

ISLAND UNION ELEMENTARY SCHOOL DISTRICT

**SSC/ELAC
TRAINING GUIDE**

**FOR SCHOOL SITE COUNCILS AND
ENGLISH LEARNER ADVISORY
COMMITTEES**

2011-2012

The purpose of this handbook is to provide training information for members of the School Site Council (SSC) and the English Learners Advisory Committee (ELAC).

Sections One and Two of this booklet contain information specific to the SSC and ELAC.

Section Three contains terms and acronyms that are used in reference to various categorical programs.

The last section is Robert's Rules of Order. This simplified version should be easy to follow when conducting meetings.

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SECTION I

***SCHOOL SITE COUNCIL
INFORMATION***

SCHOOL SITE COUNCIL (SSC)

Overview

When the School Improvement Program (SIP) and the School Based Coordinated Program (SBCP) were established, they were envisioned as ways to increase schoolwide effectiveness, improve student achievement, and over time, better prepare students to be productive and responsible citizens. One of the principal tenets of these programs was that those individuals closest to the students should be more involved in making significant decisions affecting the instructional program of the school. The School Site Council (SSC) was selected to be the vehicle by which the school community would come together to chart the school's path to improvement.

The SSC is uniquely suited to carry out this function since it is representative of all segments of the school community. Being composed of the principal, teachers, other school personnel, and parents, it provides a forum for all the major stakeholders in the school to come together to identify common goals and establish a plan to achieve these goals. The SSC's success depends upon both the ability and the willingness of all those involved in the process to work together in a cooperative manner to develop an effective curricular and instructional program in which all students attain higher levels of academic competence.

The primary task of the SSC is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program. This core program should embody the District's curriculum, which should reflect the California frameworks and curriculum standards.

The SSC is charged with the task of developing and approving a school plan for using the supplemental resources to increase the student's understanding of and success in learning the core curriculum.

Purpose of School Site Council Meetings

- To develop and monitor the Single Plan for Student Achievement
- To carry out other legislative requirements of an SSC
- To discuss issues and programs and make decisions
- To improve communication
- To develop leadership
- To share information and educate participants
- To improve overall organizational productivity and effectiveness
- To become more informed about categorical programs

Authorization for School Site Councils

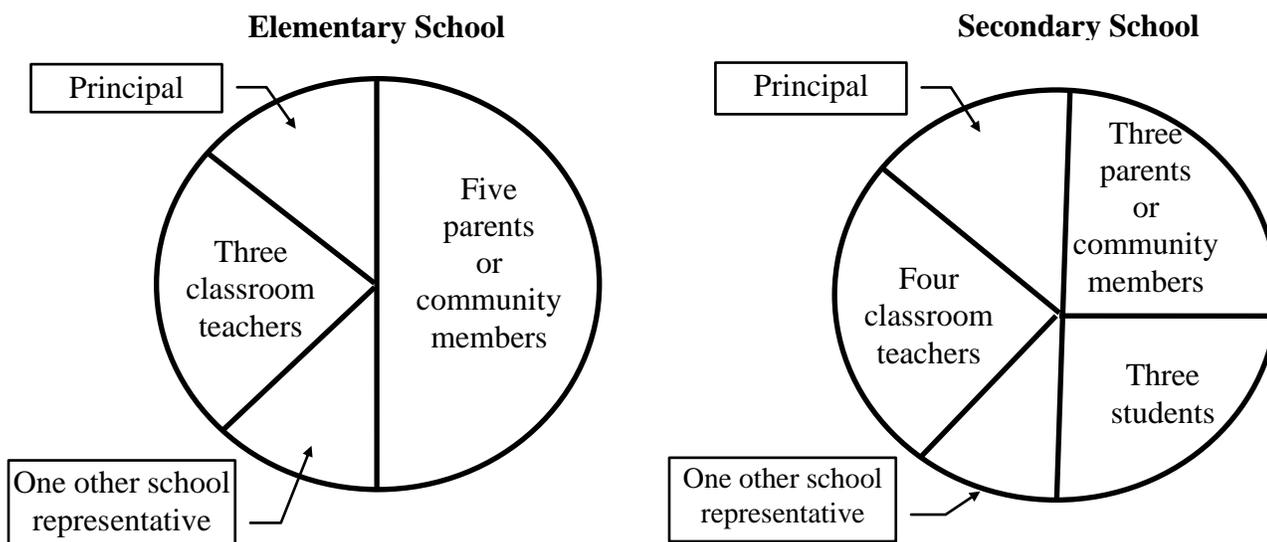
- School Based Coordinated Program Education Code Sections 52800-52888
- Island Elementary School District Policy and Administrative Regulations
- School Site Council Bylaws

California Education Code Requirements for School Site Councils

Composition. A School Site Council shall be established at each school which participates in school-based program coordination. The council shall be composed of the principal and representatives of teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents. At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils. At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a).

An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's or guardian's employment, is not disqualified by virtue of this employment from serving as a parent representative on the School Site Council established for the school that his or her child or ward attends. (Education Code 52852)



Responsibilities of the School Site Council

1. Develop and approve the Single (Comprehensive) School Plan for Student Achievement (a plan designed to improve the effectiveness of the school program).
2. Allocate funds for School and Library Improvement Block Grant and Economic Impact Aid/Limited English Proficient (EIA/LEP). These two funding sources are currently SBCP. Advise on other compensatory/categorical education funds that the school receives, such as Title I, Title II, Title III, Title V, and II-USP, etc.
3. Annually review the Single (Comprehensive) Plan for Student Achievement, establish a new budget and, if necessary, make other modifications in the plan to reflect changing needs and priorities.
4. Recommend the approval of the Single (Comprehensive) Plan for Student Achievement to the District Governing Board. If the Single (Comprehensive) Plan is not approved by the Board, specific reasons for that action shall be communicated to the SSC. Modification to any Plan shall be developed, recommended, and approved or disapproved in the same manner.

5. Meet on a regular basis to become informed, share information, discuss needs and successes, and plan program improvements.
6. Participate in the monitoring and evaluation of the Consolidated Application programs.
7. Participate as necessary in Federal Program Monitoring (FPM).
8. Develop a system for ongoing communication with parents, community members, the school staff, and the District.

Responsibilities of the School Principal

The principal has the following duties with respect to the SSC:

1. Is a voting member of the School Site Council.
2. Provides information and leadership to the council.
3. Works closely with the SSC chairperson to plan SSC meetings and activities.
4. Provides information to enable the SSC to plan, monitor, and evaluate effective improvements.
5. Provides descriptions of state and federal categorical programs funded at the school.
6. Interprets state, district, and school policies/regulations.
7. Provides student performance data.
8. Informs the SSC about school programs and parent groups and encourages parent participation.
9. Provides leadership for the Single (Comprehensive) School Plan revisions and budget development.
10. Provides leadership for implementation of the Single (Comprehensive) School Plan program.
11. Assists the SSC in establishing an environment that encourages participation of all SSC members.
12. Provides training for the SSC to work effectively.
13. Maintains responsibility for instructional leadership and the implementation of the school-level activities of the approved plan.

Duties of the Governing Board

The governing board of each school district shall:

1. Adopt policies to ensure that, prior to a school beginning to develop a plan pursuant to Section 52853, a School Site Council as described in Section 52852 is established at the school site to consider whether or not it wishes the local school to participate in the school-based coordination program. The board shall ensure that all interested persons, including, but not limited to, the principal, teachers, other school personnel, parents, and in secondary schools, pupils have an opportunity to meet in public to establish the council.
2. Ensure that funds coordinated pursuant to this article are used to supplement, not supplant, existing state and local fiscal efforts and that schools which receive the funds shall have base expenditures comparable to non-participating schools.

3. The school district governing board shall review and approve or disapprove school plans. (Education Code 52852.5) A school plan shall not be approved unless it was developed and recommended by the School Site Council. If a plan is not approved by the governing board, specific reasons for that action shall be communicated to the council. Modifications to any school plan shall be developed, recommended, and approved or disapproved in the same manner.

Laws, Regulations, and Policies that Apply to All Schools and Committees

- The State Legislature and Governor establish laws that govern the operations of all school districts in California. These laws are contained in the Education Code.
- The State Board of Education sets forth the policies and procedures for all school districts in California. These appear in Title 5 of the California Code of Regulations.
- The School Board sets the policies of the district.
- The district and school administration make decisions which are consistent with Board policies regarding the operation of schools and the implementation of the educational programs.
- All contractual agreements with employee groups must be followed.
- Each SSC should have a set of bylaws that guide SSC operations.

Rules of Order of the School Site Council

School Site Councils must operate according to the following rules:

1. Meetings must be open to the public.
2. The public may address the council on any item within the jurisdiction of the council.
3. Notice of the meeting must be posted at the school site at least 72 hours before the meeting.
4. The notice must specify the date, time, and place of the meeting and the agenda.
5. The council cannot act on an item not described on the posted agenda unless, by unanimous vote, it finds a need for action unknown when the agenda was posted.
6. Questions and brief statements of no impact on pupils or employees that can be resolved by providing information need not be described on the posted agenda.
7. If the procedures are violated, upon demand by any person, the council must reconsider the item at its next meeting, after allowing for public input on the item. (Education Code 35147c)

Operating the School Site Council (Bylaws)

Each School Site Council (SSC) should define for itself in writing the way it will be organized and the rules under which it will conduct business. The most common method of doing this is by drawing up a set of bylaws. (Each IUESD School Site Council has developed Bylaws.) Bylaws clarify such matters as terms and election procedures of council members and officers, the council's regular meeting times, numbers of members needed for a quorum, and the roles of officers in the council.

School Site Council Decision Making Guidelines

1. Decisions must be legal.
2. Decisions must be compliant with the laws and regulations for each categorical program.
3. Decisions must follow District Board policy.
4. Decisions must be within the budget.
5. Decisions must be ethical.

Records

The school site council needs to maintain records of the following:

1. Elections
2. Official correspondence
3. Agendas of council meetings
4. Evidence of input from school advisory committees
5. Minutes of the meetings, recording attendance, discussions, recommendations and actions
6. Copies of prior year school plans.

A School Site Council (SSC) Is Not:

- A school governance committee
- A grievance committee
- A curriculum committee
- An extension of the Parent Club
- A political organization
- A personnel committee
- A fund-raising organization
- A social group

Special Skills and Information Needed for SSC Members

- Know your local school: SSC members should understand the school structure and how the school is organized. Review a profile of the school population, applicable board policies and procedures, the school's curriculum and instructional programs, specially-funded school programs, student performance data, and the school's communication network.
- Understand terms used in school programs. Section III Glossary of Terms and Acronyms in this training guide should be helpful.
- Understand objectives of the Single (Comprehensive) Plan for Student Achievement and how and why they are written.
- Understand how and why the Single (Comprehensive) Plan for Student Achievement is developed, organized, and implemented.
- Understand how to conduct a Needs Assessment. Understand the various kinds of assessment data and the various student achievement tests used in the district.
- Understand the needs of the students participating in the various categorical programs.

NO CHILD LEFT BEHIND

The federal Elementary and Secondary Education Act (ESEA), originally enacted in 1965, is reauthorized by Congress every five years. The reauthorization known as No Child Left Behind (NCLB) includes familiar titles such as Title I, as well as some new programs such as Title III for

Limited English Proficient students. Although the entire Act is lengthy and complex, there are some major changes that affect our local schools and of which School Site Councils should be aware:

1. Accountability

In addition to our state accountability system, the Federal law requires that all students meet proficiency in Reading, Language Arts, and Mathematics and Science by the year 2014.

Students must be tested, and schools must achieve Annual Yearly Progress (AYP) by a certain percentage (95% of students must be tested in order for schools to meet goals). Each subgroup in the school must also meet the target AYP. Those schools not achieving AYP two years in a row will become Program Improvement Schools with a variety of requirements including parents choice to move their child to another school, tutoring, and eventual change in school structure. Each district must develop and disseminate an annual School Accountability Report Card.

2. Staff Qualifications

The law includes increased requirements for Highly Qualified Teachers and paraprofessionals. All teachers must be fully certified to teach the subjects or grade levels to which they are assigned and paraprofessionals must meet new requirements. Paraprofessionals must hold an AA or 48 units of college work, or pass a rigorous examination that will include both content knowledge and ability to work with students. Parents must be notified about the qualifications of their children's teachers.

3. Local Education Agency Plan (LEA Plan)

Each district was required to submit a LEA Plan to the state in 2003 which included goals for reading and mathematics improvement, professional development, limited English instruction and safe and drug free schools.

4. Methods and Materials

Instructional strategies and materials must be backed by "scientifically based research".

For more complete information: www.nochildleftbehind.gov

THE CONSOLIDATED APPLICATION

The Consolidated Application is used by the California Department of Education to distribute funds from various state and federal categorical programs to county offices, school districts and charter schools throughout California. The application has two parts:

Each June school districts and county offices of education submit Part I of the application to document their intent to participate in these programs, and provide assurances that they will comply with the legal requirements of each program.

Part II of the application is submitted in the fall of each year, as soon as the Department can provide the district or county entitlements for each funded program. The entitlements are determined by funding formulas contained in the laws that established the programs. Using these entitlements, districts allocate funds for programs operated by the district office and for programs operated at schools.

After funds have been allocated to the school, the SSC develops a budget based on its established priorities. Because the schools do not know exact allocations until after the school year begins, a preliminary budget based on priorities is developed in the spring for the following school year.

The State Board of Education approves the application based upon Department review and assurance that no serious compliance problem exists with the application. Local educational agencies are responsible for using the funds provided in the Consolidated Application for improvements that raise the level of academic performance of participating students to the standards set by the State Board.

In addition, each program has specific purposes for which its funds must be used. The following programs are funded through the Consolidated Application process:

State Funds

1. School and Library Improvement Block Grant

A state-funded program to provide schools and districts with opportunities to enhance activities for all students in a school. The general purpose of the program is to improve instruction, auxiliary services, school libraries, the school environment, and/or the school organization to meet the needs of the pupils at the school. Such funds may be spent on any student for additional services, but they must purchase more services – they may not be used to cover increased costs of current services. Funds are allocated to schools based on enrollment. In IUESD, all schools receive School and Library Improvement Block Grant funds.

The School Site Council is required to develop a *Comprehensive Plan for the Consolidated Application Programs* which includes a budget. The plan guides the implementation and evaluation of the schools' improvement activities. The Comprehensive Plan for the Consolidated Application Programs provides the guidelines for developing a plan to address achievement for all students at the school.

2. Economic Impact Aid/Limited English Proficient (EIA/LEP)

A state-funded program to provide supplementary services to meet the needs of English Learners (EL). The general purpose is to develop fluency in English for each EL student as effectively and efficiently as possible, to provide equal opportunity for academic achievement, to promote positive self-concepts, and to promote cross-cultural understanding. In IUESD, all schools who have EL Students receive EIA/LEP funds. Funds are allocated to schools based on the number of EL students in the school. Supplemental services for EL students are described in the Comprehensive Plan for the Consolidated Application Programs.

Federal Funds

1. Title I Part A: Helping Disadvantaged Children Meet High Standards

A federal-funded program to provide high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards. These funds are intended to provide services for students who are at risk of failing to meet state and district standards in reading, language arts, and/or mathematics. Services are to supplement the core curriculum program. The intention of the program is to assist students in becoming successful in the core curriculum areas of reading, language arts, and mathematics (achieve grade level standards). The Title I program requires parent participation and supports coordination with other categorically funded programs.

In IUESD, Title I funds are allocated to all elementary and junior high schools and coordinated with state funds and other federal funds included in the Comprehensive Plan. With input from the staff and parents, the school develops a plan for using these funds.

2. Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals

A federal-funded program to increase student achievement through strategies such as improving teacher and principal quality, and increasing the number of highly qualified teachers and highly qualified principals at the schools. All IUESD schools benefit from these funds.

4. Title V: Innovative Education Program

A federally funded program for the purpose of providing support for innovative programs, over and above those provided by district funds. All IUESD schools benefit from these funds.

SINGLE (COMPREHENSIVE) SCHOOL PLAN FOR STUDENT ACHIEVEMENT

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal programs funded through the Consolidated Application process. The new planning process is called the Single (Comprehensive) Plan for Student Achievement. Its stated purpose is to “improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index.” (Education Code 64001a) The Academic Performance Index (API) is a rating of schools based on their performance on state assessments. Information on the API can be found at <http://api.cde.ca.gov>

The new law established the following eight requirements for school plans, directly related to improving tested student performance:

1. School districts must assure that “the schoolsite councils have developed and approved a plan, to be known as the Single (Comprehensive) Plan for Student Achievement for schools participating in programs funded through the consolidated application process.” (Education Code 64001a)
2. School plans must be developed “with the review, certification and advice of any applicable school advisory committees.” (Education Code 64001a)
3. Any plans required by programs funded through the consolidated application must be consolidated into a single plan. (Education Code 64001d)
4. The content of the plan must be aligned with school goals for improving student achievement. (Education Code 64001f)
5. School goals must be based upon “an analysis of verifiable state data, including the Academic Performance Index and the English Language Development test and may include any data voluntarily developed by districts to measure pupil achievement.” (Education Code 64001f)
6. The plan must address how Consolidated Application funds will be used to “improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index.” (Education Code 64001f)
7. The plan must be “reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the schoolsite council.” (Education Code 64001g)
8. Plans must be reviewed and approved by the governing board of the local education agency “whenever there are material changes that affect the academic programs for student covered by programs” funded through the consolidated application. (Education Code 64001g)

In addition the plan must meet the requirements of each program funded through the consolidated application and operated at the school. (Education Code 64001)

School Based Program Coordination Act (SBCP): Advantages

The School Based Program Coordination Act (SBCP) allows schools to combine services paid by different state funding sources. SBCP offers the following advantages:

- Rather than limiting services to identified students, coordinated funds may **serve all students** if the school can meet the needs of all special populations, such as LEP.

- Including Special Education in the SBCP allows flexibility of **grouping and instructing students**. You can serve non-identified students with the Resource Specialist Teacher.

This Act gives districts and schools the flexibility to ensure that all students including students with special needs receive an enriched program. This flexibility can provide benefits to help ensure that all students acquire the knowledge, understandings, and skills of the district's core curriculum:

1. A student-focused program.
2. An integrated program for all students.
3. Increased ability to provide additional services to any student needing them while, at the same time, continuing to meet the special needs of educationally disadvantaged students, limited-English-proficient students, and students with exceptional needs.
4. A schoolwide planning process which promotes local ownership of the school program and builds communication and collaboration among all staff members.
5. Coordinated staff development activities which are supported by teacher release time.
6. A single school budget in which the separate state categorical funds are combined.

Constraints

1. All fiscal requirements still apply to each program included in the SBCP. The flexibility applies to educational program decisions, not accounting procedures. Funds still have to be accounted for and the **supplement not supplant provision** still applies.
2. Only state funded programs may be included, not federally funded ones such as Title I, Title II, Title V, or Migrant Funds. Most schools include School and Library Improvement Block Grant, EIA/LEP funds, and Special Education services.
3. A SBCP applies only to programs already operating at the time the school elects to become a School Based Coordinated Program. It provides no additional money, just a **more flexible** way to use the funds you already have.

Procedures to Implement SBCP

1. The District Governing Board votes annually to allow participation.
2. The existing School Site Council decides annually to participate. If there is more than one school in the district, each SSC must make the decision for that school only.
3. The School Site Council develops a new written plan or revises the current written plan to conform to requirements of the School Based Coordinated Program.
4. The board approves the SSC recommendation and the written plan and adopts procedures guiding schools in maintaining effectiveness.

Required Documentation

1. Copies of the SSC agendas, sign-in sheets, and minutes that reflect the annual decision to participate in SBCP.
2. Copies of District Board minutes and District policies and procedures that reflect the annual decision to participate in SBCP.

**SCHOOL SITE COUNCIL MEETING QUESTIONNAIRE
RATING SHEET**

Pre _____ Interim _____ Post _____
date date date

Please assign the number that is most often identified with your SSC meetings.

- 1 - not typical of our meetings
- 2 - fairly typical
- 3 - is typical of our meetings

1. _____ Members of the council know what items are to be discussed prior to the meeting.
2. _____ Members arrive on time for the meeting.
3. _____ An equitable procedure for getting items on the agenda is being implemented.
4. _____ Members carry out their commitments.
5. _____ Members are free to say how they truly feel about an issue.
6. _____ Members keep confidentialities when necessary.
7. _____ An item is thoroughly understood before a vote is taken.
8. _____ Members ask clarifying questions when in doubt.
9. _____ The issues which are currently important to the members are discussed.
10. _____ Members assist each other in staying on the topic, controlling excessive talkers, interruptions, etc.
11. _____ Decisions made at the meetings are clearly understood.
12. _____ It is clear who is to carry out what decisions and when they are to be completed.
13. _____ Members care about the children in the school for which they are advising and work on their behalf.
14. _____ As a member of the SSC, I am an important participant in the meetings.

SECTION II

***ENGLISH LEARNER
ADVISORY COMMITTEE
INFORMATION***

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) INFORMATION

Overview ELAC

In addition to the School Site Council (SSC), other school or district councils or committees are required under certain circumstances. Such advisory committees in Island Union Elementary School District are the school level English Learner Advisory Committees, the District English Learner Advisory Committee, and the District Migrant Parent Advisory Committee. A major difference between the SSC and the ELAC is that the ELAC makes recommendations to the School Site Council for consideration regarding programs for English Learners. The SSC should be aware of the other advisory committees and should develop a means for good communication, since the decisions of the SSC will affect the students throughout the school.

English Learner Advisory Committee (ELAC)

Whenever there are 21 or more LEP/EL students at a school site, there shall be a functioning English Learner Advisory Committee (ELAC) that has met **all** of the following:

1. Has advised the principal and staff of:
 - a. The development of the school plan for bilingual education submitted to the District Board. This includes the information in the Single (Comprehensive) Plan for Student Achievement and the school's LEP/EL Staffing Plan.
 - b. Conducting the school's needs assessment.
 - c. The administration of the school's language census (R30-LC form).
 - d. The efforts to make parents aware of the importance of regular school attendance.
2. Has a membership of LEP/EL parents in at least the same percentage as there are LEP/EL students at the school.
3. Has had an election of members in which all parents of LEP/EL students have had an opportunity to vote.
4. Has had the opportunity to elect at least one member of the District English Learner Advisory Committee (DELAC).
5. Has received training materials and training appropriate to assist parent members in carrying out their responsibilities.

EC 62002.5, former EC 52176; 5 CCR 4312

One-Year Committee

In Island Union Elementary School District, the school English Learner Advisory Committee members are elected for one year. This does not prohibit members from being elected to serve again for subsequent terms.

District English Learner Advisory Committee (DELAC)

Whenever there are 51 or more LEP/EL students in a district, there shall be a functioning District English Learner Advisory Committee (DELAC) or subcommittee of an existing district committee that has met **all** of the following:

1. Has had the opportunity to advise the District and the Board regarding:
 - a. A timetable for and development of a Master Plan for English Learner Education.
 - b. A district-wide needs assessment on a school-by-school basis.
 - c. District bilingual education goals and objectives.
 - d. Administration of the language census (R30-LC).
 - e. The review and comment on the written notification of initial enrollment.
 - f. The review and comment on any related waiver request.
2. Has a majority membership of parents of LEP/EL students not employed by the District. In the event an existing committee is used for these purposes, the membership of parents of LEP/EL students shall be made up of at least the same percentage as that of the LEP/EL students in the district.
3. Has received training materials and training, developed in consultation with the committee and appropriate to assist parent members in carrying out their responsibilities.

EC 62002.5, EC 33051(a)(3), former EC 52176; 5 CCR 4312

English Learner Advisory Committee A Checklist for Parent Involvement

Have you been informed and advised of your child's status?

- _____ Home language and initial testing procedures?
- _____ English Learner services received?
- _____ Increased opportunity for learning?
- _____ Right of parents to have access to student records?
- _____ School policies and requirements?
- _____ Core curriculum?

Parent involvement in the English Learner Advisory Committee (ELAC) at the School Site. Have you been informed or trained on legal requirements?

- _____ How the committee is formed?
- _____ Number of LEP/EL students in the school? In the district?
- _____ Percentage of minority membership in the ELAC? In the school staff?
- _____ Procedures for selecting ELAC members? ELAC officers?
- _____ Are parents of LEP/EL students on the ELAC?
- _____ The bylaws for the ELAC? Do you have a copy?
- _____ Parliamentary procedures?
- _____ State and Federal funding sources and amounts?
- _____ Development of budget for LEP/EL student services?
- _____ Students' needs assessment?
- _____ Parents' needs assessment?
- _____ Budget for training, conferences, workshop speakers, meeting expenses, etc.?
- _____ Officers' responsibilities?
- _____ School Site Council and ELAC relationship?

Parent involvement in the District English Learner Advisory Committee. Have you been informed or trained on legal requirements?

- _____ Formation of the DELAC, percentage of memberships, parents in official capacities?
- _____ Development of bylaws?
- _____ Development and implementation of the English Learner Master Plan?
- _____ State and Federal laws and guidelines?
- _____ Budget development for English Learner Education?
- _____ Language identification, assessment, and establishment of program goals and objectives?
- _____ Program evaluation and program reviews, the State's monitoring program?
- _____ Pertinent documents in establishment of the English Learner Education program and LEP/EL services?
- _____ Parents' rights and appeal procedures, how complaints are handled?

SECTION III

***GLOSSARY OF TERMS
and
ACRONYMS***

GLOSSARY OF TERMS and ACRONYMS

Academic Performance Index (API)	A state accountability system that was enacted by legislation in May 1999. The API will consist of a variety of indicators to be used to measure the performance of schools. Expected annual percentage growth targets for all schools based on their API baseline score will be calculated with a minimum percentage growth target of 5% annually.
Adequate Yearly Progress (AYP)	An individual state's measures of yearly progress toward achieving state academic standards. "Adequate Yearly Progress" is the minimum level of improvement that states, school districts and schools must achievement each year.
Advisory Council/Committee	An advisory group of parents, community people, and/or school employees. Each funding source has specific guidelines regarding the makeup, role, and responsibility for the advisory council/committee. Advisory groups must be involved in the planning, implementation, and evaluation of programs.
Aid to Families with Dependent Children (AFDC)	A program to assist needy families with dependent children. Replaced in 1997 with Temporary Assistance for Needy Families (TANF).
Allocation	The yearly funding made available to a district by the state or federal government to carry out the responsibility of a categorical program.
Americans with Disability Act (ADA)	A federal law requiring accessibility and equal services for persons with physical disabilities.
Assembly Bill (AB)	A bill that is presented to California State Legislature originating in the Assembly.
Assurance	A guarantee that specific actions have or will take place.
At-Risk Student	A student who is "at-risk" of dropping out of school or who is not progressing physically, mentally, and/or socially at a level expected from his/her age group. Some "at-risk" factors are low-self esteem, poor emotional health, no self-discipline, drug or alcohol abuse, alienation from other students, teachers, family and self, poor nutrition, deficiency in English language, and below grade level achievement.
Attendance Area	The geographical area in which the children live who are normally served by a particular school.
Authorization	The promise of funds for categorical programs. Funds are usually authorized by Congress and funding amounts are set aside by the appropriations committees.
Average Daily Attendance (ADA)	A count of students in attendance or with excused absences. The figure is the basis for calculating the amount of money provided for the basic educational program in the school district.

Baseline Data	Information that is gathered from assessments or surveys at the beginning or during a school year or project which can be used as the basis for establishing the rate of change and direction of change resulting from the implementation of a program. This is the beginning of the evaluation process.
Basic/Core Program	The curriculum and services provided by state and local funds for all students in all schools.
Basic Skills	The knowledge or abilities determined to be necessary for a person to function independently and successfully.
Bilingual Crosscultural Language and Academic Development Certificate (BCLAD)	<u>Bilingual</u> <u>Crosscultural</u> <u>Language</u> and <u>Academic</u> <u>Development</u> Certificate. A teaching credential which indicates that the teacher has completed a course of study which includes the methodology for primary language instruction and emphasizes the language and culture in which a BCLAD credential is being undertaken, as well as embracing all the components of the CLAD certificate. A BCLAD certificate in the language of emphasis is required in order to provide instruction in that language.
Bilingual	Uses of two languages.
Bilingual Aide	Adults who speak a language other than English who provide instructional support to EL students under the supervision of a certificated person.
Bylaws	A set of rules by which a group or committee operates.
CalWORKS	With the 1997 welfare reform, California Work Opportunity and Responsibility to Kids (CalWORKS) replaced the AFDC (Aid to Families with Dependent Children) and GAIN (Greater Avenues for Independence) programs in California.
Capital Outlay	A category of cost in a budget which relates to equipment and facilities having a life span of more than one year and usually costing more than \$300.
Carryover Funds	Funds not used during the funding year in which they have been appropriated. Most categorical programs allow the funds to be retained and expended during the following funding year if approved in the application.
California Achievement Test, Sixth Edition (CAT/ 6)	As part of the Standardized Testing and Reporting (STAR) Program, all California Public School Students in grades three and seven take a nationally norm-referenced test (NRT) to measure achievement in basic academic skills. The NRT designated by the State Board of Education for 2003-2004 is the California Achievement Test, Sixth Edition Survey (CAT/6).
Categorical Fund	Federal or state funds which must be used for specific purposes or for a specific student population as established by legislation. Such funds must be used in supplemental manner.

Categorical Program Monitor (CPM)	A compliance (monitoring, validating) review process of categorically funded programs conducted every four years by the California Department of Education. The purpose of the CPM is to simplify, streamline, and coordinate the legally required compliance monitoring of specially funded programs and simultaneously maintain a commitment to students with special needs. The process includes a training and preparation completed by the district and a validation review visit by a team of CDE consultants.
California Basic Education Data System (CBEDS)	<u>C</u> alifornia <u>B</u> asic <u>E</u> ducation <u>D</u> ata <u>S</u> ystem. An annual survey on attendance and instructors submitted to the CDE each October. It is the basis for some categorical funding allocations from the state and within districts.
California Department of Education (CDE)	<u>C</u> alifornia <u>D</u> epartment of <u>E</u> ducation
Census	A population and housing survey conducted by the federal government once every ten years. Census data is used to allocate certain federal categorical funds.
Centralized Services	Centralized Services are district-level costs that are directly related to the planning, implementing, evaluating, and documenting of categorically funded activities/programs.
Certificate of Eligibility (COE)	A form that is completed to determine if a student is eligible for Migrant Services.
Certificated Employee	An employee whose position requires a teaching, administrative, or other educational credential.
Crosscultural Language and Academic Development Certificate (CLAD)	<u>C</u> rossculture <u>L</u> anguage and <u>A</u> cademic <u>D</u> evelopment certificate. A teaching credential which indicates that the teacher has completed a course of study which includes the following knowledge and skills: language structure; first and second language development; methodology of bilingual, English language development, and content instruction; culture; and cultural diversity. A CLAD certificate is required to provide sheltered instruction and English language development to EL students.
Classified Employee	A school employee who is not certificated, such as a budget director, personnel technician, secretary, clerical aide, custodian, instructional aide, bus driver, etc.
Comparability	A principle that each pupil in a school district receives essentially the same amount of financial support from state and local efforts before any federal categorical aid moneys are applied to any school in the district.
Compliance	Compliance means having followed all the rules of the categorical funding source(s).

Component	A part of the total academic program, such as language arts or math; or a part of the program that supports the academic programs, such as professional development or parent involvement.
Single (Comprehensive) School Plan for Student Achievement	The written plan developed by the School Site Council which describes the school program and objectives. It also states how the federal and state supplemental funds will be used in conjunction with the program.
Consolidated Application	Provides a means for a school district to consolidate (group together) most categorical state and federal education funds. This included the following funds: EIA/LEP, Peer Assistance and Review Program for Teachers, Title I, Title II, Title III, and Title V.
Contract	A negotiated agreement generally between two parties in which a certain task or tasks are agreed to be completed. The contract is usually finalized in a written agreement.
Cost-of-Living Adjustment (COLA)	Federal or state increases based on various indices of inflation.
Criterion Referenced Test (CRT)	A test that measures the student's mastery of a particular skill or skills.
California Standards Test (CST)	The California Standards Test (CST) is part of the STAR program and includes several content areas. The CSTs in English-Language Arts and Mathematics for grades two through eleven became part of the STAR program in 1999. The CSTs are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested.
Curriculum	Courses of study offered by a school or district.
District English Learner Advisory Committee (DELAC)	A district-wide committee formed to bring about the best educational opportunities for English Language Learners in IUESD's programs. The committee coordinates school and community resources, develops an effective education program for ELL students, and considers proposed additions or changes for the district's ELL students.
Educationally Disadvantaged Youth (EDY)	Students in poverty who are at-risk of not meeting grade level standards.
Economic Impact Aid (EIA)	EIA is the state bill which makes available compensatory funds to schools. These funds are to be used for two groups of students: (1) State Compensatory Education (SCE) funds are for (K-12) students who are below grade level in reading, language, and/or math, and (2) Limited English Proficient (LEP) funds are for K-12 students who are limited English proficient. EIA funds provide supplementary services to meet the assessed needs of the qualified student.

Economic Impact Aid/Limited English Proficient (EIA/LEP)	Services to LEP students that are designed to develop fluency in English as effectively and efficiently as possible, promote students' positive self-concepts, promote cross-cultural understanding, and provide equal opportunity for academic achievement, including, when necessary, academic instruction through the primary language.
Education Code	The state laws pertaining to the California educational system.
English as a Second Language (ESL)	A program to provide special English language instruction for limited English proficient students.
English Language Development (ELD)	Specialized English language instruction designed for students whose primary language is other than English.
English Learners (EL)	A term used to describe students who speak a first language other than English and have been designated Limited English Proficient (LEP).
English Learner Advisory Committee (ELAC)	When there are 21 or more LEP students at a school, an English Learner Advisory Committee (ELAC) is established. This committee serves in an advisory capacity relative to the English Learner or LEP services.
Entitlement	The amount of money a school district receives in its Consolidated Application.
Elementary and Secondary Education Act (ESEA)	<u>Elementary and Secondary Education Act</u> . An act that was passed by Congress in 1965. It has been amended many times and provides federal categorical funds, such as Title I, Title II, Title IV, Title VI, and Migrant Education.
Evaluation	A measurement of the results of a program or the success of a project. The process of obtaining and using reliable information about the effectiveness of a program so that judgments can be made about the program.
Fluent English Proficient (FEP)	Students who have satisfactorily learned or know English. A language classification designated for students who have been initially classified as fluent in English or who have been formally redesignated.
Fiscal Year (FY)	For the state, the fiscal year begins July 1 and ends June 30 of any particular year. The federal fiscal year begins October 1 and ends September 30.
Full-time Equivalent (FTE)	The ratio of time expended in a part-time position to that of a full-time position.
Funding Source	District, state, federal, or private appropriations or grants which provide money for educational programs.
Gifted and Talented Education (GATE)	A program that provides funds and services for students identified as exceptionally able or talented.
Grade Level	When a child is on grade level, he or she has learned how to use the skills children are expected to know in a certain grade.

Home Language Survey (HLS)	School districts are required by law to determine whether a language other than English is spoken at home. The Home Language Survey is the approved instrument for doing this.
Immediate Intervention/ Underperforming Schools Program (II/USP)	A state funded program enacted by legislation in May 1999. The program will provide resources to schools for immediate intervention and impose sanctions for those that fail to make progress.
Individual Education Plan (IEP)	A written educational plan tailored to the needs of a student with disabilities. An IEP, agreed to by a parent or guardian, is required for each Special Education student.
Individuals with Disabilities Education Act (IDEA)	Federal law establishing and specifying requirements for Special Education programs.
Inservice Training	Processes or programs which help adults develop skills and increase their effectiveness. Inservice training activities may include parents, teachers, aides, administrators, and may be conducted by members of any of these groups as well as by consultants. Title I regulations require that parents be provided training opportunities in the following areas: assisting their child academically at home, effective parent involvement techniques, parent literary skills, etc.
Instructional Aide	A term used in the Education Code to cover persons employed to assist classroom teachers and other certificated personnel in the performance of their duties and in the supervision of pupils and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by persons not licensed as a classroom teacher.
Job Description	A statement of the duties and responsibilities of the person assigned to a position.
Language Development	Acquisition of those skills such as listening, reading, speaking, and writing needed to communicate ideas.
Limited English Proficient (LEP)	Students who speak a language other than English, have been given a language assessment, and are not proficient in English are classified as LEP. The new term for these students is English Learners (EL).
Local Educational Agency (LEA)	A board of education or some legal authority having administrative control over public education in a county or district.
Mainstreaming	Placing Special Education students in a regular classroom for part of the day to participate in a regular education program.
Mastery	A student has achieved mastery of a subject when he or she has learned the major skills and facts, and knows how to use them.

Multicultural Education	A curriculum area which deals with the development of an appreciation of the contributions of all ethnic groups to man's accumulated knowledge, ideas, skills, attitudes, arts, science, and philosophy.
Needs Assessment	The use of test data, surveys, questionnaires, or other processes to determine the educational needs of students and staff prior to planning and writing a program designed to meet those needs.
No Child Left Behind (NCLB)	The federal law passed in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students in all grades meet state academic achievement standards for mathematics and English-language arts by 2014. Schools must demonstrate "Adequate Yearly Progress (AYP) toward that goal.
Norm-Referenced Test (NRT)	Tests which measure the academic achievement of students and rank the student's performance with other students nation-wide.
Parent Education/Parent Involvement	Activities based on the expressed needs and interests of parents designed to enable parents to become involved in the education of their children through understanding and support of the instructional program; and to increase their effectiveness as parents.
Parent Participation	The participation of parents in planning, implementing, and evaluating the school program. This includes ways in which parents help with the education of their children both at home and at school.
Performance Objective	A statement that specifies the expected or desirable learned outcome as a result of a specific instructional program or treatment.
Prescription	The activities or task the child is assigned in order to learn a skill or concept.
Primary Language (L1)	The first language heard, understood and/or spoken.
Priority	An item (goal, objective, program, activity) considered to be of more importance, urgency, or need that decision makers will rank it higher and allocate to it extra resources and preference over other items.
Program Improvement (PI)	Program Improvement (PI) is a formal designation for Title I schools. A Title I school becomes a PI school if it does not meet AYP for two consecutive years. There are required services and interventions schools must offer during each year they are identified as PI. A school is eligible to exit PI if it makes AYP for two consecutive years.
Public School Accountability Act (PSAA)	A state accountability program enacted by legislation in May 1999. The act includes the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program, and the Governor's High Achieving/Improving Schools Program.

Redesignation	A process by which a student's English language proficiency classification is reconsidered. The formal process by which a student is redesignated from Limited English Proficient to Fluent English Proficient.
Regulations	Rules that usually explain or expand some part of the law. Regulations are published in the Federal Register and/or in the California Code of Regulations, Title 5.
Reliability	The extent to which a person would obtain the same relative score on a test were it to be readministered; that is, the extent to which the test is consistent in measuring.
Revision	Refers to revising or changing an application or school plan in light of new evaluation data, needs, or changes in funding that require the change.
School Based Coordinated Program (SBCP)	To provide more flexibility to schools as well as a focus on student needs rather than state funding source. Certain state categorical funds can be coordinated. Coordination allows services to be extended to other students after designated funding source needs have been provided to identified students.
School and Library Improvement Block Grant	A program to support the efforts of each participating school to improve instruction, auxiliary services, school libraries, school environment, and school organization to meet the needs of pupils at that school. These efforts are thus directed to the goal of improving the school's entire curriculum and instructional program for all students. The standards of quality contained in the Essential Program Components are the guides for the school's improvement efforts and include all curricular areas and the instructional support areas of teaching and learning, learning support, and teaching and learning of English learners.
School Site Council (SSC)	A council composed of the principal, teachers, other school staff, parents, and students at the secondary level. The SSC has on-going responsibility in the planning, implementation, and evaluation of the School and Library Improvement Block Grant and/or School Based Coordinated Program (SBCP).
Schoolwide Plan (SWP)	In schools with 40% or more students in poverty, the Schoolwide Plan coordinates some federal funds to upgrade the entire educational program to help all children, provided that federal funds taken as a whole, supplement state and locate funds that would otherwise be spent at the school.
Specially Designed Academic Instruction in English (SDAIE)	<u>S</u> pecially <u>D</u> esigned <u>A</u> cademic <u>I</u> nstruction in <u>E</u> nglish. A method of instruction used to provide access to the core curriculum for LEP students.
Skill	The power to do something as a result of training, practice, knowledge, or experience.

Special Education Local Planning Areas (SELPA)	The administration of Special Education services, ranging from a single school district to regional or county-wide groups.
Staff Development	A program of learning experiences designed to foster the professional growth of a school staff and aimed at making the school staff more knowledgeable about curriculum and instructional strategies and to be better able to meet the overall needs of the children served by the school.
Standardized Achievement Test	A testing instrument to measure the amount of skills an individual or a group has learned. It is called standardized because it has been used with a sample of pupils that represent all groups in the total population. It has specific directions on how it is administered, definite rules on how it is scored, items which are systematically structured, and evidence of overall validity and reliability. The achieved score can be converted to various norms which compare a student's performance to that of others in the group.
Student Study Team (SST)	A school-based team of teachers, administrators, and specialists designed to review needs of students who are having difficulty in school or who are at risk, in order to modify their school program or refer for specialized assistance.
Supplant	To replace or to be used instead of. Categorical funds may not be used to supplant state or local funds for education.
Supplementary	Additional, over and above what is already required.
Temporary Assistance for Needy Families (TANF)	A program to assist needy families that replaces Aid to Families with Dependent Children (AFDC).
Title I, Part A - Helping Disadvantaged Children	Title I, Part A provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.
Title I, Part C - Migrant Education	Provides high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves. The program provides appropriate educational services that address the migrant student's special needs and is designed to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, or other factors that inhibit the ability of these children to do well in school.
Title II, Part A – Preparing, Training, and Recruiting High Quality Teachers and Principals	Focuses on strategies to improve student achievement by improving teacher and principal quality and increasing the number of high qualified teachers in classrooms and highly qualified principals in schools.

**Title III, Part A –
Programs for LEP
Students**

Provides funding for supplementary programs and services for Limited English Proficient students. Focuses on programs that include the provision of instruction and instructional support services related to English language development and academic progress in the core curriculum in a manner that allows LEP students to meet grade level standards and graduation requirements.

**Title V, Part A –
Innovative Programs**

A federal-funded program for the purpose of providing highly qualified teachers to improve educational achievement for both regular and special needs children.

Validity

The extent to which a test or other measuring instrument measures what it was intended to measure.

Waiver

A formal request from a local district board to the State Board of Education to set aside a state regulation or law for a specific school or district. The State Board of Education is **not** empowered to waive any requirements of federally funded programs.

How to Conduct a Meeting and Go Home Feeling Good about It

- Begin and end on time.
- Always use written agendas with time schedules.
- Follow Robert’s Rules of Order.
- Involve all members of the council/committee.
- Use meetings for making decisions.
- Use motions to focus the group’s attention on important issues.
- Prioritize business items and limit discussions to important ones.
- Restate outcome of each agenda item for clarity of action and responsibility for follow-up.
- Collect statements from participants about effectiveness of the meeting. Use the input to improve the next meeting.

SECTION IV

ROBERT'S RULES OF ORDER

ROBERT'S RULES OF ORDER

HOW TO CONDUCT A MEETING

Parliamentary Law is a system of rules designed to help you conduct a meeting in an orderly and democratic manner. The next few pages will discuss some of the most used facts of parliamentary law so that you may increase your effectiveness as a council or committee member.

Basic Principles of Parliamentary Law

- **Equality** - every member has an equal right to participate, speak, debate, and introduce business.
- **Free and full debate** - unlimited debate is a right that is restricted only if it is judged to be off the subject or the group democratically votes to do so.
- **Rules by the majority without tyranny to the minority** - when a discussion is reached the majority wins but the minority enjoys all the rights and benefits.
- **One question or proposal at a time** - one person speaks at a time and on one subject at a time.

Basic Duties for the Chairperson

- Be a leader.
- Begin and end the meetings on time.
- Keep the meetings moving in proper order.
- Follow the agenda.
- Allow everyone an equal opportunity to speak.
- Keep order.
- Be impartial and fair.
- Get the floor before speaking.
- Do not interrupt another speaker.
- Do not get personal.

Motions

A motion is a proposal that something be done. After it is requested by the chairperson and seconded, it becomes the "question before the house" and now belongs to all the members.

Steps in a Motion

1. **Make a motion:**
 - a. Member addresses the chairperson.
"Mr./Madam Chairperson"
 - b. Chairperson recognizes member.
"Mrs. Smith"
 - c. Member states the motion.
"I move that-----"

2. **Second**

A motion is seconded because it is assumed that at least two (2) people or a "second" person should support an idea before time is spent discussing it. If a motion does not receive a second, it "dies" and there is no further action.

3. **Discussion**

This is the free and full debate of the proposal. The chairperson should recognize the original maker of the proposal to lead off the discussion. The chairperson should attempt to keep the discussion balanced between those for, and those against, as much as possible.

4. **Close Discussion**

To close discussion requires the consent of the members. In fact, 2/3 of the members must vote yes in order to close off the discussion - if the motion to close debate comes from the floor. However, there are other ways:

- a. The discussion has stopped and no one seems to want to gain the floor. In this case the chairperson should ask "is there anymore discussion?" If not - the chairperson can close the debate.
- b. The discussion has been in progress for several minutes and the discussion is not progressing. The chairperson may ask "are you ready to vote?" If the chairperson receives a "yes" answer, then the discussion may be closed.

Voting

Voting may be conducted in several ways. Here are some suggestions:

1. **Voice vote** - If the proposal is not controversial or is routine, the chairperson may ask for a voice vote.
2. **Show of hands** - If the proposal is important or controversial, the chairperson should ask for a raising of the hands and **count each hand**.
3. **Paper ballot** - normally used in electing officers.

Announce and Record

Immediately after the vote, the chairperson should announce the results and the secretary should record those results.

Subsidiary Motions

These are motions that are used in the course of discussing main motions in order to affect the main motion being discussed. These motions follow the same steps as a main motion. These are the main subsidiary motions most often used:

1. **Amend** - This is used to change some part of the main motion. An amendment that changes the basic purpose of the proposal is **out of order**.
2. **Table** - Postpones or puts aside temporarily the discussion of a proposal.
3. **Refer to a Committee** - Give the proposal to a committee (any number of members) to find out more information, further study, re-wording, etc.

Limit or Extended Debate

There may be a time when it will be necessary to either limit the discussion time or to extend the time. This requires a motion from the membership. Because it affects the principle of free and open debate it requires a 2/3 vote in order to pass.

Privileged Motions

These motions are called privileged motions because they have priority over all other motions. A member, when introducing a privileged motion may, for example, interrupt another speaker. The chairperson must immediately put the motion before the meeting. These are three most commonly used privileged motions:

1. **Personal Privilege** - This has to do with the rights, well-being, or comfort of one member (the maker of the motion).
Examples are: "Mr./Madam Chairperson, I can't hear the opinion," or "Mr./Madam Chairperson - the speaker is getting personal," or an emergency matter.
2. **Recess** - Means exactly what it says; i.e., take a break in the proceedings. When the recess is over the meeting continues from where it left off.
3. **Adjourn** - That motion concludes all business. When the group meets again, it will start with a new agenda.

TABLE OF COMMONLY USED MOTIONS

<i>MOTIONS</i>	<i>NEEDS SECOND</i>	<i>DEBATEABLE</i>	<i>AMENDABLE</i>	<i>VOTE</i>
MAIN				
General Main Motion	Yes	Yes	Yes	Majority
SUBSIDIARY				
Amend	Yes	Yes	Yes (Once)	Majority
Table	Yes	No	No	Majority
Refer to Committee	Yes	Yes	Yes	Majority
Limit of Extend Debate	Yes	No	Yes (Time)	2/3
Vote Immediately	Yes	No	No	2/3
PRIVILEGED				
Personal Privilege	No	No	No	Chair
Recess	Yes	No	Yes (time)	
Adjourn	Yes	No	No	