APD – (Auditory Processing Disorder)

Auditory processing refers to an individual's ability to analyze, interpret, and process information obtained through the ear. It does not apply to what is received by the eardrum, or to deafness, or being hard of hearing. Difficulty with phonological awareness, decoding Difficulty paying attention in class Difficulty making out the teacher's voice against the background noise from other students and difficulty discriminating between sounds of spoken numbers in class Difficulty hearing the teacher when other students are shuffling their papers, opening their notebooks, or making other noises Difficulty writing down math problems when dictated in class – will write down an incorrect number if it sounds like another number Never remembers an assignment when told to them orally Can cause problems with students ability to count in a sequence Oral drills are challenging for these students Have difficulties with decimals Difficulties with using ordinal numbers Difficulty learning vocabulary presented orally Slow processing speed.

AU or ASD – (Autism Spectrum Disorder)

Is a developmental disability caused by differences in the brain. People with ASD often have problems with social communication and interaction, and restricted or repetitive behaviors or interests. People with ASD may also have different ways of learning, moving, or paying attention.

BIP – (Behavior Intervention Plan)

A behavior intervention plan includes positive interventions, strategies and supports to address the target behavior. The BIP is created by a team of school staff and parents. The BIP is used to teach or encourage new behavior. A BIP should address the problem behaviors identified in the FBA. If the team is presented with enough data and knowledge about the causes and circumstance of your child's behavior, an FBA may not have to be completed. The BIP should be modified as the student's behavior changes.

EBD – (Emotional and Behavioral Disorder)

An emotional and behavioral disorder is an emotional disability characterized by the following:

1. An inability to build or maintain satisfactory interpersonal relationships with peers and/or teachers. For preschool-age children, this would include other care providers.

2. An inability to learn which cannot be adequately explained by intellectual, sensory, or health factors.
3. Consistent or chronic inappropriate type of behavior or feelings under normal conditions.
4. Displayed pervasive mood of unhappiness or depression.
5. Displayed tendency to develop physical symptoms, pains, or unreasonable fears associated with personal or school problems.

A student with EBD is a student who exhibits one or more of the above emotionally based characteristics of sufficient duration, frequency, and intensity that it/they interfere(s) significantly with educational performance to the degree that provision of special educational services is necessary. For preschool-age children, these characteristics may appear within the preschool environment or in another setting documented through an extended assessment period. The student's difficulty is emotionally based and cannot be adequately explained by intellectual, cultural, sensory, or general health factors.

EIP – (Early Intervention Program)

The Early Intervention Program (EIP) is designed to provide interventions for students who are at risk of not reaching or maintaining their academic grade level based on their performance on state or national assessments or performance measures in English Language Arts/Reading, Mathematics, or both in order to help them meet grade-level expectations within the shortest possible time. Early Intervention programming must include targeted, evidence-based interventions, frequent progress monitoring, and clear entrance and exit criteria based on grade level performance. It is not the intent of the program for students to be assigned to EIP on a continuing or permanent basis.

ESY – (Extended School Year)

For many students who receive special education services, the regular school year is enough to make sure they get a free appropriate public education. But that is not the case for all students. Some students may need more. Students learn at different rates and retain what they learned at different levels. Extended School Year (ESY) is special education and/or related services that are provided beyond the normal school year. ESY is a required part of the Individuals with Disabilities Education Act (IDEA). ESY is provided according to a student's Individualized Education Program (IEP) and is at no cost to the family. ESY can include academics, related services and extracurricular activities. Each district must provide ESY to students who need such services. All public schools, including charter schools and alternative schools, must provide ESY when it is needed.

IDEA – (Individuals with Disabilities Education Act)

The Individuals with Disabilities Education Act (IDEA) is a federal law that governs how states provide early intervention, special education and related services, to children with disabilities.

IEP – (Individualized Education Program)

If your child receives special education and related services, it is required that he/she have an Individualized Education Program (IEP). The IEP will address your child's unique abilities and needs and describe how he/she will access the general curriculum. The IEP should describe how your child learns, how your child best demonstrates what he or she is learning and what teachers and service providers will do to help your child learn more effectively. As a parent you are a very important part of your child's IEP team. You, your child's teachers and other school personnel will develop an IEP for your child that will be reviewed at least once a year.

IFSP – (Individualized Family Service Plan)

This is a plan for a child under Babies Can't Wait. A child transitions from Babies Can't Wait to Special Education at age 3 and then receives an IEP (Individualized Education Plan).

MDR – (Manifestation Determination Review)

A Manifestation Determination Review (MDR) is an important discipline procedure under the IDEA. The MDR examines the relationship between a child's disability and his/her misconduct. An MDR occurs when a district proposes to take specified serious disciplinary actions.

MTSS – (Multi-Tiered System of Supports)

A Multi-tiered System of Supports (MTSS) is a "tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. MTSS promotes systems alignment to increase efficiency and effectiveness of resources" (Adopted from National Center on Response to Intervention, 2010)

RTI – (Response to Intervention)

It is the process that we use to identify students who may be at risk for poor learning outcomes.

1. Tier 1
    a. Core Instruction of Prevention All students receive district curriculum and instructional practices that are research based; aligned with state and district standards; and incorporate differentiated instruction.
2. Tier 2
    a. Secondary Level of Prevention Students identified as those who are in need of enrichment/acceleration or who are at risk for poor learning outcomes.
3. Tier 3
    a. Tertiary Level of Prevention who have not responded to primary or secondary level of prevention or who are in need of enrichment or acceleration.