



Evergreen School District

From strong roots grow bright futures

District English Learners Advisory Committee (DELAC) Meeting

Minutes of the DELAC Meeting for March 29, 2017

Date

Members Present: See attached lists which represents X parent DELAC representatives, X additional parent guests, X district administrators, X district teachers/staff, board members and guests.

Legal Requirement/Training Covered: Date/Initial topic(s) covered at this meeting with summary to be reflected in the minutes.

1	Development/revision of the district Master Plan for educational programs and services for English Learners that takes into consideration the Single Plan for Student Achievement.
2	Conducting of a district-wide needs assessment on a school-by-school basis.
3	Establishment of district program, goals and objectives for programs and services for English Learners.
4	Development of plan to ensure compliance with any applicable teacher and instructional assistant requirements.
5	Administration of the annual language census.
6	Review/comment on district reclassification procedures.
7	Review/comment on written notifications required to be sent to parents and guardians.

The meeting was called to order at 6:02 P.M by the Director of Instruction: Denise Williams
Name

Meeting Minutes: Each member read the minutes from the February 15, 2017 DELAC meeting.

It was moved by Bertha Tinajero, Millbrook School Representative and seconded by Kenneth Green, O. B. Whaley School Representative that the minutes be **approved** as **written** (X) or as corrected/amended:

Board of Education Report: presented a report from the Board of Education meeting. The Chairperson/Vice Chairperson reminded representatives to attend the next meeting scheduled for (date). **No report was given.**

Mandated Topic: Denise Williams, Director of Instruction, identified the mandated topic for the meeting, **Instructional Options and Materials for English Learners.** Ms. Williams stated presenter, Julie Clark, ELD/SEAL Coach and TOSA, would familiarize members with the practice at schools and the group would look at the materials used with the new adoption.

Julie Clark asked members what they knew about learning English. Julie, along with the members, compiled a list of what they knew and wondered about English Language Development. She followed up by responding to some of the concerns.

English Language Development

What We Know	What We Wonder
<u>It's hard</u>	Professional development? Answer: There is professional development around Common Core.
<u>Help in classroom</u>	
<u>You have to force yourself to speak it</u>	Fidelity - How do we know? Answer: Walk thru by principals.
<u>Students take the CELDT</u>	
<u>Learn in school or in the community</u>	How much time is spent on it? Answer: All day
<u>Repetition sounds</u>	
<u>Good teachers</u>	Why are some kids stuck? Answer: Lack of motivation, habit.
<u>Internet resources</u>	
	What can parents do at home? Answer: Talk a lot in primary language and have your child read to you.
	Elementary vs. middle school? Answer: Elementary = All day/mixed. Middle School = Teacher needs to teach on needs per subject. Also special classes for English learners.

One parent asked how parents could know if their children were at a low level. Mrs. Clark explained that parents could refer to the levels on students' CELDT reports and they could also ask the students' teachers.

Julie Clark explained the ELA/ELD Framework.



Setting: Motivating, engaging, integrated, respectful, intellectually challenging

Language Development (speaking, hearing, writing): Vocabulary instruction (academic domain specific), reading aloud, grammatical structure, "unpacking" language or deconstructing of sentences and paragraphs

Focus on Foundational Skills: Print concepts (front/back, left/right), phonological awareness (letters represent sounds), phonics and word recognition (words represent real things), fluency (read accurately with expression as they speak-need to understand what they are saying)

Content Knowledge: Wide reading, student interests (choices), engaging with informational texts (use of note-taking for the purpose of retaining information), engaging in research (doesn't replace investigation)

Meaning Making: Developing a sense of text structure (compare and contrast multiple texts), meaning making text, teaching comprehension strategies (IE: good reading strategies, high quality discussions, purposeful selection of text, engaging and motivating contexts)

Effective Expression: Writing (plan), language conventions (title, spelling, punctuation, spacing, capital letters), discussing, presenting (opportunities to present)

Julie then showed a video of a second grade teacher teaching her students designated ELD. The video showed examples of "draw and label", sequencing, and a song with hand gestures. The video demonstration included all levels; Emerging, Bridging, and Expanding.

Topic of Interest: N/A

Other Topics or Presentations: (parent input/advice/comments): _____

Follow-up on Topic(s): (Action by whom?) N/A

Other: Ms. Williams ended the meeting by citing opportunities for parents to get involved; Parent University classes, the Reclassification Celebration, Multilingual Advocacy Month and the “My Name, My Identity” campaign.

Matters From the Public: (Action by whom?) N/A

The meeting was adjourned: 7:12 P.M.

Respectfully submitted,

Connie Cornejo

Connie Cornejo, ELD Staff Secretary, English Language Development Department
Secretary, District English Learner Advisory Committee