

## **Glossary of Terms and Acronyms**

**Accommodation:** a change in the usual way of doing things so someone's needs can be met.

**ACT and SAT:** Standardized tests which attempt to measure students' potential to do well in college; Wisconsin colleges/universities that require standardized test scores request ACT, which is designed to assess high school students' general educational development and their ability to complete college-level work. It covers four areas: English, mathematics, reading and science reasoning.

**Americans with Disabilities Act (ADA):** Civil rights legislation passed in 1990 prohibiting discrimination in employment and public services based solely on a person's status as an individual with a disability.

**Aging & Disability Resource Center (ADRC):** ADRCs serve as single points of entry into the long-term supports and services system for older adults and people with disabilities. Sometimes referred to as "one-stop shops" or "no wrong door" systems, ADRCs address many of the frustrations consumers and their families experience when trying to find needed information, services, and supports.

**Apprenticeship:** A time during which a person learns a trade or occupation, sometimes as part of a trade union program.

**Aptitude:** A person's ability to learn; talent or quickness in learning, and understanding in particular areas.

**Career Fairs:** Events in high schools, colleges, or communities that offer the opportunity to talk with people who work in a variety of jobs and who will answer questions about their companies and about the preparation it takes to enter their fields.

**Case Manager:** The case manager is the special education cross categorical teacher or S/L Therapist assigned to lead the implementation and coordination of a student's IEP services and IEP meetings.

**Children's Long Term Support Waivers (CLTS Waivers):** Children's Long Term Support Waivers are three Medicaid Home and Community-based Waivers serving children under age 22 who have physical disabilities, developmental disabilities, and "severe emotional disturbances" and need long-term supports. Supports and services are provided in the child's home and community.

**Client Assistance Program (CAP):** This program assists applicants and clients of DVR to resolve disputes over services and responds to questions on what DVR can or cannot do.

**Community Experiences:** Services provided by schools and/or other agencies in community settings such as work experience, job site training, community counseling, recreational services, and independent living.

**Community Integration Program (CIP):** CIP is a Medicaid Home and Community-based Waiver for adults with developmental disabilities.

**Competitive Employment:** Employment found in vocational settings within the community that require no additional support from the MMSD or a community agency.

**Department of Public Instruction (DPI):** This is the agency which is charged with providing direction and technical assistance for public elementary and secondary education. It distributes and monitors federal and state monies used for education. It provides guidance on laws and policies regarding public education. For more information visit DPI's website: <http://dpi.wi.gov>

**Division of Vocational Rehabilitation (DVR):** A state agency within the Department of Workforce Development that obtains, maintains, and improves employment for people with disabilities.

**Extended School Year (ESY):** ESY is special education and related services described in IDEA provided to children with disabilities beyond the school term. It is provided in a consistent manner with a child's IEP. IN the MMSD, ESY is provided to special education students:

- Who are at a critical stage of skill acquisition at the end of the spring term **or**
- Who have demonstrated significant regression of learned skills during breaks in instruction and failed to recoup those skills in a reasonable time when instruction resumed.

**Extracurricular Activities:** Doing things that are not part of the academic requirements or homework at school. Volunteering at the humane society, working on or acting in plays, participating in sports, and belonging to scouts, 4H, or FFA are a few examples of extracurricular activities.

**Free Appropriate Public Education (FAPE):** FAPE includes special education and related services that:

- are provided at public expense and under public supervision and direction, meet the standards of DPI,
- include an appropriate preschool, elementary or secondary school education and transition to post secondary options, and
- are provided in conformity with an IEP. School districts are required to make FAPE available to all children enrolled in special education in their district.

**Functional Vocational Evaluation:** An informal assessment process that looks at student's interests, experiences and performances in natural environments in order to develop appropriate accommodations that lead to integrated employment and vocational skills. For many students with disabilities, standardized vocational assessment, including interest inventories are invalid and unreliable. Assessments can be completed by high school staff and/or the Division of Vocational Rehabilitation.

**Individual Education Program (IEP):** The educational plan for a student with a disability that includes a description of the student's present level of performance, annual goals and objectives, a statement of transition services and a description of service needs.

**Individuals with Disabilities Education Act (IDEA):** A federal law that ensures a free appropriate public education (FAPE) for all students with disabilities.

**Individualized Plan for Employment (IPE):** This plan outlines how DVR-eligible consumers will achieve their work goals and what services will be provided. It is the roadmap to their vocational rehabilitation.

**Individualized Service Plan (ISP):** Individualized Service Plan for CIP/COP/County Services/CLTS Waivers.

**Interest Inventories:** Verbal, written or computer exercises that help a person identify what jobs might be a good fit for them based on things they like to do and activities they like to participate in.

**Job Shadowing:** Finding out about different occupations and kinds of work environments by following and watching people actually do the jobs.

**Measurable Postsecondary Goals:** A statement that articulates what a student (beginning at age 14 or younger if determined appropriate by the IEP team) would like to achieve in the following areas: training/education, employment and (where appropriate) independent living. The measurable postsecondary goals are based on age appropriate transition assessment and the student's strengths, preferences, and interests.

**Military:** Army, Navy, Air Force, Marines, Coast Guard or National Guard.

**Modifications:** will always vary based on the individual student's needs. Modifications of policies and practices are not required when it would fundamentally alter the nature of the service, program, or activity.

**On-the-Job-Training:** Knowledge and skills that a person acquires while they are in the workplace, already doing some activities related to an existing position description.

**Person-Centered Planning:** A set of approaches designed to assist individuals as they plan their life, goals, and needed supports.

**Plan to Achieve Self-Support (PASS):** PASS is an SSI provision to help individuals with disabilities return to work. PASS lets disabled individuals set aside money and/or things they own to pay for items or services needed to achieve specific work goals.

**Postsecondary:** This term refers to activities occurring after high school and can include employment, education, living, national services, military, etc.

**Postsecondary Education:** Any formal education following high school.

**Rehabilitation Act (Rehab Act):** The Rehab Act states that individuals with disabilities have the right to live on their own, make their own decisions, work in careers they like, contribute to society, and fully be part of their community. This law provides funds for vocational rehabilitation services to train and place people with disabilities on jobs. The Division of Vocational Rehabilitation (DVR) is the agency in Wisconsin that applies this law.

**Self-Advocacy Skills:** Self-advocacy is the art of speaking up for yourself and your needs and being able explain a disability clearly and concisely. Once people understand the disability, they may need to know what kinds of actions of things can help overcome a disability. The combination of skills of being able to explain your disability and to speak in favor of the ways of overcoming the barriers brought on by that disability is called self-advocacy.

### **Self-Directed Support (SDS)**

### **Social Security Administration (SSA)**

### **Social Security Disability Income (SSDI)**

**Summary of Performance:** A summary of a student's academic achievement and functional performance, and recommendations provided to the student during the last year of high school (prior to earning a diploma or aging out of eligibility for services provided through IDEA).

### **Supplemental Security Income (SSI)**

**Supported Employment:** Individual support services designed to assist individuals with disabilities to work as successfully and independently as possible in their community.

**Transcript:** An official record, kept by a school, of the courses taken, and the grades earned, by a particular student. Some employers require a copy of a transcript sent directly by the school: others will accept a copy of a student's records and grades.

**Transition Services:** Transition Services means a coordinated set of activities for a child with a disability that:

- (A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation;
- (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests and
- (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and when appropriate, acquisition of daily living skills and functional vocational evaluation.

**Wisconsin Statewide Transition Initiative (WSTI):** Wisconsin Statewide Transition Initiative is a discretionary grant funded by the Wisconsin Department of Public of Instruction.