IEP Teams Know and Explore Using the CCR IEP Five Beliefs

**High Expectations:** 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.

**Culturally Responsive Practices:** 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.

**Student Relationships:** 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.

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

**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.

*These five College and Career Ready IEP beliefs are discussed and incorporated throughout the IEP planning process*