



LOS ANGELES UNIFIED SCHOOL DISTRICT
Parent Community Student Services Branch

District English Learner Advisory Committee (DELAC)

Parent Community Student Services Branch

1360 W. Temple Street

Los Angeles, CA 90026

(213) 481-3350

9:00 am – 12:00 pm

Friday, December 12, 2014

AGENDA

- | | | |
|-------|--|---|
| I. | Call to Order | Lina Simeone, Chairperson |
| II. | Welcome/Opening Remarks | Rowena Lagrosa, Executive Director
Parent Community Student Services Branch |
| III. | Flag Salute | Member |
| IV. | Public Comment
<i>Five speakers, two minutes each</i> | PCSB Staff |
| V. | Roll Call/Establish Quorum | Jocelyn Nicdao, Secretary |
| VI. | <i>Action item</i>
Minutes
<i>Review and approval of minutes</i> | Jocelyn Nicdao, Secretary |
| VII. | English Learner Master Plan | Ismael Berver, El Programs Specialist
Multilingual and Multicultural Education
Department |
| VIII. | Meeting Procedures <ul style="list-style-type: none">• Greene Act• Parliamentary Procedures | PCSB Staff |
| IX. | Agenda Recommendations | PCSB Staff |
| X. | Announcements from members
and PCSB Staff | PCSB Staff |
| XI. | Adjournment | PCSB Staff |

To review and obtain copies of materials, please visit the Parent Community Student Services branch. To request a disability-related accommodation under the Americans with Disabilities Act (ADA), please call Angelina Cardenas at (213) 481-3350 or email her at angelina.cardenas@lausd.net at least 24 hours in advance.



LOS ANGELES UNIFIED SCHOOL DISTRICT
Parent Community Student Services Branch

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

OFFICIAL ELECTION MINUTES
2014-2015

Date: November 14, 2014
Time: 9:11
Location: PCSB Auditorium

Administrator present: Rowena Lagrosa, Executive Director

CALL TO ORDER/WELCOME

The attendants were welcomed by Rowena Lagrosa, PCSB Executive Director at 9:11 a.m.

PLEDGE OF ALLEGIANCE

The flag salute was led by Maria Daisy Ortiz / Garvanza Elementary.

PUBLIC COMMENTS

The public was allowed a limited time of one (2 minutes per speaker to address the membership).

Public Comments were facilitated by Alvaro Alvarenga, Administrator.

1. Camerina Perez from Malabar ES - Why aren't the positions two-year positions?
2. Carina Ventura – here to learn, first year in lausd
3. Alicia Bautista – encouraged committee to ask for training for parents as leaders
4. _____
5. _____

ROLL CALL/QUORUM

Members were seated and roll call was conducted by Angie Cardenas, Senior Facilitator.

Quorum was established with 41 (insert # of Delegates present 50+1%). There were 41 voting members.

OPERATING NORMS AND CODE OF CONDUCT

Operating Norms and Code of Conduct were read to the members by Alvaro Alvarenga, Administrator
as described in BUL-6332.0.

RECLASSIFICATION ASSESSMENT

A presentation was made on Reclassification Assessment by Hilda Maldonado, MMED Director.

ORIENTATION OF THE PURPOSE OF THE ELAC DELEGATE CONVENING

An orientation outlining the purpose, function, and responsibilities of the DELAC membership was given by Alvaro Alvarenga, Administrator, PCSB.

ELECTION GUIDELINES

Election guidelines were read and reviewed by Leah Brackins, Senior Facilitator and distributed to all members.

ELECTION – Lisa Porter, Senior Facilitator was the Electioneer

The former DELAC members were thanked for their participation and all seats were declared vacant.

The floor was open for nominations to elect a Chairperson to the District English Learner Advisory Committee (DELAC). The following representatives were nominated:

- | | |
|-----------------------------------|----------------------------------|
| 1. <u>Merquisedet Absalon #15</u> | 9. <u>Lina Simeone #12</u> |
| 2. <u>Ana Carrion #35</u> | 10. <u>Jie Zeng #50</u> |
| 3. <u>Gabriela Garcia #36</u> | 11. <u>Jorge Hernandez #41</u> |
| 4. <u>Mario Castillo #48</u> | 12. <u>Luz Maria Montoya #21</u> |
| 5. <u>Yesica Silva #44</u> | 13. <u>Ana Guzman #38</u> |
| 6. <u>Cesar Lopez #25</u> | 14. <u>Maria Daisy Ortiz #13</u> |
| 7. <u>Diana Cortez #42</u> | 15. <u>Nooshin Parvaresh #45</u> |
| 8. <u>Javier Rivera #40</u> | |

The electioneer asked three (3) times if there were any other nominees, then entertained a motion to close nominees' list to the District English Learner Advisory Committee (DELAC). A motion was made by Carlos Avelar, Broadway ES and seconded by Jose Alvarez, John Mack School.

Motion passed.

<u>41</u>	# of all in favor
<u>0</u>	# of those who opposed
<u>0</u>	# of those who abstained

Each nominee was allowed up to one minute to speak. Following the speeches, members voted and the following results occurred.

A run-off election took place between the two candidates with the most votes: Ana Carrion #36 (8 votes), and Lina Simeone #12 (6 votes).

Ms. Carrion and Ms. Simeone were allowed up to one minute each to speak. Following the speeches, members voted and the following member was elected Chairperson to the District English Learner Advisory Committee (DELAC):

Representative Name	School	Votes Received
Lina Simeone	Frost Middle School	22

The floor was open for nominations to elect a Vice-Chairperson to the District English Learner Advisory Committee (DELAC). The following representatives were nominated:

- | | |
|-----------------------------------|------------------------------|
| 1. <u>Jie Zeng #50</u> | 6. <u>Diana Guillen #32</u> |
| 2. <u>Merquisedet Absalon #15</u> | 7. <u>Ana Guzman #38</u> |
| 3. <u>Cesar Lopez #25</u> | 8. <u>Yesica Silva #44</u> |
| 4. <u>Ana Carrion #35</u> | 9. <u>Mario Castillo #48</u> |
| 5. <u>Blanca Martinez #34</u> | 10. <u>Javier Rivera #40</u> |

The electioneer asked three (3) times if there were any other nominees, then entertained a motion to close nominees' list to the District English Learner Advisory Committee (DELAC). A motion was made by Merquisedet Absalon from Gault St. ES and seconded by Ana Carrion from Martin Luther King ES.

Motion passed.

<u>40</u>	# of all in favor
<u>0</u>	# of those who oppose
<u>0</u>	# of those who abstained

Each nominee was allowed up to one minute to speak. Following the speeches, members voted.

40 ballots were counted, and quorum was reestablished.

A run-off election took place between the four candidates with the most votes: Blanca Martinez (5 votes), Diana Guillen (5 votes), Ana Guzman (5 votes), and Mario Castillo (6 votes).

A motion was made by Jorge Hernandez, Orchard Academy to continue the meeting until the election was completed, Judith Padilla, Bandini ES, seconded the motion.

37 in favor
1 opposed
3 abstained

The motion passed.

Each of the four nominees was allowed up to one minute to speak. Following the speeches, quorum was reestablished with 37 voting members present.

Members voted.

A motion was made by Maria Daisy Ortiz from Garvanza ES to add the Public Relations position, and the motion was deemed invalid for Elections.

Members' votes were tallied and the following member was elected Vice-Chairperson to the District English Learner Advisory Committee (DELAC):

Representative's Name	School	Votes Received
Mario Castillo	Vanalden ES	15

It was explained that for the second round of votes it wasn't necessary to have a majority, on run-off elections the top vote-getter is elected.

The floor was opened for nominations to elect a Secretary to the District English Learner Advisory Committee (DELAC). The following members were nominated:

1. Gabriela Garcia #36
2. Alondra Merida #23
3. Jocelyn Nicdao #7
4. Blanca Martinez #34
5. Ana Guzman #38

The electioneer asked three (3) times if there were any other nominees, then entertained a motion to close nominee's list to the District English Learner Advisory Committee (DELAC). A motion was made by Mario Castillo, Vanalden ES, and seconded by Merquisedet Absalon, Gault St. ES.

Motion passed.

37 # of all in favor
0 # of those who oppose
0 # of those who abstained

Quorum was re-established with 30 ballots.

A run-off election was conducted between the two top vote-getters: Blanca Martinez (7 votes) and Joy Nicdao (12 votes).

Both candidates were allowed up to one minute to speak.

Before run-off voting, quorum was re-established with 29 members present.

The following member was elected Secretary to the District English Learner Advisory Committee (DELAC):

Representative's Name	School	Votes Received
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Jocelyn Nicdao	Cahuenga ES	20
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The floor was opened for nominations to elect a Parliamentarian to the District English Learner Advisory Committee (DELAC). The following members were nominated:

- | | |
|-------------------------------|-------------------------|
| 1. <u>Jie Zeng</u> | 6. <u>Diana Guillen</u> |
| 2. <u>Jorge Hernandez</u> | 7. <u>Javier Rivera</u> |
| 3. <u>Merquisedet Absalon</u> | |
| 4. <u>Ana Guzman</u> | |
| 5. <u>Enoe Teran</u> | |

The electioneer asked three (3) times if there were any other nominees, then entertained a motion to close nominees' list to the District English Learner Advisory Committee (DELAC). A motion was made by Javier Rivera, Obama ES and seconded by Martin Portillo Blanco, Toluca Lake ES.

Motion passed.

29 # of all in favor
0 # of those who oppose
0 # of those who abstained

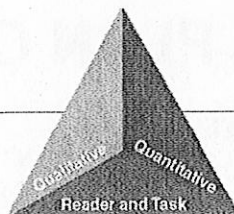
After voting, a run-off election took place between the four candidates with the most votes: Enoe Teran (9 votes), Merquisedet Absalon (5 votes), Jorge Hernandez (5 votes), and Javier Rivera (5 votes).

An opportunity to make a speech for up to one minute was given. After the speeches, voting took place and the following member was elected Parliamentarian to the District English Learner Advisory Committee (DELAC):

Representative's Name	School	Votes Received
Enoe Teran	Magnolia ES	9

A picture was taken of the DELAC Executive Board 2014-2015 school year.

These minutes are respectfully submitted by Lucio Garcia, Parent Educator Coach on November 19, 2014.



LANGUAGE LITERACY LEARNING

ENGLISH LEARNER MASTER PLAN REVIEW FOR DELAC



MULTILINGUAL & MULTICULTURAL EDUCATION DEPARTMENT

ENGLISH LEARNER MASTER PLAN

The Master Plan was developed to ensure that all ELs in LAUSD attain optimal linguistic and academic success.

The plan describes how ELs are:

- Identified
- Placed in Instructional programs
- How they become proficient in English
- Monitored (ELs & RFEP)
- Reclassified

MASTER PLAN CONTENT

CHAPTER 1

**INITIAL IDENTIFICATION, PARENT
NOTIFICATION OF INSTRUCTIONAL**

CHAPTER 2

INSTRUCTIONAL PROGRAM OPTIONS

CHAPTER 3

**INSTRUCTIONAL SERVICES FOR
ENGLISH LEARNERS**

CHAPTER 4

**INSTRUCTIONAL PROGRAM FOR
STANDARD ENGLISH LEARNERS**

MASTER PLAN CONTENT

CHAPTER 5

**FAMILY AND COMMUNITY
INVOLVEMENT**

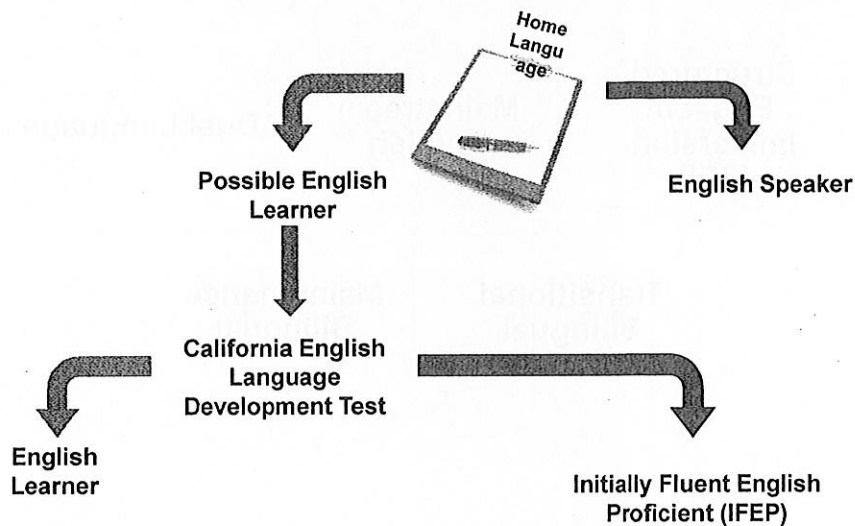
CHAPTER 6

**MONITORING, EVALUATION, AND
ACCOUNTABILITY**

CHAPTER 7

**MEETING STATE AND FEDERAL
COMPLIANCE REQUIREMENTS**

Initial Language Identification



5

INSTRUCTIONAL PROGRAM OPTIONS

Multilingual and Multicultural Education Department

Transitional Bilingual Education (TBE) Program*	Maintaining Bilingual Education Program*	One Language Two-Way Instruction Program	Mainstream English Program	Structured English Immersion (SEI) Program
What is it? <ul style="list-style-type: none"> Instructional program for English learners in which the student's primary language and English are both used in the classroom. How does this program help my child? <ul style="list-style-type: none"> Students learn to read and write in both their primary language and English. What makes this program unique? <ul style="list-style-type: none"> Students learn to read and write in both their primary language and English. Who can enroll in this program? <ul style="list-style-type: none"> English learners who are in grades K-12. Do I need a Parental Exception Waiver? <ul style="list-style-type: none"> No. 	What is it? <ul style="list-style-type: none"> Instructional program for English learners in which the student's primary language and English are both used in the classroom. How does this program help my child? <ul style="list-style-type: none"> Students learn to read and write in both their primary language and English. What makes this program unique? <ul style="list-style-type: none"> Students learn to read and write in both their primary language and English. Who can enroll in this program? <ul style="list-style-type: none"> English learners who are in grades K-12. Do I need a Parental Exception Waiver? <ul style="list-style-type: none"> No. 	What is it? <ul style="list-style-type: none"> Instructional program for English learners in which the student's primary language and English are both used in the classroom. How does this program help my child? <ul style="list-style-type: none"> Students learn to read and write in both their primary language and English. What makes this program unique? <ul style="list-style-type: none"> Students learn to read and write in both their primary language and English. Who can enroll in this program? <ul style="list-style-type: none"> English learners who are in grades K-12. Do I need a Parental Exception Waiver? <ul style="list-style-type: none"> No. 	What is it? <ul style="list-style-type: none"> Instructional program for English learners in which the student's primary language and English are both used in the classroom. How does this program help my child? <ul style="list-style-type: none"> Students learn to read and write in both their primary language and English. What makes this program unique? <ul style="list-style-type: none"> Students learn to read and write in both their primary language and English. Who can enroll in this program? <ul style="list-style-type: none"> English learners who are in grades K-12. Do I need a Parental Exception Waiver? <ul style="list-style-type: none"> No. 	What is it? <ul style="list-style-type: none"> Instructional program for English learners in which the student's primary language and English are both used in the classroom. How does this program help my child? <ul style="list-style-type: none"> Students learn to read and write in both their primary language and English. What makes this program unique? <ul style="list-style-type: none"> Students learn to read and write in both their primary language and English. Who can enroll in this program? <ul style="list-style-type: none"> English learners who are in grades K-12. Do I need a Parental Exception Waiver? <ul style="list-style-type: none"> No.

* Districts at educational program level by 2015-2016

Parental Exception Waiver is required when the school district determines that the instructional program offered at the school will not benefit the student. It is a document signed by the parent and the school district, stating that the parent understands the instructional program and agrees to enroll their child in the program. The waiver is valid for one year and must be renewed annually.

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CHAPTER 2
INSTRUCTIONAL PROGRAM OPTIONS

Which instructional program options are available
in LAUSD at the Elementary level?

**Structured
English
Immersion
(SEI)**

**Mainstream
English**

Dual Language

**Transitional
Bilingual**

**Maintenance
Bilingual**

Which instructional program options are available
in LAUSD at the Secondary level?

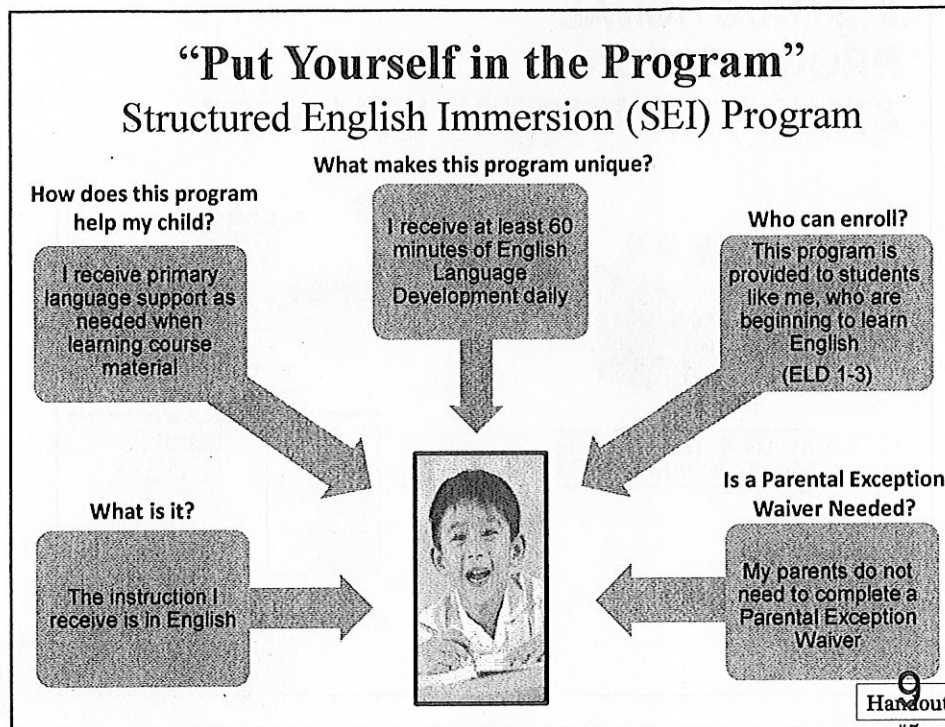
**Structured
English
Immersion (SEI)**

**Mainstream
English**

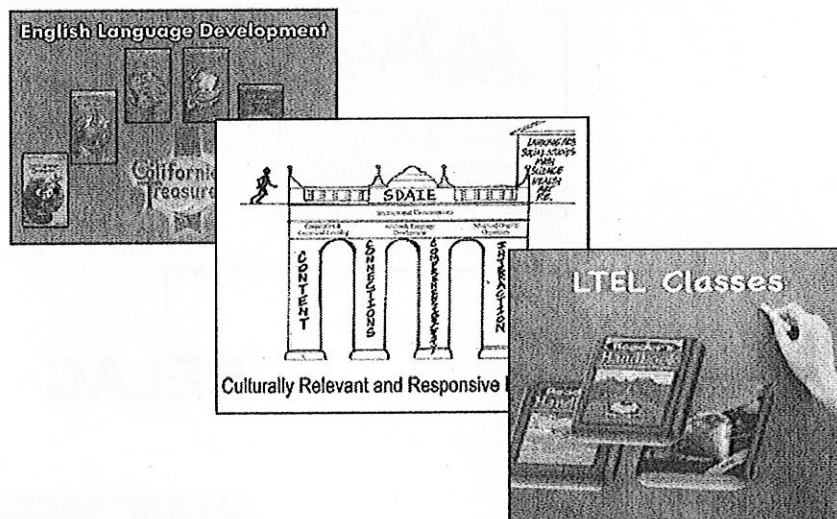
Dual Language

**English Learner
Newcomer
Program**

**Accelerated
Learning Program
for Long Term
English Learners**

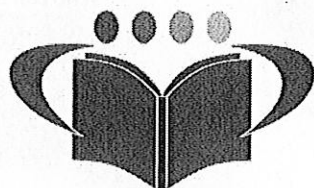


INSTRUCTIONAL SERVICES FOR ENGLISH LEARNERS



CHAPTER 1
INSTRUCTIONAL SERVICES FOR
ENGLISH LEARNERS

INSTRUCTIONAL PROGRAM FOR STANDARDS ENGLISH LEARNERS



**ACADEMIC ENGLISH
MASTERY PROGRAM**



**CHAPTER 4
INSTRUCTIONAL PROGRAM FOR
STANDARD ENGLISH LEARNERS**

FAMILY AND COMMUNITY INVOLVEMENT



ELAC

DELAC

**CHAPTER 5
FAMILY AND COMMUNITY
INVOLVEMENT**

MONITORING FEDERAL AND STATE REQUIREMENTS

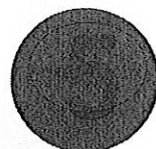
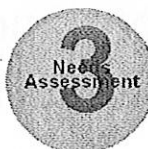


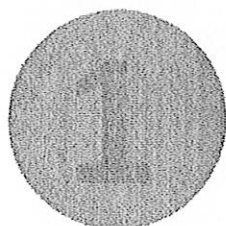
Principal's Portal
Instructional Online Accountability System
The Multilingual and Multicultural Education Department
has updated the EL Online Accountability System

CHAPTER 6
MONITORING, EVALUATION, AND
ACCOUNTABILITY

CHAPTER 7
MEETING STATE AND FEDERAL
COMPLIANCE REQUIREMENTS

LEGALLY REQUIRED TOPICS FOR DELAC





English Learner Master Plan

- **Reclassification**
- **Staffing**
- **Parental Notifications**



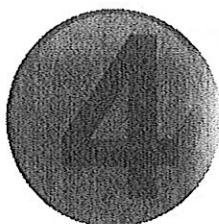
Importance of Regular School Attendance

- **Academic Success**
- **Funding**
- **Graduation Rate**



Needs Assessment

- Data
- Areas of Need
- Identify Trends



Single Plan for Student Achievement (SPSA)

- Data
- School Academic Plan
- Budget



Language Census

- State Reporting
- Funding
- Instructional Programs & Staffing

Thank You
Gracias
감사합니다
ありがとう
谢谢



LOS ANGELES UNIFIED SCHOOL DISTRICT BULLETIN

ATTACHMENT B-1

Los Angeles Unified School District Office of Curriculum, Instruction, and School Support

Student's Name _____	Current Grade/Track _____	Date of Birth _____
School _____	20 - 20 School Year _____	Anticipated Grade Level of Participation _____

PARENTAL EXCEPTION WAIVER REQUEST Transitional Bilingual Education Program (K-3)

I believe that Structured English Immersion will not meet my child's educational needs. I request a waiver which will allow my child to be instructed in his/her primary language while acquiring English (Transitional Bilingual Education Program). The alternative programs have been thoroughly described to me. I understand the waiver must be requested annually, in person and expires at the end of each school year. I request that my child be placed in the alternative program indicated below:

Choose one of the waiver options below (please check one):

<input type="checkbox"/>	<p>My child has *special needs. (5 CCR 311[c])</p> <p>I understand that my child must participate in Structured English Immersion for thirty days during the first year of enrollment in California schools. I request the alternative program due to the special needs of my child (check below):</p> <p> <input type="checkbox"/> Educational Needs <input type="checkbox"/> Emotional/Psychological Needs <input type="checkbox"/> Physical Needs </p>
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**Special Needs does not refer to special education services*

Parent/Guardian Signature _____ Date _____

FOR SCHOOL USE ONLY (Place original waiver request in Blue Master Plan Folder)

☐ Date received _____.

☐ Waiver request granted. The student has been placed on the waiting list.

☐ Waiver request granted. The student has been placed in the following *Master Plan Program for English Learners*: _____

☐ Waiver request denied. The parent has been informed in writing of the reason(s) for the denial of the waiver and has been informed of the procedures for appeal.

Principal's Signature _____ Date _____



LOS ANGELES UNIFIED SCHOOL DISTRICT BULLETIN

ATTACHMENT C-1

Los Angeles Unified School District Office of Curriculum, Instruction, and School Support

Student's Name

Current Grade/Track

Date of Birth

School

20 - 20

School Year

Anticipated Grade Level of
Participation

PARENTAL EXCEPTION WAIVER REQUEST Maintenance Bilingual Education Program (K-5)

I believe that Structured English Immersion will not meet my child's educational needs. I request a waiver which will allow my child to be instructed in his/her primary language and English (Maintenance Bilingual Education Program). The alternative programs have been thoroughly described to me. I understand the waiver must be requested annually, in person and expires at the end of each school year. I request that my child be placed in the alternative program indicated below:

Choose one of the waiver options below (please check one):

<input type="checkbox"/>	My child has good English skills. (5 CCR 311[a])
<input type="checkbox"/>	My child is ten years old or older. (5 CCR 311[b])
<input type="checkbox"/>	My child has *special needs. (5 CCR 311[c]) I understand that my child must participate in Structured English Immersion for thirty days during the first year of enrollment in California schools. I request the alternative program due to the special needs of my child (check below): <input type="checkbox"/> Educational Needs <input type="checkbox"/> Emotional/Psychological Needs <input type="checkbox"/> Physical Needs

* Special Needs does not refer to special education services

Principal's Signature

Date

FOR SCHOOL USE ONLY (Place original waiver request in Blue Master Plan Folder)

- ☐ Date received _____.
- ☐ Waiver request granted. The student has been placed on the waiting list.
- ☐ Waiver request granted. The student has been placed in the following *Master Plan Program for English Learners*: _____
- ☐ Waiver request denied. The parent has been informed in writing of the reason(s) for the denial of the waiver and has been informed of the procedures for appeal.

Principal's Signature

Date



LOS ANGELES UNIFIED SCHOOL DISTRICT BULLETIN

ATTACHMENT D-1

Los Angeles Unified School District Office of Curriculum, Instruction, and School Support

Student's Name	Current Grade/Track	Date of Birth
	20 - 20	
School	School Year	Anticipated Grade Level of Participation

PARENTAL EXCEPTION WAIVER REQUEST Dual Language Program (K-12)

I believe that Structured English Immersion will not meet my child's educational needs. I request a waiver which will allow my child to receive instruction in English and in the target language (Dual Language Program). The alternative programs have been thoroughly described to me. I understand the waiver must be requested annually, in person and expires at the end of each school year. I request that my child be placed in the alternative course of educational study indicated below:

Choose one of the waiver options below (please check one):

<input type="checkbox"/>	My child has good English skills. (5 CCR 311[a])
<input type="checkbox"/>	My child is ten years old or older. (5 CCR 311[b])
<input type="checkbox"/>	My child has *special needs. (5 CCR 311[c]) I understand that my child must participate in Structured English Immersion for thirty days during the first year of enrollment in California schools. I request the alternative program due to the special needs of my child (check below): <input type="checkbox"/> Educational Needs <input type="checkbox"/> Emotional/Psychological Needs <input type="checkbox"/> Physical Needs

*Special Needs does not refer to special education services

Parent/Guardian Signature

Date

FOR SCHOOL USE ONLY (Place completed waiver request in Blue Master Plan Folder)

- ☐ Date received _____.
- ☐ Waiver request granted. The student has been placed on the waiting list.
- ☐ Waiver request granted. The student has been placed in the following *Master Plan Program for English Learners*: _____
- ☐ Waiver request denied. The parent has been informed in writing of the reason(s) for the denial of the waiver and has been informed of the procedures for appeal.

Principal's Signature

Date



Los Angeles Unified School District
Office of Curriculum, Instruction, and School Support

PARENTAL EXCEPTION WAIVER DENIAL FORM

Student's Name _____ Grade _____ Room/Track _____ Date of Birth _____

School _____

Master Plan Program Requested:

- ☐ Transitional Bilingual Education Program
☐ Maintenance Bilingual Education Program
☐ Dual Language

On _____, you requested a Parental Exception Waiver under Title 5, California Code of Regulations for school year 20____ - 20____.

- ☐ 311[a] Children who already know English
☐ 311[b] English learners age ten or older
☐ 311[c] English learners with special needs

Your request for the Parental Exception Waiver has been denied for the following reason(s):

The following student assessments were reviewed in making the decision (documentation attached):

You may contact the Educational Service Center Superintendent at _____ to schedule an appointment to appeal the denial of your parental waiver request. If you need additional information regarding the appeal process, you may contact your Educational Service Center parent involvement unit at _____.

I have been informed that my Parental Exception Waiver request has been denied and I understand that I may appeal this decision.

Parent/Guardian Signature _____

Date _____

Matching Activity

TERMS

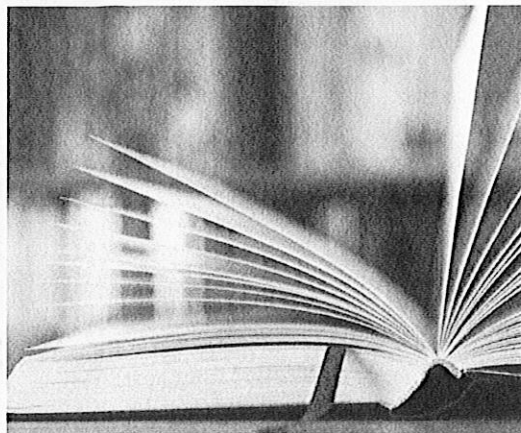
- H. California English Language Test (CELDT)
- I. English Learner (EL)
- J. English Language Development (ELD)
- K. English Only (EO)
- L. Initially Fluent English Proficient (IFEP)
- M. Long Term English Learner (LTEL)
- N. Reclassified Fluent English Proficient (RFEP)

Directions: Please match each term with the corresponding definitions below. Please write the corresponding letter in the space provided.

Terms	Definition
	Daily classroom instruction provided to all English Learners. Students learn academic English.
	A student who has a home language other than English and is in the process of acquiring English proficiency (listening, speaking, reading and writing).
	A student who has taken the initial CELDT and scored Early Advanced (4) or Advanced (5) level.
	A student who has met the state and District reclassification criteria.
	A student who speaks English as a native language and does not speak any other language.
	A state test that is given to students whose home language is not English. This test is given every year to English Learners to assess their progress in listening, speaking, reading and writing in English.
	A student who has been an English Learner for five or more years and has not reclassified.

DELAC TRAINING OF OFFICERS

Parent Community Student Services Branch



OBJECTIVES

1. Learn about the roles and responsibilities of DELAC officers
2. Introduce the DELAC mandated topics and explain the recommendation process
3. Learn about parliamentary procedure and the Greene Act



DUTIES OF THE OFFICERS

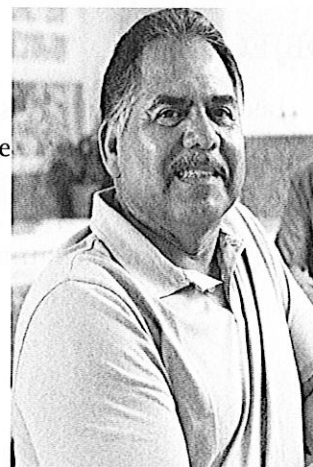
3

Duties of the officers



Chairperson

- Presides at all meetings of the DELAC.
- Signs all letters, reports and other communications of the DELAC.
- Performs all duties relevant to the office of the Chairperson.
- Provides input on the agenda.
- Has other such duties as are prescribed by the PCSB



4

Duties of the officers



Vice-Chairperson

- Presides when the Chairperson:
 - is absent
 - steps down from the chair
 - is being censured
 - is at issue of a motion
- Represents the Chairperson in assigned duties.
- Provides input on the agenda.



5

Duties of the officers



Secretary

- Redact minutes of all regular and special meetings.
- Conducts roll call for establishment of quorum.
- Assists in the maintenance of DELAC records.
- Maintains a current roster of DELAC members.
- Provides input on the agenda.
- Performs other such duties as are assigned by the Chairperson of the DELAC.



6

Duties of the officers



Parliamentarian

- Assists the chairperson in ensuring all rules and bylaws are followed.
- Assists the chairperson in conducting the meeting in an orderly manner, serving as the procedure advisor to the Chairperson.
- Is knowledgeable about bylaws of the committee, parliamentary procedures and the California Open Meeting Law (Greene Act).
- Provides input on the agenda.



7



THE GREENE ACT

8

Greene Act



- Any meeting held by the committee shall be open to the public.
- Any member of the public shall be able to address the committee during the meeting on any item within the subject matter jurisdiction of the council or committee.
- Notice of the meeting shall be posted at the school site or other appropriate place accessible to the public at least 72 hours prior to the meeting.
- The meeting notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.

9

Greene Act (cont.)



- The committee may not take any action on any item of business unless
 - a) the item appeared on the posted agenda, or
 - b) the committee members find, by unanimous vote, that there is a need to take immediate action and that the need for action came to the attention of the committee subsequent to the posting of the agenda.
- Questions or brief statements made at the meeting by members of the committee, or public need not be described on an agenda as items of business if those questions or statements
 - a) do not have a significant effect on pupils or employees in the school or school district; or
 - b) can be resolved solely by the provision of information.

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Greene Act (cont.)



- If the committee violates the procedural meeting requirements described above, and upon the demand of any person, the committee shall reconsider the items at its next meeting after allowing for public input on the item.
- Any materials provided to a committee shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.

Note: Emergency meetings must be posted 24 hours in advance!

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ROBERT'S RULES OF ORDER

Parliamentary Procedure

12

Robert's Rules of Order



- **What is Parliamentary Procedure?**
 - It is a set of written rules formerly adopted by an organization/assembly for conducting meetings, that allows everyone to be heard and to make decisions without confusion.
- **Why is Parliamentary Procedure Important?**
 - Because it's a time-tested method of conducting business at meetings and public gatherings. It can be adapted to fit the needs of any organization.



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Robert's Rules of Order



Basic Rights

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

Right of the Minority

- Right to be heard and to voice their dissent
- Right to have their dissent noted in the record
- But, once dissent is given and vote taken, it is the decision of the collective body, even those who objected.

Individual Member Rights

- Right to receive meeting notification and attend all meetings
- Right to introduce and second motions
- Right to speak on agenda items, *after* first seeking recognition of chair
- Right to vote



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Robert's Rules of Order



Quorum

- It is the number of members that must be present to legally conduct business.
- It is very important because we do not want small representative groups making decisions for the entire body
- Quorum shall be the majority of the membership.
- If quorum is not established, the meeting may continue for purposes of presentations or discussion; however, action or voting may not take place.



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Robert's Rules of Order



- Parliamentary procedures usually follow a fixed order of business.

Example:

- Call to order
- Roll call
- Reading of minutes of last meeting
- Officers reports
- Committee reports
- Special orders --- Important business previously designated for consideration at this meeting
- Unfinished business
- New business
- Announcements
- Adjournment



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Robert's Rules of Order



Motions

- A motion is a formal proposal by a member in a meeting that the assembly may take certain action upon.

Main Motion

- The main purpose of a motion is to bring business before the assembly. Motions cannot be made when any other motion is on the floor
- Individual members can:
 - ✓ Call to order.
 - ✓ Second motions.
 - ✓ Debate motions.
 - ✓ Vote on motions.



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Robert's Rules of Order



How are motions presented?

- **Obtaining the floor**
 - Wait until the last speaker has finished.
 - Rise and address the Chairperson by saying, "Mr./Madame Chairperson, or Mr./Madame President."
 - Wait until the Chairperson recognizes you.
- **Make Your Motion**
- **Wait for Someone to Second Your Motion**
 - Another member will second your motion or the Chairperson will call for a second.
 - If there is no second to your motion, then it is lost.



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Robert's Rules of Order



How are motions presented? (Cont.)

▪ The Chairperson States Your Motion

- The Chairperson will say, "it has been moved and seconded that we ..." Thus placing your motion before the membership for consideration and action.
- The membership then either debates your motion, or may move directly to a vote.

▪ Expanding on Your Motion

- The time for you to speak in favor of your motion is at this point in time, rather than at the time you present it.

▪ Putting the Question to the Membership

- The Chairperson asks, "Are you ready to vote on the question?"
- If there is no more discussion, a vote is taken.
- Or a motion to move the previous question may be adopted.



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Robert's Rules of Order



Voting on a Motion

▪ The six methods used to vote by most organizations are:

- **By Show of Hands** – The Chairperson asks those in favor to raise their hands, a count will be taken. The Chairperson will then ask those opposed to raise their hand, a count will be taken.
- **By Voice** -- The Chairperson asks those in favor to say, "aye", those opposed to say "no". Any member may move for an exact count.
- **By Division** -- This is a slight verification of a voice vote. It does not require a count unless the chairperson so desires. Members raise their hands or stand.



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Robert's Rules of Order



Voting on a Motion (Cont.)

- The six methods used to vote by most organizations are:
 - **By Roll Call** -- Each member answers "yes" or "no" as his name is called. This method is used when a record of each person's vote is required.
 - **By General Consent** -- When a motion is not likely to be opposed, the Chairperson says, "if there is no objection ..." The membership shows agreement by their silence, however if one member says, "I object," the item must be put to a vote.
 - **By Ballot** -- Members write their vote on a slip of paper; this method is used when secrecy is desired.



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Robert's Rules of Order



Motions That Relate to Voting

- **Table**
 - This motion is often used in the attempt to "kill" a motion. The option is always present, however, to "take from the table", for reconsideration by the membership.
- **Postpone**
 - If the assembly might prefer to consider the main motion later or at a different time/meeting.
- **Motion to Postpone Indefinitely**
 - This is often used as a means of parliamentary strategy and allows opponents of motion to test their strength without an actual vote being taken. Also, debate is once again open on the main motion.
- **Amend**
 - If a main motion might be more suitable in an altered form, a proposal to change its wording (to clarify meaning) before the main motion is voted on.



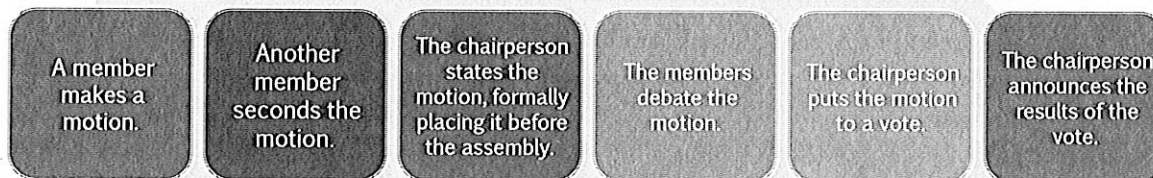
22

Robert's Rules of Order



- To summarize:

The motion process involves the following six steps:



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Robert's Rules of Order

Handouts #2, 3 & 4



PROCESSING ACTIVITY

Role Play: Making Motions



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Testing Your Knowledge



Name 2 responsibilities of the chairperson:

- 1.
- 2.

Name 2 responsibilities of the secretary:

- 1.
- 2

☐
☐
☐
☐


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OBJECTIVES



1. Learn about the roles and responsibilities of DELAC officers
2. Introduce the DELAC mandated topics and explain the recommendation process
3. Learn about parliamentary procedure and the Greene Act

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Comments/Questions?



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Thank
you!

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Robert's Rules of Order FAQs

1. Is it true that the president can vote only to break a tie?
2. Can ex-officio members vote, and are they counted in determining whether a quorum is present?
3. Is it true that, once a quorum has been established, it continues to exist no matter how many members leave during the course of the meeting?
4. In determining the result of a vote, what constitutes a majority?
5. Can we round to the nearest number in computing the result of a vote?
6. Do abstention votes count?
7. What is a vote of no confidence?
8. How do you deal with a "friendly amendment"?
9. Isn't it true that a member who has a conflict of interest with respect to a motion cannot vote on the motion?
10. Should proxy votes be counted?
11. Must debate on a motion stop immediately as soon as any member calls the question?
12. Isn't it always in order to move to table a motion to the next meeting?
13. Can something be defeated by adopting a motion to table it?
14. How can I get an item on the agenda for a meeting?
15. Isn't it necessary to summarize matters discussed at a meeting in the minutes of that meeting in order for the minutes to be complete?
16. If minutes of a previous meeting are corrected, are the corrections entered in the minutes of the meeting at which the corrections were made?
17. Can votes be taken in an executive session?
18. Is it possible to withdraw a resignation after it has been submitted?
19. Can we hold our board meetings by conference telephone call?
20. How can we get rid of officers we don't like before their term is up?

Question 1:

Is it true that the president can vote only to break a tie?

Answer:

No, it is not true that the president can vote only to break a tie. If the president is a member of the assembly, he or she has exactly the same rights and privileges as all other members have, including the right to make motions, speak in debate and to vote on all questions. However, the impartiality required of the presiding officer of an assembly (especially a large one) precludes exercising the right to make motions or debate while presiding, and also requires refraining from voting except (i) when the vote is by ballot, or (ii) whenever his or her vote will affect the result.

When will the chair's vote affect the result? On a vote which is not by ballot, if a majority vote is required and there is a tie, he or she may vote in the affirmative to cause the motion to prevail. If there is one more in the affirmative than in the negative, he or she can create a tie by voting in the negative to cause the motion to fail. Similarly, if a two-thirds vote is required, he or she may vote either to cause, or to block, attainment of the necessary two thirds. [RONR (10th ed.), p. 392-93; see also Table A, p.190 of *RONR In Brief*.]

Question 2:

Can ex-officio members vote, and are they counted in determining whether a quorum is present?

Answer:

"Ex officio" is a Latin term meaning "by virtue of office or position." Ex-officio members of boards and committees, therefore, are persons who are members by virtue of some other office or position that they hold. For example, if the bylaws of an organization provide for a Committee on Finance consisting of the treasurer and three other members appointed by the president, the treasurer is said to be an ex-officio member of the finance committee, since he or she is automatically a member of that committee by virtue of the fact that he or she holds the office of treasurer.

Without exception, ex-officio members of boards and committees have exactly the same rights and privileges as do all other members, including, of course, the right to vote. There are, however, two instances in which ex-officio members are not counted in determining the number required for a quorum or in determining whether or not a quorum is present. These two instances are:

1. In the case of the president, whenever the bylaws provide that the president shall be an ex-officio member of all committees (except the nominating committee); and
2. If the ex-officio member is not a member, officer, or employee of the society (for example, when the governor of a state is made ex officio a member of a private college board).

Again, however, it should be emphasized that in these instances the ex-officio member still has all of the rights and privileges of membership, including the right to vote. [RONR (10th ed.), p. 466-67; p. 480, l. 18-27.]

Question 3:

Is it true that, once a quorum has been established, it continues to exist no matter how many members leave during the course of the meeting?

Answer:

No. Once a quorum at a meeting has been established, the continued presence of a quorum is presumed to exist only until the chair or any other member notices that a quorum is no longer present. If the chair notices the absence of a quorum, he or she should declare this fact, at least before taking any vote or stating the question on any new motion. Any member noticing the apparent absence of a quorum can and should make a *Point of Order* to that effect whenever another person is not speaking. It is dangerous to allow the transaction of substantive business to continue in the absence of a quorum. Although a Point of Order relating to the absence of a quorum is generally not permitted to affect prior action, if there is clear and convincing proof no quorum was present when business was transacted, the presiding officer can rule that business invalid (subject to appeal). [RONR (10th ed.), p. 337-38; see also p. 12-13 of *RONR In Brief*.]

Question 4:

In determining the result of a vote, what constitutes a majority?

Answer:

The word "majority" in this context means, simply, *more than half*. The use of any other definition, such as 50 percent plus one, is apt to cause problems. Suppose in voting on a motion

17 votes are cast, 9 in favor and 8 opposed. Fifty percent of the votes cast is $8\frac{1}{2}$, so that 50 percent plus one would be $9\frac{1}{2}$. Under such an erroneous definition of a majority, one might say that the motion was not adopted because it did not receive fifty percent plus one of the votes cast, although it was, quite clearly, passed by a majority vote. [RONR (10th ed.), p. 387; see also p. 66 of *RONR In Brief*.]

Question 5:

Can we round to the nearest number in computing the result of a vote? For example, since two thirds of 101 is 67.3333, will 67 affirmative votes out of 101 votes cast meet the requirement of a two-thirds vote?

Answer:

No. The requirement of a two-thirds vote means at least two thirds. As a consequence, nothing less will do. If 101 votes are cast, 67 affirmative votes are not at least two thirds. It is less than two thirds, and will not suffice. [RONR (10th ed.), p. 388.]

Question 6:

Do abstention votes count?

Answer:

The phrase "abstention votes" is an oxymoron, an abstention being a refusal to vote. To abstain means to refrain from voting, and, as a consequence, there can be no such thing as an "abstention vote."

In the usual situation, where either a majority vote or a two-thirds vote is required, abstentions have absolutely no effect on the outcome of the vote since what is required is either a majority or two thirds of the votes cast. On the other hand, if the vote required is a majority or two thirds of the members present, or a majority or two thirds of the entire membership, an abstention will have the same effect as a "no" vote. Even in such a case, however, an abstention is not a vote. [RONR (10th ed.), p. 387, l. 7-13; p. 388, l. 3-6; p. 390, l. 13-24; see also p.66 of *RONR In Brief*.]

Question 7:

What is a vote of no confidence?

Answer:

The term "vote of no confidence" is not used or defined anywhere in *RONR*, and there is no mention of any motion for such a vote. However, this does not mean that an assembly cannot adopt a motion, if it wishes, expressing either its confidence or lack of confidence in any of its officers or subordinate boards or committees. Any such motion would simply be a main motion, and would have no effect other than to express the assembly's views concerning the matter. A vote of "no confidence" does not - as it would in the British Parliament - remove an officer from office.

Question 8:

How do you deal with a "friendly amendment"?

Answer:

On occasion, while a motion is being debated, someone will get up and offer what he or she terms a "friendly amendment" to the motion, the maker of the original motion will "accept" the amendment, and the chair will treat the motion as amended. This is wrong. Once a motion has

been stated by the chair, it is no longer the property of the mover, but of the assembly. Any amendment, "friendly" or otherwise, must be adopted by the full body, either by a vote or by unanimous consent.

If it appears to the chair that an amendment (or any other motion) is uncontroversial, it is proper for the chair to ask if there is "any objection" to adopting the amendment. If no objection is made, the chair may declare the amendment adopted. If even one member objects, however, the amendment is subject to debate and vote like any other, regardless of whether its proposer calls it "friendly" and regardless of whether the maker of the original motion endorses its adoption. [RONR (10th ed.), p. 154.]

Question 9:

Isn't it true that a member who has a conflict of interest with respect to a motion cannot vote on the motion?

Answer:

Under the rules in RONR, no member can be compelled to refrain from voting simply because it is perceived that he or she may have some "conflict of interest" with respect to the motion under consideration. If a member has a direct personal or pecuniary (monetary) interest in a motion under consideration not common to other members, the rule in RONR is that he *should not* vote on such a motion, but even then he or she cannot be *compelled* to refrain from voting. [RONR (10th ed.), p. 394, l. 15-25.]

Question 10:

Should proxy votes be counted?

Answer:

A "proxy" is a means by which a member who expects to be absent from a meeting authorizes someone else to act in his or her place at the meeting. Proxy voting is not permitted in ordinary deliberative assemblies unless federal, state or other laws applicable to the society require it, or the bylaws of the organization authorize it, since proxy voting is incompatible with the essential characteristics of a deliberative assembly. As a consequence, the answers to any questions concerning the correct use of proxies, the extent of the power conferred by a proxy, the duration, revocability, or transferability of proxies, and so forth, must be found in the provisions of the law or bylaws which require or authorize their use. [RONR (10th ed.), p. 414-15.]

Question 11:

Must debate on a motion stop immediately as soon as any member calls the question?

Answer:

It is a fairly common misconception that, after debate has continued for some time, if any member shouts out "Question!" or "I call the question!", debate must immediately cease and the chair must put the pending question to a vote. This is simply not the case. Any member who wishes to force an end to debate must first obtain the floor by being duly recognized to speak by the chair, and must then move the *Previous Question*. Such a motion must be seconded, and then adopted by a two-thirds vote, or by unanimous consent. It is not in order to interrupt a speaker with cries of "Question" or "Call the Question," and even if no one is speaking, it is still necessary to seek recognition. [RONR (10th ed.), p. 193-94; see also p 35-37 of RONR In Brief.]

Question 12:

Isn't it always in order to move to table a motion to the next meeting?

Answer:

This question confuses the motion to *Lay on the Table* with the motion to *Postpone to a Certain Time*. The purpose of the motion to *Lay on the Table* is to enable an assembly, by majority vote and without debate, to lay a pending question aside temporarily in order to take up something else of immediate urgency. In ordinary societies it is rarely needed, and hence seldom in order. [RONR (10th ed.), p. 201-210; see also p. 127 of *RONR In Brief*.]

Question 13:

Can something be defeated by adopting a motion to table it?

Answer:

This is a common violation of fair procedure. Such a motion is not in order, because it would permit debate to be suppressed by a majority vote, and only a two-thirds vote can do that. The proper use of the motion to *Lay on the Table* is stated in the answer to Question 12, immediately above. [RONR (10th ed.), p. 207-209.]

How can something be defeated without a direct vote on it?

Before debate on an original (ordinary substantive) main motion has begun you may raise an *Objection to Consideration of [the] Question*, which is undebatable and can suppress the main question by a two-thirds vote against consideration. [RONR (10th ed.), p. 209, l. 1-4; p. 258-61; see also p. 129 of *RONR In Brief*.]

If debate on the main motion has begun and you want to get rid of that motion without a direct vote on it, use the motion to *Postpone Indefinitely*. That motion requires only a majority vote, but until it is adopted, it leaves the main question open to debate. [RONR (10th ed.), p. 121-24; see also p. 126 of *RONR In Brief*.] If you feel that it is undesirable that debate take place, move the *Previous Question* immediately after moving to *Postpone Indefinitely*. If adopted by a two-thirds vote, this motion will cause an immediate vote on the motion to *Postpone Indefinitely* without further debate. [RONR (10th ed.), p. 189-201.]

Question 14:

How can I get an item on the agenda for a meeting?

Answer:

For a proposed agenda to become the official agenda for a meeting, it must be adopted by the assembly at the outset of the meeting. At the time that an agenda is presented for adoption, it is in order for any member to move to amend the proposed agenda by adding any item which the member desires to add, or by proposing any other change.

It is wrong to assume, as many do, that the president "sets the agenda." It is common for the president to prepare a proposed agenda, but that becomes binding only if it is adopted by the full assembly, perhaps after amendments as just described. [RONR (10th ed.), p. 363, l. 8-20; see also p. 16 of *RONR In Brief*.]

Question 15:

Isn't it necessary to summarize matters discussed at a meeting in the minutes of that meeting in order for the minutes to be complete?

Answer:

Not only is it not necessary to summarize matters discussed at a meeting in the minutes of that meeting, it is improper to do so. Minutes are a record of what was done at a meeting, not a record of what was said. [RONR (10th ed.), p. 451, l. 25-28; see also p. 146 of *RONR In Brief*.]

Question 16:

If minutes of a previous meeting are corrected, are the corrections entered in the minutes of the meeting at which the corrections were made?

Answer:

If corrections to minutes are made at the time when those minutes are originally submitted for approval, such corrections are made in the text of the minutes being approved. The minutes of the meeting at which the corrections are made should merely indicate that the minutes were approved "as corrected."

If it becomes necessary to correct minutes after they have initially been approved, such correction can be made by means of the motion to *Amend Something Previously Adopted*. In this event, since the motion to *Amend Something Previously Adopted* is a main motion, the exact wording of that motion, whether adopted or rejected, should be entered in the minutes of the meeting at which it was considered. [RONR (10th ed.), p. 452, l. 12-15; p. 458, l. 10-16; see also p. 151 of *RONR In Brief*.]

Question 17:

Can votes be taken in an executive session?

Answer:

Yes, votes can be taken in executive session. Proceedings in an executive session are secret, but are not restricted in any other way. [RONR (10th ed.), p. 92-93.]

Question 18:

Is it possible to withdraw a resignation after it has been submitted?

Answer:

A resignation is a *Request to Be Excused from a Duty*. It may be withdrawn in the same manner as any motion may be withdrawn - that is to say, before the proposed resignation has been placed before the assembly by the chair stating the question on its acceptance, it may be withdrawn without the consent of the assembly, but it may not be withdrawn without permission of the assembly once it has been placed before the assembly for its approval. [RONR (10th ed.), p. 277-80; 283-85.]

Question 19:

Can we hold our board meetings by conference telephone call?

Answer:

You may hold board meetings by conference telephone call only if your bylaws specifically authorize you to do so. If they do, such meetings must be conducted in such a way that all members participating can hear each other at the same time, and special rules should be adopted to specify precisely how recognition is to be sought and the floor obtained during such meetings. [RONR (10th ed.), p. 482, l. 28, to p. 483, l. 5; see also p. 159 of *RONR In Brief*.]

It should be noted in this connection that the personal approval of a proposed action obtained from a majority of, or even all, board members separately is not valid board approval, since no meeting was held during which the proposed action could be properly debated. If action is taken by the board on the basis of individual approval, such action must be ratified by the board at its next regular meeting in order to become an official act. [RONR (10th ed.), p. 469, l. 24, to p. 470, l. 2.]

Question 20:

How can we get rid of officers we don't like before their term is up?

Answer:

It depends. If the bylaws just state a fixed term for the officer, such as "two years," or if they say the officer serves for a specified term "*and* until [the officer's] successor is elected" (or words to that effect), then the group must use formal disciplinary proceedings, which involve the appointment of an investigating committee, preferral of charges by such a committee, and the conduct of a formal trial. The procedure is complex, and should be undertaken only after a careful review of Chapter XX of RONR.

On the other hand, if the bylaws state a term for the office but add "or until [the officer's] successor is elected," or contain other wording explicitly indicating that the officer may be removed before the term expires, then the election can be rescinded (see Chapter 7 of RONR In Brief) and a successor then elected for the remainder of the term.

Of course, if the bylaws themselves establish a procedure for removal from office, that procedure must be followed. [RONR (10th ed.), p. 642-43.]



Los Angeles Unified School District
Parent Community Student Services Branch
District English Learner Advisory Committee (DELAC)

Friday, December 12, 2014

Evaluation Form

Please answer the following question.

Which part of the meeting was **most** helpful?

I would like more information about:

Suggestions on how we can improve:

Additional comments, suggestions, or ideas for future training?

Reimbursement Form [Formulario de Reembolso]

District Committees

Complete in ink/Llene la información en tinta

Refer to the reverse side of this form for instructions before completing./Lea las instrucciones al dorso antes de completar.

Name [Nombre] _____
(Please Print) [Letra de molde por favor] Last [Apellido] First [Nombre]

Address [Dirección] _____
Street [Calle] City [Ciudad] Zip Code [Zona Postal]

Home Phone [Teléfono de la Casa] () _____
Area Code [Código del Área]

Name of Committee _____

School _____ ESC _____
[Comité del Distrito Central/ Local] [Escuela] [Distrito]

Check Type of Activity: [Marque el Tipo de Actividad:]

District English Learner Advisory Committee DELAC ☐ Other ☐
[Comité del Distrito para Alumnos Aprendiendo Inglés (DELAC)]

____ Representative [Representante] ____ Alternate [Suplente]

Date of meeting _____ Site of meeting _____
[Fecha de la reunión] [Lugar de la reunión]

Hours attended [Horas de asistencia]: From _____ To _____
[De la(s)] [A la(s)]

Actual Expenses [Gastos Reales]

TRANSPORTATION [TRANSPORTE]

1. Auto: Number of miles traveled round trip.....\$ _____
[Automóvil: Número de millas recorridas de ida y vuelta]
(Starting point is the school that is being represented) [La escuela representada es el punto de partida]
2. Bus Fare @ Current Cost [Tarifa del Autobús al Costo].....\$ _____
3. Parking when pre-authorized [Estacionamiento con autorización previa].....\$ _____
ATTACH RECEIPT/Adjunte recibo.

TOTAL REIMBURSEMENT [REEMBOLSO TOTAL] \$ _____

AFFIDAVIT [AFIDAVIT]

Only one reimbursement per family (per meeting) will be allowed. *Solamente se permitirá un formulario de reembolso por familia (por cada reunión).*
Only council/committee members representing schools receiving state compensatory education funds are eligible to receive reimbursements. *Solo los miembros del comité que representan escuelas que reciben fondos de educación compensatoria califican para recibir reembolsos.* Members who carpool, arrive late (beyond 30 minutes of posted meeting time), and/or do not remain for the duration of the meeting will not qualify for reimbursement. *Los miembros que vienen compartiendo el viaje con otros, los miembros que lleguen tarde (30 minutos o más), y/o los miembros que no se queden durante toda la reunión no califican para recibir reembolso.*

I declare under penalty of perjury that the above is a true and accurate statement of information requested. I am only requesting ONE reimbursement per day/per meeting. *Yo declaro, bajo pena de perjurio, que lo anterior es una declaración verdadera y exacta de la información solicitada y que solo estoy solicitando UN reembolso por día/por reunión.*

Parent's Signature [Firma del Padre]

Date [Fecha]

TO BE COMPLETED BY DISTRICT PERSONNEL [A SER COMPLETADO POR EL PERSONAL DEL DISTRITO]

Local District [Distrito Local] _____ Central District [Distrito Central] _____

Approved by [Aprobado por] _____
Administrator's Signature (Name and Title) [Firma del Administrador (Nombre y Título)]

Program Code [Código del Programa] _____

Reimbursement of Expenses *[Reembolso de los Gastos]*

1. Complete every item requested (Please print legibly.) *[Completar toda la información solicitada (Por favor escriba claramente en letra de molde).]*
2. Make certain that your address, including zip code, is correct. Please be sure to include your area code with your telephone number. *[Asegúrese que su dirección, incluyendo la zona postal, esté correcta. Asegúrese de incluir el código del área para su número de teléfono.]*
3. Should your address and/or phone number change, please promptly notify your local/central district. *[En caso de que cambie de dirección y/o número de teléfono, favor notificar rápidamente al distrito local/central.]*
4. **Indicate whether you were elected as a parent or community member. Only check one.** *[Indique si fue elegido como padre o miembro de la comunidad. Marque uno solamente.]*
5. Please indicate your local/central district committee, school, and advisory committee status, i.e., representative, alternate (for conferences only). *[Favor de indicar su título en el Comité del distrito local o central, o el comité escolar ej., representante, suplente (para conferencias solamente).]*
6. The name, date, and location of the meeting should be completed by the claimant. Hours of attendance and mileage will be verified by staff. *[El nombre, la fecha y el lugar de la reunión deben ser completados por el solicitante. Las horas de asistencia y el millaje serán verificados por el personal.]*
7. The procedure for completing the expenses section of this form is: *[El procedimiento para completar la sección de gastos de este formulario es el siguiente:]*
 - A. **TRANSPORTATION** (Applicable only to Form RF-1) *[TRANSPORTE (Aplicable solamente al Formulario RF-1)]*
 1. **Auto** *[Automóvil]*
The total mileage to claim will be the number of miles round trip between the school you represent and the meeting site. *[El millaje total a solicitar será el número de millas de ida y vuelta entre la escuela que usted representa y el lugar de la reunión].*
 2. **Bus Fare** *[Tarifa del Autobús]*
Bus Fare will be reimbursed at the current rate; show total amount. *[La tarifa del autobús será reembolsada al valor actual; mostrar la cantidad total pagada.]*
 3. **Parking** *[Estacionamiento]*
Parking fees will be reimbursed only with prior approval of the Superintendent or designee. *[Los pagos por estacionamiento serán reembolsados únicamente con la aprobación previa del Superintendente o su designado.]*

4. **PROCEDURE FOR PAYMENT** *[PROCEDIMIENTO PARA PAGO]*

The procedure for payment is as follows: *[El procedimiento para el pago es el siguiente:]*

- Central sponsored training programs, the white and yellow copies are to be forwarded to Accounts Payable. The pink copies are to be retained by the Parent Community Student Services Branch Superintendent or designee, or fiscal specialist, along with a copy of the agenda and sign-in sheet for a minimum of five years after the training session. *[Para los programas de capacitación patrocinados por el distrito central, las copia blanca y amarilla debe ser enviada a Accounts Payable Section. La copia rosa debe ser archivada por el Superintendente de PCSB o su designado o un especialista fiscal junto con una copia de la lista de asistencia y la agenda por un mínimo de cinco años después de la sesión de capacitación].*
- The goldenrod copy is to be kept by the person requesting the reimbursement. *[La copia amarilla oscura debe ser guardada por la persona que solicita el reembolso.]*
- Warrants will be mailed directly to the person requesting the reimbursement. *[Las órdenes de pago serán enviadas directamente a la persona que solicita el reembolso.]*

NOTE: All items requiring receipts will be reimbursed when receipts are attached.

NOTA: Todos los asuntos que requieran recibos serán reembolsados cuando se adjunten los recibos.

APPROVED: Parent Community Student Services Branch *[Oficina de Servicios para los Padres de Familia y la Comunidad]*
Office of School, Family and Parent/Community Services *[Oficina de Servicios Escolares, Familiares y de Padres/Comunidad]*



Los Angeles Unified School District
Parent Community Services Branch

NOTES



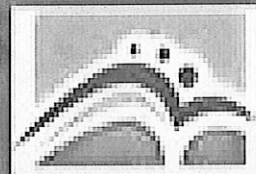
PARENT COMMUNITY STUDENT SERVICES BRANCH

FREE OPEN TO THE PUBLIC



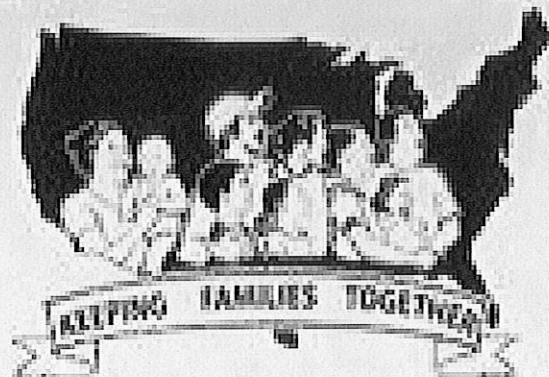
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The Best of LA's Businesses, Non-Profits & Government Agencies
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EXECUTIVE ACTION

The president announced the executive action on immigration.

Do you know if you qualify?

Get informed! Attend this FREE informational workshop.

Sunday, December 14, 2014

10:00 a.m. - 12:00 p.m.

(Doors open at 9:30 a.m.)

Los Angeles Convention Center

1201 S. Figueroa St. Los Angeles, CA 90015

For more details, call 1-800-4-A-LOS-ANGELES or visit www.naexpo2014.com



EXECUTIVE ACTION

*The president announced the
executive action on immigration.*

Do you know if you qualify?

*Get informed! Attend this FREE
educational workshop*

**Sunday, December 14, 2014
10:00 a.m. - 12:00 p.m.**

(Doors open at 9:30 a.m.)

**Los Angeles Convention Center
1701 S Figueroa St. Los Angeles, CA 90012**

For more details, call CHIRLA at (800) 934-4753





**Los Angeles Unified School District
Division of Special Education
Special Education Services Center South
Parent Community Student Services Branch**



MODIFIED CONSENT DECREE (MCD)
Training Sessions for Parents with Children
Newly Identified for Special Education Services

Part 1: February 18, 2015 at 8:30 a.m. – 11:30 a.m.

Topics: Parent Participation at IEP Team Meetings
Parents as Leaders

Part 2: February 25, 2015 at 8:30 a.m. – 11:30 a.m.

Topics: It's All About Behavior
Strategies for Eliminating Hostile Environments
Supporting My Child at Home and at School

Banneker Special Education Center
Multipurpose Room
14024 S San Pedro Street
Los Angeles, CA 90061

Parent Center Staff is encouraged to attend

For additional information, please contact

Flor Chaidez at (310) 354-3508

(Childcare will not be available)



PARENT COMMUNITY STUDENT SERVICES BRANCH



Los Angeles Unified School District
Division of Special Education
Special Education Services Center North
Parent Community Student Services Branch



MODIFIED CONSENT DECREE (MCD)
*Training Sessions for Parents with Children
Newly Identified for Special Education Services*

Part 1: February 18, 2015 at 8:30 a.m. – 11:30 a.m.

Topics: Parent Participation at IEP Team Meetings
Parents as Leaders

Part 2: February 25, 2015 at 8:30 a.m. – 11:30 a.m.

Topics: It's All About Behavior
Strategies for Eliminating Hostile Environments
Supporting My Child at Home and at School

Leichman Special Education Center
Multipurpose Room
19034 Gault Street
Reseda, 91335

Parent Center Staff is encouraged to attend

For additional information, please contact

Carmen Calderon at (818) 654-3644

(Childcare will not be available)



PARENT COMMUNITY STUDENT SERVICES BRANCH



**Los Angeles Unified School District
Division of Special Education
Special Education Services Center East
Parent Community Student Services Branch**



MODIFIED CONSENT DECREE (MCD)
***Training Sessions for Parents with Children
Newly Identified for Special Education Services***

Part 1: February 4, 2015 at 8:30 a.m. – 11:30 a.m.

**Topics: PARENT PARTICIPATION AT IEP TEAM MEETINGS
PARENTS AS LEADERS**

Part 2: February 11, 2015 at 8:30 a.m. – 11:30 a.m.

**Topics: IT'S ALL ABOUT BEHAVIOR
STRATEGIES FOR ELIMINATING HOSTILE ENVIRONMENTS
SUPPORTING MY CHILD AT HOME AND AT SCHOOL**

**Perez Special Education Center
4540 Michigan Ave
Los Angeles, CA 90022**

Parent Center Staff is encouraged to attend

For additional information, please contact

Fannie Virgen-Gonzalez at (323) 224-3304, or email her at fxv6839@lausd.net

(Childcare will not be available)



PARENT COMMUNITY STUDENT SERVICES BRANCH

DELAC Agenda Recommendations

Training will be provided to members of the District English Learner Advisory Committee as required by the California Education Code on the following topics:

- ✓ The Importance of Regular School Attendance
- ✓ The Comprehensive Needs Assessment
- ✓ The Single Plan for Student Achievement
- ✓ The Language Census
- ✓ The English Learner Master Plan

In addition, training will be provided on topics pertaining to programs and services for English Learners that are of interest to DELAC members. We would like your recommendations on additional topics to be considered. Please mark the topics that are of interest to you.

- ☐ English Language Development
- ☐ Reclassification
- ☐ Special Education Services for English Learners
- ☐ Standard English Learners
- ☐ Long Term English Learners
- ☐ Benefits of bilingualism
- ☐ Graduation Requirements

OTHER:

