

Education Advocacy

A student's academic potential should not be limited by his/her experience in state custody.

For all students, CASA should:

Review the local school board policy for the rules and policies that govern the school in which the student is enrolled.

Determine whether DFCS has any educational services in place and work with DFCS to support the implementation of such services.

Contact the school in which the student is enrolled and request access to the State Longitudinal Data System (SLDS)/Parent Portal. This online system provides access to current academic information about the student as well as historical test data.

Advocate for participation in extracurricular, sports, and supplemental activities and ensure that the student has the requisite supplies and transportation to participate.

Ensure that a high-school aged student is aware of his post-secondary options and has assistance in completing applications for acceptance, financial aid, and preparation for entrance exams, etc.

Consult with the student regarding whether there are any issues with regards to school performance, relationships, or other education needs or requests.

Provide the court with detailed education-related information and recommendations in the court report.

Request that the student remain in his school of origin whenever it is in the best interest of the student to do so.

Advocate for fewer school placements and identify any logistical barriers to enrollment (timing, distance, transportation, etc.).

If the student must switch schools, help ensure he is immediately enrolled and that his records transferred. Schools, or the Local Education Agencies (LEAs), are required to immediately enroll a student who is in the physical or legal custody of DFCS or DJJ and ensure that a written request for the transfer of the student's school records is made at the time of enrollment.

Verify that class credits transfer, in addition to the transcripts, when school settings must change to avoid any duplication or delays in graduation.

Consider whether the student is in the most appropriate school setting and whether an alternative school setting or online credit recovery programs would be appropriate for a student who has not been successful in a traditional setting or for any students who are missing necessary high school graduation credits.

Recommend that a pre-school aged student is enrolled in an early education program.

Verify the student's attendance and number of absences.

Determine whether the student exhibits any behavioral issues in school and whether that has led to in or out of school suspensions.

Contact the student's teachers and counselors as needed and help troubleshoot situations to avoid any disruption in attendance and to avoid a change in schools.

Review any previous assessments and/or recommendations specific to the student's learning styles, preferences, and/or areas of interest/need.

Consider whether the student is performing at grade level and has satisfactory grades. Ensure the student has needed assistance with homework and receives tutoring services if needed.

Consider whether the student exhibits exemplary performance that should result in enrollment in advanced or gifted classes or has a disability that would require additional support services. See the Education Advocacy for Children with Special Needs Topical Guide for more information.

When the need for student discipline arises:

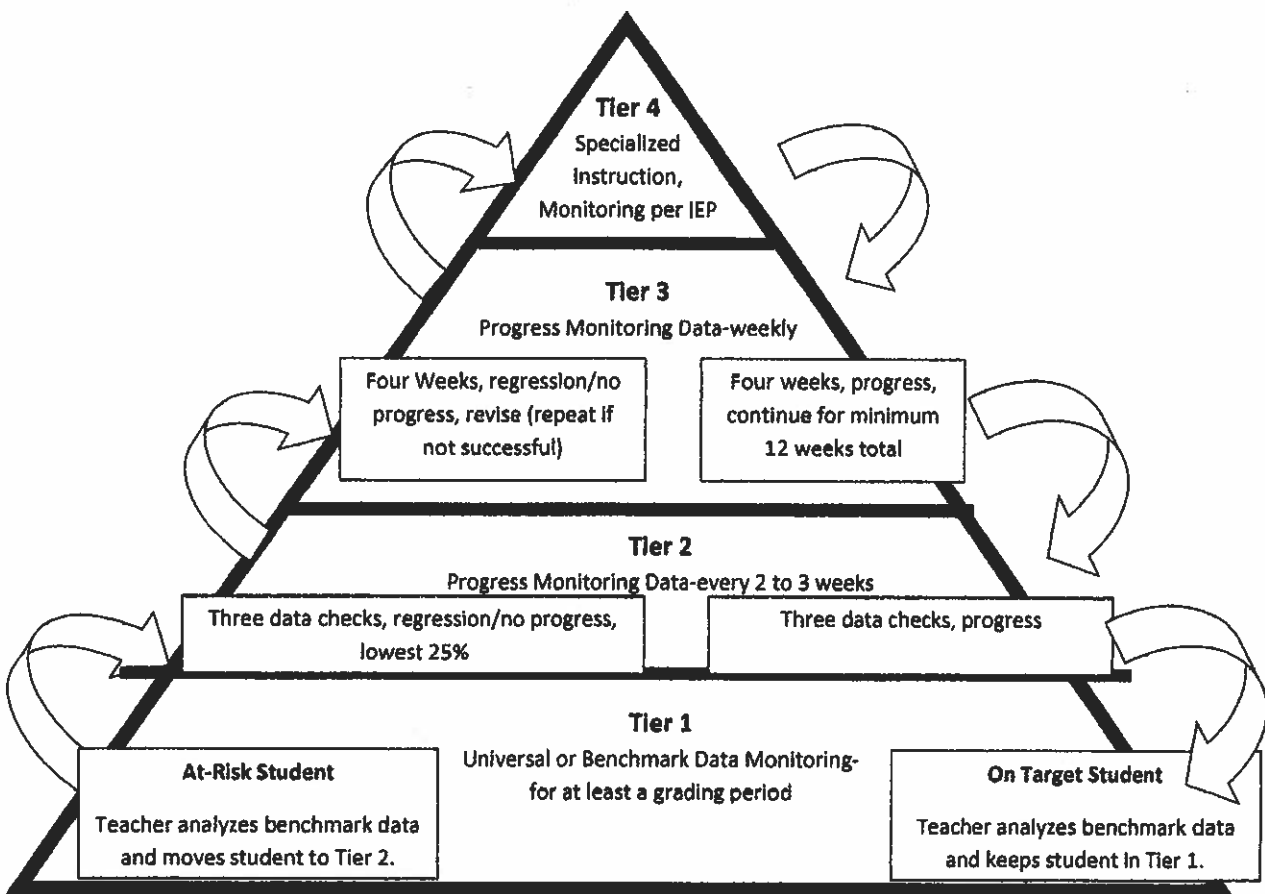
Review the Student Handbook to ensure that the school abides by its stated progressive discipline plan.

Request documentation whenever a student is excluded or suspended from school.

Disciplinary Tribunals are required to be held when the principal recommends expulsion or suspension of greater than 10 days. Students have a right to be represented in these proceedings. If a disciplinary tribunal is scheduled, help ensure the student is represented.

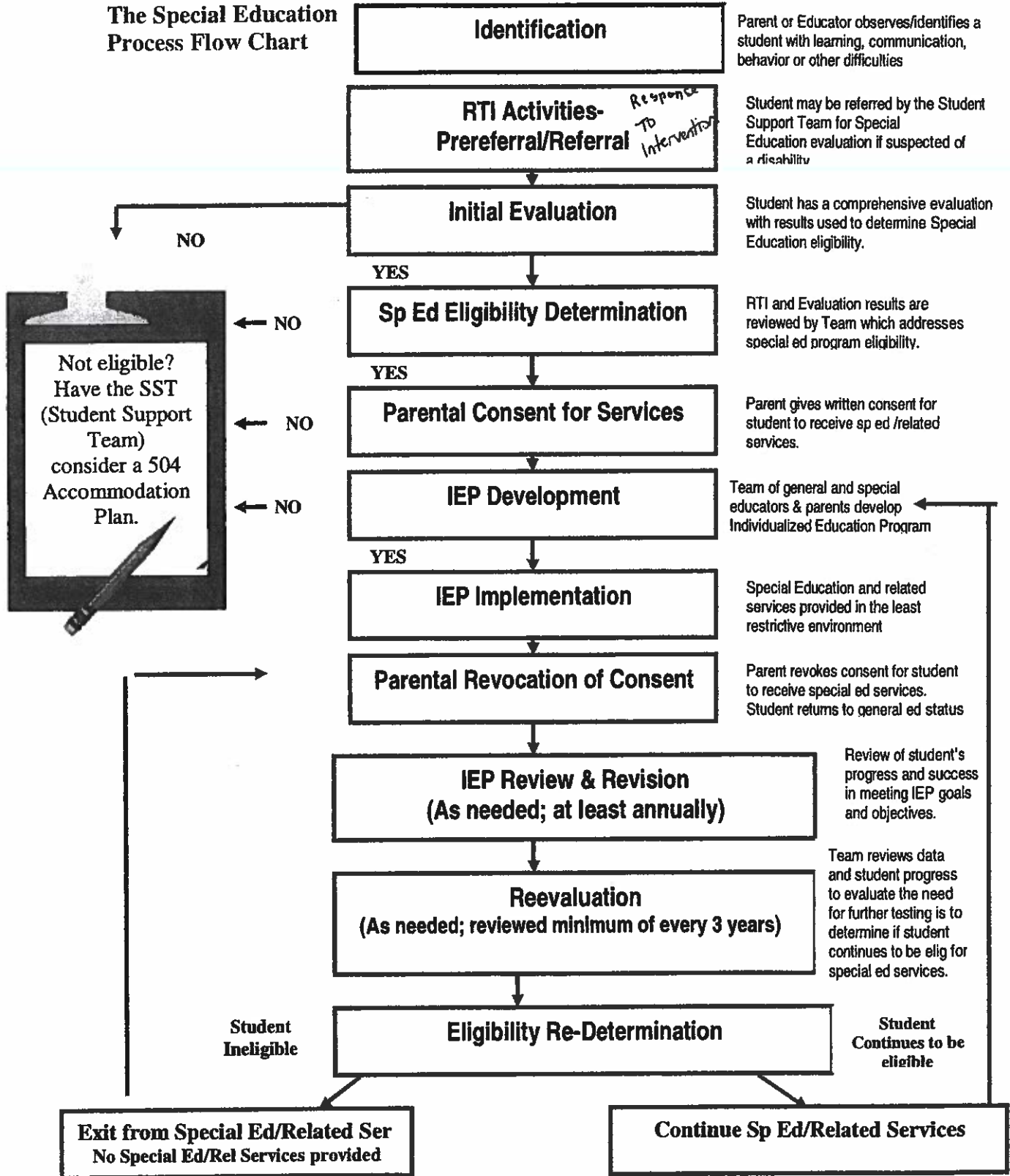


Special Education Rules Implementation Manual



APS Special Education Process

The Special Education Process Flow Chart



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Special Education Law The Individuals with Disabilities Education Act (IDEA)

Special education law, or the Individuals with Disabilities Education Act (IDEA) lists 13 categories of special education, each with its own detailed requirements. Special education pertains to student's aged 3-22 who attend a PUBLIC INSTITUTION.

To qualify, a child must have one of the identified disabilities AND it must adversely affect their educational performance. Every school district has the legal responsibility to identify, locate and evaluate children who are in need of special education services. The law calls this child find.

CATEGORIES:

- Autism
- Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Mental Retardation (Intellectually Disabled)
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment



The following categories make up the cornerstone of special education law.

1. FREE APPROPRIATE EDUCATION:

FAPE is the educational right of children with disabilities in the United States to receive educational services at public expense.

**I CAN NOT EMPHASIZE THE FOLLOWING STATEMENT
ENOUGH!**

"IDEA does not require your school district to provide the very best education for your child, the school district needs to only provide an appropriate education."

Unfortunately, the concept of FAPE is vague and often results in IEP conflicts. As a parent, keep in mind that what is appropriate for one child may not be deemed appropriate for another. The IEP team is responsible for determining what is appropriate on a case by case basis.

2. EVALUATION:

Special education law (IDEA) states that the assessment of your child must involve various tests and measures to determine whether your child has a disability. A school district must conduct an initial evaluation to determine if the student qualifies for special education within 60 days of receiving consent. Parents may request only one evaluation per year unless the school is in agreement.

HOWEVER, if you **disagree with the evaluation**, you may request a Independent Education Evaluation at no cost to you.

3. INFORMED PARENT CONSENT:

School districts must obtain informed consent from the parent before performing the initial evaluation of a child. This means the parent has been **fully informed in their native language** about all of the information for which they are giving consent and that they understand and agree in writing to the evaluation of their child.

Parent consent is voluntary and may be withdrawn at any time.

Consent for evaluation does not mean that a parent has consented for placement in special education or has agreed for their child to receive services. The district must **request new consent** if a child is to be placed in special education. If at any time a parent revokes consent in writing for services after having consented to them in the past, the district must use due process procedures if they wish to continue services.

Keep in mind that as a parent you may consent to **part of the IEP but not to all**. While you are working on agreeing on the entire IEP, the parts that you have consented to must be implemented immediately.

4. LEAST RESTRICTIVE ENVIRONMENT:

Special education law requires school districts to place a child in the **least restrictive environment (LRE) that meets their individual needs**. A child's LRE will depend on their abilities and disabilities. IDEA mandates LRE to make sure that individual needs determine each individual placement, not the other way around.



5. CUMULATIVE FILE:

As a parent, you have the right to view your child's cumulative file. The file usually contains: Report cards, medical data, attendance information, testing data, discipline records and teacher comments. **IDEA requires the school to grant a parent's request to see their child's file before an IEP meeting or within 45 days of your request.**

The school may charge a fee for copying records. Parents have the right to request that any false, inaccurate or misleading information or

information that violates the privacy rights of their child be amended or deleted.

6. TRANSITION PLAN:

Special education law (IDEA) requires that the IEP team develop a transition plan as part of the IEP when a child turns 16. The transition plan must include how a child will proceed after high school. The plan may include college, work, training, independent living, etc. It also must include reasonable goals and services that will help a child reach their transition goals.

7. STAY PUT RIGHTS:

The rules of a school district and a school apply to all students. However, **rules must be applied in conjunction with special education law and procedures.** Like all children, your child must follow school rules. They may be **disciplined, suspended or expelled.** However, before the district can take action, **special education law (IDEA) requires an analysis of whether the disability played a part in a child's behavior.** This is referred to as manifestation determination.

FOR EXAMPLE: If a student with an active **IEP** breaks a school rule that results in a suspension or expulsion, the student's program, placement or services **CANNOT** be changed unless the district and parent agree.

If there is no agreement, the child is entitled to **STAY PUT** in their current program UNTIL a new IEP is signed and agreed upon. Bottom line, **a parent can assert their child's STAY PUT right and maintain their current placement until a new IEP is in place. This prevents your child from losing services while the new placement is being**

8. TEN DAY RULE:

STAY PUT protection under special education law only apply if your child is facing **more than 10 consecutive days out of school.** This is referred to as the **10 day rule.**

A special education student who is suspended from school for LESS than 10 consecutive days is NOT entitled to IDEA protection. Usually, school suspensions are less than 10 days.

If a district intends to suspend or expel a special education student for more than 10 consecutive days it can be considered a change of placement. If this occurs, the district must hold a manifestation IEP to determine if the **student's actions were caused by their disability.** If the IEP team determines that they were, then the student's placement cannot be changed and the STAY PUT rights are activated.

If the IEP team determines the student's behavior was **not a result of the disability,** the child has no STAY PUT rights and **CAN** be expelled.

9. WEAPONS and DRUG OFFENSES:

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The advertisement features a dark background with a laptop displaying an email editor interface. The text is white and arranged in a vertical column. The 'Constant Contact' logo includes a small bird icon.

IDEA also makes exception to the 10 day rule if the discipline involves drugs or weapons.

"A special education student who brings a weapon to school or possesses, uses, sells or solicits the sale of drugs at school or during a school function can be removed for up to 45 days without parental agreement."

The student is entitled to an alternative placement during the 45 days. IDEA requires the IEP team to develop a **behavior plan for students whose behavior impedes his or her learning or the learning of others.** If a student is removed for more than 10 days, IDEA also requires the IEP team to do a functional behavioral assessment and implement a behavior plan.

10. PRIVATE PLACEMENT:

Special education law provides a child the right to be placed in a private school **ONLY** if your school district cannot provide an appropriate program.

Under IDEA, school districts are required to show that they cannot serve a child's special education needs **BEFORE** they place and pay for a child to attend a private placement.

A child's needs and the nature of public placement determine if private placement is appropriate and feasible.

There MUST be an IEP agreement or due process court ruling that determines that private placement is appropriate before a school district is required to pay for a private placement.

If you decide to place your child in private placement without this in place the district is **NOT** required to pay for it. The district does not need to provide special education services to a private school nor does it have to provide any services different to those that would be available if the child was attending public school.

If you plan to move your child to a private placement, it is your responsibility to inform the school district of your intent either at an IEP meeting or by 10 days before the removal. If your child is enrolled in a home school program you may have your child evaluated for special education but your services may be limited depending on the decision of the IEP team.

Special education law states that **imprisoned children** between the ages of 18-21 who have an IEP are entitled to a free and appropriate education.



Our drag-and-drop editor makes it easy to create great-looking emails. Powerful stuff.



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11. DUE PROCESS:

Parents may file for due process but must do it within two years of the dispute. Once the dispute is filed, the other party has 10 days to respond. **Within 15 days of receiving the due process request, the district must conduct a meeting to try to resolve the dispute.** This may include

Understood

The Difference Between IEPs and 504 Plans

By The Understood Team

Both Individualized Education Programs (IEPs) and 504 plans can offer formal help for K–12 students with learning and attention issues. They're similar in some ways but quite different in others. This chart compares them side-by-side to help you understand the differences.

	IEP	504 Plan
Basic Description	A blueprint or plan for a child's <u>special education</u> experience at school.	A blueprint or plan for how a child will have access to learning at school.
What It Does	Provides individualized special education and <u>related services</u> to meet the unique needs of the child. These services are provided at no cost to parents.	Provides services and changes to the learning environment to meet the needs of the child as adequately as other students. As with IEPs, a <u>504 plan</u> is provided at no cost to parents.
What Law Applies	<u>The Individuals with Disabilities Education Act (IDEA)</u> This is a federal special education law for children with disabilities.	<u>Section 504 of the Rehabilitation Act of 1973</u> This is a federal civil rights law to stop discrimination against people with disabilities.

	IEP	504 Plan
Who Is Eligible	<p>To get an IEP, there are two requirements:</p> <ol style="list-style-type: none"> 1. A child has one or more of the 13 specific disabilities listed in IDEA. Learning and attention issues may qualify. 2. The disability must affect the child's educational performance and/or ability to learn and benefit from the <u>general education curriculum</u>. 	<p>To get a 504 plan, there are two requirements:</p> <ol style="list-style-type: none"> 1. A child has any disability, which can include many learning or attention issues. 2. The disability must interfere with the child's ability to learn in a general education classroom. Section 504 has a broader definition of a disability than IDEA. That's why a child who doesn't qualify for an IEP might still be able to get a 504 plan.
Independent Educational Evaluation	<p>Parents can ask the school district to pay for an <u>independent educational evaluation</u> (IEE) by an outside expert. The district doesn't have to agree.</p> <p>Parents can always pay for an outside evaluation themselves, but the district may not give it much weight.</p>	<p>Doesn't allow parents to ask for an IEE. As with an IEP evaluation, parents can always pay for an outside evaluation themselves.</p>
Who Creates the Program/Plan	<p>There are strict legal requirements about who participates. An IEP is created by an IEP team that must include:</p> <ul style="list-style-type: none"> • The child's parent • At least one of the child's general education teachers • At least one special education teacher • School psychologist or other specialist who can interpret evaluation results • A district representative with authority over special education services <p>With a few exceptions, the entire team must be present for IEP meetings.</p>	<p>The rules about who's on the 504 team are less specific than they are for an IEP.</p> <p>A 504 plan is created by a team of people who are familiar with the child and who understand the evaluation data and special services options. This might include:</p> <ul style="list-style-type: none"> • The child's parent • General and special education teachers • The school principal

	IEP	504 Plan
What's in the Program/Plan	<p>The IEP sets learning goals for a child and describes the services the school will give her. It's a written document.</p> <p>Here are some of the most important things the IEP must include:</p> <ul style="list-style-type: none"> • The child's present levels of academic and functional performance—how she is currently doing in school • Annual education goals for the child and how the school will track her progress • The services the child will get—this may include special education, related, supplementary and extended school year services • The timing of services—when they start, how often they occur and how long they last • Any accommodations—changes to the child's learning environment • Any modifications—changes to what the child is expected to learn or know • How the child will participate in standardized tests • How the child will be included in general education classes and school activities 	<p>There is no standard 504 plan. Unlike an IEP, a 504 plan doesn't have to be a written document.</p> <p>A 504 plan generally includes the following:</p> <ul style="list-style-type: none"> • Specific accommodations, supports or services for the child • Names of who will provide each service • Name of the person responsible for ensuring the plan is implemented
Parent Notice	<p>When the school wants to change a child's services or placement, it has to tell parents in writing <i>before</i> the change. This is called prior written notice. Notice is also required for any IEP meetings and evaluations.</p> <p>Parents also have "stay put" rights to keep services in place while there's a dispute.</p>	<p>The school must notify parents about evaluation or a "significant change" in placement. Notice doesn't have to be in writing, but most schools do so anyway.</p>

	IEP	504 Plan
Parent Consent	A parent must consent in writing for the school to evaluate a child. Parents must also consent in writing before the school can provide services in an IEP.	A parent's consent is required for the school district to evaluate a child.
How Often It's Reviewed and Revised	The IEP team must review the IEP at least once a year. The student must be reevaluated every three years to determine whether services are still needed.	The rules vary by state. Generally, a 504 plan is reviewed each year and a reevaluation is done every three years or when needed.
How to Resolve Disputes	IDEA gives parents several specific ways to resolve disputes (usually in this order): <ul style="list-style-type: none"> • Mediation • <u>Due process complaint</u> • <u>Resolution session</u> • Civil lawsuit • <u>State complaint</u> • Lawsuit 	Section 504 gives parents several options for resolving disagreements with the school: <ul style="list-style-type: none"> • Mediation • Alternative dispute resolution • Impartial hearing • Complaint to the Office of Civil Rights (OCR) • Lawsuit
Funding/Costs	Students receive these services at no charge. States receive additional funding for eligible students.	Students receive these services at no charge. States do not receive extra funding for eligible students. But the federal government can take funding away from programs (including schools) that don't comply. IDEA funds can't be used to serve students with 504 plans.

Knowing which laws do what is a big part of understanding the difference between an IEP and a 504 plan. Explore more details about your child's legal rights. And if you need help navigating special education law in your state, consider reaching out to your local Parent Training and Information Center. The people there can answer questions and give practical advice on issues specific to your area.

See a visual aid that shows what goes into an IEP. Or you can download a sample 504 plan.

Do you want to learn more about how IEPs and 504 plans compare? Watch as an expert explains the

21 THINGS YOU MUST DO BEFORE YOU LEAVE FOSTER CARE

- 1. **Test your Life Skills. Take the Ansell Casey Life Skills Assessment (ACLSA).**
This assessment will help you see where your strengths and needs are when it comes to skills for living on your own. All ILP eligible youth must take an ACLSA assessment at 14, 16, and 17 ½. Contact your IL Coordinator or caseworker for more details.
- 2. **Join the Independent Living Program (ILP).**
Want FREE help applying for college, finding financial aid, getting scholarships, landing a job, and learning skills for life after foster care? How about some MONEY for renting your first apartment? Then the Independent Living Program (ILP) is for you! It's designed to help youth prepare for life on their own after foster care. To find the local ILP near you, check out our website www.georgiailp.org and search for your region or your county listings.
- 3. **Build a transition plan.**
Put together a team of supportive adults in your life and build a transition plan. Utilize your Written Transitional Living Plan to help you develop your plan.
- 4. **Get Solid: Understand What Permanence is about...and get it if you can.**
You may have heard the word "permanence," but do you know what it is? Can you list the five types of permanency? Talk to your caseworker and find out what your permanency plan is (every youth should have one), or visit www.fosterclub.com.
- 5. **Surround yourself with a safety net. Make a PACT with Supportive adults.**
Youth that are successful when they transition out foster care have one thing in common: They have supportive adults in their lives that they can count on. Talk to a supportive adults in your life about a PACT. Learn more at www.fosterclub.com.
- 6. **Find out about Chafee.**
You may be eligible for assistance for paying for rent or other cost associated with living on your own. Talk to your caseworker, Independent Living Coordinator or visit www.georgiailp.org.
- 7. **Get a rental reference from your foster home.**
Consider creating a rental agreement with your foster home or group home for the last few months you're in foster care. If you are a good tenant, they could provide a reference for your first apartment. A reference can provide information about on-time rent payments, cleanliness and respect for the property and other tenants.
- 8. **Secure a place to live, have a backup plan.**
Transitioning out of foster care to homelessness is never a good idea. Homelessness includes living in your car, camping, and even sacking out on a couch at a friend's house. There's plenty of help in locating housing, but you have to do some of the legwork. Talk to your caseworker, and your independent living coordinator.
- 9. **Get your social security card and birth certificate.**
These personal documents can be particularly hard to get if you wait...Ask your caseworker to provide you with own ORIGINALS of these items before you leave care.
- 10. **Get a state-issued photo-ID.**
You'll need photo ID for lots of things when you are living on your own; to rent an apartment, get a job, travel on an airplane, and much more. Even if you don't have a driver's license, make sure you get state issued identification.
- 11. **Get a copy of court documents that prove you were in care.**
You may need this proof to qualify for special benefits, such as scholarships and financial Aid for higher education.



INDEPENDENT LIVING PROGRAM
The Georgia Department of Human Services

www.georgiailp.org
Adapted from Foster Club

21 THINGS YOU MUST DO BEFORE YOU LEAVE FOSTER CARE

- 12. **Open a bank account (and savings too).**
If possible, open a bank account EARLY (at least a year before you leave foster care) So that you have time to practice money management (it can be surprisingly tough!) Georgia's Department of Human Services Independent Living Program (ILP) has an Individual Development Account Program (IDAs) for youth, between the ages of 14 and 21, who are or have been in foster CARE in the state of Georgia. Money that youth save and deposit in their IDA accounts can be matched at a rate one-to-one, up to \$1,000. To learn more about the IDA please contact your ILP Coordinator.
- 13. **Save Money.**
Most young adults are taken by surprise by the cost of living on their own. Have an adult help you work out a monthly budget for life after foster care. Try to save enough money to cover three months of the budget, plus the move-in cost for your first apartment.
- 14. **Get a high school diploma or GED.**
Once you're on your own, it can become very difficult to concentrate on school because you'll be busy making money to pay your way. Try to finish Getting your GED or High School diploma while you're still in foster care- before you pile on all the extra worries of supporting yourself.
- 15. **Find out about money for higher education.**
The federal government has handed down millions of dollars for scholarships and Educational Training Vouchers (ETV) for foster youth! Best of all, in most cases this money can help pay for a Trade or Vocational School, housing, transportation, books, fees and other costs related to your education. Find out how to access this money in your region or county by visiting www.georgiailp.org.
- 16. **Get a job.**
This one's a no brainer; of course you need a job before you set out on your own! Getting a job can be tougher than think. Even if you are receiving funds from other government sources, no ones is really self-sufficient until they earn their own living. It's best if you can gain work experience while you are still in care.
- 17. **Get medical coverage. See a doctor.**
Before leaving care check with your caseworker or your Independent Living Coordinator to find out about the Chafee Medicaid. If you will be losing your health coverage, make sure your see a doctor for a check-up before you leave care. Make sure all your shots are up to date and that you are in the best health you can be in.
- 18. **Get mental health coverage. See a therapist before leaving care.**
Youth transitioning from foster care may be eligible for mental health coverage. If you will be losing your mental health coverage, you may want to see a counselor before you leave care and get help coping with the stress and anxiety most youth have when transitioning out foster care.
- 19. **Take daily living skills classes.**
*Get set for adulthood learning skills for life after foster care. Get with your local Independent living Program (ILP) Coordinator or caseworker about classes offered. Check out the ILP website to find classes within your region at www.georgiailp.org . Or ask your foster parents to work with you on life skills (they can download an entire book of ideas called *Ready, Set, Fly!* at www.caseylfeskills.org)*
- 20. **Build an independent living portfolio.**
Keeps a professional portfolio containing the following: complete sample job application and apartment rental application, resume, education records awards and achievements, and copies of personal documents. For ideas, check out the FYI binder at www.fosterclub.com or contact your IL Coordinator for a Transition Packet
- 21. **Find out if you can stay in care until you're 21.**
You may have a lot to gain. What do you have to lose? You may want to make a list of the pros and cons of staying in care or leaving. If you take a close look, you may just find out that there are many advantages to staying in care. If you prove your maturity and readiness, you may even be able to live on your own while you are in foster care-talk to your caseworker, Independent living Coordinator or Judge.



ALPHABET SOUP: ACRONYMS FOR EDUCATORS

ACRONYM	TRANSLATION	DESCRIPTION
CCGPS	Common Core Georgia Performance Standards	English/Language Arts and Mathematics Standards used in Georgia currently.
CCRPI	College and Career Readiness Performance Index	This is how a school is scored; each school earns points out of 100 for a variety of criteria.
CTAE	Career, Technical, and Agricultural Education	Instruction focusing on career development through the use various pathways.
DI	Differentiated Instruction	DI is a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.
DNM	Did Not Meet	This acronym is used to identify areas where students have not met the standards.
DOK	Depth of Knowledge	DOK is a way to think about content complexity, not content difficulty. Complexity is different from difficulty.
EIP	Early Intervention Plan	EIP is designed to serve students who are at risk of not reaching or maintaining academic grade level
EL/ELL	English Learner/English Language Learner	Students receiving assistance in mastering English for use in school and social settings.
ESOL	English for Speakers of Other Languages	A standards-based curriculum emphasizing academic and social language development.
FIP	Formative Instructional Practices	Formative instructional practices include formal and informal assessment processes that teachers and students use to gather evidence of student learning. A key expectation of FIP is that teachers develop the skills to guide students to take ownership for their own learning.
GAPSS	Georgia Assessment of Performance on School Standards	A site-based review process that provides a detailed analysis of a school's progress
GMAS	Georgia Milestones Assessment System	The new Georgia state assessment. It is designed to measure how well students acquire the skills and knowledge described in the state content standards in reading, English/language arts, mathematics, science and social studies.

ALPHABET SOUP: ACRONYMS FOR EDUCATORS

ACRONYM	TRANSLATION	DESCRIPTION
EOG EOC	End of Grade (3 rd through 8 th graders) End of Course (9 th – 12 th graders)	Replaces CRCT/EOCT: serves as a student's final assessment for the year.
GOFAR	Georgia Online Formative Assessment Resources	This is the system that replaces OAS; it will have assessment resources for teachers.
NAEP	National Assessment of Educational Progress	Assessment that determines our National Report Card
PBIS	Positive Behavior Interventions & Support	An evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support academic outcomes.
RtI/SST	Response to Intervention Student Support Team	RtI and SST are part of a problem-solving process in every Georgia school. The purpose is to find ways around roadblocks to success for any student referred.
SLDS	State Longitudinal Data Service	Found in PowerSchool, this is a data warehouse of student test scores and information (Lexiles, attendance, transience, etc.)
SWD	Students with Disabilities	Students needing additional support to achieve academic potential.
TKES/LKES	Teacher Keys Effectiveness System Leader Keys Effectiveness System	Evaluation system to support and encourage continuous growth among teachers and leaders
SGM/SGP	Student Growth Measure/Student Growth Percentiles	The system used to measure student growth over time when compared to their similar peers.
SLO	Student Learning Objective	District determined content-specific measure of teachers' impact on student learning. SLOs give educators and school systems an additional means by which to recognize success in the classroom.
UDL	Universal Design for Learning	UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn.
WIDA	World-class Instructional Design & Assessment	Can-Do standards for students who are English Learners (EL); the focus is on school and social language acquisition.

Special Education Acronyms

ABA - Applied Behavior Analysis	IFSP - Individualized Family Service Plan
ADA - Americans with Disabilities Act	LD - Learning Disabilities
ADD - Attention Deficit Disorder	LEA - Local Education Agency
ADHD - Attention Deficit Hyperactivity Disorder	LEP - Limited-English-Proficient
AS - Asperger's Syndrome	LRE - Least Restrictive Environment
ASL - American Sign Language	MID - Mild Intellectual Disability
ASD - Autism Spectrum Disorder	MOID - Moderate Intellectual Disability
AT - Assistive Technology	NCLB - No Child Left Behind
BD - Behavior Disorders	OCD - Obsessive Compulsive Disorder
BIP - Behavioral Intervention Plan	OCR - Office of Civil Rights
CAPD - Central Auditory Processing Disorder	ODD - Oppositional Defiance Disorder
CEC - Council for Exceptional Children	OHI - Other Health Impaired
CP - Cerebral Palsy	OI - Orthopedically Impaired
COGAT - Cognitive Abilities Test	O & M - Orientation and Mobility
COTA - Certified Occupational Therapy Assistant	OSEP - Office of Special Educ Programs
DB - Deaf/Blind	OSERS - Office of Special Education and Rehabilitative Services
DOE - Department of Education	
D/HH - Deaf/Hard of Hearing	OT - Occupational Therapy
DTT - Discrete Trial Training	PDD - Pervasive Developmental Disorders
EBD - Emotional Behavior Disorder	PID - Profound Intellectual Disability
ELL - English Language Learner	PLEFP - Present Levels of Educational and Functional Performance
ESL - English as a Second Language	
ESY - Extended School Year	PT - Physical Therapist
FAPE - Free and Appropriate Public Education	SDD - Significant Developmental Delay
FBA - Functional Behavioral Assessment	SEA - State Education Agency
	SEBD - or SED - Severe Emotional (behavior)
FERPA - Family Educational Rights Privacy Act	
FTE - Full Time Equivalent	Disturbance
HI/HH - Home Instruction/Hospital Homebound	SI - Speech Impaired
HI - Hearing Impaired	SID - Severe Intellectual Disability
HIPAA - Hlth Insur Portability Accountability Act	SLD - Specific Learning Disability
IDEA - Individuals with Disabilities Education Act	SLP - Speech Language Pathologist
IEE - Independent Educational Evaluation	TBI - Traumatic Brain Injury
IEP - Individualized Education Program (or Plan)	VI - Visually Impaired

Special Education Rules Implementation Manual

PERSONNEL SUPPORT	DESCRIPTION OF SERVICE
GENERAL EDUCATION	Students with disabilities are served in the general education class with no personnel support.
CONSULTATION	Students with disabilities receive at least one segment per month of direct service from the special education teacher.
SUPPORTIVE INSTRUCTION	Students with disabilities receive service from personnel other than a certified teacher in the general education classroom (i.e., a paraprofessional, Interpreter, or job coach).
COLLABORATION	A special education teacher works with identified students with disabilities and the general education teacher within the general education classroom (less than full segment daily).
CO-TEACHING	The special education teacher provides service in the general education classroom by sharing teaching responsibility with the general education teacher (full segment everyday).
ALTERNATIVE PLACEMENT	The special education teacher provides instruction to students with disabilities in a separate classroom, special schools, home environment, hospitals, or institutions.