

English Learners Question and Answer Oct. 9 & 10 Webcast

DR. STEVE WINLOCK: This question deals with the English Learners, so I'm sure Therese is going to be the one to take that, but, Therese, let me read the question for you. Can an iep team exempt a student who is receiving special education services from being designated as an English Learner or from receiving el services? So, Therese, could you answer that for us?

THERESE TIAB: Sure, Steve. All English Learners, regardless of their special need must receive a program of English language development until they reach proficiency in English, until they're re-classified. It's up to the iep team to specify which accommodations and modifications or, if necessary, alternative assessments they may use to assess progress in elt. It's also up to the iep team to indicate how that English Learner is going to receive English language development.

DR. STEVE WINLOCK: What are the required minutes per day a district should mandate to be used for eld?

THERESE TIAB: well, Steve, eld is required and a program is required by the district. They have to come up with through a need assessment with exactly the duration and intensity of English language development. It is completely up to the district to determine that, but it should be determined based on their needs assessment.

DR. STEVE WINLOCK: If members of the elac, elac approved, can the elac committee responsibilities be given over to the school advisory committee the sac rather than the school site council, the ssc.

THERESE TIAB: Yes, Steve. There is an Ed. Code 52176 part b. It does mention that any existing advisory committee can if the elac does vote and is already legally constituted. And if votes to turn its legal responsibilities over to another advisory committee, it's certainly can do that.

DR. STEVE WINLOCK: If a school exceeds the fifteen percent language threshold which requires translation of parent notices, does this include items such as teacher's notes to parents, pta notices, ays old flyers? Therese, sounds like a very good question.

THERESE TIAB: Steve, even girl scout flyers, yes.

DR. STEVE WINLOCK: Really?

THERESE TIAB: Yes. In the law it says all notices, reports, records and statements. So, we take that to mean all.

DR. STEVE WINLOCK: To being all and it's--I'm sure there's an issue around looking at the time line--

THERESE TIAB: Of course.

DR. STEVE WINLOCK: Is there any compliance around that that we have to be aware of?

THERESE TIAB: Not for the moment, but if you do get some notifications and let's say from parks of recreation, advertising, whatever they'll lead or whatever. If you can get that entity to translate that for you that would probably be the best thing to do and...

DR. STEVE WINLOCK: In addition to general funds, what are other categorical funds for instance, dia, title iii, title i, slip a black grant can and LEA or school used to provide translation of parent notices, it kind of connected to the last question.

THERESE TIAB: Yes, Steve. It is certainly is okay for the district to use categorical funds, but they have to make sure that they're taking it out of the--not the direct services the students, in other words, for elac that would be out of the 15% that is going towards administrative duties. And then, for title iii funds, it would be the 2%.

DR. STEVE WINLOCK: Therese, just thing in the last question that I asked about notices that need to be for our boy scouts, girl scouts, can those funds be use to help in translation of those notices?

THERESE TIAB: It's up to the district how they want to handle that. I just still say that it must come out of the indirect question.

DR. STEVE WINLOCK: What is the role of the elac as it relates to r30 language census report?

THERESE TIAB: Well, Steve, the r30 language census report needs to be studied by the English Learner advisory committee members. That helps them make in formed decisions and leads them to conduct a more appropriate needs assessment because they're looking at trends and the changes of the English Learner population when they do look at that census report.

DR. STEVE WINLOCK: How do we train elac parents about the needs assessment and what is required? Therese?

THERESE TIAB: Well, let me take the back part of the question first, Steve.

DR. STEVE WINLOCK: Okay.

THERESE TIAB: What is required is that the district does train their elac members to do a needs assessment and again, it really is up to the district. The CTE does not prescribe how to do something, but I would say at the very least, when the parent's survey and a teacher's survey separately to see how they feel their students are Learning. Guide the parents through the study of some data to make sure that they're satisfied or if they're not, maybe for participate in the English Learner advisory committee and provide advice to the site council as how to modify the English Learner program.

DR. STEVE WINLOCK: When should a student be reclassified as fluent English proficient? And then, another part of that question again, Therese, this is for you. What data does the el reviewing analyze from the district to determine compliance?

THERESE TIAB: Well, Steve, the board recommended criteria for each district needs to appear in the plan and once an English Learner meets all the different criteria to be reclassified, the district in the schools must show evidence that they are indeed reclassifying English Learners that meet the specific criteria. The criteria could include-- it does include celt scholars, cest scholars, classroom performance and also a parent consultation. Now, the el reviewer will be checking the permanent records of the English Learner to check documentation that all these criteria have been checked off and that has taken place and the date.

DR. STEVE WINLOCK: In the first question when should a student be reclassified?

THERESE TIAB: When they meet the criteria.

DR. STEVE WINLOCK: When they meet the criteria.

THERESE TIAB: When they meet all the different criteria.

DR. STEVE WINLOCK: And, is there a length of time in some ways?

THERESE TIAB: No, no. There is some research out, you know, but, there is no length of time. I mean, we like to see that the English Learners are making adequate yearly progress.

DR. STEVE WINLOCK: Yes.

THERESE TIAB: We look to see for that. But, really, they are reclassified when they're ready and when they have met the criteria.