

ELAC Handbook for Sites 2021-22

**English Learner Advisory Committee
A Handbook for the ELAC Designee**



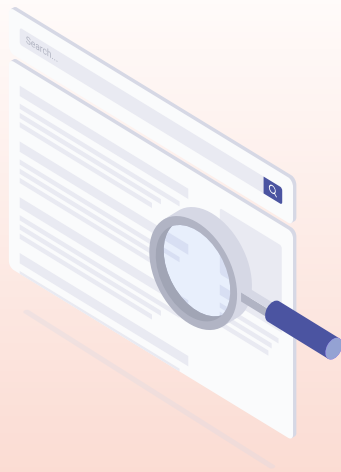


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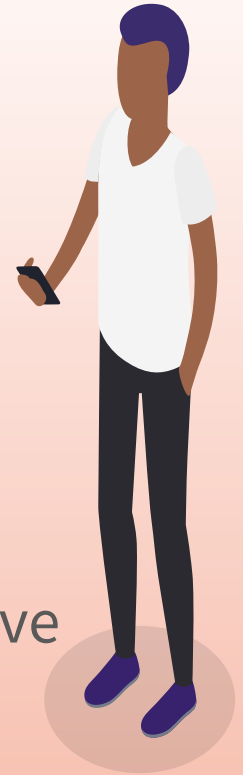
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DELAC Structure: Purpose, Formation, Composition, Tasks, Elections

Introduction

This ELAC handbook was created to provide site administrators and or their ELAC designees with the guidelines for establishing a meaningful and productive ELAC.

It is intended to be read and referenced and serve as a guide for establishing and supporting the **tasks** that need to occur during ELAC meetings throughout the year.



Parent Climate Survey Evaluation

Consider participating in a parent climate self evaluation in preparing for establishing your ELAC.

How would your parents answer the following?

1. I know I can count on the presence of school leadership at ELAC meetings.
2. I know that if I would like to be an ELAC officer, someone will help train me on procedures and presentation/meeting skills.
3. There are teachers on staff whom I can count on to talk about EL issues
4. I know what to expect at the meeting before I arrive there.
5. Terms and acronyms being used are explained and the language is accessible
6. Checking for understanding and clarification happen at every meeting.
7. I am made to feel that I am part of the educational team that will help my child succeed.
8. At the end of the meeting, I am not rushed out of the building or school site. I know I can approach the principal, assistant principal, designee, or other staff with questions or concerns stemming from ELAC meetings.

Establishing Norms using Standards for Family School Partnerships

The PTA National Standards for Family and School Partnerships offers a framework for how families, schools and communities should work together to support student success.

Standard 1: Welcome all families into the school community.

Families are active participants in the life of the school and feel welcomed, valued and connected to each other to school staff and to what students are learning.

Standard 2: Communicating Effectively.

Families and school engage in regular, two-way meaningful communication and learning.

Standard 3: Supporting Student Success.

Families and school staff continuously collaborate to support students' learning and healthy development, both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking Up For Every Child.

Families are empowered to be advocates for their own and other children to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing Power

Families and school staff are equal partners in decision that affect children and families and together inform, influence and create policies, practices and programs.

Standard 6: Collaborating with the Community.

Families and school staff collaborate with community members to connect students, families and staff to expand learning opportunities, community services and civic participation.

Critical Practices For Working with Families and Communities

From Learning for Justice, formally Teaching Tolerance

- **Culturally Sensitive communication**

When handled with respect and cultural sensitivity, school-family communication provides an opportunity to live out the values of inclusiveness and equity, which are at the heart of anti-bias education.

- **Inclusion of Family and community Wisdom**

Family and community wisdom can put a personal face on historical or sociological material and help demystify unfamiliar topics, such as LGBT identity or living with a disability, this can provide inspiration as well as information.

- **Increased Connections Among Families**

Strong connections give families the opportunity to support one another in nurturing their children's identities and values, adding richness to the work of anti-bias and social justice education.

- **Use of Local Resources**

Most cities and towns have local organizations that engage in cultural activities, community service efforts or social justice advocacy.

- **Engagement with Community Issues and Problems**

A core component of anti-bias education is learning to take action against exclusion, prejudice and discrimination; it can be especially powerful for students to do this in their own schools and local communities.

Additional Information

[National Standards Assessment Guide.pdf](#)

[PTA Spanish Resources](#)

[Learning for Social Justice:Family and Community Engagement site](#)

[Additional resources/PD to reflect on how we engage our families.](#)



Section 2

ELAC Structure and
Timeline :
Purpose, Formation,
Composition, Tasks,
Elections and
Delegation

English Learner Advisory Committee (ELAC) Purpose and Formation

Major purpose of the ELAC is to advise the principal and school staff on programs and services for English Learners.

FORMATION

Each school with 21 or more English learners (also known as LEP students), regardless of language, must form a functioning English learner advisory committee (ELAC) or subcommittee of an existing advisory committee.

COMPOSITION REQUIREMENTS

On the committee, the percentage of parents of English learners is to be at least the same as that of English learners at the school. After formation and training of the ELAC, the ELAC may delegate its legal responsibilities to an existing school advisory committee or subcommittee.

ELAC Responsibilities



- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

ELAC Structure: Elections

ELECTIONS:

Requirements for ELAC elections include:

- Parents or guardians of English learners elect parent members of the school committee or subcommittee.
- All parents shall be provided the opportunity to vote for committee members.
- Each school committee shall have the opportunity to elect at least one parent member to the District English Learner Advisory Committee (DELAC). NUSD Will use a system of proportional regional representation.

ELAC and Site Administrator Tasks

Date	Yearly Tasks
August - September 2021	<ul style="list-style-type: none"> ● Call for candidates for ELAC officers if needed ● Hold ELAC officer election if needed ● Update the <u>ELAC Composition sheet</u> ● Review your existing ELAC Bylaws <u>Sample ELAC Bylaws</u> <u>Sample Nomination Form ELAC</u> ● Have information at your Back to School Night about ELAC membership ● If you have officers invite them to join the October 5th meeting from 9am-10:30am on <u>ZOOM</u>.
October - November	<ul style="list-style-type: none"> ● Train ELAC officers in their respective duties and parliamentary procedures ● Review/ update bylaws with ELAC leadership and officially approve bylaws in ELAC meeting
EVERY MONTH	<ul style="list-style-type: none"> ● Upload meeting documents: fliers, agendas ,sign in sheets, in <u>SHARED ELAC Evidence Google folder</u> on your website ● Prepare fliers/post to website and other communication platforms with agenda 72 hours in advance ● Work on Completing ELAC Responsibilities and 4 Tasks ● Require your elected DELAC representative to attend the DELAC meeting ● Schedule ELAC tasks and create calendar for meetings ● Announce any new ELAC officers in a public place (your school newsletter etc.)

ELAC Training



Training

The school shall provide training for all ELAC members.

Legal references : E.C.
Sections
62002;62002.5;35147;

1. Appropriate training and materials to assist each member to carry out his or her required legal responsibilities.
2. Training planned in full consultation with ELAC members. Title I,III or district funds may be used to cover the costs of training and attendance of ELAC members (e.g., costs associated with child-care, translation services, and other reasonable expenses. NO FOOD may be purchased using Title I, II or III funds).

ELAC Authority Delegation To SSC

The school's ELAC may delegate its authority to an established School Site Council (SSC), provided that the ELAC has first been informed of the right to delegate these requirements, and have voted to delegate its authority to the SSC.

Delegation of authority may not exceed two years.

Questions that need to be answered:

Is the school's EL population less than 50% (elementary) or 25% (secondary)?

Has ELAC been duly constituted?

Has ELAC been fully informed of the option to delegate its authority at a regularly scheduled meeting?

Is ELAC informed of and trained on their legal responsibilities before a vote to delegate takes place?

Has ELAC unanimously voted to delegate its authority to SSC at a regularly scheduled meeting and recorded this decision in the ELAC meeting minutes?

Has SSC been informed of all ELAC legal responsibilities at a regularly scheduled SSC meeting?

Did the SSC vote to accept all ELAC responsibilities at a regularly scheduled SSC meeting and recorded this decision in the SSC meeting minutes?

Did the school obtain written approval from the Assistant Director of Teaching Learning and Educational Equity?

Parliamentary Procedures & The Greene Act

Each year, ELAC leadership should be provided with appropriate training, materials and information to assist them in carrying out their responsibilities and any required duties alongside with their site administrator.

Robert's Rules of Order PPT

The Greene Act requirements for Meetings:

Must be open to the public

Allow the public to address the committee on any matter within the jurisdiction of the committee

Post a meeting notice 72 hours in advance, specifying date, time and location, and agenda describing each item of business

Make any meeting materials available to the public upon request

See Greene Act

ELAC Sign in Form & ELAC Agendas

Each site administrator will be asked to upload documentation after each ELAC meeting to their website.

SLIDE WILL BE REVISED.



EL Parent Surveys

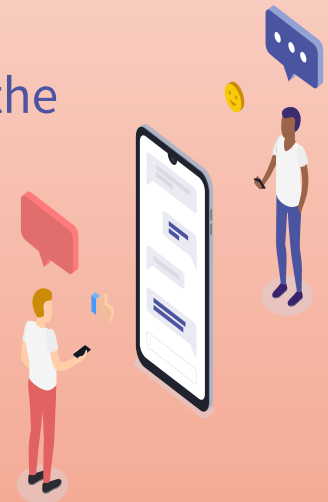
Each year ELAC will distribute a survey to the parents of English Learners at their school site that has been co-constructed by DELAC.

Only parents of English Learners should complete the survey.

Survey results should be reviewed by ELAC.

DELAC will present the findings to the BOE at the end of the academic year.

SURVEY WILL BE DEVELOPED BY THE DELAC IN OCTOBER MEETING.



Sample ELAC Child care Rules

ELAC meetings should offer childcare to parents who attend.

Please contact Student Services Department for child care provider support.

Sample Nomination Form

Consider including the following information in the nomination letter for your families:

The major function of the **ELAC** committee is to advise the principal and School Site Council on programs and services for English Learners. The committee advises on at least the following:

Development of the English Learner section of the school's Single Plan for Student Achievement such that is aligned with the NUSD strategic goals and training on the EL Master Plan.

Distribution and result tabulation of the needs assessment survey. EL Parent Survey.

Explanation of the importance/ significance of the statewide annual language census (R-30) to parents of English Learners and Reclassified students.

Strategies the school can implement to make parents aware of the importance of regular school attendance.

Sample Nomination
Form ELAC



Sample ELAC Bylaws

Every established ELAC must have their own bylaws reviewed yearly.

Local school bylaws must be aligned to DELAC's bylaws. Those pointed out in bold in the DELAC's bylaws are not optional and must be included in the local school bylaws. Schools have the option of adopting their own bylaws , as needed, but such bylaws must not be in conflict with the District ELAC's bylaws. A final draft, written by the ELAC's bylaws revision/writing subcommittee should be submitted to the entire membership at a regular monthly meeting for revision, and request recommendations in order to vote on them at the next monthly meeting. Bylaws should be revised each year.

SAMPLE ELAC BYLAWS

ELAC Agenda Topics

Required Topics

Review of School Site Plan EL sections

EL Parent Surveys

Reclassification process

School Attendance

Review of the EL Master Plan

Recommended Topics

- New Strategic Plan
- Parent guidance on identification and assessment of ELs
- Interpreting ELPAC Scores
- Preparing students for the SBAC
- Parent – Teacher Conferences
- School Input on SSC topics in relation to SPSAs
- ELL program and supports that exists at your site
- Community organizations
- Training for parents on how to help their child succeed in school

District English Learner Advisory Committee (DELAC) Structure

Major Function:

The purpose of the DELAC is to advise the district governing board on programs and services for English Learners.

FORMATION

Each district with 51 or more English learners (also known as LEP students), regardless of language, must form a functioning district English learner advisory committee (DELAC) or subcommittee of an existing district wide advisory committee.

COMPOSITION REQUIREMENTS

Parents or guardians of English learners not employed by the district must constitute a majority membership of the committee. After formation and training of the DELAC, the committee may designate an existing district-wide advisory committee to fulfill the legal responsibilities of a DELAC if the parents and guardians is at least the same percentage of that of the English learners in the district.

DELAC Elections and Tasks

ELECTIONS

Requirements for ELAC elections include:

Each school English Learner Advisory Committee (ELAC) must have the opportunity to elect at least one parent representative to the DELAC.

NUSD will use a system of proportional or regional representation per DELAC bylaws.

DELAC TASKS

*A timetable for implementation or revision of the district's master plan of education programs and services for English learners, taking into consideration the school site plans.

*Conducting a district-wide needs assessment on a school-by-school basis.

*Establishment of district program, goals, and objectives for programs and services for English learners.

*Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.

*Explanation of the annual language census to parents (e.g. procedures and forms)

Review and comment on district reclassification procedures.

*Review and comment on the written notifications required to be sent to parents and guardians

Education Code Section 48985 and Title 5, CCR, Subchapter 4, Section 11316.

DELAC Training



The school shall provide training for all DELAC members.

Legal references:
E.C. Sections
62002;62002.5;35147;

Appropriate training **and** materials to assist each member to carry out his or her required legal responsibilities.

Training planned in full consultation with DELAC members. Title I,III or district funds may be used to cover the costs of training and attendance of DELAC members (e.g., costs associated with child-care, translation services and other reasonable expenses.)

DELAC Calendar 2021 - 2022

DELAC Calendar 2021-22

A poster for DELAC Meetings. The top half features a photograph of four students in graduation caps and gowns, with a circular seal of the Newark Unified School District (Newark, California) overlaid on the right. The bottom half is a yellow and blue graphic with text. The text includes the title 'DELAC MEETINGS', the full name 'DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE', a list of meeting dates, a note about the meeting format (Zoom and in-person), a URL, and a call to action to join and inform services for English learners.

DELAC MEETINGS
DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

MEETING DATES
THIRD WEDNESDAY FROM
8:15-9:45 AM

October 5
November 17
December 15
January 19
February 16
March 16
April 27
May 18

**ALL MEETINGS WILL BE ON
ZOOM & IN PERSON:
[HTTPS://TINYURL.COM/NU](https://tinyurl.com/nu)**

**JOIN US! AND
INFORM
SERVICES FOR
ENGLISH
LEARNERS**

October 5 | 5 de octubre | 10 月 5 日
9:00am-10:30am

November 17 | 17 de noviembre | 11 月 17 日
8:15-9:45am

December 15 | 15 de diciembre | 12 月 15 日
8:15-9:45am

January 19 | 19 de enero | 1 月 19 日
8:15-9:45am

February 16 | 16 de febrero | 2 月 16 日
8:15-9:45am

March 16 | 16 de marzo | 3 月 16 日
8:15-9:45am

April 27 | 27 de abril | 4 月 27 日
8:15-9:45am

May 18 | 18 de mayo | 5 月 18 日
8:15-9:45am

For more information and support contact me!

Abbey Kerins

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