



**GARDEN CITY PUBLIC SCHOOLS**  
**OFFICE OF PUPIL PERSONNEL SERVICES**

**GLOSSARY**

*November 1, 2016*

*Lynette Abruzzo, Director of Pupil Personnel Services*  
*Louis Bonadonna, Assistant Director of Pupil Personnel Services*



# GLOSSARY

**1. 504 Accommodation Plan:**

The 504 plan refers to Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, which specifies that no one with a disability can be excluded from participating in federally funded programs or activities, including elementary, secondary or post-secondary schooling. Disability in this context refers to a "physical or mental impairment, which substantially limits one or more major life activities." A 504 Accommodation plan spells out the program and/or environmental modifications and test accommodations that will be needed for these students to have an opportunity perform at the same level as their peers.

**2. AIS: Academic Intervention Services:**

Academic Intervention Services (AIS) are services designed to help students achieve the learning standards in English Language Arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance. The intensity of such services may vary but must be designed to respond to student needs.

**3. BIP: Behavior Intervention Plan:**

A behavioral intervention plan is a plan developed for a student with a disability who is exhibiting persistent behaviors that impede his or her learning or that of others or behavior that places the student or others at risk of harm or injury, despite consistently implemented general school-wide or classroom-wide interventions. A behavior intervention plan is based on the results of a functional behavioral assessment (FBA) and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.

**4. Behaviorist:**

A behaviorist is a person who specializes in the study of observable and quantifiable aspects of behavior within the school setting and provides layers of support to help address behaviors.

**5. Bucket Fillers:**

*Bucket Fillers* is a program designed to help create a positive school climate that reinforces acts of kindness, respect, and caring. Each person has an imaginary "bucket" that represents the mental and emotional self. The behavior of others either helps to fill a bucket and increase one's sense of well-being or dip from a bucket and decrease it.

## GLOSSARY

**6. Buddies Program:**

The aim of the “Buddies” programs is to create meaningful connections between students with disabilities and their typical peers to help mentor and teach social skills in a naturalistic environment that supports integrating all students within the school community.

**7. Co-taught Classes:**

Co-teaching is a service delivery system in which two educators (one general education teacher and one special education teacher) share instructional responsibility for a single group of students. The group is comprised of both general education students and special education students. The educators teach required curriculum with mutual ownership.

**8. CPSE: Committee on Preschool Special Education:**

The Committee on Preschool Special Education (CPSE) determines special education eligibility for children 3 to 5 years of age. An evaluation can begin at age 2 years 6 months. Children are identified as a Preschool Student with a Disability by meeting eligibility criteria as outlined by the New York State Education Department. Eligibility is determined by an individual evaluation administered by a multidisciplinary team. If eligible, special education services are provided within a continuum of services from least restrictive to a restrictive setting. An Individualized Education Plan (IEP) is developed for each child meeting the eligibility criteria. The child’s program is reviewed at least once a year. There is a 12-month program (summer session) for preschoolers. Eligibility is determined by the CPSE. Not all children are eligible to attend the summer session.

**9. CSE: Committee on Special Education Process:**

The Committee on Special Education (CSE) is a multi-disciplinary team which determines special education eligibility for children 5 to 21 years of age. Determining eligibility for special education services is based on evaluation results. The CSE determines if the student is eligible to receive special education services and programs. If evaluation results indicate that the child is eligible to receive special education services, the CSE develops and implements an appropriate IEP to meet the needs of the student. The CSE must use the IEP to determine the student’s placement, ensuring that services are provided in the least restrictive environment (LRE).

## GLOSSARY

**10. FBA: Functional Behavior Assessment:**

A functional behavioral assessment is the process for 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.

**11. Garden City Parent Teacher Association(GCPTA):**

GCPTA is a network of parents, teachers, administrators and community members devoted to the educational, social, and emotional success of children. Our commitment to creating a collaborative environment where families and the school community can work together has and will continue to foster positive change in our schools and within our community. Together we are a powerful voice for all our children, a relevant resource for our families, and a strong advocate for public education. [www.gardencitypta.org](http://www.gardencitypta.org).

**12. IEP: Individual Education Program:**

The IEP documents a child's eligibility for special education services and formalizes the plan to provide special education services that are appropriate for a child's unique needs. It contains specific information about a child and the education program designed to meet these needs, including:

- A child's current performance in school and goals that can be reasonably accomplished in a school year;
- Special education and related services, including counseling; speech, occupational or physical therapy; paraprofessional support; assistive technology; behavior intervention and modifications;
- Participation with non-disabled children and/or mainstreaming opportunities;
- Participation in state and citywide tests, promotion criteria and diploma objectives;
- Date services will begin, how often they will be provided, where they will be provided and for how long;
- Means of measuring a child's progress.

## GLOSSARY

**13. Individual Education Program Goals:**

The IEP team (including parents) develops academic and functional goals based a child's present level of performance. Reports from parents and the teachers, as well as evaluations and performance on state assessments, provide the basis for deciding areas to focus on for each child. Goals must relate directly to the areas of need identified in the present level of performance. They should be prioritized in order of greatest need and be stated in objective, measurable terms.

**14. Inclusion:**

Inclusion in the context of public education describes an approach wherein students with special educational needs are included in a class and educated with their non-disabled peers.

**15. Language Exempt:**

An IEP status indicating that a student has a disability which adversely affects second language acquisition, resulting in the student being exempt from the Language Other than English (LOTE) requirement.

**16. OT: Occupational Therapy:**

Therapeutic intervention which utilizes a program of purposeful activities to develop or maintain adaptive and fine motor skills designed to achieve maximal physical and mental functioning of the student in his or her daily life tasks.

**17. Paraprofessional:**

Paraprofessionals perform non-instructional duties under the supervision of a teacher. These duties include but are not limited to assisting in physical care tasks and health-related activities as appropriate; assisting students with behavioral/management needs, data collection; and assisting in the use of assistive technology.

**18. NYSAA: New York State Alternate Assessment:**

NYSAA is part of the New York State testing program that measures attainment of the State's learning standards in the areas of English language arts (ELA), mathematics, science, and social studies for all students with severe disabilities in grades 3-8 and high school.

**19. PLOP: Present Levels of Performance:**

This section of a student's IEP identifies the areas of unique needs related to the student's disability and the current level of functioning, including the strengths of the student, related to those areas. This is the foundation on which the CSE builds to identify goals and services to address the student's individual needs.

## GLOSSARY

### **20. Program Modifications:**

Changes made within the classroom needed as a result of the child's disability. Program modifications are designed to create equitable access to education and to remove the obstacles the disability creates. Modifications can be made to adjust the content, methodology and/or delivery of instruction.

### **21. PPS: Pupil Personnel Services:**

The department of Pupil Personnel Services (PPS) provides Special Education and support services. Additionally, we provide assistance to families and support to general education staff and administrators. School nurses, psychologists, social workers, special education teachers, paraprofessionals, speech/language pathologists, occupational therapists and physical therapists are all part of the PPS team within the district. District PPS staff members are also responsible for monitoring the progress of students in programs outside the district.

### **22. PT: Physical Therapy:**

Therapy which uses activities to maintain, improve or restore a child's functioning, including gross motor development, ambulation, balance and coordination in various settings, including but not limited to the classroom, gym, bathroom, playground, staircase and transitions between classes.

### **23. QUEST:**

An elementary school program designed for students who, through an assessment process, are identified as high-performing. QUEST is rooted in curriculum that provides opportunities for accelerated investigation and discovery.

### **24. Related Services:**

Services that may be given to special education students to help support and assist their participation in their school program. These services must be recommended on the IEP and are provided either individually or in groups. Services include: counseling, school health services, occupational therapy, physical therapy, speech/ language therapy, and "other support" services.

### **25. Resource Room:**

A special education program for a student with a disability who is in need of specialized supplementary instruction in an individual or small group setting for a portion of the school day.

## GLOSSARY

**26. School Psychologist:**

School psychologists are uniquely qualified members of school teams that support students' ability to learn. They apply expertise in mental health, learning, and behavior to help children succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community.

**27. Second Step Program:**

An evidence based character education program designed to teach empathy, problem solving, and emotion management to all students.

**28. Self-Contained Class:**

A special class consisting of students with disabilities who have been grouped together because of similar individual needs for the purpose of providing specially designed instruction.

**29. SEPTA: Special Education Parent-Teacher Association:**

A PTA group comprised of parents, caregivers, professionals and staff working together to share information and resources, in order to create an ongoing discussion about issues relating to students with disabilities.

**30. Social Skills:**

Social skills are the verbal and non-verbal skills needed when engaging in interactions with others.

**31. Social Worker:**

A licensed, trained mental health professional who can address mental health concerns, behavioral concerns, and provide positive behavioral support. Social workers also provide academic and classroom support, consultation with teachers, parents and administrators, as well as individual and group counseling/therapy.

**32. SPAM:**

Refers to the present levels of performance which outlines the **S**ocial/emotional, **P**hysical, **A**cademic and **M**otor areas of development on a child's IEP.

## GLOSSARY

### **33. Speech Therapy:**

Intervention services which focus on the evaluation and treatment of communication disorders, voice disorders, and services. Therapeutic intervention is designed to help in the way a child understands and produces sounds and language, with focus on articulation or phonological skills, comprehension, use of syntax, pragmatics, voice production and fluency.

### **34. Testing Accommodations:**

Refers to changes made in the administration of the test in order to remove obstacles to the test-taking process that are presented by the disability without changing the constructs being tested.

### **35. Triennial Re-evaluations:**

An updated evaluation for a student with a disability that follows a three-year cycle. A request for re-evaluation can be made by the student's teacher, parent or school district. Additionally, students with disabilities must be reevaluated once every three years, except when the district and parent agree in writing that a reevaluation is not necessary. A reevaluation may not be conducted more than once a year unless the school and the parent agrees otherwise.





Coming together is a beginning, keeping  
together is progress, working together is  
**SUCCESS**

~ Henry Ford