

CCR-IEP Family Engagement 5-Step Table

Step	What happens in this step:	What families need to know and what IEP teams need to discuss:	Encourage the family to share:	Example Discussion Prompts:
1	<ul style="list-style-type: none"> Share academic and functional strengths related to school functioning Share interests, aspirations and preferences Identify current levels of academic and functional performance in relation to standards and expectations (multiple sources) Describe in terms everyone understands; share examples 	<ul style="list-style-type: none"> Grade level standards and functional expectations (skills) Explanations of IEP terminology (e.g., functional skills) Understand where their child is performing (at, above, or below grade level) 	<ul style="list-style-type: none"> Student strengths, interests, etc. related to school functioning (academic/functional) How they function at home and in the community New information related to achievement and functional skills Family/cultural information to help understand student Concerns, fears, and questions 	<ul style="list-style-type: none"> When is your child most happy? What types of books, literature, and movies does your child enjoy that could support literacy? How does your child feel right after school? How are things going at home? How is homework going? Is there anything you would like us to know about your family's culture?
2	<ul style="list-style-type: none"> Effects (observations) of the disability are considered IEP team asks "why" about the effects (root cause analysis) Root cause analysis leads to a summary of disability-related needs Discuss Special Factors 	<ul style="list-style-type: none"> The data shared in Step 1 is the starting point for Step 2 The definitions of terms used How the effects of disability and root cause analysis determine the disability-related needs. That their contribution is valued 	<ul style="list-style-type: none"> How student's disability affects learning, peer and adult relations, independence in the home and the community Observations that support or are different than those shared by school staff If they agree with the disability-related needs that were determined 	<ul style="list-style-type: none"> What are you seeing at home that helps us understand your child's needs? What concern(s) do you have about your child's academics, relationships with friends, emotional needs, and independence at home and in the community? Do you agree with the needs as discussed?
3	<ul style="list-style-type: none"> Goals target "why" (i.e. root causes) Goals identify student specific disability-related need(s) that improve access, engagement and progress toward standards and expectations Goals are measurable, ambitious and achievable 	<ul style="list-style-type: none"> Goals: <ul style="list-style-type: none"> build upon or progress from year to year and reflect high expectations of all IEP team members Identify where child is expected to be in one year Are aligned with grade level standards and expectations Address disability-related needs across multiple settings Support self-determination and independent skills How families and schools can work together to support the IEP goals How student strengths and interests may inform the 'when and where' of the goal Examples of what meeting a goal can look like How goals will enable the student to be involved in the general education curriculum, be educated with non-disabled peers and participate in age-appropriate activities. 	<ul style="list-style-type: none"> The goals they believe to be most important 2-3 skills they believe will make the most difference in the child's access, engagement, and progress... How the family believes they can work with the school to support a child's goals at home Thoughts on what supports the family may need to help support the goals at home. Thoughts on whether a self-determination goal would assist the student in becoming more independent? 	<ul style="list-style-type: none"> What goals do you feel are most important to focus on right now? Do these goals support your hopes and dreams for your child's future? How do you believe you are able to help support your child's education at home? How can we do a better job supporting you so you can support your child? What do you think would help your child become more independent?

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4	<ul style="list-style-type: none"> ● Services are aligned to address disability-related needs and support goal attainment to: <ul style="list-style-type: none"> ○ Enable the student to make sufficient progress towards the goals ○ Reduce barriers and support access, engagement, and progress in early childhood/ grade level standards-based curriculum and instruction, other activities, and environments ● All disability-related needs must be addressed by services 	<ul style="list-style-type: none"> ● The terms supplementary aids and services, accommodations, modifications and supports ● The link between goal and service does not need to be one-on-one. A service may address multiple goals ● Options for where and how services could be delivered ● Any Universal Design for Learning strategies being used to support their child ● What Specially Designed Instruction is and what it means for the student ● How the IEP will be implemented and shared with school staff 	<ul style="list-style-type: none"> ● What accommodations are used at home and in the community to support child ● What services, supports, and accommodations have, or have not, been effective and why. ● Questions they have about proposed services and supports ● Their thoughts on how the student will be included in field trips, extracurricular activities ● Does the family feel welcomed and included in the school community 	<ul style="list-style-type: none"> ● How can we develop services and supports for your child in such a way that it supports and respects your family's time and traditions? ● What strategies do you use at home or in the community that you find effective? ● What questions or concerns do you have about the proposed services and supports? ● Do you have a clear picture about what your child's day will look like and how they will be supported at school? ● Would you like a tour of the school to see where your child's services will be delivered? ● Do you feel like your child is included in all aspects of the school?
5	<ul style="list-style-type: none"> ● Ongoing progress monitoring and analysis (outside of IEP team meetings) ● IEP team reviews student progress towards IEP goal attainment ● IEP team analyzes what works and what could be improved to address needs/goals ● Progress must be reviewed and periodically reported to parents ● When student is or is not making sufficient progress, the IEP team should review and revise, as appropriate (IEP review at least annually) 	<ul style="list-style-type: none"> ● What is progress monitoring ● What will be measured ● How it aligns with the goals ● The methods used to monitor progress for each goal ● Real life examples and explanations of IEP progress reports ● That their input into what is working and what needs to be changed is important and valued ● How often progress will be monitored and how it will be shared with them ● If the student is not making sufficient progress, the IEP team can review and revise 	<ul style="list-style-type: none"> ● Ways that they view progress toward goals at home and in the community ● Questions about progress reports, progress data, or about proposed IEP changes/ improvements ● Which school staff they are most comfortable communicating with to review progress, ask questions and receive encouragement and support ● Their preferred way to have progress communicated with them. ● What the family believes their role is in monitoring progress 	<ul style="list-style-type: none"> ● What is the best way to update you on your child's progress? ● How often do you want to be updated? ● How would you like to be involved in helping us to monitor your child's progress? ● Are you able to access the school's management system (insert name here)?

WSPEI Family Guide to Engaging in the CCR IEP 5 Step Process



What happens in this step:	Family Role in this Step:	Be prepared to share:
<p>1. Understand achievement of grade-level academic standard and functional expectations in order to identify the student's strengths and needs</p> <ul style="list-style-type: none"> Review of day to day work Review of formal tests and observations Current picture of child's academic, social and physical abilities 	<ul style="list-style-type: none"> Ask questions of anything you don't understand Share details your child including hopes and dreams 	<ul style="list-style-type: none"> Student strengths, interests, likes, dislikes Information on how your child participates within the community Where you feel they need support What is easy and what is hard academically, emotionally, and physically throughout their days Family/cultural information to help understand student concerns, fears, and questions
<p>2. Identify Effects of Disability to determine how the student's disability affects academic achievement and functional performance</p> <ul style="list-style-type: none"> Look at observable parts of the disability as well as invisible disabilities Use of Root Cause Analysis or "5 whys" to figure out specific needs of the child Discuss how the disability related needs could keep my child from participating in regular education Identify where support is needed 	<ul style="list-style-type: none"> Participate in the "5 whys" to focus on needs Describe or explain how your child engages at home and in the community If your child has an invisible disability (such as hearing loss, autism, ADHD, etc.), speak up with what you understand about the behaviors associated with it and describe what that looks like 	<ul style="list-style-type: none"> How your child's disability, physically and behaviorally, affects: <ul style="list-style-type: none"> Learning Peer and adult relations Independence in the home and the community Academic success you are seeing at home Observations that support or are different than those shared by school staff
<p>3. Develop ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student</p> <ul style="list-style-type: none"> Goals must address a disability related need Goals should improve access and engagement in regular education Goals lay a foundation and subsequently, lead to progress 	<ul style="list-style-type: none"> Identify priorities for the school year Keep your child's strength at the forefront of the discussion Maintain high expectations for goals written Be open to hearing and understanding ideas from the school You never know, they may come up with something even better than what you were looking for Ask questions on how these goals will get our students to the standard set for his/her peers 	<ul style="list-style-type: none"> Knowledge of concerns and successes of past goals What you would like to see your child achieve in the upcoming year Ideas you may have for a self advocacy goal What your child wants for their future and how these goals will get your child to their hopes and dreams
<p>4. Align services specially designed instruction, services, supports, accommodations and modifications needed to support the goals and ensure access to the general curriculum</p> <ul style="list-style-type: none"> Determine what the student needs to access general or special education Determine what the family's role may be in reaching goals 	<ul style="list-style-type: none"> Ask questions about the proposed services and supports. Ask what it is, what it looks like, where it happens, why it is being used. Make sure you have a clear picture about what your child's day will look like and how they will be supported at school. Engage in the conversation about what family participation might look like in obtaining goals. Ask what school can do to support your participation in reaching goals at home (such as strategies and resources.) 	<ul style="list-style-type: none"> What accommodations are used at home and in the community to support child What services, supports, accommodations and modifications have, or have not, been effective and why What your child needs to participate in extracurriculars and field trips What you feel comfortable helping your child with academically and socially
<p>5. Analyze progress toward goals in order to evaluate what works and what is needed to support learning variabilities.</p> <ul style="list-style-type: none"> Determine how progress toward goals will be monitored and reported. Determine two-way communication Formal assessment participation 	<ul style="list-style-type: none"> Ask questions to understand progress reports, progress data, or proposed IEP changes State a preference of which school staff you are most comfortable communicating with along with your preferred way to have progress communicated Ask what would indicate growth and progress towards the goals and how it is monitored 	<ul style="list-style-type: none"> To share how you view progress toward goals at home and in the community Your preferred communication platform for two-way communication The best way to update you on your child's progress How often you want to be updated How you would like to be involved in helping the school to monitor your child's progress Share questions you may have about accessing the school's management system and classroom applications

Learning About Your Family

Our school believes families are partners in their child's education. We value the strengths and uniqueness of each family. To help us learn more about your family, we invite you to complete this form.

This information may be shared with school staff who work with your child. It may be taken into consideration when teaching/supporting and providing learning opportunities for your child.

Please answer only the sections you feel comfortable completing.

<p><i>Family Members/Extended Family Members or those who have a strong connection with your child</i></p>	<p><i>Family Photo or have your child draw a picture of your family</i></p>
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<p><i>What your family enjoys</i></p>	<p><i>Your family's strengths and things you are most proud of</i></p>
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<p><i>What is the best way to communicate with your family?</i></p>

Family Celebrations- What events are important to your family and how do you celebrate?

What things reflect your culture and background that you could share with us (i.e.. foods, pictures, carvings, stories, musical instruments, ceremonies, recipes)?

Questions/concerns you have about your child's learning, emotions, behaviors, and social skills

Anything else you would like to share about your family or things that we need to be mindful of?