

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**Date of IEP Meeting:**

October 22, 2003

**IEP COVER SHEET**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact: Kris Schoenenberger-Gross at [REDACTED])

<b>Name of Child: (Last, First, Middle)</b> Dassey, Brendan	<b>Date of Birth</b> 10/19/1989	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	<b>Grade</b> 8	<b>District of Residence</b> Mishicot	<b>District of Placement</b> Mishicot	<b>PURPOSE OF MEETING:</b> (Check ALL that apply)  <input type="checkbox"/> Evaluation including determination of eligibility  <input checked="" type="checkbox"/> Initial or Annual IEP Development  <input checked="" type="checkbox"/> IEP Review/Revision  <input checked="" type="checkbox"/> Develop a transition statement  <input checked="" type="checkbox"/> Placement  <input type="checkbox"/> Manifestation determination  <input type="checkbox"/> Alternate Assessment  <input type="checkbox"/> Other:
<b>School</b> Mishicot Middle School	<b>Student Lives With:</b> <input type="checkbox"/> Both Parents <input checked="" type="checkbox"/> Mother Only <input type="checkbox"/> Father Only <input type="checkbox"/> Other Guardian		<b>Race/Ethnic: (If parent chooses to identify)</b>			
<b>Mother's Name</b> Barbara Janda	<b>Address: (Street, City, Zip)</b> 12930A Avery Lane, Two River, WI 54241			<b>Phone:</b> [REDACTED]		
<b>Father's Name</b>	<b>Address: (Street, City, Zip)</b>			<b>Phone:</b>		
<b>Guardian/Relationship</b>	<b>Address: (Street, City, Zip)</b>			<b>Phone:</b>		
<i>For students transferring between public agencies:</i> IEP reviewed and adopted by: On			<i>For students transferring between public agencies:</i> Evaluation report reviewed and adopted by: On			

☒ The LEA informed the parent(s) of their rights to additional time and a copy of the evaluation report at the beginning of the IEP team meeting (Check box to confirm)

If the purpose of this meeting is to discuss information obtained from **additional tests or other evaluation materials** given or conducted as part of an initial evaluation or reevaluation, was each IEP team participant given a copy of the summary of findings prepared by those individuals who conducted tests or other evaluation materials?

☐ Yes ☒ Not Applicable

Did the LEA, following the determination that the child has or continues to have a disability, and prior to developing or revising an IEP for the child, ask each IEP team participant whether he/she needs additional time and whether he/she wants a copy of the evaluation report before proceeding?

☐ Yes ☒ Not Applicable

If a purpose of this meeting is **IEP development, review, and/or revision**, did the IEP team consider the results of the initial or most recent evaluation, statewide assessments, and/or district wide assessments?

☒ Yes ☐ Not Applicable



# MISHICOT SCHOOL DISTRICT

Mishicot, WI

Date of IEP Meeting:

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## IEP COVER SHEET

### IEP TEAM PARTICIPANTS:



SIGNATURES BELOW INDICATE REVIEW OF OLD IEP TEAM FINDINGS AND DEVELOPMENT OF CURRENT IEP OR TEAM FINDINGS.

Parent/Guardian: <i>Barbara E. Janda</i>	Community agency representative/title:
Parent/Guardian: <i>Thomas Janda</i>	Private school representative/title:
Student (if appropriate):	Related services provider/title:
IEA Representative/title: <i>Donald R. Corley, Principal</i>	Related services provider/title:
Special education teacher/title: <i>Scott Van Hefty, SD Teacher</i>	Interpreter:
Special education teacher/title: <i>Melissa Socha / Speech Pathologist</i>	Representative of WSD or WSVH:
Regular education teacher/title: <i>Dawn Krueger / Soc. St</i>	Other/title:
Regular education teacher/title:	Other/title:
Regular education teacher/title:	Other/title:

If parent didn't attend or participate in the meeting by other means, documentation of 3 efforts to involve parents:

- 1) Mailed invite/parental rights 10/2/03
- 2) Sent reminder 10/7/03
- 3) Sent reminder 10/14/03



**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**DETERMINATION AND NOTICE OF  
CONTINUED PLACEMENT**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

Date of the placement determination: 10/22/2003 Student: Brendan Dassey

The IEP developed on October 22, 2003 will be implemented at Mishicot Middle School in the Mishicot

School District/City, with a projected implementation on October 23, 2003

Will the child attend the school he/she would attend if not disabled? ☒ Yes ☐ No

If no, explain:

List other options considered, if any, related to the placement site (school building or school district), frequency, location, and duration of the special education and related services, supplementary aids and services, program modifications and supports, and the place of those services, supplementary aids and services, program modifications and supports, and the place of those services. List the reason(s) rejected, and a description of any other factors relevant to the proposed action:

☒ None

You and your child have protection under the procedural safeguards (rights) of special education law. Previously you received a copy of your procedural safeguard rights in a brochure about parent and child rights. If you would like another copy of this brochure, please contact the school district at the telephone number above. In addition to the district staff, you may contact the State of Wisconsin DPI at [REDACTED] if you have any questions about your rights.

☒ You previously received a copy of the evaluation report and a copy of the IEP is attached.

☐ Copies of the evaluation report and the IEP are enclosed or attached.

**The school district is required to include the following statements as part of this notice:**

If at any point during an IEP team meeting, to determine your child's eligibility for special education, develop an IEP, or determine a placement, you or other IEP team participants believe that additional time is needed to permit your meaningful involvement, additional time will be provided. The IEP team process may be concluded in one meeting or may require more than one meeting depending on individual circumstances.

At the beginning of any meeting to address the evaluation, IEP, or placement of your child, the school district must discuss with you your right to have additional time as described above and your right to have a copy of the IEP team's evaluation report prior to developing an IEP and placement. Upon request, you and the other IEP team participants may receive a copy of the team's evaluation report prior to continuing with the development of your child's IEP and placement.

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INDIVIDUALIZED EDUCATION PROGRAM**  
 FOR Brendan Dassey

**PROGRAM SUMMARY**

Date(s) of IEP team meeting(s) to determine special education and related services needs:

October 22, 2003

Physical Education: ☒ Regular ☐ Specially designed  
 Vocational Education: ☒ Regular ☐ Specially designed

**BEGINNING DATE OF IEF** 10/23/03 **ENDING DATE OF IEP:** 10/22/2004  
 (Cannot be prior to the IEP meeting date) (Cannot be more than 1 year from beginning date)

☒ These dates do not include days when school is not in session.

A statement for each of I, II, III and IV below to allow the student (1) to advance appropriately toward attaining the annual goals; (2) to be involved and progress in the general curriculum; (3) to participate in extracurricular and other nonacademic activities, and (4) to be educated and participate with other students with disabilities and non-disabled students to the extent appropriate. Include frequency, location, and duration.

I. Special Education	Frequency	Location	Duration
Study Hall	5Xweek	CWD room	Length of IEP
Language Arts	5Xweek	CWD room	Length of IEP
Reading/Spelling	5Xweek	CWD room	Remainder of 8th grade (10/22/03-6/17/04)
Speech Therapy	2Xweek	Speech room	Length of IEP

II. Related services needed to benefit from special education as listed above including frequency, location and duration.

☒ None needed to benefit from special education.

<input type="checkbox"/> Assistive technology				<input type="checkbox"/> Psychological services			
<input type="checkbox"/> Audiology				<input type="checkbox"/> Recreation			
<input type="checkbox"/> Counseling				<input type="checkbox"/> Rehabilitation counseling services			
<input type="checkbox"/> Educational Interpreting				<input type="checkbox"/> School health services			
<input type="checkbox"/> Medical services for diagnosis and evaluation				<input type="checkbox"/> School social work services			
<input type="checkbox"/> Occupational Therapy				<input type="checkbox"/> Speech and language			
<input type="checkbox"/> Orientation and mobility (VI only)				<input type="checkbox"/> Transportation			
<input type="checkbox"/> Physical Therapy				<input type="checkbox"/> Other: specify			



**WISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

<b>I. Supplementary aids and services</b> - aids, services, and other supports provided to or on behalf of the student in regular education or other educational settings: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe: see Modifications Page	<u>Frequency</u>  5Xweek	<u>Location</u>  Reg. Ed. Classroom	<u>Duration</u>  Length of IEP
<b>II. Program modifications or supports for school personnel that will be provided:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe:	<u>Frequency</u>	<u>Location</u>	<u>Duration</u>

☐ The student will participate full-time with non-disabled peers in regular education, or for preschoolers, in age-appropriate settings.

☒ The student will not participate full-time with non-disabled peers in regular education, or for preschoolers, in age-appropriate settings. *(If you have indicated a location other than the regular education environment in I, II, or III above, you must check this box and explain why full-time participation with non-disabled peers is not appropriate.)*

Brendan is functioning significantly below grade level in the areas of reading and writing. In order to be successful, Brendan needs one-on-one or small group instruction. The regular education classroom does not fully provide Brendan with the assistance he needs to be academically successful. Due to the extent and nature of Brendan's deficits in his expressive and receptive language abilities, he requires individualized programming from a speech and language pathologist. This programming will facilitate strategies for success within the classroom. Without such programming, Brendan would miss opportunities to learn specific strategies.

## CLASSROOM MODIFICATIONS

Student: Brendan Dassey

Date: 10/22/03

Student will be allowed the following modifications, when necessary and appropriate, to assure success in the regular education setting as determined by the special education teacher.

### Pacing

- ☒ Untimed testing situations
- ☐ Omit assignments requiring copying in a timed situation
- ☐ Avoid placing student under pressure of time or competition
- ☐ Other \_\_\_\_\_

### Environment

- ☒ Test and/or designated assignments completed in resource room *when needed*
- ☒ Preferential seating (*Away from friends*)
- ☒ Reduce / minimize distractions: ☐ Visual ☐ Auditory ☒ Both
- ☐ Other \_\_\_\_\_

### Presentation of Subject Matter

- ☒ Emphasize teaching approach: ☐ Auditory ☐ Visual ☐ Tactile ☒ Multi
- ☐ Individual / small group instruction
- ☐ Other \_\_\_\_\_

### Materials

- ☐ Highlighted tests / study guides
- ☒ Use of adapted or simplified text *Reading Books for LA*
- ☐ Taped text or study guides
- ☐ Other \_\_\_\_\_
- ☐ Flash cards
- ☐ Use ability level materials

### Testing Adaptations

- ☐ Oral ☐ Short answer ☐ Multiple choice ☐ Modify format
- ☒ Provide extra time within classroom
- ☒ Read test to student *when applicable*
- ☐ Other \_\_\_\_\_

### Assignments

- ☒ Shorten assignments *when applicable*
- ☒ Read directions to student
- ☐ Record or type assignments
- ☐ Adapt worksheets, packets
- ☐ Provide extra assignment time
- ☒ Avoid penalizing for spelling errors
- ☐ Utilize compensatory procedures by providing alternate assignment strategies when demands of class conflict with student capabilities.
- ☒ Reversals and transpositions of letters and numbers should not be marked wrong. Instead they should be pointed out for correction.
- ☒ Quietly repeat directions to student, after they have been given to the class
- ☒ Accompany oral directions with written directions for referral throughout the school day. *Binder in room*
- ☐ Student should be allowed to tape classroom lectures or discussion.
- ☐ Other \_\_\_\_\_
- ☒ Allow to correct for new grade *Only @ teacher's discretion*
- ☐ Reduce paper and pencil tasks (transferring)
- ☐ Give oral cues or prompts
- ☐ Use of peer tutoring and assistance or cross-age tutoring
- ☒ Maintain assignment notebook / *Point Sheet*

### Reinforcement and Follow Through

- ☒ Use positive reinforcement
- ☒ Check often for understanding / review
- ☒ Promote Study skills / habits
- ☒ Reinforce long term assignment time lines
- ☐ Use behavioral contracts / daily charts
- ☐ Make arrangements for homework assignments to reach home with clear, concise directions
- ☐ Other \_\_\_\_\_
- ☒ Check assignment
- ☒ Use concrete reinforcement
- ☒ Request parent reinforcement
- ☐ Use study guides to organize material
- ☐ Repeated review / drill

### Grading

- ☒ Grading according to functional level that the student is currently working at
- ☐ Alternative grading system (describe) \_\_\_\_\_
- ☐ Attainment of goals and objectives identified in the IEP
- ☒ Grading determined by both the regular education teacher and specialist in cooperation



**MISHICOT SCHOOL DISTRICT****Mishicot, WI****INDIVIDUALIZED EDUCATION PLAN**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact: Kris Schoenenberger-Gross at [REDACTED])

Student: Brendan Dassey

DOB: October 19, 1989

- A. Is the student **aged 14 or over**, or will the student turn 14 during the time frame of this IEP? ☒ Yes ☐ No  
Is the student younger than age 14 but has transition service needs? ☐ Yes ☒ No
- B. Is the student **aged 16 or over**, or will the student turn age 16 during the time frame of this IEP? ☐ Yes ☒ No  
Is the student younger than age 16 but needs a transition plan? ☒ Yes ☐ No

If the answer to any of the questions in A or B directly above is "Yes", complete an attach the Summary of Transition Services. (I.13)

**PARTICIPATION IN STATEWIDE ASSESSMENTS:****Wisconsin Reading Comprehension Test (WRCT):**☐ Yes ☐ Alternate ☒ Student will not be in 3rd grade when assessment is given

Describe any necessary accommodations. If using an alternate assessment, describe why the statewide assessment is not appropriate for the student and tell how the student will be assessed:

**Wisconsin Knowledge and Concepts Examination (WKCE):**☐ 4th ☒ 8th ☐ 10th ☐ student will not be in 4th, 8th or 10th grade when assessment is givenCheck all that apply: ☒ Reading/Language Arts ☒ Writing ☒ Science ☒ Math ☒ Social Studies

Describe any necessary accommodations:

**Taken in CWD room, no time constraints, may use calculator, portions excluding LA may be read to him**Check areas where an alternate assessment will be given: ☐ Reading/Language Arts ☐ Writing ☐ Science ☐ Math ☐ Social Studies

Also, describe why the statewide assessment is not appropriate for the student and how the student will be assessed:

**PARTICIPATION IN DISTRICT WIDE ASSESSMENTS:** ☐ District Wide Assessments not given☒ Yes ☐ No ☐ student is not in the grade when assessment is given

If yes, list assessment(s) and necessary accommodations, if any; if no, state why the assessment is not appropriate for the student and tell how the student will be assessed:

**MAPS - No accommodations because test is a computer based assessment in language arts and math that works at ability level of student.**

**SPECIAL FACTORS:** After consideration for special factors (behavior, limited English proficiency, Braille needs, communication needs, including deaf/hard of hearing, assistive technology), was there a need in any of the areas? ☒ Yes ☐ No (If yes, or student has a visual impairment, attach I.10, Special Factors)

MISHICOT SCHOOL DISTRICT  
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM  
FOR Brendan Dassey

**SUMMARY OF TRANSITIONAL SERVICES**

**\*\*An initial summary of transition services must be developed for students who are 14 or will be 14 during the time frame of this IEP and annually for all students who are 16 or will be 16 during the time frame of this IEP.**

Date and method of inviting student: Personally Invited Brendan Tuesday, October 21, 2003

If the student did not attend the IEP meeting, what steps were taken to ensure that the student's interests and preferences were considered in the planning?  
Parent/s were invited to the meeting and did not attend.

Will the student reach his/her 17th birthday during the time frame of the IEP or has the student reached the age of 18?

☐ Yes ☒ No

If yes, specify how the student and parents have been informed of the rights which will transfer to the student at age 18 if no legal guardian is appointed:

Transition is a coordinated set of activities designed within an outcome-oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation. In the space below, include a statement of needed transition services which addresses each of the following if appropriate: *(If the transition services are contained elsewhere in this IEP you may provide a cross-reference.)*

1. Instruction		
2. Related Services: Guidance office is available to research vocational interests.		
3. Community Experiences:		
4. Employment Objectives:		
5. Acquisition of daily living skills - if appropriate:		
6. Functional vocational evaluation - if appropriate:		
7. Other:		
Were other agencies invited?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Invited Agencies	Date & Method of Invitation	If appropriate, a statement of the Interagency responsibilities or any needed linkages

If an invited agency representative did not attend the IEP meeting, what other steps were taken to obtain the participation of the agency in the provision and/or payment of transition services?



**TRANSITION PLANNING WORKSHEET/GUIDE**  
**9TH GRADE**

1 At this time, Brendan is interested in pursuing the following after high school graduation:

- ☒ Workforce      ☐ Community College (2 year)      ☐ Military  
☐ technical college      ☐ College or University (4 year)      ☐ Other

2 Brendan's interests and strengths are in the areas of:

Hard physical worker.

physical work in a factory.

3 Based on Brendan's present level of functioning, the IEP team recommends that he/she consider registering for the following required and elective courses during the next school year:

English	<u>Pullout</u>	Science	<u>Regular</u>	Phy Ed	<u>Regular</u>
Math	<u>Pre-Algebra</u>	Social Studies	<u>Regular</u>	Health	<u>Regular</u>

  

<input type="checkbox"/> Ag Horizons	<input checked="" type="checkbox"/> Clothing	<input type="checkbox"/> Concert Choir	<input checked="" type="checkbox"/> Study Hall
<input type="checkbox"/> Speedwriting	<input checked="" type="checkbox"/> Design Studio	<input type="checkbox"/> Music Appreciation	<input type="checkbox"/> Other
<input type="checkbox"/> Information Processing	<input type="checkbox"/> French I	<input type="checkbox"/> Sound Wave (Swing Choir)	
<input type="checkbox"/> Computer Applications	<input type="checkbox"/> Spanish I	<input type="checkbox"/> Symphonic Band	
<input type="checkbox"/> Computer Literacy	<input type="checkbox"/> Drivers Ed	<input type="checkbox"/> Jazz Band	
<input type="checkbox"/> Intro to Business	<input type="checkbox"/> Pre Algebra	<input type="checkbox"/> Sound Wave (Jazz Band)	
<input checked="" type="checkbox"/> Foods	<input type="checkbox"/> Integrated Geometry	<input type="checkbox"/> American Industries	

\*The information on this form is based upon the course offerings for this current school year and is subject to change. The student's involvement in the classes indicated is dependent upon whether or not the student passes his/her current classes, as well as the formal high school class registration procedures. The information on this form does not in any way guarantee the student's involvement in any class. The student must follow the formal high school class registration procedures to register for his/her classes, which is conducted through the guidance office.

**MISHICOT SCHOOL DISTRICT**  
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**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

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**SPECIAL FACTORS**

Note: For any need(s) identified below, there must be a statement of the service(s) to meet that need (including amount/frequency, location, and duration) on 1-14.

- A. Does this student's behavior impede his/her learning or that of others? ☐ Yes ☒ No  
If yes, include the positive behavioral interventions, strategies, and supports to address that behavior:
- B. Is the student a student with limited English proficiency? ☐ Yes ☒ No  
If yes, include the language needs that relate to this IEP:
- C. If visually impaired, does the student need instruction in Braille or the use of Braille? ☐ Yes ☒ No  
If no or cannot be determined, attach I.7 from the latest evaluation/reevaluation.
- D. Does the student have communication needs that could impede his/her learning? ☒ Yes ☐ No  
If yes, include communication needs that were considered. (If yes and student is deaf or hard of hearing, identify the communication needs including (a) the student's language; (b) opportunities for direct communication with peers and professional personnel in the student's language and communication mode; and, © academic level and full range needs including opportunities for direct instruction in the student's language and communicative mode).  
See Speech and Language goals pages.
- E. Does the student need Assistive Technology services or devices? ☐ Yes ☒ No  
If yes, specify particular device(s) and service(s) that were considered:



**MISHICOT SCHOOL DISTRICT**  
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**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

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**PRESENT LEVEL OF EDUCATIONAL PERFORMANCE**

(Note: Present level of performance must include information that corresponds with each annual goal)

Describe the student's strengths and the concerns of the parents about the student's education:

Brendan is a quiet student. He appears to be shy, but often times is visiting with classmates. Brendan enjoys math the most, followed by spelling. These are the two areas he finds most of his academic success. Brendan is able to comprehend grade level material when it is read to him. When reading material at Brendan's level, he is able to read fluently and decode. Parent Concerns:

*None @ this time*

Will the student be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities?

☐ Yes

☒ No

If no, explain the extent to which the student will not be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities.

Due to Brendan reading below grade level, he receives specific instruction designed to meet his needs apart from his regular education peers.

Present level of education performance: (Include how the student's disability affects the student's involvement and progress in the general curriculum.

For preschool children, describe how the disability affects participation in appropriate activities.)

Brendan is currently reading at the fourth grade level. Brendan struggles with lengthy sentences that contain a lot of detail. Brendan has proven that his comprehension abilities are stronger than his reading ability. Brendan is able to comprehend material read to him at grade level. One area Brendan needs to improve on is his word attack skills. Often times, Brendan will give up on a word much too easy if it is not familiar to him.

**MISHICOT SCHOOL DISTRICT**  
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**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

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**PRESENT LEVEL OF EDUCATIONAL PERFORMANCE**

(Note: Present level of performance must include information that corresponds with each annual goal)

Describe the student's strengths and the concerns of the parents about the student's education:

Brendan is a quiet student. He appears to be shy, but often times is visiting with classmates. Brendan enjoys math the most, followed by spelling. These are the two areas he finds most of his academic success. Brendan is able to comprehend grade level material when it is read to him. When reading material at Brendan's level, he is able to read fluently and decode. Parent Concerns: *None @ this time.*

Will the student be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities?

☐ Yes

☒ No

If no, explain the extent to which the student will not be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities.

Due to Brendan writing below grade level, he receives specific instruction designed to meet his needs apart from his regular education peers.

Present level of education performance: (Include how the student's disability affects the student's involvement and progress in the general curriculum.

For preschool children, describe how the disability affects participation in appropriate activities.)

Brendan struggles with the mechanics of writing. He often times does not capitalize or provide essential punctuation with his writing. Brendan is able to write complete sentences, but will not unless told to. Brendan has good ideas, but struggles transferring it onto paper. Brendan dislikes writing and will do as little as is required of him.



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FOR Brendan Dassey

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**PRESENT LEVEL OF EDUCATIONAL PERFORMANCE**

(Note: Present level of performance must include information that corresponds with each annual goal)

Describe the student's strengths and the concerns of the parents about the student's education:

**Brendan is able to complete assignments when he designates time for it. If Brendan wants to complete an assignment, he usually does. The assignments that have to be done outside the school setting are the ones that usually do not get completed.**

*Parent Concerns: None @  
this time.*

Will the student be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities?

☒ Yes

☐ No

If no, explain the extent to which the student will not be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities.

Present level of education performance: (Include how the student's disability affects the student's involvement and progress in the general curriculum.

For preschool children; describe how the disability affects participation in appropriate activities.)

**Brendan has problems with organization. Many times he cannot find work that has been completed. He is reminded often to clean his binder. Brendan also likes to share notebooks with different subjects in them, which causes him much confusion. Brendan refuses additional notebooks from the teachers around him. Brendan is marked points off for not ever turning in a notebook for a grade.**

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**PRESENT LEVEL OF EDUCATIONAL PERFORMANCE**

(Note: Present level of performance must include information that corresponds with each annual goal)

Describe the student's strengths and the concerns of the parents about the student's education:

**Strengths:** *Brendan is very cooperative and will always attempt what is asked of him. He is cooperative and puts forth his best effort. Brendan is enjoyable to work with.*

**Concerns:** *None reported*

Will the student be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities?

☒ Yes

☐ No

If no, explain the extent to which the student will not be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities.

Present level of education performance: (Include how the student's disability affects the student's involvement and progress in the general curriculum.

For preschool children, describe how the disability affects participation in appropriate activities.)

*Brendan continues to demonstrate difficulties expressing himself in a clear and concise manner. Multiple prompts and questions are required to obtain necessary information from Brendan in response to questions. This has resulted in difficulties defining vocabulary, comparing/contrasting vocabulary themes, summarizing information and generating inferences. In addition, Brendan has a difficult time grasping the meaning of figurative language/slang. Pragmatic skills such as use of appropriate eye contact is also an area of difficulty for Brendan.*



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**INDIVIDUALIZED EDUCATION PROGRAM**

FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/23/2003 IEP Ending Date: 10/22/2004 Special Education Teacher: S. Van Hefty

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will increase his reading skills to a fifth grade level by meeting 3 out of the 4 benchmarks below.

Based on current progress this student is (see below) to meet this annual goal.

Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Informal observations, work samples, informal reading assessments

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

IEP progress reports, P/T conferences, Grade checks

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

	Date:			
1. Brendan will use a variety of strategies for word recognition tasks (context clues, beginning/middle sounds, pattern words, etc.).				
2. Brendan will be able to use vocabulary in story to describe, compare, classify, and define.				
3. Brendan will read ability level material with fluency and expression.				
4. Brendan will be able to identify characters, settings, problem, events, solutions).				

Grading Scale:

O - Outstanding Progress

S - Satisfactory Progress

E - Emerging Skill

N - Needs Additional Instruction

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INDIVIDUALIZED EDUCATION PROGRAM**

FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/23/2003 IEP Ending Date: 10/22/2004 Special Education Teacher: S. Van Hefty

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will increase his writing skills to a sixth grade level by meeting 4 out of the 6 benchmarks below.

Based on current progress this student is (see below) to meet this annual goal.

Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Informal observations, work samples, informal reading assessments

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

IEP progress reports, P/T conferences, Grade checks

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

1. Without teacher directive, Brendan will write complete sentences using appropriate capitalization 80% of the time.

2. Without teacher directive, Brendan will write complete sentences including 1-2 details 80% of the time.

3. Brendan will write a paragraph using a topic sentence, supporting sentences, and a concluding paragraph.

4. Brendan will edit assignments for mechanical correctness 70% of the time.

5. Brendan will write a story, after editing stage, with a beginning, middle, and an end, 2 out of 3 times.

6. Brendan will use the computer as a tool for writing.

Date:				

Grading Scale:

O - Outstanding Progress

S - Satisfactory Progress

E - Emerging Skill

N - Needs Additional Instruction

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.



**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/23/2003 IEP Ending Date: 10/22/2004 Special Education Teacher: S. Van Hefty

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will increase his organization of school work by meeting 3 out the 4 benchmarks below.	Based on current progress this student is (see below) to meet this annual goal.	
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Informal observations

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

IEP progress reports, P/T conferences, Grade checks

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

	Date:			
1. Brendan will no more than 5 missing assignments per quarter for all classes.				
2. Brendan will maintain his assignment notebook 75% of the time.				
3. Brendan will organize his binder and locker once a month without teacher directive.				
4. Brendan will have the home component sign his point sheet/ assignment notebook 90% of the time.				

Grading Scale:

O - Outstanding Progress

S - Satisfactory Progress

E - Emerging Skill

N - Needs Additional Instruction

I - Inconsistent Performance

X - Does not apply (Is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INDIVIDUALIZED EDUCATION PROGRAM**  
**FOR**      **Brendan Dassey**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: October 23, 2003 IEP Ending Date: Oct 22, 2004 Special Education Teacher: Melissa Socha, MS, CCC-SLP

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will improve expressive and receptive language skills by obtaining 70% accuracy of 4 of 7 benchmarks listed below.

Based on current progress this student is (see below) to meet this annual goal.

Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Anecdotal record, Therapy notes, parent observation

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Quarterly progress reports, Annual review of IEP

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability: **Brendan will:**

Date: 01/16/2003

1. Make an inference about a sentence he has read or one that has been read to him.

2. Identify an unknown word in a sentence, will brainstorm the meaning of the word based on syntactical cues.

3. Define grade level vocabulary giving at least 2-3 specific details.

4. Compare/contrast various vocabulary and themes from the classroom curriculum stating 2 specific similarities and 2 specific differences.

5. Summarize/paraphrase paragraphs or short stories read to him orally.

6. Give implied meaning of idioms when presented in a structured setting.

7. Give at least two specific definitions for multiple meaning words in a structured activity.

Grading Scale:      O - Outstanding Progress      S - Satisfactory Progress      E - Emerging Skill      N - Needs Additional Instruction  
                                  I - Inconsistent Performance      X - Does not apply (is working on prerequisite skills)      ☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.



**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR **Brendan Dassey**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: Oct. 23, 2003 IEP Ending Date: Oct 23, 2003 Special Education Teacher: Melissa Socha, MS, CCC-SLP

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will adapt or change his oral language and pragmatic language to fit the situation by following the rules of conversation with peers and adults.

Based on current progress this student is (see below) to meet this annual goal.

Date: ☐ Likely ☐ Not Likely

Date: ☐ Likely ☐ Not Likely

Date: ☐ Likely ☐ Not Likely

Date: ☐ Likely ☐ Not Likely

Procedures for measuring the student's progress toward the annual goal:

Anecdotal record, Therapy notes, parent observation

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Quarterly progress reports, Annual review of IEP

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability: **Brendan will:**

Date: **01/16/2003**

1. Use appropriate volume for a given situation.

2. Use more consistent eye contact when speaking to others, specifically adults.

3. Become more of a self advocate by asking for help or clarification on his school work as needed.

4. Participate in classroom discussion one time per day in the regular education setting.

Grading Scale: O - Outstanding Progress S - Satisfactory Progress E - Emerging Skill N - Needs Additional Instruction  
I - Inconsistent Performance X - Does not apply (is working on prerequisite skills)  
☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.

**SHICOT SCHOOL DISTRICT**  
Mishicot, WI

"OLD IEP"

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR **Brendan Dassey**

You need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED]

Start Date: October 31, 2002 IEP Ending Date: October 30, 2003 Special Education Teacher: Heidi Griffey, SLP

**ASSURABLE ANNUAL GOAL** to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

on Review: ☐ Goal Met ☒ Goal Not Met

Brendan will improve expressive and receptive language skills by obtaining 70% accuracy of 4 of 7 benchmarks listed below.

Based on current progress this student is (see below) to meet this annual goal.

Date: ☐ Likely ☐ Not Likely

Date: ☐ Likely ☐ Not Likely

Date: ☐ Likely ☐ Not Likely

Date: ☐ Likely ☐ Not Likely

Procedures for measuring the student's progress toward the annual goal:

Anecdotal record, Therapy notes, Teacher report

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Quarterly progress reports, annual IEP review

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

1. Brendan will make an inference about a sentence he has read or one that has been read to him.

Date:

2. Brendan will identify an unknown word in a sentence, will brainstorm the meaning of the word based on syntactical cues.

3. Brendan will define grade level vocabulary giving at least 2-3 specific details.

4. Brendan will compare/contrast various vocabulary and themes from the classroom curriculum stating 2 specific similarities and 2 specific differences.

5. Brendan will summarize/paraphrase paragraphs or short stories read to him orally.

6. Brendan will give implied meaning of idioms when presented in a structured setting.

7. Brendan will give at least two specific definitions for multiple meaning words in a structured activity.

Grading Scale: O - Outstanding Progress S - Satisfactory Progress E - Emerging Skill N - Needs Additional Instruction  
I - Inconsistent Performance X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

**MEASURABLE ANNUAL GOAL** to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (*There must be a relationship between the annual goal and the present level of performance*):

Upon review:

☒ Goal met ☐ Goal not met

Brendan will increase his reading skills to a mid-fourth grade level by meeting 3 of the 4 benchmarks below.

Procedures for measuring the student's progress toward the annual goal:  
Informal observations, work samples, informal reading assessments

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (*parents are to be informed at least as often as parents of non-disabled students are notified about progress*):  
IEP Progress Reports, Quarterly report cards, Parent/Teacher Conferences

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

- ✓ Use a variety of strategies for word recognition tasks (context clues, beginning and middle sounds, pattern words, etc.) 80% of the time.
- ✓ Use sound-letter relationships to read words 80% of the time.
- ✓ Make meaningful predictions and use prior knowledge to understand what he's read 80% of the time.
- ✓ Identify characters, settings, problems, events, and solutions in a given story 80% of the time.



**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

**MEASURABLE ANNUAL GOAL** to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (*There must be a relationship between the annual goal and the present level of performance*):

Upon review: ☐ Goal met ☒ Goal not met

Brendan will increase his writing skills to a 5.5 grade level by meeting 4 of the 6 benchmarks below.

Procedures for measuring the student's progress toward the annual goal:  
Informal observations, work samples,

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (*parents are to be informed at least as often as parents of non-disabled students are notified about progress*):  
IEP Progress Reports, Quarterly report cards, Parent/Teacher Conferences

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

- nm* Write complete sentences using appropriate capitalization, 80% of the time.
- nm* Write complete sentences including 1-2 details 80% of the time.
- nm* Write paragraphs using topic and supporting sentences 80% of the time.
- m* Edit and peer edit assignments for mechanical correctness 80% of the time.
- m* Write a story (after editing) with a beginning, a middle, and an end, 2 out of 3 times.
- m* Use the computer as a tool for writing.

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INDIVIDUALIZED EDUCATION PROGRAM**  
**FOR** Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

**MEASURABLE ANNUAL GOAL** to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability *(There must be a relationship between the annual goal and the present level of performance):*

Upon review: ☐ Goal met ☒ Goal not met

Brendan will increase his organization of school work by meeting 3 out of the 4 benchmarks below.

Procedures for measuring the student's progress toward the annual goal:  
Informal observations and logs

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year *(parents are to be informed at least as often as parents of non-disabled students are notified about progress):*  
IEP Progress Reports, Quarterly report cards, Parent/Teacher Conferences

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

Have no more than 5 missing assignments per quarter.

Maintain his assignment notebook 75% of the time.

Organize his locker and binder twice monthly with teacher input.

Assignment notebook will be signed by teachers and parents 95% of the time.

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INVITATION TO A MEETING OF THE**  
**INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM**

If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED]

Dear Ms. Janda

Date 2-Oct-03

*Brendan*

You are a participant on the IEP Team which will meet to address the educational needs of your child, Brendan. IEP team meetings must be held at a mutually agreeable time and place. An IEP team meeting has tentatively been scheduled for the following date, time and location:

Date:	22-Oct-03	IF THESE MEETING ARRANGEMENTS ARE NOT AGREEABLE TO YOU PLEASE CALL:	
Time:	3:15 PM		
Place:	Scott Van Hefty's Room (111)	Scott Van Hefty	at [REDACTED]

You may bring other people who have knowledge or special expertise about your child to the meeting with you. The purpose of this IEP team meeting is (Check ALL that apply):

**EVALUATION AND REEVALUATION**

- ☐ Determine initial eligibility for special education
- ☐ Determine continuing eligibility for special education

**PLACEMENT**

- ☐ Determine initial placement
- ☒ Determine continuing placement

**OTHER**

- ☐ Specify: \_\_\_\_\_
- ☐ Review existing information and determine need for additional tests or other evaluation materials (meeting optional)
- ☐ Conduct a manifestation determination (must also check appropriate boxes under IEP & Placement)
- ☐ Determine an interim alternative educational setting (IAES) (must also check appropriate boxes under IEP & Placement)

**INDIVIDUALIZED EDUCATION PROGRAM (IEP) If student is eligible:**

- ☐ Develop an initial IEP
- ☐ Transition \_\_\_\_ (age 14) \_\_\_\_ (age 16)
- ☒ Develop an annual IEP
- ☒ Transition *X* (age 14) \_\_\_\_ (age 16)
- ☒ Review/Revise IEP
- ☐ Transition \_\_\_\_ (age 14) \_\_\_\_ (age 16)

Transition is checked above as one of the purposes of this meeting, your child is invited to attend. We are also inviting representatives from the following agencies:  
☒ None

Agency \_\_\_\_\_ Title/Position \_\_\_\_\_

Agency \_\_\_\_\_ Title/Position \_\_\_\_\_



**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INVITATION TO A MEETING OF THE  
INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM**

If at any point during this meeting you or other IEP team participants believe that additional time is needed to permit your meaningful involvement, additional time will be provided. Decisions related to the purpose(s) checked above may be made in one meeting or may require more than one meeting, depending on individual circumstances.

At the beginning of the meeting, the school district will discuss with you your right to have additional time as described above and of your right to have a copy of the IEP team's evaluation report prior to developing an IEP and placement. Upon request, you and the other IEP team participants may receive a copy of the team's evaluation report prior to continuing with the development of your child's IEP and placement. If you have not requested a copy of the team's evaluation report and a purpose of this meeting is to determine whether your child is or continues to be a child with a disability (impairment and need for special education), the school district will give you a copy of the IEP team's evaluation report when you receive a notice of your child's placement or notice that your child is not a child with a disability.

The following IEP team participants will attend the meeting:

LEA Representative:	Don Cooley (Principal)	Name/Title
Regular Education Teacher:	Dawn Krueger (Social Studies)	
Special Education Teacher:	Scott Van Hefty (SLD Teacher)	
Name/Title	Name/Title	
Melissa Socha (Speech/Language)		

You and your child have protection under the procedural safeguards (rights) of special education law. A statement of parent and child rights will be enclosed with this notice if the purpose of this meeting includes developing or reviewing/revising the Individualized Education Plan (IEP). A statement of parent & child rights will not be included if the purpose of this meeting is only for evaluation and reevaluation, only for placement, or only for determining the need for additional tests or other evaluation materials. The purposes of the meeting are checked on the first page of this invitation. If a statement of parent & child rights is not enclosed and you would like a copy or additional copies, please contact the district at the telephone number above.

Sincerely,

Scott Van Hefty - Specific Learning Disabilities Teacher  
(Name and Title of District Contact Person)

A.9(2)

Invitation sent with statement of parental rights:

Date: 10/2/2003 By: SVH

MISHICOT SCHOOL DISTRICT  
Mishicot, WI

Date of IEP Meeting: October 12, 2004

IEP COVER SHEET

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact: Kris Schoenenberger-Gross at [REDACTED])

Name of Child: (Last, First, Middle) Dassey, Brendan	Date of Birth 10/19/1989	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	Grade 9	District of Residence Mishicot	District of Placement Mishicot	PURPOSE OF MEETING: (Check ALL that apply)  <input type="checkbox"/> Evaluation including determination of eligibility <input checked="" type="checkbox"/> Initial or Annual IEP Development <input checked="" type="checkbox"/> IEP Review/Revision <input checked="" type="checkbox"/> Develop a transition statement <input checked="" type="checkbox"/> Placement <input type="checkbox"/> Manifestation determination <input type="checkbox"/> Alternate Assessment <input type="checkbox"/> Other:
School Mishicot High School	Student Lives With: <input type="checkbox"/> Both Parents <input checked="" type="checkbox"/> Mother Only <input type="checkbox"/> Father Only <input type="checkbox"/> Other Guardian		Race/Ethnic: (If parent chooses to identify)			
Mother's Name Barbara Janda	Address: (Street, City, Zip) 12930A Avery Road		Phone: [REDACTED]			
Father's Name Peter Dassey	Address: (Street, City, Zip) [REDACTED] TR		Phone:			
Guardian/Relationship	Address: (Street, City, Zip)		Phone:			
For students transferring between public agencies: IEP reviewed and adopted by: On		For students transferring between public agencies: Evaluation report reviewed and adopted by: On				

☒ The LEA informed the parent(s) of their rights to additional time and a copy of the evaluation report at the beginning of the IEP team meeting (Check box to confirm)

If the purpose of this meeting is to discuss information obtained from **additional tests or other evaluation materials** given or conducted as part of an initial evaluation or reevaluation, was each IEP team participant given a copy of the summary of findings prepared by those individuals who conducted tests or other evaluation materials?

☐ Yes ☒ Not Applicable

Did the LEA, following the determination that the child has or continues to have a disability, and prior to developing or revising an IEP for the child, ask each IEP team participant whether he/she needs additional time and whether he/she wants a copy of the evaluation report before proceeding?

☐ Yes ☒ Not Applicable

If a purpose of this meeting is **IEP development, review, and/or revision**, did the IEP team consider the results of the initial or most recent evaluation, statewide assessments, and/or district wide assessments?

☒ Yes ☐ Not Applicable





MISHICOT SCHOOL DISTRICT  
Mishicot, WI

IEP COVER SHEET

Date of IEP Meeting:

October 12, 2004

IEP TEAM PARTICIPANTS:



SIGNATURES BELOW INDICATE REVIEW OF OLD IEP TEAM FINDINGS AND DEVELOPMENT OF CURRENT IEP OR TEAM FINDINGS.

Parent/Guardian: <i>Barbara Janda</i>	Community agency representative/title:
Parent/Guardian:	Private school representative/title:
Student (if appropriate):	Related services provider/title: <i>Amy A. Gadowe M.Ed. SLP</i>
LEA Representative/title: <i>Deborah J. K... Principal</i>	Related services provider/title:
Special education teacher/title: <i>Keshia Hanshaw / Special Education</i>	Interpreter:
Special education teacher/title:	Representative of WSD or WSVH:
Regular education teacher/title: <i>Tom Schumpff Science teacher</i>	Other/title:
Regular education teacher/title:	Other/title:
Regular education teacher/title:	Other/title:

If parent didn't attend or participate in the meeting by other means, documentation of 3 efforts to involve parents:

- 1) Written invitation 9/27/04 with rights
- 2) Oral invitation on 9/28/04
- 3) Phone invitation on 10/1/04



**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**DETERMINATION AND NOTICE OF  
CONTINUED PLACEMENT**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

Date of the placement determination: October 12, 2004 Student: Brendan Dassey

The IEP developed on October 12, 2004 will be implemented at Mishicot High School in the Mishicot

School District/City, with a projected implementation on October 12, 2004

Will the child attend the school he/she would attend if not disabled? ☒ Yes ☐ No  
If no, explain:

List other options considered, if any, related to the placement site (school building or school district), frequency, location, and duration of the special education and related services, supplementary aids and services, program modifications and supports, and the place of those services, supplementary aids and services, program modifications and supports, and the place of those services. List the reason(s) rejected, and a description of any other factors relevant to the proposed action:

☒ None

You and your child have protection under the procedural safeguards (rights) of special education law. Previously you received a copy of your procedural safeguard rights in a brochure about parent and child rights. If you would like another copy of this brochure, please contact the school district at the telephone number above. In addition to the district staff, you may contact the State of Wisconsin DPI at [REDACTED] if you have any questions about your rights.

☒ You previously received a copy of the evaluation report and a copy of the IEP is attached.

☐ Copies of the evaluation report and the IEP are enclosed or attached.

The school district is required to include the following statements as part of this notice:

If at any point during an IEP team meeting, to determine your child's eligibility for special education, develop an IEP, or determine a placement, you or other IEP team participants believe that additional time is needed to permit your meaningful involvement, additional time will be provided. The IEP team process may be concluded in one meeting or may require more than one meeting depending on individual circumstances.

At the beginning of any meeting to address the evaluation, IEP, or placement of your child, the school district must discuss with you your right to have additional time as described above and your right to have a copy of the IEP team's evaluation report prior to developing an IEP and placement. Upon request, you and the other IEP team participants may receive a copy of the team's evaluation report prior to continuing with the development of your child's IEP and placement.

**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**

FOR Brendan Dassey

**PROGRAM SUMMARY**

Date(s) of IEP team meeting(s) to determine special education and related services needs: 10-12-04

Physical Education: ☒ Regular ☐ Specially designed  
Vocational Education: ☒ Regular ☐ Specially designed

BEGINNING DATE OF IEP: <u>10/4/04</u> (Cannot be prior to the IEP meeting date)	ENDING DATE OF IEP: <u>10/11/2005</u> (Cannot be more than 1 year from beginning date)
--	---

☒ These dates do not include days when school is not in session.

A statement for each of I, II, III and IV below to allow the student (1) to advance appropriately toward attaining the annual goals; (2) to be involved and progress in the general curriculum; (3) to participate in extracurricular and other nonacademic activities, and (4) to be educated and participate with other students with disabilities and non-disabled students to the extent appropriate. Include frequency, location, and duration.

I. Special Education	Frequency	Location	Duration
Study Skills	5/week 45 min. per class	Resource Room	Length of IEP (04/05 school year)
Biology	5/week 45 min. per class	Resource Room	Length of IEP (05/06 school year)
Speech Language Therapist	2x/week / 30 min ea.	Speech Room	Length of IEP

II. Related services needed to benefit from special education as listed above including frequency, location and duration.

☒ None needed to benefit from special education.

<input type="checkbox"/> Assistive technology		<input type="checkbox"/> Psychological services			
<input type="checkbox"/> Audiology		<input type="checkbox"/> Recreation			
<input type="checkbox"/> Counseling		<input type="checkbox"/> Rehabilitation counseling services			
<input type="checkbox"/> Educational Interpreting		<input type="checkbox"/> School health services			
<input type="checkbox"/> Medical services for diagnosis and evaluation		<input type="checkbox"/> School social work services			
<input type="checkbox"/> Occupational Therapy		<input checked="" type="checkbox"/> Speech and language	2/week	Speech	Length of IEP
<input type="checkbox"/> Orientation and mobility (VI only)		<input type="checkbox"/> Transportation			
<input type="checkbox"/> Physical Therapy		<input type="checkbox"/> Other: specify			



**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

Supplementary aids and services - aids, services, and other supports provided to or on behalf of the student in regular education or other educational settings: ☒ Yes ☐ No If yes, describe:  
e Modifications Page

Frequency	Location	Duration
5/week — <i>daily</i>	Regular Education Classroom	Length of IEP

Program modifications or supports for school personnel that will be provided: ☐ Yes ☒ No If yes, describe:

Frequency	Location	Duration

☐ The student will participate full-time with non-disabled peers in regular education, or for preschoolers, in age-appropriate settings.

☒ The student will not participate full-time with non-disabled peers in regular education, or for preschoolers, in age-appropriate settings. (If you have indicated a location other than the regular education environment in I, II, or III above, you must check this box and explain why full-time participation with non-disabled peers is not appropriate.)

Brendan is functioning below grade level in reading and writing. He also has difficulty with organizational skills. Brendan will receive instruction on study skills in a small group setting. In addition, Brendan's low reading and writing abilities will be supplemented in a resource room setting for science. Due to the extent and nature of Brendan's deficits in his expressive and receptive language abilities, he requires individualized programming from a speech and language pathologist. Without these accommodations, Brendan success might be compromised.



Student:

Brendan Dassey

Date:

10/12/04

Student will be allowed the following modifications, when necessary and appropriate, to assure success in the regular education setting as determined by the special education teacher.

## Pacing

- ☒ Untimed testing situations
- ☐ Omit assignments requiring copying in a timed situation
- ☒ Avoid placing student under pressure of time or competition
- ☐ Other \_\_\_\_\_

## Environment

- ☒ Test and/or designated assignments completed in resource room
- ☒ Preferential seating in front
- ☐ Reduce / minimize distractions: ☐ Visual ☐ Auditory ☐ Both
- ☐ Other \_\_\_\_\_

## Presentation of Subject Matter

- ☒ Emphasize teaching approach: ☐ Auditory ☐ Visual ☐ Tactile ☐ Multi
- ☒ Individual / small group instruction
- ☐ Other \_\_\_\_\_

## Materials

- ☒ Highlighted tests / study guides
- ☐ Use of adapted or simplified text
- ☐ Taped text or study guides
- ☒ Other 2 note cards for tests
- ☒ Flash cards
- ☐ Use ability level materials

## Testing Adaptations

- ☐ Oral
- ☐ Short answer
- ☐ Multiple choice
- ☐ Modify format
- ☒ Provide extra time within classroom
- ☒ Read test to student
- ☐ Other \_\_\_\_\_

## Assignments

- ☐ Shorten assignments
- ☒ Read directions to student
- ☐ Record or type assignments
- ☐ Adapt worksheets, packets
- ☐ Provide extra assignment time
- ☒ Avoid penalizing for spelling errors
- ☐ Utilize compensatory procedures by providing alternate assignment strategies when demands of class conflict with student capabilities.
- ☐ Reversals and transpositions of letters and numbers should not be marked wrong. Instead they should be pointed out for correction.
- ☐ Quietly repeat directions to student, after they have been given to the class
- ☐ Accompany oral directions with written directions for referral throughout the school day.
- ☐ Student should be allowed to tape classroom lectures or discussion.
- ☐ Other \_\_\_\_\_
- ☐ Allow to correct for new grade
- ☐ Reduce paper and pencil tasks (transferring)
- ☒ Give oral cues or prompts
- ☐ Use of peer tutoring and assistance or cross-age tutoring
- ☒ Maintain assignment notebook

## Reinforcement and Follow Through

- ☒ Use positive reinforcement
- ☒ Check often for understanding / review
- ☒ Promote Study skills / habits
- ☒ Reinforce long term assignment time lines
- ☐ Use behavioral contracts / daily charts
- ☒ Make arrangements for homework assignments to reach home with clear, concise directions
- ☐ Other \_\_\_\_\_
- ☒ Check assignment
- ☒ Use concrete reinforcement
- ☒ Request parent reinforcement
- ☒ Use study guides to organize material
- ☒ Repeated review / drill

## Grading

- ☐ Grading according to functional level that the student is currently working at
- ☐ Alternative grading system (describe) \_\_\_\_\_
- ☐ Attainment of goals and objectives identified in the IEP
- ☒ Grading determined by both the regular education teacher and specialist in cooperation.

# MISHICOT SCHOOL DISTRICT

Mishicot, WI

# INDIVIDUALIZED EDUCATION PLAN

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact: Kris Schoenenberger-Gross at [REDACTED])

Student: Brendan Dassey

DOB: October 19, 1989

- A. Is the student **aged 14 or over**, or will the student turn 14 during the time frame of this IEP? ☒ Yes ☐ No  
Is the student younger than age 14 but has transition service needs? ☐ Yes ☒ No
- B. Is the student **aged 16 or over**, or will the student turn age 16 during the time frame of this IEP? ☐ Yes ☒ No  
Is the student younger than age 16 but needs a transition plan? ☒ Yes ☐ No

If the answer to any of the questions in A or B directly above is "Yes", complete an attach the Summary of Transition Services. (I.13)

## PARTICIPATION IN STATEWIDE ASSESSMENTS:

### Wisconsin Reading Comprehension Test (WRCT):

☐ Yes ☐ Alternate ☒ Student will not be in 3rd grade when assessment is given

Describe any necessary accommodations. If using an alternate assessment, describe why the statewide assessment is not appropriate for the student and tell how the student will be assessed:

### Wisconsin Knowledge and Concepts Examination (WKCE):

☐ 4th ☐ 8th ☒ 10th ☒ Student will not be in 4th, 8th or 10th grade when assessment is given

Check all that apply: ☒ Reading/Language Arts ☒ Writing ☒ Science ☒ Math ☒ Social Studies

Describe any necessary accommodations:

See WKCE Modifications page

Check areas where an alternate assessment will be given: ☐ Reading/Language Arts ☐ Writing ☐ Science ☐ Math ☐ Social Studies

Also, describe why the statewide assessment is not appropriate for the student and how the student will be assessed:

## PARTICIPATION IN DISTRICT WIDE ASSESSMENTS:

☐ District Wide Assessments not given

☒ Yes ☐ No ☐ student is not in the grade when assessment is given

If yes, list assessment(s) and necessary accommodations, if any; if no, state why the assessment is not appropriate for the student and tell how the student will be assessed:

MAPS testing is based on ability. No accommodations are necessary.

SPECIAL FACTORS: After consideration for special factors (behavior, limited English proficiency, Braille needs, communication needs, including deaf/hard of hearing,

assistive technology), was there a need in any of the areas?

☒ Yes

☒ No

(If yes, or student has a visual impairment, attach I.10, Special Factors)

## WKCE Modifications Worksheet

### Reading

- ☒ Test taken in resource room.
- ☒ Allow for extra time.
- ☐ No modifications needed.
- ☐ Alternate assessment needed.

### Language

- ☒ Test taken in resource room.
- ☒ Allow for extra time.
- ☐ No modifications needed.
- ☐ Alternate assessment needed.

### Math

- ☒ Test read aloud.
- ☒ Test taken in resource room.
- ☒ Allow for extra time.
- ☐ No modifications needed.
- ☐ Alternate assessment needed.
- ☒ Calculator allowed

### Social Studies

- ☒ Test read aloud.
- ☒ Test taken in resource room.
- ☒ Allow for extra time.
- ☐ No modifications needed.
- ☐ Alternate assessment needed.

### Science

- ☒ Test read aloud.
- ☒ Test taken in resource room.
- ☒ Allow for extra time.
- ☐ No modifications needed.
- ☐ Alternate assessment needed.

### Writing

- ☒ Test read aloud.
- ☒ Test taken in resource room.
- ☒ Allow for extra time.
- ☐ No modifications needed.
- ☐ Alternate assessment needed.



MISHICOT SCHOOL DISTRICT  
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM  
FOR Brendan Dassey

SUMMARY OF TRANSITIONAL SERVICES

\*An initial summary of transition services must be developed for students who are 14 or will be 14 during the time frame of this IEP and annually for all students who are 16 or will be 16 during the time frame of this IEP.

Date and method of inviting student:

Personally invited Brendan on 10/5/04.

If the student did not attend the IEP meeting, what steps were taken to ensure that the student's interests and preferences were considered in the planning?  
*Brendan was in the classroom during the meeting. His mother attended on his behalf.*

Will the student reach his/her 17th birthday during the time frame of the IEP or has the student reached the age of 18?

☐ Yes ☒ No

If yes, specify how the student and parents have been informed of the rights which will transfer to the student at age 18 if no legal guardian is appointed:

Transition is a coordinated set of activities designed within an outcome-oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation. In the space below, include a statement of needed transition services which addresses each of the following if appropriate: (If the transition services are contained elsewhere in this IEP you may provide a cross-reference.)

Instruction		Study Skills	
Related Services:		Guidance office is available to research vocational interests.	
Community Experiences:		Brendan enjoys outdoor activities	
Employment Objectives:		Brendan works for a landscaping business. He enjoys the work outdoors.	
Acquisition of daily living skills - if appropriate:			
Functional vocational evaluation - if appropriate:			
Other:		Were other agencies invited? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Invited Agencies		Date & Method of Invitation	
		If appropriate, a statement of the interagency responsibilities or any needed linkages	

If an invited agency representative did not attend the IEP meeting, what other steps were taken to obtain the participation of the agency in the provision and/or payment of transition services?

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

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**SPECIAL FACTORS**

Note: For any need(s) identified below, there must be a statement of the service(s) to meet that need (including amount/frequency, location, and duration) on 1-14.

- A. Does this student's behavior impede his/her learning or that of others? ☐ Yes ☒ No  
If yes, include the positive behavioral interventions, strategies, and supports to address that behavior:  
Amy has a habit of acting out which disrupts the rest of the classroom.
- B. Is the student a student with limited English proficiency? ☐ Yes ☒ No  
If yes, include the language needs that relate to this IEP:
- C. If visually impaired, does the student need instruction in Braille or the use of Braille? ☐ Yes ☒ No  
If no or cannot be determined, attach I.7 from the latest evaluation/reevaluation.
- D. Does the student have communication needs that could impede his/her learning? ☒ Yes ☐ No  
If yes, include communication needs that were considered. (If yes and student is deaf or hard of hearing, identify the communication needs including (a) the student's language; (b) opportunities for direct communication with peers and professional personnel in the student's language and communication mode; and, © academic level and full range of needs including opportunities for direct instruction in the student's language and communicative mode).  
See Speech/Language Goals Page(s).
- E. Does the student need Assistive Technology services or devices? ☐ Yes ☒ No  
If yes, specify particular device(s) and service(s) that were considered:



MISHICOT SCHOOL DISTRICT  
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

(Note: Present level of performance must include information that corresponds with each annual goal)

Describe the student's strengths and the concerns of the parents about the student's education:

In terms of Organization, Brendan has the ability to be responsible for managing his assignments, completing his homework, utilizing study hall time, and turning in assignments on time. However, Brendan oftentimes does not do these things. Parent concerns are that Brendan does not bring any homework home and says he has nothing to do. In terms of Reading, Brendan reads grade level material with fluency and can decode familiar words. Above grade level, Brendan struggles with decoding unfamiliar words, lengthy sentences, and comprehension unless the material is read to him. Parent concerns are that Brendan does not read at home. In terms of Writing, Brendan is capable of doing careful and complete writing when he puts forth the effort and time. Brendan's reading level often negatively affects his writing. No parent concerns at this time. In terms of Future, Brendan needs to begin to develop ideas for future goals and career/school options. Brendan enjoys the outdoors and going to Northern Wisconsin with his family. He also works for a landscaping business and enjoys the work. No parent concerns at this time. *Speech/Language: Brendan is always cooperative and willing to work on tasks that are requested of him. Comparing & contrasting vocabulary has improved significantly over the past year.*

Will the student be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities? ☐ Yes ☒ No

If no, explain the extent to which the student will not be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities.

Study Skills, 5/week

Present level of education performance: (Include how the student's disability affects the student's involvement and progress in the general curriculum.

For preschool children, describe how the disability affects participation in appropriate activities.)

In terms of Organization, Brendan sporadically maintains his assignment notebook, but not without teacher directive. Brendan cannot keep track of his assignments because of his disorganization. This leads to missing/late assignments and lack of notecards/notes to use on tests. In terms of Reading, Brendan is currently reading at a mid-4th grade level. His Lexile range is 173-323. Brendan's difficulties with decoding, comprehension, fluency, and vocabulary negatively affect all areas of academics. In terms of Writing, Brendan's skills are below grade level which negatively affects all areas of academics. In terms of Future, Brendan needs direction, resources, and guidance when making decisions about his future. *In terms of Brendan's speech language skills, he exhibits difficulty responding clearly and concisely to others. Non-related language, paragraph comprehension, defining vocabulary and understanding age appropriate vocabulary terms remains challenging. Brendan will occasionally ask questions when he is unsure, however eye contact and participation during discussions with adults and peers is limited.*



# MISHICOT SCHOOL DISTRICT

Mishicot, WI

ORGANIZATION

## INDIVIDUALIZED EDUCATION PROGRAM

FOR

Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/12/2004 IEP Ending Date: 10/11/2005 Special Education Teacher: Leslie Hanshew

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will increase his school-related organizational skills by meeting 4 of 5 benchmarks.

Based on current progress this student is (see below) to meet this annual goal.

Date: Jan-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: May-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: Aug-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: Oct-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Assignment notebook checks, WebGrader, informal observations

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Progress reports, PT conferences, WebGrader, report cards, phone calls/letters home

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

	Date:	Jan-05	May-05	Aug-05	Oct-05
Brendan will:					
1. Maintain his assignment notebook in 4 of 5 attempts.					
2. Get a daily signature from parent/guardian and special education teacher in his assignment notebook in 4 of 5 attempts.					
3. Organize his locker and binder 1/month without teacher directive 80% of the time.					
4. Check WebGrader for missing assignments 1/week 100% of the time.					
5. Have no more than 5 missing assignments/quarter for all classes.					

Grading Scale:

O - Outstanding Progress

S - Satisfactory Progress

E - Emerging Skill

N - Needs Additional Instruction

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.

**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI READING

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/12/2004 IEP Ending Date: 10/11/2005 Special Education Teacher: Leslie Hanshew

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will increase his reading skills to a 5th grade level by meeting 3 of 4 benchmarks.

Based on current progress this student is (see below) to meet this annual goal.

Date: Jan-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: May-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: Aug-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: Oct-05	<input checked="" type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Informal observations, work samples, reading assignments, Lexile scores from MAPS testing (05/06 school year).

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Progress reports, PT conferences, report cards, phone calls/letters home

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

	Date:	Jan-05	May-05	Aug-05	Oct-05
Brendan will:					
1. Use a variety of strategies for word recognition tasks (prefixes/suffixes, context clues, beginning/middle sounds, etc.) in 8 of 10 attempts.					
2. Read ability level material with fluency and expression in 8 of 10 attempts.					
3. Use vocabulary in reading material to describe, compare, classify, and define in 8 of 10 attempts.					
4. Identify, compare & contrast, and discuss characters, settings, plot, conclusions, problems and solutions.					

Grading Scale: O - Outstanding Progress S - Satisfactory Progress E - Emerging Skill N - Needs Additional Instruction  
I - Inconsistent Performance X - Does not apply (is working on prerequisite skills)  
☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.



# MISHICOT SCHOOL DISTRICT

Mishicot, WI WRITING

## INDIVIDUALIZED EDUCATION PROGRAM

FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/12/2004 IEP Ending Date: 10/11/2005 Special Education Teacher: Leslie Hanshew

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will increase his writing skills to a 6th grade level by meeting 4 of 5 benchmarks.	Based on current progress this student is (see below) to meet this annual goal.			
	Date: Jan-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	
	Date: May-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	
	Date: Aug-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	
	Date: Oct-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	

Procedures for measuring the student's progress toward the annual goal:

Informal observations, work samples, informal reading assignments.

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Progress reports, PT conferences, report cards, phone calls/letters home

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

Date:	Jan-05	May-05	Aug-05	Oct-05
Brendan will:				
1. Write complete sentences (without teacher directive) with proper capitalization in 9 of 10 attempts.				
2. Write complete sentences (without teacher directive) using descriptive vocabulary to describe 1-2 details in 8 of 10 attempts.				
3. Write paragraphs using at least 5 sentences (to include a topic sentence, a concluding sentence, and at least 3 supporting sentences) in 7 of 10 attempts.				
4. Correct sentences for mechanics in 8 of 10 attempts.				
5. Use SpellCheck on computer generated writing samples 100% of the time.				

Grading Scale:

O - Outstanding Progress

S - Satisfactory Progress

E - Emerging Skill

N - Needs Additional Instruction

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.



**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI FUTURE

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/12/2004 IEP Ending Date: 10/11/2005 Special Education Teacher: Leslie Hanshew

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will prepare for his future by successfully completing 4 of 4 benchmarks.

Based on current progress this student is (see below) to meet this annual goal.

Date: Jan-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: May-05	<input checked="" type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: Aug-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: Oct-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Informal observations, correspondence with regular/special education teachers as well as guidance office personnel, performance.

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Progress reports, PT conferences, report cards, phone calls/letters home

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

Date:	Jan-05	May-05	Aug-05	Oct-05
Brendan will:				
1. Request help from regular/special education teachers, paraprofessionals, and peers in at least 4 of 5 attempts.				
2. Research and discuss 3 possible future career interests with guidance counselors and special education teachers during the length of his IEP.				
3. Research and discuss 3 possible future post-high school locations and areas of academic study with guidance counselors and special education teachers during the length of his IEP.				
4. Use organizational skills learned in Study Skills to maintain his assignment notebook, locker, and personal appointments in 9 of 10 attempts.				

Grading Scale: O - Outstanding Progress S - Satisfactory Progress E - Emerging Skill

N - Needs Additional Instruction

☐ (Additional Comments on the back of this sheet.)

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

\*These grades reflect achievement based on current functional levels.

**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10-12-04 IEP Ending Date: 10/11/2005 Special Education Teacher: Amy LaFave, MS-CCC-SLP

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will improve his expressive and receptive language skills by obtaining 80% accuracy of 4 out of 6 benchmarks listed below.

Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Anecdotal record, therapy notes, parent/teacher observation

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Quarterly progress reports, annual review of IEP

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability: Brendan will:

	Date:				
1. Make an inference about a sentence he has read or a sentence(s) read to him.					
2. Give implied meaning of idioms/slang expressions in structured tasks..					
3. Summarize or paraphrase short stories or paragraphs that are read to him.					
4. Define 5th to 8th grade level vocabulary giving at least 2 details.					
5. Produce an appropriate sentence for new vocabulary word learned.					
6. Determine appropriate words, affect and body language when presented with social situations during structured tasks, including role playing.					

Grading Scale:

O - Outstanding Progress

S - Satisfactory Progress

E - Emerging Skill

N - Needs Additional Instruction

☐ (Additional Comments on the back of this sheet.)

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

\*These grades reflect achievement based on current functional levels.

**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR **Brendan Dassey**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/12/2004 IEP Ending Date: 10/11/2005 Special Education Teacher: Amy LaFave, MS-CCC-SLP

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will adapt or change his oral language and pragmatic language to fit the situation by following the rules of conversation with peers and adults.

Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Anecdotal record, therapy notes, parent/teacher observation

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Quarterly progress reports, annual review of IEP

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability: **Brendan will:**

	Date:			
1. Use appropriate volume given a situation 80% of the time.				
2. Use more consistent eye contact/gaze shifting (at least 10 times per class period) when speaking to others or when listening to others, specifically adults.				
3. Become more of a self advocate by asking for help or clarification on his school work as needed.				
4. Participate in classroom discussion one time per day in the regular classroom education setting.				

Grading Scale: **O - Outstanding Progress** **S - Satisfactory Progress** **E - Emerging Skill** **N - Needs Additional Instruction**  
**I - Inconsistent Performance** **X - Does not apply (is working on prerequisite skills)**  
☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.



**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

1100 IEP

**INDIVIDUALIZED EDUCATION PROGRAM**

FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: October 22, 2003 IEP Ending Date: 21-Oct-04 Special Education Teacher: Amy Lafave

Melissa Seeha, MS, CCC-SLP

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☒ Goal Not Met

Brendan will improve expressive and receptive language skills by obtaining 70% accuracy of 4 of 7 benchmarks listed below.

Based on current progress this student is (see below) to meet this annual goal.

Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: 10-12-04	<input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Anecdotal record, Therapy notes, parent observation

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Quarterly progress reports, Annual review of IEP

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability: **Brendan will:**

	Date: 01/16/2003			10/12
1. Make an inference about a sentence he has read or one that has been read to him.				S
2. Identify an unknown word in a sentence, will brainstorm the meaning of the word based on syntactical cues.				E
3. Define grade level vocabulary giving at least 2-3 specific details.				E
4. Compare/contrast various vocabulary and themes from the classroom curriculum stating 2 specific similarities and 2 specific differences.				O
5. Summarize/paraphrase paragraphs or short stories read to him orally.				I
6. Give implied meaning of Idioms when presented in a structured setting.				E
7. Give at least two specific definitions for multiple meaning words in a structured activity.				O

Grading Scale: O - Outstanding Progress S - Satisfactory Progress E - Emerging Skill  
I - Inconsistent Performance X - Does not apply (is working on prerequisite skills)

N - Needs Additional Instruction  
☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.

**WISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR **Brendan Dassey**

If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED]

IEP Start Date: October 22, 2003 IEP Ending Date: 21-Oct-04 Special Education Teacher: Amy Kafeve  
Melissa Goeha, MS, CCC-SLP

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☒ Goal Not Met

Brendan will adapt or change his oral language and pragmatic language to fit the situation by following the rules of conversation with peers and adults.

Based on current progress this student is (see below) to meet this annual goal.

Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: 10-12-04	<input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

anecdotal record, Therapy notes, parent observation

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Quarterly progress reports, Annual review of IEP

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

Brendan will:

Date:	01/16/2003			10/12
. Use appropriate volume for a given situation.				I
. Use more consistent eye contact when speaking to others, specifically adults.				N
. Become more of a self advocate by asking for help or clarification on his school work as needed.				E
. Participate in classroom discussion one time per day in the regular education setting.				E

Rating Scale: O - Outstanding Progress S - Satisfactory Progress E - Emerging Skill N - Needs Additional Instruction  
I - Inconsistent Performance X - Does not apply (Is working on prerequisite skills)  
☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.



**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

"OLD IEP"

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/23/2003 IEP Ending Date: 10/22/2004 Special Education Teacher: S. Van Hefty

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☒ Goal Not Met

Brendan will increase his reading skills to a fifth grade level by meeting 3 out of the 4 benchmarks below.

Based on current progress this student is (see below) to meet this annual goal.

Date: ☐ Likely ☐ Not Likely

Date: ☐ Likely ☐ Not Likely

Date: ☐ Likely ☐ Not Likely

Date: ☐ Likely ☐ Not Likely

Procedures for measuring the student's progress toward the annual goal:

Informal observations, work samples, informal reading assessments

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

IEP progress reports, P/T conferences, Grade checks

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

Date:

1. Brendan will use a variety of strategies for word recognition tasks (context clues, beginning/middle sounds, pattern words, etc.).

2. Brendan will be able to use vocabulary in story to describe, compare, classify, and define.

3. Brendan will read ability level material with fluency and expression.

4. Brendan will be able to identify characters, settings, problem, events, solutions).

10/04

N

N

N

N

N

Grading Scale:

O - Outstanding Progress

S - Satisfactory Progress

E - Emerging Skill

N - Needs Additional Instruction

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

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**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/23/2003 IEP Ending Date: 10/22/2004 Special Education Teacher: S. Van Hefty

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☒ Goal Not Met

Brendan will increase his writing skills to a sixth grade level by meeting 4 out of the 6 benchmarks below.

Based on current progress this student is (see below) to meet this annual goal.

Date: ☐ Likely ☐ Not Likely

Date: ☐ Likely ☐ Not Likely

Date: ☐ Likely ☐ Not Likely

Date: ☐ Likely ☐ Not Likely

Procedures for measuring the student's progress toward the annual goal:

Informal observations, work samples, Informal reading assessments

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

IEP progress reports, P/T conferences, Grade checks

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

1. Without teacher directive, Brendan will write complete sentences using appropriate capitalization 80% of the time.

Date: 10/20/04

2. Without teacher directive, Brendan will write complete sentences including 1-2 details 80% of the time.

3. Brendan will write a paragraph using a topic sentence, supporting sentences, and a concluding paragraph.

4. Brendan will edit assignments for mechanical correctness 70% of the time.

5. Brendan will write a story, after editing stage, with a beginning, middle, and an end, 2 out of 3 times.

6. Brendan will use the computer as a tool for writing.

Grading Scale:

O - Outstanding Progress

S - Satisfactory Progress

E - Emerging Skill

N - Needs Additional Instruction

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.

**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**

FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/23/2003 IEP Ending Date: 10/22/2004 Special Education Teacher: S. Van Hefty

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☒ Goal Not Met

Brendan will increase his organization of school work by meeting 3 out the 4 benchmarks below.	Based on current progress this student is (see below) to meet this annual goal.	
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Informal observations

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

IEP progress reports, P/T conferences, Grade checks

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

	Date:				
1. Brendan will no more than 5 missing assignments per quarter for all classes.					10/04
2. Brendan will maintain his assignment notebook 75% of the time.					N
3. Brendan will organize his binder and locker once a month without teacher directive.					E
4. Brendan will have the home component sign his point sheet/ assignment notebook 90% of the time.					E
					N

Grading Scale: O - Outstanding Progress S - Satisfactory Progress E - Emerging Skill N - Needs Additional Instruction  
I - Inconsistent Performance X - Does not apply (is working on prerequisite skills)  
☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INVITATION TO A MEETING OF THE**  
**INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

Dear Ms. Janda & Mr. Dassey

Date September 27, 2004

You are a participant on the IEP Team which will meet to address the educational needs of your child, Brendan. IEP team meetings must be held at a mutually agreeable time and place. An IEP team meeting has tentatively been scheduled for the following date, time and location:

Date:	<b>Tuesday, October 12, 2004</b>	<b>IF THESE MEETING ARRANGEMENTS ARE NOT AGREEABLE TO YOU PLEASE CALL:</b>	
Time:	<b>2:30 p.m.</b>		
Place:	<b>Ms. Hanshew's Room (207)</b>	<u>Leslie Hanshew</u>	at <u>[REDACTED]</u>

You may bring other people who have knowledge or special expertise about your child to the meeting with you. The purpose of this IEP team meeting is (Check ALL that apply):

**EVALUATION AND REEVALUATION**

- ☐ Determine initial eligibility for special education  
☒ Determine continuing eligibility for special education

**PLACEMENT**

- ☐ Determine initial placement  
☒ Determine continuing placement

**OTHER**

- ☐ Specify: \_\_\_\_\_  
☐ Review existing information and determine need for additional tests or other evaluation materials (meeting optional)  
☐ Conduct a manifestation determination (must also check appropriate boxes under IEP & Placement)  
☐ Determine an interim alternative educational setting (IAES) (must also check appropriate boxes under IEP & Placement)

**INDIVIDUALIZED EDUCATION PROGRAM (IEP) If student is eligible:**

- ☐ Develop an initial IEP  
☐ Transition \_\_\_\_ (age 14) \_\_\_\_ (age 16)  
☒ Develop an annual IEP  
☒ Transition X (age 14) \_\_\_\_ (age 16)  
☒ Review/Revise IEP  
☒ Transition X (age 14) \_\_\_\_ (age 16)

If transition is checked above as one of the purposes of this meeting, your child is invited to attend. We are also inviting representatives from the following agencies:

☒ None

Agency

Title/Position

Agency

Title/Position



**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INVITATION TO A MEETING OF THE**  
**INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM**

If at any point during this meeting you or other IEP team participants believe that additional time is needed to permit your meaningful involvement, additional time will be provided. Decisions related to the purpose(s) checked above may be made in one meeting or may require more than one meeting, depending on individual circumstances.

At the beginning of the meeting, the school district will discuss with you your right to have additional time as described above and of your right to have a copy of the IEP team's evaluation report prior to developing an IEP and placement. Upon request, you and the other IEP team participants may receive a copy of the team's evaluation report prior to continuing with the development of your child's IEP and placement. If you have not requested a copy of the team's evaluation report and a purpose of this meeting is to determine whether your child is or continues to be a child with a disability (impairment and need for special education), the school district will give you a copy of the IEP team's evaluation report when you receive a notice of your child's placement or notice that your child is not a child with a disability.

The following IEP team participants will attend the meeting:

LEA Representative:	Debbie Knox	Name/Title
Regular Education Teacher:	Tom Schrimpf	
Special Education Teacher:	Leslie Hanshew	
Name/Title	Name/Title	
Amy LaFave/Speech & Language		

You and your child have protection under the procedural safeguards (rights) of special education law. A statement of parent and child rights will be enclosed with this notice if the purpose of this meeting includes developing or reviewing/revising the Individualized Education Plan (IEP). A statement of parent & child rights will not be included if the purpose of this meeting is only for evaluation and reevaluation, only for placement, or only for determining the need for additional tests or other evaluation materials. The purposes of the meeting are checked on the first page of this invitation. If a statement of parent & child rights is not enclosed and you would like a copy or additional copies, please contact the district at the telephone number above.

Sincerely,

**Kris Schoneneberger-Gross, School Psychologist**  
(Name and Title of District Contact Person)

Also invited to attend this meeting:  
**Amber Fox-Brewer, School Guidance Counselor**

Invitation sent with statement of parental rights:		
Date:	09/27/2004	By: LAH

**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

Date of IEP Meeting:

September 29, 2005

**IEP COVER SHEET**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact: Kris Schoenenberger-Gross at [REDACTED])

Name of Child: (Last, First, Middle) Brendan Dassey	Date of Birth 10/19/1989	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	Grade 10	District of Residence Mishicot	District of Placement Mishicot	<b>PURPOSE OF MEETING:</b> (Check ALL that apply)
School Mishicot High School	Student Lives With: <input type="checkbox"/> Both Parents <input checked="" type="checkbox"/> Mother Only <input type="checkbox"/> Father Only <input type="checkbox"/> Other Guardian		Race/Ethnic: (If parent chooses to identify)			
Mother's Name Barbara Janda	Address: (Street, City, Zip) 12930 Avery Rd. Two Rivers, WI 54241		Phone: [REDACTED]			
Father's Name Peter Dassey	Address: (Street, City, Zip) [REDACTED] Two Rivers, WI 54241		Phone: [REDACTED]			
Guardian/Relationship parents	Address: (Street, City, Zip)		Phone:			
For students transferring between public agencies: IEP reviewed and adopted by: On		For students transferring between public agencies: Evaluation report reviewed and adopted by: On				

☒ The LEA informed the parent(s) of their rights to additional time and a copy of the evaluation report at the beginning of the IEP team meeting (Check box to confirm)

If a purpose of this meeting is to discuss information obtained from *additional tests or other evaluation materials* given or conducted as part of an initial evaluation or reevaluation, was each IEP team participant given a copy of the summary of findings prepared by those individuals who conducted tests or other evaluation materials?

☒ Yes    ☐ Not Applicable

If a purpose of this meeting is to *determine whether the child has or continues to have a disability*, did the LEA, following this determination and prior to developing or revising an IEP for the child, ask each IEP team participant whether he/she needs additional time and whether he/she wants a copy of the evaluation report before proceeding?

☒ Yes    ☐ Not Applicable

If a purpose of this meeting is *IEP development, review, and/or revision*, did the IEP team consider the results of the initial or most recent evaluation, statewide assessments, and/or district wide assessments?

☒ Yes    ☐ Not Applicable





MISHICOT SCHOOL DISTRICT  
Mishicot, WI

Date of IEP Meeting:

9/29/05

IEP COVER SHEET

IEP TEAM PARTICIPANTS:



SIGNATURES BELOW INDICATE REVIEW OF OLD IEP TEAM FINDINGS AND DEVELOPMENT OF CURRENT IEP OR TEAM FINDINGS.

Parent/Guardian: <i>Barbara Janda</i>	Community agency representative/title:
Parent/Guardian:	Private school representative/title:
Student (if appropriate):	Related services provider/title: <i>Amber McNeal Speech Therapist</i>
LEA Representative/title: <i>Robert H. Janda</i>	Related services provider/title:
Special education teacher/title: <i>Mary Ann ILP Teacher</i>	Interpreter:
Special education teacher/title:	Representative of WSD or WSVH:
Regular education teacher/title: <i>M. Walden Social Studies</i>	Other/title:
Regular education teacher/title:	Other/title:
Regular education teacher/title:	Other/title:

If parent didn't attend or participate in the meeting by other means, documentation of 3 efforts to involve parents:

- 1)
- 2)
- 3)



**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**DETERMINATION AND NOTICE OF  
CONTINUED PLACEMENT**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED] [REDACTED] [REDACTED])

Date of the placement determination: September 29, 2005 Student: Brendan Dassey

The IEP developed on September 29, 2005 will be implemented at Mishicot High School in the Mishicot

School District/City, with a projected implementation on September 29, 2005.

Will the child attend the school he/she would attend if not disabled? ☒ Yes ☐ No

If no, explain:

List other options considered, if any, related to the placement site (school building or school district), frequency, location, and duration of the special education and related services, supplementary aids and services, program modifications and supports, and the place of those services, supplementary aids and services, program modifications and supports, and the place of those services. List the reason(s) rejected, and a description of any other factors relevant to the proposed action:

☒ None

You and your child have protection under the procedural safeguards (rights) of special education law. Previously you received a copy of your procedural safeguard rights in a brochure about parent and child rights. If you would like another copy of this brochure, please contact the school district at the telephone number above. In addition to the district staff, you may contact the State of Wisconsin DPI at [REDACTED] if you have any questions about your rights.

☒ You previously received a copy of the evaluation report and a copy of the IEP is attached.

☒ Copies of the evaluation report and the IEP are enclosed or attached.

**The school district is required to include the following statements as part of this notice:**

If at any point during an IEP team meeting, to determine your child's eligibility for special education, develop an IEP, or determine a placement, you or other IEP team participants believe that additional time is needed to permit your meaningful involvement, additional time will be provided. The IEP team process may be concluded in one meeting or may require more than one meeting depending on individual circumstances.

At the beginning of any meeting to address the evaluation, IEP, or placement of your child, the school district must discuss with you your right to have additional time as described above and your right to have a copy of the IEP team's evaluation report prior to developing an IEP and placement. Upon request, you and the other IEP team participants may receive a copy of the team's evaluation report prior to continuing with the development of your child's IEP and placement.

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

9/29/2005

**INDIVIDUALIZED EDUCATION PROGRAM**

FOR Brendan Dassey

**PROGRAM SUMMARY**

Date(s) of IEP team meeting(s) to determine special education and related services needs: 9/29/05

Physical Education: ☒ Regular ☐ Specially designed  
 Vocational Education: ☒ Regular ☐ Specially designed

<b>BEGINNING DATE OF IEP</b> 09/29/05	<b>ENDING DATE OF IEP:</b> 9/29/2006
(Cannot be prior to the IEP meeting date)	(Cannot be more than 1 year from beginning date)

☒ These dates do not include days when school is not in session.

A statement for each of I, II, III and IV below to allow the student (1) to advance appropriately toward attaining the annual goals; (2) to be involved and progress in the general curriculum; (3) to participate in extracurricular and other nonacademic activities, and (4) to be educated and participate with other students with disabilities and non-disabled students to the extent appropriate. Include frequency, location, and duration.

I. Special Education	Frequency	Location	Duration
Study Hall	45min./day ; 5 days/week	Special Ed. classroom	length of IEP
Biology	45 min. / day; 5 days/week	Special Ed. classroom	length of IEP
Speech/language therapy	2 times /wk; 30 min. each time	Speech Room	length of IEP
Government	45 min. / day; 5 days/week	Special Ed. classroom	1 Sem. Of 2005-06 school yr.

II. Related services needed to benefit from special education as listed above including frequency, location and duration.

☒ None needed to benefit from special education.

<input type="checkbox"/> Assistive technology				<input type="checkbox"/> Psychological services			
<input type="checkbox"/> Audiology				<input type="checkbox"/> Recreation			
<input type="checkbox"/> Counseling				<input type="checkbox"/> Rehabilitation counseling services			
<input type="checkbox"/> Educational Interpreting				<input type="checkbox"/> School health services			
<input type="checkbox"/> Medical services for diagnosis and evaluation				<input type="checkbox"/> School social work services			
<input type="checkbox"/> Occupational Therapy				<input type="checkbox"/> Speech and language			
<input type="checkbox"/> Orientation and mobility (VI only)				<input type="checkbox"/> Transportation			
<input type="checkbox"/> Physical Therapy				<input type="checkbox"/> Other: specify			

# MISHICOT SCHOOL DISTRICT

Mishicot, WI

## INDIVIDUALIZED EDUCATION PROGRAM

FOR Brendan Dassey

II. Supplementary aids and services - aids, services, and other supports provided to or on behalf of the student in regular education or other educational settings: ☒ Yes ☐ No If yes, describe:  
 \*Untimed testing (double the time & in a block) \*Read test to student \*Modify format (multiple choice instead of essay) \*Testing can be completed in Res. Rm. \*Use of 2 note cards for tests/quizzes  
 \*Preferential seating (in front of classroom) \*Individual/small group instruction \*Avoid penalizing for spelling errors for in class assignments, tests/quizzes \*Maintain assignment notebook \*Give oral cues or prompts \* Read directions to student \*Check often for understanding \*Promote study skills/habits  
 \*Reinforce long term assignment time lines \*Grading scale for all classes: A = 90-100, B=80-89, C = 70-79, D = 60-69, below 60 = F

Frequency	Location	Duration
Daily	Regular Ed. classroom	length of I.E.P.

V. Program modifications or supports for school personnel that will be provided: ☐ Yes ☒ No If yes, describe:

Frequency	Location	Duration

v. ☐ The student will participate full-time with non-disabled peers in regular education, or for preschoolers, in age-appropriate settings.

☒ The student will not participate full-time with non-disabled peers in regular education, or for preschoolers, in age-appropriate settings. (If you have indicated a location other than the regular education environment in I, II, or III above, you must check this box and explain why full-time participation with non-disabled peers is not appropriate.)

Brendan is functioning below grade level peers in reading and writing. He also has difficulty with organizational skills. Brendan's low reading and writing abilities will be supplemented in a resource room setting for Biology and Government classes. Due to the extent and nature of Brendan's deficits in his expressive and receptive language abilities, he requires individualized programming from a speech and language pathologist.



## MISHICOT SCHOOL DISTRICT

Mishicot, WI

## INDIVIDUALIZED EDUCATION PLAN

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact: Kris Schoenenberger-Gross at [REDACTED])

Student: Brendan Dassey DOB: October 19, 2005

- A. Is the student aged 14 or over, or will the student turn age 14 during the timeframe of this IEP?  
Is the student younger than age 14 but has transition service needs? ☒ Yes ☐ No  
☐ Yes ☒ No
- B. Is the student aged 16 or over, or will the student turn age 16 during the timeframe of this IEP?  
Is the student younger than age 16 but needs a statement of needed transition services? ☒ Yes ☐ No  
☐ Yes ☒ No

If the answer to any of the questions in A or B "Yes":

1. List date and method of inviting students to IEP team meeting:

*Talked to Brendan about attending his meeting 9/27/05*

2. List the steps that were taken to ensure that the student's preferences and interests are considered (if the student is not at the IEP team meeting):

*Discussed issues with Brendan prior to the meeting.*

If the answer to either question in A is yes and if the answer to either question in B is no:

3. Include a statement of the transition service needs of the student that focus on the student's course of study needed to prepare the student for a successful transition to his/her goals for life after secondary school such as participation in advanced placement courses or a vocational education program:

*Brendan is currently uncertain of a career choice. He is taking the general courses including some "hands on" classes (shop and art). Brendan does have a transition page that will assist him in making plans for his future. Brendan also has language and communication goals which will help him in his future.*

\*If the answer to either question in B is yes, complete and attach the Summary of Transition Services (I-13)

### SPECIAL FACTORS

After consideration of special factors (behavior, limited English proficiency, Braille needs, communication needs including deaf/hard of hearing, assistive technology), was there a need in any of the areas?

☒ Yes ☐ No (If yes or student has a visual impairment, attach I-10, Special Factors)

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INDIVIDUALIZED EDUCATION PLAN**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact: Kris Schoenenberger-Gross at [REDACTED])

Student: Brendan Dassey

DOB: October 19, 2005

**PARTICIPATION IN STATEWIDE ASSESSMENTS:**

- ☐ Student will not be in 3rd, or 4th, or 5th, or 6th, or 7th, or 8th, or 10th grade when assessment is given.  
☒ Student will participate in ☒ regular assessment ☐ alternate assessment

**A. Wisconsin Knowledge and Concepts Examination (WKCE) & Wisconsin Knowledge and Concepts Examination-Criteria Referenced Test (WKCE-CRT)**

Check the subject area(s) of the assessment to be given and circle the grade that the student will be in when the assessment is given.

<input checked="" type="checkbox"/> Reading	3rd	4th	5th	6th	7th	8th	10th
<input checked="" type="checkbox"/> Math	3rd	4th	5th	6th	7th	8th	10th
<input checked="" type="checkbox"/> Language Arts		4th				8th	10th
<input checked="" type="checkbox"/> Science		4th				8th	10th
<input checked="" type="checkbox"/> Social Studies		4th				8th	10th

Describe appropriate testing accommodations, if any:

**Math, Science, Social Studies: Small group, read to, extended time. Reading & Language Arts: Small group, extended time.**

**B. Alternate Assessment**

If the student does not take the regular assessment the student will take the Wisconsin Alternate Assessment (WAA). Check the subject area(s) of the alternate assessment to be given and circle the grade that the student will be in when participating in the alternate assessment.

<input type="checkbox"/> Reading	3rd	4th	5th	6th	7th	8th	10th
<input type="checkbox"/> Math	3rd	4th	5th	6th	7th	8th	10th
<input type="checkbox"/> Language Arts		4th				8th	10th
<input type="checkbox"/> Science		4th				8th	10th
<input type="checkbox"/> Social Studies		4th				8th	10th

The attached WAA participation checklist describes why the student cannot participate in the regular assessment and why the alternate assessment is appropriate.

**PARTICIPATION IN DISTRICT WIDE ASSESSMENTS:**

- ☒ District-wide assessments given ☐ District-wide assessment not given  
☐ Student will not be in the grade when assessment is given

List district-wide assessments student will take:

**Brendan will participate in the MAPS testing.**

Describe appropriate testing accommodations, if any:

**MAPS testing is based on ability so no accommodations are necessary.**

Alternate Assessment--If student does not take regular district-wide assessment, describe why the student cannot participate in the regular assessment, why the alternate assessment is appropriate and how the student will be assessed (I-9B).

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

**SPECIAL FACTORS**

Note: For any need(s) identified below, there must be a statement of the service(s) to meet that need (including amount/frequency, location, and duration) on 1-14.

- A. Does this student's behavior impede his/her learning or that of others? ☐ Yes ☒ No  
If yes, include the positive behavioral interventions, strategies, and supports to address that behavior:
- B. Is the student a student with limited English proficiency? ☐ Yes ☒ No  
If yes, include the language needs that relate to this IEP:
- C. If visually impaired, does the student need instruction in Braille or the use of Braille? ☐ Yes ☒ No  
If no or cannot be determined, attach I.7 from the latest evaluation/reevaluation.
- D. Does the student have communication needs that could impede his/her learning? ☒ Yes ☐ No  
If yes, include communication needs that were considered. (If yes and student is deaf or hard of hearing, identify the communication needs including (a) the student's language; (b) opportunities for direct communication with peers and professional personnel in the student's language and communication mode; and, © academic level and full range of needs including opportunities for direct instruction in the student's language and communicative mode).  
See Speech/Language Goals Pages
- E. Does the student need Assistive Technology services or devices? ☐ Yes ☒ No  
If yes, specify particular device(s) and service(s) that were considered:



SUMMARY OF TRANSITIONAL SERVICES

\*\*An initial summary of transition services must be developed for students who are 14 or will be 14 during the time frame of this IEP and annually for all students who are 16 or will be 16 during the time frame of this IEP.

Date and method of inviting student:

Discussed with Brendan his attendance at meeting 9/27/05  
If the student did not attend the IEP meeting, what steps were taken to ensure that the student's interests and preferences were considered in the planning?  
Discussed transition issues with Brendan. He is uncertain of a career choice.

Will the student reach his/her 17th birthday during the time frame of the IEP or has the student reached the age of 18?

☐ Yes ☒ No

If yes, specify how the student and parents have been informed of the rights which will transfer to the student at age 18 if no legal guardian is appointed:

Transition is a coordinated set of activities designed within an outcome-oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation. In the space below, include a statement of needed transition services which addresses each of the following if appropriate: (If the transition services are contained elsewhere in this IEP, you may provide a cross reference.)

1. Instruction: <u>Goal pages</u>		
2. Related Services: <u>NA</u>		
3. Community Experiences: <u>-</u>		
4. Employment Objectives: <u>Previously worked for a small construction company.</u>		
5. Acquisition of daily living skills - if appropriate:		
6. Functional vocational evaluation - if appropriate: <u>Interest inventories given his Sophomore year.</u>		
7. Other: <u>Opportunity to attend Career Expo</u>		
Invited Agencies	Date & Method of Invitation	Were other agencies invited? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
		If appropriate, a statement of the Interagency responsibilities or any needed linkages

If an invited agency representative did not attend the IEP meeting, what other steps were taken to obtain the participation of the agency in the provision and/or payment of transition services?

**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

**PRESENT LEVEL OF EDUCATIONAL PERFORMANCE**

(Note: Present level of performance must include information that corresponds with each annual goal)

Describe the student's strengths and the concerns of the parents about the student's education:

Brendan is a very quiet student. He is respectful to teachers. He does not offer answers in class unless he is called on and then he usually won't talk. Brendan tends to have many missing or late assignments in many classes. He can get better grades if he would apply himself and put forth the effort. Concerns of parent: Brendan should continue to maintain an assignment notebook.

Will the student be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities?

☐ Yes ☒ No

If no, explain the extent to which the student will not be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities.

Brendan is mainstreamed as much as possible. He does have modifications in the Reg. Ed. classes. During the 2005-06 school year, Brendan will have a studyhall and a Biology class in the Res. Room. During the 2006-07 school year, Brendan will have a studyhall and a Government class in the Res. Room. The curriculum for the pull-out classes are similar to the Reg. Ed. curriculum but presented at a slower pace.

Present level of education performance: (Include how the student's disability affects the student's involvement and progress in the general curriculum.

For preschool children, describe how the disability affects participation in appropriate activities.)

Organization: Brendan usually maintains his assignment notebook but doesn't write concise enough to make sense of the assignments. Reading: Brendan is currently reading at the end of 4th grade level. Brendan has difficulties with decoding, comprehension and fluency. He also struggles with understanding and including vocabulary words. Writing: Brendan's writing skills are below his same grade peers. He tends to struggle with writing complex and descriptive sentences. Future: Currently Brendan doesn't have a career of interest in mind. Sometimes he thinks of going into the workforce after graduation. Brendan may not realize all the various types of careers that are available. Speech/Language: He exhibits difficulty responding clearly and consisely to others, paragraph comprehension, defining vocabulary and understanding age appropriate vocabulary terms remains challenging. Brendan will occasionally ask questions when he is unsure, however eye contact and participation during discussions with adults and peers is limited. Brendan's memory specifically is affecting all areas of language.

**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 9/29/2005 IEP Ending Date: 9/29/2006 Special Education Teacher: M. Mowrer

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (Note: present levels of educational performance must include information that corresponds with each annual goal.)

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will increase his school-related organizational skills by meeting 4 of 5 benchmarks

Based on current progress this student is (see below) to meet this annual goal.

Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward meeting the annual goal:

Assignment notebook, WebGrader, observations

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Progress reports, PT conferences, WebGrader

When will reports about the student's progress toward meeting the annual goal be provided to parents?

Quarterly

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

Brendan will continue to maintain his assignment notebook on a daily basis.

While maintaining his assignment notebook, Brendan will get signatures from both a parent and a Special Ed. teacher on a daily basis.

Brendan will manage his assignments turned in and if he has any missing by using WebGrader 2 times a week.

While managing his assignments, Brendan will have no more than 5 missing assignments per quarter in his classes.

Brendan will organize his locker and binder 2 times a week.

Grading Scale:

O - Outstanding Progress

S - Satisfactory Progress

E - Emerging Skill

N - Needs Additional Instruction

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.



**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 9/29/2005 IEP Ending Date: 9/29/2006 Special Education Teacher: M. Mowrer

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (Note: present levels of educational performance must include information that corresponds with each annual goal.)

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will continue to increase his reading skills to the mid-5th grade level by meeting 3 of 4 benchmarks.	Based on current progress this student is (see below) to meet this annual goal.	
	Date: <input type="checkbox"/> Likely <input type="checkbox"/> Not Likely	
	Date: <input type="checkbox"/> Likely <input type="checkbox"/> Not Likely	
	Date: <input type="checkbox"/> Likely <input type="checkbox"/> Not Likely	

Procedures for measuring the student's progress toward meeting the annual goal:

Work samples, informal observations, reading assignments

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Progress reports, PT conferences, phone calls/letters home

When will reports about the student's progress toward meeting the annual goal be provided to parents?

Quarterly

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

	Date:				
When reading, Brendan will use strategies (prefixes/suffixes, context clues, beginning/middle sounds, etc.) to read unfamiliar words in 8 of 10 attempts.					
When reading ability level materials, Brendan will read with fluency and expression 50% of the time.					
Brendan will use vocabulary in reading material to describe, compare, classify and define in 8 of 10 attempts.					
While reading, Brendan will be able to discuss characters, problems, solutions, and conclusions with 85% accuracy.					

Grading Scale: O - Outstanding Progress S - Satisfactory Progress E - Emerging Skill N - Needs Additional Instruction  
I - Inconsistent Performance X - Does not apply (is working on prerequisite skills) ☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.

**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 9/29/2005 IEP Ending Date: 9/29/2006 Special Education Teacher: M. Mowrer

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (Note: present levels of educational performance must include information that corresponds with each annual goal.)

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will increase his writing skills so that he can meet 3 of 4 benchmarks.

Based on current progress this student is (see below) to meet this annual goal.

Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward meeting the annual goal:

Work samples, informal reading assignments.

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Progress reports, PT conferences, phone calls/letters home

When will reports about the student's progress toward meeting the annual goal be provided to parents?

Quarterly

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

When given a writing assignment, Brendan will write complete sentences using descriptive vocabulary to describe details in 4 of 5 attempts.

When given a writing assignment, Brendan will write paragraphs using at least 5 sentences (to include a topic sentence, a concluding sentence, and at least 3 supporting sentences) in 4 of 5 attempts.

When given sentences with mistakes, Brendan will correct the mistakes with 90% accuracy.

After finishing a writing assignment, Brendan will use a computer (Spell Check) to edit any spelling mistakes.


Grading Scale:

O - Outstanding Progress

S - Satisfactory Progress

E - Emerging Skill

N - Needs Additional Instruction

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.



**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 9/29/2005 IEP Ending Date: 9/29/2006 Special Education Teacher: M. Mowrer

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (Note: present levels of educational performance must include information that corresponds with each annual goal.)

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will continue his transitions goals so he can meet 3 of 4 benchmarks.	Based on current progress this student is (see below) to meet this annual goal.	
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward meeting the annual goal:

work samples

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Progress reports, PT conferences, phone calls/letters home

When will reports about the student's progress toward meeting the annual goal be provided to parents?

Quarterly

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

Date:				
When Brendan doesn't understand something, he will request help from regular/special education teachers, instructional aides, or peers 80% of the time.				
Given the opportunity, Brendan will attend the Career Expo (Sophomore year) which will assist him in choosing a career of interest.				
Given an Career Interest Inventory, Brendan will accurately complete it which will assist him in choosing 3 careers of interest.				
After the Career Expo and completing an Interest Inventory, Brendan will meet with guidance counselor to discuss the possible careers of interest.				

Grading Scale: O - Outstanding Progress S - Satisfactory Progress E - Emerging Skill N - Needs Additional Instruction  
I - Inconsistent Performance X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.



**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**INDIVIDUALIZED EDUCATION PROGRAM**  
**FOR**      **Brendan Dassey**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 09/29/2005 IEP Ending Date: 09/28/2006 Special Education Teacher: Amy A LaFave, MS-CCC-SLP

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (Note: present levels of educational performance must include information that corresponds with each annual goal.)

Upon Review: ☐ Goal Met ☐ Goal Not Met

Brendan will improve pragmatic, vocabulary, memory and language skills to be commensurate with cognitive levels.

Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward meeting the annual goal:

Therapy notes, parent/teacher observation

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Quarterly progress reports, annual review of IEP

When will reports about the student's progress toward meeting the annual goal be provided to parents?

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability: Brendan will: Quarterly Date:           

1. Complete forward number repetition for up to 6 digits at 80% and backward for 4 digits at 70% accuracy.				
2. Recall sentences up to 10 words at 80% and up to 12 words at 70% accuracy.				
3. Complete short-term memory tasks for related and unrelated items with use of strategies at 70% following a 30 second to 2 minute delay.				
4. Recall and utilize various memory tasks in structured tasks and within his classroom activities at least 70% of the time.				
5. Produce an appropriate sentence for a new vocabulary word used at 90% for nouns, 80% for verbs and 70% accuracy for adjectives and adverbs.				
6. Use more consistent eye contact (10 times per class period), body language/facial cues and vocal intonation when speaking or listening to others in the classroom and ST room 70% of the time.				

Grading Scale:      **O - Outstanding Progress**      **S - Satisfactory Progress**      **E - Emerging Skill**      **N - Needs Additional Instruction**  
☐ (Additional Comments on the back of this sheet.)  
**I - Inconsistent Performance**      **X - Does not apply (is working on prerequisite skills)**

\*These grades reflect achievement based on current functional levels.

# MISHICOT SCHOOL DISTRICT

Mishicot, WI

ORGANIZATION

"OLD IEP Goals"

## INDIVIDUALIZED EDUCATION PROGRAM

FOR

Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/12/2004 IEP Ending Date: 10/11/2005 Special Education Teacher: Leslie Hanshew

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☒ Goal Not Met met some benchmarks but not annual goal.

Brendan will increase his school-related organizational skills by meeting 4 of 5 benchmarks.

Based on current progress this student is (see below) to meet this annual goal.

Date: Jan-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: May-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: Aug-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: Oct-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Assignment notebook checks, WebGrader, informal observations

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Progress reports, PT conferences, WebGrader, report cards, phone calls/letters home

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

	Date:	Jan-05	May-05	Aug-05	Oct-05
Brendan will:					
1. Maintain his assignment notebook in <u>daily</u> 4 of 5 attempts.					
2. Get a daily signature from parent/guardian and special education teacher in his assignment notebook in <u>daily</u> 4 of 5 attempts.					
3. Organize his locker and binder 1/month without teacher directive 80% of the time.					
4. Check WebGrader for missing assignments 1/week 100% of the time.					
5. Have no more than 5 missing assignments/quarter for all classes.					

Grading Scale:

O - Outstanding Progress

S - Satisfactory Progress

E - Emerging Skill

N - Needs Additional Instruction

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.

# MISHICOT SCHOOL DISTRICT

Mishicot, WI

READING

## INDIVIDUALIZED EDUCATION PROGRAM

FOR

Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/12/2004 IEP Ending Date: 10/11/2005 Special Education Teacher: Leslie Hanshew

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☒ Goal Not Met

Brendan will increase his reading skills to a 5th grade level by meeting 3 of 4 benchmarks.

Based on current progress this student is (see below) to meet this annual goal.

Date: Jan-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: May-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: Aug-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: Oct-05	<input checked="" type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Informal observations, work samples, reading assignments, Lexile scores from MAPS testing (05/06 school year).

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Progress reports, PT conferences, report cards, phone calls/letters home

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

Date:	Jan-05	May-05	Aug-05	Oct-05
Brendan will:				
1. Use a variety of strategies for word recognition tasks (prefixes/suffixes, context clues, beginning/middle sounds, etc.) in 8 of 10 attempts.				
2. Read ability level material with fluency and expression in 8 of 10 attempts. 50%				
3. Use vocabulary in reading material to describe, compare, classify, and define in 8 of 10 attempts.				
4. Identify, compare & contrast, and discuss characters, settings, plot, conclusions, problems and solutions.				

Grading Scale:

O - Outstanding Progress

S - Satisfactory Progress

E - Emerging Skill

N - Needs Additional Instruction

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.



**MISHICOT SCHOOL DISTRICT**  
 Mishicot, WI WRITING

**INDIVIDUALIZED EDUCATION PROGRAM**  
 FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/12/2004 IEP Ending Date: 10/11/2005 Special Education Teacher: Leslie Hanshew

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☒ Goal Not Met

Brendan will increase his writing skills to a 6th grade level by meeting 4 of 5 benchmarks.

Based on current progress this student is (see below) to meet this annual goal.

Date: Jan-05	<input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Not Likely
Date: May-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: Aug-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: Oct-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Informal observations, work samples, informal reading assignments.

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Progress reports, PT conferences, report cards, phone calls/letters home

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

Brendan will:

1. Write complete sentences (without teacher directive) with proper capitalization in 9 of 10 attempts.

2. Write complete sentences (without teacher directive) using descriptive vocabulary to describe 1-2 details in 8 of 10 attempts.

3. Write paragraphs using at least 5 sentences (to include a topic sentence, a concluding sentence, and at least 3 supporting sentences) in 7 of 10 attempts.

4. Correct sentences for mechanics in 8 of 10 attempts.

5. Use SpellCheck on computer generated writing samples 100% of the time.

Date:	Jan-05	May-05	Aug-05	Oct-05

Grading Scale:

O - Outstanding Progress

S - Satisfactory Progress

E - Emerging Skill

N - Needs Additional Instruction

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI** **FUTURE**

**INDIVIDUALIZED EDUCATION PROGRAM**  
**FOR** **Brendan Dassey**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/12/2004 IEP Ending Date: 10/11/2005 Special Education Teacher: Leslie Hanshew

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☒ Goal Not Met

Brendan will prepare for his future by successfully completing 4 of 4 benchmarks.

Based on current progress this student is (see below) to meet this annual goal.

Date: Jan-05 ☐ Likely ☐ Not Likely

Date: May-05 ☒ Likely ☐ Not Likely

Date: Aug-05 ☐ Likely ☐ Not Likely

Date: Oct-05 ☒ Likely ☐ Not Likely

Procedures for measuring the student's progress toward the annual goal:

Informal observations, correspondence with regular/special education teachers as well as guidance office personnel, performance.

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Progress reports, PT conferences, report cards, phone calls/letters home

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability:

Date:	Jan-05	May-05	Aug-05	Oct-05
Brendan will:				
1. Request help from regular/special education teachers, paraprofessionals, and peers in at least 4 of 5 attempts.				
2. Research and discuss 3 possible future career interests with guidance counselors and special education teachers during the length of his IEP.				
3. Research and discuss 3 possible future post-high school locations and areas of academic study with guidance counselors and special education teachers during the length of his IEP.				
4. Use organizational skills learned in Study Skills to maintain his assignment notebook, locker, and personal appointments in 9 of 10 attempts.				
<i>Career Expo's soph. yr.</i>				
<i>interesting. Mr</i>				

Grading Scale: O - Outstanding Progress S - Satisfactory Progress E - Emerging Skill

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

N - Needs Additional Instruction

☐ (Additional Comments on the back of this sheet.)

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**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10-12-04 IEP Ending Date: 10/11/2005 Special Education Teacher: Amy LaFave, MS-CCC-SLP

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☒ Goal Not Met

Brendan will improve his expressive and receptive language skills by obtaining 80% accuracy of 4 out of 6 benchmarks listed below.

Date: 09/27/2005	<input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Anecdotal record, therapy notes, parent/teacher observation

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Quarterly progress reports, annual review of IEP

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability: Brendan will:

	Date: 09/27/2005			
1. Make an inference about a sentence he has read or a sentence(s) read to him.	S			
2. Give implied meaning of idioms/slang expressions in structured tasks..	E			
3. Summarize or paraphrase short stories or paragraphs that are read to him.	S			
4. Define 5th to 8th grade level vocabulary giving at least 2 details.	E			
5. Produce an appropriate sentence for new vocabulary word learned.	N			
6. Determine appropriate words, affect and body language when presented with social situations during structured tasks, including role playing.	N			

Grading Scale: O - Outstanding Progress S - Satisfactory Progress E - Emerging Skill N - Needs Additional Instruction  
I - Inconsistent Performance X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

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**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**INDIVIDUALIZED EDUCATION PROGRAM**  
FOR **Brendan Dassey**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

IEP Start Date: 10/12/2004 IEP Ending Date: 10/11/2005 Special Education Teacher: Amy LaFave, MS-CCC-SLP

MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the general curriculum, and to meet other educational needs that result from the student's disability (There must be a relationship between the annual goal and the present level of performance):

Upon Review: ☐ Goal Met ☒ Goal Not Met

Brendan will adapt or change his oral language and pragmatic language to fit the situation by following the rules of conversation with peers and adults.

Date: <u>09/27/2005</u>	<input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Not Likely
Date: _____	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: _____	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date: _____	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

Procedures for measuring the student's progress toward the annual goal:

Anecdotal record, therapy notes, parent/teacher observation

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):

Quarterly progress reports, annual review of IEP

Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and progress in general curriculum and (2) to meet other educational needs that result from the student's disability: Brendan will: Date: 9/27/05

1. Use appropriate volume given a situation 80% of the time.

E

2. Use more consistent eye contact/gaze shifting (at least 10 times per class period) when speaking to others or when listening to others, specifically adults.

S

3. Become more of a self advocate by asking for help or clarification on his school work as needed.

E

4. Participate in classroom discussion one time per day in the regular classroom education setting.

E

Grading Scale:

O - Outstanding Progress

S - Satisfactory Progress

E - Emerging Skill

N - Needs Additional Instruction

I - Inconsistent Performance

X - Does not apply (is working on prerequisite skills)

☐ (Additional Comments on the back of this sheet.)

\*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT  
Mishicot, WI

EVALUATION REPORT FOR : Brendan Ossey  
ADDITIONAL DOCUMENTATION REQUIRED WHEN CHILD IS  
EVALUATED FOR SPECIFIC LEARNING DISABILITIES

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

FOR STUDENTS BEING EVALUATED FOR A SPECIFIC LEARNING DISABILITY, INCLUDE A STATEMENT FOR EACH AREA BELOW:

Relevant behavior noted during observation of the child in regular classroom and the relationship of that behavior in the child's academic functioning:

*Brendan is quiet in the classroom. He rarely interacts with his peers and teachers in the classroom. He has some difficulties with work completion.*

Educationally relevant medical findings:

☒ None

Effects of environmental, cultural, or economic disadvantages:

*no environmental, cultural, or economic disadvantages*



**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**EVALUATION REPORT FOR** Brendan Cassey (student)  
**DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross [REDACTED])

Date on which determination was made:

9/29/05

This student meets criteria for one or more of the following impairments:

☐ Autism

☐ Cognitive disability

☐ Orthopedically impaired

☐ Other health impairment

☐ Emotional Behavioral Disability

☐ Traumatic brain injury

☐ Visual impairment (complete "Need for Braille")

☐ Significant development delay (first consider other areas as the primary disability)

☒ Specific learning disability (complete "Additional Documentation Required for Learning Disabilities")

☒ Speech or language impairment

☐ Hearing impairment

☐ None found (complete section III on page 2)

I. For each impairment identified, document how the student meets the criteria:

Brendan continues to demonstrate delays in his basic reading and reading comprehension skills. Brendan demonstrates a delay in classroom achievement in these areas and an information processing deficit in the area of manipulation (difficulties summarizing and interpreting information, difficulties inferring information, difficulties understanding multiple contexts). Brendan continues to demonstrate significant delays in his receptive and expressive language skills, memory, vocabulary, sentence comprehension, pragmatics, and areas of abstract language (CELF-4 Core = 66; CASL - scores range from 68-83). Brendan's language delays impact him educationally and socially.

II. By reason of the impairment(s) identified, does this student need or continue to need special education?

☒ Yes

☐ No

To guide this analysis, consider whether the child's needs can be met in the regular education program as structured at the time of the evaluation; whether there are modifications that can be made to the regular education program to meet the child's needs and to allow the child to access the general education curriculum and meet the educational standards that apply to all children; and, any additions or modifications that the child needs which are not provided through the general education curriculum including replacement content, expanded core curriculum, or other supports.

Brendan continues to demonstrate delays in his basic reading, reading comprehension, and language skills, both receptively and expressively. Brendan needs individualized instruction, which the regular education environment alone does not provide. He needs special education services and supports to help him be successful in school and to help meet his needs.



**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

EVALUATION REPORT FOR Brandon Cassey (student)  
DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION

- III. Were impairments considered and rejected? ☐ Yes ☒ No  
If yes, document which one(s) and how the student did not meet the criteria:

<p>Each IEP team participant must sign at the right and indicate whether he/she agrees with this evaluation report. If this statement does not reflect his/her conclusions, then that IEP team participant must also attach a statement with his/her conclusions.</p>	NAME AND TITLE	SIGNATURE	AGREE	DISAGREE
	Mari Waldman-Kuhn	M. Waldman	✓	
	Barbara Janda	Barbara Janda	✓	
	Mary Moore / LD Teacher	Mary Moore	✓	
	Amy Oatave / Speech Therapist	Amy Oatave	✓	
	K. Schenckberger Gross / School Nurse	K. Schenckberger Gross	x	

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**EVALUATION REPORT FOR** Brendan Passely (student)  
**INFORMATION FROM ADDITIONAL TESTS & OTHER EVALUATION MATERIALS**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at [REDACTED])

Summary of information from additional tests and other evaluation materials given. Attach other pages as needed, and also attach participant summaries of findings which will assist in program planning. (Note: only those IEP team participants who administered additional tests and other evaluation materials must complete a summary of findings to be attached)

Were tests or other evaluation materials administered in accordance with the instructions provided by the publisher or producer of the tests?

☒ Yes

☐ No

If no, describe the extent to which there were variations from standard conditions such as qualifications of the evaluator or methods of test administration:

CELF-4

Core = 66

Receptive = 70

Expressive = 63

Language Memory = 58

\*Brendan demonstrates significant delays in his language and language memory skills.

CASE

Idiomatic Language = 68

Sentence Comprehension = 76

Nonliteral Language = 83

Inference = 78

\*Brendan demonstrates delays in his language skills.

**MISHICOT SCHOOL DISTRICT**  
Mishicot, WI

**EVALUATION REPORT FOR:**

*Brandon Pusey* (student)

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact: Kris Schoenenberger-Gross at [REDACTED])

**Type of Evaluation:**

☐ Initial

**THIS EVALUATION REPORT INCLUDES THE FOLLOWING (Check ALL that apply):**

☒ Reevaluation

<input checked="" type="checkbox"/> Y	Information from review of existing data	<input checked="" type="checkbox"/> X	Additional documentation required when child is evaluated for learning disabilities	<input type="checkbox"/> Y	Determination of eligibility for special education
<input checked="" type="checkbox"/> X	Information from new or additional tests		Recommendations for child found not to be a child with a disability (impairments and need for special education)		Documentation for determining Braille needs for a child with a visual impairment
<input checked="" type="checkbox"/> X	Participant summaries of findings (only required if new or additional tests or other evaluation materials were administered)				

**INFORMATION FROM REVIEW OF EXISTING DATA**

- A. Summary of previous evaluations.  
*Evaluation dated from September 1996 revealed overall well below average to below average cognitive ability, below average visual motor integration skills, and delays in Brandon's academic and language skills. Brandon met criteria for a specific learning disability and for a speech language impairment and began receiving special education services.*
- B. Information provided by parents.  
*Brandon's mother participated in the IEP team process; she indicated that she has no specific concerns about Brandon at that time.*
- C. Previous interventions and the effects of those interventions.  
*Head start; special education services and supports (helpful)*
- D. Current classroom based assessments and observations.  
*Prepared for class, some daydreaming, quiet and introverted in class, participates in class only when called on and if he does not know the answer he shrugs his shoulders, late and missing assignments.*
- E. Observations by teachers and related service providers.  
*uses minimal eye contact, gestures, and variation of pitch in conversations in therapy and in the classroom, willingly participated in speech language therapy sessions.*



## A. Summary of Previous Evaluations

Three year reevaluation results from November 1999 revealed overall well below average, to below average cognitive ability, delays in Brendan's language, reading, written language, and spelling skills, and average math skills. Brendan continued to be in need of services. A three year reevaluation results from October 2002 revealed borderline to below average cognitive ability, average math skills, and delays in Brendan's language, reading, and written expression skills. Brendan continued to meet criteria for a specific learning disability and speech/language impairment and he continued to be in need of special education services.

**MISHICOT SCHOOL DISTRICT**  
**Mishicot, WI**

**WORKSHEET FOR CONSIDERATION OF EXISTING DATA TO DETERMINE  
IF ADDITIONAL TESTS OR EVALUATION MATERIALS ARE NEEDED**

(If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at (920)755-4633 Ext. 210)

Name of student:

Brandon Passey

Note: It is optional to have an IEP team meeting to consider existing data. If a meeting is held and this form is used as documentation of that meeting, complete a Cover Sheet (I.2) and Sections I and II below. If no meeting is held, this form is used to document the input and decision of the IEP team participants. Complete sections I, II, III, and IV and the name of the person completing the form.

I.

List of information reviewed:

Information in cum and special education files

II.

Action to be taken as a result of review and considering the existing information/data:

☒ Additional tests or other evaluation materials are needed

☐ No additional tests or other evaluation materials are needed

III.

Documentation of parent involvement (including dates and method) and their input:

Phone calls 9/6/05, 9/8/05, and 9/13/05; Consents 9/2/05 and 9/13/05  
9/14/05 Brandon's mother signed consent agreeing to additional testing

IV.

List of others involved and their input (including dates):

9/10/05 Amy Lafave → Additional testing is necessary in order to determine if Brandon is ready for dismissal from speech/language therapy.

9/10/05 Mary Morawiec, Kris S. Gross → Additional ~~comprehensive~~ testing (cognitive, achievement) is not necessary at this time; testing will be conducted Brandon's senior year.

Worksheet completed by:

Kris Schoenenberger-Gross, School Psychologist