

Thanks for downloading!

Special Education Lingo is tough to understand. I hope this document will help you have a better understanding of some of the main terms and acronyms used.

Extended School Year is a service specifically offered to students who have an Individualized Education Program.

I'll be very honest with you here, I thought wrong about this most of my career! I thought ESY and summer school were interchangeable terms. They are not. There are very specific regulations to follow when determining whether ESY is appropriate for a student with an IEP. There are seven criteria that should be considered when discussing ESY. One of them is regression, but it is not the only one.

This is another fallacy that I believed for a long time.

No single factor is to be used to determine whether ESY is appropriate or not.

If you have further questions please reach out to me by email

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I'd also love to continue to work with you. We can do that in several ways. You can follow me on Facebook, Instagram, or YouTube.

I offer coaching services for parents and teachers as well.

Please visit www.shelleykenow.com to learn more!



Shelley Kenow
IEP Consultant
Master IEP Coach®

This is not to be construed as legal advice.



7 Extended School Year (ESY) Facts

1. ESY is not available to all students, just those with an IEP during the regular school year.
2. ESY is an IEP Team decision and must be discussed as a team.
3. ESY is decided based on several factors, not just one single criterion.
4. ESY can be given at any time during the year (before or after school, weekends, holiday breaks, summer)
5. ESY is based on the previous year's IEP and should have a plan written specifically for the ESY timeframe.
6. ESY is individualized concerning the nature, duration, and frequency
7. ESY is based on empirical and qualitative data with regards to individual skills retrospectively and also predictive data on recoupment abilities.





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Special EducationLingo Explained

These are the terms/acronyms and explanations of them that I use most often when writing about special education. This is NOT an exhaustive list of all special education terms.

IDEA-Individuals with Disabilities Education Act, originally passed in 1975 as Public Law 94-142, and called the Education for All Handicapped Children Act. It has been updated several times. The last time it was updated was 2004. This law covers ages 3-21, unless the state has a different ending age. Some states stop at age 18 and others stop at age 26.

IEP-INDIVIDUALIZED Education Plan or Program- The document that drives special education. It contains academic and functional present levels of performance, goals and possibly objectives/benchmarks, related services, accommodations and/or modifications, possibly a transition for after high school program, and other administration pages. The purpose of an IEP is to meet the child's unique needs and prepare them for further education, employment, and independent living.

IEP Team-parent, special education teacher, gen ed teacher (if the student is, or may be, participating in the regular education environment), representative of the LEA (local education agency who can make decisions regarding \$\$), someone to interpret evaluation results (usually a school psychologist), the child when appropriate and At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate. This team is sometimes called the **(ARD)** -Admission, Review and Dismissal committee,

IEP Meeting- The meeting that takes place at least once a year with the IEP team to discuss, review, and revise if necessary the most recent IEP. These meetings **MUST** happen at least once a year, but can happen more often if the parent or educators ask for one.

Eligibility-This is what qualifies a student to receive special education. Each one has it's own definition and criteria. The categories are: Autism Spectrum Disorder, Deaf-Blindness, Deafness, Developmental Delay, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, and Traumatic Brain Injury. Additionally, some states may include Visual Impairment, including Blindness as a separate category. **NOTE:** A medical diagnosis does not automatically qualify a child for an IEP.

FAPE-Free Appropriate Public Education-This means that your child with a disability has the right to receive special education and related services that are provided at public expense, under public supervision and direction, and without charge. The education must meet the standards of the State Education Agency, include an appropriate preschool, elementary, or secondary school education, and be provided in



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conformity with an Individualized Education Program (IEP).

Parent Concern/Input Letter-Parent Concerns-etc state in this letter what your concerns are, that you want to address these concerns at the IEP meeting, and you would like these entered in exactly as you have them written to your child's IEP

PWN Prior Written Notice A formal written communication from the school to parents regarding significant decisions about a child's special education. This notice is required before the school proposes to initiate or change the identification, evaluation, educational placement, or provision of FAPE for a child, or refuses to do so. It must include a description of the action proposed or refused, an explanation of why the school proposes or refuses to take the action, a description of other options considered and why those options were rejected, a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action, a description of any other factors relevant to the proposed or refused action, and information about parental rights, including how to obtain a copy of procedural safeguards.

PLOP-Present Levels of Performance-Present levels of Academic Achievement and Functional Performance-POSITIVES first and foremost, then discuss what needs to be strengthened, this directs and guides the goals and objectives. This will cover academic areas, functional, independent functioning, Gross/Fine Motor, Vocational, Speech, Social/Emotional

OT-Occupational Therapy-works on fine motor and sensory issues

PT-Physical Therapy-works on gross motor functions

SLP-speech language pathologist-works on everything involved with speaking/language, and communication

LRE-Least Restrictive Environment-To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.

Continuum of placements-The LRE ranges from the general education classroom with no supports (80- 85% of students) to general education with supports, minimal to maximal pull out of general education to a special education setting within the home school, complete removal from general education into all special education within the home school, removal from home school to a therapeutic day/alternative behavioral, removal to a residential facility, and finally hospitalized and homebound (less than 1%). Students can move anywhere within this continuum. Schools always have to be mindful of what is least restrictive for the student.

FBA-Functional Behavioral Analysis/Assessment- This is an evaluation that helps determine the function of the behavior. This is an evaluation completed by a team of properly trained professionals. These DO NOT



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have to be completed by a behavior therapist. Typically, the trained professionals are the school psychologist, special education teachers, a behavior interventionist or behavior therapist/analyst, and in some cases, administration.

BIP-Behavior Intervention Plan-A plan developed by the IEP Team that gets included in the IEP and is as valid as any other part of the IEP to describe exact steps to be followed when behaviors arise in the student...**DO NOT** have to have an eligibility of ED in order to have this...the behavior must be significant enough that it impedes the student's learning or the learning of others. This document shows what the educators and the environment will be in order to best support the students' needs. It is **not** what the student will do differently.

IEE-Independent Education Evaluation-evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question. A parent would request an IEE if they disagree with the evaluation completed by the school district.

ECE- or **ECSE** Early Childhood Education or Early Childhood Special Education- Typically, this is education between the ages of 3-5 years old and before the child enters kindergarten.

EC or **ECE**-Exceptional Children or Exceptional Children Education- Some states use these acronyms to refer to special education

ESY-Extended School Year- any schooling that happens beyond the normal school day and/or calendar. This can be on holiday breaks, before or after school, but typically happens only in the summer. **ESY IS NOT** the same as summer school. All students with an IEP are eligible for ESY, but the IEP team will determine if it is appropriate. If it is appropriate, the ESY will be based on the current IEP.

Transition Plan -The plan that is developed to ensure the student is well prepared for further education, employment, and independent living. This plan is developed by the IEP team and must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. The transition plan begins no later than the first IEP to be in effect when the child turns 16 years of age, or younger if determined appropriate by the IEP Team.