

Education Services Terminology

300 PLUS

300 P.L.U.S. is a District 300 special education program serving students with significant, complex learning needs from ages eighteen to twenty-two. It is housed at Elgin Community College, but district-based out of Jacobs High School. The 300 P.L.U.S. Program provides a functional adult living/vocational curriculum. The program stresses community experiences, development of vocational and daily living skills, adult living objectives, and volunteer opportunities in the student's home community.

The staff of the 300 P.L.U.S. Program aspires to utilize the philosophy, principles, and ideas presented in the TOTAL (Transition Outreach Training for Adult Living) Project, as well as curriculum from Casey Life Skills and Choicemaker series. The TOTAL project encompasses the following areas: State and Federal Transition requirements; Person Centered Transition Planning; Promoting Student Self-Determination; Transition: Centerpiece of the IEP; Implementation of Secondary Transition Best Practices; Inter-agency Collaboration and Transition; Adult Life Outcomes for Students with Disabilities: A World of Opportunity, Supplemental Security Income and Transition Planning; Health and Medical Issues in Transition Planning.

As part of the program, students will be assessing, developing, and matching curriculum activities to achieve specific individual transitional goals. The program is structured to provide community-based preparation and training activities. Through these activities there will be an increase in student responsibility and independence. The student takes an actual role in planning and evaluating outcomes. The student is involved in planning and mapping levels and types of assistance

504

Section 504 was part of the Rehabilitation Act of 1973. It prohibits the discrimination on the basis of disability. A person has a disability in the eyes of Section 504 if:

1. Has a mental or physical impairment
2. Has a record of such an impairment
3. Or is regarded as having an impairment

A person eligible for a Section 504 Plan if they are substantially limits one or more major life functions including but not limited to: caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communication, and working

Students in District 300 that are eligible and have a 504 Plan receive accommodations based on their individual needs.

A

Accommodation

An accommodation is a change in HOW an assessment or instruction is given, but does not indicate a change in what is being measured or a change in the material. An accommodation allows participation in activities that would otherwise not be accessible to them. The use of accommodations for a student with disabilities does not change the content of the instruction, the skill being learned, or the material being assessed.

Adaptive PE

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Adapted Physical Education is an alternative to traditional physical education where students learn gross motor skills as it applies to sports and other game play activities. Students learn these skills through modified game play and sports, but often the lessons are broken down to specific gross motor movements. These classes are taught by one of the District's three adapted physical education teachers.

Assistive Technology (taken from ISBE)

Children with disabilities sometimes need and are entitled to special equipment and services to ensure that they have access to a free and appropriate education (FAPE). Assistive technology includes both devices and services. As defined in IDEA, an assistive technology device means 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 the functional capabilities of a child with a disability. An assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. During the IEP process, assistive technology must be considered for every child and then provided by districts if required in a child's IEP to access a free and appropriate public education (FAPE).

B

Behavior Intervention Plan (BIP)

A BIP is a plan that includes positive strategies, program modifications, and supports to address a student's disruptive behaviors. Successful implementation of a BIP will allow the child to be educated in the least restrictive environment (LRE).

Birth To Three

Based on results generated through a Developmental Screening Process, children age birth to three, may qualify to be supported by our trained Parent Educators. This is a grant funded program through ISBE.

Boost/Blitz

Boost and Blitz are research based reading interventions used with 4th-12th grades. Both programs work with not only reading fluency, but also with comprehension. Both programs are administered within small groups (13 or less) and are progressed monitored on a regular basis for student success. District 300 staff is trained at the beginning of the school year in this program.

C

Categories of Special Education (From ISBE website)

Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. (A child who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the other criteria of this Section are satisfied.) Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance

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Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

Developmental Delay A delay in physical development, cognitive development, communication development, social or emotional development, or adaptive development (may include children from three through nine years of age).

Emotional Disability (includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance) means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- A general pervasive mood of unhappiness or depression; or
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Orthopedic Impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., Poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Other Health Impairment means having limited strength, vitality or alertness, including a heightened sensitivity to environmental stimuli, that results in limited alertness with respect to the educational environment that

- is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia; and
- adversely affects a child's educational performance.

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Specific Learning Disabilities means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. [105 ILCS 5/14-1.03(a)]

In accordance with 23 Illinois Administrative Code 226.130, beginning with the 2010-2011 school year, Illinois districts are required to use a process that determines how a child responds to scientific, research-based interventions as part of the evaluation procedures to determine special education eligibility under the category of specific learning disability (SLD). While this requirement is specific to SLD, districts also have the option of using such a process as part of the evaluation procedures for other disability categories

Speech or Language Impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance. Listed below are related sites for speech-language:

Speech-Language Pathology Services

- encompass such activities as:
- Screening, diagnosis and appraisal of specific speech and language impairments;
- Identification of children with speech and/or language impairments;
- Referral and follow-up for medical or other professional attention necessary for the habilitation of speech and language impairments;
- Planning and developing interventions and programs for children or youth with speech and language impairments;
- Provisions of services for the habilitation and prevention of speech and language impairments; and
- Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; psychosocial functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.

Visual Impairment means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Child Find

Each school district shall be responsible for actively seeking out and identifying all children from birth through

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21 within the district who may be eligible for special education and related services. (From ISBE website) Parents, teachers and other personnel must continually assess students' needs to consider an evaluation to determine special education eligibility.

Corrective Reading

Corrective Reading is an intensive research based instructional support for primary and secondary students through sustained direct instruction to address deficiencies in decoding and comprehension in reading. District 300 staff are trained at the beginning of the school year in this program.

Co-Teaching

Co-teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction as well as the physical space. Co-teaching is an attitude of collaboration and communication aimed at enhancing student learning. The key to co-teaching is that both teachers are actively involved and engaged in all aspects of instruction. In District 300 teachers must volunteer to co-teach and are not assigned. Each pair meets with the Director of Instruction twice a year (individual and in small group) for ongoing professional development.

CPI (Crisis Prevention Institute)

CPI is a non-violent crisis intervention used to identify behaviors that could lead to crisis. Supports staff on the most effective way to respond to behavior that could escalate into a crisis situation. The use of verbal and non-verbal techniques is used to defuse hostile behavior and resolve a crisis before becoming violent.

D

Developmental Screening

This screening is available to all district 300 residents, ages 3 months to 60 months. The components of the screening include cognitive, motor, language and social emotional skills.

Disproportionality

Disproportionality is defined as the "overrepresentation" and "underrepresentation" of a particular population or demographic group in special or gifted education programs relative to the presence of this group in the overall student population (National Association for Bilingual Education, 2002). In District 300 during the last three years, ISBE has identified that there is an over-representation of African American males having a primary disability of an emotional disability (ED). The State has found that the District is not at fault for the over-representation.

Due Process

Due process is an appeal process for parents to resolve issues with school districts about their child's IEP. (ISBE website).

E

Educational Environment (EE Code)

At a student's individualized education plan (IEP) the entire team makes a recommendation on where the

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student will be receiving their instruction. There are codes that the State groups students based on the amount of time spent in a general education classroom for instruction.

- EE Code 1: A student spends 80% or more of their day in the general education setting
- EE Code 2: A student spends 40-79% of their day in the general education setting
- EE Code 3: A student spends less than 40% of their day in the general education setting
- EE Code 4: A student spends their entire day in a separate school (Oak Ridge)
- EE Code 8: A student spends their entire day in a therapeutic day program
- EE Code 9: A student spends their entire day in a residential placement in or out of state

Extended School Year (ESY)

Extended School Year (ESY) services are designed to support a student with a disability as documented under the Individuals with Disabilities Education Act (IDEA) to maintain the academic, social/behavioral, communication, or other skills that they have learned as part of their Individualized Education Program (IEP). In order for a student to receive ESY services, the student must have demonstrated regression and recoupment issues during the previous IEP year and/or there is evidence of emerging skills which are often referred to as "breakthrough" skills. The focus of the services provided to the student as part of an ESY program are not upon learning new skills or "catching up" to grade level, but rather to maintain previously acquired or learned skills.

E

Free and Appropriate Public Education (FAPE)

An educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit.

Functional Behavior Analysis (FBA)

A FBA is a process that is used to determine the underlying function or purpose of a behavior, so that an effective intervention plan can be developed. FBA consists of describing the interfering or problem behavior, identifying antecedent or consequent events that control the behavior, and developing a hypothesis of the behavior. Data collection is an important part of the FBA process. A FBA may or may not lead to a behavior intervention plan (see BIP).

Funding and Child Tracking System (FACTS)

FACTS serves as the primary approval process for children with disabilities who are eligible for state pupil categorical reimbursements.

G

H

Homebound and Hospital Services

Home and hospital education services are provided to a student when a licensed medical physician determines that the student, will or is anticipated to be, due to a medical condition, out of school for a minimum

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of two consecutive weeks of school or miss 10 or more days on an ongoing intermittent basis.

Services include tutoring provided by a certified teacher of classwork that has been assigned by the student's regular teacher and if the student is a special education student, any related services as determined by the student's IEP.

Homeless (McKinney Vento)

A student or family is considered homeless if they do not have:

1. Fixed residence to live
2. Adequate space to live (has electricity, heat, water, sewer)
3. Regular (it is consistent over a period of time)

School is one of the few stable, secure places in the lives of homeless children and youth. School is a place where they can acquire the skills they need to help them escape poverty.

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Illinois Alternative Assessment (IAA)..From ISBE Website

The Illinois Alternate Assessment (IAA) is the yardstick the state uses to measure the learning of students with the most significant cognitive disabilities. Students take the IAA if participation in the state's regular assessments — the Illinois Standards Achievement Test (ISAT) or the Prairie State Achievement Examination (PSAE) — is not appropriate, even with accommodations.

Starting in 2014, ISBE will be moving the IAA to the DLM. The DLM® project is guided by the core belief that all students should have access to challenging grade-level content. The new DLM Alternate Assessment System will let students with significant cognitive disabilities show what they know in ways that traditional multiple-choice tests cannot. The DLM system is designed to map a student's learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction. In this way, testing happens as part of instruction, which both informs teaching and benefits students. An end of the year assessment will be created for states that want to include a summative test in addition to the instructionally embedded system.

Individual Education Plan (IEP)

An Individual Education Plan (IEP) is written based on the individual academic, social emotional, and health needs of a student. The IEP is reviewed at least annually with a team of qualified professionals and always includes the parents and sometimes the student. This document must include the student's present level of academic and functional performance, yearly goals based on the individual needs of the student and the accommodations/modifications required in the classroom in order for the student to make adequate yearly progress. It will outline all obligations on the part of the district to provide for a student's needs.

Individual Service Plan (ISP)

Parents have the right to educate their child in an environment they see fit. Many children attend the public school in their community. In some cases students attend a private, parochial, or are home-schooled within in D300. If these students qualify for an Individualized Education Plan (IEP) they are entitled to some, but not all services since their parents/ guardians make the choice to have them educated outside of a District 300 school. In these instances an Individual Service Plan (ISP) is developed that allows the student to receive some of the services as listed in the IEP. Per State and Federal Law, the student is still entitled to services, but those services are determined by the special education team at the meeting.

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L

LEAP (Learning Enriched Academic Program)

LEAP classroom is designed to meet the unique needs of students on the autism spectrum and other students with like needs. In addition to academics, the program specifically meets the students social, communication, sensory and behavior needs through a highly structured and language rich environment.

LRE (Least Restrictive Environment)

LRE is a policy that, to the maximum extent appropriate, students with disabilities aged 3 through 21, in public or private institutions or other care facilities are educated with children who are not disabled. The IEP process ensures that the first placement option considered is a regular education environment, with the use of supplemental aids and services as needed. Special classes, separate schooling, or other placements by which students with disabilities are removed from the regular education environment should occur only if the student's Individual Educational Program ("IEP") team determines that the nature or severity of the disability is such that education in a regular classroom setting, even with the use of supplemental aids and services, cannot be achieved satisfactorily.

LIFE (Life Skill Instruction for Everyday)

Life classroom is an extension of L2ife and is generally for students with intellectual disabilities and like needs who require more intensive services. The program focuses more heavily on life skills and functional skills at the student's functional level with specific research based low incidence curriculum.

L2IFE (Life Skills and Learning Instruction for Everyday)

It is generally for students with intellectual disabilities and like needs. The classroom program focuses on academic and functional skills at the students' academic level with specific research based low incidence curriculum. The curriculum assists students in the acquisition of reading, math, life skills, and functional skills.

Love and Logic

Love and Logic provides simple solutions, tips, practical techniques to help adults with students of all ages. Raises more responsible students, strengthens the relationship between students and staff and promotes more fun in within the classroom.

M

Manifestation Determination

Manifestation determination is a process employed when a student who receives special education services is considered for suspension, expulsion, or any alternative placement due to some behavioral concern. A

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meeting is held to determine if the disciplinary incident has a direct, substantial relationship to the students' disability. The manifestation determination also considers if the Individualized Education Plan was implemented at the time of the incident.

McKinney-Vento Assistance Act

This states that 'every such child or youth be enrolled in and attend the appropriate school on every school day, and that school admission for such children and youth be immediate and be handled sensitively and in a child and family-centered manner. The purpose is to minimizing educational disruption for homeless children and youth and promoting stability and continuity in education as well as providing social supports during a period of housing in stability.

This law guides the school district how to limit the barriers families face when enrolling their children in a public school. The law also guides school districts in how to provide services to these families and students based on funding sources provided by the State and Federal Government.

Mediation

Illinois' mediation service is administered and supervised by the Illinois State Board of Education and is provided at no cost to the parties. Mediation can be requested by both parties without filing for due process hearing or can be requested after a due process request has been filed. Mediation is: (a) designed as a means of resolving disagreements regarding special education services, placement and related services to children enrolled in Illinois public schools; and (b) provided when both parties in a dispute voluntarily agree to participate in the mediation process.

In mediation, neither party is asked to abandon basic beliefs about the student's ability but rather the parties are asked to consider alternatives which could be incorporated into the student's program, to be aware of the concerns and problems expressed by the other party, and to be realistic about both the student's capabilities and the local district's obligations and resources.

Modifications

A modification for a student actually changes WHAT content, level, or skill is being taught or tested per the IEP. The student is taught the same information, but at a different level of complexity. Significant modifications may be appropriate for students whose cognitive ability limits the scope of content or level of skill (the big ideas).

N

O

P

Parent Liaison Program

The Special Education Network and Community Unit School District 300 have partnered to form the Parent Liaison Program. The purpose of the program is to assist parents of children with disabilities to effectively navigate the educational system to improve outcomes for students receiving special education services.

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The Liaison works as an impartial special education ombudsman for families by providing services. The basic tenant of the program is that trust built between school staff and parents results in a positive, productive approach to problem solving. The parent liaison educates parents about the special education process, laws and procedures, empowers parents to meaningfully participate in their child's IEP meetings, assists with preparation of a parent report for submission to IEP team members, addresses concerns between parents and district personnel, provides training, workshops and ongoing technical assistance, attends IEP and other meetings if requested by parents or the school district, provides community resources for parents of children with disabilities and establishes and sustains parent networking opportunities and support groups.

Partnership for Assessment of Readiness for College & Careers (PAARC)

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 18 states plus the District of Columbia and the U.S. Virgin Islands working together to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K-12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support. The PARCC assessments will be ready for states to administer during the 2014-15 school year. Visit www.parcconline.org for more information.

Push-In and Pull Out Related Services

Based on student's strengths and areas of needs, related services (e.g. Speech-Language Pathologist, Occupational Therapist, Physical Therapist, Hearing Itinerant, Vision, Orientation & Mobility, Social Worker, and Psychologist) can be provided through a Push-In or Pull-Out service delivery model. Push-In refers to the related service staff member providing the services within the classroom setting. These services may be provided individually, in small group, or large group settings. Whereas, Pull-Out service delivery refers to the related services being provided within a small, therapy room. The services may be provided individually, in small groups, or large groups depending on the skills addressed.

Preschool For All (PFA)

PFA is a state grant funded program through ISBE, for children ages 3-5, who are at risk for educational failure. They must qualify to attend, by meeting criteria through a Developmental Screening Process.

Q

Quantum Learning

Quantum Learning is a research-based system that builds character and provides educators with practical "how-to" strategies that facilitate the level of teaching and learning required for the Common Core and college/career readiness. Quantum Learning utilizes 8 Keys of Excellence as principles to live by that build strong character, responsibility and good citizenship. Starting in fall of 2012, all district schools have implemented Quantum Learning through a district/building level team model. Quantum Learning five day trainings have been offered twice a year at no cost to district staff for the last three years. Secretarial staff and para-educators have also been trained in Quantum Learning strategies. Approximately 500 district staff have participated in a Quantum Learning five day training as of the 13-14 school year.

R

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Recovery Intervention Team (RIT)

The Recovery Intervention Team [RIT] is designed to respond to critical incidents by providing assistance and resources to students and staff. In the event of such an incident, the school administrator will determine the need for the RIT to meet, along with the time and place. A plan is put in place after the school administrator/designee has verified the facts of the crisis and notified the superintendent. The school administrator/designee is responsible for moving the RIT into action.

In the event of a crisis the RIT will meet to:

- Provide accurate information about the crisis
- Give direction and assistance for responding in an organized manner to the crisis
- Assist staff/students individually, in groups and/or classrooms
- Contact or meet with affected students or parents
- Assess the on-going needs resulting from the crisis.

Regional Safe Schools Program (RSSP)...Oak Ridge

The Regional Safe School Program (RSSP) serves expulsion-eligible and suspension-eligible students in grades 6-12. The statewide program began serving Illinois students in FY97 as established by 105 ILCS 5/13A of the Illinois School Code providing a system of alternative education programs for disruptive students.

The purpose of RSSP is twofold: 1) to increase safety and promote the learning environment in schools and 2) to meet the particular educational needs of disruptive students more appropriately and individually in alternative educational environments.

Individual programs may serve students in grades 6-12 or any combination of grades 6-12 based upon local needs and decision-making by the ROEs and local school districts.

The RSSP has a set of guidelines, based upon best practices for alternative programs. Each student has an Alternative Education Plan (AEP) and positive outcomes include: reduction in disruptive behavior, regular attendance, coursework completion and credit received advancement in grade level, return to home school, grammar or high school graduation and where appropriate completing a program leading to taking the GED test and passing the GED. Behavior modification training and other counseling, life skills training, community service, and work-based learning experiences are aspects of RSSP.

Resource

Resource is an educational setting, with a low student to teacher ratio, taught by a special education teacher. Direct, specialized instruction, based on students' Individualized Education Plans is provided for one or more core academic subjects.

Response to Intervention (RTI)

Response to Intervention (RTI) is the practice of providing high-quality instruction and interventions matched to student need and monitoring progress frequently to make decisions about changes in instruction. Rtl is based on a three tier model ensuring all students receive the appropriate level of support based up student need.

or

A method of academic intervention used to address general education students who demonstrate academic difficulty. Progress is carefully monitored to determine whether the research-based interventions are successful or not.

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Second Step

Second Step is a research based universal social and emotional learning program. The program focuses on four main areas: Skills for Learning, Empathy, Emotion Management, and Problem Solving. Second Step also provided lessons and activities to increase the working memory of students.

Self-Contained

Self-contained is an educational setting, with a low student to teacher ratio, taught by a special education teacher. Direct, specialized instruction based on students' Individualized Education Plans is provided for all core academic subjects.

Special Olympics

District 300 has a Special Olympics team based out of Jacobs High School. The students have the opportunity to participate in events of: bowling, track and field, and basketball. All the coaches are currently voluntary.

Support

Support is an educational setting in a general education classroom in which a co-teacher or a para-educator provides accommodations and/or modifications according to a student's Individualized Education Plan. At least 30% of the students in the supported setting may have Individualized Education Plans.

SOAR (Social Outcomes Academic Results)

The SOAR classroom is designed to meet the emotional needs of students whose behavior may prevent them from accessing their learning in the general education classroom. A level system is used which allows students to earn privileges and work toward accessing the general education classroom with support. Specific curriculum is implemented to increase a student's social/emotional skills and self-control.

I

Transition Planning

Transition planning is part of a student's IEP by the time they reach the age of 14. The plan is an indication of course of study, coordination for post-secondary services and the assessments used to evaluate the students' needs. Transition goals are written for students in the following domains: independent living, employment, training and post-secondary education.

V

Vocational Services

Vocational Services are provided for students when additional support is warranted to develop their job skills. Services include classes designed to build job skills and on the job training with a job coach in a competitive employment setting.

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