

## Words and Terms Every Parent May Want to Know

- ★ **Accommodations-** Accommodations help level the playing field so students can make meaningful progress in light of the child's circumstances (impact of disability; accommodations change how a student learns not what they learn).
- ★ **Annual Goals-** IEP goals - Describes what the student is *reasonably* expected to accomplish within the IEP year (usually 12 months); describes skills students will demonstrate. These goals are based on standards and benchmarks.
- ★ **At Risk-** Students identified as exhibiting the need for interventions so that they may continue learning and progressing academically.
- ★ **Best Practices-** Strategies utilized in the school/classroom which have proven to get results.
- ★ **Behavior Intervention Plan (BIP)-** A set of strategies aimed at helping the child act in ways that work in the classroom, and that helps them be ready to learn.
- ★ **Career readiness-** practical appropriate approach aimed at developing key skills for professional success. May include transition activities and development of other skills in communication, critical thinking, time management, financial literacy, professionalism, stress management, teamwork, technology etc
- ★ **Cognition or Cognitive Ability-** The way a person takes in information and is able to understand its meaning.
- ★ **Collaboration-** Parent, teacher, and other related service professionals, working together for the benefit of the student.
- ★ **Criterion Referenced Tests-** Tests that measure a student's ability based on set criteria, not in comparison with others. For example; weekly spelling tests or mathematics tests.
- ★ **Diagnostician (Diag)-** A person trained to administer tests used to identify the existence of a learning disability.

- ★ **Eligibility Determination Team (EDT)**- A group of people who determine whether the child is eligible for and in need of special education and related services under one or more of the eligibility categories defined by IDEA (2004). This group must include the child's parents, the child's general education teacher(s), the child's special education teacher(s), a representative of the public agency, an individual who can interpret evaluation results, other individuals who have knowledge and expertise and the child as appropriate. If the child does not have a general education and/or special education teacher, a teacher who is qualified to teach children of the child's age should participate on this team.
  
- ★ **Exceptionality**- A categorization system utilized to determine a qualification under IDEA.
  
- ★ **Extended School Year (ESY)**- ESY is a service offered to our students who are at risk for severe regression or skill loss in their IEP goal areas over school breaks and who take a significant amount of time to regain those skills.
  
- ★ **Free Appropriate Public Education (FAPE)**- An educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit.
  
- ★ **Functional Behavioral Assessment (FBA)**- The process of determining the cause (or "function") of behavior before developing an intervention. May include checklists and charts
  
- ★ **General Education**- A typical classroom in which students without an identified exceptionality receive curriculum and instruction, which are based on state standards.
  
- ★ **Individualized Education Plan (IEP)**- A legal document used to address the unique needs of students identified as having an exceptionality under IDEA. It's a map that lays out the program of special education instruction, supports, and services kids need to make meaningful progress in light of their circumstances.

- ★ **Individualized Education Program (IEP) Team-** a group of people who are responsible for reviewing, developing or revising the individualized education program for a child with a disability.
- ★ **Inclusion-** Education of children with disabilities alongside their peers in a general education setting.
- ★ **Individuals with Disability Education Act (IDEA)-** The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
- ★ **Intervention-** Instructional strategy used to address a specific need or behavior of a child.
- ★ **Least Restrictive Environment (LRE)-** The educational placement of a student who has a disability so that their IEP goals may be met. Should the nature or severity of his or her disability prevent the student from achieving these goals in a regular education setting, then the student would be placed in a more restrictive environment, such as a special education classroom for part or up to a full day.
- ★ **Measurable Postsecondary Goals:** Student plans on what happens after high school in education/training, employment. The student's IEP should include annual goals, transition services and coordinated activities that will incrementally prepare the student to achieve the measurable postsecondary goals.
- ★ **Modification-** Changes made to curriculum expectations or instructional techniques in order to meet the needs of an individual student.
- ★ **Multidisciplinary Team (MDT)-** A school team of professionals from several different backgrounds who meet along with the parents to share information relevant to a child's abilities and performance and to make educational decisions for that child.
- ★ **Norm Referenced Tests-** A test used to compare a child's performance with the performance of peers using the same measures. For example; NWEA or SBA (standards based assessment).

- ★ REED (Review of Existing Evaluation Data) “Existing evaluation data” includes all information on a child, current classroom-based, local, or state assessments, and classroom-based observations and including formal assessment data, informal evaluation data (e.g., work samples, curriculum-based measures, etc.). This information is gathered to determine:
  - What information we currently have
  - What information, if any, do we need

To answer:

- Whether a child has a disability
- Do they need special education services
- What are their present levels of performance
- Do they need any new services or accommodations on their IEP to participate as appropriate, in the general education curriculum

- ★ **Related Services or Ancillary Services-** Supportive services provided to students with disabilities so that the students may obtain benefit from their special education. May include speech and language services, occupational therapy or social work services.
- ★ **Self-Contained Classroom (Small Group Classroom)-** A classroom with a smaller teacher to student ratio that contains students with similar abilities and needs.
- ★ **Setting-** Where and how often your child will receive his or her curriculum and or related services.
- ★ **Special Education-** Specially designed instruction or a range of services to help kids with disabilities- as defined by IDEA- learn and make progress in school.
- ★ **Social Emotional Learning (SEL) -** the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.
- ★ **Student Assistance Team (SAT)-** a school-based group of people including educators, administrators, and the child’s parents who develop a plan to

provide targeted, supplemental and individualized supports for students who are performing below expectations and for whom universal interventions and supports prove insufficient.

- ★ **Surrogate Parent-** A person, assigned by the district, who acts in the role of a “parent” when a student’s biological or adoptive parent is not available or when a student is in the legal custody of the state.