

# College and Career Ready Individualized Education Program (CCR IEP) Training - Improving Outcomes for Students 3 through 21

**February 23, 2017**  
**9:00 am - 3:30 pm**  
**CESA 10 Conference Center**  
**Chippewa Falls**

Our vision is that ALL students, including those with IEPs, will graduate prepared for college and a career. But what do IEP teams need to know in order to prepare students who are receiving special education services for college and a career? We know that true college and career readiness is about much more than academics. Our graduates must also have the knowledge, skills, and habits that will allow them to succeed in life after high school. What kind of abilities do students with IEPs need in order to be college and career ready? They should have both the academic and functional proficiencies needed in order to demonstrate independence, self-determination, critical thinking, collaboration, leadership, creativity, responsibility, and persistence.

Come and learn more about the Five Beliefs and Five Steps of the process of writing and utilizing the new College and Career Ready IEPs. Get your questions answered and network with other educators making this meaningful change.

#### CCR IEP Five Beliefs:

- 1) High Expectations
- 2) Culturally Responsive Practices
- 3) Student Relationships
- 4) Family and Community Engagement
- 5) Collective Responsibility CCR IEP

#### Five Step Process:

- 1) Understand Achievement
- 2) Identify Effect of Disability
- 3) Develop Goals
- 4) Align Services
- 5) Analyze Progress

#### CCR IEPs Promote:

- higher expectations for students leading to ambitious and achievable IEP goals;
- greater access, involvement, and progress in universal instruction, school activities, and school community;
- improved literacy, reading, and other academic outcomes;
- improved resiliency and self-determination that supports independence in the community for life after high school;
- more students graduating with a regular diploma and the skills needed for college and careers.

Additionally, CCR IEPs align with other required student and educator plans, such as:

- Educator Effectiveness,
- Academic Career Plan (Fall 2017),
- the Postsecondary Transition Plan, and DPI best practice supports, including:
  - Culturally Responsive Multi-Level System of Support (Response to Intervention/Positive Behavioral Interventions and Supports)
  - Wisconsin School Mental Health Framework,
  - Universal Design for Learning (UDL)
  - Trauma Sensitive Schools,
  - current research and best practice.

The newly revised sample IEP forms promote:

- improved student outcomes;
- understanding of how disability-related needs affect literacy/reading and other academic areas;
- alignment among student strengths and needs, IEP goals, and IEP services and supports in the IEP;
- greater family engagement in IEP development;
- documentation of the Reading Drives Achievement: Procedural Compliance Self Assessment (RDA:PCSA) checklist items.

**Presenters:**

- Anita Castro, Wisconsin DPI
- Vickie Waters, RSN Director
- Misti Trowbridge, CESA 10 Special Education Director
- Deb Delyea, CESA 10 Special Education Director

**Cost:** No charge to CESA 10 CSPD (Comprehensive System of Personnel Development) member school districts; \$50 to non-member districts.

Registration deadline: **February 17, 2017**

Registration is done electronically through [MyQuickReg](http://www.myquickreg.com) ([www.myquickreg.com](http://www.myquickreg.com))

**Participants should bring  
an IEP to review during  
the training.**



**CSPD Member Districts**

Augusta	Bloomer	Bruce
Cadott	Cornell	Eleva-Strum
Flambeau	Gilman	Gilmanton
Granton	Greenwood	Lake Holcombe
Loyal	Neillsville	New Auburn
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