

## Colorado Department of Education

### Practices Assessment

#### Glossary

**Behavior Intervention Plan:** Sometimes referred to as a “Behavior Contract”, the plan is developed and implemented by a collaborative team, which includes the student and the student’s parent/guardian. The plan includes positive behavior supports, identified skills for school success, and specific strategies for behavioral instruction. Often the “contract” term is applied when the Intervention Plan is signed by the student and/or the student’s parent/guardian.

**Concurrent Enrollment:** Concurrent Enrollment means a student is simultaneously enrolled in a local education provider and in an institute of higher education or career and technical courses. For more information, visit [http://www.cde.state.co.us/SecondaryInitiatives/CE\\_index.htm](http://www.cde.state.co.us/SecondaryInitiatives/CE_index.htm)

**Core class:** A class that is part of the core curriculum required for every student, including but not limited to math, language arts and science.

**Data Driven Decision-Making:** The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

**Dropout Prevention:** School and community-based initiatives to promote positive social, emotional, familial, and educational factors that maintain and strengthen student engagement and address barriers and conditions that may lead a student to drop out of school.

**Evidence-based Instruction/Intervention/Practice :** An instructional practice or intervention considered reliable, trustworthy, and valid based on evidence to suggest that when it is used again with similar or identical subjects the outcomes will replicate previous outcomes. Ongoing documentation and analysis of student outcomes helps to define effective practice. In the absence of evidence, the instruction/ intervention must be considered "best practice" based on available research and professional literature.

**Expanded Learning and Enrichment Opportunities:** Supervised activities offered K-12 that may include, but need not be limited to, after-school programs, before-school programs, summer school programs, weekend programs, extended-day and extended-year programs and varied

**Habitual truant:** A child who has attained the age of seven years and is under the age of seventeen years having four unexcused absences from public school in any one month or ten unexcused absences from public school during any school year.

**Individual Career and Academic Plan (ICAP):** As a result of Colorado Senate Bill 09-256, all students' grades 9-12 must have access to a system within their high school to create and manage an Individual Career and Academic Plan by September, 2011. The legislation also authorized the State Board of Education to adopt rules to define the requirements and processes for districts to accomplish this task.

[http://www.coloradostateplan.com/Counseling/ICAP\\_Brief2.pdf](http://www.coloradostateplan.com/Counseling/ICAP_Brief2.pdf)

**Multiple Pathways:** a variety of structured academic opportunities for students to achieve their goal for high school graduation and postsecondary success. Each pathway is defined by its programming and is accessed by each student based on the individual student's academic interest and unique needs. Examples include Career Technical Education Programs, credit recovery and acceleration, Concurrent Enrollment, and flexible scheduling as well as different school options such as Alternative Education Campuses and online schools.

**Policy:** refers to a set of rules approved by the district's school board, which reflect the values of the district. A policy is a statement of the Board of Education's intent with respect to matters of broad and long-range significance to the District. The intent of policy is to promote a broad and uniform understanding of the manner in which individual members of the district are to operate in a collective effort to achieve district objectives. The policies of the board apply throughout the district. The subjects they cover are of district-wide importance and are intended to remain of such importance into the foreseeable future. Policies are created to address, respond to, and comply with statutory requirements.

**Positive Behavioral and Intervention Supports (PBIS):** A school-wide, multi-tiered framework designed to develop positive learning behavior in all students. The focus of PBIS is on prevention rather than the development of consequences for inappropriate behavior.

**Performing Arts:** Art forms that are expressed by individuals or groups that involve performance through multi-sensory experiences, which performances may include, but need not be limited to dance, music, theater and digital or electronic productions.

**Practice:** refers to a means or method of doing something. Practices are the repetitive, continuing actions of the organization; the normal or currently specified ways in which various aspects of the District's activities are conducted. It is a series of interrelated steps carried out in performing an activity. District and school practices may or may not be reflected in policies or procedures.

**Procedure:** refers to a source of information about district and school operations. Procedures define how practices and other activities with the District are performed. Procedures clarify the implementation of the policies which were approved by the school board, however procedures do not necessarily need board approval.

**Professional Development:** refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. There are a variety of approaches to professional development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

**School Climate:** Multidimensional aspects of a school encompassing both characteristics of the school and perceptions of the school as a place to work and learn that create a fabric of support that enables all members of the school community to teach and learn at optimum levels.

**Student Engagement:** A student's sense of belonging, safety, and involvement in school that leads to academic achievement, regular school attendance, and graduation. Elements of promoting student engagement include providing rigorous and relevant instruction, creating positive relationships with teachers and counselors, providing social and emotional support services for students and their families, creating partnerships with community organizations and families that foster learning outside of the classroom, and cultivating regular school attendance.

**Student Graduation and Completion Plan:** means a local education provider's plan, created pursuant to C.R.S. 22-14-107, for reducing the student dropout rate and increasing the rates of student engagement, re-engagement, graduation, and completion.

**Student Re-engagement:** refers to a student that reenrolls in high school after dropping out prior to completion. Student re-engagement usually results from a local education provider's use of evidence- or research-based strategies to reach out to students who have dropped out of school and to assist them in transitioning back into school and obtaining their high school diplomas or otherwise completing high school.

**Technical Assistance:** refers to support given or received to improve practices at the school and district levels. Technical Assistance means external specialists, known as consultants, who provide skills training, working knowledge or consulting services. Technical Assistance can be in the form of professional development, thought partner or problem-solving conversations.

**Transition:** refers to a period of change that a child or young person may experience in education. Transitions can include changes in grade levels, changing schools and/or transitioning from school to work.

**Truancy:** If a student is absent without an excuse by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, it will be considered to be an unexcused absence and the student shall be considered truant.

**Visual Arts:** Art works created by individuals or groups using a variety of media and processes which art works may include but need not be limited to drawing, painting, ceramic arts, sculpture, photography, graphic arts, printmaking, media arts, electronic or digital design, textiles, jewelry, glass arts, and fine woodworking.