

## Section 6

### Glossary

**ABA** – Applied Behavior Analysis.

**Accommodation** - Practices and procedures, in accordance with the Maryland Accommodations Manual, that provide students with disabilities equitable access during instruction and to assessments in the areas of:

- (1) Presentation;
- (2) Response;
- (3) Setting; and Scheduling.

**Act** - The Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

**Academic Life Skills (ALS) Programs** – Howard County Public School System regional and school-based programs designed for elementary, middle, and high school students assessed with the Alternate Maryland State Assessment (Alt-MSA). These programs provide instruction and related services in a variety of settings to meet the needs of each student. Based on student needs outlined in the Individualized Education Program (IEP), students receive their instruction in self-contained and/or general education classes with access to general education curriculum and extracurricular school activities as appropriate. Students are referred to the Academic Life Skills Programs through the school IEP team process, which includes the parents and representatives from the Department of Special Education and possible receiving schools.

**Adapted Physical Education** – Specially designed instruction in physical education for a student with a disability, taught by either the regular physical education teacher assigned to the school or an itinerant teacher of adapted physical education.

**ADHD** – Attention-Deficit/Hyperactivity Disorder.

**ALS** – Academic Life Skills.

**APE** – Adapted Physical Education.

**Assessment** - The process of collecting data in accordance with Regulation .05 of this chapter, to be used by the IEP team to determine a student’s need for special education and related services.

**AT** – Assistive Technology.

**Assistive Technology Device** –

- (1) “Assistive technology device” means an 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 student with a disability, in accordance with 34 C.F.R. §300.5.

- (2) Does not include a medical device that is surgically implanted, or replacement of the device.

**Assistive Technology Service –**

- (1) “Assistive technology service” means a service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device,
- (2) “Assistive technology service” includes:
  - a) The evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student’s customary environment;
  - b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;
  - c) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
  - d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
  - e) Training or technical assistance for a student with a disability or, if appropriate, the student’s family; and training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services, employ, or are otherwise substantially involved in the major life functions of a student with a disability, in accordance with 34 C.F.R. §300.6.

**At No Cost –**

- (1) The provision of all specially designed instruction without charge.
- (2) Does not include incidental fees that are typically charged to students without disabilities or to parents as a part of the regular education program consistent with 34 C.F.R. §300.39(b)(1).

**Attention-Deficit/Hyperactivity (ADHD) –** A persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development. A child with ADHD may be eligible under IDEA if the child’s condition meets one of the disability categories, and because of that disability the child needs special education and related services.

**Audiology –**

Services which include:

- (1) Identification of students with hearing loss;
- (2) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
- (3) Provision of habilitative activities such as language habilitation, auditory training, speech reading (lip reading), hearing evaluation, and speech conservation;
- (4) Creation and administration of programs for the prevention of hearing loss;
- (5) Counseling and guidance of students, parents, and teachers regarding hearing loss; and determination of the student’s need for group and individual amplification,

selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

**Autism** - A developmental disability which:

- (1) Does not include emotional disability as defined in COMAR 13A.05.01.03B (23) of this regulation;
- (2) Significantly affects verbal and non verbal communication and social interaction;
- (3) Is generally evident before 3 years old;
- (4) Adversely affects a student's educational performance; and
- (5) May be characterized by:
  - a) Engagement in repetitive activities and stereotyped movements,
  - b) Resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

**Baseline** – The beginning point for measurement, prior to intervention or treatment, necessary to determine or measure the effectiveness of the intervention or treatment.

**Behavioral Intervention Plan** – A written plan of strategies, including positive behavioral intervention strategies, to address a student's behavior when that behavior impedes his or her learning or that of others.

**BIP** – Behavioral Intervention Plan.

**Business day** - A day when a public agency is open for business whether or not students are required to be in attendance for instruction.

**Career and technology education** - Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

**Charter school** - A school that operates under the supervision of the public chartering authority in accordance with Education Article, §9-102, Annotated Code of Maryland.

**CDC** – County Diagnostic Center.

**Chapter** - Maryland State COMAR 13A.05.01.

**Common Core State Standards** – The goals and objectives for the general education curriculum that have been defined for each subject at each grade level. These goals and objectives define what students should know and be able to do in each of the content areas.

**Community Services for Autistic Adults and Children (CSAAC)** – A group of programs and services that is available for adults and children with autism and other severe disorders of communication and behavior.

**Consent** - A parent:

- (1) Has been fully informed of all information relevant to the activity for which consent is sought, in the parent's native language or other mode of communication;
- (2) Understands and agrees in writing to the carrying out of the activity for which the parent's consent is sought, and the consent describes that activity and lists the records, if any, that will be released and to whom; and understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.

**Consultation** - Services provided to a teacher, parent, or other service provider, regarding a specific student, designed to support and enhance the implementation of a student's IEP.

**Continuum of services** – The range of services and or placements in which a student with a disability may receive some or all of his or her individualized education program (IEP); ranging from less restrictive to more restrictive (consultation services, general classroom, general classroom with resource services, special class, day school, residential treatment facility, and home and hospital).

**Counseling services** - Services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

**County Diagnostic Center** – A Howard County Public School System program located at Old Cedar Lane School that provides countywide Child Find services for preschool students, interdisciplinary diagnostic assessment service for school-age students, some special education and related services, and assistance and training for teachers.

**County of residence** – The county in which the parent or legal guardian of a child resides.

**Critical life skill** - A skill determined by the individualized education program (IEP) team to be critical to the student's overall educational progress. The IEP team considers the age of the student and number of years remaining in school.

**CSAAC** – Community Services for Autistic Adults and Children.

**Day** – A calendar day unless otherwise indicated as a school day or business day.

**DD** – Developmental Delay.

**Deaf-blindness** - Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that the student cannot be accommodated solely as a student with deafness or a student with blindness.

**Deafness** - A hearing impairment which:

- (1) Is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification; and adversely affects the student's educational performance.

**Department** - The Maryland State Department of Education.

**Department of Special Education - DSE**

**Dispute resolution** – A central office function, which attempts to resolve issues by investigating any concern or complaint filed by a parent.

**DJS** – Department of Juvenile Services.

**DSE** – Department of Special Education for the Howard County Public School System.

**DSS** – Department of Social Services.

**Due process hearing** – A formal proceeding held before an Administrative Law Judge to resolve issues between a parent and the Howard County Public School System.

**Early Beginnings Program** –The Early Beginnings Program serves children from birth to three years of age who have a developmental delay or who are at risk for developmental delay. The program is part of the Howard County Infants and Toddlers Program (HCITP), a coordinated, multidisciplinary, interagency system of services for infants, toddlers, and their families. Other agencies participating in the HCITP are the Howard County Health Department and the Howard County Department of Social Services. Children in this program do not have IEPs. Services are delivered through an Individual Family Service Plan (IFSP).

**Early identification** - The implementation of a formal process for identifying a disability as early as possible in a child's life.

**Early Intervention** – Options available for students when they first begin to demonstrate achievement and behavioral issues, regardless of grade level.

**Early Intervention Specialist** – An early childhood special education teacher who specializes in working with infants and toddlers.

**ED** – Emotional Disability.

**Education record** - Personally identifiable information, as defined by §B (55) of this regulation, about a student with a disability, maintained by a public agency, consistent with 34 CFR 99 and COMAR 13A.08.02.

**Elementary School** –

- (1) “Elementary school” means a public day or residential school that provides elementary education and programs in accordance with 34 C.F.R. §300.7, and Education Article §1-101, Annotated Code of Maryland.
- (2) “Elementary school” includes:
  - a) Elementary charter schools; and preschool programs.

**EIS** – Early Intervention Specialist.

**Emotional Disability (ED) –**

- (1) 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 student’s educational performance:
  - a) An inability to learn 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; or
  - e) A tendency to develop physical symptoms of fears associated with personal or school problems.
- (2) Includes schizophrenia.
- (3) Does not include a student who is socially maladjusted, unless it is determined that the student has an emotional disability.

**Equipment –**

- (1) Machinery, utilities, and built-in equipment, and enclosures necessary to house the machinery, utilities, or equipment; and
- (2) Other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including:
  - a) Instructional equipment and necessary furniture;
  - b) Printed, published, and audiovisual instructional materials;
  - c) Telecommunications, sensory, and other technological aids and devices;
  - d) Books, periodicals, and documents; and other related materials.

**ESY** – Extended School Year services.

**Evaluation –**

- (1) The process of reviewing:
  - a) Information from parents;
  - b) Existing data; and
  - c) Results of assessment procedures used to determine whether a student has a disability, and the nature and extent of the special education and related services that the student needs. A review at a meeting of the IEP team, and other qualified professionals, as appropriate, in accordance with 34 C.F.R. §§300.304–300.311, and Regulations.05 – .06 of this chapter.

**Extended Elementary Education Program** – A regular education program in selected elementary schools for children who are 4 years of age and meet the eligibility criteria.

**Extended School Year Services (ESY)** – The individualized extension of specific special education and related services provided to a student with a disability beyond the normal school

year of the public agency, in accordance with the IEP, at no cost to the parents of the student; and which meet the standards of the Maryland State Department of Education. The determination of a student's need for ESY services is made annually on an individual student basis by the student's IEP team.

**Extended school year services** - The individualized extension of specific special education and related services that:

- (1) Are provided to a student with a disability beyond the normal school year of the public agency or nonpublic school the student attends, in accordance with the student's IEP;
- (2) Are provided at no cost to the parents of the student; and meet the standards of the Department.

**FBA** – Functional Behavior Assessment.

**Free Appropriate Public Education (FAPE)** - Special education and related services that:

- (1) Are provided at public expense, under public supervision and direction;
- (2) Meet the standards of the Department, including the requirements of 34 C.F.R. §§300.8, 300.101, 300.102, 300.530(d), and this chapter;
- (3) Include preschool, elementary, or secondary education; and are provided in conformity with an IEP that meets the requirements of 20 U.S.C. §1414, and this chapter.

**Functional Behavior Assessment (FBA)** – An analysis of the causes or reasons for a student's behavior which is completed when a student's behavior impedes his or her learning or that of others.

**General Curriculum** – The curricular content adopted by a public agency, or schools within a public agency, for students from preschool through secondary education.

**HCPSS** – The Howard County Public School System.

**Hearing impairment** - An impairment in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance, but which is not included in §B(18) of this regulation.

**HI** – Hearing Impairment.

**Home School** – The school a student attends based on their residence as determined by district boundaries.

**Homeless students** - Children and youth as defined by §725 of the McKinney-Vento Homeless Assistance Act and COMAR 13A.05.09.

**IDEA** – Individuals with Disabilities Education Act.

**IEP** – Individualized Education Program.

**IEP team** - A group of individuals responsible for:

- (1) Identifying and evaluating students with disabilities in accordance with 34 C.F.R. §§300.301—300.311, and Regulations .04--.06 of this chapter;
- (2) Developing, reviewing, or revising an IEP for a student with a disability in accordance with .34 C.F.R. §§300.320—300.328, and Regulation .07 of this chapter; and determining the placement of a student with a disability in the least restrictive environment (LRE) in accordance with 34 C.F.R. §§300.114—300.117, and Regulation .10 of this chapter.

**Impartial Hearing Officer** - An administrative law judge appointed by the Office of Administrative Hearings to conduct a due process hearing in accordance with 34 C.F.R. §300.511(c), and Education Article, §8-413, Annotated Code of Maryland.

**Include** - That the items named are not all of the possible items that are covered, whether like or unlike the ones named.

**Independent educational evaluation** - Assessment procedures conducted by a qualified individual who is not employed by the public agency responsible for the education of the student.

**Individualized education program (IEP)** - A written statement for a student with a disability that is developed, reviewed, and revised in accordance with 34 C.F.R. §§300.320—300.324, and Regulations .08 and .09 of this chapter.

**Individualized Family Service Plan (IFSP)** – A written document that describes the outcomes, activities, and services for an eligible child from birth to three years of age and the family.

**Individuals with Disabilities Education Act (IDEA)** – Federal legislation that requires states to provide all children with disabilities with a free appropriate public education; enacted in 1975 and formally known as the Education of All Handicapped Children Act.

**Infants and Toddlers Program (ITP)** – An interagency program of services for eligible children (birth to three years of age) and their families.

**Initial IEP** – The first IEP developed for the student.

**Instructional Support Team** – Team whose members provide ongoing support, training, coaching, and assistance to staff member working with children birth through five years age; located in the Office of Early Intervention Services (410-313-7017).

**Intellectual disability** - General intellectual functioning, adversely affecting a student’s educational performance, which:

- (1) Is significantly subaverage;
- (2) Exists concurrently with deficits in adaptive behavior; and is manifested during the developmental period.



**Interpreting Services –**

- (1) Services for students who are deaf or hard of hearing.
- (2) Interpreting Services include:
  - a) Oral transliteration services;
  - b) Cued language transliteration services;
  - c) Sign language transliteration and interpreting services;
  - d) Transcription services, including Communication Access Real-time Translation (CART), C-Print, and TypeWell; and Special interpreting services for students who are deaf-blind.

**I/T –** Infants/Toddlers.

**ITP –** Infants and Toddlers Program.

**Least Restrictive Environment (LRE) –** The maximum extent appropriate, in accordance with a child’s needs, that a child is educated with nondisabled children; it also means that a child should attend the neighborhood school unless the individualized education program requires some other arrangement.

**Limited English Proficient (LEP) -** An individual who does not speak English as their primary language and who has a limited ability to read, speak, write, or understand English.

**Local School System (LSS) –** Any of the 24 public school systems in Maryland responsible for providing a free appropriate public education to students with disabilities.

**Maryland Core Learning Goals –** Goals meant to reflect the essential skills and knowledge that should be expected of Maryland high school students in the 21<sup>st</sup> century.

**Maryland State COMAR 13A.05.01 –** State special education regulations which reflect the provisions of the federal Individuals with Disabilities Education Act.

**Mediation –** A voluntary, confidential proceeding before an Administrative Law Judge to resolve issues between a parent and the Howard County Public School System.

**Mediator -** A qualified individual:

- (1) Selected by the Office of Administrative Hearings to conduct mediation in accordance with 34 CFR §300.506, Education Article §8-413, Annotated Code of Maryland and Regulation .15B of this chapter; and trained in effective mediation techniques.

**Medical services -** Services provided by a licensed physician to determine a student’s medically related disability that results in the student’s need for special education and related services.

**Meeting –**

- (1) A prearranged event when personnel of a public agency, a parent, and others who have knowledge or special expertise regarding the student, at the discretion of the

public agency or the parent, come together at the same time and place to discuss matters related to the identification, evaluation, educational placement, and the provision of FAPE for a student with a disability.

(2) Meeting does not include:

- a) Informal or unscheduled conversations with public agency personnel;
- b) Conversations on issues of teaching methodology, lesson plans, or coordination of service provision, if these are not addressed on the student's IEP; or preparatory activities of public agency personnel necessary to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

**MINC** – Multiple Intense Needs Classrooms.

**MITP** – Maryland Infants and Toddlers Program.

**Modifications** - Practices that change, lower, or alter learning expectations, in accordance with the Maryland Accommodations Manual.

**MSB** – Maryland School for the Blind.

**MSD** – Maryland School for the Deaf.

**MSDE** – Maryland State Department of Education.

**Multiple Disabilities** –

- (1) Concomitant impairments, such as intellectual disability-blindness or intellectual disability-orthopedic impairment, the combination of which causes such severe educational problems that the student cannot be accommodated in special education programs solely for one of the impairments.
- (2) Does not include students with deaf-blindness.

**Native Language** –

- (1) The language or normally used by an individual who is limited English proficient, or the language normally used by the parent of the student in accordance with 34 C.F.R. §29.
- (2) “Native language” includes the language normally used by the student in:
  - a) All direct contact;
  - b) Assessment and evaluation;
  - c) The home; and
  - d) The learning environment.
- (3) “Native language” includes the mode of communication that is normally used by an individual:
  - a) Who is blind;
  - b) Who is deaf; or with no written language.

**Non-academic and extracurricular activities and services** - Activities and services which may include:

- (1) Counseling services, athletics, transportation, health services, recreational activities, special interest groups, or clubs sponsored by the public agency;
- (2) Referrals to agencies that provide assistance to individuals with disabilities; and employment of students, including employment by the public agency and assistance in making outside employment available.

**Nonpublic school** - A day or residential educational program which is governed and operated by an individual or entity, excluding the federal government or any State, county, or municipal agency, or division of these in accordance with COMAR 13A.09.10.

**O&M** – Orientation and Mobility.

**Occupational Therapist (OT)** – A licensed and certified professional who provides the related service of occupational therapy.

**Occupational therapy** - Services which include:

- (1) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
- (2) Improving ability to perform tasks for independent functioning when functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.

**ODD** – Oppositional Defiant Disorder.

**Oppositional Defiant Disorder** – A conduct disorder marked by a recurrent pattern of negativistic, defiant, disobedient, and hostile behavior toward authority figures. It is not a disability under IDEA unless the student also meets eligibility requirements for a student with a disability.

**Orientation and Mobility Services** –

- (1) Services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community.
- (2) Orientation and mobility services includes:
  - a) Teaching students spatial and environmental concepts and use of information received by the senses, such as sound, temperature, and vibrations, to establish, maintain, or regain orientation and line of travel;
  - b) Teaching students to use the long cane or a service animal, as appropriate, to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
  - c) Teaching students to understand and use remaining vision and distance low vision aids, as appropriate; and other concepts, techniques, and tools, as determined appropriate.

**Orthopedic Impairment –**

- (1) A severe orthopedic impairment that adversely affects a student’s educational performance.
- (2) “Orthopedic impairment” includes impairments:
  - a) Caused by congenital anomaly, such as clubfoot or absence of some member;
  - b) Caused by disease such as poliomyelitis or bone tuberculosis; and from other causes such as cerebral palsy, amputations, and fractures or burns which cause contractures.

**OT** – Occupational Therapist.

**OHI** – Other Health Impairment.

**Other Health Impairment (OHI)–**

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 adversely affecting a student’s educational performance, due to chronic or acute health problems such as:

- (1) Asthma;
- (2) Attention deficit disorder or attention deficit hyperactivity disorder;
- (3) Diabetes;
- (4) Epilepsy;
- (5) A heart condition;
- (6) Hemophilia;
- (7) Lead poisoning
- (8) Leukemia;
- (9) Nephritis;
- (10) Rheumatic fever
- (11) Sickle cell anemia; or Tourette syndrome.

**Parent –**

- (1) “Parent” means:
  - a) A biological or adoptive parent;
  - b) A guardian;
  - c) A person acting as a parent of a student, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare;
  - d) A foster parent with whom the student lives if the foster parent has been granted limited guardianship for educational decision making purposes by the court that has placed the child in foster care; or
  - e) A surrogate parent who has been appointed in accordance with 34 C.F.R. §300.519, and Education Article, §8-412, Annotated Code of Maryland.
- (2) “Parent” does not include:
  - a) An employee of a public agency responsible for the education or care of the child; or the State if the child is a ward of the State.

**Parent counseling and training -**

- (1) Assisting parents in understanding the special needs of the child; and providing parents with information about child development.

**Participating agency -** A public agency, other than the public agency responsible for the student's education, that is financially and legally responsible for providing or paying for the provision of transition services to the student.

**Personally identifiable information -** Information that includes:

- (1) The name of the student, the student's parent, or other family member;
- (2) The address of the student;
- (3) A personal identifier such as the student's Social Security number or student number; and a list of personal characteristics or other information that would make it possible to identify the student with reasonable certainty.

**Pervasive Developmental Disorder (PDD) –** A disorder characterized by severe and pervasive impairment in several areas of development: reciprocal social interaction skills, communication skills, or the presence of stereotyped behavior, interests, and activities. It is one of the disorders on the autism spectrum.

**Physical Education –**

- (1) The development of:
  - a) Physical and motor fitness;
  - b) Fundamental motor skills and patterns; and
  - c) Skills in aquatics, dance, and individual and group games and sports, including intramural and lifetime sports.
- (2) "Physical education" includes:
  - a) Special physical education;
  - b) Adaptive physical education;
  - c) Movement education; and motor development.

**Physical Therapist (PT) –** A licensed and certified professional who provides the related service of physical therapy.

**Physical therapy -** Services provided by a qualified physical therapist or physical therapy assistant, in accordance with Health Occupations Article, §13-101(h), Annotated Code of Maryland, and COMAR 10.38.03.02

**Preschool-Kindergarten Program –** A program of services for young children that includes preschool classes for 3-4 year old children and services for 5 year old children within general education kindergarten classes.

**Professional Development School (PDS) –** A partnership between one or more schools, a higher education institution, and the school system focused on teacher preparation, professional development, and student achievement.

**Psychological services** - Services which include:

- (1) Administering psychological and educational test, and other assessment procedures;
- (2) Interpreting assessment results;
- (3) Obtaining, integrating, and interpreting information about student behavior and conditions relating to learning;
- (4) Consulting with other staff members in planning school programs to meet the special educational needs of students as indicated by psychological test, interviews, direct observation, and behavioral evaluations;
- (5) Planning and managing a program of psychological counseling for students and parents; and assisting in developing positive behavioral intervention strategies.

**Public Agency** –

- (1) A State or local government or quasi-government entity responsible for the provision of a free appropriate public education to students with disabilities.
- (2) Includes local school systems, the Department, the Department of Health and Mental Hygiene, the Department of Juvenile Services, the Maryland School for the Blind, the Maryland School for the Deaf, and adult correctional facilities.

**Public expense** - The cost of services paid or provided by a public agency at no cost to the parent.

**Qualified** - An individual who has met the State approved or recognized certification, licensing, registration, or other comparable requirements that apply to the area in which the individual is providing special education or related services.

**RECC** – Regional Early Childhood Center.

**Recreation** - Services which include assessment of leisure function, therapeutic recreation services, recreation programs in schools and other community agencies, and leisure education.

**Reevaluation** - An evaluation conducted after the initial evaluation in accordance with Regulation .06D of this chapter.

**Regional Early Childhood Center (RECC)** – Centers located in elementary schools that include the Early Beginnings Program, Preschool-Kindergarten Program, and related services such as speech-language pathology, physical therapy, occupational therapy, and psychological services.

**Regional Program** – Special education programs designed to serve students in a designated cluster or region of the county.

**Rehabilitation counseling services** - Services provided:

- (1) By qualified personnel in individual and group sessions that focus specifically on:
  - a) Career development,
  - b) Employment preparation,
  - c) Achieving independence, and

- d) Integration in the workplace and community of a student with a disability; and to students with disabilities by vocational rehabilitation services funded under the Rehabilitation Act of 1973.

**Related Services –**

- (1) Transportation and such developmental, corrective, and other supportive services as may be required to assist a student with a disability to benefit from special education.
- (2) “Related services” includes:
  - a) Speech-language pathology;
  - b) Audiology;
  - c) Interpreting services;
  - d) Psychological services;
  - e) Physical and occupational therapy;
  - f) Recreation, including therapeutic recreation;
  - g) Early identification and assessment of disabilities in students;
  - h) Counseling services, including rehabilitation counseling;
  - i) Orientation and mobility services;
  - j) Medical services for diagnostic or evaluation purposes;
  - k) School health services, including school nursing services;
  - l) Social work services in schools; and
  - m) Parent counseling and training.
- (3) “Related Services” does not include:
  - a) A surgically implanted medical device;
  - b) The optimization of the device’s functioning;
  - c) Maintenance of the device; or replacement of the device.

**School Day** – A day when a public agency is open and students are required to be in attendance for instruction.

**School day** – A day, including a partial day, when a public agency is open and students with and without disabilities are required to be in attendance for instruction in accordance with COMAR 13A.08.02.01.

**School health services –**

Services:

- (1) Provided by a qualified school nurse or other qualified nurse or other qualified individual; and designed to enable a student with a disability to receive FAPE as described in the student’s IEP.

**Secondary School –**

- (1) A public day or residential school that provides secondary education in accordance with 34 C.F.R. §300.36, Education Article, §2-205, Annotated Code of Maryland, and COMAR 13A.03.01.02.
- (2) Does not include education beyond grade 12.

**Section 504 of the Rehabilitation Act of 1973** – Federal legislation establishing federally created rights for people with disabilities; prohibits recipients of federal funds from discrimination against otherwise qualified persons with disabilities solely on the basis of disability.

**Service plan** - A written statement developed and implemented in accordance with 34 C.F.R. §§300.131—300.144 and Regulation .16B of this chapter, that describes the special education and related services a local school system shall provide a parentally placed private school student with a disability designated to receive services, including the location of the services and any transportation necessary.

**SLD** – Specific Learning Disability.

**Social work services in schools** –

Services which include:

- (1) Preparing a social or developmental history of a student with a disability;
- (2) Group and individual counseling with the student and family;
- (3) Working with those problems in a student’s living situation, such as home, school, and community, that affect the student’s adjustment in school;
- (4) Mobilizing school and community resources to enable the student to learn as effectively as possible in the student’s educational program; and assisting in the development of positive behavioral intervention strategies.

**Special Education** –

- (1) Specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings.
- (2) Includes speech-language pathology services, travel training, career and technology education, and instruction in physical education if the service consists of specially designed instruction.

**Specially designed instruction** - Adaptation of content, methodology, or delivery of instruction to address the unique needs of a student with a disability to ensure access to the general curriculum, so that the student can meet the educational standards that apply to each student within the jurisdiction of the public agency.

**Specific Learning Disability (SLD)** –

- (1) 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 imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, consistent with Department criteria
- (2) Includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
- (3) Does not include students who have learning problems, which are primarily the result of visual, hearing, or motor impairments, intellectual disability, emotional disturbance, or environmental, cultural, or economic disadvantage.



**Speech-language pathologist** – A licensed or certified professional who provides instruction or related services in the area of communication.

**Speech - language pathology –**

Services which include:

- (1) Identification of students with speech or language impairments;
- (2) Diagnosis and appraisal of specific speech or language impairments;
- (3) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- (4) Provision of speech and language services for the habilitation or prevention of communicative impairments; and counseling and guidance of parents, students, and teachers regarding speech and language impairments.

**Speech-language pathology assistant** – A licensed professional working under the supervision of a speech-language pathologist to implement speech-language services for students with disabilities.

**Speech or language impairment** – A communication disorder such as stuttering, impaired articulation, voice impairment, or language impairment that adversely affects a student's educational performance.

**Statewide assessment** - The testing procedures adopted by the State Board of Education to measure student or school performance consistent with 20 U.S.C. §1412(a)(16).

**Student with a Developmental Delay** – A student within the age range of 3 years old through 7 years old assessed and evaluated in accordance with 13A.05.01.05 and 13A.05.01.06 as having:

- (1) A 25 percent or greater delay in adaptive, cognitive, communicative, emotional, physical, or social development;
- (2) Atypical development or behavior which is demonstrated by abnormal quality of performance and function in one or more of the above specified developmental areas, interferes with current development, and is likely to result in subsequent delay (even when diagnostic instruments or procedures do not document a 25 percent delay); or
- (3) A diagnosed physical or mental condition that has a high probability of resulting in developmental delay, with examples of these conditions including chromosomal abnormalities, genetic or congenital disorders, severe sensory impairments, inborn errors of metabolism, disorders reflecting disturbance of the development of the nervous system, congenital infections, disorders secondary to exposure to toxic substances, including fetal alcohol syndrome, and severe attachment disorders.

**Student with a disability** - A student, 3 years old through the end of the school year in which the student turns 21 years old:

- (1) Evaluated in accordance with COMAR 13A.05.01.06 of this chapter as having:
  - a) Autism,
  - b) Deaf-blindness,
  - c) Emotional disturbance,

- d) Hearing impairment, including deafness,
- e) Intellectual disability,
- f) Multiple disability,
- g) Orthopedic impairment,
- h) Other health impairment,
- i) Specific learning disability,
- j) Speech or language impairment,
- k) Traumatic brain injury, or
- l) Visual impairment, including blindness; and who, because of the impairment, needs special education and related services.

**Supplementary aids and services** - Aids and other supports that are provided in regular education classes, other education-related settings, and extracurricular and nonacademic settings to enable a student with a disability to be educated with students without disabilities to the maximum extent appropriate in accordance with 34 C.F.R. §§300.114---300.116, and Regulation .10 of this chapter.

**TBI** – Traumatic Brain Injury.

**Transition Services –**

- (1) A coordinated set of activities for a student with a disability, designed within a results-oriented process, that is focused on improving the academic and functional achievement of a student with a disability to facilitate the student’s movement from school to post-school activities, including:
  - a) Post-secondary education;
  - b) Career and technology education;
  - c) Integrated employment, including supported employment;
  - d) Continuing and adult education;
  - e) Adult services;
  - f) Independent living; or
  - g) Community participation.
- (2) Activities based on the student’s needs, taking into account the student’s strengths, preferences, and interests.
- (3) Include:
  - a) Needed activities in the areas of instruction, related services, community experiences, development of employment, or other post-school adult living objectives;
  - b) Acquisition of daily living skills; and functional vocational evaluation, if appropriate.

**Transportation –**

Services which include:

- (1) Travel to and from school and between schools;
- (2) Travel in and around school buildings; and specialized equipment, such as special or adapted buses, lifts, and ramps, if required to provide special transportation for a student with a disability.

**Traumatic Brain Injury (TBI) –**

- (1) An acquired injury to the brain, caused by an external force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance.
- (2) Includes open or closed head injuries resulting in impairments in one or more areas such as:
  - a) Cognition;
  - b) Language;
  - c) Memory;
  - d) Attention;
  - e) Reasoning;
  - f) Abstract thinking;
  - g) Judgment;
  - h) Problem solving;
  - i) Sensory, perceptual, and motor abilities;
  - j) Psychosocial behavior;
  - k) Physical functions;
  - l) Information processing; and
  - m) Speech.
- (3) Does not include brain injuries that are:
  - a) Congenital or degenerative; or induced by birth trauma.

**Travel training** - Providing instruction to students with disabilities, as appropriate, who require this instruction to enable them to:

- (1) Develop an awareness of the environment in which they live; and
- (2) Learn the skills necessary to move effectively and safely from place to place within that environment.

**VI – Visual Impairment.**

**Visual Impairment (VI) –**

- (1) Impairment in vision, which, even with correction, adversely affects a student's educational performance. Includes partial sight and blindness.

**Vocational Education** – Education which includes preparing the student to work, developing good work habits and values, planning for occupational opportunities, and making career decisions; basic program components include remedial instruction in basic skills, specific job training, personal social and adjustment skills, on-the-job training, and career information.

**Voluntary State Curriculum (VSC)** – Curriculum that defines what students should know and be able to do at each grade level in these content areas: Mathematics, Science, Fine Arts, Health & PE, Reading/English Language, Social Studies, Foreign Language, English Language Proficiency, and Technology Education.

**Ward of the State –**

- (1) A child for whom a State or county agency or official has been appointed legal guardian, or who has been committed by a court of competent jurisdiction to the legal custody of a State or county agency or official with the express authorization that the State or county agency or official make educational decisions for the child. Does not include a foster child who has a foster parent who meets the definition of a parent as defined in §B (52)(a)(iv) of this regulation.