Date of IEP Meeting:

September 29, 2005

IEP COVER SHEET

06 CF 88

<u>RB</u> Initials

DATE: 04-21-07

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

Name of Child: (Last, First, Middle) Brendan Dassey	Date of Birth 10/19/1989	Male Difference	Grade 10	District of Residence Mishicot	District of Placement Mishicot	PURPOSE OF MEETING: (Check ALL that apply)
School Mishicot High School	Student Lives Wi Both Parents	th: Mother O Other Gua		Race/Ethnic: (If parent c	nooses to identify)	Evaluation including determination of eligibility
Mother's Name Barbara Janda	Address: (Street, 12930 Avery R		ers, WI 542	Phone: 241		IEP Review/Revision Develop a transition statement
Father's Name Peter Dassey		Address: (Street, City, Zip)				Placement
Guardian/Relationship parents	Address: (Street,	City, Zip)		Phone:		Manifestation determination Alternate Assessment
For students transferring between pub IEP reviewed and adopted by: On	lic agencies:			s transferring between pub eport reviewed and adopte		Other:

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

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

Yes Not Applicable

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

Yes Not Applicable

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



Not Applicable

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

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

IEP COVER SHEET

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

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

1) 2) 3)

1-2(2)

Mishicot, WI

DETERMINATION AND NOTICE OF CONTINUED PLACEMENT

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

List other options considered, if any, related to the placement site (school building or school district), frequency, location, and duration of the special education and related services, supplementary aids and services, program modifications and supports, and the place of those services, supplementary aids and services, program modifications and supports, and the place of those services. List the reason(s) rejected, and a description of any other factors relevant to the proposed action: None

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

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

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

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

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

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

9/29/2005

INDIVIDUALIZED EDUCATION PROGRAM

Brendan Dassey

PROGRAM SUMMARY

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

Physical Education: Vocational Education:

Regular Specially designed Regular Specially designed

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

FOR

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM

FOR Brendan Dassey

II. Supplementary aids and services - aids, services, and other supports provided to or on behalf of the student in regular education or other educational settings: $\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$	<u>Frequency</u> Daily	<u>Location</u> Regular Ed. classroom	Duration length of I.E.P.
V. Program modifications or supports for school personnel that will be provided: ∐Yes ⊠No f yes, describe:	<u>Frequency</u>	<u>Location</u>	<u>Duration</u>

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

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

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

1.14(2)

V.

INDIVIDUALIZED EDUCATION PLAN

Mishicot, WI

Student:	Brendan Dassey	DOB:	October 19, 2005		
Α.	Is the student aged 14 or over, or will the student turn age 14 du Is the student younger than age 14 but has transitio	provide a subsequence and subsequences and	this IEP?	✓ Yes ✓ Yes	□ No ☑ No
В.	Is the student aged 16 or over, or will the student turn age 16 du Is the student younger than age 16 but needs a stat	and the second		√Yes ☐Yes	No No

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

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

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

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

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

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

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

SPECIAL FACTORS

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

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

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INDIVIDUALIZED EDUCATION PLAN

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Mishicot, WI

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

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

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I-9A

MISHICOT SCHOOL DISTRICT Mishicot, WI INDIVIDUALIZED EDUCATION PROGRAM FOR Brendan Dassey (If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Kris Schoenenberger-Gross at Control Kris Schoenenberger-Gross

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

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

Does the student have communication needs that could impede his/her learning? Yes No
 If yes, include communication needs that were considered. (If yes and student is deaf or hard of hearing, identify the communication needs including (a) the student's language; (b) opportunities for direct communication with peers and professional personnel in the student's language and communication mode; and, © academic level and full rar needs including opportunities for direct instruction in the student's language and communicative mode).
 See Speech/Language Goals Pages

E. Does the student need Assistive Technology services or devices? If yes, specify particular device(s) and service(s) that were considered:

FOR Brendan Dassey

SUMMARY OF TRANSITIONAL SERVICES

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

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

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

Yes No

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

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

1.Instruction: Goal pages		
2.Related Services: NA		
3.Community Experiences: -		
4. Employment Objectives: Previously worker	for a small construction company.	*
5. Acquisition of daily living skills - if appropriate:	· · · · · · · · · · · · · · · · · · ·	
6. Functional vocational evaluation - if appropriate:	Interest inventories given his Sophmore	e vear.
7. Other: Opportunity to atked Career Erpo	Were other agencies	invited? Yes XNo
Invited Agenties	Date & Method of Invitation	If appropriate, a statement of the Interagency responsibilities or any needed linkages

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

INDIVIDUALIZED EDUCATION PROGRAM FOR Brendan Dassey

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

PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

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

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

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

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

Yes No

If no, explain the extent to which the student will not be involved full-time in the general curriculum or, for preschoolers, in age-appropriate activities. Brendan is mainstreamed as much as possible. He does have modifications in the Reg. Ed. classes. During the 2005-06 school year, Brendan will have a studyhall and a

Biology class in the Res. Room. During the 2006-07 school year, Brendan will have a studyhall and a Government class in the Res. Room. The curriculum for the pull-out classes are similar to the Reg. Ed. curriculum but presented at a slower pace.

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

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

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

Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM

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FOR Brendan Dassey

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

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

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

*These grades reflect achievement based on current functional levels.

Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM

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FOR Brendan Dassey

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

IEP Start Date:	9/29/2005 IEP Ending Date:	9/29/2006		Education Teacher: M. Mowrer					
	NUAL GOAL to enable the student to be inv					eds that re	sult from the		
	Note: present levels of educational perform		on that corn	esponds with each annual goal.,)				
Upon Review:		Goal Not Met							
Brendan will Increa	ase his writing skills so that he can meet	3 of 4 benchmarks.		d on current progress this stu		ee below)			
			Date:	the second se	Likely		Not Like		
			Date:	and the second	Likely		Not Like		
			Date:	NAMES OF TAXABLE PARTY OF TAXABLE PARTY OF TAXABLE PARTY OF TAXABLE PARTY.	Likely		Not Like		
[Date:		Likely		Not Like	ly	
	suring the student's progress toward meeting	g the annual goal:							
Work samples, info	ormal reading assignments.								
	ming parents of the student's progress towa				enable the	student to	achieve the go	Jal	
	ar (parents are to be informed at least as of		ea stuaents	s are notified about progress):					
Progress reports, F	PT conferences, phone calls/letters home								
When will reports ab	oout the student's progress toward meeting t	he appual goal he provided	to parante'	,					
Quarterly	out the student's progress toward meeting i	ne annual goal be provided	to parents i	f					
	t-term objectives necessary (1) to allow the	student to be involved in an	d prograss	in conoral ourrigulum and (2) to	montotha	roducation	al poods that r	roquilt	
from the student's di		student to be involved in an	a progress	in general cumculum and (2) to	Date		lai neeus mar n		T
	ng assignment, Brendan will write compl	oto contoncos using doco	rintivo voc	abulant to describe details in		·			
attempts.		And the second second second		_	-				
	ng assignment, Brendan will write paragr ast 3 supporting sentences) in 4 of 5 atte		tences (to	include a topic sentence, a co	oncluding				
	ces with mistakes, Brendan will correct t		uracy.						
	2								
After finishing a wri	iting assignment, Brendan will use a con	puter (Spell Check) to edi	it any spell	ling mistakes.		1			
	14. 								
			·····						
		· · · · · · · · · · · · · · · · · · ·							
•		i.					1		
	•	and the second							
	and a second					I			
Grading Scale:	O - Outstanding Progress	S - Satisfactory Pro	gress	E - Emerging Skill			s Additional In		
						(Additio	nal Comments or	n the back of th	is sheet.)
	I - Inconsistent Performance	X - Does not apply ((is working	on prerequisite skills)					
	*These grades reflect achievemen	t based on current function	onal levels.						

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

Upon Review:	Goal Met Goal Met Goal Met Goal Met Goal Met Goal Met Goal So he can meet 3		Based on current prog	ress this student is	(see below)	to meet this annual g	oal.
Diendan win continue	The transitions goals of he call more e		Date:	Likel		Not Likely	
			Date:	Likel	y	Not Likely	
			Date:	Likel	Ŷ	Not Likely	
			Date:	Like!	Ŷ	Not Likely	
Procedures for measuri	ng the student's progress toward meeting	the annual goal:					
work samples	g parents of the student's progress toward	the annual goal and the	extent to which that progress is	s sufficient to enable	the student to	o achieve the goal	
by the end of the year (parents are to be informed at least as offe	n as parents of non-disab	led students are notified about	progress):		72 D 2 74	
	conferences, phone calls/letters home	·····					
en parte de la companya de La companya de la comp	12 March 12	ii ii					
When will reports about	the student's progress toward meeting th	e annual goal be provided	I to parents?				
Quarterly							Auto Autor a vez a compositiona
Benchmarks or short-ter	rm objectives necessary (1) to allow the st	tudent to be involved in a	nd progress in general curricule			nal needs that result	
from the student's disab	ility:				ate:		
When Brendan doesn' peers 80% of the time.	t understand something, he will reques						
Given the opportunity,	Brendan will attend the Career Expo (
Given the opportunity,							
Given the opportunity, Given an Career Intere After the Career Expo	Brendan will attend the Career Expo (omplete it which will as	sist him is choosing 3 career	s of interest.	ers		
Given the opportunity, Given an Career Intere After the Career Expo	Brendan will attend the Career Expo (st Inventory, Brendan will accurately c	omplete it which will as	sist him is choosing 3 career	s of interest.	ers		
Given the opportunity, Given an Career Intere After the Career Expo	Brendan will attend the Career Expo (st Inventory, Brendan will accurately c	omplete it which will as	sist him is choosing 3 career	s of interest.	ers		
Given the opportunity, Given an Career Intere After the Career Expo	Brendan will attend the Career Expo (st Inventory, Brendan will accurately c	omplete it which will as	sist him is choosing 3 career	s of interest.	ers		
Given the opportunity, Given an Career Intere After the Career Expo	Brendan will attend the Career Expo (st Inventory, Brendan will accurately c	omplete it which will as	sist him is choosing 3 career	s of interest.	ers		
Given the opportunity, Given an Career Intere	Brendan will attend the Career Expo (st Inventory, Brendan will accurately c	omplete it which will as	sist him is choosing 3 career juldance counselor to discus	s of interest.		Is Additional Instruction	

*These grades reflect achievement based on current functional levels.

INDIVIDUALIZED EDUCATION PROGRAM

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FOR Brendan Dassey

MEASURABLE ANNOA	L GOAL to enable the student to be inv	volved in and progress in the	general curriculum, and to m	eet other education	al needs that res	ult from the	
student's disability (<i>Note</i> Upon Review:	e: present levels of educational perform	ance must include information Goal Not Met	n that corresponds with each	annual goal.)			
	pragmatic, vocabulary, memory and						
commensurate with co		language entite to be	Date:	П	likely	Not Likely	
	3		Date:		likely	Not Likely	1000 (100) (1000 (1000 (100) (1000 (100) (100) (100) (100) (100) (100) (1000 (100) (
			Date:	Contraction of the local division of the loc	lkely	Not Likely	100 - XIII - 11 XX
			Date:		ikely	Not Likely	
rocedures for measuring	ng the student's progress toward meetir	ng the annual goal:	a second and a second and a second as a				
erapy notes, parent	teacher observation						
ocedures for informing	parents of the student's progress towa	ard the annual goal and the ex	tent to which that progress i	s sufficient to enable	the student to a	chieve the goal	
the end of the year (p	parents are to be informed at least as of	ten as parents of non-disable	d students are notified about	t progress):		0	
	oorts, annual review of IEP		and a second				an a the second seco
hen will reports, about	the student's progress toward meeting t	the annual goal be provided to	o parents?				
Nue la l							
XUAREN							
CLUARDERH	m objectives necessary (1) to allow the	student to be involved in and	progress in general curriculu	um and (2) to meet (other educational	needs that result	
enchmarks or short-ter	m objectives necessary (1) to allow the lity: Brendan will:	student to be involved in and	progress in general curriculu	um and (2) to meet o	other educational	needs that result	
enchmarks or short-ter m the student's disabi	lity: Brendan will:			um and (2) to meet o		I needs that result	
enchmarks or short-ter om the student's disabi				um and (2) to meet (I needs that result	
enchmarks or short-ter om the student's disabi Complete forward nu	lity: Brendan will: umber repetition for up to 6 digits at a	80% and backward for 4 dig		um and (2) to meet d		I needs that result	
enchmarks or short-ter om the student's disabi Complete forward nu	lity: Brendan will:	80% and backward for 4 dig		um and (2) to meet o		needs that result	
enchmarks or short-ter om the student's disabi Complete forward nu Recall sentences up	lity: Brendan will: umber repetition for up to 6 digits at 6 to 10 words at 80% and up to 12 wor	80% and backward for 4 dig ds at 70% accuracy.	its at 70% accuracy.		Date:	needs that result	
enchmarks or short-ter om the student's disabi Complete forward nu Recall sentences up Complete short-term	lity: Brendan will: umber repetition for up to 6 digits at a	80% and backward for 4 dig ds at 70% accuracy.	its at 70% accuracy.		Date:	I needs that result	
enchmarks or short-ter om the student's disabi Complete forward nu Recall sentences up Complete short-term lay.	lity: Brendan will: umber repetition for up to 6 digits at 6 to 10 words at 80% and up to 12 wor memory tasks for related and unrela	80% and backward for 4 dig ds at 70% accuracy. ated items with use of strate	its at 70% accuracy. egies at 70% following a 30	second to 2 minut	Date:	I needs that result	
enchmarks or short-ter om the student's disabi Complete forward nu Recall sentences up Complete short-term play.	lity: Brendan will: umber repetition for up to 6 digits at 6 to 10 words at 80% and up to 12 wor	80% and backward for 4 dig ds at 70% accuracy. ated items with use of strate	its at 70% accuracy. egies at 70% following a 30	second to 2 minut	Date:	I needs that result	
enchmarks or short-ter om the student's disabi Complete forward nu Recall sentences up Complete short-term lay. Recall and utilize var	lity: Brendan will: umber repetition for up to 6 digits at 6 to 10 words at 80% and up to 12 wor memory tasks for related and unrela ious memory tasks in structured task	80% and backward for 4 dig ds at 70% accuracy. ated items with use of strate ks and within his classroom	its at 70% accuracy. egies at 70% following a 30 n activities at least 70% of t	second to 2 minut	Date:	I needs that result	
enchmarks or short-ter om the student's disabi Complete forward nu Recall sentences up Complete short-term play. Recall and utilize var	lity: Brendan will: umber repetition for up to 6 digits at 0 to 10 words at 80% and up to 12 wor memory tasks for related and unrela	80% and backward for 4 dig ds at 70% accuracy. ated items with use of strate ks and within his classroom	its at 70% accuracy. egies at 70% following a 30 n activities at least 70% of t	second to 2 minut	Date:	I needs that result	
enchmarks or short-ter om the student's disabi Complete forward nu Recall sentences up Complete short-term lay. Recall and utilize var Produce an appropria	lity: Brendan will: umber repetition for up to 6 digits at a to 10 words at 80% and up to 12 wor memory tasks for related and unrela- lous memory tasks in structured task ate sentence for a new vocabulary wo	80% and backward for 4 dig ds at 70% accuracy. ated items with use of strate ks and within his classroom ord used at 90% for nouns,	its at 70% accuracy. egies at 70% following a 30 n activities at least 70% of t 80% for verbs and 70% acc	second to 2 minut the time. curacy for adjective	Date:	I needs that result	
enchmarks or short-ter m the student's disabi Complete forward nu Recall sentences up Complete short-term lay. Recall and utilize var Produce an appropria verbs.	lity: Brendan will: umber repetition for up to 6 digits at a to 10 words at 80% and up to 12 wor memory tasks for related and unrela- tous memory tasks in structured task ate sentence for a new vocabulary we eye contact (10 times per class period	80% and backward for 4 dig ds at 70% accuracy. ated items with use of strate ks and within his classroom ord used at 90% for nouns, od), body language/facial cu	its at 70% accuracy. egies at 70% following a 30 n activities at least 70% of t 80% for verbs and 70% acc	second to 2 minut the time. curacy for adjective	Date:	I needs that result	
enchmarks or short-ter m the student's disabi Complete forward nu Recall sentences up Complete short-term lay. Recall and utilize var Produce an appropria verbs.	lity: Brendan will: umber repetition for up to 6 digits at a to 10 words at 80% and up to 12 wor memory tasks for related and unrela- lous memory tasks in structured task ate sentence for a new vocabulary wo	80% and backward for 4 dig ds at 70% accuracy. ated items with use of strate ks and within his classroom ord used at 90% for nouns, od), body language/facial cu	its at 70% accuracy. egies at 70% following a 30 n activities at least 70% of t 80% for verbs and 70% acc	second to 2 minut the time. curacy for adjective	Date:	I needs that result	
enchmarks or short-ter om the student's disabi Complete forward nu Recall sentences up Complete short-term lay. Recall and utilize var Produce an appropria verbs. Use more consistent	lity: Brendan will: umber repetition for up to 6 digits at a to 10 words at 80% and up to 12 wor memory tasks for related and unrela- tous memory tasks in structured task ate sentence for a new vocabulary we eye contact (10 times per class period	80% and backward for 4 dig ds at 70% accuracy. ated items with use of strate ks and within his classroom ord used at 90% for nouns, od), body language/facial cu	its at 70% accuracy. egies at 70% following a 30 n activities at least 70% of t 80% for verbs and 70% acc	second to 2 minut the time. curacy for adjective	Date:	I needs that result	
inchmarks or short-ter m the student's disabi Complete forward nu Recall sentences up Complete short-term lay. Recall and utilize var Produce an appropria verbs. Jse more consistent	lity: Brendan will: umber repetition for up to 6 digits at a to 10 words at 80% and up to 12 wor memory tasks for related and unrela- tous memory tasks in structured task ate sentence for a new vocabulary we eye contact (10 times per class period	80% and backward for 4 dig ds at 70% accuracy. ated items with use of strate ks and within his classroom ord used at 90% for nouns, od), body language/facial cu	its at 70% accuracy. egies at 70% following a 30 n activities at least 70% of t 80% for verbs and 70% acc	second to 2 minut the time. curacy for adjective	Date:	I needs that result	
nchmarks or short-ter m the student's disabi Complete forward nu Recall sentences up Complete short-term lay. Recall and utilize var Produce an appropria /erbs.	lity: Brendan will: umber repetition for up to 6 digits at a to 10 words at 80% and up to 12 wor memory tasks for related and unrela- tous memory tasks in structured task ate sentence for a new vocabulary we eye contact (10 times per class period	80% and backward for 4 dig ds at 70% accuracy. ated items with use of strate ks and within his classroom ord used at 90% for nouns, od), body language/facial cu	its at 70% accuracy. egies at 70% following a 30 n activities at least 70% of t 80% for verbs and 70% acc	second to 2 minut the time. curacy for adjective	Date:	I needs that result	
enchmarks or short-ter m the student's disabi Complete forward nu Recall sentences up Complete short-term lay. Recall and utilize var Produce an appropria verbs.	lity: Brendan will: umber repetition for up to 6 digits at a to 10 words at 80% and up to 12 wor memory tasks for related and unrela- tous memory tasks in structured task ate sentence for a new vocabulary we eye contact (10 times per class period	80% and backward for 4 dig ds at 70% accuracy. ated items with use of strate ks and within his classroom ord used at 90% for nouns, od), body language/facial cu	its at 70% accuracy. agies at 70% following a 30 n activities at least 70% of t 80% for verbs and 70% acc les and vocal intonation wi	second to 2 minut the time. curacy for adjective hen speaking or	Date:	I needs that result	

*These grades reflect achievement based on current functional levels.

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rading Scale:	O - Outstanding Progress	S - Satisfactory Progress	E - Emerging S			ditional Inst		
			3 - ³			5.		
Have no more than	5 missing assignments/quarter for all c	lasses.						
	-			•				
	for missing assignments 1/week 100% of							
. Organize his locker	r and binder 1/month without teacher di	rective 80% of the time.						
. Get a daily signatur	re from parent/guardian and special edu	ucation teacher in his assignment n						
. Maintain his assign	nment notebook in 4 of 5 attempts.		daily				-	
	daily							
rom the student's disat Brendan will:				Date	Jan-05	May-05	Aug-05	Oct
	erm objectives necessary (1) to allow the st	udent to be involved in and progress in	general curriculum an					
rogress reports, P1	l conferences, WebGrader, report cards	, phone causnetters nome						
	(parents are to be informed at least as ofte		are notified about pro	gress):				
Procedures for informin	ng parents of the student's progress toward	the annual goal and the extent to which	n that progress is suffi	cient to enable the stude	nt to achieve	the goal		
	ok checks, WebGrader, informal observ						:0)	
Procedures for measu	ring the student's progress toward the annu	and the second state of th	. 001-05	Likely		LINOL LIKELY		
		Date		Likely		Not Likely	The second s	
		Date	the second se	Likely		Not Likely		
benchmarks.	e nis school-related organizational skin	Date						
Upon Review:	Goal Met	Goal Not Met Met some ben	chmarks but n	ot annual goa	helow) to m	leet this ann	ial doal	
MEASURABLE ANN student's disability (<i>Th</i>	UAL GOAL to enable the student to be invo	inved in and progress in the general cur inval goal and the present level of per	formance):		/	ii the		
IEP Start Date:	10/12/2004 IEP Ending Date:	10/11/2005 Special Education	leacher:	Leslie Hanshew	hat result from	n tha	-	
(ir you need this notice ir	n a different language or communicated in a diffe	nent way, of have questions about the net	io, prozec contract and c	9				
// · · · · · · · · · · · · · · · · · ·	- different learning of X9 municated in a diff	rent way, or have questions about this noti	ce, please contact Kris S	choenenberger-Gross at				
	hicot, WI ORGANIZATION	FO	R Brendan Da	issey				

MISHICOT SCHOOL DISTRICT	INDIVI	DUALIZED EDU	CATION PRO	GRAM			
Mishicot, WI <u>READING</u>	FOR	Brendan Dassey					
(If you need this notice in a different language or communicated in a different way, or have question	s about this notice, ple	ase contact Kris Schoen	enberger-Gross at				
IEP Start Date: 10/12/2004 IEP Ending Date: 10/11/2005 Sp	ecial Education Teac	her: <u>Leslie</u>	Hanshew	ant requilt from	a the		
MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in t	he general curricului	n, and to meet other e	ducational needs ti	hat result from	n the		
student's disability (There must be a relationship between the annual goal and the prese Upon Review: Goal Met X Goal Not Met	ent level of periornal	ice).					
Upon Review: Goal Met Goal Not Met	Based on	current progress th	is student is (see	below) to m	eet this ann	ual goal.	
benchmarks.	Date:	Jan-05			Not Likely		
	Date:	May-05	Likely		Not Likely		
	Date:	Aug-05	Likely		Not Likely	the second s	
	Date:	Oct-05	Likely		Not Likely		
Procedures for measuring the student's progress toward the annual goal;							
Informal observations, work samples, reading assignments, Lexile scores from M	APS testing (05/06	school year).		1. 1.			
Procedures for informing parents of the student's progress toward the annual goal and the by the end of the year (parents are to be informed at least as often as parents of non-disa Progress reports, PT conferences, report cards, phone calls/letters home	abled students are n	otified about progress):				
Benchmarks or short-term objectives necessary (1) to allow the student to be involved in an	nd progress in gener	al curriculum and (2) t					
from the student's disability: Brendan will:			Date:	Jan-05	May-05	Aug-05	Oct-05
Dieliuali wili.					0		
1. Use a variety of strategies for word recognition tasks (prefixes/suffixes, context attempts.	clues, beginning/n	iddle sounds, etc.) i	n 8 of 10	-			
2. Read ability level material with fluency and expression in 8 of 10 attempts. 50	ole	10000 - 1000 - 10000 - 10000 - 10000 - 10000 - 10000 - 10000 - 10000 - 10000 - 10000 - 10000 - 10000 - 10000 -	7. 1.				
3. Use vocabulary in reading material to describe, compare, classify, and define in	8 of 10 attempts						
, use vocabulary in reading material to describe, compare, classify, and denne at	o or to attempts.						
4. Identity, compare & contrast, and discuss characters/settings, pot, conclusions	problems and so	utions					
	,						
All							
fes. (jes lifer.			·,				
fes. Ges yes.							
fes. Ges Lyer.							
fes. Ges Lyer.							
fes. (jes la for.							
<i>1</i> .							
Image: Content of the second secon	Progress	E - Emerging Skill			iditional inst		
Srading Scale: O - Outstanding Progress S - Satisfactory I	Progress ly (is working on p				Iditional Inst Comments on 1		sheet.)

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*These grades reflect achievement based on current functional levels.

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	CHOOL D	ISTRICT		INDIA	DUALIZED EDUG	AHON-PRC	GRAM			
Mis	hicot, WI	WRITING		FOR	Brendan Dassey					
(If you need this notice i	in a different langu	age or communicated in a diff	ferent way, or have questions about th 10/11/2005 Special Edu	is notice, ple	ase contact Kris Schoenen	berger-Gross at				
IEP Start Date:	10/12/2004	IEP Ending Date:	10/11/2005 Special Edu	cation Tead	her: Leslie I	lanshew	1.00		_	
MEASURABLE ANN	UAL GOAL to en	nable the student to be inve elationship between the a	olved in and progress in the gener nual goal and the present level of Goal Not Met	al curriculu	m, and to meet other edu	icational needs t	hat result from	n the		
Brendan will increas	se his writing sl		by meeting 4 of 5 benchmarks.	Based or	current progress this	student is (see	below) to m	neet this annu	ual goal.	
	•			Date:	Jan-05	Likely		Not Likely		
			(44)	Date:	May-05	Likely		Not Likely		
				Date:	Aug-05	Likely		Not Likely		
			· · · · · · · · · · · · · · · · · · ·	Date:	Oct-05	Likely		Not Likely		
		s progress toward the annues, informal reading ass								
by the end of the year	(parents are to b		d the annual goal and the extent to en as parents of non-disabled stu Is/letters home				nt to achieve	the goal		
Benchmarks or short-t	erm objectives n	ecessary (1) to allow the s	tudent to be involved in and progre	ss in dene	al curriculum and (2) to	meet other educ	ational needs	that result		
from the student's disa						Date	the second se	May-05	Aug-05	Oct-05
Brendan will:										
1. Write complete ser	ntences (withou	it teacher directive) with	proper capitalization in 9 of 10	attempts.		1				
2. Write complete ser	ntences (withou	t teacher directive) usin	g descriptive vocabulary to de	scribe 1-2	details in 8 of 10 atten	ipts.				
3. Write paragraphs u 7 of 10 attempts.	using at least 5	sentences (to include a	topic sentence, a concluding se	entence, a	nd at least 3 supportin	g sentences) in				
4. Correct sentences	for mechanics	in 8 of 10 attempts.								
	computer den	erated writing samples 1	100% of the time		and the state of the		· ····			
5. Use SpellCheck on			100% of the time.							
5. Use SpellCheck on										3
	O - Outsta	nding Progress stent Performance	S - Satisfactory Progress X - Does not apply (is wo		E - Emerging Skill rerequisite skills)			dditional Inst Comments on t		s sheet.)
5. Use SpellCheck on Grading Scale:	O - Outsta I - Inconsis	nding Progress stent Performance	S - Satisfactory Progress	rking on j						s sheet.)

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	cot, WI	FUTURE				DUCATION PRO				
		and the second se		FOR	Brendan Das	sey				
(If you need this notice in a	1: Course blow attend	1								
	dimerent languag	pe or communicated in a diff 아니 나	erent way, or have questions abou	it this notice, ple				الثنية ال		
IEP Start Date:10	0/12/2004	IEP Ending Date:		Education Teac		eslie Hanshew				
MEASURABLE ANNUA	L GOAL to ena	able the student to be invo	olved in and progress in the gen	neral curricului	n, and to meet oth	er educational needs t	that result from	n the		
Student's disability (There Upon Review:	Goal Me		nual goal and the present lev Goal Not Met	er or performa	100).					
			ting 4 of 4 benchmarks.	Based on	current progres	s this student is (see	e below) to n	neet this ann	ual goal.	
				Date:	Jan-05			Not Likely	1	
				Date:	May-05	Jikely		Not Likely		
				Date:	Aug-05	Likely		Not Likely	the second s	
				Date:	Oct-05	Likely		Not Likely		
Procedures for measuring						-		-		
Informal observations,	corresponder	nce with regular/specia	l education teachers as well	as guidance	office personnel	, performance.				
		*								
Procedures for informing	narents of the	student's progress toward	I the annual goal and the exten	t to which that	progress is sufficie	ent to enable the stude	ent to achieve	the goal		
			en as parents of non-disabled :					the goal		
Progress reports, PT co										
								,		
Benchmarks or short-term	objectives neo	cessary (1) to allow the st	udent to be involved in and pro	gress in gener	al curriculum and	(2) to meet other education	ational needs	that result		
from the student's disabilit	y:					Date	: Jan-05	May-05	Aug-05	Oct-05
Brendan will:										
1 Deguart hale from re-		-ducation teachers no	raprofessionals, and peers i	n at least 4 at	E attamanta					
i. Request help from reg	guianspecial	education teachers, pa	raprofessionals, and peers i	n at least 4 of	5 attempts.					
2. Research and discuss	3 possible fr	iture career interests w	/ith guidance counselors and	d special edu	cation teachers o	turing the length of				
hiş IEP.	o possible i	'	and guidance counselors and	a opeoiai eau	unon readhero e	in the length of				
	3 possible fu	iture post-high school	locations and areas of acade	emic study w	th guidance cou	nselors and special				
education teachers duri										
			n his assignment notebook,	locker, and p	ersonal appoint	nents in 9 of 10				
attempts.										
Care Exportophile.										
s 1	nterestin	9. M								
		O								
	<u> </u>			······		<u>l</u>				
Frading Scale:	O - Outstan	ding Progress	S - Satisfactory Progr	ess	E - Emerging Sk			dditional Inst		. (202)
	I. Inconsist	onf Porformanco	X - Does not apply (is	working on a	roroquicito chillo	1	(Additional	Comments on t	he back of this	sheet.)
	r - mconsist	ent Performance	A - Does not apply (Is	working on p	rerequisite skills	1			e	
	*These area	les reflect achievement	t based on current functiona	Llovals		· · · · ·				
	inese grau	teo reneor domeventen	wased on carrent functiona	104613.						

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MISHICOT SCHOOL DISTRICT	INDIVI	DUALIZED EDUCATION F	PROGRAM	1/1/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2/2	
Mishicot, WI	FOR	Brendan Dassey			
(If you need this notice in a different language or communicated in a different way, or have questions about t	this notice, ple	ase contact Kris Schoenenberger-Gross	s at (
	lucation Teac		the second se		
MEASURABLE ANNUAL GOAL to enable the student to be involved in and progress in the gene			eeds that result from	n the	
student's disability (There must be a relationship between the annual goal and the present level Upon Review: Goal Met Goal Not Met	of performar	лсө):			
Brendan will improve his expressive and receptive language skills by obtaining 80%					
accuracy of 4 out of 6 benchmarks listed below.	Date:	09/27/2005		✓ Not Likely	
	Date:	the second se	and the second s	Not Likely	
	Date:			Not Likely	
Diversities for a sector the stude of a superson forward the annual mode	Date:	Like	eiy	Not Likely	
Procedures for measuring the student's progress toward the annual goal: Anecdotal record, therapy notes, parent/teacher observation					
Procedures for informing parents of the student's progress toward the annual goal and the exten by the end of the year (parents are to be informed at least as often as parents of non-disabled st Quarterly progress reports, annual review of IEP			e student to achieve	e the goal	
Benchmarks or short-term objectives necessary (1) to allow the student to be involved in and pro	ogress in ger	eral curriculum and (2) to meet othe	er educational needs	s 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 paraphase short stories or paragraphs that are read to him.	1		S	2	
4. Define 5th to 8th grade level vocabulary giving at least 2 details.			E		
5. Produce an appropriate sentence for new vocabulary word learned.			N		
6. Determine appropriate words, affect and body language when presented with social situ playing.	uations duri	ng structured tasks, including rol	e N		
		a na			
Grading Scale: O - Outstanding Progress S - Satisfactory Progres	SS	E - Emerging Skill	and the second se	ditional Instruction	this sheet.)
I - Inconsistent Performance X - Does not apply (is w	working on r	prereguisite skills)		and the second	

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*These grades reflect achievement based on current functional levels.

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INDIVIDUALIZED EDUCATION PROGRAM

Brendan Dassey FOR

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

Upon Review: Goal Met Goal Not Met	the street and			
Brendan will adapt or change his oral language and pragmatic language to fit t by following the rules of conversation with peers and adults.	Date: 09/27/2005	Likely	Vot Likely	
by following the fales of conversation with peers and addits.	Date:		Not Likely	
	Date:		Not Likely	
	Date:		Not Likely	
Procedures for measuring the student's progress toward the annual goal:				
Annecdotal record, therapy notes, parent/teacher observation				
anna an				
Procedures for informing parents of the student's progress toward the annual goal ar		enable the student to ach	ieve the goal	
y 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				
enchmarks or short-term objectives necessary (1) to allow the student to be involve	ed in and progress in general curriculum and (2) to	meet other educational ne	eds that result	
om the student's disability: Brendan will:		Date: 9/27(0		
		Date: 9/27(0		
Use appropriate volume given a situation 80% of the time.		Date: 9/27(0		
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per class pe		Date: 9/27(0		
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per class pe pecifically adults.	eriod) when speaking to others or when listeni	Date: 9(27(o E ng to others, S		
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per class pe pecifically adults.	eriod) when speaking to others or when listeni	Date: 9(27(o E ng to others, S		
Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per class per pecifically adults. Become more of a self advocate by asking for help or clarification on his scl	eriod) when speaking to others or when listenin hool work as needed.	Date: 9/27(0		
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om the student's disability: Brendan will: Use appropriate volume given a situation 80% of the time. Use more consistent eye contact/gaze shifting (at least 10 times per class per class per class) pecifically adults. Become more of a self advocate by asking for help or clarification on his sci Participate in classroom discussion one time per day in the regular classroo	eriod) when speaking to others or when listenin hool work as needed.	Date: 9(27(o E ng to others, S E		

I - Inconsistent Performance

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

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*These grades reflect achievement based on current functional levels.

EVALUATION REPORT FOR : Andan Assey ADDITIONAL DOCUMENTATION REQUIRED WHEN CHILD S EVALUATED FOR SPECIFIC LEARNING DISABILITIES

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

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

Relevant behavior noted during observation of the child in regular classroom and the relationship of that behavior in the child's academic functioning: Bundan of quiet in the classroom. Herely interacts with hoperect and tachers in the Classroom. He has ome althculters with work completion.

Educationally relevant medical findings:

X None

Effects of environmental, cultural, or economic disadvantages: