

GLOSSARY OF TERMS, SERVICES AND ACTIVITIES

ARD (Admission Review and Dismissal) — Placement in some special programs is based on assessment on each campus is conducted by qualified Speech/Language Pathologists, Educational Diagnosticians, and Licensed Specialists in School Psychology. Any student suspected of having a disability that will qualify them for special education services may be assessed. This group of professionals is responsible for reevaluation to determine continued eligibility for services as well as initial evaluation of students.

At the elementary level, services are provided to students in a variety of settings. Most elementary schools have resource, SAIL (content mastery), mainstream, and a model of inclusion. Some schools provide cluster sites, which serve a cluster of schools in the same geographic area. Cluster sites include Functional Life Skills (specialized instruction in functional academics and life skills), ACHIEVE (specialized instruction in social and behavioral skills in a structured classroom), Structured Teaching Model (specialized instruction in communication/behavior disorders in a highly structured classroom setting) and Resource Plus (specialized instruction and support in academic and social skills). All decisions, regarding placement and services, are made on an individual basis by an ARD/IEP Committee. Students must receive services in the least restrictive environment with an emphasis on access to the general education curriculum.

Through consultation and training, the **Autism/PDD** Specialist supports general and special education staff in providing quality services to eligible students. The role of the specialist includes developing systems of support to maintain students in the least restrictive environment and coordinating support services to parents, including parent workshops, in-home parent training services and individual consultation.

COMET JUMP – P.E./Wellness sponsors a jump rope team. Funded by the American Heart Association, the team travels to other elementary schools for performances in the spring months. After-school practice is required.

COOK-OUT – Food Services conducts a school-wide Cook-Out at regular school lunch times. Parents and siblings are invited to join students for a grilled hamburger lunch. Weather permitting, students and guests eat picnic-style – lawn chairs and blankets scattered around school grounds. Reservations are necessary and volunteers are needed.

EARLY RELEASE – Students are released 2 hours early from regular school hours – 12:45. Typically these are 3 days in the fall associated with parent/teacher conferences and 3 days in the spring.

FALL FLING – This event is usually held a few days prior to the beginning of school in August. PTA offers this time to sign up for some of the following: PTA membership; student yearbooks; t-shirts; volunteer opportunities; Scouts/Camp Fire Girls, etc.; PTA committees; student lunch accounts and much more. Students bring their school supplies (if not pre-ordered), find their classroom and meet their teacher.

FAMILY FUN FEST – PTA organized carnival style festival. Homeroom parents organize and run booths. Silent auction has grade level gift baskets, gifts and services from teachers, community donations and much, much more. This is the major PTA spring fundraiser.

FIELD DAY – Coaches orchestrate a 2-hour block of physical activity stations for students at Trailhead Park. Volunteers are necessary to facilitate the activities.

GALLERY NIGHT – Art is displayed throughout the school building. Each student has the opportunity to select and name the work from his/her portfolio to be displayed. This event is usually in conjunction with the April PTA meeting.

IEP – Individual Educational Plan is required for every student receiving services through Special Education.

INNISBROOK WRAPPING PAPER SALE – PTA conducts a sale of wrapping paper and gifts. There are no student door to door sales. This is the major fall PTA fundraiser.

Itinerant VI Certified Teachers provide services for students with visual impairments. These teachers travel to the students' assigned schools or educational settings to provide consultative services and/or direct instruction. Programming adaptations and modifications are made available in the students' learning environment. Specific skills training, unique to the visual impairment, is assured, (e.g. Braille, large print, low vision aides, tactile and recorded materials, assistive technology, and daily living skills.)

The **Occupational Therapy** team uses purposeful, goal directed activities to enable a student with a disability to benefit from special education services. Specifically, therapy is designed to assist in the development of skills that are prerequisites to academic learning within the educational setting. Depending on student needs, it may include improving gross and fine motor skills, coordination, adapting environments, organizing and using materials appropriately, and/or developing routines for dressing and feeding skills. Delivery of OT services in the educational setting is distinctly different from clinically based, medically necessitated treatment. Eligibility for this support service is determined by formal assessment, requested by the ARD/IEP Committee or via the diagnostician as a part of the initial evaluation.

P.E. FAMILY NIGHTS – Parents and students of a grade level are invited on a designated Tuesday evening to participate in activities organized by the coaches. These activities represent skills and activities that are relevant to the particular grade level.

The **Physical Therapist** plans and implements programs that will help students meet their educational goals and objectives and benefit from special education services. The therapist is concerned with facilitating the child's overall performance in the classroom, considering the student's developmental level and physical disability. Services are provided to enhance independent functioning and may include positioning, strengthening, modifications and adaptations to the environment. Although medical concerns are significant, rehabilitation is not the focus of school based physical therapy. Eligibility for this special education support service is determined by assessment requested by the ARD/IEP Committee or via the diagnostician as a part of the initial evaluation

The **PPCD** (Preschool Program for Children with Disabilities) program provides classroom-based and support services to eligible 3, 4, and 5 year old children. Services may be provided on campus or in some cases, day care or home bound settings. Parent-professional collaboration is an integral part of the PPCD program.

SCHOOL SUPPLY SALE – PTA pre-sale of school supplies for the following school year is conducted in the Spring. Families are encouraged to buy the supplies to get the grade specific supplies requested by grade level teachers. Supplies are delivered to the school and student classrooms before the first day of school.

SCIENCE DAYS – Grade level Science Days are organized by PTA volunteers. Each grade level had a dedicated day filled with "scientific" activities. These days are usually scattered January – March.

SKATING PARTIES – PTA sponsors these parties at Skate World (located on Anderson Mill Road) on Wednesday evenings several times a year. Profits benefit the PTA. Students must have signed permission slips and are encouraged to wear helmets.

Certified **Speech Language Pathologists** provide services to students who have been identified through the evaluation process as having a disability in speech and/or language. Services are provided in both general and special education settings. In addition, the district employs two augmentative communication specialists to provide specialized consultation to staff working with students who require augmentative communication devices.

STAFF DEVELOPMENT/STAFF PREPARATION DAY – Teachers and staff attend staff development or prepare classrooms on these days. Students do not attend school.

TAKS – Texas Assessment of Knowledge and Skills – Testing for students in grades 3, 4 and 5. Measures are given in writing (gr. 4), math (gr. 3,4,5), reading (gr. 3,4,5) and science (gr.5). Students in grade 3 must pass the TAKS Reading test as one condition for promotion to grade 4. Students in grade 5 must pass both the TAKS Reading and Math test as one condition for promotion to grade 6.