



PANAMA-BUENA VISTA UNION SCHOOL DISTRICT



Frequently Used Terms & Acronyms

Community & Family Guide

This guide is designed to serve as a quick reference to help families and community partners better understand the language commonly used in meetings, school communications, and district programs. We hope it helps you feel informed and confident as you actively participate in your child's education.

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A

Accommodations

Changes in an educational program that allow a child with a disability to participate fully in an activity, such as extended time for taking exams, different test formats and alterations in a classroom.

ADA – Average Daily Attendance

The average number of students attending school each day. ADA is used to determine school funding and monitor attendance trends.

Attendance Rate

Percentage of enrolled school days that a student attended.

B

BOY – Beginning of the Year

This term is used when discussing the first part of the school year which is typically between August-October.

C

CA – Chronic Absenteeism

Missing a significant portion of enrolled instructional days.

CAASPP – California Assessment of Student Performance and Progress

California's statewide assessment system that measures student achievement and progress in English Language Arts, Mathematics, and Science.

C&FE – Community and Family Engagement

The P-BVUSD Community and Family Engagement Department.

CCSPP – California Community Schools Partnership Program

A state-funded initiative that supports schools in implementing the Community Schools model through integrated student supports, family and community engagement, collaborative leadership and practices, and expanded learning time and opportunities.

CDE – California Department of Education

The state government agency responsible for overseeing public education in California, including curriculum, funding, assessments, and accountability.

D

DAC – District Advisory Committee

A district-level committee that provides input and recommendations on educational programs, district initiatives, and funding priorities.

DELAC – District English Learner Advisory Committee

A district-level advisory committee composed of representatives from school ELACs that advises on programs and services for English Learners.

d-ELD – Designated English Language Development

Designated ELD is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

DIS – Designated Instruction and Services

Services required to assist an individual with disabilities to benefit from special education, including but not limited to: transportation, occupational therapy, physical therapy, speech and language therapy, mental health services and medical care.

E**EL – English Learner & ELL – English Language Learner**

A student who is actively learning English while their native or primary home language is a different language. This includes students in schools or programs who need extra support with reading, writing, listening, and speaking English.

ELAC – English Learner Advisory Committee

A school-level committee that advises the school on programs and services designed to support English Learner students and families.

ELPAC – English Language Proficiency Assessments for California

The state assessment used to measure the English language proficiency of English Learner students.

EOY – End of the Year

This term is used when discussing the last part of the school year which is typically between March-June.

F**FY – Foster Youth**

Students who are currently in foster care or have experienced foster care placement and may receive additional educational supports and services.

H

Habitual Truant

A student who continues to meet truancy criteria after required notices and interventions.

I

i-ELD – Integrated English Development

Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English.

IEP – Individualized Education Program

A written document that states goals, objectives, and services for students receiving special education.

L

LCAP – Local Control and Accountability Plan

The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Under the LCFF all Local Educational Agencies (LEAs) are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d).

LCFF – Local Control Funding Formula

The Local Control Funding Formula (LCFF) is hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.

LEA – Local Educational Agency

A public education entity such as a school district.

LTEL – Long-Term English Learner

A student who has been classified as an English Learner for an extended period.

M

McKinney-Vento

A federal program that protects the educational rights of children and youth experiencing homelessness by ensuring school stability and access to services.

MLL – Multilingual Language Learner

Is a student who is actively developing proficiency in two or more languages, including those learning an additional language like English while maintaining their home or native language.

MOY – Middle of the Year

This term is used when discussing the last part of the school year which is typically between November–February.

MTSS – Multi-Tiered System of Supports

California's Multi-Tiered System of Support (CA MTSS) is a comprehensive framework that aligns academic, behavioral, social and emotional learning, and mental health supports in a fully integrated system of support for the benefit of all students.

N**NAA – Needs and Assets Assessment**

A process used to identify a school's strengths, resources, challenges, and needs to inform Community Schools planning and decision-making.

P**PBIS – Positive Behavioral Interventions and Supports**

A schoolwide framework that promotes positive behavior, improves school climate, and provides supports to help students succeed.

Permanently CA – Chronically Absent

A local data/dashboard description you have used for students whose attendance is so low that they are unlikely to exit chronic absenteeism during the current school year. This is not necessarily a formal state term.

S**SARBs – School Attendance Review Boards**

District Boards that address attendance concerns and support improved attendance.

SARTs – School Attendance Review Teams

School Site Teams that address attendance concerns and support improved attendance.

SDC – Special Day Class

A self-contained special education class which provides services to students with intensive needs that cannot be met by the general school program, RSP or DIS programs.

SEL – Social-Emotional Learning

The process through which students develop skills to manage emotions, build relationships, make responsible decisions, and achieve personal goals.

SPSA – Single Plan for Student Achievement

A comprehensive school site plan that outlines goals, strategies, actions, and expenditures designed to improve student achievement.

SSC – School Site Council

A decision-making group consisting of parents, staff, and community members responsible for developing, reviewing, and monitoring the SPSA.

T**Title I – Title I, Part A**

Title I, Part A federal funds help to meet the educational needs of students in California schools. Funds support effective, evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards.

TK – Transitional Kindergarten

Transitional Kindergarten is the first year of a two-year kindergarten program designed to support early learners. TK provides a developmentally appropriate curriculum that builds foundational skills in literacy, math, and social-emotional learning.

Truancy

Attendance concerns involving unexcused absences or excessive unexcused tardies.

Frequently Used Terms & Acronyms

Community & Family Guide

The following terms and acronyms are frequently used by the **Special Services Division**. We hope this guide helps families feel more informed and confident when participating in meetings and conversations about their child's education.

A

Accommodations

Changes in an educational program that allow a child with a disability to participate fully in an activity, such as extended time for taking exams, different test formats and alterations in a classroom.

ADR - Alternative Dispute Resolution

This is an informal method of settling disagreements that may arise during an IEP meeting. Alternative Dispute Resolution uses specific options of this process to promote understanding, open communication, and satisfying solutions to conflict that support and strengthen relationships.

Age of Majority

Age of Majority: Rights are transferred from the parent to the student on the student's 18th birthday. This must be addressed by the IEP team prior to the student reaching age 18.

APE - Adapted Physical Education

Specially designed physical education program, utilizing services, accommodations or modifications tailored to the needs of students who require developmental or corrective instruction.

Assessment/Evaluation

All functions in the testing and diagnostic process leading up to the development of an appropriate, individualized, educational program for an individual with exceptional needs.

AT - Assistive Technology

Equipment (such as a Braille printer, slant board, pencil grip, etc.) to increase or improve function of people with disabilities.

C

CAC - Community Advisory Committee

A committee whose membership includes parents of school children (with and without special needs), school personnel, and representatives of public, community, and private agencies. This committee advises school administrators and local school boards regarding the Local Plan for Special Education, assists with parent education, and promotes public awareness of individuals with special needs.

Case Manager

The person deemed to be the main contact person for the student's IEP team.

Cumulative File

Records maintained in a central location by the school district for any child enrolled in school; it may contain evaluations and information about a child's disability and special education placement. Parents have a right to inspect the files.

D

Developmental Disability

Mental and/or physical conditions (such as developmental delay, cerebral palsy, autism) that begins before age 18, causing the child to acquire skills at a slower rate than peers and is expected to continue indefinitely, impairing the child's ability to function normally in society.

DIS - Designated Instruction and Services

Instruction and services not normally provided by regular classes, resource specialist programs, or special day classes. They include speech therapy, and adaptive physical education.

Disability

Physical or mental impairment that substantially limits one or more major life activities.

Due Process

This process includes mediation and possibly a due process hearing to resolve a dispute between members of the IEP team.

E

Early Intervention

Programs for developmentally delayed infants and toddlers through 35 months of age; designed to help prevent problems as the child matures.

ESY - Extended School Year

Extended school year services are special education and related services that are provided beyond the traditional academic year. The child's IEP determines if the child needs extended school year services.

F

Facilitated IEP

A facilitated IEP is a component of the SELPA ADR process. District or parents may request to have a facilitated IEP by contacting the SELPA. A facilitated IEP is developed by a collaborative team whose members share responsibility for the meeting process and results. Decision making is managed through the use of essential facilitation skills.

FAPE - Free and Appropriate Public Education

Special education and related services, that have been provided at public expense, under public supervision and direction, and without charge, that meet the standards of the State educational agency, including an appropriate preschool, elementary or secondary school education and are provided in conformity to the student's IEP.

I

IEE - Independent Educational Evaluation

An evaluation conducted by a qualified examiner who is not employed by the district responsible for the education of the child.

IEP - Individualized Education Program

A written document that states goals, objectives, and services for students receiving special education.

IEP Team - Individualized Education Program Team

A committee of parents, teachers, administrator or designee and student, if appropriate. May include psychologists, nurses and specialists who conduct and review assessments. Purpose is to review the assessment results, determine eligibility, determine the content of the IEP, and make program placement recommendations.

IFSP - Individual Family Service Plan

A process of providing early intervention services for children (ages 0 to 3) with special needs. Family based needs are identified, and a written plan is developed and reviewed periodically.

Inclusive Education

Inclusive education serves students with disabilities in local neighborhood schools in general education classrooms, with appropriate supportive services.

ITP - Individual Transition Plan

This plan starts the year the student turns age 16 and addresses areas of post-school activities, post-secondary education, employment, community experiences, and daily living skills.

L

LEA - Local Education Agency

A school district or county office of education.

Local Plan

A plan developed by a SELPA and submitted to the State Department of Education for approval. The document outlines the plan for delivery of support services to eligible students living within the geographic boundaries of the plan area.

LRE - Least Restrictive Environment

The placement of a special needs student in a manner promoting the maximum possible interaction with the general school population. Placement options are offered on a continuum including regular classroom with no support services, regular classroom with support services (aides and/or resource specialist program), designated instruction services, special day classes, private special education programs or institutionalization or hospitalization.

M

Mainstreaming

Integrating children with special needs into regular classrooms or other portions of regular education programming for part of the school day. Mainstreaming is also called partial inclusion.

MDR – Manifestation Determination Review

If a disciplinary action is taken that involves a removal of a student with a disability that constitutes a change in placement then a review must be conducted of the relationship between the child's disability and the behavior subject to the action.

Multidisciplinary Team

A group that evaluates a child's levels of functioning in various areas to determine if the child is disabled and if so, supports preparation of his or her IEP based on assessment results, is led by a case coordinator (school psychologist, social worker, or special education teacher) and includes the classroom teacher, parents, and educational and medical specialists as appropriate.

P

PS – Program Specialist

An individual who holds an administrative credential and a valid special education credential, health services credential, or school psychologist authorization, and has advanced training and related experience in the education of children with special needs.

R

Related Services

Services that are required to allow the student to benefit from his or her special education program that are provided by specialists that are not normally provided by regular and special education teachers. These may include, but are not limited to: language and speech development and remediation, audio logical services, mobility instruction, adapted physical education, instruction for the visually impaired, specialized driver training, vocational education, counseling and guidance, and psychological and health nursing services.

SAI - Specialized Academic Instruction

Specialized instruction, materials and supplemental services to students with disabilities. Specialized Academic Instruction is defined as: "Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children."

SCIA - Special Circumstance Instructional Assistance

The P-BVUSD SELPA has Special Circumstance Instructional Assistance (SCIA) guidelines that assist the IEP teams in determining if a student needs additional staff support to access their special education program.

SDC - Special Day Class

A self-contained special education class which provides services to students with intensive needs that cannot be met by the general school program, RSP, or DIS programs.

SELPA - Special Education Local Plan Area

A school district or group of school districts within a geographic area that administers the delivery of special education services.

Special Education

Special education is specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.

SST - Student Study Team

A process which is used to focus on providing modifications and interventions for a student within the regular education program before a referral is made for special education instruction. The team may consist of the parent, student principal, teacher, psychologist, (and other school personnel as appropriate).

StateSchools

Residential schools operated by the State of California for the deaf, blind, and neurologically handicapped.

Surrogate Parent

A person appointed to represent the rights of a ward or dependent of the court with special needs in all educational matters.