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

Name of Child: (Last, First, Middle) Dassey, Brendan	Date of Birth 10/19/1989	Male Female	Grade 8		District of Residence District of Plac Mishicot Mishico		PURPOSE OF MEETING: (Check ALL that apply)		
School Mishicot Middle School	Student Lives With: Race/Ethnic				:: (If parent cho	ooses to identify)	Evaluation including determination of eligibility		
Mother's Name Barbara Janda	Address: (Street, 12930A Avery	Ra	River, WI	54241	Phone:		☑ IEP Review/Revision ☑ Develop a transition statement		
Father's Name	Address: (Street,	Address: (Street, City, Zip)			Phone:	·	Placement		
Guardian/Relationship		Address: (Street, City, Zip)					Manifestation determination		
For students transferring between pub IEP reviewed and adopted by:	lic agencies:				between public d and adopted		Cother:		
On		1. 1. A. C.	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

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?

ЕХНИВІТ 222 06 СF 88 DATE:<u>04-21-07</u> <u>РВ</u> Initials

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Yes

Date of IEP Meeting:

October 22, 2003

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: Babaua C. Canda	Community agency representative/title:
Parent/Guardian:	Private school representative/title:
Thomas James	
Student (if appropriate):	Related services provider/title:
LEA Representative/title:	Related services provider/title:
Donald R. Cooly Bungard	
Special education teacher/title:	Interpreter:
Dott Van Hefty DD Jeacher	
Special education teacher/title:	Representative of WSD or WSVH:
Melina Locha / Speech Pathologist	
Regular education teacher/title:	Other/title:
Anum Kruegal / Soc. St	
Regular education teacher/title:	Other/title:
Regular education teacher/title:	Other/title:
а	

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 remoder 10(7(03 3) Sent remoder 10/14/03

MISHICOT SCHOOL DISTRICT

Mishicot, WI

DETERMINATION AND NOTICE OF CONTINUED PLACEMENT

(If you need this notice in a differe	nt language or communicated in a	different way, or hav	ve questions a	bout this notice	e, please contact	Kris Schoenenberger-0	Gross at (الثنية بي فعد	
Date of the placement determination:		10/22/2003	10/22/2003		Student:	Brendan Dassey			
The IEP developed on	October 22, 2003	will be impl	emented at		Mishicot M	iddle School	in the	Mishicot	
School District/City, with a	projected implementation of	on	Octobe	23, 2003	an a	· · · · ·			
Will the child attend the sc If no, explain:	hool he/she would attend if	not disabled?	√ Yes	□No					

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 **Contract and Child Plant** 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.

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INDIVIDUALIZED EDUCATION PROGRAM

10/22/2004

FOR

Brendan Dassey

PROGRAM SUMMARY

October 22, 2003 Date(s) of IEP team meeting(s) to determine special education and related services needs:

Physical Education:	
Vocational Education:	

Regular Specially designed Regular Specially designed

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

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 102203-
Speech Therapy	2Xweek	Speech room	Length of IEP
I. Related services needed to benefit from speci	al education as listed above including freque	ncy, location and duration.	None needed to benefit from special education.

Assistive technology	Psychological services
Audiology	Recreation
	Rehabilitation counseling services
Educational Interpreting	School health services
Medical services for diagnosis and evaluation	School social work services
Occupational Therapy	Speech and language
Orientation and mobility (VI only)	
Physical Therapy	Other: specify

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WISHICOT SCHOOL DISTRICT

INDIVIDUALIZED EDUCATION PROGRAM

Mishicot, WI

4(2)

FOR Brendan Dassey

I. Supplementary alds and services - aids, services, and other supports provided to or on behalf of the student regular education or other educational settings: ee Modifications Page	<u>Frequency</u>	<u>Location</u>	<u>Duration</u>
	5Xweek	Reg. Ed. Classroom	Length of IEP
'. Program modifications or supports for school personnel that will be provided: ∐Yes I⊻INo If is, 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 in not appropriate.)

Brendan is functioning significantly below grade level in the area 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.

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CLASSROOM MODIFICATIONS

Student:	Brench Disser	Date: 10/22/03
	be allowed the following modifications, when necessary and appropriate, to a	ssure success in the regular
	etting as determined by the special education teacher.	Ŭ
Pacing	5 .	
	Untimed testing situations	
	Omit assignments requiring copying in a timed situation	
0	Avoid placing student under pressure of time or competition	(*)
0	Other	
Environm	ent when a	
0	Test and/or designated assignments completed in resource room	
•	Preferential seating (Away from friends)	
	Reduce / minimize distractions: O Visual O Auditory Both	
	Other	
	on of Subject Matter	
	Emphasize teaching approach: O Auditory O Visual O Tactile O M	fulti
0	Individual / small group instruction	
0	Other	
Materials	Highlighted tests / study guides O Flash cards	
0	Highlighted tests / study guides \bigcirc Flash cards Use of adapted or simplified text \bigcirc \bigcirc \bigcirc Use ability level materials	
0	Use of adapted or simplified text Received Use ability level materials Taped text or study guides	
0	Other Broks -Rr LA	
	daptations	
100 m	A THE AND A REAL AND A REAL ADDRESS AND A REAL ADDRESS AND ADDRESS	O Modify format
	Provide extra time within classroom Read test to student when	
		icable
Assignme	nts when it could a could be	Q de a la de
0	nts Shorten assignments Opplicolde Read directions to student O Reduce paper and pencil tasks (trans	y & teacher's discretion
. @	Read directions to student O Reduce paper and pencil tasks (trans	sferring)
C	Record or type assignments O Give oral cues or prompts	
C	Adapt worksheets, packets O Use of peer tutoring and assistance of	
	Provide extra assignment time \odot Maintain assignment notebook / ρ_0	int Sheet
	Avoid penalizing for spelling errors	
C	Utilize compensatory procedures by providing alternate assignment strategie	es when demands of
12	class conflict with student capabilities.	2 . 22
		rong. Instead they
	should be pointed out for correction.	
	Quietly repeat directions to student, after they have been given to the class	Rinder
	Accompany oral directions with written directions for referral throughout th	he school day. Dinou
	Student should be allowed to tape classroom lectures or discussion.	i
	Other	
	ement and Follow Through	
	Use positive reinforcement Check assignment	1 .
	 Check often for understanding / review Use concrete reinfor Description 	
	 Promote Study skills / habits Request parent rein Use study mideate 	
	Reinforce long term assignment time lines O Use study guides to D Use helperioral contracts (doily shorts)	
	O Use behavioral contracts / daily charts O Repeated review /	
	O Make arrangements for homework assignments to reach home with clear, co O Other	oncise directions
Grading	Grading according to functional level that the student is currently working a	at
	 Orading according to functional level that the student is currently working a O Alternative grading system (describe) 	11
	O Attainment of goals and objectives identified in the IEP	
	Grading determined by both the regular education teacher and specialist in	conneration

MISHICOT SCHOOL DISTRICT

INDIVIDUALIZED EDUCATION PLAN

Mishicot, WI

(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

Student:	Brendan	Dassey			DOB:	October 19, 1989		
Α.	Is the stud			udent turn 14 during the time fr 14 but has transition service n		??	☑ Yes □ Yes	□ No ☑ No
В.	Is the stud		TO DOT LODGE SAT READ OF A AND READ	udent turn age 16 during the tin 16 but needs a transition plan?		IEP?	☐ Yes ☑ Yes	☑ No □ No
If the ansv	ver to any of	the questions i	n A or B directly abo	ove is "Yes", complete an attac	h the Summary	of Transition Services. (1.13)	
PARTICIP	PATION IN S	TATEWIDE AS	SSESSMENTS:					
Wisconsi	n Reading C	Comprehensio	n Test (WRCT):					
	Yes	Alternate	Student will not	be in 3rd grade when assessmen	it is given			
	ny necessar I be assesse		ons. If using an alt	ernate assessment, describe w	hy the statewid	le assessment is not app	ropriate for the	e student and tell how the student will be
Wisconsin	Knowledg	e and Concep	ts Examination (W	KCE):				
	🔲 4th	I Sth	🗍 10th 🗌 st	udent will not be in 4th, 8th or 10	th grade when a	ssessment is given		
	and an and the second second second	necessary accor		ge Arts 🗹 Writing		☑ Math ☑ Social Stud May be read to him	lies	
2			nate assessment wil de assessment is not	I be given: Readir appropriate for the student and ho	ng/Language Arb w the student wil		ce 🔲 Math	Social Studies
PARTICIPA	TION IN DI	STRICT WIDE	ASSESSMENTS:	District Wide Assessme	ents not given			* "
1	✓ Yes	No	student is not in t	he grade when assessment is give	en			
		A PERSONAL PROPERTY AND A POST		if no, state why the assessment is iter based assessment in lar				
SPECIAL F			Sales solution and solar and the second	(behavlor, limited English proficier d in any of the areas?			Contraction of the contraction o	d of hearing, I impairment, attach I.10, Special Factors)
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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 JER 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 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?

1 No

Yes

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?	∐Yes ∠No
Invited Agencies	Date & Method of Invitation	If appropriate, a statement of the interagency responsibilities or any needed linkages
and the second		

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?

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TRANSITION PLANNING WORKSHEET/GUIDE 9TH GRADE

1 At this time,	Brendan		_ is interested in	pursuing t	he following afte	er high school grad	luation:		
	Workforce	Communi	ity College (2 year)		Military				
	technical c	ollege 🛛 🗌 College o	or University (4 year)		C Other				
2 Brendan's	ohusic	ne et al a de la companya de la comp	and strengths a	are in the a	reas of: _	physical	world in	a factor	4.
3 Based on the following	P O Brendan's		 March 1996 Comparison March 1996 Science Science 		ning, the IEP tea	am recommends th	at he/she cons	sider registering fo)
English Math	Pullout Pre-Algebra		Science Social Studies	Regular Regular		Phy Ed Health	Regular Regular		
Ag Horizons Speedwriting Information P Computer App Computer Lite Intro to Busine	rocessing blications racy ess	Clothing Design Studio French I Spanish I Drivers Ed Pre Algebra Integrated Geometry	Concert Choir Music Apprecial Sound Wave (S Symphonic Ban Jazz Band Sound Wave (Ja American Indus	wing Choir) d azz Band)	☑ Study Hall ☐ Other				

*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.

MISHI	COT SCHOOL DISTRICT Mishicot, WI	INDIVIE FOR	UALIZED EDUCAT Brendan Dassey	TION PR	OGRAM			
(If you need	this notice in a different language or communicated in a different way, o	or have questic	ons about this notice, please co	ontact Kris So	choenenberger-C	Gross at (
SPECIAL Note: For	. FACTORS any need(s) identified below, there must be a statement o	f the servic	e(s) to meet that need (ir	ncluding ar	noung/freque	ncy, locatior	n, and duration)	on 1-14.
A.	Does this student's behavior impede his/her learning or t If yes, include the positive behavioral interver	hat of other ntions, strate	s? □ Yes egies, and supports to ac	☑ № ddress that	behavior:			
В.	Is the student a student with limited English proficiency? If yes, include the language needs that relate	to this IEP:	Yes 🗹 No					
С.	If visually impaired, does the student need instruction in E If no or cannot be determined, attach I.7 from	Braille or the		Yes	No .			
D.	Does the student have communication needs that could i	mpede his/		Yes	□ No	identif.		
	If yes, include communication needs that wer the communication needs including (a) the stu- with peers and professional personnel in the s needs including opportunities for direct instruc-	udent's lang student's lar	uage; (b) opportunities for nguage and communicat	or direct co ion mode;	ommunicatior and, © acade		nd full rang	
	See Speech and Language goals pages.							
*	2	1		· · ·				•
E.	Does the student need Assistive Technology services or on If yes, specify particular device(s) and service		Yes INo e considered:					
1.10					Page	o	f	

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

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@Anistime

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.)

2 2 1 2

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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.

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INDIVIDUALIZED EDUCATION PROGRAM

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

FOR

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 His Times.

Will the student be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities? Yes Ves 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 transfering it onto paper Brendan dislikes writing and will do as little as is required of him.

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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

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.

> Porent Concerns: Nime @ this fime.

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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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

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? 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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MISHICOT SCHOOL DISTRICT

INDIVIDUALIZED EDUCATION PROGRAM

1. 1. 2.

Mishicot, WI

FOR Brendan Dassey

If you need this notice in a different language or communicated in a different w	r, or have questions about this notice, please contact Kris Schoenenberger-Gross a
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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 Based on current progress this stu	dent is (see below	w) to meet this annual goal	
penchmarks below.			Not Likely	
			Not Likely	- leations a rise o
	Date:	Likely	Not Likely	
	Date:	Likely	Not Likely	
rocedures for measuring the student's progress toward the annual goal:				
formal observations, work samples, informal reading assessments				
the end of the year (parents are to be informed at least as often as parents of non-d P progress reports, P/T conferences, Grade checks	sabled students are notified about progress);			
enchmarks or short-term objectives necessary (1) to allow the student to be involved in	and progress in general curriculum and (2) to me	et other education	al needs that result	
om the student's disability:		Date:		
	ues, beginning/middle sounds, pattern words,			
Brendan will use a variety of strategies for word recognition tasks (context cl				
om the student's disability: Brendan will use a variety of strategies for word recognition tasks (context cl Brendan will be able to use vocabulary in story to describe, compare, classify Brendan will read ability level material with fluency and expression.				
Brendan will use a variety of strategies for word recognition tasks (context cl Brendan will be able to use vocabulary in story to describe, compare, classify Brendan will read ability level material with fluency and expression.	, and define.			
Brendan will use a variety of strategies for word recognition tasks (context cl Brendan will be able to use vocabulary in story to describe, compare, classify Brendan will read ability level material with fluency and expression.	, and define.			
Brendan will use a variety of strategies for word recognition tasks (context cl Brendan will be able to use vocabulary in story to describe, compare, classify Brendan will read ability level material with fluency and expression.	, and define.			
Brendan will use a variety of strategies for word recognition tasks (context cl Brendan will be able to use vocabulary in story to describe, compare, classify Brendan will read ability level material with fluency and expression.	, and define.			
Brendan will use a variety of strategies for word recognition tasks (context cl Brendan will be able to use vocabulary in story to describe, compare, classify	, and define.			

*These grades reflect achievement based on current functional levels.

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INDIVIDUALIZED EDUCATION PROGRAM

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FOR Brendan Dassey

	UAL GOAL to enable the student to be involved in and progress in the here must be a relationship between the annual goal and the preserved Goal Met				
	se his writing skills to a sixth grade level by meeting 4 out of t	he 6 Based on current progress this stude	nt is (see below	v) to meet this annual	goal.
benchmarks below.			Likely	Not Likely	•
			Likely	Not Likely	
		Date:	Likely	Not Likely	
		Date:	Likely	Not Likely	
Procedures for measu	uring the student's progress toward the annual goal:				
		where the million that was seen in a set of the target	- 11		
	ing parents of the student's progress toward the annual goal and the		e the student to	achieve the goal	
	(parents are to be informed at least as often as parents of non-dist	abled students are notified about progress):			
EP progress reports	s, P/T conferences, Grade checks				
New Alexandra are also at					
	torm objectives necessary (1) to allow the student to be involved in a	nd progress in general curriculum and (2) to meet	other education	al noode that repult	
		nd progress in general curriculum and (2) to meet		al needs that result	
rom the student's dis	ability:		other educationa Date:	al needs that result	
rom the student's disa				al needs that result	-
rom the student's dis . Without teacher o	ability:	riate cpaitalization 80% of the time.		al needs that result	-
rom the student's dis 1. Without teacher o 2. Without teacher o	ability: lirective, Brendan will write complete sentences using approp lirective, Brendan will write complete sentences including 1-2	riate cpaitalization 80% of the time. details 80% of the time.		al needs that result	-
rom the student's dis 1. Without teacher o 2. Without teacher o	ability: lirective, Brendan will write complete sentences using approp	riate cpaitalization 80% of the time. details 80% of the time.		al needs that result	-
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*These grades reflect achievement based on current functional levels.

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INDIVIDUALIZED EDUCATION PROGRAM

FOR Brendan Dassey

EP Start Date:	10/23/2003	IEP Ending Date:	10/22/2004	Special Education T		. Van Hefty	a that requilt f	from the	
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*These grades reflect achievement based on current functional levels.

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MISHICOT SCHOOL DISTRICT	INDIVID	UALIZED EDUCATION PRO	GRAM		
Mishicot, WI	FOR	Brendan Dassey			
(If you need this notice in a different language or communicated in a different way, or have question of the state of the state of the student's disability (There must be a relationship between the annual goal and the Upon Review:	D Special Education Teacher ess in the general curriculu	m, and to meet other educational nee		om the	
Brendan will improve expressive and receptive language skills by obtaining	70% Based on o	current progress this student is (se			
accuracy of 4 of 7 benchmarks listed below.	Date:	Likely		Not Likely	
	Date:			Not Likely	
	Date:	Likely	the second s	Not Likely	
	Date:	Likely		Not Likely	
Procedures for measuring the student's progress toward the annual goal: Annecdotal record, Therapy notes, parent observation					
Procedures for informing parents of the student's progress toward the annual goal by the end of the year (parents are to be informed at least as often as parents of r			student to achiev	ve the goal	
Quarterly progress reports, Annual review of IEP					
E Benchmarks or short-term objectives necessary (1) to allow the student to be invo from the student's disability: Brendan will:			educational nee	ds that result	
1. Make an inference about a sentence he has read or one that has been rea	a to him.				h
2. Identify an unkown word in a sentence, will brainstorm the meaning of the	word based on systactic	al cues.			
3. Define grade level vocabulary giving at least 2-3 specific details.		an de la companya de A			
Compare/contrast various vocabulary and themes from the classroom cur differences.	riculum stating 2 specific	similarities and 2 specific			
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 stuc	tured activity.				
Grading Scale: O - Outstanding Progress S - Satisfa	ctory Progress	E - Emerging Skill	N - Noode Add	itional Instruction	
	ot apply (is working on pr		The second secon	mments on the back of	this sheet.)

*These grades reflect achievement based on current functional levels.

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INDIVIDUALIZED EDUCATION PROGRAM

FOR Brendan Dassey

(If you need this notice	in a different language or communicated in a different 0 0 -23 -2003	erent way, or have questions abo	out this notice, please contact i	Kris Schoenenberger-Gross at	0			
MEASURABLE ANN	Ocotober 22, 2003 IEP Ending Date:	Special special olved in and progress in the		Melissa Socha, MS, C meet other educational ne		rom the	-	
Upon Review:		Goal Not Met	ever or performance).					
Brendan will adapt	or change his oral language and pragma	atic language to fit the	Based on current pr	ogress this student is (se	e below) to m	eet this annu	ial goal.	
situation by follow	ing the rules of conversation with peers	and adults.	Date:	Likely		Not Likely	-	
			Date:	Likely		Not Likely		
14 - W			Date:	. 🗌 Likely	2	Not Likely		
			Date:	Likely		Not Likely		
	suring the student's progress toward the ani Therapy notes, parent observation	nual goal:						
	ning parents of the student's progress towa				student to achi	eve the goal		
	ar (parents are to be informed at least as oft reports, Annual review of IEP	en as parents of non-disable	ed students are notified abo	out progress):				
Benchmarks or short	t-term objectives necessary (1) to allow the	student to be involved in and	d progress in general curric	culum and (2) to meet other	educational ne	eds that resul	lt	
rom the student's dis				Date	: 01/16/2003			
1. Use appropriate v	volume for a given situation.							
2. Use more consist	tent eye contact when speaking to other	s, specifically adults.	24 4					
B. Become more of	a self advocate by asking for help or clar	ification on his school wo	rk as needed.					
. Participate in clas	ssroom discussion one time per day in ti	ne regular education settin	ng.					
			, ,					
	ne e de altre menter alleger altre e de la secondade de la familie de la secondade de la secondade de la second		en ander andere en service en andere en a					
		an a	anneses anninger sameren strateger sameren anninger sameren som					
		a an antar gang signara a mara a mara padan						
Frading Scale:	O - Outstanding Progress	S - Satisfactory Proc			N - Needs Ad			heet.)
	I - Inconsistent Performance	X - Does not apply (i	s working on prerequisit	e skills)	· ·			
	*These grades reflect achievement	t based on current function	nal levels.					

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SHICOT SCHOOL DISTRICT (CD LP)"	INDIVIDUALIZED ED	201/			
Mishicot, WI	FOR Brendan Dass	sey			
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Start Date: October 31,2002 IEP Ending Date: October 30,2003 Special		idi Griffey,SLP			
ASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the g		er educational needs that n	esult from the		•
ent's disability (There must be a relationship between the annual goal and the present le	evel of performance):				
n Review: Goal Met Goal Not Met					
dan will improve expressive and receptive language skills by obtaining 70%	Based on current progress				
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*These grades reflect achievement based on current functional levels.

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INDIVIDUALIZED EDUCATION PROGRAM

Page

of

Brendan Dassey

FOR

(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

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:

Nm Use a variety of strategies for word recognition tasks (context clues, beginning and middle sounds, pattern words, etc.) 80% of the time.

m 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.

INDIVIDUALIZED EDUCATION PROGRAM

FOR Brendan Dassey

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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 offen 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:

Nr Write complete sentences using appriate capitalization, 80% of the time.

Nr. Write complete sentences including 1-2 details 80% of the time.

Wr Write paragraphs using topic and suporting sentences 80% of the time.

Edit and peer solt assignments for mechanical correctness 80% of the time.

Mrite a story (after editing) with a beginning, a middle, and an end, 2 out of 3 times.

Use the computer as a tool for writing.

of

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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

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:

A 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,

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

l you need	this notice in a different language or communicated in a different w	ay, or have questions about this notice, please contact Kris Schoenenberger-G	ross at (
ear	Ms. Janda	Date	2-Oct-03		
ou are a participant on the IEP Team which will meet to address the educational needs of your child, IEP ust 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 AGR	REABLE TO YOU PLEASE CALL:		
Time:	3:15 PM				
Place:	Scott Van Hefty's Room (111)	Scott Van Hefty	at		

ou 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 at apply):

EVALUATION AND REEVALUATION

Determine initial eligibility for special education Determine continuing eligibility for special education INDIVIDUALIZED EDUCATION PROGRAM (IEP) If student is eligible:

Develop an i	initial IEP	
Transition	_ (age 14) _	(age 16)
Develop an a	annual IEP	
Transition 🚽	∑(age 14) _	(age 16)
Review/Revi	se IEP	
Transition _	_ (age 14) _	(age 16)

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)

ransition 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:

ency

Title/Position

Agency

Title/Position

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)	<u> </u>	Name/Title
Regular Education Teacher:	Dawn Krueger (Social S	itudies)	
Special Education Teacher:	Scott Van Hefty (SLD T	eacher)	
Name/T	itie	Name/Title	
Melissa Socha (S	perche Larguage)		
		-	

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) Invitation sent with statement of parental rights: Date: 10/2/2003 By: SVH

A.9(2)

IEP COVER SHEET

EXHIBIT 221 06 CF 88

> <u> RB</u> Initials

DATE: 04-21-07

Date of IEP Meeting:

October 12, 2004

(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

Name of Child: (Last, First, Middle) Dassey, Brendan	Date of Birth 10/19/1989	Male Female	Grade 9	District of Residence Mishicot	District of Placement Mishicot	PURPOSE OF MEETING: (Check ALL that apply)
School Mishicot High School	Student Lives Wi Both Parents Father Only	ith: Mother Or Other Gua		Race/Ethnic: (If parent cl	hooses to identify)	Evaluation including determination of eligibility
Mother's Name Barbara Janda	Address: (Street, 12930A Avery			Phone:		✓ IEP Review/Revision ✓ Develop a transition statement
Father's Name Peter Dassey	Address: (Street.	City, Zip) TR		Phone:		Placement
Guardian/Relationship	Address: (Street,	City, Zip)		Phone:		Manifestation determination
For students transferring between publi IEP reviewed and adopted by: On	lic agencies:	E		s transferring between publ eport reviewed and adopter		□Other:

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 Vot 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

Date of IEP Meeting:

IEP COVER SHEET 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:	Community agency representative/title:
Barbara Janda	Community agency representative/title.
Parent/Guardian:	Private school representative/title:
	A second s
Student (if appropriate):	Related services provider/title:
	any a Satare mace sie
LEA Representative/title:	Relatef setvices provider/title:
Special education teacher Hanshew Special Education	
Special education teacher#litle:	Interpreter:
Leslie Hanshen Special Education	
Special education teacher/title:	Representative of WSD or WSVH:
Regular education teacher/title:	Other/title:
Regular education teacher/title: Tom schrumpf Science teacher	
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 differe	nt language or communicated in a	different way, or have questions abo	out this notice	e, please contact Kris Schoenenberger-		
Date of the placement deter	mination:	October 12, 2004	-	Student: Brendan Dasse	у	
The IEP developed o	October 12, 2004	will be implemented at.	ut P	Mishicot High School	in the	Mishicot
School District/City, with a	projected implementation	on October	12, 2004			
Will the child attend the sc If no, explain:	hool he/she would attend if	not disabled? Ves	No			

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 **Control of State Previously** 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.

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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: (7)-12-04

Physical Education:	✓ Regular	Specially designed	BEGINNING DATE OF IE 10/12/04 (Cannot be prior to the IEP meeting date) 10/13/04 Cannot be more than 1 year from beginning)5
Vocational Education:	🗹 Regular	Specially designed	(Cannot be prior to the IEP meeting date)	ı 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 Biology Speech llanguage therapt	5/week/15 min per class 5/week/15 min per class 2x/WK/36 min ea.	Resource Room Resource Room Speech Room	L ength of IEP (04/05 school year) L ength of IEP (05/06 school year) Length of IEP (05/06 school year)
I. Related services needed to benefit from special edu	cation as listed above including frequency, local	tion and duration	ne needed to benefit from special education.

Assistive technology	Psychological services	-			1
	Recreation				1
	Rehabilitation counseling services				1
Educational Interpreting	School health services				1
Medical services for diagnosis and evaluation	School social work services				1
Occupational Therapy	Speech and language NA	2/week	Speech-	Length_of IEP	- 21-2-
Orientation and mobility (VI only)				-	
Physical Therapy	Cther: specify				

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IISHICOT SCHOOL DISTRICT

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Mishicot, WI

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INDIVIDUALIZED EDUCATION PROGRAM

FOR Brendan Dassey

Supplementary aids and services - aids, services, and other supports provided to or on behalf of the student regular education or other educational settings: • Modifications Page	Frequency	Location	<u>Duration</u>
ServiceSchwarthstan	5/week-Düchf	Regular Education Classroom	Length of IEP
Program modifications or supports for school personnel that will be provided: ∐Yes ☑No If s, describe:	<u>Frequency</u>	Location	<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 in 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 comprimised.

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CLASSROUM MUDIFIC	AIIUND
Student: Brendan Dassey	Date: 10/12/04
Student will be allowed the following modifications, when necessa	ry and appropriate, to assure success in the regular
education setting as determined by the special education teacher.	
Pacing	
Outlined testing situations	
O Omit assignments requiring copying in a timed situation	
Avoid placing student under pressure of time or competition	
O Other	······································
Environment	
Test and/or designated assignments completed in resource	arce room
@ Preferential seating in front	
O Reduce / minimize distractions: O Visual O Auditor	y O Both
O Other	and a kanage in the second of the second
Presentation of Subject Matter	
Emphasize teaching approach: O Auditory O Visu	al O Tactile O Multi
Individual / small group instruction	14 N
O Other	· · · · · · · · · · · · · · · · · · ·
Materials Buchlighted tests / study mides Buch	h cards
	ability level materials
O Taped text or study guides	admity level materials
Other 2 note courds for te	242
Testing Adaptations	-0 4
	ple choice O Modify format
	test to student
O Other	
Assignments	
O Shorten assignments O Allow to corr	ect for new grade
	and pencil tasks (transferring)
O Record or type assignments	
O Adapt worksheets, packets O Use of peer th	itoring and assistance or cross-age tutoring
	gnment notebook
Avoid penalizing for spelling errors	
O Utilize compensatory procedures by providing alterna	te assignment strategies when demands of
class conflict with student capabilities.	
O Reversals and transpositions of letters and numbers s	hould not be marked wrong. Instead they
should be pointed out for correction.	× 1
O Quietly repeat directions to student, after they have b	
 Accompany oral directions with written directions for Student should be allowed to tape classroom lectures 	
O .Other	or discussion.
Reinforcement and Follow Through	
	Check assignment
	Use concrete reinforcement
	 Request parent reinforcement
10 - 10 - 10 - 10 - 10 - 10 - 10	 Vise study guides to organize material
	 Repeated review / drill
 Make arrangements for homework assignments to real 	ch home with clear concise directions
O Other	- neme with cross, concise uncontents
Grading	
O Grading according to functional level that the student	is currently working at
O Alternative grading system (describe)	·····, · ······, · · ······
O Attainment of goals and objectives identified in the II	3P
Grading determined by both the regular education tea	cher and specialist in cooperation
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MISHICOT SCHOOL DISTRICT

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INDIVIDUALIZED EDUCATION PLAN

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Mishicot, WI

(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

Student:	Brendar	Dassey				DOB:	October 19	9, 1989					
A.	Is the stud				4 during the time transition service		?		✓ Yes ☐ Yes	No No	2		
В.	Is the stud				age 16 during the t ds a transition pla		IEP?		□Yes ₽Yes	GNO No			
If the answ	ver to any of	f the questions in	n A or B directl	y above is "Yes"	', complete an atta	ach the Summary	of Transition S	Services. (I.	13)				
PARTICIE	PATION IN S	STATEWIDE AS	SSESSMENT	6:								,	
Wisconsi	n Reading	Comprehensio	on Test (WRC)	r):									
	Yes	Alternate	Student w	ill not be in 3rd g	rade when assessme	ent is given							
	ny necessa I be assesse	17. I I I I I I I I I I I I I I I I I I I	ions. If using a	n alternate asse	essment, describe	why the statewid	e assessment i	is not appro	opriate for th	e student and	l tell how	the student w	/i∥ b
Wisconsir	n Knowledg	ge and Concep			ot be in 4th, 8th or 1	10th grade when as	sessment is give	en					
		nat apply: y necessary accor E Modifications	Reading/La mmodations:		Writing			Social Studi	es				
		s where an altern be why the statewi		178 contact 1	for the student and I	ding/Language Arts how the student wil		Scienc	e 🗌 Math	Social St	udies		
PARTICIP	ATION IN D	ISTRICT WIDE	ASSESSMEN	ITS: 🔲 🛛	District Wide Assessn	nents not given							
	√ Yes	No	student is no	ot in the grade wh	nen assessment is gi	iven							
120-10 Jack 10 10 10 10		and necessary ac d on ability. N			why the assessmen essary.	t is not appropriate	for the student a	and tell how t	he student wi	ll be assessed:	(
SPECIAL F	ACTORS:			ctors (behavior, lir a need in any of ti	nited English profici he areas?	ency, Braille needs	-C'ANSI		3		attach I.10), Special Facto	ors)
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Mishicot School District Mishicot, WI

WKCE Modifications Worksheet

FOR BEENCAN Dassey

Reading

- Y Test taken in resource room.
- \Im Allow for extra time.
- □ No modifications needed.
- □ Alternate assessment needed.

Language

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

- Math
- X Test read aloud.
- X Test taken in resource room.
- \checkmark Allow for extra time.
- □ No modifications needed.
- Alternate assessment needed.
- X Calculator allowed

Social Studies

- Test read aloud.
- K Test taken in resource room.
- \checkmark Allow for extra time.
- □ No modifications needed.
- □ Alternate assessment needed.

Science

- X Test read aloud.
- X Test taken in resource room.
- \propto Allow for extra time.
- ⁶ No modifications needed.
- □ Alternate assessment needed.

Writing

- ★ Test read aloud.
- ★ Test taken in resource room.
- \checkmark Allow for extra time.
- □ No modifications needed.
- □ Alternate assessment needed.

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.

Personally invited Brendan on 10/5/04. But 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? Brondan Wisin the dasshow during the Meeting . His Months attended on his behave

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

Yes Vo

'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:

ransition 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, ocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation. In the space below, include a statement of needed ansition 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: Guida	ince office is available to research v	ocational interests.	
Community Experiences:	Brendan enjoys outdoor act	vities	
Employment Objectives:	Brendan works for a landsc	aping business. He enjoys the work outdoors.	
Acquisition of daily living skill	s - if appropriate:		
. Functional vocational evaluati	on - if appropriate:		
Other:		Were other agencies invited?	Yes J No
Invited a	Agencies	Date & Method of Invitation	If appropriate, a statement of the interagency responsibilities on any needed linkages
a de la companya de l			

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?

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MISHI	COT SCHOOL DISTRICT	INDIVI	DUALIZED EDUCA	TION PRC	GRAM	
	Mishicot, WI	FOR	Brendan Dassey			
(If you need	this notice in a different language or communicated in a different way,	or have quest	tions about this notice, please (contact Kris Sch	ooenenberger-Gross at (
SPECIAL Note: For	- FACTORS any need(s) identified below, there must be a statement of	of the servi	ce(s) to meet that need ((including am	oung/frequency, locati	on, and duration) on 1-14.
A.	Does this student's behavior impede his/her learning or If yes, include the positive behavioral interve Amy has a habit of acting out which disrupts the rest of the cla	ntions, stra	ers?	マ No address that I	oehavior:	
В.	Is the student a student with limited English proficiency? If yes, include the language needs that relate	e to this IEF	☐Yes ☑No ?:			
C.	If visually impaired, does the student need instruction in If no or cannot be determined, attach I.7 from	Braille or th n the latest	ne use of Braille? t evaluation/reevalation.	Yes	√ No	
D.	Does the student have communication needs that could If yes, include communication needs that we the communication needs including (a) the st with peers and professional personnel in the needs including opportunities for direct instru- See Speech/Language Goals Page(s).	re consider udent's lan student's la	red. (If yes and student i iguage; (b) opportunities anguage and communica	is deaf or har for direct cor ation mode; a	mmunication Ind, © academic level a	and full ran
· .		e.	10			
E.	Does the student need Assistive Technology services or If yes, specify particular device(s) and service	devices? e(s) that we	Yes VNo ere considered:			
	hand a second					
I.10	HERMONIA DIRIGUS, MANA		м 	14 B	Page	of
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INDIVIDUALIZED EDUCATION PROGRAM

MISHICOT SCHOOL DISTRICT Mishicot, WI

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

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 <u>Organization</u>, 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 <u>Reading</u>, 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 <u>Writing</u>, 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 <u>Future</u>, 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. The also works for a landscaping business and enjoys the work. No parent concerns at this time. The student be involved full-time in the general of preschoolers, in age-appropriate activities?

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 <u>Organization</u>. Brendan sporatically 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 <u>Reading</u>, 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 <u>Writing</u>, Brendan's skills are below grade level which negatively affects all areas of academics. In terms of <u>Future</u>, Brendan needs direction, resources, and guidance when making decisions about his future. In terms of <u>Buendan's opech longuage</u> Stills, he exhibits difficulty responding creaty and concisely to others. Non-either engage (perspech compohersion); defining, vocabulary and understanding age appropriate vocabulary terms of vocabulary terms of challenging. Buendan's challenging Buendan's challenging and will accasionally of questione when he is more to the vocabulary terms of the perspect of the provide of the perspect of the p

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MISHICOT SCHOOL DISTRICT	INDIVIE	UALIZED EDU	CATION PROC	GRAM			
Mishicot, WI ORGANIZATION	FOR	Brendan Dassey	e				
(If you need this notice in a different language or communicated in a different way, or have questions about	t this notice, plea	ase contact Kris Schoen	enberger-Gross at (
IEP Start Date: 10/12/2004 IEP Ending Date: 10/11/2005 Special E MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the get student's disability (There must be a relationship between the annual goal and the present lev Upon Review: Goal Met Goal Not Met	neral curriculur	n, and to meet other e	5 I MISTICW	at result fron	n the	-	
Brendan will increase his school-related organizational skills by meeting 4 of 5	Based on	current progress th		below) to m	eet this annu	ual goal.	
benchmarks.	Date:	Jan-05	Likely		Not Likely		
	Date:	May-05	Likely		Not Likely	and the second design of the s	
	Date:	Aug-05	Likely		Not Likely		
	Date:	Oct-05	Likely		Not Likely		
Procedures for measuring the student's progress toward the annual goal:							
Assignment notebook checks, WebGrader, informal observations		magrane is sufficient	to enable the studer	t to achieve	the goal		2
Procedures for informing parents of the student's progress toward the annual goal and the exter by the end of the year (parents are to be informed at least as often as parents of non-disabled	students are n	progress is sufficient	(o enable the studer	it to achieve	the goal		
Progress reports, PT conferences, WebGrader, report cards, phone calls/letters home	Siddenis are n	olineu about progres	5).				
Progress reports, PT conferences, weberader, report cards, phone canonecers nome							
Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and pro	ogress in gener	al curriculum and (2)	to meet other educa	tional needs	that result		
from the student's disability:			Date:	Jan-05	May-05	Aug-05	Oct-05
Brendan will:		e 1 (2 2)					2
1. Maintain his assignment notebook in 4 of 5 attempts.					c		
2. Get a daily signature from parent/guardian and special education teacher in his assig	nment notebo	ook in 4 of 5 attemp	S.				
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.	a da ante da la composición de la compo						
5. Have no more than 5 missing assignments/quarter for all classes.	<i></i>	i i i i i i i i i i i i i i i i i i i		22			
		un states in St					
	٩						
Grading Scale: O - Outstanding Progress S - Satisfactory Prog	ress	E - Emerging Skill		feed and the second	dditional Ins Comments on	5 70 F.	l
I - Inconsistent Performance X - Does not apply (is	s working on	prerequisite skills)	a se d		comments on	ule back of this	s sneet.)

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT Mishicot, WI READING

INDIVIDUALIZED EDUCATION PROGRAM

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READING

FOR Brendan Dassey

(If you need this notice in a different language or communicated in a different way, or have of the language o	uestions about this notice, please contact K	ris Schoenenberger-Gross at (تر ا		
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 prograstudent's disability (<i>There must be a relationship between the annual goal and the</i> Upon Review: Goal Met Goal Not Met	ess in the general curriculum, and to me	eet other educational needs th	at result fron	n the	-	
Brendan will increase his reading skills to a 5th grade level by meeting 3 of	4 Based on current pr	ogress this student is (see	below) to m	eet this annu	ual goal.	
benchmarks.	Date: Jan-0	5 Likely		Not Likely		
	Date: May-0	5 Likely		Not Likely	9	
	Date: Aug-0	5 Likely		Not Likely		
	Date: Oct-0	5 Likely		Not Likely		
Procedures for measuring the student's progress toward the annual goal:						
Procedures for informing parents of the student's progress toward the annual goal a			nt to achieve	the goal	1999	1 × 10
by the end of the year (parents are to be informed at least as often as parents of n	on-disabled students are notified abou	it progress):				
Progress reports, PT conferences, report cards, phone calls/letters home						
Benchmarks or short-term objectives necessary (1) to allow the student to be involv	ed in and progress in general curriculu	m and (2) to meet other education	tional 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, c attempts.	ontext clues, beginning/middle sou	nds, etc.) in 8 of 10				
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 de	fine in 8 of 10 attempts.					
4. Identify, compare & contrast, and discuss characters, settings, plot, conc	usions, problems and solutions.					
	······································					
	· · · · · · · · · · · · · · · · · · ·					
	actory Progress E - Emerg	•		dditional Ins Comments on		s sheet.)

*These grades reflect achievement based on current functional levels.

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MISHICOT S	CHOOL DI	STRICT		INDIVII	DUALIZED EDU	CATION PROC	GRAM			5
	nicot, WI	WRITING		FOR	Brendan Dassey					
(If you need this notice ir	a different languag	te or communicated in a dif	fferent way, or have questions about 10/11/2005 Special Ec	this notice, ple	ase contact Kris Schoene	nberger-Gross at (
IEP Start Date:	10/12/2004	IEP Ending Date:	10/11/2005 Special Ed	lucation Teac	her: Leslie	Hanshew	a de stantante en la compañía de la			
MEASURABLE ANN	JAL GOAL to en	able the student to be inv	olved in and progress in the gen	eral curriculu	m, and to meet other e	ducational needs th	at result from	i the		
student's disability (Th			annual goal and the present leve	el of performa	псө):					
Upon Review:	Goal Me		Goal Not Met	a IDeard an	aurent prograde th	is student is (see	holow) to m	oot this annu		ii an
Brendan will increas	e his writing ski	lls to a 6th grade level	by meeting 4 of 5 benchmark	Date:	Jan-05		below) to m	Not Likely	iai yoai.	
				Date:	May-05			Not Likely		
				Date:	Aug-05	Likely		Not Likely		
				Date:	Oct-05	Likely		Not Likely		
Procedures for measu	ring the student's	progress toward the ann	nual doal:							and the second second second
		s, informal reading as:								
		·,								
Procedures for informi	ng parents of the	student's progress towar	rd the annual goal and the extent	to which that	progress is sufficient t	o enable the studer	nt to achieve	the goal		
by the end of the year	(parents are to b	e informed at least as of	ten as parents of non-disabled s	tudents are i	notified about progress	<u>):</u>				
Progress reports, P	[•] conferences, r	eport cards, phone ca	IIs/letters home							
Benchmarks or short-t	erm obiectives ne	cessary (1) to allow the :	student to be involved in and prog	gress in gene	ral curriculum and (2) t	o meet other educa	tional needs	that result		
from the student's disa		3			36 .	Date:	Jan-05	May-05	Aug-05	Oct-05
Brendan will:							1			
		1.								
1. Write complete se	ntences (withou	teacher directive) with	h proper capitalization in 9 of	10 attempts.					7	
2. Write complete ser	ntences (without	teacher directive) usi	ng descriptive vocabulary to o	describe 1-2	details in 8 of 10 atte	empts.				
3. Write paragraphs t 7 of 10 attempts.	ising at least 5 s	entences (to include a	a topic sentence, a concluding	sentence, a	nd at least 3 support	ing sentences) in	512			
4. Correct sentences	for mechanics i	n 8 of 10 attempts.								
5. Use SpellCheck on	computer gene	erated writing samples	100% of the time.		2 6 2					
1202.00-02		12 A A				- 5				
					24		3			
						1				
Crading Casles	O Outota	nding Progress	S - Satisfactory Progr	055	E - Emerging Skill)	N - Needs A	dditional Ins	truction	
Grading Scale:	O - Outsta	ining Flogress	o - Gausiaciony Plogi			12		Comments on		is sheet.)
	I - Inconsis	stent Performance	X - Does not apply (is	working on	prerequisite skills)		••••••••••••••••••••••••••••••••••••••	n an an an the first	ananan tarak karan da ila da i	en en antal de la California de California de California de California de California de California de California

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*These grades reflect achievement based on current functional levels.

MISHICOT S	CHOOL D	ISTRICT		INDIVID	UALIZED EDU	ICATION PRO	GRAM			
Mis	hicot, WI	FUTURE		FOR	Brendan Dassey	y				
IEP Start Date: MEASURABLE ANN	10/12/2004 IUAL GOAL to er	BOY H IEP Ending Date: nable the student to be inv	fferent way, or have questions about 10/11/2005 Special B volved in and progress in the ge	Education Teach	er: Lesli h, and to meet other e	e Hanshew	at result from	n the	_	
Upon Review:	Goal M		Goal Not Met							
Brendan will prepar	e for his future	by successfully comple	eting 4 of 4 benchmarks.	Based on Date: Date:	current progress ti Jan-05 May-05	his student is (see	below) to m	Not Likely	r	
÷.				Date:	Aug-05	Likely		Not Likely	,	
				Date:	Oct-05	Likely		Not Likely		
		s progress toward the ann	nual goal: al education teachers as well							· · · · · · · · · · · · · · · · · · ·
		be informed at least as of report cards, phone cal	ten as parents of non-disabled IIs/letters home	students are no	otified about progres	s):				
Benchmarks or short-	erm objectives n	ecessary (1) to allow the s	student to be involved in and pro	ogress in genera	al curriculum and (2)	to meet other educa	tional needs	that result	· · · · · · · · · · · · · · · · · · ·	
from the student's disa						Date:	Jan-05	May-05	Aug-05	Oct-05
Brendan will:					al.					
1. Request help fron	n regular/specia	I education teachers, p	araprofessionals, and peers	in at least 4 of	5 attempts.	an a				
2. Research and disc his IEP.	cuss 3 possible	future career interests	with guidance counselors an	nd special educ	cation teachers dur	ing the length of				
3. Research and disc education teachers of			l locations and areas of acad	lemic study wi	th guidance counse	elors and special				
4. Use organizationa attempts.	l skills learned i	n Study Skills to mainta	ain his assignment notebook	, locker, and p	ersonal appointme	nts in 9 of 10				
-										
Grading Scale:	O - Outsta	anding Progress	S - Satisfactory Prog	ress	E - Emerging Skill		te june eleventitatien ener	dditional Inst		
	1 - Inconsi	istent Performance	X - Does not apply (is	s working on p	rerequisite skills)	1	(Additional	Comments on	the back of thi	s sheet.)

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*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT	INDIVIDUALIZ	ED EDUCATION PROGRA	M
Mishicot, WI	FOR Brend	an Dassey	
(If you need this notice in a different language or communicated in a different way, or have question IEP Start Date: 10-12-04 IEP Ending Date: 10/11/2005 Sp MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in student's disability (<i>There must be a relationship between the annual goal and the prese</i> Upon Review: Goal Met Goal Not Met	pecial Education Teacher: the general curriculum, and to	Amy LaFave, MS-CCC-SLP	sult from the
Brendan will improve his expressive and receptive language skills by obtaining 80 accuracy of 4 out of 6 benchmarks listed below.	Date: Date:	Likely	Not Likely
	Date:		Not Likely
	Date:	Likely	Not Likely
Procedures for measuring the student's progress toward the annual goal:			
Procedures for informing parents of the student's progress toward the annual goal and the	ne extent to which that progress	s 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-dis			achieve the goal
Quarterly progress reports, annual review of IEP	-		
Benchmarks or short-term objectives necessary (1) to allow the student to be involved in from the student's disability: Brendan will:	and progress in general curric	culum and (2) to meet other education Date:	al needs that result
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 paraphase short stories or paragraphs that are read to him.	2012 - 2014 - 2014 - 2014 - 2014 - 2014 - 2014 - 2014 - 2014 - 2014 - 2014 - 2014 - 2014 - 2014 - 2014 - 2014 -		
4. Define 5th to 8th grade level vocabulary giving at least 2 details.	a s Annual ann a suadhachta ann ann ann ann ann ann ann ann ann a		
5. Produce an appropriate sentence for new vocabulary word learned.			
Determine appropriate words, affect and body language when presented with so playing.	ocial situations during struct	ured tasks, including role	
Grading Scale: O - Outstanding Progress S - Satisfactory	Progress E - Eme	rging Skill N - Nee	eds Additional Instruction
	ply (is working on prerequis	(Addi	itional Comments on the back of this sheet.)

*These grades reflect achievement based on current functional levels.

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INDIVIDUALIZED EDUCATION PROGRAM

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FOR Brendan Dassey

student's disability (7 Upon Review:	here must be a relationship between the a	annual goal and the prese Goal Not Met	ent level of performance):				
Brendan will adapt	or change his oral language and pragm	atic language to fit the	situation	·			
y following the rul	es of conversation with peers and adul	ts.	Date:	Likely		Not Likely	
			Date:	Likely		Not Likely	
			Date:	Likely		Not Likely	
			Date:	Likely		Not Likely	
rocedures for meas	uring the student's progress toward the ar	nual goal:					
Procedures for inform	ning parents of the student's progress towa	and the appual goal and th	he extent to which that progress i	s sufficient to enable the s	tudent to act	vieve the goal	
	r (parents are to be informed at least as or				tadem to ad	lieve the goal	
	reports, annual review of IEP	ten as parents or non-als		progressy.			
during progress							
and the second se	the second se	and the second					
enchmarks or short-	term objectives necessary (1) to allow the	student to be involved in	and progress in general curriculu	im and (2) to meet other	ducational n	eeds that result	
	term objectives necessary (1) to allow the ability: Brendan will:	student to be involved in	and progress in general curricul	a contraction conservation and the second states and the	Contraction of the local division of the loc	eeds that result	
om the student's dis	ability: Brendan will:		and progress in general curricul	um and (2) to meet other e Dat	Contraction of the local division of the loc	eeds that result	
om the student's dis			and progress in general curricul	a contraction conservation and the second states and the	Contraction of the local division of the loc	eeds that result	
om the student's dis Use appropriate v	ability: Brendan will: volume given a situation 80% of the tim	9.		Dat	e:	eeds that result	
om the student's dis Use appropriate Use more consist	ability: Brendan will:	9.		Dat	e:	eeds that result	
Use appropriate v Use more consist becifically adults.	ability: Brendan will: volume given a situation 80% of the tim tent eye contact/gaze shifting (at least f	e. I0 times per class perio	d) when speaking to others or	Dat	e:	eeds that result	
rom the student's dis Use appropriate v Use more consist pecifically adults.	ability: Brendan will: volume given a situation 80% of the tim	e. I0 times per class perio	d) when speaking to others or	Dat	e:	eeds that result	
om the student's dis Use appropriate v Use more consist pecifically adults. Become more of	ability: Brendan will: volume given a situation 80% of the tim tent eye contact/gaze shifting (at least * a self advocate by asking for help or cla	e. I0 times per class perio arification on his schoo	d) when speaking to others or I work as needed.	Dat	e:	eeds that result	
om the student's dis Use appropriate v Use more consist pecifically adults. Become more of	ability: Brendan will: volume given a situation 80% of the tim tent eye contact/gaze shifting (at least f	e. I0 times per class perio arification on his schoo	d) when speaking to others or I work as needed.	Dat	e:	eeds that result	
om the student's dis Use appropriate Use more consist pecifically adults. Become more of	ability: Brendan will: volume given a situation 80% of the tim tent eye contact/gaze shifting (at least * a self advocate by asking for help or cla	e. I0 times per class perio arification on his schoo	d) when speaking to others or I work as needed.	Dat	e:	eeds that result	
om the student's dis Use appropriate v Use more consist pecifically adults. Become more of	ability: Brendan will: volume given a situation 80% of the tim tent eye contact/gaze shifting (at least * a self advocate by asking for help or cla	e. I0 times per class perio arification on his schoo	d) when speaking to others or I work as needed.	Dat	e:	eeds that result	
om the student's dis Use appropriate v Use more consist pecifically adults. Become more of	ability: Brendan will: volume given a situation 80% of the tim tent eye contact/gaze shifting (at least * a self advocate by asking for help or cla	e. I0 times per class perio arification on his schoo	d) when speaking to others or I work as needed.	Dat	e:	eeds that result	
om the student's dis Use appropriate Use more consist pecifically adults. Become more of	ability: Brendan will: volume given a situation 80% of the tim tent eye contact/gaze shifting (at least * a self advocate by asking for help or cla	e. I0 times per class perio arification on his schoo	d) when speaking to others or I work as needed.	Dat	e:	eeds that result	
om the student's dis Use appropriate v Use more consist pecifically adults. Become more of	ability: Brendan will: volume given a situation 80% of the tim tent eye contact/gaze shifting (at least * a self advocate by asking for help or cla	e. I0 times per class perio arification on his schoo	d) when speaking to others or I work as needed.	Dat	e:	eeds that result	
om the student's dis Use appropriate v Use more consist pecifically adults. Become more of	ability: Brendan will: volume given a situation 80% of the tim tent eye contact/gaze shifting (at least * a self advocate by asking for help or cla	e. I0 times per class perio arification on his schoo	d) when speaking to others or I work as needed.	Dat	e:		
om the student's dis Use appropriate v Use more consist pecifically adults. Become more of	ability: Brendan will: volume given a situation 80% of the tim tent eye contact/gaze shifting (at least * a self advocate by asking for help or cla	e. I0 times per class perio arification on his schoo	d) when speaking to others or I work as needed.	Dat	e:		

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT /IOLD IEP"	INDIVIDUALIZED EDU	CATION PROGRAM	
Mishicot, WI	FOR Brendan Dassey		
(If you need this notice in a different language or communicated in a different way, or have questions a	bout this notice, please contact Kris Schoen	enherger-Gross at	
(if you need this notice in a otherent language or continunicated in a otherent way, or have questions a			
	al Education Teacher: Molis	LaFave Socha, MS, CCC-SLP	-
MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in th		r educational needs that result from the	
student's disability (There must be a relationship between the annual goal and the present Upon Review: Goal Met X Goal Not Met	rever or performance):		
Brendan will improve expressive and receptive language skills by obtaining 70%	Based on current progress th	is student is (see below) to meet this annu	ual goal.
accuracy of 4 of 7 benchmarks listed below.	Date:	Likely Not Likely	
	Date:	Likely Not Likely	
	Date:	Likely Not Likely	
	Date: 10-12-04	Likely Not Likely	
Procedures for measuring the student's progress toward the annual goal:			
nnecdotal record, Therapy notes, parent observation			
rocedures for informing parents of the student's progress toward the annual goal and the	extent to which that progress is sufficient	ant to enable the student to achieve the goal	
y the end of the year (parents are to be informed at least as often as parents of non-disab			
uarterly progress reports, Annual review of IEP	ned students are notified about progret		
enchmarks or short-term objectives necessary (1) to allow the student to be involved in a	nd progress in general curriculum and	(2) to meet other educational needs that resu	lt
om the student's disability: Brendan will:	, , ,	Date: 01/16/2003	10/12
. Make an inference about a sentence he has read or one that has been read to him.			
			S
Identify an unkown word in a sentence, will brainstorm the meaning of the word ba	ased on systactical cues.		-
	and the second sec		E
. Define grade level vocabulary giving at least 2-3 specific details.			-
			E
Compare/contrast various vocabulary and themes from the classroom curriculum	stating 2 specific similarities and 2 s	pecific	
fferences.			0
Summarize/paraphrase paragraphs or short stories read to him orally.	22		1.1
Give implied meaning of Idioms when presented in a structured setting.			
Give implied meaning of folotits when plesented in a sudctored setting.			E
Give at least two specific definitions for multiple meaning words in a stuctured act	tivity		
Cive at least the specific definitions for matchie meaning holds in a statution as			0
× 11	1		
rading Scale: O - Outstanding Progress S - Satisfactory Pro	ogress E - Emerging Skill	N - Needs Additional Instr	uction
		(Additional Comments on th	e 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.

INDIVIDUALIZED EDUCATION PROGRAM

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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

Frendan will adapt or change his oral language and pragmatic language to	fit the Based on current pr	ogress this student is (see below) to	meet this annual goal.
ituation by following the rules of conversation with peers and adults.	Date:	Likely	Not Likely
	Date:	Likely	Not Likely
	Date:		Not Likely
	Date: 10 - 12 - 04	Likely	Not Likely
rocedures for measuring the student's progress toward the annual goal: nnecdotal record, Therapy notes, parent observation	an and the second s		
the end of the year (parents are to be informed at least as often as parents of arterly progress reports, Annual review of IEP nonmarks or short-term objectives necessary (1) to allow the student to be invo			needs that result
n the student's disability: Brendan will:		Date: 01/16/2003	3 10
to a marked and other configurations and the set of the			
			1
	lults.		1
Use appropriate volume for a given situation. Use more consistent eye contact when speaking to others, specifically a Become more of a self advocate by asking for help or clarification on his			
Jse more consistent eye contact when speaking to others, specifically ad	school work as needed.		
lse more consistent eye contact when speaking to others, specifically a lecome more of a self advocate by asking for help or clarification on his	school work as needed.		
Jse more consistent eye contact when speaking to others, specifically a Become more of a self advocate by asking for help or clarification on his	school work as needed.		

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*These grades reflect achievement based on current functional levels.

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	CHOOL DISTRICT	SLD IEP"	INDIVIDUALIZED		PROGRAM	_	
(If you need this notice i	n a different language or communicated in a diff	ferent way, or have questions about th	nis notice, please contact Kris Sof	hoenenberger-Gross	at		
student's disability (7	10/23/2003 IEP Ending Date: UAL GOAL to enable the student to be inv there must be a relationship between the	olved in and progress in the gene	eral curriculum, and to meet o	S. Van Hefty other educational n	eeds that result fro	om the	
Upon Review: Brendan will increa	Goal Met Goal Not Met	vel by meeting 3 out of the 4	Based on current progre	ss this student is	s (see below) to r	neet this annual	doal.
benchmarks below.		ter by meeting o out of the t	Date:		A CONTRACTOR OF A CONTRACTOR OF A CONTRACTOR	Not Likely	Jánu
			Date:			Not Likely	······································
			Date:			Not Likely	
			Date:	Like	ely .	Not Likely	
Procedures for meas	uring the student's progress toward the an	nual goal:					
	(parents are to be informed at least as of	ten as parents of non-disabled s	ludents are notified about pro	ogress);			
enchmarks or short-	s, P/T conferences, Grade checks term objectives necessary (1) to allow the			nd (2) to meet othe	provide the second s	ds that result	1101/01
enchmarks or short- om the student's dis	term objectives necessary (1) to allow the	student to be involved in and pro	gress in general curriculum a	nd (2) to meet othe D	ate:	ds that result	10/04
enchmarks or short- rom the student's dis . Brendan will use	term objectives necessary (1) to allow the ability:	student to be involved in and pro-	gress in general curriculum a inning/middle sounds, patt	nd (2) to meet othe D	ate:	ds that result	10/04 N
enchmarks or short- om the student's dis , Brendan will use , Brendan will be a	term objectives necessary (1) to allow the ability: a variety of strategies for word recogn	student to be involved in and pro- ition tasks (context clues, beg ibe, compare, classify, and de	gress in general curriculum a inning/middle sounds, patt	nd (2) to meet othe D	ate:	ds that result	10/04 N N
enchmarks or short- om the student's dis . Brendan will use . Brendan will be a Brendan will read	term objectives necessary (1) to allow the ability: a variety of strategies for word recogn ble to use vocabulary in story to descr	student to be involved in and pro- ition tasks (context clues, beg ibe, compare, classify, and de expression.	gress in general curriculum a inning/middle sounds, patt	nd (2) to meet othe D	ate:	ds that result	N N N N
enchmarks or short- om the student's dis . Brendan will use . Brendan will be a Brendan will read	term objectives necessary (1) to allow the ability: a variety of strategies for word recogn ble to use vocabulary in story to descr ability level material with fluency and	student to be involved in and pro- ition tasks (context clues, beg ibe, compare, classify, and de expression.	gress in general curriculum a inning/middle sounds, patt	nd (2) to meet othe D	ate:	ds that result	N N N N
enchmarks or short- om the student's dis . Brendan will use . Brendan will be a Brendan will read	term objectives necessary (1) to allow the ability: a variety of strategies for word recogn ble to use vocabulary in story to descr ability level material with fluency and	student to be involved in and pro- ition tasks (context clues, beg ibe, compare, classify, and de expression.	gress in general curriculum a inning/middle sounds, patt	nd (2) to meet othe D	ate:	ds that result	N N N N
enchmarks or short- om the student's dis Brendan will use Brendan will be a Brendan will read	term objectives necessary (1) to allow the ability: a variety of strategies for word recogn ble to use vocabulary in story to descr ability level material with fluency and	student to be involved in and pro- ition tasks (context clues, beg ibe, compare, classify, and de expression.	gress in general curriculum a inning/middle sounds, patt fine.	nd (2) to meet othe D tern words, etc.).	Date:	ds that result	
enchmarks or short- om the student's dis Brendan will use Brendan will be a Brendan will read Brendan will be a	term objectives necessary (1) to allow the ability: a variety of strategies for word recogn ble to use vocabulary in story to descr ability level material with fluency and ble to identify characters, settings, pro	student to be involved in and pro- ition tasks (context clues, beg ibe, compare, classify, and de expression. blem, events, solutions).	gress in general curriculum a inning/middle sounds, patt fine.	nd (2) to meet othe D tern words, etc.).	<u>N</u> - Needs Ad		

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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

Brendan will incre	Goal Met W Goal Not Met ease his writing skills to a sixth grade level by meeting 4 out of the 6	Based on current progress	s this student is (see below	w) to meet this annual	goal.
benchmarks below		Date:	Likely	Not Likely	
		Date:	Likely	Not Likely	
		Date:		Not Likely	
		Date:	Likely	Not Likely	
rocedures for mean	suring the student's progress toward the annual goal:				
y the end of the yea	ming parents of the student's progress toward the annual goal and the extent ar <i>(parents are to be informed at least as often as parents of non-disabled s</i> 1s, P/T conferences, Grade checks			achieve the goal	
	t-term objectives necessary (1) to allow the student to be involved in and prog	gress in general curriculum an		al needs that result	1
om the student's di			Date:		1020
without teacher	directive, Brendan will write complete sentences using appropriate of	paitalization 80% of the time			N
Without teacher	directive, Brendan will write complete sentences including 1-2 details	80% of the time.			N
Brondon will wri	te a paragraph using a topic sentence, supporting sentences, and a co	oncluding paragraph.			N
Diendan win wir					
Brendan will edi	t assignments for mechanical correctness 70% of the time.	· · · · · ·			E
Brendan will edit Brendan will writ	te a story, after editing stage, with a beginning, middle, and an end, 2 o	out of 3 times.			E N
Brendan will edit Brendan will writ		out of 3 times.	· · · · · · · · · · · · · · · · · · ·		E N S
Brendan will edit Brendan will writ	te a story, after editing stage, with a beginning, middle, and an end, 2 o	out of 3 times.			E N S

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT		D EDUCATION PROGRA	AM	
Mishicot, WI	FOR Brendan	Dassey		
(if you need this notice in a different language or communicated in a different way, or have questions about	t this notice, please contact Kris	s Schoenenberger-Gross at	ده ک د	
IEP Start Date: 10/23/2003 IEP Ending Date: 10/22/2004 Special I MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the ge student's disability (There must be a relationship between the annual goal and the present le	Education Teacher: eneral curriculum, and to me evel of performance):	S. Van Hefty et other educational needs that res	ult from the	
Upon Review: Goal Met A Goal Not Met	rer er performanoe).		,	
Brendan will increase his organization of school work by meeting 3 out the 4 benchma	arks Based on current pro	gress this student is (see below	 to meet this annual 	l goal.
below.	Date:	Likely	Not Likely	
	Date:	Likely	Not Likely	-
	Date:		Not Likely	-
	Date:	Likely	Not Likely	
Procedures for measuring the student's progress toward the annual goal:				
Procedures for informing parents of the student's progress toward the annual goal and the exte	ont to which that progress is	sufficient to anable 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			achieve the goal	
IEP progress reports, P/T conferences, Grade checks		i progress).		
icr progress reports, rit conterences, orace checks			·	
Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and pr	rogress in general curriculu	m and (2) to meet other educationa	I needs that result	
from the student's disability:	regreee in general carnolia	Date:	Theeus that lesuit	Think
1. Brendan will no more than 5 missing assignments per quarter for all classes.		Dutch		
				K
2. Brendan will maintain his assignment notebook 75% of the time.	an an ann an			
				E
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 9	0% of the time.	· · · · · · · · · · · · · · · · · · ·		N
	· · ·			
				-
				2
Brading Scale: O - Outstanding Progress S - Satisfactory Progr	ress E - Emergir	ng Skill N - Neer	ds Additional Instruct	tion
	i eee		ional Comments on the ba	
I - Inconsistent Performance X - Does not apply (is	working on prerequisite	skills)	onal comments on the ba	ack of this sheet.)
and a second for the second seco		i ik s	1. 1. 1. 1.	
*These grades reflect achievement based on current functions	al levels.			
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INVITATION TO A MEETING OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM

(If you need this n	otice in a different language or communicated in a different	way, or have questions about this notice, please contact Kris	Schoenenberger-G	ross at l
Dear <u>Ms.</u>	Janda & Mr. Dassey		Date	September 27, 2004
	cipant on the IEP Team which will meet to addre t a mutually agreeable time and place. An IEP to Tuesday, October 12, 2004			
Time:	2:30 p.m.			
Place:	Ms. Hanshew's Room (207)	Leslie Hanshew		at

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):

Develop an initial IEP

Develop an annual IEP

Review/Revise IEP
 Transition X (age 14)

Transition ___ (age 14) ___ (age 16)

Transition <u>X</u> (age 14) ____ (age 16)

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)

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:

Agency

Title/Position

Agency

INDIVIDUALIZED EDUCATION PROGRAM (IEP) If student is eligible:

(age 16)

Title/Position

A.9

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	8	Name/Title
Regular Education Teacher:	Tom Schrimpf		
Special Education Teacher:	Leslie Hanshew		
Name/T	itte	Name/Title	
Amy LaFave/Speech & Langua	ge		
		an dhu ta ar ada an sulatan wa ta an	

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

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	A		///////////////////////////////////////
	60000000000000000000000000000000000000		
Date:	09/27/2004 By:	LAH	AN 1997
P D D D D D D D D D D D D D D D D D D D	waren ezan eza	C. H. H. H. L.	
	60000000000000000000000000000000000000		200000000000000000000000000000000000000
	//////////////////////////////////////		

Date of IEP Meeting:

September 29, 2005

IEP COVER SHEET

06 CF 88

<u>RB</u> Initials

DATE: 04-21-07

(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

Name of Child: (Last, First, Middle) Brendan Dassey	Date of Birth 10/19/1989	Male Difference	Grade 10	District of Residence Mishicot	District of Placement Mishicot	PURPOSE OF MEETING: (Check ALL that apply)
School Mishicot High School	Student Lives Wi	Mother O				
Mother's Name Barbara Janda	10/19/1989 Female 10 Student Lives With: Ra Both Parents Mother Only Father Only Other Guardian Address: (Street, City, Zip) 12930 Avery Rd. Two Rivers, WI 54241 Address: (Street, City, Zip) Two Rivers, WI 54241 Address: (Street, City, Zip) Two Rivers, WI 54241 Address: (Street, City, Zip) For students train	Phone: 241				
Father's Name Peter Dassey			WI 54241	Phone:		Placement
Guardian/Relationship parents	hool Both Parents Mother Only Father Only Other Guardian Initial or Annual IEP Development Address: (Street, City, Zip) Phone: IEP Review/Revision 12930 Avery Rd. Two Rivers, WI 54241 Phone: Develop a transition statement Address: (Street, City, Zip) Phone: Placement Two Rivers, WI 54241 Phone: Placement Address: (Street, City, Zip) Phone: Address: Address: (Street, City, Zip) Phone: Address: Etween public agencies: For students transferring between public agencies:					
For students transferring between pub IEP reviewed and adopted by: On	lic agencies:		For students transferring between public agencies: Evaluation report reviewed and adopted by:			Other:

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 LÉA, 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?



Not Applicable

MISHICOT SCHOOL DISTRICT 9/29/05 Date of IEP Meeting: Mishicot, WI IEP TEAM PARTICIPANTS:

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

IEP COVER SHEET

Parent/Guardian: Barbara Canala	Community agency representative/title:
Parent/Guardian:	Private school representative/title:
Student (if appropriate):	Related services provider/title:
LEA Représentative/title:	Related forfices provider/title:
Special Education teacher/title/ Mary Man ILIP. Teacher	Interpreter:
Special education teacher/title:	Representative of WSD or WSVH:
Regular education teacher/title: M_Woldtan 50000 Studies	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)

1-2(2)

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 ha	ave questions	about this notice	, please contac	t Kris Schoenenbe	rger-Gross at		
Date of the placement determination:	September 29,	2005		Student:	Brendan Das	sey	an a	
The IEP developed on September 29, 2005	will be impl	emented at	Barrach Colomba Santarana	Mishicot H	ligh School	in the	Mishicot	
School District/City, with a projected implementation	n on	Septemb	er 29, 2005					
Will the child attend the school he/she would atten If no, explain:	d if not disabled?	✓ Yes	No					

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 the telephone 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.

9/29/2005

INDIVIDUALIZED EDUCATION PROGRAM

Brendan Dassey

PROGRAM SUMMARY

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

Physical Education: Vocational Education:

Regular Specially designed Regular Specially designed

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

FOR

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.

tudy Hall	45min./day ; 5 days/week	Special Ed. classroom	length of IEP
lology	45 min. / day; 5 days/week	Special Ed. classroom	length of IEP
peech/language therapy	2 times /wk; 30 min. each time	Speech Room	length of IEP
	45 min. / day; 5 days/week	Special Ed. classroom	1 Sem. Of 2005-06 school yr.
Related services needed to benefit from special e	education as listed above including frequency, locat	ion and duration.	ne needed to benefit from special educatio

Assistive technology	Psychological services
Audiology	
Counseling	Rehabilitation counseling services
Educational Interpreting	School health services
Medical services for diagnosis and evaluation	School social work services
Occupational Therapy	Speech and language
Orientation and mobility (VI only)	
Physical Therapy	C Other: specify

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: $\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$	<u>Frequency</u> Daily	<u>Location</u> Regular Ed. classroom	Duration length of I.E.P.
V. Program modifications or supports for school personnel that will be provided: ∐Yes ⊠No f 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 in 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.

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V.

MISHICOT SCHOOL DISTRICT

INDIVIDUALIZED EDUCATION PLAN

Mishicot, WI

Student:	Brendan Dassey	DOB:	October 19, 2005		
Α.	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 ✓ Yes	□ No ☑ No
В.	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?				No 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 affending 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. His 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 INo (If yes or student has a visual impairment, attach I-10, Special Factors)

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MISHICOT SCHOOL DISTRICT

INDIVIDUALIZED EDUCATION PLAN

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Mishicot, WI

(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

Studen	t: Brenda	n Dassey			•)	DOB:	October 1	9, 2005				
	÷.			PARTI	CIPATION I		DE ASSESSI	MENTS:				
	Student v	vill not be in 3rd, or 4th, or 5	th or 6th or									
		vill participate in	2	regular asse			alternate as					
A. Wis	consin Knowle	dge and Concepts Examina	tion (WKCE)	& Wisconsir	Knowledge	and Conce	ots Examinati	on-Criteria I	Referenced Te	st (WKCF-CRT)		
		a(s) of the assessment to be										
	Reading		3rd	4th	5th	6th	7th	8th	(10th)			
	Math		3rd	4th	5th	6th	7th	8th	Oth			
		Arto	510	4th	Sui	Our .	7 01	8th	Cloth			
	Science	Alts							Yese,			
	And and a second	idia a		4th				8th	(10th)			
				4th				8th	tun			
		esting accommodations, if a			-							
math, S	cience, Socia	I Studies: Small group, rea	ad to, exten	idend time.	Reading &	Language	Arts: Small g	roup, exter	ided time.			
Aug. 200												
	nate Assessm											
If the st	ident does not	take the regular assessmer	nt the studen	nt will take the	Wisconsin	Alternate As	ssessment (W	AA). Check	the subject ar	ea(s) of the alter	nate assessment	t to be given
and circ	le the grade th	at the student will be in when	n participatir	ng in the alter	nate assess	ment.						
	Reading		3rd	4th	5th	6th	7th	8th	10th			
	Math		3rd	4th	5th	6th	7th	8th	10th			
	Language	Arts		4th				8th	10th			
	Science			4th				8th	10th			
	Social Stu	dies		4th		3		8th	10th			
	The attach	ed WAA participation check	dist describe	es why the stu	ident cannol	t participate	in the regular	assessmen	t and why the a	alternate assessn	nent is appropria	te.
PARTIC	PATION IN DI	STRICT WIDE ASSESSME	NTS:									
				~			2 2 2					
	~				District-wide	assessmen	t not given					
	L	Student will not be in the g	grade when	assessment i	s given							
List distr	ct-wide assess	ments student will take:										
Brendar	will participa	te in the MAPS testing.										
		sting accommodations, if ar	ıv:									
		d on ability so no accomm		re necessarv								
Alternate	Assessment-	If student does not take reg	ular district-			e why the s	tudent cannot	participate	in the regular a	assessment, why	the alternate ass	essment is
appropria	ate and how th	e student will be assessed (i	I-9B).									

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I-9A

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 Control Kris Schoenenberger-Gross

B. Is the student a student with limited English proficiency?

C. If visually impaired, does the student need instruction in Braille or the use of Braille? If No If no or cannot be determined, attach I.7 from the latest evaluation/reevalation.

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 rar 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? If yes, specify particular device(s) and service(s) that were considered:

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: Discussed with Brenden his a fleudence 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 Brenden. 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: Goal pages		
2.Related Services: NA		
3.Community Experiences: -		
4. Employment Objectives: Previously worker	for a small construction company.	*
5. Acquisition of daily living skills - if appropriate:	· · · · · · · · · · · · · · · · · · ·	
6. Functional vocational evaluation - if appropriate:	Interest inventories given his Sophmore	e vear.
7. Other: Opportunity to atked Career Erpo	Were other agencies	invited? Yes XNo
Invited Agenties	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?

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

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 ciscussions with adults and peers is limited. Brendan's memory specifically is affecting all areas of language.

MISHICOT SCHOOL DISTRICT

Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM

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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

Brendan will increa	Goal Met Goal Goal Met Goal Goal Met Goal Goal Goal Goal Goal Goal Goal Goal	oal Not Met s by meeting 4 of 5	Based	on current progress this	student is (s	ee below) to	meet this a	nnual goal.	
benchmarks	•		Date:	•	Likely		Not Like	-	
			Date:		Likely		Not Likel	У	
			Date:		Likely		Not Likel	у	
			Date:		Likely		Not Likel	У	
	suring the student's progress toward meeting	the annual goal:							
Assignment noteb	ook, WebGrader, observations								
Procedures for inform	ming parents of the student's progress toward	the annual goal and the	extent to whic	h that progress is sufficier	t to enable the	student to a	chieve the go	al	
by the end of the yea	ar (parents are to be informed at least as often								
Progress reports, F	PT conferences, WebGrader	r.							
When will reports ab	pout the student's progress toward meeting the	a annual goal ha provided	to poropto?						
Quarterly	out the student's progress toward meeting the	e annual goal be provided	to parents r						
	t-term objectives necessary (1) to allow the st	udent to be involved in an	nd progress in	general curriculum and () to meet othe	reducational	needs that re	esulf	
from the student's di			ia progroco in	gonoral curricularit and (2	Date	the second se	1		T
	nue to maintain his assignment notebook o	on a daily basis.					1	-	1
A STREET, STREET, STREET, STREET, ST				and the second	A AND A COMPANY OF A DESCRIPTION OF A DE		1		
While maintaining h	his assignment notebook, Brendan will ge	t signatures from both a	parent and a	a Special Ed. teacher on	a daily basis.				
			Val Orada a	the second s					
Brendan will manag	ge his assignments turned in and if he has	any missing by using M	rebGrader 2	times a week.				1.1.1.1.1	
While managing his	s assignments, Brendan will have no more	than 5 missing assignm	ents per au	arter in his classes					
The managing me	, accignitional, pronaal, this have no more	that o moonly acoigin	ionto por que						
Brendan will organi	ize his locker and binder 2 times a week.	alan ya manana da ya ya manana ana ana ana ana ana ana ana ana		All and the second s		-		1	
				1				1	
			1.45						
									-
						N. Maada	Additional Ins	i	L
Frading Scale:	O - Outstanding Progress	S - Satisfactory Pro	gress	E - Emerging Skill		N - Neeas A	Additional in.	struction	
Grading Scale:	O - Outstanding Progress	S - Satisfactory Pro	gress	E - Emerging Skill			al Comments on		nis she

MISHICOT S	CHOOL DISTRICT	IN	DIVID	UALIZED EDUCATION P	ROGRAM	N		
Mis	shicot, WI	FO	R	Brendan Dassey				
(If you need this notice	in a different language or communicated in a diffe	rent way, or have questions about this not	tice, plea	se contact Kris Schoenenberger-Gross	at (
		0/20/2006	al Edua	tion Tanshar M. Mowrer				
IEP Start Date:	9/29/2005 IEP Ending Date: UAL GOAL to enable the student to be invo			ation Teacher: M. Mowrer	needs that resi	ilt from the		
student's disability (A	Note: present levels of educational performa	ance must include information that co	rrespon	ds with each annual goal.)		in the first the		
Upon Review:		Goal Not Met						
	ue to increase his reading skills to the n	nid-5th grade level by meeting Bas	sed on	current progress this student is	(see below) to	meet this ar	nnual goal.	
3 of 4 benchmarks.	1 T	Date	e:	Likely	,	Not Likely		
		Date	e:	Likely	'	Not Likely		
		Date	e:	Likely		Not Likely		
		Date	ю:	Likely		Not Likely	Υ	
	uring the student's progress toward meeting							
Work samples, info	rmal observations, reading assignments	j						
					in the second			
Procedures for inform	ning parents of the student's progress towar	rd the annual goal and the extent to v	which th	at progress is sufficient to enable I	he student to a	chieve the go	al	
by the end of the yea	r (parents are to be informed at least as off	en as parents of non-disabled studer	nts are i	notified about progress):				-
Progress reports, P	T conferences, phone calls/letters home	P						
	out the student's progress toward meeting t	ne annual goal be provided to parent	ts?		in the second			
Quarterly								
Benchmarks or short-	term objectives necessary (1) to allow the	student to be involved in and progres	ss in gei	neral curriculum and (2) to meet ot	her educationa	needs that re	esult	
from the student's dis	ability:				ite:			
8 of 10 attempts.	dan will use strategles (prefixes/suffixes			s, etc.) to read unfamiliar words	in			
When reading ability	y level materials, Brendan will read with	fluency and expression 50% of the	ə time.					
Brendan will use vo	cabulary in reading material to describe,	compare, classify and define in 8	of 10 a	ttempts.				
While reading, Brend	dan will be able to discuss characters, p	roblems, solutions, and conclusio	ons with	85% accuracy.				
and a second state of	- 91 - 12 - 13 - 14 - 14 - 14 - 14 - 14 - 14 - 14					·		and the second second second
						1		
				1 A				
Grading Scale:	O - Outstanding Progress	S - Satisfactory Progress		E - Emerging Skill	N - Needs	Additional Ins	struction	and the second
	I - Inconsistent Performance	X - Does not apply (is workin	ng on p	rerequisite skills)	(Addition	al Comments on	the back of the	nis sheet.)
			1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 - 1000 -					

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT

Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM

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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

	9/29/2005 IEP Ending Date: NUAL GOAL to enable the student to be inv		general cu		ducational ne	eds that re	sult from the		
	Note: present levels of educational perform		on that corre	esponds with each annual go	al.)				
Upon Review:		Goal Not Met							
Brendan will Increa	ase his writing skills so that he can meet	3 of 4 benchmarks.		d on current progress this a	-	ee below)			
			Date:	the second s	Likely		Not Like		
			Date:	and the second	Likely		Not Like		-
1			Date: Date:		Likely		Not Like	and the second state of th	
Procedures for mea	suring the student's progress toward meetin	a the annual goal:	Date:					IY	
	ormal reading assignments.	g the annual goal.		·····					
work samples, mit	onna reading assignments.								
Procedures for infor	ming parents of the student's progress towa	rd the annual goal and the e	extent to whi	ich that progress is sufficient	to enable the	student to	achieve the or	pal	
	ar (parents are to be informed at least as of								
	PT conferences, phone calls/letters home				the state of the s	****	and the second second		
	pout the student's progress toward meeting t	he annual goal be provided	to parents?			1			
Quarterly						0			
Benchmarks or short	t-term objectives necessary (1) to allow the	student to be involved in an	d progress i	in general curriculum and (2)	to meet othe	reducation	al needs that r	esult	
from the student's di					Date	:			
When given a writir attempts.	ng assignment, Brendan will write compl	ete sentences using desc	riptive voca	abulary to describe details	in 4 of 5				
	ng assignment, Brendan will write paragr ast 3 supporting sentences) in 4 of 5 atte		tences (to i	include a topic sentence, a	concluding				- 145-41
	ces with mistakes, Brendan will correct		uracy.						
	· · · · · · · · · · · · · · · · · · ·								
After finishing a wri	iting assignment, Brendan will use a con	puter (Spell Check) to ed	it any spell	ing mistakes.		1.1			
				•					
alifikanya Atta anta di bila anya akirda		an a		entered all a knowl any college of the Amore an addition of the and					
· · · · · · · · · · · · · · · · · · ·		i			2				
	•								
				and the second		1			
Grading Scale:	O - Outstanding Progress	S - Satisfactory Pro	gress	E - Emerging Skill			s Additional In anal Comments of	struction n the back of this she	eet.)
	I - Inconsistent Performance	X - Does not apply ((is working	on prerequisite skills)					
	*These grades reflect achievemen	t based on current functio	nal lovele						

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

Brondan will continue	Goal Met Goal Met Goal Met	oal Not Met 3 of 4 benchmarks.	Based on current prog	ress this student is	(see below)	to meet this annual go	oal.
Diendan win continue	nia transitione goule of he out moore		Date:	Likely		Not Likely	
			Date:	Likely		Not Likely	
			Date:	Likely		Not Likely	
			Date:	Likely		Not Likely	
Procedures for measurin	g the student's progress toward meeting	the annual goal:					
work samples	parents of the student's progress towar	d the annual goal and the	extent to which that progress i	s sufficient to enable t	he student to	achieve the goal	
by the end of the year (p)	arents are to be informed at least as offe	en as parents of non-disab	led students are notified about	progress):			
	onferences, phone calls/letters home						
nan sana sana sana sana sa	2,0490	ű.					
When will reports about t	the student's progress toward meeting th	ne annual goal be provided	I to parents?				
Quarterly							
Benchmarks or short-terr	m objectives necessary (1) to allow the s	tudent to be involved in a	nd progress in general curricul			nal needs that result	
from the student's disabil	lity:				ite:		
When Brendan doesn't peers 80% of the time.	understand something, he will reque		cial education teachers, inst				
Given the opportunity, I	Brendan will attend the Career Expo (
Given the opportunity, I	Brendan will attend the Career Expo (st Inventory, Brendan will accurately c						
Given the opportunity, Given an Career Interes After the Career Expo a		complete it which will as	sist him is choosing 3 career	s of interest.	ers		
Given the opportunity, I Given an Career Interes After the Career Expo a	t Inventory, Brendan will accurately o	complete it which will as	sist him is choosing 3 career	s of interest.	ers		
Given the opportunity, I Given an Career Interes After the Career Expo a	t Inventory, Brendan will accurately o	complete it which will as	sist him is choosing 3 career	s of interest.	ers		
Given the opportunity, Given an Career Interes After the Career Expo a	t Inventory, Brendan will accurately o	complete it which will as	sist him is choosing 3 career	s of interest.	ers		
Given the opportunity, Given an Career Interes After the Career Expo a	t Inventory, Brendan will accurately o	complete it which will as	sist him is choosing 3 career	s of interest.	ers		
Given the opportunity, I Given an Career Interes	t Inventory, Brendan will accurately o	complete it which will as	sist him is choosing 3 career uldance counselor to discus	s of interest.		s Additional Instructio	

*These grades reflect achievement based on current functional levels.

INDIVIDUALIZED EDUCATION PROGRAM

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FOR Brendan Dassey

MEADORADEE ANNOAE OR	OAL to enable the student to be in	nvolved in and progress in the	general curriculum, and to me	et other education	al needs that res	ult from the	
student's disability (<i>Note: pre</i> Upon Review:	esent levels of educational perform	mance must include information	n that corresponds with each	annual goal.)			
	matic, vocabulary, memory and					and a second	
commensurate with cognit		anguage entite to be	Date:	П	Likely	Not Likely	
			Date:		Likely	Not Likely	1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1
			Date:	COLUMN TWO IS NOT THE OWNER. THE OWNER.	Likely	Not Likely	annite ann an 101 - 1944 - 19
			Date:		Likely	Not Likely	
rocedures for measuring th	e student's progress toward meet	ing the annual goal:	a a second a			no ne neutro de la della	
erapy notes, parent/teac	her observation						
ocedures for informing par	ents of the student's progress tow	ard the annual goal and the ex	tent to which that progress is	sufficient to enabl	e the student to a	achieve the goal	
the end of the year (paren	ts are to be informed at least as o	often as parents of non-disable	d students are notified about	progress):			
arterly progress reports	, annual review of IEP						
hen will reports about the s	tudent's progress toward meeting	when a manual and a los a sound data data	noranto?				
	adding progress toward meeting	the annual goal be provided to	o parents r				
Quarterh!					a de la casa de la de de la casa a madas de la casa		
Quarterh!	jectives necessary (1) to allow the			m and (2) to meet	other educationa	I needs that result	
A Wart Er M. enchmarks or short-term ob om the student's disability:	jectives necessary (1) to allow the Brendan will:	e student to be involved in and	progress in general curriculu	m and (2) to meet	other educationa Date:	I needs that result	
A Warder M. enchmarks or short-term ob om the student's disability:	jectives necessary (1) to allow the	e student to be involved in and	progress in general curriculu	m and (2) to meet		I needs that result	
A Ward Bridd enchmarks or short-term ob om the student's disability: Complete forward numbe	jectives necessary (1) to allow the Brendan will: er repetition for up to 6 digits at	e student to be involved in and 80% and backward for 4 dig	progress in general curriculu	m and (2) to meet		I needs that result	
A Wart Brity enchmarks or short-term ob om the student's disability: Complete forward numbe	jectives necessary (1) to allow the Brendan will:	e student to be involved in and 80% and backward for 4 dig	progress in general curriculu	m and (2) to meet		I needs that result	· · ·
Quarter W enchmarks or short-term ob om the student's disability: Complete forward numbe Recall sentences up to 10	jectives necessary (1) to allow the Brendan will: er repetition for up to 6 digits at 0 words at 80% and up to 12 wo	e student to be involved in and 80% and backward for 4 dig ords at 70% accuracy.	progress in general curriculu its at 70% accuracy.		Date:	I needs that result	· · ·
Complete short-term mer	jectives necessary (1) to allow the Brendan will: er repetition for up to 6 digits at	e student to be involved in and 80% and backward for 4 dig ords at 70% accuracy.	progress in general curriculu its at 70% accuracy.		Date:	I needs that result	
Complete short-term mer lay.	jectives necessary (1) to allow the Brendan will: er repetition for up to 6 digits at 0 words at 80% and up to 12 wo nory tasks for related and unrel	e student to be involved in and 80% and backward for 4 dig ords at 70% accuracy. lated items with use of strate	progress in general curriculu its at 70% accuracy. gies at 70% following a 30	second to 2 minu	Date:	I needs that result	
AUAADA enchmarks or short-term ob om the student's disability: Complete forward numbe Recall sentences up to 10 Complete short-term mer play.	jectives necessary (1) to allow the Brendan will: er repetition for up to 6 digits at 0 words at 80% and up to 12 wo	e student to be involved in and 80% and backward for 4 dig ords at 70% accuracy. lated items with use of strate	progress in general curriculu its at 70% accuracy. gies at 70% following a 30	second to 2 minu	Date:	I needs that result	
A Ward of Ward	jectives necessary (1) to allow the Brendan will: er repetition for up to 6 digits at 0 words at 80% and up to 12 wo nory tasks for related and unrel memory tasks in structured tas	e student to be involved in and 80% and backward for 4 dig ords at 70% accuracy. lated items with use of strate sks and within his classroom	progress in general curriculu its at 70% accuracy. egies at 70% following a 30 a n activities at least 70% of th	second to 2 minu he time.	Date:	I needs that result	
AUAAAA enchmarks or short-term ob om the student's disability: Complete forward number Recall sentences up to 10 Complete short-term mer elay. Recall and utilize various Produce an appropriate s	jectives necessary (1) to allow the Brendan will: er repetition for up to 6 digits at 0 words at 80% and up to 12 wo nory tasks for related and unrel	e student to be involved in and 80% and backward for 4 dig ords at 70% accuracy. lated items with use of strate sks and within his classroom	progress in general curriculu its at 70% accuracy. egies at 70% following a 30 a n activities at least 70% of th	second to 2 minu he time.	Date:	I needs that result	
AUGATER M enchmarks or short-term ob om the student's disability: Complete forward number Recall sentences up to 10 Complete short-term mer elay. Recall and utilize various Produce an appropriate s lverbs.	jectives necessary (1) to allow the Brendan will: er repetition for up to 6 digits at 0 words at 80% and up to 12 wo nory tasks for related and unrel memory tasks in structured tas entence for a new vocabulary w	e student to be involved in and 80% and backward for 4 dig ords at 70% accuracy. lated items with use of strate sks and within his classroom word used at 90% for nouns,	progress in general curriculu its at 70% accuracy. egies at 70% following a 30 n activities at least 70% of th 80% for verbs and 70% accu	second to 2 minu ne time. uracy for adjective	Date:	I needs that result	
XUMEN enchmarks or short-term ob om the student's disability: Complete forward number Recall sentences up to 10 Complete short-term mer lay. Recall and utilize various Produce an appropriate s verbs. Use more consistent eye	jectives necessary (1) to allow the Brendan will: er repetition for up to 6 digits at 0 words at 80% and up to 12 wo nory tasks for related and unrel memory tasks in structured tas entence for a new vocabulary w contact (10 times per class peri	e student to be involved in and 80% and backward for 4 dig ords at 70% accuracy. lated items with use of strate sks and within his classroon vord used at 90% for nouns, iod), body language/facial cu	progress in general curriculu its at 70% accuracy. egies at 70% following a 30 n activities at least 70% of th 80% for verbs and 70% accu	second to 2 minu ne time. uracy for adjective	Date:	I needs that result	
XUMEN enchmarks or short-term ob om the student's disability: Complete forward number Recall sentences up to 10 Complete short-term mer lay. Recall and utilize various Produce an appropriate s verbs. Use more consistent eye	jectives necessary (1) to allow the Brendan will: er repetition for up to 6 digits at 0 words at 80% and up to 12 wo nory tasks for related and unrel memory tasks in structured tas entence for a new vocabulary w	e student to be involved in and 80% and backward for 4 dig ords at 70% accuracy. lated items with use of strate sks and within his classroon vord used at 90% for nouns, iod), body language/facial cu	progress in general curriculu its at 70% accuracy. egies at 70% following a 30 n activities at least 70% of th 80% for verbs and 70% accu	second to 2 minu ne time. uracy for adjective	Date:	I needs that result	
CUMPAN enchmarks or short-term ob om the student's disability: Complete forward numbe Recall sentences up to 10 Complete short-term mer lay. Recall and utilize various Produce an appropriate s verbs.	jectives necessary (1) to allow the Brendan will: er repetition for up to 6 digits at 0 words at 80% and up to 12 wo nory tasks for related and unrel memory tasks in structured tas entence for a new vocabulary w contact (10 times per class peri	e student to be involved in and 80% and backward for 4 dig ords at 70% accuracy. lated items with use of strate sks and within his classroon vord used at 90% for nouns, iod), body language/facial cu	progress in general curriculu its at 70% accuracy. egies at 70% following a 30 n activities at least 70% of th 80% for verbs and 70% accu	second to 2 minu ne time. uracy for adjective	Date:	I needs that result	
AUGUATION Inchmarks or short-term ob im the student's disability: Complete forward number Recall sentences up to 10 Complete short-term mer lay. Recall and utilize various Produce an appropriate s verbs.	jectives necessary (1) to allow the Brendan will: er repetition for up to 6 digits at 0 words at 80% and up to 12 wo nory tasks for related and unrel memory tasks in structured tas entence for a new vocabulary w contact (10 times per class peri	e student to be involved in and 80% and backward for 4 dig ords at 70% accuracy. lated items with use of strate sks and within his classroon vord used at 90% for nouns, iod), body language/facial cu	progress in general curriculu its at 70% accuracy. egies at 70% following a 30 n activities at least 70% of th 80% for verbs and 70% accu	second to 2 minu ne time. uracy for adjective	Date:	I needs that result	
XUMEN enchmarks or short-term ob om the student's disability: Complete forward number Recall sentences up to 10 Complete short-term mer lay. Recall and utilize various Produce an appropriate s verbs. Use more consistent eye	jectives necessary (1) to allow the Brendan will: er repetition for up to 6 digits at 0 words at 80% and up to 12 wo nory tasks for related and unrel memory tasks in structured tas entence for a new vocabulary w contact (10 times per class peri	e student to be involved in and 80% and backward for 4 dig ords at 70% accuracy. lated items with use of strate sks and within his classroon vord used at 90% for nouns, iod), body language/facial cu	progress in general curriculu its at 70% accuracy. egies at 70% following a 30 n activities at least 70% of th 80% for verbs and 70% accu	second to 2 minu ne time. uracy for adjective	Date:	I needs that result	
AUGUATION enchmarks or short-term ob om the student's disability: Complete forward number Recall sentences up to 10 Complete short-term mer lay. Recall and utilize various Produce an appropriate s verbs. Use more consistent eye tending to others in the cl	jectives necessary (1) to allow the Brendan will: er repetition for up to 6 digits at 0 words at 80% and up to 12 wo nory tasks for related and unrel memory tasks in structured tas entence for a new vocabulary w contact (10 times per class peri	e student to be involved in and 80% and backward for 4 dig ords at 70% accuracy. lated items with use of strate sks and within his classroon vord used at 90% for nouns, iod), body language/facial cu	progress in general curriculu its at 70% accuracy. agies at 70% following a 30 a activities at least 70% of th 80% for verbs and 70% accu res and vocal intonation wh	second to 2 minu ne time. uracy for adjectiv en speaking or	Date:	I needs that result	

*These grades reflect achievement based on current functional levels.

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Have no more than	O - Outstanding Progress	S - Satisfactory Progress	E - Emerging			Iditional Inst		
		asses.	· · · ·					
		asses.						
	5 missing assignments/guarter for all c					1		
	-			•				
<u></u>	for missing assignments 1/week 100% c	t the time						
. Organize his locker	r and binder 1/month without teacher dir	ective 80% of the time.						
. Get a daily signatu	re from parent/guardian and special edu	ication teacher in his assignment n						
. Maintain his assigr	nment notebook in 4 of 5 attempts.		dail	7			4	
	daily							
rom the student's disa Brendan will:				Date	Jan-05	May-05	Aug-05	Oct
	erm objectives necessary (1) to allow the stu	ident to be involved in and progress in	general curriculum			A second s	·····	
Progress reports, PI	T conferences, WebGrader, report cards	, phone calls/letters nome						
	(parents are to be informed at least as often		are notified about	progress):				
Procedures for informi	ing parents of the student's progress toward	the annual goal and the extent to which	that progress is su	fficient to enable the stude	nt to achieve	the goal		
	ok checks, WebGrader, informal observa				and in the second design		.e)	1
Dreadures for measu	ring the student's progress toward the annu	Date	: Oct-05	Likely		Not Likely		
		Date	: Aug-05	Likely		Not Likely		
benchmarks.		Date				Not Likely		
	se his school-related organizational skill	s by meeting 4 of 5 Base Date	and the second	gress this student is (see □Likely	e below) to m	ieet this anni		
Upon Review:		Soal Not Met Met some ben.	chmarks but	not annual goa				
MEASURABLE ANN	UAL GOAL to enable the student to be invo	lved in and progress in the general cur	iculum, and to mee	t other educational needs t	hat result fror	n the	*	
IEP Start Date:	10/12/2004 IEP Ending Date:	10/11/2005 Special Education	leacher:	Leslie Hanshew			-	
(If you need this notice in	n a different language or Ammunicated in a diffe	rent way, or have questions about this notion	e, please contact Kris	Schoenenberger-Gross at i				
		8.0507						
	hicot, WI ORGANIZATION	FUI	R Brendan	Dassey				

MISHICOT SCHOOL DISTRICT		INDIVI	DUALIZED EDU	CATION PRC	GRAM			
Mishicot, WI <u>READING</u>		FOR	Brendan Dassey					
(If you need this notice in a different language or communicated	in a different way, or have questions a	bout this notice, ple	ase contact Kris Schoen	enberger-Gross at				
IEP Start Date: 10/12/2004 IEP Ending Date	e: <u>10/11/2005</u> Speci	al Education Teac	her: Lesl	e Hanshew	hat requilt from	n tho		
MEASURABLE ANNUAL GOAL to enable the student to	be involved in and progress in the	general curriculu	m, and to meet other e	ducational needs t	nat result from	n the		
student's disability (There must be a relationship between Upon Review:	Goal Not Met	level of performa	nce).					
Upon Review: Goal Met Brendan will Increase his reading skills to a 5th grad		Based on	current progress th	is student is (see	below) to m	neef this ann	ual goal.	
benchmarks.	e level by meeting o of 4	Date:	Jan-05			Not Likel		
		Date:	May-05			Not Likely		
1		Date:	Aug-05	Likely		Not Likely	and the second se	
		Date:	Oct-05	Likely		Not Likely		
Procedures for measuring the student's progress toward th	he annual goal:							
Informal observations, work samples, reading assign	nments, Lexile scores from MAP	S testing (05/06	school year).		1.8			
Procedures for informing parents of the student's progress by the end of the year (parents are to be informed at lease Progress reports, PT conferences, report cards, pho	as often as parents of non-disable ne calls/letters home	ed students are n	otified about progress	s):				
Benchmarks or short-term objectives necessary (1) to allow	w the student to be involved in and	progress in gener	al curriculum and (2) t			1		
from the student's disability: Brendan will:				Date:	Jan-05	May-05	Aug-05	Oct-05
Drendan win.	3					·		
1. Use a variety of strategies for word recognition tas attempts.	ks (prefixes/suffixes, context clu	ues, beginning/n	niddle sounds, etc.) i	in 8 of 10	-			
2. Read ability level material with fluency and express	ion in 8 of 10 attempts. 50%			7				
3. Use vocabulary in reading material to describe, cor	npare, classify, and define in 8 c	of 10 attempts.						
~ /								
4. Identify, compare & contrast, and discuss character	rs settings, plot, conclusions, p	roblems and so	lutions.	-		-		
	1-1							
7							1	
<i>.</i>			ананан алтан а С					
1		S	·····					
Grading Scale: O - Outstanding Progress	S - Satisfactory Pro	ogress	E - Emerging Skill		N - Needs Ac	dditional Inst	ruction	
Grading Scale: O - Outstanding Progress	S - Satisfactory Pro	ogress	E - Emerging Skill				ruction	sheet.)

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*These grades reflect achievement based on current functional levels.

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	CHOOL D	SIRICI		INDIA	DUALIZED EDUG	AHON-PRC	GRAW.			
Mis	hicot, WI	WRITING		FOR	Brendan Dassey					
(If you need this notice i	n a different langu: いつ ('	ge or communicated in a diff 3 10 40	erent way, or have questions about th 10/11/2005 Special Edu	is notice, ple	ase contact Kris Schoenen	berger-Gross at				
IEP Start Date:	10/12/2004	IEP Ending Date:	10/11/2005 Special Edu	cation Teac	her: Leslie I	lanshew		5		
MEASURABLE ANN	UAL GOAL to er	hable the student to be inve elationship between the application of the state of th	olved in and progress in the gener anual goal and the present level of Goal Not Met	al curriculu	m, and to meet other edu	icational needs t	hat result from	n the		
Brendan will increas	e his writing sh		by meeting 4 of 5 benchmarks.	Based or	current progress this	student is (see	below) to m	neet this annu	ual goal.	
				Date:	Jan-05	Likely		Not Likely		
			(A4)	Date:	May-05	Likely		Not Likely		
				Date:	Aug-05	Likely		Not Likely		
				Date:	Oct-05	Likely		Not Likely		
		s progress toward the annues, informal reading ass					A COMPANY AND A COMPANY			
by the end of the year	(parents are to b		I the annual goal and the extent to an as parents of non-disabled stu s/letters home				nt to achieve	the goal	••••••	
	25.		2. 							
Benchmarks or short-te from the student's disal		cessary (1) to allow the st	udent to be involved in and progre	ss in gene	al curriculum and (2) to	meet other educ Date	the second se	that result May-05	Aug-05	Oct-05
Brendan will:										
1. Write complete ser	ntences (withou	t teacher directive) with	proper capitalization in 9 of 10	attempts.		*				
2. Write complete ser	itences (withou	t teacher directive) usin	g descriptive vocabulary to des	scribe 1-2	details in 8 of 10 attem	ipts.				
3. Write paragraphs u 7 of 10 attempts.	ising at least 5	entences (to include a f	opic sentence, a concluding se	entence, a	nd at least 3 supportin	g sentences) in				
I. Correct sentences	for mechanics	n 8 of 10 attempts.				P.				
5. Use SpellCheck on	computer gene	erated writing samples 1	00% of the time.							
5. Use SpellCheck on	computer gene	erated writing samples 1	00% of the time.							¢
5. Use SpellCheck on	computer gen	erated writing samples 1	00% of the time.							
5. Use SpellCheck on Grading Scale:	O - Outsta	erated writing samples 1 nding Progress itent Performance	00% of the time. S - Satisfactory Progress X - Does not apply (is wo		E - Emerging Skill rerequisite skills)			dditional Inst Comments on t		s sheet.)
	O - Outsta I - Inconsis	nding Progress stent Performance	S - Satisfactory Progress	rking on p						s sheet.)

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NIO UOOT		ICTDICT					CRAM			
MISHICOT S				2 2.80 70772-8 - 80 707 100 - 0007725		DUCATION PRO	GRAM			
Mi	ishicot, Wl	FUTURE		FOR	Brendan Dass	sey				
(If you need this notice	e in a different langua	age or communicated in a diffe 것이 나	rent way, or have questions abou							
IEP Start Date:	10/12/2004	IEP Ending Date:		Education Teach		eslie Hanshew				
MEASURABLE AN student's disability (NUAL GOAL to er	elationship between the ap	ved in and progress in the ge nual goal and the present lev	neral curriculun vel of performar	n, and to meet othe ace):	er educational needs t	hat result fror	n the		
Upon Review:	Goal M		Goal Not Met							
Brendan will prepa	are for his future	by successfully completi	ng 4 of 4 benchmarks.	Contraction and the part of the second		s this student is (see	e below) to n	and the second s	1776 V	
				Date: Date:	Jan-05	Likely		Not Likely		
				Date:	May-05 Aug-05	Likely		Not Likely	the second s	
				Date:	Oct-05			Not Likely	state of the local division of the local div	
Procedures for most	suring the student's	s progress toward the annua	al doal:	Date,	001-00	Linciy				
			education teachers as well	l as quidance (office personnel	nerformance.		Transfer, Sector Pro-	and the second second	
	ons, concopona	chee thin regulatopeoial		uo guiannoo i	inter percention,	Pontonia				
Procedures for inform	ning parents of the	student's progress toward	the annual goal and the exten	t to which that r	progress is sufficie	nt to enable the stude	nt to achieve	the goal		
			n as parents of non-disabled	and the second of the second of the second s				Je ge al		
		report cards, phone calls								
		ecessary (1) to allow the stu	dent to be involved in and pro	ogress in genera	I curriculum and (and the second se	P	that result		
from the student's dis	sability:			Contraction of the local data		Date:	Jan-05	May-05	Aug-05	Oct-05
Brendan will:										
1. Request help from	m regular/special	l education teachers, par	aprofessionals, and peers i	in at least 4 of	5 attempts.					
2. Research and dis his IEP.	cuss 3 possible	future career interests wi	th guidance counselors an	d special educ	ation teachers d	uring the length of				
	ouss 3 possible	future post high school l	ocations and areas of acade	amic study wit	h quidance cour	solors and spacial				
education teachers	during the length	n of his IEP.				4				
. Use organizationa attempts.	al skills learned in	n Study Skills to maintain	his assignment notebook,	locker, and p	ersonal appointn	nents in 9 of 10				
(aret flo'soft	Je-									
	* . le	n De C								
	interestin	<u>rd. 186.</u>				in the second				
rading Casta	0.00	nding Drograds	C. Colistaniani Drava		E Emerging Ok	1	N. Manda A.	 		
irading Scale:	O - Outstai	nding Progress	S - Satisfactory Progr	1855	E - Emerging Ski			ditional Inst Comments on t		sheet)
	I - Inconsis	stent Performance	X - Does not apply (is	working on pr	erequisite skills)					
	*These are	ides reflect achievement	based on current functiona	lovels					A:	
	inese gra	and remediation cyclifent	sussa on surrent functiona	a levela.						

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MISHICOT SCHOOL DISTRICT	INDIVI	DUALIZED EDUCATION F	ROGRAM	1/1/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2	
Mishicot, WI	FOR	Brendan Dassey			
(If you need this notice in a different language or communicated in a different way, or have questions about	this notice, ple	ease contact Kris Schoenenberger-Gross	s at (
	ducation Teac		the second se		
MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the gen			eeds that result from	n the	
student's disability (There must be a relationship between the annual goal and the present level Upon Review: Goal Not Met	of performar	псө):			
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		✓ Not Likely	
	Date:		and the second	Not Likely	
	Date:			Not Likely	
	Date:	Like	ely	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 exten	t to which th	et prograag is sufficient to apple th	a student to achieve	the seal	
by the end of the year (parents are to be informed at least as often as parents of non-disabled st			e student to achieve	a the goal	
Quarterly progress reports, annual review of IEP	luuents are n	olined about progress).			
L Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and pro	oaress in ger	eral curriculum and (2) to meet othe	r educational needs	s that result	
from the student's disability: Brendan will:	sgreee in gen		Date: 09/27/2005		<u> </u>
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 paraphase short stories or paragraphs that are read to him.	,		S	2	
4. Define 5th to 8th grade level vocabulary giving at least 2 details.			E		
5. Produce an appropriate sentence for new vocabulary word learned.		and for the second s	N		
6. Determine appropriate words, affect and body language when presented with social site playing.	uations duri	ng structured tasks, including rol	e N		1
in the second					
		a service and the service and			
Grading Scale: O - Outstanding Progress S - Satisfactory Progre	ISS	E - Emerging Skill	and the second se	ditional Instruction	this cheet)
I - Inconsistent Performance X - Does not apply (is v	working on I	prereguisite skills)		omments on the back of	uns sheet.)

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*These grades reflect achievement based on current functional levels.

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INDIVIDUALIZED EDUCATION PROGRAM

Brendan Dassey FOR

(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

Upon Review: Goal Met Goal Not Met	Ch the standard			
Brendan will adapt or change his oral language and pragmatic language to by following the rules of conversation with peers and adults.	Date: 09/27/2005	Likely	Not Likely	
by following the fulles of conversation with peers and addits.	Date: 03/2/1/2003		Not Likely	
	Date:	Likely	Not Likely	
	Date:	Likely	Not Likely	
Procedures for measuring the student's progress toward the annual goal:				
Annecdotal record, therapy notes, parent/teacher observation				
Procedures for informing parents of the student's progress toward the annual go		enable the student to achieve	ve the goal	
y the end of the year (parents are to be informed at least as often as parents of	f non-disabled students are notified about progress):			
Quarterly progress reports, annual review of IEP	1			
enchmarks or short-term objectives necessary (1) to allow the student to be inv	olved in and progress in general curriculum and (2) to n		ds that result	
		Defail Ularian		
om the student's disability: Brendan will:		Date: 9/27/05		
Use appropriate volume given a situation 80% of the time.	na naviad) when encolving to others or when listening	E	· · · · · · · · · · · · · · · · · · ·	
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per clas	ss period) when speaking to others or when listening	E		
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per class pecifically adults.		g to others, S		
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per classecifically adults.		g to others, S		
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per clas pecifically adults. Become more of a self advocate by asking for help or clarification on his	s school work as needed.	E		
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per class pecifically adults. Become more of a self advocate by asking for help or clarification on his	s school work as needed.	g to others, S E		
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per class pecifically adults. Become more of a self advocate by asking for help or clarification on his	s school work as needed.	g to others, S		
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per class pecifically adults. Become more of a self advocate by asking for help or clarification on his	s school work as needed.	g to others, S E		
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per classecifically adults. Become more of a self advocate by asking for help or clarification on his	s school work as needed.	g to others, S E		
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per class pecifically adults. Become more of a self advocate by asking for help or clarification on his	s school work as needed.	g to others, S E		
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per clase ecifically adults. Become more of a self advocate by asking for help or clarification on his	s school work as needed.	g to others, S E		
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per class secifically adults. Become more of a self advocate by asking for help or clarification on his	s school work as needed.	g to others, S E		
 On the student's disability: Brendari will: Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per claspecifically adults. Become more of a self advocate by asking for help or clarification on his Participate in classroom discussion one time per day in the regular clas 	s school work as needed.	g to others, S E		

I - Inconsistent Performance

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

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*These grades reflect achievement based on current functional levels.

EVALUATION REPORT FOR : Andan Assey ADDITIONAL DOCUMENTATION REQUIRED WHEN CHILD S 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

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: Bundan of quiet in the classroom. Herely interacts with hoperect and tachers in the Classroom. He has ome althculters with work completion.

Educationally relevant medical findings:

X None

Effects of environmental, cultural, or economic disadvantages:

EVALUATION REPORT FOR Brendan afflet (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

Date on which determination was made:

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

Visual impairment (complete "Need for Braille") Autism Cognitive disability Significant development delay (first consider other areas as the primary disability) Orthopedically impaired Specific learning disability (complete "Additional Documentation Required for Learning Disabilities") Other health impairment X Speech or language impairment Emotional Behavioral Disability Hearing Impairment Traumatic brain injury None found (complete section III on page 2)

For each impairment identified, document how the student meets the criteria. Is junden continues to demonstrate delays in his bancheading and leading Comprehension high. Berdan demonstrates a delay in classroom achievement in these dieas and an high. Berdan demonstrates a delay in classroom achievement in these dieas summarizing and information processing deficit in the area of manipulation (difficulties summarizing and information processing deficit in the area of manipulation (difficulties summarizing and information processing deficit in the area of manipulation (difficulties summarizing and information, difficulties intering information sufficienties enderstanding multiple cartests). information processing deficit in tering information sufficienties enderstanding multiple cartests. Bridan Ontinues to terminate significant delays in his toes prive and experision classification information, with culture to termination, programmatict and acceptive and experision of the information processing sentence to the formation, program and a superstanding in the language (CEEF4 Care = lab, CASL = Quees range from 68-83). Brendan's language delays implicit him educationally and Ascially.

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, the standards that the child needs which are not provided through the general education curriculum including replacement content, expanded core curriculum, or other supports, the standards that the child needs which are not provided through the general education curriculum including replacement content, expanded core curriculum, or other supports, the standards that the child needs which are not provided through the general education curriculum including replacement content, expanded core curriculum, or other supports, the standards that the child needs which are not provided through the general education curriculum including replacement content, expanded core curriculum, or other supports, the standards that the child needs which are not provided through the general education curriculum including replacement content, expanded core curriculum, or other supports, the standards that the child needs which are not provided through the standards that the child needs which are not provided through the general education curriculum including replacement content, expanded core curriculum, or other supports, the standards that the child needs which are not provided through the standards that the child needs which are not provided through the standards that the child needs the standards the child needs the standards the standards the child needs th

and language skills, both receptively and expressively. Brendan Reeds securitized, and language skills, both receptively and expressively. Brendan Reeds securitized, the instruction, which the legular education environment alone does not provide. He would needs special education devices and supports to help him be successful in School and to help meet his needs.



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EVALUATION REPORT FOR Student)

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

	NAME AND TITLE	SIGNATURE	AGREE	DISAGREE
	Marci Waldran-Kuhn	M. Woldigen	-1/	
	Barbana Jana	Barbara Carrola		
Each IEP team participant must sign at the right and Indicate		Man Man	Ý	
whether he/she agrees with this evaluation report. If this	any dotave / such smith		~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	
statement does not reflect his/her conclusions, then that	To Annohum Gosstehold	160 Johan beeger Gross	t	
IEP team participant must also attach a statement with his/her	On g			
conclusions.				
			× 1	
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EVALUATION REPORT FOR <u>Such an Datient</u> (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

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

No

XYes

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emonstrates days in his

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EVALUATION REPORT FOR:

Brendan Cassessudent)

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(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

Type of Evaluation:

Initial

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

K Reevaluation

Y	Information from review of existing data		Additional documentation required when child is evaluated for learning disabilities	Y	Determination of eligibility for special education
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
×	Participant summaries of findings (only required if new or addition	al tests	or other evaluation materials were administered)		

INFORMATION FROM REVIEW OF EXISTING DATA

- A. Summary of previous evaluations whether lade wealed overall well below average to below average Cognitive ability below average while motor integration - okuls, and selars in Brendans acquient and Language Skill. Brendan met circle a to a specific learning Allability and to a speech language improvimentand began receiving species leducation services.
- C. Previous/interventions and the effects of those interventions.
- D. Current classroom based assessments and observations. By epaled for class some say of any quiet and introverted in class, faiticipates or class muy when called an and if he does not know the answer heis muy his houlders, have and missing astronments

E. Observations by teachers and related service providers. Uses min imallely contact performs and variation of pitch in convertations in through and in the classonomy willingly participated in specchillanguage therapy desorons,

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A. Summary of fierois Etaluations

The yarrevaluation results from Norember 1909 werealed overall well below average, to below wereage countrive ability, delaw in Brendans language, reading, winthen language, and spelling skills, ondawerage math nKills. Brendan continued to be in need of services. Three you revaluation versults from October 2003 revealed birderine to below average countrie ability average math ikills, and days in Brendans language, reading, and withen exprissibills. Brendan contribued to meet on feira to a specific learning supported and speech language impairment and he continued to be in need of spacial adultation services.

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: Note: It is optional to have an IEP team meeting to consisting data. If a meeting is held and this form is used as documentation of that meeting, complete a Cover Sheet (1.2) 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. List of information reviewed: (No Matin in cumand special education files 1. 11. 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 Documentation of parent involvement (including dates and method) and their input: Horne Cally 911/05, 918/05, and 9113/05; Consents 9/2/05 and 9/13/05 9/14/05 Bundaris Mother Signed consent agreeing to additional testing 111. IV. List of others involved and their input (including dates). necessare in order to determine if Brendan is heady for dismissal from speech lam care the aper detional committee festing (cognitive, achievement) is

Worksheet completed by: