CCR-IEP Family Engagement 5-Step Table

WSPEI
Wisconsin Statewide Parent Educator Initiative

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	• 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	• 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) Educator	• 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	• 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	• **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	• 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	• 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	• 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	• 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
		• Goals:
		  ○ 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.
			• 2-3 skills they believe will make the most difference in the child's access, engagement, and progress
			• The strengths and interests of the student as seen in the home and the community
			• Thoughts on whether a self-determination goal would assist the student in becoming more independent
			• Questions they have about the goals and/or the development of the goals.
				• 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	• Services are aligned to address disability-related needs and support goal attainment to:
	  ○ 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
		• 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
			• 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
				• 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	• 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)	• 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	• 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	• 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)?

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