

# CCR-IEP Family Engagement 5-Step Table

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	<ul style="list-style-type: none"> <li>Share academic and functional strengths related to school functioning</li> <li>Share interests, aspirations and preferences</li> <li>Identify current levels of academic and functional performance in relation to standards and expectations (multiple sources)</li> <li>Describe in terms everyone understands; share examples</li> </ul>	<ul style="list-style-type: none"> <li>Grade level standards and functional expectations (skills)</li> <li>Explanations of IEP terminology (e.g., functional skills)</li> <li>Understand where their child is performing (at, above, or below grade level)</li> </ul>	<ul style="list-style-type: none"> <li>Student strengths, interests, etc. related to school functioning (academic/functional)</li> <li>How they function at home and in the community</li> <li>New information related to achievement and functional skills</li> <li>Family/cultural information to help understand student</li> <li>Concerns, fears, and questions</li> </ul>	<ul style="list-style-type: none"> <li>When is your child most happy?</li> <li>What types of books, literature, and movies does your child enjoy that could support literacy?</li> <li>How does your child feel right after school?</li> <li>How are things going at home? How is homework going?</li> <li>Is there anything you would like us to know about your family's culture?</li> </ul>
2	<ul style="list-style-type: none"> <li><b>Effects</b> (observations) of the disability are considered</li> <li>IEP team asks "why" about the effects (<b>root cause analysis</b>)</li> <li>Root cause analysis leads to a summary of <b>disability-related needs</b></li> <li>Discuss Special Factors</li> </ul>	<ul style="list-style-type: none"> <li>The data shared in Step 1 is the starting point for Step 2</li> <li>The definitions of terms used</li> <li>How the effects of disability and root cause analysis determine the disability-related needs.</li> <li>That their contribution is valued</li> </ul>	<ul style="list-style-type: none"> <li>How student's disability affects learning, peer and adult relations, independence in the home and the community</li> <li>Observations that support or are different than those shared by school staff</li> <li>If they agree with the disability-related needs that were determined</li> </ul>	<ul style="list-style-type: none"> <li>What are you seeing at home that helps us understand your child's needs?</li> <li>What concern(s) do you have about your child's academics, relationships with friends, emotional needs, and independence at home and in the community?</li> <li>Do you agree with the needs as discussed?</li> </ul>
3	<ul style="list-style-type: none"> <li>Goals target "why" (i.e. root causes)</li> <li>Goals identify student specific disability-related need(s) that improve access, engagement and progress toward standards and expectations</li> <li>Goals are measurable, ambitious and achievable</li> </ul>	<ul style="list-style-type: none"> <li>Goals: <ul style="list-style-type: none"> <li>build upon or progress from year to year and reflect high expectations of all IEP team members</li> <li>Identify where child is expected to be in one year</li> <li>Are aligned with grade level standards and expectations</li> <li>Address disability-related needs across multiple settings</li> <li>Support self-determination and independent skills</li> </ul> </li> <li>How families and schools can work together to support the IEP goals</li> <li>How student strengths and interests may inform the 'when and where' of the goal</li> <li>Examples of what meeting a goal can look like</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The goals they believe to be most important</li> <li>2-3 skills they believe will make the most difference in the child's access, engagement, and progress...</li> <li>How the family believes they can work with the school to support a child's goals at home</li> <li>Thoughts on what supports the family may need to help support the goals at home.</li> <li>Thoughts on whether a self-determination goal would assist the student in becoming more independent?</li> </ul>	<ul style="list-style-type: none"> <li>What goals do you feel are most important to focus on right now?</li> <li>Do these goals support your hopes and dreams for your child's future?</li> <li>How do you believe you are able to help support your child's education at home?</li> <li>How can we do a better job supporting you so you can support your child?</li> <li>What do you think would help your child become more independent?</li> </ul>

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4	<ul style="list-style-type: none"> <li>Services are aligned to address disability-related needs and support goal attainment to:                             <ul style="list-style-type: none"> <li>Enable the student to make sufficient progress towards the goals</li> <li>Reduce barriers and support access, engagement, and progress in early childhood/ grade level standards-based curriculum and instruction, other activities, and environments</li> </ul> </li> <li>All disability-related needs must be addressed by services</li> </ul>	<ul style="list-style-type: none"> <li>The terms supplementary aids and services, accommodations, modifications and supports</li> <li>The link between goal and service does not need to be one-on-one. A service may address multiple goals</li> <li>Options for where and how services could be delivered</li> <li>Any Universal Design for Learning strategies being used to support their child</li> <li>What Specially Designed Instruction is and what it means for the student</li> <li>How the IEP will be implemented and shared with school staff</li> </ul>	<ul style="list-style-type: none"> <li>What accommodations are used at home and in the community to support child</li> <li>What services, supports, and accommodations have, or have not, been effective and why.</li> <li>Questions they have about proposed services and supports</li> <li>Their thoughts on how the student will be included in field trips, extracurricular activities</li> <li>Does the family feel welcomed and included in the school community</li> </ul>	<ul style="list-style-type: none"> <li>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?</li> <li>What strategies do you use at home or in the community that you find effective?</li> <li>What questions or concerns do you have about the proposed services and supports?</li> <li>Do you have a clear picture about what your child's day will look like and how they will be supported at school?</li> <li>Would you like a tour of the school to see where your child's services will be delivered?</li> <li>Do you feel like your child is included in all aspects of the school?</li> </ul>
5	<ul style="list-style-type: none"> <li>Ongoing progress monitoring and analysis (outside of IEP team meetings)</li> <li>IEP team reviews student progress towards IEP goal attainment</li> <li>IEP team analyzes what works and what could be improved to address needs/goals</li> <li>Progress must be reviewed and periodically reported to parents</li> <li>When student is or is not making sufficient progress, the IEP team should review and revise, as appropriate (IEP review at least annually)</li> </ul>	<ul style="list-style-type: none"> <li>What is progress monitoring</li> <li>What will be measured</li> <li>How it aligns with the goals</li> <li>The methods used to monitor progress for each goal</li> <li>Real life examples and explanations of IEP progress reports</li> <li>That their input into what is working and what needs to be changed is important and valued</li> <li>How often progress will be monitored and how it will be shared with them</li> <li>If the student is not making sufficient progress, the IEP team can review and revise</li> </ul>	<ul style="list-style-type: none"> <li>Ways that they view progress toward goals at home and in the community</li> <li>Questions about progress reports, progress data, or about proposed IEP changes/ improvements</li> <li>Which school staff they are most comfortable communicating with to review progress, ask questions and receive encouragement and support</li> <li>Their preferred way to have progress communicated with them.</li> <li>What the family believes their role is in monitoring progress</li> </ul>	<ul style="list-style-type: none"> <li>What is the best way to update you on your child's progress?</li> <li>How often do you want to be updated?</li> <li>How would you like to be involved in helping us to monitor your child's progress?</li> <li>Are you able to access the school's management system (insert name here)?</li> </ul>