Exploring CCR IEP Revised Sample Forms: Going Back to Move Forward

College and Career Ready IEPs: Improving Outcomes for Students Ages 3 through 21

What is RDA?

- New Federal Emphasis on Outcomes for Students with Disabilities:
  - Results Driven Accountability (RDA)
- New Wisconsin Emphasis on Outcomes for Students with Disabilities:
  - Reading Drives Achievement: Success through Literacy (RDA)

Reading Drives Achievement: Success through Literacy

Why All the Changes?

- Achievement gap between students with IEPs and students without IEPs
- In 2015, approximately 20% of students with IEPs are performing at or above proficiency in reading
- Focus on procedural compliance has not resulted in better outcomes

Individuals with Disabilities Education Act (IDEA)

Free Appropriate Public Education (FAPE) that
- Meets the unique needs of the student and
- Prepares the student for:
  - Further education,
  - Employment, and
  - Independent living

Guidance from U.S. Department of Education

“Ensuring that all children, including children with disabilities, are held to rigorous academic standards and high expectations is a shared responsibility for all of us.”

Adapted from U.S. Department of Education Dear Colleague Letter, November 16, 2015: OSERS Policy Guidance on Free Appropriate Public Education (FAPE)
What does College and Career Ready Really Mean?

All students graduate from high school academically prepared and socially emotionally competent by possessing and demonstrating . . .

Knowledge (Academic)
• Proficient in academic content

Skills (Functional)
• Critical thinking, communication, collaboration, creativity, community

Habits (Self-Determination)
• Perseverance, responsibility, adaptability, leadership

CCR IEPs, Alignment, and Focus

CCR IEPs Promote

• Alignment with required student plans:
  – Academic Career Plan (fall 2017)
  – Postsecondary Transition Plan

• Alignment with best practice supports:
  – Response to Intervention
  – Wisconsin Mental Health Framework
  – Trauma Sensitive Schools

• Current research and best practice

Where is Your IEP Team, School, District Currently?

College and Career Ready IEPs require IEP teams to consider the following . . .

• What are the attitudes and beliefs of IEP team members about college and career readiness for students with IEPs?

• What knowledge and skills does each IEP team member possess to support students with IEPs and other IEP team members?

• What systems, policies, procedures, and practices are in place to promote CCR IEPs?
The Terms Self Determination and Self Advocacy are Defined in Many Different Ways and are Cultural Values

What do they mean to you?

Self Determination may Include . . .
- Self Identification and Awareness (how the student identifies with abilities / needs)
- Self Advocacy (how the student requests accommodations, follows up on getting needs met, negotiates)

What is Self Determination?
- Problem Solving and Making Decisions
- Deciding what is Important
- “Believing You Can Control Your Own Destiny”
- Combination of Attitude and Ability

Self Determination Skills
- Strengths
- Interests
- Needs
- Types of Support
- Who is Able to (Finding) Provide Support
- How to Make Choices / Decisions
- Rights and Responsibilities
- How to Plan / Set Goals for Future

Nikki – UW Madison Graduate
Self Directed IEPs

Self Directed IEPs . . .
- Is a Process by which the Student Presents IEP Information in their Own Way
- Can be Modified for Any Age or Development Ability
- Performed Using Low or High Technology
- Can Range from Sharing Strengths and Interests, Presenting IEP Information, and Facilitating the IEP Meeting

Outcomes of Self Directed IEPs

- Student Better Understands Her / His Abilities, Disability, and Needs
- Student is Able to Discuss Needed Accommodations to Others and in Groups
- Preparation for Disclosure in College and Career
- Student Point of View and Student Ownership is Focus of Meeting

Note: IEP teams should be trained on how to implement self directed IEP meetings

CCR IEP 5 Beliefs

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

Belief 1: High Expectations for College, Career, and Community

IEP teams know how high expectations influence academic achievement and post-secondary independence and explore a shared vision of high expectations for college, career, and community readiness

High Expectations for College, Career, and Community

Consider what Expectations, Programs, and Supports for Children and Adults with Disabilities Look Like . . .
- 50 Years Ago
- 20 Years Ago
- Today
- 20 Years from Now

High Expectations for College, Career, and Community

Today, what do Expectations, Programs, and Supports for Children and Adults with Disabilities Look Like for Different . . .
- Disability Areas
- Societies / Cultures
- Schools / Communities
- Classrooms / Families
Belief 1: High Expectations for College, Career, and Community

High expectations for students could mean . . .

- Meeting grade-level standards and expectations
- Graduating with a regular diploma and ready for post-secondary education
- Having positive relationships with adults and peers
- Excelling in extra-curricular and nonacademic activities
- Working in the community side by side with others
- Functioning as independent adults after high school
- Being a productive, contributing citizen

Belief 2: Culturally Responsive Practices

Changing our Views about “Fair”

IEP teams know and respect the unique identity of the student and explore programs, practices, procedures, and policies that meet the diversity of the student’s abilities, race, gender, language, and culture

Belief 3: Student Relationships are Necessary to Support Growth

IEP teams know the value of relationships that are necessary for learning and explore strategies that will build relationships between the student, peers, and adults

High Expectations for Supports Could Mean . . .

- Giving students what they need to be independent adults
- Removing barriers to accessing grade level standards and instruction
- Building relationships and creating safe environments for learning
- Giving the same opportunities as others
- Supporting students to be independent as possible
- Knowing how opportunities for people with disabilities has changed greatly over time

Belief 3: Student Relationships are Necessary to Support Growth

Knowledge, Skills, and Habits to be College and Career Ready

<table>
<thead>
<tr>
<th>Academic Skills to be Successful in School and Beyond</th>
<th>Feeling Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Emotional Skills to Build Relationships with Others</td>
<td>Having Your Emotions and Feelings Validated</td>
</tr>
<tr>
<td>Life Skills to be Healthy and Independent</td>
<td>Having Interests and Opinions Respected</td>
</tr>
<tr>
<td>Organizational Skills to Plan and Meet Goals</td>
<td>Knowing Someone Cares how You and Your Family are Doing</td>
</tr>
<tr>
<td>Other Skills to Navigate School, Classes, Employment</td>
<td>Feeling Appreciated for who You Are</td>
</tr>
</tbody>
</table>
Belief 4: Family and Community Engagement

IEP teams **know** how new ways of re-thinking family engagement can improve student outcomes and **explore** how the school can support the families’ hopes, perspectives, culture, insights, and concerns for their child.

Wisconsin State Superintendent's Parent Advisory Council Belief Statement

Belief 4: Family and Community Engagement

“We believe all parents want their children to learn and to succeed in school. Families are a source of strength and knowledge. Families are best able to help their children do well in school when schools accept families as they are and make frequent efforts to know, listen to, and learn from parents.”

Wisconsin State Superintendent's Parent Advisory Council Belief Statement

Belief 5: Collective Responsibility

IEP team members **know** the power of working together and **explore** how each and every member can support the student in accessing grade level universal instruction to achieve academic standards and functional expectations.

Wisconsin State Superintendent's Parent Advisory Council Belief Statement

Belief 5: Collective Responsibility

<table>
<thead>
<tr>
<th>Communication</th>
<th>Collaboration</th>
<th>Service Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Information Shared with Caregivers in Home and School</td>
<td>Shared Planning and Meeting Time</td>
<td>Intentional and Based Student's Strengths and Needs</td>
</tr>
<tr>
<td>Strategies, Instruction, Curriculum, Supports</td>
<td>Implementing Supports, Accommodations, and Modifications</td>
<td>Promotes Access to Grade Level Instruction, School Community and Activities</td>
</tr>
<tr>
<td>Student Success and Needs across Day, Week, Year</td>
<td>Shared Reflection of Student Progress</td>
<td>Shared Delivery of District Standards and Instructional Materials</td>
</tr>
</tbody>
</table>

CCR IEP 5 Beliefs

Want to know more?

Future modules on 5 beliefs available winter 2017

College and Career Ready IEP 5 Step Process
IEP Linking Form (I-4)

Combined Revisions
- Present Levels (I-4)
- Special Factors (I-5)
- Annual Goals (I-6)
- Program Summary (I-9)

are Now . . .

- IEP Linking Form (I-4)

College and Career Ready IEP 5 Step Process

First
Understand achievement of grade-level academic standards and functional expectations to identify the student’s strengths and needs.

Next
Identify how the student’s disability affects academic achievement and functional performance.

Next
Develop ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student.

Next
Align specially designed instruction, services, supports, and accommodations needed to support the goals and ensure access to the general curriculum.

Next
Analyze progress towards goals to evaluate what works and what is needed to close the student’s achievement gaps.

Ongoing

Improved Student Outcomes

College and Career Ready IEPs

Procedural
- RDA: PCSA
- Revised Sample IEP Forms

Discussion Tool
- Content/Best Practices
- Guiding Questions/Modules
- Professional Development

College and Career Ready IEP 5 Step Process

Understand Achievement

Analyze Progress

Identify Effects of Disability

Align Services

Develop Goals