

Glossary of Terms

On the next several pages you will find brief explanations of words used by people who work with students with disabilities. Different school districts may use these words in somewhat different ways. Always feel free to ask for definitions of words being used to describe a student or the student's education.

Academics

Academics refers to core subject areas such as reading, writing, mathematics, social studies and science that students are required to take in school.

Access Points

Access points are academic expectations written specifically for students with significant cognitive disabilities. As part of the Florida Standards, access points reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity. Only students with the most significant cognitive disabilities who are eligible under IDEA will participate in access point courses and the Florida State Alternate Assessment (FSAA).

Accommodation

Accommodations are a different way of doing something that takes into account a person's disability. Accommodations are changes in how a student is taught or tested. Accommodations do not change the requirements of a course or the standards the student must meet. Compare with "modification."

Achieving a Better Life Experience (ABLE) Act

The ABLE Act provides the opportunity for individuals with disabilities to establish a tax-free account that can be used for medical and dental care, education, community-based supports, employment training, assistive technology, housing and transportation. This account allows individuals with disabilities to work and save money for specified expenses without negatively impacting eligibility for a federal benefits program.

Age-Appropriate Transition Assessment

Age-appropriate transition assessments refer to the collection of data on the student's needs, preferences and interests. Transition assessments should be completed each year and the information can be used in the transition IEP. Transition assessments can cover many areas, including employment, self-determination and self-advocacy, independent living and study skills.

Age of Majority

The age of majority refers to the age when a person becomes a legal adult. The rights of the parent of a student with a disability transfer to the student when the student reaches the age of majority. In Florida, this is 18 years of age.

Agency for Persons with Disabilities (APD)

APD works in partnership with local communities and private providers to assist people who have developmental disabilities and their families. APD also provides assistance in identifying the needs of people with developmental disabilities for supports and services. In order to be eligible for services, an

individual must have a developmental disability which occurs prior to age 18. Disabilities served include Intellectual Disability, Autism, Spina Bifida, Cerebral Palsy, Prader-Willi syndrome, Down syndrome, Phelan-McDermid syndrome, or individuals between the ages of 3-5 at high risk for a developmental disability.

Agency Responsibilities

Agency responsibilities refer to the services listed on an IEP that agencies have agreed to provide or help the school district provide.

Annual Goal

See “measurable annual goal.”

Assessment(s)

Assessments are tools or ways of collecting information about a student’s knowledge, skills and needs. Assessment(s) may include formal and informal tests, observations and/or reviews of student’s portfolios or work samples. Also see “evaluation.”

Assistive Technology

Assistive technology refers to devices and/or services. See “assistive technology device” and “assistive technology service.”

Assistive Technology Device

An assistive technology device refers to equipment that is used to maintain, increase or improve the functional capabilities of children and young adults who have disabilities.

Assistive Technology Service

Assistive technology service refers to a service that directly helps a child or young adult with a disability in the selection, acquisition or use of an assistive technology device. This includes evaluating assistive technology needs; purchasing equipment; selecting, fitting and repairing equipment; and training the child or young adult, family, teachers, employers, or others in the use of the equipment.

Benchmarks

Benchmarks refer to statements in the IEP that describe major milestones a student must reach in order to achieve his “measurable annual goals.” In Florida, short-term objectives or benchmarks are only required for students who are assessed through Florida Alternate Assessment (FSAA). However, many school districts continue to develop short-term objectives or benchmarks for all students.

Career and Technical Education (CTE)

CTE refers to instruction and experiences designed to make students aware of the broad range of available careers, teach them general job preparatory skills and offer them **courses of study** that allow them to develop skills needed for specific careers. These may include career exploration courses, practical arts courses, diversified cooperative education, work experience, job entry programs and on-the-job training.

Certificate of Completion

This certificate is given to students who pass the required courses in high school, but do not earn the required grade point average and/or do not pass the state assessment and so are not eligible for a standard diploma.

Certificate of Completion-College Placement Test (CPT) Eligible

The CPT certificate is given to students who pass the required courses in high school and earn the required grade point average, but do not to pass the state assessment and so are not eligible for a standard diploma. Students who earn this certificate are allowed to take the CPT and be admitted to remedial or credit courses at a state college in Florida.

Community-Based Instruction (CBI)

Community-based instruction refers to instruction that takes place at locations in the community and is designed to help students perform skills such as grocery shopping and using public transportation. CBI often includes training in the classroom followed by practice in community settings. Often CBI is used to ensure that students can apply skills and knowledge learned through the Florida Standards in the community.

Community-Based Vocational Education (CBVE)

CBVE is a vocational program designed for students with disabilities that provides work experience and training to students in community work settings.

Comprehensive Transition Program (CTP)

A postsecondary degree, certificate or non-degree program sponsored by a college or career and technical education center that is approved by the U.S. Department of Education and is designed to support students with intellectual disabilities as they continue to receive instruction in academic, career and independent living to prepare for gainful employment.

Courses of Study

For the purposes of transition, courses of study describe the student's instructional program. For example, the student will take advanced placement courses leading to a standard diploma; or the student will participate in **community-based instruction** and career placement leading to a standard diploma for students who are taking the alternate assessment.

Daily Living Skills

Daily living skills are skills related to taking care of one's own personal needs as independently as possible. Examples include dressing for work, renting an apartment and buying a bus pass.

Deferral of Receipt of the Standard Diploma

Deferring the receipt of the standard diploma is done in order to continue to receive services under FAPE. There are two parts to deferral of the standard diploma. First, a student must have an IEP that "prescribes special education, transition planning, transition services, or related services through 21." This is being interpreted to mean that a student must require services to be successful. Second, a student must be enrolled in one of several specific educational programs. The majority of students who earn a standard diploma via an option open to all students will not meet these criteria.

Discretionary Grant Project

These projects support the work of the FDOE and are funded by grant awards through the federal government. Discretionary grants can be used to support training, service delivery, research and conference projects.

Disability

A disability is a condition that makes it difficult for a student to learn or do things in the same ways as most other students. A disability may be short-term or permanent.

End-of-Course (EOC) Assessment

The Florida EOC Assessments are designed to measure student achievement of the Florida Standards or the Next Generation Sunshine State Standards for specific courses, as outlined in the course descriptions. These assessments are part of Florida's Next Generation Strategic Plan for the purpose of increasing student achievement and improving college and career readiness.

Eligible

The term eligible, in reference to a student who is an exceptional student as defined in Rules 6A-6.03011 through 6A-6.03031, F.A.C., means any child or youth who requires special instruction or related services and is enrolled in or eligible for enrollment in the public schools of a district.

Evaluation

A way of collecting information about a student's learning needs, strengths and interests. It is used to help decide whether a student has a disability and is eligible for ESE programs and services. It may include giving individual tests, observing the child, looking at records and talking with the student and parents. Also see "assessment."

Exceptional Student Education (ESE)

The name given in Florida to educational programs and services for students with special learning needs (including those who have disabilities and those who are gifted). It is sometimes called "special education."

Exceptional Student Education (ESE) Administrator

The ESE Administrator is the leader of a school district's ESE programs. This person works for the school district, not just one school.

Expanded Core Curriculum (ECC)

Students who are deaf or hard of hearing (DHH) and students with visual impairments (VI) have unique needs that are specific to their needs. The ECC promotes the acquisition of compensatory skills that assist students who are deaf or hard of hearing and students who have visual impairments to access the core curriculum in a way that is equitable to students without disabilities. The ECC also promotes the acquisition of functional skills that assist students to access activities outside of the classroom, such as employment, recreation, social events and self-care. Orientation and mobility are necessary aspects of the ECC and are relevant to both compensatory skills and functional skills. Students who are deaf or hard of hearing and students with visual impairments need to develop the skills needed to travel independently and learn from a variety of environments.

Free Appropriate Public Education (FAPE)

FAPE refers to language used in the federal law to describe the right of a student, ages 3 – 21, with a disability to special services that will meet his individual learning needs, at no cost to parents.

Florida Standards

The Florida Standards are a set of objectives that describe what Florida's students are expected to know and be able to achieve at each grade level. Most students with disabilities are able to meet these standards if they have the right services and accommodations. The Mathematics Florida Standards (MAFS) include the K-8 grade level standards, 9-12 content standards (placed in high school courses as appropriate) and K-12 Standards for Mathematical Practice. The Language Arts Florida Standards (LAFS)

include the English Language Arts standards in grades K-12 as well as the content-area literacy standards for middle school and high school instruction in the following content areas: history/social studies, science and technical subjects.

Florida State Alternate Assessment (FSAA)

An alternate assessment is an assessment that is used for a student with a disability when a standard state- or districtwide assessment is not appropriate for that student. See “assessment(s).”

Functional Vocational Evaluation (FVE)

FVE is an ongoing process that identifies a student’s career interests, work-related aptitudes and skills and need for training.

GED Diploma – (Tests of General Educational Development)

See “State of Florida High School Diploma.”

General Curriculum

In Florida, the general curriculum is the Florida Standards which describe what students are expected to know and be able to do at various points in their education. The general curriculum leads students toward a standard diploma.

Individual Educational Plan (IEP)

The IEP is a written plan that describes the individual learning needs of a student with disabilities and the ESE services, supports, aids and accommodations or modifications that will be provided to that student.

IEP Meeting

The IEP meeting refers to the meeting that the IEP team holds to write the IEP. The IEP team must meet at least once a year to review the IEP to determine whether the annual goals are being achieved. The IEP may be revised, as appropriate, to address any lack of expected progress, the results of any re-evaluations, information about the student provided by the parent, the student’s anticipated needs, or other matters. Parents must approve any changes to IEP goals. In addition to the required annual IEP team meeting, changes can be made to the IEP during an IEP team meeting held after the annual meeting, or, with the agreement of the parent and the district, without convening the IEP team.

Individuals with Disabilities Education Act (IDEA)

IDEA is the most important United States law regarding the education of students with disabilities.

Interagency Council (IAC)

IACs facilitate an evidence-based strategy that supports post-school outcomes for students with disabilities through a cross-agency, collaborative approach. The coordinated efforts of IACs reduce duplicated services and fill gaps in services for students with disabilities.

Linkages

Linkages refer to connections between students with disabilities and agencies that provide adult services.

Measurable Annual Goal

Measurable annual goals refer to goals that are written as measurable statements of the skills and behaviors the student is expected to learn to enable the student to be involved in and progress in the general education curriculum. They must be designed to meet the student's academic and functional needs that result from the disability.

Measurable Postsecondary Goals

Measurable postsecondary goals refer to goals written to address postsecondary education, training, employment and, where appropriate, independent living skills. They must be measurable, intended to happen after the student graduates from school and be updated annually.

Mediation

Mediation is a process in which parents and school personnel try to settle disagreements with the help of a person who has been trained to resolve conflicts. It may also be used to help parents and adult students with disabilities to resolve disagreements about the student's education.

Medicaid Waiver

The Medicaid waiver helps families to care for family members with disabilities at home. The waiver helps to provide necessary services that might otherwise be provided through a hospital or nursing home. APD handles the Medicaid waiver in the state of Florida through the system, iBudget Florida. Apply for services from APD and the Medicaid waiver at a local APD office.

Modification

A modification refers to a change in the requirements of a course or the standards a student must meet or a change in what the student is taught or tested on. The change is based on the student's needs because of his disability. Compare with "accommodation."

Notice

A notice refers to a note or letter to parents about an action the school plans to take that will affect their child's education, such as holding an IEP meeting or changing the student's services or placement.

On-the-Job Training (OJT)

OJT refers to instruction that provides students with work experiences and training provided in the job setting designed to help them acquire and apply knowledge, skills and attitudes needed to hold a job.

Paratransit

Transportation services for individuals with disabilities that are provided by public transit agencies and are additional to the traditionally provided routes. Door-to-door services may be available on-demand in some public transit systems.

Person-Centered Planning (PCP)

PCP is an approach to planning that places the person at the center of the process and focuses on the skills and abilities possessed by the individual. PCP also involves perspectives of family, friends and community members as everyone comes together to build a complete 360-degree view of the person during the planning process.

Post-School Activities

Post-school activities refer to activities that a student will pursue after finishing high school. Some post-school activities are postsecondary education, continuing and adult education, technical training, employment, adult services, independent living, recreation and community participation.

Postsecondary Education (PSE)

PSE is the next level of education after high school, such as college/university coursework or technical training.

Pre-Employment Transition Services (Pre-ETS)

Pre-ETS are provided through VR and serve students ages 15-21 who are in high school or are enrolled in training or education after high school. Students must have an Individual Educational Plan (IEP) or 504 Plan demonstrating a condition that interferes with preparing for, getting, or keeping a job. Pre-ETS include: career exploration counseling, work readiness training, community-based work experiences and self-advocacy training.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The PLAAFP or present levels statement must accurately describe the effect of the student's disability on his/her participation and progress in the general curriculum. It should include a description of the student's current educational and functional performance, including grade or functioning level, to determine the goals and services the student needs. It must include a description of the remediation needed to pass the state assessment for students who participate in the general statewide assessment. For students of transition age (14-22), many IEP teams choose to incorporate age-appropriate transition assessment information into the present level of academic achievement and functional performance.

Related Services

Related services refer to special help given to a student with a disability in addition to classroom teaching. Related services help a student benefit from instruction. Examples of related services include transportation, career counseling, rehabilitation counseling, occupational therapy and physical therapy.

School-Based Enterprise

A set of entrepreneurial activities undertaken by students that provides an economic, social and educational return to the student, school and community. Student efforts are designed to enhance personal responsibility, an appreciation of risk versus reward and confidence in achieving and maintaining independence (Gamache & Knab, 2015, p.7).

Self-Advocacy

Self-advocacy refers to the skills necessary to be able to speak up for oneself or a cause. Self-advocacy skills include being assertive, knowing your rights, speaking up and negotiating.

Self-Determination

Self-determination involves taking control and making decisions that affect one's life. Self-determination helps students to make their own choices, set their own goals, manage their own lives and participate in decision-making.

Short-Term Objectives (STOs)

STOs are statements in an IEP that describe small, measurable steps a student must learn or master before the student can reach one of his "measurable annual goals." In Florida, short-term objectives or

benchmarks are only required for students who are assessed through Florida Standards Alternate Assessment (FSAA). However, many school districts continue to develop short-term objectives or benchmarks for all students.

Situational Vocational Assessment

A situational vocational assessment refers to an observation process that is used to gather information about a student's work-related behavior in a work environment. Students are generally instructed to perform work-related tasks to determine such competencies as their ability to lift, ability to follow multi-step directions, mobility skills and other related areas that are important in paid jobs.

Special Diploma

Legislation passed in Florida during the 2014 session repealed the special diploma statute effective July 1, 2015. The special diploma does not require its recipients to meet the same standards as those earning the standard diploma and may impact availability of post-school options. Students entering 9th grade during the 2014-15 school year and after must work toward a standard diploma. Students with disabilities who entered 9th grade prior to the 2014-15 school year may continue to work toward a special diploma if this is indicated on their IEP. There are two special diploma options for students who entered grade 9 prior to 2014-15: Option 1, which is academic-focused; and Option 2, which is employment-focused. Specific criteria for these options are available from the school district.

Standard Diploma

Standard diploma is the diploma granted to all students, including students with disabilities, who meet state standards and requirements. All students entering 9th grade during the 2014-15 school year and after must work toward a standard diploma.

Standard Diploma Options for Students with Disabilities

Legislation passed in Florida during the 2014 session required that the State Board of Education create rules regarding additional ways in which students with disabilities, beginning with the 2014-2015 ninth grade cohort, may earn a standard diploma. Consequently, in addition to the standard diploma options available to all students, there are two additional standard diploma options available only to students with disabilities with an IEP. The first is a 24 credit standard diploma with academic and employment options. The second is a 24 credit standard diploma with access courses and alternate assessment. Criteria for these options are presented in this guide. Also see the related technical assistance paper, <https://info.fldoe.org/docushare/dsweb/Get/Document-7322/dps-2015-34.pdf>

Standard Diploma Options for Students with Disabilities: 24-Credit with Academic and Employment Options

The 24-credit standard diploma with academic and employment options is a standard diploma option that is available only to students with a disability who have an IEP.

Standard Diploma Options for Students with Disabilities: 24-Credit with Access Courses and Alternate Assessment

This 24-credit standard diploma with is a standard diploma options that is available only to students with significant cognitive disabilities who take access courses and the alternate assessment.

Standard Diploma with State Standardized Testing Waiver

Florida has specific procedures that must be followed for a student to be eligible for a Standard Diploma with the state standardized testing waiver. This diploma may be granted to students with disabilities

who earn the specified number of credits and grade point average, meet the Florida Standards and meet any other school district graduation requirements, but have not passed state standardized testing and for whom the IEP team has decided that the state standardized testing is not an accurate measure of the student's achievement.

State of Florida High School Diploma

Any student who is at least 18 years old and who has not earned a standard diploma may earn a State of Florida diploma by passing the tests of General Educational Development (GED).

The GED consists of separate tests in English, social studies, science, literature and mathematics.

Students must also write a 200-word essay.

Summary of Performance (SOP)

IDEA (2004) requires public schools to provide students receiving exceptional education services a "Summary of Performance" (SOP). This summary of a student's academic achievement and functional performance should also include recommendations on how to assist the youth in meeting his postsecondary goals, including postsecondary education, training, employment/career and independent living. The SOP is completed for a child whose eligibility for special education services has terminated "due to graduation from secondary school, or due to exceeding the age eligibility for a FAPE under State law" (Individuals with Disabilities Education Act of 2004 [IDEA], §614(c)(5)(B)).

Supplemental Security Income (SSI)

SSI refers to Federal benefits paid to people with disabilities who have limited income. A child's eligibility is based on the income of his parents. Children who were not eligible because their parents' income was too high may become eligible once they reach age 18 and should re-apply.

Social Security Disability Insurance (SSDI)

SSDI refers to Federal benefits paid to people with disabilities who have work credits or who were disabled before age 22 and have an eligible (disabled or deceased) parent.

Supported Employment

Supported employment refers to competitive work, paid at or above minimum wage, which provides regular opportunities for interaction with people who do not have disabilities. Supported employment typically includes job coaches or employment specialists who help students with disabilities to get and keep a job.

Tests of General Educational Development (GED)

See "State of Florida High School Diploma."

Transfer of Rights

At the **age of majority**, 18 years of age in Florida, the student gains all of the legal rights and responsibilities of an adult. At this time, the educational decision-making rights of parents, including parents of a student with a disability, transfer to the young adult.

Transition

For students with disabilities, transition is the process of getting ready to move from school to adult life. The process occurs over a period of several years and involves planning, goal setting, instruction, services and activities designed to make that move successful.

Transition Services

Transition services refer to a coordinated set of activities that helps a student move from school to post-school activities.

Vocational Rehabilitation

This state agency helps people with disabilities find and maintain employment and enhance their independence. VR Transition Youth Services focus on helping students, beginning at age 15, to make a seamless transition from school to postsecondary training, education and employment. See Pre-ETS.