

Educational Terms

An **Accommodation** changes how a student learns material or demonstrates knowledge. It can relate to classroom instruction or to district/state administered assessments that measure achievement. An accommodation does not change the content of an assignment or alter what a test or quiz measures. It should be agreed upon by the educational team and listed in the child's Individualized Education Program (IEP).

Adapted Physical Education (APE) is a component of the educational curriculum in which physical, recreational, and other therapists work with children who exhibit delays in motor development and perceptual motor skills. APE is a related service that some children need in addition to, or in place of, physical education.

Adequate Yearly Progress (AYP) is the degree of progress expected of children in academic areas. AYP is annually established by the Pennsylvania Department of Education.

The **Annual Performance Report (APR)** is the report submitted by the Pennsylvania Departments of Education and Public Welfare to the U.S. Department of Education that provides compliance data and the results of special education for children with disabilities. Results may be found on PaTTAN's website, www.pattan.net.

An **Approved Private School (APS)** is a private school that is licensed by the State Board of Private Academic Schools or Pennsylvania Charter Schools. APSs are eligible to receive funds from school districts and/or the commonwealth for the education of students with severe disabilities.

A **Basic Education Circular (BEC)** is an official document used by the Pennsylvania Department of Education to communicate with school districts regarding policy. Unless adopted and published in the Pennsylvania Bulletin, BECs are only informational and advisory and are not binding on local school districts. BECs can be accessed online at www.education.state.pa.us.

Career and Technical Education (CTE) provides learning experiences where students develop skills that are applicable and necessary for employment in specific career areas or postsecondary study.

Career and Technical Education Centers (CTC) are public schools that provide career and technical education to secondary school students, youth out

of school, and adults in a geographical area comprised of, and operated by, one or more school districts. CTCs offer courses that are directly related to the preparation of individuals for paid employment in such areas as carpentry, auto mechanics, child care, and cosmetology. Currently there are over 80 CTCs in Pennsylvania.

A **Charter School** is an independent public school established and operated under a charter from the local board of school directors. A charter school must be organized as a public, nonprofit corporation and may not be granted to any for-profit entity.

A **Cyber Charter School** is an independent public school established and operated under a charter from the Department of Education. Cyber charter schools deliver a significant portion of instruction to their students through the Internet or other electronic means. A cyber charter school must be organized as a public, nonprofit corporation and may not be granted to any for-profit entity.

Due Process is a process for resolving a dispute between a family and an early intervention program or a local educational agency related to the identification, evaluation, placement, or program of a child with disabilities.

A **Due Process Hearing** is a legal proceeding similar to a court proceeding wherein a hearing officer is presented with evidence by disagreeing parties and writes a decision.

A **Due Process Hearing Officer** is a trained and neutral individual who conducts a due process hearing.

Early Intervention (EI) refers to specialized services and supports designed to help families with children birth to age five who have developmental delays.

Extended School Year (ESY) refers to the delivery of special education and related services during summer vacation or other extended periods when school is not in session. Not all students who receive special education require extended school year services. The Individualized Education Program (IEP) team must consider the need for ESY at each meeting and must describe those services specifically with goals and objectives. ESY services must be individually crafted.

Free Appropriate Public Education (FAPE) is a federal mandate that all children with disabilities must receive appropriate educational programs, tailored to their unique needs, from which they receive educational benefit at no cost to families.

Glossary of Special Education Terms

Assistive Technology (AT) Device: A piece of equipment or product that is used to increase, maintain, or improve the way a child with a disability interacts and communicates with the world around them. This does not include a medical device that is surgically implanted or the replacement of such a device.

Assistive Technology (AT) Services: Services to help a child with a disability use an assistive technology device. These services include evaluating the needs of the child; providing the device; and then training the child, the child's family, and the professionals who work with that child in the use of the device.

Chapter 14: The state law pertaining to the delivery of special education services and programs. It is called "regulations" or is sometimes called "rules."

Child With a Disability: A child evaluated as having an intellectual disability, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, emotional disturbance, an orthopedic impairment, Autism Spectrum Disorder, traumatic brain injury, other health impairments, a specific learning disability, deaf-blindness, or multiple disabilities, and who, as a result of the disability, needs special education and related services.

Due Process: The procedures that parents can use to disagree with the decisions of LEA officials concerning special education. The parent is informed of this right by written notice, which describes the options of a preliminary resolution session, a formal hearing, and appeals.

Evaluation: The process used to determine if a child has a disability and if special education is needed. The evaluation looks at how the child learns, the kinds of instruction that would be successful, and the kinds of instruction that have been tried and have not resulted in success.

Evaluation Report (ER): The report that is compiled and written by the evaluation team (which includes parents) following an evaluation. It describes all of the information gathered from the team members, including the results of assessment. From the report, the evaluation team determines the student's eligibility and need for special education programs.

Evaluation Team: A team of educators, other professional individuals, and the child's parents that reviews all formal testing of a child and all other evaluation material. The evaluation team must issue a written report stating if the child is a child with a disability who needs special education and making suggestions about the programs and services needed.

Free Appropriate Public Education (FAPE): A program of education and related services for a child with a disability that is designed to meet the child's special education needs. Appropriate services are those that allow the child to make meaningful progress in the educational setting. FAPE is provided without charge to parents.

Individualized Education Program (IEP): The plan written by the IEP team (including parents) that specifically describes the programs and services necessary for a free appropriate public education for the child with a disability.

Individuals With Disabilities Education Act (IDEA 2004): The federal law that governs the provision of special education services and the rights of parents of a child with a disability.

Least Restrictive Environment (LRE): Students eligible for special education will be educated to the maximum extent appropriate with students who are not disabled.

Notice of Recommended Educational Placement (NOREP)/Prior Written Notice (PWN): The notice given to parents that summarizes the recommendations of the school for the child's educational program, as well as other actions.

Parent: A birth parent, adoptive parent, surrogate parent, or foster parent who has been assigned educational decision-making rights. The term may also apply to an individual acting in the place of a birth or adoptive parent (including grandparent or other relative) with whom the child lives and who has educational decision-making rights, or an individual who is legally responsible for the child.

Related Services: Services necessary to provide specially-designed instruction to ensure the child benefits from the special education programs. Examples are special transportation, counseling, school health services, and physical therapy.

Secondary Transition Services: Specific planning in school that helps to prepare students with disabilities to participate more effectively in higher education or job training, community participation, independent living, continuing and adult education, and employment when they leave school.

Special Education: An educational program individually designed to meet the unique education needs for a child with a disability. A special education professional is directly involved as either a consultant or a provider of services.

Specially-Designed Instruction: Adapting the content, methods, or delivery of the instruction as is appropriate based on the unique needs of the child with a disability.

Supplementary Aids and Services (SAs): Aids, services, and other supports provided in general education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Education ABCs

PWN	Prior Written Notice	AAC	Augmentative/Alternative Communication
PVAAS	Pennsylvania Value Added Assessment System	ABA	Applied Behavior Analysis
RENEW	Rehabilitation for Empowerment, Natural Supports, Education and Work	ADA	Americans With Disabilities Act
RR	Reevaluation Report	ADHD	Attention Deficit Hyperactivity Disorder
RtII	Response to Instruction and Intervention	AEM	Accessible Educational Materials
SAS	Standards Aligned System	ALD	Assistive Listening Device
SaS	Supplementary Aids and Services	APS	Approved Private School
SBBH	School Based Behavioral Health	ASD	Autism Spectrum Disorder
SDI	Specially Designed Instruction	ASL	American Sign Language
SEA	State Educational Agency	AT	Assistive Technology
SEAP	Special Education Advisory Panel	AYP	Adequate Yearly Progress
SICC	State Interagency Coordinating Council	BEC	Basic Education Circular
SLD	Specific Learning Disability	BSE	Bureau of Special Education
SLP	Speech/Language Pathologist	CAO	Chief Administrative Officer
SSIP	Statewide Systemic Improvement Plan	CART	Computer Aided Realtime Translation
STF	State Task Force	CASSP	Child & Adolescent Service System Program
STL	Short-Term Loan	CAVP	Corrective Action Verification Plan
TBI	Traumatic Brain Injury	CBA	Curriculum-Based Assessment
TSS	Therapeutic Staff Support	CDT	Classroom Diagnostic Tools
TVI	Teacher of Visually Impaired	CFR	Code of Federal Regulations
UDL	Universal Design for Learning	COP	Communities of Practice
VI	Visual Impairment	CTC	Career and Technical Education Center
WIOA	Workforce Innovation and Opportunity Act	CTE	Career and Technical Education
		DHS	Department of Human Services
		DIBELS	Dynamic Indicators of Basic Early Literacy Skills

DSM-V	Diagnostic and Statistical Manual of Mental Disorders	MA	Medical Assistance
EBR	Educational Benefit Review	MOU	Memorandum of Understanding
ED	Emotional Disturbance	MTSS	Multi-tiered Systems of Support
EI	Early Intervention	NCSC	National Center and State Collaborative
EIPA	Educational Interpreter Performance Assessment	NOREP	Notice of Recommended Educational Placement
EITA	Early Intervention Technical Assistance	O & M	Orientation and Mobility
ELL	English Language Learners	OCDEL	Office of Child Development and Early Learning
ER	Evaluation Report	OCR	Office for Civil Rights
ESL	English as a Second Language	ODHH	Office for the Deaf and Hard of Hearing
ESSA	Every Student Succeeds Act	ODR	Office for Dispute Resolution
ESY	Extended School Year	OHI	Other Health Impairment
EWS	Early Warning System	OSEP	Office of Special Education Programs
FBA	Functional Behavioral Assessment	OSERS	Office of Special Education and Rehabilitation Services
FERPA	Family Educational Rights and Privacy Act	OT	Occupational Therapy
ICC	Interagency Coordinating Council	OVR	Office of Vocational Rehabilitation
ID	Intellectual Disability	Pa POS	Pennsylvania Post-School Outcome Survey
IDEA	Individuals With Disabilities Education Act	PASA	Pennsylvania Alternate System of Assessment
IEE	Independent Educational Evaluation	PaTTAN	Pennsylvania Training and Technical Assistance Network
IEP	Individualized Education Program	PBIS	Positive Behavior Interventions and Supports
IFSP	Individualized Family Service Plan	PBSP	Positive Behavior Support Plan
IU	Intermediate Unit	PDE	Pennsylvania Department of Education
LEA	Local Educational Agency	PIMS	Pennsylvania Information Management System
LICC	Local Interagency Coordinating Council	Pre-ETS	Pre-Employment Transition Services
LRE	Least Restrictive Environment	PSN	Procedural Safeguards Notice
LTCC	Local Transition Coordinating Council	PSSA	Pennsylvania System of School Assessment
LTF	Local Task Force	PT	Physical Therapy