**A. Key Terms**

**Achievement Tests** assess students’ skill development in academic content areas. Achievement tests measure the extent to which a student has profited from instruction and life experiences compared to others of the same age or grade.

**Adaptations** are changes made to the teaching process, learning environment, materials, time demands, assistance, evaluation or student products that help students achieve the learning outcomes of the prescribed curriculum.

**Appeals** are timely, fair and open processes that protect the rights of students and parents and address differences of opinion about the education of a student.

**Assessment** is a systematic process of gathering information about what and how a student has learned. Through analysis, decisions are made to improve learning. It is a collaborative and progressive process designed to identify the student’s strengths and areas of need, set goals, and results in the identification and implementation of instructional planning. This process involves assessment for, as, and of learning.

**Behaviour Support Plan (BSP)** is a step by step plan that provides key information about a student’s behaviour. It is used to help staff who work with the student to provide positive supports to help the student increase their engagement. The Behaviour Support Plan...
contains preventative practices (designed to adapt or modify the environment addressing the antecedents and consequences that are triggering/maintaining the behaviour) and, replacement or alternative behaviour(s) that are taught and reinforced. It is implemented for about 4 to 6 weeks, continually monitored through progress assessments and then evaluated based on the results of the data collected and the student’s response to the intervention(s).

**Functional Behavioural Assessment (FBA)** is a process of identifying the purpose(s) that a specific behaviour serves for a student. Functional Behaviour Assessments can help to identify likely contributors (setting events, antecedents, and consequences) associated with an inappropriate behaviour and to suggest the underlying causes of that behaviour.

**Consultation** is a process in which parents, school staff and appropriate others share information relevant to the student’s educational program.

**Collaborative Consultation** is an interactive process in which people with a particular expertise work together to solve a common problem or address a common concern, to generate an appropriate program or process or find solutions to problems. A successful collaboration process is voluntary, involves mutual trust and open communication, and results in identification/clarification of the problem to be addressed. Each participant’s contribution and participation are valued equally.
**Data Collection** is a process that involves the collection of evidence to determine effective specific programming for student achievement (academic/behaviour). Data may be collected by informal means (teacher-made tests, observation, interview, work sample analysis, etc.) and formal means (the use of norm referenced standardized tests). Curriculum-based assessment is a valuable part of the assessment process. Data/evidence may also be solicited from other professionals.

**Differentiated Instruction** is a way of teaching that acknowledges and responds to the differences among students. Teachers use a wide range of teaching methods to support student learning and to help each student be as successful as possible.

**Diversity** reflects a philosophy of equitable participation and appreciation of the contributions of all people. It is a concept that refers both to our uniqueness as individuals and to our sense of belonging or identification within a group or groups. Some of these differences may be more visible than others.

**Exceptional or Special Educational Needs** are identified during assessment. These needs are the basis for an appropriate educational program that is documented and outlined in an Individual Educational Plan (IEP) as determined by school administration in consultation with professional staff (School Based Team and Student Support Services consultants), parents and possibly students.
Identification of students who may have special educational needs is a continuous process that determines the educational programming, services, and related supports for that student to be successful.

Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion provides students with the most enabling and least restrictive environment to meet their individual learning needs, including meaningful participation and interaction with others. Inclusion refers not merely to setting but to specific instruction and support for students with special needs in classrooms.

An Individual Education Plan (IEP) is a documented plan that outlines the educational program for a student as determined by a School Based Team. It is a working document that is used on a daily basis in inclusive classrooms. It is a record of student progress. An Individual Education Plan is developed through a collaborative team effort involving the student, parents, teachers and resource personnel. The individuals involved may change over time depending on the needs of the student. The team develops goals based on a student’s current needs and skills and writes the plan for the school year in the student’s Individual Education Plan. This is reviewed three times per year.
**Informed Consent** means the parent/legal guardian has been provided with all relevant information. The parent/legal guardian understands and agrees to the carrying out of the activity for which his or her consent is sought. The parent understands that the granting of consent is voluntary and may be withdrawn at any time. This includes providing parents/legal guardians with as much information as a reasonable or prudent person would want to know before making a decision or agreeing to an assessment. When a child is in the care of the Director of Family and Children’s Services, the signature of the social worker (not foster parent) is required as legal guardian.

**Integration** is one of the major strategies used to achieve inclusion. Integration means students learn with their peers and are provided with the necessary accommodations and adaptations and/or modifications to be successful. The adaptations and/or modifications are determined on an individual basis. The principle of "placement in the most enabling learning environment" applies to the extent to which an individual student is placed in a regular classroom or assigned to an alternate placement.

The **least restrictive and most enabling environment** for a student with special educational needs shall be determined by the school administration in consultation with School Based Team (SBT) and consultants from Student Support Services with focus on the goals of the IEP. In all cases, the regular classroom shall be considered as the first option for the implementation of the IEP.
Life Skills Programming is programming based on functional skills that all individuals need to live, work, and take care of themselves. It often focuses on skills needed for independent living.

Modifications are instructional and assessment-related decisions made to accommodate a student’s educational needs that consist of individualized learning goals and outcomes different than prescribed learning outcomes of a course or subject.

A Parent of a student, according to the Yukon Education Act, means the biological parents, the adoptive parents by custom or otherwise, the person legally entitled to custody, or the persons who usually have the care and control of the student.

Parental involvement means a meaningful partnership between school professionals and parents to develop the student including the intellectual, physical, social, emotional, cultural, and aesthetic potential to the extent of his/her abilities to his/her fullest potential. This includes input and informed consent of parents and guardians into the referral, assessment, and program planning processes.

Referral is the process of requesting additional support(s) to ensure that learning activities, strategies and resources are appropriate to the student’s strengths and needs. This referral occurs after classroom-based interventions or supports have been determined unsuccessful after a prescribed amount of time.
School Age means the ages during which a person is permitted to enroll in an educational program, from 5 years and 8 months to 21 years of age as at September 1 as defined in Part 1: Definitions of the Yukon Education Act.

School Based Team is an ongoing collaborative problem-solving unit which assists teachers to develop and implement instructional and/or management strategies. The Team coordinates resources for students with special educational needs within the school. The School Based Team consists of an administrator and other school personnel. Others, such as specialist teachers or Student Support Services consultants, may be invited members at the discretion of the chair of the School Based Team.

School Completion Certificate is issued when a student on a modified program has achieved the goals of his/her Individual Education Plan. It is not a Dogwood Graduation Certificate.

Student Learning Plan (StLP) is a document that identifies adaptations for learning difficulties or enrichment strategies required for success. These adaptations help the student to meet the prescribed learning outcomes. The teacher, assisted by the Learning Assistance Teacher or counsellor, develops the Student Learning Plan. The Student Learning Plan represents good teaching strategies without changing the prescribed learning outcomes.

The key to the success of a Student Learning Plan is ongoing and open communication between the student, parent and teacher. You and your child should have a clear understanding of:
• the student’s strengths in the various subject areas in relation to the grade level or prescribed learning outcomes;

• the strategies the teacher will use to help the student improve performance or add breadth and depth to the learning experiences.

**Transition Planning** is the process that involves the student, parents, professionals, receiving school and staff and community agencies to enable students to prepare for and successfully make changes. This involves preparation, implementation and evaluation in order to prepare the student to make major transitions during his/her life – from home or pre-school to school; from class to class; from school to school; from school to post-secondary, community or work situations.