

Draft Belief/Value Statements from Small Groups

Date: 09_28_17

Beliefs/Values

Group 1:

1. We believe universal design benefits all learners.
2. We believe all educators are members of the special education team.
3. We believe in a social model of disability that views disability as an aspect of human difference that is limiting primarily because of social, economic, and environmental constraints. (Adapted from Operating Principles Statement - Access & Inclusion Radio on KACR-LP Alameda Community Radio).

Group 2:

4. All means all.
5. Prepares them to be active community members and supports students so that they can achieve his or her maximum potential
6. Research-based practices

Group 3:

7. We believe the program should be child focused - it is about the kids
8. We believe funding shall also be focused on ensuring knowledge of and implementation of Best Practices while supporting continuing education for parents, teachers, and staff.
9. We believe integrated classrooms are good for all students - should be the norm.

Group 4:

10. We believe in meaningful participation for all students
11. Research based instruction that maintains high standards
12. Whole child education: social, emotional, academic

Group 5:

13. We believe that all students should thrive by being given access to appropriate and evidence based curriculum that educates the whole child... intellectually and socially
14. Students with special needs are a valued part of our community and have the right to feel safe and free from discrimination.

Group 6:

15. Children with special needs have the right to feel they are included and valued in the school community.
16. They have the right to feel safe and free from discrimination because of their disability.
17. They need to have curriculum that can not only adapt to their educational needs, but has been shown to increase their skills and performance.

Group 7:

18. Universal design approach benefits all learners

19. All educators are seen as Sp. Team Members

Group 8:

20. We believe

- *Early and thorough identification and interventions will be used to effectively support student academic and social/emotional success*
- *MTSS needs to be in place to better serve and intervene with students both with and without disabilities*
- *Families and teachers need to be actively involved early on as students begin to show difficulties with learning and should receive supports in a responsive and effective way*

Individual Belief Ideas/Developing Ideas:

1. Children with special needs have the right to be active participants in their education to thrive, to grow, and to be a valued part of the school community.
2. Special education teachers should be provided with training and curriculum that enables their students to achieve their full learning potential.
3. All means All: All students have the ability to learn at high levels given the appropriate instructional challenges and supports
4. We are committed to community partnerships that foster academic curiosity and family independence and a lens to future success and life after school
5. We believe in a culturally responsive discrimination-free safe school environments.
6. Provide an equally accessible educational and nurturing environment for all in order to attain individual and collective scholastic and personal growth
7. Core student education of values to promote inclusivity, peer to peer camaraderie and collective strength
8. Community partnership is key
9. To optimally engage students and capitalize on their youthful absorbent minds
10. To not only provide student support, but family, (para) educator and community support
11. We believe that as special educators we are committed to the premise that all children deserve to be successful, safe, and part of our learning community.
12. Our special education are committed to the delivery of equitable, culturally responsive
13. Educational equity is a right of every child and family and an
14. All students need support, of different types, in different forms, at different times.
15. Early and thorough identification and interventions will be used to effectively support student social-emotional and academic success.

16. Families and educators are supported to be actively involved in the process of identification and needs assessments for students individually

17. We believe learning is individual and flexible and our programs match those needs.

18. Ensure every student succeeds because every student can succeed

19. Integration because that's how community is built

20. Funds to program/decisions with most impact for all

21. Continuing education for all because we all need to learn more.

22. Every child should get 100% of your focus.

23. Every child should have meaningful and interesting well thought out lessons prepared and tailored for them

24. Plans for the child should include provisions and preparation for adulthood.

25. The child is best service through a close partnership with their parents/guardians

26. Schools and classrooms should revolve around student needs, not adult preferences

27. Access to general education environments is vital to every child's development.

28. Unified commitment to: equity, high expectations with sense of urgency, engagement, , trust relationships, inspiration

29. Sped is a community

30. Equity in education is a moral imperative

31. We believe student-focused

32. Student has the right to feel safe and free from discrimination

33. Prepares them to achievement maximum

34. Recruit and retain qualified staff with right supports all students can learn

35. Integrated classroom will be the norm.

36. Sp Ed is a means to see every student achieve academic success and independence

37. Sp Ed is intervention and supports to support individual students in their academic program

38. Basic academic accommodations benefit all learners.

39. Independence - working, living, having a family

40. Respectful, responsible, charitable "good humans"

41. Critical thinkers/problem solvers

42. Collaboration among: teachers,. administrators, parents/families, students, support staff, school ownership

43. Education equals: academic, social, emotional awareness (many pronged)

44. Cultivating culture of acceptance, inclusion, belonging, safety

45. All student have the right to the most appropriate and specialized academic instruction - based on assessed need
46. All students should have opportunity to build on/demonstrate their unique strengths
47. All students should be held to high standards regardless of disabling condition
48. All students can succeed with appropriate supports

49. Balance of not discriminating because of neurodiversity and giving student the environment and materials needed to make individual progress (meeting them where they are at)
50. Giving students skills to be a part of community/access community, job, recreation, college
51. Society accommodating to individuals and individuals adapting to society as much as they can
52. Purpose: independence - achieve potential

53. Guarantee a special education student's right to an education in their own LRE to achieve their own maximum potential
54. Safe and inclusive
55. Recruit and retain highly trained staff utilizing research-based culturally responsive best practices.

56. Beliefs about special education:
 - There is an urgency to better serve students in special education
 - Research and best practice related to supporting students with disabilities shows that when students have access to GE curriculum and the GE learning environment, they have more opportunities for academic success
 - Students should be provided with the supports and services that they need in the GE learning environment as often and as frequently possible
 - Students of color are over-represented and under served in special education.