College and Career Ready Individualized Education Program (CCR IEP)
Improving Outcomes for Students Ages 3 through 21
At a Glance
Step 4: Align IEP Services

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

Overview: The IEP team aligns services to address disability related needs and directly support the student's ability to meet IEP goals. IEP services assist the student to access, engage, and make progress in early childhood/grade level standards-based curriculum and instruction, other activities, and environments.

Key Ideas: Special education services include supplementary aids and services, specially designed instruction, related services, and program modifications and supports for personnel. Specially designed instruction must be included in every IEP. All disability-related needs must be addressed by a service. Each service identifies which needs and/or goals are addressed. If a disability-related need that affects reading is identified, there must be at least one goal and service to support that need.

Step-Check:
- ☐ Are all IEP goals and disability-related needs addressed by at least one service?
- ☐ Are the types of services clearly described so everyone understands what will be provided?
- ☐ Do service statements include a clear and logical amount, frequency (or conditions), location, and duration?
- ☐ Do supplemental aids and services (e.g. accommodations) support the individual student's needs for access and engagement in the general education curriculum, instruction, and environments?
- ☐ Do supplemental aids and services (e.g. accommodations) reflect consideration of how they improve the student's independence and use in the school and community, and eventually, in post-secondary settings?
- ☐ For students with disability-related needs that affect reading, is specially designed instruction included to support access, participation and progress (as appropriate) so the student can meet preschool/grade-level literacy standards?
- ☐ Are related services needed to allow the student to benefit from their other services?
- ☐ Are supports for educators, such as training, included to assist them in effectively supporting the student's disability related needs?
- ☐ Are there systemic procedures or schedules for reviewing IEP implementation to ensure the student is receiving services as documented in the IEP?

What IEP Teams Should Look For	What IEP Teams Should Avoid*
IEP services directly support IEP goals, which are based on the student's disability-related needs.	IEP services are based solely on the student's impairment area or preferred school program and not individualized to the student's needs.
Special educators, general educators, reading teachers, therapists, and others work collaboratively to address a student's disability-related needs.	Educators plan and work in isolation when developing and providing services to students with IEPs.
The frequency, amount (or conditions), location and duration of IEP services the student will receive are clearly written in objective terms.	IEP services written so the frequency, amount (or conditions), location or duration of the services is not clear (e.g. "as needed", "when requested" "access to")
The IEP team considers if staff working with the student have the information and training needed to support the IEP services and document needed Program Modification and Supports for staff.	All staff working with the student do not have sufficient knowledge or training to support the student's needs and there is no documentation of Program Modifications and Supports for School Staff.

*May not support individual needs of student, maximize staff time/resources, and/or prepare the student for college and career readiness.

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Tips for Step 4:

- ✓ The Universal Design for Learning framework can assist with the selection of special education services which are essential for some and beneficial to many.
- ✓ Consultation should be listed as a program modification and support for staff and not as specially designed instruction.
- ✓ Licensed Reading teachers may provide specially designed instruction in reading.
- ✓ An IEP team may determine that some students with literacy needs also qualify as having a "print disability" and require access to Accessible Educational Materials (AEM).
- ✓ Thinking of "achievement gaps" as "opportunity gaps," is one way for IEP teams to brainstorm the types of skills, supports, or services that can assist the student to improve access, engagement, and progress in preschool/grade-level curriculum and instruction. Providing a student with academic, environmental, and social-emotional supports allows them access to learning opportunities needed to engage in preschool/grade-level academic instruction and other activities, and demonstrate understanding.

Linking Step 4 to Other Steps in the Five-Step Process:

- **Previous Step**: Effects and Disability-related needs and Goals are addressed through services. It is possible for an IEP service to address more than one goal and/or disability-related need and vice versa. Reference the numbered needs and goals linked to each service in the Program Summary.
- **Next Step**: When analyzing progress towards IEP goals (Step 5), IEP teams also consider the effectiveness of IEP services, and revise services to better address the student's disability-related needs and align with IEP goals.
- **Other Steps**: IEP services can be informed by student strengths and interests and other information discussed during Steps 1 and 2: by determining what has worked in the past to assist the student with access, engagement, or progress in general education curriculum, standards, instruction, and environment.

Connections to CCR IEP Five Beliefs:

- **High Expectations:** IEP services help student access general education curriculum, instruction, and environments and meet high expectations related to grade-level standards. IEP Services support the student's ability to self-advocate for accommodations or supports that they may use in college or career.
- **Culturally Responsive Practices:** Culturally responsive practices are embedded into IEP services to enable the student to meet the IEP goals and eliminate disability and/or race-based achievement gaps.
- **Student Relationships:** Services are provided in a positive environment positively affecting access, engagement, and progress towards goals. Students feel connected to the school community.
- **Family and Community Engagement:** Staff reach out to parents/family of student by fostering collaboration, mutual trust, and respect. The student practices skills in the home and community using accommodations where needed.
- **Collective Responsibility:** Special education teachers, related service providers, general education teachers, families, and administrators work together to support the student's IEP goals using common language and strategies, and provide positive feedback to the student about progress.

Resources: Information about CCR IEPs may be found at https://dpi.wi.gov/sped/college-and-career-ready-ieps . Resources specific to the Five Step Process, including this document, may be found at DPI CCR-IEP Learning resources.

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION