

## ***Glossary (From Manual of Policies and Procedures)***(Underlining by Presenter)

To ensure common interpretation, the definitions of terms used in this manual are being placed at the front of the document.

1. **Adaptations** are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are "best practice" in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations. Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.
2. **Assessment** is a systematic process of gathering information in order to make appropriate educational decisions for a student. It is a collaborative and progressive process designed to identify the student's strengths and needs, set goals, and results in the identification and implementation of selected educational strategies.
3. **Collaborative consultation** is a process in which people work together to solve a common problem or address a common concern. A successful collaborative process is characterized by the following features: it is voluntary; there is mutual trust and open communication among the people involved; identification/clarification of the problem to be addressed is a shared task; the goal is shared by all participants; each participant's contribution is valued equally; all participants' skills are employed in identifying and selecting problem-solving strategies; and there is shared responsibility for the program or strategy initiated.
4. A **guardian** of a person (in the wording of the *School Act*) "...when used in reference to a student or child, means guardian of the person of the student or child within the meaning of the *Family Relations Act*".
5. **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 is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

6. An **Individual Education Plan (IEP)** is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.

"Individual education plan (IEP):" An individual education plan designed for a student that includes one or more of the following:

- learning outcomes that are different from, or in addition to, expected learning outcomes set out in the applicable educational program guide,
- a list of support services,
- a list of adapted materials, instruction or assessment methods.

"Educational program guide:" A document specified as an educational program guide in Ministerial Order 333/99, the Educational Program Guide Order M333/99.

"adaptations": teaching and assessment strategies made to accommodate a student's special needs, and may include alternate formats (e.g., braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues and aids) and assessment procedures (e.g., oral exams, additional time, assistive technologies).

"modifications": learning outcomes that are substantially different from the regular curriculum, and specifically selected to meet the student's special needs.

An IEP should also include the following:

- the present levels of educational performance of the student;
- the setting where the educational program is to be provided;
- the names of all personnel who will be providing the educational program and the support services for the student during the school year;
- the period of time and process for review of the IEP;
- evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals; and
- plans for the next transition point in the student's education (including transitions beyond school completion).

7. **Integration** is one of the major strategies used to achieve inclusion. With integration, students with special needs are included in educational settings with their peers who do not have special needs, and provided with the necessary accommodations determined on an individual basis, to enable them to be successful there. The principle of "placement in the most enabling learning environment" applies when decisions are made about the extent to which an individual student is placed in regular classrooms, or assigned to an alternate placement.

8. **Mainstreaming** is a term which was in use during the early years of the movement toward integration of students with special needs, but which has been replaced by the term "integration" (see definition for integration above).

9. **Modifications** are instructional and assessment-related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes which are different than learning outcomes of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged.) Using the strategy of modifications for students not identified as special needs should be a rare practice.

10. **A neighbourhood school** is the school that students would normally attend if they did not have special needs.

11. **Parent** (in the wording of the School Act) "...means, in respect of a student or of a child registered under section 13, a) the guardian of the person of the student or child; b) the person legally entitled to custody of the student or child; or c) the person who usually has the care and control of the student or child".  
(<http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf>)

12. A **school-based team** is an on-going team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students with special needs within the school.

13. **Special educational needs** are those characteristics which make it necessary to provide a student undertaking an educational program with resources different from those which are needed by most students. Special educational needs are identified during assessment of a student; they are the basis for determining an appropriate educational program (including necessary resources) for that student.

14. **Transition** is the passage of a student from one environment to another at key points in his or her development from childhood to adulthood.

15. **Transition planning** is the preparation, implementation and evaluation required to enable students to make major transitions during their lives - from home or preschool to school; from class to class; from school to school; from school district to school district; and from school to post-secondary, community or work situations.

## **Additional Comment on Transition Planning**

For students with special needs moving into adulthood, transition planning is a key element of their Individual Education Plan.

This transition planning should include a statement of transition goals and, where appropriate, should identify inter-agency responsibilities or linkages that should occur before the student leaves the school setting. The school is in a key position to provide a variety of co-ordinated activities that lead to employment and/or further education for students with special needs.

The commitment should be to early, collaborative and well-planned transitions from school to further training, supported work, or other environments.

The success of an individual student in accessing post-secondary options and necessary supports for the future depends in part on consistent information flow and advanced planning, as well as establishing firm linkages with other available agencies and community partners.

Some students may require extensive modifications to their program. Some or all of their learning outcomes will be substantially different from the regular curriculum. Evaluation will be based on the degree to which such outcomes are achieved. In this case, evaluation must be referenced to individually established standards. Parents can assist the school in achieving and evaluating progress toward learning outcomes - particularly with respect to achievement of social goals, acquisition of life skills, and career exploration and development.

## **Inclusion**

British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. 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 educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others.