

MISHICOT SCHOOL DISTRICT
Mishicot, WI

Date of IEP Meeting: October 22, 2003

IEP COVER SHEET

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

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

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

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

Yes Not Applicable

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

Yes Not Applicable

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

Yes Not Applicable



MISHICOT SCHOOL DISTRICT
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IEP COVER SHEET

Date of IEP Meeting:

October 22, 2003

IEP TEAM PARTICIPANTS:



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

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

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

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

MISHICOT SCHOOL DISTRICT
Mishicot, WI

**DETERMINATION AND NOTICE OF
CONTINUED PLACEMENT**

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

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

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

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

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

If no, explain:

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

None

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

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

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

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

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

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

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
 FOR Brendan Dassey

PROGRAM SUMMARY

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

October 22, 2003

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

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

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

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

I. Special Education	Frequency	Location	Duration
Study Hall	5Xweek	CWD room	Length of IEP
Language Arts	5Xweek	CWD room	Length of IEP
Reading/Spelling	5Xweek	CWD room	Remainder of 8th grade (10/22/03-6/1/04)
Speech Therapy	2Xweek	Speech room	Length of IEP

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

None needed to benefit from special education.

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

WISHICOT SCHOOL DISTRICT
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INDIVIDUALIZED EDUCATION PROGRAM
 FOR Brendan Dassey

<p>I. 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: See Modifications Page</p>	<p><u>Frequency</u> 5Xweek</p>	<p><u>Location</u> Reg. Ed. Classroom</p>	<p><u>Duration</u> Length of IEP</p>
<p>II. 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>

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

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

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

CLASSROOM MODIFICATIONS

Student: Brendan Dassey

Date: 10/22/03

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

Pacing

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

Environment

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

Presentation of Subject Matter

- Emphasize teaching approach: Auditory Visual Tactile Multi
- Individual / small group instruction
- Other _____

Materials

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

Testing Adaptations

- Oral Short answer Multiple choice Modify format
- Provide extra time within classroom Read test to student *When applicable*
- Other _____

Assignments

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

Reinforcement and Follow Through

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

Grading

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

MISHICOT SCHOOL DISTRICT

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 [REDACTED])

Student: Brendan Dassey

DOB: October 19, 1989

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

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

PARTICIPATION IN STATEWIDE ASSESSMENTS:

Wisconsin Reading Comprehension Test (WRCT):

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

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

Wisconsin Knowledge and Concepts Examination (WKCE):

- 4th 8th 10th student will not be in 4th, 8th or 10th grade when assessment is given

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

Describe any necessary accommodations:

Taken in CWD room, no time constraints, may use calculator, portions excluding LA may be read to him

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

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

PARTICIPATION IN DISTRICT WIDE ASSESSMENTS: District Wide Assessments not given

- Yes No student is not in the grade when assessment is given

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

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

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

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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 IEP meeting, what steps were taken to ensure that the student's interests and preferences were considered in the planning?

Parent/s were invited to the meeting and did not attend.

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

Yes No

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

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

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

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

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

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

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

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

Hard physical worker. physical work in a factory.

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

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

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

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

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SPECIAL FACTORS

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

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

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INDIVIDUALIZED EDUCATION PROGRAM
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PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

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

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

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

None @ this time

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

Yes

No

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

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

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

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

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

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INDIVIDUALIZED EDUCATION PROGRAM
FOR Brendan Dassey

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PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

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

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

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

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

Yes No

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

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

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

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

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

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PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

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

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

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

*Parent Concerns: None @
this time.*

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

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

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

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

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

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PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

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

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

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

Concerns: *None reported*

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

Yes

No

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

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

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

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

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

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

Upon Review: Goal Met Goal Not Met

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

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

Informal observations, work samples, informal reading assessments

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

IEP progress reports, P/T conferences, Grade checks

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

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

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

*These grades reflect achievement based on current functional levels.

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FOR Brendan Dassey

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

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

Upon Review: Goal Met Goal Not Met

Brendan will increase his writing skills to a sixth grade level by meeting 4 out of the 6 benchmarks below.	Based on current progress this student is (see below) to meet this annual goal.	
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely

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

Informal observations, work samples, informal reading assessments

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

IEP progress reports, P/T conferences, Grade checks

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

	Date:			
1. Without teacher directive, Brendan will write complete sentences using appropriate capitalization 80% of the time.				
2. Without teacher directive, Brendan will write complete sentences including 1-2 details 80% of the time.				
3. Brendan will write a paragraph using a topic sentence, supporting sentences, and a concluding paragraph.				
4. Brendan will edit assignments for mechanical correctness 70% of the time.				
5. Brendan will write a story, after editing stage, with a beginning, middle, and an end, 2 out of 3 times.				
6. Brendan will use the computer as a tool for writing.				

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

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
 FOR Brendan Dassey

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

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

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

Upon Review: Goal Met Goal Not Met

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

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

Informal observations

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

IEP progress reports, P/T conferences, Grade checks

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

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

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

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
 FOR **Brendan Dassey**

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

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

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

Upon Review: Goal Met Goal Not Met

Brendan will improve expressive and receptive language skills by obtaining 70% accuracy of 4 of 7 benchmarks listed below.	Based on current progress this student is (see below) to meet this annual goal.	
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely
	Date:	<input type="checkbox"/> Likely <input type="checkbox"/> Not Likely

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

Anecdotal record, Therapy notes, parent observation

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

Quarterly progress reports, Annual review of IEP

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

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

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

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
 FOR **Brendan Dassey**

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

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

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

Upon Review: Goal Met Goal Not Met

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

Based on current progress this student is (see below) to meet this annual goal.		
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

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

Anecdotal record, Therapy notes, parent observation

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

Quarterly progress reports, Annual review of IEP

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

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

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

*These grades reflect achievement based on current functional levels.

"OLD IEP"

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

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

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):

on Review: Goal Met Goal Not Met

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

Based on current progress this student is (see below) to meet this annual goal.		
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely

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

Anecdotal record, Therapy notes, Teacher report

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

Quarterly progress reports, annual IEP review

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

	Date:			
1. Brendan will make an inference about a sentence he has read or one that has been read to him.				
2. Brendan will identify an unknown word in a sentence, will brainstorm the meaning of the word based on syntactical cues.				
3. Brendan will define grade level vocabulary giving at least 2-3 specific details.				
4. Brendan will compare/contrast various vocabulary and themes from the classroom curriculum stating 2 specific similarities and 2 specific differences.				
5. Brendan will summarize/paraphrase paragraphs or short stories read to him orally.				
6. Brendan will give implied meaning of idioms when presented in a structured setting.				
7. Brendan will give at least two specific definitions for multiple meaning words in a structured activity.				

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

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
FOR Brendan Dassey

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

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

Upon review: Goal met Goal not met

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

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

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

IEP Progress Reports, Quarterly report cards, Parent/Teacher Conferences

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

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

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
FOR Brendan Dassey

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

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

Upon review: Goal met Goal not met

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

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

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

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

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

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
FOR Brendan Dassey

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

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

Upon review: Goal met Goal not met

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

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

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

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

Have no more than 5 missing assignments per quarter.

Maintain his assignment notebook 75% of the time.

Organize his locker and binder twice monthly with teacher input.

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

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

Dear Ms. Janda

Date 2-Oct-03

Brendan

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

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

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

EVALUATION AND REEVALUATION

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

PLACEMENT

- Determine initial placement
- Determine continuing placement

OTHER

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP) If student is eligible:

- Develop an initial IEP
- Transition ___ (age 14) ___ (age 16)
- Develop an annual IEP
- Transition *X* (age 14) ___ (age 16)
- Review/Revise IEP
- Transition ___ (age 14) ___ (age 16)

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

- None

Agency _____ Title/Position _____

Agency _____ Title/Position _____

MISHICOT SCHOOL DISTRICT
Mishicot, WI

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

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

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

The following IEP team participants will attend the meeting:

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

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

Sincerely,

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

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