

Special Education Terms

Accommodations: Changes in the environment to meet the individual needs of students.

Adaptations and Modifications: Changes in the program to meet the individual needs of students in areas including curriculum, instructional techniques, and strategies, and instructional materials.

Annual Progress Report (APR) - School districts are required to provide reports on individual schools in their annual district report cards, known as APRs (Annual Progress Reports) in Iowa. Each school district must prepare and share the annual progress report with their parents, families, and the community. The report must include the following:

- Information on how students in the district and in each school perform on the state assessment, the ITBS (Iowa Test of Basic Skills) for grades 4 and 8 and the ITED (Iowa Test of Educational Development) for grade 11 in Iowa.
- Student performance in terms of three levels: basic, proficient, and advanced.
- Achievement data disaggregated by student subgroups according to race, ethnicity, gender, English language proficiency, migrant status, disability status, and low-income status.
- Identification of schools within the district that have been identified as a school in need of assistance.

Area Education Agencies (AEA): A network of the SEA that provides services to specific geographic areas of the state.

Adequate Yearly Progress (AYP): A measurement defined by the United States federal No Child Left Behind Act that allows the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests.

Building Assistance Team (BAT): A team of teachers and the building principal who work together to solve problems for students. This team provides individual and immediate responses to teacher's concerns.

Behavior Intervention Plan (BIP): A plan of positive behavioral interventions in the IEP of a child whose behaviors interfere with his/her learning or the learning of others.

Extended Problem Solving Team: The extended problem-solving team is Level III within the Heartland problem solving approach. This team does consist of BAT, parents, students when appropriate, other appropriate school personnel and the Heartland Area Education Agency support staff as needed.

Functional Behavior Assessment (FBA): Functional behavior assessment determines the function of a behavior and is required before a BIP is written.

Full and Individual Evaluation: An evaluation of the student to determine the educational interventions that are required to resolve the presenting problem, behaviors of concern, or suspected disability, including whether the educational interventions are special education.

Full Continuum of Services: The range of services that must be provided to meet the needs of eligible individuals for special education. The service categories listed in the Administrative Rules of Special Education are: instructional, support, itinerant, supplementary aids, assistive technology, related services, health, transportation, and other.

Individualized Education Program (IEP): The Individualized Education Program is a written statement for an eligible individual that identified the individual's needs, the services needed to meet those needs and the anticipated outcomes. The IEP sets forth in writing a commitment of resources necessary to enable an eligible individual to receive needed special education and related services appropriate to the individual's special learning needs.

Inclusion: Practice of educating children with special needs in regular education classrooms in neighborhood schools. See also mainstreaming and least restrictive environment.

Iowa Core Curriculum (ICC): identifies essential concepts and skills for kindergarten through 12th grade in literacy, mathematics, science, social studies, and 21st century skills. The 2008 legislative session, through Senate File 2216, requires all school districts and accredited nonpublic schools to implement the Iowa Core Curriculum (July 1, 2012 for grades 9 through 12 and 2014-15 for kindergarten through 8th grade).

Interventions: Interventions are

- A written plan based on an individual or group problem
- A clear statement or description of the behavior
- A problem analysis that leads to an intervention decision
- A description of the actual intervention (what, when how, and by whom intervention is enacted)
- A plan for measuring outcomes which can be used to make data-based adjustments as needed during the course of the intervention (baseline, monitoring schedule, behavior level at the end of the intervention)

Local Education Agency (LEA): The Ames school district.

Least Restrictive Environment (LRE): The LRE rules states that to the maximum extent appropriate to the needs of the eligible individual, special education and related services shall be provided in the general education environment.

Modifications: Substantial changes in what the student is expected to demonstrate; includes changes in instructional level, content, and performance criteria, may include changes in test form or format; includes alternate assessments.

No Child Left Behind (NCLB): Under No Child Left Behind, states are working to close the achievement gap and make sure all students, including those who are disadvantaged, achieve academic proficiency. Annual state and school district report cards inform parents and communities about state and school progress.

Progress monitoring: Assessment used to assess students' academic performance and evaluate the effectiveness of instruction; can be implemented with individual students or an entire class. Each IEP goal has a monitoring procedure.

Schools in need of Assistance (SINA): Under NCLB, public school districts and public schools must report the academic progress of all students in grades 3 to 8 and 11 and students by subgroups and their test participation rates in the subject areas of reading and mathematics. Public elementary and middle school average daily attendance (ADA) rates and public high school graduation rates are the additional indicators for public school districts. If a school does not meet the annual AYP state participation goals or state Annual Measurable Objectives (AMO) in reading or mathematics assessment in either the “all students” group or any one of the subgroups for two consecutive years, it is designated as a school in need of assistance, which is also referred to as SINA subgroups for two consecutive years, it is designated as a school in need of assistance, which is also referred to as SINA.

State Education Agency (SEA): SEA supports local schools with specialized leadership and educational services for students, teachers, and administrators. The three divisions of SEA are Education Services, Media Services, and Special Education.

State Performance Plan (SPP): The reauthorization of the Individual's with Disabilities Education Act (IDEA) in 2004 required all states to develop a six-year Performance Plan for improvement of educational results for student's with disabilities. It is a six-year plan covering FFY 2005-2010, with annual performance reports each February through which the state will report on its progress in meeting the targets established in the SPP.

Supplementary aids and services: Aids, services, and supports that are provided in regular and/or education classes that enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Transition services: An IEP requirement; designed to facilitate movement from school to the workplace or to higher education. Focus on living, learning, and working.