

PPT \* Child Find \* FERPA \* IDEA



# A Guide to Educational Terms

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Evaluation \* IEP \* FAPE \* Transition

This booklet was designed to help parents in Connecticut understand the language used in special and general education. Often times, during meetings or school visits, words or acronyms are used that are unfamiliar to most people. Our hope is that this guide will help you to better understand what is being said and make you feel more comfortable with the language of education.



**A**

**Accommodations:** Teaching supports and services that the student may require to successfully demonstrate learning. Accommodations should not change curriculum grade level expectations. Examples include, extra time for assignments or tests, the use of taped textbooks, and alternative assessment formats such as multiple choice, fill in the blank, portfolio, etc.

**Accountability:** Measurable proof that teachers, schools, districts, and states are teaching students efficiently and well, usually in the form of student success rates on various tests.

**Achievement Gap:** Persistent differences in achievement among different groups of students as indicated by scores on standardized tests, teacher grades, and other data. The gaps most frequently referred to are those between Caucasians and minority groups, especially students who are African-American and Hispanic.

**Achievement Test:** Tests used to measure how much a student has learned in various school subjects/curriculum.

**Adequate Yearly Progress (AYP):** An individual district's measure of yearly progress toward achieving state academic standards. The report is done annually.

**Advocate:** An individual who represents or speaks out on behalf of another person's interests (as in a parent with his/her child).

**Alignment:** The effort to ensure that what teachers teach is matched with what the curriculum says will be taught and what is assessed.

**Alternate Assessment:** A way to measure the performance of students with disabilities who are unable to participate in general large-scale assessments used by districts or states, even with appropriate accommodations. In CT this includes; the CT Mastery Test or CT Academic Performance Test Modified Assessment System (CMT or CAPT MAS) or the CMT Skills Checklist. The student's PPT determines if a student meets the eligibility criteria to be assessed using an alternate assessment.

**Alternative Dispute Resolution:** A spectrum of dispute resolution processes, ranging from informal discussion to formal decision (such as, Mediation, IEP Facilitation, Ombudsperson).

**Americans with Disabilities Act (ADA):** A federal law that took effect in 1992 which defines "disability" and prohibits discrimination by employers, facilities open to the general public and by state and local public agencies that provide services such as transportation. (Public Law 101-336)

**Applied Behavioral Analysis (ABA):** An intensive, highly structured teaching program. Behaviors to be taught are broken down into their simplest elements.

**Appropriate:** Able to meet a need; suitable or fitting the child's individual needs and abilities.

**Assessment:** Measuring the learning and performance of students or teachers. Different types of assessment instruments include achievement tests, minimum competency tests, developmental screening tests, aptitude tests, observation instruments, performance tasks and authentic assessments.

**Assistive Technology:** Any item, piece of equipment or product system, whether acquired commercially, off the shelf, modified or customized, that is used to increase, maintain or improve functional capabilities of individuals with disabilities.

**B**

**Behavioral Intervention Plan (BIP):** A plan that is put in place to teach a child appropriate behavior and social skills. It should be positive in nature, not punitive.

**Benchmark:** A standard for judging a performance. Some schools develop benchmarks to tell what students should know by a particular stage of their schooling. For example, "by the end of sixth grade, students should be able to locate major cities and other geographical features on each of the continents."

**C**

**Charter School:** A self-governing educational facility that operates under contract between the school's organizers and the sponsors (often local school boards but sometimes other agencies, such as state boards of education). The organizers are often teachers, parents, or private organizations. The charter may detail the school's instructional design, methods of assessment, management and finances.

**Child Find:** A process, required by IDEA, by which districts have the responsibility to identify, locate and evaluate students, ages birth through 21, suspected of having a disability or needing special education and related services to improve their academic achievement or functional performance.

**Child/Student Study Team:** A team of educators that come together at the request of a classroom teacher, parent or counselor to design interventions to meet the needs of a particular student. Districts may refer to these teams by other names, for example, Student Assistance Team.

**Curriculum:** A written plan outlining what students will be taught (a course of study). For example, the curriculum of an elementary school usually includes language arts, mathematics, science, social studies, and other subjects.

**Complaint:** Written notice by a parent or other interested party sent to the Bureau of Special Education claiming that the local school district has violated a requirement of federal or state law concerning special education.

**Cumulative File:** A general file maintained by the school. A parent has the right to inspect the file and have copies of any information contained within it.

**D** **Data-based Decisions:** Using data that is gathered on a regular basis (and additional information, as needed) to inform planning, decision-making, and reporting. Decisions help educators identify students needing additional supports, distinguish responsiveness from unresponsiveness, and individualize instruction based on students' needs.

**Due Process:** Action that protects a person's rights. In special education, due process applies to action taken to protect the educational rights of students with disabilities.

**Disproportionality:** The over representation of a particular race or cultural group in a particular program or system.

**E** **Early Intervening Services:** A provision under IDEA '04 which allows school districts to use IDEA Part B funds to provide services and support for students in grades K-12 who have not been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

**Eligibility:** To be eligible for special education under IDEA, a child must have a disability and must need special education services and related services in order to benefit from their education. An individualized evaluation must be conducted to determine if a child is eligible.

**English Language Learners (ELL):** A student whose first language is a language other than English and who is in a special program for learning English. This may be bilingual education or English as a second language.

**Extended School Year (ESY):** Special education and related services that are provided to a student, in accordance with the student's IEP, beyond the normal school year and at no cost to parents. The determination of the need for ESY services for a student is determined by the PPT on an individual basis.

**F** **Family Educational Rights and Privacy Act (FERPA):** A federal law, enacted in 1984, that gives all parents or students over the age of 18 or attending post-secondary schools, the right to see, correct and control access to student records

**Fluency:** The ability to read text accurately and quickly.

**Focused Monitoring:** A technical assistance and compliance model designed to be both a performance measurement and a compliance tool to ensure that districts are effectively implementing requirements of the IDEA. Focused Monitoring involves the selection of a limited number of priority performance areas, e.g. least restrictive environment, suspension/expulsion.

**Free, Appropriate, Public Education (FAPE):** One of the key principles of IDEA, which requires that an education program be provided for all school-aged children (regardless of disability) without cost to families.

**Functional Behavioral Assessment (FBA):** An assessment that looks at why a child behaves the way he or she does, given the nature of the child and what is happening in the environment. It is a process for collecting data to determine the possible causes of problem behaviors and to identify strategies to address the behaviors.

**H** **High-Stakes Testing:** Tests used to determine which individual students get rewards, honors or sanctions. Tests with high stakes attached include college entrance examinations and tests students must pass to be promoted to the next grade or to graduate from high school.

**I**

**Independent Evaluation:** An evaluation performed by a certified and/or licensed professional examiner who is not employed by the school system responsible for the education of the child.

**Individualized Education Program (IEP):** A written education program for a child with disabilities that is developed by a team of professionals (administrators, teachers, therapists, etc.) and the child's parents. It is reviewed and updated at least yearly and describes the child's present performance, what the child's learning needs are, what services the child will need, when and for how long, and also identifies who will provide the services.

**Individualized Family Service Plan (IFSP):** A written plan that describes a child's strengths and needs as well as the family's concerns and priorities for their child. It also details what services and supports need to be provided including their location and frequency.

**Individuals with Disabilities Education Act (IDEA):** The federal law governing special education, originally passed in 1975, which mandates a free, appropriate public education for eligible children with disabilities. **Part B** of the act refers to special education services for children age three through twenty-one. **Part C** refers to the early intervention program for infants and toddlers with disabilities from birth through age two and their families. The Part C program in Connecticut is called the Birth to Three System.

**L**

**Least Restrictive Environment (LRE):** A term used to mandate that students with disabilities are placed in regular education classrooms to the maximum extent possible. Special classes, separate schools or positions other than regular education classrooms are used only when the nature or severity of the disability is such that even with aids and services education cannot be achieved.

**Literacy:** The ability to use language to read, write, listen, speak, view and present.

**Local Education Agency (LEA):** The public schools operating as independent districts in accordance with statutes, regulations and policies of the State Department of Education.

**M**

**Magnet Schools:** Alternative public schools, most of which focus on a particular area of study, such as performing arts or science and technology, but also offer regular school subjects.

**Manifestation Determination:** A hearing to determine if the child's behavior was caused by his or her disability. If a child with a disability engages in behavior or breaks a rule or code of conduct that applies to non-disabled children and the school proposes to remove the child, the school must hold a manifestation determination hearing.

**Mediation:** A voluntary process that allows parties to resolve their dispute without litigation. It cannot be used to deny or delay parents' right to a due process hearing. A qualified and impartial mediator helps parents and schools express their views and positions in order to reach a mutual agreement.

**Modifications:** Changes made to curriculum expectations in order to meet the needs of the student. Modifications are made when the expectations are beyond the student's level of ability. Modifications may be minimal or very complex depending on the student's performance. Modifications must be clearly acknowledged in the IEP.

**Monitoring:** Activities designed to ensure that specific regulations or procedures are being carried out. For example, parents may monitor the IEP written for their child. State Education Agencies are required to establish monitoring procedures to determine the degree to which local education agencies are meeting the requirements of IDEA at the local level.

**N**

**No Child Left Behind (NCLB):** The federal law governing K-12 education in the United States, formerly known as the Elementary and Secondary Education Act (ESEA). NCLB focuses on strict accountability requirements, parent involvement provisions, highly qualified teachers, and teaching methods and techniques that have been proven by scientifically-based research.

**O**

**Office of Civil Rights (OCR):** A branch of the U.S. Department of Education that enforces several federal civil rights laws (such as Section 504) that prohibit discrimination in programs or activities that receive federal financial assistance. These laws prohibit discrimination on the basis of race, national origin, sex, disability and of age.

**Office of Special Education Programs (OSEP):** A division of the U.S. Department of Education dedicated to improving results for children with disabilities, ages birth through 21, by providing leadership and financial support to assist states and local districts. OSEP administers the Individuals with Disabilities Education Act.

**P** **Planning and Placement Team (PPT):** A group of individuals including the child's parents and school professionals who determine the specific educational needs of the child and develop, review and revise a child's Individualized Education Program (IEP).

**Positive Behavioral Interventions and Supports (PBIS):** An approach to addressing challenging behaviors that includes functional assessment of the behavior, organizing the environment, teaching skills regarding positive behaviors, anticipating situations and monitoring the effect of interventions, and redesigning interventions as necessary.

**Present Level of Academic Achievement and Functional Performance:** Statements written in the IEP that accurately describe the student's strengths, weaknesses and learning styles. Information is provided by standardized tests, informal assessment, observation and work samples.

**Prior Written Notice:** A procedural safeguard that says school districts must inform parents of their rights. Specifically, the school must inform parents of any actions proposed or refused by the PPT, any alternatives that were discussed, and assessment information used to make the decision—and they must do so in writing. In CT, prior written notice is included in the IEP.

**Proficiency:** Refers to an ability or skill of a high degree.

**Procedural Safeguards:** A provision of IDEA designed to protect the rights of children with disabilities and their parents.

**Progress Monitoring:** A scientifically based practice that continually assesses students' progress and the effectiveness of instruction.

**Pupil Personnel Staff:** Employees of a board of education who are assigned to the task of implementing or supervising special education programs and other related services.

**R** **Referral:** A written request for an evaluation of a child who is suspected of having a disability and who may be in need of special education and related services. A referral to special education is the first step in the process of determining if a child should receive special education services.

**Related Services:** Transportation, developmental, corrective and other supportive services that a child with disabilities requires in order to benefit from special education. Services may include: speech pathology and audiology, psychological services, physical and occupational therapy, recreation, counseling services and medical services for diagnostic and evaluation purposes, school health services, social work services in school, and parent counseling and training.

**Resolution Session:** A provision of IDEA '04 that requires school districts to convene a meeting with the parents and relevant members of the IEP team within 15 days of receiving a Due Process Hearing request, to discuss and attempt to resolve the issue. The meeting may not include the school district's attorney unless the parents bring an attorney. The parties may agree in writing to waive the meeting or agree to use mediation.

**Response to Intervention (RTI):** A general education model that refers to a tiered approach to instruction. This model is used to promote the early identification of students who may be at risk for learning or behavioral difficulties. The framework for RTI in Connecticut is called scientific research-based interventions (SRBI).

**S** **School Reform:** The implementation of new organizational patterns or styles of leadership and management to bring about renewed, more effective schools. For example, reorganizing the school day or year or allocating more decision-making power to teachers, and involving parents in decisions.

**Section 504 of the Rehabilitation Act of 1973:** A federal civil rights statute that protects the rights of persons with disabilities in programs and activities that receive federal financial assistance, which includes public schools.

**Special Education:** Specially designed instruction to meet the unique needs of students with disabilities.

# Additional Resources

**Standards:** In current usage, the term usually refers to specific criteria for what students are expected to learn and be able to do. These standards usually take two forms in the curriculum:

- **Content standards:** tell what students are expected to know and be able to do in various subject areas, such as mathematics and science.
- **Performance standards:** specify what levels of learning are expected. Performance standards assess the degree to which content standards have been met. In recent years, standards have also been developed specifying what teachers should know and be able to do.

**Supplementary Aids and Services:** Aids, services, program modifications, and/or supports for school personnel that are provided in general education classes or other education-related settings to enable students with disabilities to be educated with students who are non-disabled.

**Supplemental Educational Services (SES):** Under No Child Left Behind, students from low-income families who are attending schools that have been identified as in need of improvement for two years will be eligible to receive outside tutoring or academic assistance. Parents can choose the appropriate services for their child from a list of approved providers. The school district will purchase the services.

**T**

**Title 1:** A federal program that provides additional educational services for low income students and families.

**Transition:** The movement from one service, location or program to another. Young children with disabilities transition at age three from early intervention to preschool special education services or to other community settings and services (early intervention and special education). Adolescents transition from school to adult services.

**U**

**Universal Design for Learning (UDL):** The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. Its purpose is to improve students' access to the general curriculum.

**V**

**Vocational Education:** Formal training designed to prepare individuals to work in a certain job or occupational area, such as construction, cosmetology, food service or electronics.

## **National Dissemination Center for Children with Disabilities (NICHCY)**

Web: <http://www.nichcy.org>

Phone: 800-695-0285

Email: [nichcy@aed.org](mailto:nichcy@aed.org)

## **U.S. Department of Education Building the Legacy: IDEA 2004**

Web: <http://idea.ed.gov>

## **Center for Positive Behavioral Interventions and Supports (PBIS)**

Web: <http://www.pbis.org>

Phone: 541-346-2505

Email: [pbis@uoregon.edu](mailto:pbis@uoregon.edu)

## **National Center on Student Progress Monitoring**

Web: <http://www.studentprogress.org>

Phone: 866-965-0391

Email: [studentprogress@air.org](mailto:studentprogress@air.org)

## **IDEA Partnership**

Web: <http://www.ideapartnership.org>

Phone: 703-519-3808

Email: [partnership@nasdse.org](mailto:partnership@nasdse.org)

## **CT State Department of Education Bureau of Special Education A Parent's Guide to Special Education**

Web: <http://www.sde.ct.gov>

Phone: 860-713-6543



Connecticut Parent Advocacy Center, Inc. (CPAC) is a statewide non-profit organization that offers information and support to families of children with any disability or chronic illness, birth through age 26. The Center is committed to the idea that parents can be the most effective advocates for their children, given the confidence, knowledge and understanding of the special education laws and what their procedures can do. It is CPAC's mission to support families in their efforts on behalf of their children with disabilities. CPAC is open daily from 8:00am until 4:00pm. We welcome your calls and look forward to hearing from you in the future.

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