

At this time, based on the documentation reviewed, GMS is not receiving a FAPE. The District has failed to provide him with **ANY supplementary aids and services**, Section 300.42, nor has followed a proper Continuum section 300.115, prior to removing him from the general education classroom and putting him in a significantly restricted environment that is not based on his unique needs and academic ability. He was not afforded resource room SDI, counseling services, psychological services, or an RBT one to one paraprofessional prior to his removal. Despite not having an IEP for even 1 year, there were several meetings and amendments that took place that NEVER increased the level of services.

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Least Restrictive Placement in the Continuum of Services



Some of the concerns and requests that Mr. Almasoud and I have are as follows:

1. The SPED class is not LRE and his placement decision did not take meaningful consideration to parents input and rights under Section 1415 of procedural safeguards.
2. GMS is not learning grade level content in the SPED class to his IQ ability and is falling behind.
3. Despite the school indicating he has delays in math reading and writing, the student has NO ACADEMIC GOALS. How can he be on a modified curriculum with a 114 IQ?
4. GMS is picking up on negative behaviors from SPED class and repeating them.
5. GMS has emotional and psychological trauma that is not being assessed, or serviced.
6. GMS needs impeccable structure, routine and systems in place so his nervous system is regulated.
7. Mr. Almasoud and I are aware that the Annual review is set to take place on Friday, 2/27/26. MR.
8. Almasoud retracts his 1st Signed NOM. We agree to the date and start time but do not agree to it being restricted to 1 hour. In fact, there is nothing within IDEA that allows a

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district to place restrictions on meeting length. Please resend the NOM without an end time. Please see RESIGNED NOM from Mr. Almasoud, with the end time crossed out and initial'd

<https://www.wrightslaw.com/blog/yes-or-no-iep-meetings-can-only-be-1-hour-long/>

9. Please Provide Detailed Power School Data log with coded absences and early dismissals within the Clover school district.
10. Provide any and all Suspension paperwork within the Clover School District.
11. Provide ALL HARD DATA of progress report goals.
12. Provide any and all detailed print outs of standardized test scores or Academic Assessment data (i-ready etc).
13. Provide any and all peer reviewed methodology, programs and curriculum being used for self regulation/coping strategies.
14. The father and I disagree with the district evaluation and are requesting an Independent educational evaluation at the district's expense, without delay, under section 300.502.
15. Please provide an outside agency release form for Mr. Almasoud to sign for Angel Advocates LLC, to participate as an Equal IEP team member under section 300.321 and to include the Agency to exchange all documentation and communication and correspondences.

We look forward to meeting on Friday to work collaboratively to ensure that GMS is receiving a FAPE in LRE during his annual review meeting.

#FightingforFAPE,

Alexis Carberry
SPED Advocate

&

Essa Almasoud
Father / Legal Guardian

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STATE OF SOUTH CAROLINA)

IN THE SUPREME COURT

case no: _____

A.C. Benson, Essa Almosoud, Megan Wilson)

All Rights Reserved)

Plaintiffs)

vs.)

SCDOE, through and indiv. Ellen Weaver,)

Tina Ross, Barbara Drayton, Brian Murphy)

Clover School District Board et al., and indiv.)

Sheila Quinn, Paige Howe, Lori Mascko,)

Elaine Miles; York County Sheriff's Office)

through/indv Anthony Breeden, Brandon)

McCoy, Andy Boone, and Andrew Galant)

Mary Gerber)

Defendants)

Joint Affidavit of Plaintiffs
Exhibit B

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S.C. SUPREME COURT

BEFORE ME, personally appeared, the affiant, who being duly sworn today, deposes and says upon personal knowledge that:

1. The Affiant by nature of the alleged defendants, has personal knowledge of the facts of the matters recited therein.
2. G.S. are the initials of the special needs minor child of Essa Almosoud, the Father, who just finished 1st grade at Oakridge Elementary school in Clover School District.
3. Plaintiffs had concerns that G.S. was not receiving appropriate education and services and was a harm to himself or others and on February 24, 2026. A.C. Benson, DBA Angel Advocates 4 Special Education LLC, wrote a letter to inform the district she had been hired by the Father. Exhibit A
4. A series of wilful and intentional emotional and psychological harm was inflicted by the defendants through purposeful negligent, unethical, strategic procedural violations,

attempting to create a false reality , false documentation and retaliation against the plaintiffs beginning February 25th, 2026 until present day.

- a. Notice of Meeting indicated with end time crossed out as it is unlawful.
- b. 2/26/26 Mazcko makes a call and sends an email requesting the IEP to be rescheduled 1 day before.
- c. Plaintiffs respond that the NOM is signed and not interested in rescheduling.
- d. Maszko states some teams members are unable to be present
- e. Plaintiffs remind that:
 - i. There are no specific team members, only roles per IDEA section 300.321 and we are again not interested in rescheduling.
 - ii. The meeting needs to be scheduled at a day and time convenient for the Father.
 - iii. An annual review consists of specific agenda items, per IDEA, and 1 hr is not a realistic timeframe.
- f. Another district Administrator (not on the IEP team), Mary Gerber, states 90 min meetings and the need for specific team members, this when the Director of Special Education Elaine Miles was/is team member and refused to respond.
- g. 2/27/26 Plaintiffs request the district to provide any statute, regulation, law, State guidance or OSEP guidance that indicates the district right to restrict IEP meeting time. None is ever provided.
- h. Without waiving their right to the IEP meeting date to continue on 2/27/26, Plaintiffs agree to March 6th to reschedule.
- i. 3/2/26 NOM sent out for an unrealistic 1 hr meeting once again.
- j. 3/3/26 NOM returned with End time crossed out and initialed by Father.

- k. Despite being productive, on Friday 3/6/26 district defendants cut the meeting off after 1 hr. The plaintiffs objected.
- l. The Plaintiffs requested the subsequent meeting be scheduled for 3 hours.
- m. Miles denied the request once again, and stated it would only be for 1 hr, continuing to purposefully delay the district's obligation to the provision of appropriate education and services, and continuing to put the child in harm as he is a danger to himself and or others.
- n. Plaintiffs reserved the right to have the refusal of the meeting date and time as not being convenient, only being 1 hour, to be indicated in the official Written Notice, district defendants refused. **Exhibit B**, are a series of emails during this time.
- o. The district defendants colluded and conspired together to purposefully falsify the official record.
- p. On the morning of 3/9/26, The plaintiffs sent a follow up letter, **Exhibit C**
- q. In the evening of 3/9/26, Howe, the SPED teacher once again, 2nd time, sent a NOM for the continuation of the Annual review to be only 1 hr.
- r. Plaintiffs indicated wishing to attend but not available at that time, as it is unreasonable and NOT convenient for the Father, per IDEA, to continue to require a parent to take off work multiple days over and over rather than having the Entire Annual review in one meeting , as intended.
- s. Plaintiffs filed a complaint for an administrative remedy hearing through IDEA. The district acknowledged receipt on March 12, 2026.
- t. The hearing officer, Defendant Murphy was abusive, unethical and slanderous during the pre hearing procedures. **Exhibit K**
- u. On March 16, 2026 Ms Howe sent a 3rd NOM indicating a 90 min meeting.

- i. Plaintiffs reminded the district there is no end time per IDEA statute, caselaw, OSEP guidance and State guidance.
- ii. Plaintiffs also indicated to the defendants that the Father was unable to attend the IEP meeting scheduled for the 17th as indicated on the NOM that was provided to the IEP team.
- v. Gerber (not a part of the student educational team or meetings) stated in her email that they would hold the meeting despite the parent not being available any longer.
- w. The district defendants insisted that their “policy” was above Federal Law compliance.
- x. Plaintiffs was not obligated nor was it lawful, ethical, or practical to continue having multiple shorter meetings for the annual review, as it was “ Not convenient” for the Father to take off multiple days of work, having to choose from getting paid or attending meetings and contributing to his son's educational plan.
- y. The team refused to come to an agreement on Time for the IEP Annual Review, time allotment or until completion.
- z. District defendants purposefully continued to delay in giving appropriate aid to G.S so that he was not a harm to himself or others causing extreme emotional psychological harm to plaintiffs.
- aa. Despite the district insisting that team members had “ other meetings” to attend, the March 27th, 2026 meeting was productive and lasted 3. 5 hours.
- bb. The Educational Team agreed on the recording, to the implementation date of April 10th, 2026. **Exhibit D** is AI Transcript from Recording.

cc. **Exhibit E** is the compilation of the excessive amount of meeting NOM's

dd. Timeline Shown in a Chart below:

Date Initial	DOM or Period End	Purpose Description	Time allotted	Actual time of meeting
2/02/26	2/27/26	Annual IEP and BIP Father crosses out end time on NOM/ not in agreement.	1 hr	CANCELED by district on 2/26
3/02/26	3/6/26	Annual IEP and BIP Father crosses out end time on NOM/ not in agreement.	1 hr	CANCELED by district on 3/5/26
3/09/26	3/11/26	Annual IEP and BIP Father crosses out end time on NOM/ not in agreement. Productive but only had time to review present levels. The district refused to continue the meeting.	1hr	1hr <u>cut off</u> by Mascko
3/12/26	3/17/26	Annual IEP and BIP Father crosses out end time on NOM/ not in agreement, not available for 90 min. <u>Gerber insists it will still hold the IEP meeting.</u>	90 min	Unknown Father could not attend, per NOM
	3/18/26	<i>IDEA COMPLAINT FILED</i>		
3/23/26	3/27/26	Annual IEP and BIP Father crosses out end time on NOM/ not in agreement. 1. The team comes to agreements on the finalized IEP. <u>RECREDED</u> 2. Team AGREES to implementation date of 4/10/26 per recording 3. District Defendants refused to provide a FINALIZED documentation.	90 min	3 hr and 20 min.

3/29/26		District defendants provide <u>DRAFT</u> that <u>DID NOT REFLECT</u> the Audio <u>RECORD.</u> Plaintiffs indicate what		
3/31/26	4/12/26	Plaintiffs contact district Defendants <u>3 times</u> requesting final documentation which reflect the Verbal Agreements in the Audio recording.		
4/15/26		Gerber (not at meeting) emails claiming“ STAY PUT” indicating she would make the executive decision, outside of the educational team, to keep G.S in the continued situation of being a harm to himself and or others, despite the team coming to an alternate agreement during the meeting on March 27th, 2026		
		<i>Multiple Discipline referrals and suspensions from school indicating continued harm to himself and others.</i> <u>Exhibit F</u>		
		Plaintiffs withdrawal IDEA complaint to force district defendants into compliance with the Annual review IEP that was agreed to on March 27th, 2026. District defendants insisted on an additional meeting and that there was no agreement made, contradicting the recording.		
4/22/26		Formal Letter sent by Plaintiffs, <u>Exhibit G</u>		
5/8/26		Additional meetings spent arguing over the recorded March 27th meeting.... After 90 min it was again cut off by Mascko without finishing agenda items of BIP and ESY. District defendants continued to <u>narrate a false and distorted reality of events emotionally and psychologically abusing to the plaintiffs and causing prolonged exposure where G.S is a harm to himself or others.</u>	90 min	Cut off at 90 min By mascko

5. Since February and specifically on May 11, 2026 District DEFENDANTS CONSPIRED AND COLLUDED TOGETHER to CREATE AND ISSUE PURPOSEFUL FALSE DOCUMENTATION that **DOES NOT** reflect the Audio recorded RECORD from ALL of the Annual Review Meetings up through March 27th, 2026 and after to date.
- a. May 12, 2026, Email sent from Plaintiffs to District Defendants informing them of their unethical, unprofessional, and illegal choices.
 - b. May 13th, 2026 Letter sent from Defendants making slanderous and libelous statements about Plaintiff Benson. Gerber (not at meeting or an educational team member)“BANS” Benson and threatens trespass from PUBLIC PROPERTY with no LAWFUL reason, while simultaneously restricting the plaintiffs rights to Free Speech and Religious Speech.
 - c. Mascko removed and took the child digital watch off G.S. claiming it was somehow banned even without internet or data access.
 - d. Cease and Desist issued to all defendants from Plaintiffs, **Exhibit H.**
6. State complaints with SCDOE, were filed on May 15th and June 15th were Defendant Ross and Drayton additionally colluded and conspired to create unnecessary barriers for the plaintiffs to access due process and to create false record including but not limited to the letter of Investigation, **Exhibit L.**
7. ALL DEFENDANTS CONSPIRED AND COLLUDED TOGETHER to deprive the Rights of the Plaintiffs on Public Property, without just cause.

- a. Plaintiffs indicated to ALL defendants that plaintiffs will be attending IN PERSON to the meeting on 5/27/26 at 9:30.
 - b. Plaintiffs were intimidated by 3 deputy defendants with the York County Sheriff, outside of the front doors of the school.*VIDEO RECORDED*
 - c. Plaintiffs offered to show the official notice of meeting, with date and time with the plaintiffs names in attendance, deputy defendants refused.
 - d. Plaintiffs received verbal confirmation from the 3 deputy defendants of receiving a copy of the cease and desist.
 - e. Benson was refused entry under threat of arrest without any officer being able to indicate a law being broken and after being informed of the cease and desist.
 - f. Plaintiffs informed deputy defendants that it is unlawful to "trespass" anyone from public property, and reminded them of their oath to the constitution.
 - g. The Deputy Defendant stated that the public school, paid for by taxpayers, was somehow private property. SMH
 - h. The district held the meeting for the Fathers Child without the Plaintiffs.
 - i. Plaintiff proceed to York County Sheriff office to file the following complaints:
 - i. Theft of Watch by Mascko **Case # 50202604638**
 - ii. Child endangerment **Case # 50202604640 ; Exhibit F**
8. Internal Affairs Complaint against 3 deputy defendants. **Exhibit I**
9. Formal Letter Sent Request for amendment and creation of records **Exhibit J**
10. To Date, the Defendants have ignored all requests for the amendments of the falsified records from the Plaintiffs.

11. The plaintiffs have lost wages because of the defendants actions.

12. The plaintiffs have suffered psychological and emotional distress from the psychological and emotional abuse by the defendants collusion and conspiracy to deprive multiple rights of the affiants.

13. The plaintiffs were deprived of their right to be on public property with documented business, without just legal cause, and for the sole purpose to continue to control the narrative, deflect, gaslight and stonewall, and by creating verbally and in writing a false reality causing psychological and emotional distress and depriving their State and Federal and Natural rights as Americans.

14. The plaintiffs have suffered income loss due to the defendant's unlawful actions.

X

Autograph of A.C. Benson
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Autograph of Megan Wilson
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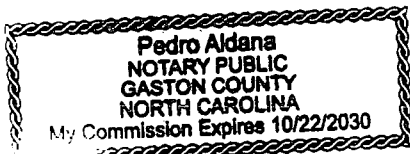
Autograph of Essa Almasoud
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Sworn to before me this 20 day of June, 2026

Pedro Aldana
Pedro Aldana

Notary Public of South Carolina

My Commission expires: 10/22/2030



**Exhibit List Attached next page.*

Exhibit List

- A. Plaintiff Initial Letter to District Defendants
- B. Email Correspondences
- C. Plaintiff letter March 9th, 2026 to district defendants
- D. AI transcript of March 27th, 2026 meeting
- E. NOM's
- F. G.S discipline referrals Danger to himself and others
- G. Plaintiff letter April 22, 2026 to district defendants
- H. Plaintiffs Cease and Desist Letter to all defendants
- I. Internal Affairs complaint against 3 Deputy defendants
- J. Plaintiffs letter June 3rd, 2026 to district defendants
- K. Slanderous, Abusive and Unethical Documents from Brian Murphy
- L. SCDOE State Complaint correspondences with Tina Ross and Barbara Drayton.

Exhibit B

RECEIVED
JUN 22 2026
S.C. SUPREME COURT



Alexis <angeladvocates4se@gmail.com>

Gunner Smith

Alexis <angeladvocates4se@gmail.com>

Tue, Feb 24, 2026 at 7:35 AM

To: Paige.Howe@clover.k12.sc.us, Lori.Maczko@clover.k12.sc.us, Mary.gerber@clover.k12.sc.us, Elaine.miles@clover.k12.sc.us, Amy.mastowski@clover.k12.sc.us, Essa Almasoud <pushintru82@gmail.com>

Hello,

Please see attached Letter from Mr. Almasoud and I regarding his son, Gunner Smith. We look forward to working collaboratively on Friday for the annual review.

Mr. Almasoud will also be RESENDING or Forwarding this letter to all the same recipients from his personal email address.

--

#FightingforFAPE

Alexis Carberry Benson
Educational Consultant and SPED Advocate
www.AngelAdvocates4specialeducation.com
1(866)369-FAPE

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Gunner Marshall Smith intro letter.pdf

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Alexis <angeladvocates4se@gmail.com>

Gunner Smith

Essa Almasoud <pushinthru82@gmail.com>

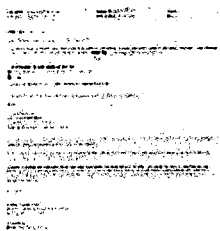
Tue, Feb 24, 2026 at 8:34 AM

To: Alexis <angeladvocates4se@gmail.com>

Cc: Paige Howe <Paige.Howe@clover.k12.sc.us>, Lori Maczko <Lori.Maczko@clover.k12.sc.us>, Mary.gerber@clover.k12.sc.us, Elaine.miles@clover.k12.sc.us, Amy.mastowski@clover.k12.sc.us

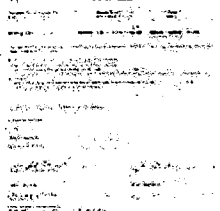
3 attachments

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Gunner Marshall Smith intro letter.pdf

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Alexis <angeladvocates4se@gmail.com>

Gunner Smith

Alexis <angeladvocates4se@gmail.com>

Thu, Feb 26, 2026 at 7:48 AM

To: Paige.Howe@clover.k12.sc.us, Lori.Maczko@clover.k12.sc.us, Mary.gerber@clover.k12.sc.us,
Elaine.miles@clover.k12.sc.us, Amy.mastowski@clover.k12.sc.us, Essa Almasoud <pushinthru82@gmail.com>

Hello,

Good morning,

Mr. Almasoud informed me this morning that the principal called him wishing to cancel and reschedule the IEP meeting.

Unfortunately, since the parent already signed the notice of meeting that he would be attending at the date and time proposed by the district.... in addition to that date being within 10 days the meeting.... it cannot be canceled per part B compliance without the parents consensus.

Should you wish to reschedule the meeting you will need to make that request in writing not via phone call, to the parent.

Additionally, please send an outside agency release form so that I, the Advocate, can be included in all communications and documentation moving forward in order to adequately provide service to this child and his parent.

Not doing so could be a violation of my rights as an advocate the parents rights as the father of a student with special needs and the student with special needs himself under the Ada and Section 504.

Moving forward please do not make any phone calls to the parent everything must be in writing. Phone calls will no longer be answered.

Again, we look forward to seeing you Friday for the scheduled IEP meeting or being provided with written proposal of specific dates and times for rescheduling.

#FightingforFAPE

Alexis Carberry Benson
Educational Consultant and SPED Advocate
www.AngelAdvocates4specialeducation.com
1(866)369-FAPE

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[Quoted text hidden]



Alexis <angeladvocates4se@gmail.com>

Gunner Smith

Essa Almasoud <pushinthru82@gmail.com>
To: Alexis <angeladvocates4se@gmail.com>

Thu, Feb 26, 2026 at 8:03 AM

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

From: **Lori Maczko** <Lori.Maczko@clover.k12.sc.us>
Date: Thu, Feb 26, 2026, 7:09 AM
Subject: Re: Gunner Smith
To: Essa Almasoud <pushinthru82@gmail.com>

Good morning Mr. Almasoud,

Thank you for taking my phone call this morning.

The dates and times we currently have available to reschedule the IEP meeting are:

March 6 at 10:30
March 10 at 1:30
March 12 at 8:00

Will you let me know if any of those work for you?

Thanks,
Lori Maczko

From: Essa Almasoud <pushinthru82@gmail.com>
Date: Tuesday, February 24, 2026 at 8:35 AM
To: Alexis <angeladvocates4se@gmail.com>
Cc: Paige Howe <Paige.Howe@clover.k12.sc.us>, Lori Maczko <Lori.Maczko@clover.k12.sc.us>, Mary Gerber <mary.gerber@clover.k12.sc.us>, Elaine Miles <elaine.miles@clover.k12.sc.us>, Amy Mastowski <amy.mastowski@clover.k12.sc.us>
Subject: Re: Gunner Smith

CAUTION EXTERNAL EMAIL: This email originated from outside of Clover School District. Do not click links or open attachments unless you recognize the sender and know the content is safe.



Alexis <angeladvocates4se@gmail.com>

Gunner Smith

Essa Almasoud <pushinthru82@gmail.com>
To: Alexis <angeladvocates4se@gmail.com>

Thu, Feb 26, 2026 at 8:03 AM

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

From: **Lori Maczko** <Lori.Maczko@clover.k12.sc.us>
Date: Thu, Feb 26, 2026, 8:01 AM
Subject: FW: Gunner Smith
To: pushinthru82@gmail.com <pushinthru82@gmail.com>

Good morning Mr. Almasoud,

As stated this morning, we will not be able to meet tomorrow because all of our team members are unable to be present. Please review the dates/times below and let me know if any of those work for you. If not, please let me know.

Thank you,
Lori Maczko
Principal
[Quoted text hidden]

Gunner Smith

Alexis <angeladvocates4se@gmail.com>

Thu, Feb 26, 2026 at 8:32 AM

To: Paige.Howe@clover.k12.sc.us, Lori.Maczko@clover.k12.sc.us, Mary.gerber@clover.k12.sc.us,
Elaine.miles@clover.k12.sc.us, Amy.mastowski@clover.k12.sc.us, Essa Almasoud <pushintru82@gmail.com>

Good morning once again the following email was sent to the parent,

Good morning Mr. Almasoud,

As stated this morning, we will not be able to meet tomorrow because all of our team members are unable to be present. Please review the dates/times below and let me know if any of those work for you. If not, please let me know.

*Thank you,
Lori Maczko
Principal*

Unfortunately Mr Almasoud made plans to attend tomorrow as indicated on the notice of meeting. The district had over a month to choose, propose, and prepare, which team members can attend.

The school cannot simply change the date and time all of a sudden because the advocate shared that she would be attending. The school cannot simply change the date because someone from the IEP team is no longer able to attend and certainly not one day before the meeting.

Under Section 300.321 there are only four members from the district who are necessary to be included in the meeting. If the district (all of a sudden) has a conflict with one of those persons th school can simply choose another person with the same title.

We are not interested in providing additional time for the district to manipulate and conspire an agenda and narrative for this child's right to a free and appropriate public education with the district attorney Meredith Siebert who continues to create problems on purpose for her firm's profit.

Any delay or postponement of the agreed upon place and time of the IEP meeting tomorrow will be considered deliberate delay in providing this child a free and appropriate public education violating the procedural safeguards 1415 as well as several statues of part B IDEA.

To reiterate, Mr Almasoud is not interested in rescheduling the meeting and will be present tomorrow.

#FightingforFAPE

Alexis Carberry Benson
Educational Consultant and SPED Advocate
www.AngelAdvocates4specialeducation.com
1(866)369-FAPE

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[Quoted text hidden]



Alexis <angeladvocates4se@gmail.com>

Gunner Smith

Essa Almasoud <pushinthru82@gmail.com>

Thu, Feb 26, 2026 at 8:36 AM

To: Alexis <angeladvocates4se@gmail.com>

Cc: Paige Howe <Paige.Howe@clover.k12.sc.us>, Lori Maczko <Lori.Maczko@clover.k12.sc.us>, Mary.gerber@clover.k12.sc.us, Elaine.miles@clover.k12.sc.us, Amy.mastowski@clover.k12.sc.us

Hello

As my Advocate stated, I have already received and signed the notice of meeting and I'm not interested in rescheduling at this time. Certainly not 24 hours before. I have already made plans with my schedule to be present tomorrow. Please substitute any IEP members as necessary.

We look forward to the annual review tomorrow so that my son can receive a free and appropriate public education in the least restrictive environment which he is currently not receiving.

Mr. Almasoud

[Quoted text hidden]



Alexis <angeladvocates4se@gmail.com>

Gunner Smith

Essa Almasoud <pushintru82@gmail.com>
To: Alexis <angeladvocates4se@gmail.com>

Thu, Feb 26, 2026 at 2:32 PM

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

From: Mary Gerber <mary.gerber@clover.k12.sc.us>

Date: Thu, Feb 26, 2026, 2:31 PM

Subject: Re: Gunner Smith

To: Essa Almasoud <pushintru82@gmail.com>

Cc: Paige Howe <Paige.Howe@clover.k12.sc.us>, Lori Maczko <Lori.Maczko@clover.k12.sc.us>, Elaine Miles <elaine.miles@clover.k12.sc.us>, Amy Mastowski <amy.mastowski@clover.k12.sc.us>

Good afternoon,

The meeting that was scheduled for tomorrow, unfortunately, due to circumstances beyond our control is cancelled. We will not be able to substitute team members as you have requested. It is imperative that team members have knowledge of both your child and the curriculum. Substituting a team member to one that has no knowledge of your child would be a disservice to both him and you as well.

Please review the meeting dates and times that Mrs. Maczko provided to you and let her know if any of them work for your schedule. If they do not, please provide her some alternative dates and times. I have pasted the dates she provided below for your convenience.

March 6 at 10:30

March 10 at 1:30

March 12 at 8:00

Best regards,
Kathleen Gerber

M. Kathleen Gerber, M. Ed., M.S., CCC-SLP
Executive Director of Special Education
Clover School District
803-810-8400

Mary.gerber@clover.k12.sc.us

Gunner Smith

Alexis <angeladvocates4se@gmail.com>

Fri, Feb 27, 2026 at 7:53 AM

To: Paige.Howe@clover.k12.sc.us, Lori.Maczko@clover.k12.sc.us, Mary.gerber@clover.k12.sc.us,
Elaine.miles@clover.k12.sc.us, Amy.mastowski@clover.k12.sc.us, Essa Almasoud <pushinthru82@gmail.com>

Good Morning,

Yesterday, Mr. Almasoud shared the following email from Mary Gerber. Please see the embedded response in **BLUE**.

Good morning Mr. Almasoud,

I am in receipt of your request for an IEE for your son sent via email on February 24, 2026. I will be reviewing his files and will respond to your request shortly with my decision to either grant the IEE or file Due Process.

Awesome it would be a shame for District Counsel to waste 50k + fighting a parent for less than 5 k in evaluations but hey at least Freeman Duff Seibert gets to steal IDEA and taxpayer funds with problems they create on purpose for profit. THIS MUST END!

We are in receipt of your request for attendance records, suspension records, progress reports, and district assessment data submitted via email on February 24, 2026. We are gathering these records and will notify you as soon as they are available for pickup at the District Resource Center.

These documents should be provided as a part of IDEA, not FERPA. We expect these documents to be provided AT LEAST 3 days PRIOR to the IEP meeting to ensure that the parent is able to "meaningfully participate" per IDEA 1415 and 300.322.

300.613 Access rights.

(a) Each participating agency must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under this part. The agency must comply with a request without unnecessary delay and before any meeting regarding an IEP

While I understand your request to not have an end time for your upcoming meeting, our goal is to be very student centered in our practices in Clover, "Each child, Each day, Excellence". This includes all students that are a part of Clover School District which is inclusive of both general education students as well as students with disabilities.

This is not a request. Please provide any part of IDEA that allows restriction of time to IEP meetings. The district might have other goals for itself, but unfortunately those does not take precedence over federal law, certainly not when your district is receiving those federal funds. I am sorry you are short staffed and do not have adequate time or persons to provide an IEP annual appropriately, however we will not tolerate this child continuing to NOT RECEIVE a FAPE in LRE and will need to have the meeting " as long as it needs to be" in order to rectify that. However we are agreeable that after 3 hours we certainly can discuss AS A TEAM whether we need to reconviend the meeting or continue on. Case law confirms this interpretation of the law.

<https://www.wrightslaw.com/blog/yes-or-no-iep-meetings-can-only-be-1-hour-long/>

When all our teachers, both general education and special education, in addition to related service providers, are in many hour meetings they are unable to provide all students with the high-quality instruction that they deserve.

This is not our concern. Our concern is that Gunner is receiving his CIVIL RIGHT to a FAPE in LRE within the guidelines of the law. Perhaps if the team was making ethical and lawful decisions from the beginning we wouldn't have to waste so much time mitigating the unlawful choices.

Meetings are scheduled for up to 90 minutes depending on the purpose of the meeting to minimize, to the best of our ability, the impact of all students not receiving quality instruction from the service providers who are attending meetings while also allowing time for IEP Teams to work together in the best interests of students with disabilities. If the team has not concluded the purpose of a meeting at the end of the allotted time, they work to find a mutually agreeable date and time to reconvene.

Meetings are not scheduled for any amount of time, only a start time. Please provide IDEA guidelines, statutes or regulations, case law or guidance form OSEP which states this as acceptable practice.

Legally we are required to establish a mutually agreed upon day and time with a parent. As a school district, Clover is fully in compliance with this regulation.

We established that for today 2/27/26 at 10:30. Once the advocate sent the letter to the district, it was conveniently canceled 1 day prior. This is a Part B violation as well as procedural violation as the NOM was signed and returned.

It is the District's practice to communicate directly with parents as we have had experiences where the family and the advocate have severed ties and the district was not notified. It is our best practice to communicate directly with you and have you be in contact with your advocate. Please feel free to forward any emails or communications to them.

We are not concerned with district practices, we are concerned with the district following the LAW and this child's, parents and advocates rights under the IDEA, American with Disabilities Act and Section 504 for civil rights. The advocate is an EQUAL IEP team member under 300.321. The parent has requested that you include the advocate on all correspondences, not that you communicate "directly" to her. Not doing so will be viewed as retaliation and discrimination and could result in an Office of Civil rights Complaint, in DC. For the 3rd time, please send an outside agency release form so that the advocate can participate meaningfully with the parent. If the parent wishes to revoke consent they can at any time. Additionally the form should only be valid for one year.

Additionally, I am unaware of ANY family in Clover district, who I "severed ties" with. Had that been the case the family could have simply revoked the Release. Please cease and desist from spreading false information about my Agency or I immediately.

We will continue to document the procedural violations and note them as objections on the record at the start of the IEP meeting and request that they be included in the PWN.

We are agreeable to a 10:30 start on March 6th.

#Fighting for FAPE,

Alexis

[Quoted text hidden]

Best regards,

Kathleen Gerber

Fighting for FAPE,

Alexis

[Quoted text hidden]



Alexis <angeladvocates4se@gmail.com>

Gunner Smith

Alexis <angeladvocates4se@gmail.com>

Mon, Mar 16, 2026 at 9:39 AM

To: Essa Almasoud <pushintru82@gmail.com>

Cc: Elaine.miles@clover.k12.sc.us, Amy.mastowski@clover.k12.sc.us, Paige Howe <Paige.Howe@clover.k12.sc.us>, Lori Maczko <Lori.Maczko@clover.k12.sc.us>, Mary.gerber@clover.k12.sc.us

Good Morning,

On Friday, March 13th, 2026, Ms Howe sent a 3rd NOM indicating the IEP meeting would NOW be scheduled for 90 min with an additional 30 min to continue after, if needed.

Based on data collected across 100's of APPROPRIATE IEP meetings in school districts across the state, 2 hours will NOT be enough time to get through the Annual Review and the BIP, certainly not when the current IEP and BIP are not appropriate and we will need to start pretty much from scratch. Having multiple meetings over the course of multiple days and times is not a convenient place and time for that parent, per procedural safeguards.

The Parent and Advocate are agreeable to reschedule for 2 hours with an additional hour available if needed. At 3 hours if the annual review is still not complete the team can decide whether to continue the meeting or reschedule for another day and time convenient for the parent.

If you recall, Ms. Miles read the script at the beginning of the meeting which made statements that she herself was unwilling to follow as far as scheduling time and continuing the meeting being a team decision.

At this point, it seems Ms Howe is just the puppet/pawn for a group of persons who are colluding and conspiring against this advocate, this parent and his child and are actively and purposefully denying him to be able to access a FAPE in LRE, which is a crime and can be pursued both criminally and civilly (under section 1983). At that time, please provide any professional insurance carried by all administrators on this team.

The district's Legal counsel, Freeman Duff Seibert, have actively stolen MILLIONS of IDEA funds for over 35 years from the people with whom those funds should be serving, creating purposeful problems for their lucrative profit. Most recently, Meredith Seibert has also gotten 2 administrators forced to "resign" from Rock hill last year after the same type of behavior just last year because of another client of mine. She will also move you to other schools and districts in order to hide it all. I am certain that is what happened with Ms Miles from Richland. It's a pattern of corrupt behavior.

Do not let yourself be next. District counsel does not represent you, they represent the district only. District council will use you to lie, cheat and steal, and she will throw every single one of you and your conscience under the bus. Think long and hard about your actions and if you are acting in good faith, good will, good conscience. God is watching and listening. Choose Better!

Mr. Almasoud will be providing you the same email with the NOM attached that he is not available during that date and time but still retains his legal right to attend a meeting that is at a time and place that is convenient for him.

Fighting for FAPE,
Alexis

[Quoted text hidden]

Exhibit C

RECEIVED

JUN 22 2026

S.C. SUPREME COURT



Alexis Carberry Benson
1(866)369-FAPE

www.AngelAdvocates4SpecialEducation.com
angeladvocates4se@gmail.com

DATE: 3/09/2026

To: Clover School District

Paige Howe- Special Education Teacher- Paige.Howe@clover.k12.sc.us

Lori Maczko- Principal Oakridge Elem.- Lori.Maczko@Clover.k12.sc.us

Kathleen Gerber- Executive Director of Special Education- Mary.gerber@clover.k12.sc.us

Elaine Miles- Director of Special Education- Elaine.miles@clover.k12.sc.us

Amy Mastowski- Assistant Director of Special Education- Amy.mastowski@clover.k12.sc.us

RE: Gunner Marshall Smith

Hello,

On March 6th, 2026, the LEA held an IEP Annual Review Meeting for the student. Prior to that date the following communications occurred.

Date	Summary of Communication
2/2/26	Notice of Meeting sent to Parent for February 27th, at 10:35 am - 11:35 am
2/24/26	Letter #1 Sent from Parent and Advocate
2/25/26	Notice of Meeting Signed by Parent. End time crossed out as it is unlawful per caselaw and OSEP guidance.
2/26/26	1. Principal Mazcko makes a call and sends an email requesting the IEP

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	to be rescheduled. - Advocate responds that the NOM is signed and parent and advocate not interested in rescheduling as the student is currently NOT receiving a FAPE in LRE. - Maszkó- Some team members are unable to be present - Advocate reminds that those team members can be replaced per IDEA section 300.321 and we are again not interested in rescheduling. - Advocate reminds the team the meeting needs to be scheduled at a day and time convenient for the parent. - Advocate reminds the team of what an annual review consists of from an agenda standpoint and they couldn't possibly get through what's needed in 1 hr. - Kathleen Gerber- 90 min meetings, Need for specific team members.
2/27/26	Advocate requests the district to provide any statute, regulation, law, State guidance or OSEP guidance that indicates the district right to restrict IEP meeting time. None is ever provided. Without waiving their right to the IEP meeting date to continue on 2/27/26, Parent and advocate agree to March 6th to reschedule.
3/2/26	NOM sent out for a 1 hr meeting once again.
3/3/26	NOM returned with End time crossed out and entitled by parent.
3/6/26	Ms Miles was not the LEA. Yet she made the LEA decision to end the meeting after 1 hr. Advocate and parent object and do not agree with the time limitation as it is unlawful and unreasonable for an annual review which includes a SPECIFIC agenda that must be completed per IDEA 300.324. The team was only able to go through some of the present levels. The student is still not being provided a FAPE in LRE. Advocate and parent requested: - The subsequent meeting will be scheduled for 3 hours. - MS Miles denied the request once again, and stated it would only be for 1 hr once, continuing to drag out the district's obligation to the provision of FAPE in LRE. - The disagreement of the meeting only being 1 hour be indicated in the PWN. - Ms Miles stated that there would be no PWN. - During the meeting Ms Miles acted in bad faith, not putting the needs of the student first. She was very adversarial and attempted to speak for other team members, having never met or worked with the student.

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It is at this time were remind the district to follow the law and provide a NOM with a start time only and with the agenda of following IDEA 300.324. The complete IEP and BIP must be revised accordingly, based on the data, and Peer reviewed research. The advocate and parent will agree that at 3 hrs the team can decide whether to continue the meeting or reschedule once again. If the district refuses, the parent and advocate will file a Due Process Complaint as the parent does not wish to continue to drag out his child's right to a FAPE in LRE.

To reiterate, some of the concerns and requests that Mr. Almasoud and I have, but are not limited to, are as follows:

1. The SPED class placement classroom and time is not LRE.
2. The students placement decision did not take meaningful consideration to parents input and rights under Section 1415 of procedural safeguards.
3. The students IEP was predetermined and did not allow of parental participation to its creation.
4. GMS is not learning grade level content in the SPED class to his IQ ability and is falling behind.
5. The school indicates deficits in math reading and writing, and needs to be put on a modified curriculum, but the student has NO ACADEMIC GOALS. How can he be on a modified curriculum with a High above average 114 IQ and average i-ready scores?
6. The district has not provided ANY related services or supplementary aids and services 300.34 and 300.42 to the student including but not limited to speech and language, Behavioral services, one to one para RBT services, psychological services or counseling services.
7. The district did not complete an FBA despite creating an BIP.
8. The district continues to put a 1 hr limit to the IEP annual Review meeting.
9. GMS is picking up on negative behaviors from SPED class and repeating them.

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As an additional reminder, The father and I disagreed with the district evaluation and requested an Independent educational evaluation at the district's expense, without delay, under section 300.502 on February 24th, 2026. To date we have not heard whether the district will provide it without delay or file for due process. Please make that decision by March 13th, 2026 or it will be considered a part B violation and a state complaint will be filed.

Attached is the signed outside agency release form by Mr Alsamoud for the Advocacy Agency.

#FightingforFAPE,

Alexis Carberry
SPED Advocate

&

Essa Almasoud
Father / Legal Guardian

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Alexis <angeladvocates4se@gmail.com>

Gunner Smith

Alexis <angeladvocates4se@gmail.com>

Mon, Mar 9, 2026 at 12:12 PM

To: Elaine Miles <Elaine.miles@clover.k12.sc.us>

Cc: Essa Almasoud <pushintru82@gmail.com>, Paige Howe <Paige.Howe@clover.k12.sc.us>, Lori Maczko <Lori.Maczko@clover.k12.sc.us>, Amy Mastowski <amy.mastowski@clover.k12.sc.us>, Mary Gerber <Mary.gerber@clover.k12.sc.us>

Ms. Miles,

Please see attached letter with regards to the IEP meeting last friday.

We hope the district will choose to work in good faith and good conscience. Its a choice. 🙏

Alexis

[Quoted text hidden]

--

[Quoted text hidden]



Gunner Marshall Smith Follow up from March 6th Meeting.pdf

161K

Part 1 3-27-26 G.S meeting

 Tue, May 12, 2026 7:45AM  1:24:50

SUMMARY KEYWORDS

IEP meeting, Gunner Smith, behavioral goals, aggressive behaviors, self-regulation, zones of regulation, calming strategies, data collection, classroom rules, rewards and consequences, negative self-talk, self-harming behavior, occupational therapy, visual cues, compliance., self-harm behaviors, specialized instruction, school counselors, psychologists, clinical psychologist, licensed clinical social worker, teacher training, zones of regulation, supplementary aids, paraprofessional, behavioralist, data collection, service minutes, accommodations, IEP goals

SPEAKERS

Speaker 3, Paige Howe, Lori Macsko, Meghan Wilson, Speaker 2, Essa Almasoud, Elaine Miles, Audrey Ricenberg, Speaker 4, Speaker 1, Alexis



Lori Macsko 00:06

Is there a helicopter on the field yet?



Elaine Miles 00:08

Oh, no, no,



Lori Macsko 00:09

we're supposed to be landing here. Totally, everything's fine. Just Career Day. I'm sure we will hear it all. Right. Okay, so we'll go ahead and get started with the recording. The parent the district must start the recording at the same time.



Alexis 00:32

Can you tell me and cite what statue of IDEA says that?

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Lori Macsko 00:36

No, I cannot.



Alexis 00:36

Okay, so then we're not going to be following along with it at this time. I



Lori Macsko 00:49

it



Alexis 00:49

ready. We're going to, we're going to start the time. We're going to state the time right now for the beginning of the meeting. Yeah.



Lori Macsko 00:58

It is 1014, on Friday, March, 27 2026 gunner Smith is, I'm sorry, this meeting is being recorded for gunner Smith,



Paige Howe 01:10

can you pause a minute? Sorry, mine is not. Looks like it's going. Look like it's going now. Sorry, yeah, okay,



Speaker 1 01:20

it's



Elaine Miles 01:21

going yes,



Lori Macsko 01:21

no worries. Okay, start over. Start over again. All right. It is Friday, March 27 at 10:14am, 2026, this meeting is being recorded by the parent and the district for gunner Smith. Each team member must state their name and position, and we will go ahead and read the meeting.



Paige Howe 01:46

Okay, so the meeting norms are the that we will stay student focused, treat all IEP team members with respect. Excuse me, don't hesitate to share your views. Be open to ideas and views of others. Ask and welcome questions for clarification. Do not interrupt a member who is speaking. Allow for only one conversation to be held at one time. No side comments while others are speaking. Define acronyms or terms that may not be familiar to the entire IEP team honor established time limits the IEP team may agree to extend with the meeting with common consent and keep the in. Get, excuse me, keep the agenda as the agreed to by the IEP team, perfect.



Speaker 2 02:37

We'll start with introductions. So before,



Speaker 3 02:39

I'm



Alexis 02:39

sorry, before we go on to introductions, I emailed a team agenda as well as meeting norms to everyone on the team, including the parents and the LEA, who is the principal. And so I'd like to review my meeting norms that the parents and I put together, and those will be our meeting norms, and then we can kind of go from there. So the meeting norms that I have here are, everyone should remain in their roles and contribute as their role on the IEP team per section 300.321 meeting norms number two is in order to stay focused on the student and other team members and remove distractions. There should be no laptops or Chromebooks that are open except for the case manager and sped teacher, Miss Howe to access the purse the pertinent documentation that we need to review. Number three, a team member must take handwritten conference notes and provide a copy to the parent before leaving. Miss miles, the last meeting, you stated that you weren't going to take conference notes. However, you did take them during the meeting. You are taking them now, and so we would like a copy of those prior to us leaving, before they are tampered with.



Elaine Miles 03:57

These are my personal This is Elaine miles, these are my personal notes, just notes for me to remember what things I need to be doing. I will not be turning over my personal notes.



Alexis 04:04

Okay, so the personal notes will not be a part of the student's permanent record. Okay, okay. Thank you. I appreciate that. So we'll need someone else on the team to take conference notes that will be a part of the student's record so we can discuss who that is proposed, who that is, that's fine. Anyone who is not in the room is not able to contribute to the meeting as they are not IEP team members. Anyone listening or contributing via electronic means without the parent permission is a violation of the students privacy rights under IDEA and FERPA section, 300.321 number five, there will be no gaslighting, no deflection or stonewalling of questions and discussion and information on points that is pertinent to the student's access to a free and appropriate public education in the least restrictive environment. Discussion will be data driven. Number six, and follow the IDEA law. I also. Also included section 300.324 development review and revision of an IEP, so that everyone has a copy of what the law says in case we are out of compliance with that. The agenda that I have for today, and obviously as a team, we're welcome to add anything to it, but this is what I understand needs to be done today, which has a meeting time of 10 o'clock. It does not have an end time. If the district chooses an end time, we're going to see that as a continued procrastination of a provision of a FAPE. So for the agenda, we did our introductions. I said everyone should remain in their roles and contribute as their role for Section 300.321 or Yes, Review Conference notes from the last meeting. Miss miles shared that her conference notes are not for the team and they are private, so we will not have her review those. However, we will need to at least it's been about a month since we've met, so we'll at least need to kind of recap and review what was able, what we went over the last time. Review hard data for functional performance goals in IEP and VIP. Review old goals mastered or continued. Create new goals based on data and peer reviewed research that is an idea requirement. Review specially designed instructional service minutes, review supplementary aids and services. Review related services. Review teacher and school training. Review accommodations, review extended school year, review, least restrictive environment placement and then the behavioral intervention plan. Review, so does anyone on the team have any objection to that agenda? Do they have anything they want to add or that they propose that we do not need to go over today as a part of the annual review?



Elaine Miles 06:54

In reference to Elaine miles, this is Elaine miles. We are not taking conference notes if everybody want to take their personal notes and review the information, but we are not doing conference notes to add to. So if you would like to as the parents, if there are things that you would like to add to your son's record, you can do that.



Alexis 07:16

Is there anything as far as the agenda that we need to review, or do we agree that those are the things that I've listed are the things that we need to go over today for the annual review. This



Lori Macsko 07:27

is Lori masko. I agree to the agenda that we presented, to the norms that we presented. I'm



Alexis 07:32

not talking about the norms. I was talking about the agenda. So the agenda is going to be what we're what we're doing today annual



Elaine Miles 07:38

review,



Alexis 07:39

right? So I have so if everyone wants to go to their email address, they can. So I have the agenda. Is there anything listed on there, from items one to 13? That is not a part of the annual review. That's what I'm asking



Speaker 3 07:53

do.



Alexis 08:16

They're pretty much in order of the IEP as far as the sections go, I



Elaine Miles 08:22

levels is the stuff that is on there. This page will be looking at that information from your data to review as part of the end review old goals we discussed that in the last one, that was, what is it? What was master. And then you want to look at your projections for your new goals, which is the information that you were, I think you were in the knee section, so you were pulling in what you were going to do. So going back looking at that service minutes, we didn't get to that part. So part of the annual view, yes, you would be looking at that. You will be looking at supplementary aids, related services. You will be looking at that to discuss teachers training. We can consider that in reference to when we start talking about services and needs, as far as that will come out in the service section, the accommodations, that's the portion that's followed from there, yep, extended school year, least restrictive environment and the Behavior Intervention Plan. Yeah, those are all party annual review. Okay, fantastic.



Alexis 09:36

So we agree to at least the agenda. We don't agree to the meeting norms, and that's fine, that can be indicated on the Prior Written Notice that neither the parent nor the district agreed to each other's meeting norms, cool. Let us begin. Yeah, do we? I'm sorry, did we all do introductions? I don't think we all did.



Paige Howe 09:59

I. No, I don't think



Alexis 10:00

we did because we because we went from meeting norms, I'm sorry. So yeah, just so that. Thank



Alexis 10:05

you. Yeah. Lori masko, principal and Lea



Alexis 10:08

I'm Alexis Carberry Benson. I'm the special education advocate and educational consultant. Paige house, special education teacher,



Audrey Ricenberg 10:15

Aubrey raisin, burn general education teacher, Elaine miles, special ed director. Megan Wilson,



Essa Almasoud 10:21

that's how I'm super father.



Alexis 10:23

All right, fantastic. So we're going to cross out number two, because there are no conference notes, right? Miss miles, so we're going to take that off. But I do think we'd need to just do a quick review of kind of what we went through the last time, just so we can kind of have a good reminder, and then we can kind of move forward with that? Can we agree to kind of just go through that a little



Paige Howe 10:43

bit? Yes, I



Speaker 1 10:44

do.



Speaker 3 10:44

Okay,



Paige Howe 10:44

yes, I do. Have I was going to start with what we did already cover last time we had gotten to I talked about the goals that he had mastered from the current IEP, which we they were the second, yep, there was 123, of them that we talked about on the he had mastered from



Alexis 11:16
behavioral both.



Paige Howe 11:16
So, yeah, and



Alexis 11:18
then I so just, and again,



Paige Howe 11:20
these



Alexis 11:20
were, that's



Alexis 11:21
what I'm trying to I was just



Speaker 3 11:22
gonna ask,



Alexis 11:23
Okay,



Paige Howe 11:23

those are this for the new goals. Those, that's my data from the new goals. But we don't have new goals yet, but I in order to put them on the IEP, that was my data to collect, so I could come up with baselines for so



Alexis 11:40

yeah. So I think what we were asking for is the data in which the hard data that you took, which you came up with a conclusion that he had mastered the goals. And so this says 121, so that is not that has nothing to do with the new goals on the new IEP. This is data for the IEP that is currently in place.



Paige Howe 12:05

Okay. No, it does. That's the information that I used. Because I had to start, in preparation for an IEP, I needed to start collecting data on with the new goals that I was proposing, because



Alexis 12:17

you have data collected on the goals that are current. How about that? Do we have any data, hard data that was collected for the current goal on the current IEP? Yes,



Paige Howe 12:25

that's the data that you got on the progress reports.



Alexis 12:29

Okay, that the progress reports don't have hard data.



Paige Howe 12:32

Okay, my data, because my when I went to do my data, I kept my personal notes, as far as keeping you know what he did and what he didn't do. And then I transferred it over to the Congress report,



Alexis 12:46

right? And then so those notes are a part of the students record that hard data. And so that is the hard data that we were can i I'm sorry you've now interrupted me about three times now, so if I can just finish, so that we can, because I don't want to go around in a circle, so I'm just going to kind of ask a question. So that we can say yes or no and we can move on. So this data, the the dates that are on. The data says January of 26 Okay, so this data, if, if it doesn't say what goal it's collecting data on so again, I'm not sure. It just says number of prompts provided. It doesn't say anything about a goal on it, anywhere from the last site, the current IEP, or the one that you're proposing. So so again, you might have, you might have collected this data in anticipation to create new goals for the new IEP, but really you should have been collecting goals based on the current IEP goals, because now we have no data based on the current IEP goals to see if he mastered that or not, we only have your word. And unfortunately, the IEP decisions have to be data driven and not opinion driven. And so not to say your opinion is inaccurate, but we have to have the data and so. So what I'm going to ask is, where is the hard data for the current IEP goals? That is what we need. We still have not yet received that, and we have now asked for that several times over the course of the last month or more. So I don't know who wants to answer that question, and if we don't have it, then unfortunately, we're going to have to keep the goals that we have currently on the IEP, because we have no data to support whether or not he's made meaningful progress towards them.



Paige Howe 14:39

Okay, the progress that I have is on the progress report. That's the progress that he is he has made.



Alexis 14:45

Okay, so where is the hard data for the progress report? Okay,



Paige Howe 14:48

like I said that. It was my so I



Elaine Miles 14:50

just have a question. Okay, yeah, I know, with Ed Plan, once people take their information, they enter it into progress track, which do the graphing.



Speaker 3 14:59

Yeah.



Elaine Miles 15:00

Is that what you is that the process you went through? Or are you just only referencing progress report?



Paige Howe 15:06

No, that's the progress that's the what I went through when I had it and I went through and I put it in the ed plan progress track. Then, like you said, it automatically gives it and puts it in a, you know, a list, and also, and or graph



Lori Macsko 15:21

so,



Paige Howe 15:22

so I put it directly into



Elaine Miles 15:24

some chart thing that that is your data that you entered



Paige Howe 15:30

in. Yes, okay,



Alexis 15:31

so the chart that we receive, again, just as a reminder, had no indication of an X or Y axis of what the numbers meant. There was no it was just lines and numbers, there's no information there. So again, whether or not you put an end plan or not is irrelevant. We still need the hard data. We still need the actual teacher notes. Those are a part of the student's record. So if we don't have that data, then again, it is what it is. It wasn't collected, and we need to keep and continue the goals that we have currently, because we have no behavioral data to show that he made meaningful progress. If anything, we have the opposite in the sense that we have behavioral concerns that are occurring. So to say that he's mastered those goals when we're kind of going in the opposite direction, from an observational standpoint of behavior, that doesn't make any sense, scientifically speaking. So, so, yeah, so, so going back to reviewing of what I'm going to bring it back to where we are on the agenda, because I get off track to I am add so, so review hard data. So we have no hard data right now for the current IEP goals, so we cannot take those goals off, because we have no proof that he has mastered them. So now I am not opposed to reviewing the new goals that you are also proposing and kind of see how we can mesh them together. Or, you know, however we need to do that, but we'll certainly need to look at the old goals and the new proposed goals as far as how we're going to move forward. Okay, so we did that. I'm going to check that off review hard data for functional performance goals on IEP, on the behavioral intervention plan. Were there any behavioral goals that were separate on the behavioral intervention



Paige Howe 17:18

plan? Okay,



Alexis 17:19

I didn't know if there was, sometimes they're different. Okay, so none on those fantastic. So sorry,



Paige Howe 17:26

yes, I was gonna say so with the progress reports, i Yes, I kept collecting data, but when I got ready to write the IEP, that's where my data, I used my data right then to show that he was making progress,



Alexis 17:40

right? But you have to bring that data to the team.



Paige Howe 17:43

I understand that. Okay, what it is, it's on the progress report right now, so we're gonna,



Speaker 3 17:48

we're



Alexis 17:48

gonna have to agree to disagree at this point. Okay, we don't have hard data, so what do we have as a progress report? And we, and that could have all been made up, and it happens all the time. I'm not saying that you did, but we have to have the hard data to support what it is you have in the progress report. So, and we don't have that, so we're going to just move on, and we're going to do it the right way next time. Okay, so let's, let's, let's kind of put four and five together, review the old goals and create the new goals. So we'll kind of look at the draft IEP goals that you have, and the old, the current, I shouldn't say old, the current IEP goals, and we can see how we can join those together in creating some some new ones for moving forward. Alright, so let me get to the old goals, and I'm going to pull out the new goals at the same time, and I'm going to look at them simultaneously. Alright, so here's rule number one, let me get the draft 110.



Speaker 3 19:04

This



Alexis 19:08

is the behavioral intervention plan. That's why. Okay, cool. All right, Miss house. So why don't we, since we already went through the old goals the last meeting, why don't we go through the new ones first, and then we can kind of see how we can put them all together.



Paige Howe 19:26

Okay, yeah, and we, we did go over these last time, the findings for the new goals, we



Alexis 19:31

don't have findings for the new goals. The goals are not on the IEP yet, so we don't have any findings. You mean baseline,



Paige Howe 19:40

okay, that's baseline data. Yes,



Alexis 19:41

okay,



Paige Howe 19:45

okay, so the first one was that he would use gunner would use strategies to calm himself and his the data is that at this time he was doing it 20% of documented opportunities, and then with an average of six prompts to provided to help him get.



Alexis 20:00

What page is that I love



Paige Howe 20:01

three,



Alexis 20:02

three. Okay, I skipped it. Hold on, three. I'm on something different than you. I think present levels. Are you reading up here? Where are you reading from? It's right here. Okay, thank you, findings. Okay, so I was looking, I'm I'm trying to find the actual goals.



Paige Howe 20:20

No, that's the finding.



Alexis 20:21

Okay? So we don't need to go through the findings. We need to go to the goals. So let's, I'm gonna turn over to the goals, which are over here on page six. It looks like at the top of page six. Do you guys have a copy of that draft?



Meghan Wilson 20:35

Well,



Alexis 20:37

I know, yeah, they all their papers here. Oh, I was gonna say all their papers fell off the top of the car, so they're all out of order now, unfortunately. So, yeah, I'm sure you do, but at least it's in one, yeah, at least, at least



Speaker 3 20:55

it's



Alexis 20:55

together.



Lori Macsko 20:58

Those are in order. So it



Paige Howe 20:59

might be, yeah, they're in order.



Lori Macsko 21:03

Okay,



Alexis 21:04

all right. So here we go on page six,



Paige Howe 21:06

and then



Alexis 21:07

I just so, you know, Miss how to I have the current IEP open as well on page seven. So I don't know if you have a copy of the current IEP, if you want to look at both of those at the same time, we can do that. All right, okay, so



Paige Howe 21:20

the first goal is given previously taught calming strategies. Gunner will independently initiate and implement a calming strategy to get to a calm state regulated voice, tone of voice, and excuse me, and tone of voice with no whining, high pitched screaming or growling, with no more than two prompts within 85% of opportunities.



Alexis 21:46

Okay, so the So, just to go back to the other one on page seven, it says given daily small group instruction on self regulation strategy. So, so gunner will use the escalation strategies to decrease a daily average of times he exhibits aggressive behaviors. Remind me again, we haven't had aggressive behaviors, or have we this year, and if so, what are they?



Paige Howe 22:13

That's the ones that are listed, and it should have been listed like it talks about hit hitting, throwing things, those. So what behaviors,



Alexis 22:25

right? So what's the data from this year on those behaviors?



Paige Howe 22:28

That's the data that's on the



Alexis 22:29

I'm asking you what it is.



Paige Howe 22:31

Say it one more time. Sorry.



Alexis 22:33

What is the So, what is his current level of performance for aggressive behaviors? Okay,



Paige Howe 22:39

I would have to, I don't have it right in front of me because I didn't pull up the other



Alexis 22:43

that's okay. Take your time. I just want to make sure that that where we are with this, because that's pretty severe that. So we want to make sure that that either is not happening, or if it is happening, that we're addressing it. So I just wanted to review kind of what the what the data says about the number of incidents that we're having that are aggressive behaviors.



Paige Howe 23:22

I Okay, so as of the last which was the last data point was the 319 this is for hitting, kicking.



Alexis 23:45

Okay,



Paige Howe 23:47

that's what you're asking, right?



Alexis 23:48

Yes for the aggressive Yes,



Paige Howe 23:49

yes. So these are the ones I've got. The daily average for hitting was 2.3 out of a it was an average week five days, but one day there was no hitting. I tried to be more specific when I was driving this data in the last few So,



Alexis 24:09

so let me ask you a question, stop there, so you see how you have this data here. Do you have hard data like this for these instances?



Paige Howe 24:17

No,



Alexis 24:17

no



Paige Howe 24:18

here.



Alexis 24:19

Okay, so we have So moving forward, Miss Howe, we're going to have to have hard data of any of these incidences, where for any of the goals. So if we're looking at aggressive behaviors, if he hits, fights, kicks, whatever, it has to be tallied here on the side, and then we'll put the goal up at the top, and we'll say, honor gunners aggressive behavior log. And so now we know and and then we'll define what the aggressive behavior is, right? So whatever, whatever those things are, and then we're going to tally how many times, and then we're able to put that into the system and get a percentage. We can't do that if we don't have the actual hard data. So I'm. Um, so we'll need, we'll make sure to do that moving forward. So it sounds to me like the aggressive behaviors are still a concern, as it is 2.5 times a day. Is that correct? Yes. Okay, so we're going to need to continue a goal for de escalation or re regulation strategies to decrease the frequency and the intensity of aggressive behavior. So what we should do is we should have a goal for frequency, and we have a goal for intensity this way we're looking we're even separating them and getting gold, gold, gold, gold data, not gold goals. Gold data, gold data. All right, fantastic. So, so let's look at this goal here. So it says given daily small group instruction. So what I would like to do is make sure that we include peer reviewed research, and I know I mentioned that the last meeting as well. So what strategies? What de escalation strategies or self regulation strategies that have peer reviewed research are being taught and used for this goal. So we talked last time, Miss Howe about the spot book. And funny enough. Miss Howe, let me tell you, my son, 14, okay, hasn't looked at those books in seven or eight years, walked up to me and handed me the pile of those books, and I was like, oh my god, we were just talking. I meant to bring them to you too. Actually, we were just talking about these books. So it was weird how that happened the same week. You know, nothing's a coincidence kind of thing. So I'm happy now whether or not those books have peer reviewed research, probably they don't. However, I do feel like if as a team, we can agree that that would be one of the strategies that we use, and we can collect data to see if we can get it reviewed right. We can, we can try it out. I'm happy to use that. And then I would also like to use these zones of regulation, so though, and that does have lots of peer reviewed research. So those are the two methodologies or programs that I think, or strategies that we can use so that he can lessen his his aggressive behaviors. So So baseline, right now we have 2.5 so we can, we can get that from So currently, gunner is at a baseline of 2.5 aggressive behaviors per day. So that's his baseline. Gunner will decrease the amount of aggressive behaviors down to zero a day by the end of the IEP, and so by using the spot books and zones of regulation period, that's that would be my proposed goal to the team today for for aggressive behaviors. Does anybody have any other suggestions, additions or subtractions to that goal?



Elaine Miles 28:12

This is Elaine. I have a question. So you're using what you're using now say the spot, yes, yes, I remember zones as being a discussion from right? We



Paige Howe 28:24

did talk about,



Elaine Miles 28:24

yeah, the only concern I have is, if you put it in there, that's, that's the only thing you're focusing on with that. Does that allow you time to use other things?



Alexis 28:34

Okay, so let me kind of just interrupt you. Case law actually indicates that you can't use an eclectic approach. You have to use one thing at a time in order to gather the data. So if you use an eclectic approach, you can't gather any usable data. That's the data wouldn't the IEP wouldn't be data driven. So case law has already indicated that you can't use a variety. You have to use one at a time. You and if it doesn't work, you move to something else.



Elaine Miles 28:55

So that's what I'm saying in reference to that. That's that's two things you're looking at even with that same thing. So



Paige Howe 29:01

I've only been really, I've only been using the little spot of emotions,



Elaine Miles 29:06

and with that, there was a decrease.



Paige Howe 29:08

Yeah, yes, there was some decrease. Now I, as you can see from the partners report, he's gone up as far as behaviors. What was the So,



Alexis 29:16

what was the, what was the, what was the present level baseline at the start of the IEP, so that we can compare and contrast from 2.5 times a day to what was it before. And again, we don't have any hard data, so it doesn't really matter what it says



Paige Howe 29:36

these, yeah, these were the goals that were written last year, right? Yeah. So this says from an average of hitting, hitting, kicking, biting, from an average of seven times daily to zero is the



Alexis 29:49

Okay, so again,



Paige Howe 29:52

yeah, that's the that's their baseline average for that for three out of five days.



Alexis 29:57

So we're going to make sure, moving forward, that we are. We have a nice tally sheet just like this, so that we can make sure that we gather the data accurately on one, one or two methodologies that have peer reviewed research, and making sure that we get that down to zero. So again, the the specially designed instruction that the law actually says it has to do with programs and methodology that have peer reviewed research. So we have to put in the methodology that we're using that has peer reviewed research. If not, then we can't hold the district accountable to using it. So so I would like to do again, 2.3 the current baseline is 2.3 we would like to decrease that to zero by the end of the IEP, utilizing self regulation or de escalation strategies as zones of regulation and the and again, the spot book doesn't have, doesn't I'm unaware anyway, of any peer reviewed research for that, so I'm not opposed to keeping that off, but you can use it like, you know, on the as well as in addition to and we just collect data on the zones of regulation. And also, I'm absolutely open to hearing any other methodology or programs for behavior that have peer reviewed research that anybody else on the team would like to propose for gunner? Anyone? No one cool. So we'll, we'll. So does anyone have a anything else to add or take away from the goal that I propose? And I'll say it one more time from the beginnings, just so that we can kind of move on to the next thing. So given current gunners, current baseline of 2.3 aggressive behaviors per day, and again, in the notes, you can kind of list out what those aggressive behaviors are. We will need to make sure that we have a defined list so that we're not adding or taking away from that at 2.3 gunner will use zones of regulation, de escalation and self regulation strategies to decrease his daily average times of aggressive behaviors from 2.3 to zero 100% of the time. I mean, that's the, that's the goal, right? Is No no no unsafe behaviors, no aggressive behaviors. So that would, that would be my goal for the aggressive behavior portion. And I'm gonna, here we go. So we're going to put this here. Does anyone have anything they want to add or take away from that goal? Or can we agree that that is the goal and we can move on to the next one? I'm good with that. Fantastic. Look at us working together as a team. Fantastic. All right, so we have that goal, so I'm just going to write it here. We're at 2.3 we're going to go down to zero using zones 100% of the time. Okay, so that's goal number one, aggressive behaviors. This



Lori Macsko 33:14

is Lauren that's going Miss Howe Do you have everything you need for zones of regulation?



Alexis 33:18

Thank you for asking that. I appreciate that.



Paige Howe 33:21

I don't believe so, okay, I'll have to double check to see what



Lori Macsko 33:26

so that is something we would need to discuss, because it would need to be in place by the time the IEP is implemented.



Alexis 33:32

And we can, we can post, I think, the annual. When is the annual? Do the



Paige Howe 33:37

10th?



Alexis 33:38

The 10th of, of April? Yeah. So what I mean, we can certainly, you know, continue, if you guys need a little grace period to kind of get that stuff in period we, you know, just let us know when we can push the date back of the new IEP to to whatever date we need so that it's in place. Is that okay? Miss mascauda, is that agreeable? Miss miles. Okay, perfect, yeah, just let us know. Just be communicative, and we'll, you know, we get it. Okay, fantastic, so we're going to do that, and then also the next in conjunction with that, we might also need to include teacher training as well for zones. So I'm not sure we can. We can cross that bridge when we get to services and making sure that we have someone you know who can come in and help facilitate the start of using that program for for the gen ed and for special ed. All right, let me put that down to teacher training for zones. All right, fantastic. So this do you want to miss? How do you want to go over the I feel like? So, let me ask you a question, Miss, how that first goal? That you read, that you read from the draft about the calming strategies. I feel like because, and again, I'm just just speaking out loud, thinking out loud, I feel like, because we're still managing the aggressive behaviors that I feel like. We need to kind of get that under control first, before we start worrying about, what was it, what calming strategies, right? It's like, we got to get, we can't go from, like, the very top to the very bottom.



Paige Howe 35:30

That's what I was trying to verbalize earlier, is that when i Because, you know, once the IEP and I start getting my data and all that kind of stuff, you know, it's, I'm going to have it on this date, you know, I got to have everything. So that's where I have, even though I still have been collecting data for it. But that's where my baselines were then, you know, as far, not my baselines, but the baselines, the my data, data from that I had been keeping up until then. Then I started, you know, and so then that's when some of the they and then I wrote the IEP. So that's where the draft is as far as those goals, because he was doing better at the time. So,



Alexis 36:09

just like, so, just so, you know, the proper, the proper procedure is for you not to write the IEP for the following year. It's for the team to do it together. So that is a strategy that's being taught to you guys, that is against the law and so, and it wastes your time on top of it, because it's a team. It's a team thing that we do, and not a teacher and presents it and the parents have to sign it. So, so that's, that's not your fault. That's just how you let's you just doing what you were told. So we're not, we're not blaming you by any means. However, my question goes back to this goal again, at the top of page six on the draft. Do we feel like we need to, in addition to the aggressive, aggressive behavior goal, do we want to still include a calming strategy goal, I guess is what I was kind of asking so that so that's a team discussion as far as whether or not we want to include that as well. In addition to Dad, you haven't talked



Essa Almasoud 37:05

much, well, wouldn't the aggressor? The aggressor goal of trying to, like, lessen it have to do with calming him down?



Alexis 37:13

Yes, so it's the same thing, but we're so the first goal is going to include the specifically zones of regulation. So he's going to associate the colors with with where he at is where he is at in his emotion. However, we can also include, and we don't have to, we can also include calming strategies. In a sense of teaching him again. A calming strategy could be reading a book. A calming strategy could be taking a walk. A common strategy could be



Essa Almasoud 37:45

okay.



Alexis 37:46

Do you know what I mean, having a snack?



Essa Almasoud 37:47

I would propose



Paige Howe 37:49

that, for



Essa Almasoud 37:50

his calming, at least he be taken for a walk.



Alexis 37:53

A walk, okay?



Essa Almasoud 37:54

Because he, I mean, he does better away from students, away from everybody.



Alexis 37:58

We can put that as an accommodation. So what we would say is, you know, breaks, we don't we don't want to use as needed, but in general, in we're going to figure out a way to word it as needed, but we can't use the word as needed, so breaks, and then we can include the breaks. Are going for a walk for three minutes. You set the timer. You go for a walk at three minutes is over, you come back. It could be going to a safe person. So we have counselors on teams who develop a good rapport with those students. And when they feel dysregulated, I want to go see Miss so and so, you know, and so they could, they can go spend time, get themselves regulated, and come back to the classroom. So those are all accommodations, not goals, though. So if we're going to use so we can say that he's going to advocate for his use of calming strategies. I like that if because he is a talker, so he should teaching him to self advocate now is going to be fantastic. So why don't we change? Why don't we tweak this one proposal that you have Miss. Howe here for the self calming strategies. And say, advocate the use of calming strategies, and those calming strategies will be one of three. One, take a walk. Two, what else do we say? Take a



Paige Howe 39:16

walk. What does he like to do? You're good, you're



Alexis 39:18

good, you're good. So we're gonna so let me write this down too. So goal, so goal. So this is going to be advocate the use of calming strategies, and those strategies will be going for a walk.



Paige Howe 39:40

Are there any things that he does now? Yeah, that's what I've got. Some of these listed too that I had.



Alexis 39:46

Is there any person outside of the classroom that he kind of gravitates to or feels, you know, has a little connection with, or,



Paige Howe 39:55

um,



Essa Almasoud 39:56

Mr. Jenkins and Deputy boy talking about them too?



Alexis 39:59

Okay?



Paige Howe 40:00

Okay, yeah, I was gonna just say that Deputy Boone, especially,



Alexis 40:02

okay, okay, so, so that, I mean, we can, if it's okay with Deputy Boone, we can certainly ask that, you know, obviously, if he's not doing something, that we can ask that he, you know, that be his safe person, and just to kind of, you know, talk him. And



Paige Howe 40:16

that's one thing too, that we'll have to, because that's where some of his frustrations comes, because if that person's not available, then he gets upset. And so it's like, well, we've got to, excuse me, we use a different strategy, right? So



Alexis 40:30

this person's not available, and again, he needs a visual aid for that. So he's going to need his strategies on a card everywhere he goes, and we're going to refer to it every time. So if he starts to become regulated, we're going to say, okay, Gunner zones of regulation. Great. What calming strategy would you like to utilize right now? And he's going to say, oh, I want to use number one. Use Number two, use number three. And, okay, well, number two is not available right now. Which? Which other option? Again, it still gives him the control, because it's about control at the end of the day. And so you know that you give, you give the options, and they think that they're in control, so everybody's happy. So so that I like that goal, the use of calming strategies, and we can, why don't we just keep it to those two right now, the the walk for, like, a walk for three minutes, I would assume that that would need to be supervised, though,



Paige Howe 41:22

yes,



Alexis 41:22

yeah. Okay, so supervised walk. This



Lori Macsko 41:25

is Lauren mascot. I just feel a little bit uncomfortable naming anybody, because if you were to transfer to another school, yep, Deputy Boone's not going to be there. Mr. Jenkins is not going to be there. So I feel uncomfortable saying, well, I should be a trusted individual. That's



Paige Howe 41:40

what I



Alexis 41:41

say. Preferably naming people,



Paige Howe 41:43

that's what I said. I just like a preferred person.



Alexis 41:45

Okay, okay, yeah, we don't have to name it specifically on the IEP, but obviously we're, you know, it's going to be,



Paige Howe 41:53

it'll be, because sometimes it's Miss Adcock, sometimes



Alexis 41:59

one of the other team, yeah, yeah, that's fine, just so that the team is aware who's who's on the list. Yeah, you know, so we all know. Well, okay, who are they? Who are our options? So, yeah, we can, just like, put that in the back pocket type of a thing. Okay, cool. So we'll do a walk for three supervised walk for three minutes, or a safe person be able to see their safe person again outside of the classroom. Okay, so, so that will be that goal. So this is going to change to advocacy.



Paige Howe 42:32

This is Laurie mascot, also simple things like breathing. He will do those sometimes, right? It depends. It requires nothing like that. Well, the him, the book, The so the



Meghan Wilson 42:42

spot books are that anything to say in it? Because we don't see this behavior at home. So it's like, it happens at school. And then when we asked him, like, what's going on?



Alexis 42:55

It's structure, and it's



Speaker 3 42:57

Yeah, and



Alexis 42:57

It's also it's, it's the reinforcement of the of the of the negative behaviors that happen in the classroom that they don't the teachers don't know is happening, because there's not a behaviorist involved on the team. So what ends up happening is, we're rewarding the behavior because it gets them to stop, but now they're realizing, Oh, well, when I do this, I get what I want, so they're going to keep doing and he's smart, so he already established that, that that program, that system, where he's like, oh, okay, this works. And now it's, it's gonna be difficult to get him out of that in a classroom setting. But since there's more structure at home, expectation and and not the distraction of the other students and and what they might be exhibiting, you know, but I will say this, normally it's the opposite. Normally it is. The students are angels in the school, and when they go home, it all falls apart. So it's very interesting.



Meghan Wilson 43:49

Yeah, confuses me, yeah. Like we're so structured how, yeah,



Alexis 43:53

yeah, yeah, and so and again, we won't, we don't get this back to where it needs to be, for sure. All right, so, um, so let's go to, I'm going to go back to the old, so, the current IEP to the second goal that's on here, just to read it out loud and see if, if we need to figure out, if we need to rewrite that one. It says, given daily small group direct instruction, gunner will use the escalation strategies to decrease the number of objects and furniture thrown. Okay, so where are we currently, with that objects



Paige Howe 44:30

and furniture thrown? So the last, excuse me. Um, the last one is three day with the three days, because that was a week that was shorter. It was three three times with one day no object. So actually, it was three times on two days for that object. So, and I will say this, it's not he will knock over chairs. He's not picking them up and throwing them, he'll just get mad and knock it over. A lot of what he's throwing now is pencils. He's going to throw his pencil or his book or whatever he's using if he gets mad about



Alexis 45:12

All right, so the question is, not so question is, question is this, do we want to consider that aggressive behavior and include it in the first goal. And so now we're going to do kicking, biting, throwing, throwing or knocking over, and then we can just kind of clump those things together. What I would like to also do, just to just to be really clear with the data, is maybe we can create, will create the sheet like this in the landscape, and we can put down each of the type of behavior. So, kicking, kicking, hitting, throwing, um, you know, whatever. And then this way you can actually tally what behavior it is. And then we can kind of say, Okay, well, he doesn't really have a problem with biting or whatever. Um, however we see the most amount of behavior with throwing objects or whatever the case may be, but at least to say, we have a gage of what which specific aggressive behaviors are being done. So does the team agree that we can just add in the throwing and knocking over into the first goal of aggressive behaviors. Does that make sense? Okay, all right, so we'll do that so we can cross out this goal, and we're just going to add it into the first goal, which is going to be so we're, I'm just going to put new list, so we're going to add in a couple of things into the aggressive behavior category. All right, fantastic. Okay, so on the current IEP, on page eight, it says, and I think this is the third goal or the second goal down anyway, it says, given a given an assigned calm down area and visual cues, gunner will decrease the number of time he elopes. Okay, so this is an elopement goal. So what, what data do we have currently for eloping?



Paige Howe 47:10

Okay, so he has zero



Alexis 47:13

okay,



Paige Howe 47:13

because the eloping he was, he would run out of the rooms. He has not done that.



Alexis 47:18

Okay



Paige Howe 47:19

in a while. Fantastic. He may run across the room, but I don't really, but he's in the



Alexis 47:22

classroom,



Paige Howe 47:23

still in the classroom.



Alexis 47:24

Okay, fantastic. So we have two choices. We can take the eloping goal away, or we can add an eloping goal, or keep an eloping goal based on the classroom, so that he is eloping away from group instruction and he's going off into the corner so he can go play with Legos or whatever the case may be. And we want him to stay within whatever the group, wherever



Speaker 3 47:41

he's,



Alexis 47:41

wherever he's supposed to be. So we can, we can kind of change, change that to be, you know, from eloping out of the classroom to eloping from group instruction. Would you like to do that? Miss, how does that sound like something that we needed to this



Lori Macsko 47:57

is Lori, if you're going to change it to just within the classroom or across, because cross



Alexis 48:02

group, across across academic settings.



Lori Macsko 48:05

Well, that too, but be careful, because it could be that he's going to utilize one of his strategies. And then, do you code that is eloping? Like? Do you like if he elopes to go, if he walks over to go, use a strategy? Sure is that?



Alexis 48:20

Well, the heal low, the elope would be the well, it is because he eloped, but then he used the strategy. So we would be able to coincide the data from the date and time to say, Oh, well, he eloped, but he is able to use the strategy. I



Lori Macsko 48:33

think it's cleaner to eliminate



Alexis 48:35

it,



Lori Macsko 48:36

but he should have a goal if he's not doing it. That's, yeah,



Alexis 48:41

no, i That's why I asked Miss Howe as far as whether he was alone.



Paige Howe 48:45

Yeah, I agree with that. Because, like I said, he hasn't been, you know,



Lori Macsko 48:49

becomes an issue again, right? And always reconvene.



Alexis 48:52

Yeah, we can, instead of eloping, we can do time on task as well, right? So how, how attentive is he to the instruction for whatever amount of time. So, you know, attention span, just generally speaking, for kindergarten is, you know, five minutes, 10 minutes, whatever it is,



Lori Macsko 49:09

first



Paige Howe 49:10

grade.



Alexis 49:10

I'm sorry, first grade. So, um, so yeah. So we, we can also do something as far as the time on task. I don't think we have any baseline data currently for that. Yeah, and that's the problem, and again, this is why we requested the IEE, so we can get kind of all brand new data. We're still waiting on the district to provide the IEE or file for due process, and the district hasn't done either without delay. So I'll just state that out there Miss miles, just so that you're aware we're still waiting to hear back on that, ie, so we can get present level data. Okay, fantastic. So, so we'll take that out for now, and then, when we get an updated functional behavioral assessment by a Board Certified behavioral analyst, we will be able to to have current present level. Baseline data for additional behavioral skills and goals. All right, so I took that one out. The next one down from the current IEP says a visual de escalation menu, so it sounds like we're not, we're going to be using the zones of regulation. So we can take that out, because we're not going to use a menu. However, we can say we can use the self, the self calming strategies of taking a walk, going to a safe person, or reading the spot, the spot books that could be a menu like so we can say given, given his calming strategies. This is screaming and yelling, take that one off.



Paige Howe 50:52

Regulation,



Alexis 50:53

yes, yeah. And that's, and that's one of



Paige Howe 50:56

the things up to for the Yeah, yeah,



Alexis 50:58

that's, that's, that would be, that would be best, however, for the uncommon in the accommodation section, I definitely want him to have a visual of those choices. So we'll just put it as an accommodation All right, so we'll take this one out the next



Meghan Wilson 51:12

we found the Hackett. What page



Alexis 51:15

I'm on? Page eight of 16. Nope, we're on. I'm on the current IEP. Is that the draft that you have,



Essa Almasoud 51:23

the current,



Alexis 51:24

the current IEP,



Essa Almasoud 51:25

which would be the amended one?



Alexis 51:29

I do have an amended one,



Essa Almasoud 51:30

yes.



Alexis 51:31

Oh, I'm not looking at the amended one, but at the amendment. What happened on the amendment? Though



Essa Almasoud 51:39

it was,



Paige Howe 51:40

that was just when we reviewed the bit,



Alexis 51:42

yeah, there



Paige Howe 51:43

wasn't anything that, yeah,



Alexis 51:45

it's all right. Don't worry about it now, because we're gonna, we're making a new one. So I'm gonna just work from from this one here,



Paige Howe 51:52

because the we're still on the screaming one, yes,



Alexis 51:57

gunner will increase. No, I lied. Did I say that?



Paige Howe 52:02

That's the one we just started on, because you talked about not having a menu. Yeah,



Alexis 52:06

no menu. So we cross that out. The next one, it says given daily opportunities to comply with adult directives. So following directions the first time asked is what that goal is. Gunner will increase his willingness to comply. So this is follow directions the first time asked. Let's, let's add that goal for sure. Yes, go ahead.



Paige Howe 52:22

Can we go back to the screaming one?



Alexis 52:24

Where number is that? Where is that? Screaming



Paige Howe 52:26

one? Goal number four.



Alexis 52:27

Hold on, a second. Let me see, I saw it and I can't, we have stories.



Paige Howe 52:30

So it's this. This



Alexis 52:33

is on the current one.



Paige Howe 52:34

Sorry, that's the, that's the progress report. Oh, that's why current one. Yes,



Alexis 52:38

hold on. It's goal



Paige Howe 52:39

number four



Alexis 52:41

I see. So I have calm down strategy, visual cues given visual de escalation menu, gunner will choose de escalation.



Paige Howe 52:48

Keep going,



Alexis 52:49

given the and then the next one I have is



Paige Howe 52:50

number of daily, number of daily screaming and yelling disruptions, and a baseline average of 18 times. That's the I



Alexis 53:01

don't do not have that on here, but I said it. Didn't I just say it. I did. Where is it



Essa Almasoud 53:06

you're on page eight.



Alexis 53:10

Yeah, increase his willingness to comply to baseline



Essa Almasoud 53:13

disruption. It says something about disruption he



Alexis 53:18

Lopes.



Essa Almasoud 53:19

Might be that one is



Paige Howe 53:20

right after you lose. Oh, here



Alexis 53:21

it is, screaming, yelling, I see it, okay. DS close to screaming and yelling. So, um,



Paige Howe 53:26

right now that's, that's his main thing. He's



Alexis 53:30

screaming and yelling. Okay, so,



Paige Howe 53:32

and it's my data on that, the last, yeah, the last day was 3.6 times, and that was but then the other one before that was 7.4 so we're Yeah.



Alexis 53:46

So do we think, with the screaming and yelling, do we think that that is going to be a do we want to just do it a separate goal, but still continue to use the zones of regulation?



Paige Howe 53:57

Yeah, through



Alexis 53:57

that, okay? Because



Paige Howe 53:58

that's a big



Speaker 3 53:59

Okay.



Lori Macsko 54:00

So



Alexis 54:01

let's do that. Yeah, it should be separated, yeah, from the extreme. Absolutely agree. So let's so we'll write that goal the same way, except we're just going to say for screaming and yelling the same as the first goal, yep, and it'll just be separate from aggressive behaviors to screaming and yelling behaviors. I



Speaker 3 54:21

Hmm,



Alexis 54:23

all right, so we've got that one. Let me write this down and yelling just two, right? 3333, we've got the first one is going to be use zones for aggressive behaviors. The third one is advocate, the use of calming strategies for the walk and the safe person.



Paige Howe 54:47

Okay, I was thinking that was going with the other one.



Speaker 2 54:50

Okay,



Speaker 3 54:50
separate



Alexis 54:51
No.



Alexis 54:51
Advocating is the separate goal, and then four is the screaming and yelling zones. Yeah, okay, so we've got. That one I see screaming and yelling. I circled it and



Lori Macsko 55:02
everything,



Alexis 55:03

all right. So, okay, so that's that one. So let's move on to the next one. So it says given daily opportunities to comply. So this is the follow directions the first time goal. Okay, so question is, how do you have clear classroom rules posted somewhere in the classroom. No, okay, we're going to need to post classroom rules. We're going to need to post classroom rewards, and we're going to need to post classroom consequences. This way, everyone has a visual aid, including the teachers, in order to point to, hey, well, these are the rules that we're going to follow, and when we don't follow them, this is what's going to happen. And so that first this is so this is called assertive discipline model. And so in this sort of discipline model, the first consequence, the first the first consequence is always a warning, but the first rule is always follow directions the first time asked. That is the first rule of all time. So because pretty much everything falls under that, right? So no matter what it is we ask, we're asking you the first time we want you to comply. And so this is something that the BCBA will be able to kind of collect really good data on, as far as task initiation, right, or following directions the first time asked. So, so I would like to so gunner will follow directions the first time ask. And you can put in whatever the baseline is that you have now where he's not complying with directions. So gunner will follow directions the first time asked, from a baseline of blah to to whatever, whatever we want him to move to using clear visual classroom individual and classroom aides so he can have his own at his desk, that he has, you know, laminated on his desk, that he can look at all the time, as well as having one posted in the classroom. Because we have to have justice in the classroom as well. Everybody has to follow the same rules. And then, because, then if you don't, you're going to have a problem with he said, Well, you're doing this with this one, and you're doing that with this one, and you're not fair. And then we have drama. So everybody has clear expectations. Everybody has the same consequences. Everybody has the same rewards within their IEP, obviously, too. So um, so he will follow directions the first time asked, and again with the use of visual cues of the classroom rules, classroom rules rewards and consequences. And again, that is the assertive discipline model, and that is peer reviewed. In fact, in my school that I open every every single teacher will be utilizing that model, because it works. It works. It works in the inner cities of any place you could possibly go to, because I taught there.



Lori Macsko 58:21

Lori, can you read me that goal that you would propose



Alexis 58:28

for the for you're asking me to, oh,



Paige Howe 58:32

yeah, yeah. I was trying to get it follows, direct follows directives on the baseline, whatever the baseline is to the first excuse me, follow the directions the first time asked, and then with the baseline of whatever to the goal, right, and then using clear visual classroom cues, visual excuse me, Rules, rewards and consequences, perfect.



Lori Macsko 59:00

I disagree with that because,



Elaine Miles 59:03

like, daily, bi, weekly, or however,



Lori Macsko 59:07

yeah. But I also disagree with the consequences, because consequences are different for every child and



Alexis 59:15

but they shouldn't be, is what I'm saying. So that I don't mean consequences like again, consequences just means. Well, again, we can get into positive reinforcement, negative reinforcement versus what's the consequences? Right, right? So what's the difference between negative reinforcement and consequences at the end of the day? Again, if you if you're exhibiting an unwanted behavior, there's going to be a consequence or an a negative reinforcement of that behavior, either one of those, right? So what? So what it so in this, just generally speaking, in the school, what are some classroom rules and consequences that teachers might have just general So,



Lori Macsko 59:55

right? This, Lori, it's a weird love and logic school, so we try to match. Whatever.



Alexis 1:00:00

She's a loving that's literally my tagline on my name in my personal is love and logic. Alexis, but go ahead, continue. Nothing's a coincidence. Laurie. Laurie, yeah, so,



Lori Macsko 1:00:10

so we try to have the consequences match whatever the behavior was,



Alexis 1:00:14

okay? So what are some consequences that, like teachers have



Lori Macsko 1:00:17

it on a dress, okay? On a desk. I'm sorry we would have the student erase it. You know, makes common sense,



Alexis 1:00:22

okay?



Lori Macsko 1:00:23

So something along those lines. So I think it's hard to list a whole list of consequences, because it's, it's impossible. You don't know what is going to happen. So I just have concerns about that. I'm all for Yeah, rules. I love it. I feel like created within a classroom by the students themselves,



Alexis 1:00:40

yeah, be a part of making well, and I also, and I'm a proponent of that as well, of creating the consequences and the rewards, as well as a class. And the students can be involved in that, okay, well, I'm gonna, you know, at the first time is a warning, right? Hey, what you did was inappropriate. This is your warning. And so the next time we exhibit that behavior, you're going to receive, you know, a silent lunch, or you're going to receive, you know, whatever, whatever it is, right? You're going to write an apology letter, and that's corporate punishment. But, you know, whatever I get it so, um, so what I, what I want to do, though, is I want to understand his behavioral needs and the fact that he needs clear instructions and clear consequences for when he doesn't follow the rules. That is what he needs. So if we don't want to do it for the class, that's fine. We can do it for him individually, but again, he's going to need because, you know,



Essa Almasoud 1:01:37

well,



Speaker 3 1:01:38

go



Alexis 1:01:38

ahead, yes,



Speaker 3 1:01:38

yes. I



Essa Almasoud 1:01:38

think just from what you're saying right now, is that's how we don't see that behavior at home, because we have that structure. So if he does something, I tell him, Hey, you're gonna go stand in the corner, absolutely. And that's his consequence.



Speaker 3 1:01:52

So



Essa Almasoud 1:01:52

he gets that. So it's, it's something different. He's not really being held accountable for it, right? He's running away and doing what he's



Alexis 1:01:58

That's exactly right. So for him, he needs that. So what we can do is just so that we don't take up IEP time. What I would like to do is I can come up with dad and girlfriend, what the what the consequences and rewards will look like that maybe mirror a little bit Legally speaking, because they can't put them in the corner. Okay, we can't do that. Can't do that. So we will, we will definitely, we will definitely come up with, you know, and again, there should be no more than five. And so there's five rules, five rewards, five consequences, and that's it, or less. And so we'll, we'll, we'll propose that to the team, and then we can kind of work offline together and what that's going to look like, and then we'll make sure to have a hard copy that's laminated that we can put everywhere he goes, so that every teacher can always refer back. Okay, what's rule number one? Follow directions first time as Okay, so here's your, here's your, you know your warning. I need you to follow directions, or we're going to move to the concert that it's required that he read it like someone's watching read it every day out loud. Absolutely, yeah,



Essa Almasoud 1:03:06

I feel like that. That would help.



Alexis 1:03:07

Absolutely, yeah, because, again, that's going to guide his expectations each day. And for students like him, each day is a completely different day. So those things don't carry over until that neurological memory is ingrained, where it becomes subconscious, where, right now, it's not conscious. So, um, okay, so let's, let's, let's do it for just him. And again, you can just put with with classroom rules, rewards and consequences, and just keep it open ended until we kind of decide, well actually we don't need to keep it open ended. We can do the goal as is, and we'll, we'll just, we'll figure out what it's going to look like, specifically offline. Is that okay? Miss miles,



Elaine Miles 1:03:49

quick question. Do we know how often these off tasks and not responding the first time things are given?



Alexis 1:03:55

We have to look at that data from this goal here. So this is from this goal. Says, yeah, look at that goal and see what you got from a data standpoint. And again, we might not have actual baseline data because we don't have hard data, so we might have to just start from a baseline of unknown, you know, and then meet back in six weeks and kind of see where we're at.



Paige Howe 1:04:19

Okay? So he has, okay, that's the complying.



Alexis 1:04:30

That's the one we're looking at. So fine, yeah,



Paige Howe 1:04:33

so it's kind of so for the last three, let me just tell you the last three, because some of them were only three days. So it was and I did it based on it. So the one was, it was a three day of data, and it complies with 45% then the next one was 45% and then the other one, it was three days. And one of those days he had no behavior. So it was, I mean, he had, he like did everything we had. Testing to do that day. So it was 74% so we've got a



Alexis 1:05:04

range, so it's, it depends on the day. Okay, so we don't have any consistent data as far as but that was



Paige Howe 1:05:12

what when I was for like that week, gotcha was for that week and that week. So that was three weeks. So



Alexis 1:05:17

again, what we're, what we're going to do for the goals moving forward, is we're going to make sure that we create these, these tally sheets to make sure that we can, you know, gather that data from a standpoint of, if he's not following directions the first time, we can go ahead and make that tally mark, we're going to put the date and the time, because we'll also be able to gather data on the time of the day. So sometimes I see students where the morning, they're dysregulated, but in the afternoon, after lunch, they feel better, maybe because they didn't eat breakfast, whatever the case may be, and vice versa. Sometimes kids are great in the morning and they've by four hours, they're done, so you're not going to get anything from that child after four hours. So this will help us, and it also can help from a teacher standpoint, as far as, okay, well, he's, he's, you know, he's doing well in this; in this related arts, but not with this one. And so, you know what's, what's, what's the differences, and why does it work in this class and not in the other so we'll, we'll, we'll gather that up. Okay, so we're going to, so the baseline that you said is up and down. So we'll, I think we can kind of use that as a we can use that as a baseline. We can, I mean, it's not, I don't think that's enough. And we can just say no current baseline, and just say from a baseline of zero to whatever, and pick something. And again, if we need to come back, we don't even need to come back to amend it. We can send an email and say, Okay, well, his, I've got his baseline, and he's at, you know, five times a day. You know, we need to amend the goal to be to include the new baseline and what the new, you know, where we want to get



Lori Macsko 1:06:58

to. This is Lori must. I think we have done an amendment meeting for that?



Alexis 1:07:02

No, you don't. So you so you can amend. If the team agrees to not have an amendment meeting and you do it without a meeting, you can ask the team can absolutely agree to make that amendment without a meeting. It's actually



Lori Macsko 1:07:12

inside that here today. No,



Alexis 1:07:15

no, you would, it would be proposed via email. So, like, you could, so like, sometimes I'll get, like, a case manager emails me and the parent and says, Hey, we need to, we want to propose an amendment to this goal, because the data says that, and I, you know, talk to the parent. Okay, that makes sense. Let's just do it. We don't need to meet I



Lori Macsko 1:07:31

see,



Alexis 1:07:31

yeah, yeah. So then No, no worries, no worries. So no, we don't have to have an amendment meeting, which is the fantastic part that is actually written in writing, correct. Agreed? Correct, correct, yes. Ma'am, yes. Ma'am, yep. So, um, okay, so I'm trying to keep on track here, so we're on the the compliance. Okay, so you've got that goal, so we're good with that. You're going to put in whatever we have from a baseline standpoint. Now, if we need to change it, we will, but it'll be following directions the first time asked with clear visual rules, rewards and consequences. Yep, perfect. Okay, fantastic. So that is that one. So that's going to be goal number five, right? Because we've got one is zones. Two is sleep. Um, two is advocacy. Four is also zones for screaming, yelling. One is the aggressive, aggressive behaviors, and then, yeah, four is no. Five is comply. I've got five a scoop, or am I? No, you're right. Force, I'm You're right. You're right. My numbering is wrong. I'm sorry, no, you're right. Four, so I have four, yep, four, yep, yep, yep, sorry, I had to for i marked number two teacher training for some reason. All right, so moving on to the bottom of page, eight, social, emotional. It says, given visual cues, gunner will reduce negative self talk and self harming behavior. So where we are with negative self talk and self harming behaviors?



Paige Howe 1:09:15

Okay, so the two, the data, hold on, make sure. So the two, there's two of them were it was a four day, no negative talk,



Alexis 1:09:28

four days in a row,



Speaker 3 1:09:29

yeah,



Paige Howe 1:09:30

because that was a four day week.



Alexis 1:09:32

Okay? So he



Alexis 1:09:33

had no,



Paige Howe 1:09:34

well, there was a, what I said is there was four days of nine. So it was a five day week, excuse me, so there was one day, so it ended up being point four.



Alexis 1:09:42

Okay, so do what? What does this negative so sound like? Sometimes



Paige Howe 1:09:47

he'll say, he said, I'm, I'm, what's the word he used? It was an interesting word to use the other day. I can't remember what it was, but he'll say, No, I'm not smart. No, I-I'm dumb. He says, I'm dumb. Sit at home. So if he gets



Essa Almasoud 1:10:01

when we first got custody, but it stopped.



Paige Howe 1:10:05

Yeah, and then, and some of the the other one I've got listed, I think that one was had some self harm. He has started to, he did some back in the past, a little bit where he'll, he'll hit himself in the face. That's usually what he does, is hits himself in the face, and, you know, I'll try to redirect him and getting, you know, to help him not to, let's still do that. Let's, you know, do other things. So, because I think, I actually think it would be good to keep that one on there so we could specify whether it's the self talk or the hitting, yeah, for sure, because it was written as both. So sometimes, when I had my data, it was, you know, there wasn't, it was like one hitting, but that's one hitting, you know. So,



Alexis 1:10:52

so, yeah. So I think what I want to focus on is, so the goal is supposed to be for social, emotional. It says there, right? So how are we going to what type of instruction? What type of specially designed instruction are we going to give him that has peer reviewed research to reduce negative self talk and self harming behaviors. First of all, because he will have so, you know, self harming and negative self talk is a self esteem concern or and I don't, I'm just gonna throw this out there. Not that I think that this is the case. But it's also use, you know, narcissistically, from a standpoint of trying to get attention, even if it's subconscious. So and really smart kids will know how to do that again, subconsciously they've already they they feel the pattern, they realize that they have the dopamine that they got the reward they wanted, and they associated to the behavior that they exhibited, whether it's good or bad. They don't care. It's already been it's already been enforced neurologically for him. So how are we going to teach him the self esteem piece and and I almost feel like this might be a occupational therapy goal, especially the the self harming behaviors I I would propose that we I we, we have that goal under occupational therapy as a related service, that's what I would propose. This is Lori. Let's go. How are you saying that an occupational therapist would help? I just want to understand. Yeah. So an occupational therapist, what the definition of an occupational therapist is, is someone who helps someone with anything that occupies their time, right? And so, from an occupational therapist standpoint, social emotional is a huge part of their domain in proper social skills and emotional skills. And so when we get into self harming behaviors, there needs to be a hand over hand intensity in order to rectify, rectify that. And you know, you know, we love our special education teachers, but you're not a BCBA, right. Okay, so are you trained at all in self harming behaviors and how to rectify and address those?



Paige Howe 1:13:55

Yes. I mean, I do have CPI training as far as the restriction Well, yeah, escalation stuff too,



Alexis 1:14:02

yeah, yeah. So, sure, sure, but it's not addressing the teaching of how to do it. It's just the after the fact. So, um, so you know that's, that's where we're going to need to have someone trained specifically in how to teach and address the self harming behaviors. It's great that Miss Howe has the certification to to address when it's occurring and how to mitigate the harm, you know, with with the with the levels of restraint. However, it's not going to be teaching him specially designed instruction on how to mitigate those behaviors. So again, I would like to see this being taught. Again, it could be OT or it could be a behavioralist. Can also work on that with him, one or the two, but it would need to be someone specialized in in this type of behavior.



Speaker 3 1:14:59

Yeah. Our



Lori Macsko 1:15:00

Mrs. Lori masko, our school counselors, I know that they address self harm behaviors. I don't know how the team feel about that.



Alexis 1:15:18

I mean, we can certainly look to add counseling service minutes,



Lori Macsko 1:15:24

possibly even our psychologists. Maybe that makes a little bit more sense. We can pull her in. We can do that counselors, just because they have a little bit of a deeper,



Alexis 1:15:32

short



Lori Macsko 1:15:33

knowledge base. What if we included our counselors? How's the team? I mean, our team go about that.



Alexis 1:15:40

So some from a psychologist standpoint, what type of psychologists are you speaking of? Because a school psychologist is not going to be able to provide therapy or services from that standpoint. So are we talking about a clinical are we talking about a a, you know, a licensed



Lori Macsko 1:16:01

I was thinking about our school psychologist.



Alexis 1:16:05

So they don't, they don't perform service, though, is the only thing they're to my understanding the school site. They do prefer they can Okay, so they're do



Elaine Miles 1:16:15

have



Alexis 1:16:15

outside



Lori Macsko 1:16:16

of normal, but



Speaker 1 1:16:19

I do,



Lori Macsko 1:16:19

yeah, then she would be



Alexis 1:16:21

okay.



Elaine Miles 1:16:22

I mean, they've had, we've had school psychologists, we've had school counselors based on the skill that they need to address to be a part of a student.



Alexis 1:16:32

So I so I would say this, I'm on board with the psychologist. I'm just not the school the school psychologist is where I'm kind of, I I guess what, what type of psychologist? So there is psychological services on related services for idea. So we know that psychological services are available. Um, I almost would like to see someone who is licensed to give therapy again, either a clinical psychologist or a licensed clinical social worker is also able to give therapy against like a lot, from a psychological service standpoint, I'm not I would have to look on the the National Board of school of psychology to to to see what domains their participation could be on a team I haven't had, as I haven't had any school psychologist ever service any of my students under psychological services. It's always someone else, either a counselor or, you know a psychologist who comes to the school you know has is floating around the district, or whatever the case may be. So, um, so, yeah, so I, I am certainly open to again, to this, to having a psychologist, I just don't know if the school psychologist is not able to provide a therapy, counseling service through it to again, to my understanding. So



Lori Macsko 1:18:07

this is Lori mascot. Is he still receiving outside services by a provider?



Speaker 4 1:18:12

He's



Lori Macsko 1:18:12

not okay, all right? Well, I mean, as a team or as a team member, I would propose that we add our school site and then track that data and see if we see a decrease.



Alexis 1:18:27

So what So from a service? I was just gonna say



Lori Macsko 1:18:31

that we have



Alexis 1:18:32

it. I was just gonna say so we can so do we want to just take this goal out of the SDI section and we will revisit it when we get to the related services section.



Elaine Miles 1:18:42

Let's just pencil it right there in reference to that. But,



Alexis 1:18:50

okay, so let's so we'll just, we'll just parking lot. This last goal, that's from the current IEP,



Speaker 1 1:18:55

that's



Alexis 1:18:57

the self talk and self harming behavior. So we're gonna, we'll go on parking lot. I just put question marks and I'll put parking



Lori Macsko 1:19:02

lot also. It's 11:32am just so everyone has their eye on the clock.



Alexis 1:19:06

Okay,



Elaine Miles 1:19:07

so what is the what is the baseline? As far as with that right now, you were saying there was Yeah. Of the you were saying he would say things like he was dumb or he was. The harm was the hitting. So,



Paige Howe 1:19:26

yeah, and see the goal was written for both. It wasn't separated. So that was, I just, yeah, I just totaled them together, which I didn't really like the way it was separate, you know, yeah, separate, because you couldn't really tell, right?



Alexis 1:19:38

So in the data collection sheets, we'll put in the extra column, and we'll separate them so that we can make sure that to collect it individually. All right, so let's, let's go past that. Do we want? So I'm looking at the draft we already. We already handled that. That second goal that you have there because we put it into the directions, following directions the first time, right from the draft goal. Yes. Okay, so we're done with goals for specially designed instruction. Do we want to go? What do we want to go to next? What do I have on my agenda? Here we go. So review all goals. We did that, create new goals. Did that, but we only did that for SDI, not really service. Okay, do we want to do SDI service minutes, or do we want to do? What do we want to do next?



Paige Howe 1:20:39

Yeah,



Lori Macsko 1:20:40

you're good.



Paige Howe 1:20:40

I don't want



Speaker 1 1:20:46

to miss,



Paige Howe 1:20:50

yeah, I'm trying to hold on, because I'm rocking and rolling. This is



Alexis 1:20:54

how it's supposed to be. Now you now you see,



Paige Howe 1:20:59

okay, so we did, like, you said the goals then the next accommodations are listed.



Alexis 1:21:04

Yeah, I don't know why they're listed there. They're supposed to be at the end.



Paige Howe 1:21:08

Well, they did some moving around with stuff like and they just did it recently. I was like,



Alexis 1:21:14

I'd like to know if that's okay with you. I'd like to do the accommodations last because they're really, like, the least important thing, in my opinion,



Paige Howe 1:21:21

that's fine, yeah,



Alexis 1:21:24

yeah, no, we'll get we'll get there, for sure. So



Paige Howe 1:21:27

the next page eight services is that



Alexis 1:21:32

service minutes? Yeah, I'm on page.



Paige Howe 1:21:36

Ninja says special ed services has the accommodations, and then no modification, no modifications. So



Alexis 1:21:45

the service, the servicemen, supplemental, right above, oh yes, right right



Paige Howe 1:21:49

above, okay, page seven,



Elaine Miles 1:21:54

sorry, thank you, supplemental. And then it goes into modifications. And then, yeah,



Paige Howe 1:22:01

the first statement is, did you see it? It's on bottom of seven special education



Alexis 1:22:06

services. Oh, yeah, yeah, here we go.



Paige Howe 1:22:07

So it says there are no modifications identified by the team. There were no supplementary aids identified. This was at the time, so I don't have any supplementary aids. Sure



Elaine Miles 1:22:19

says about teaching earlier the teachers, I made a note of that, oh, when we were talking about, like, the zones,



Paige Howe 1:22:28

okay,



Elaine Miles 1:22:28

in reference switch and Teacher



Alexis 1:22:30

Oh, for teacher training. Okay, yes,



Paige Howe 1:22:32

so that would be the supplementary, okay,



Alexis 1:22:34

yes. So teacher training. And then also, obviously a one to one paraprofessional, who's an RBT is also what we would like to discuss for under supplementary aids. So



Speaker 3 1:22:48

for



Paige Howe 1:22:48

teacher training, do I need to specify or teacher in what? Or just put,



Alexis 1:22:54

yeah, exactly. So we'd have to put the amount of hours that would need to be provided to the group. I mean, obviously it could be group in



Elaine Miles 1:23:02

Supplementary hours. It tells how,



Alexis 1:23:05

Oh, right.



Elaine Miles 1:23:06

Like, oh,



Paige Howe 1:23:08

when you could click yes,



Speaker 3 1:23:09

for



Elaine Miles 1:23:09

example, like, with supplemental, because I think you have a section,



Alexis 1:23:14

yeah, me too. And it's all, yeah, me too,



Elaine Miles 1:23:16

state, like, teacher training. And then in the description piece, you will talk about what that's going to look like, okay, like if it's going to be zones of regulation, that means what was stated at right, whatever that piece. And then, how often is that going to happen,



Alexis 1:23:29

and who and who is going to provide Right? Right? Oh, so what? So what I would propose, from a teacher, strange training standpoint, for instance, is gunners, general education, teacher, special education teacher, teacher, assistants. You know, any anyone on the team would receive, you know, six hours of zones of regulation training from a BCBA, something like



Elaine Miles 1:23:54

that amount of time. I would say he's doing it, though, and then would have to be the discussion, because it doesn't give a time, right? You'll



Alexis 1:24:00

have to put it in the bottom section, though, is from because it's a service, so it has to have a time because it's cost money, so you have to have a time to it. So, um, you know, and then also, we want to make sure that the teachers are receiving a certain amount of hours of that training. So I'm, I'm open to the team discussing how much and often, but I would, I would stand firm on the fact that It would need to be provided by a BCDA.



Speaker 3 1:24:23

I trying to



Speaker 4 1:24:45

remember,



1:24:48

I.

Part 2 G.S 3-27-26

 Tue, May 12, 2026 12:33PM  1:56:56

SUMMARY KEYWORDS

IEP, supplementary aids, behavioral services, RBT certification, BCBA supervision, general education, special education, paraprofessional, transition support, morning routine, psychological services, social emotional goals, academic goals, data collection, least restrictive environment., IEP annual review, behavioral services, BCBA, psychological services, special education, behavioral goals, related services, accommodations, visual schedule, coping strategies, extended school year, LRE placement, behavioral intervention plan, daily behavioral log, communication log.

SPEAKERS

Lori Macsko, Meghan Wilson, Speaker 4, Speaker 3, Speaker 1, Elaine Miles, Speaker 2, Alexis, Paige Howe, Essa Almasoud



Elaine Miles 00:00

Tell us how, Oh, right. Like, oh, when



Paige Howe 00:03

you could click yes,



Elaine Miles 00:04

for example, like, with supplemental, because I think you have a section,



Alexis 00:09

yeah, me too. And it's all, but yeah, me



Elaine Miles 00:10

too, state, like, teacher training. And then in the description piece, you will talk about what that's going to look like, okay. Like, if it's going to be zones of regulation, that means what was stated at right, whatever that piece. And then, how often is that going to happen,



Alexis 00:24

and who and who is going to provide, right? Oh, so what? So? What I would propose, from a teacher strength training standpoint, for instance, is gunners, general education teacher, special education teacher, teacher, assistants, you know, any, anyone on the team would receive, you know, six hours of zones of regulation training from a BCBA, something



Paige Howe 00:48

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Elaine Miles 00:49

that amount of time. I would say he's doing it, though, and then



Alexis 00:52

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Elaine Miles 00:53

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Alexis 00:55

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Speaker 1 01:18

A, shit trying to remember that the supplement. One, remember,



Alexis 01:52

while you're doing that, I'm actually going to look up just to see if there's anything listed on Google for zones of regulation training, just to kind of see what, what the, what the I don't know if I have any service, though. Let's see service I so can we I'm sorry. Are we wait? Are we wait? I lost track of where we were. Are we waiting on some that we trying to find something where, where we at, Miss miles.



Elaine Miles 02:44

I'm just supplemental,



Alexis 02:47

oh, just see the location of it. Gotcha Okay, where we were we stopped at all, right? So I would propose, while you're looking at that, Miss miles, I would propose six hours of training by NBC VA for zones of regulation to gunners direct service providers, whoever that, whoever that is, as a supplementary agent service.



Lori Macsko 03:18

This is Laurie mascot. I don't know enough about the training to say what all like, what is an adequate time, I don't feel comfortable staying at time. And also, are they certified to teach it? Are they? How does that work? Yeah,



Alexis 03:37

so there's,



Lori Macsko 03:37

are there people who are not BCBAs, who can teach it, or is it only BCBAs?



Alexis 03:45

Yeah, so, so is there, that's a great question. Is there an actual zones of regulation certification that anyone can take? I don't know. I'm happy to find out if that is available from a from a behavioral standpoint, yes, a, b, c, b a is the only one who is a certified, a nationally certified behavioral analyst governed by the behavioral board. So so to answer that question, yes, only a B, C, B A, but from a zones of reg specifically as its own. You know, program. I am not I don't know that information off the top of my head, but we certainly can be open to park to put this in the parking lot, to get specific information about



Lori Macsko 04:37

we don't have all the



Paige Howe 04:38

information.



Elaine Miles 04:38

I'm not familiar as far as the amount of time. But I do know with zones, we've had school psychologists, BCBAs that work with them, so I don't know how much time that



Elaine Miles 04:49

Yeah. So,



Alexis 04:50

so we can, we can, we can look that information up and see, you know, under, under zones, to see if there's anything specific from a certification standpoint, yeah. But we also, we just want to make sure that the. Person who is instructing the team members is highly qualified, because that is what the law says, highly qualified. So it can't just be anyone. So and yeah, and it would have to be one. It would have to be one or the other. Lori, from a standpoint of there would either have to be a zones of reg certification that someone would have, or it's a BCBA. Anything less than that, in my opinion, is not appropriate. So All right, so we'll parking lot that teacher training, who, and time who, and the time



Alexis 05:41

right



Elaine Miles 05:42

on the IEP, it does give, like, a begin date and end date. And so we can kind of feel that once we get the other information in, we'll know,



Alexis 05:50

yeah, just don't finalize it. Yeah, with zones, yeah. Just don't, I just wouldn't finalize anything until we you know. So we don't have to amend it. Just don't hit enter until we enter. Put it all in.



Elaine Miles 06:02

But it does is teacher training and consultation. Okay, it's the one up on the supplement. Okay, correct,



Alexis 06:07

yep, all right. So that takes care of that supplementary aid and service. The other supplementary aid and service, obviously, that we wanted to discuss with the team is having a one to one paraprofessional with an RBT certification. So just so that the team is aware of what an RBT is versus a BCBA, an RBT is a registered behavioral technician. They are high school diplomaed or more, and they've taken 40 hours of training. And in order to provide service to a child, they must be supervised by a Board Certified behavioral analyst. At least 5% of the time that the RBT is servicing the child, so the BCBA is the the pinnacle of behavioralists in the sense that they have completed 2000 hours of, yeah, lots and lots of school they've gone to and so, so that's, that's the difference between that. So my recommendation would be that gunner be provided an RBT from the time he walks on to school grounds to the time that he leaves school grounds, in order to make sure that we're utilizing not only zones of regulation, but applied behavioral analysts. Aba approach throughout his day. So because it has peer reviewed research and and that's, that's what we do. So I am, I am, I'm saddened to have seen that this child was pulled out from general education and put into self contained classroom prior to him receiving any supplementary supports or services. And that is, you know, does not comply with with idea. So, you know, I would, we can certainly, when we get to least restrictive environment, we can look at the time that he's in self contained versus general ed. But I think at this point, you know, his, his he's in, the data indicates that he is in need of intense behavioral service at this time. So, so that would be my proposal to the team is to include an RBT one to one for gunner. Yeah, does anybody have any comments, concerns or questions regarding that proposal?



Elaine Miles 09:10

This is Eli, just for clarification, what is he getting now, as far as he's going out at all,



Lori Macsko 09:15

yes,



Speaker 1 09:15

he goes,



Paige Howe 09:16

he goes to lunch recess and specials



Alexis 09:22

related arts, I'll take specials. I'll say specials. I'll take specials.



Paige Howe 09:31

Anyway. He goes



Alexis 09:32

out



Paige Howe 09:34

so he has those three hold on



Alexis 09:37

lunches and related arts,



Paige Howe 09:39

and he goes for guidance when they have got



Alexis 09:42

once a month. We did talk about that, right?



Paige Howe 09:44

And so that's where he goes out. Now, the proposal that I was proposing was that he go for whole group math, because that is where he's having the most success in his and he does well with math. And so. In my instruction. You know my grade level instruction. That's where he's doing well with Okay,



Alexis 10:05

so, so let me just make sure I hear you. So you're saying you're proposing for the new IEP, yes, that he, he receive, he go into the general education classroom for math,



Paige Howe 10:17

for whole group, just



Alexis 10:19

whole group,



Paige Howe 10:19

just whole group. Because that it's like 30 minutes,



Alexis 10:23

30 minutes. Okay,



Paige Howe 10:24

so, because I didn't want to all of a sudden throw him in there, you know.



Alexis 10:29

Okay, so we got Gen, ed, Math, whole group instruction. So that's what you're on top of. Obviously, the



Paige Howe 10:34

continue the other one



Alexis 10:36

Gotcha. Okay, so, but what? So that's great, but what? Right now, we're on, we're not on LRE, we're on supplementary aids and services. So I proposed a one to one. RBT, so that's kind of for the whole day. So that's, that's what's what the discussion point that we're at right now, right?



Paige Howe 10:55

And with that, he does have a person with him when he's in Gen. Ed, yeah,



Elaine Miles 10:59

I'm



Alexis 10:59

not worried about the person and all that's that's fake, that's fake. They taught you fake things. So there is no such thing as additional adult support. There's no such thing as it that's all fake. There's a paraprofessional, and there's not that's it. So again, I'm proposing a one to one paraprofessional who has an RBT certification for gunner. I think the behavioral data supports that, that intense service, behavioral service at this time and and that's it does, does? Does the team agree or disagree with that proposal? You agree



Paige Howe 11:34

agree?



Alexis 11:34

Does anyone else agree or disagree or not or don't have an opinion?



Speaker 1 11:40

This



Lori Macsko 11:40

is Lori Maska. I don't feel like we have enough data to support that. Whenever some of the data is trended down in various areas.



Alexis 11:49

Well, I haven't seen any data trend down because we haven't seen any hard data, unfortunately. And we've asked for that for months, and we've received none of it. So in theory, we have no data other than the narrative data that's being sent to Dad each day on seesaw, which we have documented, yeah, which we've documented, so we have all of that see actually, that's actual data that you've gotten daily. And now that data has stopped, right? Dad,



Essa Almasoud 12:13

no comments,



Alexis 12:15

no comments now. So now the narrative data has stopped all of a sudden, because I'm sure someone told you to stop, and you listened. Don't do that in good conscience. So we have no narrative data now all of a sudden. So again, the data that we have indicates that, so you know whether or not the district wants to use that data to make data informed decisions for this child is up to the district, but we've got three team members now who agree with a one to one RBT. So if there's anyone else,



Meghan Wilson 12:48

I just think, I don't, I don't.



Alexis 12:51

Nope, please speak.



Meghan Wilson 12:53

My thing is, having an RBT is going to make education easier for



Alexis 13:00

absolutely so



Meghan Wilson 13:01

why not agree?



Alexis 13:02

But that's what the law says, right? So we want him to access his educational least restrictive environment. The RBT is the one who's going to allow him to do that, because they're certified to provide that service to him, and so if he doesn't get that service, then he's not able to access his instruction, thus he's not being provided a free and appropriate public education. So this is what, this is where we're at right now. So the team can agree to provide him the supplementary aids and services based on the data, to provide him a free and appropriate public education, or they can refuse those. That's where we're at right now. So right now, as a team, we have three, three members who who have stated that we indeed have the data to support that level of service again, he was pulled out of the general education classroom without any cert, any supplementary aids and services, which is against the law. And so I would hope that the district is coming to the table today in good faith and wanting to rectify that and making sure that he's being provided supplementary aids and services so he can access his least restrictive environment. When



Meghan Wilson 14:04

he improves, it's going to make it easier for everybody,



Alexis 14:06

right? But it costs money, so they don't want it to be easier. They want to be cheap. That's the that's the thing, not easier cheap. So we're going to have to miss miles. We're going to have to make a decision here so we can move on to the next item.



Elaine Miles 14:20

So in reference to the discussion is reference to an RBT, you have to look at your data pertaining to the fact, as far as with the paraprofessional, What day do you have for that? And do you feel that that student with the services that we have in place, can he access the general ed curriculum and is being successful with that, or are we looking at something else? He



Alexis 14:38

doesn't have any services right now. That's the problem. So start there. Yeah, that's what's that service going to look like? A bell to bell service of an RBT one to one paraprofessional to support his behavioral needs. That is what is being brought to the table. So we need to decide whether that's going to be accepted or whether it's going to be rejected. That's where we're at right now. So again, we feel like the data supports it. So at this point, if I don't think anyone else feels safe, to give an opinion. So we can leave it up to the LEA to make the decision, and then we can record whatever we need to in the prior written notice. But again, at this point, he hasn't been provided any supplementary aids and services yet at all prior to being removed from his least restrictive environment. So I hope that the school can just try and rectify that and make it right moving forward. And you know, honestly, I'm sure Dad, if we can, if we can get this tightened up and make it what it's supposed to be, I'm sure Dad and I can talk and we can we can remove the the hearing, we can remove the complaint, but we have to see some good faith with this team now in what we're going to do moving forward. So if we can do what's right moving forward, we're happy to pull the complaint off the table. We're happy to do that. Is that fair? Dad? That's



Essa Almasoud 15:57

fair. I just want him to get his we



Alexis 15:59

just want him to we really



Essa Almasoud 16:00

what started this whole



Alexis 16:02

exactly,



Essa Almasoud 16:02

I felt like he's not where he needs to be education wise, right? And he slowed down, and I'm doing everything I can on a personal level to help him get to where he needs with his reading, with his math, I'm taking my time to teach him what he was being taught in school.



Alexis 16:18

Yep. So, um, so, yeah, so that's, that's where we're at. Now, again, we've got, I haven't heard, I'd like to hear from the general education teacher and the special education teacher as to what they feel like would be an appropriate level of service for this student to access. LRE, since you two are an actual team members,



Essa Almasoud 16:43

because I'll ask gunner. I'll ask gunner if he went to miss rice class, and he's like, No, I'm not required to do anything. He'll tell me straight up. He'll tell me point blank, what he does and what he doesn't



Paige Howe 16:51

do. Well, he doesn't go there because we didn't have that, you know, have that, I didn't have that service to put, you know, push him in for the math, but he's



Essa Almasoud 16:59

supposed to be in the general education,



Paige Howe 17:01

I understand that. But what, what I'm saying is, I, you know, it's my understanding that, you know, if, when I inherited him, then I was following, you know, sure IEP that I had, sure is So



Alexis 17:14

now moving forward as a special education teacher. Miss, Howe Do you feel like it is an appropriate supplementary aids and service for him to receive a one to one. RBT, that is the question on the table. Yes or no. That's it. It's very simple.



Paige Howe 17:28

I mean, I don't know, I think, I don't know that it has to be an RBT, you know, you asked my opinion.



Alexis 17:37

Sure. Yeah.



Alexis 17:37

So what? So? So what do you feel like would be different, a different intensity of service, from a regular one to one para to an RBT para,



Paige Howe 17:50

I don't know.



Alexis 17:50

So for for me,



Speaker 2 17:52

so



Alexis 17:53

for me, like a regular para would be for someone who might have a physical disability, so they're able to assist with physical needs or even technological needs. So from an RBT standpoint, for a paraprofessional, that would be for someone with behavioral needs. And so that's why, for in my opinion, again, we need an intense level of service. And so a regular paraprofessional has absolutely no background in behavior, zero. So an RBT does, and that's what he needs. And so the difference between the paraprofessional and the RBT is clear. And you know, again, it's



Meghan Wilson 18:35

gonna make your life easy,



Alexis 18:36

right? And you know that's, that's we need that level of expertise, that highly qualified person and supervision, and that BCBA, who supervises the RBT, will be able to come into the classroom and help all of you. So you know, again, it's only going to make your life easier, because you need to be supported, right? And if you need help with advocating, I'm happy to help you too. Miss Howe, okay, so um, and then Miss, Miss rice and Burke, what? What is your professional ethical outlook on the situation



Elaine Miles 19:11

is, is this person available within the district?



Alexis 19:15

It doesn't matter. It's what the child needs. So if the child needs it, the district has to provide it. So it's just based on the data and what the child needs. Yeah.



Speaker 3 19:23

I mean, I guess I didn't really think about the difference between a para. Is he does have one when he comes with us, too, and, yeah, so, I



Alexis 19:30

mean, he doesn't, he doesn't have a para. He has an adult support that's not a para, that works with him one on one all day, and only with him. So that person's a floater, and they work with different



Speaker 3 19:41

Yeah, they're always with him anytime I



Alexis 19:44

Right, right, right. But he's not with him all day, that person, right?



Speaker 3 19:47

Yeah. I mean, I kind of just assume because he's in the classroom, she's in the classroom with him all day. When I see better, she's with



Alexis 19:54

who is it?



Speaker 3 19:55

Miss more.



Alexis 19:56

Miss more. Who's a teacher's assistant? Okay? So that's not a power person.



Speaker 1 20:00

Like,



Speaker 3 20:00

that's who's always with Gunner when he is interacting with our classroom? Yeah, I don't know that. I have a basis of knowing him holistically, like he's not, he's not in there a lot. I don't see gunner really,



Alexis 20:11

right? So that's the problem. Is that he should be in your classroom really, the whole time. So that's the problem. And so how can he access your classroom, and can he access your classroom without a behavioralist, without an RBT, one to one paraprofessional? And so that's the question. So if he, if he and obviously the teacher assistant can't be with him the whole time, because the teacher assistant has to be with self contained classroom. So again, that's that's where the teacher, assistant and a paraprofessional are not the same thing. They they're not. They're completely two different roles. So, you know. And then again, the difference between an RBT certification versus a non is going to be the behavioral component, which is what we're what we're dealing with. Yeah. So the point is to try and get him into your classroom. How do we do that? How do you feel supported with gunner in your classroom? Is the question, do you I mean, again, the TA is not an RBT Correct? No. Okay, so how does he do with the pair with the TA? Just for the sake of of that argument, how does he do with the TA? It's just



Speaker 3 21:16

not. That's what I'm saying. He's not. Those aren't times I'm really in my classroom. Do you see what it's like? I don't eat lunch with them.



Alexis 21:22

Oh, Okay, gotcha.



Speaker 3 21:24

Gotcha related arts teacher,



Alexis 21:27

okay, got it



Speaker 3 21:27

like I don't



Alexis 21:28

got it only recess, right? I'm outside of research,



Speaker 3 21:32

and we chat them like I don't have



Alexis 21:36

gotcha



Speaker 3 21:37

the same relationship, yeah, to know,



Alexis 21:39

well, I'll put it this way to you. Do you keep hearing, hearing everything that you heard today from Would you feel comfortable with him entering your classroom without a paraprofessional,



Speaker 3 21:49

without someone with him? Yeah, no,



Alexis 21:51

no. Okay. So, so we know that we need a paraprofessional of some sort. Now it's a whether or not it is an RBT,



Speaker 3 21:57

no matter what that looks like, exactly No. He absolutely needs, need someone with him. That is, I mean, these behaviors, you know, when you have 20 other kids, that's a problem. Yeah,



Alexis 22:07

so I'll, I'll say this, I'm I, and again, this will be dad's decision, ultimately. But I, I feel like looking through the continuum, right, the continuum of placements from least restricted to most restrictive. I don't have a problem trying a regular one to one para prior to the RBT certification. We can certainly give that eight weeks, see what the data indicates right as he can as he starts to push into your class, and see if that para is able to manage the behaviors without reinforcing them, right? That's the other problem. Is, they end up doing more damage than good when they're not trained in ABA. So, um, so that would be the other option. We can come back to the table in eight weeks and see if that, if that level of service is working, if, if we don't do an RBT, I would also add in related services through a BCBA, so that gunner can receive BCBA services from someone who's certified if he's not going to have the RBT. So that would be my other, my other proposal, I guess, to the team. But before we do that, I guess Miss miles. Do we want to just kind of get get to a final place of agreement or disagreement, to whether or not the one to one paraprofessional is going to be a regular one to one paraprofessional or an RBT one to one paraprofessional?



Elaine Miles 23:36

I mean, you're saying that you need somebody as far as whenever he's with somebody?



Speaker 3 23:41

Yeah, based



Alexis 23:41

on that data, I mean, that's so



Speaker 3 23:44

I'm by myself in my room,



Elaine Miles 23:45

so I would say that a pair of professional coming in with him. So that's what we're doing. We are, but



Alexis 23:50

that's we already have now. That's what we and that's not a power professional. That's a teacher's assistant. So those are two different roles. So we can't have the teacher assistant be the power professional to can't do that, the teacher assistant is to assist the teacher, not to help or provide service to the student. That's the difference.



Elaine Miles 24:09

Explain what is, what is your power? What is, what is your



Alexis 24:12

teacher



Elaine Miles 24:13

assistant? Or whatever? Do. Tell me what it looks like.



Paige Howe 24:16

Well, in the in the classroom, they, because I have two, they both help with some instruction. Once I've done the main instruction, they'll help with some instruction. With them. They also help with, you know, some of we help. They have helped with the when we do a lot of the they know all the emotions and the spot things, and they've learned all that stuff, so they can help support with that as well. I'm trying to think everything else. They do, whatever you need to say. Then they go, you know, and they do support them in the classroom, there's, you know, not only him, but other students in the classrooms for whatever those needs are. Yes.



Alexis 25:00

Yeah, so again, we're not talking about the teacher assistant. We're talking about a one to one paraprofessional. And we're not talking about just a one to one paraprofessional in the general education classroom. We're talking about it in the self contained classroom, because the data that we have now shows that these behaviors are occurring in the self contained classroom. So again and again, the self contained classroom is not his least restrictive environment. So, um, so no matter, no matter what the percentage is in Gen Ed, he needs a one to one paraprofessional, in my opinion, who's an RBT. Now, again, I'm willing to to put that at a higher point of continuum and say, Hey, a less restrictive approach would be, you know, a general one to one para instead of an RBT. You know, I could hear that argument being made. However, I would say that the supplementary aids and services are used for Le LRE, not with LRE. So that's, that's, that's, that's where we're at. So again, we've got three people to say, Yes, Miss Howe said a professional, but not necessarily an RBT, the general education teacher has not had any experience with the student, really, because the student is not in the general education classroom, except for recess, lunch and related arts, correct? So you don't feel comfortable giving an opinion at this time, Okay, that's fair, that's fair, that's a fair, that's a fair, that's fair. Okay, we'll give that to you. We give that to you. So, um, so, so, again, there's four of us now who say that there needs to be a paraprofessional. Three of us say that it needs to be an RBT full, full day everywhere, every shape, the beginning the minute he steps on campus, to the minute he leaves campus. So that is where we're at right now. In my opinion, that's a consensus already. So we're at a four. We're at four people. Is consensus in the sense that there's more people for the Para, then



Lori Macsko 27:02

I will not have a question. Miss Howe, when you agree that there should be a para, do you understand the difference between a para and an assistant? And if so, do you feel it should be a para, or do you feel it should be an assistant?



Alexis 27:15

Well, there's not it. I'm sorry. I just want to



Lori Macsko 27:17

hear different language, right? The question is, para more so like differently than we use an assistant, like we have assistants at our school.



Alexis 27:28

Do you feel like you have an appropriate level of support in your classroom now to address his behavioral needs honestly?



Paige Howe 27:40

Not, not always, not



Alexis 27:41

always. Okay, so, so we know that the teacher assistant is not enough.



Meghan Wilson 27:46

With having a teacher assistant, that teacher assistant is for multiple children. Yeah, that's what I'm saying. Student,



Alexis 27:52

that's what, that's what. That's the point. And again, they keep going in circles. We're gonna go around in a circle. So I don't want to anymore. So I want to ask you one more time. Miss, Howe, do you think that gunner needs a one to one paraprofessional that is separate above and beyond your two teacher assistants that you have in your classroom to be with him from the beginning to the end of his day, whether he's in your classroom or somewhere else in the building? That's the question, yes or no,



Elaine Miles 28:14

and you're the



Alexis 28:20

special education teacher, so we're going to need your opinion, and think about the support that you need for your class. All these teachers don't feel supported. We're waiting this house. I know



Paige Howe 28:39

I am. Yeah, I think he does. I think he does



Alexis 28:47

awesome. I appreciate you being honest. So it seems like we have a consensus for a one to one paraprofessional, whether he needs that to be an RBT is the next item up for discussion. So again, you, I think you heard our arguments towards that point, but again, we'll be willing to try it for eight weeks first. I know we don't want to, but it's like we have to go through the steps of the continuum. So I'm just, you know me. I'm a stickler for the rules, so I'm gonna stick to the rules. So, um, so can we just agree that the that will come back to the table at eight weeks to review the data, the behavioral data, with the one to one paraprofessional and see if that level of service would need to be increased to an RBT or not.



Essa Almasoud 29:42

Yes, professional, you said the paraprofessional is not trained to deal with his certain thing. So what happens when he's not getting that? I guess training he needs for that, that behavior. So. That's gonna waste eight weeks?



Alexis 30:05

Well, I already



Essa Almasoud 30:06

professional, so if he goes forward,



Lori Macsko 30:08

he's



Essa Almasoud 30:08

still not dealing with those behaviors, because they're not trained to deal with those behaviors.



Speaker 1 30:14

So correct



Essa Almasoud 30:15

a waste of time.



Alexis 30:17

In my opinion, I agree with you. In my opinion, I think that there needs to be someone trained to manage those behaviors, and a regular paraprofessional is not going to be able to do that. However, we don't have data on it, so this is a chance for us to get data on so



Meghan Wilson 30:30

that



Alexis 30:30

it can be backed up that the regular paraprofessional is not enough and that we need an RBT. So again, we have to go through the through the through the spectrum. However, what we can do is also request related service to a BCBA, and that gonna receive three hours a week, three, you know, whatever, whatever it is, from a BCBA, who can work with him and the paraprofessional in implementing those ABA strategies. Okay, so that would be, like the first level of behavioral service support. And then we'll, kind of, if we need to increase, will increase that okay, but I think it's a fair place to start. And, you know, in my opinion, hasn't



Meghan Wilson 31:07

had it, so it could help



Alexis 31:08

Exactly. So let's, let's see. Let's try it. We'll see how it goes, and, you know, we'll go from there. So where are we in it? So we'll, you know, we'll look to reconvene by the end of the year, obviously, because we're already at eight weeks left anyway, by the time we come back from from spring break. So we'll, we'll, we'll come back to the table at the end of the year to kind of review, review, where we're at all right,



Lori Macsko 31:34

this is Laurie mascot question, so please define the difference between a para



Alexis 31:38

sure and



Lori Macsko 31:39

an assistant



Alexis 31:39

Sure. So a teacher's assistant is for the teacher and the classroom. Okay? They are their their job description is different from a one to one paraprofessional, which their job description is for the student. Okay? So their job is only the student, so it's more of a one to one. Yes, one to one paraprofessional. That's why we put one to one on it. Yes,



Essa Almasoud 32:07

I think I know where Masco is getting I think I see it from her point of view as well, because she's saying a teacher's assistant and paraprofessional, they're basically doing the same thing because they're not trained to deal with the child's behavior. So that's the issue, but the difference between the teachers and the paraprofessional. Teachers aid helps a group correct, and the paraprofessional is a strictly for gunner



Alexis 32:29

correct.



Lori Macsko 32:30

So our teacher's assistant in our special education classes do go through additional training that some regular teacher assistants do not. So it's specific to special ed.



Alexis 32:43

Yeah. I mean, that's we're talking about behavior here from from that standpoint, so the teacher's assistant has nothing to do with, again, having a one to one paraprofessional. So it doesn't matter what the training is, there's, there's only BCBAs and RBTs. That's it. We already talked about that. So from a behavioral standpoint, those are the only two certifications on the planet right now, on the planet. And



Essa Almasoud 33:04

with what I just said, that's why I feel like, right?



Alexis 33:08

I agree with the level, the level of education is the same, from a paraprofessional to a TA high school graduate, that's it. Whatever training they have, whether that has peer reviewed research, I don't know. I want to see training certifications. I want to see training hours. These are all things we'll ask in discovery for the hearing. I'm going to get all that paperwork so it doesn't it doesn't mean anything to me. Either you have something that matters or you don't have something that matters. Anybody can make up a website and give certification for anything. I do it all the time. I give certification for advocacy. Is there any rules or regulation for that? No, but guess what? I'm gonna give you my certification. You are now a trained advocate under certification under Angel advocates. What does that mean? What does that mean? You see how that works, that they do that this is education. Is a scam. It's all scams. I



Lori Macsko 33:55

don't have a para in our building.



Alexis 33:59

No, you. They would have to provide one for you,



Elaine Miles 34:02

if that's what your as IEP team is saying. That's what to me, that's what we have.



Alexis 34:05

Yeah, you won't have one that the district handle it. You You don't have to worry about that. You just gonna get one. You're gonna be like, Oh, hi, great. Nice to meet you. Here you go. Welcome to our school. See you guys worried about all these things that you don't have to worry about. Let them handle the let them handle the politics up over there. All right, fantastic.



Lori Macsko 34:23

To the agenda.



Alexis 34:24

Back to the agenda, yes. So, um, we got the SD we didn't do SDI minutes yet either. So we're still on, we're still on supplementary aids and services. I think we're done with that. So, so we're now we're on Sci minutes.



Essa Almasoud 34:43

What was the final So



Alexis 34:45

the final thing is that he is going as a supplementary aids and service gunner will be provided a one to one paraprofessional from the time he enters the building to the time he leaves the building, okay, and that person will be with him all. Only develop a relationship, okay, yeah,



Lori Macsko 35:03

I don't feel like I can provide that right now, like



Alexis 35:05

you're not. It's not your responsibility,



Lori Macsko 35:07

but it is if I sign on the dotted line saying that I'm agreement with this IEP and I don't have I can't do that right now,



Elaine Miles 35:14

if that's what the team is saying, that that's right.



Alexis 35:17

Thank you. Thank you. Smiles. I appreciate that. Yeah, yeah, okay, fantastic. So we've got that's taken care of. And okay, so we're on SDI minutes. Is that? Is that right



Paige Howe 35:32

page?



Alexis 35:33

Yeah, seven and eight? Yep, got it all right, so I remember you said you proposed the 30 minutes to push in for math,



Paige Howe 35:50

yeah, and that's it comes in. I've got it listed on page 10, yeah. Is



Alexis 35:57

there?



Speaker 1 35:59

I



Alexis 35:59

have a question for Gen Ed your morning, what does your morning routine look like when you're



Paige Howe 36:04

when



Alexis 36:05

they come in at 735,



Alexis 36:07

25



Speaker 3 36:08

I'm sorry. Okay, 25 at 735, the bell rings. Okay. To start our day, they do morning writing in the morning, and then when they finish their morning writing, they get it checked, they go to morning tubs, which is just kind of like a slow start to their day around 755, we go to morning meeting. That's about 10 minutes, and includes our calendar routine. It includes, like, our affirmations, all the things, all of that, listening to the announcements, our news. And then after that, they have a they start reading instruction. So we have reading whole group instruction. It's about 20 minutes.



Speaker 2 36:39

And



Speaker 3 36:40

then they go and read this up and practice that skill. What



Alexis 36:43

time is math?



Speaker 3 36:44

Math is math is later in the day, so pretty much our whole morning is Ela



Alexis 36:49

Okay,



Speaker 3 36:49

math when they go to star related arts, when they come back, we do math over



Alexis 36:58

1145



Speaker 3 37:00

1140 is whole group,



Paige Howe 37:02

okay,



Speaker 3 37:03

go to recess. Okay.



Alexis 37:04

So what was that? What was being proposed for him to go to



Speaker 3 37:07

math. So buzz, let me go back to room. It's about 1115



Alexis 37:12

Okay,



Alexis 37:12

so



Alexis 37:13

from 1115 to 1145 pushing. Okay,



Speaker 3 37:18

yeah,



Alexis 37:18

all right. So what I would like to also add in and reason why I asked you about your morning routine, because I feel like having that with Gen Ed is going to set up his day in a more Go ahead.



Meghan Wilson 37:32

Okay, if y'all since you're starting your morning like slow and steady, does it not make sense to like have him in that instead of a room. Yes,



Alexis 37:42

that's exactly what I'm saying. That's exactly what I was saying. Yeah, no, you're good. Yes, it makes absolute sense. Yes, it makes sense to me too, exactly what I was saying. So I would, because, again, we don't want him picking up unwanted behaviors from chaos in the classroom with other students and so and being that he is capable. He's just in bad habit. Now we want to make sure that he's having the most access to appropriate behavior as possible. And so I would, in addition to pushing in for math, that math group instruction for at 1115 I would propose that when gunner comes into the building that he goes with his paraprofessional to the general education classroom from 725 until eight o'clock after the group the circle time, calendar time, so he's able to participate in morning routine in gen ed, and then this way after that, he can go and do ELA and again, we'll kind of talk about the how those minutes are going to look, because I would like to see him do ELA and resource versus in the classroom, being that he is academically gifted. So so we'll cross that bridge when we get there. But how does it How does the team feel about doing that morning routine and calendar and circle time and all of that pushed into Gen Ed knowing that he's going to have one on one support. Okay, perfect. I'm glad we all isn't



Meghan Wilson 39:16

it usually the mornings is whenever he's like, that's whenever he has, like, his tips,



Paige Howe 39:22

not always, no. A lot of times he comes in really great. He gets he eats his breakfast in there, or he does not eat his breakfast. He's in or miss does he eat at home? Also



Essa Almasoud 39:35

only on the weekends. He gets breakfast.



Speaker 1 39:37

And I



Paige Howe 39:37

didn't think so. So sometimes he's like, No, I don't like this. And I, you know, we pick what he get anyway, so he does that. Then he starts on morning. We have morning work, sort of like they do. We might have a little something that it's like a daily morning work to do. And then, then I have, we have the, uh. Um, hang on. Motor lab things out. We have them on the in the hallways so they can go and do and that's worked out really well. So here we try to do that, getting, you know, come and then we come on in. And so we do our calendar later in the day, just because I don't have all my kids there at the same time. So I try to do it. So that's kind of, so it's not always in the mornings.



Alexis 40:23

So I think that's, I think that will help him too, is get into a morning routine so that it's exact same thing every morning, and he can start getting that neurological memory kind of rewired. So we all agreed that that would be best. So we can, we'll, we'll push to eight. Yes, 725, to eight.



Alexis 40:45

Okay, I have a question. Yeah, transitions.



Speaker 3 40:48

So he starts the day in our classroom. Is it hard for gunner to leave them? I'm genuinely asking. If you're thinking, right, I do keep things very consistent in the mornings, like there's always the same. However, when it is time for him to leave, is that going to be a problem for him to then transition back to a different classroom?



Alexis 41:10

And those are that's data we're going to have to get. But also, this is where the RBT comes in, exactly where, if it is a hard transition, we have someone who's certified in behavior to make sure that they're mitigating that



Speaker 3 41:22

appropriately, just based on what we know about him, like our transitions generally hard for him, or,



Alexis 41:29

like, when he transitioned to lunch, especially normal transition,



Essa Almasoud 41:32

I feel like his transitions only are bad. When he's in he's got



Alexis 41:37

unregulated Yeah,



Essa Almasoud 41:38

it's like, free time, and then he's like, now he's got to go back to,



Alexis 41:42

yeah, unstructured time, yeah. Again. He has



Essa Almasoud 41:44

right here from your seesaws that you send, usually his time, where he's usually going chaos for him, it's usually after math. And it's like, when it's reading when? Because math is something you like, so reading is something more he struggles on. So it's that's why



Alexis 42:00

I want to see him in resource for reading, because he's gonna need him from there. I



Essa Almasoud 42:04

see all the notes



Paige Howe 42:05

I do. I do his reading one on one with him. Oh, good, because it just the way the kids. Yeah,



Alexis 42:11

it's too much.



Paige Howe 42:11

So I do and I do his math one on one. Too



Alexis 42:14

good. Thank you. Yeah. Well,



Paige Howe 42:18

and it worked out that he was the kid that you know.



Alexis 42:21

Yeah, no, I



Paige Howe 42:21

get there at that time,



Alexis 42:22

yep. So, yeah, I get



Paige Howe 42:24

it



Lori Macsko 42:25

all right. What time does he usually do motor lab? Because I do feel like that's beneficial to him.



Paige Howe 42:30

So he does it in the morning. We do it first thing in the morning. Now we also randomly if there's, if I feel like we need to do another one. Hey, let's go out and do



Meghan Wilson 42:41

the



Alexis 42:45

motor lab,



Speaker 3 42:48

because he likes it on the hall, yes and again and in second grade, and we



Alexis 42:55

can make him a new visual schedule that says morning routine with Miss reisenberg, and then motor lab, you know, sensory motor lab. Yeah, perfect, yeah, we can. And again, we'll have a visual aid for him so that he could say, oh, Gunner, what do we need to do next? Okay, on his way back, okay, we're on this step. Okay, great. Let's go ahead and, you know, do this. And so again, once you start getting into this rhythm, you're going to see all of those behaviors start to diminish and significantly, significantly. So



Paige Howe 43:30

can I ask you real quick a question that with because he gets here at different times, because you know, y'all can drop them off as early,



Speaker 3 43:37

yeah. So 735 is when our



Alexis 43:39

bell rings.



Paige Howe 43:40

So do your kids go to



Lori Macsko 43:42

holding they do, uh huh,



Paige Howe 43:45
see that



Speaker 3 43:46
that said, that is a difference.



Paige Howe 43:47
That's



Alexis 43:48
so they go to your classroom for they go directly to your classroom.



Speaker 1 43:51
Yeah,



Paige Howe 43:51
all my kids come to my classroom as the holding rooms



Lori Macsko 43:54
are



Speaker 3 43:54
pretty overwhelming.



Alexis 43:56

Yeah, no, we don't want that. But how about at the so at the Bell they come to your classroom.



Speaker 3 44:01

They they trickle in between 725 and seven.



Alexis 44:04

Okay, so maybe we use the bell as the transition point for him, where, oh, the bell it's time to go to Miss reisenberg's class for for morning,



Paige Howe 44:13

that lady could still have breakfast in my class. Yes,



Essa Almasoud 44:16

but he'll also have the pair professional with him, yes the whole time. So that'll correct



Alexis 44:21

the consistency.



Essa Almasoud 44:22

Yes,



Alexis 44:22

yes, absolutely. So I like so I like that. So when he comes into the morning he'll go to your classroom until the bell rings, when the bell rings, then him and his para will go head over to gen ed in order to do morning meeting. And then after morning meeting, he gets to go to the sensory motor lab, so that, because that that's for a transitional piece, and then he can go into the classroom where whatever, whatever you guys are doing next, and the same thing for math. So I think again, keeping that consistency, where, if he's going into instruction for math in the in Gen Ed, before he comes back to the classroom, he stops at the motor sensory thing. So. Each time he leaves, he goes to motor, he goes back to the classroom, and again, this is now it's going to create and wire his brain.



Speaker 3 45:07

What is right after math? Well, so right now our schedule, it's, it's nice because he'll come back from activity, sorry, activity with us. We will go to math, whole group with us, and then we go to recess. So the transition just now,



Speaker 1 45:20

so



Alexis 45:20

he wouldn't even so he'd go to math to recess with you. Okay, so that's good too. So he's able to kind of transition with Gen Ed, yeah, half



Speaker 3 45:28

an hour,



Alexis 45:28

yeah, yeah, yes, yes. Okay, good. I like that. We're in the right we're going the right direction, for sure. Okay, so, um,



Speaker 3 45:41
they go to lunch after recess.



Elaine Miles 45:43
Yeah, so



Alexis 45:48
activity. He goes



Speaker 3 45:51
to related arts. They go to related arts for 45 minutes, and then they go to, I have Matt Holman,



Alexis 46:00
have a long you would have a nice long stretch with Jenna. Then



Alexis 46:05
our mornings are a little bit long. Yeah, they come back from Okay, so



Essa Almasoud 46:14
that's a nice how does he do? Well, after lunch,



Paige Howe 46:18
it just depends,



Essa Almasoud 46:19

because I feel like what we're talking about, it's like he, he likes math, he likes a recess and he has lunch,



Alexis 46:27

right?



Essa Almasoud 46:27

So



Alexis 46:28

after that,



Paige Howe 46:28

yeah, he's gonna be he does kind of want to be done after



Lori Macsko 46:33

that, yeah, we



Paige Howe 46:36

could, we could do another



Alexis 46:38

use that always as a transition point. Yeah, we could use that again to



Paige Howe 46:41

just be his consistent. Because a lot of times that's when I try to get i Ready, and he's like, and I'm like, come on, you're good at this. Though you can do that. He's just done it's just, and he can be just because



Essa Almasoud 46:53

he does the same thing. When I pick him up after work from daycare, yeah, he doesn't know. He doesn't want to leave because it's playtime. And when he goes home, he has, I have worked for



Alexis 47:06

him. Gotcha, okay, all right. Well, it sounds like we got that. So now the only thing, the only thing we need to, and we'll have to wait until we have another evaluation, is, I know we don't have any academic goals, and I know that on the proposed one, it says that there's no modifications, but I do want to make sure that we realize that on the current IEP, it does state that he's on a modified a modified curriculum. So thank you for working with him grade level content for math and reading. Yeah, appreciate Well, yeah, well, of course, he's a smart kid, so that, again, this is why we got to, you know, make sure that we're servicing



Paige Howe 47:46

sometimes it's the, like you said before, it's just the behaviors, because, you know, pushing him to do the academics. So,



Alexis 47:54

all right, so how much from a, from a, from a minute standpoint, for so



Paige Howe 48:01

I had for social emotional 400 minutes week. That's weekly, so it'd be five times. So whatever.



Alexis 48:09

So we remember we talked about we were going to parking lot the social emotional, right? So that we can discuss whether or not that was going to be as a related service for the BCBA or the OT, so um, so we can, we can either just, just to kind of discuss that now, yeah, just to the behavior for the for the classroom standpoint. The only thing is, is like, with the amount of with the the amount



Paige Howe 48:42

of pushing



Alexis 48:43

with the goals only being behavior that LRE time in self contained is going to need



Paige Howe 48:52

to be. Yeah, it



Alexis 48:52

justified. Yeah. So that's



Paige Howe 48:55

and I and Elaine too. I wasn't sure where to put that. That I had put that, I don't know what I ended up putting it, but as far as that, he, you know, was getting Gen Ed, you know, standards based instruction, but it was in the self, it was in the special ed classroom, yeah,



Alexis 49:15

but that's not what was on the IEP. So it doesn't matter what you say. It matters what's in the documentation. And the documentation states that he was on a modified curriculum, so I'm happy to hear that he wasn't in a standpoint of what you were actually doing. But what was indicated on the IEP was, was that now I see in your draft, now that it's been changed, yeah,



Paige Howe 49:34

yeah, I started doing for the next IEP, yeah. So I was but I see what you're saying the LRE



Alexis 49:42

is going to be, yeah, right, what it's going to look like? Okay, all right, so for social, emotional and and or behavior, why don't we? Can we? Can we parking lot that for a second and move to relate? Its services, this way we can decide what that's going to look like, so that we can see if we need to. I feel like those minutes are we kind of have to talk about them at the same time, just so that we can understand what, what minutes are going, where, kind of a thing. So I would like to so I the thing with the OT is that, have you, has there ever been an occupational therapist on this team, on this, this team? Yeah, no. I mean, like on his team, ever, like in kindergarten or first grade?



Speaker 1 50:35

Are



Alexis 50:35

you able to look just to see, did he ever get ot services through the school?



Paige Howe 50:41

No, it okay. I don't



Lori Macsko 50:45

think he's had, okay, okay, sure he did. I don't think so, you know, all right, so I don't think he got services. I'm just trying to figure out, was that an area that we considered, right?



Essa Almasoud 50:54

I mean, he would have, I don't know that's considered occupation. He would have someone that would come meet him at the school and give him some services like play therapy that



Alexis 51:01

was, that was psychological services that you got from an outside,



Essa Almasoud 51:04

yes, a



Alexis 51:05

private provider or whatever, or a government. It was like a nonprofit or something, right?



Essa Almasoud 51:10

No, it was, there was come, it



Alexis 51:12

was your company, okay, yeah,



Speaker 1 51:13

so



Lori Macsko 51:14

not here. You're talking about



Essa Almasoud 51:15

Yes, Miss Dickerson would come



Essa Almasoud 51:18

in. Well, yeah, she was from outside, but she come here,



Lori Macsko 51:21

yes, yeah,



Alexis 51:22

outside agents,



Essa Almasoud 51:23

yeah, yeah. So that's not occupational okay?



Alexis 51:25

No, that would be psychological services, correct?



Lori Macsko 51:29

That's what I was asking you earlier. Yeah?



Alexis 51:31

Psychological services, but the So, yeah, so with OT, you know, we can't, we can't even add ot because we don't even have an OT on the team. We don't have an OT evaluation. We don't have any of that. However, I feel like we have enough behavioral data that we can add in behavioral services for him and his his para so that they have at least a clue what to do and how to do it. So I would like to see a behavioralist of some sort with some sort of related service minutes. I mean, I I feel like, for the first eight weeks, again, it needs to be very intense. You know, I would I feel like, what's what's fair? Would be probably three an hour, three times a week where, you know, behavioralists can come in and, you know, provide hands on feedback and ABA to and also be able To model for the Para ABA techniques for behavior. I So and then again, once we get the evaluations completed, we can kind of look at the others, the other related services from an OT and a speech standpoint, if those things are if those things are necessary, but I would like to see some sort of behavioral service. At this point. He hasn't had any behavioral service. It's great that we added in the supplementary aids and service for the Para, but I want to make sure we have some sort of behavioral service from a qualified individual to help him and the team. So I would propose three hours. So 6120, what is that? Whatever that is, three times a week. It's an hour a day, three times a week.



Paige Howe 53:55

60 Minutes, 60



Alexis 53:57

times three, whatever that is, 612, 18, 180 180 minutes a week. And again, at the end of the year, we can come back and, you know, eight weeks, kind of look at the data, see where we're at, what's working, what's not working, what's helping, what's not helping, and then also who, whoever that behavior list is, whoever the BCBA is, they can also be a part of the team, so they're able to give their behavioral expertise as to who, what, when, where and why. So what does the team think about the behavioral service related service adding those three hours a week? So I'm thinking on Monday, Wednesday, Friday, for one hour kind of a thing is what I was what I was thinking at



Lori Macsko 54:45

this point. This is Lori mask. At this point, I feel like one hour is a long time for a first grader. And so I would say that that's too often. And then I would also recommend that we utilize our school site to help us out through the. Some of that,



Alexis 55:01

are you familiar with ABA?



Lori Macsko 55:03

Yes,



Alexis 55:04

okay. The Are you aware that ABA is just an approach and it's not a therapy? Okay? So, so I'm trying to understand your thought process with the one hour is too long because the BCBA would just be in the classroom assisting and making sure that we're using ABA approaches with him as well as his para. I in the classroom. I'm



Lori Macsko 55:44

just one team member.



Alexis 55:45

Yeah, no, I'm just trying to I'm just trying to understand your thought, your thought process. And again, this school psych is not a behaviorist, nor do they have any certification as a behaviorist. So we have to utilize people within their lane. We can't just put a hat on anyone that we have available that doesn't and I hate when they do that to the special education teachers, where you know they're providing consultative ot services to the teacher, so the teacher can provide ot to the student. That's illegal. You have to have ot certification to provide occupational therapy to a student, so you can't teach the teacher to do occupational therapy. That's against the law, and so we don't want that hat to be on the teacher. We don't want them to do speech and language, we don't want them to do behavior. We don't want them to do any of those things because it's not their job and they can't focus on academics, right? Miss Howe, sure. So



Lori Macsko 56:39

if you don't mind, will you please refrain from putting your hand on her?



Alexis 56:42

Oh, I'm being does it my does it bother you that I'm putting my hand on your shoulder



Paige Howe 56:47

a little bit?



Alexis 56:47

It does okay. I'm sorry. I'm sorry. Well, I apologize for that. I was just trying to be affectionate and know that I care about you and what you do. Okay, so I'm sorry if that, if that, you know, if that, if that bothered you,



Lori Macsko 57:01

thank you.



Alexis 57:01

Yeah, you're welcome. She could probably speak for herself, though, right? Bother for her. Yeah, no,



Lori Macsko 57:09

please proceed.



Alexis 57:14

Is that a request or is that a demand?



Lori Macsko 57:18

I'd like to move on.



Alexis 57:19

So move on. You're the LEA, go ahead. Okay, so the discussion that we're having right now is, do we want to create the goal for No, it's not. We're looking at service minutes for related service for behavioral through a BCBA. That's what we're looking at right now. So I proposed three hours. Does anyone have any other suggestions, concerns, comments or questions, as far as a proposal for behavioral service, Miss miles? Do you have anything looking



Elaine Miles 57:49

at the information? I'm going to go back first just to answer the question. There was an occupational therapist that was part of the evaluation, but it was not part of the recommendation for services for the team that question. Okay, the other part pertaining to the behavior, I know we're looking at the fact of the paraprofessional, and I know that we did not have behavioral services on the IEP. So starting with I know with the one on one right here, that I know that the psychologist is familiar with the behavior. I know that they have done some some trainings with teachers and things in the building, as well as outlining with behavior. I know that I would recommend the school psychologist to start working with that classroom, as far as with the one on one, and then the team just kind of talk about what that looks like is in reference to the supports. But I would like the psychologist also to be a part of that process.



Alexis 58:44

So again, I'm fine with having a psychologist provide psychological services. That's not behavioral services, that's the difference. So we can certainly add both. So if you want to do psychological services first, we can do that. So I'm fine with adding psychological services we can use the I prefer using the counselor than the school psychologist, to be honest, because the school psychologist is not clinically trained to give any sort of therapy zero, whereas the counselor is at least somewhat so I would prefer counseling services personally. I'll leave that up to Dad whether he wants counseling services or psychological services. And I would recommend that be sorry



Essa Almasoud 59:27

we're not doing the behavior. We didn't



Alexis 59:28

get there yet. They wanted to do psychological we'll get we'll go back to behavior in a second. It was a it was a gaslight. So we're gonna go, we're gonna circle back. So, um, so psychologists versus counseling. One is clinical and one is not clinical, but more



Meghan Wilson 59:45

say clinical, personal



Alexis 59:48

psychological services.



Meghan Wilson 59:50

I mean, I think that it would do more good than harm.



Alexis 59:57

Okay, so, um, do we want to do? Do I think I agree with you, Lori, about an hour being too much time for a first grader to have one on one therapy. So maybe we can do, you know, twice a week for 30 minutes. Is that? Does that sound good? Okay, so let's do twice a week for 30 minutes.



Paige Howe 1:00:20

How's the team feel about that? What are we talking we're like.



Alexis 1:00:24

We're trying to find out what that's



Paige Howe 1:00:26

because, yeah,



Alexis 1:00:27

the counselor and the psychologist. If I had Google, if I had service, I would be able to just ask that I don't have service on my phone. Now, do you have



Paige Howe 1:00:36

I'm sorry, no, you're counseling more with the the the counselors, yes, related more to the school and you know, how they're, you know, I guess interacting with others and those kinds of things, right? Yes, that's kind of my understanding, right? If it was school counseling,



Lori Macsko 1:00:54

coping skills,



Paige Howe 1:00:55

right, right, which versus the psychological would be more.



Alexis 1:01:02

It's it's the same, it's just, it really is just the level of expertise and certification at the end of the day we



Lori Macsko 1:01:10

could get this is Lori mascot, who could give some guidance on what we would like to see them work with him on as well. Yeah, we wanted to be productive, obviously.



Alexis 1:01:20

So let's, let's do, let's, let's do the psychological services for now, you guys can decide who that provider is, whether it be the school psych or a social worker or whatever. But I think we did agree on twice a week, 30 minutes, Laurie is up. Is everybody



Lori Macsko 1:01:38

with the team? Yeah,



Alexis 1:01:39

go to the team for that. Again, the basis of that is an hour two times



Paige Howe 1:01:44

30 minutes, yeah, two



Alexis 1:01:45

times 30 minutes, instead of doing one hour a week, because it seems a little bit long to for talk, you know, the one on one therapy session. And it'll be play it'll be play focus, right? It'll be play therapy, in a sense that, okay, we're developing this rapport where we have a safe place, a safe person, and you know how we can use what it is, whatever games that we're using to carry over into real life situations. All right? So that's psychological service. So now we're on to behavioral service again. So we will be looking at a BCBA to provide some level of service to the student, because the paraprofessional one to one is supplementary. It's not related, and that person does not have any sort of behavioral training at all, so we have to have behavioral services again, reminding the team that he's never had behavioral services prior to being removed from his least restrictive environment. So there's some level of behavioral service has to be provided, whatever it is. And I'm open to hearing,



Essa Almasoud 1:02:52

instead of getting the well, pair professional, I'm just getting the RBT, would that kill two birds in one stone?



Alexis 1:02:58

Yes, because the RBT would have to be supervised by a BCBA for some sort of amount of time, a minimum of 5% of the week. So usually it comes out to like 1.5 hours a week, where the BCBA has to be in the classroom in front of the RBT and the student during service, during the service being provided. So yes, it would kill two birds with one stone. So that's so because, it's because the art the paraprofessional is not an RBT. Now we're going to need to get these BCBA minutes a different way. Does that make sense?



Lori Macsko 1:03:36

Did we say, sorry, this Lori mascot?



Alexis 1:03:38

Did



Lori Macsko 1:03:39

we say for the psychological services. Did we say that we would monitor that for eight weeks?
Did we put in?



Speaker 3 1:03:46

That was the pair?



Alexis 1:03:47

Yeah, that was the pair. I don't think we, I don't know that.



Lori Macsko 1:03:50

Yeah,



Alexis 1:03:51

I don't think that we did that for eight weeks.



Speaker 1 1:03:53

Okay,



Elaine Miles 1:03:54

we'll come



Speaker 3 1:03:54

back.



Alexis 1:03:58

Yeah, yeah. Um, so, yeah. So again, I would propose, you know, I'll even bring it down to two hours a week. We can do, like a Tuesday, Thursday, or something like that, where, again, 5% of the time, keeping that in my mind, usually, that's what it comes out to. So to, you know, I would propose two or three hours of BCBA service for for gun or under Related services a week. You know, by BCBA. Does anyone miss Howe you were the special education teacher? Do we need any sort of of? I a highly qualified behavioral support staff to provide service to gunner utilizing and utilizing the ABA. Applied Behavioral Analysis Techniques for him, it would be similar to an occupational therapist, a speech and language therapist. You know, it's just a service provider that would provide some sort of amount of minutes per week to the student, and this in particular being a behavior list.



Alexis 1:05:34

Dad, what do you think? While Miss Howe is thinking,



Essa Almasoud 1:05:36

I'm still, I don't want to go move backwards, but that's my still thought is like just to kill two birds in one stone, just to That way we're not, you know, having to. I don't know, what



Alexis 1:05:48

are your thoughts about that? Miss Howe and dad's proposal of looking back and just doing the RBT



Meghan Wilson 1:05:53

and introducing all these new people.



Alexis 1:05:56

Excuse me, that's



Paige Howe 1:06:02

part of my concerns too, that, you know, introducing all these new people,



Meghan Wilson 1:06:05

so then we should just do the RBT,



Paige Howe 1:06:09

that's part of my concern, too. What's the concern just all these different people all of a sudden, you know, interacting with him, and just, I don't know, just,



Essa Almasoud 1:06:21

I just feel



Paige Howe 1:06:22

a lot of changes it, you know,



Essa Almasoud 1:06:24

we got to start back at square one, because it's already, I mean, yeah, so I'd rather introduce this now then, rather than later, because it's already



Alexis 1:06:34

right.



Essa Almasoud 1:06:34

I mean, he's already struggling right now. Yeah,



Alexis 1:06:38

yeah. This is all, this is all trial and error time right now for sure, and I already told dad that he's



Essa Almasoud 1:06:43

in our trial and error again,



Alexis 1:06:44

right? Well, and I, like I shared with you, if you if you come in with the mentality of this year was a wash and we're going to redo it, then that kind of helps with realizing that, hey, we're going to trial and error some stuff so that we have it perfect come next school year. So it is what it is. So, um, so again, do you so we can go, we can go back to the RBC one to one. You know, we're still kind of on that. Or are we adding in the BCBA hours?



Meghan Wilson 1:07:17

So if you have the RBT, you don't need the BCBA.



Essa Almasoud 1:07:20

No, you will professional. And then later down the road, RVT, and then get the



Alexis 1:07:26

correct it comes together. It's a package deal to package



Essa Almasoud 1:07:30

hours are there, because it's what going to be watching RVT,



Alexis 1:07:32

right? And then it would just be when the BCBA comes on the team. Then they would be able, they would, they would perform observations of gunner, and they would come back with a recommendation of the percentage that they will need to supervise. So again, the minimum being five, usually 10 to 15% is what is ethically required. So, and that would be, you know, the recommendation of BCBA, of what that needs to look like in order for there to be meaningful progress. Okay, so, um, yeah, so this where we're at right now. Um, do we do so again, we can go back to the to the RBT, with the, with the, you know, mandated supervision of the BCBA, where we can add BCBA minutes separate. But one of those two things will need to occur in order, in my opinion, for him to be receiving a free and appropriate public education. So that's that's where I'm at right now and again, if the dip so and Lori just so you're aware, from a standpoint of not having the resources, usually, what happens is the districts will subcontract with positive behavioral supports in Charlotte, and they will provide the RBT and the BCBA for the student, so you wouldn't have to worry about finding that or any of that they just call PBS and PBS supplies it. In fact, I'm 100% positive that PBS already has a contract with Clover School District. Okay, I'm almost positive. So I'm sure there's an RBT in the district from through positive behavioral supports on an IEP. I'll have to find out. I'm gonna call, I'm gonna call Becky and see because she would know. I don't have a lot in clover, but I'll tell you this, I've got positive behavioral supports in Rock Hill, Fort Mill, Indian land, Greenville, every county you can think of positive behavioral supports is there. So they are the biggest provider, you know, in the area. And you know, they've, they've, they've, I've been working with them for five years. And Brandon, the main BCBA director, who's there, he's been there a long time, so he's fantastic. So again, getting. Getting the person is not a problem. That's, that's easy. Should you see that? Because, you know, 10 days, and by by, by after spring break, I would think that Brandon would be able to get, get that all together. So, you know, that's, that's what I would Brandon Schmidt,



Essa Almasoud 1:10:16

so that's, I don't know it's up to the team. Like I said, I proposed the RBT and Miss Howe said it. She's like the education is not the part if he can get his behavior down



Alexis 1:10:25

exactly



Essa Almasoud 1:10:25

so he wouldn't



Meghan Wilson 1:10:26

need to be,



Paige Howe 1:10:27

yeah, what



Alexis 1:10:31

does everybody else we got to come to a final, a final, final decision here.



Meghan Wilson 1:10:38

I think that the one the Para is just kind of like settling, but doing, like the easy thing, but we've been letting all the easy things be done and



Alexis 1:10:47

yeah,



Meghan Wilson 1:10:47

it needs to stop.



Alexis 1:10:48

Yeah, yeah.



Lori Macsko 1:10:50

This is Lori masko. I would like to have some data to go off of, based off of working with the Para for the eight weeks that we decided on before we move forward with any other



Essa Almasoud 1:11:02

Okay, with that said, so if we already agreed to the paraprofessional now we just were moved on forward, so now he's gonna have to have a PCBA as well. Then



Lori Macsko 1:11:12

I didn't agree to that



Alexis 1:11:13

she she can have her own opinion. She's Welcome to her own opinion, for sure. I mean, I think the date is clear that we need behavioral services of some sort from a from a qualified individual. We don't have any qualified behavioralists on providing any sort of service to anyone at this time, and that includes the paraprofessional. So, you know, so is that an adequate level of service? Probably not. We'll find out in eight weeks if, if you know they're not, they're not an RBT, but again, I'm we have to have a level of behavioral service. So if the district decides not to put any behavioral service on this IEP, that's a huge that's red flag, big time for anyone who's going to be looking at it. So again, the service is different than instruction, and so we can have behavioral goals, and we can have the special education teacher work on those goals, but again, the special education teacher is not a behavioralist, nor should we be asking her to put that hat on. We need someone who's who's educated and qualified in behavior and so, so so I'll let you to answer from a standpoint of two or three hours of BCBA service or no, no hours at all. And then this way, we can get this finalized and move on to the next the next item



Speaker 3 1:12:39

is this different than the psychologist?



Alexis 1:12:41

Yes,



Alexis 1:12:41

correct, yes.



Alexis 1:12:44.

So we've already established Yeah. So we established that we're going to have two times a week, 30 minutes psychological service separate. So now we're on behavior service. So from a beat from a board certified behavioral analyst, yeah. Again, similar to like ot BT and speech and language, just another service provider that's different. So this person would also go into your classroom, just so you know, the BCBA to come into the classroom, they will do a variety of things. They can observe and take data they might interact with the Para and the student, they might not. It's going to just kind of be based on what the BCBA thinks is necessary in the moment they she might provide, he or she might provide feedback they might not. So it's just to kind of the observations would take place first in order for them to have a full understanding of of what his needs are, and then how to implement a strategies and structure in his day. So, so yeah, and that, and that, BCBA is literally going around school to school, doing this for all sorts of students. And yeah, everyone, yeah. So it's not just, not just gunner.



Speaker 1 1:14:00

So



Elaine Miles 1:14:01

right now, what are you proposing as far as Behavior Services, this behavior services on the IEP that are you that you're proposing?



Paige Howe 1:14:09

Yeah, there's already some, yeah, behavior services under my services, yeah,



Alexis 1:14:13

under specially designed instruction, not related services. So that's the difference. Again, I was, I was saying before there's behavioral goals with the special education teacher, but there's not behavioral service from a service provider. That's the difference. So, so specially designed instructional minutes versus related service minutes. So again, I'm proposing two or three hours, two or three hours of BCBA related service provider minutes. That's what I am we have to get a behavior list on this team. If we don't have a behavior list on this team, we are not providing him a free and appropriate public education period. It is not rocket science. It is common sense. That's it. His biggest problem. That's the ball. That's the only problem. So if we're not going to provide him behavioral service, then and you're going to throw him in a self contained classroom, then what are we doing? I mean, that's literally the opposite of individuals with disabilities, Education Act. The opposite is happening.



Elaine Miles 1:15:18

So he doesn't have behavior as related services. I propose that a BCBA on an hour a week.



Alexis 1:15:28

I said, three. Can we meet in the middle at two



Speaker 1 1:15:30

hour?



Alexis 1:15:32

That's fair too. We will meet in the middle.



Elaine Miles 1:15:36

Let's start with an hour.



Alexis 1:15:37

How about 90 minutes? 30 minutes, three times a week.



Speaker 1 1:15:39

Oh, I



Lori Macsko 1:15:41

definitely don't think it should be all at once. Yeah, yeah, it's not gonna be all over.



Alexis 1:15:45

So let's do 90 minutes. Can we start there, gather data, and then we can see where we're at,



Elaine Miles 1:15:49

because we have to, but this is the thing we have to for counseling. And I know, all right. And then I look at it this way, if I say two times a week, 30 minutes, and then let's say the BCBA will say, Look, we're going to need more of such, whatever we can look at that we can look at how much is being required, or whatever that's data that we can come back and look at. Okay, that's why I said,



Alexis 1:16:12

All right, fine.



Elaine Miles 1:16:13

Time a week. I mean, two times a week.



Alexis 1:16:16

Well, it doesn't matter the weeks, yeah, because she's not going to come for an app for 30 minutes on to visit. That's a waste of a travel time for 30 minute observational session. But we can, we can agree to the one hour for the BCBA minutes for for this next eight weeks, so that we can gather data that at least gets the BCBA through the door and then now, when she sits at the meeting, she'll be able to ethically share what what she sees. Okay, so All right, so we're going to agree. So just make sure, in the prior written notice that it was indicated that that the parent and the advocate were requesting three. The district came back with one, and the LEA made the determination that it was going to be one, is that



Lori Macsko 1:17:01

I will agree with that.



Alexis 1:17:03

Okay, right, right, right. So the LEA it made the decision for it to be one,



Lori Macsko 1:17:08

and then this is Lori masko, just for clarification. Clover school district provides that person Miss miles, okay,



Alexis 1:17:16

yes, ma'am. All right. So one hour BCBA related service. Okay, fantastic. So I do not believe there's any other related services at this time. So we have the psychological services and the BC the BCBA services



Elaine Miles 1:17:32

check something before we say yes, a logical because of the fact I don't know what's the drop and it's a program issue. Sure, sure. I just need to see if psychological is going to populate. I've been seeing counseling populate, and we just want to have to specify in that descriptor pertaining to the psychologist piece of it.



Alexis 1:17:51

Yeah. So they just, so you guys know, they changed the the computer program that they've been using. So this year's the first year that we're using this new program, and I can tell you that it is a disaster on purpose, because they want these meetings to be disastrous so that they can't ever need to be held accountable. Not you all the people who make it, who make all the big bucks, and they're getting money from both ends of the coin, that's That's them. So anyway, this system is a disaster.



Paige Howe 1:18:20

This is under Related is up under Related behavioral service, okay?



Alexis 1:18:28

And so there was, there was things on the drop down in the last system that are not in the drop down now in this system. So that's where we're trying. And again, this is all done on purpose at the highest levels of government, highest levels. This is, this is Columbia, South Carolina and Washington Department of Education. They do it



Elaine Miles 1:18:44

on purpose.



Alexis 1:18:45

Okay, all right, so, so where are we at Next? We did related services. We did those minutes. So now we're going to move on to assessments. Right? Or let me make sure I got all this. Hold on. What is your supplementary services? We did that. Related services? Yes, we did shoot your training. We did that. Okay, so we'll do that. And then I didn't even put that down on here test, and then we'll go back to accommodations. Okay, fantastic. So first grade. What are they doing? Testing wise. So,



Paige Howe 1:19:23

yes, that's the



Meghan Wilson 1:19:26

only,



Alexis 1:19:28

and I ready is only done on the computer,



Speaker 3 1:19:31

a tablet. Yeah,



Alexis 1:19:32

a tablet. There's no, there's no paper and pencil for



Speaker 1 1:19:35

that.



Alexis 1:19:36

Okay,



Paige Howe 1:19:37

I did put just because he will be second grade next year, I went ahead and listed the gifted and talented, because he'll take that anyway.



Alexis 1:19:47

Well, he's gonna have a full IQ taken with his with his Psycho educational evaluation, so I'm really eager to see how intelligent he is. Um, officially, so we'll see. We'll, we'll cross that bridge when we get there. But, yeah, um, okay, cool. So we'll do that. And then, so that's just for, that's alternate assessment testing. So do we want to go before we get into, like, extended school year and LRE, do we want to go back to accommodations? I feel like that was supposed to be the next thing on the list, and they moved it to somewhere in the middle, and then we'll do placement and



Alexis 1:20:30

go back. Here we



Alexis 1:20:37

go. Used to be last. No, it's supposed to be at the end and then and then. They're not supposed to include modification or something same as accommodations.



Alexis 1:20:59

Sorry, no



Speaker 3 1:21:03

any longer. So



Alexis 1:21:04

listen, so I was coaching my daughter's basketball team, and we were the 70 Sixers, and so for fun, we changed it to the 67 ers. And then so when we put our hands in the middle, we said, six, seven on 367, on me, 123, and we all went, six, seven. That was our that was our basketball chair. Yeah,



Speaker 3 1:21:23

I can't hear it ever, yeah,



Alexis 1:21:25

I know right. Visual cue, visual rules, consequences and rewards.



Speaker 1 1:21:31

All right.



Paige Howe 1:21:31

Miss, Howe Do you have the combination? You have the combinations? Yes, I got them now, perfect. I'm ready. All right, so let's go through those. So we've got on page six, the beginning of the competent accommodations, multiple and frequent breaks. So



Alexis 1:21:47

we don't want that anymore, right? Because we're going to do instead of multiple frequent breaks. Because we have a we have that goal now for him, where he's going to utilize his coping strategies of walking his safe person, or the spot books, so we can say breaks utilizing visual coping strategies, perhaps because remember, we're going to list them On a thing so he has a visual so so coping strategies. When advocated for, yes, when advocated for because it was an advocating goal, yeah, so, so that would be when he would have that accommodation. So, because we can't put as needed, remember how I said we can't put as needed. So when he advocates, he will be allowed to take a break using one of the coping strategies that he has. Okay, fantastic. Next one the preferential



Paige Howe 1:22:51

seating.



Alexis 1:22:52

What does that look like in your classroom? And then I'll ask Jenna too, yeah, Jenna too,



Paige Howe 1:22:57

that's on the other page. Oh. Hold on, they're not in the same order. Okay, so reduction, that's the headphones, that's the daily that's the familiar with assistance, proximity permits. Prefer seating, more Location, location, stools, chairs, different that, different options like that. That's what it was. So he sometimes he likes, you know, to be at a desk or whatever, so I try to give them, you know, special



Alexis 1:23:45

specialty seating, yeah, okay, okay, flexible seats. Specialty, flexible, right? That's what she's saying. So preferential, usually is like, close to the point of instruction, right? Points or away from distractions or things like that. So is there any from a, from a, from a, does he? Does he do better in a particular area of the classroom versus another area of the classroom? Does he do better, like right in front of you? Okay, so So



Paige Howe 1:24:20

one on one, okay, but in you know, just that's what



Speaker 1 1:24:25

our



Alexis 1:24:25

experience. So I feel like maybe, from a from a Gen Ed standpoint, we can probably look at because your class is so small anyway. So from a Gen Ed standpoint, what would we be looking at, from a preferential seating standpoint, like for his math instruction, I guess



Speaker 3 1:24:39

could be closer to me. Okay,



Alexis 1:24:41

so, so



Speaker 3 1:24:41

all learning spots on the carpet that's close, close to the Okay,



Alexis 1:24:47

so we'll just put, we'll just put close to the point of instruction. Okay, let's do that.



Speaker 3 1:24:53

Um, with, with him, though. So he is going to be doing independent work in math. Does he work better at, like a table? He worked better by himself.



Paige Howe 1:25:03

Okay, so is that during your whole group? Because



Speaker 3 1:25:05

it's whole group, and then they go back and do like their I do like their practice. So that's when I'm walking around. So he will have, you know what I mean.



Paige Howe 1:25:14

So I guess I misunderstood when we talked a little bit about it before.



Speaker 3 1:25:19

It won't be the whole argument.



Paige Howe 1:25:20

Okay, so there will be some time,



Speaker 3 1:25:23

because



Paige Howe 1:25:23

my in theory, also, if there was more work that he needed to maybe finish later independently, then I could support him with that, you know, because it's right sort of small group. But it's not because it's just him, yeah? So when he goes back to his desk to do his like, independent work? Yeah. I



Speaker 3 1:25:41

guess what I'm asking is, when I create a spot from in the room for math, is it a spot that is a



Alexis 1:25:46

desk? I would try. I would



Speaker 1 1:25:48

have



Speaker 3 1:25:48

desks. Okay, yeah, so there are tables right now, yes, okay, I have kids in my classroom that work better by themselves. So kids in my classroom that work better and like,



Alexis 1:25:57

do



Speaker 1 1:25:57

you



Speaker 3 1:25:57

think more where?



Alexis 1:25:58

Yeah, so do you think that he's, is he self conscious? Because I think this is a trigger. He can do



Essa Almasoud 1:26:04

it himself, but if he struggles, and you don't give him the support right there, and then he will.
But



Alexis 1:26:09

from a from a from a location standpoint, like, let's just say, like all the students are at their desk, is he going to do better at a desk as well, because everyone else is at a desk, or is he going to do better, doing something different at a table in the corner with the paraprofessional, versus doing what everyone else is doing? Is that going to bother him, or is that going to benefit him?



Essa Almasoud 1:26:33

Oh, that's that's toss up. How he wants,



Paige Howe 1:26:39

he wants to be near people other times. It's like,



Speaker 3 1:26:41

right? It just changes. So how preferential seating? Yes. So when



Essa Almasoud 1:26:45

I first got custody of him, he always would tell me he likes alone time, so he likes to be by himself, but then he would also want to be



Alexis 1:26:52

gravitated to that, yeah. And



Speaker 3 1:26:53

it would just be independent. So when we're thinking about it, like in Gen Ed, he would be doing whole group on the carpet with every other kid on the carpet, it's when they're doing that independent work, yeah, yeah. Like they're okay, let's apply the skill to practice. So I



Alexis 1:27:07

mean, I would like to see this, what I would say, I would like to see him do what the rest of the class is doing, and then right? And so then again, if he's dysregulated, now there's the opportunity for him to advocate and say, I need a break. I need this. I need to go for a walk, whatever. And then he can go do that and come back to what the class is doing. Because I feel like for him, we have to get those processes in place, like kind of rip the band aid off a little bit, just to kind of retrain the neurological pathway



Essa Almasoud 1:27:39

to have them do



Alexis 1:27:41

what they're doing exactly. So I would say, like so Miss reisenberg, I would just, you know, you use your own distress discretion at first to see kind of what's working. If it's not working, you can change what that what that seating is, but I would just encourage you to kind of try and facilitate him doing exactly what everyone else is doing. All right, cool. So that's what that'll look like. We already went through, well, we didn't. We did the formal testing, small group setting for tests and quizzes. So I think you had mentioned Miss Howe that you're kind of do. Are you what's he doing for tests and quizzes? Now, is he kind of doing that independently, or?



Paige Howe 1:28:21

No, he's usually, because I usually have to kind of keep him focused, focus,



Alexis 1:28:25

right? So it's like one on one, yes. Okay, so why don't can we? Can we put that then? So it's not small group testing, and it's one on one quizzes and tests. Or how do we want to do that? I just want to make sure that we're



Paige Howe 1:28:38

well, and then that would look like, like, like, if she's given a test in math or whatever, then he would come back to me to do it.



Alexis 1:28:44

Yeah, but again, now he has the paraprofessional



Speaker 1 1:28:47

as



Alexis 1:28:47

well, so he'll be able to, she'll be able to, she's not to give him the answers, but she'll be able to facilitate the focus piece, hey, or hey, you need a break. Okay, let's put this away. We'll take a break, and we'll, you know, do three more questions when we get back. And now he knows he only has to do three. And when you say three, it has to be three, because if you do four, that's injustice. And these kids with these neurological specificness, they don't like injustice. So what you say goes, so again, these are these guided expectations for him and that he needs that one on one hand holding for so, um, so we're going to change testing quizzes to individual, yeah, individual admin, okay. Because, again, the point is is we want to also see what he's actually capable of, and if he's refusing to produce work at his capability, then, you know, what's the point? All right, fantastic. So Visual Schedule and checklist. We love the visual schedule. And we're also going to add in the visual for rules, consequences and rewards. So we're going to have a visual for that as well for him. In so that every teacher, every time, everywhere, can go right back, point right back to it and say, up. Well number two says, Keep your hands and feet to yourself. Are you keeping your hands and feet to yourself? No. So what's the first consequence? Warning? Okay, here's the warning, and you'll see his brain is already going to go through that before you even get to the to the to the problem. It's going to be so easy if you just do it the right way. All right, cool. So we're going to do that for the visual as well. Is there any other visual aids that we need other than the visual schedule? And the schedule is also going to include those motor, sensory break things? Yeah. So we'll put, we'll put that in the schedule so he visually knows those transitions as well. Yeah, the motor lab breaks.



Speaker 3 1:30:48

That includes, like, the choices when he's trying to regulate again.



Alexis 1:30:53

Yes, his self coping strategies, strategy. So self



Alexis 1:30:57

coping strategy, visual, so he will have it in both classes, right?



Alexis 1:31:02

Yes, yes. So



Elaine Miles 1:31:04

what?



Alexis 1:31:05

Yes, the visual aids. So what we can do with the visual aids again, if he has, like, a folder that travels with him, or, you know, even sometimes, we can put the little rings on the backpack and keep it on his backpack. So you'll have it all the time, no matter where he is. It's on his backpack, and it's on, like a little fan, you know, with the little ring on it, and he's got all his visuals on there. So there's lots of different ways we can do it. We just need to make sure that we create them,



Alexis 1:31:28

yeah. I mean,



Speaker 3 1:31:29

students come with sometimes, like a book box, sometimes they do wear a backpack, yeah, and just has



Speaker 1 1:31:33

all that



Alexis 1:31:34

stuff. Even at a more extreme level, we could have it around his neck as a lanyard, right? And now he's got all his visuals on his so usually, like nonverbal students, we would have much more easier access to those things with not being verbal. So there's all sorts of ways that we can have access to those at all times.



Paige Howe 1:31:50

So can I clarify? Can we, are we putting all of these under visual schedule and then listing



Alexis 1:31:55

the three,



Paige Howe 1:31:55

the checklist? Yes, the rules, the consequences, wards and



Alexis 1:31:59

self coping strategies?



Paige Howe 1:32:00

Okay,



Alexis 1:32:00

yep. So to go, yep, that's exactly right.



Lori Macsko 1:32:04

This is Lori mascot. It's 108, so just checking on everyone's time, because we are



Alexis 1:32:09

1012, months, 1212, three hours, we're on.



Essa Almasoud 1:32:12

What



Alexis 1:32:13

did I say? But I said, I said, and we're moving. It takes three or four hours to go through these meetings effectively and efficiently. So I'm glad that we're, we're being productive and and we can, we can at least finish the IEP. I don't think that we're going to get to the behavioral intervention plan today, because I think we're on three hours, and I think our brains are mush. And we can, you know, we can talk about rescheduling for that, but I would like to get this IEP finish. I think we're able to get it, get it done here in



Lori Macsko 1:32:41

the next another meeting, or anything, or we have



Speaker 2 1:32:43

one at 145 okay, I think we should be able to get it done by 140



Lori Macsko 1:32:47

Okay, all right,



Alexis 1:32:47

let's keep going. Okay, so daily, visual and tangible incentive plans. So that's going to be your rules and regulations. So we can take that out your rules, your consequences and rewards. That's an incentive plan, in my opinion, the reward plan. So again, if we need to modify that and we do some sort of token economy, we can look at that for next year, where now he's earning money, and now he can go at the end of the week and buy something. So that's another, another level of behavioral. I think they



Essa Almasoud 1:33:14

have that here because he said some kid gave him my Eagle bug.



Alexis 1:33:17

Okay, good, yeah, the eagle bug,



Speaker 1 1:33:18

yeah.



Paige Howe 1:33:18

They do use it more in Gen Ed than I do.



Alexis 1:33:21

Okay, sure. So he'll get exposed to it, good, and then we can, we'll carry that over. That's awesome. Oh, that was nice. Yeah,



Paige Howe 1:33:29

he came.



Alexis 1:33:31

Oh, good. You lose him in that class. Good. So we'll, we'll cross that bridge when we get there too



Paige Howe 1:33:36

we're on



Alexis 1:33:38

where it's a daily visual and tangible incentive plan. It's on, oh, I'm on the old one. I'm sorry. I'm sorry, my apologies. Okay, so we don't need that anyway. So it's out, yeah, so we're good, okay, so frequent choices. So what does that mean? Frequent choices.



Alexis 1:33:59

Um, it in



Paige Howe 1:34:00

here. This is Lori mask. It was that like, whenever, if, if he began to get elevated, where you're going to give them frequent choices as to different things? Yeah, and that's kind of what it was, and I don't see it now, but that's what, that's what I do. Is like, there's times where he prefers to, if he's doing independent work or whatever, okay, frequent choices to what do you want to do it here? Or do you want to do it here? You know, because he or just choices and, okay, we've got two things we've got to get done today, I mean, or right now, which do you want to do first? So I try to give him some of that, those first choices,



Speaker 3 1:34:51

first then,



Paige Howe 1:34:52

yeah, kind of, kind of first end, yeah,



Lori Macsko 1:34:55

it's



Paige Howe 1:34:56

just, you know, so he has, like, he has a say in some of it, you know. First then or or



Alexis 1:35:03

so you can put that first then slash or choices.



Lori Macsko 1:35:12

Miss Rosenberg, do you also use that language?



Speaker 3 1:35:14

I do yeah, with kids that need it. Just want



Lori Macsko 1:35:17

to make sure,



Speaker 3 1:35:17

yeah,



Alexis 1:35:18

yeah, for sure. I mean



Speaker 3 1:35:19

first grade land,



Speaker 2 1:35:20

yeah, the same



Speaker 3 1:35:22

kind of language with accommodations,



Alexis 1:35:24

alright? So frequent positive praise. So again, those for me, in the assertive discipline model, the first reward is verbal praise. So it's always verbal praise, because that's the, the easiest, quickest way to give feedback; and it's, it's not tangible, and then as we go through the rewards, they become bigger and better type of thing. So, um, so frequent positive praise. We can, we can say verbal praise, and we can, you know, just make a little note as far as that being the first reward. So, for the on the on the rewards list,



Paige Howe 1:36:08

look on the little where it says the description. It's kind of got that all together. Receives frequent choices, positive reinforcement, verbally and non verbally, very frequently throughout the school environment to increase compliance.



Alexis 1:36:22

Yeah? And nonverbal would be like a thumbs up, or, you know, whatever. Yeah, that's fine. That's fine. Yep, perfect. Okay, so that's positive praise. And then we've got access to noise canceling headphones. Is that something that he utilizes in the classroom



Paige Howe 1:36:38

occasionally,



Alexis 1:36:39

occasionally, if



Paige Howe 1:36:39

somebody's upset or whatever.



Alexis 1:36:41

He doesn't want to block out the noise.



Paige Howe 1:36:43

Yeah, okay, um, not real often, but I have some other ones that use it, and so I give it to any of them. If you need it, go get it. Sure. Okay, so occasionally, not, not very often.



Alexis 1:36:54

Sometimes I like the headphones just from a from a proprioceptive endpoint where it's giving that pressure right where their sensory seeking kid that even that pressure of the headphones helps kind of



Paige Howe 1:37:07

regulate



Essa Almasoud 1:37:08

just when he use I guess because he's using them at school, he's loud,



Alexis 1:37:14

yeah,



Essa Almasoud 1:37:14

he speaks Yeah, because he's used to having to happen. I'm like, son, use your inside voice. But he's so used to, so it's like, a give and take,



Alexis 1:37:21

yeah, or I always sell. My son does it too. He wears them like, all the time. And I'm like, KJ, and he'll speak loud. I'm like, remove one ear so I can, we can hear the right turn. So he'll,



Paige Howe 1:37:31

like, I said, it's not, it's not very often, but he is loud anyway, when he talks,



Alexis 1:37:37

that's, and that's, that's, you know, what's interesting is, it'll be interesting to see if he's got some some dyslexia tendencies with him too, or just he probably does, because the loudness is very much a part of that and and they're trying to filter those thoughts out, so they have to, like, speak above their own, their own thoughts. So yeah, so it'll be, I'm excited to get his actual profile. I really am alright. So, um, so I have the noise canceling headphones, that's fine. So the additional adult assistance, we're going to take that out, because now he's received a paraprofessional as a supplementary aid in service. So we can take that out, and then he's got access to the calm down area. So I feel like, I know we talked about that area the last time, but I feel like with what we have now, as far as using the zones of regulation and the visual cues and all of that, that that might be just too many options for him.



Paige Howe 1:38:42

What do you can see I can



Speaker 1 1:38:44

You



Alexis 1:38:44

can see that? Yeah. So what do we what do we think about taking that out and then just allowing access to the motor center, the motor sensory center,



Essa Almasoud 1:38:53

because calm down areas would be be him leaving, walking out. Well,



Alexis 1:38:58

I think she had said she had, like, a little thing in her in the classroom,



Speaker 1 1:39:01

yeah, it's



Paige Howe 1:39:01

a little area. I've got little screens that's kind of screened off, right? And there's like a pillow, and, yeah, some other things in there that, you know, you could, some fidgets that you can kind of calm down with. Now, I will say he likes to go in there and just play with them, right?



Alexis 1:39:15

And that's Yeah, so we're gonna take



Paige Howe 1:39:17

all my kids,



Alexis 1:39:19

yeah. And that's fine for all the kids and for, you know, once in a while, but



Essa Almasoud 1:39:24

for him,



Alexis 1:39:24

yeah, we want to, we want to move away from that and move into the what's peer reviewed, and use those zones of regulation and those types of strategies. So I would like to see that taken out, but we could certainly add in access to the motor sensory stations, or whatever you what do



Speaker 1 1:39:44

you



Paige Howe 1:39:45

call them? Motor labs, even though it's in the



Alexis 1:39:48

hallway, right, right? Motor motor sensory labs.



Lori Macsko 1:39:52

I'm sure you could get some of those for your room too.



Alexis 1:39:56

All right, cool. So those are accommodations. Now, what a. There was accommodation that we had talked about putting in. Let me go back to my notes. What did we say last time we were talking about and I said, we'll put that in an accommodation section. Help me remember,



Essa Almasoud 1:40:13

I think



Alexis 1:40:16

we were talking about going for the walks. Yeah, yeah. So, right. So we'll have to list, so we'll put in the accommodation use, use of calming, predetermined calming strategies, or predetermined self regulation strategies, because they'll have a visual of that, which are those three things that we had mentioned earlier. So predetermined, predetermined self coping or self regulation strategies.



Elaine Miles 1:40:48

And it was the walk for three minutes, safe person outside the classroom.



Alexis 1:40:53

Yes, and then we also had the spot, the spot books. But you know that can be, we'll keep that off. But you if you feel like it works. Use it because, you know, and I'm going to give you my set. I don't need them anymore. I was so funny that he just walked up and, like, I was outside, and he just walked up, he's like, and I'm like, What's that? I'm like, Oh, my God. I was just talking about these



Paige Howe 1:41:15

walk and what else preferred



Alexis 1:41:17

person? Preferred



Speaker 2 1:41:18

person? Yeah,



Alexis 1:41:21

cool.



Alexis 1:41:24

All right. And I think that was it from the accommodation standpoint. The other thing I had I saw in here that I don't think that we need from the old one was reduced workload or something. But, yeah, all right, fantastic. So that's accommodations. Oh, extended school year? Yes, I



Elaine Miles 1:41:49

agree, putting in



Alexis 1:41:50

yep, yep,



Elaine Miles 1:41:51

and we come back,



Alexis 1:41:52

yes, yes, yes, yes. So what they're saying is we're not going to make a determination today about extended school year. When we come back before the end of the year, we'll discuss, like, what the new data is, and then how we can service him over the



Essa Almasoud 1:42:06

end of the year, being in a couple months,



Alexis 1:42:08

in a couple in a couple, two months. Yeah, okay,



Paige Howe 1:42:10

yeah. I just click No, and then do I have to put a statement? You



Alexis 1:42:14

click,



Elaine Miles 1:42:14

you'll have Yes. It'll say deferring Yes, and it'll say when you plan to meet, just put the last year, this may 29 before that, right?



Paige Howe 1:42:28

Okay,



Alexis 1:42:29

that's fine. Okay, so ESY deferred, agreed upon that. Fantastic. And then, so now we're at the LRE placement. So you are just going to do the math at some point, huh?



Essa Almasoud 1:42:46

He's moving to math, and Miss rice and bricks class, right? Okay, yeah,



Alexis 1:42:50

no, I meant the math like how to calculate, it not the actual math. No, no, how to calculate. So we're going to calculate. So you'll calculate



Paige Howe 1:42:58

all that time, plus that



Alexis 1:42:59

time, correct, correct. And then we will have that those percentages there, they might, they might very well be similar to what's here now, yeah, so, but so you'll look at that, and you'll, you'll put it to be what it's what it's supposed to be. Yes, all right, fantastic. So that's that placement. And then I think that's it. I think we got it, y'all, I think we finished an IEP annual review. We did it in three hours, well and plus the other hour, four hours. What did I told you from the beginning, an annual review is three or four hours every time, every time to do it. Right now,



Elaine Miles 1:43:36

look at the implementation of this, the annual review, which means, I think it's, is what April, yes. And so we're



Alexis 1:43:48

in spring break at that time, yeah. But I



Elaine Miles 1:43:50

was just thinking that April The second is what a Thursday, right? Yeah, that's right. So, because now you gotta reach out, and I'll just inform whatever. And so they'll have to pull all of that together. So we got to look at an implementation date. I would, I would propose, at least before he leaves to go on spring break, to be able to go through what his schedule is going to be like, a walk through like that. Third, are they



Speaker 3 1:44:16

your day before Spiel done,



Alexis 1:44:22

I would like, I would like to propose waiting until after spring break, honestly, and I'm okay again. I know that that's the day that doesn't matter. We can just continue what we have now. I feel like, from a transition standpoint, it might make more sense to start after spring break with this new schedule, because starting it for two days, and then being out of school for a week and then coming back is going to be a little bit cuckoo. Look who. So I'm thinking that we start it for the day, and that also gives the district a little bit more time making sure that all of those pieces of the puzzle are together from a from a paraprofessional standpoint. So I would like to propose the Monday we return from spring break.



Elaine Miles 1:45:00

Like, it's a plan thing, then we're gonna have to put the temp do that anymore. No, okay, you won't let us do that. So even if we say the TAF, it'll be that Monday when it comes in. Because, okay, all right, that's fine, yeah,



Alexis 1:45:18

that's fine. That's fine. Yeah, we can



Speaker 1 1:45:19

do



Lori Macsko 1:45:21

that.



Speaker 2 1:45:21

So we're gonna, we're



Alexis 1:45:22

gonna start. So so



Essa Almasoud 1:45:24

the No, no, it's just



Alexis 1:45:28

when the IEP is gonna start the new one that we just did. So because the annual is the 10th, we just happened to be on spring break on the 10th, so we're gonna start it on that date, because of technicalities with the system, but it really won't start, obviously, because he's not in school until he comes back, which is



Essa Almasoud 1:45:47

makes sense, because he's usually on break and he comes back, he's a different person,



Alexis 1:45:51

right? So this is why we this is we want to start when he gets back this way. It's new. It's fresh. We're



Elaine Miles 1:45:56

starting something different. And you know, we'll cross that bridge when we get there. And the other thing is, once you finalize the IEP, it'll pull the goals from the IEP to the Behavior Intervention Plan. So you need to send another draft of the behavior intervention plan for discussion. Okay, come back to me. It'll automatically pull it over there. Gotcha.



Speaker 2 1:46:14

Okay, perfect. Awesome.



Alexis 1:46:17

All right. Well, so we just need to now reconvene at some point to go over the behavioral intervention plan. So, um, so we'll have to do that.



Speaker 2 1:46:28

Do we want to go and get a date? Yeah,



Alexis 1:46:31

but I'm like, you know next week is pretty much shot already. Y'all from a, from a, from an availability standpoint,



Elaine Miles 1:46:41

because I know there was those strategies and some of the things that you're still working on and all that, of course, the BCBA will be involved. And my thing at that time is that'll give new people on the 13th, at least coming in, to at least be able to put their eyes on look at the information that kind of thing. And I think look at developing that bit either the week of the 20th, I would say the week of the 20th at least, so that they can, I agree, yeah,



Alexis 1:47:08

we want the BCBAs input for sure. So, so we're on break for that week. I feel like, I feel like, probably the week of the 20th. Right to give them that you said the week of, let's give them the



Lori Macsko 1:47:21

week of the



Elaine Miles 1:47:21

13th. Okay, of the implementation of that, yeah, services and so they will be able to give input.



Alexis 1:47:29

Okay? I agree. I agree. So, um, so the week of the 20th, Dad, did you want to stick with Fridays? Yes, okay, so we would be looking at Friday the 24th for the VIP review. Oh, boy. Well, can we have someone else? Because the Friday is the only day that that is available, unless you and I don't want to do Friday the 17th, because that's not going to give enough time.



Lori Macsko 1:48:01

I enough



Alexis 1:48:04

time.



Alexis 1:48:08

And then we would have may 1.



Speaker 3 1:48:10

I'm leaving at one. So



Alexis 1:48:13

we do a morning.



Lori Macsko 1:48:14

Can you meet virtually, or



Essa Almasoud 1:48:16

you



Alexis 1:48:18

want to meet in person? I'm leaning at one



Alexis 1:48:21
the 24th 24th



Speaker 4 1:48:23
Oh, no, no, no, we're good. You're



Paige Howe 1:48:25
good



Alexis 1:48:26
for the 24th Okay, no, no worries. So if we do the 24th at 10 same time for the be it for the VIP. Does that work? I mean, and I would think that that would only need to be 9090, minutes scheduled. Hopefully we'll be able to get it done in an hour. But again, this, since the PCBA is there, she's gonna have to share her observations and things like that too. So does that? Does that work for you? Miss Howe, obviously. I mean, you guys are you guys are here so and paid for. So you're available in that, in that standpoint. So can we agree to the 24th at 10 for the bit?



Elaine Miles 1:49:08
I mean, I can't be here face to face. I can do it virtually. I can step out. I'll be on conference, but



Alexis 1:49:15
I can step out, or, you know, anyone else from the district offices? Yeah. Okay, fantastic. So we will let me put that in my calendar now, so that will Be our reconvene date, 10 o'clock on the 24th



Speaker 1 1:49:42
do



Alexis 1:49:42

10am okay, save



Paige Howe 1:49:49

go ahead and pass around.



Alexis 1:49:51

Yes,



Lori Macsko 1:49:51

paperwork, okay, since IEPs are ready to stop the replay. So it is 1:26pm



Speaker 1 1:49:59

so.



Alexis 1:50:00

My second question is, I'm going to keep my recording going. My second question is, I lost my train of thought before we meet on the 10th. Are we talking about? Let me make this two hours. First of all, I forgot what I was gonna say from a Come on. PM, okay, there we go. Save. Okay, so what was I gonna say? I



Paige Howe 1:50:40

brought



Essa Almasoud 1:50:41

it



Essa Almasoud 1:50:42
just in case.



Paige Howe 1:50:43
Okay, will you sign that? Just saying, what



Alexis 1:50:51
communication? But what



Essa Almasoud 1:50:52
with all this going on? I mean, how will I be notified of this stuff? Like, how is this going? Or,



Alexis 1:50:59
Oh, well, we'll still have that was what I wanted to add on. The accommodations is a daily communication log I do want to add that. Can we just look at that real quick as a team before we cancel it out? Yeah, no, because a dad wanted to make sure that he was continuing to be communicated with daily so and we can continue to use the seesaw app. Is that? Is that okay with you to receive that



Essa Almasoud 1:51:24
with



Alexis 1:51:25
narrative?



Alexis 1:51:26
Yeah,



Paige Howe 1:51:27

well, and I think partly is it got to where it was just so much, as far as you know, that I was like, right? And so I guess my thing is, if I, you know, let you know on what the goals are. You know, how his day are basically on the goal things like, oh, he hit today, or whatever, and that kind of stuff.



Alexis 1:51:49

Well, I think just, I think mostly dad just wants to hear about the behavioral things, right?



Essa Almasoud 1:51:54

It's like, if there was progress, or where he fell back on or like, how is this just going with the, I guess, with behaviorally



Alexis 1:52:02

or academically or both, because



Paige Howe 1:52:04

his behavior



Essa Almasoud 1:52:05

has to do with academics, right? Everything is interconnected. He's behaving a certain way. He's not doing no academics. And



Paige Howe 1:52:13

see what this chart that was, the things that you know. Those are the things he knows what he's working on, you know, following directions.



Alexis 1:52:19

Oh, I know what I was going to say.



Paige Howe 1:52:20

That keeps a bunch of that's kind of encompasses a lot of things, you know, as far as following directions,



Alexis 1:52:27

okay; I remember what I was going to say. It was, I know that we had some things that we had to to create, and you were going to do on your own. So my question is, are we going to be provided a final draft copy first to review to make sure that it's correct as to what we agreed upon today, or are you going to provide us a finalized copy? And if it's wrong, we're going to have to amend it. So I would prefer getting a draft copy first. Okay, perfect.



Paige Howe 1:52:59

Yeah, that was,



Alexis 1:52:59

that was my question. I forgot. So I wanted to get make sure that that we could agree on that first before we finalized it. And then the second question is, for the accommodation, can we please add in a daily behavioral log? Now it's going to be very similar to the hard data that you're going to be using for the behavioral goals. So, um, so if you just want to send the hard data, like the tallies that you're doing on the sheets, and send those to Dad either at the end of the week, maybe we could do a weekly a weekly communication, behavioral communication log, where all the hard data is given to Us Weekly, at the end of the week, or at the end of the day, whatever is easier for you, right? So that we know what's what's going on from that standpoint. So, um, Dad, is it okay? I feel like daily might be a little much. Is it okay if at the end of the week you receive the hard data logs that she takes for the behavioral goals? Is that okay?



Essa Almasoud 1:53:56

Yeah, it's a lot. It



Alexis 1:53:57

is. It's a lot. It's a lot for everybody. So Miss Howe can you? Would you be able to add that in as an accommodation a weekly behavioral logs? Supply parent with weekly behavioral logs.



Paige Howe 1:54:11

Sorry, I'm writing.



Alexis 1:54:12

No, you're fine.



Lori Macsko 1:54:16

Yes, there's just people missing from



Alexis 1:54:21

this. Oh, you might have to print this out again.



Paige Howe 1:54:24

No, it didn't.



Alexis 1:54:26

Who else is missing? All of us. No, because



Paige Howe 1:54:29

she was in attendance. Yeah, you just just at the bottom, put you know your name, and then do your



Alexis 1:54:35

first item on after. No worries. Okay, so did you write that down the accommodation? Okay, perfect. All right, that was only thing for that accommodation, for the for the information we've got, we're going to get another of a finalized draft copy, so that we can review to make sure everything is on there that we talked about today, and then we'll let them know. Okay, it looks good. Go ahead and finalize it. We'll receive all the final documentation. We'll receive a priori. Notice in 10 days, and and then we're going to meet on the 24th to do the behavioral intervention plan.



Elaine Miles 1:55:09

We'll receive the private notice prior to implementation, so it'll come before



Alexis 1:55:13

Okay, yeah, okay, perfect, yeah. With the with the spring break coming, all right,



Lori Macsko 1:55:29

a binder,



Speaker 1 1:55:36

yep,



Lori Macsko 1:55:40

all right,



Speaker 2 1:55:46

make you want what?



Speaker 1 1:55:50

Oh,



Alexis 1:55:50

a binder. Yeah, I have to have a binder because I have to flip through stuff and this, stuff here, toll punch and



Lori Macsko 1:56:01

put in here, seven people,



Alexis 1:56:03

everybody,



Alexis 1:56:05

if there's eight, oh, here's hers right here. So, 1230, she wrote under it confused me. All right, everybody, thank you so much for your time. I appreciate everybody working together and getting that done so we can look at making sure everything is added. Thank you for your time. I'm sorry. Which way do I go? Oh.

Exhibit E

RECEIVED

JUN 22 2026

S.C. SUPREME COURT



York County School District 2 - Clover
Notification of Meeting

Full Name: Gunner Marshall Smith
School: Oakridge Elementary School

Student ID: 8459312216
Date of Birth: 07/31/2019

Grade: 01
Age: 6

Date Sent: 02/02/2026

Dear Parent/Guardian of Gunner Marshall Smith,

You are invited to attend and participate in a meeting regarding Gunner Marshall Smith's education program. The meeting will be held on Friday, 02/27/2026 at 10:35 AM - ~~1:35 PM~~ ^{EA} in Oakridge Elementary School.

The purpose of this meeting will be:

- ☒ to conduct an annual review of your child's IEP.
- ☒ Other:

Conduct a review of your child's Behavior Intervention Plan

Participants with the following roles have been invited to attend the meeting:

Role

Parent/Guardian
LEA Representative
General Education Teacher
Special Education Teacher/Provider

We look forward to your attendance and participation in this meeting. You may invite other people who have knowledge or special expertise regarding your child to the meeting.

Your child will be invited to attend the meeting if they will be 13 or older during the effective dates of the IEP to discuss transition services and post-secondary goals.

Please complete the attached parent/student response form and return it to me. You have the right to reschedule the meeting at a mutually agreed upon time, date, or location. Please let me know if we need to reschedule the meeting by calling or writing a note on the parent/student response form. It is very important for you to attend this meeting, and I look forward to seeing you.

Sincerely,

Name: Paige Howe
Position: Special Education Teacher
Phone: 803-631-8400

Enclosures:

- ☒ Meeting Response Form



York County School District 2 - Clover
Notification of Meeting

Full Name: Gunner Marshall Smith
School: Oakridge Elementary School

Student ID: 8459312216
Date of Birth: 07/31/2019

Grade: 01
Age: 6

Meeting Date: 02/27/2026

Meeting Time: 10:35 AM - ~~11:35 AM~~ ^{EA}

Meeting Location: Oakridge
Elementary School

You may confirm this appointment by returning a copy of this letter to the school. If you have any questions, please call Paige Howe at 803-631-8400.

- ☒ I will attend the meeting on the date, time and place scheduled.
☐ I would like to attend the meeting, but cannot at this time/date.
☐ The following date/time are convenient for me: Date: _____ Time: _____
☐ I will not be able to attend the meeting. I understand that the meeting will be held and that a copy of the results will be sent to me.
☐ I would like to have the meeting conducted by telephone/virtual conference on Date: _____ Time: _____
☐ I plan to bring the following person(s) to the meeting:

I require the following accommodation(s) at the meeting:

Interpreting Services:

☐ Yes ☐ No

Type of Interpreter: _____

Other Special Needs: _____


Signature of Parent/Guardian

2-25-26
Date

Home Telephone

Work Telephone

(915) 647-5336
Parent Cell Phone

Email

Parent Name: Essa Almasoud
Parent Address: 227 Lodges Ln, Clover, SC, 29710-4075



York County School District 2 - Clover
Notification of Meeting

Full Name: Gunner Marshall Smith
School: Oakridge Elementary School

Student ID: 8459312216
Date of Birth: 07/31/2019

Grade: 01
Age: 6

Date Sent: 03/09/2026

Dear Parent/Guardian of Gunner Marshall Smith,

You are invited to attend and participate in a meeting regarding Gunner Marshall Smith's education program. The meeting will be held on Wednesday, 03/11/2026 at 11:00 AM-12:00 PM in Oakridge Elementary School.

The purpose of this meeting will be:

- ☒ to conduct an annual review of your child's IEP.
- ☒ Other:
to review the BIP

Participants with the following roles have been invited to attend the meeting:

Role

Parent/Guardian
LEA Representative
General Education Teacher
Special Education Teacher/Provider
Special Education Director

We look forward to your attendance and participation in this meeting. You may invite other people who have knowledge or special expertise regarding your child to the meeting.

Your child will be invited to attend the meeting if they will be 13 or older during the effective dates of the IEP to discuss transition services and post-secondary goals.

Please complete the attached parent/student response form and return it to me. You have the right to reschedule the meeting at a mutually agreed upon time, date, or location. Please let me know if we need to reschedule the meeting by calling or writing a note on the parent/student response form. It is very important for you to attend this meeting, and I look forward to seeing you.

Sincerely,

Name: Paige Howe
Position: Special Education Teacher
Phone: 803-631-8400

Enclosures:

- ☒ Meeting Response Form



York County School District 2 - Clover
Notification of Meeting

Full Name: Gunner Marshall Smith
School: Oakridge Elementary School

Student ID: 8459312216
Date of Birth: 07/31/2019

Grade: 01
Age: 6

Meeting Date: 03/11/2026

Meeting Time: 11:00 AM - ~~12:00 PM~~ *PA*

Meeting Location: Oakridge
Elementary School

You may confirm this appointment by returning a copy of this letter to the school. If you have any questions, please call Paige Howe at 803-631-8400.

- ☐ I will attend the meeting on the date, time and place scheduled.
☒ I would like to attend the meeting, but cannot at this time/date.
☐ The following date/time are convenient for me: Date: _____ Time: _____
☐ I will not be able to attend the meeting. I understand that the meeting will be held and that a copy of the results will be sent to me.
☐ I would like to have the meeting conducted by telephone/virtual conference on Date: _____ Time: _____
☐ I plan to bring the following person(s) to the meeting:

I require the following accommodation(s) at the meeting:

Interpreting Services:

☐ Yes ☐ No

Type of Interpreter: _____

Other Special Needs: _____

C. Almasoud
Signature of Parent/Guardian

3-9-26
Date

Home Telephone _____

Work Telephone _____

915 667-5336
Parent Cell Phone

Email _____

Parent Name: Essa Almasoud
Parent Address: 227 Lodges Ln, Clover, SC, 29710-4075



York County School District 2 - Clover
Notification of Meeting

Full Name: Gunner Marshall Smith	Student ID: 8459312216	Grade: 01
School: Oakridge Elementary School	Date of Birth: 07/31/2019	Age: 6

Date Sent: 03/12/2026

Dear Parent/Guardian of Gunner Marshall Smith,

You are invited to attend and participate in a meeting regarding Gunner Marshall Smith's education program. The meeting will be held on Tuesday, 03/17/2026 at 9:00-10:30 in Oakridge Elementary School.

Additional Instructions for Meeting:

Ram decision

At the conclusion of ~~the 30 minutes~~ time for the annual review and BIP review meeting, if the team is in productive conversation regarding the IEP and BIP, The school based members of the team agree to discuss continuing the meeting for an additional 30 minutes in an effort to complete the annual review and BIP review.

The purpose of this meeting will be:

- ☒ to conduct an annual review of your child's IEP.
- ☒ Other:

BIP Review

Participants with the following roles have been invited to attend the meeting:

Role

Parent/Guardian
LEA Representative
General Education Teacher
Special Education Teacher/Provider
Special Education Director

We look forward to your attendance and participation in this meeting. You may invite other people who have knowledge or special expertise regarding your child to the meeting.

Your child will be invited to attend the meeting if they will be 13 or older during the effective dates of the IEP to discuss transition services and post-secondary goals.

Please complete the attached parent/student response form and return it to me. You have the right to reschedule the meeting at a mutually agreed upon time, date, or location. Please let me know if we need to reschedule the meeting by calling or writing a note on the parent/student response form. It is very important for you to attend this meeting, and I look forward to seeing you.

Sincerely,

Name: Paige Howe
Position: Special Education Teacher
Phone: 803-631-8400



York County School District 2 - Clover
Notification of Meeting

Full Name: Gunner Marshall Smith	Student ID: 8459312216	Grade: 01
School: Oakridge Elementary School	Date of Birth: 07/31/2019	Age: 6

Meeting Date: 03/17/2026

Meeting Time: 9:00-10:30

Meeting Location: Oakridge
Elementary School

You may confirm this appointment by returning a copy of this letter to the school. If you have any questions, please call Paige Howe at 803-631-8400.

- ☐ I will attend the meeting on the date, time and place scheduled.
☒ I would like to attend the meeting, but cannot at this time/date.
☐ The following date/time are convenient for me: Date: _____ Time: _____
☐ I will not be able to attend the meeting. I understand that the meeting will be held and that a copy of the results will be sent to me.
☐ I would like to have the meeting conducted by telephone/virtual conference on Date: _____ Time: _____
☐ I plan to bring the following person(s) to the meeting:

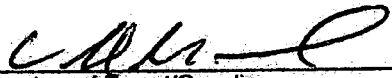
I require the following accommodation(s) at the meeting:

Interpreting Services:

☐ Yes ☐ No

Type of Interpreter: _____

Other Special Needs: _____


Signature of Parent/Guardian

3-16-26
Date

Home Telephone

Work Telephone

Parent Cell Phone

Email

Parent Name: Essa Almasoud
Parent Address: 227 Lodges Ln, Clover, SC, 29710-4075



York County School District 2 - Clover
Notification of Meeting

Full Name: Gunner Marshall Smith
School: Oakridge Elementary School

Student ID: 8459312216
Date of Birth: 07/31/2019

Grade: 01
Age: 6

Date Sent: 03/23/2026

Dear Parent/Guardian of Gunner Marshall Smith,

You are invited to attend and participate in a meeting regarding Gunner Marshall Smith's education program. The meeting will be held on Friday, 03/27/2026 at 10:00 AM ~~11:30 AM~~ in Oakridge Elementary School.

until completion EA

Additional Instructions for Meeting:

At the conclusion of the 90 minutes time for the annual review and BIP review meeting, if the team is in productive conversation regarding the IEP and BIP, the school based members of the team agree to discuss continuing the meeting for an additional 30 minutes in an effort to complete the annual review and BIP review.

The purpose of this meeting will be:

- ☒ to conduct an annual review of your child's IEP.
- ☒ Other:

BIP Review

Participants with the following roles have been invited to attend the meeting:

Role

Parent/Guardian
LEA Representative
General Education Teacher
Special Education Teacher/Provider
Special Education Director

We look forward to your attendance and participation in this meeting. You may invite other people who have knowledge or special expertise regarding your child to the meeting.

Your child will be invited to attend the meeting if they will be 13 or older during the effective dates of the IEP to discuss transition services and post-secondary goals.

Please complete the attached parent/student response form and return it to me. You have the right to reschedule the meeting at a mutually agreed upon time, date, or location. Please let me know if we need to reschedule the meeting by calling or writing a note on the parent/student response form. It is very important for you to attend this meeting, and I look forward to seeing you.

Sincerely,

Name: Paige Howe
Position: Special Education Teacher
Phone: 803-631-8400

Enclosures:



York County School District 2 - Clover
Notification of Meeting

Full Name: Gunner Marshall Smith	Student ID: 8459312216	Grade: 01
School: Oakridge Elementary School	Date of Birth: 07/31/2019	Age: 6

Meeting Date: 03/27/2026

Meeting Time: 10:00 AM ~~11:30 AM~~
Until completion

Meeting Location: Oakridge
Elementary School

You may confirm this appointment by returning a copy of this letter to the school. If you have any questions, please call Paige Howe at 803-631-8400.

- ☒ I will attend the meeting on the date, time and place scheduled.
☐ I would like to attend the meeting, but cannot at this time/date.
☐ The following date/time are convenient for me: Date: _____ Time: _____
☐ I will not be able to attend the meeting. I understand that the meeting will be held and that a copy of the results will be sent to me.
☐ I would like to have the meeting conducted by telephone/virtual conference on Date: _____ Time: _____
☐ I plan to bring the following person(s) to the meeting:

I require the following accommodation(s) at the meeting:

Interpreting Services:

☐ Yes ☐ No

Type of Interpreter: _____

Other Special Needs: _____


Signature of Parent/Guardian

3-23-26
Date

Home Telephone

Work Telephone

Parent Cell Phone

Email

Parent Name: Essa Almasoud
Parent Address: 227 Lodges Ln, Clover, SC, 29710-4075



York County School District 2 - Clover
Notification of Meeting

Full Name: Gunner Marshall Smith
School: Oakridge Elementary School

Student ID: 8459312216
Date of Birth: 07/31/2019

Grade: 01
Age: 6

Date Sent: 04/28/2026

Dear Parent/Guardian of Gunner Marshall Smith,

You are invited to attend and participate in a meeting regarding Gunner Marshall Smith's education program. The meeting will be held on Friday, 05/08/2026 at 9:30 AM - ~~09:00 AM~~ in Oakridge Elementary School.

Finalize IEP Annual Document from the + finished
The purpose of this meeting will be:

- ☒ ~~to conduct~~ annual review of the student's IEP, held on March 27, 2006.
☒ Other:

1. Annual Review of BIP

2. Amend IEP to consider new behavioral data and discipline Referrals.
Participants with the following roles have been invited to attend the meeting:

Role

Parent/Guardian
LEA Representative
General Education Teacher
Special Education Teacher/Provider
Special Education Director

*300.321(6) @ Parent discretion
add 1. BCBA
2. Ex. Director Mary Gerber*

We look forward to your attendance and participation in this meeting. You may invite other people who have knowledge or special expertise regarding your child to the meeting.

Your child will be invited to attend the meeting if they will be 13 or older during the effective dates of the IEP to discuss transition services and post-secondary goals.

Please complete the attached parent/student response form and return it to me. You have the right to reschedule the meeting at a mutually agreed upon time, date, or location. Please let me know if we need to reschedule the meeting by calling or writing a note on the parent/student response form. It is very important for you to attend this meeting, and I look forward to seeing you.

Convenient for Parent.

Sincerely,

Name: Paige Howe
Position: Special Education Teacher
Phone: 803-631-8400

Enclosures:

- ☒ Meeting Response Form



York County School District 2 - Clover
Notification of Meeting

Full Name: Gunner Marshall Smith
School: Oakridge Elementary School

Student ID: 8459312216
Date of Birth: 07/31/2019

Grade: 01
Age: 6

Meeting Date: 05/08/2026

Meeting Time: 9:30 AM - ~~1:00 PM~~

Meeting Location: Oakridge
Elementary School

Not agreeable or convenient.

You may confirm this appointment by returning a copy of this letter to the school. If you have any questions, please call Paige Howe at 803-631-8400.

☒ I will attend the meeting on the date, time and place scheduled.

☐ I would like to attend the meeting, but cannot at this time/date.

☒ The following date/time are convenient for me: Date: _____ Time: NO End time.

☐ I will not be able to attend the meeting. I understand that the meeting will be held and that a copy of the results will be sent to me.

☐ I would like to have the meeting conducted by telephone/virtual conference on Date: _____ Time: _____

☐ I plan to bring the following person(s) to the meeting:

I require the following accommodation(s) at the meeting:

Interpreting Services:

☐ Yes ☒ No

Type of Interpreter: _____

Other Special Needs: _____

** Request 8:30 start
OR
* IDEA - NO "End" time.
* Several short meetings
are not convenient for parent
and further delay the
provision of FAPE.*

Signature of Parent/Guardian

Date

Home Telephone

Work Telephone

Parent Cell Phone

Email

Parent Name: Essa Almasoud

Parent Address: 227 Lodges Ln, Clover, SC, 29710-4075



York County School District 2 - Clover
Notification of Meeting

Full Name: Gurner Marshall Smith
School: Oakridge Elementary School

Student ID: 8459312216
Date of Birth: 07/31/2019

Grade: 01
Age: 6

Meeting Date: 05/22/2026

Meeting Time: 9:30 AM - 10:30 AM
until complete

Meeting Location: Oakridge
Elementary School

You may confirm this appointment by returning a copy of this letter to the school. If you have any questions, please call Paige Howe at 803-631-8400.

- ☒ I will attend the meeting on the date, time and place scheduled.
☐ I would like to attend the meeting, but cannot at this time/date.
☐ The following date/time are convenient for me: Date: _____ Time: _____
☐ I will not be able to attend the meeting. I understand that the meeting will be held and that a copy of the results will be sent to me.
☐ I would like to have the meeting conducted by telephone/virtual conference on Date: _____ Time: _____
☒ I plan to bring the following person(s) to the meeting:

Megan Wilson, Alexis Carberry, Jennifer Dobbs

I require the following accommodation(s) at the meeting:

Interpreting Services:

☐ Yes ☐ No

Type of Interpreter: _____

Other Special Needs: _____

C. Alder
Signature of Parent/Guardian

Date

5-19-26

Home Telephone _____

Work Telephone _____

Parent Cell Phone _____

Email _____

Exhibit F

RECEIVED

JUN 22 2026

S.C. SUPREME COURT

Fwd: Discipline notification, G. Smith

Essa Almasoud <pushinthru82@gmail.com>

Fri, Apr 24, 2026 at 4:28 PM

To: Alexis <angeladvocates4se@gmail.com>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>

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

From: **simpldiscipline** <notifications@simpldiscipline.com>

Date: Fri, Apr 24, 2026, 4:26 PM

Subject: Discipline notification, G. Smith

To: <Pushinthru82@gmail.com>

This notification is to inform you of a discipline incident involving your student and any disciplinary action taken as a result of this incident. Attached to this email notification you will find specific documentation related to this incident.

If you have any questions, please contact me by email (Lori.Maczko@clover.k12.sc.us) or by phone at (803) 631-8400.

Respectfully,

Lori Maczko

 **Parent Notification - Includes Signature Line (04-24-2026 4:26 PM).pdf**
27K

RECEIVED
JUN 22 2026
S.C. SUPREME COURT



Oakridge Elementary School

5670 Oakridge Road

Clover, SC 29710

TEL: (803) 631-8400

FAX: (803) 631-8475

Date of Incident: 04/24/2026 at 8:00 AM

Dear Parent/Guardian of **Gunner Marshall Smith**,

Gunner Marshall Smith received a discipline referral for **017 Inappropriate Behavior**. The incident occurred on 04/24/2026 at 8:00 AM.

Incident Narrative:

An employee asked the student to do morning work according to his schedule. The student refused, screaming and repeating "I've done it already!" The employee offered him two choices, which were to take a break or to reduce the work to three questions. He screamed and threw a large blue classroom chair, which hit the employee in her right knee, causing immediate pain and a visible red mark and scrape. The student then moved to the calm-down area, and he started punching the employee. Another employee came in and assisted by blocking him by placing a privacy screen between the employee and the student. Admin was called to the room, and the employee went to the nurse immediately. At lunch, the student accidentally dropped his yogurt, and it got on his legs and shorts. He immediately threw his fork, and it hit another student in the head. He was screaming continuously. Administration was called, and the student walked to the nurse with admin. to get cleaned up, and an employee got him another yogurt. He walked back to the cafeteria and resumed eating his lunch.

The following actions were taken as a result of this referral:

Suspension [Out of School (No Services Provided)]

1 day(s)

04/27/2026

If you have any questions or concerns, please contact your child's administrator at (803) 631-8400.

Parent/Guardian Signature

Date

Sincerely,

Lori K. Maczko

Lori Maczko, Principal

Shandra James, Assistant Principal

Jamodd Jenkins, Assistant Principal

Fwd: Discipline notification, G. Smith

Essa Almasoud <pushinthru82@gmail.com>

Mon, May 4, 2026 at 2:43 PM

To: Alexis <angeladvocates4se@gmail.com>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>

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

From: **simpldiscipline** <notifications@simpldiscipline.com>

Date: Mon, May 4, 2026, 2:40 PM

Subject: Discipline notification, G. Smith

To: <Pushinthru82@gmail.com>

This notification is to inform you of a discipline incident involving your student and any disciplinary action taken as a result of this incident. Attached to this email notification you will find specific documentation related to this incident.

If you have any questions, please contact me by email (Lori.Maczko@clover.k12.sc.us) or by phone at (803) 631-8400.

Respectfully,

Lori Maczko

**Parent Notification - Includes Signature Line (05-04-2026 2:39 PM).pdf**

27K



Oakridge Elementary School

5670 Oakridge Road

Clover, SC 29710

TEL: (803) 631-8400

FAX: (803) 631-8475

Date of Incident: 05/04/2026 at 8:00 AM

Dear Parent/Guardian of **Gunner Marshall Smith**,

Gunner Marshall Smith received a discipline referral for **014 Hit/Kick/Push**. The incident occurred on 05/04/2026 at 8:00 AM.

Incident Narrative:

Around 8:00 Gunner was called to Ms. Howe's table for instruction. He came to the table and Ms. Howe told him that we were doing math, he pushed his math book off the table. Ms. Howe tried to redirect him, he began to yell. Ms. Howe told him he could go to the calm down area for a bit. He began to push things off the table and got up to go towards his desk and began to pick up items and throw them at Ms. Howe. He was screaming, pushing, hitting and kicking Ms. Howe and Ms. Pierce. Ms. Howe reminded him that he could just stay in the calm-down area. These behaviors continued with him hitting, screaming, and kicking Ms. Howe and Ms. Moore. Ms. Howe and Ms. Moore used a screen to block his hitting and kicking. He continued to hit and kick us through the screen. Administration was called to the room. Gunner continued to scream, run around the room, throw objects, and knock over chairs. He threw a juice box across the room, then stomped on it, busting the carton. He was screaming and throwing objects like task boxes, pencils, etc. After a period of about 1 1/2 hours, Gunner began to calm down and participated in the class. Approximately an hour later, Gunner had earned time to play with the foam base ten blocks. He got upset when he couldn't get the blocks to stay when he was building. After trying to redirect him, Ms. Howe told him he could play with them later because he was getting upset. Ms. Howe took them, he got up and ran at Ms. Howe pushing at her. He screamed, hitting and kicking at Ms. Howe. Attempts were made to block the strikes. Administration was called to the room. He continued to run around the room screaming and throwing objects. He found a rubber fidget and was swinging it at adults, coming very close to hitting them. He threw his shoes at others as well. After about an hour, he began to settle down and talk to the adults.

The following actions were taken as a result of this referral:

Suspension [Out of School (No Services Provided)]

1 day(s)

05/05/2026

Action comments

Gunner will be suspended on 5/5/26. Dad was notified by phone on 5/4/26 and will receive notification about his suspension.

If you have any questions or concerns, please contact your child's administrator at (803) 631-8400.

Parent/Guardian Signature

Date

Sincerely,

Lori K. Maczko

Lori Maczko, Principal
Shandra James, Assistant Principal
Jamodd Jenkins, Assistant Principal

Fwd: Discipline notification, G. Smith

Essa Almasoud <pushinthru82@gmail.com>

Tue, May 12, 2026 at 12:10 PM

To: "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>, Alexis <angeladvocates4se@gmail.com>

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

From: **simpldiscipline** <notifications@simpldiscipline.com>

Date: Tue, May 12, 2026, 12:07 PM

Subject: Discipline notification, G. Smith

To: <Pushinthru82@gmail.com>

This notification is to inform you of a discipline incident involving your student and any disciplinary action taken as a result of this incident. Attached to this email notification you will find specific documentation related to this incident.

If you have any questions, please contact me by email (Lori.Maczko@clover.k12.sc.us) or by phone at (803) 631-8400.

Respectfully,

Lori Maczko

**Parent Notification - Includes Signature Line (05-12-2026 12:07 PM).pdf**

27K



Oakridge Elementary School

5670 Oakridge Road

Clover, SC 29710

TEL: (803) 631-8400

FAX: (803) 631-8475

Date of Incident: 05/07/2026 at 11:30 AM

Dear Parent/Guardian of **Gunner Marshall Smith**,

Gunner Marshall Smith received a discipline referral for **014 Hit/Kick/Push**. The incident occurred on 05/07/2026 at 11:30 AM.

Incident Narrative:

At about 11:30 AM, Gunner was told to clean up the play doh that he was using. He started screaming and grabbed a screen divider and threw it down. He was offered to take a break in the calm down corner. He screamed, threw a tissue box and a mini whiteboard, and then a water bottle. He then crawled underneath the trampoline and was stopped by the substitute because it was about to flip over. He then tried to charge at a teacher assistant and chased after her because she had his sticker chart. Then the TA tried talking him down and offered to let him take a break in the calm down corner. He continued to scream and he flipped a chair, threw a pencil, then threw a set of headphones across the room. He climbed on top of a book shelf with wheels and was told it was unsafe to be up there. Administration was called to the room. He screamed more and climbed onto the cabinets. The TA told him to come down because it's not safe. He jumped down and then tried to grab the TA's wrist. The TA told him to not touch her, he then screamed " Well then I'll break your neck if I have to. I'll do it!" He then ran around the room and smiled.

The following actions were taken as a result of this referral:

Letter to Parent

30 minutes

05/12/2026

If you have any questions or concerns, please contact your child's administrator at (803) 631-8400.

Parent/Guardian Signature

Date

Sincerely,

Lori K. Maczko

Lori Maczko, Principal

Shandra James, Assistant Principal



Alexis <angeladvocates4se@gmail.com>

Fwd: Discipline notification, G. Smith

Essa Almasoud <pushintru82@gmail.com>

Tue, May 12, 2026 at 1:53 PM

To: Alexis <angeladvocates4se@gmail.com>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>

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

From: **simpldiscipline** <notifications@simpldiscipline.com>

Date: Tue, May 12, 2026, 1:52 PM

Subject: Discipline notification, G. Smith

To: <Pushintru82@gmail.com>

This notification is to inform you of a discipline incident involving your student and any disciplinary action taken as a result of this incident. Attached to this email notification you will find specific documentation related to this incident.

If you have any questions, please contact me by email (Lori.Maczko@clover.k12.sc.us) or by phone at (803) 631-8400.

Respectfully,

Lori Maczko



Parent Notification - Includes Signature Line (05-12-2026 1:49 PM).pdf

26K



Oakridge Elementary School

5670 Oakridge Road

Clover, SC 29710

TEL: (803) 631-8400

FAX: (803) 631-8475

Date of Incident: 05/12/2026 at 7:35 AM

Dear Parent/Guardian of **Gunner Marshall Smith**,

Gunner Marshall Smith received a discipline referral for **014 Hit/Kick/Push**. The incident occurred on 05/12/2026 at 7:35 AM.

Incident Narrative:

After totaling data collection from the time between 7:35 and 8:40 am on 5/12/26, student hit/kicked people 24 times, threw objects 7 times, and screamed 32 times.

The following actions were taken as a result of this referral:

Letter to Parent

30 minutes

05/12/2026

If you have any questions or concerns, please contact your child's administrator at (803) 631-8400.

Parent/Guardian Signature

Date

Sincerely,

Lori K. Maczko

Lori Maczko, Principal

Shandra James, Assistant Principal

Jamodd Jenkins, Assistant Principal



Alexis <angeladvocates4se@gmail.com>

Fwd: Discipline notification, G. Smith

Essa Almasoud <pushinthru82@gmail.com>

Thu, May 14, 2026 at 9:04 PM

To: Alexis <angeladvocates4se@gmail.com>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>

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

From: **simpldiscipline** <notifications@simpldiscipline.com>

Date: Thu, May 14, 2026, 9:01 PM

Subject: Discipline notification, G. Smith

To: <Pushinthru82@gmail.com>

This notification is to inform you of a discipline incident involving your student and any disciplinary action taken as a result of this incident. Attached to this email notification you will find specific documentation related to this incident.

If you have any questions, please contact me by email (Lori.Maczko@clover.k12.sc.us) or by phone at (803) 631-8400.

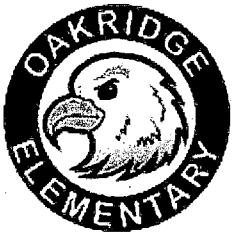
Respectfully,

Lori Maczko



Parent Notification - Includes Signature Line (05-14-2026 8:59 PM).pdf

27K



Oakridge Elementary School

5670 Oakridge Road

Clover, SC 29710

TEL: (803) 631-8400

FAX: (803) 631-8475

Date of Incident: 05/14/2026 at 1:50 PM

Dear Parent/Guardian of **Gunner Marshall Smith**,

Gunner Marshall Smith received a discipline referral for **017 Inappropriate Behavior**. The incident occurred on 05/14/2026 at 1:50 PM.

Incident Narrative:

Gunner returned to the classroom after meeting with the school psychologist. He realized some of the stickers on his shirt that he had received earlier in the day, during his session with the school counselor, were coming off. He began to pull them off, and some of them tore. He began to get upset (huffing and grunting). Ms. Howe asked him if he needed help and suggested that they could tape them to a piece of paper. Once all the pieces were on the paper, he began to move them around, and some of them tore again. He screamed out of frustration. He was asked if he wanted help or to take a short break. He screamed "no" and yanked some of the stickers off the paper. He jumped up and screamed again. It was time to dismiss. It was offered to him if he wanted to leave the paper at school, the teacher could work on fixing it the next day or he could take it home with him. He yelled "no" and ran out of the room. He refused to get on the bus and was kicking/hitting/screaming. We delayed the bus leaving, but Gunner could not regain control, and it would not have been safe for him to get on the bus in the state he was in.

The following actions were taken as a result of this referral:

Call to Parents

30 minutes

05/14/2026

Action comments

Dad was called multiple times and the phone went to voicemail. Emergency contacts were called. Dad was emailed and then responded wanting to know why Gunner missed the bus. I emailed him informing him Gunner got upset because one of his stickers ripped, and he would not get on the bus after multiple attempts. He was kicking, screaming, and hitting. In the email I shared he will need to be picked up by someone and asked to be notified of who would be picking him up.

Letter to Parent

30 minutes

05/14/2026

If you have any questions or concerns, please contact your child's administrator at (803) 631-8400.

Parent/Guardian Signature

Date

Sincerely,

Lori K. Maczko

Lori Maczko, Principal
Shandra James, Assistant Principal
Jamodd Jenkins, Assistant Principal

Fwd: Discipline notification, G. Smith

Essa Almasoud <pushinthru82@gmail.com>

Thu, May 14, 2026 at 9:27 PM

To: Alexis <angeladvocates4se@gmail.com>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>

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

From: **simpldiscipline** <notifications@simpldiscipline.com>

Date: Thu, May 14, 2026, 9:25 PM

Subject: Discipline notification, G. Smith

To: <Pushinthru82@gmail.com>

This notification is to inform you of a discipline incident involving your student and any disciplinary action taken as a result of this incident. Attached to this email notification you will find specific documentation related to this incident.

If you have any questions, please contact me by email (Lori.Maczko@clover.k12.sc.us) or by phone at (803) 631-8400.

Respectfully,

Lori Maczko

**Parent Notification - Includes Signature Line (05-14-2026 9:25 PM).pdf**

26K



Oakridge Elementary School

5670 Oakridge Road

Clover, SC 29710

TEL: (803) 631-8400

FAX: (803) 631-8475

Date of Incident: 05/14/2026 at 2:40 PM

Dear Parent/Guardian of **Gunner Marshall Smith**,

Gunner Marshall Smith received a discipline referral for **002 Other Offenses (Minor)**. The incident occurred on 05/14/2026 at 2:40 PM.

Incident Narrative:

Gunner Smith came into class on 5/14/26 wearing a smart watch. He told his teacher his dad said he had to wear it. Gunner said his dad could check the watch and check on his breathing when he is upset. When dad picked Gunner up after school, I informed him of the district policy that smart watches can't be worn during the school day. Dad asked what a smart watch is, and I explained that it is anything that can communicate. Dad stated it wasn't a smart watch. Dad looked in Gunner's bookbag and found the watch inside it as he was leaving.

The following actions were taken as a result of this referral:

Letter to Parent

30 minutes

05/14/2026

If you have any questions or concerns, please contact your child's administrator at (803) 631-8400.

Parent/Guardian Signature

Date

Sincerely,

Lori K. Maczko

Lori Maczko, Principal

Shandra James, Assistant Principal

Jamodd Jenkins, Assistant Principal

Fwd: Discipline notification, G. Smith

Essa Almasoud <pushinthru82@gmail.com>

Fri, May 22, 2026 at 11:17 AM

To: Alexis <angeladvocates4se@gmail.com>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>

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

From: **simpldiscipline** <notifications@simpldiscipline.com>

Date: Fri, May 22, 2026, 11:00 AM

Subject: Discipline notification, G. Smith

To: <Pushinthru82@gmail.com>

This notification is to inform you of a discipline incident involving your student and any disciplinary action taken as a result of this incident. Attached to this email notification you will find specific documentation related to this incident.

If you have any questions, please contact me by email (Lori.Maczko@clover.k12.sc.us) or by phone at (803) 631-8400.

Respectfully,

Lori Maczko

**Parent Notification - Includes Signature Line (05-22-2026 10:59 AM).pdf**

26K



Oakridge Elementary School

5670 Oakridge Road

Clover, SC 29710

TEL: (803) 631-8400

FAX: (803) 631-8475

Date of Incident: 05/22/2026 at 8:45 AM

Dear Parent/Guardian of **Gunner Marshall Smith**,

Gunner Marshall Smith received a discipline referral for **014 Hit/Kick/Push**. The incident occurred on 05/22/2026 at 8:45 AM.

Incident Narrative:

Gunner got upset about the activity the school counselor wanted to work on with him. He continuously tried to leave the classroom, hit, kicked, and punched multiple adults multiple times. He was also throwing different objects (his water bottle, puzzle pieces, etc.) in the classroom and knocked over a desk. He will be suspended on 5/26/26.

The following actions were taken as a result of this referral:

Suspension [Out of School (No Services Provided)]

1 day(s)

05/26/2026

If you have any questions or concerns, please contact your child's administrator at (803) 631-8400.

Parent/Guardian Signature

Date

Sincerely,

Lori K. Maczko

Lori Maczko, Principal

Shandra James, Assistant Principal

Jamodd Jenkins, Assistant Principal



Oakridge Elementary School

5670 Oakridge Road

Clover, SC 29710

TEL: (803) 631-8400

FAX: (803) 631-8475

Date of Incident: 05/27/2026 at 10:15 AM

Dear Parent/Guardian of **Gunner Marshall Smith**,



Alexis <angeladvocates4se@gmail.com>

Fwd: Discipline notification, G. Smith

Alexis <angeladvocates4se@gmail.com>

Fri, May 22, 2026 at 6:36 PM

To: Essa Almasoud <pushintru82@gmail.com>, Lori Maczko <Lori.Maczko@clover.k12.sc.us>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>, Elaine Miles <Elaine.miles@clover.k12.sc.us>, Paige Howe <Paige.Howe@clover.k12.sc.us>, Aubrey Ricenberg <aubrey.ricenberg@clover.k12.sc.us>, Sheila Quinn <sheila.quinn@clover.k12.sc.us>

Hello,

After interviewing Gunner this evening, he informed us that after the incident this morning at 8:45, he was brought to a small "Office" with no other students and no desks with Ms Border/ Adcock and Ms Griffin. He stated he sat in there for "a long time". When I asked what he did while he was there, "I just watched youtube on my ipad" . He said he almost missed recess and had lunch in his self contained class.

Since he was removed from his educational placement because of the discipline incident and suspension referral, it will indeed count towards the MDR through IDEA. We are confused why the Father was not informed until 11 am and was not asked to pick him up. Why was the child sent back to the classroom when he was a harm to himself or others? Why doesn't the student have the APPROPRIATE behavioral support and services in place in order for him to remain in his regular classroom placement?

We filed police reports for theft/ larceny of the watch as well as child endangerment by Mascko, Howe and Griffin. We provided them with audio evidence. We look forward to hearing from the Investigator who is assigned to the cases. In addition, we each filed three Internal Affairs complaints against the 3 officers who violated our rights today.

Have a Fantastic Memorial Day Weekend!

Alexis, Essa, Megan

[Quoted text hidden]

--

[Quoted text hidden]

Exhibit G

RECEIVED

JUN 22 2026

S.C. SUPREME COURT



Alexis Carberry Benson

1(866)369-FAPE

www.AngelAdvocates4SpecialEducation.com

angeladvocates4se@gmail.com

DATE: 4/22/26

To: Clover School District

Paige Howe- Special Education Teacher- Paige.Howe@clover.k12.sc.us

Lori Maczko- Principal Oakridge Elem.- Lori.Maczko@Clover.k12.sc.us

Kathleen Gerber- Executive Director of Special Education- Mary.gerber@clover.k12.sc.us

Elaine Miles- Director of Special Education- Elaine.miles@clover.k12.sc.us

Amy Mastowski- Assistant Director of Special Education- Amy.mastowski@clover.k12.sc.us

RE: Gunner Marshall Smith

Good Day,

On March 27th, 2026 after the annual review of the IEP concluded, an email was sent to the IEP team from the advocate and parent thanking the team for being able to come together productively and finish the annual review. Please see **Exhibit A.**

During that meeting, an oral and/or verbal agreement was made among the IEP team members as the audio recording confirms.

Verbal Agreements are enforceable in a Court of Law in the State of South Carolina and in Federal Court.

Disclaimer: Community Collaboration

North and South Carolina are a part of a national network authorized by Congress to advance the rights of people with disabilities, welcoming opportunities to work with like-minded organizations, legal professionals, and other groups of advocates and consultants.

Angels Advocates 4 Special Education is a registered public agency in the State of South Carolina. IDEA and Section 504 binds school districts to work in good faith with registered agencies within the community.

Exhibit H

RECEIVED
JUN 22 2026
S.C. SUPREME COURT



Alexis Carberry Benson
1(866)369-FAPE

www.AngelAdvocates4SpecialEducation.com
angeladvocates4se@gmail.com

Essa Almosaud- pushinthrough82@gmail.com

DATE: 5/14/26

To: Clover School District

Sheila Quinn- Superintendent- sheila.quinn@clover.k12.sc.us

Paige Howe- Special Education Teacher- Paige.Howe@clover.k12.sc.us

Lori Maczko- Principal Oakridge Elem.- Lori.Maczko@Clover.k12.sc.us

Kathleen Gerber- Executive Director of Special Education- Mary.gerber@clover.k12.sc.us

Elaine Miles- Director of Special Education- Elaine.miles@clover.k12.sc.us

Amy Mastowski- Assistant Director of Special Education- Amy.mastowski@clover.k12.sc.us

CC: York County Sheriff's Office

Sheriff Tony Breeden-

515 S Cherry Rd, Rock Hill, SC 29732

Cease and Desist

Good Day All,

On May 13th, 2026 at 4 pm, I received a letter, via email, from Mary Gerber making false, slanderous and libelous statements with intent to injure the Advocates reputation and character. According to Civil and Criminal law, SC Code § 16-7-150 (2025)

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"Any person who shall with malicious intent originate, utter, circulate or publish any false statement or matter concerning another the effect of which shall tend to injure such person in his character or reputation shall be guilty of a misdemeanor and, upon conviction therefor, be subject to punishment by fine not to exceed five thousand dollars or by imprisonment for a term not exceeding one year, or by both fine and imprisonment, in the discretion of the court; provided, that nothing herein shall be construed to abridge any right any person may have by way of an action for damages for libel or slander under the existing law."

Actual Religious statements made are attached from the transcript of the meeting in addition to the actual recording, as **Exhibit A 1+2**. Should Mary Gerber or any other staff at Clover School District continue to make slanderous statements, civil action will be taken. **The District Attorney represents the district with tax payer dollars, NOT INDIVIDUAL Liabilities by STAFF**. I highly advise you hire your own personal counsel, and call your Teachers Association, to get appropriate legal advice. **We Demand you Cease and Desist from any further slanderous statements verbally or in writing**. Should it continue, Civil Action can be taken.

In the same letter, Mary Gerber (not at the meeting and not a team member), chooses to concern herself with the "feelings" of her staff rather than ensuring compliance of IDEA law. With no LEGAL authority to do so, states because of speech protected by First Amendment, that she is banning the Advocate from coming onto school grounds, without ever breaking the law, or even raising her voice (as she falsely claimed). Kindly provide the state law which gives her the authority to make such a proclamation. This would constitute the ATTEMPT to the Deprivation of Rights to constitutionally protected activity to free speech, freedom of religion, and access to

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PUBLIC buildings, without JUST cause, and WITH official business, on official and Federal IDEA documentation.

Deprivation of rights (18 U.S.C. § 242) is a federal crime in the US where any person acting under government authority willfully deprives another of constitutional or legal rights. It covers police misconduct like excessive force, false arrest, punishable by fines, imprisonment, or death if death results.

Key Aspects of Deprivation of Rights Under Color of Law (18 U.S.C. § 242) Definition: "Under color of law" means the offender is using authority given by a government agency (local, state, or federal), including abusing that authority or pretending to act within it.

Violations: Common violations investigated by the Department of Justice (DOJ) include: Excessive force by law enforcement or misconduct by officers, False arrests or illegal searches/seizures. The law requires the act to be done "willfully," meaning the official acted with the specific intent to violate a protected right. Civil Action for Deprivation of Rights are under Section 1983 (42 U.S.C. § 1983): While 18 U.S.C. § 242 is criminal, individuals can file civil lawsuits for civil rights violations by state/local officials under 42 U.S.C. § 1983. Bivens Case is also a similar legal avenue for suing federal agents for constitutional violations.

Ms Gerber goes on to threaten the Advocate attempting to weaponize the Sheriff's Office to issue a trespass notice. According to SC Code § 16-11-620, **trespassing ONLY APPLIES TO PRIVATE LAND/ PROPERTY, not PUBLIC BUILDINGS/LAND/PROPERTY.** There is **NO** **LAWFUL** way to trespass anyone, certainly not someone who has official business (as stated per IDEA, persons with knowledge or special training with regard to the student and included on

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the NOM) from public property, who has not and is not breaking the law. Law enforcement enforce the LAW, not feelings or even District "policy". That would be the definition of a Mafia.

The Sheriff is an OFFICE, not a Department.

DEPARTMENT: "One of the major divisions of the executive branch of the government.....generally, **a branch or division of governmental administration.**"

OFFICE: "**A right, and correspondent duty, to exercise public trust as an office. A public charge of employment.** The constitutional term implies an authority to exercise some portion of the **sovereign power** either in making, executing, or administering the constitution and other laws."

The Office of Sheriff is not simply another "department" of county government. The internal operation of an Office of Sheriff is the sole responsibility of the elected Sheriff. County department heads are subordinate to a county governing body, because a "department" is truly only a division of county government. The Office of Sheriff is a statutory/constitutional office having exclusive powers and authority under state law and/or state constitution. These inherent powers are not subject to the dictates of a local county governing body.

The Office of Sheriff has inherent common law powers and sovereignty granted under a state's constitution and/or state law. It is different from a county department which derives its limited authority from whatever is delegated to it by statute or by state constitution. The use of the term "Office" implies inherent powers and independent sovereignty. The most important characteristic that sets the sheriff's office apart from other law enforcement agencies is its direct accountability to citizens through the election of the Sheriff.

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The Office of Sheriff is **not a department of county government**, it is the independent office through which **exercises the powers of the public trust**. Elected sheriffs are **accountable directly to their Oath to the Constitution of their state, the United States Constitution**, and the citizens of their county. It is important for a republic society for the sheriff to work with all segments of government to serve and protect the citizens of the county, not to protect the county from it's citizens.

The preservation of the Office of Sheriff is vital in our republic as it is the Sheriff that is the only head of a law enforcement agency in this nation that is accountable directly to the people of his /her jurisdiction.

Any Deputy who attempts to deprive the advocate of her rights and the rights of the child and father to advocacy, could have civil action taken against them under COLOR OF LAW, as their OATH OF OFFICE is to the Constitution of the United States, and not acting under their oath, according to the constitution, is a breach of contract and punishable by law. We hereby issue a Cease and Desist to York County Sheriff Office and its Deputies in depriving the advocate, the father and child constitutionally protected activities.

It is at this time, that the Advocate and Father will no longer communicate or acknowledge any communication from Mary Gerber, as she is not an IEP team member, and continues to WILFULLY be negligent in ensuring HER STAFF is following the law and providing a FAPE to G.S. Additionally, this will be viewed as retaliation with an attempt to discriminate, which also can be brought through a separate complaint with the Office of Civil Rights, in DC, under violations of the American with Disabilities ACT and Rehabilitation Act of 1973.

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Under the Constitution, PLACING A LIEN ON PERSONAL HOME is a LEGIT LEGAL AVENUE to hold our government employees accountable to doing their job, in which they are UNDER CONTRACT, with the TAX paying citizens, according to their duty to the PEOPLE. This is not a threat.

Because of the continued unprofessional, unethical and inappropriate communication from Mary Gerber, the ONLY communication we will acknowledge moving forward are from IEP team members, or directly from District Counsel, Duff Freeman Seibert and associates, and ONLY pertaining to the districts responsibility to follow the law and provide a FAPE.

Most Importantly, we hereby demand that all recipients of this letter, from the Clover School District, the York County Sheriff Office, and any and all employees who work with or under them, to the following;

- 1. Cease and Desist from depriving the Father, the child and advocate of their right to free speech and accessing the public building when there is official business to attend to.**
- 2. Cease and desist from the deprivation of the child and fathers rights to special education advocacy, nor the advocates right to advocate. This must be in the same manner as all members of the IEP team per IDEA section 300.321.**

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3. As not to further retaliate and discriminate, under American with Disabilities Act and the Rehabilitation Act of 1973, against them. Cease and Desist continued retaliatory and discriminatory practices to this Advocate, This family and all other families under the counsel of Duff Freeman Seibert and associates LLC.

#FightingforFAPE for Gunner;


Alexis Carberry
SPED Advocate
All Rights Reserved

&


Essa Almasoud

Father

All Rights Reserved with full Authority of His child

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Exhibit A 1-

Partial Transcript of 5/8/26 Meeting

Exhibit A 2-

Audio of 5/8/26 meeting

Elaine Miles 1:59:57

you

Alexis 1:59:57

So, how do you feel about it based on the data that. You saw Miss miles information

Elaine Miles 2:00:01

that I'm looking at, yeah, I'm looking at the fact that we have an IEP that we're looking at additional information to be added with services, and all that was never implemented. So my thing is, start there, in reference to the implementation of that schedule a meeting. Let's come back and let's see about that by the end of the year, because of the fact that I don't know, I don't know if anything you put in place will change or what change, but at least it'll show that we implement this with fidelity, with what we put in here, and then come back and let's look at what needs to be our next step. Therefore, by doing that, we will have a BCBA, at least, putting an eye on gunner, looking at some things. And the BCBA may come in and be like, No, we might need to look at something else. So my thing is, at least start there and let's come back. I mean, we can come back and look at it and still have the thing. And these are, and

Alexis 2:00:45

these are all the decisions and agreements that we made on March 27 that we're still we, yeah, but that's not, that's not our problem. That's, again, we made agreement, we agreed to an implementation date, and the district failed to provide a finalized copy and a prior written notice. That's what happened period under discussion. So now you've waited an additional six weeks where he hasn't been provided a free and appropriate public education these last six weeks because you didn't implement the IEP as agreed to on the 27th and now here we are. So you're going to continue to kick the can down the road. So please make sure in the prior written notice that you indicate that the parents and the advocate proposed a placement at Melmark.

Elaine Miles 2:01:25

o I will yeah. So right now, basically what I'm saying in reference to what we have and what we've gone over yes at this point. I mean, Lea I mean, what is it? I mean, because we have some that's saying yes, they want to discuss the change of placement. I'm saying at least implement what we have and what we discussed today.

Essa Almasoud 2:01:46

Okay, my issue with that is the IEP has been trying to be implemented, implemented, implemented. By this time, he's already out of school,

Alexis 2:01:52

right? And we haven't even gotten to the Behavioral Intervention Plan, which

Essa Almasoud 2:01:59

is garbage, but

Alexis 2:02:00

again, it should have happened on the 27th you guys are not acting in good faith. You're talking out of both sides of your mouth, and karma will come and get you. I hope the universe gives you both what you deserve in this lifetime. In this lifetime, soon, soon May it happen to you both. Soon

Elaine Miles 2:02:17

this IEP, let's go ahead and look at implementing this next week. As far as the IEP, I will go ahead and put the information pertaining to them.

Alexis 2:02:27

I don't agree to that. I agree to an implementation date of tomorrow, because we're not going to continue to deny this child an IEP when his IEP is expired and doesn't provide him a FAPE. I'm

Elaine Miles 2:02:38

looking at implementation Tuesday because I need to come

Alexis 2:02:41

good. So put that in the prior written notice that we want the implementation No, it's, don't tell me that. Don't tell me to calm down and don't gaslight and don't Stonewall. You're acting in bad faith, and you get what you give. So if you're gonna sit here and lie, cheats, feel and manipulate, then I'm going to give it back to

Elaine Miles 2:02:56

you.

Speaker 2 2:02:58

Okay,

Alexis 2:02:58

implementation date on prior written notice, and

Elaine Miles 2:03:01

then I will make sure tomorrow is provided to the parent prior to because I got a touch base with the BCBA and all of them, just to make sure that they're ready to come on in here. Okay, so I put Tuesday as the implementation day. It's

Alexis 2:03:15

like, you want to abuse someone and then tell them to calm down when, when they're trying to to stand up. I mean, you, you terrible administrator, like, shame on you terrible,

Elaine Miles 2:03:27

terrible.

Essa Almasoud 2:03:28

So how are we going to put IEP in place? And we haven't even finished

Elaine Miles 2:03:32

going through the the part? Well, just Alexis jump straight to placement that's at the bottom. As far as deferred. Get deferred. I circle deferred because we're going to have to come back and look at the ESO testing information again.

Alexis 2:03:48

So why can't we continue this meeting right now? I have

Elaine Miles 2:03:51

another schedule so,

Alexis 2:03:52

but you're not a required IEP team member, so you can leave and we can continue. We can continue. You can leave and we can continue. Because you she's not required.

Lori Macsko 2:03:59

No, ma'am, I have other meetings.

Alexis 2:04:01

You have other meetings because I'm going to FOIA your meeting schedule. So you better put something fake in there really quick, and then I'm going to look at the meta logs to see when you put it in there, see if it was in there beforehand. Yeah, I am fun time. So you guys are a bunch of liars. It's terrible. Yeah,

Essa Almasoud 2:04:15

can we

individually sue them.

Alexis 2:04:18

Absolutely. 100% Yeah, no, they're individually liable at this

point, absolutely,

100% under 1983 you're all individually liable the participation piece. So I can do all of that. Horrible human beings. Horrible human

Essa Almasoud 2:04:33

beings,

Alexis 2:04:39

Lord have seriously, may God have mercy on their souls. I hope you can feel that because, like the Holy Spirit. But Meredith will still try and represent them, even though she can't. But she'll still try because she's the district attorney, not their individual attorneys. And then, you know what you do? Put liens on their homes. We'll find their homes, and we'll put liens on it for not for not following their um, their oath. That's what you do. Put liens on their homes. That's the next thing that we can do, Miss miles. Here's a Let take a picture of this, please. I want to give you a list of the prior written notice, things that we're going to need on. And I hope that the things that you do to this child doesn't come back to your children, actually, no, I hope that it does actually hold on a second, because we have to have justice. And if it's not going to be justice within the system, it's going to have to be within your own personal lives, because God will take care of that. Thank you,

Speaker 2 2:05:50
ma'am.

Elaine Miles 2:05:53
Yeah,

Alexis 2:05:53
thank

you.

Can't I can't deal with despicable humans anymore. I can't. It's it's deteriorating my mental health, dealing with immoral and unethical human beings, not real human beings, just being they're not really human.

Lori Macsko 2:06:17
And then we'll need

Alexis 2:06:23
to, are we going to actually, yeah, let's schedule. Let's schedule, yeah, and we'll just schedule another 10 more, and we'll keep kicking the can down the road, and we won't get anything done. And we'll just continue on, continuing on, denying this child what he needs to function. But I'd like to get a finalization of that MDR, the MDR days, you guys are going to have to go and get those final days of when he got picked up early this year. Okay, we have to get those days because that's because that's another violation I will follow. Yep, all of it. Imagine if I had coffee this I specifically didn't have coffee today because I didn't want to punch someone in the face, but I came close and I didn't have coffee. It's crazy.

Meghan Wilson 2:07:22
Okay?

Alexis 2:07:34

And I'm sure we're gonna have to do an amendment and do that hearing and all sorts of fun things.

Lori Macsko 2:07:41
I'm free anytime

Alexis 2:07:48
after 845,

Meghan Wilson 2:07:48
on Friday. Again,

Alexis 2:07:50
it doesn't matter a again. So again, he's been, I told you, that's the only day he's available for his work. And again, this is he's taking off all these multiple Fridays when we can be sitting here finishing his child's IEP, and you guys are denying that while you all get paid, no matter what, it's completely inconvenient. We can't do we can only do the we can only do the 15th. So you guys are gonna have to figure out who can, who can be available at that time. Let's go the 15th at what time, that's it. I'm not,

Speaker 2 2:08:24
yeah,

Alexis 2:08:24
but you're not a required team member, so your availability doesn't matter. So yeah, we'll let you leave, and we'll continue figuring out when to when to do it.

Lori Macsko 2:08:35
We'll get back

Alexis 2:08:37
with you. The team is here as far as what's required. So what were what these were you? Thank you. All right,

Lori Macsko 2:08:43
thank you.

Alexis 2:08:48
Ridiculous.

Essa Almasoud 2:08:51
After school, someone has meetings.

Alexis 2:08:53

That's a good idea, yeah,

Speaker 2 2:08:55
and then, and then

Alexis 2:08:56
they're supposed to be at Yeah, and they're out of school. So they got to get paid to come into school. Another district can pay that extra overtime. We could do that. Let's just do that. No, yeah, just, let's wait. I mean it literally. It doesn't even matter. We're just gonna sit here and it's not gonna get done, and we don't have a BCBA, and it's pointless. So let's just, let's just call it. We don't have to meet again. We're good. You guys don't care. So there's no sense of wasting more time today

Speaker 2 2:10:01
Thank you.

Exhibit I

RECEIVED
JUN 22 2026
S.C. SUPREME COURT

Affidavit for Complaint Investigation

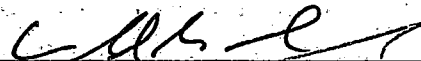
This form is to be completed by the person filing the affidavit for complaint investigation. The form should either be typed or legibly handwritten, and returned to the Office of Professional Standards/Internal Affairs Unit within five (5) days of accepting the form. This form will be regarded as an official document upon which the complaint investigation shall have its foundation, so it is absolutely necessary that all spaces for information requested be completed in specific details. This report form is an official Sheriff's Office report. If the spaces provided for narrative explanation are not sufficient, you may attach separate sheets of paper with additional narrative explanation and details.

Complainant's Name Essa Almasoud		Address 227 Lodges Ln Apt 307	
Date of Birth 09/30/1982	Social Security Number 465-87-9606	City, State Clover, SC	Zip Code 29710
Place of Employment Self employed		Home Phone (915) 667-5336	Business Phone
Date of Report 5-22-26	Date/Time of Complaint Incident 5-22-26 9:22 am	Location of Complaint Incident Oakridge Elementary	
Were you arrested? ☐ Yes ☒ No	If yes, state charge(s)	Were you injured? ☐ Yes ☒ No	If yes, nature of injuries
Did you seek medical attention? ☐ Yes ☒ No		If yes, by Whom, Where and When	
Sheriff's Office Employees Involved:			
1. Brandon McCoy		3. Andrew Gallant	
2. Andy Boone		4. _____	
Witness(s) to Complaint Incident			
Name Megan Wilson	Phone (704) 898-7148	Name Alexis Carberry	Phone (732) 547-7370
Address 227 lodges Ln Apt. 308		Address 235 straightaway Ln Indian Land	
General Nature of Complaint (use back for additional space) Arrived at oakridge Elementary with Megan Wilson and my Advocate (Alexis Carberry). Despite having documents with official business during business hours which include advocates name they denied my child and I			

Narrative of Complaint	
1	the right to advocacy and her access to the building and
2	for the meeting. A Cease and Desist was sent to
3	the Sheriff's office via certified mail on 5-14-26.
4	The same was sent to Clover School District.
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I, Essa Almasoud, by my signature below state this affidavit for complaint investigation is true, and I request an investigation of the matters contained within. I understand this affidavit is an official Sheriff's Office report.

Autographed
Signed:



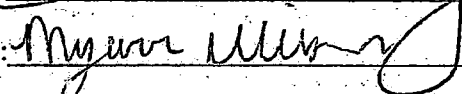
Date: 5-22-26

Witness:



Date: 5-22-26

Witness:



Date: 05/22/26

Affidavit for Complaint Investigation

Do note that this form is an affidavit and when your signature is affixed to it, that signature will represent (sworn/solemn) affirmation that the information contained herein is the truth. Be advised that you may be requested to submit to a polygraph examination.

Page 1

Narrative of Complaint	
1	officers denied the opportunity for Essa and
2	his child to receive appropriate advocacy
3	services, by "trespassing" Alexis with no
4	grounds or just cause. A cease and desist
5	was sent to the Sheriff's Office via certified
6	mail on May 14, 2026, the same was sent
7	to Clover School District.
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I, Myron Wilson, by my signature below state this affidavit for complaint investigation is true, and I request an investigation of the matters contained within. I understand this affidavit is an official Sheriff's Office report.

Autograph

Signed:

Myron Wilson

Date:

05/22/26

Witness:

[Signature]

Date:

5/22/26

Witness:

C. R. M. E.

Date:

5.22.24

Exhibit J

RECEIVED

JUN 22 2026

S.C. SUPREME COURT



Alexis Carberry Benson
1(866)369-FAPE

www.AngelAdvocates4SpecialEducation.com
angeladvocates4se@gmail.com

DATE: 6/3/26

To: Clover School District

Paige Howe- Special Education Teacher- Paige.Howe@clover.k12.sc.us

Lori Maczko- Principal Oakridge Elem.- Lori.Maczko@Clover.k12.sc.us

Elaine Miles- Director of Special Education- Elaine.miles@clover.k12.sc.us

Aubrey Ricenberg- Gen Ed Teacher- aubrey.ricenberg@clover.k12.sc.us

RE: Gunner Marshall Smith

Good Day,

The Father and Advocate wanted to communicate the following:

1. Please see attached requests for amendments to the Annual IEP dated 5/12/26 which was verbally agreed to on March 27th, 2026 with an agreed to implementation date of April 10th, 2026, and agreed to again on May 8th, 2026 per the District's DRAFT IEP, and PWN.
2. Please also see requests for amendments for the most recent IEP Amendment and PWN from a meeting held on 5/22/26(without parent and advocate) , dated 5/28/26 and 5/29/26 which also do not reflect the agreements made on March 27th and May 8th. Should the district not wish to make those amendments to the documents, the father and

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advocate request an amendment of the records hearing pursuant to IDEA section 300.618 and 300.619 without delay.

3. After reviewing the most recent documents, it seems there was an ADDITIONAL amendment created and finalized on 5/18/26 according to the IEP itself. The parent and I are unaware of any communication or agreement to amend the IEP AFTER the 5/12/26 or before 5/22/26. Additionally why does the IEP not indicate an end date of 5/11/27. The Amendment would indicate the new start date but the SAME Annual end date.
4. Please provide a copy of the Amendment created on 5/18/26 along with the PWN, without delay.
5. It also seems that there is no service indicated for the month of June.
6. After reviewing what the District has proposed for Extended school year for 4 Behavioral and social emotional goals;
 - 30 min on tuesday
 - 30 min on wednesday, for 4 weeks.

The Father and Advocate are flabbergasted that this would constitute a FAPE. Not only is the duration, intensity and frequency not developmentally APPROPRIATE, based on data or based on PRR, but the Father and Advocate do not feel that the student is safe with the lack of appropriate scientifically backed programs and curriculum, and the lack of highly qualified personnel and the recording we were able to hear from his one to one Aid, paraprofessional. Additionally, the IEP itself does not accurately reflect the verbal agreements that were made.

This was evident by the end of the school year being suspended 7 times in the last few weeks of school. Because of this the Father will not be sending Gunner to ESY that was proposed by the district. Please advise staff accordingly.

7. School-Induced Psychological Destabilization (SIPD) refers to the systematic erosion of a parent's emotional stability, self-trust, and sense of reality resulting from prolonged

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exposure to school-based gaslighting, blame-shifting, procedural manipulation, and power imbalance while advocating for a child. In plain language: it names what happens when a school system, over time, makes a parent doubt themselves and lose emotional footing through coercive, high-stakes dynamics they can't exit.

8. It seems with the District Letter that was sent after 5/27/26 by Ms Howe, was an additional written form **SIPD**, in choosing to pretend and ignore laws that were broken by the District and the Sheriff's Office, when we were denied entry to the school building for the IEP meeting, with no probable cause, and no laws broken.
9. The IEP team was absolutely aware of the situation, but instead chose to completely ignore that and create false documentation with false empathy and manufactured ignorance using additional manipulative tactics. The pain and suffering you are causing to both the Father, Child and Advocate is documented.
10. The Father has filed a Child endangerment report and thief of the students watch with the Sheriff office. You can contact the Office to receive a copy of the report and speak to the assigned investigator. Criminal and civil action can be filed.
11. Internal complaints were also filed for the 3 officers who violated their oath to the constitution and acted unlawfully under color of law. Civil action will be filed.
12. At this time, The Father and Advocate are requesting an independent educational evaluation:

300.502 (b) Parent right to evaluation at public expense.

(1) A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency, subject to the conditions in paragraphs (b)(2) through (4) of this section.

(2) If a parent requests an independent educational evaluation at public expense, the public agency must, **without unnecessary delay**, either—

(i) File a due process complaint to request a hearing to show that its evaluation is appropriate; or

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(ii) Ensure that an independent educational evaluation is provided at public expense, unless the agency demonstrates in a hearing pursuant to §§300.507 through 300.513 that the evaluation obtained by the parent did not meet agency criteria.

13. Kindly provide a response to the IEE and the Request for Amendments by next Wednesday, June 10th, 2026. Should we not receive an APPROPRIATE response, an additional state complaint will be filed for lack of IDEA part B compliance.

14. Last but not least, We have yet to be provided with an EXECUTED copy and PWN, which include date and signatures, of the following:

- a. Annual IEP dated 5/12/26
- b. Amendment on 5/18/26
- c. Amendment on 5/28/26
- d. Amendment on 5/29/26

15. Via FOIA, IDEA and or FERPA, provide untampered Audit Logs and Meta data from ED PLAN for G.S for the 2025-2026 school year without delay.

#FightingforFAPE for Gunner,

Alexis Carberry
SPED Advocate
All rights reserved

&

Essa Almasoud
Father
All Rights Reserved (self and child)

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Alexis <angeladvocates4se@gmail.com>

IEE and Amendment to the Records request

Alexis <angeladvocates4se@gmail.com>

Wed, Jun 3, 2026 at 10:47 AM

To: Paige Howe <Paige.Howe@clover.k12.sc.us>, Aubrey Ricenberg <aubrey.ricenberg@clover.k12.sc.us>, Lori Maczko <Lori.Maczko@clover.k12.sc.us>, Elaine Miles <Elaine.miles@clover.k12.sc.us>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>, Essa Almasoud <pushinthru82@gmail.com>

Hello,

Please see 2 attachments. The first is a formal letter and the May 12th PWN and IEP with requested amendments, and the second are the May 28th and 29th amendmended IEP's, with requested corrections/amendments.



2 amendmements May 28 and 29 with correcti...



june 3rd letter with 5-12 IEP and PWN correction...

#FightingforFAPE

Alexis Carberry Benson
Educational Consultant and SPED Advocate
www.AngelAdvocates4specialeducation.com
1(866)369-FAPE

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Alexis <angeladvocates4se@gmail.com>

IEE and Amendment to the Records request

Alexis <angeladvocates4se@gmail.com>

Fri, Jun 5, 2026 at 10:30 AM

To: Paige Howe <Paige.Howe@clover.k12.sc.us>, Aubrey Ricenberg <aubrey.ricenberg@clover.k12.sc.us>, Lori Maczko <Lori.Maczko@clover.k12.sc.us>, Elaine Miles <Elaine.miles@clover.k12.sc.us>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>, Essa Almasoud <pushinthru82@gmail.com>

Hello,

Kindly Acknowledge receipt of the correspondence and its attachments from 2 days ago.

Thank you,
Alexis, Essa, and Megan

[Quoted text hidden]

--

[Quoted text hidden]



Alexis <angeladvocates4se@gmail.com>

IEE and Amendment to the Records request

Essa Almasoud <pushinthru82@gmail.com>

Fri, Jun 5, 2026 at 10:33 AM

To: Paige Howe <Paige.Howe@clover.k12.sc.us>, Aubrey Ricenberg <aubrey.ricenberg@clover.k12.sc.us>, Lori Maczko <Lori.Maczko@clover.k12.sc.us>, Elaine Miles <Elaine.miles@clover.k12.sc.us>, Alexis <angeladvocates4se@gmail.com>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>

Hello,

Kindly Acknowledge receipt of the correspondence and its attachments from 2 days ago.

Thank you,
Alexis, Essa, and Megan

[Quoted text hidden]



Alexis <angeladvocates4se@gmail.com>

3rd request: IEE and Amendment to the Records request

Alexis <angeladvocates4se@gmail.com>

Mon, Jun 8, 2026 at 2:17 PM

To: Aubrey Ricenberg <aubrey.ricenberg@clover.k12.sc.us>, Lori Maczko <Lori.Maczko@clover.k12.sc.us>, Elaine Miles <Elaine.miles@clover.k12.sc.us>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>, Essa Almasoud <pushintru82@gmail.com>, Sheila Quinn <sheila.quinn@clover.k12.sc.us>

Hello.

5 days ago the father and Advocate sent a formal letter with attachments requesting amendments to the priority notices and IEPs, and a request for an independent educational evaluations.

No one from the district confirmed receipt.

3 days ago the father and the advocate again sent a follow-up email requesting confirmation of its receipt.

The district again chose to ignore the father and The Advocate.

This is now the third attempt to get someone from the district to confirm receipt of letter and it's attachments. Out of an abundance of caution we will be sending those documents and correspondences via certified mail today.

Thank you .

Also, it seems that Paige Howe is no longer employed by Clover School District, or she is purposely blocking the father and The Advocate from sending emails. Please advise.

#FightingforFAPE

Alexis Carberry Benson
Educational Consultant and SPED Advocate
www.AngelAdvocates4specialeducation.com
1(866)369-FAPE

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On Fri, Jun 5, 2026, 10:30 AM Alexis <angeladvocates4se@gmail.com> wrote:

Hello,

Kindly Acknowledge receipt of the correspondence and its attachments from 2 days ago.

Thank you,
Alexis, Essa, and Megan

On Wed, Jun 3, 2026 at 10:47 AM Alexis <angeladvocates4se@gmail.com> wrote:

Hello,

Please see 2 attachments. The first is a formal letter and the May 12th PWN and IEP with requested amendments, and the second are the May 28th and 29th amendmended IEP's, with requested corrections/amendments.

--



2 amendmements May 28 and 29 with correcti...



june 3rd letter with 5-12 IEP and PWN correction...

#FightingforFAPE

Alexis Carberry Benson
Educational Consultant and SPED Advocate
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--

#FightingforFAPE

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www.AngelAdvocates4specialeducation.com
1(866)369-FAPE

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Alexis <angeladvocates4se@gmail.com>

3rd request: IEE and Amendment to the Records request

Essa Almasoud <pushinthru82@gmail.com>

Mon, Jun 8, 2026 at 2:47 PM

To: Alexis <angeladvocates4se@gmail.com>

Cc: Aubrey Ricenberg <aubrey.ricenberg@clover.k12.sc.us>, Lori Maczko <Lori.Maczko@clover.k12.sc.us>, Elaine Miles <Elaine.miles@clover.k12.sc.us>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>, Sheila Quinn <sheila.quinn@clover.k12.sc.us>

Hello.

5 days ago the father and Advocate sent a formal letter with attachments requesting amendments to the priority notices and IEPs, and a request for an independent educational evaluations.

No one from the district confirmed receipt.

3 days ago the father and the advocate again sent a follow-up email requesting confirmation of its receipt.

The district again chose to ignore the father and The Advocate.

This is now the third attempt to get someone from the district to confirm receipt of letter and it's attachments. Out of an abundance of caution we will be sending those documents and correspondences via certified mail today.

Thank you .

Also, it seems that Paige Howe is no longer employed by Clover School District, or she is purposely blocking the father and The Advocate from sending emails. Please advise.

[Quoted text hidden]

Exhibit K

RECEIVED

JUN 22 2026

S.C. SUPREME COURT

Individuals with Disabilities Education Act.
Local Administrative Remedy Hearing
LHO Brian P Murphy

STATE OF SOUTH CAROLINA)
YORK COUNTY)

case no: NONE

Essa Alsamoud indv. and with)
Authority of his minor child G.S)

Petitioner)

Notice of Advocate Appearance
Motion to Reschedule PHC

v)

Clover School District BOE)

Respondent)

RECEIVED

JUN 22 2026

S.C. SUPREME COURT

On Wed, Apr 8, 2026, at 1:46 PM, State Hearing Officer, Not Local, Brian Murphy, sent an email from brian@stephensonmurphy.com :

I would like each side to email me (not copying the other side) to let me know any times in the next two days (Thur and Fri) when you are not available for a scheduling/prehearing call in this matter. The calls usually take 20-30 minutes. Please provide any reasons(s) for unavailability. I will do my best to accommodate schedules.

Almost exactly 24 hours later, Mr Murphy sends the following email from the same address on Thu, Apr 9, 2026, 1:37 PM:

I am setting the call for 11:00 Monday morning. If that is a problem, tell me why and propose alternate times. Thanks.

On Friday, April 10th, still within the time frame originally requested by Mr Murphy, The father, Mr Almasoud sent the following email:

I am not available to have a conference call at 11:00 a.m. on Monday until my advocate is included. Please be advised that pursuant to section 300.512, 300.512 Hearing rights. My

Advocate has not been included on any correspondences thus far which is a violation of my rights under Section 300.512. Kindly provide a new invitation including her.

*(a) General. Any party to a hearing conducted pursuant to §§300.507 through 300.513 or §§300.530 through 300.534, or an appeal conducted pursuant to §300.514, has the right to—
(1) **Be accompanied and advised by counsel and by individuals with special knowledge** or training with respect to the problems of children with disabilities.*

Alexis Carberry Benson with Angel advocates for special education LLC will need to be included on all correspondences moving forward. Not doing so can be viewed as retaliation and discrimination against myself, my child and The Advocate under the American with disabilities Act and the rehabilitation Act of 1973.

It's important to realize the distinction between “advising and and accompanied” is used in Administrative hearings in the executive branch by COUNSEL OR INDIVIDUALS such as Advocates. They have the same rights under the **IDEA which takes precedence over State Law.** “Representation” as a legal term can only be used in COURTS OF LAW the same as the “Unauthorized practice” of it.

Because it is an administrative hearing and Civil action **can not be taken until the exhaustion of an administrative remedy,** and such use of Civil laws of procedure would be unconstitutional and not a separation of 3 branches, thus we have Columbia corruption and tyranny. In the Federalist Papers, James Madison wrote of the necessity of the separation of powers to the new nation’s democratic government: “The accumulation of all powers, legislative, executive and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elected, may justly be pronounced the very definition of tyranny.”

Please see ‘Justice without Favor: Due Process and Separation of Executive and Judicial Powers in State Government’ <https://www.jstor.org/stable/796217> in the The Yale Law Journal, Vol. 94, No. 7 (Jun., 1985). In this publishing it clearly deciphers the executive administrative due process versus a judicial legal civil proceeding.

In Response, Mr Murphy Wrote the following including parent and advocate response in between) :

Ms. Almasoud:

You have the right to be accompanied and to be advised at the hearing by someone you deem knowledgeable. Please understand, however, that such person has no role at the hearing other than to accompany and advise you.

As indicated above, both the rights of Counsel and “Knowledgeable persons” have THE SAME and EQUAL participation for IDEA administrative hearings, “advise and accompany”. State law is Moot and does not take precedence. Regardless, there is no state law that exists for administrative hearings. If the SCDOE or LHO is unable to provide applicable law supporting the position, it will be viewed as significant concerns with impartiality and as well as constitutionality.

I understand that Ms. Benson represents herself to be an advocate. But persons who accompany and advise do not speak at the hearing (unless they are testifying as a called witness).

Again, the law states that BOTH COUNSEL AND INDIVIDUALS advise and accompany. NO ONE is “representing” as it is NOT a COURT of LAW. Please provide anywhere within IDEA it makes such a statement or claim or within state law **regarding administrative hearings not Legal Hearings**. If the SCDOE or LHO is unable to provide applicable law supporting their position or interpretation, it will be viewed as significant concerns with impartiality.

I have no objection if you wish to have Ms. Benson with you during the scheduling call. But the conversation will be between you, me, and District counsel only.

We object to the denial of hearing rights for the parent to have HIS (not HER), Advocate participate during the conference call. In order to advise, she must be able to speak the same as counsel. This will be viewed as retaliation and discrimination if district counsel is not also equally able to advise and accompany as indicated in IDEA law.

I twice sought input on the scheduling call, and I did not hear from you. The call will go forward as scheduled. Please be ready to discuss dates and length of hearing.

Mr. Murphy sought input 1 time and only allowed 24 hrs to pass before unrealistically and tyrannistically indicating a date and time for the conference call within 1 business day. Additionally, this was information and communication the advocate was not privy to because she was not included, despite signing and filing the complaint. Thus she was unable to advise her client accordingly.

Angel Advocates 4 Special Education LLC and Alexis Carberry Benson appear as IDEA and Civil Rights Advocate for the father and child in this complaint. In order for the father and child to receive an impartial administrative hearing, the Advocate must be included on all correspondences, pleadings, motions, orders etc, and not be restricted in any way, from exercising her rights as an advocate and the fathers rights to have advocacy. Not doing so will be viewed as retaliation and or discrimination under the ADA and Rehabilitation Act of 1973.

The father is not available for a pre conference hearing call Monday 4/13/26 at 11 am, however he is available at 1pm Monday or Tuesday the 14th at 11 am.

Filed this day 4/11/26,

Essa Almasoud
Father

Alexis Carberry Benson
Advocate

Each party will have an opportunity to cross-examine witnesses presented by the other. After the other party cross examines your witnesses, there will be an opportunity for redirect of the witness. Any redirect or recross is limited to issues that were discussed on cross or redirect. In other words, redirect or recross is not the time to raise new issues.

4. Evidence

In reaching my decision, I will rely only on evidence that is offered and admitted during the hearing. This will consist of testimony and exhibits.

a. **Testimony.** Each party should be prepared to provide whatever witnesses that party needs to establish the matter at hand. Testimony is taken in person unless otherwise agreed to by the parties, or permission is granted by the Undersigned in advance.

b. **Exhibits.** Parties should ensure that, at the hearing, they have four copies available of all evidence they intend to use at the hearing: (1) one copy for the witness (which will become the copy offered into evidence; (2) one copy for the hearing officer; (3) one copy for counsel, parent, or other representative of the other party; and (4) one for your own use. Unless otherwise ordered, Documents and other things introduced at the hearing will be made a part of the record and will not be returned at the conclusion of the hearing.

Do not package various documents together as a single exhibit. If there is an email with an attachment, those may be put together as a single exhibit. But do not put together a pile of various emails as a single exhibit.

Numerous parties have sought to introduce recordings (audio and recordings of meetings). Recordings are handled the same as documents. The copy for the record must be provided on media, like a flash drive or CD.

Unless the parties have stipulated to the admissibility of exhibits in advance, each exhibit must be offered individually. If the parties have agreed to the admissibility of exhibits, the agreed-upon exhibits can be admitted at the beginning of the hearing. I encourage the parties to work together before the hearing to determine whether there are exhibits not in dispute, or that can be offered as joint exhibits.

5. **Be prepared: Time for examinations may be limited.** Hearing officers have discretion to limit testimony when necessary. The following are the most common reasons I will impose limitations:

a. When a party calls a witness, there should be a purpose related to an issue in the case. If either party is just calling every witness who might know something about the child, I will limit witnesses and/or the amount of time for their examination.

b. I also expect the party already has questions prepared for the witness. A reasonable amount of consultation or taking time to prepare a question is expected on occasion. But if a party repeatedly takes time to prepare the next question or to discuss it with others, I reserve the right to impose time limits on the examination. I will provide more leniency for cross examination where the other party calls the witness.

6. **Presenting exhibits.** When introducing an exhibit, the party must first present the witness's copy to the court reporter. At the same time, the party should provide me and the other party with a copy. The court reporter will mark the exhibit. I will then identify (describe) the exhibit for the record¹ before the witness is questioned about it.

7. **Hearing objections.** Parties may object to testimony and to the admission of exhibits. All objections and argument related to objections should be addressed solely to me. In other words, **parties may not argue with each other during the hearing.**²

8. **Persons who may speak on behalf of a party.** Parties and attorneys representing a party are the only persons who may question witnesses, make objections, or speak on behalf of a party.

¹ I typically note the exhibit number and describe the exhibit on the record. I do this in the event that exhibits become scattered or unattached so that there is a clear record that will enable the court reporter or a state review officer to determine what documents make up the exhibit.

² Parties should note, however, that information that may be objectionable or tangentially relevant, likely will be included in the record, even if an objection is sustained. I may allow the party seeking to introduce the evidence a reasonable opportunity to include evidence in the record so that the party can later argue on appeal that my decision not to consider the evidence was error. (This is called a "proffer"). By including the testimony or documents in the record, the state review officer will have a full understanding of the evidence at issue and can resolve any concerns without needing to receive additional testimony or documents.

This is my first case with Parent. But it has begun the same way other cases involving Alexis Carberry Benson. They begin with game playing in terms of scheduling the initial call³ and in arguments regarding Benson's role. Several of her "clients" have refused to participate, leading to the dismissal of their cases.

Parent needs to understand that Benson *never* succeeds in these efforts, and she has not improved the life of a single child with these tactics. Instead, Benson uses these cases as a basis to file federal court litigation where she is just as unsuccessful. Once in federal court, Benson files motions to have an attorney appointed to deal with the procedural and substantive issues she has created but with which she cannot successfully handle. In other words, while she charges "clients" for advice, she repeatedly claims later that she herself needs legal assistance to handle the cases, none of which have proceeded towards providing any relief for a child with a disability.

Benson's website indicates that she charges over \$11,000 for a due process hearing. I have grave concerns about she is charging and advising "clients" that she can perform services she knows she is not allowed to perform. *Carberry v. Darlington Cty. Sch. Dist.*, No. 0:23-4565-SAL-SVH, 2024 U.S. Dist. LEXIS 145756, at *21 (D.S.C. Jan. 24, 2024) (Report and Recommendation),

³ There is no requirement that I conduct such a call. I do it for the benefit and convenience of the parties. But there is no requirement that either party participate.

adopted, 2024 U.S. Dist. LEXIS 144761, at *4 (D.S.C. Aug. 14, 2024); see Notice of Advocate at 4 (claiming “she was unable to advise her client”). In yet another case, the chief judge for the District of South Carolina also has noted the concern that Benson appears to be representing and advising “clients” in federal court. *Greenville County School Dist. v. Brown-Sartor*, 6:23-cv-05162-TMC-KFM, ECF 14 (D.S.C. Feb. 22, 2024).

The IDEA does not contain the term “advocate.” And the term is a misnomer because only licensed attorneys can advise and present cases on behalf of others. The Act states that, among the procedural safeguards afforded parents is “the right to be accompanied and advised by . . . individuals with special knowledge or training with respect to the problems of children with disabilities.” 20 U.S.C. § 1415(h)(1); see *Henrico Cty. Sch. Bd. v. Matthews*, Civil Action No. 3:18-cv-110, 2019 U.S. Dist. LEXIS 171735, at *4 (E.D. Va. Oct. 2, 2019). The statutory language itself has been interpreted to permit trained laypersons to serve in an advisory capacity, but not in a representational capacity. *Carberry*, 2024 U.S. Dist. LEXIS 145756, at *21; *In re Arons*, 756 A.2d 867 (Del. 2000). The current version of the Regulations states: “[W]hether parties have the right to be represented by non-attorneys at due process hearings is determined under State law.” 34 C.F.R. § 300.512(a)(1). South Carolina law does not provide for individuals to be represented by non-attorneys. *Carberry*, 2024 U.S. Dist. LEXIS 145756, at *21.

In other words, Benson may provide information to Parent and may attend the hearing. But, as Benson already knows, she cannot speak for Parent or represent her in this proceeding.

becomes a distraction (either on the record or off the record), **I will exclude her.**

There will be no further warnings.

And this case has begun with another hallmark of Benson's "representation." She files incomprehensible "motions" and "notices" that are made to appear as if they are legal arguments, but they are not germane to any actual legal point in a case.

At the heart of every one of these cases is the rights of a student: a child with a disability. Congress created the IDEA to protect their rights – not to foster disputes and litigation among adults. Bad advice and recalcitrant attitudes from adults threaten the rights of children with disabilities. My utmost concern is ensuring that any legitimate allegations of an IDEA violation are properly presented and reviewed. I strongly advise Parent to seek the advice of an attorney before continuing down the path of refusing to participate or to focus on anything other than the merits of this case.

To limit the potential for disruption, the following rules will be in place for any proceedings in this matter that are before me, and they apply anywhere at the site of the hearing (including parking lots and halls):

1. Other than to check Ms. Benson in or to provide directions through the facility, counsel and employees of District will not address or speak to Benson without my permission.

2. Other than to check in or to get directions through the facility, Benson will not address or speak to counsel or employees of District without my permission.
3. Benson may not email me, speak to me, or otherwise communicate with me about this matter at any time.

Nothing in this Order, however, precludes Parents from identifying or seeking to call Benson as a fact witness.

9. **Rules against interruption and cross talk.** It is essential that parties do not speak over me or interrupt each other. The court reporter must take down everything that is said to create a good record. That cannot happen if more than one person is speaking at a time. Parties will be provided an opportunity to note any objections and argument on the record, but we must speak one at a time.

10. **Respect and civility.** Each witness, attorney, Parent, and other participant will be shown respect throughout these proceedings. I do not tolerate rudeness, interrupting others, or disrespect shown to a witness, including any gestures, sighs, or comments made in emails, communications, or while a witness is testifying. **Any person who is disrespectful or disruptive will be excluded from the proceedings.** Many IDEA cases reach a hearing after Parents and Districts have had disagreements and, at times, serious conflict. An IDEA hearing is not the place for argument or confrontation between the parties. The sole focus in this matter is on Student and whether changes need to be made to provide Student a free and appropriate public education ("FAPE"). The issue is *not*

whether or why adults on one side of this matter are upset with adults on the other side of this matter.

Each party will hear the other party say things with which you strongly disagree. It is difficult, but essential, that parties do not interrupt each other (or witnesses). If there is an important issue I need to decide, I will hear from each party in turn – not at the same time. The only time that one may properly interrupt proceedings is to raise an objection to a question posed to a witness or to testimony.

11. The only issues to be addressed are limited to those set forth in the pending Due Process Request.

12. **There will be no recording, broadcast, live cast, or streaming of the proceedings or any conference in this matter. Certified court reporters retained to create a record will make the only recording and record of any proceedings.**

13. All cell phones and electronic devices must be set to “do not disturb” or set to ensure that they do not ring or create audible notifications.

14. **No openings or closings.** There will not be any opening arguments. At the conclusion of the testimony, I will decide whether there will be any closing statements or questions and answers on the record. Given the time restraints involved, it is unlikely that there will be time for post-hearing briefing. Absent extenuating circumstances, the Undersigned intends to issue a written decision within the time set forth by the Regulations.

15. **Notice of Rights.** All parties are notified of the following relative to the hearing in this matter:

- A. Each party has a right to be accompanied and advised by counsel and by individuals with special knowledge or training with regard to the problems of students with disabilities;
- B. Each party has the right to present evidence, confront, cross-examine, and compel the attendance of witnesses;
- C. Each party has the right to seek to prohibit the introduction of any evidence that has not been disclosed to them at least five business days prior to the hearing;
- D. Each party has the right to obtain a written transcript--or, at the option of the parents, an electronic verbatim transcript--of the hearing (at no cost to the parents);
- E. Each party has a right to obtain a written transcript--or, at the option of the parents, an electronic verbatim transcript--of the findings of fact and the decisions made at the hearing (at no cost to the parents);
- F. The parents have a right to have present the student who is the subject of the hearing; and
- G. The parents have the right to open the hearing to the public (otherwise, hearings will be closed).



Brian P. Murphy
Local Due Process Hearing Officer

Dated April 13, 2026

Individuals with Disabilities Education Act.
Local Administrative Remedy Hearing
LHO Brian P Murphy

STATE OF SOUTH CAROLINA)
YORK COUNTY)

case no: **PLEASE PROVIDE**

Essa Alsamoud indiv. and with)
Authority of his minor child G.S)

Petitioner)

Motion to Recuse LHO
Motion to Reassign by SEA/LEA

v)

Clover School District BOE)

Respondent)

IDEA Law states the following about the impartiality of the Hearing Officer.

300. 511 (c) Impartial hearing officer:

(1) At a minimum, a hearing officer—

(B) A person having a personal or professional conflict of interest with the person's objectivity

in the hearing:

SCROCP RULE 1: CONFLICT OF INTEREST see also 501 Code of Judicial Conduct Cannons

RULE 3 IMPARTIALITY AND AVOIDANCE OF CONFLICT OF INTEREST:

Interpreters shall be impartial and unbiased and shall refrain from conduct that may give an appearance of bias. Interpreters shall disclose any real or perceived conflict of interest.

The interpreter serves as an officer of the court and the interpreter's duty in a court proceeding is to serve the court and the public to which the court is a servant. This is true regardless of whether the interpreter is publicly retained at government expense or retained privately at the expense of one of the

parties.

The interpreter should avoid any conduct or behavior that presents the appearance of favoritism toward any of the parties. The interpreter should strive for professional detachment. Verbal and non-verbal displays of personal attitudes, prejudices, emotions, or opinions should be avoided at all times.

Should an interpreter, Mr Murphy, become aware that a proceeding participant views the interpreter as having a bias or being biased, the interpreter should disclose that knowledge to the presiding authority, SCDOE and or Clover School District Counsel who hired him. Any condition that interferes with the objectivity of an interpreter constitutes a conflict of interest and must be disclosed.

Before providing services in a matter, interpreters must disclose to all parties any prior involvement, whether personal or professional, that could be reasonably construed as a conflict of interest. This disclosure should not include privileged or confidential information.

By legal definition Brian Murphy has a “conflict of interest” with Alexis Carberry who acts as the Advocate for the Father and the student who are both Parties in this administrative proceeding. If she was not relevant, there would be no need to include her in any “order”. Murphy is aware there is a current cases in the 4th circuit of federal appeals from litigation in the District Court of South Carolina against Brian P Murphy regarding a successful IDEA hearing in Greenville county in 2023, where his decision was reversed by the SRO Perry Zirkel and the parent was awarded Comp Ed reimbursement of 40 hrs at \$150 per hour.

In his most recent Hearing “order” sent on 4/13/26 , he commits defamation against the advocate, offers demeaning opinions on her knowledge, ability and business practices with the malicious

intent to injure her ability to make a living. These are SEVERE ethical concerns for the parent as well as brings into question the psychological state of the hearing officer, and his ability to perform his duty appropriately and professionally, let alone impartially. Mr Murphy is hereby given a CEASE AND RESIST from any all slander and liable against the Advocate, Alexis Carberry Benson and or Angel Advocates for Special Education LLC. Should the defamation continue, and the comments not retracted from the public record, civil action will be taken.

Brian P Murphy continues to exhibit a pattern of behavior in denying parents without counsel and certainly who have hired Angel Advocates 4 Special Education LLC, their right to an administrative process and hearing in accordance with IDEA or a constitutional due process. A demand letter has already been sent to the SCDOE Ellen Weaver from approximately 15 families from 2021- to 2025 demanding an investigation into Brian P Murphy practices with concerns of impartiality. See attached Sole Exhibit A. We are hopeful that with the FBI's interest to investigate Columbia Politics and Finances, that these crimes and collusion between the LEA's Law Firms and the SEA and those they contract with will surface, and justice can finally be served to the families of South Carolina over the last 40 years.

In order to keep this 1st grade student's needs, Gunner, and his immediate access to justice at the forefront, the parent and Advocate request the SEA, SCDOE, to provide a list of persons who serve as hearing officers and a list of their qualifications as of today 4/14/2026, without delay. Parent and Advocate insist that Clover Board of Education and/or the SCDOE reassign and/or create a new contract with a NEW LOCAL HEARING OFFICER for this Complaint so that the parent is afforded an IMPARTIAL hearing officer through IDEA hearing rights section 300.512.

*****Next page*****

Filed this day 4/15/26,

Essa Almasoud
Father

Alexis Carberry Benson
Advocate

State of South Carolina Moms for Justice

Prayer for Relief under IDEA



6/19/2023 Revised 6/23/2023

Dear State Superintendent Ellen Weaver,

This Petition is on behalf of a group of broken-hearted mothers who have had to endure the unethical and unlawful practices, communications and orders of Brian P. Murphy, Esq. as an appointed Local Hearing Officer for our child's due process hearing along with the Office of General Council, Barbara Drayton Esq. All Petitioners stand in solidarity that the SC two-tier is grossly flawed intentionally.

This same concern was brought to Molly Spearman regarding the conduct of the State Special Education Department. Lead Council, Barbara Drayton, being the driving force and mastermind of injustice. Students across the state are being denied a free appropriate public education and their right to equal and fair due process procedures and results. IDEA Due process procedures are not being followed; IDEA federal law is being flagrantly disregarded.

For the past 3 years, Barbara Drayton has illegally used him for his services to guarantee favorable rulings for the school districts, many overturned by SRO Avni Gupta Kagan. He seems to be appointed everywhere across the state, why is that? We would like you to investigate Barbara Drayton and Brian P. Murphy. The SCDOE OSES is unethical. The Office of Civil Rights has received several complaints from most of the parents listed below. Barbara Drayton refuses to follow the rotation selection procedure of IDEA and allow for different hearing officers to preside over the DPCs.

Brian P Murphy is everywhere, and it is not a coincidence. Barbara Drayton and the OGC have curated who she chooses to engage in illegal bias acts of IDEA. Brian P Murphy should be taken off the list of LHO in the State of South Carolina. He has secured over \$500,000 a year in income from IDEA federal funds from the State of South Carolina and or from LEA and or District Attorneys. We are asking the OCR to conduct a forensic audit of Barbara Drayton and the SCDOE Office of

Special Services and Office of General Counsel and all the IDEA DPH hearings conducted from 2019 to present by Brian P. Murphy, Esq.

Parents Aggrieved by Bias Brian P. Murphy as Local Hearing Officer and/or SCDE

1. Meronda [REDACTED], Darlington County
2. Gloria [REDACTED], Florence County One
3. Alexis Carberry Benson, Fort Mill/ York Four and Lancaster County
4. Hannah L. Secka, Florence County One
5. Marquita [REDACTED], Florence County One
6. Blonde [REDACTED], Florence County One
7. Chrissy [REDACTED], Charleston County
8. Ashley [REDACTED], Florence County One
9. Lumeric [REDACTED], Florence County One
10. Neia [REDACTED], Florence County One
11. Steve [REDACTED], Florence County One
12. Sabrina [REDACTED], Florence County One
13. Maxine [REDACTED], Greenville County
14. Latoya [REDACTED], Florence County One

15. Andrew + Valerie [REDACTED], FMSD

12/1/24

Educationally yours,

South Carolina Moms for Justice, Inc.

Hannah L. Secka, Founder ©
Executive Director

DISCLAIMER:

Hannah L. Secka is not a licensed attorney and does not practice law. However, this State of South Carolina registered agency is for community advocacy for special education students and parents with dispute resolutions against school districts. We seek to help parents navigate through special education processes and protect vulnerable children from cruelty and violations of federal laws that guarantee a free appropriate public education to children with disabilities in an educational institution. This non-profit organization strives towards such goals and will garner greater attention from the public eye, which will help to make a change in the world through ambitions, hopes and dreams for a future free from discrimination. SECTION 40-5-310: Practicing law or soliciting legal cause of another without being enrolled as member of South Carolina Bar.

**Individuals with Disabilities in Education Improvement Act
Before the Local Hearing Officer**

EA (Parent) on behalf of GS	)	
(Student),	)	
	)	
Petitioners,	)	
	)	
vs.	)	Order denying Motion to Recuse
	)	
Clover School District,	)	
	)	
	)	
District/Respondent.	)	

Parent has forwarded a "Motion to Recuse" that Benson prepared and sent twice earlier (after I instructed her not to email me). This Motion illustrates the point I made in my Hearing Order regarding the nonsensical nature of Benson's writings. [See Hearing Order of April 13 at 8].

A. The conflicted court interpreter argument.

The first basis for the Motion involves the ethical obligations of court interpreters. [Motion at 1-2]. A court interpreter is a person who translates a foreign language in court. This is not a court, and I speak no foreign languages. The Motion, which Benson obviously prepared, is just another pointless and wasteful filing, dressed up to look like a legal argument.

B. The pending case in the Fourth Circuit

Parent's Motion also mentions a pending Fourth Circuit appeal. [Motion at 2]. Benson apparently has misrepresented that situation to Parent as well. The United States District Court affirmed and reinstated my ruling. *Greenville County School Dist. v. Brown-Sartor*, 6:23-cv-05162-TMC-KFM, ECF 64 (D.S.C.

September 10, 2025). This is the same case in which the District Court warned Benson regarding her authorship of court filings. [See Hearing Order at 6 (citing *Brown-Sartor*, ECF 14 (D.S.C. Feb. 22, 2024))].

That dispute (which involved two separate court actions) also involved Benson's familiar arguments about me. And the United States District Court could not make sense of them either:

Benson's claims against Mr. Murphy appear to involve her dissatisfaction with his decisions (and notations in his orders regarding her conduct) during the administrative process in finding that she was not qualified to act as a representative for A.B. (see doc. 1). **The allegations proffered by Ms. Benson, however, are vague and conclusory in nature, with rambling allegations grounded in general references to non-specific IDEA administrative proceedings** (see *id.*). Further, as Ms. Benson has been previously warned in other cases she has pursued against Mr. Murphy, Mr. Murphy is entitled to judicial immunity for all judicial acts, including the contents of his judicial decisions and orders.

Brown-Sartor v. Greenville County School District, No. 6:23-cv-05029-TMC-KFM ECF 40 (D.S.C. April 22, 2024) (emphasis added).¹

Nor did the state review officer in that matter criticize me. To the contrary, while he characterized my handling of the case as "abundantly fair," he criticized Benson for "attempting to interject personal perceptions of systematic collusion," and for "repeatedly interrupt[ing] the proceedings." *MS v. Greenville County*

¹ Whether the state review officer agreed with me is not the point. Nor would it matter if the District Court agreed with him. Parties that disagree with a decision should appeal. The additional scrutiny brought with further review helps to ensure that the correct result is reached.

School District ("MS I"), SRO Order at 9-10 (July 24, 2023). Benson clearly has not told Parent the whole story.

Benson's abuse of the legal process became so profound that another federal judge enjoined her from suing me without leave of court. See *Carberry v. Darlington County School District*, 0:23-cv-04565-SAL ECF 35 at 29-35 (D.S.C. Jan. 24, 2024), *adopted*, ECF 56 at 3-4 (Aug. 14, 2024) (Austin, J.).

Benson seems to accuse each local hearing officer she encounters of wrongdoing.² Two other local hearing officers in South Carolina also documented Benson's failure to conduct herself appropriately.³ Benson's

² In the first case I handled about which Benson sued, for example, I was compelled to dismiss her case because Benson refused to cooperate with the IEP team. When Benson could not dictate who would be on the team, she decided that she need not participate. See, e.g., <https://ed.sc.gov/policy/due-process-public-lookup/files/kc-v-york-county-school-district-four-final-order-motion-to-dismiss-for-failure-to-participate-redacted-7-1-22/>, *affirmed*, <https://ed.sc.gov/policy/due-process-public-lookup/files/kc-v-york-county-school-district-four-sea-decision-redacted-6-19-2022-a/> at 3 ("Apparently, parent came into the meeting, saw the participants were not to her liking, and left the meeting. That can scarcely be called participation.")

³ In the first hearing of which I know that involved Benson, LHO Dent lamented that the "[t]he Hearing itself was extremely contentious at times" and the relationship Benson had with the District as "extremely acrimonious." <https://ed.sc.gov/policy/due-process-public-lookup/files/kc-v-york-county-school-district-four-lea-decision-redacted-11-1-21-a/> at 2, 10. The state review officer also characterized her lack of civility as "unacceptable." <https://ed.sc.gov/policy/due-process-public-lookup/files/kc-v-york-county-school-district-four-sea-decision-redacted-12-8-21-a/> at 7. Parent even sought the recusal of LHO Dent on the grounds that he wanted to have the parties wear masks during the pandemic. <https://ed.sc.gov/policy/due-process-public-lookup/files/kc-v-york-county-school-district-four-sea-decision-redacted-6-19-2022-a/> at 9-10.

Benson had a subsequent hearing with LHO Bohlen. The Order from that case also illustrates the kind of disregard Benson shows for the authority of hearing officers. <https://ed.sc.gov/policy/due-process-public-lookup/files/kc-v-york-county-school-district-four-lea-decision-redacted-5-19-22-a/> at 4 ("Mother disagreed that the LHO had any

response to them was the same as it was with me. She attempted to file lawsuits based on sensational, unsupported statements.⁴ For example, she baselessly accused the active hearing officers in South Carolina of “conspiracy to embezzle IDEA funds.” *Benson v. Fort Mill Schools*, Civ. A. No. 0:22-cv-00614-SAL-SVH, Motion for Reconsideration [DE 121] at 3 (D.S.C. May 4, 2023).

And Benson does not even reserve her accusations to local hearing officers. She has also attempted unsuccessfully to sue two state review officers. Benson paints them with the same broad brush of baseless claims. Even more remarkable is the fact that her penchant for making baseless accusations does not even stop at the federal courthouse steps. She has challenged the competency of a United States District Court Judge, whom she also accuses of “money laundering” and of being in a “cabal ring” run by a former Sheriff of

discretion to manage the hearing, and argued that she could take as much time as she wanted.”). LHO Bohlen also documented that Benson left the hearing during the District’s closing argument. *Id.* Benson accused LHO Bohlen of “gaslighting,” “bullying,” of being a “narcissist” and a “master manipulator.” <https://ed.sc.gov/policy/due-process-public-lookup/files/kc-v-york-county-school-district-four-sea-decision-redacted-6-19-2022-a/> at 6. She even accused LHO Bohlen and district counsel of “collusion” and claimed, with no proof, that the lawyer wrote LHO Bohlen’s Order. *Id.* at 6-7; see also *Benson v. Lancaster County Sch. Dist.*, Civ. A. No. 0:23-01488-SAL-SVH Complaint at 10 ¶ 24 [DE 1] (D.S.C. April 12, 2023) (same allegation).

⁴ I say “attempted” because, in most cases, the District Court never authorized the issuance of a summons. In other words, Benson tried to sue but the court did not not allow her to sue inappropriate defendants.

Lexington County.⁵ She also has claimed that a United States Magistrate Judge also is part of the “good old boys club.”⁶

As for the Mom’s for Justice Petition, which Benson has included before, I would urge Parent to start asking questions. For example, the Mom’s for Justice Petition claims that the State of South Carolina and the Districts pay me “\$500,000 a year.” Where is the proof of that? The Petition also claims that “many” of my rulings have been “overturned by SRO Avni Gupta-Kagan.” Parent should ask Benson to provide a copy of *any* order where Ms. Gupta-Kagan reversed one of my rulings. (Spoiler alert: There are none). Parent should also ask for copies of the “many” rulings of mine that *anyone* has overturned.⁷

⁵ *Benson v. Fort Mill Schools*, Civ. A. No. 0:22-cv-00614-SAL-SVH, Motion for Reconsideration [DE 121] at 3 (D.S.C. filed May 4, 2023); see *Benson v. Fort Mill Sch./York Cty. Dist. 4*, Civil A. No. 0:22-cv-614-SAL-SVH, 2023 U.S. Dist. LEXIS 108694, at *8 (D.S.C. June 22, 2023) (recounting Benson’s accusation that the judge is not competent, lacks experience, is part of the “good old boys club,” and “the Political Weaponization of Labels and the Federal Government”); *Benson v. South Carolina Dep. of Ed.*, No. 22-2104, Amended Brief Supporting Appellant and Urging Remand and Amendment [DE 7] at 4 (4th Cir. Filed Oct 24, 2022) (referring to the “corruption and collusion of much of the judicial system in South Carolina”; *id.* at 11 (referring to “the volatile environment of the ENTIRE Judicial system in South Carolina” and that “Judges and attorneys at the highest courts and the lowest ones are corrupt” and are involved in “money laundering”).

⁶ *Benson v. Fort Mill Schools*, 0:22-614-SAL-SVH, Motion for Reconsideration at 14-15 [DE 121] (filed May 3, 2023).

⁷ Rulings are not secret. They are public record. While names of parties are redacted, the identity of hearing officers is not. <https://ed.sc.gov/policy/due-process-public-lookup/>

As for "Moms for Justice, Inc.," no such entity appears on the Secretary of State's directory. It appears to be as fictional as the accusations in the petition. The petition's list of "aggrieved" persons is itself interesting. One of the parents whose name appears hired Benson for a case with me. Afterwards, this parent sent me an unsolicited copy of a cease-and-desist letter to Benson after Benson sued me:

Dear Alexis Benson and To Whom It May Concern,

I am writing to express my profound disappointment and frustration with your recent actions regarding the legal matters involving my son and [redacted] School District. Your decision to file a lawsuit in your name, excluding the very family and child you were supposed to represent, is not only unethical but also reinforces my prior decision to terminate your services as our advocate.

From the beginning, it became clear that your priorities were misaligned with what truly matters in this case, **my son's rights, well-being, and access to appropriate education.** Your recent lawsuit, filed for your benefit without including us as parents or our son as the affected party, demonstrates again that you have been more focused on your own agenda rather than the interests of my son.

I remind you that your actions no longer have any bearing on our case, as you were formally dismissed from representing our family. Any attempt to claim involvement or collect compensation in this case is a blatant disregard for the family's needs and the legal process surrounding this situation.

Your failure to focus on what truly matters, **my son's educational rights and the district's obligations,** has caused additional harm, confusion, and stress during an already challenging time. Let me make it clear, you no longer represent us or our son, and any continued actions on your part that attempt to assert otherwise will not be tolerated.

I expect you to cease any and all actions involving our case immediately. Additionally, I will be contacting the appropriate

authorities and taking further steps to ensure that your inappropriate and self-serving behavior is addressed accordingly. **This is about my son's right to education and justice, not your personal or professional gain.**

[attachment to Parent email dated October 1, 2024 (emphases original)].

Nine other individuals listed in the Moms for Justice "petition" have either prevailed in at least one case before me,⁸ or never had a case come before me. Another individual withdrew her case before any hearing or decision. In short, the petition appears to be a fabrication.

But even the petition were legitimate, it is irrelevant to the issues here. Every decision I issue is subject to independent review, first by a state review officer and then by the federal courts. Parent has identified no case in which anyone found that I acted improperly. Nor can Benson point to any cases where any state review officer or federal judge has criticized my handling of a case.

Here, as in every case, Benson tries to make herself a central character. But she isn't one. Statutorily, her role is limited to "accompany[ing]" and "advise[ing]" a parent. 20 U.S.C. § 1415(h)(1). But if her conduct in this matter continues, she will not be doing either of those things.

C. Benson's participation and a final warning

I reaffirm the terms of Section 8 of the Hearing Procedures Order. Furthermore, if Benson emails me again regarding this matter, I will bar her from

⁸ One individual listed has filed several cases. I have made findings of violations in several of them and granted substantive relief in one of them.

any further participation. As with the other terms of that Section, there will be no further warnings. And if I preclude Benson from participating, Parent will need to be ready to proceed without her.

Unfortunately, I have experienced this pattern before. Other parental "clients" of Benson decided not to participate in the local hearing process. In the Greenville County case, for example, Benson apparently led the parent to believe she could just go to court.⁹ That did not work. Nor did it work last year in a Lancaster County case. After another recusal denial, Parents stated they would not participate, even after I warned them that refusing to participate would result in a dismissal with prejudice. They obtained no relief for their child either. And this was a major problem even before those cases. In a 2023 Fort Mill case, I noted:

This is the third case in a row before me involving Carberry Benson in which her "clients" have refused to participate, and the fourth in a row that did not proceed to a hearing. In all four cases, the "clients" have complained about me having never had a case with me and having never had an adverse order issued by me. The only thing they have in common is what they have been told by Carberry Benson, which has been debunked over and over. I have serious concerns that Carberry Benson continues to give parents advice to further Carberry Benson's own agenda and unsuccessful efforts to assail various hearing officers, state employees, and even members of the federal judiciary. Parent needs to understand that Carberry Benson never succeeds in these efforts, and she has not improved the life of a single child with these tactics. Instead, Carberry Benson uses these cases as a basis to file federal court litigation where she

⁹ After the first hearing, the Parent filed two more due process requests. After another motion to recuse and more squabbling, Parent refused to participate in the process and was convinced that she could just go to court.

is just as unsuccessful. Once in federal court, Carberry Benson files motions to have an attorney appointed to deal with the procedural and substantive issues she has created but with which she cannot successfully handle. In other words, while she charges “clients” for advice, she repeatedly claims later that she herself needs legal assistance to handle the cases, none of which have proceeded towards providing any relief for a child with a disability.

[MT v. Fort Mill School Dist. (York 4), Final Order at 4-5 (Dec. 18, 2023)].

And to this day, Benson’s confrontational approach has not benefited any child with a disability. Not one. I urge Parent to seek alternative advice and to cooperate in this matter fully. I need to determine whether District violated Student’s rights. That is all that really matters here. And I will not tolerate anything that distracts us from that inquiry or that wastes any more public funds on Benson’s sideshows.

I also want Parent to understand that none of this reflects on him, and certainly not on Student. I fully understand where these accusations come from. And I appreciate the challenge parents have in navigating this system. It is especially hard when there are discussions about complex laws, regulations, and educational terms. And the prospect of presenting at a hearing can be intimidating to some. I do not fault Parent for any of the communications or issues to date. At the same time, he needs to appreciate the consequences of following the doomed path Benson has led others down.

Motion denied.



Brian P. Murphy

Dated April 15, 2026

Exhibit L

L

RECEIVED
JUN 22 2026
S.C. SUPREME COURT



Alexis <angeladvocates4se@gmail.com>

Notice of Withdrawal

Alexis <angeladvocates4se@gmail.com>

Fri, Apr 24, 2026 at 8:56 AM

To: "Drayton, Barbara A" <BDrayton@ed.sc.gov>, Brian Murphy <brian@stephensonmurphy.com>, Essa Almasoud <pushintru82@gmail.com>, Meredith Seibert <mseibert@dfs-lawfirm.com>, Elaine Miles <Elaine.miles@clover.k12.sc.us>, Mary Gerber <Mary.gerber@clover.k12.sc.us>, Lori Maczko <Lori.Maczko@clover.k12.sc.us>, Paige Howe <Paige.Howe@clover.k12.sc.us>
Bcc: "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>

Hello,

Please see attached withdrawal of the Administrative IDEA complaint and the IEE request.

We look forward to meeting as soon as possible and without further delay.

--

#FightingforFAPE

Alexis Carberry Benson
Educational Consultant and SPED Advocate
www.AngelAdvocates4specialeducation.com
1(866)369-FAPE

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Withdrawal letter DPC #1.pdf

6054K



Alexis <angeladvocates4se@gmail.com>

Fwd: Notice of Withdrawal

Alexis <angeladvocates4se@gmail.com>

Tue, Apr 28, 2026 at 10:29 AM

To: Essa Almasoud <pushintru82@gmail.com>, Brian Murphy <brian@stephensonmurphy.com>, "Drayton, Barbara A" <BDrayton@ed.sc.gov>, Meredith Seibert <mseibert@dfs-lawfirm.com>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>

Good Morning Ms Drayton,

Kindly provide official documentation of the withdrawal on April 24th 2026, of the administrative complaint filed for G.S. on March 18th, 2026. Without further delay.

Thank you.

#FightingforFAPE

Alexis Carberry Benson
Educational Consultant and SPED Advocate
www.AngelAdvocates4specialeducation.com
1(866)369-FAPE

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[Quoted text hidden]



Alexis <angeladvocates4se@gmail.com>

Fwd: Notice of Withdrawal

Essa Almasoud <pushinthru82@gmail.com>
To: Alexis <angeladvocates4se@gmail.com>

Tue, Apr 28, 2026 at 10:36 AM

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

From: **Essa Almasoud** <pushinthru82@gmail.com>
Date: Tue, Apr 28, 2026, 10:34 AM
Subject: Re: Notice of Withdrawal
To: Brian Murphy <brian@stephensonmurphy.com>
Cc: Drayton, Barbara A <BDrayton@ed.sc.gov>, Meredith Seibert <mseibert@dfs-lawfirm.com>

I understand i might have missed adding her but my advocate did not. So she still recieved the email.

On Tue, Apr 28, 2026, 10:33 AM Brian Murphy <brian@stephensonmurphy.com> wrote:

Mr. Almasoud:

I am waiting on a response from Ms. Seibert. Your request for a withdrawal did not copy her. I just need to hear from District before I could close the matter.

From: Essa Almasoud <pushinthru82@gmail.com>
Sent: Tuesday, April 28, 2026 10:32 AM
To: Alexis <angeladvocates4se@gmail.com>
Cc: Brian Murphy <brian@stephensonmurphy.com>; Drayton, Barbara A <BDrayton@ed.sc.gov>; Meredith Seibert <mseibert@dfs-lawfirm.com>; Mnwilson1006@gmail.com
Subject: Re: Notice of Withdrawal

Good Morning Ms Drayton,

[Quoted text hidden]

[Quoted text hidden]



Alexis <angeladvocates4se@gmail.com>

Fwd: Notice of Withdrawal

Alexis <angeladvocates4se@gmail.com>

Tue, Apr 28, 2026 at 10:41 AM

To: Essa Almasoud <pushinthru82@gmail.com>

Cc: Brian Murphy <brian@stephensonmurphy.com>, "Drayton, Barbara A" <BDrayton@ed.sc.gov>, Meredith Seibert <mseibert@dfs-lawfirm.com>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>

The father is not requesting withdrawal, the father DID withdrawal.

We are simply awaiting the state educational agency to provide official documentation of the withdrawal that already took place on April 24th.

District council, Meredith Siebert's opinion or perspective or acceptance of the matter is not relevant or necessary.

Please accept this as the second request for Barbara Drayton to kindly provide official documentation and a letter of withdrawal.

Thank you.

#FightingforFAPE

Alexis Carberry Benson

Educational Consultant and SPED Advocate

www.AngelAdvocates4specialeducation.com

1(866)369-FAPE

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[Quoted text hidden]

Fwd: Notice of Withdrawal

Essa Almasoud <pushintru82@gmail.com>
To: Alexis <angeladvocates4se@gmail.com>

Tue, Apr 28, 2026 at 12:57 PM

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

From: **Meredith Seibert** <mseibert@dfs-lawfirm.com>
Date: Tue, Apr 28, 2026, 12:50 PM
Subject: RE: Notice of Withdrawal
To: Essa Almasoud <pushintru82@gmail.com>, Brian Murphy <brian@stephensonmurphy.com>
Cc: Drayton, Barbara A <BDrayton@ed.sc.gov>, Mary Gerber <mary.gerber@clover.k12.sc.us>

Mr. Murphy:

Thank you for allowing the District the opportunity to respond. I understand that we as the District may have limited ability to block Parent's withdrawal, but I am somewhat concerned and puzzled by the withdrawal given the intent to refile after an annual review so as to avoid stay-put. The parties may agree to change placement by agreement and the District has made a proposed change in placement/new IEP that Parent appears to want but is technically not agreeing to through the advocate. As I understand it, however, Parents are withdrawing their complaint so the District can propose that same IEP or something very similar as part of the IEP and then refile on the same issues.

From: Essa Almasoud <pushintru82@gmail.com>
Sent: Tuesday, April 28, 2026 10:35 AM
To: Brian Murphy <brian@stephensonmurphy.com>
Cc: Drayton, Barbara A <BDrayton@ed.sc.gov>; Meredith Seibert <mseibert@dfs-lawfirm.com>
Subject: Re: Notice of Withdrawal

I understand i might have missed adding her but my advocate did not. So she still recieved the email.

On Tue, Apr 28, 2026, 10:33 AM Brian Murphy <brian@stephensonmurphy.com> wrote:

Mr. Almasoud:

I am waiting on a response from Ms. Seibert. Your request for a withdrawal did not copy her. I just need to hear from District before I could close the matter.

From: Essa Almasoud <pushintru82@gmail.com>
Sent: Tuesday, April 28, 2026 10:32 AM
To: Alexis <angeladvocates4se@gmail.com>
Cc: Brian Murphy <brian@stephensonmurphy.com>; Drayton, Barbara A <BDrayton@ed.sc.gov>; Meredith



Alexis <angeladvocates4se@gmail.com>

Fwd: Notice of Withdrawal

Alexis <angeladvocates4se@gmail.com>

Tue, Apr 28, 2026 at 1:23 PM

To: Essa Almasoud <pushintru82@gmail.com>, "Drayton, Barbara A" <BDrayton@ed.sc.gov>, Brian Murphy <brian@stephensonmurphy.com>, Meredith Seibert <mseibert@dfs-lawfirm.com>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>

All,

The Father has the legal right to withdraw his complaint at any time, which he did on April 24th, 2026, in this case well before the scheduled hearing. The father also has the legal right to refile within the 2 year timeframe. The Father and Advocate are choosing to do what is in the best interest of the child. What is concerning and puzzling is the district's continued efforts to delay and manipulate its responsibility to provide a FAPE in LRE. Agreements could not be made with good faith by district members and thus the Father withdrew the complaint, which ONLY includes violations BEFORE March 18th, 2026, NOT after. The new Complaint, should the Father choose to refile, will include NEW ALLEGATIONS to date.

The students Annual IEP has expired as of April 10th, 2026. The district refused to finalize the IEP that was agreed to on March 27th, 2026, with or without requested corrections claiming "stay put". This is NOT STAY PUT, this is retaliation. The 1st grade student has had 2 additional behavioral incidents last week with 2 additional suspensions. Ms Seibert continues to focus on optics rather than what is ethically, morally and professionally responsible obligation to the district's provision of FAPE, which he is STILL not receiving and the district is STILL in current violation of. To date we requested an Emergency IEP meeting and have yet to be provided with a NOM for a meeting on Friday May 8th from 8:30-11am to conclude all outstanding agenda items. This will hopefully allow the student to begin to receive a FAPE sooner rather than later.

Additionally, Mr Murphy is hired by the Clover school district, the LEA, not SCDOE, the SEA. He is the LOCAL officer. The complaint is filed with the SEA, SCDOE. Thus any appropriate conclusive documentation and finalization of the withdrawal, should take place with Barabara Drayton and the SCDOE who sent the initial Notices. 3rd request.

Thank you

[Quoted text hidden]



Alexis <angeladvocates4se@gmail.com>

Delay with Withdrawal documentation

Alexis <angeladvocates4se@gmail.com>

Wed, Apr 29, 2026 at 8:27 AM

To: Essa Almasoud <pushinthru82@gmail.com>, "Drayton, Barbara A" <BDrayton@ed.sc.gov>, Brian Murphy <brian@stephensonmurphy.com>, Meredith Seibert <mseibert@dfs-lawfirm.com>

Cc: "MnWilson1006@gmail.com" <mnwilson1006@gmail.com>

All,

On April 24th 2026 the Father and Advocate withdrew the IDEA administrative complaint and IEE request.

Despite repeated requests for the state educational agency, the South Carolina Department of Education, and/or the local hearing officer, to provide any such necessary notice of cancellation of the hearing and a Formal Notice of Withdrawal from the SCDOE, we have not received anything as of today April 29th.

The SCDOE, lead contact and counsel, Barbara Drayton, has yet to respond despite being included on all the emails.

Since we are certain that we have provided any and all appropriate communication and documentation to withdrawl and end the matter, it is at this time we will no longer be participating in this particular complaint process.

Thank you.

#FightingforFAPE

Alexis Carberry Benson
Educational Consultant and SPED Advocate
www.AngelAdvocates4specialeducation.com
1(866)369-FAPE

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On Tue, Apr 28, 2026, 1:35 PM Essa Almasoud <pushinthru82@gmail.com> wrote:

All,

The Father has the legal right to withdraw his complaint at any time, which he did on April 24th, 2026, in this case well before the scheduled hearing. The father also has the legal right to refile within the 2 year timeframe. The Father and Advocate are choosing to do what is in the best interest of the child. What is concerning and puzzling is the district's continued efforts to delay and manipulate its responsibility to provide a FAPE in LRE. Agreements could not be made with good faith by district members and thus the Father withdrew the complaint, which ONLY includes violations BEFORE March 18th, 2026, NOT after. The new Complaint, should the Father choose to refile, will include NEW ALLEGATIONS to date.

The students Annual IEP has expired as of April 10th, 2026. The district refused to finalize the IEP that was agreed to on March 27th, 2026, with or without requested corrections claiming "stay put". This is NOT STAY PUT, this is retaliation. The 1st grade student has had 2 additional behavioral incidents last week with 2 additional suspensions. Ms Seibert continues to focus on optics rather than what is ethically, morally and professionally responsible obligation to the district's provision of FAPE, which he is STILL not receiving and the district is STILL in current violation of. To date we requested an Emergency IEP meeting and have yet to be provided with a NOM for a meeting on Friday May 8th



Alexis <angeladvocates4se@gmail.com>

Fwd: Notice of Withdrawal

Alexis <angeladvocates4se@gmail.com>

Wed, Apr 29, 2026 at 7:59 PM

To: Essa Almasoud <pushintru82@gmail.com>, Meredith Seibert <mseibert@dfs-lawfirm.com>, Brian Murphy <brian@stephensonmurphy.com>, "Drayton; Barbara A" <BDrayton@ed.sc.gov>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>

All,

There is no possible procedure violation Mr Murphy, and I don't appreciate you inferring or insinuating that. Any and all procedural violations have been demonstrated by the district over and over and over again.

There are no grounds for objection on a withdrawl because of reasons which include but are not limited to, the complaint is no longer active as of April 24th.

All rights reserved are reserved according to the 5th amendment of the Constitution and the Civil laws of procedure, which Miss seibert and Mr Murphy have sworn an oath to.

FOIA request: Please provide any and all documentation, orders, notices, pleadings or motions with any local hearing officer and/or the South Carolina Department of Education related to idea complaints which were withdrawn by either party within the last 3 years.

Thank you.

#FightingforFAPE

Alexis Carberry Benson
Educational Consultant and SPED Advocate
www.AngelAdvocates4specialeducation.com
1(866)369-FAPE

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[Quoted text hidden]

New complaint

Alexis <angeladvocates4se@gmail.com>

Wed, May 13, 2026 at 8:21 AM

To: Sheila Quinn <sheila.quinn@clover.k12.sc.us>, specialeducationservicesdr <specialeducationservicesdr@ed.sc.gov>, Essa Almasoud <pushintru82@gmail.com>, Elaine Miles <Elaine.miles@clover.k12.sc.us>, Mary Gerber <Mary.gerber@clover.k12.sc.us>, "Drayton, Barbara A" <BDrayton@ed.sc.gov>
Bcc: Aubrey Ricenberg <aubrey.ricenberg@clover.k12.sc.us>, Lori Maczko <Lori.Maczko@clover.k12.sc.us>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>, Paige Howe <Paige.Howe@clover.k12.sc.us>

Hello All,

Please see attached AMENDED State Complaint with the SAME exhibits. Kindly acknowledge receipt.



Exhibit C State Complint G.S.pdf



Exhibit A part 1 state Complaint. All NOMS.pdf



Exhibit A part 2.jpg



Exhibit B Audio 3-27-26 meeting G.S..m4a



Exhibit B Part 1 3-27-26 G.S meeting_transcript.pdf



Exhibit B Part 2 G.S 3-27-26_transcript.pdf



New State Complaint Amended signed.pdf

Fighting for FAPE,
Alexis

[Quoted text hidden]

--

[Quoted text hidden]



Alexis <angeladvocates4se@gmail.com>

New complaint

specialeducationservicesdr <specialeducationservicesdr@ed.sc.gov>

Wed, May 13, 2026 at 12:50 PM

To: Alexis <angeladvocates4se@gmail.com>, Sheila Quinn <sheila.quinn@clover.k12.sc.us>, specialeducationservicesdr <specialeducationservicesdr@ed.sc.gov>, Essa Almasoud <pushinthru82@gmail.com>, Elaine Miles <Elaine.miles@clover.k12.sc.us>, Mary Gerber <Mary.gerber@clover.k12.sc.us>, "Drayton, Barbara A" <BDrayton@ed.sc.gov>

We are unable to access the amended complaint.

OSSES

From: Alexis <angeladvocates4se@gmail.com>

Sent: Wednesday, May 13, 2026 8:21 AM

To: Sheila Quinn <sheila.quinn@clover.k12.sc.us>; specialeducationservicesdr <specialeducationservicesdr@ed.sc.gov>; Essa Almasoud <pushinthru82@gmail.com>; Elaine Miles <Elaine.miles@clover.k12.sc.us>; Mary Gerber <Mary.gerber@clover.k12.sc.us>; Drayton, Barbara A <BDrayton@ed.sc.gov>

Subject: [EXTERNAL] Re: New complaint

Caution: This email originated outside of your organization. Do not interact with any included links or attachments unless you recognize this as legitimate.

[Quoted text hidden]



Alexis <angeladvocates4se@gmail.com>

New complaint

Essa Almasoud <pushinthru82@gmail.com>

Wed, May 13, 2026 at 6:44 PM

To: Alexis <angeladvocates4se@gmail.com>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>

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

From: **specialeducationservicesdr** <specialeducationservicesdr@ed.sc.gov>

Date: Wed, May 13, 2026, 6:42 PM

Subject: RE: [EXTERNAL] Fwd: New complaint

To: Essa Almasoud <pushinthru82@gmail.com>

Cc: Mary Gerber <mary.gerber@clover.k12.sc.us>, Elaine.miles@clover.k12.sc.us <elaine.miles@clover.k12.sc.us>

Good evening, Mr. Almasoud,

I have received an email stating that you and your advocated submitted an amended complaint. I was unable to open that complaint.

Additionally, please know that I cannot share any information that contains personally identifiable information (PII) with your advocate. If you would like for me to do so, you must provide specific, written consent. Your advocate should have a form for you to complete in order to facilitate this process.

Please let me know if you have any additional questions,

IDEA State Complaint Investigator

From: Essa Almasoud <pushinthru82@gmail.com>

Sent: Wednesday, May 13, 2026 9:42 AM

To: Sheila Quinn <sheila.quinn@clover.k12.sc.us>; specialeducationservicesdr <specialeducationservicesdr@ed.sc.gov>; Elaine Miles <Elaine.miles@clover.k12.sc.us>; Mary Gerber <Mary.gerber@clover.k12.sc.us>; Drayton, Barbara A <BDrayton@ed.sc.gov>; Alexis <angeladvocates4se@gmail.com>

Subject: [EXTERNAL] Fwd: New complaint

Caution: This email originated outside of your organization. Do not interact with any included links or attachments unless you recognize this as legitimate.

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

[Quoted text hidden]

[Quoted text hidden]



Alexis <angeladvocates4se@gmail.com>

New complaint

Alexis <angeladvocates4se@gmail.com>

Wed, May 13, 2026 at 6:48 PM

To: Essa Almasoud <pushinthru82@gmail.com>, specialeducationservicesdr <specialeducationservicesdr@ed.sc.gov>, "Drayton, Barbara A" <BDrayton@ed.sc.gov>, Sheila Quinn <sheila.quinn@clover.k12.sc.us>

Cc: "MnWilson1006@gmail.com" <mnwilson1006@gmail.com>

Hello,

Can you please leave your signature with your email, we are unable to know who we are in communication with as it does not specify on the generic email address.

I'm happy to resend the amended complaint which is filed and signed by both the Advocate and the Father thus an outside agency release form is not necessary. However, if the state department would like an outside agency release form signed for the Advocate by the father, please provide one.

Thank you.

#FightingforFAPE

Alexis Carberry Benson
Educational Consultant and SPED Advocate
www.AngelAdvocates4specialeducation.com
1(866)369-FAPE

Confidential: This email is only intended for the individual The information contained in this transmission is intended only for the use of the person(s) named above. If you are not the intended recipient, please contact the sender by reply email. The sender is neither liable for the proper and complete transmission of the information contained in this communication nor for any delay in its receipt. Communications to and from the Sender and Receiver are subject to any states Freedom of Information Act, unless otherwise exempt by state or federal law.

[Quoted text hidden]



Alexis <angeladvocates4se@gmail.com>

New complaint

Alexis <angeladvocates4se@gmail.com>

Wed, May 13, 2026 at 8:03 PM

To: Essa Almasoud <pushintru82@gmail.com>

Cc: specialeducationservicesdr <specialeducationservicesdr@ed.sc.gov>, "Drayton, Barbara A" <BDrayton@ed.sc.gov>, Sheila Quinn <sheila.quinn@clover.k12.sc.us>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>, Mary Gerber <Mary.gerber@clover.k12.sc.us>, Elaine Miles <Elaine.miles@clover.k12.sc.us>

Here is a second copy of the Amended State Complaint that was filed by Mr Almasoud and I. To confirm, do "you" have access to all of the exhibits?

[Quoted text hidden]



New State Complaint Amended signed.pdf

9602K

New complaint

Essa Almasoud <pushintru82@gmail.com>
To: Alexis <angeladvocates4se@gmail.com>

Thu, May 14, 2026 at 5:39 PM

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

From: **specialeducationservicesdr** <specialeducationservicesdr@ed.sc.gov>
Date: Thu, May 14, 2026, 5:35 PM
Subject: RE: [EXTERNAL] Fwd: New complaint
To: Essa Almasoud <pushintru82@gmail.com>
Cc: specialeducationservicesdr <specialeducationservicesdr@ed.sc.gov>, Drayton, Barbara A <BDrayton@ed.sc.gov>, Sheila Quinn <sheila.quinn@clover.k12.sc.us>, Mnwilson1006@gmail.com <mnwilson1006@gmail.com>

Mr. Almasoud,

Yes, we received the amended state complaint, filed jointly.

However, I still do not have express written consent to share any personally identifiable information with your advocate. In response to your request regarding a release of information for your advocate, the SCDE does not provide a form to share. Your advocate should have a release of information sheet for you to sign and provide to whomever you believe should have access to your child's personally identifiable information.

As I stated in a previous email, I will continue to share information with you, as the parent. Who you share information with after that is at your discretion.



IDEA State Complaint Investigator
South Carolina Department of Education

🌐 ed.sc.gov

📍 849 Learning Lane, West Columbia, SC 29172



**THE PALMETTO
EDUCATION SUMMIT**

REGISTER NOW!

June 15 - 17, 2026

Charleston Area Convention Center

New complaint

Essa Almasoud <pushinthru82@gmail.com>

Thu, May 14, 2026 at 5:50 PM

To: specialeducationservicesdr <specialeducationservicesdr@ed.sc.gov>

Cc: "Drayton, Barbara A" <BDrayton@ed.sc.gov>, Sheila Quinn <sheila.quinn@clover.k12.sc.us>, "MnWilson1006@gmail.com" <mnwilson1006@gmail.com>, Alexis <angeladvocates4se@gmail.com>

Can you please identify yourself at this time. If you cannot do so I will no longer respond to this email and all correspondence can be made through certified mail.

On Thu, May 14, 2026, 5:35 PM specialeducationservicesdr <specialeducationservicesdr@ed.sc.gov> wrote:

Mr. Almasoud,

Yes, we received the amended state complaint, filed jointly.

However, I still do not have express written consent to share any personally identifiable information with your advocate. In response to your request regarding a release of information for your advocate, the SCDE does not provide a form to share. Your advocate should have a release of information sheet for you to sign and provide to whomever you believe should have access to your child's personally identifiable information.

As I stated in a previous email, I will continue to share information with you, as the parent. Who you share information with after that is at your discretion.



IDEA State Complaint Investigator
South Carolina Department of Education

🌐 ed.sc.gov

📍 849 Learning Lane, West Columbia, SC 29172



**THE PALMETTO
EDUCATION SUMMIT**

REGISTER NOW!

June 15 - 17, 2026

Charleston Area Convention Center



Alexis <angeladvocates4se@gmail.com>

New complaint

Alexis <angeladvocates4se@gmail.com>

Fri, May 15, 2026 at 7:23 AM

To: Essa Almasoud <pushinthru82@gmail.com>, Elaine Miles <Elaine.miles@clover.k12.sc.us>, Mary Gerber <Mary.gerber@clover.k12.sc.us>

Cc: specialeducationservicesdr <specialeducationservicesdr@ed.sc.gov>, "Drayton, Barbara A" <BDrayton@ed.sc.gov>, Sheila Quinn <sheila.quinn@clover.k12.sc.us>, "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>, "Ross, Tina" <tross@ed.sc.gov>

Hello (unidentified) ,

According to IDEA section 300.153 Filing a complaint.

(a) **An organization** and/or individual may file a signed written complaint under the procedures described in §§300.151 through 300.152.

Please let us know if you need 2 separate complaints from both the ORGANIZATION, Angel Advocates and the Father, or the combined complaint suffices. Since we both signed the complaint correspondence should be had with both petitioners and we will not be providing an outside agency release form. The SEA should not violate Part B of state complaint procedures.

Additionally, we have asked that the "person" using the email address "specialeducationservicesdr" be identified for the 3rd time. We do not know who we are corresponding with as the emails simply end with no Name or signature line of who is writing the email. Should this email address continue to refuse to identify we will no longer correspond with it and block it. Should this be Tina Ross, kindly use your appropriate personal staff email, tross@ed.sc.gov.

We have yet to receive a Letter acknowledging the receipt of the State complaint. Please provide one as soon as possible as not to delay the start of the 60 days compliance of the SEA, SCDOE.

Fighting for FAPE,
Alexis, Essa, and Megan

[Quoted text hidden]

amended state complaint received

Alexis <angeladvocates4se@gmail.com>

Mon, May 18, 2026 at 1:16 PM

To: "Drayton, Barbara A" <BDrayton@ed.sc.gov>, specialeducationservicesdr <specialeducationservicesdr@ed.sc.gov>, "Ross, Tina" <tross@ed.sc.gov>, "Weaver, Ellen" <eweaver@ed.sc.gov>, superintendent@ed.sc.gov
Bcc: "Mnwilson1006@gmail.com" <mnwilson1006@gmail.com>, Essa Almasoud <pushintru82@gmail.com>, Beckye Barnes <beckyebarnes@gmail.com>, Hannah Secka <hannsc2@aol.com>

Hello,

As Lead General Council , do you find it lawful for the department to use a generic email address to accept and communicate for all Part B State Complaints under IDEA?

This email is being used by multiple persons (as stated in a previous State Complaint by Tina Ross who admitted to using the email address). Who is currently writing these emails from "Specialeducationservicesdr@ed.sc.gov? We asked this person 3 times and they have refused to answer. This seems to be a PART B violation in and of itself and raises HUGE impartiality concerns along with other procedural violations.

Until this person identifies themselves, the Father and I will no longer be correspond with that electronic address for any reason. All correspondences will need to come from you, Lead Counsel for SCDOE.

Please see attached Cease and Desist of the Deprivation of Rights. It will also be sent via Certified Mail.

Alexis

[Quoted text hidden]

--

#FightingforFAPE

Alexis Carberry Benson
Educational Consultant and SPED Advocate
www.AngelAdvocates4specialeducation.com
1(866)369-FAPE

Confidential: This email is only intended for the individual The information contained in this transmission is intended only for the use of the person(s) named above. If you are not the intended recipient, please contact the sender by reply email. The sender is neither liable for the proper and complete transmission of the information contained in this communication nor for any delay in its receipt. Communications to and from the Sender and Receiver are subject to any states Freedom of Information Act, unless otherwise exempt by state or federal law.

 **Weaver Drayton Cease and Desist.pdf**
2574K