Indicator 8 Suggested Activities Guide

Developed by the Wisconsin Statewide Parent Educator Initiative

The strategies and resources contained in this document are to assist IEP teams with engaging families in a way that leads to improved results as measured by the Indicator 8 Family Engagement Survey.

Indicator 8 Statement:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 More Resources

1) I am an **equal partner** with school staff in planning my child's IEP.

a. Create an agenda for the IEP meeting,

WSPEI Agenda

WSPEI CCR IEP Facilitator's Guide

b. Collaborate and create as a team (learn from each other to achieve more)

c. Welcome, Honor and Connect Families - The Joining Process

d. Use the Student Snapshot and the My Snapshot

e. Provide parents with information that will help them prepare for the meeting, such as test results. Offer explanations when needed.

f. Share The Five Cs - How Families Can Engage

g.Share Youth In Partnership with Parents for Empowerment (YIPPE) and PIP training information.

h. Share the Dual Capacity-Building Framework (2019) Karen Mapp

Resources

WI RTI Center - Family Engagement Resources in a Multi-level System of Supports

DPI Title 1 - Parent and Family Engagement (includes Grade Level Meetings)

Building relationships between parents and teachers - Megan Olivia Hall video

Steven Constantino Family Engagement video

Steven Constantino Blog

Steven Constantino 5 Simple Principles of Family Engagement

WI DPI Family & Community Engagement

DPI CCR IEP Family and Community Engagement

WI DPI CCR IEP Discussion Tool - Family Engagement

WI DPI RDA Website

Building Capacity for Family Engagement - Karen Mapp

CCR IEP Step 1
CCR IEP Step 2
CCR IEP Step 3
CCR IEP Step 4
CCR IEP Step 5
CCR IEP 5 Beliefs
WI DPI High Expectations
WI DPI Culturally Responsive Practices
WI DPI Student Relationships
WI DPI Collective Responsibility
Promote Caring to Families - Steven Constantino
Categories of Connecting Families to the IEP
WI Mental Health Framework
WI DPI Trauma Informed Schools Modules
Social and Emotional Learning Competencies
Endrew F. Talking Points and Worksheet for Families

Books:
Engage Every Family, Steven Constantino
101 Ways to Real Family Engagement, Steven Constantino
Powerful Partnerships, co-authored by Karen Mapp
Transforming School Culture, Anthony Muhammad

Additional Resource
Parent Involvement Matters! - video

2) School staff offer me ways to provide **information about my family and culture** so the school can better support my child.
a. Seek information about families
DPI Discussion Tool - Culturally Responsive Practice (use your email address to start)
b. Create a welcoming environment in the classroom and school, representing all cultures of the community
c. Provide staff training regarding cultural sensitivity on a regular basis
Disproportionality Technical Assistance Network ("The Network")
d. Invite family members to share their culture with artifacts, presentations, demonstrations, dialogue, and storytelling.
e. Create an effective means of positive communication with families
f. Honor Families - The Joining Process

Resources
Student Snapshot
WI DPI Family and Community Engagement - video
WI DPI - Family & Community Engagement- Focused Events
Welcoming Environment - Steven Constantino
20 Ways to Share your Culture

3) School staff **offer me different ways** to ask questions and get information.
a. Ask families their preferred means of communication.
c. Use the Communication Options for Families document (below under resources)
d. Include special education resources on your school website and show families where to find that information.
e. Co create an effective means of two way communication unique to each and every family

Resources
Wisconsin Agencies and Organizations for Families
WI DPI Family & Community Engagement - Communication with Families
WI DPI Special Education Topics
WI DPI College and Career Ready IEP Resources
Class Dojo
Communication Options for Families - English
Communication Options for Families - Spanish
Communication Options for Families - Hmong
Community Resource Mapping - Steven Constantino
WI DPI Listserves
Mobile App Comparison - RTI Family Engagement Resources
Endrew F. Talking Points and Worksheet for Families

4) School staff offer me information in ways **I understand**.
a. Provide them with Special Education in Plain Language, and explain
Print Version
b. Invite an interpreter to the IEP meeting if needed by a parent.
c. Provide written materials in the family's language.
d. Speak in terms families will understand. Explain acronyms and include an acronym/abbreviation sheet for reference.

e. Provide family with a contact person to explain further and answer questions.
f. Provide family with a copy of Introduction to Special Education

Resources:
WSPEI Family Engagement Coordinator
WSPEI District Family Engagement Liaison Program
Intro to Special Education

5) My **child is included in school activities** that are available to other students. (field trips, class performances, sports, clubs, other extracurricular activities, etc.)
a. Provide parents with a calendar of class events and activities for the school year, and discuss and planning with parents for these activities
b. Include families on planning how a child can successfully participate in activities.
c. Provide disability inclusion practices training for all staff and coaches
d. Ask families what types of events they think their child would most enjoy if they were available at school.

Resources
Dear Colleague Letter – Students with disabilities participation in extra and co-curricular activities:
DPI Information Bulletin 00.04 - Least Restrictive Environment
Student Participation in Field Trips
Transportation for Extracurricular activities

6) School staff help my child and family feel like **we belong** in the school community.
a. Ensure that the school environment is welcoming to families. The Joining Process
b. Let families know that they are welcome at all school events and are able to access or receive information about all events.
c. Partner with families and community members to create and implement culturally respectful events.
d. Represent families and their cultures throughout the building (in pictures, artifacts, presentations, demonstrations, dialogue, and storytelling)
e. 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.

Resources

Ideas to Promote Caring to Families - Dr. Steve Constantino
Wisconsin's Framework for Equitable Multi-Level Systems of Support
RTI Equity Model
RtI Equitable Multi-Level Systems of Support
Welcoming Environment - Steven Constantino
RTI Family Engagement Resources

7) IEP **meetings** are held at a **time and place** that meet my needs.
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.

8) In IEP meetings, we talk about **my concerns and ideas.**
a. Provide families an opportunity to think about and articulate their concerns well before the IEP meeting with a phone call, email, or in person.
b. Use questions from WI DPI CCR IEP Discussion Tool - Family Engagement
c. Include Student Snapshot and My Snapshot information in the IEP conversation
d. Let the student and the family speak first. Listen and consider their concerns and ideas.
e. Ask families about their hopes and dreams, concerns, or any fears for their child.
f. Ask families what they are most proud of regarding their child.
g. Ask families what they think helps their child best in preparing and completing tests

Resources
Promoting Excellence for All - Consider Families Experts on their Children
CCR IEP Discussion Tool Identify - CCR IEP Step 2
CCR IEP Discussion Tool Understand - CCR IEP Step 1

9) School **staff ask me** if my child's IEP services are **meeting my child's needs**.
a. Make routine check-ins with the family throughout the year to see how they feel things are going
b. Make positive phone calls and connections
c. Build relationships with families to promote ongoing conversation throughout the year
d. Use the Interim Review of IEP Goals -DPI Form
e. Use the WI DPI CCR IEP Discussion Tool - 5 Step Process-Analyze Progress

f. Ask families what their child's areas of strength are and what areas that their child struggles in.

Resources
Building relationships between parents and teachers - video
CCR IEP Discussion Tool Identify - CCR IEP Step 2
CCR IEP Discussion Tool Understand - CCR IEP Step 1

10) In IEP meetings, we **discuss different options** for my child's special education services.
a. Spend some time reviewing the "individualized" aspect of the IEP.
b. Discuss the concerns and goals. Suggest different approaches or options for addressing them.
c. Consider both family and staff expertise to find the best option for the student.

Resources
IEP: Preparing Students for College and Career - WI DPI
CCR IEP Step 1
CCR IEP Step 2
CCR IEP Step 3
CCR IEP Step 4

11) School **staff share my high expectations** for my child's progress.
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.Share Youth In Partnership with Parents for Empowerment (YIPPE) and PIP training information.
f. Ask the family what hopes and dreams they have for their child.
g. Ask families what goals they have for your child
h. Ask families if there is an IEP goal that they think they could support at home.

Resources
Xello

CCR IEP DIscussion Tool - High Expectations
Rising to High Expectations-video
Setting Annual IEP Goals
Let's Get to Work Videos
WI Promise Videos
WI Promise
ERI - WI PROMISE Resources
Beforeage18
PROMISE Transition Guide
A Teacher's Perspective: Setting High Expectations for all Students - video
Wisconsin Model Early Learning Standards
Developmental Milestones - Collaborating Partners
Wisconsin DPI Academic Standards
WI DPI Academic Career Planning
WI DPI Promoting Excellence for All -
IEP: Preparing Students for College and Career - WI DPI
CCR IEP 5 Beliefs
Transition Planning for Families

12) a. (4K-5) School staff listen to what **our family wants for our child's future** (independence, career, post-secondary education)

a. Offer ways to explore the future hopes and dreams for the student and family. Use these ideas to build functional goals and tasks.
b. Check in with the family to monitor and modify as the child progresses
c. Use the Positive Student Profile
d. Use the CCR IEP Discussion Tool - Develop Ambitious Goals
e. Develop a meaningful response, by engaging with the family in conversation and relationship building, to the Family Engagement prompt on the CCR IEP forms
f. Share with families what future opportunities look like for students with disabilities.
g. Share Youth In Partnership with Parents for Empowerment (YIPPE) and PIP training information.

12) b. (6-12) School staff include **my child's hopes and interests for life after high school** in their education program. (independence, career, post-secondary education)

a. Keep a record of child's interests,responsibilities, hobbies, chores, jobs, social and extracurricular activities, and volunteer work
b. Consider CCR IEP Discussion Tool Questions-High Expectations
c. Include the student in the IEP process
d. Use the concept of student led IEPs
f. Share with families what future opportunities look like for students with disabilities.
e. Encourage students to use the iTransition App http://www.witransition.com/
f. Introduce resources from community agencies and partners to families.
g. Discuss student's ACP Planning with families
h. Explore the Career Cruising website with families

Resources
Xello
Transition Improvement Grant (TIG)
Division of Vocational Rehabilitation
Aging & Disability Resource Center
Transition Agenda
Family Agenda for Transition
Transition Agenda Facilitator's Guide
Let's Get to work Website
Let's Get to Work Videos
Think College
I'm Determined: self-determination, student-led IEP meetings
TIG Lesson Plans
TIG TIP and GRIP
TIG Online Learning Modules
iTransition
Transition Planning for Families
WI Promise resources

13) In IEP meetings, we discuss **how accommodations or modifications will help** my child.
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.

c. Use the CCR IEP discussion tool question - “What aids, services, supports, and accommodations does the family/student feel are most helpful? Why?"
d. Practice Root Cause Analysis with families - Ask “Why” to dig down to real meaning
e. Ask families about any technology at home that helps their child communicate or learn.

Resources

CCR IEP Discussion Tool
CCR IEP Discussion Tool Align Services
CCR IEP Discussion Tool Identify
CCR IEP Discussion Tool Understand
WI DPI Information Update Bulletin 10.07
Intro to Assistive Technology video
Accommodations and Modifications for Students with Disabilities by ECAC.org
DPI Information Update Bulletins:

- ❏ Bulletin 10.07 - Describing Special Education, Related Services, Supplementary Aids and Supports, and Program Modifications and Supports for School Staff
- ❏ Bulletin 07.01 - Addressing the Behavioral Needs of Students with Disabilities
- ❏ Bulletin 06.02 - Legal Requirements Relating to Disciplining Children with Disabilities Bulletin 14.03 - Shortened School Day
- ❏ Bulletin 18.02 – Free and Appropriate Public Education
- ❏ Bulletin 14.02 – Manifestation Determination

WI DPI Seclusion & Physical Restraint

14) School staff clearly explain **when and where** my child will receive special education **services and support**.
a. Allow families to tour the school to see where services will be provided, highlighting relevant support the student would be using.
b. Ask families when and where they think services are needed in order for their child to be successful.
c. Provide a copy of the daily and/or weekly class schedule with times and places clearly indicated, including transitions and unstructured times.
d. Ask families what questions they have about the instruction or supports that their child will receive.
e. Ask families what works at home and consider how that support might be incorporated at school.

Resources
WI DPI Information Update Bulletin - Least Restrictive Environment
WI DPI Information Update Bulletin - Services
CCR IEP Step 1
CCR IEP Step 2
CCR IEP Step 4
Students with disabilities participation in extra and co-curricular activities
DPI Information Bulletin 00.04 - Least Restrictive Environment
Student Participation in Field Trips
Transportation for Extracurricular activities

15) School staff offer me information for my child with an IEP about one or more **community services** that: a) offer support for my child and family, b) support my child's learning outside of school (libraries, community centers, after school programs, child care, etc.), c) help my child prepare for college, independent living, and work, and/or d) help me connect with transition and support (life after high school), e) help me connect with transition resources and support to 5K and elementary school

a. Seek parent input about agencies and resources that are important to their family.
b. 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.
c. Collaborate with your district's social worker or guidance counselor to learn more about resources in your surrounding community
d. Identify a District Family Engagement Liaison that can serve as a resource person.
WSPEI District Family Engagement Liaison Program
e. Contact a WSPEI Coordinator for regional resources
f. Engage staff members in a Community Resource Mapping activity
g. Offer families an option to visit new centers or schools to help with the transition to 5K, elementary school, middle school, high school, and post-secondary options.
h. Share Youth In Partnership with Parents for Empowerment (YIPPE) and PIP training information.

Resources
Wisconsin Statewide Parent Organizations
Counties and Communities on Transition
Community Resource Mapping - Steven Constantino

16) School staff explain one or more of the options I have if I disagree with a decision of the IEP team: a) I can ask questions at the IEP meeting, b) I can request another IEP meeting or facilitated IEP meeting, c) I can talk with the special education / pupil services director, d) I am provided with procedural safeguards parent rights (mediation, IDEA state complaint, due process hearing request).

a. Explain where to find information in the following handouts to familiarize parents with the resources. Review these resources with staff and plan how each will be explained to families.

Resources

Special Education in Plain Language
Print Version
Online Version - Interactive
Special Education Procedural Safeguards: Rights for Parents and Children
Communication Options for Families
Wisconsin Statewide Parent Educator Initiative
Wisconsin Special Education Mediation System
WI FACETS
WSPEI Coordinators Contact List

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.
d. Ask families the best way to contact them and honor that.
e. Ask families how they would like to receive, and be able to understand, information on the progress of their child's goals.

Resources

Interim Review of IEP Goals Document
DPI Family & Community Engagement-Communication with Families
CCR IEP Discussion Tool - Analyze Progress
WI DPI Parent Advisory Council Brief Statement

WI DPI Parent Advisory Council
Endrew F. Talking Points and Worksheet for Families

18) School staff offer me activities or strategies which support my child's **learning outside of school.**
a. Encourage families to use community resources that can also support learning such as public library programs, community centers, etc
b. 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.
c. Engage staff in a resource mapping activity for your local area
d. Consider the following suggestions from the CCR IEP Family Engagement Guidance

- Summarize a few universal strategies to support literacy instruction in the home and community that were discussed with the parent in meeting.
- Introduce fun learning games and/or activities that support academic needs of students or help with generalization, fluency, or mastery of skills learned in school.
- Help families recognize what they are already doing at home to support their child's learning.
- Let the family lead the conversation on the types of connection to learning they feel would be helpful (ex: resources, accommodations, goals, activities).

Resources
Family Engagement Newsletter
Reading Rockets - Parent Resources
WI DPI Family & Community Engagement - Community Partnerships
WI DPI - IEP: Preparing Students for College and Career
WI DPI WI Public Libraries
WI Literacy Council
Community Resource Mapping - Steven Constantino

19) School staff offer me information about the **academic standards AND behavior expectations** for all students at my child's grade level.
a. Invite families to come to school to see learning in action.
b. Ensure that families have access to and understand information regarding academic standards and behavior expectations (i.e., newsletters, multimedia representations, website, etc).

c. Use the CCR IEP Discussion Tool - Reading Drives Achievement
d. Ask families what concerns they have (if any) about their child's behavior at school, at home, and in the community. Ask them why they think their child responds in the way that they described.
e. Ask families what they do to help their child when he/she is upset, to prevent the behavior, or help their child understand their behavior.
f. Ask families what they see/hear at home when their child is struggling academically or with behavior. Ask them why they think their child is struggling with that academic skill or behavior.
g. Ask families what works at home and consider how that support might be incorporated at school.
h. Clearly explain to families the behavioral expectations across schools and classrooms and ask them if they have similar or other types of expectations at home.

Resources
National PTA - Parents' Guide to Student Success
WI Positive Behavioral Intervention & Supports - Parents/Family
Wisconsin DPI Academic Standards
SEL Infographic
Social and Emotional Learning Competencies - WI DPI
CCR IEP Step 1
CCR IEP Step 2

20) School staff offer me information on how to **help my child be independent and advocate** for their needs.
a. Encourage and support families to look for opportunities to help students develop self-advocacy skills.
b. Distribute or link "Opening Doors to Self-Determination".
c. Share Youth In Partnership with Parents for Empowerment (YIPPE) and PIP training information.
d. Connect families to community agencies, resources and service providers.

Resources:
TIG Lesson Plans
I'm Determined website
WI DPI Trauma Sensitive School Modules

iTransition
WSPEI Website
WI DPI Academic Career Planning
Transition Improvement Grant
WI DPI Trauma Sensitive School Learning Modules
TIG SoP Module

21) My **child receives the services, accommodations, modifications, and supports** that are written into their 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 of the IEP and review it with families to ensure they fully understand the IEP process.
Resources:
CCR IEP Step 4
CCR IEP Step 5
Interim Review of IEP Goals
Center on Technology and Disability
AdditudeMag
PACER School Accommodations & Modifications: Parent & Child Checklist
Accommodations and Modifications for Students with Disabilities by ECAC.orgWI DPI Seclusion & Physical Restraint

DPI Information Update Bulletins:
- ❏ Bulletin 10.07 - Describing Special Education, Related Services, Supplementary Aids and Supports, and Program Modifications and Supports for School Staff
- ❏ Bulletin 07.01 - Addressing the Behavioral Needs of Students with Disabilities
- ❏ Bulletin 06.02 - Legal Requirements Relating to Disciplining Children with Disabilities
- ❏ Bulletin 14.03 - Shortened School Day
- ❏ Bulletin 18.02 – Free and Appropriate Public Education
- ❏ Bulletin 14.02 – Manifestation Determination

22) **Everyone who works with my child** at school **knows about the accommodations, modifications, or supports** in my child's IEP**.**
a. 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.
b. 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.

c. Be sure to include regular education teachers and teaching teams in the IEP meeting. Discuss how accommodations will be used in the inclusive classroom.
d. Make sure the child is seen as a person first; and a special needs student second.
e. 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:

WI DPI Seclusion & Physical Restraint

DPI Information Update Bulletins:

- ❏ Bulletin 10.07 - Describing Special Education, Related Services, Supplementary Aids and Supports, and Program Modifications and Supports for School Staff
- ❏ Bulletin 07.01 - Addressing the Behavioral Needs of Students with Disabilities
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- ❏ Bulletin 18.02 – Free and Appropriate Public Education
- ❏ Bulletin 14.02 – Manifestation Determination

Additional Resources

Preschool Agenda

Collaborating Partners-Early Literacy

Wisconsin Model Early Learning Standards

Wisconsin Pyramid Model

Center on the Social and Emotional Foundations of Early Learning - Family Tools

Transition from Preschool Services to Kindergarten - Early Childhood Technical

Accommodations and Modifications for Students with Disabilities by ECAC.org

Assistance Center (ECTA)

CONNECT Module - Transition

CONNECT Module - Family Professional Partnerships

Collaborating Partners

Wisconsin Model Early Learning Standards

My Teacher Wants to Know

Child Web

Literacy Resources

Reading Survey

Teaching our Readers when They Struggle

WSPEI Family Engagement & Literacy Livebinder

Additional Resources

Wisconsin Statewide Parent Educator Initiative (WSPEI)
WSPEI Family Engagement Planning LiveBinder
WSPEI CCR IEP Resource Livebinder
CCR IEP Resource Page
WI DPI Continuous Improvement/Implementation Science
WI FACETS IEP Checklist
Standards Based IEPs Parent Brief
Universal Design for Learning Parent Brief
PCSA vs Indicator 8 Statement Comparison

Webinars

ReThinking Family Engagement
Connecting families to the IEP
CCR IEP Webinar Series
WI Family Engagement Agencies and Organizations Webinar

Other Resources

WI DPI Trauma Sensitive School Modules
WI DPI Social and Emotional Learning
WI DPI ACP and SEL
SEL Infographic
Wisconsin's Framework for Equitable Multi Level Systems of Support
Equitable Multi Level Systems of Support
CCR IEP 5 Step Process
CCR IEP Resources page
CCR IEP Learning Resources
Wisconsin CCoTS
Skills to Pay the Bills
Career Cruising
WI DPI Information Update Bulletins
Supported Decision Making
Special Education In Plain Language
  Print Version
  Online Version

Resource Guides

Guide to Healthy Building Parent/Child Relationships
Building Relationships with Families
Guide for Mentors

Guides to Creating a Welcoming Environment:
Parent Friendly Schools, Iowa Parents
Is Your School Family Friendly?, Georgia Department of Education (DOE)
Tips and Strategies for Increasing Parent Involvement, Virginia DOE
Family and community Engagement, Kentucky DOE
Welcoming Schools, Welcoming Schools
Does your Atmosphere shout "Welcome", Education World
Is Your School Parent Friendly?, PTO Today