

TABLE 1 DEFINITIONS

Region - RSSC	Grant dates	School	IHE	FS10	ELA	Math	Regents exam
An area of the state designated as a Joint Management Team consisting of several BOCES units. Each joint management team area is served by a regional school support center which is hosted by one of the member BOCES units. The RSSC is accountable to the host BOCES superintendent and to the State Education Department's sponsoring agencies (VESID and EMSC).Each RSSC has an executive director, an advisory committee, an Executive committee and at least one staff member dedicated to supporting targeted schools districts, which have performance poorly on the 15 VESID key performance indicators.	Time frame identified on the district's grant application (FS10).	Targeted schools districts, which have performance poorly on the 15 VESID key performance indicators. Some large schools districts may identify specific buildings rather than working with an entire school district.	Institution of Higher Education. Each school must form a relationship with an Institution of Higher Education which participates with the Task Force on Quality Inclusive Schooling.	The FS10 is the budget document contained in the grant application which schools submit to VESID.	NYS English Language Arts exams given at grades 4 and 8. All students except those with the most severe disabilities are expected to take these exams. School are identifying increased student performance outcomes on these measures as a goal.	NYS Math exams given at grades 4 and 8. All students except those with the most severe disabilities are expected to take these exams. School are identifying increased student performance outcomes on these measures as a goal.	NYS exams given throughout the highschool years. All students except those with the most severe disabilities are expected to take these exams. School are identifying increased student performance outcomes on these measures as a goal.

Classification Rates	Disproportionality	Planning & Data Analysis	Parent Involvement	LRE	Suspension	Other
<p>Schools classify some students as having disabilities which interfere with learning. The statewide 11 – 12% is the average percentage of students with disabilities in a school district. In some schools the classification rates are much higher. Schools are identifying the need to reduce classification rates as a goal.</p> <p>Disproportionality may also indicate a problem with the degree to which services for students from certain ethnic/cultural/racial groups occur in separate, special education settings (not consistent with LRE provisions). Schools are identifying the need to reduce such disproportionate placement rates as a goal.</p>	<p>Schools classify some students as having disabilities which interfere with learning. The statewide 11 – 12% is the average percentage of students with disabilities in a school district. In some schools the classification rates for students from certain ethnic/cultural/racial groups is much higher. Schools are identifying the need to reduce such disproportionate classification rates as a goal.</p> <p>Disproportionality may also indicate a problem with the degree to which services for students from certain ethnic/cultural/racial groups occur in separate, special education settings (not consistent with LRE provisions). Schools are identifying the need to reduce such disproportionate placement rates as a goal.</p>	<p>Schools are identifying the need to analyze data and plan for school improvement and improved student outcomes as defined elsewhere. Data analysis and planning is the end goal for some districts.</p>	<p>Schools applying for this grant must indicate their intention to incorporate and enhance parental participation and involvement. As a result, nearly all schools have indicated increased parental involvement as a goal.</p>	<p>LRE stands for least restrictive environment. This regulatory term is used to describe the conditions under which students with disabilities receive their special education services. By regulation, LRE requires that swd be educated with their non-disabled peers to the greatest extent appropriate. Advocates for inclusion identify the provision of services in LRE as the grounds for “including or integrating” students with disabilities in general education settings. Schools have identified one goal as increasing the number of students served in the LRE or inclusive settings.</p>	<p>Suspension is removal of a student from the learning environment as a consequence for behavioral disruptions or threats of violence.</p> <p>In some schools, students with disabilities and students from certain ethnic/cultural/racial groups occurs at a higher level than the suspension of other students.</p> <p>Since the suspension of any students may interfere with learning, many schools have identified the reduction of suspension rates and behavioral referral as a goal.</p>	<p>This column provides for the expression of others goals which may not fit into other categories.</p>