

PCSA and Indicator 8 Family Engagement Survey Comparison

**Strategies & Resources to Across all Areas of the Procedural Compliance Self-Assessment
Indicator 8 Family Engagement Survey Statements that apply to all parts of the IEP process:**

1. I am an equal partner with school staff in planning my child's IEP.
11. School staff share my high expectations for my child's progress.

Engagement Activity/Need	Universal Strategies	Resources
Best way to Communicate	a. Ask families their preferred means of communication. b. Let families know all of the ways they can communicate with the staff, share staff members' preferred means of communication c. Provide families Communication Options for Families d. Make regular/routine check-ins with the family throughout the year to see how they feel things are going e. Communicate with families about the level of services their child is receiving on a regular basis throughout the school year. f. Build relationships with families to promote ongoing conversation throughout the year	Communication Options for Families <ul style="list-style-type: none"> • Communication Options for Families - English • Communication Options for Families - Spanish • Communication Options for Families - Hmong
Discuss high expectations	a. Share academic standards and behavior expectations b. Discuss being college, career, and community ready at graduation.	<ul style="list-style-type: none"> • PTA Parent Guides to Student Success • Wisconsin Model Early Learning Standards (WMELS) • Milestone Moments (Birth-5) • Social Emotional Learning Competencies • Rising to High Expectations-video • Let's Get to Work Videos • WI Promise Videos • A teacher's Perspective: Setting High Expectations for all students - video • IEP: Preparing Students for College and Career - WI DPI
Gathering input from student & family during IEP	a. Include Student Snapshot and My Snapshot information in the IEP conversation b. Let the student and the family speak first.	<ul style="list-style-type: none"> • Student Snapshot • My Snapshot • Positive Student Profile

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	Listen and consider their concerns and ideas.	<ul style="list-style-type: none"> • Reading Survey • WI Transition App (witransition.com)
General IEP meeting practices	<p>a. Speak in terms families will understand.</p> <p>b. Explain acronyms and include an acronym/abbreviation sheet for reference.</p> <p>c. Provide family with a copy of Introduction to Special Education</p> <p>d. Provide families an opportunity to think about and articulate their concerns well before the IEP meeting with a phone call, email, or in person.</p>	<ul style="list-style-type: none"> • Special Education in Plain Language - <ul style="list-style-type: none"> ○ Special Education in Plain Language English Version ○ Special Education in Plain Language Spanish Version • Introduction to Special Education - <ul style="list-style-type: none"> ○ Introduction to Special Education English version ○ Introduction to Special Education Spanish version
IEP Summary Page (SPED Services, Supplementary Aides, Related Services, and Program Modifications	<p>a. Spend some time reviewing the “individualized” aspect of the IEP.</p> <p>b. Seek information from families about accommodations or modifications that might already work for the student in home and community settings.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Center for Technology & Disability: https://www.ctdinstitute.org/area/families • Additude Magazine 40 Winning Accommodations for Students with ADHD or SLD: AdditudeMag • DPI Information Update Bulletin 10.07 - Describing Special Education, Related Services, Supplementary Aids and Supports, and Program Modifications and Supports for School Staff - https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins/10-07 • PACER School Accommodations & Modifications: Parent & Child Checklist - Accommodations & Modifications • Accommodations and Modifications for Students with Disabilities by ECAC.org
Family Preparation and Equal Partners	<p>a. Help family prepare for the IEP process</p> <p>b. Share information with family so that they can be partners with the school.</p> <p>c. Share with families the Andrew F. Worksheet to help them prepare.</p>	<ul style="list-style-type: none"> • IEP Checklist by WI FACETS • Andrew F. Worksheet handout

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PCSA Standard	Indicator 8 Statements that Link to Standard	Strategy/Activity to Address
<p>EVAL-1, EVAL 2, & EVAL-3:</p>	<p>16. School staff explain <u>one or more</u> of the options I have if I disagree with a decision of the IEP team:</p> <ul style="list-style-type: none"> ● I can ask questions at the IEP meeting ● I can request another IEP meeting or facilitated IEP meeting ● I can talk with the special education / pupil services director ● Provided with procedural safeguards parent rights (mediation, IDEA state complaint, due process hearing request) <p>4. School staff offer me information in ways I understand.</p>	<p>Provide families</p> <ol style="list-style-type: none"> a. Communication Options for Families b. Procedural Safeguards Booklet c. Invite an interpreter to the IEP meeting if needed by a parent. d. Provide written materials in the family's language. f. Speak in terms families will understand. g. Explain acronyms and include an acronym/abbreviation sheet for reference. h. Provide family with a contact person to explain further and answer questions. h. Provide family with a copy of Introduction to Special Education
PCSA Standard	Indicator 8 Statements that Link to Standard	Strategy/Activity to Address
<p>IEP-2: In developing the student's IEP, the IEP team considered the strengths of the child and the concerns of the parents for enhancing the student's education</p>	<p>7. IEP meetings are held at a time and place that meet my needs.</p> <p>8. In IEP meetings, we talk about my concerns and ideas.</p> <p>9. School staff ask me if my child's IEP services are meeting my child's needs.</p> <p>15. School staff offer me information for my child with an IEP about <u>one or more community services</u> that:</p> <ul style="list-style-type: none"> ● offer support for my child and family ● support my child's learning outside of school (libraries, community centers, after school programs, child care, etc.) ● help my child prepare for college, independent living, and work ● help me connect with transition and support (life after high school) 	<ol style="list-style-type: none"> a. Ask families first for possible dates and times b. Consider alternate locations c. Ask how you can best support their attendance, e.g. childcare, transportation, virtual or phone connection, change of venue. d. Make positive phone calls and connections e. Collect local and county resources, make them available on your school website and at the school building. Distribute to parents and give a brief overview of what is available, along with contact information. f. Encourage families to use community resources that can also support learning such as public library programs, community centers, etc g. Seek information from families about the student's schedule after school and provide activities or strategies that can be a natural part of their routine. h. Ask parents what works at home and consider how that support might be incorporated in school.

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	<p>18. School staff offer me activities or strategies which support my child’s learning outside of school.</p> <p>20. School staff offer me information on how to help my child be independent and advocate for their needs.</p>	
<p>IEP-2 Engagement Prompts – Ask families: What are your hopes and dreams for your child? Do you have any concerns or fears for your child? What are you most proud of?</p>		
PCSA Standard	Indicator 8 Statements that Link to Standard	Strategy/Activity to Address
<p>IEP-3: The IEP includes a statement of the student's present levels of academic achievement and functional performance.</p>	<p>2. School staff offer me ways to provide information about my family and culture so the school can better support my child.</p> <p>6. School staff help my child and family feel like we belong in the school community.</p> <p>12a. School staff listen to what our family wants for our child’s future (independence, career, post-secondary education).</p> <p>12b. (6th-older) School staff include my child’s hopes and interests for life after high school in their education program.</p> <p>19. School staff offer me information about the academic standards AND behavior expectations for all students at my child’s grade level.</p>	<p>Gathering Parent/Family/Student Input:</p> <p>a. Opening Doors (Transition) Series</p> <p>b. PTP Demonstration Site</p> <p>c. TIG Transition Assessment Livebinder</p> <p>Activities:</p> <p>a. Invite families to come to school to see learning in action.</p> <p>b. Ensure that families have access to and understand information regarding academic standards and behavior expectations (i.e., newsletters, multimedia representations, website, etc).</p>
<p>IEP-3 Engagement Prompts – Ask Families: What area do you think your child does best in school? What area do you see them struggling in the most?</p>		
PCSA Standard	Indicator 8 Statements that Link to Standard	Strategy/Activity to Address
<p>IEP-4: The IEP team must, in the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and</p>	<p>13. In IEP meetings, we discuss how accommodations or modifications will help my child.</p> <p>19. School staff offer me information about the academic standards AND behavior expectations for all students at my child’s grade level.</p>	<p>Activities:</p> <p>a. Ensure that families have access to and understand information regarding academic standards and behavior expectations (i.e., newsletters, multimedia representations, website, etc).</p> <p>b. Ask parents what works at home and consider how that support might be incorporated in school.</p>

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<p>supports and other strategies to address that behavior.</p>	<p>21. My child receives the services, accommodations, modifications, and supports that are written into their IEP.</p>	<p>Use and Share Resources:</p> <ul style="list-style-type: none"> a. DPI Information Update Bulletin 10.07 - Describing Special Education, Related Services, Supplementary Aids and Supports, and Program Modifications and Supports for School Staff b. DPI Information Update Bulletin 07.01 - Addressing the Behavioral Needs of Students with Disabilities c. DPI Information Update Bulletin 06.02 - Legal Requirements Relating to Disciplining Children with Disabilities d. DPI Information Update Bulletin 14.03 - Shortened School Day e. DPI Information Update Bulletin 18.02 – Free and Appropriate Public Education f. DPI information Update Bulletin 14.02 – Manifestation Determination g. DPI webpage on Seclusion & Physical Restraint
<p>IEP-4 – Engagement Prompts – Ask Families: What concerns do you have (if any) about your child’s behavior at school? at home? In the community?” Why do you think your child responds in that way? What do you do to help them when they are upset, prevent the behavior, or help them understand their behavior?</p>		
<p>PCSA Standard Indicator 8 Statements that Link to Standard Strategy/Activity to Address</p>		
<p>IEP-5: 5 The IEP team must consider whether the student needs assistive technology devices and services.</p>	<p>13. In IEP meetings, we discuss how accommodations or modifications will help my child.</p> <p>21. My child receives the services, accommodations, modifications, and supports that are written into their IEP.</p>	<ul style="list-style-type: none"> a. Clarify the difference between accommodations and modifications and discuss what would be appropriate for the child. b. Seek information from families about accommodations or modifications that might already work for the student in home and community settings. Use the Family Snapshot and Student Snapshot. c. Use the CCR IEP discussion tool question - “What aids, services, supports, and accommodations does the family/student feel are most helpful? Why?”

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		<p>d. Create an example of the IEP and review it with families to ensure they fully understand the IEP process.</p> <p>Resources: See page 2 of this document.</p>
<p>IEP-5 – Engagement Prompts – Ask Families: Does your child use any technology at home that helps them communicate or learn?</p>		
PCSA Standard	Indicator 8 Statements that Link to Standard	Strategy/Activity to Address
<p>IEP-6 and IEP-7: IEP-6: The student’s IEP includes a description of how the student’s disability affects the student’s involvement and progress in the general education curriculum and environment, including how the disability affects reading. For preschool children, describe how the disability affects participation in age appropriate activities, including language development, communication and/or early literacy. IEP-7: The IEP includes a statement of the student's disability-related needs.</p>	<p>8. In IEP meetings, we talk about my concerns and ideas. 19. School staff offer me information about the academic standards AND behavior expectations for all students at my child’s grade level.</p>	<p>Strategies:</p> <p>a. Use questions from WI DPI CCR IEP Discussion Tool b. Include Student Snapshot and My Snapshot information in the IEP conversation c. Ask parents what they see and hear when observing their child at home that makes it difficult for their child to engage in academic work” (e.g. effect of disability in the home setting). d. Clearly explain behavioral expectations across schools and classrooms and ask parents if they have similar or other types of expectations at home</p> <p>Resources: See page 1 of this document.</p>
<p>IEP-6 & IEP-7 – Engagement Prompts – Ask Families: What do you see/hear at home when your student is struggling academically or with behavior?” Why do you think your child is struggling with that academic skill or behavior?</p>		
PCSA Standard	Indicator 8 Statements that Link to Standard	Strategy/Activity to Address
<p>IEP-8 and IEP-9: IEP-8: If the student has a disability related need affecting</p>	<p>8. In IEP meetings, we talk about my concerns and ideas.</p>	<p>Strategies:</p> <p>a. Use questions from WI DPI CCR IEP Discussion Tool</p>

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<p>reading, the IEP includes one or more annual goals designed to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement, or for preschool children, to participate in age appropriate activities and progress toward early literacy standards.</p> <p>IEP 9- If the student has a disability related need affecting reading, each annual goal designed to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement, or for preschool children, to participate in age appropriate activities and progress toward early literacy standards, contains a baseline from which progress can be measured.</p>	<p>19. School staff offer me information about the academic standards AND behavior expectations for all students at my child’s grade level.</p>	<p>b. Include Student Snapshot and My Snapshot information in the IEP conversation</p> <p>c. Build a culture in each school which supports and conveys the idea that all children can learn and be successful.</p> <p>d. Have a conversation with all team members about high expectations</p> <p>e. Share The Five Cs - How Families Can Engage</p> <p>f. Share and discuss available resources with the family</p> <p>Resources:</p> <p>a. Teaching our Readers when they Struggle https://dpi.wi.gov/reading/professional-learning/readers-who-struggle</p> <p>b. WSPEI Family Engagement & Literacy Livebinder</p> <p>c. WSPEI Family Reading Survey</p>
<p>IEP-8 & IEP-9 – Engagement Prompts – Ask Families: What goals do you have for your child?” “Is there an IEP goal that you think you want to support at home?</p>		

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PCSA Standard	Indicator 8 Statements that Link to Standard	Strategy/Activity to Address
<p>IEP-10: If the student has a disability-related need affecting reading, each annual goal designed to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement, or for preschool children, to participate in age appropriate activities, and progress toward early literacy standards includes a measurable level of attainment.</p>	<p>11. School staff share my high expectations for my child’s progress.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> a. Build a culture in each school which supports and conveys the idea that all children can learn and be successful. b. Have a conversation with all team members about high expectations c. Share The Five Cs - How Families Can Engage d. Share and discuss available resources with the family e. Discuss how parents might support skill growth related to the IEP goal through activities they may already be doing or could do at home. <p>Resources:</p> <ul style="list-style-type: none"> a. Setting Annual IEP Goals: What you need to know – Understood.org b. Understanding the Standards-Based IEP Brief
<p>IEP-10 – Engagement Prompts – Ask Families: How can the school support your child’s reading habits at home? What do you do at home with literacy/reading that you think supports your child’s reading goal?</p>		
PCSA Standard	Indicator 8 Statements that Link to Standard	Strategy/Activity to Address
<p>IEP-11: If the student has a disability-related need affecting reading, each annual goal designed to enable the student to be involved in the general education curriculum and progress toward grade level reading achievement, or for preschool children, to participate in age appropriate activities and progress toward early literacy standards includes a statement of how the student’s progress toward</p>	<p>17. I am happy with how often the school updates me on my child’s progress on IEP goals.</p>	<ul style="list-style-type: none"> a. Be clear and consistent about when, how, and to whom progress information will be shared b. Provide families an example of an IEP goals progress report c. Contact the family with positive information about their child periodically. d. Ask families the best way to contact them and honor that. <p>Resources:</p> <p>I-6 Interim Review of IEP Goals Document</p>

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achieving the goal will be measured.		
IEP-11 – Engagement Prompts – Ask Families: How would you like to understand/receive information on progress for your child’s goals?		
PCSA Standard	Indicator 8 Statements that Link to Standard	Strategy/Activity to Address
IEP-12, IEP-13, IEP-14, IEP-15: IEP Summary Page (SPED Services, Supplementary Aides, Related Services, and Program Modifications	<p>10. In IEP meetings, we discuss different options for my child’s special education services.</p> <p>13. In IEP meetings, we discuss how accommodations or modifications will help my child.</p> <p>21. My child receives the services, accommodations, modifications, and supports that are written into their IEP.</p> <p>14. School staff clearly explain when and where my child will receive special education services and supports.</p>	<p>a. Spend some time reviewing the “individualized” aspect of the IEP.</p> <p>b. Discuss the concerns and goals. Suggest different approaches or options for addressing them.</p> <p>c. Consider both family and staff expertise to find the best option for the student.</p> <p>d. Clarify the difference between accommodations and modifications and discuss what would be appropriate for the child.</p> <p>e. Seek information from families about accommodations or modifications that might already work for the student in home and community settings.</p> <p>f. Create an example of the IEP and review it with families to ensure they fully understand the IEP process.</p> <p>g. Allow families to tour the school to see where services will be provided, highlighting relevant supports the student would be using.</p> <p>h. Provide a copy of the daily and/or weekly class schedule with times and places clearly indicated, including transitions and unstructured times.</p> <p>Resources: Page 2 of this document.</p>
IEP-12, IEP-13, IEP-14, IEP-15 – Engagement Prompts – Ask Families: What aids, services, supports, and accommodations does the family/student feel are most helpful? Why? When and where do you think services are needed in order for your child to be successful?		

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<p>IEP-16: The IEP describes the extent, if any, to which the student will not participate with non-disabled students in the regular education environment.</p>	<p>5. My child is included in school activities that are available to other students (field trips, class performances, sports, clubs, other extracurricular activities, etc.).</p> <p>6. School staff help my child and family feel like we belong in the school community.</p> <p>14. School staff clearly explain when and where my child will receive special education services and supports.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> a. Provide parents with a calendar of class events and activities for the school year, and discuss and plan with parents for these activities b. Include families on planning how child can successfully participate in activities. c. Provide disability inclusion practices training for all staff and coaches d. Ensure that the school environment is welcoming to families. The Joining Process e. Let families know that they are welcome at all school events and are able to access or receive information about all events. f. Partner with families and community members to create and implement culturally respectful events. g. Represent families and their cultures throughout the building (in pictures, artifacts, presentations, demonstrations, dialogue, and storytelling) h. Learn from the family who, or which staff member, they feel most connected with in the school and work with that staff member when connecting with the family. <p>Resources:</p> <ul style="list-style-type: none"> a. Dear Colleague Letter – Students with disabilities participation in extra and co-curricular activities: b. DPI Information Bulletin 00.04 - Least Restrictive Environment: c. Student Participation in Field Trips d. Transportation for Extracurricular activities
<p>IEP-16 – Engagement Prompts – Ask Families: What types of events do you think your child would most enjoy if they were available at school?</p>		

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<p>IEP-17: The IEP team must meet to review the student’s IEP periodically, but not less than once per year, to determine whether the annual goals for the student are being achieved and to revise the IEP as appropriate to address any lack of expected progress toward the annual goals and in the general education curriculum.</p>	<p>3. School staff offer me different ways to ask questions and get information. 17. I am happy with how often the school updates me on my child’s progress on IEP goals.</p>	<p>a. Use the Communication Options for Families document b. Include special education resources on your school website and show families where to find that information. c. Create an effective means of communication, with input from families, that is easy and accessible to families, for example, technology such as a Google Docs or Apps d. WSPEI Agenda e. Welcome, Honor and Connect Families - The Joining Process f. Share with families the Endrew F. Worksheet handout g. Provide families an example of an IEP goals progress report h. Contact the family with positive information about their child periodically.</p>
<p>IEP-17 – Engagement Prompts – Ask Families: What is the best way to communicate progress about your child?</p>		
PCSA Standard	Indicator 8 Statements that Link to Standard	Strategy/Activity to Address
<p>IEP-18. The IEP team must consider whether the student needs individual appropriate accommodations necessary to measure the academic achievement and functional performance on state and district-wide assessments.</p>	<p>13. In IEP meetings, we discuss how accommodations or modifications will help my child. 21. My child receives the services, accommodations, modifications, and supports that are written into their IEP.</p>	<p>a. Clarify the difference between accommodations and modifications and discuss what would be appropriate for the child. b. Seek information from families about accommodations or modifications that might already work for the student in home and community settings. Use the Family Student Snapshot and My Snapshot for Students c. Use the CCR IEP discussion tool question - “What aids, services, supports, and accommodations does the family/student feel are most helpful? Why?” d. Create an example of the IEP and review it with families to ensure they fully understand the IEP process.</p> <p>Resources: See page 2 of this document.</p>
<p>IEP-18 – Engagement Prompt – Ask Families: What do you think helps your child best during or to prepare for tests? Class work?</p>		

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IMP-1, IMP-2, IMP-3: The LEA ensures the specially designed instruction, supplementary aids, and behavioral supports listed in the IEP is provided as described	21. My child receives the services, accommodations, modifications, and supports that are written into their IEP. 22. Everyone who works with my child at school knows about the accommodations, modifications, or supports in my child’s IEP.	a. Communicate with families about the level of services their child is receiving on a regular basis throughout the school year. b. Create an example/draft of the IEP and review it with families to ensure they fully understand the IEP process. c. Utilize a signature page for all staff members involved to sign indicating they have read and understand the information. Keep this in the student’s file. d. Explain to the family exactly how information in the IEP will be disseminated to pertinent staff members and who does and does not have access to that information. e. Be sure to include regular education teachers and teaching teams in the IEP meeting. Discuss how accommodations will be used in the inclusive classroom. f. Make sure the child is seen as a person first; and a special needs students second. Person-First Language g. Be sure that paraprofessionals, food service workers, bus/transportation personnel, and custodians, as appropriate, have information about the accommodations and supports in the student’s IEP Resources: See page 2 of this document.
IMP-1, IMP-2, IMP-3 – Engagement Prompts – Ask Families: What questions do you have about the instruction or supports your child will receive?		
PCSA Standard	Indicator 8 Statements that Link to Standard	Strategy/Activity to Address
IMP-4: Periodic reports are provided to the parents as specified in the IEP on the progress the student is making toward meeting each goal.	17. I am happy with how often the school updates me on my child’s progress on IEP goals.	a. Be clear and consistent about when, how, and to whom progress information will be shared b. Provide families an example of an IEP goals progress report c. Contact the family with positive information about their child periodically.

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		<p>d. Ask families the best way to contact them and honor that.</p> <p>Resources: I-6 Interim Review of IEP Goals Document</p>
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Family Engagement Prompt on IEP Form:

How will school staff engage parents/families in the education of the student (e.g. sharing resources, communicating with parents / families, building upon family strengths, connecting parents / families to learning activities, etc.)?

- School staff will send home learning activities so that the family can support Jimmy’s reading and math goals.
- School staff will communicate with the family weekly to report progress on Emma’s behavioral goal and to obtain information from the family on what they see.
- School staff will train the parent on the student’s new communication device so that the parent can assist her with her homework assignments at home.
- School staff will provide the family with the contact information of the District Family Engagement Liaison so the family can connect with other families.
- School staff will attend a transition resource fair with the family to help them connect with adult service agencies.
- School staff will send the Student Snapshot to the family and offer to help the family complete it prior to the next IEP meeting to obtain input from the family.
- School staff will meet with the family on a monthly basis regarding the use of strategies that the family and the school have found successful with the student.