



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

Notice of Special Meeting of the District English Language Learner Advisory Committee (DELAC) Minutes

Monday, January 30, 2023

5:00 – 6:30 p.m.

Zoom Meeting

1. Welcome, Introductions and Expressions of Appreciations
 - Laura Hernandez, DELAC Co-President-welcomed the group.
2. Review of Norms and Expectations for DELAC Meetings
 - Laura Hernandez, DELAC Co-president went over the norms and Bylaws.
 - Norms
 - ❖ Punctuality
 - ❖ Respect for the person who is presenting or speaking
 - ❖ Raise your zoom hand and be aware of the speaking order
 - ❖ Be brief with questions or comments
 - ❖ Provide opportunity for others to participate
 - ❖ Ask specific student or site-based questions after the meeting
 - Bylaws
 - ❖ Section 4. Limitations-the following time limitations shall be observed at each DELAC: No person shall speak for more than 5 minutes at a time on the same item of discussion.
 - ❖ Article VII: Decorum
 - All persons present at the DELAC meeting will conduct themselves in a proper manner at all times.
 - Any person using profanity, making libelous or slanderous statements, or attempts to berate another person in public will be promptly called out of order and asked to leave if such conduct does not cease immediately.
3. Roll Call
 - Jacqueline Mora took attendance.
 - In attendance: Yesenia Arana (Edison), Natalia Mikhnova (Franklin), Yheisi Alfaro (Grant), Yadira Vazquez/Laura Hernandez (JAMS), Edgard Meinhardt (Malibu Elem), Delia Escobar (Malibu HS), Stefanie Serrato (Roosevelt)



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4. English Learners with IEPs

- Students who can be eligible for special education under the following criteria:
 - The child must have one or more eligible disabilities, the disability must negatively affect her/his educational performance, and the disability must require special education and related services.
 - ❖ Eligibility Categories: Autism Spectrum Disorder, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment-including Blindness
- Exclusionary Factors
 - As defined in EC 56026(e), pupils whose educational needs are due primarily to limited English proficiency; a lack of instruction in reading or mathematics; temporary physical disabilities; social maladjustment; or environmental, cultural, or economic factors are not individuals with exceptional needs. If the IEP team determines that the student's educational needs were primarily due to the exclusionary factor(s), then they are not able to determine that the academic or behavioral difficulties are due to a disability and therefore are not eligible for special education and related services. All assessment reports will contain an exclusionary criteria statement specific to the disability or disabilities identified.
- Development of the IEP
 - If needed, an interpreter should attend the meeting.
 - Parent(s) should participate in the meeting.
 - Eligibility should be explained to parent.
 - Goals should be explained and parent should have input into the goals.
 - Goals and accommodations should take student's language proficiency into account.
- State and local assessments
 - "A statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the pupil on state and districtwide assessments" (EC 56345[6][A])
 - This would include whether the student will need universal tools, designated supports and/or accommodations as accessibility resources.
 - The team might also decide that the student should participate in an alternate assessment instead of the statewide assessment.
 - It should be noted that all students who are identified as an English learner, must annually take the state English language proficiency assessment (ELPAC or alternate ELPAC).



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- ❖ Once a student is redesignated, they do not have to take the ELPAC again.
- Where should integrated and designated ELD take place?
 - If a student is in the general education classroom most of their day, integrated and designated ELD should take place in the general education room unless the team believes ELD is better completed in special education.
 - If the student is mostly in the special education room, then the special education teacher would likely provide designated and integrated ELD.
- Must English language development (ELD) goals be included in the IEP?
 - No. The Individuals with Disabilities Education Act (IDEA) requires that the IEP goals be developed in areas of need related to the student's disability. Being an English learner is not a disability. Rather, state and federal appropriate, which means they must be written at a level of linguistic ability that is appropriate for the student based on her current English language development level as evidenced by recent assessment (ELPAC or an alternate assessment).
- Goals
 - If a student qualifies for assistance in reading or writing, then the team will write goals that meet student's ELD needs as well as special education needs. This can be done in one goal. For example, if the student needs writing assistance, a goal might look like:
 - Goal: By (date), (student) will produce a written passage of three paragraphs in English that contains a minimum of three to five complete sentences (using notes from an outline or graphic organizer completed with assistance) in response to a nonfiction narrative read aloud to her in three out of four trials over a one-month period.
- Integrated ELD-is focused on content with language support.
- Designated ELD-is focused on language skills using content for examples. The Designated ELD may have specially qualified teachers and may group the students by their language proficiency as Emerging, Expanding, or Bridging.
- Special Education
 - Most teaching in special education rooms is done in small groups with students of similar needs.
 - Teaching done in special education classrooms are based on goals and individual student needs.
 - Special Education teachers naturally accommodate or modify lessons to meet students where they are.
 - Students in special education rooms generally work on the vocabulary required to understand lessons.
- Take Aways:



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- o Having a second language is a gift not a problem.
 - o IEPs develop goals based on student's individual and unique needs and should take English Language Development into account.
- Questions and Answers on the topic
 - o Azucena Luis-I have a son with an IEP. He is going to receive extra support. Does this add a goal to his IEP?
 - o Deanna Sinfield-You have to do an assessment. There needs to be a determination if there is a writing disability or another disability. Once determined then a goal is drafted and a plan is drawn.
 - o Emma-Is my daughter supposed to have the same level of comprehension in English as she does in Spanish? All her homework is in Spanish. What else can I do or what resources can I use to help her.
 - o Deanna-You can start by reading books in English but the school will guide you on how to teacher her in both languages.
 - o Dr. Mora-In Kinder the primary language taught is Spanish at Edison. But there are still some English components being taught at the same time.
 - o Carmen Durand-I recommend that you speak the language fluently and correct the student if they mispronounce any words.
 - o Laura Hernandez-perhaps the Special Ed team can join one of the DELAC/ELAC meetings for others to know who to reach out to.
 - o Deanna-ELAC members can let us know what works for them so that we can rearrange our calendars to attend.
 - o Dr. Mora-Let your ELAC members know that you would like to coordinate a meeting with the Special Ed team.
 - o Alicia Mignano-Who are the coordinators of Special Ed? How can parents contact them?
 - o Deanna-The website has the information listed on the main page. It includes our extensions and email addresses.
- 5. SM Ed Foundation Update
 - Ed Foundation supports Music, Arts at all Santa Monica sites and Music in Spanish at Edison. They are on their final push for the January campaign. Tomorrow is the last day of the campaign. They have a \$25,000.00 match.
 - Questions and comments
 - o Laura-What does SM Foundation do?
 - o Alicia-They raise funds for special programs for all Santa Monica school sites.
 - o Maria Leon-Vazquez-the board gives the SM Ed Foundation a list of programs for each year and they use that list to raise funds for these programs.
 - o Dr. Mora-about \$2,000,000.00 is what SM Ed Foundation raises for all the different programs.



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6. Public Comment

- Maria-We started the process to recruit a new superintendent. On 2/16 the company assisting in the process will ask for input from DELAC members on characteristics they are looking for in the new superintendent. Please make yourself available.
- Dr. Mora-Ellevation has launched and will monitor the students for 4 years.
- Lupe Ibarra-The next Puente meeting is on 2/6 at 7:00 p.m. in the discovery building room 100 at SAMOHI. Please come and support.

7. Topics for Next Meeting: District Wide Needs Assessment

- Laura Hernandez, DELAC Co-President

8. Meeting Adjourned at

- Laura Hernandez and Edgar Meinhardt, DELAC Co-Presidents adjourned the meeting at 6:37 p.m.