

## A Link to the Past and A Bridge To Our Future

According to Karen L. Mapp, EdD, a Senior Lecturer on Education at the Harvard Graduate School of Education (HGSE) and the Faculty Director of the Education Policy and Management Master's Program....

Students with engaged families earn higher grades and test scores, enroll in higher-level academic programs, are promoted on time and earn more credits, adapt better to school and attend more regularly, have better social skills and behaviors, and graduate and go on to postsecondary opportunities. Effective family engagement, she says, must be relational, interactive, collaborative, developmental, and linked to learning.

The Wisconsin Department of Public Instruction believes that new and different ways of engaging families, based on mutual trust and respect, are required because our schools belong to all.

The CCR IEP philosophy and structure supports these fundamental concepts to allow for better outcomes for students and their families.

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**Wisconsin Department of Public Instruction CCR IEP**  
<https://dpi.wi.gov/sped/college-and-career-ready-ieps/resources>

**Wisconsin Department of Public Instruction Sample IEP Forms**  
<https://dpi.wi.gov/sped/laws-procedures-bulletins/procedures/sample/forms>

**Wisconsin Department of Public Instruction Family Engagement**  
<https://dpi.wi.gov/sped/families>

**Wisconsin Department of Public Instruction Families & Students**  
<https://dpi.wi.gov/families-students>

**Wisconsin Department of Public Instruction Engaging with Families**  
<https://dpi.wi.gov/engaging-families>

**Wisconsin Statewide Parent Educator Initiative (WSPEI)**  
<http://www.wspei.org/iep/>

**Wisconsin Family Assistance Center for Education, Training & Support (WI FACETS)**  
<http://www.wifacets.org/links>

**Wisconsin Department of Public Instruction – Organizations & Agencies for Parents**  
<https://dpi.wi.gov/sped/families/agency>

**U.S. Department of Education**  
<https://www.ed.gov/parent-and-family-engagement>



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Wisconsin Statewide Parent Educator Initiative

## Learning for Life College and Career Ready Individualized Education Program (CCR IEP)

“Children are likely to live up to what you believe of them.”  
**LADY BIRD JOHNSON**

## WHAT ARE CCR IEPs?

CCR IEPs provide a framework for IEP teams to explore beliefs and attitudes regarding students with disabilities, build knowledge and skills in order to evaluate and plan special education services, and examine systems and practices which support students, families, and educators.

Being “College and Career Ready” is the Department of Public Instruction’s (DPI) goal for all students. It means all students in Wisconsin graduate from High School academically prepared and socially and emotionally competent by:

- Possessing and demonstrating proficiency in academic content
- The ability to apply knowledge through skills such as critical thinking, communication, collaboration, and creativity
- Having habits and behaviors such as perseverance, responsibility, adaptability, and leadership

**T** — **TOGETHER**  
**E** — **EVERYONE**  
**A** — **ACHIEVES**  
**M** — **MORE**

## CCR IEP 5 BELIEFS

There are 5 key beliefs that influence student achievement and are essential to developing IEPs that promote college and career readiness. All are important throughout IEP development.

### 1. HIGH EXPECTATIONS

IEP teams know how high expectations influence academic achievement and post-secondary independence and explore a shared vision of high expectations for college, career, and community readiness.

### 2. CULTURALLY RESPONSIVE PRACTICES

IEP teams know and respect the unique identity of the student and explore programs, practices, procedures, and policies that meet the diversity of the student’s abilities, race, gender, language, and culture.

### 3. STUDENT RELATIONSHIPS

IEP teams know the value of relationships that are necessary for learning and explore strategies that will build relationships between the student, peers, and adults.

### 4. FAMILY & COMMUNITY ENGAGEMENT

IEP teams know how new ways of re-thinking family and community engagement can improve student outcomes and explore how the school can support the families’ hopes, perspectives, culture, insights, and concerns for their child.

### 5. COLLECTIVE RESPONSIBILITY

IEP team members know the power of working together and explore how each and every member can support the student in accessing grade-level universal instruction to achieve academic standards and functional expectations.

## CCR IEP 5 STEP PROCESS

The CCR IEP 5 Step Process can be used during IEP team meetings when developing or revising a student’s IEP. Following the 5 Step Process ensures that the IEP addresses the student’s disability related needs and ensures access, engagement and progress toward grade-level standards and expectations.

**STEP 1:** Understand achievement of grade-level academic standards and functional expectations in order to identify the student’s strengths and needs.

**STEP 2:** Identify how the student’s disability affects academic achievement and functional performance.

**STEP 3:** Develop ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student.

**STEP 4:** Align specially designed instruction, services, supports, and accommodations needed to support the goals and ensure access to the general curriculum.

**STEP 5:** Analyze progress toward goals in order to evaluate what works and what is needed to close the student’s achievement gaps.

“At the end of the day, the most overwhelming key to a child’s success is the positive involvement of parents.”

**AUTHOR UNKNOWN**