

Definitions

IDEA – Individuals with Disabilities Education Act Section 504 of the Rehabilitation Act of 1973

Annual Review

A yearly meeting to review the student's existing IEP and special education placement, during which a new IEP is developed and placement for the next year is determined. Dismissal from special education may also occur during the annual review.

Assistive Technology

Any device, piece of equipment, or product that is necessary to increase functional capabilities for a child with a disability. Examples are pencil grips, communication devices, special eating utensils, computers, standers, special chairs, etc.

Child Find

The process established by a school district in which good faith effort is made to locate all children with disabilities who may be in need of special education and/or related services, under either IDEA or Section 504. District 70 conducts monthly preschool screenings to fulfill this requirement at the preschool level. At the school age level, each building has RtI procedures in place, including a building-based Problem Solving Team (PST) and Child Review Team (CRT) to carry out the child find process.

Comprehensive Case Study

This is the evaluation under IDEA that is completed in order to determine whether or not a child is eligible for special education and/or related services. Eight (8) domains of student functioning are discussed in determining the scope of an evaluation.

CRT – Child Review Team

A building-based team whose function is to determine the need for an evaluation under either Section 504 or IDEA. Parents may be included in the meetings when appropriate.

Date of Referral

The day on which parents give *written informed consent* to conduct an evaluation. The evaluation must be completed and eligibility established within sixty (60) *school* days from this date.

Day

A *calendar* day, unless otherwise stated:

School Day – days during the regular school year when students are in session for instructional purposes

Business Day – Monday through Friday, with the exception of legal federal and state holidays

Developmental Delay (DD)

The term for the 3-9 aged population, signified by a delay in one or more of the following areas of development: physical, cognitive, communication, social/emotional, adaptive, or motor.

Disability – the disabilities defined by IDEA are:

- **Autism (AU)** – a developmental disability, present from early childhood, characterized by great difficulty in communicating and forming relationships with other people and in using language and abstract concepts
- **Deaf Blindness (DB)** – concomitant hearing and visual impairments which cause severe communication delays and other educational deficits
- **Emotional Disability (ED)** – a condition in which behaviors in the following areas are significantly exhibited outside of the normal range and over an extended period of time: ability to develop and maintain peer relationships, inappropriate behaviors, unreasonable fears associated with school or personal problems, and/or general pervasive moods of anxiety, depression, or unhappiness
- **Hearing impairment (HI)** – a significant loss of hearing which prevents the student from being able to benefit from education, including students who are deaf
- **Mental Impairment (MI)**, also known as Mental Retardation (MR), or Cognitive Impairment (CI) – intellectual development, mental capacity, adaptive behavior, and academic achievement are significantly delayed. This impairment may be mild, moderate, severe, or profound.
- **Multiple Disabilities (MD)** – exhibiting two or more severe impairments that significantly affect a student’s ability to benefit from the educational program
- **Orthopedic Impairment (OI)**, formerly physical impairment – having physical limitations that significantly hinder the ability to physically access educational environments, activities, and/or experiences
- **Other Health Impairment (OHI)** – significant health issues limit a student’s ability to access educational stimuli, including the ability to attend school
- **Speech/Language Impairments (S/L)** – includes deviations in speech (the sound system) or language development (receptive, expressive, pragmatic) that are outside the acceptable range of deviation and which will prevent educational development
- **Specific Learning Disability (SLD)** – specific learning disability – a disorder in which the student exhibits processing deficits and a significant discrepancy between intelligence (average to above average) and achievement in areas of math, reading, reading fluency, reading comprehension, or written expression
- **Traumatic Brain Injury (TBI)** – an acquired injury (not present at birth) to the brain that adversely affects a child’s educational performance
- **Visual Impairment (VI)** – a significant loss of vision that prevents the student from being able to benefit from education, including students who are blind.

Domain

An aspect of a child’s functioning from which the components for an evaluation are selected. The domains are: health, vision/hearing, social-emotional status, intellectual functioning, achievement, functional performance, communication status, motor skills.

Early Childhood (EC)

The provision of special education and related services to the population of preschool children (aged 3-5). District 70 offers instructional classroom services four half days a week, and resource services for isolated speech therapy (S/L) or occupational therapy (OT) for children who do not qualify for the classroom experience. OT or S/L may also be provided individually under Section 504.

Extended School Year (ESY)

Special education and/or related services provided for a student outside of the regular school year. Eligibility for ESY is based on specific factors and eligibility is determined by the student's IEP team.

FAPE – Free Appropriate Public Education

Special education and related services necessary for a child to access and benefit from the educational environment, including curriculum and activities

IDEA – The Individuals with Disabilities Education Act

The law under which are special education services are provided. It defines child find, team composition, eligibility categories, and parental procedural safeguards. It was last reauthorized on Dec. 4, 2004.

IEP – Individualized Education Plan

A written plan individualized and developed for a student after eligibility for special education has been established. The parameters of the IEP are set forth in IDEA.

IEP Team

The IEP team consists of the student's parents, regular education teacher/s, special education provider/s, an administrator, and others whose expertise is necessary to identify the child's educational needs and develop the educational plan.

Least Restrictive Environment (LRE)

The setting that allows a child with a disability to be educated with nondisabled peers to the maximum extent appropriate; the LRE for each child is determined by the IEP team, and is not simply based on the child's disability category. *LRE does not mandate that a child must remain in the neighborhood school.*

Multidisciplinary Conference (MDC)

The meeting held after completion of the case study evaluation to share results with parents and staff. Eligibility is determined at this conference, which may also be referred to as a "staffing" or "eligibility staffing".

Placement

The educational setting necessary for the student so that goals and objectives of the IEP can reasonably be met. Placement options range from regular education with no support (least restrictive) to residential facilities (most restrictive).

Reevaluation

An evaluation conducted three years after the preceding evaluation; its purpose is to determine whether or not the student continues to be a student with a disability who requires special education and/or related services. Decisions are made at an eligibility staffing or annual review.

Referral

Formal procedures established by a school district to assist with the child find requirement; the process may involve assistance to teachers and students, regular education interventions, data collection, and the request for a case study evaluation. It may further follow the formalized RtI procedures established by the District.

Related Service

Services that a student requires to benefit from special education. Each related service is driven by eligibility criteria, and once established, is delivered based on goals and objectives and specific time allotments. Related services include, but are not limited to, the following: speech and language therapy, occupational therapy, physical therapy, adaptive PE, orientation and mobility services, audiology, social work, transportation.

Response to Intervention (RtI)

A three-tiered approach to the provision of interventions. Under the Reauthorized IDEA, RtI is part of the eligibility determination for a specific learning disability. The process includes Tier 1 interventions provided by the general education teacher in the general education classroom. Tier 2 services include Tier 1 support and additional support for reading and/or math outside of the general education classroom. Tier 3 interventions are the most intensive, and may include daily intervention in reading and/or math outside of the classroom.

The need for intervention is determined by a two-step procedure. First, a class-wide screening (AIMSweb) is conducted. Students who fall below the second quartile (25th percentile) are then given a diagnostic evaluation in reading and/or math to determine instructional levels. If eligibility is established based on these results, the student is scheduled for RtI instruction.

The provision of RtI does necessitate changes in a student's academic schedule. The additional support in reading and/or math may decrease the amount of time a student has for other classes such as science, social studies, foreign language, or arts block electives.

SEDOL – Special Education District of Lake County

The Lake County Cooperative is a group of 36 school districts working together. SEDOL provides services such as special instruction for physically impaired, hearing impaired or visually impaired students, self-contained instructional classrooms for a variety of disabilities (autism, cognitive impairments, etc.) and public day schools (Gages Lake, Sally Potter, Laremont/Ureche). SEDOL also provides consultative services to districts, staff development opportunities, assistive technology support, and a variety of other specific services.

SEDOL has a Parent Mentor Project that provides monthly educational/service topics and trainings for parent participation.