

ABBRE V.	TERM	CFR	DEFINITION
APE	Adapted Physical Education	20 U.S.C. 1401; 34 CFR 300.39(2)(3)	Adapted physical education (also called specially designed or special physical education) is instruction in physical education that is designed on an individual basis specifically to meet the needs of a child with a disability.
AT	Assistive Technology	20 U.S.C. 1401(1); 34 CFR 300.5	Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.
AU	Autism (educational category of disability)	20 U.S.C. 1401(3); 1401(30); 34 CFR 300.8; 115C-106.3(1)(2)	Means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotypical movements, restricted interests, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
DB	Deaf-blindness (educational category of disability)	20 U.S.C. 1401(3); 1401(30); 34 CFR 300.8; 115C-106.3(1)(2)	Deaf-blindness means hearing and visual impairments that occur together, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
Deaf	Deafness (educational category of disability)	20 U.S.C. 1401(3); 1401(30); 34 CFR 300.8; 115C-106.3(1)(2)	Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects the child's educational performance.
DD	Developmental Delay (educational category of disability)	20 U.S.C. 1401(3); 1401(30); 34 CFR 300.8; 115C-106.3(1)(2)	Developmental delay means a child aged three through seven, whose development and/or behavior is delayed or atypical, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who, by reason of the delay, needs special education and related services.
EC or ECD	Exceptional Children Department		Another term for special education, frequently used for the administrative structure of an local school district (or LEA) or state education agency (SEA)
ESY	Extended School Year	20 USC 1412(a)(1) 34 CFR 300.106	<p>300.106(a) General.</p> <p>(1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section.</p> <p>(2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with Sec. Sec. 300.320 through 300.324, that the services are necessary for the provision of FAPE to the child.</p> <p>(3) In implementing the requirements of this section, a public agency may not--</p> <ul style="list-style-type: none"> (i) Limit extended school year services to particular categories of disability; or (ii) Unilaterally limit the type, amount, or duration of those services. <p>300.106(b) extended school year services means special education and related services that--</p> <ul style="list-style-type: none"> (1) Are provided to a child with a disability-- <ul style="list-style-type: none"> (i) Beyond the normal school year of the public agency; (ii) In accordance with the child's IEP; and (iii) At no cost to the parents of the child; and

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			(2) Meet the standards of the SEA.
FAPE	Free and Appropriate Public Education	20 U.S.C. 1401(9); 34 CFR 300.17; 115C-106.3(4)	Free appropriate public education or FAPE means special education and related services that-- (a) Are provided at public expense, under public supervision and direction, and without charge; (b) Meet the standards of the SEA, including the requirements of IDEA; (c) Include an appropriate preschool, elementary school, or secondary school education; and (d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of NC 1503-4 and NC 1503-5.1.
FERPA	Family Educational Rights and Privacy Act	20 U.S.C. 1232g; USC 1412(a)(8); 1417(c) CFR 34 Part 9920; 300.625(b); 300.611(b); 300.612(a)(1-4); 303.401(b)	300 F 300.612(a) The SEA must give notice that is adequate to fully inform parents about the requirements of Sec. 300.123, including-- (1) A description of the extent that the notice is given in the native languages of the various population groups in the State; (2) A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the State intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information; (3) A summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and (4) A description of all of the rights of parents and children regarding this information, including the rights under FERPA and implementing regulations in 34 CFR part 99. Parental consent must be obtained prior to releasing any personal or education information beyond the LEA.
HI	Hearing Impairment (educational category of disability)	20 U.S.C. 1401(3); 1401(30); 34 CFR 300.8; 115C-106.3(1)(2)	Hearing impairment means impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section. The term "hard of hearing" may be used in this capacity.
HIPAA	Health Insurance Portability and Accountability Act	45 CFR 160; 162; 164	Federal legislation that protects health information and records. This law set national standards for the protection of individually identifiable health information by three types of covered entities: health plans, health care clearinghouses, and health care providers who conduct the standard health care transactions electronically. Compliance with HIPAA was required as of April 14, 2003
ID	Intellectual Disability (educational category of disability)	20 U.S.C. 1401(3); 1401(30); 34 CFR 300.8; 115C-106.3(1)(2)	Intellectual disability means significantly subaverage general intellectual functioning that adversely affects a child's educational performance existing concurrently with deficits in adaptive behavior and manifested during the developmental period.
IDEA	Individuals with Disabilities Education Act	20 USC 1400; CFR §611-619	Federal legislation governing educational programs for individuals with disabilities. Last re-authorized in 2004, Complete regulations available at: idea.ed.gov
IEP	Individualized Education Program	20 U.S.C. 1401(14); 34 CFR 300.22; 115C-106.3(8))	Individualized education program or IEP means a written statement for a child with a disability that is developed, reviewed, and revised in accordance with NC 1503-4 through NC 1503-5.1.
IHP	Individualized Health Plan		The IHP is a specially adapted care plan for use in the school setting, developed for students with health concerns requiring management at school. It provides a format for summarizing key information, synthesizing a

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			problem statement based on a nursing diagnosis, and formulating goals and a plan for action. It enhances communication among health providers, school staff, administrators, health aids and family. It also helps in directing comprehensive and high quality health care. An IHP is developed for any student whose health problem could be a deterrent to learning and who could benefit from special interventions from the school nurse and from the teacher or other school personnel. An IHP is a component of a nursing care plan that is written in terms that are understandable to school personnel and non-nursing care givers.
ITP	Individualized Transition Plan		An Individualized Transition Plan is a written document which captures goals, strategies, responsibilities and specifics to prepare a high school student for all aspects of adulthood, including employment, continued education and independent living.
LEA	Local Education Agency	20 U.S.C. 1412; 34 CFR 300.114; 115C-106.3(10)	Local educational agency means a public board of education or other public authority legally constituted within the State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of the State, or for a combination of school districts or counties as are recognized in the State as an administrative agency for its public elementary schools or secondary schools.
LRE	Least Restrictive Environment	20 U.S.C. 1412; 34 CFR 300.114; 115C-106.3(10)	Least restrictive environment means that, to the maximum extent appropriate, children with disabilities shall be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
MD	Multiple Disabilities (educational category of disability)	20 U.S.C. 1401(3); 1401(30); 34 CFR 300.8; 115C-106.3(1)(2)	Multiple disabilities means two or more disabilities occurring together (such as intellectual disability-blindness, intellectual disability-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.
NC DPI or NCDPI or SEA	North Carolina Department of Public Instruction	20 U.S.C. 1401(32); 34 CFR 300.41)	The State Educational Agency for North Carolina. State educational agency or SEA means the State board of education responsible for the State supervision of public elementary schools and secondary schools.
OCS	Occupational Course of Study		
OHI	Other Health Impaired (educational category of disability)	20 U.S.C. 1401(3); 1401(30); 34 CFR 300.8; 115C-106.3(1)(2)	Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette's Syndrome, etc.; and adversely affects a child's educational performance.
OI	Orthopedic Impairment (educational category of disability)	20 U.S.C. 1401(3); 1401(30); 34 CFR 300.8; 115C-106.3(1)(2)	Orthopedic impairment means a severe physical impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures, etc.).
OT	Occupational Therapy	CFR 300 A 300.34(c)(6)	Occupational therapy is a service provided by a qualified occupational therapist. It includes improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation and improving ability to perform

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			tasks for independent functioning if functions are impaired or lost; as well as preventing, through early intervention, initial or further impairment or loss of function.
	Post-secondary Transition	20 U.S.C. 1401 (34); CFR 300.43 (a)	Post-secondary Transition is a results-oriented process, focused on improving the academic and functional achievement of the student with a disability to facilitate movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation.
PLAAF P	Present Level of Academic and Functional Performance		The Present Level of Academic and Functional Performance provides a current, data-rich summary of what the student can and cannot do in terms of both academic achievement and functional performance. The PLAAF establishes a baseline for monitoring of progress. It describes the relative strengths of the student as well as needs resulting from the disability and the effects of the disability on involvement and progress in the general education curriculum.
PM	Progress Monitoring	20 U.S.C. 1414(a)—(c); 34 CFR 300.15	Progress monitoring refers to a systematic, frequent collection of individual performance data. The measures are repeated over time and charted for the purposes of documenting and quantifying rates of improvement, and to evaluate the effectiveness of the instruction.
PT	Physical Therapy	CFR 300 A 300.34(c)(9)	Physical therapy means services provided by a qualified physical therapist.
RS	Related Service	20 U.S.C. 1401(26); 34 CFR 300.34; 115C-106.3(18)	Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. Related services include, but are not limited to, speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools and parent counseling and training.
RSP	Related Service Provider		Medical and health service providers with special expertise and or training, such as speech-language pathologists, school nurses, occupational therapists, orientation and mobility specialists, physical therapists and audiologists among others.
SAS	Supplementary Aids and Services	20 U.S.C. 1401(33); 34 CFR 300.42	Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extra-curricular and non-academic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with the least restrictive environment requirements.
SDI	Specially Designed Instruction	CFR 300 A 300.39(b)(3)	(3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction-- (i) To address the unique needs of the child that result from the child's disability; and (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. Instruction that is developed and delivered according to an individual student's unique needs and abilities.
SEA	State Education Agency		The state level educational entity charged with oversight of special education programs in that state.
SED	Serious emotional disability (educational)	20 U.S.C. 1401(3); 1401(30); 34 CFR	Serious emotional disability (hereafter referred to as emotional disability) means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

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	category of disability)	300.8; 115C-106.3(1)(2)	(A) An inability to make educational progress that cannot be explained by intellectual, sensory, or health factors. B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (C) Inappropriate types of behavior or feelings under normal circumstances. (D) A general pervasive mood of unhappiness or depression. (E) A tendency to develop physical symptoms or fears associated with personal or school problems. Serious emotional disability includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (b)(5)(i).
SLD	Specific Learning Disability (educational category of disability)	20 U.S.C. 1401(3); 1401(30); 34 CFR 300.8; 115C-106.3(1)(2)	Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the impaired ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
SLI	Speech-Language Impairment (educational category of disability)	20 U.S.C. 1401(3); 1401(30); 34 CFR 300.8; 115C-106.3(1)(2)	Speech or language impairment means- (i) A communication disorder, such as an impairment in fluency, articulation, language, or voice/resonance that adversely affects a child's educational performance. (ii) Language may include function of language (pragmatic), the content of language (semantic), and the form of language (phonologic, morphologic, and syntactic systems). (iii) A speech or language impairment may result in a primary disability or it may be secondary to other disabilities.
SLP Services	Speech-Language Pathology services (may be direct or related services)	CFR 300 A 300.34(c)(15)	(15) Speech-language pathology services includes-- (i) Identification of children with speech or language impairments; (ii) Diagnosis and appraisal of specific speech or language impairments; (iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments; (iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and (v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.
SWD/CWD	Student/child with a disability	20 U.S.C. 1401(3); 1401(30); 34 CFR 300.8; 115C-106.3(1)(2)	Child with a disability means a child evaluated in accordance with NC 1503-2 through NC 1503-3 as having autism, deaf-blindness, deafness, developmental delay (applicable only to children ages three through seven), hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, serious emotional disability, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment (including blindness), and who, by reason of the disability, needs special education and related services.
TBI	Traumatic Brain Injury (educational category of disability)	20 U.S.C. 1401(3); 1401(30); 34 CFR 300.8; 115C-106.3(1)(2)	Traumatic brain injury means an acquired injury to the brain caused by an external physical force or by an internal occurrence resulting in total or partial functional disability and/or psychosocial impairment that adversely affects a child's educational performance. Causes may include but are not limited to, open or closed head injuries, cerebrovascular accidents (e.g., stroke, aneurysm), infections, kidney or heart failure, electric shock, anoxia, tumors, metabolic disorders, toxic substances, or medical or surgical treatments. The brain injury can occur in a single event or can result from a series of events (e.g., multiple concussions). Traumatic brain injury also can occur with or without a loss of consciousness at the time of injury. Traumatic brain injury may result in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does

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			not apply to brain injuries that are congenital or degenerative, but can include brain injuries induced by birth trauma.
VI	Visual Impairment (educational category of disability)	20 U.S.C. 1401(3); 1401(30); 34 CFR 300.8; 115C-106.3(1)(2)	Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. A visual impairment is the result of a diagnosed ocular or cortical pathology.
VR	Vocational Rehabilitation	Title I D 652(b)(1)(B)	(1) In general.--In order to be considered for a grant under this subpart, a State educational agency shall establish a partnership with local educational agencies and other State agencies involved in, or concerned with, the education of children with disabilities, including-- (A) not less than 1 institution of higher education; and (B) the State agencies responsible for administering part C, early education, child care, and vocational rehabilitation programs. Vocational Rehabilitation is a separate state agency charged with assisting citizens with disabilities to prepare for, obtain, keep and progress with work and partner with LEAs to this end.