

Glossary of IDEA Terms

Accommodation: An alteration of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. Examples include: Braille texts, wheelchair ramps, minimizing distractions, and reduced workload. Accommodations are determined based on what the individual student needs to be successful in public education.

Eligibility: To be eligible for special education, a student must have an identified disability, as outlined and defined in specific categories, under the Utah Special Education Rules; the disability must adversely affect the student's educational performance; and the student must require special education and/or related services.

Evaluation: Information the IEP team uses to determine eligibility and/or services for special education. Contains both formal and informal assessments.

Exiting/Graduation Options:

Regular High School Diploma: Awarded when a student completes all of the LEA's requirements for graduation. Ends FAPE.

Alternative High School Diploma: Issued by an LEA or an adult education system, not an individual high school. Ends FAPE.

Alternate High School Diploma: Awarded to students with significant cognitive disabilities who participate in Utah's Alternate Assessment and complete all requirements for the alternate high school diploma. Does not end FAPE.

Certificate of Completion: Awarded to students who complete 4 years of high school, but who do not meet the requirements for a regular high school diploma. Does not end FAPE.

Career Development Credential: Career-focused, work experience credential available to students on an IEP or Section 504 Plan. Does not end FAPE.

FAPE: Free, appropriate public education, or FAPE, means special education and related services that are provided at public expense, under public supervision and direction, and without charge.

IDEA: IDEA is an acronym for the Individuals with Disabilities Education Act, our nation's special education law.

IEP: Individualized Education Program. A written statement for a child with a disability that is developed, reviewed, and revised annually with the IEP team.

IEP Team Members: Parents of the student, or the student if over age 18; LEA (definition below); special education teacher; regular education teacher of the child (if the child is, or may be, participating in the regular education environment); someone who can interpret test results, and other individuals who have knowledge or special expertise regarding the student, invited at the discretion of the parent, adult student, or the school.

LEA: Local Education Agency. Someone who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the public agency. Generally, a principal or their agent, or someone from the school district.

LRE: Least restrictive environment. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.

Modification: A change in what a student is taught or expected to learn in the general education curriculum.

Notice of Meeting: A document that includes the purpose, time, location, and who will attend a student's IEP meeting, including any team members' excusal requests.

Procedural Safeguards: The laws and regulations of IDEA that protect the rights of children with disabilities and their families, particularly regarding access to FAPE. <https://www.schools.utah.gov/file/f53358c8-4169-4121-ada3-a8b4d4fe7a52>

Progress reports: Report on the student's progress toward their IEP goals and must contain a description of how the child's progress toward meeting the goals will be measured, and when periodic reports on the progress the child is making toward meeting the annual goals will be provided.

Related Services: Transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education.

Section 504 Plan: A plan established to meet obligations under the Rehabilitation Act of 1973 (a civil rights statute that prevents discrimination against an individual with a disability), that provides access to public education using accommodations and related services at school.

Special Education: Specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education.

Specially Designed Instruction: Adapting as appropriate the content, methodology, or delivery of instruction to address the unique needs of a child that result from the child's disability and to ensure access of the child to the general curriculum (standards).

Supplementary Aids and Services: Aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Transition Services: A coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. It is based on the individual child's needs, taking into account the child's strengths, preferences, and interests, and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

UPIPS: Utah Special Education Program Improvement Planning System. System of monitoring special education compliance throughout the state. Focus is on improving academic and social outcomes for students through special education.

USB: Utah State Board of Education. Responsible for providing technical assistance and supports to the Local Education Agencies (LEAs) in the state of Utah.

UPC: Utah Parent Center. Utah's Parent Training and Information Center responsible for supporting families in understanding the special education process.

Utah Special Education Rules: A document produced by USBE that outlines special education rules for students and parents under IDEA. The document can be found here: <https://www.schools.utah.gov/file/bff61848-ae42-4265-a654-6dae5f398507>