

# College & Career Ready IEP (CCR-IEP) Process: What Families Need to Know

December 6, 2023

# Objectives



1. Learn about Tools and Resources for CCR-IEP Preparation



2. Understand the Family Role in the CCR IEP 5 Step Process



3. Highlight DPI Bulletins and Online Resources

# Every Child a Graduate, College & Career Ready



**OUR MISSION:** Educational Equity—every student has what they need to learn when they need it.

**FIVE FOCUS AREAS:**

- Effective Instruction**  
Each student is taught by teachers using high-quality, standards-aligned, culturally responsive materials and practices.
- Family and Community Engagement**  
Each student attends a school that authentically engages with families, communities, and libraries.
- School and Instructional Leadership**  
Each student's needs are met in schools led by high quality and effective educators.
- Safe and Supported Students**  
Each student learns in an environment that promotes social, emotional, and physical well-being and removes barriers to learning.
- Meaningful Relationships with Students**  
Each student has meaningful connections with at least one adult in their school.

 WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION  
Center for Student Equity, State Superintendent

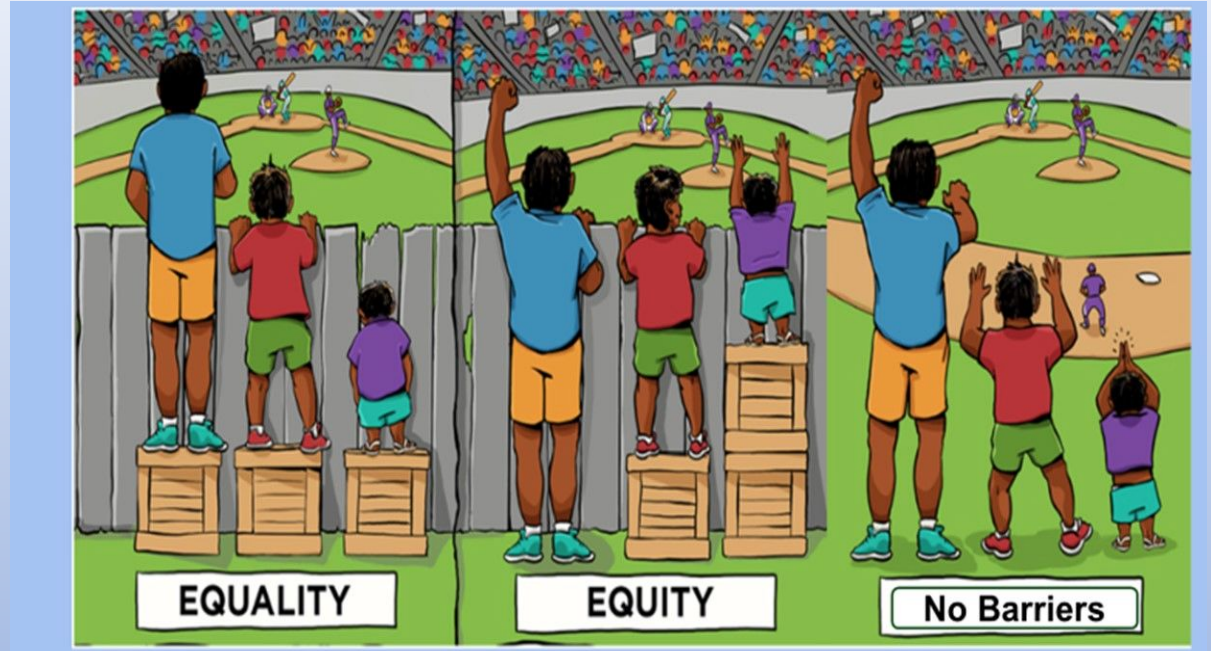
## CCR-IEP Five Beliefs

- ❑ High Expectations
- ❑ Culturally Responsive Practices
- ❑ Student Relationships
- ❑ Family and Community Engagement
- ❑ Collective Responsibility

[Every Child a Graduate](#)

[CCR IEP Five Beliefs](#)

# Educational Equity



# Getting Ready for the IEP Meeting

- If this is your first IEP meeting, talk with others who understand the IEP process
- Talk with your child
- Prepare and share the [Family Student Snapshot](#)
- Review the present IEP
- Write down a list of questions that you want to ask at the meeting
- Have positive conversations with your child's teacher(s) before the IEP meeting



# Snapshot



## Student Snapshot

This form is to be filled out by you, the family, to provide a "snapshot" of your child. You do not have to answer all the questions. The information that you share will help the school know your child better and be used to develop your child's College and Career Ready IEP (*alignment to areas of the CCR IEP in blue italics*). Please describe your child using the questions below.

Child's Name:

Date:

1. Please provide general information about your child, including family members, pets, likes and dislikes, and any other information that you would like to share.  
*IEP Present Levels, Disability Related Needs, and Transition*
2. Highlight your child's strengths in areas of academics, extra-curricular activities, hobbies, and interests - inside and outside of school.  
*IEP Present Levels*
3. What types of literacy activities does your child enjoy? This could be books, audio books, magazines, internet articles, comics, fiction, non-fiction, mystery, etc. Has this changed since you last met with your child's teacher or IEP team?  
*IEP Present Levels, Disability Related Needs, Goals*
4. List successes or accomplishments of your child that you are proud of since you last met with your teacher or IEP team.  
*IEP Present Levels*
5. Please share your concerns about any challenges or difficulties that your child has.  
*IEP Present Levels, Disability Related Needs, Family Concerns, Goals*

6. Please share what has worked at home and in the community that could help to support your child at school.

*IEP Services, Assessments, Family Engagement, Transition*

7. Describe your hopes, dreams, and goals for your child.

*IEP Goals, Transition*

- a. In the next year
- b. In the next five years

8. What skills or abilities would you like your child to improve on over the next year?

*IEP Goals*

9. What is the best way to communicate and share resources with your family?

*IEP Family Engagement*

10. List any other information about your child that would be beneficial for the school staff to know about.

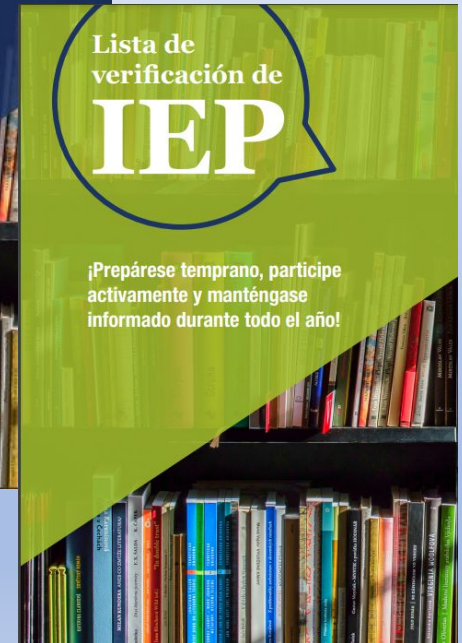
*IEP Disability Related Needs, Special Factors*

11. Does your child use any type of assistive technology? If so, what type(s) (i.e. iPad, Talk to Type, Proloquo2go)

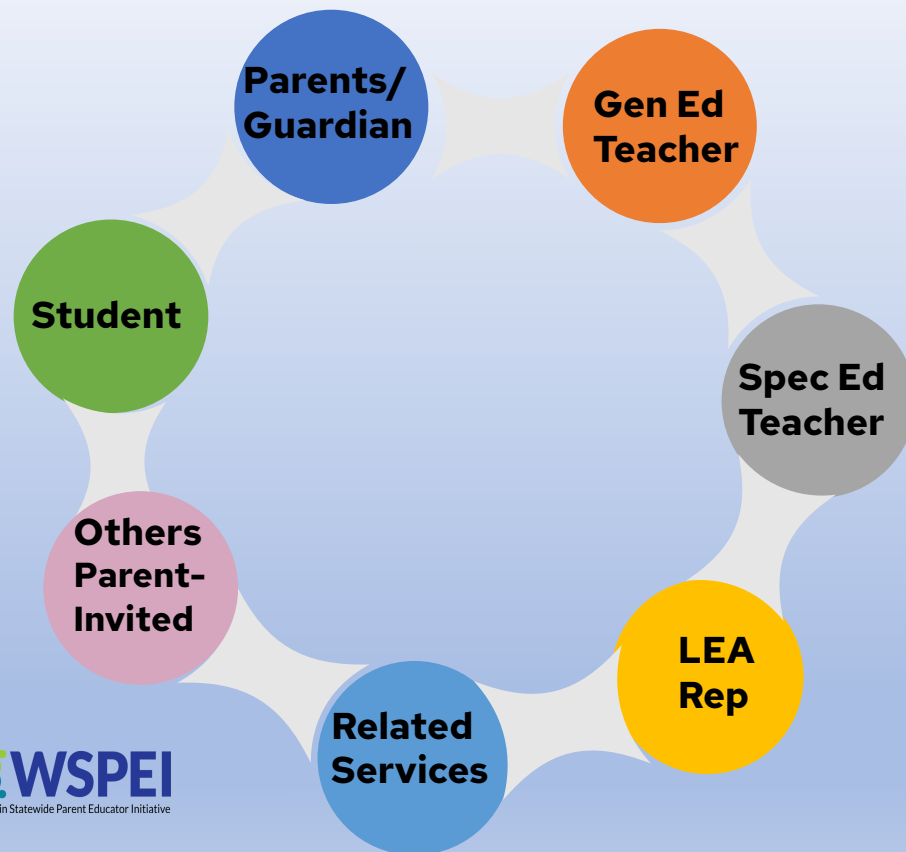
*IEP Disability Related Needs, Special Factors*

**Developed by the Wisconsin Statewide Parent-Educator Initiative 2021**

- [IEP Checklist](#)
  - [Spanish](#)
- [WIFACETS.org](#)

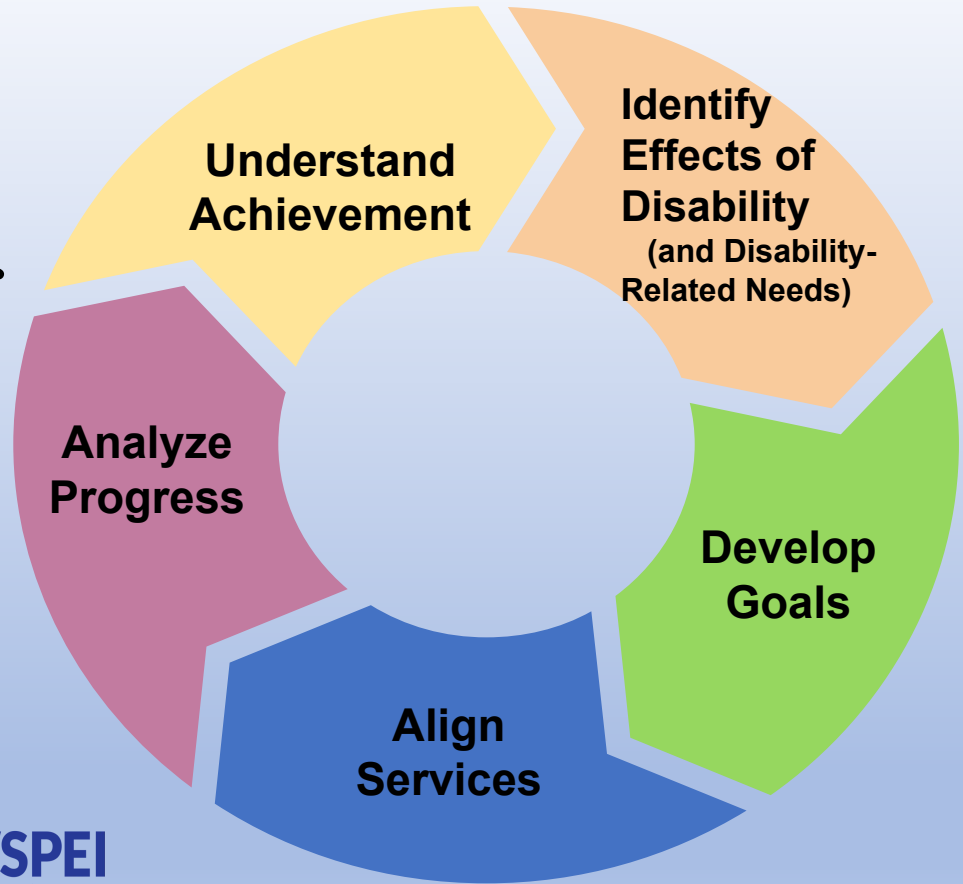


# Who's at the table?





# College and Career Ready IEP: 5 Step Process



[A Guide to the Family's Role  
PDF](#)



## IEP STEP 1

### Understand Achievement

- Student Strengths
- Present Level of Achievement
- Present Level of Functional Performance

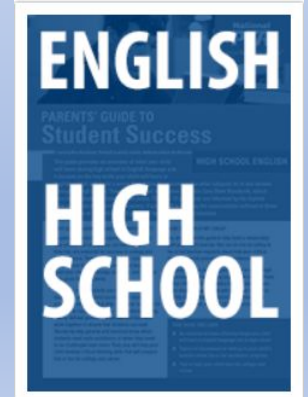
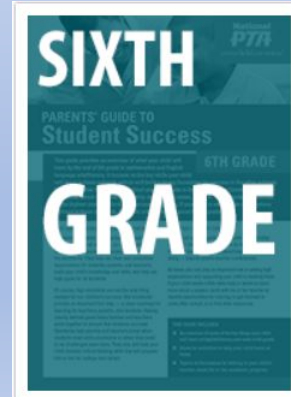
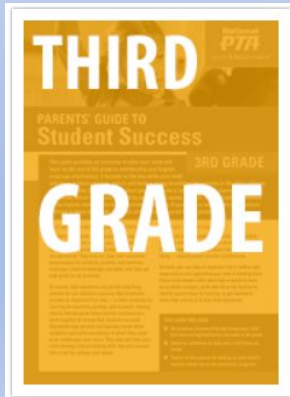
# Understanding Achievement

## 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 your child

# Where should my child be????

- [Parent Guides to Student Success](#)
- [Wisconsin Academic Standards](#)
- [WI Model Early Learning Standards](#)
- [Social Emotional Learning Competencies](#)





## IEP STEP 2

### Identify Effects of Disability and Disability-Related Needs

- Disability-Related Need
- Participation in the General Curriculum
- Family Engagement Prompt

# Identify the Effects of the Disability

## Family Role in this Step

- Describe or explain what you observe when your child is at home and in the community
- If your child has an invisible disability (such as hearing loss, autism, ADHD, etc.), share what you understand about the behaviors associated with it and describe what that looks like

# Root Cause Analysis



# Identify and Summarize the Disability-Related Needs

## Family Role in this Step

- Participate in the conversation to identify and summarize the disability-related needs
  - In other words, **the student needs to develop/improve/increase X** (X = target area/skill/behavior related to the root cause), **so the student can Y** (Y= effect that will be addressed re: access, engagement, progress).
    - “improve decoding in reading so the student can read grade level text”
    - “improve self-regulation skills so the student can develop peer relationships”



# Family Engagement Prompt

- This includes a summary of how the staff will engage parents and families in the education of the student.
- Examples include: sharing resources, communicating with families, building upon family strengths, connecting families to learning activities.
- Family members should not provide a special education service or in general, an activity related to the provision of FAPE.



# Family Engagement Prompt



- Reading materials at the child's reading level
- Information on outside services such as transition information.
- Parent training on a communication device
- [WSPEI Family Engagement Prompt Info](#)



## IEP STEP 3

### Develop IEP Goals

- Review annual goals
- Develop goals aligned to areas of need

# Developing 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
- Ask questions on how these goals will get your child grade level
- Use the Endrew F. Toolkit

[English Endrew F. Toolkit](#)  
[Spanish Endrew F. Toolkit](#)



## IEP STEP 4

# Align Services



- Special Education Services and Supports
- Student Participation
  - General Education Environment
  - Physical Education Environment
- Family Engagement Prompt

# Is it a Modification or Accommodation

**Modifications**  
change

**WHAT**

**A student is expected to learn.**

**The course or activity are modified to meet the needs of each student.**

**Accommodations**  
change

**HOW**

**A student accesses instruction and demonstrates knowledge.**

**They do not change learning expectations.**

# Is it a Modification or Accommodation

## Modifications

### Examples

- Provide alternative books at an easier reading level
- Shorten assignments to focus on mastery of key concepts rather than all concepts
- Allow partial work on an academic standard

## Accommodations

### Examples

- Assistive Technology
- Fidgets
- Shorten homework
- Breaks when requested or scheduled
- Preferential seating/flexible seating
- Adult Support

# Align Services

## Family Role in this Step

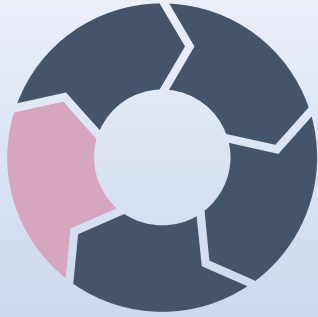
- Ask questions about the proposed services and supports. Ask what it is, what it looks like, where it happens, why it is being used
- Make sure you have a clear picture about what your child's day will look like and how they will be supported at school



# Align Services

## Family Role in this Step

- Engage in the conversation about what family participation might look like in obtaining goals and what school can do to support your participation in reaching goals at home
- Ask how all teachers, including general education and paraprofessionals, will know about and implement the accommodations in your child's IEP



## IEP STEP 5

# Analyze Progress

- Progress Monitoring
  - Directly Related to IEP Goals



# Analyze Progress

## 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

# Change IEP without Meeting

- Decision must be individualized, not usual practice
- After the school and parents agree, the school sends notice of changes to the IEP ([Form I-10](#))
  - No parent signature required
  - Parent always receives copy of revised IEP
  - IEP team and staff informed of changes
  - Change of placement requires IEP team meeting
  - **IEP team must meet at least once a year**



# Reaching Agreement

- Consensus
- Reschedule IEP meeting if more time is needed
- Wisconsin Special Education Mediation System (WSEMS) for Facilitated IEP meetings or Mediation
- IDEA Complaint
- Due Process Hearing
- Resolution Session





# Questions

# Explore Resources

## DPI Resources

- [Family Engagement](#)
- [CCR IEP](#)
- [CCR IEP Overview](#)
- [Special Education Topics](#)
- [Family and Agency Page](#)

## Other Resources

- [Advocacy Brief - Standards Based IEPs](#)
- [WI Family Ties](#)
- [Wisconsin FACETS Resources and Training](#)

***Continued Learning  
Resources are available on  
our website [wspei.org](https://wspei.org)***



# Contact Information

Cheri Sylla

WSPEI Coaching and Indicator 8 Coordinator

[csylla@cesa1.k12.wi.us](mailto:csylla@cesa1.k12.wi.us)

WSPEI Statewide Phone Support

833-879-7734

[WSPEI@cesa12.org](mailto:WSPEI@cesa12.org)

[wspei.org](http://wspei.org)

# Independent Educational Evaluation

- An evaluation conducted by a qualified examiner who is not an employee of the district
- A parent-initiated IEE may be either at the expense of the child's parents or at public expense (at no cost to the parents)
- An IEE is at no cost to parents when they **disagree** with the agency's evaluation of their child

# Shortened School Day

- IEP team determines if a shortened school day is required to **address the student's unique disability-related needs**.
- When a student's school day is shortened, the student's IEP must include:
  - an explanation of why the student's disability-related needs require a shortened day, and
  - a plan for the student's return to school for a full day, including a plan to meet more frequently to review student data and determine whether the student is able to return to school full-time.

# Extended School Year

- Special education and related services provided beyond the school year
- Not the same as summer school
- ESY is determined by the IEP team and is individualized
- Factors to consider include regression and emerging skills
- Goal specific

# Behavior and Discipline

- Special education students are general education students with a need for special education services.
- Check your school district's policy for discipline procedures.
- [DPI Bulletin 14.02](#) - Manifestation determination meetings
- [DPI Bulletin 06.02](#) - Legal Requirements for Disciplining Students with Disabilities
- [DPI Bulletin 07.01](#) - Addressing the Behavioral Needs of Students with Disabilities