(Google Translated) espanol Tigrinya Amharic Russian Ukrainian

San Diego Unified School District
Birney School

English Learner Advisory Committee (ELAC) Meeting - MINUTES & Advice Form

Date: 2023_10_13 Time: 1:15-2:15 Birney Auditorium
Approved 01/12/2024

Legal Task(s) and Training(s) Covered: (Check all that apply):
Advise the school principal and staff on:

10/13 Initial Training Meeting

- ☐ the development of a site plan for English Learners and submitting the plan to the School Site Council (SSC) for consideration of inclusion in the School Plan for Student Achievement (SPSA).
- ☐ the school's efforts to make parents aware of the importance of regular school attendance.
- ☑ Assist in development of a schoolwide needs assessment

Meeting was called to order at 1:15 (time)	List participants present: Brianda Alvarez, Fernando Fernandez, Alicia Segura, Jennifer Sims, Amanda Hammond-Williams, Axel Dauletbayera, Yazmek Sabyrov, Sara Mayorga
Minutes from 09/08/2023 meeting were read and approved or corrected (choose one) by members.	Notes 09/08 was information meeting only. minutes were shared via email with all EL families
Legal Task Addressed _____ Training and Information Session Discussion: Supporting Multilingual Learners	Notes: New Members: Jael Guzman, DELAC Rep Fernando Fernandez, New ELAC Member Importance of being bilingual and multilingual Importance of valuing language learning at school and at home (asset) Importance of valuing the many different languages at our school. How can we support more learning of English at home? Online resources: Rosetta Stone - FREE SD Public Library Apps from school - RazKids, had Lexia and Imagine Learning but now only for the newcomers - can we purchase licenses for all of our English Learners? Need translation for school events and parent-teacher conferences
Other School Topics to Be Addressed: Screening and Discussion of documentary: Translators	Notes: Film documents and raises awareness of children who translate for their families and the stress that puts on the relationships and the child. Discussions:

	2) Who, in your opinion, should view this film? Children who do the language brokering, whether interpret or translate for their parents; also the parents themselves and the teachers of these children. 3) What should viewers know to help them understand this film better? Viewers should know that it is difficult for children to take on this responsibility. Though the film brings out the stress and anxiety children feel, I think it is a real positive skill that will help them to learn both languages, whatever these are. I also think that children, whether they know it or not at this stage, are doing all kinds of mediation; their feelings, concern for their parents are part of the language transactions. The feelings and relationships between siblings, a younger sibling translating report cards, a call, meeting or note from a teacher regarding a disciplinary matter or a legal matter. The younger child sometimes worries about getting the older child in trouble or is worried about getting themselves in trouble and can feel pressure to omit information or "soften the blow" by stretching the truth. Also discussed the stress on the child translating documents or medical information that is personal and not something a child their age would normally know or discuss with an older adult or family member. They end up knowing things that may otherwise be shielded from knowing. 4) How can this film be used to make our world a better place? Perhaps showing it to teachers who do not teach these children; also parents who do not have the need for translation or interpretation. Raising the awareness of our staff about the assets our children bring and how they quickly can switch between languages and discuss complex information. I found myself wondering if the schools could give classes on how to read medical words, understand more latin roots, etc. to help the children understand the words they are being asked to translate if a translator is not available. Also putting the families in touch with community translation support organizations such as African Alliance or International Rescue Committee. Also teaching newcomers their rights such as getting time off for parent-teacher conferences and requesting translation at school and right to have a medical

	translator. 5) How do the skills the youth use in this film benefit them, their family, and their communities? Vocabulary is increased exponentially. They are knowledgeable about situations beyond their years and have a level of independence and understanding children that do not have this exposure do not have. Being multilingual connects neurons in the brain that a monolingual speaker does not create. Their family is tight-knit because they rely on each other and spend more time together. They may be more understanding of other families in this situation. Communities can learn from the families who bring a wealth of knowledge and experiences they can share with the community. 6) What questions do you have for the Director, Rudy Valdez? We wondered why the translation apps weren't discussed or being used in the film. Many languages have translation apps but languages like Haitian Creole are only translating the writing, not the conversation like we see in the movie. I enjoyed viewing the film and learned a lot. It reminding me of how I functioned as a language broker for my grandmother who never learned English—doctors, social security, work-related affairs. I think it is a great skill to have regardless of the languages concerned. I wish that our society would really appreciate and compensate people for this skill. I think it is so often just taken for granted, especially when it concerns English/Spanish-Spanish/English that is so commonly needed. Thank you for sharing the film. Absolutely. Our multilingual learners are so often labeled and treated as if they are a deficit but being monolingual, is really the skill that is a deficit in today's globally-connected economy, media, society. Would be great to follow the children and add onto the movie see what professions they go into and how what they learned has helped in the community. Also, would like to know if the students were given credit for their additional language work, or may even service credit for translating for family and community. The school could recognize their service with the Points of Light Service Award.
DELAC Report from September DELAC General Meeting	Notes - shared via email

ELAC Advice to Site/Administration regarding Legal Task: (Training) (Needs)	Notes Lexia and Imagine Learning but now only for the newcomers - can we purchase licenses for all of our English Learners? All newcomers are on - finalizing purchase this month Translation needed for meetings - translating documents into Spanish and Russian Translation app - teachers and staff can use translation apps on phones and the purchase and use of the translation devices are very much appreciated - thank you Make sure a translation device or staff member in office knows how to use translator app (gave theirs away for new student, will give
Meeting was closed at 2:30pm	Notes: Next event: SD Sockers December 3, 2023 Next ELAC meeting January 12, 2023