

Avon Public Schools

Special Education & Pupil Personnel: *A District Vision*



What is the ultimate goal of Special Education?



What is the overall vision for supporting all students?

- Our goal is to ensure that instruction is based in the general education curriculum, students are given equal access and opportunity to instruction based on their academic ability, and that the support offered, whatever the need, is afforded to all students.
- This is mandated in IDEA (2008), Section 504 of ADA, the Connecticut Accountability for Learning Initiative (CALI), as well as Elementary and Secondary Regulations (ESEA).

Where do we begin?



1. By creating systems through...

Procedures and protocols

Meaningful data collection and analysis

Recommendations that are data driven

2. Reviewing Our Processes:

The criteria for eligibility and the definition of “specialized instruction” in all areas that may come under the area of special education must be defined.



3. Engaging in Meaningful Data Collection & Analysis

- This will provide guidance to teams who are determining if an intervention rises to the level of needing special education (i.e.: “specialized instruction” provided by a special educator).

4. Establish a true collaboration between general and special education

- Through meaningful and ongoing professional development in the practice of delivering specialized instruction, differentiation, assessment and progress monitoring.



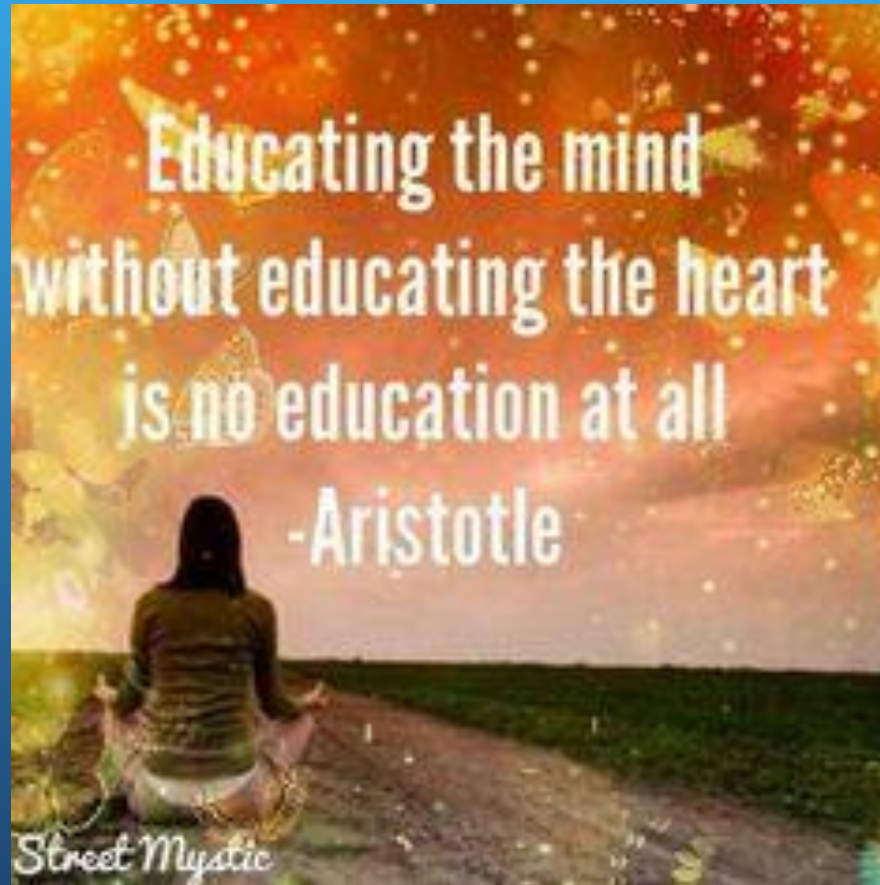
What this essentially means...

- Students do not have to be “disabled” to receive support.
- Federally allocated and local funds are focused on our students most in need.
- We collectively support students for which we are ALL held accountable.
- Referrals to special education are factual and based on data, not on what we think or feel.

By rethinking special education and its true intent...

- We can support ALL students with a reallocation of personnel and resources while providing legal entitlements for our students most in need.

“Success is about the WHOLE child.”



What special education is attempting to do is three-fold:

- Provide prescriptive instruction and interventions that allows students to fluidly move between levels of support in a manner that provides the most access to and success in the general education curriculum and setting.

- Support the SRBI process by assisting in the development and understanding of research-based interventions and instructional practice. This process will allow us to identify students who truly are “disabled” as clearly defined in regulations.

- Streamline all support services available in the district so that students do not have to be labeled as “disabled” in order to receive differentiated instruction, social/emotional support, reasonable accommodations, and curriculum taught by highly qualified (trained and supported) staff.

Final Thoughts...

- The collective use of resources to support the whole child along with a clearly defined assessment, intervention, and eligibility process will address both the social/emotional needs as well as the performance gaps of our students, to which we are ALL held accountable.