

One Team, One Voice: Training for DELAC Parent Representatives

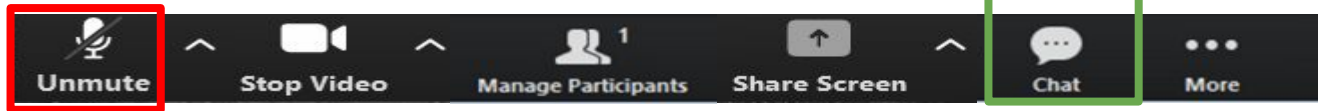
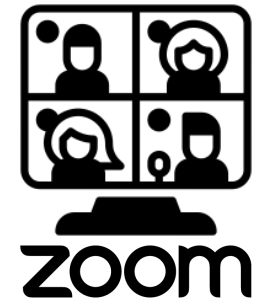
Cynthia Guerrero, Ed.D.
October 20, 2021



Thank you Richard Romero, OCDE.



Protocols for Our Training On Zoom



Please **silence your microphone** unless you need to speak

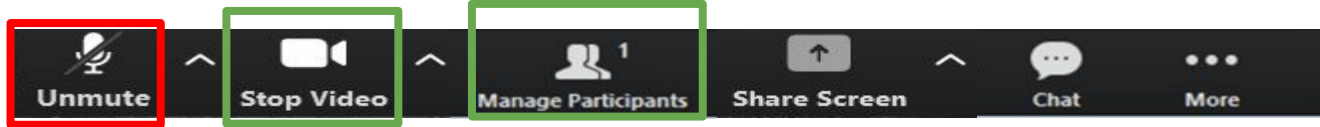
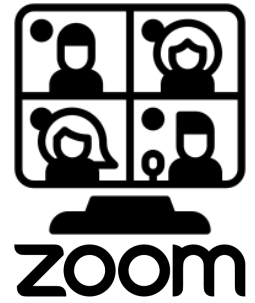


If you have any questions, please **use the Chat feature** or ask questions during *Questions and Concerns* section



If you need help, please **unmute** at this time and ask for assistance

Protocols for Our Training On Zoom



Keep your video on—if you walk away from your device, **stop the video**



Hear one another and **do not speak all at once**; unmute when it is necessary to speak

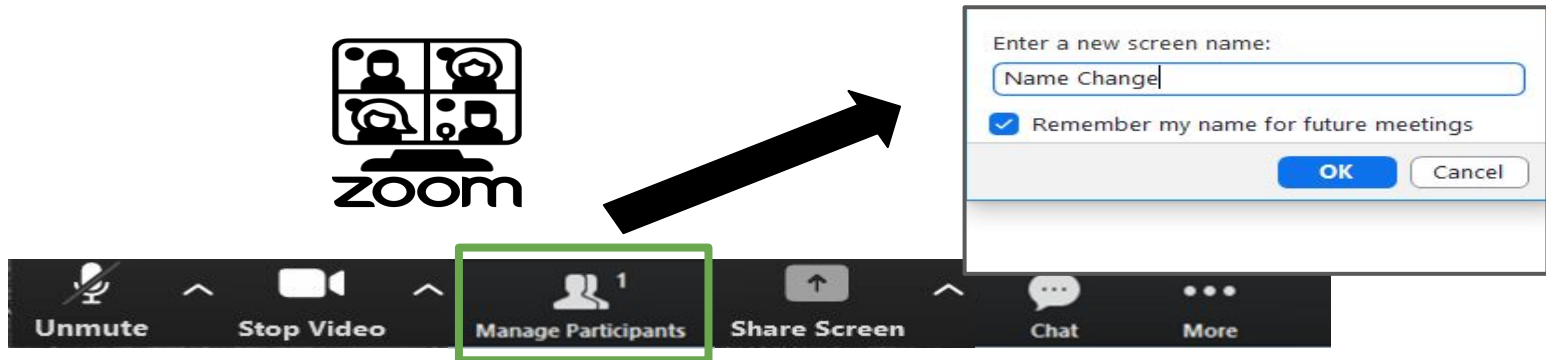


Raise your hand when you want to ask a question as to not interrupt with the audio

DELAC: *Count me in!*

Who is present at our training today?

- As a **best practice**, it is important for each member of the committee to write out their complete name for **roll call** purposes
- If you have not written your complete name, **please rename yourself at this point & include your school**



DELAC: *Count me in!*

Who is present at our training today?

- During **roll call**, be prepared to say “*present*” or “*here*”
- **Unmute** yourself on Zoom



Activity: *One Team, One Voice*

Read and review the following **norms** and consider if you agree with them

As DELAC members our expectations are that we...

- Demonstrate **respect** and not judge others' words and actions
- Create **collective knowledge** from the Team, and be considerate of their ideas and comments
- Ask clarifying questions to arrive at **constructive solutions**

Parent Input on ESSER III



Parent Input on ESSER III

What priorities should the district consider to address the current needs of our students?



Training Agenda

- Welcome
- Norms
- Federal & State Context
- What is DELAC?
- Parliamentary Procedures
- Committee Responsibilities
- Reclassification
- Closing

Training Outcomes

- Develop a **fundamental understanding** of the DELAC Committee
- Develop strategies that help us run **effective meetings**
- Understand the **legal requirements** pertaining to DELAC

Activity

Utilizing the Chat feature, complete one of the following sentence frames

- *What I know about DELAC is...*
- *What I want to learn today is...*



DELAC?

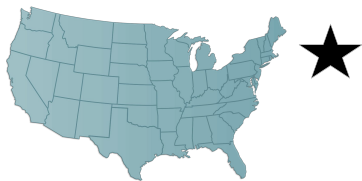


Why are we attending this training?





Law Process: From the Federal Government to the Classroom



Federal Government



U.S. Department of Education



State Legislature



State Department of Education



County Office of Education



District



School



Classroom

Adapted from San Diego COE (2016)

Federal Laws

Law	Description
The 14th Amendment of the United States Constitution (Equal Opportunities)	Prohibits the denial of equal protection under the law by the States to anybody
Title VI of the 1964 Civil Rights Act	Prohibits discrimination based on language status
An office of Civil rights (OCR) communication dated May 25, 1970	Requires Districts to take appropriate measures to remedy deficiencies in the use of the English language in order to offer all the students an effective participation in the educational programs
The 1974 Equal Educational Opportunities Act	Requires school Districts to take special measures for teaching English learners





State Laws

- State Constitution: Equal Protection Clause
- Education Code
- CA Code of Regulations. Title V (5CCR)

How are districts in California funded?



Local Control Funding Formula (LCFF)



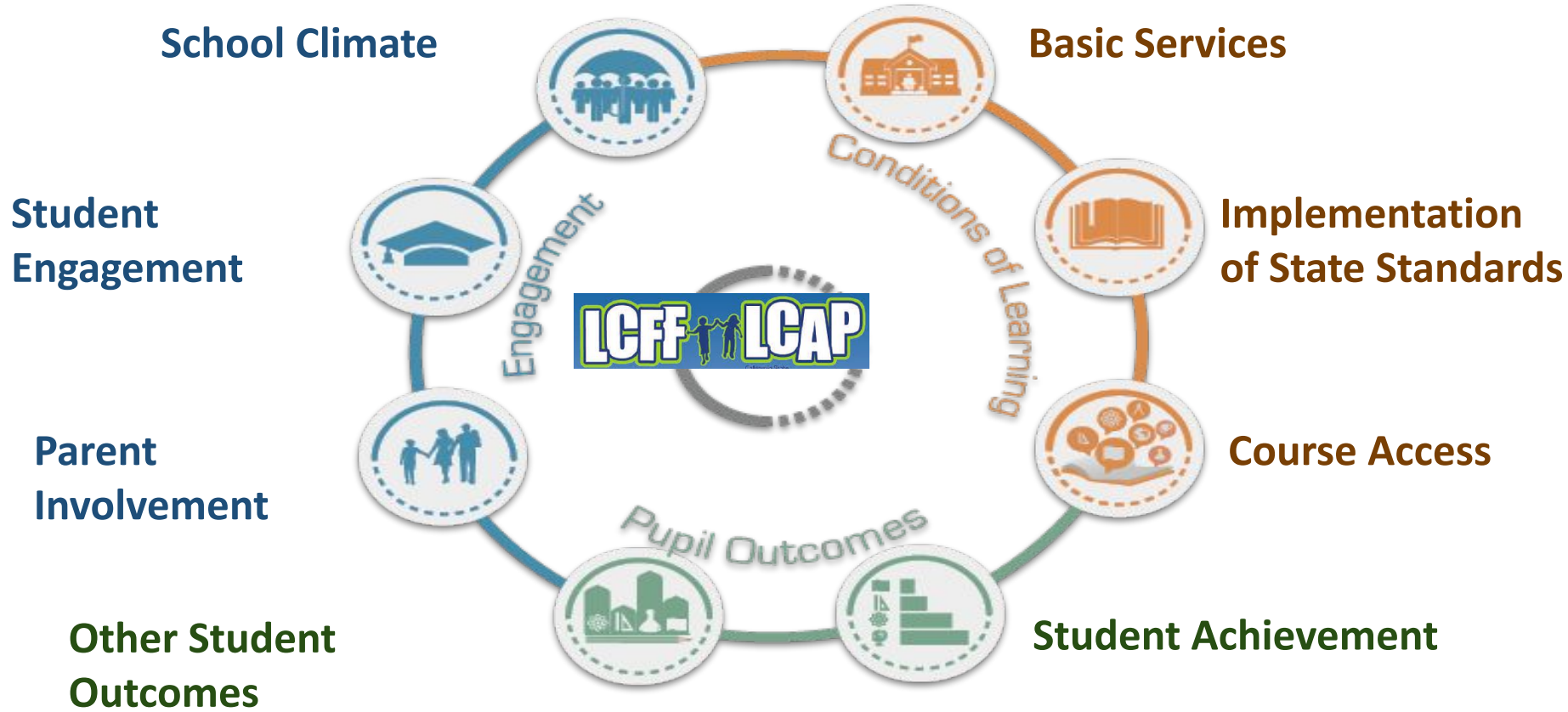
- The LCFF requires all school districts to **involve parents** in planning, decision-making, developing and reviewing Local Control and Accountability Plans (LCAPs)
- Provides extra funding for students with greater challenges:
 - low-income students
 - foster youth
 - **English learners**
- Gives school districts more **flexibility** in spending money to improve local schools

The Local Control and Accountability Plan (LCAP)



- LCAPS describe:
 - district-wide and school-wide goals
 - specific actions to be taken to achieve the goals for all students
- Requires districts to focus on the eight state priority areas

8 State Priorities



Key Components of the LCAP



Control Local



Transparency



Equity



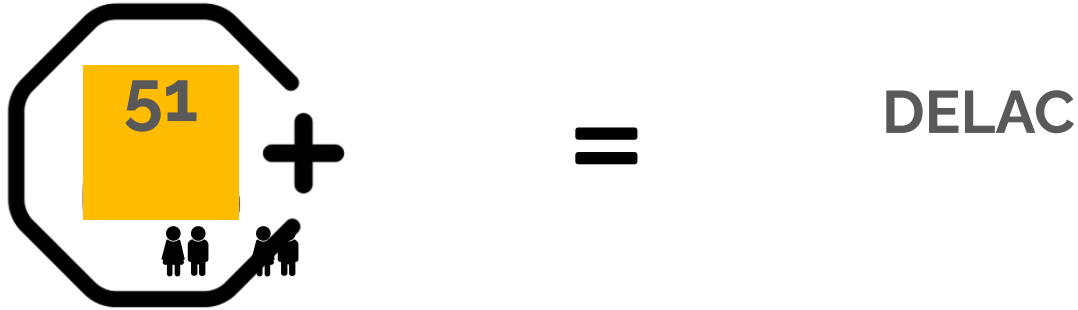
Achievement



Federal and State Requirements for DELAC



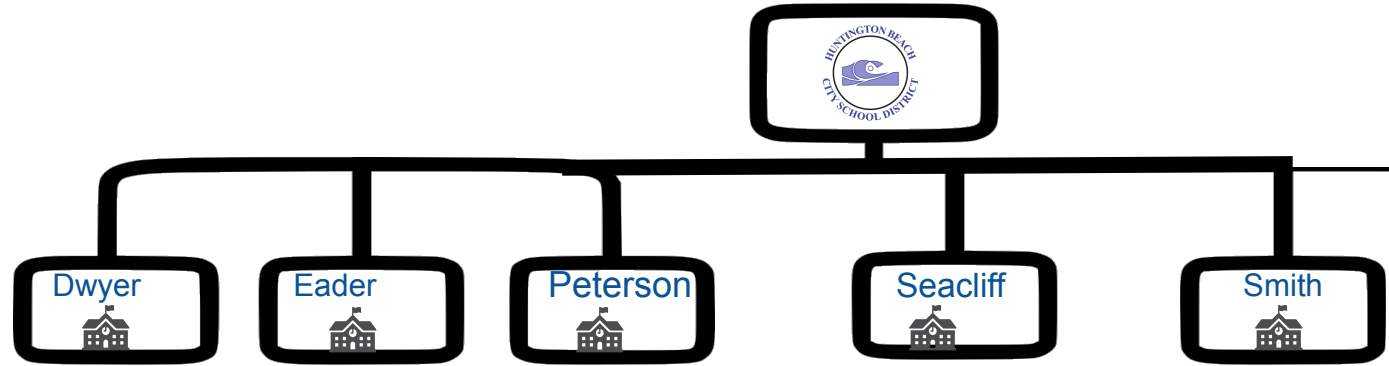
When is it necessary to put together a DELAC at your school district?



Each California school district that enrolls **51 or more** English learners, regardless of the language, must have a functioning DELAC

EC 62002.5;5 CCR 4312

What is the composition of an DELAC?



The District English Learner Advisory Committee (DELAC) consists of a group made up of **representatives of ELAC groups from all schools in the district that has 21+ ELs**

What are the responsibilities of an DELAC?

The DELAC advises the district governing board on the following tasks:

1. Development of a **district master plan** for educational programs and services for ELs that takes into consideration the SPSA
2. Conducting a **district-wide needs assessment** on a school-by-school basis
3. Establishment of **district program goals and objectives** for programs and services for ELs
4. Development of a plan **to ensure compliance** with any applicable teacher and instructional aide requirement
5. Review and comment on the School District's **reclassification procedures**
6. **Review and comment** on the written notifications required to be sent to parents

Essential DELAC Criteria

- Parents or guardians of English Learners **must constitute the majority** of the members in the committee (at least **51%**)
- Parents or guardians of reclassified or English-Only (EO) students can be members of DELAC but **cannot constitute the majority** of the members of the committee
- Each ELAC should have the opportunity to elect a **DELAC representative**
- The committee **advises** the district governing board
- The committee receives the **appropriate training** to carry out his or her legal duties
- The training is **always planned and carried out in consultation with** the committee members

DELAC Bylaws

DELAC Bylaws are not obligated by law. However, when conducting meetings with clear and statutory guidelines by a school is considered a **best practice**. Bylaws provide the structure the committee needs to function in an orderly manner.

—The Administrator's Guide to English Learner Advisory Committees



Parliamentary Procedures (known as the Greene Act) and their importance



The Greene Act: Requirements for the Parliamentary Procedures

- All meetings must be **open to the the public** and there should be an opportunity for public commentary
- The meeting notice and agenda should be posted at least **72 hours in advance** and should be visible at the district office building and/or shared virtually utilizing **appropriate communication platforms**
- Meeting notice and agenda must include:
 - **the date**
 - **the time**
 - **Zoom link**, or when appropriate, the meeting location
 - **the issues or topics** that will be discussed (within the agenda)
- No action is allowed on items **that were not posted on the agenda**, unless the agenda item
 - is **urgent** and needs immediate action and
 - an agenda item / issue was not known at the time the agenda was published
- There must be a **unanimous vote** to include an agenda item

Responsibilities of DELAC Representatives



Responsibilities of DELAC Representatives

- Carry out the **specific duties** applicable to their positions
- Attend **agenda planning** meetings
- Conduct a formal report that takes into account the **needs of each school site** based on needs assessment survey results

Responsibilities of the Chairperson/President

- Meets with the DELAC coordinator to **collaborate on developing an agenda** for each DELAC meeting
- Facilitates and directs meetings
- **Signs documents** on behalf of DELAC
- **Creates subcommittees** to carry out DELAC goals and tasks
- Clarifies any ambiguities and **reduces conflicts**
- Kindly asks parents to abstain from having side conversations
- **Clearly** articulates the agenda items
- **Restricts discussion** to a motion and if discussion deviates, redirects it to the item under discussion



Responsibilities of the Vice Chairperson/Vice President

- **Assists** the President
- Meets with DELAC coordinator to help **develop the agenda** before every meeting
- **Presides** over the DELAC meetings when the President relinquishes the position
- The bylaws may identify the Vice President as the **successor to the President** when the President resigns
- **Takes on the responsibilities** of the President when he or she is absent



Responsibilities of the Secretary

- Takes **Roll call** at the beginning of each meeting
- Takes **Minutes** of each meeting, including vote results and motions taken
- Requests **approval** of the Minutes of the previous meeting
- Shares the Minutes with the DELAC coordinator so that they could be translated and/or typed and **distributed** at the next meeting
- Ensures that all members have included their **full names** on Zoom
- **Shares and archives** relevant documents
- Meets with the DELAC coordinator and **assists with the development** of the agenda prior to each meeting



Responsibilities of the Parliamentarian

- Assists the President in conducting meetings in an orderly manner, **advising the President on procedures**, such as
 - **Putting a motion** for a vote
 - Ensuring that **the secretary noted the process**
- Understands **the Greene Act, Robert's Rules of Order**, and **DELAC bylaws**





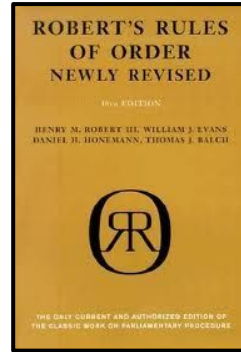
**What are the duties of
the General Assembly?**

Duties of the General Assembly

- Follow DELAC **Bylaws**
- **Actively participate** during DELAC meetings
- Keep ELAC parents **informed**
- *One Team, One Voice*

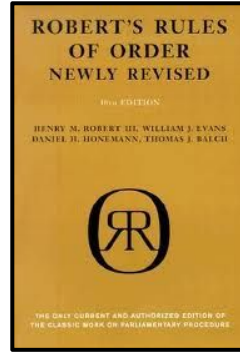
General Assembly

Robert's Rules of Order



- Right **of the majority** to make decisions
- Right of the minority **to be heard**
- Rights of individual members **to participate**

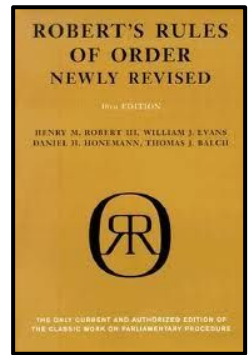
Code of Conduct



We need a code of conduct to **promote productive behavior** among members, in order to **guarantee the right of each person** to express **different points of view** and perspectives and to support the **purpose and mission** of the committee.

Rights of Individual Members

- Receive meeting notifications and **attend all meetings**
- Introduce and second **motions**
- **Talk about agenda items** after the President gives you the floor
- **Vote**
- Right to be heard and to **express your disagreement**
- Right to have your disagreement **recorded in the records**
- Once a disagreement is presented and the vote is taken, the **collective body** must make the decision, even those who objected



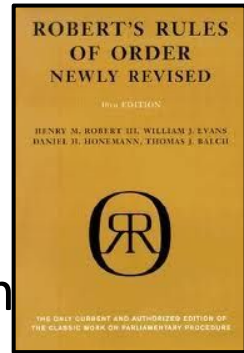
Quorum

50% + 1

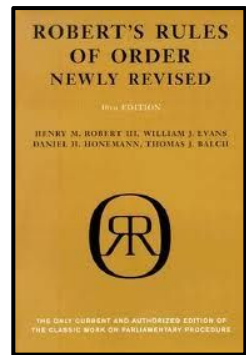
- Number of members that **must** be present to legally manage matters
- The quorum is **50%** of the membership **plus one member**
- *Why?* We don't want small, underrepresented groups **to make decisions on behalf of the whole group**

The Right to Make a Motion

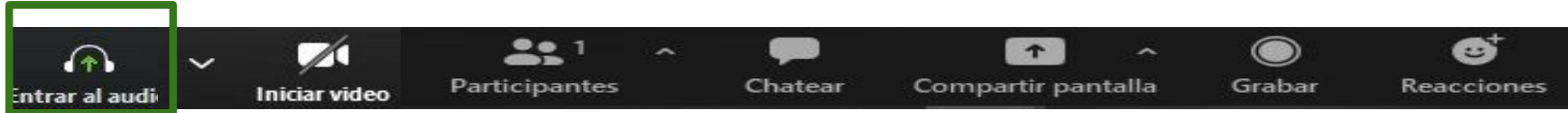
- **One issue** must be considered at a time
- To remain in order, the motion must be **directly related** to the matter under consideration
- Frivolous, vague, incoherent and duplicate motions are “**out of order**” (ruled by the President)
- All motions must be **seconded**
- After the first reading of the motion, the President should ask "***Is there any discussion?***"
- The person making the motion has the **right to speak and modify it**



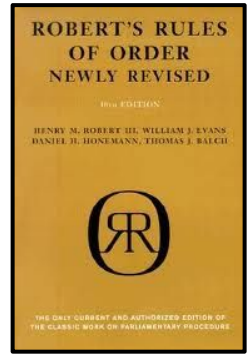
The Right to Make a Motion



- **Making a motion**: *“My name is (say your name and school), I make the motion to...”*
- **Seconding a motion**: *“My name is (say your name and school), I second the motion to...”*



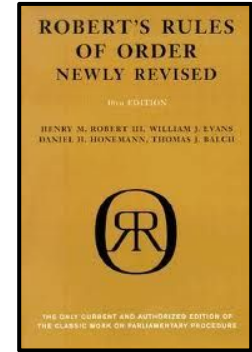
Motions to Postpone



- Must be seconded and approved **by the majority**
- It can be **debated**, but only **the pros and cons of putting it off**, not the substance of the matter
- It must be programmed under "**Pending Issues**"

Object to Consideration of a Question or Procedure

- Correct any **violation** of the rules
- Only used for **serious offenses**
- It is done **at the time of the offense**
- **No** second required
- It is **not debatable**
- The president makes **the final decision**

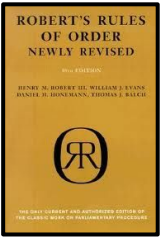


Agenda: Robert's Rules of Order

1. Call to order
2. Roll call
3. Reading and approval of Minutes of last meeting
4. Officer reports
5. Special orders – Important business previously designated for consideration at this meeting
6. Unfinished business
7. New business
8. Announcements
9. Adjournment

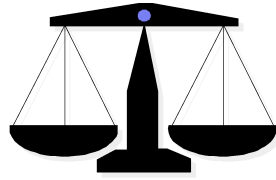


Minutes: Important Content That Must Be Included



DELAC Minutes should clearly describe a conversation that takes place within a meeting. The FPM review teams look at how parents are involved and are included in a discussion.

—The Administrator's Guide to English Learner Advisory Committees



Unity is strength and by working together parents and teachers, we can ensure the **academic, social, and personal success of our English learners or emergent bilinguals**

Activity

Utilizing the Chat feature, complete one of the following sentence frames

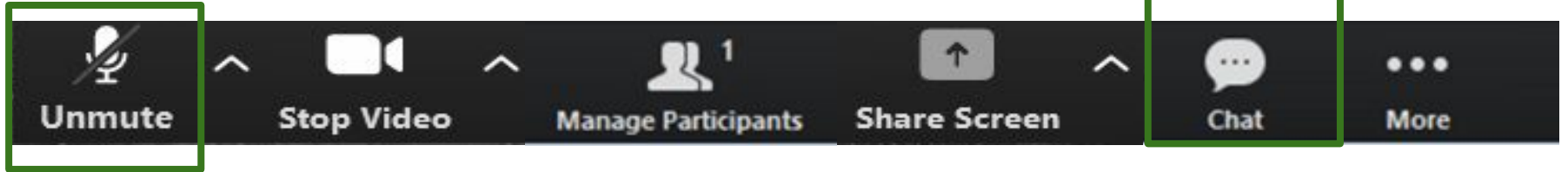
- *Something I learned today was...*
- *One idea I have for our committee is...*
- *One goal I have this school year is...*





DELAC?

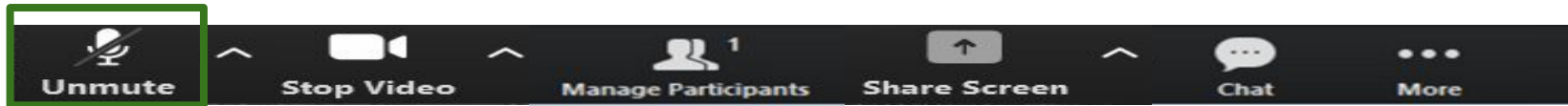
Questions or Concerns



Activity: Making a Motion

To close this training session, we need to make a motion:

- **Making a motion:** *“My name is (say your name and school), I make the motion to close this training session.”*
- **Seconding a motion:** *“My name is (say your name and school), I second the motion to close this training session.”*



English Learner Reclassification



English Learner Reclassification Requirements

State of California Reclassification Criteria	Huntington Beach City SD Instrument	Huntington Beach City SD Criteria
<p>1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC; AND</p>	<p>1. English Language Proficiency Assessment for California (ELPAC)</p>	<p><u>Grades K-8</u> ELPAC Overall Score: Level 4</p>
<p>2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; AND</p>	<p>2. Report card performance levels or grades</p>	<p><u>Grades Kindergarten-3</u> Reading and Writing on Report Card- Meets Current Standards or better at trimester</p> <p><u>Grades 4-5</u> Reading and Writing on Report Card- C or better at trimester</p> <p><u>Grades 6-8</u> English-Language Arts on Report Card- C or better at quarter</p>



English Learner Reclassification Requirements

State of California Reclassification Criteria	Huntington Beach City SD Instrument	Huntington Beach City SD Criteria
3. Parent opinion and consultation; AND	3. Parent/Teacher conference or Parent letter	<u>Parent consultation & documentation required</u> for reclassification
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills of English proficient students of the same age.	4. Smarter Balanced Assessments (SBAC) in English- Language Arts and District Assessments	<p><u>Kindergarten</u> STAR Overall Early Literacy Score- National Norm 40% or higher (for the current year)</p> <p><u>Grades 1-2</u> STAR Overall Reading Score- National Norm 40% or higher (for the current year)</p> <p><u>Grades 3-8</u> Smarter Balanced Assessments (SBAC) ELA Performance Level: Standard Met or Exceeded; OR Due to COVID constraints, STAR District Assessment was used for 2020-21: At/Above Benchmark</p>



Parent Survey for Community Resources

How can we help you
better navigate the
resources in our
community?

