

Special Education Definitions

The following list of words are defined below. These words are in alphabetical order - the same as listed off here.

- 504 Plan
- Behavioral Intervention Plan (BIP)
- Extended School Year Services (ESY)
- Free Appropriate Public Education (FAPE)
- Functional Behavior Assessment (FBA)
- Individualized Education Program/ Plan (IEP)
- IEP Team
- Individuals with Disabilities Education Act
- Least Restrictive Environment (LRE)
- Manifestation Determination Review
- Positive Behavioral Interventions and Supports (PBIS)
- Related Services
- Special Education
- Transition Plan (TP)
- Transition Services

504 Plan

A section 504 Plan describes the disability and the educational or related services a student needs in order to receive a FAPE. The content may change during the school year or between school years as the child's needs or services change. The school district must provide services stated in the 504 Plan.

Behavioral Intervention Plan (BIP)

Behavioral intervention plans are implemented after an FBA has been conducted to help develop and implement interventions that prevent inappropriate school behaviors.

Extended School Year Services (ESY)

Extended School Year Services are services provided to children with disabilities beyond the regular school year. They are provided at no cost to the parent or child. These services are often provided during the summer. The IEP team will determine whether a child needs extended school year services.

Free Appropriate Public Education (FAPE)

FAPE means that schools have to make sure all children have what they need to learn and progress at school. It also means families can't be charged money for services at school. FAPE includes special education and related services. FAPE must be provided in the LEAST restrictive environment (LRE). This means that a child with a disability must be educated in a classroom with his or her peers, if possible.

Functional Behavior Assessment (FBA)

A Functional Behavioral Assessment is used to help assess a child's inappropriate school behavior. During the assessment, the IEP team may look at a child's diagnosis, behaviors in and out of the classroom, and all environmental factors at home and at school and triggers that contribute to a child's inappropriate school behavior. This information can then be used to develop behavioral intervention plans or positive behavioral interventions and supports.

Individualized Education Program/Plan (IEP)

An IEP, or Individual Education Plan, is a written statement that includes the child's disability, his or her present level of academic achievement, future goals and a plan on how those goals may be achieved. Once it has been determined that a child needs **special education** or **related services** a meeting to discuss and initial IEP should occur within 30 days. An IEP should be reviewed at least once a year and revised as needed to reflect changes in the child's age and goals. An IEP may include an **FBA** or a **BIP**.

IEP Team

The IEP is developed and revised by an IEP team. At a minimum, the IEP team must consist of a parent, one general education teacher, one special education teacher, a representative of the school district (who can authorize funding), and a member of the team who can explain how the child's evaluation results informs his or her instructional needs, and the student (at least by the age of 14).

Ideally, the student receiving special education is on the IEP team. Sometimes, full participation by the student is not possible due to age or disability. The child must be involved when the IEP team is discussing transition planning (plans for the individual after high school).

Individuals with Disabilities Education Act (IDEA)

IDEA, or the Individuals with Disabilities Education Act is an act ensuring that children with disabilities have access to a free and appropriate public education (FAPE).

Least Restrictive Environment (LRE)

The Least Restrictive Environment is the placement of a child with special needs in a setting that promotes the most possible interaction with the general school population.

Manifestation Determination Review

A manifestation determination meeting or review happens after your child has been suspended or the school is considering expulsion as an opportunity to figure out whether your child's behaviors are a manifestation of her disability or whether they are due to the school's failure to implement her IEP.

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports or strategies are collaborative strategies that focus on promoting, practicing and fostering positive social skills and behavior. These strategies may be as simple as, establishing and adhering to a routine or taking regular breaks during the day.

Related Services

Related services are supportive services that assist a child with a disability benefit from special education. Related services may include speech therapy, occupational and physical therapy, psychological counseling, and medical diagnostic services that are necessary to support the child's education.

Special Education

Special education means free, specially designed instruction to meet the unique needs of the child with a disability both in and out of the classroom. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions.

Transition Plan (TP)

A transition plan is a formal plan that is part of an IEP and developed by the IEP team and the individual with a disability. The purpose of the TP is to create a plan for after high school. Like an IEP, the TP should include specific goals and the ways in which those goals will be accomplished. Iowa law requires that a transition plan is included in a child's IEP at

the age of 14, but transition planning can start earlier. The child must be involved in transition planning.

Transition Services

Transition services are activities listed in the IEP that facilitate the transition for life after high school. This may include plans for college, vocational training and independent living.