

Minnesota Family Impact Seminar Briefing Report: Policy Issues in Special Education Finance

Detailed Glossary

¹**Adequate Yearly Progress (AYP):** As defined by each state under section 1111(b)(2) of the No Child Left Behind Act, “adequate yearly progress” is the measure of yearly progress of the state and of all public schools and school districts in the state toward enabling all public school students to meet the state’s academic content and achievement standards.

¹⁰**Autism:** Sometimes called ‘classical autism’, is the most common condition in a group of developmental disorders known as the autism spectrum disorders (ASDs) [see below]. Autism is characterized by impaired social interaction, problems with verbal and nonverbal communication, and unusual, repetitive, or severely limited activities and interests.

¹¹**Autism Spectrum Disorders (ASD):** Also known as Pervasive Developmental Disorders (PDDs), cause severe and pervasive impairment in thinking, feeling, language, and the ability to relate to others. These disorders are usually first diagnosed in early childhood and range from a severe form, called autistic disorder, through pervasive development disorder not otherwise specified (PDD-NOS), to a much milder form, Asperger syndrome.

¹**Average Per Pupil Expenditure (APPE):** The expenditure per pupil for the cost of general education, defined in 34 CFR 300.702.

¹²**Census-Based Funding:** Not based on a measure of an individual district’s estimated need for special education services or the amount of services it is providing. Rather, it is based on some measure of total enrollment. Under such a system, special education funding is independent of such factors as the percentage of students receiving special education services, the relative severity of their disabilities, or the services they receive. In other words, there is no attempt to link funding to an individual district’s special education costs.

¹**Charter School:** A nonsectarian, tuition-free, public elementary or secondary school that is exempt from significant state or local rules that inhibit the flexible operation and management of public schools. Charters are created by a developer as a public school or adapted by a developer from an existing public school, and are operated under public supervision and direction. They operate under state charter laws in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency. All charters have a written performance contract with a public chartering agency that includes a description of how student performance will be measured pursuant to state assessments that are required of other schools. Charters also comply with federal civil rights laws and IDEA, and applicable federal, state and local health, safety and audit requirements. (sec. 5210(1)).

²**Cross-Subsidies:** In Minnesota they measure the difference between special education expenditures and corresponding revenues. The *Gross Cross-Subsidy* is the difference between total special education expenditures and categorical special education revenues

and is the portion of special education expenditures not covered by categorical special education revenue. The *Adjusted Net Cross-Subsidy* equals the gross cross-subsidy minus the amount of general education revenue attributable to special education students for time spent receiving special education services outside of the regular classroom for 60% or more of the school day.

Education for All Handicapped Children Act (EAHCA): See “Individuals with Disabilities Education Act (IDEA)”

¹**Excess Cost:** The costs that exceed the average annual per student expenditure in a local educational agency during the preceding school year for an elementary or secondary school. (34 CFR 300.184(b)).

³**Flat Grant Formula Type:** A fixed funding amount per student or per unit.

⁴**Free and Appropriate Public Education (FAPE):** In addition to establishing funding for special education, the IDEA guarantees eligible students with disabilities the right to a free and appropriate public education (FAPE) and created due process procedures for ensuring FAPE.

¹**Individual Education Program (IEP):** A written statement for a child with a disability that is developed, reviewed and revised in a meeting in accordance with the provisions of IDEA.

¹**Individuals with Disabilities Education Act (IDEA):** Public Law 101-476. Amended the Education for All Handicapped Children Act (EAHCA), Public Law 94-142. The Act ensures that all children with disabilities have available to them a free appropriate public education that includes special education and related services designed to meet their unique needs.

⁴**Least Restrictive Environment (LRE):** The extent to which students are educated with non-disabled children to the maximum extent appropriate to their needs.

¹**Local Education Agency (LEA):** A public board of education or other public authority legally constituted within a 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 a state, or for a combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools. (34 CFR 300.18).

⁵**Maintenance of Effort (MOE):** An applicant for funds under Part B may not reduce the level of expenditures for support of special education below the level of expenditures for support of special education for the preceding fiscal year. Reductions in expenditures are allowed, only if they meet certain provisions.

¹**Monitoring and State Improvement Planning (MSIP):** Carries out activities related to the IDEA formula grant programs. MSIP is responsible for review of state eligibility documents, and for monitoring the Office of Special Education Programs (OSEP's) formula grant programs to ensure consistency with federal requirements and to ensure that states and other public agencies continue to implement programs designed to improve results for infants, toddlers, children and youth with disabilities. Additionally, MSIP leads OSEP's technical assistance to the states through the Regional Resource Centers, the State Improvement Grant program and the General Supervision Enhancement Grant program.

¹No Child Left Behind Act (NCLB): Public Law 107-110. President Bush signed the No Child Left Behind Act into law on January 8, 2002. The Act is the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since ESEA was enacted in 1965. It redefines the federal role in K-12 education and will help close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents and an emphasis on teaching methods that have been proven to work.

¹Orthopedic Impairment (OI): A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), 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) (34 CFR 300.7(c)(8)).

¹Other 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: 1) 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 and sickle cell anemia; and 2) adversely affects a child's educational performance (34 CFR 300.7(c)(9)).

¹Part B: Part of IDEA that provides formula grant assistance to state education agencies for the education of children with disabilities, ages three through 21.

¹Part C: Part of IDEA that provides funds to state lead agencies to assist in the provision of early intervention services to infants and toddlers with disabilities, ages birth through two.

¹Part D: Part of the IDEA that assists State Educational Agencies (SEAs) and others in reforming and improving their systems for providing educational, early intervention and transitional services, including systems for professional development, technical assistance and dissemination of knowledge about best practices, to improve results for children with disabilities.

⁴Pupil Weighted Formula: Funding is allocated per student, and is based on "some characteristics of the special education student, such as category of disability, location of primary placement, or a combination.

⁴Resource Based Formula: Funding is based on the resources used to serve students with disabilities, such as teacher or aide salaries and supplies.

⁶Response to Intervention (RTI): Strategies and tools that enable educators to target instructional interventions to children's areas of specific need as soon as those needs become apparent.

⁷Special Education (SE): Classes or instruction designed for students with special educational needs.

¹Specific Learning Disability (SLD): 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 an imperfect 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. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage (34 CFR 300.7(c)(10)).

¹**Title I:** Refers to the first title of the Elementary and Secondary Education Act, and includes programs aimed at disadvantaged students. Title I Part A provides assistance to improve the teaching and learning of children in high-poverty schools to enable those children to meet challenging state academic content standards and academic achievement standards. (20 USC 6311 et seq.)

¹**Traumatic Brain Injury (TBI):** Also called acquired brain injury or simply head injury, occurs when a sudden trauma causes damage to the brain. TBI can result when the head suddenly and violently hits an object, or when an object pierces the skull and enters brain tissue.

⁸**Third Party Billing:** Reimbursement from insurers and similar third parties for the cost of services provided by the district whenever the services provided by the district are otherwise covered by the child's health coverage.

⁹**Variable Block Grant Formula Type:** Describes funding approaches in which funding is determined in part by base year allocations, expenditures, and/or enrollment. Adjustments may be made for growth in enrollment, revenues, or inflation.

Glossary References

¹<http://www.ed.gov/inits/commissionsboards/whspecialeducation/reports/gloss.html>

²<http://education.state.mn.us/mdeprod/groups/Communications/documents/Report/033749.pdf>

³<http://www.ed.gov/pubs/OSEP95AnlRpt/ch5b.html>

⁴Harr, Jenifer J., Tom Parrish, and Jay Chambers. "Special Education." Handbook of Research in Education Finance and Policy. New York: Routledge, 2008.

⁵<http://opi.mt.gov/PDF/FEDPrgms/gh/appendices/AppendixDMOEFforIDEA.pdf>.

⁶<http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,8>

⁷<http://www.merriam-webster.com/dictionary/special+education>

⁸https://www.revisor.leg.state.mn.us/bin/getpub.php?pubtype=STAT_CHAP_SEC&year=current§ion=125A.21&image.x=25&image.y=14&image=Get+Section

⁹<http://csef.air.org/publications/csef/state/statpart1.pdf>

¹⁰http://www.ninds.nih.gov/disorders/autism/detail_autism.htm

¹¹<http://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-pervasive-developmental-disorders/index.shtml>