

GLOSSARY OF TERMS

Adapted Physical Education

This is alternative physical education for students with disabilities who cannot safely or successfully engage in unrestricted participation in the vigorous activities or the regular physical education program.

At-Risk

Every child has the potential to succeed in school and in life. Yet there are many factors that can imperil a child's ability to achieve his or her full potential. Children who live in poverty, are disabled, have limited-English proficiency, and/or are raised in dysfunctional or abusive homes—these children are “at risk” of failing in school and beyond. A child may be at risk because of one factor or a combination of causes.

Autism

Autism is a developmental disability that significantly affects verbal and nonverbal communication and social interaction generally evident before age 3, which adversely affects a child's educational performance. 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 experience.

Behavior Intervention Plan

This is an individualized behavior management plan written for a student exhibiting behavioral concerns which interfere with learning.

Comprehensive Life Skills (CLS)

This is typically a self-contained class working with children who have been identified as requiring a functional curriculum. Most of these children are eligible for special education under the category of mental retardation. Under most circumstances at least one paraprofessional has been assigned to this program.

Day Treatment

This is a restrictive elementary school program for students with extreme behavioral and social/emotional challenges.

Developmental Kindergarten

This is a program for children who are kindergarten age. The program is similar to the early childhood program. Under most circumstances at least one paraprofessional has been assigned to this program.

Early Childhood

This is a program for children 3 to 5 years of age who have been found eligible for special services under the eligibility of developmental delay. Their identified delay might be in the areas of speech language, cognitive, motor, self help or behavior. Under most circumstances at least one paraprofessional has been assigned to this program.

English Language Learners (ELL)

Students for whom English is not their native language are called English Language Learners.

English as a Second Language (ESL)

A course of study designed specifically for students whose native language is not English.

Extended School Year

The provision of educational and related services to students with disabilities in excess of the 185-school year.

Free and Reduced Lunch (FRL)

Free and reduced price lunches are provided to students whose families fall below a minimum income threshold as determined by the federal government.

General Resource

In this program the teacher may work with children in a small group in a separate classroom or may work with children in the general education setting. The children assigned to this teacher have been identified as requiring specialized instruction in one or more academic areas, including behavior management.

GLAD (Guided Language Acquisition Design) Training

Teachers teach reading and writing using the content curriculum.

Home/Hospital

This is a placement option for a student who is unable to attend school for at least 15 days as a result of physical illness, accident, or emotional crisis.

Inclusion

Special education students go into a regular education classroom with assistance in varying degrees from the special education staff; each school has their own inclusion program and therefore the details vary from school to school based on their IEP.

Individualized Education Program (IEP)

The IEP is a written education plan for a school-aged child with disabilities that is developed by a team of professionals (teachers, therapists, etc) and the child's parents or family to meet the unique needs of students with disabilities who require specially designed instruction. This plan describes how the child is doing, specifies the child's learning needs, and describes what services the child will need.

Limited English Proficient (LEP)

LEP students are those for whom English is a second language and who are not reading or writing in English at grade level. This is another term for describing students who are English Language Learners (ELL).

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act, the revised Elementary and Secondary Education Act, is a potent blend of new requirements, incentives and resources, and it poses significant challenges for states and school districts. The law sets deadlines for states to expand the scope and frequency of student testing, revamp their accountability

systems and guarantee that every teacher is qualified in their subject area. NCLB requires states to make demonstrable annual progress in raising the percentage of students proficient in reading and math, and in narrowing the test-score gap between advantaged and disadvantaged students.

Occupational Therapy

This is a related service for students whose fine motor, perceptual, and/or sensory integration impairments significantly interfere with their education.

Paraprofessionals

Paraprofessionals are those non-certified employees who assist with instruction in various ways, including library assistants, classroom aides, classroom assistants, and assistants who provide one-on-one tutoring services.

PLATO

PLATO Learning, Inc., is the original educational software company and has the capability to assess student skills, align instruction to state graduation tests, and prescribe appropriate coursework to fill in skill gaps. Designed to promote learning through interactive, real-world problem-solving activities, PLATO courseware uses visually stimulating, photo-realistic environments to engage students in interactive learning.

Pull Out Class

Students come out of class to receive additional support from a specialized teacher typically in a small group setting.

Push In Class

Special education teacher joins a general ed teacher to provide additional support to students.

Self-Contained

This is an educational setting where the student receives special education instruction for more than 60% of their instructional day. They may participate with non-disabled peers for other subjects.

Social Intervention Program (SIP)

This is typically a self-contained class that works on social skill training for children with behavior disorders. The majority of these children have behavior plans and behavioral goals as part of their educational program. Under most circumstances at least one paraprofessional has been assigned to this program.

Speech Therapy

This is a direct or related service addressing areas of speech, language, or hearing.

Strategies

This is a program where the children require a different type of presentation of curriculum. The children will probably have a special education eligibility of Autism and will require some very unique forms of communication. Under most circumstances at least one paraprofessional has been assigned to this program.

Success For All

A literacy program that has been adopted by many Washoe Co. School District elementary schools. Program features a very structured Literacy Block.

Title I

This term is used to describe schools receiving federal funding to help students who are behind academically or at risk of falling behind. Funding is based on the number of low-income children in a school, generally those eligible for the free or reduced lunch program.

Turning Point

Restrictive program for secondary students with extreme behavioral and social/emotional challenges.