



## Words We Might Use and What They Mean

<b>Accommodations</b>	Tools and procedures that give students with disabilities equal access to instruction and assessment.
<b>Annual Goals</b>	Specific, measurable goals written on the IEP that describe what the student is expected to achieve in the disability-related area(s) over a one-year period.
<b>Annual Review</b>	An IEP meeting is held at least once each year to review the child's progress. During the annual review the team will: <ul style="list-style-type: none"> <li>• Discuss progress toward his or her goals</li> <li>• Review the special education services provided</li> <li>• Determine services and goals for the following year</li> </ul>
<b>Behavioral Intervention Plan (BIP)</b>	A plan that is based on the results of a Functional Behavioral Assessment (FBA) to address problem behavior. It includes: <ul style="list-style-type: none"> <li>• The target behavior(s) and goal(s)</li> <li>• Positive behavioral interventions and strategies</li> <li>• Accommodations or modifications</li> <li>• How the plan will be monitored and updated if needed</li> </ul>
<b>Consent</b>	Providing consent means that you: <p>Have been fully informed about the action for which you are giving consent</p> <ul style="list-style-type: none"> <li>• Understand and agree in writing to that action.</li> <li>• Consent is voluntary on your part and you may withdraw your consent at any time. Your withdrawal of consent does not undo an action that has occurred after you gave your consent and before you withdrew it.</li> </ul>
<b>Deferred Placement</b>	During the IEP meeting, there may be a discussion regarding whether the recommended special education services should begin immediately, or, instead, whether the services should begin at the beginning of the next term or school year.
<b>Due Process</b>	Procedures that, by law, are used to ensure your child's rights to a Free Appropriate Public Education (FAPE) and your rights to be involved and have a full understanding of that process.
<b>Evaluation</b>	The process of collecting information about a student's strengths and weaknesses to improve his or her educational program. The information collected through assessments, observations, and interviews will assist the team in determining the child's present levels of functioning and educational needs.
<b>Extended School Year Services (ESY)</b>	Extended school year services are special education program and services provided during July and August. They may be recommended for students with disabilities who require special education over the summer to prevent substantial regression. If ESY services are recommended, the IEP will specify the program and services that will be provided in July and August.
<b>Free Appropriate Public Education (FAPE)</b>	Special education programs and related services that are provided at public expense, under public supervision and direction, and without charge to the parent.

<p><b>Functional Behavioral Assessment (FA)</b></p>	<p>When a student engages in problem behaviors that may interfere with his or her learning or the learning of others, or that place the student or others at risk of harm or injury, a Functional Behavioral Assessment may be conducted. A Functional Behavioral Assessment is a process that is used to identify:</p> <ul style="list-style-type: none"> <li>• The reasons for a behavior</li> <li>• The possible interventions to address it</li> </ul>
<p><b>Independent Assessment</b></p>	<p>A parent may request an independent assessment at DOE expense if s/he disagrees with an assessment conducted by the DOE. The DOE will either agree to pay for the independent assessment or will file a due process complaint to demonstrate that the assessment conducted by the DOE was appropriate.</p>
<p><b>Individualized Education Program (IEP)</b></p>	<p>The Individualized Education Program (IEP) documents a child’s eligibility for special education services and formalizes the plan to provide special education programs and services that are appropriate for the child’s unique needs. It contains specific information about a child and the education program designed to meet these needs, including: A child’s current development and/or performance in school, and goals that can be reasonably accomplished in a school year;</p> <ul style="list-style-type: none"> <li>• Special education and related services (including counseling and speech, occupational, or physical therapy), paraprofessional support, assistive technology, behavior intervention, and modifications;</li> <li>• Participation with nondisabled children;</li> <li>• Date services will begin, how often they will be provided, where they will be provided, and for how long; and</li> <li>• Means of measuring a child’s progress.</li> </ul>
<p><b>Individualized Education Program (IEP) Team</b></p>	<p>The IEP team is a group of members who share information and work together to determine whether the child has a disability and requires special education services, and if so, what services are appropriate. If the IEP team, based upon the evaluation(s), determines that the child has a disability and that special education services are necessary, an IEP will be developed at the meeting. IEP team members may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• a general education teacher;</li> <li>• special education teacher;</li> <li>• school psychologist;</li> <li>• social worker;</li> <li>• district representative;</li> <li>• you, the parent; and</li> <li>• your child.</li> </ul>
<p><b>Individuals with Disabilities Education Act (IDEA)</b></p>	<p>The IDEA is a Federal law that gives students with disabilities the right to receive a Free Appropriate Public Education (FAPE) in the least restrictive environment from age 3 through the end of the school year in which the student turns 21 years or graduates with a high school diploma.</p>
<p><b>Initial Referral</b></p>	<p>The initial referral is a request that begins the special education evaluation process to determine whether the student has a disability and requires special education services.</p>

<b>Least Restrictive Environment (LRE)</b>	This means that your child will be educated alongside his or her non-disabled peers to the maximum extent appropriate.
<b>Mediation</b>	Mediation is a confidential, voluntary process that allows parties to resolve disputes without a formal due process hearing.
<b>Modifications</b>	Modifications change the content and/or the instructional level of the curriculum. While accommodations are changes in formats or procedures, modifications change the difficulty level and/or quantity of the content being taught. For example, assignments might be reduced in number and modified significantly for an elementary school student with cognitive impairments that limit his or her ability to understand the content in the general education class in which they are included.
<b>Prior Written Notice</b>	This is a notification sent by the school to the parents(s). This notification will inform the parent(s) that the school is proposing to initiate or change the identification, evaluation, educational placement of their child.
<b>Reevaluation</b>	An evaluation conducted for a student with a disability who already receives special education services. A reevaluation will be conducted at least once every three years and upon request.
<b>Related Services</b>	Related services are services that may be required to assist a student with a disability to receive meaningful educational benefit.
<b>Transition Services</b>	For students with IEPs, "Transition" means planning for life after high school. Beginning when the student is age 14, the IEP team will discuss the student's goals, transition needs, and transition activities at each IEP meeting until the student graduates or until the end of the school year in which they turn 21.