

MISHICOT SCHOOL DISTRICT
Mishicot, WI

Date of IEP Meeting:

September 29, 2005

IEP COVER SHEET

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

Name of Child: (Last, First, Middle) Brendan Dassey	Date of Birth 10/19/1989	<input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	Grade 10	District of Residence Mishicot	District of Placement Mishicot	PURPOSE OF MEETING: (Check ALL that apply)	
School Mishicot High School	Student Lives With: <input type="checkbox"/> Both Parents <input checked="" type="checkbox"/> Mother Only <input type="checkbox"/> Father Only <input type="checkbox"/> Other Guardian		Race/Ethnic: (If parent chooses to identify)				<input checked="" type="checkbox"/> Evaluation including determination of eligibility
Mother's Name Barbara Janda	Address: (Street, City, Zip) 12930 Avery Rd. Two Rivers, WI 54241		Phone: [REDACTED]				<input checked="" type="checkbox"/> Initial or Annual IEP Development
Father's Name Peter Dassey	Address: (Street, City, Zip) [REDACTED] Two Rivers, WI 54241		Phone: [REDACTED]				<input checked="" type="checkbox"/> IEP Review/Revision
Guardian/Relationship parents	Address: (Street, City, Zip)		Phone:				<input checked="" type="checkbox"/> Develop a transition statement
<i>For students transferring between public agencies:</i> IEP reviewed and adopted by: On		<i>For students transferring between public agencies:</i> Evaluation report reviewed and adopted by: On		<input checked="" type="checkbox"/> Placement			
						<input type="checkbox"/> Manifestation determination	
						<input type="checkbox"/> Alternate Assessment	
						<input type="checkbox"/> 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 LEA, following this determination and prior to developing or revising an IEP for the child, ask each IEP team participant whether he/she needs additional time and whether he/she wants a copy of the evaluation report before proceeding?

Yes Not Applicable

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

Yes Not Applicable



MISHICOT SCHOOL DISTRICT
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Date of IEP Meeting: 9/29/05

IEP COVER SHEET

IEP TEAM PARTICIPANTS:



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

Parent/Guardian: <i>Barbara Janda</i>	Community agency representative/title:
Parent/Guardian:	Private school representative/title:
Student (if appropriate):	Related services provider/title: <i>Emily Stave MS-CC-SLP Speech Therapist</i>
LEA Representative/title: <i>Katherine Ingulstad School Psychologist</i>	Related services provider/title:
Special education teacher/title: <i>Mary Ann ILP Teacher</i>	Interpreter:
Special education teacher/title:	Representative of WSD or WSVH:
Regular education teacher/title: <i>M. Walden Social Studies</i>	Other/title:
Regular education teacher/title:	Other/title:
Regular education teacher/title:	Other/title:

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

- 1)
- 2)
- 3)

MISHICOT SCHOOL DISTRICT
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**DETERMINATION AND NOTICE OF
CONTINUED PLACEMENT**

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

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

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

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

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

If no, explain:

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

None

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

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

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

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

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

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

MISHICOT SCHOOL DISTRICT
 Mishicot, WI

9/29/2005

INDIVIDUALIZED EDUCATION PROGRAM

FOR Brendan Dassey

PROGRAM SUMMARY

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

Physical Education: Regular Specially designed
 Vocational Education: Regular Specially designed

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

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

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

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

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

None needed to benefit from special education.

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

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
 FOR Brendan Dassey

<p>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: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe: *Untimed testing (double the time & in a block) *Read test to student *Modify format (multiple choice nstead of essay) *Testing can be completed in Res. Rm. *Use of 2 note cards for tests/quizzes *Preferential seating (in front of classroom) *Individual/small group instruction *Avoid penalizing for spelling errors for in class assignments, tests/quizzes *Maintain assignment notebook *Give oral cues or prompts * Read directions to student *Check often for understanding *Promote study skills/habits *Reinforce long term assignment time lines *Grading scale for all classes: A = 90-100, B=80-89, C = 70-79, D = 60-69, below 60 = F</p>	<p><u>Frequency</u> Daily</p>	<p><u>Location</u> Regular Ed. classroom</p>	<p><u>Duration</u> length of I.E.P.</p>
<p>V. Program modifications or supports for school personnel that will be provided: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No if yes, describe:</p>	<p><u>Frequency</u></p>	<p><u>Location</u></p>	<p><u>Duration</u></p>

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

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

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

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INDIVIDUALIZED EDUCATION PLAN

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

Student: Brendan Dassey DOB: October 19, 2005

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

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

1. List date and method of inviting students to IEP team meeting:
Talked to Brendan about attending his meeting 9/27/05

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

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

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

Brendan is currently uncertain of a career choice. 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 No (If yes or student has a visual impairment, attach I-10, Special Factors)

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INDIVIDUALIZED EDUCATION PLAN

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Student: Brendan Dassey DOB: October 19, 2005

PARTICIPATION IN STATEWIDE ASSESSMENTS:

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

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

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

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

Describe appropriate testing accommodations, if any:

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

B. Alternate Assessment

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

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

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

PARTICIPATION IN DISTRICT WIDE ASSESSMENTS:

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

List district-wide assessments student will take:

Brendan will participate in the MAPS testing.

Describe appropriate testing accommodations, if any:

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

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

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SPECIAL FACTORS

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

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

SUMMARY OF TRANSITIONAL SERVICES

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

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

Will the student reach his/her 17th birthday during the time frame of the IEP or has the student reached the age of 18?
 Yes No

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

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

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

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

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PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

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

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

Brendan is a 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
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INDIVIDUALIZED EDUCATION PROGRAM
FOR **Brendan Dassey**

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

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

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

Upon Review: Goal Met Goal Not Met

Brendan will increase his school-related organizational skills by meeting 4 of 5 benchmarks	Based on current progress this student is (see below) to meet this annual goal.	
	Date: <input type="checkbox"/> Likely <input type="checkbox"/> Not Likely	
	Date: <input type="checkbox"/> Likely <input type="checkbox"/> Not Likely	
	Date: <input type="checkbox"/> Likely <input type="checkbox"/> Not Likely	

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

Assignment notebook, WebGrader, observations

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

Progress reports, PT conferences, WebGrader

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

Quarterly

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

	Date:			
Brendan will continue to maintain his assignment notebook on a daily basis.				
While maintaining his assignment notebook, Brendan will get signatures from both a parent and a Special Ed. teacher on a daily basis.				
Brendan will manage his assignments turned in and if he has any missing by using WebGrader 2 times a week.				
While managing his assignments, Brendan will have no more than 5 missing assignments per quarter in his classes.				
Brendan will organize his locker and binder 2 times a week.				

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

*These grades reflect achievement based on current functional levels.

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FOR Brendan Dassey

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

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

Upon Review: Goal Met Goal Not Met

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

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

Work samples, informal observations, reading assignments

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

Progress reports, PT conferences, phone calls/letters home

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

Quarterly

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

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

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

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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 [REDACTED])

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

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

Upon Review: Goal Met Goal Not Met

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

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

Work samples, informal reading assignments.

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

Progress reports, PT conferences, phone calls/letters home

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

Quarterly

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

	Date:			
When given a writing assignment, Brendan will write complete sentences using descriptive vocabulary to describe details in 4 of 5 attempts.				
When given a writing assignment, Brendan will write paragraphs using at least 5 sentences (to include a topic sentence, a concluding sentence, and at least 3 supporting sentences) in 4 of 5 attempts.				
When given sentences with mistakes, Brendan will correct the mistakes with 90% accuracy.				
After finishing a writing assignment, Brendan will use a computer (Spell Check) to edit any spelling mistakes.				

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

*These grades reflect achievement based on current functional levels.

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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 [REDACTED])

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

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

Upon Review: Goal Met Goal Not Met

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

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

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

Progress reports, PT conferences, phone calls/letters home

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

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

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

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

(Additional Comments on the back of this sheet.)

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
 FOR **Brendan Dassey**

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

IEP Start Date: 09/29/2005 IEP Ending Date: 09/28/2006 *09/29/06* Special Education Teacher: Amy A LaFave, MS-CCC-SLP

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

Upon Review: Goal Met Goal Not Met

Brendan will improve pragmatic, vocabulary, memory and language skills to be commensurate with cognitive levels.	Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

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

Therapy notes, parent/teacher observation

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

Quarterly progress reports, annual review of IEP

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

Quarterly

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

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

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

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT

Mishicot, WI

ORGANIZATION

"OLD IEP GOALS"

INDIVIDUALIZED EDUCATION PROGRAM

FOR Brendan Dassey

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

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

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

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

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

Procedures for measuring the student's progress toward the annual goal:
Assignment notebook checks, WebGrader, informal observations

Procedures for informing parents of the student's progress toward the annual goal and the extent to which that progress is sufficient to enable the student to achieve the goal by the end of the year (parents are to be informed at least as often as parents of non-disabled students are notified about progress):
Progress reports, PT conferences, WebGrader, report cards, phone calls/letters home

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

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

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

(Additional Comments on the back of this sheet.)

*These grades reflect achievement based on current functional levels.

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

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

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

Upon Review: Goal Met Goal Not Met

Brendan will increase his reading skills to a 5th grade level by meeting 3 of 4 benchmarks.	Based on current progress this student is (see below) to meet this annual goal.			
	Date: Jan-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	
	Date: May-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	
	Date: Aug-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	
	Date: Oct-05	<input checked="" type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	

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

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

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

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

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

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

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

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT

Mishicot, WI WRITING

INDIVIDUALIZED EDUCATION PROGRAM

FOR Brendan Dassey

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

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

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

Upon Review: Goal Met Goal Not Met

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

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

Informal observations, work samples, informal reading assignments.

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

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

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

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

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

*These grades reflect achievement based on current functional levels.

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

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

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

Upon Review: Goal Met Goal Not Met

Brendan will prepare for his future by successfully completing 4 of 4 benchmarks.	Based on current progress this student is (see below) to meet this annual goal.			
	Date: Jan-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	
	Date: May-05	<input checked="" type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	
	Date: Aug-05	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	
	Date: Oct-05	<input checked="" type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	

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

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

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

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

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

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

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

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
FOR **Brendan Dassey**

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

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

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

Upon Review: Goal Met Goal Not Met

Brendan will improve his expressive and receptive language skills by obtaining 80% accuracy of 4 out of 6 benchmarks listed below.	Date: <u>09/27/2005</u>	<input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

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

Anecdotal record, therapy notes, parent/teacher observation

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

Quarterly progress reports, annual review of IEP

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

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

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

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MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
FOR Brendan Dassey

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

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

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

Upon Review: Goal Met Goal Not Met

Brendan will adapt or change his oral language and pragmatic language to fit the situation by following the rules of conversation with peers and adults.	Date: <u>09/27/2005</u>	<input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Not Likely
	Date: _____	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
	Date: _____	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
	Date: _____	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

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

Anecdotal record, therapy notes, parent/teacher observation

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

Quarterly progress reports, annual review of IEP

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

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

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

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT
Mishicot, WI

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

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

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

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

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

Educationally relevant medical findings:

None

Effects of environmental, cultural, or economic disadvantages:

no environmental, cultural, or economic disadvantages