



Grounding Assumptions

of a Community of Practice focused on People to People: the Human Side of Implementation

The Individuals with Disabilities Education Improvement Act (IDEA '04) ensures that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living. [34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]

As a Community of Practice, we believe:

- 1) All youth should be educated in a safe, supportive, and caring environment in which they might feel connected and supported.
- 2) All youth should be working and developing to their greatest potential within an integrated, seamless lifelong system of services. All youth have their unique needs met and have the opportunity to be productive citizens, have choice about their outcomes, and have full access to and are involved in the community.
- 3) All youth should be engaged in meaningful active learning school experiences that result in successful school and post school outcomes. Universal Design for Learning (UDL) is employed within the learning process.
- 4) Learning is personalized for all youth based on data-driven decision-making.
- 5) Rigor, relevance, and relationships are critical to implementation. Relationships are the core foundational piece upon which to build the technical side of implementation.
- 6) To reach out to a broad range of stakeholders make meetings and activities convenient for all who must attend. Look at the uniqueness and talents of the people who surround us and put them to best use.
- 7) To build a shared vision based on shared meaning and understanding, build upon best practices that are being implemented, with intentionality in a culture of respect. Empower youth and families in a meaningful way by involving them in the planning process.
- 8) A comprehensive and coordinated system of services and supports is essential both in and out of school.
- 9) Professional development/training, including parents, is provided to keep people knowledgeable.
- 10) Strong interagency agreements/ and collaboration with informal support networks are present.



This document was generated within the IDEA Partnership by cross-stakeholders representing teachers, administrators, related service personnel, family members and youth, state education agencies, higher education, technical assistance providers, and assessment consortia.