



Morgan Hill Unified School District
15600 Concord Circle
Morgan Hill CA 95037
408-201-6075

DELAC Minutes
January 12, 2017
6:10-7:35 pm
District Office

Officers Present: Veronica Serafio- President Chris Taylor- Vice President Rosa Palomares- Secretary	Representatives Present: Maria Rojo- Walsh Noemi Quintero- Barrett Ofelia Olvera- Live Oak Samuel Barcenas - Paradise Francisco Perez- SMG Araceli Martinez- SMG
Guests: Ms. Barcenas- Paradise parent Donna Ruebusch- MHUSD Board President Teresa Murillo- Board Member Mr. Murillo- Community member	
District Office Personnel: Ramon Zavala- Assistant Superintendent Educational Services Ivonne Glenn- Director State and Federal Programs Gema Alvarez- Bilingual Executive Secretary, Educational Services Judy Magaña- Bilingual School Psychologist Jessica Patterson- Program Specialist Maria Wilde- Community Liaison/ Translator	

I. Welcome and Attendance

- The Meeting was called to order at 6:10.

II. Adoption of the Agenda

- Rosa Palomares motioned to approve the agenda and Chris Taylor seconded the motion.

III. Adoption of Minutes

- Maria Rojo motioned to approve the minutes and Francisco Perez seconded the motion.

IV. Introduction



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- Dr. Zavala presented regarding ICE having a headquarters in Morgan Hill and how families might be scared but that the city and school district sent a notice out to the community ensuring that students will be safe at school and that the Morgan Hill Police will not cooperate with ICE Officers.
- Dr. Zavala invited DELAC representatives to the CABE conference in March in Anaheim.
- Francisco Perez commented on his experience attending the CABE conference last year and informed the group that one sees a lot of helpful presentations and how bilingual education helps our students to be biliterate and bicultural.

V. SPED Presentation

- Judy Magaña and Jessica Patterson presented a key points of regulations in regards to special needs students who are English learners.
- Throughout the presentation representatives had several questions:
 - i. When a student is classified as special needs does it affect them in the future or in college?
 - a) Judy and Jessica responded that it does not hurt them but it does help his/ her development to reach their full potential, which is SPED's goal.
 - b) Identifying a student's special need early on helps in the future for college they also receive help once in college.
 - ii. How is a reading disability detected? Is there a pattern?
 - a) In 1st and 2nd grade you start to note a suspicion
 - b) A representative commented that 2nd and 3rd grade it is too late to identify them
 - Judy Magana and Jessica Patterson responded that there are many variables to analyze and that some things that seem like a disability might just be developing motorized skills.
 - iii. What possibility is there placing students in 1 or 2 grades versus several grades together in special classes?
 - a) Judy Magaña responded that the students are not grouped together by grade but by their abilities.
 - b) It is a school by school, teacher by teacher basis.
 - c) The parents recommended less students to personalize attention.
 - iv. How do you correlate what is seen at home versus at school?
 - a) The process is based on individual data it for each student, home data versus school data is very different.



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- b) What happens if a doctor indicates there is a medical disability but the school or teacher says there is not?
 - It varies. Sometimes a student can be diagnosed special needs by a doctor but can function in class. For example a student can be autistic but still function in a classroom.
 - And vice versa, perhaps the schools sees a learning disability but the doctor indicates there is not a medical disability.
 - The tests done educationally and medically have to be analyzed.
- v. How is it possible for students to be classified as SPED rather than having an English language acquisition deficit?
 - a) This error can happen if the students are evaluated in a language that is not their primary language. Ed Code has changed throughout the years and are now required to test students in their primary language.
- vi. How is a special needs student who is an English Learner reclassified?
 - a) The CELDT test is taken and reclassification criteria may change to accommodate to the students needs.
- vii. How does a student with hearing impairment receive the help needed?
 - a) The student receives the equipment needed and the teacher is trained with how to work with the student.
- viii. Can students move from a learning disability SPED class into a general classroom?
 - a) Yes, the students are monitored and evaluated constantly.

VI. Recommendations

- o It was recommended to postpone the Reclassification presentation to February's DELAC Meeting.
- o Provide help for classrooms so there is more attention on individual student's needs.
- o Kinder and Transitional Kinder should have an afternoon class.

VII. Comments

- o Teresa Murillo thanked the representatives for their honesty that way we can all see the problems in the community and our schools and help resolve them.



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- Board President Donna Ruebusch commented that we have several programs that help support our students such as our computer based independent learning program elementary thru high school, 16 specialized needs program, Migrant pre-school and home base and several other programs that are designed to help our students.

VIII. Adjournment

- The meeting was adjourned at 7:35. The motion was made by Francisco Perez and seconded by Chris Taylor.