

College and Career Ready-Individual Education Program (CCR-IEP) A Guide to the Family's Role

Step 1: Understanding Achievement (Present Levels of Academic/Functional Performance)

The IEP team will discuss your child's strengths and needs. The team will talk about how your child is doing in school including academics, routines and behavior. The Team will review test scores, classroom work, and observations of your child. Your team will talk about how your child compares to age and grade level standards.

Family Role in this Step:

- Ask questions about anything that may be new or unfamiliar
- Share details about your child including, but not limited to, your hopes and dreams for her/him/them.

Be prepared to share:

- Student strengths, interests, likes, dislikes
- Hopes and dreams for your child.
- 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

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Step 2: Identify Effects of Disability and Disability-Related Needs

The IEP team will talk about how your child's disability affects their school activities in the areas of general education, reading, and participation. Then the team will determine how the disability affects their progress in school and meeting grade level standards. After this discussion, the team will make a list of your child's disability related needs.

Family Role in this Step:

- Participate in conversation to determine the underlying 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.), please share with what you understand about the behaviors associated with it and describe what that looks like

Be prepared to share:

- How your child's disability, physically and behaviorally, affects:
 - 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

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Step 3: Develop Ambitious and Achievable Goals

The IEP team will write goals that will support your child's unique strengths and needs. These goals will address each of the disability related needs that were listed in the last step. The goals should reflect high (ambitious) expectations and your child should be able to meet them within a year. Each goal will state the skill, how the skill will change, how it will be measured and what success will look like. The team will also include how they will update families on the progress students are making towards reaching their goals.

Family Role in this Step:

- 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 your student to the standard set for his/her peers.

Be prepared to share:

- 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
- How/when you would like to receive updates on your child's progress.

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Step 4: Align Specially Designed Instruction, Services, Supports, Accommodations and Modifications

The IEP team will determine the special education and services needed to help meet your child's disability related needs, access the general curriculum, and reach their goals. These services will be documented in the Program Summary and include a statement of when and where the services will be provided.

Family Role in this Step:

- 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.)

Be prepared to share:

- What accommodations are used at home and in the community to support your 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

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Step 5: Analyze Progress

Your school-based IEP team members are responsible for regularly measuring your child's progress towards meeting their goals. This helps them determine if your child is on track to meet their goal within the desired amount of time. If your child is not making progress towards their goal, the team can meet to discuss the support and services provided in the plan. Progress will be communicated to families on a regular basis.

Family Role in this Step:

- 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

Be prepared to share:

- 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

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