

WRS Action Plan 2011-2012 Glossary:

AMO: Annual Measurable Objective: The annual target expected to be met in order to make the progress necessary to achieve the goal of an index of 500 by the year 2014. (When all students reach proficiency in meeting the VT Learning Standards)

Rtl: Response to Intervention – a multi-tier approach to the early identification and support of students with learning and behavior needs. The Rtl process begins with high quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning with services provided by general education teachers, special educators and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Education decisions are based on individual students' response to instruction with evidence of student learning guiding decisions.

Fountas and Pinnell Benchmark Reading System: An assessment tool that provides teachers with the reading levels of students, as well as fluency and comprehension levels. Created by Irene Fountas and Gay Su Pinnell

Vermont Item Bank Assessments: A bank of reading, writing and math assessments that align with the VT state learning standards. These assessments were developed by the VT Department of Education and VT educators.

NECAP- New England Common Assessment Plan: The state of Vermont Department of Education collaborated with Maine, New Hampshire and Rhode Island to develop an assessment that measures achievement levels of students in grades, 3-8 and grade 11. These assessments measure achievement in reading, writing, mathematics and science related to the VT State Learning Standards.

AYP- Adequate Yearly Progress: A system that the state of Vermont uses to measure each school's achievement over time as we work to meet the target required in the No Child Left Behind Legislation that requires all third-eleventh graders to demonstrate proficiency by the year 2014. (Regardless of impairment or disability)

Lowest Confidence Boundary- A statistical measure used to determine an acceptable range in which students demonstrate meeting the Annual Measurable Objective. If a school's index is on the LCB or higher, the school meets AYP on its index. Confidence limits are the lower and upper boundaries / values of a confidence interval, that is, the values which define the range of a confidence interval. The upper and lower bounds of a 95% confidence interval are the 95% confidence limits.

LSB – Local Standards Board – In compliance with the Vermont Department of Education's Licensing Office, the Hartford School District has a local committee of educators (the LSB) that review and approve professional development requests as well as manage educators' license questions based on the Vermont Standards for Professional Educators.

EST - Education Support Team - Within each school district's comprehensive system of educational services, Title 16 of the Vermont Statutes requires each public school to develop and maintain an educational support system (ESS) for children who require additional assistance in order to succeed in the general education environment. Support includes prevention, intervention, and pre-school services. The educational support system is required to include an educational support team (EST) and a range of support and remedial services, including instructional and behavioral interventions and accommodations.

IEP – Individual Education Plan - The Individual Education Program Plan (IEP) is a written plan/program developed by the schools special education team with input from the parents and specifies the student's academic goals and the method to obtain these goals. The plan also identifies transition arrangements. The law expects school districts to bring together parents, students, general educators and special educators to make important educational decisions with consensus from the team for students with disabilities. Those decisions will be reflected in the IEP.

504 Plan and IDEA –: Section 504 of the Rehabilitation Act guarantees an appropriate special education as well as accessibility to regular education programs. It requires that all children with disabilities be provided a free, appropriate public education in the least restrictive environment. A person with a disability under Section 504 is any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment. This definition differs from that found in the Individuals with Disabilities Education Act (IDEA), which defines specific disabling conditions. Because of this difference, some individuals who are not qualified for special education under IDEA may be qualified for special services under Section 504. In addition to students who are eligible under the definition of Section 504 but not under the definition of IDEA, there may also be students who have a disability according to both definitions but do not require special education. For example, some students who use wheelchairs may be qualified under both definitions. They may not require special education, but they may require special accommodations under Section 504.