

MISHICOT SCHOOL DISTRICT
Mishicot, WI

Date of IEP Meeting: October 12, 2004

IEP COVER SHEET

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

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

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

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

Yes Not Applicable

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

Yes Not Applicable

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

Yes Not Applicable



MISHICOT SCHOOL DISTRICT
Mishicot, WI

IEP COVER SHEET

Date of IEP Meeting: October 12, 2004

IEP TEAM PARTICIPANTS:



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

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

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

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

MISHICOT SCHOOL DISTRICT
Mishicot, WI

DETERMINATION AND NOTICE OF
CONTINUED PLACEMENT

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

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

The IEP developed on October 12, 2004 will be implemented at Mishicot High School in the Mishicot
School District/City, with a projected implementation on October 12, 2004

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

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

None

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

- You previously received a copy of the evaluation report and a copy of the IEP is attached.
- Copies of the evaluation report and the IEP are enclosed or attached.

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

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

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

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM

FOR Brendan Dassey

PROGRAM SUMMARY

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

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

BEGINNING DATE OF IEP: <u>10/12/04</u> (Cannot be prior to the IEP meeting date)	ENDING DATE OF IEP: <u>10/11/2005</u> (Cannot be more than 1 year from beginning date)
---	---

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

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

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

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

None needed to benefit from special education.

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

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
FOR Brendan Dassey

<p>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> 5/week - Daily</p>	<p><u>Location</u> Regular Education Classroom</p>	<p><u>Duration</u> Length of IEP</p>
<p>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 below grade level in reading and writing. He also has difficulty with organizational skills. Brendan will receive instruction on study skills in a small group setting. In addition, Brendan's low reading and writing abilities will be supplemented in a resource room setting for science. Due to the extent and nature of Brendan's deficits in his expressive and receptive language abilities, he requires individualized programming from a speech and language pathologist. Without these accommodations, Brendan success might be compromised.

CLASSROOM MODIFICATIONS

Student: Brendan Dassey **Date:** 10/12/04

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

Pacing

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

Environment

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

Presentation of Subject Matter

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

Materials

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

Testing Adaptations

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

Assignments

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

Reinforcement and Follow Through

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

Grading

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

MISHICOT SCHOOL DISTRICT

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:

See WKCE Modifications page

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

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

PARTICIPATION IN DISTRICT WIDE ASSESSMENTS: District Wide Assessments not given

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

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

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

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

WKCE Modifications Worksheet

Reading

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

Language

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

Math

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

Social Studies

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

Science

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

Writing

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

SUMMARY OF TRANSITIONAL SERVICES

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

Date and method of inviting student: **Personally invited Brendan on 10/5/04.**

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

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

Yes No

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

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

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

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

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
FOR Brendan Dassey

(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 (608) 755-1222 Ext. 210

SPECIAL FACTORS

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

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

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
FOR Brendan Dassey

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

PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

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

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

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

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

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

Study Skills, 5/week

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

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

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

MISHICOT SCHOOL DISTRICT

Mishicot, WI ORGANIZATION

INDIVIDUALIZED EDUCATION PROGRAM

FOR Brendan Dassey

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

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

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

Upon Review: Goal Met Goal Not Met

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

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

Assignment notebook checks, WebGrader, informal observations

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

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

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

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

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

*These grades reflect achievement based on current functional levels.

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

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

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

Upon Review: Goal Met Goal Not Met

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

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

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

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

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

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

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

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

(Additional Comments on the back of this sheet.)

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT

Mishicot, WI WRITING

INDIVIDUALIZED EDUCATION PROGRAM

FOR Brendan Dassey

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

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

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

Upon Review: Goal Met Goal Not Met

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

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

Informal observations, work samples, informal reading assignments.

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

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

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

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

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

*These grades reflect achievement based on current functional levels.

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

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

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

Upon Review: Goal Met Goal Not Met

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

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

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

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

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

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

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

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

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
FOR **Brendan Dassey**

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

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

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

Upon Review: Goal Met Goal Not Met

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

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

Anecdotal record, therapy notes, parent/teacher observation

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

Quarterly progress reports, annual review of IEP

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

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

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

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
FOR Brendan Dassey

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

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

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

Upon Review: Goal Met Goal Not Met

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

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

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

Annecdotal record, therapy notes, parent/teacher observation

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

Quarterly progress reports, annual review of IEP

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

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

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

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT
Mishicot, WI

1100 IEP

INDIVIDUALIZED EDUCATION PROGRAM
 FOR **Brendan Dassey**

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

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

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

Upon Review: Goal Met Goal Not Met

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

Based on current progress this student is (see below) to meet this annual goal.	
Date: <input type="checkbox"/> Likely <input type="checkbox"/> Not Likely	
Date: <input type="checkbox"/> Likely <input type="checkbox"/> Not Likely	
Date: <input type="checkbox"/> Likely <input type="checkbox"/> Not Likely	
Date: <u>10-12-04</u> <input type="checkbox"/> Likely <input checked="" type="checkbox"/> Not Likely	

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

Anecdotal record, Therapy notes, parent observation

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

Quarterly progress reports, Annual review of IEP

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

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

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

WISNICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
FOR **Brendan Dassey**

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

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

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

Upon Review: Goal Met Goal Not Met

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

Based on current progress this student is (see below) to meet this annual goal.			
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	
Date:	<input type="checkbox"/> Likely	<input type="checkbox"/> Not Likely	
Date: 10-12-04	<input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Not Likely	

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

anecdotal record, Therapy notes, parent observation

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

quarterly progress reports, Annual review of IEP

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

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

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

(Additional Comments on the back of this sheet.)

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT
Mishicot, WI

"OLD IEP"

INDIVIDUALIZED EDUCATION PROGRAM

FOR Brendan Dassey

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

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

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

Upon Review: Goal Met Goal Not Met

Brendan will increase his reading skills to a fifth grade level by meeting 3 out of the 4 benchmarks below.	Based on current progress this student is (see below) to meet this annual goal.	
	Date:	<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.).				10/04
2. Brendan will be able to use vocabulary in story to describe, compare, classify, and define.				N
3. Brendan will read ability level material with fluency and expression.				N
4. Brendan will be able to identify characters, settings, problem, events, solutions).				N

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

(Additional Comments on the back of this sheet.)

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
 FOR Brendan Dassey

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

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

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

Upon Review: Goal Met Goal Not Met

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

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.				10/204 N
2. Without teacher directive, Brendan will write complete sentences including 1-2 details 80% of the time.				N
3. Brendan will write a paragraph using a topic sentence, supporting sentences, and a concluding paragraph.				N
4. Brendan will edit assignments for mechanical correctness 70% of the time.				N
5. Brendan will write a story, after editing stage, with a beginning, middle, and an end, 2 out of 3 times.				N
6. Brendan will use the computer as a tool for writing.				S

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

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT
Mishicot, WI

INDIVIDUALIZED EDUCATION PROGRAM
FOR Brendan Dassey

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

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

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

Upon Review: Goal Met Goal Not Met

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

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

Informal observations

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

IEP progress reports, P/T conferences, Grade checks

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

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

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

*These grades reflect achievement based on current functional levels.

MISHICOT SCHOOL DISTRICT
Mishicot, WI

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

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

Dear Ms. Janda & Mr. Dassey

Date September 27, 2004

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

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

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

EVALUATION AND REEVALUATION

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

PLACEMENT

- Determine initial placement
- Determine continuing placement

OTHER

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP) If student is eligible:

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

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

- None

Agency _____ Title/Position _____

Agency _____ Title/Position _____

MISHICOT SCHOOL DISTRICT
Mishicot, WI

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

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

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

The following IEP team participants will attend the meeting:

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

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

Sincerely,

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

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

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