

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:
1. Understand achievement of grade-level academic standard and functional expectations in order to identify the student's strengths and needs <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
2. Identify Effects of Disability to determine how the student's disability affects academic achievement and functional performance <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
3. Develop ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student <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
4. Align services specially designed instruction, services, supports, accommodations and modifications needed to support the goals and ensure access to the general curriculum <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
5. Analyze progress toward goals in order to evaluate what works and what is needed to support learning variabilities. <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"> 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

