Oxford Day Academy
Master Plan
for
English Language Learners
2019- 2023
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I: STUDENT IDENTIFICATION, ASSESSMENT, PROGRAM PLACEMENT, AND RECLASSIFICATION PROCEDURES

Initial Identification and Assessment of English Learners

Oxford Day Academy (ODA) identifies, assesses and reports each student with a primary language other than English and makes an appropriate program placement based on English language proficiency.

Oxford Day Academy Charter School follows state guidelines for the enrollment, assessment, placement, monitoring, and reclassification of English Learner students.

Step 1: Enrollment and the Home Language Survey

Oxford Day Academy (ODA) is a not-for-profit, free and public charter school whose enrollment is open to any student wishing to enroll in grades 9-12. Every student who wishes to enroll is given a Home Language Survey. The purpose of this survey is to allow for Oxford Day Academy staff the opportunity to assess student language proficiency. New students whose Home Language Survey indicate a language other than English on 3 or more criteria areas are scheduled to be administered the Initial English Language Proficiency Assessment for California (ELPAC). Students who are administered this exam will either be placed in the English Language Learner Program or be identified as Initially Fluent English Proficient and placed in the general education program.

The questions on the Home Language Survey are as follows:

1) Which language did your child learn when he/she first began to talk?
2) Which language does your child most frequently speak at home?
3) Which language do you (the parents or guardians) most frequently use when speaking with your child?
4) Which language is most spoken by adults in the home (parents, guardians, grandparents, or any other adults)?

The results of each student’s Home Language Survey will be recorded in PowerSchool, the Oxford Day Academy student information system. Oxford Day Academy is not a school that offers a dual immersion or other specified school-wide language program, so all English Learner student’s will be tagged with a code indicating they will receive ELD and SDAIE (Specially Designed Academic Instruction in English) support. All language designation status’ will be cross-referenced through CALPADS (California Longitudinal Pupil Achievement and Data System).

Step 2: ELPAC Administration and English Language Designation

The English Language Proficiency Assessment for California or ELPAC is administered to all students in grades TK through 12 who are new to the public-school system of California. Students must be given this exam within 30 days of enrollment and once each year thereafter.
(if determined to be English Learners) every year until the student is reclassified or exited out of the program.

Transfer Students from another California Public or Charter School. Students who transfer into Oxford Day Academy Charter School from another public or charter school within California will have their latest scores requested and forwarded to Oxford Day Academy for proper documenting in the Student Information System. The staff designee for student testing and assessment will be responsible for ensuring the records are requested, received, recorded in PowerSchool, and that the student receives the appropriate summative ELPAC each year until reclassification.

Transfer Students from Private Schools or Schools Outside of California. Students who transfer into Oxford Day Academy from private schools or schools outside of California (including from other countries) will be entered into PowerSchool, Student Information System effective the date of their actual enrollment. Next, the Home Language Survey results will be analyzed and if it indicates a language other than English for 3 of the 4 categories, students will be administered the ELPAC.

Step 3: Student Classification and Placement
Based on the initial ELPAC results, students will be identified as English Language Learners or Initially Fluent English Proficient. Students who are identified as English Language Learners are tagged in the language screen in PowerSchool and given instruction at integrated and designated times of the day on English Language reading, writing, and oral language skills. Students whose initial ELPAC identifies them as non-English Language Learners will be tagged as IFEP in PowerSchool and be given non-English Language Development instruction. Students identified as English Language Learners will be administered the ELPAC and be instructed using ELD an SDAIS strategies according to their ELL code until the student matriculates from Oxford Day Academy or is Reclassified.

Staff Professional Development
Oxford Day Academy teachers and instructional support staff will receive frequent and ongoing professional development on instructional strategies that target English Language Learner students throughout the school year. Topics to be covered with staff include:

- Instructional Strategies for English Learners with IEPs
- Using data to plan instruction for English Learners
- Accountable Talk Structures and sentence starters for English Learners
- Intervention strategies for English Learner students
- The Reclassification process
- Specially Designed Academic Instruction in English

Parental Training and Involvement
Oxford Day Academy recognizes the importance of ongoing and frequent parental involvement. To address this need with English Learner students specifically, Oxford Day Academy will comprise an English Language Advisory Council which is an advisory only committee that meets monthly to discuss the programs offered to English Learner Students, analyze the success of those programs, and make recommendation to the School Site Council regarding additional programs or program modifications that seek to improve attendance, increase student outcomes, and provide at-home support to parents of English Learner Students. This advisory council will receive training in accordance with state guidelines as specified in 20 USC 6312[g][4]; E.C. Sections: 62002.5; 35147; 52176 and 52168; and Title 5. CCR, Section 11308.

Parental Exception Waivers

Purpose

Ed. Code §§305, 306, 310, 311 requires that the basic program for all English Learners is one that is taught overwhelmingly in English. However, English Learner instruction may be waived by parent request for a child to enter into a bilingual program.

Parent Notification

1. Waivers are also used for students whose parents request that they do not receive ELD instruction in the program that was recommended by Oxford Day Academy.
2. Waivers are not needed for EOs or Special Education EL students with an Individualized Education Plan (IEP), which calls for primary language instruction or primary language support.
3. By State law, a Parental Exception Waiver is required to enter immersion programs. Currently, Oxford Day Academy has no immersion programs. English Learner students in immersion programs still receive ELD instruction.
4. Waivers are not required in order for students to receive primary language support within Structured English Immersion (SEI) or Mainstream Programs, as long as these programs are provided overwhelmingly in English.
5. Parents must be provided with written notification of the student’s placement, all educational opportunities available, and the opportunity to apply to request a waiver.
6. If an Alternative Bilingual Program is not available, the parent will be notified and given a copy of parent rights to reapply to an alternative Bilingual Program in the future. The student will be placed in a Structured English Immersion (SEI) or English Language Mainstream setting, based on the student’s level of English language proficiency.

Types of Parental Exception Waivers

Parental Waiver from English Learner Program.

Student ID ___________________________ School Year
Student has been assigned to participate in the ELD program at Oxford Day Academy.

Students are placed in this program when the results of the English Language Proficiency Assessments for California (ELPAC) indicate she or he qualifies for English Language Development support. **This placement is required by the California Department of Education.** As an English Language Learner your student may receive small group instruction from specially trained and credentialed teachers of English Language Development. Additionally, English language learners **may** receive tutorial assistance from native language speakers to ensure access to the core curriculum during the period of English language acquisition.

I, _____________________________, do hereby release Oxford Day Academy from its obligation to provide the most appropriate placement of English Language Development instruction for ____________________________.

I understand that waiving these services may significantly compromise the academic progress of this student.

_________________________________  ___________________________________
Signature-Parent or Guardian          Date
Reclassification

Oxford Day Academy will consider the reclassification of students in accordance with rules and mandates prescribed by the California Department of Education E.C. Section 313 (f) as well as those approved by the San Mateo County Board of Education as outlined in the Local Control Accountability Plan (LCAP) and LCAP Addendum. Reclassification will be considered for students who satisfy the following steps:

Step 1: Assess student’s language proficiency using the ELPAC pursuant to E.C. Section 60810.

Step 2: *Use teacher input on the OPTEL (Observation Protocol for Teachers of English Learners) regarding student academic performance and content mastery as a portion of the decision-making process. This protocol:
- Provides unbiased evidence that aids in determining reclassification of English Learners
- Evaluates the degree and quality of interactive language use between English Learners and non-English Learner peers
- Allows teachers to evaluate various ranges of student English Language proficiency
- Can be used with all English Learners, including those with Individualized Educational Plans (IEPs)
- Can be used in all content areas
- Is aligned with the California English Language Development Content Standards and the performance bands associated with the ELPAC
- Allows teachers to have more in-depth, data-based conversations with parents regarding student progress towards English Language proficiency
- Allows for ease of progress monitoring of English Learner students for new teachers
- Can be used as a formative assessment tool in support of teaching and learning of English Language Learners.

Until the official release of the OPTEL in 2020, Oxford Day Academy will use the National Clearinghouse for English Language Acquisition’s Content Monitoring Form for English Learners or Former English Learners created by Kathy Zantal-Wiener and Todd Bell, and recommended by the U.S. Department of Education’s Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services guide to record teacher input and student progress needed for reclassification consideration.

Step 3: Parental input.

Step 4: Meets or Exceeds Grade Level “Mean” score on the Mid-Year NWEA/MAP Growth assessment for students in grades 9 - 12. Achievement of Level 3 or 4 on the California Assessment of Academic Student Performance and Progress (CAASPP) exam.
Final recommendations for reclassification will be made by the ELD administrator or designee.

______________________________
Signature-ELD Administrator or Designee    Date

**Annual Parent Notification**

Parents are notified yearly their child's designation along with the ELPAC results.

**Parental Exception Waivers Procedures**

All Oxford Day Academy School teachers will be certified to provide EL instruction. However, Oxford Day Academy will set up a special program recommended to all EL students. Parents wishing to withdraw students from the recommended EL Program must follow the steps below:

1. Should a parent/guardian request a waiver from the recommended program, s/he will first contact the EL staff member at the site. The EL staff member can refer the guardian or parent to the Director of Curriculum send in the site's recommendation to the Director.
2. The Director of Curriculum will meet with the parent to discuss and/or clarify the EL Program and its purposes.
3. Should the parent still wish to request the waiver, the Director will review the recommendation from the site.
4. The Director of Curriculum and the parent sign the waiver and the parent is given a copy.
5. The Director of Curriculum keeps a copy on file in the school’s office and notifies the appropriate staff.
6. EL students with signed waivers will be monitored by the EL Teacher or Site EL Administrator and receive EL instruction as appropriate.

**Approval, Denial and Appeal Procedures**

Parent waivers cannot be denied by the school district.

**Annual Reporting**

Waivers are reported annually to CalPads.
Monitoring Progress of Reclassified Students

After students have been reclassified, performance will be monitored for those students annually through classroom performance observation as measured by academic grade marks, performance on the NWEW/MAP Growth exams, as well as performance on the CAASPP exam. Other data collected and analyzed will be performance on weekly classroom assessments, as well as grade level benchmark exams. Students must continue to maintain proficient performance in these areas in the area of English Language Arts. The Language Appraisal Team will meet after each trimester to identify Reclassified English Learners who fall below minimum performance expectation and recommend them for intervention. Student progress will continue to be monitored in the intervention program until students show mastery of grade level content standards.

Ongoing Monitoring of Student Achievement

Teachers are to monitor on an ongoing basis each student’s progress in developing proficiency in English and in making academic progress. Classroom-based assessments may include traditional teacher-made tests, writing assessments, and the assessment materials that are part of adopted programs. Teachers are also encouraged to use an array of authentic procedures to help them assess both student work and student progress over time. Such procedures may
include use of anecdotal records, observation procedures, developmental checklists, student interviews, and the evaluation of student work products and performances.

III: TEACHING AND LEARNING: ESSENTIAL ELEMENTS

English Language Development Instruction

If English learners are to achieve rigorous academic standards, they must develop high levels of academic language proficiency—that is, the language, thinking, and learning tools needed to achieve grade-level content standards across the curriculum. The goal of ODA’s English language development program is to enable English learners to develop communicative competence as well as academic English language proficiency in order that they have full and equal access to ODA’s educational program.

Teachers are to provide English learners with both English language development (ELD) and English language arts (ELA) instruction appropriate to each student’s assessed level of proficiency. Further, teachers will work to ensure that English learners meet both ELD standards as well as grade-level ELA standards. Specialized instructional services are to be provided until the student has demonstrated English language proficiency comparable to that of ODA’s average native-English-language speaker and recouped any academic deficits incurred in other areas of the core curriculum as a result of language barriers.

Teachers are expected to utilize teaching practices based on current second language acquisition theory and sound research on effective instructional practices, as identified in Improving Education for English Learners: Research-Based Approaches (California Department of Education, 2010).

At the secondary level, ELD instruction is to conform to six basic instructional delivery standards:

1. Each student is to receive daily, dedicated ELD instruction that develops both social and academic language.

2. Students are to be placed in ELD and/or ELA instruction on the basis of English Language level results on the ELPAC.

3. ELD instruction at each grade level is to address all standards domains: listening/speaking strategies and applications; word analysis and vocabulary; reading comprehension; literary response; writing strategies and applications; and oral/written conventions.

4. Teachers are to utilize district-adopted ELD materials and other supplementary materials that address ELD standards.

5. Teachers are to utilize research-based best teaching practices, as outlined in Improving Education for English Learners: Research-Based Approaches and SCUSD English Learner Instructional Guidelines.

6. Teachers are to assess the progress of each English learner on an ongoing basis and utilize the results of assessment to modify instruction.
**Monitoring of Implementation of ELD Instruction**

The principal is responsible for monitoring the implementation of ELD programs and instruction at the site.

**Access to the Core Curriculum**

At the secondary level, English learners at the CELDT Beginning and Early Intermediate levels should be enrolled in dedicated SDAIE courses, where enrollments permit formation of such classrooms. Students at the Intermediate level may be placed in SDAIE and/or mainstream content courses depending on individual need. Students at the Early Advanced or Advanced levels will enroll in content classes with general education students, provided that the teacher is authorized to provide such instruction. Teachers are to differentiate instruction for these students.

SDAIE instruction is to conform to six essential design standards and otherwise be aligned with *Improving Education for English Learners: Research-Based Approaches*:

1. Each unit of study and/or lesson is to address both content and language objectives and instructional activities are to integrate content learning and language development.
2. The teacher is to adapt the teaching of content to all levels of student proficiency.
3. Content objectives are to address or provide onramps to grade-level standards.
4. Teachers are to differentiate instruction, based on level of student proficiency, utilizing best teaching practices commonly associated with effective SDAIE instruction.
5. Teachers are to utilize differentiated assessment procedures, appropriate to level of student proficiency, to evaluate both mastery of content and student progress.
6. Teachers are to use both district-adopted programs and supplemental materials and ancillaries designed to provide English learners with access to core curricular areas.

The principal is responsible for monitoring the implementation of programs and instruction providing access to the core curriculum.

**Catch-up Plan for Students Not Making Progress**

ODA will establish a plan for monitoring and overcoming any academic deficits English learners have incurred while acquiring English. The plan will be designed to ensure that actions to overcome academic deficits are taken before these deficits become irreparable.

The catch-up plan encompasses within its scope English language development instruction, core reading instruction, and academic instruction in the content areas. The plan provides a tiered service-delivery model to ensure that English learners receive a complete and appropriate range of instructional services and interventions through the general education program.
At Tier 1, all English learners must be provided with high-quality English language development instruction and access to the core curriculum in ways that reflect the view that each child’s language and culture are assets, not liabilities. Each student must receive developmentally-appropriate instruction that has been adjusted to meet individual needs. The progress of each student in ELD, reading, and academic subject areas must be assessed to determine whether the student is meeting predetermined benchmarks. If after receiving specified instructional modifications, the student is still not making progress at a rate that is comparable to “true peers” (that is, ELs with similar characteristics) then the student may move on to Tier 2.

At Tier 2, specific interventions (as opposed to differentiation) are provided, typically in a small group setting by the classroom teacher or by a specialist. Services are supplemental, reflecting both increased times focusing on the area(s) of weakness and a qualitatively different instructional treatment. Again, the progress of the student is monitored regularly. Where the student fails to meet instructional targets, s/he may move on to Tier 3. A student who meets those targets will typically fall back to Tier 1.

At Tier 3, interventions are more intensive and more individualized. Services are typically provided in small-group and one-to-one settings.

**Monitoring the Progress of Students on a Catch-Up Plan**

ODA will monitor the progress of students on a catch-up plan and include these students within the scope of the annual evaluation of EL programs and services.

**IV: STAFFING AND PROFESSIONAL DEVELOPMENT**

If English learners are to have access to a high-quality education and experience academic success, their needs must be met by teachers who have specialized knowledge and skills related to English language development, specially designed content instruction delivered in English, and content instruction delivered in students’ primary language. The principal is responsible for ensuring that teachers are assigned appropriately to classrooms. ODA is committed to recruiting, developing, and retaining teachers who are highly qualified to teach English learners. Local recruitment goals and strategies call for the recruiting and hiring of teachers who reflect the diversity of ODA’s students and for provision of incentives for teachers to accept employment. Retention goals focus on providing new teachers with high levels of mentoring and support and for the improvement of working conditions for teachers. Finally, ODA is committed to improving teacher quality through ongoing professional development and support, improved teacher evaluation, and the strengthening of professional learning communities in the schools. ODA and each school provide ongoing professional development to teachers, paraprofessionals, administrators, and other appropriate personnel on a range of topics related to English learners.

**V: STANDARDS, ASSESSMENT, AND ACCOUNTABILITY**
Oxford Day Academy will conduct an annual evaluation of English learner programs and services to determine program effectiveness. ODA will examine evaluation data, assess needs, and identify program improvement priorities for action.

**Evaluation of English Learner Programs and Services**

The purposes of program evaluation are to determine the effectiveness of programs and services for English learners; to determine the extent to which language-minority students have equitable access to district programs and services, including paths to higher education; and to provide a basis for strengthening program implementation, modifying program practices, and sustaining ongoing school improvement for all students, including English learners.

The evaluation of instructional programs and services for English learners will be organized around evaluation questions posed by stakeholders. Areas of inquiry/description will include student demographics; instructional services and staffing; student outcomes for English language development; student outcomes for academic achievement; indicators that language-minority students have equitable access to district programs and services; and the capacity of ODA and schools to provide English learners with high-quality instruction:

**Inputs: Do English learners receive effective programs and services?**

- Are English learners accurately assessed and appropriately placed? Is their progress monitored?
- Are students provided with high-quality English language development instruction?
- Do students have access to a challenging core curriculum?
- Are teachers of English learners well-qualified and effective in the classroom? Are students who are not making expected progress provided with effective instructional interventions?
- Overall, are all language-minority students held to high academic expectations?

**Student Outcomes: Are language-minority students experiencing success in school?**

- Are English learners making effective progress toward full proficiency in English? Are English learners making expected progress toward mastery of content standards in academic areas?
- Do English learners have access to all district programs and services? Are English learners making expected progress toward reclassification?
- Once reclassified, do students sustain high levels of academic achievement? Are English learners making expected progress through high school? Are they prepared to succeed in college and the workplace?

**School Improvement Planning and Evaluation Processes**

Oxford Day Academy is committed to utilizing program evaluation data to shape the design, implementation, and modification of instructional programs, to support services and to inform long-range planning and decision making. ODA respects the difficulty involved in changing schools and schooling in ways that have a meaningful impact on students. To ensure that
students are the central focus of ongoing school improvement efforts, ODA will implement school improvement processes that:

- establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved;
- promote the involvement of the entire school community in all phases of planning, implementation, and evaluation activities;
- provide for high levels of coordination among district-level departments and between ODA and the schools;
- ensure that program monitoring and evaluation are an ongoing, integral part of school improvement initiatives and activities.

Reclassification of Students with Disabilities

All students with IEPs shall be considered for reclassification with input from the EL designee and IEP team combined. In addition to meeting the standard reclassification criteria for non-disabled students, IEP teams shall use, in lieu of CAASPP ELA scores, student progress on ELD goals written in the student’s IEP. Students must show mastery of those goals as evidenced by work samples, prior to being considered for reclassification. The EL designee will meet with the IEP Team to analyze all data to determine if reclassification is appropriate for the student being considered. These teams may meet only once during an academic year, preferably in February so as to give sufficient time for the student with a disability additional time to work towards mastery of IEP ELD and grade level standard goals.

Special Education Services

English learners must have equitable access to the same education programs and services as English-speaking students, including special education services. In making a determination of eligibility for special education services, in no case will lack of English proficiency be a determining factor for establishing that a child has a learning disability. ODA will ensure that all notification requirements governing prior written notice be provided to the parent or legal guardian of the child in a language they understand. The IEP of an English learner must include:

1. as part of the statement of the student’s academic achievement, an analysis of the relationship of academic performance to the student’s proficiency in English; 
2. a goal for English language development that includes the identification of specific standards (objectives) in oral language, reading, and writing that are to be met; 
3. a description of how the ELD goal, as well as other academically-related goals, are to be met through use of differentiated instruction that is specially designed to meet the needs of English Learners; and 
4. a description of how the student’s progress in ELD will be measured.

Each English learner who has been placed in a special education program will receive daily, specialized English language development instruction and access to the core curriculum using differentiated methodology. The IEP team is to determine how these services are to be delivered.
Curriculum for English Language Learners

Oxford Day Academy uses a blended model approach to developing student English Language skills. During designated ELD, English Learner students are presented with multiple opportunities to develop listening, speaking, reading, comprehension and writing skills. Teachers use core instructional materials, as well as student data, to design instructional lessons that are based on SDAIE strategies and that align with ELD and California English Language Arts Common Core standards. All Oxford Day Academy teachers will have English Learner authorizations through the California Commission on Teacher Credentialing.

Use of SDAIE Strategies. Oxford Day Academy uses SDAIE Strategies in all subject areas. This approach to instruction focuses teaching and learning on acquiring necessary language development skills with occasional support in the primary language. This bridge allows teachers the ability to use the primary language, in addition to pictures and other visuals to help students form better connections and learn about content through comprehension of content, rather than simple language input and output. This approach heavily emphasizes vocabulary development, verbal interactions with peers, kinesthetic/tactile associations to build content relatability, and the use of visuals to anchor concepts. The consistent and frequent interexchange of content and language in the SDAIE classroom is one that is research-based and proven to be effective.

Metacognition and Writing. Coherent and relevant writing is one of the highest depictions of student academic success. Metacognition expressed through writing for the English Learner, when done successfully, is evident when the student can present a topic, identify the main concept, and write detailed sentences that elaborates on the topic while simultaneously using academic vocabulary and referencing other concepts while maintaining coherence and focus. Oxford Day Academy teachers provide English Learners multiple opportunities to develop this deeper level of writing through designated writing blocks, focused writing instruction, and incremental writing that develops sequentially over time. Through peer-to-peer writing review, students develop oral language development by using accountable talk structures that are pre-determined by the teacher and as appropriately dictated by the lesson taught. These accountable talk exchanges are informally evaluated by the teacher and guidance and input are provided to students on-demand which helps to better guide students through the writing process.

Parent and Community Participation

Family involvement is a critical component to student success, which is why Oxford Day Academy encourages ongoing, positive and frequent social-emotional and academic parental
involvement. Parents are involved in their student’s academic career through parent meetings, weekly classroom/grade level newsletters, monthly newsletters, school-wide activities, and parent meetings that meet to discuss topics such as:

- Oxford Day Academy’s process for identifying and placing English Learner students
- Parent notification of student’s eligibility and placement in English Learner programs
- Letter regarding student initial ELPAC results
- School-wide instructional goals for English Learners
- Student academic performance in CORE subject areas
- Results of progress monitoring of English Learner students on grade level benchmark exams, school-wide trimester exams, and state assessments (ELPAC Summative, CAASPP, and PFT)

VI: PARENT AND COMMUNITY INVOLVEMENT

Oxford Day Academy will ensure that the parents and families of English learners are actively and meaningfully involved in the education of their children. ODA and schools will communicate effectively with the parents and families of English learners in ways that are ongoing, meaningful, and comprehensible and will ensure that the parents and families of English learners are full partners in the decisions that affect their children.

Communication and Outreach

ODA will ensure that communication with the parents and families of English learners is ongoing, meaningful:

1. Oxford Day Academy will inform parents how they can be involved in the education of their children and actively assist their children to attain full proficiency in English, achieve at high levels in core academic subjects, and meet challenging state content and achievement standards.

2. ODA will communicate in languages that parents and families understand. When 15 percent or more of the student population at the school site speak a single primary language other than English, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district will be written in the primary language(s) as well as in English.

3. The school will provide opportunities for parents to be active participants in the life of the school by volunteering in the classroom, attending parent meetings and events, serving on the school’s English Learner Advisory Committee (ELAC), or being a part of the School Site Council.

4. The SCHOOL notifies parents of the results of initial ELPAC testing. The school notifies parents annually of their child’s level of English proficiency and of program placement recommendations.

5. The school notifies parents when their child meets criteria for reclassification and actively encourages them to be involved in the reclassification process.
ODA will maintain an archive of all parent notification documents. The school will place all parent notification documents in the child’s cumulative folder.

**English Learner Advisory Committees**

Whenever 21 or more English learners are enrolled at a school, regardless of language, the site is required to establish a functioning English Learner Advisory Committee (ELAC). The principal is responsible for seeing that the ELAC is established and that it fulfills its legal responsibilities.

**ELAC Bylaws**

The ELAC will be encouraged to develop and adopt bylaws that describe the election procedures, terms, and requirements of ELAC members and officers; and establish meeting times and the number of attendees needed for a quorum.

**Election of ELAC Members**

Each year, by October 15, the school will hold elections in which all parents/guardians of English learners have an opportunity to vote and elect the parent members of the ELAC. The membership of the ELAC is to reflect the composition of the school community. The percentage of parents of English learners on the ELAC must be at least the same as the percentage of English learners enrolled at the school. If a member is replaced during the year, the replacement serves for the remainder of the school year. Other members of the ELAC are to be selected in accordance with each site’s ELAC bylaws.

ELAC officers will be selected and replaced, as needed, in accordance with ELAC bylaws.

**ELAC Functions**

Each site will ensure that the ELAC carries out the following functions each year:

1. Advising the School Site Council (SSC) on the development of the school’s Single Plan for Student Achievement (SDIP), ensuring that English learners have equitable access to state and federal funds and that they benefit fully from activities supported under the site plan;

2. Advising the principal and staff on the school’s program for English learners;

3. Helping the school conduct an annual school needs assessment and ensure that the results are used to shape school improvement priorities and directions;

4. Supporting the school’s efforts to make parents aware of the importance of children’s regular school attendance.

**Training for ELAC Members**

The school will provide training to ELAC members that enables them to carry out their legal responsibilities. The training is to be planned in full consultation with ELAC members.

**Planning and Coordination of ELAC Meetings**
The principal or designee will coordinate communication between the school and home and will work with ELAC officers to schedule ELAC meetings and other activities. The principal or designee will meet with ELAC officers to help plan meeting agendas and will attend meetings. The site will hold at least six ELAC meetings each year. The ELAC officers will conduct meetings.

**Delegation of Responsibilities to the School Site Council**

The ELAC may delegate its duties and responsibilities to the School Site Council provided that the parents of English learners are represented on the SSC constitute the same percentage of the membership as their children represent the student body. This delegation of authority is to be documented in the minutes of the SSC and kept on record at the school site.

**English Learner Program Evaluation.** At the close of each school year, Oxford Day Academy administration, along with the Academic Leadership Team and Language Assessment Team will take an in-depth analysis of the programs and services offered to English Learners by analyzing student outcomes, reviewing how teachers use teaching and learning to respond to student outcomes, and make recommendations for enhancements to programs to improve resources and strategies for English Learners. Oxford Day Academy will take into consideration:

- Annual reclassification goals prescribed by Oxford Day academy's Local Control Accountability Plan (LCAP) and LCAP Addendum
- Monitoring of local and state assessment results of English Learners
- Oxford Day Academy Charter School Charter Document
- Monitoring of student performance in CORE subject areas
- Training classroom teachers on effective strategies for English Learner students

**State and Federal English Language Learner Compliance**

**Teacher authorization to teach English Language Learners.** Oxford Day Academy teachers will meet state and federal minimal EL authorization requirements by the completion of additional coursework in an approved California Teacher Credentialing program, or by the passage of an exam administered in the state of California and approved by the California Commission on Teacher Credentialing. Oxford Day Academy teachers will carry either an English Learner Authorization/CLAD certificate or a Bilingual Authorization. Teachers who carry an EL Authorization/CLAD certificate are authorized to provide English Language Support through Specially Designed Academic Instruction in English (SDAIE). Teachers who carry a Bilingual Authorization are authorized to provide English Language Development and Specially Designed Academic Instruction in English (SDAIE), as well as provide primary language instruction or support in the CORE subject areas in the student’s primary language.

**Storage of English Learner Data in PowerSchool SIS (Student Information System)**

Oxford Day Academy uses PowerSchool Student Information System to house its student data. Data in PowerSchool is matched against data contained in the California Longitudinal Pupil
Achievement Data System (CALPADS) which serves as the point of accuracy for comparing data input into the PowerSchool system. Ongoing monitoring and matching of data between these two systems are conducted regularly. The data reported in the Fall 1 report of the CALPADS systems serves as the point of reference for accountability as it relates to the number of English Learners at Oxford Day Academy, the services they receive, the manner in which those services are delivered, as well as initial and summative outcomes on the ELPAC.

PowerSchool will tag English Learner students according to their English Learner status as follows:

- **EO** = English Only (no other language indicated on the Home Language Survey)
- **EL** = English Learner (status updated based on results from Initial ELPAC)
- **IFEP** = Home Language Survey indicated a language other than English, however the student achieved an overall Level 4 on the initial ELPAC
- **RFEP** = English Learner who satisfied all requirements to be reclassified

The following flow map shows how Oxford Day Academy will ensure that students are placed in the proper language proficiency category:

The following fields in PowerSchool SIS will be populated to ensure proper documentation of English Learner data for accountability and progress monitoring purposes:
• English Proficiency
• EL Program Participation
• LEP Date
• EL Setting
• FEP Date
• US Entry Date
• US School Entry Date
• Reclassification Date
  ▪ If Reclassification is Denied:
    ▪ Reclassification Denied (Yes or No)
    ▪ Reclassification Denied By

• First Language
• Primary Language
• Home Language
• Adult Language

Language Instruction/Program Participation in PowerSchool. Oxford Day Academy will identify the program participation of all English Learners as ELD and SDAIE. Any changes to the English Language data may be made by school administration only, after having verified the accuracy of the data prompting the data change. Data changes made in PowerSchool will also be made simultaneously in CALPADs by the Oxford Day Academy CALPADS data manager and only at the request of Oxford Day Academy Administration.

English Language Learners who Transfer into Oxford Day Academy
Oxford Day Academy will follow a specific process for requesting student records, including records relating to student English Learner status. The following steps will be taken by the designated Oxford Day Academy staff:
1) Designated Oxford Day Academy staff will submit a formal Request for Records/Cum to the previous school.
2) Oxford Day Academy will allow for up to 15 calendar days from the date of the request to receive the student cum.
3) Once the Records/Cum has been received, the English Learner portion of the cum and all supporting documents will be reviewed by the administrator in charge of English Learners.
4) The administrator in charge of English Learners will work with office personnel to request copies of missing and necessary data: report cards, previous ELPAC scores, previous program participation information.
5) The administrator in charge of English Learners will then work with the classroom teacher to review the academic level of the student, review report card grades and comments from the sending school, assess the student using Oxford Day Academy school-wide assessments, and use all data available to plan instruction that will meet the student at their incoming academic
capacity and move the student in the academic direction as prescribed by school-wide English Learner academic goals.

6) The administrator in charge of English Learners will continue to progress monitor student performance until the student is reclassified and exited from the English Learner program.
Oxford Day Academy
English Language Advisory Committee (ELAC) Bylaws

2019 - 2023
English Learner Advisory Committee Bylaws

ARTICLE I: Name and Description of the Committee

A. The name of the committee will be the Oxford Day Academy English Learner Advisory Committee.

B. The committee will meet to advise the parents and students of Oxford Day Academy regarding the English Learner program and ways to better serve the needs of the English Learner students.

ARTICLE II: Function

A. Provide continuous advice on the components of the English Learner program.

B. Supervise the implementation of the objectives and priorities of the English Learner program.

C. Observe the English Learner program at Oxford Day Academy.

D. To advise the principal in:
   1. The development of a Master Plan for English Learners
   2. Developing a Oxford Day Academy needs assessment
   3. Developing goals and objectives for English Learner education at Oxford Day Academy

ARTICLE III: Members

A. Voting Members:
   1. The members that can vote: ELAC officers.
   2. A majority of committee members will be parents of children in the program.

B. Duration of term: one year

C. Oxford Day Academy will have an alternate representative

D. Each ELAC member has the right to one vote and may cast the vote on each matter submitted to a vote of the ELAC. Absentee ballots shall not be permitted.

E. Membership shall terminate for any member who is absent for all regular meetings for a period of two of consecutive meetings.

F. Any ELAC member may terminate his/her membership by submitting an oral resignation to the ELAC principal.

ARTICLE IV: ELAC meetings and Quorum

A. The ELAC shall hold a minimum of 4 meetings each year.
B. The presence of 51% of the ELAC membership in attendance at the meeting will constitute a quorum. No decisions of the ELAC shall be valid unless a quorum of the membership is present.

ARTICLE V: Committees

A. The officers of the ELAC shall include a chairperson (principal or designee), vice-chairperson, secretary, and any other officers that the ELAC finds necessary.

B. The chairperson has the following responsibilities: preside at all meetings of the ELAC, and sign all letters, reports, and other communications of the ELAC to the Oxford Day Academy Board of education and California Department of Education.

C. The vice-chairperson has the following responsibilities: represent the chairperson in his/her absence.

D. The secretary shall keep minutes of all regular and special meetings of the ELAC and promptly transmit to each member copies of the minutes of prior ELAC meeting.

E. In case the chairperson and vice-chairperson are absent the secretary will take the responsibilities of the chairperson.

F. ELAC officers shall be elected on the first meeting of ELAC.

Article VI: Bylaws Amendments

Any amendment of these bylaws will need a vote of more than half of the committee members.

Oxford Day Academy
Board Approved: _______________
**Estatutos del Comité Consejero para Estudiantes de Inglés**

**ARTICULO I:** Nombre y Descripción del Comité

A. El nombre del comité será el English Learner Committee del Oxford Day Academy.

B. El comité aconsejará al distrito sobre el programa de Estudiantes de Inglés como un segundo idioma de Oxford Day Academy y maneras para servir mejor las necesidades de los Estudiantes.

**ARTICULO II:** Función

A. Proporcionar continuo consejos sobre los componentes del programa de Estudiantes de un segundo idioma.

B. Supervisar la implementación de los objetivos y prioridades del programa de Estudiantes de un segundo idioma.

C. Observar el programa de Estudiantes de un segundo idioma del Oxford Day Academy.

D. Para aconsejar el consejo directivo en:

   1. Darrollando metas y objetivos para la educación de los aprendices de inglés en la Escuela Primaria Palm Lane.

   2. Desarrollar una evaluación del distrito sobre las necesidades de cada escuela.

   3. Desarrollar las metas y objetivos de los Estudiantes de un segundo idioma del Oxford Day Academy.

**ARTICULO III:** Miembros

A. Miembros votantes

   1. Oficiales de ELAC un miembro votante del comité

   2. La mayoría de los miembros del comité serán padres de los estudiantes del programa.

B. Termino de plazo: un año

C. Cada escuela tendrá un representante alternativo

D. Cada miembro de ELAC tiene derecho a un voto y puede votar una vez por cada cuestión que sea sometida a votación por el ELAC. Las boletas para votar estando ausente no son permitidas.

E. La membresía se debe de terminar si cualquier miembro falta a todas las reuniones por un periodo de 2 reuniones consecutivas.

F. Cualquier miembro del ELAC puede terminar su membresía entregando una carta de renuncia por escrito a la coordinadora del distrito.

**ARTICULO IV:** Reuniones del ELAC y Quórum
A. El ELAC debe reunirse un total de 4 veces por año.

B. La presencia del 51% de los miembros del ELAC que asistan a la reunión constituirán un quórum. Ninguna decisión por parte del ELAC será válida a menos que el quórum de los miembros esté presente.

ARTICULO V: Comités

A. Los oficiales del ELAC deben de incluir a un presidente, un vice-presidente, un secretario, y cualquier otro oficial que el ELAC considere necesario.

B. El presidente tiene las siguientes responsabilidades: asistir a todas las reuniones del ELAC, representar al ELAC en todas las reuniones del distrito y firmar todas las carta, reportes y otras formas de comunicación que el ELAC manda a la mesa local de educación y al Departamento de Educación de California.

C. El vice-presidente tiene las siguientes responsabilidad: substituir al presidente en su ausencia.

D. El secretario tiene que mantener los minutos de todas la reuniones regulares y de las reuniones especiales del ELAC y proporcionar a cada miembro copias de los minutos de la junta anterior de ELAC.

E. El caso que el presidente y vice-presidente estén ausente, el secretario tomará la responsabilidad del presidente.

F. Elección para cada oficial tomará acabo en la primera junta de ELAC.

G. El presidente formará subcomité para revisar temas especiales si es necesario del comité.

H. Algunos ejemplos del subcomité son los temas de: estatutos del comité, elección de los oficiales, información publica, actividades, regulaciones y leyes.

ARTICULO VI: Revisión de la Estatutos

Cualquier modificación de la estatutos se necesitará uno más de la mitad de los miembros del comité.

Oxford Day Academy
Board Approved: ______________
Each California public school with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

The ELAC shall be responsible for the following tasks:

Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.

Assisting in the development of the schoolwide needs assessment.

Ways to make parents aware of the importance of regular school attendance.

**Composition**

Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body.

**Elections**

The parents or guardians of English learners shall elect the parent members of ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election.

**Governance**

The ELAC shall adopt basic governing documents and conduct its meetings according

**Training**

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions.

**Legal References**

California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)

California Code of Regulations, Title 5, Section 11308
**Agenda**

*ACE Parent Center*

**Date:** January 20, 2018

**Location:** Oxford Day Academy

**Event and Time:** Parent Meeting, 10:00am – 11:30am

**Goal:** Parents will learn how to access PowerSchool to see their child’s grades.

---

### December Parent attendance 34% - N=50

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>I.</td>
<td><strong>Sign in/ Welcome/ Goals for Semester 2</strong> 10am – 10:15am</td>
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<tr>
<td>II.</td>
<td><strong>Announcements/Student Sharing</strong> 10:15am – 10:30am</td>
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<tr>
<td></td>
<td>- Meals Wellness Community Meeting</td>
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<td>- School Accountability Report Card</td>
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<td>- Student Recruitment</td>
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<td>- Student Attendance</td>
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<td>- ODA Semester 2 classes and schedule (Canada College, Boys and Girls Club)</td>
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<td>- Semester 1 Report cards</td>
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<td>- Overnight camping trip (Camp Lead): Jan 29th – 31st</td>
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<td></td>
<td>- Student Sharing (Anthony Rutlaga)</td>
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<td>- Student Opportunities</td>
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<tr>
<td>III.</td>
<td><strong>Camp Lead – Jenee Littrell</strong> 10:30am – 11:00am</td>
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<td>A three-day and two-night leadership and human relations development program. January 29 – 31st.</td>
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<tr>
<td>IV.</td>
<td><strong>Accessing PowerSchool – Dr. Dwinal</strong> 11:00am - 11:25am</td>
</tr>
<tr>
<td>V.</td>
<td><strong>Close/Clean Up</strong> 11:25am – 11:30am</td>
</tr>
</tbody>
</table>
Parent Meeting

January 20, 2018

Parent Name ____________________

Student Name ____________________

Please identify 3 goals you have for your student for semester 2

1. ______________________________

2. ______________________________

3. ______________________________
Date: February 10, 2018

Location: Oxford Day Academy

Event and Time: Parent Meeting, 10:00am – 11:30am

Goal: 1. Parents will work cohesively to strengthen their capacity as an engaged parental community

2. Parents will take steps toward developing a system of student accountability through a round of collaborative brainstorming.

January Parent attendance 40% - N=50

I. Sign in/ Welcome/ Goals for Semester 2
   10am – 10:15am

II. Announcements/Student Sharing
   10:15am – 10:30am
   ➢ Student Opportunities
     1. Harvard University Trip – February 21 – 23, 3018
     2. Oxford Trip – August 4 – 12, 2018
     3. Summer Math and Science Honors’ Academy (SMASH) Program: Deadline March 1st
     4. Artificial Intelligence Program (AI4ALL): Deadline February 15th
     5. Summer Environmental Program
     6. Stanford Medical Program: Deadline March 1st
   ➢ Students report about their experience at Camp Lead
   ➢ Books for Canada College
   ➢ Student Recruitment
   ➢ Student Attendance
   ➢ Winter Break (February 19 – 23)

III. Community Building Activity – Identity Pie
   10:30am – 11:00am
   Student Leaders: Jahkim, Lupita
   • In the outer circle of the activity sheet, draw pictures of some things people know about you
   • In the inner circle of the activity sheet, draw pictures of some things people do not know about you
   • On the back page of the activity sheet, draw a picture of a bias you have

Debrief Questions: 1. What did you learn about members at your table?

Parent Responses:
- Collectively worried about their children.
They work very hard.
They are involved in their children’s life.
They like reading
Exercise
They all want to find a way to stay in contact with each other to be able to check in on all the students.

2. What surprised you the most?

N/A - no responses

3. How will you use the information you learned today to help strengthen, enlarge, and maintain, an actively engaged parental community?

**Parent Responses**

- It helps us to be able to greet each other in the community. We can learn how to interact with each other and check in on each other’s kids.

- My opinion is that we can try to get together more, we have more communication, we can have peace, and love, and get along. We need to work hard on that.

- Being together will build a better community, it will help us share information in order to get a better education for our kids. We can share information.

- We are in East Palo Alto, we are working for our community in Oxford. We are a family here at Oxford, and we need to keep building.

IV. **Student Accountability – Dr. St. Roseman, Jahkim, Lupita**

How do we as a community address student behavior outside of the school when it directly impacts the school environment?

**Scenario**: Student A (the Mastermind) planned to take student B’s (the Victim) bike. Student A asked student C (the Bait) to meet with Student B under the pretense that students C was going to purchase a $60 headband from Student B. At the time when money was to be exchanged, Student A had student D (the Muscle) push Student B off his bike and take it. Student D (the Fence) was to sell the stolen bike for profit. Students E (the bystanders) were aware that Student B was going to be jumped or learned afterwards of the stolen bike and did not inform school staff and administrators of the incident. What actions should be taken to hold these students accountable for their actions?

**Activity Responses (parent and student)**

<table>
<thead>
<tr>
<th>Role</th>
<th>Parent Response</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Fence</td>
<td>- Suspension</td>
<td>- Give person money/get sued</td>
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<tr>
<td></td>
<td>- Responsible to replace the bike.</td>
<td>- charged with stealing</td>
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<td></td>
<td></td>
<td>- Accessory to robbery</td>
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<tr>
<td>Reasons for Punishment</td>
<td>Possible Punishments</td>
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<td>------------------------</td>
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<td>Castigo (punishment)</td>
<td>- community service</td>
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<td>Hard community work</td>
<td>- 2 weeks detention</td>
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<td>(service)</td>
<td>- in school suspension</td>
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<tr>
<td>Lesson</td>
<td>- beyond scared straight</td>
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<tr>
<td>Detention</td>
<td>- community service 4 weeks</td>
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<td>Multa</td>
<td>- give the kid apology and gifts</td>
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<tr>
<td>Fuera</td>
<td>- mediation with police</td>
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<td>Suspension 1 week &amp;</td>
<td>- program for individuals who need help.</td>
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<td>consequences in house</td>
<td>- something valuable should be taken away.</td>
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<td>and school.</td>
<td>- make to buy a new bike.</td>
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<td>Community work in EPA.</td>
<td>- Buy him shoes.</td>
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<tr>
<td>Beyond scared straight.</td>
<td>- Every day one complement</td>
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<tr>
<td>House arrest</td>
<td>- Shave off hair</td>
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<tr>
<td>Extra homework</td>
<td>- Punishment for stealing</td>
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<tr>
<td>Work for family to pay</td>
<td>- essay to school, has to be convincing.</td>
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<td>back for bike.</td>
<td>- tell others what this person is doing.</td>
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<tr>
<td>Teach them what it</td>
<td>- tell him he needs to stop and think</td>
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<td>means to be included</td>
<td>- about what he is doing.</td>
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<td>with harmful plans to</td>
<td>- 3 packets of work each day.</td>
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<td>others. Have them feel</td>
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<td>what it is like to</td>
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<td>have something taken</td>
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<td>away from someone they</td>
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<td>care about.</td>
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<table>
<thead>
<tr>
<th>The Bystander</th>
<th>Possible Punishments</th>
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<tr>
<td>- limpiar las calles</td>
<td>- talk to the bystander to help them do the right thing.</td>
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<td>- community service</td>
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<td>for all parties</td>
<td>- talk to parents</td>
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<td>involved.</td>
<td>- charged as an accomplice.</td>
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<td>- if they were there</td>
<td>- apology</td>
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<td>and watched, they are</td>
<td>- no punishment if he “talks”</td>
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<tr>
<td>accountable and should</td>
<td>- community service</td>
</tr>
<tr>
<td>clean up the school.</td>
<td>- detention after school.</td>
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<td>- clean streets</td>
<td>- booked record</td>
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<td>- write apology</td>
<td>- beyond scared straight</td>
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<tr>
<td>letters to parents</td>
<td>- community service 2 weeks.</td>
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<td>and the 7th grader.</td>
<td>- An apology essay</td>
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<td>- limpiar las banos</td>
<td>- time to reflect:</td>
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<td>de alguna escuela.</td>
<td>- coach country lectures them</td>
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<td>- pedir perdon al</td>
<td>- learn from mistakes</td>
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<td>nino en publico</td>
<td>- have them explain to their parents</td>
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<td>- no se dejen</td>
<td>- with all honesty.</td>
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<td>influenciar.</td>
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<td>- no se puede pasar</td>
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<td>este problema hay</td>
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<td>consecuencias. Por</td>
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<td>favor hagan algo.</td>
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<td>- suspension and</td>
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<td>community work in</td>
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<td>EPA.</td>
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<td>- Consequences at</td>
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<td>home and school.</td>
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<tr>
<td>- Kitar el cell</td>
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</tbody>
</table>
| The mastermind | - expelled – zero tolerance  
- have police speak with child about greater consequences.  
- counseling  
- fuera mayor que no regrese en un way ejemplo  
- los consecuencias buena o malas se pagon.  
- beyond scared straight  
- no suspension (give him another chance)  
- counseling  
- boot camp  
- work hard to prove he's trustworthy at school. Involve parents in his treatment.  
- find out what drives their anger or jealousy to do such activities, counsel on efforts of actions.  
- las consecuencias podria ser. Que nos quitan esta escuela.  
- confronted by all students  
- community service of victims choice for a month or more. | - community service (70 hours)  
- expulsion  
- detention  
- parents  
- 24 hours in juvenile hall  
- suspension two weeks  
- house arrest  
- apology letter  
- not plan something bad  
- beyond scared straight  
- he should explain himself.  
- in school suspension  
- Saturday school  
- discipline/ 3 packets of hw each day/have to be complete  
- tell their parents everything.  
- look themselves in the mirror and think about actions.  
- beyond scared straight  
- jail  
- house arrest  
- whooping  
- apologize |
| The decoy                      | weakness to really be a strong person.  
|                              | - show them how society desires to take from the poor to keep them poor.  
|                              | - show them how they can grow.  
|                              | - 10 packets of hw  
|                              | - everyone go in a line and stare at him in disappointment.  
|                              | - torture for a month  
|                              | - help them to understand why they shouldn’t do things.  
|                              | - look for a way to forgive them.  
|                              | - expelled  
|                              | - suspension  
|                              | - for me to leave everything because everyone participates and that is a bad example for others.  
|                              | - suspension and consequences at home and school.  
|                              | - work at home and school  
|                              | - servicio  
|                              | - community service  
|                              | - espulsado  
|                              | - tener lo alejado ahotros ninos  
|                              | - suspension  
|                              | - community service  
|                              | - counseling (anger management)  
|                              | - visit ER and see someone in trauma  
|                              | - He is responsible 100% also.  
|                              | - In school suspension  
|                              | - Apology letter 13 pages  
|                              | - Buy the kid a new bike  
|                              | - Confess in front of everyone  
|                              | - Tell their parents  
|                              | - Beyond scared straight  
|                              | - A whoopin  
|                              | - Charged with accessory  
|                              | - Juvenile  
|                              | - Community service  
|                              | - In home suspension  
|                              | - Pay the student for his bike  
|                              | - Think about the consequences  
|                              | - Tell him/her what could happen if they do the wrong thing.  
|                              | - Beyond scared straight  
|                              | - Take him out to eat  

V. Close/Clean Up

11:25am – 11:30am
Date: March 10, 2018

Location: Oxford Day Academy

Event and Time: Parent Meeting, 10:00am – 11:30am

Goal: Parents will learn about student concurrent enrollment at Cañada College, eligibility requirements, and how best to support their student's academic performance while taking classes at a junior college.

---

**February Parent attendance 48% - N=50**

I. Sign in/ Welcome 10am – 10:15am

II. Announcements 10:15am – 10:30am

- Recruitment
  - Parents asked if prospective students and parents are able to come and tour the school as they please, or do they need a tour.
  - Parents are hearing that our school is not accredited.
  - Dr. St. Roseman goes over the WASC procedure with the parents.

- Student attendance during major exams
  - We are noticing a trend with student attendance when a major assignment or exam is due. Attendance decreases significantly, and these absences are not excused.
  - ODA will be implementing a new policy regarding student attendance during final/major exams and assignments.

- Summer Programs and other opportunities
  - Application follow-through: students are applying to these trips but they are not finishing/submitting these applications.
  - Encourage the students to apply to these summer opportunities.
    - Project Invent
    - Summer jobs
    - Oxford University Trip (August 4 – 12)
  - 9 students applied to the Oxford trip; Dr. St. Roseman explains the process to the parents.
    - Boys and Girls Club

3rd Quarter Progress Report

1. Parent/Student/Teacher Conferences
   - Teachers share with parents about 3rd quarter progress reports.
   - A conference schedule will be passed around during the meeting for parents to fill in dates and times to meet with teachers.
   - The first conference will take place next Thursday 2/15/18 from 7:30 a.m. to 4:00 p.m.
2. Students in danger of not being promoted to the next grade level
   - Dr. St. Roseman informs the parents that students who do not pass the 9th grade will not be promoted to the 10th grade.

   ➢ Highlights of the past month
   1. Harvard University
      - Harvard attendees talk about their experience at Harvard.
      - Students answer questions from parents.
      - The funders who sent the students to Harvard would like to take the students and their parents (at least two members) to dinner.
      - We will secure dates for that event, Ms. Karla will schedule dates with parents today.
   2. San Mateo Superintendent visit
      - Dr. St. Roseman shares the letter with parents.
   3. Parkland incident
      - Dr. St. Roseman shares the incident with two students at ODA regarding non-threatening comments made regarding school shooting.
   4. Pregnancy in the school
      - Dr. St. Roseman shares with the parents about our student who is attending school while pregnant.
      - This is the reality of our school, and we have a responsibility around what that support looks like.

III. Concurrent Enrollment

   Cañada College

   10:30am – 11:00am

   • Understanding eligibility requirements for the following
     AA – parents go through handbook to understand eligibility requirements.
     CSU – parents go through handbook to understand eligibility requirements.
     UC – parents go through handbook to understand eligibility requirements.

     **parents are given homework for next month, to go through the handbook and figure out how the eligibility requirements.

   • Parent and Student responsibility and accountability
     Purchasing books
     Homework

Questions:

1. What are the eligibility requirements for AA, CSU and UC?

2. How will your student’s grades from Cañada college impact their college transcript?
   - Dr. St. Roseman informs the parents that if their students fail the college course, they will receive an F on their college transcripts.

3. How can you help your student understand that their behavior matters in their Cañada College class?
3. **3rd Quarter Progress Reports** – *ODA Instructors*  
**11:00am - 11:25am**
- How to support your student within a rigorous academic environment

- Ms. Bennett speaks to the parents about 3rd quarter progress reports. Informs the parents that the report will not be reflected on the student’s transcript.
- If parents would like to schedule a time to meet with teachers, they are available for conferences next week. Parents need to sign up for a time slot.
- Sign-up sheets are handed around.
- Ms. Bennett speaks to the parents about homework completion, parents need to encourage students to complete and submit homework in a timely manner.
- Parent is welcome and encouraged to communicate with teachers.
- Ms. Bennett informs parents about the new attendance policy that will be effective immediately.
- When students have an unexcused absence on the day that a major assignment or exam is due, they will receive zero credit for the assignment and/or exam. If the excused absence is due to illness, the student will need to provide a doctor’s note upon returning to school.

4. **Close/Clean Up**  
**11:30 am - 11:30**
- **Parent announcement:** Next Tuesday, at the YMCA there will be a meeting with the new superintendent Mary Stressly. It is important that parents show up because she is new, and we want to start a relationship with her. Parents will have an hour to ask her questions.
Estimados padres y familias de estudiantes maravillosos de la AOD,

me disculpo que no pueda estar allí en persona hoy en día, pero tengo algunas notas acerca de las calificaciones, y también acerca de cómo ponerse en contacto conmigo para programar una conferencia que he pedido al personal para compartir con ustedes.

**Las tendencias generales en nuestra comunidad de jóvenes químicos:**
Cada semana, los estudiantes dan un expediente de lo que vamos a aprender esta semana. Siempre contiene, pero no se limita a: un artículo científico que se debe leer con The Observer, destruir y aplicar protocolos, y un problema establece que los estudiantes deben no sólo completa, sino también mostrar su trabajo en. La responsabilidad del estudiante es leer el artículo, tratar los problemas y volver a clase con preguntas, preparado para discutir el tema en profundidad con sus pares, o en una mini-conferencia conmigo.

1) Nuestros estudiantes necesitan algún tipo de asistencia matemáticamente con razones, razones y proporciones: Se trata de un séptimo grado de matemáticas estándar, sin embargo, es mucho más hincapié en las matemáticas básicas comunes que en las antiguas normas. Hay una unidad de maravilla en la Academia Khan aquí: [https://www.khanacademy.org/math/pre-algebra/pre-algebra-ratios-rates](https://www.khanacademy.org/math/pre-algebra/pre-algebra-ratios-rates) y me han animado a los estudiantes a hacer citas conmigo para ayuda adicional con estas relaciones matemáticas (también he impartido los días 7 y 8º grado de matemáticas). Si nota que su estudiante que lucha con estos temas, por favor, animarles a llegar a mí un poco de ayuda extra.

2) Terminación de la tarea: esto es inconsistente en el mejor. Todos los estudiantes tienen una lista detallada de los códigos de texto, notas y marcas que me gustaría ver a practicar en cada solo artículo. Esta es la forma en que ellos grado de “Preparación Harkness”; que están leyendo artículos no una, ni dos, sino tres veces. En general, veo a muchos estudiantes que terminan la “Primera Leer: Tener en cuenta la estrategia”, pero no se completa la segunda lectura “Deconstruct” y Tercer Lea “Aplicar” estrategias. No es difícil de decir, sin embargo: a continuación se muestra una lista de las cosas que usted debe ver en el rol de un estudiante que le dirá si su trabajo es la calidad que estoy pidiendo:
   a) Primera lectura:
      i) Notas sobre las de título
      ii) Notas en las imágenes
      iii) pasajes subrayados de texto
      iv) vocabulario resaltados y rodearon palabras desconocidas
   b) Segunda Lectura:
      i) vocabulario y palabras desconocidas deben definirse en la página de
      ii) cada párrafo se resume en los márgenes
      iii) estudiantes deben escribir las preguntas y las conexiones en los márgenes de
iv) los estudiantes deben identificar los argumentos en el texto
c) del Tercer Leer:
   i) la texto debe ser numerada (cada línea) de manera que podemos hacer
      referencia a partes específicas del texto en discusión.
   ii) Preguntas (Texto preguntas dependientes) deben ser contestadas.
d) Establece un problema:
   i) Doy a los estudiantes las respuestas a los conjuntos de problemas para
      que puedan ver si contraen la respuesta correcta. Han sido informados
      de que deben mostrar su trabajo. Muchos estudiantes adjuntan páginas
      adicionales para mostrar cómo llegaron a la respuesta y esto es muy útil
      para mí y me permite darles retroalimentación de calidad en su trabajo.
   ii) Hacemos ejemplos de cada tipo de problema más de una forma en la
      clase. Los estudiantes deben tener notas en sus cuadernos de cómo
      hacer cualquiera de los problemas que he asignado.
   iii) Vamos a construir una lista de "Recursos" en clase a medida que
      pasamos a discusiones Harkness: esto significa que los estudiantes van
      a compartir recursos útiles entre sí para completar conjuntos de
      problemas.
e) Lo que necesito de los padres y las familias:
   i) Por favor, compruebe que el estudiante está completando la tarea cada
      noche. Es muy difícil mantenerse al día con el rigor de la química si no
      están practicando.
   ii) Anime a su hijo a buscar recursos adicionales si se pinchan: hay un
      montón de tutoriales maravillosos en la Academia Khan, youtube, e
      incluso en sus viejos libros de texto de química.
   iii) ¿Quieres actualizaciones semanales sobre cómo su hijo está haciendo?
      Dame tu dirección de correo electrónico y voy a añadir que como un
      "guardián" en Google aula. Esto significa que es tener una semana de
      correo electrónico en lo que está siendo completado en clase y lo que no
      lo es.

Por último, creo que la comunicación entre la escuela y el hogar es absolutamente crítico.
Siempre he dado mi número de teléfono de su casa a los estudiantes y familias. Siéntase libre
de usarlo si tiene alguna pregunta. Estoy a su disposición por el texto, correo electrónico y
teléfono y han proporcionado esa información en esta carta.

Muchas gracias por su tiempo y consideración. Ha sido un tremendo regalo para trabajar con el
personal de la AOD y nuestros maravillosos estudiantes. Estoy deseando comunicarse con
usted en el futuro.

Molly A. Rice

Ingresar Hoja de Conferencias:
Para mayor comodidad que necesito que sepas algunas cosas: Este año, soy un empleado a tiempo parcial de la AOD. Estoy en el lugar 08 a.m.-1 p.m..

**Cuando estoy siempre disponible:**
- Mi periodo de conferencia, que es lunes, martes y viernes de 9: 50-10: 45. Es útil que me permita saber qué atenerse, mientras corro sesiones de tutoría durante este tiempo, pero también no es completamente necesario.
- También estoy siempre disponible en la escuela los miércoles de 11: 40-1PM

Para conferencias en las próximas semanas con respecto a los grados:
Me voy a quedar en el sitio **con cita previa** los lunes y viernes.

*Por favor escriba su nombre, un número de teléfono y el nombre de su estudiante en la caja para reservar una vez que mi preferencia es que cuando nos encontramos con su estudiante estar presente también.*

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Si ninguno de estos tiempos le funciona, por favor, póngase en contacto conmigo por teléfono y vamos a trabajar en algo.
Dear parents and Families of ODA’s wonderful Students,

I apologize that I cannot be there in person today, but I have some notes about grades and also about how to reach me to schedule a conference that I have asked the staff to share with you.

**General Trends in our community of young chemists:**
Each week, I give students a dossier of what we will be learning this week. It always contains, but is not limited to: a scientific article they they must read using the Observe, Deconstruct and Apply protocols, and a problem set that students must not only complete but also show their work on. The responsibility of the student is to read the article, attempt the problems, and return to class with questions, prepared to discuss the topic at length with their peers, or in a mini-lecture with me.

1) **Our students need some assistance mathematically with ratios, rates and proportions:** This is a 7th grade math standard, however, is much more stressed in common core mathematics than in the old standards. There is a wonderful unit on Khan academy here: [https://www.khanacademy.org/math/pre-algebra/pre-algebra-ratios-rates](https://www.khanacademy.org/math/pre-algebra/pre-algebra-ratios-rates) and I have encouraged students to make appointments with me for extra help with these mathematical relationships (I have also taught 7th and 8th grade math). If you notice your student struggling with these topics, please encourage them to reach out to me for some extra help.

2) **Homework completion:** this is inconsistent at best. All students have a detailed list of the text-codes, notes and marks that I would like to see them practice on every single article. This is how I grade them for "Harkness Preparation"; that they are reading articles not once, not twice, but three times. In general, I see many students completing the “First Read: Observe” strategy, but not completing the second read “Deconstruct” and Third Read “Apply” strategies. It is not difficult to tell however: below is a list of things you should see on a student’s articles that will tell you if their work is the quality I am asking for:

   a) **First read:**
      i) Notes on the title
      ii) Notes on the pictures
      iii) Underlined passages of text
      iv) Vocabulary words highlighted and circled unknown words

   b) **Second Read:**
      i) Vocabulary and unknown words should be defined on the page
      ii) Each paragraph should be summarized in the margins
      iii) Students should write questions and connections in the margins
      iv) Students should identify any arguments in the text

   c) **Third Read:**
      i) The text should be numbered (each line) so that we can refer back to specific parts of text in discussion.
ii) The Questions (Text dependent questions) should be answered.

d) Problem Sets:
   i) I give the students the answers to the problem sets so that they can see if they got the answer correct. They have been informed that they must show their work. Many students attach additional pages to show how they got the answer and this is extremely helpful to me and allows me to give them quality feedback on their work.
   ii) We do examples of each kind of problem more than one way in class. Students should have notes in their notebooks of how to do any of the problems I have assigned.
   iii) We will be building a "Resource" list in class as we transition to Harkness discussions: this means students will be sharing helpful resources with each other to complete problem sets.

e) What I need from parents and families:
   i) Please check that your student is completing the homework every night. It is very difficult to keep up with the rigor of chemistry if they are not practicing.
   ii) Encourage your child to look for additional resources if they are stuck: there are a ton of wonderful tutorials on Khan Academy, YouTube, and even in your old chemistry textbooks.
   iii) Would you like weekly updates on how your student is doing? Give me your email address and I will add you as a "Guardian" on Google Classroom. This means you're get an email weekly on what is being completed in class and what is not.

Finally, I think communication between school and home is absolutely critical. I have always given my home phone number to students and families. Please feel free to use it if you have any questions. I am available by text, email and phone and have provided that information in this letter.

Thank you so much for your time and consideration. It has been a tremendous gift to work with ODA staff and our wonderful students. I look forward to communicating with you in the future.

Thank you!

Molly A. Rice
Science Instructor
mrice@oxforddayacademy.org

Sign in Sheet for Conferences:
For convenience I need you to know a few things: This year, I am a part time employee of ODA. I am on site from 8AM to 1PM.

**When am I always available:**
- My conference period, which is Monday, Tuesday and Friday from 9:50-10:45. It is helpful to let me know you are coming, as I run tutoring sessions during this time, but it is also not completely necessary.
- I am also always available at the school on Wednesdays from 11:40-1PM

For conferences in the next few weeks regarding grades:
I will be staying on site **by appointment** Mondays and Fridays.
*Please write your name, a phone number and the name of your student in the box to reserve a time*

My preference is that when we meet your student be present as well.

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If none of these times work for you, please contact me by phone and we will work something out.
Fecha: 21 de abril del 2018

Lugar: Oxford Day Academy

Evento y Hora: Reunión de Padres, 9:30am – 12:00pm

Metas:

Asistencia de Padres en marzo 38% de 50 padres

I. Bienvenida a familias nuevas 9:30am – 10:00am
   - Revisar la agenda y las expectativas de los padres en Oxford Day Academy (Dra. St. Roseman)
   - Discutir el paquete de admisiones (Ms. McLean)
   - Repaso del modelo de Oxford Day Academy (Dr. Dwinal)

II. Bienvenida a las familias actuales 10:00am – 10:10am

III. Anuncios 10:10am – 10:30am
   ➢ Volante sobre Padres como Socios
   ➢ SMCOE (San Mateo County Office of Education) Entrenamiento de un intruso en la escuela
   ➢ Reporte de progreso del tercer trimestre
   ➢ 42 Silicon Valley (Educación y Libertad en el mundo digital – (Shanna U)
   ➢ Nominación para la Junta Directiva

IV. Familias nuevas y actuales se reúnen y saldan 10:30am – 10:40am
   - Discutir en grupos mixtos, el por qué decidió enviar a su estudiante a Oxford Day Academy
   - ¿Cuáles son sus expectativas de la escuela?
   - ¿Cómo planea apoyar a la escuela?
   ➢ Trabajo en grupos pequeños - Concurso de Poesía 10:40am – 11:10am
     - Escriba un poema sobre cómo la tecnología a mejorado el aprendizaje
     - Una persona de cada mesa leerá en voz alta el poema que escribieron
     - Los padres votaran sobre cual poema se llevará el 1er, 2do y 3er lugar

V. EPA Boys and Girls Club (Remi Sobomehin) 11:10 – 11:50

VI. Fin de la Reunión/Limpieza 11:50am – 12:00pm
21 de abril del 2018 – Informar a los padres que se pueden nombrar a sí mismos u otra persona para servir un término de dos años en la Junta Directiva. Los padres que decidan aceptar la nominación tendrán que hacer un discurso durante la Reunión de Padres el 12 de mayo sobre el por qué quieren servir en La Junta Directiva y que los hace la mejor persona para el puesto. Animen a otros padres a asistir a las Reuniones de Padres en ODA.

21 de mayo del 2018: Discursos y votos de nominación de la Junta Directiva para padres (votos escritos)

agosto del 2018: El padre/madre que sea elegido servirá en la Junta Directiva de Agosto 2018 a agosto 2020 y asistirá a la primera reunión en junio del 2018

Nombre: ____________________________________________

Acepta la nominación? ____Sí ____No

Correo Electrónico (si tienen) ____________________________________________

Número de teléfono: ____________________________________________

Por favor prepare un discurso (no más de tres minutos) para darlo en la Reunión Mensual de Padres el sábado 12 de mayo 2018.

¿Desea también escribir un testimonio para publicarlo en el Boletín Mensual de ODA el 30 de julio del 2018 o en la del 30 de agosto del 2018? ____Sí ____No

Este testimonio debe ser entregado a la Dra. St. Roseman antes del viernes 2 de junio del 2018 para dar tiempo de ser traducido e imprimido.
Oxford Day Academy– Board Election Process

Parent/Guardian Election for Oxford Day Academy (ODA) Board of Directors Members

April 21, 2018 – inform parents they can nominate themselves or another parent to serve a two-year term on the Board. Parents state if they accept the nomination and have the option of making a speech at the May 12\textsuperscript{th} parent meeting as to why they want to serve on the Board and what makes them the best person for the job. Encourage parents to attend ODA Board meetings.

May 21, 2018: Parent Board Nomination speeches and vote (write in vote)

August 2018: Parent serves on Board August 2018 – August 2020 and attend first board meeting in June, 2018. (Date to be determine)

Name: __________________________________________

Do you accept the nomination? ______ Yes ______ No

Email address, if available: ________________________________

Phone number: _________________________________________

Please be prepare to make a speech (no more than three minutes) at the Monthly Parent Meeting on Saturday, May 12, 2018

Do you want to write a statement (optional) for publication for ODA’s monthly newsletter in July 30, 2018 and/or August 30, 2018? ______ Yes ______ No

This statement must be provided to Dr. St. Roseman by Friday, June 2, 2018 to allow time for translation and printing.

March 2018
Favor de contestar cada pregunta y poner una X en la caja que mejor describe como se siente

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<tr>
<th>Preguntas</th>
<th>Escala de Importancia</th>
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<tr>
<td>El propósito y las metas/objetivos fueron claramente indicadas.</td>
<td>Si</td>
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<tr>
<td>La información compartida fue útil.</td>
<td>Si</td>
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<td>El tiempo de la reunión se utilizó efectivamente.</td>
<td>Si</td>
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<tr>
<td>Indica una manera que hoy podría haber sido más exitoso para usted:</td>
<td>Si</td>
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SAVE THE DATE

Second Annual Parents-As-Partners Saturday Institute

May 5, 2018
8:30 am to 1:00 pm
San Mateo County Office of Education
101 Twin Dolphin Drive, Redwood City, CA 94065
For more information, call (650) 802-5553

WORKSHOPS:
- School Safety
- Immigration rights
- CA Accountability System
- LGBTQ Youth

COMMUNITY RESOURCE TABLES:
- Immigration services
- Health services
- Upper education, etc.

FREE EVENT
CHILD CARE AVAILABLE (children ages 4-12)

Workshops in ENGLISH and SPANISH
Reserva la Fecha

Padres-Como-Socios
Segundo Instituto Anual – En Sábado

5 de Mayo, 2018
9:00 am to 1:00 pm
San Mateo County Office of Education
101 Twin Dolphin Drive, Redwood City, CA 94065
Para más información llame: (650) 802-5553

Talleres:
- La seguridad en las escuelas
- Derechos de Inmigración
- Sistema de rendimiento académico en California
- Jóvenes LGBTQ

Mesas de Recursos:
- Servicios de Inmigración
- Servicios de Salud
- Educación post preparatoria, etc.

Evento Gratis
Cuidado de Niños/Niñas (edades, 4-12 años)
Talleres en Inglés y Español
Date: August 25, 2018

Location: Oxford Day Academy - MPR

Event and Time: Parent Meeting, 10:00am – 12:00pm

Goal: Provide parents with information about the start of the school year and begin engaging them in deconstructing how they know when their children are learning

Expected Outcome/s: Parents will begin to question what demonstrates evidence of their child’s learning

10:00am – 10:15am Welcome & Introductions

- Sign in
- Video Slide
- Parent Ice Breaker

10:15 – 10:30am Announcements

Housekeeping (Karla)
traffic, PowerSchool
professional dress, attendance, student grouping, general homework
expectations, Canada College Bus

Back to School Wednesday, Sept 12, 6:00-8:00pm
PE 9th graders will start PE 1:00-2:30. Next Tuesday and Thursday only:
Students will be excused, and parents can pick up from the Boys and Girls Club o

MAP (Measurement of Academic Progress) Testing dates
September 4,5,6 Tues-Thurs

Hero Day: 12 -3pm Backpack give away at 550 Bell St. EPA
Super Heroic & EPA Children’s Day present East Palo Alto’s first ever HERO DAY!
Hero Day is a celebration of our kids getting ready for their mission of tackling
the new school year. We will be giving away school supplies and back-packs

Ujima – Huge Molotsi
Ulima is a free carpooling service for parents
10:30 – 10:45  Small Group Activity: How do you know when your child is learning?
  ➢  How do you find evidence of your child’s learning?
  ➢  What hard data do you use to inform you that your child is learning?

10:45 – 11:00am  Large Group Activity
Parents report out results of small group activity

11:05 – 11:50am  Sojourn to the Past presentation (Jeff)

11:50am – 12:00pm  Closing words/clean up

  •  Next Parent Meeting: Back to School Night
    Wednesday, September 12, 2018; 6:00 – 8:00pm
Parent Ice Breaker

*Please write down the names of each parent and have them initial it*

1. Find 2 parent you don’t know, that are new to Oxford Day Academy

2. Find the parents whose students attended the 2 weeks Stanford Emergency Medical program.

3. Find the parent whose student attend the 6 weeks SMASH (Summer Math and Science Honors Academy) program.

4. Find the parents whose students went to Oxford, England two weeks ago.

5. Find the parents whose students worked as Teaching Assistants at Oxford Day Academy this summer.
How do you know when your child is learning?
Fecha: 25 de agosto de 2018

Lugar: Oxford Day Academy - MPR

Evento y hora del: Reunión con los padres, 10:00 am - 12:00 p.m

Meta: Proporcionar a los padres información sobre el inicio del año escolar y comenzar a
deconstruir cómo saben cuando sus hijos están aprendiendo

Resultados esperados: los padres comenzarán a cuestionar qué muestra la evidencia del aprendizaje de
sus hijos

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10:00 am - 10:15 am    Bienvenida y presentaciones

- Iniciar sesión
- Video Slide
- Actividad para conocer a otras familias

10:15 - 10:30 am    Anuncios

Información básica (Karlia)
tráfico de la, PowerSchool
la vestimenta profesional de, la asistencia, la agrupación de estudiantes, las
expectativas generales de la tarea, Canada College Bus

Noche de Regreso a la escuela: Miércoles, 12 de septiembre, 6:00-8:00 pm
PE grado 9 comenzarán PE 1: 00-2:30. Solamente para el próximo martes y
jueves: los estudiantes serán excusados, o los padres podrán recogerlos en el
Boys and Girls Club

MAP (Medición del progreso académico) Fechas de los exámenes de
septiembre 4, 5, 6 Martes a jueves

Día de héroes: 12 a 3 pm Regalar Mochilas en 550 Bell St. EPA
Héroes y EPA Día De los Niños presenta el primer DÍA DE LOS NIÑOS de East
Palo Alto!
Día de los Héroes es una celebración de nuestros niños preparándose para su
misión de abordar el nuevo año escolar. Vamos a regalar útiles escolares y
mochilas
Ujima - Huge Molotsi
Ujima es un servicio gratuito de uso compartido de vehículos para los padres

10:30 - 10:45  Actividad en grupos pequeños: ¿Cómo sabes cuando su hijo está aprendiendo?
- ¿Cómo encuena evidencia del aprendizaje de su hijo?
- ¿Qué datos duros usa para informarle que su hijo está aprendiendo?

10:45 - 11:00 a.m.  Actividad de grupos grandes
padres informan los resultados de la actividad de grupos pequeños

11:05 - 11:50 am  Presentación de la programa “Sojourn to the Past” (Pasar al pasado) (Jeff)

11:50 am - 12:00 pm  Palabras de clausura / limpieza
- Reunión de padres siguiente: Noche de regreso a la escuela
  Miércoles, 12 de septiembre, 2018; 6:00 - 8:00 pm
Actividad para conocer a otras familias

Escriben los nombres de cada padre y pídale que lo inicien

1. Encuentre 2 padres que no conoce, que son nuevos en Oxford Day Academy

2. Encuentre a los padres cuyos estudiantes asistieron a las 2 semanas de Stanford Emergency Programa médico

3. Encuentre al padre / a cuyo alumno asista a la programa SMASH (Programa de Honores Academia Del Verano de Matemáticas y Ciencias) de 6 semanas.


5. Encuentre a los padres cuyos estudiantes trabajaron como Asistentes de enseñanza en Oxford Day Academy éste verano.
¿Cómo sabes cuándo tu hijo está aprendiendo?

How do you know when your child is learning?
Oxford Day Academy - Parent Meeting (Saturday, September 16)

10:00 - 10:30 Housekeeping
10:30 - 11:20 15 Minute Interval Schedule (snapshot of our model and values)
11:20 - 11:30 Regroup

Core (Group A)
Science
English
Math

Electives (Group B)
Leadership
Visual and Performing Arts
Spanish Media

Other (Group C)
Independent Learning Time
College Counseling
Canada College
Academic Support
Small Group

(2 minutes allocated for parents to get from class to class)

To Do List
  • what are the skill sets we want the kids to have by the end year
  • what are the skills we want them to demonstrate in another 4 weeks
  • examples: how to create a research project, how to present
  • speak to the objectives, skills, and practices
  • Green sheets (Course Description)
  • Summit
Date: October 13, 2018

Location: Oxford Day Academy - MPR

Event and Time: Parent Meeting, 10:00am – 11:30am

Goal:

Expected Outcome/s:

10:00am – 10:15am Welcome & Introductions

- Sign in
- Parent Ice Breaker
- Distribute Student/Parent handbook

10:15 – 10:45am Announcements

Progress Reports – Available October 15th
MAP Assessment data results
Parent perspective about attending the Oxford trip – Ms. Patricia Ragins
KIPP - recruitment presentation
Student, Teacher, Parent Committee (STPC) – Chyanne, Ine, Sofia
LCAP Review
Workshop
Powerschool for Parents

10:45am – 11:50am Special Education

11:50am – 12:00pm Closing words/clean up

- Parent evaluation
- Next Parent Meeting: November 17, 2018
Parent Ice Breaker
Date: November 17, 2018

Location: Oxford Day Academy

Event and Time: Parent Meeting, 10:00am – 11:30am

Goal: Develop and/or strengthen parent’s capacity to deconstruct data to inform how best to support their child’s academic performance

Expected Outcome/s: Parents will be able to analyze Fall MAP data

10:00am – 10:20am
Welcome & Introductions

- Sign in
- Parent introductions
- Announcements:
  Camp Lead – 11/26 -11/28 (Mandatory for all students)
  Harvard Trip – February 2018
  Student Attendance
  Quarter 1 Progress Reports
  Homework Submission
  2019 student and staff recruitment
  12/3 Lottery information night 6 – 7pm
  Student, Teacher, Parent, Community (STPC)
  ODA successes and challenges

Parent Volunteer Opportunities
- Parent Volunteer Hours – Minimum 10 hours
- Measurable goals and outcomes we are aiming to achieve
- Volunteer Opportunities

- Review today's workshop goals and expected outcomes
  ➢ 2018-19 Schoolwide goals:
    1. Increase fidelity to ODA model
    2. Use data to inform practice
    3. Increase academic rigor and discourse
  
  ➢ Discuss most recent Ravenswood school data on student performance
10:20am – 10:40am  Small Group Exercise: MAP Data
  • Review data
  • What is the first word that comes to mind after reviewing MAP data?
  • List 3 observations about the data.
  • What conclusions can you draw?
  • What questions do you have about the data?
  • How can you use the data to inform how best to support your child and students at Oxford Day Academy?

10:40am – 11:00am  Small Group Presentation:
  • Each parent group will share out results from their small group exercise and discussion

11:00am – 11:20am  Planned Parenthood Presentation

11:20am – 11:30am  Closing words/clean up
  • Next Parent Meeting: Saturday, December 15, 2018; 10am – 11:30am
  • Happy Thanksgiving
Fecha: 17 de noviembre, 2018

Ubicación: Oxford Day Academy

Evento y Hora: Reunión de Padres, 10:00am – 11:30am

Meta: Desarrollar y fortalecer la capacidad de los padres para analizar los datos para informar la mejor manera de apoyar el rendimiento académico de sus hijos.

Resultado/s esperado/s: los padres podrán analizar los datos del MAP de otoño

10:00am – 10:20am

Bienvenida y Introducciones

- Registrar su asistencia
- Introducciones
- Anuncios:
  Camp Lead – 11/26 -11/28 (Mandatory para todos los estudiantes)
  Paseo a la Universidad de Harvard – Febrero 2018
  Asistencia
  Reportes de Progreso Trimestre 1
  Entrega de tareas
  Reclutamiento de estudiantes y personal en 2019
  12/3 Noche de Información 6 – 7pm
  Comunidad de Estudiantes Maestros y Padres (STPC)
  Exitos y Retos de ODA

Horas Voluntarias

- Horas voluntarias de Padres – Mínimo 10 hours
- Metas y resultados que esperamos lograr
- Oportunidades de ser voluntario

- Revisar las metas y los objetivos del taller de hoy
  ➢ Metas escolares para el 2018-19:
    1. Incrementar la fidelidad al modelo ODA.
    2. Usar datos para informar la práctica.
    3. Incrementar el rigor académico y el discurso.

  ➢ Analizar los datos escolares más recientes de Ravenswood sobre el rendimiento de los estudiantes.
10:20 am – 10:40 am  Ejercicio de grupos pequeños: datos MAP

- Analizar datos
- ¿Cuál es la primera palabra que viene a la mente después de revisar los datos de MAP?
- Identifique 3 observaciones sobre los datos.
- ¿Qué conclusiones puedes hacer?
- ¿Qué preguntas tienes sobre los datos?
  ¿Cómo puede usar los datos para informar cómo apoyar mejor a su hijo y a los estudiantes en Oxford Day Academy?

10:40 am – 11:00 am  Presentación en grupos pequeños:

Cada grupo de padres compartirá los resultados de su ejercicio y discusión que tuvieron en grupos pequeños.

11:00 am – 11:20 am  Presentación de Planned Parenthood

11:20 am – 11:30 am  Palabras de clausura / limpieza

- Próxima reunión de padres: sábado 15 de diciembre de 2018; 10 am - 11:30 am
- Feliz día de acción de gracias
Date: December 15, 2018

Location: Oxford Day Academy

Event and Time: Parent Meeting, 10:00am – 11:30am

Goal: Parents will experience what it feels like to take a final exam

Expected Outcome/s: Parents will have a better understanding of the work students are expected to accomplish during final exams

10:00am – 10:20am  Welcome & Introductions

- Sign in
- Camp Lead Video
- Announcements:
  - Live in Peace – student/family opportunities (Julia)
  - Distribute Job Train flyer
  - 2019 Student Recruitment
  - Students Attendance and Tardies
  - Student Homework Submission
  - Semester 2 Cañada College Course: Cultural Anthropology
  - Student, Teacher, Parent, Committee - STPC
    - Final Exam Week: Attire, schedule and expectations
    - Thursday, 12/20/18 - students must come to school
    - Ice Skating, Luncheon, Movie Night

10:30am – 10:50am  Small Group Exercise: Group Final Exam (*math, History, Science, Eng*)

- Discuss the final exam with your group
- Answer final exam questions
- What do you need to know in order to successfully answer the final exam questions?
- What challenges did your group encounter?

10:55am – 11:15am  Small Group Presentation:

- Each parent group will share out results from their small group exercise and discussion
11:15am – 11:25am

School Culture and Climate

11:25am – 11:30am

Closing words/clean up

- Next Parent Meeting: Saturday, January 19, 2019; 10am – 11:30am
- Happy Holidays
Date: December 15, 2018

Location: Oxford Day Academy

Event and Time: Parent Meeting, 10:00am – 11:30am

Goal: Parents will experience what it feels like to take a final exam

Expected Outcome/s: Parents will have a better understanding of the work students are expected to accomplish during final exams

10:00am – 10:20am Welcome & Introductions

- Sign in
- Camp Lead Video
- Announcements:
  - Live in Peace – student/family opportunities (Julia)
  - Distribute Job Train flyer
  - 2019 Student Recruitment

Students Attendance and Tardies
- Dr. St. Roseman urges parents that we need to have students come to school, on time and regularly.
- If students have headaches or stomach aches, please do not take them out of school.
- If they keep missing school, students cannot graduate because they are missing instructional minutes.

Student Homework Submission
- Students are struggling with submitting homework.
- The teachers are working to make sure that the homework is meaningful.
- Ms. Rice shares her homework data with parents.
- Asks parents for an interpretation of the data.
- Parents respond that not many students are turning in their homework.
- Ms. Rice agrees, and says that for some of the students, they are turning in homework, but they are not completing it.
-Parents ask questions about what homework is not being completed.
-Testing grades are decent, but the overall grade is dropping because they are not turning in the homework.
-Questions about office hours, there are times when students can meet with students. Math does offer set office hours, and on average, there are only about five students who attend.
-There has been an increase in students attending the math office hours due to finals approaching, teachers encourage parents to help their students get into the habit of attending the office hours regularly.
-Students still do not show urgency around their grades and studying.

Semester 2 Cañada College Course: Cultural Anthropology

**Student, Teacher, Parent, Committee - STPC**
- Final Exam Week: Attire, schedule and expectations
  - Students go over final exam materials and attire.
  - Students go over the finals schedule. Parents are informed students must have the proper attire for final exams and arrive on time or students will not be allowed to take their final exam.

- Thursday, 12/20/18 - students must come to school
  - STPC discusses price of the ice skating trip, and that students must attend the trip.
  - Thanked parents for their donations for the thanksgiving potluck.

- Ice Skating, Luncheon, Movie Night
  - Movie night tickets are on sale.

10:30am – 10:50am

**Small Group Exercise: Group Final Exam (math, History, Science, Eng)**
- Discuss the final exam with your group
- Answer final exam questions
- What do you need to know in order to successfully answer the final exam questions?
- What challenges did your group encounter?
10:55am – 11:15am  
**Small Group Presentation:**

- Each parent group will share out results from their small group exercise and discussion

**Biology:** Parents discuss the final exam question, and their findings. Talked about recessive genes and gave examples to build on the conversation and the final exam question. Broke it down to make it connect to real life.

**Math:** Parents said that the word problem was hard to process, they had to read the problem a couple of times just to understand the prompt. It was hard, parents worked together to offer different suggestions on how to solve the problem. Went through a process of trial and error until they finally came to a conclusion.

**History:** Went to the internet to research their question to find an answer. Wanted to make sure that they found a credible source, so they matched answers on the internet that they found. One challenge was figuring out what was a credible source.

**English:** Parents offered that they had to use different resources to understand the prompt. Had to call another person to help understand the prompt. Now they understand why it is important to have their student use resources to answer questions on their own.

11:15am – 11:25am  
**School Culture and Climate**

11:25am – 11:30am  
**Closing words/clean up**

- Next Parent Meeting: **Saturday, January 19, 2019; 10am – 11:30am**
- Happy Holidays

- Parent attendance is at 50% this year, but we need to be at 70% minimum.

- Ask parents about the schedule of the meeting, perhaps take a look at offering different dates.

- Parent expresses that other parents should take initiative to call other parents and remind them of the meetings.

- Some type of accountability system needs to be set in place for parents who do not attend the meetings/fail to communicate their absence ahead of time.
Date: January 19, 2019

Location: Oxford Day Academy

Event and Time: Parent Meeting, 10:00am – 11:30am

Goal: To model a social awareness skill exercise and review Social Emotional Learning (SEL) core competencies

Expected Outcome/s: Parents will be able to clarify their understanding and expectations of Social Emotional Learning and Critical Thinking

10:00am – 10:20am  Welcome & Introductions

- Sign in
- Video
- Announcements:
  Young Adult Novelist Convention
  Prepare and file federal and state income tax for free (SDA)
  2019 Student and teacher Recruitment
  Semester 1 student grade report, Sem 2 schedule
    - Additional math and English classes
    - SAT prep course for sophomores
  Sem 2 Cañada College Course: Cultural Anthropology
  Students' Attendance and Tardies
  Student Homework Submission

Student, Teacher, Parent, Committee - STPC

- Oxford Day Academy Winter Formal 2/16/19
- Parent Volunteers
- Fundraising

10:30am – 10:50am  SEL Pair Exercise: each participant has 3 minutes to share a short glimpse of Their cultural legacy.

- In pairs, share the full name of your parents/caregivers and where they were born
- What were the names of your mom/dad’s parents (your grandparents) and where were they born?
- Repeat the same process for your great-grandparents
- What challenges did your group encounter?
10:55am – 11:20am  Large Group Discussion

11:25am – 11:30am  Closing words/clean up

- Monday, 1/21/19 MLK Day – No School
- Next Parent Meeting: Saturday, February 9, 2019; 10am – 11:30am
TOMAR DE DECISIONES RESPONSABLES

HABILIDAD DE MANTENER RELACIONES

APRENDIZAJE SOCIAL/EMOCIONAL

ADMINISTRACIÓN PROPIA/AUTOGESTIÓN

AULAS

ESCUÉLAS

HOGARES Y COMUNIDADES

IMPLEMENTACIÓN/PRACTICA TOTAL EN ESCUELAS

INSTRUCCIÓN DE APRENDIZAJE SOCIAL/EMOCIONAL

AСOМUNICAЈES FAMILIARES Y COMUNITARIAS
COMPETENCIAS DE APRENDIZAJE SOCIAL/E MOCIONAL

CONCIENCIA DE SÍ MISMO: La capacidad de reconocer con precisión sus propias emociones, pensamientos y valores, y cómo influyen el comportamiento de uno. La capacidad de evaluar con precisión las fortalezas y limitaciones de uno con un sentido de confianza, optimismo y una "mentalidad de crecimiento" bien fundamentados.

ADMINISTRACIÓN PROPIA/AUTOGESTIÓN: La capacidad de regular con éxito las emociones, pensamientos y comportamientos de uno en diferentes situaciones. La habilidad de manejar el estrés de manera efectiva, controlar los impulsos y motivarse a sí mismo. La capacidad de establecer y trabajar hacia metas personales y académicas.

CONCIENCIA SOCIAL: La capacidad de tomar la perspectiva y demostrar empatía hacia los demás; incluyendo aquellos de antecedentes y culturas diversas. La capacidad de comprender normas sociales y éticas para el comportamiento y reconocer los recursos y apoyos de familia, escuela, y comunidad.

HABILIDAD DE MANTENER RELACIONES: La capacidad de establecer y mantener relaciones saludables y gratificantes con individuos y grupos diversos. La capacidad de comunicar claramente, escuchar bien, cooperar con los demás, resistir presiones sociales inapropiadas, negociar conflictos de manera constructiva y buscar y ofrecer ayuda cuando sea necesario.

TOMAR DECISIONES RESPONSABLES: La capacidad de tomar decisiones positivas sobre el comportamiento personal y las interacciones sociales basadas en estándares éticos, y conciencia de seguridad y normas sociales. La evaluación realista de las consecuencias de varias acciones y la consideración del bienestar de uno mismo y de los demás.
Understanding and Teaching Social And Emotional Learning Skills and Strategies

*Equipping students with the mindsets, skills and habits they need to succeed*

**A Key Component of Academic and Life Learning**

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*Oxford Day Academy*
Social Awareness Introduction

- In pairs, share the full name of one of your parents (or caregiver) and where they were born.
- Repeat for two additional generations (What was the full name of your mom's/dad's parent (your grandparent) and where were they born?
- Repeat same process for your great grandparent.
- Take 3 minutes to share a short glimpse into their cultural legacy.

Let's talk about it:

- What were some of the commonalities, differences, and interesting insights or things shared about the person you're talking to?
Contents

- Introduction & Small Group exercise (Social Awareness)
- Social and Emotional Learning Strategies Matter
- What is the definition of SEL?
- Strategies and Techniques
- Self-Management in the Classroom and at home
- Wrapping Up
Introduction

In this session you will:

- Build a deeper understanding of social awareness, one example of a social-emotional competency that can help students succeed.
- Understand the SEL core competencies and skills we are working to develop.
- Clarify your understanding and expectations regarding SEL skills development in the classroom.
Introduction

Skills beyond academic knowledge are crucial to college and career readiness:

- E.g., perseverance, motivation, social skills, growth mindset, etc.
- They are often referred to as social-emotional skills or non-cognitive skills

Many teachers and parents know the importance of social-emotional skills
- But most schools don’t always prioritize these skills or give teachers the support they need and the credit they deserve for teaching these skills.

Oxford Day Academy has made a commitment to teaching and developing Social-emotional skills within students, teachers and our community
Defining Social and Emotional Learning

Social Emotional Learning

It is a competency that students **at every level of schooling and ability level** must practice over the course of their development.

- Some students may need to work on developing their social and emotional skills more than others, in fact.

- All students (and adults!) can and should continue to hone their social and emotional learning skills and competency at every age.

_Social and emotional learning (SEL) is the process through which children, students and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions._

Oxford Day Academy
Social and Emotional Learning Core Competencies

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

**SELF-AWARENESS**

- The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
  - Identifying Emotions
  - Accurate Self-perception
  - Recognizing Strengths
  - Self-confidence
  - Self-efficacy

**SELF-MANAGEMENT**

- The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
  - Impulse Control
  - Stress Management
  - Self-discipline
  - Self-motivation
  - Goal Setting
  - Organizational Skills

**SOCIAL AWARENESS**

- The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
  - Perspective-taking
  - Empathy
  - Appreciating Diversity
  - Respect for Others

** RESPONSIBLE DECISION-MAKING**

- The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
  - Identifying Problems
  - Analyzing Situations
  - Solving Problems
  - Evaluating
  - Reflecting
  - Ethical Responsibility

**RELATIONSHIP SKILLS**

- The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
  - Communication
  - Social Engagement
  - Relationship Building
  - Teamwork
Self-Management Matters

Exploring the concept and its implications
What Does Learning Self-Management Look Like?

Student interviews and discussion
January 19, 2019

I borrowed this cultural identity activity from the SEAL Team in Denver (PSELI District).

In pairs, participants are asked to share the full name of one of their parents (or caregiver) and where they were born. The process is repeated for two additional generations (What was the full name of your mom's/dad's parent (your grandparent) and where were they born?

Repeat same process for your great grandparent. Each participant gets 3 minutes to share a short glimpse into their cultural legacy. It always generates conversations about commonalities, differences, and intriguing insights about the person you're talking to.

Pamela Randall-Garner
Presté esta actividad de identidad cultural del Equipo SEAL en Denver (Distrito PSELI).

En parejas, se les pide a los participantes que compartan el nombre completo de uno de sus padres (o la persona quien te crió) y el lugar donde nacieron. El proceso se repite durante dos generaciones adicionales (¿Cuál era el nombre completo de los padres de su mamá / papá (su abuela/abuelo) y dónde nacieron?

Repita el mismo proceso para su bisabuelo. Cada participante tiene 3 minutos para compartir en breve su legado cultural. Siempre genera conversaciones sobre lo que tenemos en común, diferencias y perspectivas intrigantes sobre la persona con la que estás conversando.

Pamela Randall-Garner
Date: January 19, 2019

Location: Oxford Day Academy

Event and Time: Parent Meeting, 10:00am – 11:30am

Goal: To model a social awareness skill exercise and review Social Emotional Learning (SEL) core competencies

Expected Outcome/s: Parents will be able to clarify their understanding and expectations of Social Emotional Learning and Critical Thinking

Welcome & Introductions

- Sign in
- Video
- Announcements:
  
  Young Adult Novelist Convention
  Prepare and file federal and state income tax for free (SDA)
  2019 Student and teacher Recruitment
  Semester 1 student grade report, Sem 2 schedule
    - Additional math and English classes
    - SAT prep course for sophomores
  Sem 2 Cañada College Course: Cultural Anthropology
  Students’ Attendance and Tardies
  Student Homework Submission
    - Students are still struggling with their homework submissions.
    - A lot of students received F’s for the semester grades, and it is because they are not turning in their assignments.
    - We are not passing students just because they show up.
    - Parent Question: How can I confirm that my student does not have homework when they tell me they don’t have any?
    - Students always have homework, they are in high school.
Students who have more advanced math skills are going to be pushed into higher math classes.

Student, Teacher, Parent, Committee - STPC
- Oxford Day Academy Winter Formal 2/16/19
- Parent Volunteers
- Fundraising

10:30am – 10:50am  
**Pair Exercise:** each participant has 3 minutes to share a short glimpse of Their cultural legacy.
- In pairs, share the full name of your parents/caregivers and where they were born
- What were the names of your mom/dad’s parents (your grandparents) and where were they born?
- Repeat the same process for your great-grandparents
- What challenges did your group encounter?

**Table 1:** -They all come from a Latino heritage

**Table 2:** The differences are in the food, similarities are that they are all Latino, also the culture of community. How people come together and share food.

**Table 3:**
- Focus is on social awareness skills and being able to create relationships.
- How would this skill help your students to do better in class?

**Responses:**
- Coming together to find different solutions to problems.
- When you come together with others, you lose fear, and build confidence to ask for what you need.

**Conclusion**

The goal is for students to understand and apply these SEL strategies by the end of the year. These skills are crucial in helping our students succeed in life and in academics. Our aim is to target the mind, heart, and physical components of the child. Many teachers are trained on how to implement skills within their lesson plans, and parents naturally adhere to them as they teach their children how to navigate society. It is usually inherent and done instinctively when dealing with our children. Things like chores and social norms that we live by help to increase a student’s capacity for understanding and applying the SEL strategies in school but more importantly, to the larger world.

**Parent Question:**
How is Oxford Day Academy working to address the disconnect that the English-speaking students have with the Spanish-speaking students as it relates to SEL.

We are addressing it in all of the classes.

10:55am – 11:20am  Large Group Discussion

11:25am – 11:30am  Closing words/clean up

  • Monday, 1/21/19 MLK Day – No School
  • Next Parent Meeting: Saturday, February 9, 2019; 10am – 11:30am
Date: February 9, 2019

Location: Oxford Day Academy

Event and Time: Parent Meeting, 10:00am – 11:30am

Goal: To provide families with preparation strategies and skills in support of students toward building higher level thinking as they pursue upper grades in high school in anticipation of applying to college(s).

Expected Outcome/s: Parents will develop a better understanding of how selective colleges make admission decisions.

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10:00am – 10:20am

Welcome & Introductions
- Sign in
- Video

Announcements:

Michelle
Summer Opportunities

Ms. Louie
Math and English Recovery Classes
MAP testing week of February 26th
Distribute Spanish and English handouts of Parent’s guide to MAP Growth
10th Grade students’ performance

Student, Teacher, Parent, Committee - STPC
- Oxford Day Academy Winter Formal 2/16/19
- Parent Volunteers
- Fundraising

10:30am – 10:50am

Small Group Activity: GPA Game

10:55am – 11:20am

Large Group Discussion

11:25am – 11:30am

Closing words/clean up

Next Parent Meeting: Saturday, March 9, 2019; 10am – 11:30am
**Fecha:** 9 de febrero del 2019

**Ubicación:** Oxford Day Academy

**Evento y Hora:** Reunión de Padres, 10:00am – 11:30am

**Metas:** Proporcionar a las familias estrategias y habilidades de preparación para ayudar a los estudiantes a desarrollar un pensamiento de nivel superior a medida que cursan los grados superiores en la escuela secundaria antes de postularse a la universidad.

**Resultados Esperados/s:** Los padres desarrollarán una mejor comprensión de cómo las universidades selectivas toman las decisiones de admisión.

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<td>- Clases de recuperación de Matemáticas e Inglés</td>
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<tr>
<td></td>
<td>- Examen de MAP en la semana del 26 de febrero</td>
</tr>
<tr>
<td></td>
<td>- Distribuir folletos en español e inglés de la guía para padres sobre MAP</td>
</tr>
<tr>
<td></td>
<td>- Rendimiento de los alumnos del 10º grado.</td>
</tr>
<tr>
<td>10:30am – 10:50am</td>
<td>Actividad en Grupo Pequeño: Juego de GPA (por sus siglas en inglés)</td>
</tr>
<tr>
<td>10:55am – 11:20am</td>
<td>Discusión en Grupo Grande</td>
</tr>
<tr>
<td>11:25am – 11:30am</td>
<td><strong>Palabras de Cierre/Limpieza</strong></td>
</tr>
<tr>
<td></td>
<td>Próxima Reunión de Padres de Familia: Sábado 9 de marzo del 2019; 10am – 11:30am</td>
</tr>
</tbody>
</table>

Irene St. Roseman

February 8, 2019
Date: February 9, 2019

Location: Oxford Day Academy

Event and Time: Parent Meeting, 10:00am – 11:30am

Goal: To provide families with preparation strategies and skills in support of students toward building higher level thinking as they pursue upper grades in high school in anticipation of applying to college(s).

Expected Outcome(s): Parents will develop a better understanding of how selective colleges make admission decisions.

10:00am – 10:20am

Welcome & Introductions

- Sign in
- Video
- Announcements:
  
  **Michelle**
  Summer Opportunities
  Michelle brought up Kassandra to talk about her summer experience at Stanford in the emergency medical program.

  Encouraged parents to look into summer opportunities for students through the school.

  Volunteering opportunity: winter ball - $10 or 1 hour

  **Ms. Louie**
  Math and English Recovery Classes
  MAP testing week of February 26th
  Distribute Spanish and English handouts of Parent’s guide to MAP Growth
  10th Grade students’ performance

-introducing new staff: Mr. Tinife, Mr. McLean and Ms. Cruz

-IXL - what it is, what it’s about, how much students do per week (3) and how they can access it (even on the phone).

<table>
<thead>
<tr>
<th>January</th>
<th>HW</th>
<th>IXL</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>67%</td>
<td>59%</td>
</tr>
<tr>
<td>10th</td>
<td>38%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Irene St. Roseman

February 8, 2019
KS/KS's mom: concerned that they need extra help and feels like her girls are trying their best and they don’t understand well. They need help to complete it.

-Parent: Have we asked ourselves what else this could be?

Denise: Students are not looking at or attempting the HW their time and quality % is low. It’s ok if it’s not completed, but they should come to class with questions based on trying to do it, looking at it.

-Parent: What is the point of continuing to go so fast if they aren’t getting it and can’t raise their grade?

Denise: There are grade level expectations, so in order to help with this, we have IXL, Mr. Tinifie, times open for teachers so that students can come in and ask questions. 10th graders are not coming in to ask for help.

Rice: RTI groups with Tinifi, Rice and McLean

-DE’s father - He doesn’t want to excuse students their responsibilities but we need to ask them as students and parents: Why are they not interested? What are they avoiding it? They are not motivated to learn? Why do they not feel comfortable asking for help?

Sharon - we need to continue that conversation with Dr. St-Roseman and Faculty at another time.

Michelle - There is always an open invitation for parents to make appointments at the front desk with Dr. St-Roseman to bring up concerns.

Carlos - Asked Louie - how do you find out if students have turned in homework? If your student doesn’t have a mental or physical problem and they have all of the tools to succeed and they aren’t doing their job the way that they should be: maybe she is going too easy on them. What technique are they using to motivate students. If they don’t have that at home, they are at the age where they don’t share anything and looking at their homework since we don’t understand it we have to trust them to do it.

Michelle: how to we figure out if they are turning in homework:

Denise: Powerschool but its in the process of being fixed so that it shows everything.

Karla: Every parent should have a log in and be able to monitor every single day of their students’ progress + links to teacher emails.
Michelle - If they don’t have it they should talk to Ms. Karla to get it.

**Student, Teacher, Parent, Committee - STPC**
- Oxford Day Academy Winter Formal 2/16/19
- Parent Volunteers
- Fundraising

**10:30am – 10:50am** **Small Group Activity:** GPA Game
Sharon - one of the reasons she has been brought to this school is to make sure that that kind of discussion is being developed and discussed completely. *background of Dr. St-Roseman and Sharon* - we know how to work at a school that has been around a long time, but we are determined to have this school be one where you understand that it is here to serve the needs for all of the students/all of the children and how teachers are providing all of the information that you and your child needs.

Ms Michelle and Sharon would not be here if they aren’t here to talk about college if they weren’t willing to make sure that the students are prepared for something beyond high school.

**10:55am – 11:20am** **Large Group Discussion**
What requirements do students need to be college ready? GPA, parent involvement, do they want to go to a university, community hours.

**Student Activity:**
- Name a 4 year college
  -- *UCLA*
- What GPA is needed to get into *UCLA*?
  -- *3.8 and above*
- Who is taking difficult classes?
  -- *resort students*
- If you play golf or tennis or swim really well, go up 2
- If you applied to college through early decision, go up 2
- If your intended major is pre-med go down 1
- If you do not know any of your teachers well and have trouble finding someone to write your college recommendations or if you have been suspended several times go down 2.

-- Activity sorts students the way the application process works: according to GPA, involvement, discipline record (suspensions), recommendations, etc.

Irene St. Roseman  
February 8, 2019
Parent questions from this activity:

- Is this exercise only for UC schools?
- What do you mean by enrichment programs?
- How do students get scholarships?
- What if the family is a first generation who is applying to college? Does that make a difference in the application process?
- Would if my son did an outside of school program that is community service? How could that help him?
- How can we motivate our students so they will want to go to college?

11:25am – 11:30am  Closing words/clean up
Next Parent Meeting: Saturday, March 9, 2019; 10am – 11:30am
Date: March 9, 2019
Location: Oxford Day Academy
Event and Time: Parent Meeting, 10:00am – 11:30am
Goal: 
Expected Outcome/s:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00am – 10:20am</td>
<td>Welcome &amp; Introductions</td>
</tr>
<tr>
<td></td>
<td>• Sign in</td>
</tr>
<tr>
<td></td>
<td>• Video</td>
</tr>
<tr>
<td></td>
<td>Announcements:</td>
</tr>
<tr>
<td></td>
<td>Summer Opportunities</td>
</tr>
<tr>
<td></td>
<td>MAP testing</td>
</tr>
<tr>
<td></td>
<td>Daniella’s dad (10 mins)</td>
</tr>
<tr>
<td>10:30am – 10:50am</td>
<td>Small Group Activity:</td>
</tr>
<tr>
<td>10:55am – 11:20am</td>
<td>Large Group Discussion</td>
</tr>
<tr>
<td>11:25am – 11:30am</td>
<td>Closing words/clean up</td>
</tr>
<tr>
<td></td>
<td>Next Parent Meeting: Saturday, April 2019; 10am – 11:30am</td>
</tr>
</tbody>
</table>
Date: April 13, 2019

Location: Oxford Day Academy

Event and Time: Parent Meeting, 10:00am – 11:30am

Goal: To inform parents about teens rights at their place of employment

Expected Outcome/s: Parents will understand the rights of teens at their place of employment and the health and safety hazards that exist for young workers.

<table>
<thead>
<tr>
<th>10:00am – 10:20am</th>
<th>Welcome &amp; Introductions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Sign in</td>
</tr>
<tr>
<td></td>
<td>• Video</td>
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<tr>
<td></td>
<td>Announcements:</td>
</tr>
<tr>
<td></td>
<td>Summer Opportunities</td>
</tr>
<tr>
<td></td>
<td>Recruitment</td>
</tr>
<tr>
<td></td>
<td>Field Trip Chaperones needed</td>
</tr>
<tr>
<td></td>
<td>Student Homework Submission</td>
</tr>
<tr>
<td></td>
<td>Holding Students After School on Fridays</td>
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<tr>
<td></td>
<td>Cheating Scandal</td>
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<tr>
<td></td>
<td>May Parent Meeting (Break out session)</td>
</tr>
<tr>
<td></td>
<td>Parent Board Nominations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10:30am – 11:20am</th>
<th>STPC (Student, teacher, Parent Committee)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Presentation and Group Activity:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11:20am – 11:30am</th>
<th>Boys and Girls Club of East Palo Alto (presentation about summer programs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Closing words/clean up</td>
</tr>
<tr>
<td></td>
<td>Next Parent Meeting: Saturday, May 11, 2019; 10am – 12:00pm</td>
</tr>
</tbody>
</table>
Date: May 10, 2019

Location: Oxford Day Academy

Event and Time: Parent Meeting, 10:00am – 12:00pm

Goal: 1. Increase parents’ data literacy

2. Inform parents of concerns regarding students’ code of conduct

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10:00am – 10:30am

Welcome & Introductions
- Sign in
- Video
- Ice-breaker - Ace Poetry Contest
- Write one good thing about the school year and one thing that needs to improve

Announcements:
- Boys and Girls Club Summer Program
- Recruitment
- Summer Reading
  - A Dream too Big by Caylin Moore (required reading whole school)
- Parent Recognition
- Grade Retention (students failing 3 or more classes)
- Job Opportunity – ODA Summer Institute
- Google – coding for girls
- Culminating Exams
  - proposed calendar
- ODA School Uniform
- Zero drug policy to be implemented August 1, 2019
- Parent Volunteers need to help clear out SDA room
- Board Election moved to September
- End of year Exhibition – May 31, 2019

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10:30am – 10:45am

Community Response to Academic Management (CRAM): Student Presentation

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10:50am – 11:20am

Small Group Activity: Review Winter 2019 MAP Data
What does the data suggest?
Based on the data, how do you know if students are performing at grade level?
What is the longitudinal progress of a specific cohort?
What is the Data not telling you?
11:20am – 11:50pm
ODA Cheating Scandal – Whole Group Activity
How do we hold students accountable as a community?

11:50am – 12:00pm
Closing words/clean up
Next Parent Meeting: August 2019
5) Venir a preguntar como va ella y cuándo me sea posible venir como voluntaria.

2) ¿Cuánto español sabe? ¿Cuánto ha aprendido y cuales personas han sido las que le han enseñado? ¿Ha hablado español con ellas? ¿Puedes traducir lo que ha aprendido en ese idioma?
1. Matemáticas, Ciencias y lo práctico en la vida diaria.

2. Que si aprendieron y qué les gustaría regresar.


4. Que no logren sus metas, que no eda concentrarse
Lo siento que la experiencia de mi hijo sea muy mala. Ha aprendido mucho que aprenda algo nuevo. Y que el niño aprenda algo nuevo.

1. Hice que sea muy bueno. Se sentía cómodo y seguro que nada.

2. Queda que no dejen sus créditos y buscan en Matemáticas y se hacen.

3. Estar más aprendiendo de sus tareas - tener a todas las tareas que sean necesarias y apoyarlos en todo.
5. Participation @ School
communication w/ School

1. Motivation
L if they feel motivated, they can reach their goals.
L Public speaking skills
L speaking up for themselves

2. To get all their HS credits
L make sure they are on the correct grade level
L to feel capable of going on to the next grade.
2. El próximo año espera que su hijo diga sobre su experiencia en la escuela este año. Que se cierren a los maestros para que ellos sean más atentos y apoyes por ellos.

4. Clases sean adecuadas para su nivel de aprendizaje
   - Que reciban apoyo escolar
   - Que los motiven

5. Siendo voluntarios con la escuela
   - Estar en contacto con los maestros.
ROBERT'S RULES OF ORDER
FOR
ENGLISH LANGUAGE ADVISORY COMMITTEE
PROCEDIMIENTO PARLAMENTARIO SIMPLIFICADO

Orden normal de la reunión:
1. Llamado al orden (por el presidente)
2. Aprobación de las minutas
3. Reporte del presidente (si hubiera)
4. Reporte del tesorero/a (si hubiera)
5. Reporte de comités
   • Comités permanentes
   • Comités especiales o de asunto específico
6. Asuntos (“viejos”) pendientes
7. Asuntos nuevos
8. Cierre de la sesión

Pasos esenciales en el proceso de mociones:
1. Presentación de moción (por cualquier miembro de la asamblea previo reconocimiento del presidente)
2. Apoyo de la moción (por cualquier miembro de la asamblea)
3. Verbalizar la moción (por el presidente inmediatamente de haber sido apoyada o secundada)
4. Discusión de la moción (excepto cuando éste no es debatible)
5. Voto sobre la moción
6. Anuncio del resultado (por el presidente inmediatamente después del voto)

Tabla de proceso de las mociones más comunes (en orden de procedimiento)

<table>
<thead>
<tr>
<th>Mociones</th>
<th>Debatible</th>
<th>Enmendable</th>
<th>Voto Requerido</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cierre de sesión *</td>
<td>No</td>
<td>No</td>
<td>Mayoría</td>
</tr>
<tr>
<td>2. Receso inmediato</td>
<td>No</td>
<td>No</td>
<td>Mayoría</td>
</tr>
<tr>
<td>3. Presentación a la mesa</td>
<td>No</td>
<td>No</td>
<td>Mayoría</td>
</tr>
<tr>
<td>4. Cierre de debate</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
</tr>
<tr>
<td>5. posponer por tiempo definido</td>
<td>Sí</td>
<td>Sí</td>
<td>Mayoría</td>
</tr>
<tr>
<td>6. Para envío a comité</td>
<td>Sí</td>
<td>Sí</td>
<td>Mayoría</td>
</tr>
<tr>
<td>7. Enmendar</td>
<td>Sí</td>
<td>Sí</td>
<td>Mayoría</td>
</tr>
<tr>
<td>8. Posponer por tiempo indefinido</td>
<td>Sí</td>
<td>Sí</td>
<td>Mayoría</td>
</tr>
<tr>
<td>9. Moción principal</td>
<td>Sí</td>
<td>Sí</td>
<td>Mayoría</td>
</tr>
</tbody>
</table>

*La moción para cerrar la sesión es de alto “privilegio” (i.e., no-debatible, sin posibilidad de enmienda, y requiere atención inmediata) únicamente si se hace mientras hay otro asunto en proceso de consideración o si se hace cuando no hay otra moción pendiente. La moción para el cierre de sesión es tratada como cualquier moción principal (i.e., es debatible y podrá enmendarse). La misma regla se aplica para el receso inmediato -- excepto que la moción para receso inmediato aunque no está sujeta a debate, se puede enmendar con respecto a la duración del receso.
SIMPLIFIED PARLIAMENTARY PROCEDURE

Normal order of business:
1. Call to order (by the president)
2. Approval of previous meeting minutes
3. President’s report (if there is any)
4. Treasurer’s report (if there is any)
   • Committees report
   • Permanent committees
5. Special committees or special orders
6. Unfinished business
7. New business
8. Adjourning the meeting

Essential steps in the process of motions:
1. Presentation of the motion (by any member of the Assembly prior recognition of the President)
2. Support the motion (by any member of the Assembly)
3. Verbalize the motion (by the President/Chairman immediately after it have been supported or reinforced)
4. Discussion of the motion (except when this is not debatable)
5. Voting
6. Announcement of the result (by the President/Chairman immediately after the vote)

<table>
<thead>
<tr>
<th>Motions</th>
<th>Debatable</th>
<th>Amendable</th>
<th>Required Vote</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adjourning the meeting*</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>2. Immediate recess</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>3. Lay on the table</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
</tr>
<tr>
<td>4. Close debate</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
</tr>
<tr>
<td>5. Postpone to a certain time</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>6. Refer to committee</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>7. Amend</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>8. Postpone indefinitely</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
<tr>
<td>9. Main motion</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
</tr>
</tbody>
</table>

* The motion to close the meeting is a privileged motion. (e.g., no-debatable, without the possibility of amendment, and requires immediate attention) only if it is made while there is another matter in process of consideration or if it is done when there are no other pending motion. The motion to adjourn is treated as any main motion (e.g., is debatable and it could be amendable). The same rule is applied for immediate recess —except that the motion for immediate recess although is not subject to debate, can be amended when the recess is over.
EL DESARROLLO DE LA REUNIÓN
(Procedimiento Parlamentario)

El Procedimiento Parlamentario es un plan de normas creadas para ayudarle a llevar a cabo una
reunión de una manera ordenada y democrática. Las siguientes páginas examinarán algunos de
los hechos más utilizados de la ley parlamentaria para que pueda desarrollar su capacidad como
miembro del Comité Escolar y/o del Comité Consultivo Bilingüe.

PRINCIPIOS FUNDAMENTALES DE LA LEY PARLAMENTARIA:

- Igualdad – cada miembro tiene el mismo derecho de participar, hablar, debatir e
introducir asuntos o cuestiones en las reuniones.

- Debates libres y sin límite – el debate sin límite es un derecho que se restringe
únicamente si se decide que éste no es parte del tema o si el grupo de una manera
democrática vota restringirlo.

- Normas creadas por la mayoría sin tiranía a la minoría – cuando se logra una
discusión la mayoría gana pero la minoría goza de todos los derechos y los beneficios.

- Una pregunta o propuesta a la vez – una persona habla a la vez y sobre un tema a la
vez.

FUNCIONES FUNDAMENTALES DEL PRESIDENTE:

- Sea un líder

- Empiece y termine las reuniones a tiempo

- Mantenga la reuniones a un paso ordenado

- Asegúrese que todos tengan la misma oportunidad para hablar

- Mantenga el orden

- Sea imparcial y justo

- Asegúrese que haya orden entre los participantes, antes de hablar

- No interrumpa a otra persona que esté hablando

- No tome las cosas de una manera personal
HOW TO CONDUCT A MEETING
(Parliamentary Procedure)

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 SSC or/or BAC 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 judges 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

- 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
LAS MOCIONES:
Una moción es una propuesta de que se haga algo. Después de que se haya solicitado por el presidente y se haya apoyado, llega a ser la “la cuestión ante la cámara” y ahora le pertenece a todos los miembros.

LOS PASOS EN UNA MOCIÓN:
1. **Declarando una moción:**
   a. Se dirige el miembro a la presidencia diciendo, “Señor Presidente o Señora Presidenta”
   b. La presidencia le concede la palabra al miembro diciendo, “Señor o Señora González”
   c. El miembro declara la moción diciendo, “Yo propongo/solicito que….”

2. **Apoyando una moción**
   Se apoya una moción debido a que se da por sentado o se supone que por lo menos (2) personas o una segunda persona debería segundar o apoyar una idea antes de tomar el tiempo para discutirla. Si una moción no se apoya, se “desaparece” y no se toma más acción.

3. **Discusión**
   Este es el debate libre y sin límite de la propuesta. El presidente deberá conceder o dar la palabra a la persona que declaró la propuesta original para que él o ella comiencen la discusión o el debate. El presidente deberá de tratar de mantener el debate equilibrado entre aquellas personas que están en pro, o en contra, lo más posible.

4. **Declara cerrada la discusión**
   El declarar cerrada la discusión requiere el consentimiento de los miembros. De hecho, 2/3 partes de los miembros deben votar afirmativamente para poder cerrar la discusión, si la moción para declarar cerrado el debate es iniciada por parte de los integrantes. Sin embargo, existen otras maneras:
   a. Se ha terminado la discusión y nadie quiere hacer más preguntas. En este caso, el presidente debería preguntar, “¿Desea alguien más hablar sobre este tema?” Si no hay nadie, el presidente puede declarar cerrada la discusión.
   b. Se está debatiendo el tema por varios minutos y no parece estar progresando. El presidente puede preguntar, “¿Estamos listos para votar?” Si el presidente recibe una respuesta afirmativa, en ese momento se puede declarar cerrada la discusión.
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 no 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 if “is there any more 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.
VOTACIONES:

Se puede llevar a cabo la votación en diversas maneras. A continuación les damos algunas sugerencias:

1. **Votación oral** - Si la propuesta no es controversial o rutinaria, el presidente puede solicitar una votación oral.

2. **Votación ordinaria o a mano alzada (levantada)** - Si la propuesta es importante o debatible, el presidente deberá de solicitar una votación a mano alzada y contar cada mano.

3. **Papeleta (boleta) para votar** - lo que se acostumbra utilizar para elegir a funcionarios del comité.

ANUNCIANDO Y DOCUMENTANDO LOS RESULTADOS:

Inmediatamente después de la votación, el presidente deberá anunciar los resultados y el secretario deberá de documentarlos.

LOS MOCIONES SUBSIDARIAS:

Se usan estas mociones en el curso de considerar las mociones importantes para afectar la moción principal que se está considerando. Estas mociones siguen los mismos pasos de la moción principal. Estas son las mociones subsidiarias principales que se usan con más frecuencia:

1. **Enmendar** - Se usa ésta para cambiar parte de la moción principal. Una enmienda que cambia el propósito fundamental de la propuesta no es admisible.

2. **Aplazar el examen de una moción** – Poner o dejar a un lado momentáneamente la discusión de una propuesta.

3. **Referir a un comité** – Darle la propuesta a un comité (cualquier número de miembros) para averiguar más información, hacer un estudio, volver a redactar, etc.

LIMITANDO O EXTENDIENDO EL DEBATE:

Tal vez habrá un momento cuando sea necesario ya sea para limitar el tiempo de la discusión o para extenderla. Esto requiere una moción por parte de los miembros del comité. Debido a que esto afecta el principio del debate libre y abierto requerirá el voto de 2/3 partes de los miembros para que pueda pasar.
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 rising of 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. The motions follow the same steps as a main motion. These are the main subsidiary motions 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 EXTEND A 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.
LAS MOCIONES PRIVILEGIADAS:

Se llaman estas mociones privilegiadas debido a que llevan precedencia sobre todas las demás. Cualquier miembro, cuando presente una moción privilegiada puede, por ejemplo, interrumpir a otro orador. El presidente debe de inmediato presentar la moción ante la reunión. A continuación encontrará las tres mociones privilegiadas más comunes:

1. **Privilegios personales** – Esta tiene que ver con los derechos, el bienestar o la comodidad del miembro (el que presenta la moción).

   Algunos ejemplos son: “Señor Presidente/Señora Presidenta, no puedo escuchar la opinión que se está expresando,” o “Señor Presidente/Señora Presidenta, el orador está haciendo comentarios personales,” o cualquier asunto urgente.

2. **Recesos** – Significa exactamente lo que dice; tomar un descanso durante el proceso. Cuando se concluya el receso, la reunión continúa donde se quedó.

3. **Levantar la sesión** – Esta moción concluye todos los asuntos de la reunión. Cuando se reúna de nuevo con el comité empezarán con una nueva agenda.

   Nota: Esta moción para levantar o aplazar la sesión puede efectuarse en cualquier momento durante la reunión y deberá considerarse.

Estos han sido los aspectos principales de la ley parlamentaria y los principios y las estrategias fundamentales para llevar a cabo una reunión al obtener experiencia lograrán confianza en este verdadero ejercicio de la democracia.
PRIVILEGED MOTIONS

The 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 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.

   Note: The motion to adjourn can come at any time during a meeting and must be considered.

These have been the main aspects of parliamentary law and the basic principles and techniques of conducting meetings. As you gain in experience, you will gain confidence in this true exercise of democracy.
<table>
<thead>
<tr>
<th>MOCIONES</th>
<th>NECESITA APOYARSE</th>
<th>DEBATIBLE</th>
<th>ENMENDABLE</th>
<th>VOTACION</th>
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<tr>
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<td>Mociones principales en general</td>
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<td>SI</td>
<td>SI (una vez)</td>
<td>la mayoría</td>
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<td><strong>SUBSIDIARIAS</strong></td>
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<tr>
<td>Enmendar</td>
<td>SI</td>
<td>SI</td>
<td>SI (una vez)</td>
<td>la mayoría</td>
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<td>Aplazar el examen de la moción</td>
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<td>NO</td>
<td>NO</td>
<td>la mayoría</td>
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<td>SI</td>
<td>la mayoría</td>
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<tr>
<td>Limitar o extender el debate</td>
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<td>Recesos</td>
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<td>Terminar la session</td>
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<td>la mayoría</td>
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# TABLE OF MOST USED MOTIONS

<table>
<thead>
<tr>
<th>MOTIONS</th>
<th>NEEDS SECOND</th>
<th>DEBATABLES</th>
<th>AMENDABLE</th>
<th>VOTE</th>
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<td>Table</td>
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