

Words and Terms Every Parent Should Know

Accommodations- The actual teaching supports and services that the student may require to successfully demonstrate learning. Accommodations should not change expectations to the curriculum.

Annual Goals- IEP goals generated from NM Standards and Benchmarks specifically targeted to the needs of your child.

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 him or her be ready to learn.

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 educational disabilities. Please see School Psychologist for behavioral areas of concern.

Due Process- Legal steps necessary to protect the rights of children identified as having a disability.

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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 show a regression over school breaks and who take more than the average 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 collected by a classroom teacher or member of either the SAT or MDT.

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. This plan includes both academics and related services.

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. This team is comprised of the same members as the EDT; however, their responsibility is educational planning rather than eligibility determination.

Inclusion- Education of children with disabilities alongside their peers in a general education setting.

Individuals with Disability Education Act (IDEA)- The federal law that requires schools to provide a [Free Appropriate Public Education](#), including related services.

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.

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).

Referral - If a multidisciplinary team feels that the student needs more intense services than can be solely implemented in the general education classroom he or she may be moved to the next step which is identification of an exceptionality.

Related Services or Ancillary Services- Services provided to students with disabilities to assist in their learning. May include speech and language services, occupational therapy or social work services.

Targeted Interventions- A model of student intervention for school-aged students that encompasses layers of intervention or instruction that responds to student needs. As a student has more intense learning or behavioral needs, he or she may need more intense intervention to make progress in skills. If a student fails to demonstrate progress after targeted interventions have been provided he or she may benefit from being referred for special education services.

Screening- Testing administered to children in order to either identify or rule out the need for specific 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- Instructional programs and related services specially designed to meet the unique needs of exceptional children in order for them to benefit from their education.

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.