



DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION

PRIOR PARENT NOTIFICATION

TO THE PARENT/GUARDIAN/SURROGATE OF OR AGE OF MAJORITY STUDENT	GRADE	STUDENT NUMBER	STUDENT DATE OF BIRTH	AGE
CHARLES, KELLER JR	06	6560669	04/18/2012	11

YOU ARE INVITED AND ENCOURAGED TO ATTEND A MEETING SCHEDULED TO BE HELD ON:

Monday, April 8, 2024 at 02:00 PM

REPORT TO THE MAIN OFFICE AND ASK FOR: MR. LONG or _____
 at LUTZ K-8 SCHOOL 202 5TH AVE SE LUTZ FL 33549 (813) 949-1452

THE PURPOSE OF THE MEETING IS TO:

- conduct an: Individual Educational Plan (IEP) Annual Review.
- discuss the following age/grade related requirements: Diploma Options Identify Needed Transition Services

You and the District have the right to invite other individuals who have knowledge or special expertise regarding your child to serve as Team members. Additionally, you have the right to bring individuals of your choosing to the meeting.
Please let us know any individuals you will be bringing to the meeting.
 Please inform a school or district level administrator if any school and/or district personnel have discouraged you from inviting a person of your choice.

- The following required IEP team members have been/will be invited:
- Regular Education Teacher (At least one must be included if your child is or may be participating in the general education environment)
 - ESE (Exceptional Student Education) Teacher LEA (Local Education Agency) Representative
 - Individual to interpret the educational implications of evaluations (This individual may fulfill more than one role at the IEP meeting)
 - THE DISTRICT IS SEEKING YOUR INFORMED WRITTEN CONSENT TO EXCUSE THE ATTENDANCE OF THE FOLLOWING REQUIRED IEP TEAM MEMBERS: Regular Education Teacher
- WRITTEN INPUT FROM ALL EXCUSED IEP TEAM MEMBERS WILL BE PROVIDED

PLEASE REVIEW AND RESPOND TO THE ATTACHED CONSENT TO EXCUSE FORM

The following individuals have been/will be invited to attend, as well:

- Student (Must be invited if age 12 or older or in 7th grade or higher)

ENCLOSURES

- PART B (AGES 3 TO 21) OR PART C (AGES BIRTH THROUGH 2 YEARS) NOTICE OF PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES IS ENCLOSED OR WAS PROVIDED EARLIER THIS SCHOOL YEAR. (THIS NOTICE MUST BE PROVIDED TO YOU AT LEAST ONE TIME PER SCHOOL YEAR)

FOR FURTHER ASSISTANCE UNDERSTANDING YOUR RIGHTS YOU MAY CONTACT THE FOLLOWING PERSONS:
 MR. LONG at (813) 949-1452 or Region 4 ESE Office at (813) 558-1097

PARENT RESPONSE

Please check the applicable options, sign in the space indicated and return this notice.

- I WILL BE ABLE TO ATTEND THE ABOVE MEETING AT THE SCHEDULED TIME.
- I CANNOT ATTEND AT THE SCHEDULED TIME. I WILL CALL TO SCHEDULE A MUTUALLY AGREEABLE TIME.
- I AM UNABLE TO ATTEND, BUT I AM IN AGREEMENT FOR THE MEETING TO BE HELD ON THE DATE AND TIME SPECIFIED ABOVE.
- I PLAN TO BRING THE FOLLOWING PERSONS WITH ME: _____

- Please check one of the following statements.
- School district personnel HAVE NOT discouraged me from bringing a person of my choice to this meeting.
 - School district personnel HAVE discouraged me from bringing a person of my choice to this meeting.

 PARENT/GUARDIAN/SURROGATE/AGE OF MAJORITY STUDENT SIGNATURE 3/25/24
DATE

OR Call to confirm with: MR. LONG, VE at (813) 949-1452

NOTIFICATION RECORD

DATE SENT	DELIVERY METHOD	RESULTS	DATE CONTACTED	PERSON CONTACTED	RESULTS
03/22/2024	With Student	Parent called	03/22/2024	MR. KELLER	CONFIRMED DATE AND TIME OF MEETING

PPN Data Entry On Mar 22, 2024 @ 11:07 AM by Long, Remington

SB89002 REVISED: November 17, 2015	DOCUMENT DISTRIBUTION	ORIGINAL TO: Principal/Cumulative Folder/ ESE E.F.A.D. Server COPIES TO: Parent/Guardian/Case Manager/Applicable Teacher/Therapists
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DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION
CONSENT TO EXCUSE IEP TEAM MEMBER

TO THE PARENT/GUARDIAN/SURROGATE OF OR AGE OF MAJORITY STUDENT	GRADE	STUDENT NUMBER	STUDENT DATE OF BIRTH	AGE
CHARLES, KELLER JR	06	6560669	04/18/2012	11

THE PURPOSE OF THE MEETING IS TO:

- conduct an: Individual Educational Plan (IEP) Annual Review.
- discuss the following age/grade related requirements: Diploma Options Identify Needed Transition Services

THE DISTRICT IS SEEKING YOUR INFORMED WRITTEN CONSENT TO EXCUSE THE ATTENDANCE OF THE FOLLOWING REQUIRED IEP TEAM MEMBERS: Regular Education Teacher

WRITTEN INPUT FROM ALL EXCUSED IEP TEAM MEMBERS WILL BE PROVIDED TO YOU AND THE IEP TEAM IN ADVANCE

PLEASE REVIEW AND RESPOND TO APPLICABLE CONSENT OPTIONS RELATED TO IEP TEAM MEMBERS CHECKED BELOW

- Your consent, in advance, to excuse the attendance of a Regular Education Teacher at this IEP meeting is requested.
 - I GIVE MY CONSENT TO EXCUSE the attendance of the regular education teacher at this IEP meeting, provided that his/her written input is submitted.
 - I DO NOT GIVE MY CONSENT TO EXCUSE the attendance of the regular education teacher at this IEP meeting.
- Your consent to excuse the attendance of an ESE Service Provider at this IEP meeting is requested.
 - I GIVE MY CONSENT TO EXCUSE the attendance of , who provides specially designed instruction and/or related services to my child, at this IEP meeting, provided that his/her written input is submitted.
 - I DO NOT GIVE MY CONSENT TO EXCUSE the attendance of the ESE Service Provider(s) specified above at this IEP meeting.

PARENT/GUARDIAN/SURROGATE/AGE OF MAJORITY STUDENT SIGNATURE

DATE

3/25/24

PLEASE RETURN THIS MR. LONG
FORM TO: _____

PHONE: (813)949-1452

AT: LUTZ K-8 SCHOOL

AS SOON AS POSSIBLE.

YOUR CONSENT IS VOLUNTARY AND MAY BE REVOKED AT ANY TIME PRIOR TO THE OCCURRENCE THE IEP TEAM MEETING WHICH IS APPLICABLE TO THIS CONSENT ISSUE.

REVISED: MAY 13, 2015

**DOCUMENT
DISTRIBUTION**

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COPIES TO: Parent/Guardian/Case Manager/Applicable Teacher/Therapists

DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION
CONSENT TO SHARE INFORMATION FOR TRANSITION PLANNING

TO THE PARENT/GUARDIAN/SURROGATE OF OR AGE OF MAJORITY STUDENT	GRADE	STUDENT NUMBER	STUDENT DATE OF BIRTH	AGE
CHARLES, KELLER JR	06	6560669	04/18/2012	11

CONSENT FOR MUTUAL EXCHANGE OF INFORMATION

Quality transition planning will prepare students with disabilities for achievement of their postsecondary goals and successful transitions into adulthood. Your voluntary consent is required prior to sharing information related to the development of transition services with agency representatives or other personnel that may participate in providing or paying for transition services. Your consent may be withdrawn at any time. Any actions taken before withdrawal of consent can not be undone. Your consent to this mutual exchange of information will address issues of student confidentiality and help in providing and coordinating your child's/your transition and post school services. Agency involvement is typically determined based on the nature of the student's needs and the student's disability, whether the student is potentially eligible for services, and postsecondary goals, such as further education and/or training, employment, and independent living. Agencies typically involved in the planning and delivery of transition services include the following:

- Agency for Persons with Disabilities
- Center for Independent Living
- Department of Children and Families
- Division of Blind Services
- Division of Vocational Rehabilitation
- Social Security Administration
- Local representatives from career and technical schools (vocational), Florida colleges, universities, or other adult service providers

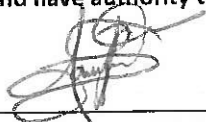
SHOULD YOU CONSENT, YOUR CONSENT WILL BE VALID UNTIL YOU NOTIFY THE DISTRICT OTHERWISE.

I **DO GIVE** my consent for the exchange of information and records within the Hillsborough County Public Schools and other agencies or providers that may be involved in my child's/my transition services

SHOULD YOU NOT CONSENT, YOU MAY CONSENT AT A LATER DATE.

I **DO NOT GIVE** my consent for the sharing of information and records.

I hereby certify that I am the parent/guardian/surrogate of the child named above or that I am a student who has reached the age of majority and have authority to sign this consent.



SIGNATURE

PARENT

RELATIONSHIP

3/25/24

DATE

PLEASE RETURN THIS MR. LONG
FORM TO: _____

AT: LUTZ K-8 SCHOOL

PHONE: (813)949-1452

AS SOON AS POSSIBLE.

For more information on services and agencies please contact the Department of Exceptional Student Education Transition Program Office at 273-7030

REVISED: MAY 13, 2015

**DOCUMENT
DISTRIBUTION**

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INDIVIDUAL EDUCATIONAL PLAN

STUDENT NUMBER	STUDENT NAME	CURRENT IEP DATE	INITIATION DATE	REVIEW DUE DATE	REVISION DATE
6560669	CHARLES, KELLER JR	04/08/2024	04/08/2024	04/08/2025	

IEP TEAM MEMBERS

IEP team members are selected based on consideration of the student's academic and functional performance needs and plans for transition between programs. All members of the IEP team advocate for the student's educational needs and services by contributing in the planning, development, and monitoring of the implementation of the student's IEP.

<input checked="" type="checkbox"/> ESE TEACHER	Remmington Long		
<input checked="" type="checkbox"/> EVALUATION REPRESENTATIVE	Remmington Long		
<input type="checkbox"/> REGULAR EDUCATION TEACHER			

Excused (CONSENT TO EXCUSE attached)

<input checked="" type="checkbox"/> PARENT(S)/GUARDIAN(S)/SURROGATE	Keller Charles Sr.		
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METHODS USED TO ENCOURAGE AND INCLUDE PARENT PARTICIPATION:

- Written notice(s) Telephone call(s)

<input type="checkbox"/> STUDENT	
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- Student was invited but did not attend

METHODS USED TO ENCOURAGE AND INCLUDE STUDENT PARTICIPATION/INPUT AND TO OBTAIN INFORMATION REGARDING THE STUDENT'S PREFERENCES AND INTERESTS

- Input from personnel associated with the student

<input checked="" type="checkbox"/> OTHER PARTICIPANTS	Mr. Alwood		
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The LEA (local education agency) Representative is a school district representative who is qualified to provide or supervise the provision of specially designed instruction for students with disabilities and who is knowledgeable about the general education curriculum and the availability of district resources. By indicating his/her presence in the space below, the LEA Representative certifies that all required IEP team members indicated above were present and participated

<input checked="" type="checkbox"/> LEA REPRESENTATIVE	Kelly Quintin-Jabaut	DATE: 04/08/2024
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Verified On Apr 08, 2024 @ 14:02 PM by Long, Remmington

STUDENT DEMOGRAPHICS

LAST NAME	FIRST NAME	MI	RACE	SEX	GRADE	DATE OF BIRTH	AGE
CHARLES	KELLER JR	DENIS	B	M	06	04/18/2012	11
CURRENT SCHOOL SITE		SITE NUMBER			CASE MANAGER		
LUTZ K-8 SCHOOL		2561			Ligia Grams		

AREAS OF ELIGIBILITY

PRIMARY OTHER

AUTISM SPECTRUM DISORDER

UPDATES/CHANGES TO AREAS OF ELIGIBILITY ARE DOCUMENTED IN EXCEPTIONAL STUDENT EDUCATION PLACEMENT (STEP 10) AND/OR ADDITIONAL INFORMATION/COMMENTS(STEP 11)

SPECIAL CONSIDERATIONS

THE IEP TEAM MUST CONSIDER EACH OF THE ADDITIONAL FACTORS INDICATED BELOW TO DETERMINE IF THE STUDENT HAS NEEDS THAT MUST BE ADDRESSED IN THE IEP.

1. Does the student exhibit behaviors that impede his or her learning or that of others?
 YES, and an FBA/PBIP has been completed and implemented and will be reviewed at this meeting.
2. Does the student with limited English proficiency have language needs that must be considered?
 NOT APPLICABLE
3. If the student is blind or visually impaired, is instruction in braille and the use of braille appropriate for the student?
 NOT APPLICABLE
4. If the student is deaf or hard-of-hearing, what are the student's language and communication needs?
 NOT APPLICABLE
5. Have the parents been provided information describing the Florida School for the Deaf and the Blind and other programs and methods of instruction for students with sensory impairments?
 NOT APPLICABLE
6. Does the student have communication needs that must be addressed?
 NO
7. Does the student require assistive technology devices and services?
 NO
8. Does the student need materials in a specialized format based on required verification from a competent authority (NIMAS)?
 NO
9. Does the student require instruction or the provision of information in the areas of self-determination and/or self-advocacy?
 YES and will be discussed/addressed by the IEP Team.
10. Will the student graduate from high school with a regular diploma or age out of public education during the course of this IEP?
 NO
11. Is the student currently enrolled in a course leading to Career and Professional Education digital tool certificate(s) and/or industry certificate(s)?
 NO, the student is not currently enrolled in a course leading to a Career and Professional Education (CAPE) digital tool certificate(s)/industry certification(s).

PERFORMANCE DATA

THE PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE NARRATIVE IS BASED ON:

TEST RESULTS

2023-2024

FAST(3-10)/STAR(K-2)	August 22, 2023	(Grade 06)
FAST Math PM1	229	SCALE SCORE
-	3	ACHIEVEMENT LEVEL
-	82	NATIONAL PERCENTILE
FAST(3-10)/STAR(K-2)	December 05, 2023	(Grade 06)
FAST Math PM2	232	SCALE SCORE
-	3	ACHIEVEMENT LEVEL
-	73	NATIONAL PERCENTILE
FAST(3-10)/STAR(K-2)	August 21, 2023	(Grade 06)
FAST Reading PM1	184	SCALE SCORE
-	1	ACHIEVEMENT LEVEL
-	0	NATIONAL PERCENTILE
FAST(3-10)/STAR(K-2)	December 04, 2023	(Grade 06)
FAST Reading PM2	219	SCALE SCORE
-	2	ACHIEVEMENT LEVEL
-	43	NATIONAL PERCENTILE

2022-2023

FCAT SSS	May 09, 2023	(Grade 05)
SSS Science	164	SCALE SCORE
-	1	FCAT LEVEL
-		GAIN MET
Nature of Science	3	RAW SCORE

Life Science	7	RAW SCORE
Physical Science	6	RAW SCORE
Earth and Space Science	1	RAW SCORE
FAST(3-10)/STAR(K-2)	May 01, 2023	(Grade 05)
FAST Reading	257	SCALE SCORE
-	1	ACHIEVEMENT LEVEL
-	2	NATIONAL PERCENTILE
FAST(3-10)/STAR(K-2)	December 07, 2022	(Grade 05)
FAST Reading	294	SCALE SCORE
-	1	ACHIEVEMENT LEVEL
-	22	NATIONAL PERCENTILE
FAST(3-10)/STAR(K-2)	September 14, 2022	(Grade 05)
FAST Reading	308	SCALE SCORE
-	2	ACHIEVEMENT LEVEL
-	46	NATIONAL PERCENTILE
FAST(3-10)/STAR(K-2)	May 09, 2023	(Grade 05)
FAST Math	331	SCALE SCORE
-	3	ACHIEVEMENT LEVEL
-	62	NATIONAL PERCENTILE
FAST(3-10)/STAR(K-2)	December 08, 2022	(Grade 05)
FAST Math	312	SCALE SCORE
-	2	ACHIEVEMENT LEVEL
-	57	NATIONAL PERCENTILE
FAST(3-10)/STAR(K-2)	September 16, 2022	(Grade 05)
FAST Math	290	SCALE SCORE
-	1	ACHIEVEMENT LEVEL
-	39	NATIONAL PERCENTILE

DATA SOURCES

- Formal Assessments
- Informal Assessments
- Classroom Performance
- Parent Input
- Student Input
- Previous IEP Goals

Student interests

- Goal # 1 Given a variety of strategies, utilizing direct specialized instruction, Keller will improve reading skills to a 5th grade level or higher with 70% accuracy over a 9 week period. Keller is progressing towards this goal.
- Goal # 2 Given a variety of strategies, through the use of modeling, Keller will develop 2 or more paragraphs on a given topic or prompt with adequate support and conventions with 70% accuracy over a 9 week period. Keller is progressing towards this goal.
- Goal # 3 Given a variety of strategies, Keller will maintain a "C" average or better in math on three nine-week periods. Keller has met this goal
- Goal # 4 Given a variety of strategies, Keller will demonstrate age-appropriate interactions with peers and adults with 80% accuracy over a 9 week period. Keller is progressing towards this goal.
- Goal # 5 Given a variety of strategies, Keller will improve study skills with 80% accuracy over a 9 week period. Keller is progressing towards this goal.

ADDITIONAL INFORMATION

- Teacher Input

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

THE PRESENT LEVEL STATEMENT PROVIDES THE FOUNDATION FOR IDENTIFYING THE SPECIFIC KNOWLEDGE, SKILL, OR BEHAVIOR ADDRESSED BY THE ANNUAL GOAL AND DETERMINING WHETHER THE STUDENT REQUIRES PROGRAM MODIFICATIONS, ACCOMMODATIONS, AND/OR SERVICES AND SUPPORTS TO ADDRESS HIS/HER UNIQUE NEEDS.

GENERAL INFORMATION

Keller is a 6th grade student choiced to Lutz K-8. He is receiving his ESE services in the areas of reading, writing, math, independent functioning, and social/emotional. Keller is able to transition between classes with ease and is continuing to work on his social skills throughout the day.

CURRICULUM AND LEARNING ENVIRONMENT

ELA: Keller demonstrates the ability to comprehend grade level content given sufficient time, but his challenge lies in maintaining focus during classroom activities. Keller's likes to prioritize personal reading over his engagement with an assigned task and has a tendency to rush through assignments putting forth minimal effort, which impacts his academic performance, as reflected in some of his grades. Teachers continue to encourage Keller to take his time and thoroughly review his work before submission and to have someone check over his work prior to submission.

Math: Keller is a high achieving student when it comes to mathematics. He demonstrates a strong understanding of concepts and is confident in ability in the subject. During class, he eagerly participates in class discussions and willingly shares his answers with peers. However, Keller prefers to work independently and isolates himself from collaborative opportunities with classmates. He often distracted by reading his personal books and does not like to organize his notes, which could enhance his learning experience. Nonetheless, Keller's displays a positive demeanor in class, he is respectful towards adults and responds promptly to behavioral corrections. With minimal assistance, he is able to grasp most concepts and does not require much assistance in the area of math.

Reading: Keller is a bright boy who thrives in a structured environment. He enjoys participating in class discussion and answering questions but needs constant reminders to let others speak and take turns. He is encouraged to slow down on his assignments.

Science/Social Studies: Keller is doing well in science. We continue to work on slowing down and taking our time completing tasks. Currently has an "A" for 4th quarter in Science and a B in Social Studies.

SOCIAL OR EMOTIONAL

Keller has demonstrated growth in his academic and behavior skills throughout the year and continues to benefit from supports throughout the day to monitor his social interactions.

Keller continues to work on refining his social skills when interacting with teachers and peers. While he has shown improvement in seeking attention appropriately, Keller occasionally demonstrates behaviors that can be disruptive to the classroom environment and may impact his relationships with peers. Teachers are working with Keller to address these behaviors in the hope of helping Keller understand the impact of his actions on others and develop more constructive ways of seeking attention. Although Keller still requires reminders to raise his hand and wait his turn to contribute to class discussions, he is developing a better understanding of social cues.

In group settings, Keller is learning to navigate disagreements and take responsibility for his actions. He may still struggle with accepting differing viewpoints and occasionally becomes defensive or argumentative when faced with correction or conflict. However, he is making progress in understanding the importance of collaboration and compromise in achieving shared goals.

Keller currently participates in a behavior management system within the general education classroom geared towards 1) Raising hand and waiting to be called on and 2) Working to accurately complete tasks/assignments. Overall, his behavior management system has proven effective in promoting positive behaviors. While he has shown improvement in meeting behavioral expectations, he may still require additional prompting and reinforcement to consistently demonstrate desired behaviors. Teachers and parent are working to gradually transition Keller to more independent participation in the behavior management system as he continues to progress.

INDEPENDENT FUNCTIONING

Keller understands basic concepts and can apply advanced concepts given time and when he is focused. However, Keller does struggle with tasks performed within the classroom, accurately completing all parts of assignments, pacing himself on assignments, and working independently or with peers. Keller often requires queuing and prompting to keep working on tasks and/or not rush through his assignments. Keller works best with one-on-one instruction or in individualized work where he can still maintain focus. Keller does receive extra time to complete assignments and is encouraged to take his time and review his work before submission, emphasizing quality over speed.

During classroom and small group activities, Keller requires frequent reminders to stay focused on the topic of discussion. He has a tendency to veer off-topic. Teachers are working with Keller to develop strategies for staying on task and contributing meaningfully to group discussions, promoting more effective communication skills.

HEALTH CARE

Keller has a medical diagnosis of Autism Spectrum Disorder. He is a healthy boy with no known illnesses.
 Requires no services or assistance beyond that which is normally available to all students.

COMMUNICATION

Keller is able to articulate his wants and needs to teachers and staff. He does not require and speech or language therapy.
 Requires no services or assistance beyond that which is normally available to all students.

PRIORITY EDUCATIONAL NEEDS

EDUCATIONAL NEEDS IDENTIFY THE SPECIFIC SKILLS AND/OR BEHAVIORS THAT THE STUDENT NEEDS TO DEVELOP OR IMPROVE IN ORDER TO PROGRESS IN THE GENERAL CURRICULUM.

Improved Reading

Improved Writing

Improved Independent Functioning

Improved Social/Emotional

INSTRUCTION AND ASSESSMENT

INSTRUCTION

INDICATE THE STANDARDS ON WHICH THE STUDENT WILL BE INSTRUCTED:

General Education Standards

PARTICIPATION IN ASSESSMENT PROGRAMS

THE STUDENT WILL BE ASSESSED THROUGH:

General statewide, standardized progress monitoring system and/or assessment.

WAIVER OF ASSESSMENT RESULTS

Not applicable for this student during the duration of this IEP

AGE/GRADE RELATED REQUIREMENTS

GRADUATION PREPARATION INFORMATION

One or more of the methods listed below are being utilized to prepare the student to graduate. The information is available and/or provided to the student and the parent by way of a hard copy, electronically via a district portal available to district families, the Student Handbook, student/parent conferences, information from the Guidance Department of the student's school, and the district's online Student Progression Plan.

1. Student's Schedule
2. Student's Academic and Career Plan (Reviewed by the student and guidance counselor annually)
3. Review of Graduation Options
4. Review of all requirements for a Standard Diploma
5. Review of Diploma Designations

GRADUATION OPTIONS

Not applicable for this student during the duration of this IEP

TRANSITION PLANNING

Each school offers various programs and opportunities to assist students with transition planning. Transition services are identified in each student's IEP. For the most current information regarding career/technical information, collegiate programs, and transition programs, contact your guidance counselor, Assistant Principal of Curriculum or ESE contact. These identified school personnel can provide the availability and requirements for each opportunity. The following program and resource links were shared: Florida's Center for Students with Unique Abilities, Florida Centers for Independent Living, Division of Vocational Rehabilitation, Agency for Persons with Disabilities, and the Division of Blind Services. Information on referral forms, points of contacts and additional information have been provided. Please note the programs and agencies discussed are not entitlement programs and certain criteria must be met. For additional information on local and community agencies and resources, please visit <https://www.hillsboroughschools.org/Domain/3275>.

TRANSITION NEEDS/SERVICES

This student is eligible for transition services, a coordinated set of activities for a student with disabilities that is designed to be within a results oriented process that is focused on improving the academic and functional achievement, to facilitate the student's movement from school to post-school activities. Transition services are primarily provided by school personnel and they may be addressed through the development of measurable annual goals and short term objectives, special education services, related services, instructional accommodations, program and/or curriculum modifications, support for school personnel, supplementary aids and services, and/or statewide and/or district assessment accommodations and/or modifications. Transition services may be special education, when provided as specially designed instruction, and/or a related service, when required to assist a student with a disability to benefit from special education.

The student is in seventh grade or is 12 years old, whichever occurs first, during the duration of this IEP (or younger if determined appropriate by the IEP Team). The student's needs related to the following required transition service areas must be considered and addressed in this IEP.

INSTRUCTION: formal techniques to impart knowledge that may be provided in school, home, or community settings.
Keller receives ESE services in the areas of reading, writing, math, and organizational skills.

RELATED SERVICES: transportation and developmental, corrective, or other supportive services required for the student to benefit from special education.
Keller is able to navigate school and community. He receives 30 minutes weekly counseling to improve peer relationships and calm down strategies.

COMMUNITY EXPERIENCES: services and activities provided outside of the school building in community settings or by other agencies.
Keller participates in age-appropriate activities within his school and community.

EMPLOYMENT: services and activities that prepare a student for and lead to employment.
Keller will have access to courses which lead to education and training in the area of employability skills.

POST-SCHOOL ADULT LIVING: adult activities that are associated with living arrangements, financial management, and community involvement.
Keller currently resides with his family and engages in tasks leading to further developmental skills for post school adult living.

POSTSECONDARY GOALS

Not applicable for this student during the duration of this IEP

INTERAGENCY REPOSIBILITIES OR NEEDED LINKAGES

Not applicable for this student during the duration of this IEP

MEASURABLE ANNUAL GOALS AND OBJECTIVES

GOAL # 1

DOMAIN(S) / SERVICES

- Curriculum/Learning Environment
- Skills needed for post-secondary education/training
- Skills needed for post-secondary employment
- Skills needed for post-secondary independent living

IMPACT STATEMENT

Considering the student's present level of educational performance and disability participation in the general curriculum or activities is impacted by: Keller's s difficulty comprehending grade appropriate texts at grade level.

MEASURABLE ANNUAL GOAL

Given differentiated instruction and supports, Keller will demonstrate improved reading skill through his ability to comprehend grade level reading material with 70% accuracy in 3 out of 4 opportunities, and/or make gains on district and state assessments.

OBJECTIVES

- a. Keller will use text marking to determine the main idea and supporting details of a given text.
- b. Keller will answer comprehension questions that require thought beyond the text.
- c. Keller will locate and explain text evidence to support his answers to comprehension questions.
- d. Keller will use context clues to determine the meaning of unknown words or phrases in the text.

EVALUATION PLAN

1. Progress toward annual goal will be evaluated using the following methods/procedures:

- Teacher data collection
- Other: formal and/or informal testing

2. The frequency of data collection will be:

- Other: Quarterly

3. Parents will be notified of their child's progress toward the annual goal at least every 9-week grading period and at least as often as progress is reported for nondisabled students. The progress report will describe the extent to which the student's progress is sufficient to enable the student to achieve the goal by the annual review date.

Progress monitoring of this goal and objectives will begin on: 04/08/2024 and be monitored by: ESE and Reg Ed teacher

GOAL # 2

DOMAIN(S) / SERVICES

- Curriculum/Learning Environment
- Skills needed for post-secondary education/training
- Skills needed for post-secondary employment
- Skills needed for post-secondary independent living

IMPACT STATEMENT

Considering the student's present level of educational performance and disability participation in the general curriculum or activities is impacted by: Keller's need to increase writing skills to grade level proficiency.

MEASURABLE ANNUAL GOAL

Given differentiated supports and services, Keller will increase his writing capabilities by demonstrating his ability to independently compose a well-structured essay by scoring a minimum of an 8 out of 12 on classroom and district writing assessments, given 3 out of 4 chances, for the duration of the IEP.

OBJECTIVES

- a. Keller will plan ideas for writing, organizing the topic sentence and the details of his paragraph/essay.
- b. Keller will produce written composition with logical introductions, bodies and conclusions.
- c. Keller will write a clear and concise claim that state the main idea of the paragraph.
- d. Keller will add evidence and commentary to support his claim.
- e. Keller will demonstrate the correct usage of written language mechanics and grammar and self-correct work prior to his final product.

EVALUATION PLAN

1. Progress toward annual goal will be evaluated using the following methods/procedures:

- Teacher data collection
- Other: formal and/or informal testing

2. The frequency of data collection will be:

- Other: Quarterly

3. Parents will be notified of their child's progress toward the annual goal at least every 9-week grading period and at least as often as progress is reported for nondisabled students. The progress report will describe the extent to which the student's progress is sufficient to enable the student to achieve the goal by the annual review date.

Progress monitoring of this goal and objectives will begin on: 04/08/2024 and be monitored by: ESE and Reg Ed teacher

GOAL # 3

DOMAIN(S) / SERVICES Independent Functioning Skills needed for post-secondary education/training
 Skills needed for post-secondary employment
 Skills needed for post-secondary independent living

IMPACT STATEMENT Considering the student's present level of educational performance and disability participation in the general curriculum or activities is impacted by: Keller's difficulty following classroom procedures and completing academic tasks.

MEASURABLE ANNUAL GOAL Given support and a variety of strategies with fading prompting and cueing, Keller will demonstrate improved independent functioning skills as shown by maintaining C average or higher in each subject area over a nine-week period, for the duration of the IEP

OBJECTIVES

- a. Keller will stay on task and complete classwork with minimal prompting.
- b. Keller will communicate appropriately with his teachers and ask questions when confused with the task at hand.
- c. Keller will utilize strategies (checklist, student resources etc.) for completing assignments.
- d. Keller will complete homework and classwork assignments and submit to teacher on time or ask for extra time when needed.

EVALUATION PLAN

1. Progress toward annual goal will be evaluated using the following methods/procedures:

- Teacher data collection

2. The frequency of data collection will be:

- Other: Quarterly

3. Parents will be notified of their child's progress toward the annual goal at least every 9-week grading period and at least as often as progress is reported for nondisabled students. The progress report will describe the extent to which the student's progress is sufficient to enable the student to achieve the goal by the annual review date.

Progress monitoring of this goal and objectives will begin on: 04/08/2024 and be monitored by: ESE and Reg Ed teacher

GOAL # 4

DOMAIN(S) / SERVICES Social/Emotional Skills needed for post-secondary education/training
 Skills needed for post-secondary employment
 Skills needed for post-secondary independent living

IMPACT STATEMENT Considering the student's present level of educational performance and disability participation in the general curriculum or activities is impacted by: Keller's difficulty with age-appropriate interactions with peers and adults.

MEASURABLE ANNUAL GOAL Given a variety of strategies, Keller will demonstrate age-appropriate interactions with peers and adults with 80% accuracy over a nine-week period, for the duration of the IEP.

OBJECTIVES

- a. Keller will demonstrate on-task behaviors, during both structured and unstructured situations.
- b. Keller will comply with school rules and teacher directive.
- c. Keller will "stop and think" before engaging/reacting to stressful social exchanges with peers and adults.
- d. Keller will work cooperatively with others using kind words and accountable talk to express difference of opinion with peers.
- e. Keller will accept redirection from the teacher without banter and becoming argumentative.

EVALUATION PLAN

1. Progress toward annual goal will be evaluated using the following methods/procedures:

Teacher data collection

2. The frequency of data collection will be:

Other: Quarterly

3. Parents will be notified of their child's progress toward the annual goal at least every 9-week grading period and at least as often as progress is reported for nondisabled students. The progress report will describe the extent to which the student's progress is sufficient to enable the student to achieve the goal by the annual review date.

Progress monitoring of this goal and objectives will begin on: 04/08/2024 and be monitored by: ESE and Reg Ed teacher

SPECIAL EDUCATION SERVICES AND SUPPORTS

SPECIALLY DESIGNED INSTRUCTION/SERVICES TO ENABLE THE STUDENT TO PROGRESS TOWARD MASTERY OF ANNUAL GOALS

SPECIALLY DESIGNED INSTRUCTION	LOCATION	FREQUENCY	INITIATION	DURATION
<input checked="" type="checkbox"/> READING SKILLS AND STRATEGIES	Regular Classroom	Weekly	04/08/2024	04/08/2025
<input checked="" type="checkbox"/> WRITTEN LANGUAGE SKILLS AND STRATEGIES	Regular Classroom	Weekly	04/08/2024	04/08/2025
<input checked="" type="checkbox"/> MATHEMATICS SKILLS AND STRATEGIES	Regular Classroom	Weekly	04/08/2024	05/31/2024
<input checked="" type="checkbox"/> SOCIAL SKILLS	Regular Classroom	Weekly	04/08/2024	04/08/2025
<input checked="" type="checkbox"/> OTHER	Regular Classroom	Weekly	04/08/2024	04/08/2025

DESCRIBE: Independent Functioning Skills

RELATED SERVICES SUPPLEMENTARY AIDS AND SERVICES	LOCATION	FREQUENCY	INITIATION	DURATION

SPECIALIZED TRANSPORTATION

NONE REQUIRED REQUIRED

ADDITIONAL SERVICES and/or AIDS

<input checked="" type="checkbox"/> COUNSELING	School Campus	30 Minutes Weekly	04/08/2024	04/08/2025
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DESCRIBE: To improve peer relationships and calm down strategies

CLASSROOM ACCOMMODATIONS

THE STUDENT REQUIRES THE FOLLOWING PRESENTATION ACCOMMODATIONS DUE TO THE IMPACT OF HIS/HER DISABILITY:

ACCOMMODATION	LOCATION	FREQUENCY	OTHER
Active student involvement *	Regular Classroom	Daily	
Active student involvement can be facilitated through questions, use of response cards, small group interaction, or discussion.			
Repetition of information *	Regular Classroom	Daily	
Repetition of information by paraphrasing and summarizing facilitates student recall and understanding.			
Signals or prompts	Regular Classroom	Daily	
Signals or prompts gain the student's attention before the teacher gives directions.			
Monitoring *	Regular Classroom	Daily	
Monitoring is provided by the teacher to see if students need assistance in getting started or they are following directions.			

THE STUDENT REQUIRES THE FOLLOWING RESPONSE ACCOMMODATIONS DUE TO THE IMPACT OF HIS/HER DISABILITY:

ACCOMMODATION	LOCATION	FREQUENCY	OTHER
Increased wait time	Regular Classroom	Daily	

Increased wait time may provide students the opportunity to think about what they want to say and how they will say it. Teachers and peers should not interrupt or speak for students.

THE STUDENT REQUIRES THE FOLLOWING SETTING ACCOMMODATIONS DUE TO THE IMPACT OF HIS/HER DISABILITY:

ACCOMMODATION	LOCATION	FREQUENCY	OTHER
Class rules and expectations *	Regular Classroom	Daily	
Class rules and expectations must be enforced systematically and consistently. Rules should clearly defined and articulated to the student and may be integrated with individual behavior plan.			
Regular procedures/predictable routines	Regular Classroom	Daily	
Regular procedures and predicable routines for beginning and ending classes can be implemented.			
Preferential seating	Regular Classroom	Daily	
Locate the student's desk away from busy parts of the classroom or place it near the teacher's desk.			
Small-group or specialized grouping	Regular Classroom	Daily	
Small group or specialized grouping may be required for students who need additional personal attention and support. Provides additional assistance on tasks, small group instruction, or tutoring. An aide or proctor can help the student maintain attention to complete tasks when the teacher is unavailable.			
Binders *	Regular Classroom	Daily	
Binders with color-coded dividers or folders to separate materials for different subjects may be used by students.			

THE STUDENT REQUIRES THE FOLLOWING SCHEDULING ACCOMMODATIONS DUE TO THE IMPACT OF HIS/HER DISABILITY:

ACCOMMODATION	LOCATION	FREQUENCY	OTHER
Extended time	Regular Classroom	As needed: per student request	
Allowed for assignments and assessments with the amount determined on a case-by-case basis.			
Separate tasks into parts *	Regular Classroom	Daily	
Provides students a manageable way to complete lengthy assignments.			
Checklists *	Regular Classroom	Daily	
Help the student to understand and remember what is expected.			

THE STUDENT REQUIRES THE FOLLOWING ADDITIONAL ACCOMMODATIONS DUE TO THE IMPACT OF HIS/HER DISABILITY:

ACCOMMODATION	LOCATION	FREQUENCY	OTHER

CONSENT FOR CLASSROOM ACCOMMODATIONS SUMMARY

REQUIRED and consent has been given and is applicable to current IEP. ALL OF THE RECOMMENDED CLASSROOM ACCOMMODATIONS WILL BE IMPLEMENTED.

TESTING ACCOMMODATIONS

THE STUDENT REQUIRES THE FOLLOWING FLEXIBLE PRESENTATION ACCOMMODATION(S) DUE TO THE IMPACT OF HIS/HER DISABILITY:

ACCOMMODATION	DESCRIPTION
Oral Presentation	Read aloud test directions, test questions, answer choices, and writing prompt only
Verbal Encouragement	Assistance to maintain attention and effort in written assignments ("keep working", "Make sure to answer every question")

THE STUDENT REQUIRES THE FOLLOWING FLEXIBLE SCHEDULING ACCOMMODATION(S) DUE TO THE IMPACT OF HIS/HER DISABILITY:

ACCOMMODATION	DESCRIPTION
Extended Time	Extra time to complete tests, not exceeding school day.

THE STUDENT REQUIRES THE FOLLOWING FLEXIBLE SETTING ACCOMMODATION(S) DUE TO THE IMPACT OF HIS/HER DISABILITY:

ACCOMMODATION	DESCRIPTION
Small Group	Lower teacher to student ratio

BEHAVIORAL SUPPORTS

- a. CLASSROOM BEHAVIOR MANAGEMENT SYSTEM
- b. INDIVIDUAL STUDENT BEHAVIOR MANAGEMENT SYSTEM
- i. FUNCTIONAL BEHAVIOR ASSESSMENT DATED: 08/31/2017 IS APPROPRIATE
- j. POSITIVE BEHAVIOR INTERVENTION PLAN DATED: 04/05/2023 IS APPROPRIATE

SUPPORT FOR SCHOOL PERSONNEL

COLLABORATION BETWEEN ESE TEACHER(S) AND REGULAR EDUCATION TEACHER(S)

EXTENDED SCHOOL YEAR SERVICES

Exceptional Student Education Extended School Year services were discussed and **are not** recommended.

PHYSICAL EDUCATION

The student will access Physical Education through participation in:

Regular P.E.

LEAST RESTRICTIVE ENVIRONMENT

STUDENTS WITH DISABILITIES WILL BE EDUCATED WITH THEIR NONDISABLED PEERS TO THE MAXIMUM EXTENT APPROPRIATE BY PROVIDING THE SUPPLEMENTARY AIDS AND SERVICES NEEDED, UNLESS THERE IS EDUCATIONAL JUSTIFICATION FOR SEPARATE SERVICES.

A. Considering the special education services and location(s) described in the IEP, the student's IEP goal(s) will be achieved appropriately in a setting, providing inclusion with non-disabled students:

OTHER

in the general education setting **80% to 100%** of the time.

B. Will the student interact with peers/people without disabilities?

YES, for the purpose(s) of:

Socialization/Interaction

Communication Opportunities

Extracurricular Activities

Physical Proximity

Academic Instruction

Nonacademic Activities

C. Will this student be removed from the general education setting for any portion of time during the day?

YES

1. Factors considered by the IEP Team in selecting the student's placement and ensuring that it is in the least restrictive environment include current educational performance, IEP goals and objectives, as well as the following factors which are, or could be, potentially harmful to the student in other assignments:

Frustration and stress

Distractibility

2. Previous educational alternative(s) and/or placement(s) attempted:

Regular class

Regular class with supports

3. Accommodations/Modifications considered or previously attempted:

Active student involvement

Advance organizers

Alternative activities

Binders

Breaks

Checklists

Class rules and expectations

Concrete materials and manipulatives

Dictionaries and thesauruses

Directions can be repeated or clarified

Explicit cues

Extended time

Graphic organizer/outline

Graphic organizers/outlines

Hands-on activities/pictures/diagrams

Increased wait time

Increased/decreased opportunity for movement

Leveled books

Limited amount of materials

Monitoring

Note-taking assistance

Person reading text aloud

Personal word lists

Planners/Visual schedules

Predictable routines

Predictable scheduling

Preferential seating

Previews of vocabulary/key points

Reduce sources of distractions

Reduced distractions

Regular procedures/predictable routines

Repeated reading

Repetition of important information

Repetition of information

Rules and expectations

Schedule adjustments

Separate tasks into parts

Signals or prompts

Simplified directions

Small-group or specialized grouping

Small/Special grouping

Strategies, templates, checklists, and grammar rules

Tactile tools and materials

Uncluttered and clearly organized materials

Verbal encouragement

Visual cues

EXCEPTIONAL STUDENT EDUCATION PLACEMENT

The IEP Team recommends the following placement:

OTHER

REGULAR CLASS WITH SUPPORTS (80% or more of school week with nondisabled peers)

The student will be assigned to: LIBERTY MIDDLE SCHOOL

The student is attending LUTZ K-8 SCHOOL student's parent.

per School Choice option selected by the

ADDITIONAL INFORMATION/COMMENTS

As a result of this meeting:

- A Conference Summary Sheet was completed and is attached.
- The IEP team proposed the following changes:
 - Placement Option
 - Increased/Decreased Services

COMMENTS:

Parent was in attendance for meeting. Stated they were not discouraged from bringing anyone and Gen ed teacher was excused from the meeting. Parent reports that Keller will be transferring to Stewart Middle school for the 2024-2025 school year.

DATES

CURRENT IEP DATE

04/08/2024

IEP REVIEW DUE DATE

04/08/2025

IEP REVISION DATE

ALL SERVICES, ACCOMMODATIONS, AND MODIFICATIONS (UNLESS NOTED ELSEWHERE IN THE IEP) ARE ANTICIPATED TO:

IEP INITIATION DATE

04/08/2024

AND HAVE AN ANTICIPATED

IEP DURATION DATE

04/08/2025

MOST RECENT EVAL/REEVAL DATE

04/05/2023

REEVALUATION DUE DATE

04/03/2026

SPECIAL NOTIFICATIONS

IEP IMPLEMENTATION: The IEP will be made accessible by the ESE Case Manager to each regular education and exceptional education service provider, who is responsible for implementing this student's IEP. All service providers will be informed of their responsibilities related to implementing this student's IEP and any specific accommodations, modifications, and supports that must be provided to the student or school personnel in accordance with this IEP.

PROCEDURAL SAFEGUARDS: The Part B Notice of Procedural Safeguards for Parents of Students With Disabilities contains a full explanation of protections and rights under Part B of the Individuals with Disabilities Education Act (IDEA 2004), the U.S. Department of Education regulations, and corresponding State requirements. This notice must be provided to parents at specified times, including at least one time per school year.

The parent(s) of the student will receive a copy of this IEP immediately upon the conclusion of this IEP Team meeting.

TRANSITION SERVICE(S): Should the transition service needs for this student change during the duration of this IEP, the ESE Case Manager/ESE Teacher will convene the IEP Team.

As a parent of a student with a disability (IDEA-eligible), you may apply for a Family Empowerment Scholarship. The Family Empowerment Scholarship Program provides options for students with disabilities to attend a public school other than the one to which they are assigned, or to attend a participating private school of their choice. Funds for the scholarship is provided by the Florida Department of Education. For further information, please contact the Exceptional Student Education Department for Hillsborough County Public Schools at 273-7513.

The Florida Department of Education (FDOE) maintains an Office of Independent Education and Parental Choice Information Hotline, available by calling 1-800-447-1636. The FDOE also maintains an Internet website which provides additional information on the Family Empowerment Scholarship. To access the website, go to www.floridaschoolchoice.org, and click the Family Empowerment Scholarship link.



DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION

PRIOR WRITTEN NOTICE OF INTENT TO CHANGE

TO THE PARENT/GUARDIAN/SURROGATE OF:	STUDENT NUMBER	DATE OF NOTICE
CHARLES, KELLER JR	6560669	Monday, April 8, 2024

A meeting, which you were invited and encouraged to attend, was held on 04/08/2024

to review the Exceptional Student Education services indicated on your child's Individual Educational Plan dated 04/05/2023 . In order to meet the educational needs of your child, the District proposes to initiate or to change the identification, evaluation, eligibility determination, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child.

***FAPE ENTITLEMENT IS NOT RELEVANT TO SERVICES PLANS**

The proposed changes listed below were based upon your child's current plan as well as a review of the following:

- Teacher/therapist data
- Parent information

The proposed changes are:

YOUR CHILD'S SERVICES WILL CONTINUE TO BE PROVIDED IN:

- REGULAR CLASS WITH SUPPORTS (80% or more of school week with nondisabled peers)

Description of change in FAPE: Removal of specialized Transportation

The options considered which were not chosen were rejected as they did not:

- Provide for the type or intensity of instruction and related services as defined in your child's IEP/IFSP/SP.
- Provide for education in the least restrictive environment

Other factors relevant to the proposed changes: Age of student.

SPECIAL NOTICE

THIS PROPOSED CHANGE WILL BECOME EFFECTIVE IN 10 SCHOOL DAYS, OR SOONER AT YOUR REQUEST, UNLESS YOU DISAGREE AND EXERCISE YOUR RIGHTS IN ACCORDANCE WITH THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) and/or FLORIDA STATUTES AND STATE BOARD OF EDUCATION RULES. Parents of a child suspected of or identified as having a disability who needs special education and related services, have protections under Part B of the Individuals with Disabilities Education Act (IDEA 2004). The *Part B Procedural Safeguards Notice* contains a full explanation of the procedural safeguards available under IDEA 2004 and the U.S. Department of Education regulations. Information regarding *Procedural Safeguards for Exceptional Students Who Are Gifted* is available under State Board of Education Rule 6A-6.03313. The District must provide a copy of such applicable notice to parents at specified times, as required by law.

FOR FURTHER ASSISTANCE UNDERSTANDING YOUR RIGHTS YOU MAY CONTACT THE FOLLOWING PERSONS:

Kelly Quintin at (813) 949-1452 or Region 4 ESE Office at (813) 558-1097

SB89035 REVISED: 10/8/19	DOCUMENT DISTRIBUTION	ORIGINAL TO: Principal/Cumulative Folder/ ESE E.F.A.D. Server COPIES TO: Parent/Guardian/Case Manager/Applicable Teacher/Therapists
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STUDENT NAME	STUDENT NUMBER	DATE OF MEETING
CHARLES, KELLER JR	6560669	04/08/2024

Dear Parent/Guardian/Surrogate Parent/or Age-of-Majority Student:

A meeting was held on behalf of your child (or on your behalf, for the age-of-majority student) to address issues that may affect educational environment, discipline, or placement. Such meetings include, but are not limited to, meetings related to:

- the eligibility for exceptional student education or related services
- the development of an individual family support plan (IFSP)
- the development of an individual educational plan (IEP)
- the development of an 504 plan
- the transition of a student from early intervention services to other services
- the development of postsecondary goals for a student and the transition services needed to reach those goals
- issues that may affect a student's educational environment, discipline, or placement

Pursuant to Section 1002.20 (21), Parental Input and Meetings, Florida Statutes,
(a) *Meetings with school district personnel.*—Parents of public school students may be accompanied by another adult of their choice at any meeting with school district personnel. School district personnel may not object to the attendance of such adult or discourage or attempt to discourage, through any action, statement, or other means, parents from inviting another person of their choice to attend any meeting. The parents and school district personnel attending the meeting shall sign a document at the meeting's conclusion which states whether any school district personnel have prohibited, discouraged, or attempted to discourage the parents from inviting a person of their choice to the meeting.

This signature document is being used in fulfillment of this statutory requirement.

FOR COMPLETION BY PARENT/GUARDIAN/SURROGATE PARENT/AGE-OF-MAJORITY STUDENT

(CHECK APPLICABLE STATEMENT AND SIGN)

- School district personnel have not prohibited, discouraged, or attempted to discourage me from inviting a person of my choice to the meeting.
- School district personnel have prohibited, discouraged, or attempted to discourage me from inviting a person of my choice to the meeting.

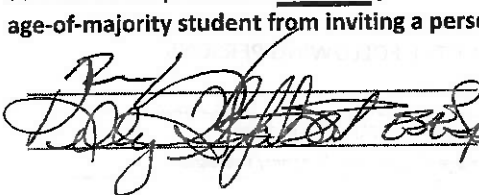
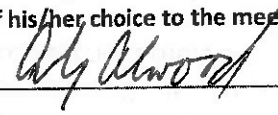
SIGNATURE _____

DATE: 4/8/2024

FOR COMPLETION BY SCHOOL DISTRICT PERSONNEL ATTENDING THE MEETING

(SIGN ONLY BENEATH APPLICABLE STATEMENT)

School district personnel have not prohibited, discouraged, or attempted to discourage the parent/guardian, surrogate parent, or age-of-majority student from inviting a person of his/her choice to the meeting.

 _____
 _____

School district personnel have prohibited, discouraged, or attempted to discourage the parent/guardian, surrogate parent, or age-of-majority student from inviting a person of his/her choice to the meeting.

SB34519 REVISED: JUNE 18, 2015	DOCUMENT DISTRIBUTION	ORIGINAL TO: Principal/Cumulative Folder/ ESE E.F.A.D. Server COPIES TO: Parent/Guardian/Case Manager/Applicable Teachers/Therapists
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**DEPARTMENT OF EXCEPTIONAL STUDENT EDUCATION
INFORMED PARENTAL CONSENT FOR INSTRUCTIONAL
ACCOMMODATIONS**

TO THE PARENT/GUARDIAN/SURROGATE OF:	GRADE	STUDENT NUMBER	STUDENT DATE OF BIRTH	AGE
CHARLES, KELLER JR	06	6560669	04/18/2012	11

INFORMED PARENTAL CONSENT IS NOW REQUIRED FOR IMPLEMENTATION OF INSTRUCTIONAL ACCOMMODATIONS THAT **ARE NOT** ALLOWABLE DURING STATE ASSESSMENTS. THE IEP TEAM HAS RECOMMENDED THAT THE FOLLOWING ACCOMMODATIONS BE PROVIDED IN THE INSTRUCTIONAL SETTING; **HOWEVER**, THESE ACCOMMODATIONS **ARE NOT** ALLOWABLE ON STATE ASSESSMENTS AS SPECIFIED IN THE TEST ADMINISTRATION MANUALS:

- Active student involvement
- Binders
- Checklists
- Class rules and expectations
- Monitoring
- Repetition of information
- Separate tasks into parts

PLEASE REVIEW AND RESPOND TO APPLICABLE CONSENT OPTIONS RELATED TO INSTRUCTIONAL ACCOMMODATIONS

- I GIVE MY CONSENT** FOR THE INSTRUCTIONAL ACCOMMODATIONS LISTED ABOVE AND I UNDERSTAND THAT THEY **WILL ONLY** BE PROVIDED IN THE INSTRUCTIONAL SETTING AND **WILL NOT** BE ALLOWED DURING STATE/DISTRICT ASSESSMENTS. I HAVE BEEN INFORMED THAT STUDENT PERFORMANCE ON STATE/DISTRICT ASSESSMENTS **MAY** BE NEGATIVELY IMPACTED WHEN REGULARLY PROVIDED ACCOMMODATIONS ARE NOT ALLOWED. I UNDERSTAND THAT **THE INSTRUCTIONAL ACCOMMODATIONS LISTED ABOVE WILL NOT BE PROVIDED UNTIL I HAVE GIVEN MY CONSENT FOR THEIR USE.**
- I DO NOT GIVE MY CONSENT** FOR THE INSTRUCTIONAL ACCOMMODATIONS LISTED ABOVE AND I UNDERSTAND THAT THEY **WILL NOT** BE PROVIDED IN THE INSTRUCTIONAL SETTING AND **WILL NOT** BE ALLOWED DURING STATE/DISTRICT ASSESSMENTS. I HAVE BEEN INFORMED THAT STUDENT PERFORMANCE ON STATE/DISTRICT ASSESSMENTS **MAY** BE NEGATIVELY IMPACTED WHEN REGULARLY PROVIDED ACCOMMODATIONS ARE NOT ALLOWED. I UNDERSTAND THAT **THE INSTRUCTIONAL ACCOMMODATIONS LISTED ABOVE WILL NOT BE PROVIDED BECAUSE I HAVE NOT GIVEN MY CONSENT FOR THEIR USE.**

AFTER SELECTING CONSENT OPTION PLEASE SIGN AND DATE

PARENT/GUARDIAN/SURROGATE/AGE OF MAJORITY STUDENT SIGNATURE

DATE

PLEASE RETURN THIS FORM TO:

Mr. Long
Lutz KB

PHONE:

AS SOON AS POSSIBLE.

SPECIAL NOTICE

State Board Rule #6A-6.03028(7)(e) states: Accommodations that negate the validity of a statewide assessment are not allowable in accordance with Section 1008.22(3)6, Florida Statutes

INSTRUCTIONS

ATTACH ADDITIONAL PHOTOCOPY OF THIS DOCUMENT TO EACH SUBSEQUENT AND APPLICABLE IEP. PROVIDE PARENT/GUARDIAN, SURROGATE, OR AGE OF MAJORITY STUDENT WITH A REVIEW OF THIS FORM AND FURTHER EXPLANATION AT SUBSEQUENT IEP TEAM MEETINGS TO ENSURE THAT THEY ARE STILL IN AGREEMENT WITH THE MOST RECENTLY PROVIDED CONSENT STATEMENT PERTAINING TO INSTRUCTIONAL ACCOMMODATIONS.

SB89043 REVISED: JUNE 18, 2015	DOCUMENT DISTRIBUTION	ORIGINAL TO: Principal/Cumulative Folder/ ESE E.F.A.D. Server COPIES TO: Parent/Guardian/Case Manager(Student Resource Folder)
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Student #: 6560669

Hillsborough County
PUBLIC SCHOOLS
Excellence in Education
CONFERENCE SUMMARY

NAME: Keller Charles

DATE: 4/8/2024

SCHOOL: Lutz K-8

BIRTHDATE: 4/18/2012 GRADE: 6

PARENTS/PERSONNEL PRESENT:

PARENT/GUARDIAN/SURROGATE: [Signature]

PRINCIPAL: _____

PSYCHOLOGIST: _____

ASSISTANT PRINCIPAL: [Signature]

ESE PERSONNEL: [Signature]

REG. ED. TEACHER(S): _____

STUDENT: _____

SOCIAL WORKER: _____

GUIDANCE COUNSELOR: _____

OTHER: _____

REASON FOR CONFERENCE: IEP Annual meeting.

INFORMATION: ESE Specialist, Ms. Quintin, arrived tardy to the IEP meeting. The ESE teacher, Mr. Long, was in the middle of the present level upon ESE Specialist arrival. Parent shared that he has been asking for a parent conference with the general education teacher and has not been granted a meeting. Middle School AP, Mr. Alwood, shared that the previous meeting with the teachers was contentious and the teachers have expressed they are not comfortable meeting with the parent unless administration is present. ESE Specialist reviewed the procedures through the Procedural Safeguards and shared he could have reached out to the ESE Specialist with concerns. Parent shared he was unaware of his rights as a parent of student with an IEP. Procedural Safeguards will be provided at the conclusion of today's meeting. ESE Teacher shared that Keller is receiving all A's, B's and 1 C on his report card. The biggest concern is Keller submitting assignments too quickly and not waiting until the lesson is complete to submit. The parent was previously provided a draft copy of the IEP. Goals and objectives were reviewed. Parent shared that Keller had submitted 5-7 assignments 4-5 days prior to the assignment being due; but the teachers had not finished the instruction for the assignment. Keller had submitted assignments within 6 minutes; meaning he read the passage and answered the questions within those 6 minutes. The IEP Team feels that Keller just wants to complete the work and move on. Parent shared it is only in Keller's Language Arts class. The parent expressed concerns that teachers did not reach out to the parent when Keller was submitting these assignments. The problem with Keller submitting the assignment is that the answers will populate and then Keller cannot go back and complete the assignment again. The IEP Team is recommending that Specialized Transportation is no longer recommended. Keller is able to give information in an emergency situation and does not require adaptive equipment. Parent and team were in agreement to discontinue Specialized Transportation.

