

# Educational Terms Guide

This guide includes many of the acronyms, terms, and definitions used by the public school education community in New York State. References used are Regulations of the Commissioner of Education, NYS School Boards Association School Law 1999, Foundations of Education (1989) by Ornstein, A. C. & Levine, D.U. (1989). Boston: Houghton Mifflin, Dictionary of Education (1973), McGraw-Hill, <http://www.reedmartin.com>, [www.NYSUT.org](http://www.NYSUT.org), <http://wrightslaw.org>, and websites of the United States Department of Education and the New York State Department of Education

**AAADA** – Adjusted Average Daily Attendance which is sent to NYSED for the necessary data required by law.

**AASA** – American Association of School Administrators which includes all superintendents, principals, assistant principals and other personnel who qualify as administrators.

**ABI** – Acquired Brain Injury is a diagnosis used in special education when a person develops this disorder usually due to illness or accident.

**Academic Freedom** – The right of teachers to exercise their professional judgment over content, methodology, and materials used in the classroom, including the right to teach controversial issues in the classroom. Academic freedom clauses are frequently included in the local school district contract.

**Academic Intervention Services (AIS)** – Mandated remediation service usually held during school hours for students who qualify (usually scoring a level 1 or level 2) after taking the required 3 and 8 grade assessments and/or the Regents exams. This service cannot be denied to special education students.

**Access** – The policy that states no qualified student will be excluded from academic programs or services (i.e., websites, available distance learning courses, health insurance), nor will there be architectural barriers (i.e., transportation on campus, ability to enter classrooms, gymnasiums) or attitudinal barriers (i.e., arbitrary limits on participation in courses, recreation, or other extracurricular activities) on a school campus to students with a disability.

**ACCESS Centers (Adult Centers for Comprehensive Education and Support Services)** – There are 54 centers in New York State which provide comprehensive services, including adult basic education, case management, child care, job training, and parenting education.

**Accountability** – Used to refer to the qualitative/quantitative measurement of student achievement in a subject area to assess strengths or weaknesses of teachers, school districts, schools, and administrators including the performance on the job.

**ACE** – American Council on Education

**Achievement Tests** – Standardized tests of knowledge designed to assess the performance of an individual or group against a larger group.

**ACT (American College Test)** – Required test for college admissions mainly to schools of higher education in the Midwest, but increasing usage to colleges on the east coast as well. The mean composite score nationally is 20.

**ACTE** – Association of Career and Technical Education

**ACTFL** – American Council on the Teaching of Foreign Languages

**ADA** – Americans with Disabilities Act of 1990 – Signed into law to protect individuals with disabilities against discrimination in employment; in programs operated by city, county and state entities; public and private transportation, public accommodations and telecommunication services.

**Adaptive Behavior** – The effectiveness with which an individual copes with the natural and social demands of his/her environment is a key factor in determining a classification of mentally retarded; this area must be addressed in the evaluation process for students thought to have a handicapping condition because of mental retardation.

**Adaptive Development** – The development of the child in comparison to other children the same age.

**Adaptive Equipment** – Devices, aids, controls, supplies, or appliances of either a communication or adaptive type, determined necessary to enable the student to increase the ability to function in school with independence and safety.

**Adaptive Physical Education (APE)** – A specifically designed program of developmental activities, games, sports, and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. It is not considered a related service under the IDEA.

**ADD** – See Attention Deficit Disorder

**ADHD** – See Attention Deficit Hyperactivity Disorder

**ADL** – Activities of Daily Living

**Advocate** – Someone who takes action to help someone else, such as an educational advocate; also to take action on someone's behalf.

**Advocacy** – The process of taking action to help someone or to work for or against an education issue or concern.

**AED** – Automated External Defibrillators

**Affective Domain** – A person's attitudes, feelings, and values.

**AFT (American Federation of Teachers)** – A national union that is part of the AFL-CIO. New York State United Teachers (NYSUT) and NEANY are now part of AFT.

**Aging Out** – Moving from one system to another within education domains. Specific issues that must be addressed as children with disabilities move from children’s service system (usually school) to the adult service system. At age 21, people with disabilities can no longer receive services through the education and foster-care systems. Planning must take place several years earlier according to the Individuals With Disabilities Improvement Act of 2004 (IDEA) to make the transition as smooth as possible.

**Alternative Assessment** – This is an assessment of a student’s progress in academic content standards. Students with severe and profound cognitive disabilities are eligible for this. The Alternative Assessment includes a range of assessment activities (data folio, performances, projects, etc.) that are aligned with the general education curriculum. The Alternative Assessment has been restructured effective 2006-2007.

**Alternative School** – This term has a variety of definitions, including: 1) A school or program that provides learning opportunities different from those in traditional public schools; 2) An entire building or physical plant apart from the regular school; and 3) A wing of a building set apart for a special program. All of the above usually exist to offer a more appropriate atmosphere for the delivery of instruction to help at-risk students complete their high school education, or enrich education or focus in a particular area, such as the arts, for gifted and regular students.

**American Sign Language (ASL)** – The fourth most commonly used language in the United States. A combination of sign language and finger spelling is taught, but with its own system of grammatical rules distinct from English.

**Americans with Disabilities Act of 1990 (ADA)** – Signed into law to protect individuals with disabilities against discrimination in employment; in programs operated by city, county, and state entities; public and private transportation, public accommodations and telecommunication services.

**AMTNYS** – Association of Mathematics Teachers of New York State

**“A Nation at Risk”** – The title name of the 1983 report by the National Commission of Excellence in Education that ushered in the first wave of educational reform which included raising salaries, lengthening the school day, increasing high school graduation requirements, and other reforms.

**Analytic Scoring** – A method of scoring that isolates one or more of the characteristics that are important to a student’s work and scoring them individually. Separate scores are provided for each characteristic rather than one score for the whole work which is the case with holistic scoring.

**Anchor Papers (“Rubric”)** – Primarily used in writing assessments, an anchor paper serves as a model of a particular performance level.

**Annual Performance Review (APR)** – A mandate set forth in Part 100 of the Commissioner’s Regulations that

requires the work of all professional staff members be observed and monitored each year.

**Annual Review** – An evaluation, conducted at least annually by the Committee on Special Education (CSE) or the Committee on Preschool Education (CPSE), of the status of each student with a disability and each student thought to have a disability who resides within the school district for the purpose of recommending the continuation, modification or termination of the provision of special education programs and services for the student to the board of education.

**Annual Yearly Progress (AYP)** – Under the No Child Left Behind (NCLB) mandates, this is the accountability data that will determine funding for schools. It is the minimum level of improvement that states, school districts and schools must achieve each year.

**AP** – Advanced Placement tests

**API** – Alternate Performance Indicators

**Approved Expenditures** – Any expense for which grant funds may be used.

**Approved Private School** – A private school which conforms with the requirements of Federal and State laws and regulations governing the education of students with disabilities and which has been approved by the Commissioner for the purpose of contracting with public schools for the instruction of students with disabilities.

**Aptitude Tests** – Standardized tests designed to determine students’ underlying ability to learn. The types of scores reported differ depending on the test.

**ASBO** – Association of School Business Officials

**ASFSA** – American School Food Service Association

**Assertive Discipline** – A highly structured program of classroom and/or school behavior management. It is usually part of the Functional Behavioral Assessment (FBA).

**Assessment** – A process of gathering information to fulfill diverse evaluation needs that draws on a variety of instruments and measurement strategies from informal, teacher-designed activities at the classroom level to standardized, norm-referenced, commercially published tests conducted nationally, or in some cases internationally. Includes the performance of tasks (i.e. used in a lab setting) as well as paper/pencil testing.

**Assistive Technology** – Any item or piece of equipment (with its services) which is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Low tech examples include highlighters, colored overlays, pencil grips, charts and graphs. High tech examples include augmentative communication devices, switches, Alphasmarts and computers.

**Assistive Technology Evaluation** – The evaluation to determine if a child with special needs should have the service of computers and other technology to help with learning in school.

**Association for Gifted and Talented Education (AGATE)** – A support group for parents, teachers, and others concerned with gifted and talented education.

**At-Risk Students** – The definition varies but falls into one of the following categories: Students that have a great chance of dropping out of school before graduation; students with behavioral problems; students with low academic achievement; and/or students exhibiting one or more at-risk indicators such as low academic performance, poor attendance, behavioral problems, and personal, economic or environmental conditions.

**Attendance Ratio** – The ratio of pupils attending a district relative to the total possible attendance.

**Attendance Register** – A complete record of student attendance maintained by the school as a bound document or computer printout for each course, or each curriculum if there are no courses.

**Attention Deficit Disorder (ADD)** – A brain disorder that is characterized by inattention without hyperactivity. It must be diagnosed by a physician and may allow a student to be eligible for special education services as “other health impaired, emotionally disabled, or learning disabled in the classifications under IDEA (Individuals with Disabilities Education Act.)

**Attention Deficit Disorder (with/without hyperactivity) (AD/HD)** – There are three types: Combined Type (hyperactive, impulsive, inattentive); Inattentive Type; and Hyperactive, Impulsive Type. This is a neurological disorder characterized by poor self-control, impulsivity and inattention. This diagnosis is made by a physician.

**Auditory Processing** – The ability to understand and use information that is heard, both words and non-verbal sounds.

**Austerity Budget** – See Contingent Budget

**Autism Spectrum Disorders (ASD)** – There is a range within this disorder from Autism (severe) to Asperger’s Syndrome (mild), including PDD-NOS (Pervasive Developmental Disorder-Not Otherwise Specified). This is a developmental disorder that is usually detected by 3 years of age. Difficulties are noted with verbal/nonverbal communication and social interactions. Repetitive behaviors or interests are noted and oftentimes, individuals will have unusual responses to sensory experiences, such as certain sounds or the way an object looks and/or how it feels. Each of these symptoms can range from mild to severe.

**AV Equipment** – Audio Visual Equipment such as overhead projectors, microphones, televisions and VCRs, film, Power Point, etc.

**Average Daily Attendance (ADA)** – Used as part of the state aid formulas. It is the average number of pupils present on each regular school day.

**AYP - Adequate Yearly Progress** – data that is required by the NCLB to be used for school improvement information.

**Back To Basics** – A movement emphasizing the three R’s (reading, writing, and arithmetic) and de-emphasizing the humanities and behavioral sciences such as art, music, and foreign language.

**BAN (Bond Anticipation Note)** – Short term loan issued in the anticipation of the sale of bonds.

**Basic Skills** – The traditional building blocks of curriculum that are most commonly associated with direct instruction in early elementary language arts and mathematics.

**Base Year** – The school year that immediately precedes the current aid year.

**Basal Reader** – A textbook used in elementary schools to teach reading, combining different techniques such as phonetics, sight words, etc.

**BEDS (Basic Educational Data System)** – New York State Education Department’s database which contains information on each school district, building and individual classroom in New York State. Each October, teachers and administrators complete a computer “bubble” sheet providing information such as the individual teacher’s years of experience, level of education, level of salary as well as information on class size and teaching load. The data is used by the Education Department to formulate reports and by local districts for comparison purposes.

**Behavior Management** – Training to help children manage or control their own behavior. Programs consist of carefully delineating the behavior the child is to display at the conclusion of the program; identifying the current level of achievement or behavior; selecting an instructional strategy or behavioral management plan; selecting or developing instructional or supporting material; and keeping precise records of the child’s progress toward the goal.

**Behavioral Modification** – A theory of behavioral psychology that believes that behavior can be changed by a system of extrinsic rewards and punishments.

**Behavioral Objective** – That which is to be taught in a daily lesson in order to meet the goal; includes statement of the learning, statement of the learner’s behavior, the conditions, and the expected level of performance.

**Big 5** – Buffalo, New York City, Rochester, Syracuse, and Yonkers school districts usually studied in combination for education issues and funding.

**Bilingual Education** – Programs designed to help students acquire English proficiency while they continue to learn the subject areas appropriate to their age and grade levels in their native language.

**Block Grants** – General educational grants from the federal government to the states; states are then free to choose the specific programs for spending the funds.

**Bloom’s Taxonomy of the Cognitive Domain** – A hierarchy of six levels of thinking, often referred to as levels of complexity; level one is the easiest: 1) Knowledge (memorizing a fact); 2) Comprehension (understanding); 3) Application; 4) Analysis; 5) Synthesis; and 6) Evaluation.

**Blue Ribbon Schools** – A federal secondary schools recognition program in which State schools are nominated because they represent the diversity and excellence of secondary schools in the State.

**Board of Education** – See School Board.

**Board of Regents** – The governing body of the University of the State of New York. Established in 1784, the board consists of 16 Regents elected by the legislature for five-year terms. One Regent is elected from each of the state's 12 judicial districts, and four Regents are chosen from the state at large. They exercise legislative functions over the state educational system, determine its educational policies and, except as related to the judicial functions of the Commissioner of Education, establish rules for carrying out the state's education laws, license practitioners in 34 major professions, and certify teachers and librarians. The Regents appoint the Commissioner of Education who also becomes the president of the University of the State of New York.

**BOCES** – Boards of Cooperative Educational Services are formed by a voluntary cooperative association of school districts in a geographic area that band together to provide services to their component local school districts such as special education programs, vocational programs, computer services, etc. in a more economical way than could be provided by each individual school district. They have boards of between five and 15 members elected by school board members of the component districts. There are 37 BOCES in New York State.

**BOCES Aid** – BOCES component school districts are eligible to receive State aid based on services, which include, but are not limited to, occupational education, teacher training, curriculum development, administrative/management services, and gifted and talented programs that they purchase from BOCES.

**Brain Dominance** – The specialization of the brain hemispheres. The right brain hemisphere is more involved with spatial relations, imagery and nonverbal non-sequential processing. The left brain hemisphere is more involved in the verbal and sequential processing.

**Bubble Sheets** – Sheets that can be scanned by computers to record such information as grades (especially at the secondary level) or BEDS. Information is recorded with a number 2 pencil by filling in circles.

**Buckley Amendment** – The Family Rights and Privacy Act of 1974 (FERPA)

**Building Aid** – State aid for approved expenses related to additions, alterations, modernization of existing buildings, the construction of new school buildings, and some instructional space leases.

**Building Level Team** – A committee of teachers, parents, administrators, support staff, and possibly community members from an individual school building who analyze the building's needs and then develop and implement a plan of action to help the school become more effective. See Shared Decision-Making.

**CAP** – Commissioner's Advisory Panel for NYSED which has appointed members who discuss issues and concerns for special education programs, tests, assessments, requirements of qualifications to special education and other important issues of this focus - see COP

**Capital Assets Preservation Program** – Established by the NYS Legislature, the SED is required to formulate a public school capital asset preservation program for elementary and secondary schools. The Commissioner must report on the condition of school facilities to the Legislature every five years, and each public school district is to provide an inventory of capital assets. This provides school districts with practical information to ensure the safety and welfare of students and staff.

**CAR** – Comprehensive Assessment Report

**Carnegie Credits** – Credits given at the successful completion of a course towards a high school diploma.

**Career Ladder** – A career ladder assumes and delineates several distinct stages in the teaching career. Each step up the ladder is typically accompanied by an increase in salary and responsibility.

**Career and Technology (CTE)** – The option to achieve a New York State diploma by taking vocational and educational courses and passing the English and Math Regents examinations.

**Categorical Aid** – Aid that is given by NYS to local school districts for specific purposes, i.e., transportation and textbooks. It can be paid either in the same year or the year following the expenditure. The local school district must spend the money in order to receive additional categorical aid.

**CCF** – Council on Children and Families

**CCLC** – 21st Century Community Learning Center

**CDC** – Centers for Disease Control from the U.S. Department of Health and Human Services

**CDEP** – Comprehensive District Education Plan which is required for each school district and uses the Shared Decision Making Law to assure partnership of the education partners.

**CDOS** – Career Development and Occupational Studies

**CD-ROM** – Compact Disc-Read Only Memory

**CEC** – Council for Exceptional Children is an organization which advocates for special education children.

**Central Auditory Processing Disorder (CAPD)** – This is a complex issue, which results in difficulty processing auditory information. There is an adverse affect with the way in which the brain recognizes and interprets sounds.

**Censorship** – Using personal or group beliefs or biases to limit community or society access to certain books, materials, or information.

**Central High School District** – A school district that provides only second ary education to children from two or more common or union free school districts. Only three such

districts exist in the state, and the Legislature has prohibited the formation of additional such districts, except in Suffolk County. A central high school district's governing board is composed of representatives from each of its participating districts with not less than five in total.

**Central School District** – A complete preK-12 grade school district formed by combining any number of common, union free, and central school districts. They are run by a central school district school board.

**Cerebral Palsy (CP)** – A disorder due to brain damage that results in lack of control of voluntary muscles, paralysis, weakness, or lack of coordination of certain large and small muscles. This disorder can be very mild or extremely debilitating.

**Certificate of Qualification (CQ)** – Currently CQs are no longer issued for those who still have a certificate given by the NYS Education Department initially to an individual who has met all the requirements to teach in New York State and is good for five years. Once a teacher has obtained a teaching position (or at the end of five years) the CQ is turned into SED for a provisional certificate, which is valid for five years. Then requirements for the permanent certificate must be completed at the end of the extended time (total of ten years). The CQ itself is not renewable and cannot be extended.

**Certification** – Regulated by the New York State Education Department (NYSED) for teachers (instead of licensing as done for all other professionals) in order to assure the public that each teacher has achieved the minimum qualifications.

**CHADD** – Children and Adults with Attention Deficit/Hyperactivity Disorder - an organization of information, education, and support for those who are diagnosed with this disorder.

**Change in Program** – A change in any one of the components of the individualized education program (IEP) of a student with a disability. A change in program can also be used for students in the regular system of a school district to alter anything that is above and beyond the typical program for a student.

**Change in Placement** – A transfer of a student to or from a public school or BOCES or graduation from high school for purposes of removal of a student with a disability from the student's current educational placement.

**Chapter 1** – Part of the Federal Educational Consolidation and Improvement Act that gives funds to improve the education of economically disadvantaged students. Funds are based on the number of students in a school district eligible for free lunch.

**Chapter 377** – Effective May 16, 2002, Section 200.2 of the Regulations of the Commissioner is amended to implement Chapter 377 of the Laws of 2001. Each board of education and each BOCES must establish a plan to ensure that every student with a disability who needs his or her instructional materials in an alternative format will receive those materials at the same time that they are available to non-disabled students.

**Chapter 405** – Legislation that addresses some of the major issues the Board of Regents has identified as critical to improving special education services in New York State. Chapter 405 includes provisions for addressing and improving results in problem areas (i.e., high rates of identification of students as students with disabilities, low rates of declassification of students with disabilities, high rates of placement of students with disabilities in separate sites, and/or significant disproportion based on race and ethnicity, in identification and placement in particular settings of students with disabilities).

**Chapter 793 Plans** – Chapter 793 provided the framework for regional technology planning. Each year, BOCES joint management teams submit such a plan for all their constituent BOCES. The plans provide needed information for BOCES CO-SERS (see CO-SERS).

**Character Education** – Deliberate instruction in basic virtues or morals in the school curriculum.

**Charter Schools** – A school or organization receives a charter for a specific period of time to establish a school that is independent of the local school district and which receives waivers from regulations that may hamper innovation.

**Child Find** – The mandate by federal law for school districts to identify and diagnose any and all children with disabilities, especially from birth to six years of age. Referral to the County where child resides is expected for birth – age 3 and referral to the local school district services is for ages 3 through ages 21.

**CIA** – Office of Curriculum, Instruction and Assessment within the NYSED

**City School District** – A school district whose school boundary lines are identical with that of a city. There are five city school districts in New York State with 125,000 or more students. Referred to as the Big 5 school districts they are Buffalo, New York City, Rochester, Syracuse, and Yonkers.

**Class Size** – The total number of students in a classroom. In a school district, this is the average number of students district wide who can be in a class in a particular grade level. For students with disabilities, it is the number who can receive instruction together in a special class or resource room program and the number of teachers and paraprofessionals assigned to the class. New York State Education Law established this number.

**Classroom Management** – Procedures and techniques used by a teacher to control the learning environment.

**Clinical Supervision** – On-site observation, analysis, feedback, reinforcement, and assistance using script-taping and a series of conferences to improve an individual's performance.

**Cloze Procedure or Test** – A method by which words are systematically deleted from a text passage. Beginning with the second sentence a word is randomly deleted. Then every fifth, tenth, or nth word is deleted. Students guess the deleted words. It reveals the interplay between the prior knowledge that students bring to the reading.

**CNP** – Child Nutrition Program in the NYSED

**Cognitive Development** – The process of gaining knowledge and especially developing the higher mental process (thinking skills) such as knowledge, intelligence, thinking, acquisition of new meaning, generation of plans and strategies, reasoning and problem-solving.

**Cognitive Dissonance** – The anxiety that results from holding contradictory or incompatible attitudes or beliefs simultaneously.

**Cognitive Processing** – The process used for remembering, reasoning, understanding, and using judgment. In special education, a cognitive disability refers to difficulty in learning.

**Cognitive Rehearsal** – Thinking out loud to confirm understanding of the learning process.

**Cohort** – A group of students who share the same statistical or demographic characteristic. For purposes of school accountability, a “cohort of students” usually include the entire group of students who started in the ninth grade in a particular year. (i.e. Cohort of 2000 includes all students entering in grade 9 in fall of 2000)

**Collaboration** – Ongoing interaction among parents, students, community members, school personnel and school board members to promote educational achievement and lifelong success for children.

**Collegiality** – The alliance of all those involved in our schools for the benefit of the students.

**Combined Wealth Ratio (CWR)** – The district wealth measure based on the district’s full value of taxable property per pupil and the district’s residents’ adjusted gross income per pupil, as reported on their state income tax returns.

**Commission for the Blind and Visually Handicapped (CBVH)** – Provides rehabilitation services to individuals who are legally blind and reside in New York State.

**Commissioner of Education** – Appointed by the Board of Regents the Commissioner of Education is the president of the University of the State of New York. The Commissioner’s responsibilities include enforcement of laws relating to the educational system, execution of all educational policies determined by the Board of Regents, issuance of regulations, supervision of all schools and institutions subject to the provisions of the Education Law, and the granting and the annulment of teaching certificates.

**Commissioner’s Regulations** – Regulations approved by the Board of Regents that have the effect of law for the schools in New York. The regulations can be overruled by laws passed by the NYS Legislature or appealed in the Courts. They include, among other things, certification requirements for teachers, curriculum requirements, mandates on the building of schools, and standards for various professions.

**Committee of Practitioners (COP)** – This term is used to gather together many of the education partners in New York State along with the members of NYSED to discuss a focus on education as a study. There is one for the focus of

NCLB, one for ELL issues, one for SWD issues as well as others currently implemented. See CAP

**Committee on Preschool Special Education (CPSE)** – The Committee on Preschool Education functions in the same manner as the CSE, except that it serves children ages three to five.

**Committee on Special Education (CSE)** – Committee required by federal law to be in each school district. It must include the director of special services, the special educator, the parent/guardian of a child with a disability, a regular educator who knows the child, the psychologist, and a physician, if requested, as well as a parent member if requested. The CSE is responsible for determining the child’s classification as well as determining the individual education plan (IEP) for the child. The CSE must maintain a register of children identified with a disability. The **Committee on Preschool Special Education (CPSE)** functions in the same manner as the CSE, except for children ages three to five.

**Common School Districts** – A school district first created by legislative action in 1812 to operate elementary schools (kindergarten through eighth grade). Even though they lack legal authority to operate a high school, common school districts remain responsible for ensuring a secondary education for their resident children. A common school district is administered by either a sole trustee or a school board of three members.

**Community Schools** – Schools that provide a comprehensive approach to organizing and focusing resources on the internal and external factors affecting student performance. They collaborate with local service providers to meet wide-range needs of children and their families and create a school climate that provides a developmental and enriched program of instruction that stresses prevention rather than remediation.

**Compact for Learning** – A New York State Board of Regents document that establishes a partnership among the state and local schools and communities to educate our children. This plan provides a context for local initiative and collaborative effort – “top-down support for bottom-up reform.” This law refers to Commissioners Regulations 100.11. Also called the Shared Decision Making Team in many school districts.

**Compact Partnership Schools** – Schools that have been recognized by the Regents and SED for pursuing State goals for improved student learning through innovative approaches to school restructuring.

**Competency-Based Learning** – An education effort that emphasizes the specification, learning, and demonstration of those competencies (knowledge, skills, and behavior) that are of central importance to a given task, activity, or career. Competency based education is designed to prepare youth to successfully transition to post-secondary education and employment.

**Compensatory Education** – Remedial programs used to bring students’ performance up to a certain level.

**Comprehensive Health Education** – A systematic, sequential, age-appropriate education program designed to provide scientific knowledge of the human as he/she functions within his/her environment, which will favorably influence the knowledge, attitudes, values and practices of school youth, and which will aid them in making wise personal decisions in matters of health.

**Comprehensive Health and Pupil Services (CHAPS)** – This program was called the Comprehensive School and Wellness. This program includes health education, health services, nutrition services, school environment, physical activity, family and community involvement, attendance and guidance pupil services, and staff wellness.

**Compulsory School-Age** – The age at which a child must begin school and the age when a student is required to remain in school.

**Computer Lab** – A classroom with several computers, usually enough for an entire class of students. Usually the computers are networked together, so that a teacher can have the same software on all of the computers and data from any computer can be sent to one printer.

**Computer Software Aid** – Aid for the purchase and loan of computer software.

**Concept Attainment Model** – A process with specific strategies to help students discover, understand, apply, and analyze concepts in their broadest sense.

**Congenital** – Usually a defect or a deficit which is present at birth.

**Congruence** – Making the objectives of the remedial teacher consistent with those of the regular classroom teacher.

**Consensus** – General agreement resulting from a systematic group decision-making process.

**Consent** – It means: (1) the parent has been fully informed, in his or her native language or other mode of communication, of all information relevant to the activity for which consent is sought and has been notified of the records of the student which will be released and to whom they will be released; (2) the parent understands and agrees in writing to the activity for which consent is sought; and (3) the parent is made aware that the consent is voluntary on the part of the parent and may be revoked at any time except that, if a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

**Consultant Teacher** – A certified special education teacher who assists students with disabilities (SWD) who are enrolled in a regular education program and are to be included in the regular education program or specific class. Services may be provided directly or indirectly by the specialists.

**Content Standards** – The NYS Curriculum and Assessment Council defined content standards for the Curriculum Frameworks as the knowledge, skills, and understandings that individuals can and do habitually demonstrate over time as a consequence of instruction and experience.

**Contingent Budget** – A budget approved by the board of education after a proposed budget is defeated. A contingent budget only funds contractual items (i.e., salaries) and those items determined by the board to be “ordinary contingent expenses.” Generally, an expense is considered contingent if it is a legal obligation, specifically authorized by statute, or necessary to maintain the educational program, preserve property, or ensure the health and safety of the students or staff. The board of education may place for voter approval propositions for items that can not be included in a contingent budget.

**Contract for Excellence (C4E)** – This is a plan or contract that a district enters in with NYSED. Districts were identified by NYSED where there was at least one school identified as requiring academic progress (in need of improvement - SINI), in corrective action or in restructuring status. These districts receive a Foundation Aid increase over the prior school year of at least \$15 million or 10 percent, whichever is more. In addition, any district that receives a Supplemental Educational Improvement Plan Grant must file a contract for excellence. In 2007-08, there were 56 districts that completed contracts for excellence.

**Contractual Expenses** – Expenses based on signed contracts. They appear in almost every component of a school budget. Examples are union contracts, leases, memberships, maintenance agreements, conference attendance, mileage, and items that do not appear as a durable or consumable.

**Cooperative Learning** – The method of instruction that encourages students to work in small groups, learning the material and then presenting what they have learned to the other small groups in the classroom.

**Coordinated Community Services** – A program to serve the basic needs of the whole child (and most probably his/her family), in a coordinated manner, at one site, preferably in or near the school. Programs might include health and social service agencies and appropriate juvenile justice and community services.

**Core Curriculum** – Common subjects that all students are required to take, usually English (reading and writing), social studies, mathematics, and science.

**Corporal Punishment** – Any act of physical force upon a student for the purpose of punishing that student. Corporal punishment is not allowed in New York State public schools. Physical restraint may be used to prevent injury to people or damage to property.

**CO-SER (Cooperative Service Application)** – A BOCES must submit an application to the Commissioner for approval to operate a service in such areas as special education, occupational education, continuing education for adults, programs for at-risk youth, staff development, etc. The approved document, which consists of a program description and a proposed budget in a form prescribed by the Commissioner is call a CO-SER.

**Course** – A sequence of units of instruction in a given subject area which is a component of a program of instruction or curriculum, or which has an educational or vocational objective of its own.

**Covert Behavior** – Unobservable mental processes.

**CPRC** – Community Parent Resource Centers

**Criteria** – Conditions which performances or products must meet to be considered of high quality.

**Criterion-Referenced Exams** – Tests that measure student performance based on specific criteria as opposed to a norm. (See Norm Referenced Tests.)

**Critical Thinking Skills** – The solving of problems by analyzing, comparing, inferring, and evaluating information using previously learned facts. Instruction in critical thinking generally emphasizes basic analytical skills that can be applied to a wide variety of intellectual experiences.

**Cross Cultural** – See Multi-cultural.

**CSD** – Central, Common or City school district

**CSEA** – Civil Service Employees Association

**CSHN** – Coordinated School Health Network

**CSI** – Charter Schools Institute established in the State University of New York.

**CSPD** – Comprehensive System of Personnel Development

**CTB** – CTB/McGraw Hill publishers of the tests and assessments for the state of New York including the Regents exam.

**Cultural Literature** – The body of literary works in a given culture that reflects the transmitted values/heritage of that culture.

**CUNY (City University of New York)** – The largest urban university in the United States and the third largest public university system.

**Curriculum** – A sequence of courses which together comprise a program of instruction. This includes the sequence, format, and content of courses; student activities; teaching approaches; books, materials and resources used; and the way in which teachers and classes are organized, which enable students to reach standards.

**Curriculum Frameworks** – A broad description of the principles, topics, and modes of inquiry or performance in a discipline which provides the basic structure of ideas upon which curriculum is based. A stepping stone between standards and curriculum. New York State's curriculum frameworks describe knowledge, skill and understanding to be developed, major themes and questions to be explored, and performance standards to be attained.

**Curriculum Integration** – Teachers in various disciplines (subjects) coordinate their lessons around a single theme to give students a sense of how everything is related. Each teacher uses the theme from the perspective of his or her own discipline.

**DARE** – Drug Abuse Resistance Education program created in 1983 as a joint venture of the Los Angeles Unified School District and Police Departments. The goal of the

program is to prevent substance abuse and is presented by uniformed officers, either local police or county sheriffs.

**DASH** – Division of Adolescent and School Health in the U.S. Centers for Disease Control.

**Data Driven** – The third attribute of the Effective Schools model which states that local instructional decision-making is dependent on the weight of measurable or observable evidence. See Effective Schools.

**DBQ** – Document Based Question - see Document Based Question.

**DD** – Developmental Disabilities

**DDSO** – Developmental disabilities service office which is the local office of Office of Mental Retardation and Developmental Disabilities (OMRDD).

**Deaf/Blindness** – A term that applies to a student with the combination of hearing loss and visual impairment which causes such severe communication and other developmental and education needs that they cannot be accommodated in programs solely for students classified with deafness or visual impairment.

**Deafness** – A term that applies to a student who has a loss of hearing so severe that it prevents the processing of linguistic information through the sense of hearing. The severity of this loss usually necessitates the use of specialized training, through an alternative means of communication such as sign language or the use of specialized equipment to learn.

**Declassification** – The process of removing a child from the IDEA programs or services or supports to the Section 504 supports or no supports within the classroom; but this mandates a child must be monitored by the school staff for a minimum of one year before he/she can be totally removed from the classification process.

**Declassification Support Services Aid** – Aid provided for children moving from special education programs to full-time regular education programs.

**Degree Granting Proprietary Colleges** – Sole business corporations, proprietorships, associations, or partnerships, that operate for profit. They offer degrees only if the Board of Regents grants them the authority to do so. Such authorization is granted individually for each degree title.

**Degrees of Reading Power (DRP)** – A type of reading that is very similar to cloze test. DRP differs from cloze tests in that the deleted words in cloze tests are always the fifth, tenth, or "every nth" word. DRP tests also provide choices for deleted words. In cloze tests correct or incorrect guessing of a deleted word may influence subsequent choices for other deleted words, whereas, in the DRP, items are independent. The DRP is used in the NYS Reading Competency Exams.

**Descriptors** – The performance level or assessment standard on a specific scale that provide an accurate picture of the desired standard based on empirical data.

**Developmentally Appropriate** – A term that applies to providing a student with a program and a learning environment that provides for all areas of a child’s development: physical, emotional, social, and cognitive. Teachers use child development knowledge of how children learn to identify the range of appropriate behaviors, activities, and materials for a specific age group. To be developmentally appropriate, curriculum content and teaching strategies must be both age appropriate and individually appropriate.

**DDPC (New York State Developmental Disabilities Planning Council)** – A federally funded planning and advocacy agency reporting to the Governor of New York State. The mission is to serve as a catalyst for change in the current service delivery system, with the ultimate goal of improving the quality of life for individuals with developmental disabilities and their families.

**Demographics** – Social science term used to describe the study of population including where people live, average age, life expectancy, etc.

**Destination Destiny** – A gathering together of specific school districts, and other education partners including NYSPTA to raise awareness of graduation rates and to help to close the achievement gap.

**Developmental Level** – The level at which any given student is performing compared to a given norm.

**Diagnostic/Prescriptive** – An educational plan which pre-tests students on predetermined objectives and then prescribes specific learning activities to teach the student the skills, facts, or concepts that he/she missed.

**Diagnostic Screening Aid** – Aid to help school districts screen new pupils to identify those who may need special services as a result of handicapping conditions, giftedness, or low levels of achievement.

**Diploma** – A document evidencing the successful completion of a secondary school program.

**Direct-Instruction** – A model of instruction which is teacher directed and has the teacher in control of all class activities.

**Disability** – The result of any physical or mental condition that affects or prevents one’s ability to develop, achieve, and/or function in an educational setting at the same rate as other students.

**Disaggregated Data** – Those particular statistics relating to specific portions of the entire body of information. For example, a school district could disaggregate student achievement data according to race, gender, or socioeconomic status.

**Distance Learning** – Formal learning activity in which the student is separated by a distance from the source of the instruction, and usually from the associated support services (i.e., library, academic advising) as well. Most but not all distance learning involves the use of one or more technological delivery systems, such as satellite delivery of video or computer communication.

**District Progress Report (DPR)** – Replaces the CAR report under the Regents Excellence and Accountability Program. References progress toward the Standards of Excellence being developed by each school district and includes plans for reaching the standards.

**District Superintendent** – See Superintendent

**District Wealth** – Also known as fiscal capacity, it is the measure of the district’s ability to raise revenues locally based on the full value of taxable real property per pupil and district residents’ adjusted gross income per pupil as compared to the state averages, with each being weighted equally.

**Document Based Questions (DBQ)** – These are based on social studies learning standards, themes, concepts and performance indicators and provide students with a common base from which they can demonstrate what they know and are able to do. The focus of the DBQ on critical thinking skills is criterion referenced and employs a scoring rubric.

**DOH** – Department of Health in New York State

**DOL** – Department of Labor in New York State

**Dropout Rate** – The percentage of students registered in a class who discontinue their schooling before graduating from high school.

**DSS** – Department of Social Services

**Due Process** – The action that protects a person’s rights; IDEA requires that a child may not be tested or placed in a special education setting unless the parents are consulted. Due process refers to certain procedures that must be followed in the event of a disagreement.

**Dysfunctional** – Impaired or abnormal action of a person or bodily part. This term is used to refer to a family that is not functioning well.

**Dyslexia** – A severe reading problem of neurological origin in a person with average or above average intelligence, for whom there are no other physical, medical, or psychological conditions sufficiently serious to account for the language handling deficits. This tends to be an umbrella term for reading difficulties. This reading impairment affects approximately 10% of the nation’s school children.

**Early Childhood Education** – Education for all children from birth through grade four which is an integrated system that ensures each child receives a healthy start and attains the knowledge and social/emotional skills needed for successful learning.

**Early Intervention Services (EI)** – Programs or services designed to identify and treat a developmental problem as early as possible, covers birth to age three.

**EB** – Education Building for the New York State Education Department located in Albany, New York and in New York City.

**EBA** – Education Building Annex for the New York State Education Department offices for the different departments which is located in Albany, New York.

**ECB (Educational Conference Board)** – A statewide coalition representing various educational organizations such as the NYS Association of School Business Officials, NYS PTA, NYS Council of School Superintendents, New York State United Teachers (NYSUT), National Education Association (NEA), Conference of Big 5 School Districts, NYS School Board Association (NYSSBA), and School Administrators Association of NYS.

**ECDC** – Early Childhood Direction Centers

**ED** – Emotional disturbance – One of the classifications used for special education mandates under the IDEA.

**Education Summit** – convened to mobilize all of the University of the State of New York (USNY) resources to close the achievement gap.

**Economically Disadvantaged** – Lacking the financial resources that enable a person or family to take complete advantage of the opportunities available to participate in society and to reach full potential.

**Educationally Related Support Services (ERSS)** – Services such as speech, Occupational Therapy (OT), Physical Therapy (PT), Counseling, etc.

**Educationally Related Support Services Aid** – Funding for existing or new psychological, social work, and counseling services to provide support services to non-handicapped pupils to maintain their placement in the regular education program.

**Effective Parenting** – A course of study to help individuals become better parents.

**Effective Schools** – Schools that are attaining the goals of educating students to become productive citizens in our society. Specifically in New York, it is a term used to signify a school which is using their program to assure high levels of achievement for all students. Outcomes for students are the primary measure used to evaluate school effectiveness. These outcomes must be judged against the policies of quality and equity as measured and monitored by desegregating outcome data of student achievement.

**Effective Schools Research** – Concepts and information embodied in the research on schools and schooling which provide the basis for practical application and successful approaches to improve the achievement levels of all students.

**Effective Teaching Model (ETM)** – A method used to improve instruction based on cognitive principles from educational psychology. See essential elements of instruction.

**ELA** – English Language Arts which covers the curriculum for reading, writing and speaking.

**Elementary and Secondary Education Act (ESEA)** – The largest most comprehensive federal law affecting elementary and secondary education. It is now called the No Child Left Behind Act (NCLB).

**ELL** – English Language Learners

**Email** – A system for transmitting messages and data from one computer to another using telephone or cable connections and modems

**Emergent Literacy** – New understanding of how children begin to read; that literacy development begins before school.

**Emotional Disturbance** – 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 student's educational performance: (1) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate types of behavior or feelings under normal circumstances; (4) a generally pervasive mood of unhappiness or depression; or (5) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

**Emotionally Disabled** – A term used in NYS to identify students that have difficulties in school, which cannot be explained by intellectual, sensory, or health factors. Over a long period of time, the student is usually unable to build satisfactory relationships, or maintain interpersonal relationships, may be generally unhappy or depressed, may develop physical symptoms, or have fears associated with school experiences, may have inappropriate types of behavior under normal circumstances, or have personal or social problems that interfere with learning.

**Employee Assistance Program (EAP)** – A program where employers make available professional counseling assistance for personal problems that may affect the quality of the employees personal life and may adversely impact job performance.

**Employment Preparation Education (EPE)** – Aid available to districts and BOCES serving persons 21 years of age and older who have not received a high school diploma or high school equivalency diploma.

**EMSC** – See Office of Elementary, Middle, Secondary and Continuing Education located within the Department of Education in New York.

**EOP** – Education Opportunity Programs

**EPIC (Every Person Influences Children, Inc.)** – A national not-for-profit organization that provides effective programs and resources for parents, teachers and school administrators that help adults raise responsible and academically successful children. EPIC's mission is helping parents, teachers and community members raise children to become responsible adults. To achieve this mission,

EPIC combines a parenting program with a school-based character education curriculum and offers leadership training in several areas. It is a cooperating partner with NYS PTA.

**Equal Access** – No student will be excluded from academic programs or services nor will there be architectural barriers or attitudinal barriers (i.e. arbitrary limits on participation in courses, recreation, or other extracurricular activities) on any school campus.

**Equipment** – An expense which appears in almost every component of a school budget. This refers to capital outlay items with a life expectancy of more than 1-2 years (e.g., computers, furniture, audio visual aids, etc.).

**ERIC** – Educational Resources Information Center within the U.S. Department of Education.

**ESFLP** – Even Start Family Literacy Partnership

**Essential Elements of Instruction** – 1) selecting objectives at the correct level of difficulty; 2) teaching to an objective; 3) monitoring the learners and adjusting the teaching; 4) using the principles of learning (motivation, transfer, reinforcement, and retention) effectively.

**ESL (English as a Second Language)** – Programs for students whose native language is not English. See Free-Standing ESL Programs and Transitional Bilingual Education Programs.

**ESY** – Extended School Year

**Excellence and Accountability Program** – A program that replaces the CAR. School districts are required to develop Standards of Excellence through structured participation from their community and staff. The DDP and Individual School Progress Reports will reference progress towards their Standards of Excellence and plans for improvement.

**Exceptional Learner** – Students having physical, mental or emotional differences which may affect their learning; can include the gifted.

**Excess Cost Aid** – State aid for identified children with special needs. Aid is given based upon the percentage of the day that each student spends in special education classes. Aid can also be given for pupils with special needs that attend private schools.

**Excessed Teachers** – Teachers whose positions have been eliminated. They must be teachers with the least seniority in that tenure area with a school district. These teachers must be placed on a preferred eligibility list of candidates for appointment to similar positions within a district as they become eligible.

**Exemplars** – Models used in schools that depict desired characteristics of quality in ways that students can understand and strive to achieve.

**External Diploma Program (EDP)** – A complete program that allows adults over age 21 to demonstrate and

document outcomes and transferable skills for which a high school diploma is awarded: i.e., a GED program.

**Extraordinary Needs Aid (ENA)** – Aid based on the income wealth ratio, the adjusted operating aid ceiling, and a pupil count reflecting student need.

**Extrinsic** – Usually associated with rewards. Extrinsic rewards are outside stimuli: grades, bonus points, candy, money, stickers, extra recess time, etc. In order for extrinsic rewards to be meaningful they must be something that the person desires. See Intrinsic.

**FACS** – Family and Consumer Sciences

**Family Educational Rights and Privacy Act (FERPA)** – This federal act requires that student records be disclosed to parents or eligible students. Disclosure to anyone else is limited without parental consent. See Buckley Amendment.

**FDA** – Food and Drug Administration – U.S. Federal Government department to protect our foods and drugs.

**Fine Motor Skills** – Using the smaller muscles in the body (hands, eye-hand coordination skills). An Occupational Therapist works with these muscles to develop and improve skills in this area.

**Fiscal Year** – The yearly accounting period for a school district. It usually is from July 1 to June 30. School districts must have an audit to determine its financial condition and close its books at the end of the fiscal year.

**504 Plan – Individual Accommodation Plan (IAP)** – used for any student, teacher, or school personnel who has a life long disability and needs to have reasonable accommodations to have equal access to function in the school environment or the work environment.

**Flat Grant** – The minimum amount of operating aid per pupil a school district receives under the provision of state aid.

**Flexible or Block Scheduling** – Different ways of scheduling time during the school day.

**Foundation Formula** – State Aid formula developed by the Board of Regents and NYSED to be used to increase the education budget for all schools. It was developed in 2006 and sent to the legislature for implementation.

**Formative Evaluation** – Designed to yield information that will help teachers identify specific needs for improvement of performance or for professional growth.

**Free and Appropriate Public Education (FAPE)** – Education and related services provided at public expenses under public supervision and direction, without charge to the individual.

**Freedom Of Information Law (FOIL)** – Part of the Public Officers Law, it requires school district records to be available for inspection and copying at all reasonable times. The law does not include students' school health records, report cards, and disciplinary files.

**Free-Standing ESL** – An English as a Second Language Program where there are not at least 20 LEP students in the same grade and building that speak the same native language. It allows students to learn English systematically and cumulatively moving from concrete to abstract levels of language in a spiraling fashion and is sensitive to the first languages and cultures of the students.

**Full Bilingual Education Programs** – Also known as “developmental bilingual education programs,” these programs place equal emphasis on the development of competence in listening/understanding, speaking, reading, and writing two languages. The ultimate goal is bilingualism and biculturalism for the participants.

**Full-day Session** – A school day with not less than five hours of instruction for preschool students with disabilities and for students whose chronological ages are equivalent to those of students in grades K through 6, and not less than 5 1/2 hours of instruction for students whose chronological ages are equivalent to those of students in grades 7 through 12.

**Full Value (FV)** – The total assessed value of real property divided by the equalization rate set by the State Office of Real Property Services (ORPS). The equalization rate is based on market surveys and local assessment rolls.

**Functional Behavioral Assessment (FBA)** – The process of determining why a student engages in behaviors that impede learning and how the student’s behavior relates to the environment. The functional behavioral assessment includes, but is not limited to, the identification of the problem behavior, the definition of the behavior in concrete terms, the identification of the contextual factors that contribute to the behavior (including cognitive and affective factors) and the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

**Functional Behavioral Plan (FBP)** – The written document of the positive and negative rewards and consequences that the student must follow after a FBA has been done; this plan will have specific goals that will be accomplished by the student and will be reevaluated yearly.

**Fund Balance** – The amount of unexpended funds remaining at the end of the fiscal year. An amount equal to 3-5% of the current budget is retained as surplus funds. They can be used to meet unforeseen contingent expenses or to lower the tax rate.

**GED (General Equivalency Diploma)** – A diploma awarded to those who pass a series of five comprehensive examinations under the NYS Equivalency Diploma program. Candidates may also qualify by completing 24 college credits at an approved higher education institution. Beginning in January 2002, the GED tests will be aligned with higher Regents standards for high school graduation.

**Gender Bias** – Conscious or unconscious differential treatment of females and males in the classroom.

**Gifted or Gifted and Talented** – A term used for students who show evidence of high performance capability and exceptional potential in areas such as general intellectual ability, special academic aptitude and outstanding ability in visual and performing arts.

**Gifted and Talented Aid** – State aid provided to local school districts that have approved programs for gifted and talented pupils.

**Global Studies** – A two-year course usually taken in grades 9 and 10 that covers Europe, Africa, Asia, Middle East, etc.

**Goals 2000** – The Federal Goals 2000: Educate America Act provides resources for states and communities to pursue education reform aimed at helping all students reach high academic and occupational skill standards.

**Grade Point Average (G.P.A.)** – Abbreviation of the grade point average used in schools.

**Grades** – Letters, numbers, or symbols used to indicate the quality of work performed by students.

**GRE** – Graduate Record Examinations General Test is taken right before or after college graduation.

**Group Process Skills** – Those interactive skills necessary to function as a team to achieve desired goals.

**Gross Motor Skills** – Using the large muscles in the body (legs, back..). A physical therapist works with these muscles to develop and improve skills in this area.

**Gross Tuition** – All charges received for instruction by or on behalf of the student, prior to any refund, from all sources, including but not limited to, lending institutions, Federal agencies, State agencies, and any other entity or organization. Gross tuition shall not include income from sale of books, supplies, services, kits, uniforms, or equipment.

**Growth Aid** – Aid calculated as a percentage of basic Operating Aid payable, and is paid separately from Operating Aid. Aid is based on the increase in unadjusted average daily attendance from the base year first semester to the current year first semester.

**Guardian Ad Litem** – A person appointed from the list of surrogate parents or who is a pro bono attorney appointed to represent the interests of a student in an impartial hearing and, where appropriate, to join in an appeal to the State Review Officer initiated by the parent or board of education.

**Guided Practice** – Initial practice of a new skill directed and monitored by the teacher.

**Gun-Free Schools Act** – A federal law which requires that all states receiving funds under the ESEA require school districts to suspend students who bring weapons (as defined by the law) to school for a minimum of one calendar year. New York State Education Law has been amended to comply with the Gun-Free Schools Act.

**Hawthorne Effect** – When there is improvement or an increase in motivation after the introduction of a new

technique or program. The group perceives itself as receiving special treatment or consideration. The name is derived from experiments using incentives to increase production in the Hawthorne plant of the Western Electric Company.

**HAZCOM (Hazardous Communication Program)** – A program that establishes a complete and accurate Hazard Communication Written Plan, compiles and maintains an accurate inventory for all products that are considered potentially harmful in any way, establishes a labeling procedure for all departments, establishes standard emergency procedure for dealing with chemical-related accidents, and informs employees once a year of all aspects of the HAZCOM and Right-To-Know standards.

**Hearing Impairment** – A disability of hearing loss that interferes with the ability to understand or use language and that affects learning in school.

**Heterogeneous Classroom** – A grouping of students with many different learning styles, a variety of achievement or ability levels, all learning the same material.

**High Cost Aid** – Aid available for resident students with disabilities served in a DSE approved public school or BOCES, for whom the annual cost exceeds three times the district's Approved Operating Expense per TAPU for Expense (without limits).

**High Need School District** – For purposes of State Aid they are districts with high concentrations of students with extraordinary needs and low fiscal capacity, as measured by High Need/Resource Capacity.

**High School Completion Rates** – The percentage of students who complete their public school education versus the percentage who dropout (dropout rate).

**High Tax Aid** – Additional aid provided to school districts with a high tax rate and low wealth.

**Higher Education** – Postsecondary education, and includes the work of colleges, junior colleges, community colleges, two-year colleges, universities, professional and technical schools, and other degree-granting institution.

**Highly Qualified Professionals and Paraprofessionals** – According to NCLB, every teacher must be licensed and certified to work with children in the subject matter that they are involved with. Special educators must also be licensed and certified in specific subject matters that they teach. Paraprofessional must be certified as paraprofessionals and familiar with subject matter.

**Higher Order Thinking Skills** – Includes abstract reasoning, critical thinking, and problem solving abilities.

**Holistic Grading or Scoring** – A process of grading material, especially compositions, which focuses on the paper as an organic whole rather than focusing on isolated parts of the work which seeks to determine an overall impression of a student's work.

**Home & Careers** – Courses formerly called Home Economics; now include life skills and career planning.

**Homeless Liaison** – Under the McKenney-Vento Act, every school is required to have an individual to assist families who are homeless as defined under the McKenney-Vento Act.

**Homogeneous Classroom** – A grouping of students with similar types of learning styles, achievement levels or ability, sometimes referred to as tracking.

**HPEFCS** – Health, Physical Education and Family and Consumer Sciences

**HSEPP** – High School Equivalency Preparation Program

**HTML** – Hyper Text Mark-up Language – used for computer information

**IDEA** – see Individuals with Disabilities Improvement Act of 2004

**IEE** – Independent Educational Evaluation

**IEP** – see Individual Education Plan

**Identification Process** – The process where students' special educational needs are evaluated, usually by the school team.

**IHE** – Institutions of Higher Education

**IHIP** – Individualized Home Instruction Program

**ILC (Independent Living Centers)** – These are typically non-residential, private, non-profit, consumer-controlled, community-based organizations providing services and advocacy by and for persons with all types of disabilities. Their goal is to assist individuals with disabilities to achieve their maximum potential within their families and communities.

**Impartial Hearing** – A hearing that is an informal procedure used to resolve disagreements between parent and school districts over the decisions related to special education. An impartial hearing officer hears both sides of the issues and then tries to resolve the dispute.

**Impartial Hearing Officer** – An individual assigned by a board of education or by the Commissioner to hear an appeal and render a decision. No individual employed by a school district, school or program serving students with disabilities placed there by a school district committee on special education may serve as an impartial hearing officer, and no individual employed by such schools or programs may serve as an impartial hearing officer for two years following the termination of such employment.

**Improving America's Schools Act** – A federal funding program that reauthorized the Elementary and Secondary Education Act (ESEA). H.R. 6 - Archived. Replaced by NCLB of 2001.

**Inclusion** – A philosophy that believes inclusive education is provided to all students, including those with severe handicaps, equitable opportunities to receive effective educational services, with the needed supplementary aids and support services, in age-appropriate classes in the neighborhood schools, in order to prepare students for productive lives as full members of the society.

**Independent Colleges (Institutions)** – A not-for-profit entity chartered by the New York State Board of Regents to grant degrees. An independent institution's charter defines its legal authority with respect to the location and scope of its programs of study and degree(s) it may award.

**Independent Evaluation** – An individual evaluation of a student thought to have a disability, conducted by a person who is not employed by the public agency responsible for the education of the student. Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria which the school district uses when it initiates an evaluation.

**Independent Practice** – Practice by the student of the learning without direct supervision (ex., homework) and should occur only when the learner has mastered the learning objective.

**Individual Evaluation** – Any procedures, tests, or assessments used selectively with an individual student, including a physical examination, an individual psychological evaluation, except where a school psychologist to determine whether a student has a disability and the extent of his/her special education needs but does not include basic tests administered to, or procedures used with, all students in a school grade or class.

**Individual Instruction** – Teaching to meet the needs, interests, and abilities of each learner.

**Individual Psychological Evaluation** – A process by which a New York State-certified school psychologist or licensed psychologist uses, to the extent deemed necessary for purposes of educational planning, a variety of psychological and educational techniques and examinations in the student's native language, to study and describe a student's developmental, learning, behavioral and other personality characteristics.

**Individual With a Disability** – Under ADA an individual with a "disability" is someone who has a physical or mental impairment that substantially limits one or more life activities; has a record of such an impairment; or is regarded as having such an impairment. Major life activities include such functions as caring for oneself, walking, seeing, hearing, speaking, breathing, learning, and/or working.

**Individuals With Disabilities Improvement Act of 2004 (IDEA)** – Public Law #108-446 – The Federal law that makes it possible for states and localities to receive Federal funds to assist in the education of students with disabilities (SWD). It states that all children and youth with disabilities, regardless of the severity of their disability will

receive a Free and Appropriate Public Education (FAPE) at public expense; the education of children and youth with disabilities will be based on a complete and individual evaluation. An Individualized Education Plan (IEP) will be developed for every child or youth found eligible for special education to the maximum extent appropriate. All children and youth with disabilities will be educated in the regular education environment; and the rights of children with disabilities and their parents are fully protected.

This mandate applies to children ages Birth to age 3 under the Early Intervention Mandates and ages 3-21 through the local school districts under the Committee for Preschool Special Education (CPSE) and the Committee for Special Education (CSE). This law was originally called the Education of the Handicapped Act and then renamed and amended the Education for All Handicapped Children Act; it was then changed and amended in 1975 to the Individuals with Disabilities Education Act (IDEA) with amendments added in 1997 and currently is the Individual with Disabilities Education Improvement Act of 2004 (IDEA).

**Individual Education Plan (IEP)** – A written statement of instruction specially designed to meet the needs of an individual child. The IEP is reviewed and revised annually in a conference that includes the student's parents and teacher(s). The plan includes annual goals, instructional objectives, specific educational services to be provided, and appropriate criteria and evaluation procedures for determining whether instructional objectives are being achieved. IEPs are required for children in special education programs.

**Initial or Provisional Certification** – Qualifies a person for up to five years of teaching before teacher must apply for permanent certification.

**Initiative** – A plan/initiative/proposal set by the Board of Regents to improve student achievement and close the gap from preschool through college.

**Inquiry Method** – A way of learning which puts the students in an active role of discovering the objective (as opposed to frontal learning). Also called discovery method.

**In-Service Education** – Professional development for staff and usually done by the school district.

**Instruction** – Any method or procedure used by the school faculty to impart knowledge or develop skills.

**Instructional Hour** – A unit of instructional time consisting of a minimum of 50 minutes and a maximum of 60 minutes.

**Instructional Support Team (IST)** – Teams in local school districts that discuss referrals, recommendations, etc., for students in their buildings; information is then given to the CSE as needed.

**Intern** – 1) A teacher employed by a school district in his/her first year of teaching who works cooperatively with an experienced teacher serving as a mentor; or 2) a graduate student who works with experienced staff as part of their course work.

**International Baccalaureate** – The program and diploma that can be offered as an alternative to some Regents mandates; it is focused on critical thinking skills and inferencing and is based in Europe and Asia.

**Internet** – A network that links computer networks by satellite and telephone using services including email and world wide web.

**Intervention Team** – Team of teachers, guidance counselors, and other staff members who provide the discussion of what modifications and accommodations could take place before there is a referral to the 504 committee or CSE.

**Intrinsic** – Usually associated with rewards. Intrinsic rewards are inside the learner: learning that makes you feel good. See Extrinsic.

**IQ** – Intelligence Quotient used for measurement of verbal skills and performance of the brain and used to help with programming for special education and 504 students.

**Itinerant Teacher** – A teacher who travels to more than one building as part of their teaching duties.

**Jarema Credit** – Given to a teacher who has served as a regular substitute teacher for one or more semesters immediately preceding a probationary appointment in the same tenure area. The teacher is entitled to have up to two years of the prior substitute service applied toward completion of the probationary period.

**Job Shadowing** – An experience in which a student visits a worksite for the purpose of following (shadowing) an employee to learn about a particular occupation or industry. This activity provides students and teachers with an opportunity to see first hand the kinds of jobs and the skills and knowledge required in a certain field.

**Junior College or Two-Year College** – A higher education institution which is authorized by the Board of Regents to offer undergraduate curricula below the baccalaureate level which normally lead to the associate degree.

**Junior High** – Primarily a “mini high school” for grades 7-9 with emphasis on content and a departmentalized structure. Initially created at the beginning of the 20th century to keep students in school past grade 8 and adding home economics and shop courses to prepare students for the real world.

**Keyboarding** – Courses related to using a computer keyboard, word processor, and/or typewriter. What used to be called “typing.”

**KPI** – Key Performance Indicators

**LD – Learning Disability** – One of the Classifications that is within the IDEA and used to determine services for children and youth under the CPSE and the CSE. See Learning Disability.

**LEA – Local Educational Agency** – the local school district.

**LEAP (Local Education Agency Program)** – This evaluation and reporting system is the mechanism which is used to collect and analyze evaluation data for categorically aided programs such as Limited English Proficiency Aid, Migrant, Pupils with Compensatory Education Needs, etc.

**Learning Disability (LD)** – A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Also referred to as “specific learning disability”.

**Learning Standards** – The Board of Regents has established learning standards for all required curriculum. Assessments are aligned to the learning standards.

**Learning Styles** – Recognition that students learn through various modalities and styles. There are 7 identified styles; for example some students learn primarily orally (hearing), others visually (reading).

**Least Restrictive Environment (LRE)** – The placement of an individual student with a disability in the least restrictive environment shall: (1) provide the special education needed by the student; (2) provide for education of the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities; and (3) be as close as possible to the student’s home.

**Library Material and Software Aid** – State aid used to purchase library materials and computer software. Any materials purchased with this aid must be made available to pupils at nonpublic schools.

**Limited English Proficiency (LEP)** – Those students whose native language is not English or may be bilingual.

**Limited English Proficiency Aid** – State aid provided to serve students who cannot benefit from a regular instructional program because of their limited ability to speak, read, and write English. Aidable pupils must receive a program of either bilingual education or English as a second language in order to master English as well as learn their academic subjects.

**Local Assistance Plans (LAP)** – A plan required in any district in which a school performs below the performance criteria. The plan shall specify the actions that will be taken to raise student achievement above the performance criteria. The plan must include: the process by which the local plan was developed; the resources that will be provided to each school to implement the plan; the professional development activities that will be taken to support implementation of the plan; the timeline for the implementation of the plan; and the specific improvement targets on State assessments that the plan is expected to achieve. In lieu of a separate LAP, a district may incorporate the LAP into an existing Comprehensive District Education Plan (CDEP) provided all required elements of the LAP are included.

**LOTE** – Languages Other Than English

**Lottery Aid** – Proceeds after prizes and administrative costs are dedicated to education funding. Each school district receives a basic lottery grant during the fall of the school year. Every district receives \$15 per resident pupil to purchase textbooks. A share of lottery proceeds, computed according to statutory formula aid, is distributed for general Operating Aid purposes. (This aid is not in addition to Operating Aid but is included as part of the district’s total Operating Aid.)

**LSTA** – Library Services and Technology Act

**Magnet Schools** – A school that places special emphasis on academic achievement or on a particular field such as science or math designed to attract students to attend that specific school.

**Mainstreaming** – Placing students with special needs in regular classes for most or all of the school day; additional services may be provided by a consultant teacher or by pullout programs. Students are placed with the expectation that they will be able to maintain similar academic progress with the non-disabled peers in the class.

**Mandate** – Requirements that a government or state agency places on individuals or institutions under its jurisdiction. For schools in New York State, mandates come from the legislature (education laws) and Commissioner’s regulations.

**Marking Period** – The period of time established by the school to measure a student’s progress in a course or curriculum.

**Massed Practice** – Periods of practice that aid retention, timed close to when the learning was presented.

**Mastery Learning** – An instructional plan that 90% of students can learn much of the curriculum at the same level of mastery, although the amount of time needed will differ for slower students. Instruction is given in small units and criterion-referenced tests are used to determine whether a student possesses skills required for success at each step of the learning sequence.

**Mean** – Average

**Media Center** – Used for many forms of communication including books, films, computers; used to be called the library.

**Mediation** – Also known as conflict resolution. As early as kindergarten, this approach provides a socially acceptable, peer-driven process to deal with friction and disagreements. When students have a conflict, they work with fellow students who have been trained in mediation. The student mediators try to probe what the argument is about and help the students come to a fair solution.

**Mentor Teacher** – A permanently certified, tenured, experienced teacher who works cooperatively with an intern to help the intern make a better adjustment into the teaching profession. Mentor teachers may also work with veteran teachers who are in need of assistance or seeking growth opportunities.

**Mental Retardation (MR)** – A term used in New York State to identify students whose general level of intellectual functioning is 1.5 or more standard deviations below the

general population or an IQ less than 70. This is determined by a comprehensive evaluation that includes an individual psychological evaluation.

**Mentally Disabled** – The disability where a child has a delay in the ability to learn and to function independently in the everyday environment and is measured through evaluations at the rate of development and learning below what is expected of a child the same age.

**Mentor** – A trusted counselor or guide who serves as a positive example and role model in a one-on-one relationship with a student, sharing personal talents, skills, time, and values to assist and encourage the student in his/her education and career goals. Mentor programs are found in many high schools.

**Mentor Teacher-Internship Steering Committee** – The local governing body of the state-funded Mentor Teacher-Internship Program. The majority of members must be classroom teachers.

**Mentor Teacher Selection Board** – A committee composed of a majority of classroom teachers selected by the recognized bargaining agent whose duty is to create a pool of eligible teachers to serve as mentors as part of the mentor teacher-internship plan.

**Merit Pay** – A plan that rewards teachers for classroom performance.

**Metacognition** – Deliberate, conscious control of one’s own cognitive actions.

**Middle Level** – This refers to the children of grades 5-8 and ages 10-14. The education system providing additional services to accommodate the increased needs toward student achievement.

**Middle Schools** – Schools that view ages 10-14 and/or grades 5 through 8 as a period of transition between elementary and high school. It can have teams of teachers, which allows more inter-disciplinary teaching (i.e., reading novels related to social studies.). There is more emphasis on the social/emotional development of students. See Junior high.

**Middle States** – Middle States Association of Colleges, Secondary and Elementary Schools is a not-for-profit organization of schools that are accredited after achieving prescribed standards.

**Mission Statement** – A clearly-articulated statement which provides for the community and staff an understanding of and a commitment to instructional goals, priorities, assessment procedures, and accountability measures established by a school or a district.

**Mode** – The most common score within a group of scores.

**Modeling** – Demonstrating, used in the initial phase of instruction.

**Motor Skills** – The skills used with the large and small muscles in the body; includes gross and fine motor skills.

**MR - Mental Retardation** – A classification within the IDEA and used for the CPSE and CSE committees. See Mental Retardation for more information.

**MSDS (Material Safety Data Sheet)** – Required as part of HAZCOM, it is an inventory of every product or chemical that is considered potentially harmful in any way. Must be an MSDS in every school.

**Multi-Cultural** – A term used to refer to the variety of ethnic, racial, and religious backgrounds represented in the U.S.

**Multiple Disabilities** – A term used in New York State to identify students that have two or more handicapping conditions which result in multi-sensory and/or motor deficiencies. They can develop mental lags in the cognitive, affective or psychomotor areas.

**Multiple Intelligence** – The concept that includes more aspects of mental ability than the conventional concept of intelligence; can involve the musical, bodily-kinesthetic, logical-mathematical, linguistic, spatial, interpersonal and intrapersonal, and naturalist components instead of only the one traditional measure of math and language as intelligence.

**National Assessment of Education Progress (NAEP)** – Created in 1969 to conduct a regular survey of education achievement at the elementary, middle, and high school levels. It tests students in grades 4, 8, and 12 in reading, mathematics, writing, science, history, and geography. These results are sometimes referred to as the Nation's Report Card.

**NASDSE** – National Association of State Directors of Special Education

**NASSP** – National Association of Secondary Schools Principals

**National Education Goals Panel** – Created to monitor the nation's and states' progress toward meeting the National Education Goals. The panel is charged with issuing an annual progress report. The panel believes in establishing national education standards and developing methods to assess student's success in meeting them.

**National Science Foundation Statewide Systemic Initiative in Mathematics, Science, and Technology** – This is a 5-year Urban Network Project to establish a restructured system of kindergarten through grade 8 education in mathematics, science, and technology, focused on world class standards and designed to enable, encourage, and provide the resources for all students to meet a high level of performance. Urban Centers are located in Albany, Buffalo, New York City, Rochester, Syracuse, and Yonkers.

**National Teacher Examination (NTE)** – Developed by the Educational Testing Service used by some states for certifying/licensing teachers. It was used in New York until the state developed its own tests.

**Native Language** – If used with reference to an individual of limited English proficiency, the language normally used

by that individual, or, in the case of a student, the language normally used by the parents of the student, except that, in all direct contact with a student (including evaluation of the student), native language means the language normally used by the student in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).

**NCES** – National Center for Education Statistics

**NCPIE** – National Coalition for Parent Involvement in Education

**NCTM** – National Council of Teachers of Mathematics

**NDEAM** – National Disability Employment Awareness Month which takes place in October each year.

**NEA (National Education Association)** – This is a national teachers union. The former NEA/NY has been absorbed into NYSUT.

**Negative Reinforcement** – An unpleasant event or object that is present and then removed after a specific behavior in order to increase the behavior. Example: A teacher gives frowns and stares at students until they are quiet, then the teacher smiles and begins talking. See Punishment.

**NES** – National Evaluation Systems

**New Compact for Learning** – Approved in 1991, it emphasized “top-down support for bottom-up reform” and laid out standards and who should participate in their development, but did not specifically direct schools as to how they should work to meet those standards.

**New York State Dormitory Authority** – A public benefit corporation whose purpose is to finance and build facilities for higher education, health care providers, and certain non-profit institutions and public agencies.

**NICHCY** – National Dissemination Center for Children with Disabilities

**NLS** – National Library Service for the Blind and Physically Handicapped – see Talking Books

**No Child Left Behind (NCLB)** – Federal law passed in 2001; was originally called the ESEA.

**Norm Referenced Tests** – A test that compares a student's performance to students in a known similar group. The Norm group may be set up by age or grade level.

**Norm Group** – A sample of students of the same age or grade.

**Non-Public Schools (NPS)** – Private placement of a child whose needs cannot be served by the special education programs offered within the school district.

**NPIN** – National Parent Information Network

**NOVEL** – New York Online Virtual Electronic Library

**NSBA** – National School Boards Association

**NSDC** – National Staff Development Council

**NSF** – National Science Foundation

**NSLP** – National School Lunch Program

**NSTA** – National Science Teachers Association

**NYAN** – New York Autism Network

**NYCC (New York Comprehensive Center)** – The major client is NYSED. This group engages state education leaders in using research-based findings and rigorous evidence to meet the goals of NCLB. Their purpose is to design technical assistance services that meet education leaders’ priority needs, further the key initiatives of the U.S. Department of Education, and have the greatest potential for developing state capacity to help districts and school improve.

**NYCRL** – New York Comprehensive Research Libraries

**NYCSCS** – Office of New York City School and Community Services within the NYSED

**NYLINE** – New York’s Libraries Information Network

**NYSAA** – New York State Alternate Assessment for Students with Severe Cognitive Disabilities.

**NYSAFLT** – New York State Association of Foreign Language Teachers

**NYSASBO** – New York State Association of School Business Officials

**NYSATAS** – New York State Assessment of Teaching Assistant Skills test

**NYSCA** – New York State Council of the Arts

**NYSCEA** – New York State Council of Education Associations

**NYSED** – New York State Education Department

**NYSESLAT** – New York State English as a Second Language Achievement Test

**NYSCOSS** – New York State Council of School Superintendents

**NYSDRA** – New York State Dispute Resolution Center, Inc.

**NYS PARENTS.COM** – New York State Tests and Assessments information for school report card and for the 3-8 tests and assessments and regent exam results. It also is for resources on how to help your child with the tests and assessments sponsored by NYSED.

**NYS PTA** – New York State Parent Teacher Association, also called the Congress of Parents & Teachers, Inc., which is part of the National Parent Teacher Association, Inc.

**NYSRA** – New York State Rehabilitation Association

**NYSSB** – New York State School for the Blind

**NYSSBA** – New York State School Boards Association

**NYSSD** – New York State School for the Deaf

**NYSSSA** – New York State Summer School for the Arts

**NYSSSPA** – New York State Summer School Principals Association

**NYSTART** – New York State Testing and Accountability Reporting Tool

**NYSTART.GOV** – New York State Testing and Accountability reporting website sponsored by NYSED.

**NYSTCE** – New York State Teacher Certification Examination

**NYSTEA** – New York State Technology Education Association

**NYS-TEACHS** – New York State Technical and Education Assistance Center for Homeless Students, a newly formed partner which was developed by the advocates for children and National Center for the Homeless, to assist New York State with the mandates of implementation of the McKinney Vento Law.

**NYSUT** – New York State United Teachers, which is part of the National AFL-CIO

**OCE** – Office of Cultural Education within the NYSED

**OCFS** – Office of Children and Family Services within New York State

**Occupational Therapy (OT)** – The functional evaluation of the student and the planning and use of a program of purposeful activities to develop or maintain adaptive skills, designed to achieve maximal physical and mental functioning of the student in his or her daily life tasks.

**OCR** – Office of Civil Rights within the U.S. Department of Education

**Office of Elementary, Middle, Secondary and Continuing Education (EMSC)** – The office of the SED that oversees and conducts programs for public and nonpublic schools. It is responsible for general and occupational education; curriculum research and assessment; education of children with disabilities, finance, and management services; workforce preparation and continuing education; nonpublic school services and statewide school registration.

**Office of Vocational and Educational Services for Individuals with Disabilities (VESID)** – The office of the SED that provides vocational and counseling services to people whose disabilities impose barriers to employment. Through its 15 district offices throughout the state, the office also coordinates educational, vocational, and rehabilitation services to all persons with disabilities, regardless of age, minority status or disability.

**OHE** – Office of Higher Education within NYSED

**OMH** – The New York State Office of Mental Health

**OMRDD** – Office of Mental Retardation and Developmental Disabilities – see DDSO

**Operating Aid** – Largest category of aid given to local school districts by New York State for operating purposes. The amount is based on a complex formula up to a certain ceiling. The amount of aid is based on a ratio combining property wealth and income called the combined wealth ratio and TAPU. Therefore poorer districts get more aid and wealthier districts less aid. This aid is unrestricted and can be used according to a local district’s priorities.

**Operating Expenses** – The total cash expenditures for day-to-day operation of the school district which are shared by the state.

**Opportunity-to-Learn Standards** – The ability of schools, in terms of resources, to prepare students to meet content and performance standards.

**OSERS** – Office of Special Education and Rehabilitative Services within the U.S. Department of Education

**P-16 Plan** – The preschool to grade 16 plan will include all the components of the USNY system. The Regents will engage with statewide and local partners using several action with the State Education Department and all of USNY, to seek improved results system wide and aim for increased student achievement.

**Parent** – “Parent” as a natural parent, a legal guardian or other caretaker standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).

**Parent Advisory Council (PAC)** – This is a committee that addresses the parent and family involvement information relating to the education systems, especially to the mandates of the NCLB. The current PAC is in New York City, but is proposed to be implemented across the state in the near future.

**Parent Centers** – Programs and services provided for parents/families of children with disabilities at five parent centers located in Long Island, New York City and Buffalo.

**Parent Choice** – In its simplest terms, this means giving parents the right to select their children’s schools and programs from a range of options. There are some choice plans within the public school system, within a school district, or across district lines. Private school choice proposals would allow parents to choose private and/or parochial schools and usually suggest using a voucher system. Mandated by the NCLB for any Title I school system if the school is failing for at least two consecutive years.

**Parent Involvement** – National PTA defines parent involvement as the participation of parents in every facet of the education and development of children from birth to adulthood.

**Parent and Family Involvement Partnership Policy** – A policy voted on February, 2007 to assure that parents, caregivers, and those in parental role are involved in meaningful ways in the schools; and the Board of Regents defines “partnership” as active engagement between parents and families and the education community supporting student achievement.

**Parent Member** – A parent who is an equal member to the CSE, who volunteers to be on the CSE and who also has a child with special needs, and who assists the parent in understanding the process and the laws of special education. A Parent Member may volunteer and may be appointed up to five years beyond the year that their own child has been declassified and may be able to serve on the CSE.

**PARP (Parents As Reading Partners)** – Program sponsored by the NYS PTA that encourages students’ reading habits by parents reading with their child for at least 15 minutes a day.

**Part 100** – Part of the New York State Commissioner’s Regulations that deal with mandates for elementary and secondary education programs.

**Part 200** – Part of the New York State Commissioner’s Regulations that deal with education of the handicapped.

**Part 300** – Part of the New York State Commissioner’s Regulations that deal with education and early intervention for disabled children ages birth to three years under IDEA.

**Participating Agency** – A State or local agency, other than the public agency responsible for a student’s education, that is financially and legally responsible for providing transition services to the student.

**PCEN (Pupils with Compensatory Educational Needs)** – A special State program provides funds for students identified as needing special remediation in the five largest cities in New York: New York, Buffalo, Rochester, Syracuse, and Yonkers. See PSEN.

**Pedagogy** – The art and science of teaching.

**Per Diem Substitute** – A substitute teacher who is hired and paid on a daily basis.

**PERB (Public Employees Relations Board)** – Establishes bargaining units, remedies improper practices by employers and employee organizations, administers strike provisions, presides over hearings, assigns mediators and fact finders to help resolve negotiation impasses, and conducts research.

**Percentile Ranks** – The percentage of students in a norms group who scored at or below a particular score. A percentile rank of 95 means that a student scored as high or higher than 95% of all the students in a particular norms group.

**Performance** – Consists of observable behaviors or products which feature expression of the student’s ability to use knowledge to undertake and complete a task rather than to demonstrate knowledge of facts and rules about performing the tasks. They usually focus on what students can do rather than on what they cannot do.

**Performance Assessment** – A measurement or rating of a student’s performance at one point in time in one context. The validity of the assessment is based on whether or not performance in the specific context is a meaningful indicator of student progress. In most cases, the performances are rated on or compared to a pre-determined scoring rubric.

**Performance-Based Assessment** – Any testing method other than multiple choice or true/false that requires students to create an answer or product that demonstrates their knowledge or skills in a subject area. Performance assessment can take many different forms including mathematical computations, writing essays, conducting an experiment, observations, presenting an oral argument, or assembling a portfolio of representative work.

**Performance Indicators** – As defined in the Curriculum Frameworks, they specify what students should know and be able to do as they progress toward achieving the performance standards.

**Performance Standards** – These are broken into three levels designated as elementary, intermediate, and commencement within the Curriculum Frameworks. Each performance standard is composed of performance indicators that answer the question, “How good is good enough?”

**Performance Tasks** – What students might do to show that they have acquired the knowledge and skills that performance indicators describe in the Curriculum Frameworks.

**Permanent Certification** – A certificate given by SED that acknowledges that a teacher has achieved a Master’s Degree in Education and completed two years of teaching among other requirements.

**Perpetual Motor Skills** – The ability to perceive a situation, then evaluate it and make a judgment on what action to take, such as copying shapes, or crossing a street.

**Phonics** – Instructional strategy used to teach letter-sound relationships to beginning readers by having them “sound out” the words.

**P.L. 94-142 (Public Law)** – The Education of All Handicapped Children Act passed in 1975 that mandates free, appropriate public education for every identified handicapped student from age three until 21 in the least restrictive environment. Refer to IDEA.

**PINS (Person In Need of Supervision)** – A petition that is filed in family court showing that a youth needs more supervision than is being given by the family. The court may require the family to meet certain goals. If the goals are not met, the court has the authority to remove the youth from the home.

**PIRC (Parent Information Resource Centers)** – The Parent Information and Resource Centers (PIRC) provide face-to-face services to parents, teachers, and community members through parenting and literacy discussion groups; parent/teacher training opportunities; information events on No Child Left Behind (NCLB), the NYS Accountability System, and NYS Learning Standards.

**Portfolio** – A collection of a representative sample of a student’s work done over a period of time to demonstrate progress or improvement toward a particular goal. A portfolio often documents a student’s best work and may include a variety of other kinds of information (i.e., drafts of student’s work, self assessment, parents’ assessment). Portfolios may be used both as a teaching tool and for student assessment.

**Positive Reinforcement** – Increases behavior when an extrinsic or intrinsic reward is given after a desired behavior is exhibited.

**Post-Test** – Assessment of achievement at the end of the learning.

**Pre-K** – Pre-Kindergarten

**Preschool** – Classrooms that serve children ages 3 - 5.

**Pre-Test** – A brief diagnosis of students’ known and unknown knowledge before starting a unit of study.

**Primary Language** – The language that is spoken in the home.

**Prior Knowledge** – Information and concepts classified and stored in long term memory which needs to be related to new information being taught.

**Prior Notice** – Written statements developed and provided to the parents of a student with a disability a reasonable time before the school district proposes to or refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education to the student.

**Probationary Teachers** – Teachers that have not completed a probationary period, usually 3 years. A teacher that has received tenure serves only a 2 year probationary appointment if he/she changes to another tenure area or moves to another school district.

**Professional Development** – Education undertaken by individuals in order to improve themselves. It is a voluntary, continuing program of personal and professional growth.

**Professional Development Plan** – A plan developed annually by September 1 to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. The plan may be part of a Comprehensive District Education Plan (CDEP). The plan shall be developed by a team that includes teachers, the superintendent or designee, school administrators, and at least one parent from the established parent group.

**Professional Performance Review** – A review by the governing body of each school district and BOCES to ensure the performance of all teachers providing instructional services or pupil personnel services. Each district or BOCES is required to adopt a plan for annual or multi-year professional performance review.

**Protection of Pupil Rights Amendment (PPRA)** – It is intended to protect the rights of parents and students by ensuring that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with ED-funded survey, analysis, or evaluation in which their children participate. It seeks to ensure written consent before minor students are required to use any of these materials and can concern information about political affiliations,

income, sexual behavior and attitudes, and mental and psychological issues that could potentially embarrass the student and his or her family.

**Provisional Certification** – Given by SED when a CQ is turned in; it is good for 5 years or until the requirements are met for a permanent certification. Also called an Initial Certification - qualifies a person for up to five years of teaching before teacher must apply for permanent certification.

**PSAT** – Preliminary scholastic aptitude test, usually given to students before the SAT to help determine if a student has the necessary skills for college.

**PT** – Physical therapist or Physical Therapy

**PTA®** – PTA (without periods) and Parent-Teacher Association are registered service marks of the National Congress of Parents and Teachers (National PTA). Only those groups chartered by the New York State PTA are entitled to use the names. Any other use constitutes trademark infringement.

**PTA Council** – A group of three or more PTA units within a school district, central high school district, or a BOCES district organized under the authority of the NYS PTA.

**PTA Region** – Geographical divisions of the NYS PTA that have been organized to provide service to the units and councils within their territory.

**PTA Unit or local PTA** – A constituent organization formed under the authority of the New York State Congress of Parents and Teachers, (New York State PTA), a branch of the National Congress of Parents and Teachers (National PTA).

**PTI** – Parent Training and Information Center

**PTSA®** – Parent Teacher Student Association

**Public Excess Cost Aid** – Aid paid for students with disabilities placed in a special education program by the Committee on Special Education (CSE).

**Pullout** – A program that pulls a student out of a regular education program for special services such as speech, remedial programs, etc.

**Punishment** – Positive punishment is adding an aversive stimulus (something that the child wants to avoid such as a reprimand or loss of a privilege) after a behavior is exhibited. Negative punishment is removing a reinforcing stimulus (something a child wants such as being with the family and watching TV by sending a child to their room) after a behavior is exhibited. The goal of any punishment is to decrease a behavior. See Reinforcement.

**Pupil Wealth Ratio (PWR)** – The ratio equal to the actual or full value of taxable real property per TWPU of the school district divided by the statewide average actual valuation per TWPU.

**Pupils with Special Educational Needs (PSEN)** – Programs for students who fall below certain state guidelines

on standardized tests usually referred to as remedial reading and math programs for all school districts except the Large Five. See PCEN.

**Push In** – A program where a special educator goes into a regular education classroom for special education services, including academic support and assists the regular education teacher within the classroom.

**Quality and Equity** – This is the first attribute of the Effective Schools model. It calls for the achievement (quality) of education for all students (equity).

**RAN (Revenue Anticipation Note)** – Short term loan issued in anticipation of receipt of non-tax revenue (state aid).

**Raw Score** – The first test score that is calculated, which is usually the number of correct responses. This score is then translated into stanines.

**RCT (Regents Competency Tests)** – Exams that are being phased out, as students are required to take and pass Regents exams to graduate. However, students who fall under the “Safety Net” may continue to take RCTs.

**REA** – Reading Excellence Act

**Reasonable Accommodations** – Suitable or fitting modifications in the classroom or in testing situations to allow for the most “usual” environment available for the special education student. These accommodations usually refer to the Section 504 of the Rehabilitation Act of 1973.

**Recognized** – Approved by a regional or national accrediting agency or determined by the State Education Department to be equivalent in scope and content to a registered program.

**Regent** – A member of The University of the State of New York Board of Regents.

**Regents** – See Board of Regents.

**Regents Action Plan** – A blueprint for educational reform adopted by the Board of Regents in 1984 that stipulated what subjects must be taught, and exactly how much time must be assigned to them. It was followed by the New Compact for Learning approved in 1991 and the Learning Standards adopted in 1998.

**Regents Exams** – Exams required at the end of certain Regents level high school courses. These exams are given at the same time all across the state. New York State standards require three or more of these exams as graduation requirements.

**Regs** – In education, usually refers to Commissioner’s Regulations.

**Rehabilitation Act of 1973 (Public Law 93-112, Section 504) – 504 Plan** – Used for any student, teacher, or school personnel who has a life long disability and needs to have reasonable accommodations to have equal access to function in the school environment or the work environment.

**Rehabilitation Counseling Services** – Services intended to focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community. The service may be delivered on an individual or group basis and must be provided by qualified personnel. The term also includes vocational rehabilitation services for students with disabilities which may be provided by vocational rehabilitation programs funded under the Vocational Rehabilitation Act of 1973.

**Reinforcement** – Used to increase behaviors. See positive reinforcement, negative reinforcement, and punishment.

**Related Services** – Services provided for a student with an IEP or IAP, to include OT, Speech, PT, Counseling, Nursing and Audiological supports.

**Release Time** – Time that a teacher is released from teaching duties to attend meetings, training, etc.

**Reliability** – The consistency and dependability of the results of a test. It may be established over time, from one observer to another, from one form of a test to another or within the same observer for different times and different children.

**Remedial Course** – A course that concentrates on the acquisition of knowledge at pre-college levels and usually does not carry college credit.

**Remedial Education** – The process of improving or correcting skills in a particular area or field; raising skills to normal or near normal.

**Reorganization Incentive Aid** – Aid available for reorganized school districts as Incentive Building Aid or Incentive Operating Aid.

**Replacement Teacher** – Used in conjunction with the Mentor Teacher-Internship program. Teachers hired in order to free the mentor and intern so they can work together during the same time each week.

**Research Based Knowledge** – The second attribute of the Effective Schools model that all programs are based on current research.

**Resource Room** – A type of program which provides supplementary instruction to students; it must not supplant instruction in required subject areas and it cannot be used as coursework for diploma credit; there is a class size limit of five students per period per teacher.

**Response to Intervention (RTI)** – A multi-tiered, research based approach to providing services and interventions at increasing levels of intensity to struggling learners. RTI involves early identification of learning and behavioral needs, close collaboration among general and special education teachers and parents, and a systemic commitment to locating and employing the necessary resources to ensure that students make progress in the general education curriculum. The first tier of intervention provides instruction designed to minimize the identification of students as having learning disabilities when the problem may be lack of appropriate instruction. Progress is monitored continuously. A student not making expected progress is

referred to a team that recommends additional support, which may be more intense instruction. Students who continue to struggle receive a comprehensive evaluation to identify cognition, achievement, behavior and social-emotional characteristics to determine if a learning disability is present. The evaluation also identifies individual student needs and informs remediation, e.g. individualized small group or one-to-one instruction. The majority of students not making expected progress after these interventions will receive special education services. Parents are kept informed and at any time may make a referral to determine if the student has a disability and is entitled to special education programs and services.

**Restructuring** – A substantive, systemic change in the rules, roles, and relationships of all those who work in or are served by the organization for the purpose of improving results for students.

**RIC (New York State Regional Information Centers)** – There are 12 centers across New York State that offer cost effective, efficient, and reliable management technology services to school districts.

**RSCS** – Office of Regional School and Community Services within NYSED

**Rubric** – A set of guidelines used in determining scores; typically it contains a scale which states the dimensions being assessed and descriptors that summarize the requirements for properly locating each work on the scale.

**SAANYS** – School Administrators Association of NYS

**Safe Schools Against Violence in Education Act (SAVE)** – Law that was enacted in December, 2004.

**Safety Net** – Eligibility for students with disabilities to take the RCTs (Regents Competency Exams) for local credit in order to graduate.

**SAS** – Supplementary Aids and Services

**SASS** – See System for Accountability for Student Success

**Salerno Commission** – A temporary commission created in August 1988 by Governor Cuomo and the Legislature to improve the distribution of state aid. Frederic Salerno, President and CEO of the New York Telephone Company, chaired the commission. A report titled Funding for Fairness was issued in December 1988.

**SAT (Scholastic Assessment Test)** – Previously called the Scholastic Aptitude Test. A test required for admission to many colleges and is a measure of critical thinking skills. Each section is scored on a scale of 200-800 and the writing section contains two sub scores, multiple choice writing on a scale of 20-80 and an essay on a scale of 2-12.

**SAVE Law** – Chapter 180 of the Laws of 2000, the Schools Against Violence in Education, requires that applicants for teaching and administrative certification and prospective employees of covered schools (school districts,

BOCES, and charter schools) undergo a fingerprint-supported criminal history background check.

**Save Harmless** – A legislative provision whereby a school district does not receive less operating aid than they received the previous year despite any changes in the formula or the date in the formulas.

**SCANS (Secretary’s Commission on Achieving Necessary Skills)** – Secretary of Education Commission convened in February 1990 that identified five competencies (i.e., skills necessary for workplace success) and three foundations (i.e., skills and qualities that underlie competencies) needed for employment.

**SDFSCA** – Safe and Drug Free Schools and Communities Act

**School-Based Planning** – A way of reorganizing school management so that some management responsibilities are given to those at the school site. It may shift decision-making power from a central authority, such as the superintendent or school board, to a council or “team” at the local school.

**School Board** – An elected body that oversees and manages a public school district’s affairs, personnel, and properties. The number of members and their term is decided by the type of school district: common, central, union free, city, or special act. These “local officials” are elected by the residents of the school district the board oversees, except in some large cities. [The board must hold an annual reorganization meeting in July where they elect and appoint their officers and committees for the coming year and board members take or renew their oath of office.] They must also hold regular meetings at least once each quarter of the year. (In city school districts, monthly meetings are required.) Special meetings may be called by any member of the board to address a particular item or items.

**School Board Policies** – School board policies are the means by which a school board leads and governs its school district. Policies form the bylaws and rules for the governance of the district and serve as the standards to which the board, administration, and students are held accountable. A board’s policies ensure that the school district performs its established mission and operates in an effective, uniform manner. They are legally binding and serve as the local law of the school district that may be enforced by or against the district.

**School Climate** – The sum total of all the relationships of all the people within the school.

**School Day** – The length of time in each day required for a daily session of regularly scheduled day schools for State Aid. The daily session for pupils in half-day kindergarten is two and one-half hours; and for pupils in full-day kindergarten and grades one through six is five hours, exclusive of the time allowed for lunch. The daily session for pupils in grades seven through 12 is a minimum of five and one-half hours, exclusive of the time allowed for lunch.

**School Library** – New York State Commissioner of Education regulations require each school to maintain a library that meets the needs of students and serves as an

adequate complement to the instructional program in the various areas of the curriculum. Regulations also provide direction as to the number of holdings the library must maintain and that a certified school library media specialist be employed.

**School Quality Review** – A peer review process designed to assess the effectiveness of the teaching and learning occurring in a school building. A review team, consisting of about 10 practitioners and at least one parent or business person, spends four days in a school gathering evidence of effective teaching and learning by conducting numerous classroom observations and examining various representative samples of student work. The school is presented with the finding at the end of the review.

**School Report Card** – Required reports of a school’s performance by New York State Education Department to inform the public about the school district’s performance each year. There is also a BOCES Report Card.

**School Restructuring** – Changing the way a school and/or school district operates and/or organizes its delivery of educational and support services to students in order to improve the quality of education. Restructuring is one of the processes often called for in a reform plan and may include such components as changing governance, organization, instruction or student assessment.

**School-To-Work Transition** – A workforce preparation system that prepares all students for continued education and meaningful careers. In organizing systemic changes, activities under the School-to-Work Opportunities Act and other State reform initiatives are linked to provide resources to local partnerships that will help schools better prepare students for a global economy.

**School Violent Incident Reporting** – Required data by the NCLB on the disruptions that occur in schools.

**Score Conversions** – Using a scaling method to see the relationship between the assessment and the New York State Standards.

**SEA** – State Education Agency

**Section 408** – An act to amend the education law in relation to providing teachers and other service providers with a copy of the student’s IEP.

**Section 504** – A section of the Rehabilitation Act of 1973; it is a federal civil rights statute that prohibits discrimination against persons with disabilities in programs receiving federal financial assistance. Its regulations apply to state education agencies, elementary and secondary school systems, colleges and universities, libraries, vocational schools and state vocational rehabilitation agencies.

**SED** – See State Education Department.

**Self Contained Class** – A designated class specifically for disabled students, which usually includes a teacher plus supplemental paraprofessionals.

**Seniority Rights** – Those rights to job security and priority within a school district based upon appointment in a specific tenure area.

**SEPTA®** – Special Education PTA

**SEPTSA®** – Special Education Parent Teacher Student Association

**Sequential Mathematics** – Courses usually taken in a three year sequence in high school. Courses include algebra, geometry, and trigonometry.

**Service Coordinator** – A person who acts as the coordinator of the preschool programs and services and who works with the family to assure that the mandates are implemented for the special needs child.

**SETRC (Special Education Training and Resource Centers)** – Centers that provide local contact points for obtaining resources, information, and training related to the education of students with handicapping conditions.

**Shared Decision Making** – A process by which all members of the education community at the district and school levels cooperate in identifying educational issues, defining goals, formulating policy, and implementing and assessing activities to help students reach standards of excellence. Every school district and BOCES must have in place a plan for the participation by teachers, parents, and administrators. The adopted plan must be made available to the public, filed with the district superintendent and the Commissioner of Education, and reviewed biennially and amended or recertified without change, as appropriate, following the same procedures as for the original plan.

**Sharing Success Program** – A program under which an exemplary school program is validated by SED as a model for other schools to replicate.

**SINI** – School in Need of Improvement; term used in NCLB.

**Site-Based Management** – An organizational strategy for the participation of parents, community representatives, teachers, other members of a school's staff and administration, and often students, which decentralizes authority and the decision making process.

**Social History** – A report of information gathered and prepared by qualified school district personnel pertaining to the interpersonal, familial, and environmental variables which influence a student's general adaptation to school, including but not limited to data on family composition, family history, the developmental history of the student, health of the student, family interaction, and school adjustment of the student.

**Socio-economic Status** – An indicator of an individual's or family's social ranking based on such factors as level of education, income, neighborhood of residence, or type of occupation. This term is widely used by sociologists, though it has no precise definition.

**Special Act School District** – A school district created by a special act of the Legislature rather than through a procedure provided in the Education Law. In general, these districts have been established on the grounds of charitable institutions caring for children and youth. They are designated by the state Legislature as public school districts authorized to receive state financial aid.

**Special Education** – Specially designed individualized or group instruction or special services or programs provided at no cost to the parent, to meet the unique needs of students with disabilities. Such instruction includes but is not limited to that conducted in classrooms, homes, hospitals, institutions and in other settings. Such instruction includes specially designed instruction in physical education, including adapted physical education.

**Special Population** – Students that fall into several different categories including special education, home schooled, gifted and talented, and others which are serviced through VESID.

**Specials** – Classes such as music, art, physical education, library, home & career, or technology.

**Speech or Language Impaired** – A term used in NYS to identify students that have a communication disorder which can include stuttering, an inability to correctly pronounce speech sounds, a language processing disorder or a voice disorder.

**Speech Therapist** – Is a specialist with training in the diagnosis and treatment of a variety of speech, voice, and language disorders.

**SRP (State Reference Point)** – Indicates students required to receive AIS.

**SSI** – Supplemental Security Income

**STAC (System to Track and Account for Children)** – A State database used to collect demographic, enrollment, and fiscal data on selected pupils with disabilities, pupils placed in residential settings by various State agencies and certain other pupils (homeless, incarcerated youth) to become eligible to claim State aid.

**Stakeholder** – A person or a group with a interest and investment in the success of students, the schools, and/or the education system.

**Standard Deviation** – A statistic that describes the variability with a set of scores. On most norm-referenced tests the standard deviation is 15, with a score of 100 being the mean.

**Standard Distribution** – The distribution of test scores so that 68% of the population falls within one standard deviation of the mean (average) (a score between 85 and 115), 14% between one and two deviations above and below the mean (a score between 70 and 85 or 115 and 130), and 2% above and below the second deviation (a score above 130 or below 70). These score ranges being the most commonly used ranges on standardized tests, where the mean is 100.

**Standard of Excellence** – A statement of exemplary student attainment which is developed at the district level. It is performance-based with an assessment tied

to the performance. The desired level of performance is established on the assessment.

**Standardized Test** – Tests that are given under standard conditions so that a student’s performance can be measured against a norm group.

**Standards** – See Learning Standards.

**Stanines** – Scores on a scale that run from a low of 1 to a high of 9, with 5 as the average. They are derived by dividing the entire distribution of students’ scores into nine groups based on the standard distribution.

**STAR** – The New York State School Tax Relief (STAR) program enacted in 1997 replaces local property tax revenues with equivalent state funding. It is not an increase in the total funding of public education.

**State Aid** – Public education in New York State is funded through a combination of local tax revenues, aid from the state government, and a small amount of assistance from the federal government. It is available to school districts in two basic types: unrestricted or general aid and categorical aid. Unrestricted or general aid may be used by districts for any purpose as determined by local priorities and needs. Categorical aid is provided to districts for particular purposes and must be spent for the purpose specified. State Aid formula is the term generally used for the basic formula on which school districts receive the largest portion of aid (operating aid).

**State Children’s Health Insurance Program (SCHIP)** – Is a federal government program that gives funds to states to provide health insurance for uninsured children whose family incomes are modest, but are too high to qualify for Medicaid.

**State Education Department** – Responsible for general supervision of all educational institutions in the State, for operating certain educational and cultural institutions, and for certifying teachers and certifying or licensing practitioners of thirty-eight professions. The Department’s supervisory activities include chartering all educational institutions in the State, including schools, libraries, and historical societies; developing and approving school curricula; accrediting college and university programs; allocating State and Federal financial aid to schools; and providing and coordinating vocational rehabilitation services. It is governed by the 16-member Board of Regents.

**State Mandates** – The required academics, rules, and regulations that every school district must implement; this is determined by the Board of Regents, SED, and legislation.

**State Proficiency Assessments** – Tests given in grades 4 and 8 indicate the level of skill for each standard area and assess whether students are “on target” to pass the Regents as a graduation requirement. The scores provide information for teachers and school administrators to use in planning instruction programs for students. Achievement on the tests is divided into four levels based on the higher learning standards adopted by the Board of Regents: Level 4 (Score

range 692-800) indicate student performance exceeds the standards; Level 3 (Score range 645-691) indicate student performance at least meets the standards; Level 2 (Score range 603-644) indicate the student will need extra help to meet the standards; and Level 1 (455-602) indicate the student has serious academic deficiencies and needs the most help to meet the standards.

**STEP** – System for Tracking Education Performance

**Strategy** – The science and art of employing careful plans or methods to achieve a desired goal or effect.

**Student Study Team** – The regular education process designed to make a preliminary modification with the regular education program of a student not succeeding in class; sometimes called an intervention team.

**Student With a Disability** – A student who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department.

**Students With Extraordinary Needs** – For purposes of State Aid this includes students in poverty (as measured by student eligibility for K-6 free and reduced lunch programs), limited English proficient students, and students living in geographically sparse areas of the State.

**SUNY (State University of New York)** – A unified system of public higher education that consists of 34 state-operated campuses and 30 community colleges. It comprises community colleges, two-year colleges of technology, specialized colleges, four-year colleges, research university campuses, and academic health science centers.

**Superintendent** – A district superintendent is the chief executive officer of a Board of Cooperative Educational Services (BOCES) and the general supervising officer of the supervisory district that comprises the BOCES. The district superintendent is responsible for both the BOCES and its component districts and serves as the State Education Department’s field representative in the supervisory district. In comparison, a superintendent of schools is the chief executive officer of a single local school district.

**Supplemental Certification** – Teachers must have a minimum of twelve semester hours of education from an appropriate recognized college program in the content area that they would like to teach if they are not certified in that specific subject area.

**Supplemental Education Supports (SES)** – Additional academic instruction designed to increase the academic achievement of students in schools that have not met state targets for increasing student achievement (AYP) for three or more years. These services may include tutoring and after school services, etc.

**Supplemental Support Aid** – Another type of state operating aid but paid through a different formula. This provides additional unrestricted aid for operating aid to school districts on save harmless.

**Supplies** – Items that are of an expendable nature and are consumed, worn out, or deteriorated within one year’s time (i.e., paper, pencils, chalk, test tubes, etc.). It is an expense which appears in almost every component of a school budget.

**Support Services** – Programs, people and resources which are available to students which supplement and strengthen the traditional education program.

**Surrogate Parent** – A person appointed to act in place of parents or guardians when a student’s parents or guardians are not known or when, after reasonable efforts, the board of education cannot discover the whereabouts of a parent, or when the student is a ward of the State.

**SURR Schools (Schools Under Registration Review)** – Schools identified as such if, for specified State tests, the percentage of students meeting the State reference point, a level of minimum proficiency, is below a standard established by the Regents and has shown a continuing pattern of decline over a three-year period.

**Suspension** – Bylaws adopted by a board of education that allow a principal to suspend students up to five days and a superintendent beyond five days. Due process or a fair hearing is required prior to exceeding a five day suspension. The parent or person in parental relation to a student suspended from school must be notified of the suspension by telephone and in writing, in the language used in the home, within 24 hours of the suspension.

**System for Accountability for Student Success (SASS)** – A school rating system that creates a three-category rating for all public schools. The categories are farthest from state standards, below state standards, and meeting state standards. A fourth level, “Exceeding Standards,” will be added beginning with the 2001-2002 results. The Commissioner will also designate schools that make strong gains as “Rapidly Improving.”

**Talking Books Program** – National Library Service for the Blind and Physically Handicapped - any qualified special education student and adult may apply for books on tape to help with academics and for reading for enjoyment. – see NLS.

**TAP** – NYS Tuition Assistance Program for higher education.

**TAPU (Total Aidable Pupil Units)** – The average number of students as determined by dividing the total number of days attended by every student by the number of days school was in session.

**Task Analysis** – A sequential ordering of related learning steps.

**Tax Certiorari** – Proceedings that are initiated by taxpayers who wish to challenge their assessments due to excessiveness, inequality, illegality or misclassification and have been denied a reduction in assessment by a local assessment review board.

**Tax Credits** – The amount of money designated for parents to utilize when transferring to a private school from a public school.

**Tax Rate** – The figure obtained by dividing the amount to be raised through taxes by the assessed value of real property in the district.

**Taylor Law** – Formally “The Public Employees’ Fair Employment Act” enacted in 1967 that governs employment relations between public employers and public employees in New York State. This law guaranteed the rights of self-organization and representation for collective negotiations.

**TBBL** – Talking Book and Braille Library

**TBI** – Traumatic Brain Injury

**Teachable Moment** – A moment when an interruption offers the opportunity to teach more effectively to a different objective.

**Teacher Aide** – A non-certified employee who assists teachers in non-teaching duties such as record keeping, attending to physical needs of children, supervising students, and other services as determined and supervised by a classroom teacher. They are governed by civil service regulations.

**Teacher Assistant** – A certified (by SED) employee who works under the general supervision of a classroom teacher. They may provide direct instructional services to students including working with individual or groups of children.

**TEACH Online** – NYSED system used to help teachers get their certification papers.

**Team Teaching** – An organizational pattern which groups teachers to work collaboratively to prepare and present lessons for students.

**Technology** – Courses related to what used to be called Industrial Arts. All students are required to have one year of instruction by the end of grade 8.

**Technology Network Ties** – A program that integrates computer hardware, software and telecommunications technologies in a statewide infrastructure that links schools, BOCES, and SED, as well as other educational entities.

**Telecommunications Act of 1996** – The law contains a number of provisions affecting the educational use of telecommunications and information services including, for example, the imposition of liability for allowing minors access to obscene and indecent material on interactive computer networks (the Internet). Other provisions require reasonable rates for basic universal services and special consideration for providers of educational services.

**Tenure** – An employment classification granted to a teacher by the school board after successfully completing a period of probationary employment and upon recommendation by the superintendent. Teachers are granted tenure in a specific tenure area established by the Board of Regents. A teacher who has received tenure may only be dismissed for just cause as proved by the school officials in a due process hearing under Section 3020-a of the Education Laws of New York State.

**Tenure Area** – The subject areas, established by law, such as: elementary education; English; social studies; mathematics; science; and foreign languages (grades 7-12). Special areas encompass 15 academic areas, 6 vocational subject areas, and 7 supportive educational services.

**TESOL** – State organization for Teachers of English to Students of Other Languages.

**Textbook Aid** – Aid available to districts to purchase textbooks for loan to resident K-12 children enrolled in public and nonpublic schools. Aid is apportioned for expenditures in the base year.

**Title I** – The largest federal education funding program, created in 1965 during the War on Poverty, serves remedial education programs to poor and disadvantaged students.

**Title VII** – A federal program to make limited - English proficient students proficient in the English language.

**Title IX** – This law bars gender discrimination in education facilities that receive federal funds.

**3020A** – A section of NYS Education Law which establishes the procedure for discipline or dismissal of a tenure teacher. It includes the right to a hearing before a hearing officer.

**TOEFL** – Test of English as a Foreign Language

**TOT** – Teachers of Tomorrow program within NYSED

**TOTY** – Teacher of the Year program sponsored by NYSED. The state winner becomes our candidate to the U.S. Department of Education’s program.

**Tracking** – A system where children are placed in homogeneous classes based on ability. (Ability Grouping)

**Transition** – Amendments to IDEA require transition services to begin at age fourteen (in NY State) for students with disabilities to assist in their move from school to the world of work and higher education.

**Transition Adjustment** – Regulates the amount of aid districts may receive for a selected group of aids. It acts as a “save-harmless” provision or as a cap on aid increases for these aids. (May be a positive, negative, or zero amount.)

**Transition Services** – A coordinated set of activities for a student designed within an outcome-oriented process, that promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The activities shall be based upon the individual student’s needs, taking into account the student’s preferences and interests, and shall include instruction, community experiences, the development of employment and other post school adult living objectives. This service is mandated under the IDEA.

**Transitional Bilingual Education Programs** – The goal of these programs is proficiency in the English language so that the student can make a prompt transition to learning

only in English. There is an ESL component that develops English language skills and proficiency utilizing special second language teaching techniques.

**Transportation Aid** – Aid for State approved transportation expenditures based on the greater of two separate aid ratios, plus a sparsity adjustment. Districts with less than 21 students per square mile receive the sparsity adjustment. Aid is based on district owned and leased buses, transportation contracts, public service transportation, and transportation related salaries and benefits.

**Traumatic Brain Injury (TBI)** – In New York State, identifies a student that usually has had an injury to the brain caused by an external force or by certain medical conditions such as stroke, encephalitis, aneurysm, etc. which can be temporary or permanent and can adversely affect educational performance.

**Truant** – A student between the ages of six and 16 who willfully does not attend school.

**Turnkey Trainer** – Someone who receives outside training and then updates and trains others.

**Twenty-First Century Schools** – State legislation in 1994 established this initiative to promote substantial improvement in student achievement through innovative program design and mandate relief. The legislation exempts selected schools from a number of statutes, rules, and regulations relating to instruction. The only statutes and regulations from which these schools will not be exempt focus on non-instructional areas, i.e., health, safety, and civil rights of students and staff; federal law or regulation; teacher, staff and parent participation; and computation of State aid data.

**TWPU (Total Wealth Pupil Units)** – The district’s resident pupil’s average daily attendance, weighted according to pupil grade level and special education needs.

**UFT** – United Federation of Teachers

**USDOE** – United States Department of Education

**Union Free School District (UFSD)** – A school district generally formed from one or more common school districts for the express purpose of operating a high school program, which common school districts cannot do. They are administered by a school board of between three and nine members.

**Universal Design for Learning** – A concept under which the needs of the widest possible range of potential users of any product or entity (e.g., a curriculum or a course design) are considered and accommodated as the product or entity is being conceived and designed.

**Universal Kindergarten** – Kindergarten with the children beginning at age 5 entering into public school as a mandate to begin, September, 2007; there will be a parent opt-out clause in the policy.

**Universal Prekindergarten Program** – A program which provides curriculum and activities which are appropriate to the age level and individual needs of eligible children and which promote cognitive, linguistic, physical, cultural, emotional, and social development. Activities shall be learner-centered and shall be designed and provided in a way that promotes the child’s total growth and development in all areas including emergent English literacy. Children are encouraged to be self-assured and independent.

**University of the State of New York (USNY)** – This consists of all public and private elementary and secondary schools in the state; all privately and publicly controlled institutions of higher education, including the schools in the State University of New York (SUNY) system; and all libraries, museums, and other educational and cultural institutions admitted to or incorporated by the University. It is governed by the Board of Regents. It should not be confused with the State University of New York.

**Validity** – The ability of a test to yield the results that it is intended to measure.

**VESID** – See Office of Vocational and Educational Services for Individuals with Disabilities

**Virtual Learning Library System (VLS)** – A system developed for the NYSED to assist teaching and learning and to help classroom teachers in locating Internet resources for instruction, using the Internet as a tool.

**Visually Impaired** – A term used in New York State to identify students that may be partially sighted or blind. Educational performance is affected even with correction.

**Voucher** – A written authorization for a certain amount of money to be used for the education of a child. Vouchers might be used within public schools to provide funds for students to attend schools other than those to which they normally are assigned. Vouchers are often proposed as a means of providing funds for students to attend nonpublic schools.

**VTEA** – Carl D. Perkins Vocational and Technical Education Act

**Wechsler Adult Intelligence Scale (WAIS)** – This is a standardized test of cognitive ability or intelligence quotient.

**Wechsler Intelligence Scale for Children (WISC)** – This is a standardized test of cognitive ability or intelligence quotient and is a commonly used psycho-educational assessment in school districts.

**Whole Language** – Philosophy of teaching reading, not a method. Based on what is known about how children learn oral language. It combines the following ideas: (a) language should have meaning and a purpose; (b) real literature is used; (c) reading and writing (written language) should not be taught as isolated skills; (d) acquisition of written language comes from real use, through a combination of reading and writing; (e) assessment is based on growth in students’ actual work.

**Wicks Law** – Section 101 of the General Municipal Law, that requires a general contractor and separate contractors for plumbing, electrical, and health when a municipality (which includes public schools) undertakes a major construction project.

**World Wide Web** – the very large set of linked documents and other files located on computers connected through the Internet and used to access, manipulate, and download data and programs.

**Working Papers** – Sometimes called an Employment Certificate, it allows a minor to work while school is in session. A school may set standards to revoke or refuse to issue employment papers.

**www.nystart.gov** – Website for new web-based information on data of the assessments when using the report systems.

**www.NYSParents.com** – Website for the assessment information and will have public accessibility.

**www.GROWparents.com** – Website for assessment information for New York City only.

**Year-round Education** – Where students attend classes throughout the year with short breaks rather than the traditional nine or ten months of school with a longer summer break. Some special education students are in year-round schools as part of their specialized program.