



Acronyms & Other SDUSD/Education/Special Education Terms

504 Plan – Sometimes called “a 504.”

AAC – Augmentative & Alternative Communication; see AT.

AASD – Administrators Association San Diego; bargaining units representing administrators.

ABA – Applied Behavior Analysis. ABA is a data-driven intervention used to shape behavior. (SDUSD has a job title of “ABA Supervisor”).

“Above & Beyond Awards” – CAC initiative to recognize community members, SDUSD employees, and students for efforts to improve the educational outcomes of students with disabilities. Ceremony occurs each May. Nominations open for finite dates from March to April; please visit <https://www.sandiegounified.org/above-beyond-awards-1> to participate.

Accommodations – Delineated on the Special Factors pages of an IEP. Accommodations do not alter or lower the expectations or standards. These include supports like Preferential Seating, Movement Breaks, Extended Time, and so on that help students with disabilities have equal access to instruction and materials.

ADA – Americans with Disabilities Act; civil rights law protecting persons with disabilities from discrimination. Deals with employment, accessibility, etc.

ADL – Activities of Daily Living; often referenced in assessments. ADL include dressing, toileting, feeding, and so on.

ADR – Alternative Dispute Resolution.

ALJ – Administrative Law Judge; person who hears and adjudicates due process cases.

Annual IEP – At least yearly, a student with an IEP must have an IEP team meeting to evaluate progress toward goals, identify placement, review accommodations, and propose related services.

APE – Adapted Physical Education; usually group-based related service that offers a modified physical education curriculum serving students with disabilities.

ASL – American Sign Language.

AT – Assistive Technology. High-tech or low-tech device (including software) to afford a SWD access to the curriculum.

AUT – Abbreviation for “Autism” for conveying federal eligibility for special education.

Benchmark – Shorter-term learning objective that lay out a path to meet an annual goal. Only required for students who are taking alternative assessments.

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BIP/BSP/BP – Behavior Intervention Plan/Behavior Support Plan/Behavior Plan. All still in usage among district personnel; however, to be accurate, Behavior Intervention Plan (BIP) is the legal term.

“Blended classroom” – Early Childhood Special Education placement option; a blended classroom has both a general education preschool teacher and a special education preschool teacher sharing a class of students.

BMI – Body Mass Index; acronym appears on nursing/wellness assessments.

BOE – Board of Education; 5 trustees are elected to SDUSD’s Board of Education.

BSR – Behavior Support Resources; responsible for providing training/support as needed to classroom staff members.

BSS – 2 different SDUSD jobs share this acronym: Building Services Supervisor (custodial position) and Behavior Support Specialist.

CAA – California Alternate Assessment; Replaced the CAPA (California Alternate Performance Assessment).

CAC – Community Advisory Committee for Special Education; parent-led advisory body mandated by California Ed Code to advise the SDUSD Board of Education on its Local Plan and matters pertaining to special education.

CAPD – Central Auditory Processing Disorder; a specific type of audiological testing that is usually done after age 10.

CBI – Community-Based Instruction; usually becomes an important consideration as a student proceeds through transition.

CCS – California Children’s Services; provides some medically-based therapies to students and often have facilities located on school campuses. Therapies are provided outside of instructional hours.

CCSS – Common Core State Standards.

CCTE – College Career Technical Education – emphasizes “hands-on”, skills acquisition to help students prepare to enter post-secondary employment.

CDC – Child Development Center.

CDE – California Dept. of Education

CELDT – English proficiency test that has been replaced with the ELPAC.

CIE – Competitive Integrated Employment. Objective of CDE’s Employment First policy.

Cluster Committee – Representatives of schools within a single cluster (feeder pattern) that meet to discuss/improve schools within a single cluster.

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Cluster Congress – Informal meeting of representatives from some number of Cluster Committees.

Collaboration – When a related service provider/Education specialist/other school personnel works in conjunction (sharing information, progress, strategies, breakthroughs) with another teacher/related service provider/school staff member to ensure that a SWD is making progress toward his/her IEP goals.

Compensatory education/compensatory services – When used in a special education context, this term may describe services that were not provided pursuant to the IEP and must be delivered after the fact; sometimes provided as part of a corrective action. The term “Compensatory Education” is also used by the LEA to reference programs funded with “economic impact aid” for students who have limited English proficiency as well as students deemed at-risk of dropping out of school.

Compliance complaint – Formal procedure for asserting that an IEP or other regulation pertaining to the provision of a FAPE is not being implemented. CDE is the investigating agency.

Consultation – When a related service provider or education specialist provides specific expertise to another related service provider, education specialist or general education teacher in order to improve or adapt instruction or otherwise provide access to a FAPE.

Container – A student with disabilities’ cumulative pupil record, including initial determination of eligibility for an IEP, all assessments, all subsequent IEPs, etc.

Corrective action – A term to describe orders from an entity to the LEA that must be undertaken and then evidence of completion submitted. Example, to satisfy a complaint in which the district was found out-of-compliance, the district might have to provide training and documentation to prove that it trained a staff member.

CORT – Central Office Resource Teacher. (Previously called a Program Resource Teacher, or PRT).

COTA – Certified Occupational Therapy Assistant

Co-teaching – Education Specialist and general education teacher teach a class of students together.

CPRA – California Public Records Act; allows members of the public to request information from public agencies, including SDUSD.

CSEA – California School Employees Association. Three of SDUSD’s labor partners bargain under this umbrella: OSS (Operations-Support Services); OTBS (Office-Technical and Business Services); and PARA (Paraeducators).

CTC – Commission on Teacher Credentialing; ctc.ca.gov allows anyone to look up a teacher’s credentials online. CTC also provides guidance on the appropriate credentials for certificated positions.

“Cumulative” – See Container. Cumulative records also include all general education and enrollment information for a student.

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CYT – Children & Youth in Transition. Email cyt@sandi.net for assistance with students affected by military, foster, home/hospital, refugee status and/or homelessness.

DAC – District Advisory Council; parent-led advisory body intended to represent participants in Compensatory Education programs (e.g., recipients of Title I funds, EIA-

“Dashboard” – California School Dashboard. Provides summary report of Performance Levels to stakeholders, including the public.

DB - Abbreviation for “Deaf [and] Blind” for conveying federal eligibility for special education.

DD – Abbreviation for “Developmental Delay” for conveying federal eligibility for special education for students under age 5-years.

DELAC – District English Learner Advisory Committee; parent-led body in which delegates from school sites provide guidance to staff and BOE regarding issues pertaining to English Learners.

Developmental Vision Assessment – The name of the assessment that would be conducted prior to an IEP team determining the appropriateness, need, and benefit of Vision Therapy for a given student.

D/HH - Abbreviation for “Deaf/Hard-of-Hearing” for conveying federal eligibility for special education.

Diploma-bound – All students are considered diploma-bound UNLESS the IEP determines otherwise. The decision to label a student non-diploma-bound does not occur until 7th grade at the earliest.

Discrepancy model – Possible determination of Learning Disability; when a student’s intellectual functioning scores are 1.5 standard deviations above his/her scores on an achievement test.

DOR – Department of Rehabilitation; generally relevant once student begins to have an ITP (i.e., has reached transition age).

DRA – Diagnostic Reading Assessment.

DRC – Disability Rights California.

DRDP – Desired Results Developmental Profile; used to monitor progress for all preschoolers in SDUSD.

DRT – Diagnostic Resource Teachers.

DSS – CA Dept. of Social Services

Due Process – Procedural safeguard to afford either entity (e.g., guardian or LEA) the ability to formally disagree with the offer of a Free and Appropriate Public Education and have that disagreement resolved.

Dysgraphia – difficulty writing

Dyslexia – difficulty reading

Dysphagia – difficulty swallowing

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Dyspraxia – developmental motor coordination disorder

ECSE – Early Childhood Special Education; serving infants, toddlers and preschoolers who have disabilities.

ED - Abbreviation for “Emotional Disturbance” for conveying federal eligibility for special education.

Education Specialist – A teacher credentialed to deliver special education services.

EFMP – Exceptional Family Member Program; a mandatory program enrollment for active duty military personnel.

EFRC – Exceptional Family Resource Center; serves as a clearinghouse for information about community events and resources while offering a variety of supports to families of persons with disabilities.

EIA-LEP – Economic Impact Aid – Limited English Proficiency.

EIA-SCE – Economic Impact Aid – State Compensatory Education.

EL – English Learner.

ELA – English Language Arts. Usually seen on goals pulled from goal bank.

ELAC – English Learner Advisory Committee; site-based group of parents/community members/faculty at a school who make recommendations to improve programs serving EL.

ELPAC – English Learner Proficient Assessments for California; replacing the CELDT. Testing that determines English Proficiency levels for students.

ELST – English Learner Support Teacher.

ERMHS – Educationally-Related Mental Health Services; AB114 is new iteration of AB3632 and AB2726. Transferred responsibility from County Mental Health to LEA. Called in this district MHRS.

ESSA – Every Student Succeeds Act; federal law that replaced NCLB (No Child Left Behind) Act.

ESY – Extended School Year; different than “Summer School”. Not every student with an IEP is deemed eligible. Eligibility is an IEP team decision; SDUSD uses a ESY questionnaire to help make that determination to ensure that regression and recoupment, special circumstances, interfering behavior, nature and severity of disability, emerging skills, and degree of progress on goals are systematically considered by IEP teams.

Executive Function - Selecting and monitoring one’s own behavior to meet a goal. Requires simultaneous and complex thought together with working memory. Assessments exist to determine if this is an area of need for a particular SWD.

F12 – SDUSD form that is submitted by a student’s case manager to convey an IEP team decision about the related service of Transportation to SDUSD’s bus transportation department.

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F13 – SDUSD form that may be provided to the parent/guardian of a student with disabilities; it is used to reimburse a family for providing transportation services to the family’s own child.

FACE – Family and Community Engagement Department.

FAPE – Free and Appropriate Public Education.

FBA – Functional Behavior Assessment. Sometimes still called Functional Analysis Assessment (FAA). Used to determine the function of a student’s behavior.

FERPA – Federal Educational Rights & Privacy Act; like HIPAA for pupil records. Provides for parental access and review. Also provides a mechanism for amending the content of records. Provides some control over disclosure of records.

Foundation – Either school-based or cluster-based. Group of parents, community members, and school staff who conduct fundraising over multi-years to provide enrichment or other supports/services to a given school/schools.

FRPM – Free/Reduced Price Meals; an acronym occasionally used to distinguish students who may be experiencing economic disadvantage.

Function (of behavior) – Generally falls into one (or more) of 4 categories: Access preferred item/activity; Escape demand; Obtain attention from another person; and Sensory input.

Functional (curriculum) – Deemphasis on academic learning and focuses on adaptive, social, communication and independent living skills.

GATE – Gifted & Talented Education.

GATE DAC – District Advisory Council that provides recommendations to SDUSD relating to identification and supports for students deemed GATE.

Goal – An individualized, measurable outcome to address an area of need for a SWD; usually written to be met one year from the date it is developed.

Health Tech – Health Technician; paraprofessional who assists school nurses.

Hehir Report – Commissioned report on Special Education in SDUSD concerning development of unified system, overidentification of students of color with certain disabilities, and recommendations to close the achievement gap between SWD and their peers without disabilities. Dr. Thomas Hehir served as principal investigator. Please see <https://www.sandiegounified.org/commissioned-reports-special-education> for full report.

Hernandez Overidentification Report – Commissioned study of progress on reducing the overidentification of African-American students as having Emotional Disturbance and overidentification of Hispanic students as having Speech-Language Impairment. Report written by Dr. Jaime Hernandez. Please see <https://www.sandiegounified.org/commissioned-reports-special-education> for full report.

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HSDP – High School Diploma Program

IAES – Interim Alternate Educational Setting.

ID - Abbreviation for “Intellectual Disability” for conveying federal eligibility for special education.

IDEA – Individuals with Disabilities Education Act

IEE – Independent Educational Evaluation; may be obtained when a parent/guardian disagrees with the findings/recommendations of a district special education assessment.

IEP – Individualized Education Program.

IFSP – Individual Family Service Plan; defines early intervention services that a child will receive until his/her 3rd birthday.

Indicator 13 Checklist – Sometimes called “Indicator 13”. Pertains to students of transition age and provides a compliance check to ensure LEA is meeting all requirements. To view entire checklist, visit <https://www.cde.state.co.us/postsecondary/iep-indicator13checklist> .

Interpretation – To promote guardian participation as an equal member of the IEP team, an interpreter may be requested/provided to assist a family member with limited English proficiency to understand and communicate during the IEP meeting.

IPP – Individual Program Plan; defines goals and services outside of education for person with disabilities.

ISHP (IH CSP) – Individual (or IEP) Student Health Plan. Previously called Individual Health Care Service Plan. IEP teams may include a Seizure Plan or other documents relating to the medical needs of the student in the IEP as the team determines appropriate.

Itinerant – Staff member who serves children at a number of school sites (versus being school staff).

ITP – Individualized Transition Plan; important part of the IEP document from age 14 to graduation or age 22.

LEA – Local Educational Agency.

LCAP – Local Control Accountability Plan.

LCFF – Local Control Funding Formula.

LCI – Licensed Children’s Institutions. May be residential facility or group home. Students who reside in an LCI within the boundaries of SDUSD will provided special education pursuant to the students’ IEPs.

LEP – Limited English Proficiency.

Literacy Terms:

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Comprehension = To what extent words/phrases/sentences/paragraphs convey meaning.

Decoding = Sound/symbol competency; sounding out words.

Encoding = Spelling

LRE – Least Restrictive Environment; this means that the student with disabilities shall be educated alongside nondisabled peers to the maximum extent possible such that the student with disabilities is able to derive educational benefit.

Low incidence – disabilities that are very rare. Examples include but are not limited to deafness and blindness.

Mainstreaming – Some staff still use this word to mean “inclusion” or to reflect the student with disability spending time in the general education environment.

Manifestation Determination – An important meeting that occurs if a student with disabilities has been suspended for 10-days or more OR if the SWD is being recommended for expulsion; during it, the school must review whether the behavior is a manifestation of the student’s disability.

McKinney-Vento Homeless Education Assistance Improvements Act

MD - Abbreviation for “Multiple Disabilities” for conveying federal eligibility for special education.

Mediation – Formal meeting between two parties to a dispute in order to resolve issues prior to Due Process.

Mediation Settlement – Agreement between parties reached as result of mediation session or sessions.

MH/HP – Medically Homebound/Hospital Program – SDUSD provides itinerant services to students who are not attending school per doctor orders. Supports and services are adapted to meet the needs/condition/availability of students.

MHRC – Mental Health Resource Center

MHRS – Mental Health Related Services

Modifications – When the instruction or materials provided to a SWD is changed substantively from the curriculum being delivered to same-age peers. When a SWD only receives 5 words on a spelling list while the rest of the class receives 20 words, there is a difference in the expectation and standard. When a SWD is doing basic addition while the class does fractions, there is a difference in the expectation and standard.

MPC – Formerly called “medically-fragile” classrooms. It’s a separate setting classroom for students with medical or physical challenges.

MT – Music Therapist; a provider of the related service of Music Therapy.

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MTP – Medical Therapy Program (see CCS).

Must-be-met – SDUSD “short-hand” for a student who cannot be let off a bus without an adult receiving them.

NAR – Nurse Assessment Report.

Naranjo Report – Commissioned study of transition services provided to SDUSD students with disabilities conducted by Dr. Jason Naranjo. Please see <https://www.sandiegounified.org/commissioned-reports-special-education> for report.

Naviance – Web-based family/school connection platform to support course selection/college application/career-readiness activities; seems to be used by high schools and maybe at the middle school level.

NDA – non-disclosure agreement; settlements with SDUSD may require guardian to sign confidentiality agreement.

NPA – Non-public agency; a non-SDUSD entity providing an educational service to a SWD. Must be certified by CDE.

NPS – Non-public school; a school with whom SDUSD contracts to provide educational services and supports for a SWD. Must be certified by CDE.

OAH – Office of Administrative Hearings; the entity that oversees Due Process cases.

OCR – Office for Civil Rights; federal entity that can receive complaints about violations of civil rights (i.e., discriminatory practices).

OCRA – Office of Client Rights’ Advocacy; assists Regional Center clients.

Occupational and Physical Therapy Terms:

Auditory – having to do with hearing and interpreting sounds

Fine Motor – having to do with precise movements of the hands and fingers

Gross Motor – having to do with large muscles (i.e., movement and coordination)

Gustatory – having to do with sense of taste

Olfactory – having to do with sense of smell

Proprioception -- how our brains process body movement as well as body position

Tactile – having to do with touching and one’s response to those stimuli

Vestibular (system) – how our brains process balance and orient us within space

Visual – having to do with seeing as well as processing/interpreting sights

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OHI - Abbreviation for “Other Health Impaired” for conveying federal eligibility for special education.

OI - Abbreviation for “Orthopedic Impairment” for conveying federal eligibility for special education.

OLA – Office of Language Acquisition, supporting SDUSD’s English Learners.

OT – Occupational Therapist or Occupational Therapy.

Paraeducator/paraprofessional – Sometimes verbalized as “Para”. Classified employee who provides special education services or supports under the direction of a credentialed teacher.

Part B – Section of IDEA that governs special education services for students ages 3 through 21 years of age.

Part C – Section of IDEA that governs early intervention services for children from birth through 2 years of age.

PBIS – Positive Behavior Intervention System; emphasis on rewarding the desired behavior of a person.

PCP – Person-Centered Planning

PD – Professional Development; training for certificated and credentialed SDUSD staff. (We used to call it Teachers’ Institute, etc.)

PK – Preschool.

People-First Language – Preferred by self-advocates. We speak about the person first – not his/her disability. A person has a condition; however, they are not defined solely by the condition. Therefore, we do not have “sped or special education students” ... we may serve and support students with IEPs or students with disabilities.

POT – Point of Transition; when SDUSD and an outside agency contract so that students preparing to transition to adult services may enter them during their last year of eligibility for special education.

PowerSchool – Web-based portal to allow guardians to view school records/grades and communicate with teachers.

PPPSS – Parentally-Placed Private School Services.

Pre-mediation Agreement – When parties in dispute reach agreement prior to holding mediation.

Prevocational Skills – Skills a person will need in order to be ready to have a job as opposed to job-specific learning. May be “soft skills” such as communication and appropriate behaviors. May be “work ethic” development – such as persistence, asking for clarification, and accepting constructive criticism.

Pro-ACT – Professional Assault Crisis Training. A training program to ensure teachers, paraprofessionals, and related service providers (and other site staff members) may safely intervene to ensure the health

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and welfare of students on a campus who may exhibit behaviors that may imperil themselves or others. Focus is on de-escalation; teaches safe, physical intervention as last resort.

Procedural safeguards – Sometimes incorrectly called “parent rights” relating to IEPs.

Progress report – At least as often as a same-age peer would receive a report card, a SWD is entitled to receive a report on his/her progress on IEP goals. (Sometimes referred to as “annotated goals”).

Prompt – Used to specify the level of direction provided to a student; usually noted within goals/objectives on an IEP. Includes physical (or hand-over-hand), verbal, gestural, and visual prompts.

Prop S - \$2.1B General Obligation bond measure to improve every neighborhood school in SDUSD. Passed in November, 2008.

Prop Z - \$2.8B General Obligation bond to remove asbestos, upgrade fire/safety equipment, repair plumbing/electrical for libraries and classrooms, and fund classroom technology, vocational education facilities, and labs. Passed November, 2012.

PRT – Program Resource Teacher

PSRS – CDE’s Procedural Safeguards and Referrals Service.

Psych – School psychologist.

PTA (or PTSA or PTO) – Parent Teacher Association (or Parent-Teacher-Student Association or Parent-Teacher Organization). Usually site-based. Group to supplement and support district programs.

PT – Physical therapist. May also mean Physical therapy.

PWN – Prior Written Notice. A school district is required to provide PWN when it refuses to take an action that the parent requested, when it proposes to change the placement or identification of a student with disabilities, when it plans to assess a student with disabilities, etc.

Recoupment – Length of time to recover skills lost. See regression.

Recreation Therapy – A related service that may be part of an offer of FAPE.

Regression – Loss of critical skills by a SWD during a natural break in school year. See recoupment.

Related Services (Related Service Providers) – Services that may be required to assist a student with disabilities in meeting his/her IEP goals. Examples are Speech/Language Therapy, Occupational Therapy, etc.

Reverse Mainstreaming – Most often utilized in preschool setting; when one or more children who are not diagnosed with a disability are included in a separate setting (e.g., ECSE classroom) in order to provide peer models in a more structured environment than would exist in a general education setting.

RN – Registered Nurse.

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RSP – Resource Specialist.

RTI (RtI) – Response-to-Intervention. A general education program to provide high-quality instruction as well as ensure that every child is screened for appropriate access to the curriculum.

SAI – Specialized Academic Instruction.

SANDAPP – San Diego Adolescent Pregnancy and Parenting Program

SARB – Student Attendance Review Board.

SBAC – Smarter-Balanced Assessment Consortium; standardized assessments used in CA that replaced the CST.

SCDD – State Council on Developmental Disabilities; more information about the work of the San Diego/Imperial Regional Advisory Committee is available at <https://scdd.ca.gov/sandiego/> .

SCERTS Model – Social Communication/ Emotional Regulation/ Transactional Support. A number of related service providers and Ed specialists within SDUSD received training in this program. Other, similar models in use include Social Thinking, The Alert Program, and Zones of Regulation. (Inclusion of these terms in this document should not be construed as a recommendation).

School Messenger – Web-based tool used by SDUSD for mass communications (e.g., robo-calls and e-mails).

SCIA – Special Circumstances Instructional Aide; can also refer to the assessment process for same. Really called “Supplemental Support” and not called ‘one-to-one aide’.

SDC – Special Day Class; very old terminology for “separate setting”, which means a location outside of general education where a student may receive SAI.

SDCS – Before it was SDUSD, it was San Diego City Schools. We still have a few forms bearing this acronym.

SDEA – San Diego Education Association; bargaining unit representing certificated teachers.

SDRC – San Diego Regional Center for the Developmentally-Disabled.

SDUSD – San Diego Unified School District.

SEA – Special Education Assistant.

SEAS – Special Education Automation Software; currently, SDUSD’s software for online IEPs. Previous, recent iterations were Encore and Exceed.

SEBT – Special Education Behavior Technician.

Section 504 – Full title is Section 504 of the Rehabilitation Act of 1973. Law that governs 504 Plans as well as accommodations for post-secondary education, among other issues.

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Self-determination – Like PCP, a focus on the individual with disabilities having significant input and choice into decisions made about him or her. Different than self-sufficiency; instead a focus is on individual preferences, relative strengths, dislikes, goals, and circles of support.

SELPA – Special Education Local Plan Area; SDUSD is its own SELPA but many SELPAs are composed of multiple school districts.

SESA – Special Education Site Administrator.

SET – Special Education Technician.

SGT – Site Governance Team. Administrators, parents, and teachers who provide guidance on issues impacting students (i.e., dress code, parent engagement, discipline, etc.).

SLD - Abbreviation for “Specific Learning Disability” for conveying federal eligibility for special education; sometimes referred to as “LD” for “learning disability”.

SLI - Abbreviation for “Speech/Language Impairment” for conveying federal eligibility for special education.

SLP – Speech/Language Pathologist

SLPA – Speech Language Pathologist Aide

SP – State Preschool

Special Education Ombudsperson – A corrective action in 1997 ordered creation of this position to ensure compliance with special education regulations. Provides neutral information to staff and families.

Speech/Language Terms: Terms marked with *** are more complex/technical than most family members need to understand. If a family member wants to learn more, then request parent education from your child’s speech/language pathologist. 😊

Articulation – production of sounds in speech.

Dysfluency – stutter

Expressive language – Output of ideas, may include gestures, signs, expression, and speech.

MLU – Mean Length of Utterance; how many words is the student’s average statement/question.

Morphology ***

Pacing – rate of speed of spoken language.

Phonology ***

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Pragmatics – using language for function (e.g., request information, greet another, etc.)

Prosody – pacing and tone of language and sounds; the “melody” of speech.

Receptive language – understanding of language; ability to hear sounds and translate them into meaningful ideas as well as interpret the gestures and expressions of others.

Semantics ***

Speech production – Speaking; oral language.

Syntax ***

SPSA – Single Plan for Student Achievement. Identifies the needs of students and how categorical funds will be used to meet those needs.

SSC – School Site Council. An elected group of stakeholders that provides oversight to federal- and state-funded programs.

SST – Student Study Team. May (but need not) precede a referral for special education. A process whereby educators along with the parents may meet to consider reasons that a student is not making progress in the general curriculum as well as resources/strategies that might be appropriate to try.

STARS – Special Education program offered at about 5 SDUSD sites; “Successful Transitions Achieved through Responsive Support”.

Supplemental IEP – When an annual IEP is amended to update a portion of the IEP. Holding a supplemental IEP does not remove the affirmative obligation of the LEA to hold an annual review.

SWD – Student with Disability

TASK – Team of Advocates for Special Kids.

TBI - Abbreviation for “Traumatic Brain Injury” for conveying federal eligibility for special education.

Title I – Federal funding to LEA for socioeconomically disadvantaged students.

Title 3 – Federal funding to LEA for language instruction for students with LEP, including immigrants.

Title 7 - Federal funding to LEA specifically to support Indian, Native Hawaiian and Native Alaskan students (i.e., Native Americans).

Title 9 – Federal funds shall be available to support programs benefitting both sexes.

TK – Transitional Kindergarten.

TRACE – Transition Resources for Adult Community Education; serves many SDUSD SWD between 18-22 years of age, inclusive.

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Transition – In special education, it has 2 distinct meanings. When referring to behavior, “difficulty with transitions” connotes difficulty moving from one activity or space to another (or difficulty leaving one interaction or person to begin a new interaction with another peer or adult). However, it also refers to a process of moving from educational services to adult services. Legally, this process needs to begin no later than age 16 (and optimally, as early as 14). See Indicator 13 and ITP for more detail.

Translation – IEP document may be translated into the guardian’s language; however, the English IEP remains the official document.

Transportation – A related service for SWD under the IDEA. Under some circumstances, SDUSD may not offer transportation. There is a document titled “Transportation Survey” to assist IEP teams in the systematic determination of an individual’s right to receive special education transportation.

Triennial IEP – May hear it called a “tri” or a triennial assessment or triennial review or triennial reevaluation. At least every 3 years, a student with an IEP must be reassessed for continued eligibility for special education services in all areas of suspected disability. (An annual IEP is developed concurrently when the student continues to be deemed eligible).

“Twice-exceptional” – A student who is found eligible for GATE who also has an IEP. Shorthand: e².

UDL – Universal Design for Learning. A model of education to meet the needs of a diverse population of learners through multiple means of representation, engagement, action and expression.

Uniform Complaint – Must be filed within 1-year of the alleged violation of laws. Less formal than filing a lawsuit; a means of bringing the District’s attention to a violation. See <https://www.sandiegounified.org/sites/default/files/link/district/files/legal-services/Uniform%20Complaint%20Annual%20Notice.pdf> for more information.

VI - Abbreviation for “Visual Impairment” for conveying federal eligibility for special education.

Vocational skills – Activities and concepts that pertain to a job. Often associated with transition.

VT – Vision Therapy, a related service that SWD may receive as part of the offer of FAPE.

WAI – Workability I or Project Workability. Funded by CDE, it is intended to provide interagency coordination so that SWD of transition age the opportunity to obtain job skills.

WASC – Western Association of Schools and Colleges. SDUSD high schools undergo accreditation by WASC.

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Community Advisory Committee for Special Education

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