



GLOSSARY

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accessibility

Removing physical or other barriers or obstacles to ensure access to buildings, facilities, media, materials, electronic systems, and environments, and to ensure equality for all individuals.

accommodation

A process that involves determining what barriers might affect a person, exploring options for removing those barriers, and accommodating to the point of undue hardship.

adaptation

A change made in the teaching process, materials, assignments, or pupil products to help a pupil achieve the expected learning outcomes.

appropriate educational programming

A collaborative school-family-community process through which school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social, and emotional needs of all students.

assessment

A process of gathering information about what, and how, a student has learned in order to make decisions about what to do next to continue the learning.

assistive technology

Any item, piece of equipment, product, or system that is used to increase, maintain, or improve the functional capability of individuals with disabilities.

behaviour intervention plan (BIP)

An intervention plan developed by a team to meet a student's social/emotional and behavioural needs.

clinician

An individual trained in the provision of support services within the school setting who provides services for students with exceptional learning needs and consultative services for school personnel and parents; and certified under the *Teaching Certificates and Qualifications Regulation 515/1988*, as speech-language pathologists, school psychologists, school social workers, occupational therapists, physiotherapists, or reading clinicians.

continuum of supports and services

A range of programming and services designed to support students with exceptional needs.

core team

Consists of the student, the student's parent(s), and the student's teacher(s).

curriculum

The curriculum prescribed or approved by the Minister.

daily plan

A plan that outlines how a student's individual education plan will be carried out each day; outlines a daily timetable for a student and the outcomes to be worked on.

differentiated instruction

A method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests, and strengths of pupils.

early identification

The process used to identify students with exceptional learning needs in preschool, Kindergarten, the Early Years, or as early as possible in students' education before or after their entry into school.

educational assistant

A person hired by the school division to provide support for teachers and/or students and supervised by a teacher.

expected learning outcomes

The learning outcomes consistent with the curriculum.

inclusion

A way of thinking and acting that allows every individual to feel accepted, valued, and safe.

inclusive education

Providing all students with the supports and opportunities they need to become participating members of their school communities.

individual education plan (IEP)

A global term referring to a written document developed and implemented by a team, outlining a plan to address the unique learning needs of a student; the written IEP may range in length from one page documenting student-specific adaptations developed by a student's teacher(s) in consultation with the parent(s), to a lengthier documentation of a student's programming outlining student-specific outcomes developed by a larger team that may also include resource, clinical, and other student services supports; the term IEP is inclusive of other acronyms such as adapted education plan (AEP), behaviour intervention plan (BIP), assisted learning plan (ALP), and so on.

individual health care plan (IHCP)

A written plan of care for a student with special health-care needs; a registered nurse facilitates development of the IHCP.

individual transition plan (ITP)

A formal plan developed to help a student with exceptional learning needs as the student prepares to exit the school system; the plan is developed by a student's IEP team and is reviewed annually.

individualized programming

Programming intended for students whose cognitive disabilities are so significant that they do not benefit from participating in curricula developed or approved by Manitoba Education; it identifies highly individualized learning experiences that are functionally appropriate.

informed consent

An individual's voluntary consent to participate in an activity (assessment, intervention, program) after first being fully advised of the benefits and the risks; can be withdrawn at any time.

in-school team

Consists of the core team (student, parents, teachers) and other school staff, such as the resource teacher and/or school counsellor; the key decision maker in the student-specific planning process.

modification

Changes in the number or the content of the learning outcomes a student with a significant cognitive disability is expected to meet in the provincial curriculum, as determined by the student support team.

performance objectives (POs)

Student-specific outcomes broken down into small, manageable components or steps.

personalized transportation plan (PTP)

A written document recording the individual student's exceptional needs and the requirements for transportation services as part of a student's IEP.

placement

A school or an alternative learning environment chosen for a student; determined by school and school division policy and in consultation with the school team, including parents.

print disability

A situation caused by a sensory, physical, or neural disability that results in a student being unable to use print materials effectively.

reasonable accommodation

The school's obligation to address special needs of students where these needs stem from the protected characteristics specified in *The Human Rights Code* of Manitoba, such as physical or mental disability, and affect the individual's ability to access educational/school services or facilities; the measures to accommodate special needs will be reasonable and required unless they cause undue hardship due to cost, risk to safety, impact on others, or other factors.

resource teacher

A teacher whose principal duties are to determine individual educational difficulties, to identify appropriate strategies for use by teaching staff, to give direct assistance to teachers and students, and to provide school personnel and parents with consultative services.

school support team

Consists of the in-school team and additional personnel, such as clinicians and consultants, who consult and collaborate with the in-school team to support student-specific planning and educational programming.

specialized assessment

Individualized assessment conducted by qualified practitioners across a variety of domains and specific learning contexts to provide additional information on the exceptional learning needs of students; includes assessment of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual and adaptive, communication, academic, or special health-care needs relevant to students' learning and performance.

student outcome rubric (SOR)

A tool that can be used at the end of the school year to evaluate and report a student's level of achievement of his or her student-specific outcome(s); each SOR specifies the behaviour that must be exhibited to be assigned a specified evaluative rating.

student services administrator

A teacher employed by the school division to coordinate and support the student services needs in schools.

student-specific outcome (SSO)

A concise description of what a student will know and be able to do by the end of the school year.

student with exceptional learning needs

A student who requires specialized services or programming when deemed necessary by the in-school team because of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic, or special health-care needs that affect his or her ability to meet learning outcomes.

transition

Moving a student from one environment to another at key points in his or her development from childhood to adulthood (e.g., entry into the Kindergarten or nursery school years, transition from the Early to Middle Years, from one grade to the next, or from school to post-secondary education or employment).

