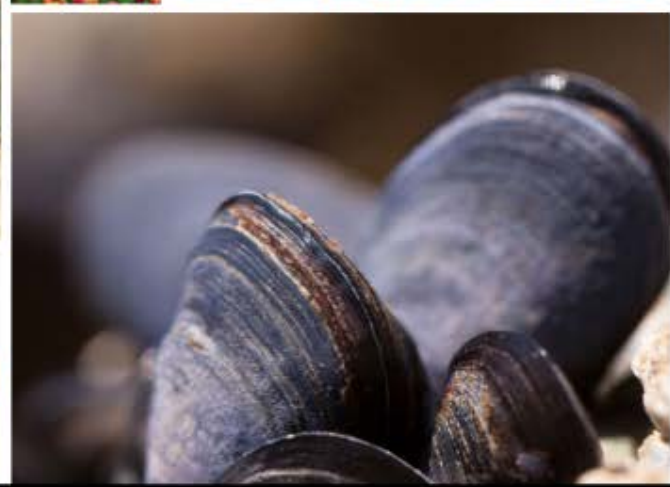
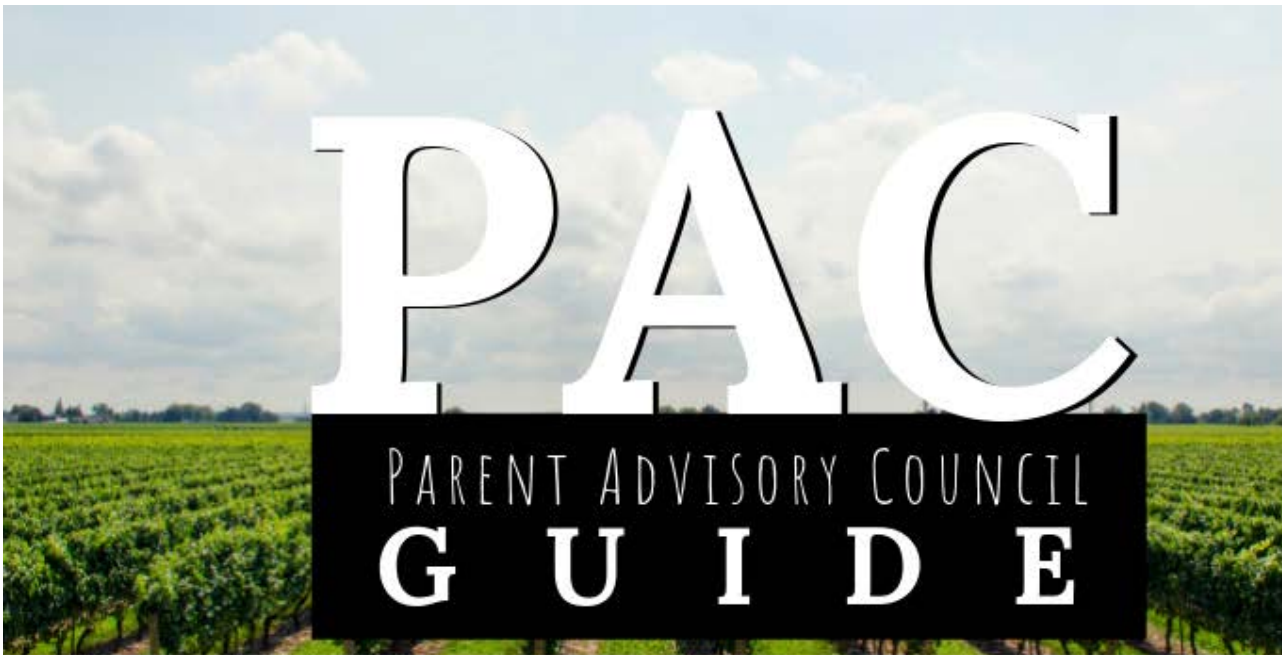
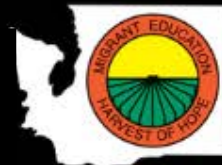


PAC

PARENT ADVISORY COUNCIL GUIDE



Office of Superintendent of Public Instruction
Title I Part C, Migrant Education Program



Parent Advisory Council (PAC) Guide



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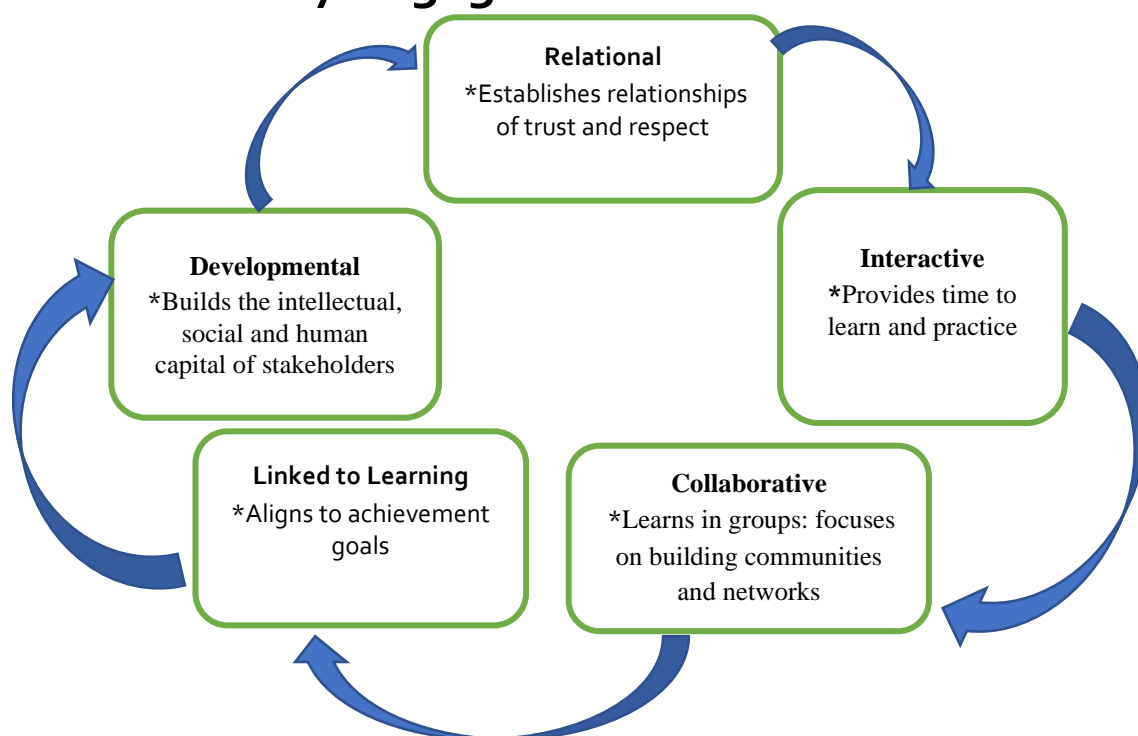
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Preface

In support of establishing strong, healthy, and systematic school, family, and community partnerships statewide, the Washington State Office of Superintendent of Public Instruction's Title I Part C, Migrant Education Program under the State Service Delivery Plan 2017-2020, established a Family Engagement Framework Committee. The committee included members from the Educational Service Districts 189, 171, 123, and 105; parents of migratory students; and local educational agency school building representatives to develop a tool describing expectations and implementation strategies for integrated family engagement.

This *Family Engagement Framework* provides guidance to educators, districts, schools, families, and communities as they plan, implement, and evaluate strategies across multiple programs for effective family engagement to support student achievement and reduce the academic opportunity gap that currently exists between migratory students and all students in Washington State.

Family Engagement Framework



Students with Engaged Families:

- earn higher grades and test scores;
- enroll in higher-level academic programs;
- are promoted on time and earn more credits;
- adapt better to school and attend more regularly;
- have better social skills and behaviors; and
- graduate and go on to postsecondary opportunities

**Bari Walsh, Dr. Karen Mapp: Research Stories, Link It to Learning: Concrete Tips for making family engagement happen, posted: October 1, 2014

Section I: Overview

Welcome to the Parent Advisory Council Guide

To Federal Program Directors, Family Liaisons, and Migrant Parent Leaders, welcome to the Parent Advisory Council (PAC) guide. Your assignment, nomination, or appointment to represent the interests of all migratory students and families within your school district is greatly welcomed and your support appreciated.

The school community is very happy for your leadership role with the local PAC to share ideas, suggestions, and time in association with your child's school district. The Title I Part C, Migrant Education Program (MEP) of Washington State and the partnering Educational Service Districts, together with your school district, will provide the necessary support and training needed for a gratifying and successful experience as an educational leader in your community.

The purpose of this guide to help all parties understand the purpose and importance of the local Migrant Education Program Parent Advisory Councils (PAC), knowledge about the program and requirements, detailed information about the responsibilities of the PAC members, and tools for running an effective PAC meeting.

The first section of this guide is an overview of the MEP and PAC purpose. The second section provides guidance and information for MEP staff assigned or appointed to coordinate the council. The third section of this guide is to provide PAC officers tools to be successful in their role. In the fourth section of this guide are resources available for running a PAC meeting. A template for districts to use with officers who have accepted the commitment to participate in the school district's local Parent Advisory Council is in the resource section.

Each new PAC officer who participates in the Educational Service District (ESD) training will receive a certificate of completion.

Thank you for your continued commitment to learning how the school district's Federal Program Director (FPD), Parent Advisory Council (PAC) officers, and Educational Service District (ESD) Migrant Education Program Family Engagement staff can work together to create an effective local program that addresses the unique challenges of migratory children and their families.

There are terms that may be new. We have conveniently added a glossary of commonly used terms in the resources section used by the Title I Part C Migrant Education Program. In addition, this guide also includes sample parliamentary procedures for use in running PAC officer meetings.

Thank you for sharing your voice, commitment, and dedication in advocating for migratory students and families.

Overview: Title I, Part C Migrant Education Program

Historical Perspective of the Migrant Education Program

The requirement for temporary or seasonal migrant labor in the agriculture or fishing industries, including some dairy and forestry, has been and continues to be an essential element to Washington State's economy.

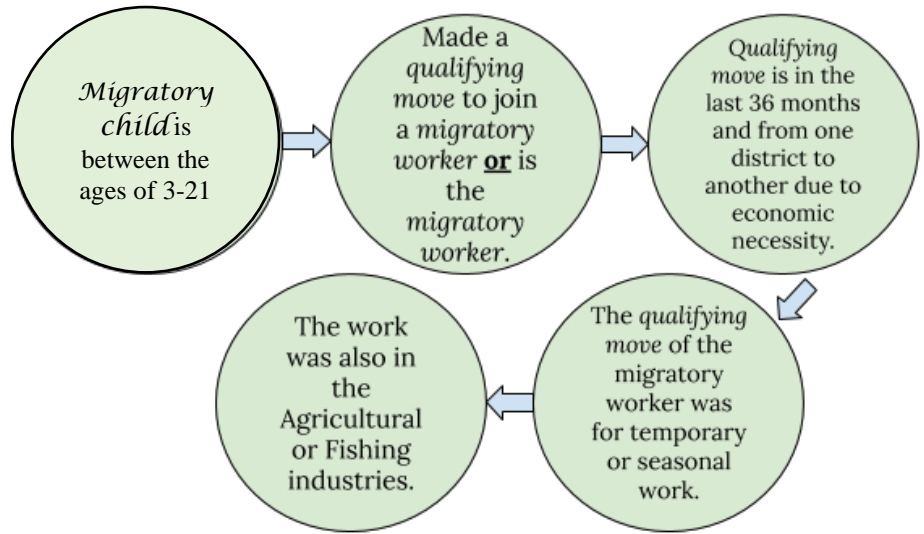
The children of migratory workers have long been a concern in our nation. The television news documentary, "Harvest of Shame", released in 1960, revealed the plight of the American farmworker and the very little real progress toward meeting the needs of this portion of the nation's population. For many years, the academic, support, and health needs of children of migratory workers were shamefully neglected. Schools often made little effort to enroll "temporary" residents. Too often, classes were full with local children before migratory students arrived in their schools. During the history of highly migratory mobility in the nation, some would argue that bringing large numbers of strangers into the classrooms for so short a period would disturb the routine and set back the programs for local resident children.

In 1966, following the establishment of the 1965 Elementary and Secondary Education Act (ESEA) Title I Program, Congress established Title I Part C, Education of Migratory Children, which specifically focused on providing migratory children the opportunity and resources for a formal and equal education. Recognizing that the migratory child was not the sole responsibility of one district, one community, or one state, allocated federal funds to states provided the assurance that each state or their local operating agencies would identify and address the unique needs of migratory children.

Each state receiving Title I Part, C Migrant Education Program funds must establish a State Service Delivery Plan that guides the work of the program and includes measurable program outcomes. In the current cycle, the four main areas are English Language Arts (ELA), Math, School Readiness, and Graduation. The State Service Delivery Plan is located at <http://www.k12.wa.us/MigrantBilingual/services.aspx>.

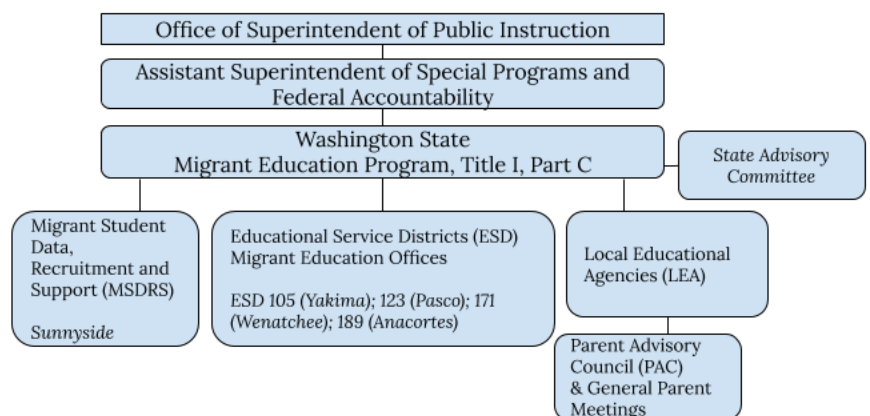
Migrant Education Program Eligibility

The image provides a summary of the eligibility for the Migrant Education Program. The Migrant Education Program student recruiter creates a Certificate of Eligibility for children identified as eligible for the program based on the guidelines provided by Department of Education's Office of Migrant Education and implemented by the state.



Migrant Education Program Organizational Chart

Washington State's Office of Superintendent of Public Instruction receives federal funding for the Migrant Education Program to distribute to local educational agencies (LEA) and other support organizations. The organizational chart displays the support system in place for local educational agencies providing direct services to migratory children and families. The local educational agencies, such as school districts, provide the direct services, as well implement a local Parent Advisory Council.



Services Provided by Local Educational Agencies (LEA) Migrant Education Programs

| | |
|---|---|
| Funding may be used to provide services to migratory children and their families including: | |
| Academic Programs K–12: English Language Arts, Mathematics, Science, Credit Accrual, and Early Learning (PK) | Health Services: Nurse; Physical Exams & Dental Screenings; Behavioral Health; Preventive Health Education |

| | |
|--|---|
| <p>Parent Advisory Council*/Family Engagement: Planning, implementation and evaluation of local program; Development of agenda for PAC meetings</p> | <p>Teacher Training: Strategies to address the academic and support needs of migratory students including trainings to understand the migratory lifestyle and cultural awareness of migratory families</p> |
| <p>Supplemental Secondary Services: Dropout Prevention, Credit Accrual, Student Leadership and Engagement, Referred Services and Alternative Education Programs for Out-of-School Youth</p> | <p>Summer Schools/Programs/Academies: Dare to Dream; Voices from the Field Arts and Science Academies; Native Voices Arts Academy; English Language Arts, Math, Science, Readiness, Career Exploration and High School and Beyond Planning</p> |
| <p>Parent/Family Training: Parent Involvement & Engagement; Family Literacy</p> | <p>Migrant Student Data and Collection Migrant Student Information System (MSIS) through the Migrant Student Data, Recruitment and Support office (MSDRS)</p> |
| <p>Dissemination of Program Information</p> | <p>Home Visiting, Student Support, and Advocacy Services</p> |
| <p>*This will be the focus of this guide.</p> | |

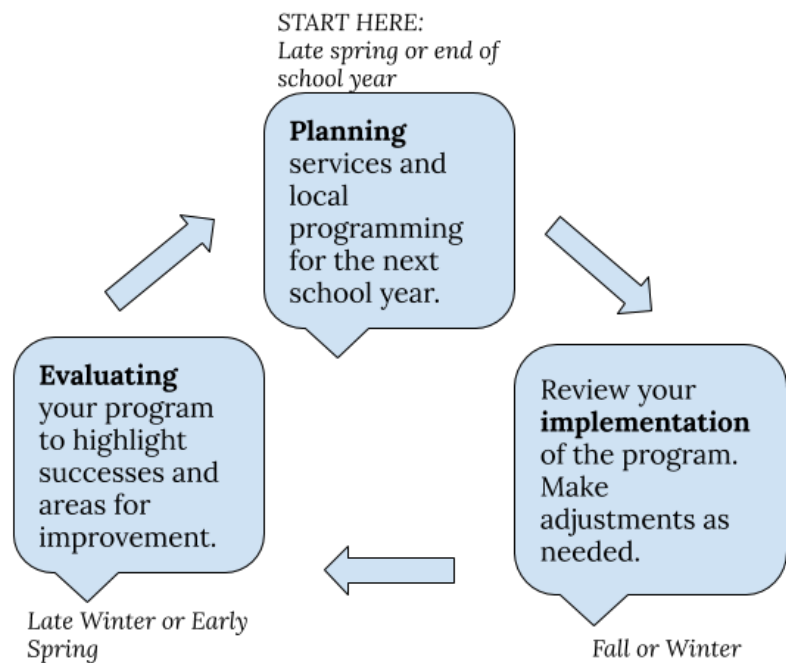
Purpose of the Parent Advisory Council (PAC)

LEAs receive funding from the *Office of Superintendent of Public Instruction’s (OSPI) Title I Part C Migrant Education Program* to provide supplemental services to migratory children. To receive funding, school districts must apply using the *iGrants* application system and indicate how the funds will address the outcomes for migratory students as identified in the State Service Delivery Plan. It is a program requirement that LEAs establish a Parent Advisory Council within the school district and meet at least three times a year.

The **PAC Meeting** and the **General Parent Meetings** are two different activities. The purpose of the Parent Advisory Council (PAC) is for Migrant Education Program staff in coordination with elected or selected parent committee members, and other interested parties to plan, implement and evaluate the local program to continue to provide quality services to migratory children. The voice of migratory parents is essential and required for all phases of the local program.

Once a plan is established, a school district must then implement the plan. This is an opportunity to adjust programs based on PAC input.

As the school year ends, the PAC evaluates the efforts of the program by assessing the success and areas for improvement. This time identifies how to strengthen the local program and build on planning for the following school year.



Role of the Parent Advisory Council (PAC)

- Assist and advise the school district on the **planning** and **implementation** of the Migrant Education Program.
- Assist the school district in **evaluating** the current program for following school year planning.
- Work with school staff to identify the educational and supportive needs of the children participating in the school's Title I Part C, Migrant Education Program.
- Recommend programs to school staff and district school board to meet the identified needs of migratory children.
- Recommend activities that improve the migrant and/or other compensatory educational programs.
- Take an active role in promoting parental participation.
- Contribute to the identification of community resources for migratory children.
- Assist in providing information to parents about the Migrant Education Program (MEP).

- Become knowledgeable about and support the Migrant Education State Advisory Committee (SAC).
- Seek the voice of the migrant community who may have questions, concerns, or recommendations about the local Migrant Education Program (MEP) and share during PAC meetings with possible solutions or recommendations.
- Select members of the council to act as officers (e.g., chair or president, vice-chair or vice-president, secretary, etc.) to form an executive committee. It is highly recommended the secretary be a school district employee who has access to the items that would be required to perform the secretary duties and maintain documentation, including minutes, sign-in sheets, and agendas.

Role of Parent Advisory Council (PAC) Members

The **PAC Members** are those elected or appointed PAC officials who assist in planning, implementing and evaluating the local program. In addition, PAC officials assist in developing the agenda and leading the **General Parent Meetings** and conduct other business. The General Parent Meetings are those that the PAC officers can help plan to include topics, meals, times, dates, and other logistics. These meetings are for the general migrant education families that do not participate in a PAC leadership role, but may be interested in receiving more information about the identified topics reflective of the State Service Delivery Plan and local identified needs. These general meetings may occur a few times a year or monthly, depending on the local agency's budget, space availability, or time.

It is important for PAC officers to know their responsibilities as a team member. It is the entire team's responsibility to ensure opportunity to acknowledge everyone's voice during meetings.

The table entitled, *Parent Advisory Council Member Responsibilities by Role*, on the next page will provide a list of some items to keep in mind when planning your PAC officer and General Parent Meetings, to assist in developing a successful PAC team. As an entire team, go through this list and add or modify if necessary. This guide will go more in-depth in the FPD and PAC officer group coordination.

*Who can be PAC Members**?*

- Parents or guardians of migratory children; or
- Former migrant parents that have knowledge of the migratory lifestyle; or
- Persons who are well-informed of the needs of migratory students
- PAC officers (President, Vice-President, Secretary, Members-at-Large, etc.) who are eligible Migrant Education Program parents or guardians of a migratory child.

Note: Parents with current COEs should be at least 51% of the entire PAC membership.

Who supports the PAC?

- Federal Program Director and/or Migrant Coordinator

- Family Liaison (if applicable)
- Migrant Recruiters, Records Clerk, Migrant Graduation Specialists, and/or Advocates, if determined to be necessary
- Other Educators from the district or buildings that parents want to invite

**The bylaws should clearly note the size of the PAC, the size of the Executive Council, and that only PAC members having voting rights.

| MEP PARENT ADVISORY COUNCIL RESPONSIBILITIES BY ROLE OF FPD, MIGRANT STAFF, AND PAC MEMBERS | | |
|--|---|--|
| FPD & Migrant Staff | | |
| | <ul style="list-style-type: none"> • In coordination with PAC Executive Council, create bylaws for PAC approval. • Assist PAC Executive Council with organizing meetings and creating agendas that align with State Service Delivery Plan. • Provide training to migrant parents regarding district policies, program goals and outcomes, requirements, and budget. • Help improve communication between the local school district migrant parents and school administration. • Ensure that all PAC documents such as agendas, minutes, and sign in sheets are accurate. • Ensure that parents' voices are heard. | |

| | Both Migrant Staff & PAC Members | |
|--|---|--|
| | <ul style="list-style-type: none"> • Assist and advise the local school district on the planning, implementation, and evaluation of the Migrant Education Program. • Attend PAC and general migrant parent meetings. • Serve as a contact and support for other migrant parents by assisting them in accessing information and introducing them to educational and health services and activities that may meet their child's needs. • Encourage other migrant parents to attend and/or join the PAC. | |

| | | PAC Members |
|--|--|--------------------|
| | <ul style="list-style-type: none"> • Lead and/or participate in the PAC meetings and attend minimum number required by the bylaws. • Ensure participation advocates for the best interests of all migratory children residing in the district. • Participate and voice ideas, comments, and concerns as they arise. • Build a good relationship and communication system for PAC members and migrant staff. • Speak up, but ensure everyone at the table has equitable time to speak. | |

SECTION II: PAC COORDINATION

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PAC Coordination: Federal Program Director, Migrant Coordinator, and/or Family Liaison

Program Requirements for Grant Application in iGrant's System

Thank you for coordinating the Parent Advisory Council. You will find that this work is rewarding and will help many migrant parents feel empowered as they build their leadership skills to realize their voice is important and valued as they assist in creating positive changes within the program. Below is a list of some of the requirements that PAC coordination entails through the grant application process:

- The local program has an active Parent Advisory Council which contributes to the planning, reviewing, and implementation of the local program;
- Evidence that the Parent Advisory Council met during the school year to:
 - o Plan, Implement, and Evaluate the local program;
- Copies of maintained meeting minutes or notes and sign-in sheet when meeting(s) occurred.
 - o Upload documents to the iGrant system
- Identify the staff person responsible for PAC
- Date of election of PAC officers
- List of the names of PAC officers with active COEs.
- Ensure bylaws are current
- Bylaws have been adopted by the PAC
 - o If yes, provide date of adoption
 - o Upload a signed copy of bylaws updated the previous school year
- Ensure PAC members received training on their roles as an advisory council.
 - o If not, provide the date that training will occur.
- Schedule of PAC meetings for the next school year
- Training for parents of migratory students
- Family Engagement/Literacy Trainings (required parent training evaluation after each training)

This section and the additional resources will provide you some tools and examples of what some of these items above look like. Please reach out to your Educational Service District (ESD) Migrant Education Office if you need any further assistance. You can always look back at previous grant applications in iGrants from past years to see previously uploaded and approved documents.

| MEP STAFF PARENT ADVISORY COUNCIL RESPONSIBILITIES AND DUTIES | |
|--|---|
| FPD & Migrant Staff | Duties |
| <ul style="list-style-type: none"> • In coordination with PAC Executive Council, create bylaws for adoption by the PAC. • Assist PAC Officers with organizing meetings and creating agendas. • Provide training for migrant parents to build their knowledge regarding district policies; program goals; objectives; requirements; and budget. • Help improve communication between the local school district migrant parents and school administration. • Ensure that all PAC documents such as agendas, minutes, and sign in sheets are accurate. • Ensure that parents’ have an opportunity to voice their recommendations. • Assist and advise the local school district on the planning, implementation, and evaluation of the Migrant Education Program. • Attend PAC and general migrant parent meetings. • Serve as a contact and support for other migrant parents by assisting them in accessing information and introducing them to educational and health programs, activities that may meet their child’s needs. • Encourage other migrant parents to attend and/or join the PAC. | <ul style="list-style-type: none"> □ Create process for creating and/or modifying bylaws to approve by the PAC. □ Ensure that PAC officers receive the opportunity to lead the PAC and avoid taking over the meeting and/or decisions. □ Submit reports as required by OSPI, such as iGrant, PAC officer list, bylaws, sign in sheets, minutes, etc. □ Provide opportunity for parents to share their voice and ideas. □ Create a good working environment for the PAC Executive Council to accomplish their goals. □ Be present at the PAC meetings with officers and at general parent meetings, as well as participate. □ Connect PAC Executive Council to school and district administration to build the communication concerning migratory children’s and family needs. □ Connect with the Educational Service District Migrant Education Program Staff to assist with presentations, PAC Executive Council trainings, community network, and more. |

Parent Advisory Council Bylaws Requirement

What are Bylaws?

Bylaws are critical to the success of the Parent Advisory Council (PAC). They are the rules that members of the PAC agree will define their goals and guide their actions. When understood and applied, the bylaws keep everyone focused on the business of increasing levels of educational success of all migrant students.

Most people elected to serve as an officer on the PAC Executive Council, will start their service (term) with an established set of bylaws. It is important that each officer know and understands the current bylaws. The school district’s Federal Project Director should provide each new officer with a binder of resources, including the bylaws. Officers are encouraged to bring this binder to meetings and refer to the bylaws frequently.

Updating Bylaws

Bylaws must be continually updated to meet the changing needs of the PAC officers, and the migrant community they serve. When the officers and Federal Project Director notice that the bylaws are not sufficient to provide guidance in new or challenging situations, they should be updated. The process of updating bylaws as a group of officers with guidance from migrant staff, builds leadership skills and helps create a cohesive team. The State Migrant Education Program requires bylaws be updated at least once every three years.

As noted on page 7, it is required for a Parent Advisory Council to have adopted bylaws. In Section 4, you will find an example of approved bylaws in both English and Spanish from Pateros School District for your reference.

Items to address and include in the bylaws:

| DISTRICT NAME | |
|-----------------------------------|---|
| NAME OF PAC AND THE YEAR | |
| ARTICLE I NAME | This section includes the name of the PAC and its role as an advisory group to the Migrant Education Program for the school district. |
| ARTICLE II PURPOSE | |
| Section 1: | This section describes the PAC’s main objectives of its representation. |
| Section 2: | This section may include a summary of the responsibilities of the PAC in planning, implementing, and evaluating the local Migrant Education Program. |
| ARTICLE III PAC MEMBERSHIP | |
| Section 1: | This section should state the minimum and maximum number of PAC members and the number of years (terms) the representatives will serve upon election or |

selection to the council. This section can also note the process for selection of the Executive Council.

Section 2: This section would note the number or percentage of members that should have an active Certificate of Eligibility at the time of selection/election.

Section 3: This section describes how a member may resign from the council and the process to select a new member under Article III, Section 1.

Section 4: This section describes how a member is terminated from the council based on number of agreed-upon meetings they are unable to attend or have a substitute available to represent them in their absence.

Section 5: This section notes the process in which an alternate may be present for a member who is unable to attend a scheduled council meeting.

ARTICLE IV QUORUM

Section 1: This section notes the minimum number or percentage of members needed for a quorum in order to conduct official business.

Section 2: This section may also guide how members can participate, including alternates and options for members who are unable to be physically present. This may include connecting via telephone or, if able, through videoconferencing.

ARTICLE V BYLAWS

Section 1: This section should describe the process for developing and adopting bylaws. Develop bylaws in collaboration with the PAC Executive Council and district PAC Coordinator. The process describes how the proposed bylaws are reviewed with the PAC for feedback and adoption and may include a second review if there is additional edits to be made.

Section 2: Approved bylaws should include signature lines of some or all of the PAC Executive Council Members, the PAC Coordinator, the district's Migrant Federal Program Director and the school superintendent or designee.

Section 3: A description should include the signature process, how bylaws will be officially adopted, and filed by the secretary.

Section 4: This section describes how to amend bylaws when necessary such as by a two-thirds majority vote of the PAC Executive Council, followed by a simple majority vote at the next PAC meeting and school district approval.

ARTICLE VI PROCEDURE FOR MINUTES

Section 1: This section may provide guidance on the process to create an agenda in collaboration with the PAC Executive Council, and the how it will be used to guide each meeting to ensure topics and business decisions reflect the needs of migratory children.

Section 2: This section should include information about how to conduct meetings. The PAC, in collaboration with the PAC Coordinator, may determine which method to use in conducting the meeting such as *Parliamentary Procedures* or a modified *Roberts' Rules of Order*.

Section 3: Include in this section the meeting process the committee will use to record business decisions, recommendations, and the names of participants present. These recorded minutes or notes should include who is responsible for recording. OSPI recommends the secretary for the PAC be a program employee so they may maintain a historical record of PAC meetings for the local program.

ARTICLE VII PAC EXECUTIVE COUNCIL

Section 1: The Executive Council refers to the officers such as the president, vice-president, secretary, sergeant at arms, or others decided as a group. The Executive Council is responsible for working in concert with the Federal Project Director to make decisions that represent the interests of the PAC membership and that align with the PAC Bylaws. PAC officers and the Federal Projects Director should meet a minimum of three times a year.

Section 2: Another section to include is how officers are nominated, elected, and the length of their term. It is also important to state that 51% or more of the Executive Council must have a current Certificate of Eligibility at the time of election or selection.

Section 3: This section can include how PAC officers can resign and how to appoint a new officer to fill the vacancy when it occurs.

Section 4: The section would list the elected or selected members to the Executive Council.

Running an Effective PAC Meeting

To conduct effective meetings, participants must agree to follow certain rules or meeting norms. The rules are put in place to enable the council to transact business with speed and efficiency, to protect the rights of the individuals, and to maintain a spirit of harmony within the PAC. Norms within the group can include:

- All participant’s beliefs are honored.
- There is mutual respect among members.
- Everyone participates.
- Members reserve the right to pass.
- Members will avoid side conversations.
- Members will stay focused on issues and will be result-oriented.
- Members will respect time allocated to a specific discussion/topic and be responsible to follow group process.

| |
|---------------------------------------|
| Your Parent Advisory Council’s Norms: |
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Meeting Details: Things to Consider for Running an Effective PAC Meeting

- Decide when to have a meeting and who will be invited
- Decide where the meeting will take place for the year
- Prepare for the meeting and create an agenda
- Appoint or elect a secretary to type up meeting minutes and take notes
- Know how to manage the dynamics during the meeting, seek help from your ESD
- Have small-group discussions prior to all-group discussions
- Ask open-ended questions
- Call on people directly
- Encourage and support participation by all members, as well as their ideas
- Review bylaws as needed to assure all members follow

| |
|---|
| Other items your Parent Advisory Council should consider: |
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Meeting Dynamics: Acceptable Meeting Behaviors from all PAC members

- Making "I" statements such as "I feel," "I think," "I need"
- Actively listening to promote two-way communication
- Respecting others' needs, feelings, and rights by allowing them to disagree
- Sharing information and expertise openly
- Start on time and end on time
- Keeps sight of the original objective of the PAC

Unacceptable Meeting Behaviors from all PAC members

- Unwilling to set aside personal needs and work with the rest of the participants
- Aggressively using "always" or "never" to intimidate other members
- Displaying a negative attitude towards change, the group, and people in general
- Showing a need or strong preference to be the star rather than be a part of the process
- Judging others quickly, while being slow to examine one's own behavior

| Other Acceptable Parent Advisory Council Behaviors: | Other Unacceptable Parent Advisory Council Behaviors: |
|---|---|
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Watch for Symptoms of Meeting Problems

- No meeting goal is established in the beginning
- No agenda exists, or the agenda is not distributed in advance
- The facilitator is not prepared or monopolizes the discussion
- Only a few participants speak; others withdraw nonverbally
- Members interrupt each other or have side conversations, excluding others
- Additional discussion occurs after the meeting in small groups
- No conclusions or plan for follow-through are reached during the meeting
- Assignments are not completed on time
- Unnecessary or inappropriate, or poorly organized meetings
- Inappropriate group composition or size
- Group pressure for conformity and faulty decision-making process

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| How will your Parent Advisory Council address Meeting Problems? |
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Parent and Family Engagement Guide Checklist

In addition to the items noted for running an effective meeting, the district may wish to use the Parent and Family Engagement Guide-Checklist to ensure the meeting/activity aligns with programmatic outcomes and supports program requirements.

| Parent and Family Engagement (PFE) Guide-Checklist | |
|---|--|
| Name of LEA/ School Name: <input type="text"/> | |
| Date: <input type="text"/> | Activity Lead(s): <input type="text"/> |
| General Information | |
| Funding source(s) for activity | <input type="checkbox"/> Federal <input type="checkbox"/> State Amount: <input type="text"/> |
| How will the LEA or school remove barrier(s) for participation? | <input type="checkbox"/> Transportation <input type="checkbox"/> Childcare <input type="checkbox"/> Meal <input type="checkbox"/> Other: <input type="text"/> |
| 1. Linked to Learning– Align to achievement goals | |
| Aligned to needs assessment/ improvement plan | <input type="checkbox"/> Staff reviews their needs assessment or the school improvement plan to create the family engagement activity that best fits and aligns to achievement goals. |
| What is the purpose of the activity? | Write a brief description: <input type="text"/> |
| Grade level targeted | Indicate the grade level(s): <input type="text"/> |
| Content area(s) | <input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Arts <input type="checkbox"/> Other, If Other, please specify: <input type="text"/> |
| Place and time | Time: <input type="text"/> Location <input type="text"/> |
| 2. Relational– Establishes relationships of trust and respect | |
| Welcoming Environment | <input type="checkbox"/> Create welcoming standards with staff <input type="checkbox"/> Invitations (simple and clear language) <input type="checkbox"/> Welcome families and visitors with signs around school |
| 3. Developmental– Builds the intellectual, social and human capital of stakeholders | |
| Develop families' self-confidence: | The following strategies are required by Title I, Part A under <u>building capacity</u>: <input type="checkbox"/> Provide materials and training <input type="checkbox"/> Offer flexible meeting times that meet the needs of parents <input type="checkbox"/> Keep parents informed of purpose of activity <input type="checkbox"/> Coordinate with state and federal program(s) to maximize resources <input type="checkbox"/> Other: <input type="text"/> |
| Professional development | The following training strategies are required by Title I, Part A under <u>building capacity</u>: <input type="checkbox"/> Monitor child's progress <input type="checkbox"/> Working with educators <input type="checkbox"/> Understanding state academic standards |
| 4. Collaborative– Learns in groups: Focuses on building communities and networks | |
| Collective learning environments | <input type="checkbox"/> Designed for family or parents to build knowledge and share skills within their school-family community <input type="checkbox"/> Draws on families' cultural background (Funds of Knowledge) |
| 5. Interactive– Provides time to learn and practice | |
| Activity gives opportunities to practice new skills | <input type="checkbox"/> Focuses on coaching and practice <input type="checkbox"/> Time allowed to provide feedback |
| Evaluating Effectiveness | |
| Evaluation tool | <input type="checkbox"/> Survey <input type="checkbox"/> Parent forums <input type="checkbox"/> Comment box <input type="checkbox"/> Sign-in sheets (review for increased/decreased attendance) |

**SECTION III: PAC OFFICERS
RESPONSIBILITIES AND DUTIES**

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PAC Officers: Responsibilities and Duties

Thank you for leading the Parent Advisory Council. It is exciting that you have been selected to be a PAC officer. Although it can be frightening having this new role, you will find it is very rewarding. Below are some items that PAC officers' roles and responsibilities are.

| MEP PARENT ADVISORY COUNCIL RESPONSIBILITIES AND DUTIES | |
|---|---|
| PAC Executive Council | Duties |
| <ul style="list-style-type: none"> • Providing a leadership role in assisting and advising the local school district in the planning, implementation, and evaluation of the Migrant Education Program in coordination with the entire PAC. • Participate in PAC meetings and attend the minimum number required by the bylaws. • Ensure participation is to advocate for the best interests of all migratory children residing within the district. • Participate and voice ideas, comments, concerns, and recommendations as they arise. • Build a good relationship and communication system between PAC and migrant staff. • Speak up, but ensure everyone at the table has equitable time to speak. • Attend PAC and general migrant parent meetings. • Serve as a contact and support for other migrant parents by assisting them in accessing information and introducing them to educational and health services, activities that may meet their child's needs. • Encourage other migrant parents to attend and/or join the PAC as vacancies occur. | <ul style="list-style-type: none"> ☐ Ensure you voice ideas, concerns, comments, and recommendations that represent the needs of all migratory children and families residing within your district. ☐ Participate in all meetings and help build an atmosphere where all members feel comfortable speaking and sharing their perspectives. ☐ Participate in the general migrant parent meetings and find ways to welcome parents, lead activities, assist at sign in table, and/or other ways the PAC team have brainstormed. It is important for parents to see your face and leadership. ☐ Be committed to the goals and outcomes of the council. |

Section III: PAC Officers

PAC Executive Council: Elections & Titles with Descriptions

PAC Officer Elections/Appointments

Committee member selection can be in a variety of methods as noted in the bylaws. The most effective method is to work with the local school buildings that have enrolled migrant students to seek representation from their local parent groups. In this way, the local program is sure to have a broad representation from a variety of schools and grade levels. The bylaws should reflect the council size.

PAC Officer Position Descriptions

A Migrant Program PAC should have a chair or president, vice-chair or vice-president, and a secretary. It is highly recommended that the existing PAC officers and migrant program staff evaluate if there are any other officer roles needed. Below are the responsibilities of each position, but as a PAC team, you may decide to expand or condense.

| <u>EXECUTIVE POSITIONS</u> | |
|---|--|
| <u>CHAIR/PRESIDENT</u> | |
| <ul style="list-style-type: none"> ▪ Run PAC meetings with the assistance of other PAC officers, members, and migrant designated staff ▪ Bylaws – keep them up to date and that they are enforced ▪ Work with the PAC officers to fulfill the requirements of the program <p>Other duties as identified by the PAC</p> | |
| <ul style="list-style-type: none"> ▪ <u>SECRETARY</u> <p>(It is recommended this position be held by a school district staff person with no voting privileges)</p> | |
| <ul style="list-style-type: none"> ▪ Record, keep, and maintain minutes and attendance sheet of all PAC meetings ▪ Maintain a current register of contact information of the PAC membership ▪ Assure that minutes from prior meeting are addressed in future meeting and are reviewed and approved | |
| <ul style="list-style-type: none"> ▪ <u>VICE –PRESIDENT</u> | |
| <ul style="list-style-type: none"> ▪ Lead PAC meetings if President is unavailable ▪ Assist PAC President to fulfill their duties | |

In other possible PAC officer positions, you may wish to consider the following suggestions:

| <u>OTHER POSSIBLE PAC OFFICERS:</u> | | |
|--|--|---|
| <u>SERGEANT-AT-ARMS</u> | <u>MEMBERS-AT-LARGE</u> | <u>STUDENT REPRESENTATIVES</u> |
| <ul style="list-style-type: none"> ▪ Work with officers to set time limits on agenda items. ▪ Call the meeting to order. | <ul style="list-style-type: none"> ▪ Assist the executive council to provide input and feedback at times when the | <ul style="list-style-type: none"> ▪ The Student Representative will gather and communicate views from his/her migrant peers on all aspects as well as any |

Section III: PAC Officer

| | | |
|---|--|---|
| <ul style="list-style-type: none"> ▪ Ensure agenda topics are within the time limits. ▪ Notify committee members if conversation is outside the agenda item. ▪ Close the official meeting. | <p>full council is unable to meet.</p> | <p>concerns to their experience in education.</p> <ul style="list-style-type: none"> ▪ The overall goal is to improve the learning experience for current and future migrant students. |
|---|--|---|

PAC Meetings: What is a Motion?

What is a Motion?

A motion is simply a proposal, which the council takes certain action on. The terms motion and question are the same; when first stated it is a “motion” and when repeated by the president it is a “question.” Some common motions are to table or postpone an agenda topic or vote, amend, suspend the rules, adjourn the meeting, call for the orders of the day, fix a time to adjourn, dispense with the reading of the minutes, take a recess, open or close nominations, and approve the minutes. Example: Before the president puts any motion to a vote he or she may ask, “**Are you ready for the question?**”

| Types of Motions That: | | |
|--|--|--|
| Require a Two-Thirds (2/3) Vote | Can be Amended | Cannot Be Debated |
| <ul style="list-style-type: none"> • To amend the Constitution or Bylaws of the committee • To amend any rule of order of business • To close nominations or limit the names to be voted for at an election • To suspend the rules • To dispose from office • To expel from membership | <ul style="list-style-type: none"> • Can be Amended • To add items to the agenda • To eliminate items from agenda • However, it is important that the amendment be pertinent to the motion. This motion requires a second and a 2/3 vote of the total membership in order to be carried. | <ul style="list-style-type: none"> • Cannot Be Debated • To adjourn • To amend an un-debatable motion • To call meeting to order • To dispense with the reading of the minutes • To fix a time to adjourn • To close or reopen nominations • To take a recess • Suspension of the rules |

| Do Not Require a Second | Cannot Be Amended |
|---|--|
| <ul style="list-style-type: none"> • To call meeting to order • Nominations | <ul style="list-style-type: none"> • To adjourn • To call meeting to order • To table or postpone nominations |

Methods of voting on a motion

The group can determine voting method depending on the topic of discussion. The president reads a motion before calling for a vote. Although this process can seem strange at first, practice completing a motion with various agenda items until all members feel comfortable with voting, asking questions, and following the agenda to complete all action items.

Vote by written ballot

This method is used when voting on important matters. Two or more tellers are appointed by the president to conduct the vote. They distribute, collect and count the ballots. A written tabulation of the vote should go to the secretary and the results are entered in the group's official record. A simple majority is needed to win a ballot vote.

Vote by voice.

The president first asks members if they favor a motion. **"All those in favor of the motion say 'Yes'"** and then, **"All those against the motion say 'No'."** Instead of calling for a YES or NO, the president may find it easier to use the words FOR or AGAINST, PRO or CON, AYE or NAY, etc.

Vote by show of hands or standing up.

The president asks members in favor of the motion to raise their hands or stand. He or she then asks all those against the motion to do the same. Any member can question the results of these two voting methods by **"Calling for a division."** The president solves the problem by asking each member who favors the motion to please stand and be counted. He or she repeats the request for those opposing the motion.

Example of Procedure for Introducing a Motion

Below you will find an example of how a motion can be carried. You can insert any situation into this example to help the group become more comfortable with motions and running a PAC meeting based on Robert's Rules of Order.

A member either raises his or her hand or rises and addresses the presiding officer in the following manner:

PAC Member: Mr. or Mrs. President, may I have the floor please?

President: Yes, proceed.

PAC Member: I move that we invite the school building administrators to welcome our parents at the next PAC Meeting.

President: Is there a second to the motion?

PAC Member #2: Yes, I second the motion.

President: Are there any remarks or discussion to the proposed motion?

PAC Member #3: I have a question. Would we be inviting all three administrators or just the high school one?

Federal Program Director:

The topic of discussion for the PAC meeting is on high school graduation.

PAC Member #1: Maybe we only invite the high school principal this time.

PAC Member #3: I move that we only invite the high school principal to the next general PAC meeting to welcome families.

PAC Member #1: I second the motion.

President: It has been moved and seconded that we only invite the high school principal to the next PAC meeting to welcome families. Is there any further discussion? *No Response.* "We will proceed to take a vote. Those in favor, say 'Aye' (pause for response). Those opposed, say 'Nay' (pause for response). Those abstained, please say 'Aye'."

All say 'Aye'

President: Motion carries.

SECTION IV: ADDITIONAL PAC RESOURCES

Additional PAC Resources

Additional resources will be located in this section to help you develop your effective PAC team. Some of the resources available are as simple as how to rearrange your room's furniture to increase collaboration, but as complex as sample meeting agendas and minutes.

Other essential items that a PAC Coordinator and Parent Advisory Council members should be aware of are the Washington State Service Delivery Plan, State Advisory Committee, and the Local School Board. Below is a brief description of these three items. For more information, please contact your local Educational Service District and follow the website provided.

The Service Delivery Plan

The *Service Delivery Plan (SDP)* is Washington State's application to the Federal Government for the funding necessary to implement the Migrant Education Program (MEP). The SDP outlines the goals and activities that the state promises to implement with federal money. Federal Project Directors are responsible for ensuring that PAC bylaws aligned with the Service Delivery Plan. The four focus areas are English Language Arts, Math, School Readiness, and Graduation. You can find this document at <http://www.k12.wa.us/MigrantBilingual/services.aspx>.

The State Advisory Committee

The *Office of the Superintendent of Public Instruction (OSPI)* is the state agency that oversees most aspects of public schools in Washington. The State Advisory Committee (SAC) advises OSPI about planning, implementing and evaluating the Washington State Migrant Education Program (MEP) in much the same way as the PAC advises school districts. The SAC has bylaws similar to PACs. The members of the SAC are mostly PAC Officers selected from around the state. It is advantageous for local PACs to have a representative on the SAC.

Fifty-one percent of the members of the Washington State Migrant Education Advisory Committee (SAC) are migrant parents and students. Other members include a teacher, a principal, a grants manager, a superintendent, a school board director, a representative from the Commission on Hispanic Affairs (CHA), a paraeducator/home visitor or records clerk, and a secondary school counselor.

For more information regarding the Washington State Migrant Education Advisory Committee, contact the Title I Part C, Migrant Education Programs at (360) 725-6147.


The Local School Board

Nearly every public-school district in the United States has a School Board with elected officers that governs the local school district. School Boards also have bylaws, often called *board policies*. They are similar to PAC bylaws; however, more detailed and sophisticated. It is a valuable experience for migrant parent leaders to attend and observe a School Board meeting. It is a worthy goal for PAC Officers to become a School Board Member. "Yes we can and yes we have!"


Organizational Contact Information: Migrant Education Program

| Office(s) | Function and Services |
|---|--|
| <p>Office of Superintendent of Public Instruction (OSPI) Migrant and Bilingual Education Programs, Olympia (360) 725-6147</p> <p>Program Director Program Supervisors Health Program Supervisor ID&R Program Supervisor</p> | <ul style="list-style-type: none"> • Obtain and allocate Federal Title I, Part C funding • Monitor compliance with State and Federal policies and regulations • Work with State Advisory Committee to receive input and feedback on the services and resources to support the identified needs of migrant students • Coordination of state program services • Coordinate provision of health benefits to migrant families in accordance with State and Federal laws and regulations |
| <p>Migrant Student Data, Recruitment, and Support (MSDRS), Sunnyside (509) 837-2712 (800) 274-6084</p> | <ul style="list-style-type: none"> • Professional development in identification and recruitment of families qualifying for migrant services • State migrant records management through Migrant Student Information System (MSIS) database • PASS needs of local school districts and database • State identification and recruitment of migrant children |
| <p>Educational Service District (ESD) Migrant Education Offices</p> <ul style="list-style-type: none"> • ESD 105, Yakima (509) 454-2856 • ESD 123, Pasco (509) 544-5756 • NCESD 171, Wenatchee (509) 667-3631 • NWESD 189, Anacortes (360) 299-4047 | <ul style="list-style-type: none"> • Technical assistance in program planning and implementation of Migrant Education Programs • Professional development to educators on the unique needs of migrant children • Training and support of Parent Advisory Council (PAC) officers and parent general meetings • Graduation Specialist and Student Advocate training • Coordinate with medical and dental agencies to connect for migrant programs • Facilitation of services for Out of School Youth (OSY) ages 16-21 |
| <p>Washington State Migrant Education Program State Advisory Committee (SAC)</p> | <ul style="list-style-type: none"> • Composed of migrant students, parents, district and school staff, • Consists of no more than 21 representatives from the following categories: 10 migrant parents from across the state; 4 migrant students; 1 federal program director; 1 principal representative; 1 high school counselor representative; 1 school board or superintendent representative; 1 teacher representative; 1 records clerk or recruiter, or paraeducator; and 1 representative from the Commission of Hispanic Affairs • OSPI Migrant Education Program staff act as a supporting role with no voting privileges. |

Sample Bylaws from a Migrant District (English)



Pateros School District - 122
Migrant Education Program (MEP)
Parent Advisory Council (PAC)
By-Laws



ARTICLE I NAME

Section 1 The name of the council shall be Pateros School District Migrant Parent Advisory Council. (A parent advisory council shall be established in each local school district which receives a sub-grant under Title I Part-C) [Statutory Authority: Elementary and Secondary Education Act, 1304c3]

Section 2 The Parent Advisory Council (PAC) is an advisory group of the Migrant Education Program of the School District.

ARTICLE II PURPOSE

Section 1 The PAC's principal activity is to represent the interest of the children in the Migrant Education Program (MEP) to the superintendent, his/her designee, and other educational or community groups.

Section 2 The responsibilities of the Parent Advisory Council shall be:

1. To have meaningful involvement in the planning of the Migrant Education Program goals, objectives and priorities and advise the district on the implementation and evaluation of the program.
2. To review and evaluate the annual needs of migrant students, the year-end assessments, and the migrant program activities for each school.
3. To advise the district in how to provide parent education opportunities that promote family literacy and self-advocacy.
4. To formulate bylaws and a procedure by which parents may present concerns regarding services under the Migrant Education Program.

ARTICLE III MEMBERSHIP

Section 1 There will be no less than three (3) and no more than nine (9) members on the Migrant Education Program PAC and will serve on the committee no more than three (3) years. The PAC executive council members shall be elected by the PAC members. In the event that there are no nominations by parents, the PAC membership may be appointed by school district personnel.

Section 2 At least 51% of the voting members of each PAC shall be the parents of migrant children. The rest of the council can be comprised of other members of personnel or persons who are well informed of the needs of migrant students.

Section 3 A member may resign from the Migrant Education PAC by presenting a letter of resignation explaining his or her intentions. No action is necessary except to recognize the letter on the part of the council. Whenever a vacancy occurs, a new member shall be elected or appointed as per the regulations in Article III, section 1 or for the resignation of an officer, Article III, Section 1 above.

Section 4 Termination: A member of the PAC shall be automatically withdrawn if he/she does not attend two (2) of consecutive meetings.

The following persons have been elected by the Migrant Parents as their representatives on the Migrant Education Parent Advisory Council:
Pablo Gonzalez, Evodio Jimenez, Laura Oros, Carlos Ceniceros, Ignacio Isabel, Sebastian Osorio, and Eulalio Ruiz

Section 5 Alternate: A PAC member may send an alternate representing their same category to council meetings, provided formal notification has been provided by the PAC member to the council secretary and/or Pateros School District-designated representative at least one week prior to the meeting date. An alternate shall have voting power. A PAC member may not be represented by an alternate more than two times in a 12-month period. No one person shall serve as an alternate for more than two regular meetings and an alternate must qualify as a representative of the council member being replaced.

ARTICLE IV QUORUM

Section 1 A quorum of 70% PAC members must be present at a PAC meeting in order to conduct official business (voting on issues). (Please note: It is important when deciding on the number and type of PAC members that would constitute a quorum for official business, that it maintain the 51% ratio of migrant parents to other PAC members.)

ARTICLE V PROCEDURE FOR AMENDING BYLAWS

Section 1 These Bylaws may be amended when necessary by a two-thirds (2/3) majority vote of the Executive Council, followed by a simple majority vote at the next PAC meeting and approval of the School District. Proposed amendments must be submitted to the chair to be sent out with regular council announcements. Amendments to bylaws must be recorded in the meeting minutes, with a role call vote and the date. When the amended bylaws have been signed by School Superintendent, new copies in English and Spanish, will be presented at the next PAC meeting for final adoption as recorded in the minutes. Copies of the bylaws shall be kept on file in the School District Administrative office.

ARTICLE VI PROCEDURE FOR MINUTES

Section 1 Minutes of Meetings: The board secretary shall keep minutes and will be made available in English and Spanish and kept on file in the School District Administration office and with the records clerk in the migrant office. All efforts will be made for records to be posted on the school's website.

ARTICLE VII SELECTION OF EXECUTIVE COUNCIL OFFICERS AND TERM OF OFFICE

Section 1 The Executive Council PAC Officers shall be elected by the members of the PAC for a term of three (3) years.

Section 2 A member may resign from the Migrant Education PAC by presenting a letter of resignation explaining his or her intentions. No action is necessary except to

recognize the letter on the part of the council. Whenever a vacancy occurs, a new member shall be elected or appointed as per the regulations in Article III, section 1 or for the resignation of an officer, Article V, Section 1 above.

Section 3 Termination: A member of the PAC shall be automatically withdrawn if he/she does not attend two (2) of consecutive meetings.

Section 4 The following persons have been elected as the Executive Council of the Migrant PAC of Pateros School District:

| | | | |
|-----------------------|-------------------------|-------------------|-------------------|
| President | <u>Pablo Gonzalez</u> | <u>11/14/2016</u> | <u>11/14/2019</u> |
| | | Date Elected | Term of Office |
| Vice-President | <u>Evodio Jimenez</u> | <u>11/14/2016</u> | <u>11/14/2019</u> |
| | | Date Elected | Term of Office |
| Secretary | <u>Laura Oros</u> | <u>11/14/2016</u> | <u>11/14/2019</u> |
| | | Date Elected | Term of Office |
| Officer | <u>Carlos Ceniceros</u> | <u>11/14/2016</u> | <u>11/14/2019</u> |
| | | Date Elected | Term of Office |
| Officer | <u>Ignacio Isabel</u> | <u>11/14/2016</u> | <u>11/14/2019</u> |
| | | Date Elected | Term of Office |
| Officer | <u>Sebastian Osorio</u> | <u>02/13/2017</u> | <u>02/13/2020</u> |
| | | Date Elected | Term of Office |
| Officer | <u>Eulalio Ruiz</u> | <u>02/13/2017</u> | <u>02/13/2020</u> |
| | | Date Elected | Term of Office |

ARTICLE VIII ADOPTION OF BYLAWS

Bylaws will be recommended by the PAC to the district superintendent and/or the school board for adoption.


ARTICLE IX AMENDMENTS TO THE BYLAWS

Section 1 These Bylaws may be recommended to the superintendent for amendment by a vote of the majority of PAC membership at any regular scheduled meeting.


| | |
|-----------------------------|----------------|
| <u>[Signature]</u> | <u>3/9/17</u> |
| MEP PAC President Signature | Date |
| <u>[Signature]</u> | <u>3-14-17</u> |
| MEP Director Signature | Date |
| <u>[Signature]</u> | <u>3/27/17</u> |
| Superintendent Signature | Date |

These can be found electronically at:
Pateros Bylaws
<https://tinyurl.com/PaterosBylaws>

Sample Bylaws from a Migrant District (Spanish)



Districto Escolar de Pateros - 122
Programa de Educación Migrante (MEP)
Comité Consejero de Padres (PAC)
Estatutos



ARTÍCULO I NOMBRE

Sección 1 El nombre del consejo será [Escuela de Pateros] Consejo Asesor de Padres. (Un consejo asesor de padres será establecido en cada distrito escolar local que recibe una subvención secundaria bajo el Título I, Parte-C) [Statutory Authority: Elementary and Secondary Education Act, 1304c]

Sección 2 El Consejo Asesor de Padres (PAC) es un grupo consejero del Programa de Educación Migrante de Distrito Escolar.

ARTÍCULO II PROPÓSITO

Sección 1 La actividad principal del PAC es de representar los intereses de los niños en el Programa de Educación Migrante (MEP) al superintendente, su designado y otros grupos docentes o comunitarios.

Sección 2 Las responsabilidades del Consejo Asesor de Padres serán:

1. Tomar parte de manera significativa en la planificación de las metas, objetivos y prioridades del Programa de Educación Migrante. Además, aconsejar al distrito sobre la implementación y evaluación del programa.
2. Repasar las necesidades anuales de los estudiantes migrantes, las evaluaciones del fin del año, y las actividades del programa migrante para cada escuela.
3. Aconsejar al distrito sobre cómo proveer oportunidades de educación para los padres que promueven la alfabetización familiar y auto abogacía.
4. Formular estatutos y un procedimiento por el cual los padres pueden presentar quejas o preocupaciones al distrito escolar.

ARTÍCULO III MIEMBROS

Sección 1 No habrá menos de tres (3) y no más de nueve (9) miembros en el PAC del MEP y ser parte del consejo por no más de tres (3) años. Los miembros de consejo ejecutivo serán elegidos por los miembros del PAC. En el caso de que no haya ninguna nominación por los miembros, se podrán nombrar los miembros del consejo ejecutivo por el personal escolar del distrito.

Sección 2 Por lo menos 51% de los miembros votantes de cada PAC serán padres de niños migrantes. El resto del consejo (49% o menos) podrá componerse de otros miembros del personal o personas bien informadas sobre las necesidades de los niños migratorios.

Sección 3 Un miembro puede renunciar de ser miembro del PAC para Educación Migrante mediante la presentación de una carta de renuncia donde explica sus intenciones. No se requiere tomar más acción por parte del

Page 1

consejo excepto reconocer dicha carta. Cada vez que ocurra una vacancia, se elegirá o nombrará un nuevo miembro de acuerdo con los reglamentos en el Artículo III, sección 1 o para la renuncia de uno de los dirigentes, Artículo III, Sección 1 de arriba.

Sección 4 Terminación: Un miembro del PAC será removido automáticamente si él o ella no asiste dos (2) de juntas consecutivas. Las siguientes personas han sido elegidas por los Padres Migrantes como sus representantes en el Consejo Asesor de Padres de la Educación Migrante: **Pablo Gonzalez, Evodio Jimenez, Laura Oros, Carlos Cenicerros, Ignacio Isabel, Sebastian Osorio, and Eulalio Ruiz**

Sección 5 Suplentes: Un miembro del PAC podrá enviar a un suplente que lo represente en su misma categoría a las juntas del consejo, siempre que se haya provisto notificación formal por el miembro del PAC a la secretaria ejecutiva y/o representante del distrito por lo menos una semana antes de la fecha de la junta. Un suplente tendrá todo el poder de votar.

Un miembro del PAC no podrá ser representado por un suplente más de dos veces en un plazo de 12 meses. Ninguna persona por sí sola servirá de suplente por más de dos juntas regulares y un suplente debe calificar como representante del miembro del consejo que está reemplazando.

ARTÍCULO IV QUÓRUM

Sección 1 Un quórum de 70% de miembros del PAC deben estar presentes en una junta del PAC para poder conducir el negocio oficial (la votación sobre asuntos). *(favor de tomar notas: Es importante cuando se está decidiendo sobre la cantidad o el tipo de miembros del PAC que va a constituir un quórum para negocios oficiales, que se mantenga una proporción de 51% de padres migrantes en comparación a los demás miembros del PAC.)*

ARTÍCULO V PROCEDIMIENTO PARA ENMENDAR LOS ESTATUTOS

Sección 1 Estos Estatutos pueden ser enmendados cuando sea necesario mediante una votación por una mayoría de dos tercios (2/3) del Comité Especial del PAC, el seguido por una votación de mayoría simple en la siguiente reunión del PAC y la aprobación del Distrito Escolar. Las enmiendas propuestas deben ser entregadas al presidente para que sean enviadas junto con los avisos de las reuniones regulares. Enmiendas a los estatutos deben ser registradas en los minutos de la reunión, con la lista de votación y la fecha. Cuando se han firmado los estatutos enmendados por la superintendente escolar, nuevas copias en inglés y español se presentará en la próxima reunión de PAC para

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ARTÍCULO VI MINUTOS DE LA REUNIÓN

Sección 1 El secretario/a de la Junta mantendrá los minutos disponibles en Inglés y Español y los conservará en la oficina administrativa del Distrito Escolar de Pateros junto con la oficina de registros del programa migrante y se realizarán todos los esfuerzos para ser publicados en el sitio web de la escuela.

ARTÍCULO VII SELECCIÓN DE OFICIALES DEL CONSEJO EJECUTIVO Y PERÍODO DE SU OFICIO

Sección 1 Los dirigentes del PAC serán elegidos por los miembros del PAC para un período de 3 año(s).

Sección 2 Un miembro puede renunciar de ser miembro del PAC para Educación Migrante mediante la presentación de una carta de renuncia donde explica sus intenciones. No se requiere tomar más acción por parte del consejo excepto reconocer dicha carta. Cada vez que ocurra una vacancia, se elegirá o nombrará un nuevo miembro de acuerdo con los reglamentos en el Artículo III, sección 1 o para la renuncia de uno de los dirigentes, Artículo III, Sección 1 de arriba.

Sección 3 Terminación: Un miembro del PAC será removido automáticamente si él o ella no asiste dos (2) de juntas consecutivas.

Sección 4 Las siguientes personas han sido elegidos como Consejo Ejecutivo de Migrante de la Distrito Escolar de Pateros:

| OFICIO | Nombre | Fecha Elegido | Duración del puesto |
|-----------------------|-------------------|---------------|---------------------|
| PRESIDENTE | Pablo Gonzalez | 11/14/2016 | 11/14/2019 |
| VICEPRESIDENTE | Evodio Jimenez | 11/14/2016 | 11/14/2019 |
| SECRETARIO | Laura Oros | 11/14/2016 | 11/14/2019 |
| OFICIAL | Carlos Cenicerros | 11/14/2016 | 11/14/2019 |
| OFICIAL | Ignacio Isabel | 11/14/2016 | 11/14/2019 |
| OFICIAL | Sebastian Osorio | 02/13/2017 | 02/13/2020 |
| OFICIAL | Eulalio Ruiz | 02/13/2017 | 02/13/2020 |

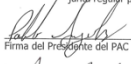
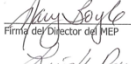
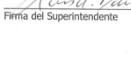
ARTÍCULO VIII ADOPCIÓN DE LOS ESTATUTOS

Page 3

El PAC recomendará los estatutos al superintendente del distrito y/o a la mesa directiva escolar para adoptarlos.

ARTÍCULO IX AMENDMENTS TO THE BYLAWS

Sección 1 Se puede recomendar estos estatutos al superintendente para que se hagan enmiendas por votación por mayoría de los miembros del PAC durante cualquier junta regular programada.

| | |
|--|---------|
|  | 3/19/17 |
| Firma del Presidente del PAC del MEP | Fecha |
|  | 3-14-17 |
| Firma del Director del MEP | Fecha |
|  | 3/27/17 |
| Firma del Superintendente | Fecha |

Page 4

Sample Agenda for PAC Officer Meetings

Sample Agenda for Parent Advisory Council

Officer Meeting

PAC Officers Executive Council Meeting

ABC District

September 12th

6:00 pm-7:30 pm

Today's Agenda

- 1) Welcome, call to order, roll call
 - a) Present: *List people who are attending the meeting*
 - b) Absent: *List people who are not in attendance*
 - c) Welcome any school representatives present
 - d) Welcome any special guests present
- 2) Social Activity for Parents
 - a) PAC Officers take turns leading a fun activity/ice breaker
- 3) Approval of Agenda
 - a) Chair or designee will take lead
- 4) Review Previous Meeting Minutes
 - a) Chair or designee will take lead
- 5) Review status of Migrant Education Program grant application
 - a) Federal Program Director or designee will lead
 - i) Application overview, budget information, and any changes needed
- 6) Announcements from PAC Officers
 - a) PAC officers will share any updates
- 7) Report or Updates from Special Committee
 - a) Special Committee members will share updates on their projects
- 8) Pending Business Items
 - a) Identification and Recruitment reports
 - b) Discuss strategies on how to expand communication of the Migrant program in the community
- 9) New Business
 - a) State Migrant Conference reports
 - b) National Migrant Conference
 - c) Educational Service District Migrant Program presentation or announcements
- 10) General and Community Announcements

Meeting Adjourned at: _____ Date for Next Meeting: _____

The notes in purple and italics are for your information and do not need to be included in the minutes.

Page 1

Sample of Parent Advisory Council Officer Meeting Minutes

PAC Officers Executive Council Meeting Minutes

ABC District

September 12th

6:00 pm-7:30 pm

Meeting Minutes (translated into PAC officers' languages)

1) Welcome, call to order, roll call

Documenting who is present at the meeting helps in the future to know who participated.

- a) President Maria welcomed, documented who was present and absent. Called the meeting to order at 6:00 p.m.
- b) Present: Maria, Jorge, Guadalupe, and Yolanda
- c) Absent: Ricardo called group and reported that he was sick and could not attend the meeting.
- d) School Representatives and Guests: John, Federal Programs Director; Josefina, Migrant Program Recruiter, and Diana, Family Lawyer; Arturo, Employment Department

2) Social Activity of Parents (Icebreakers)

This is a time and space for the committee to do a fun activity/ice breaker. Most PAC's do a little activity before they start board business.

- a) Yolanda leads the group to a small icebreaker to start the meeting. Jorge will lead next meeting's icebreaker.

3) Approval of Agenda

This part of the meeting is for all committee members to review the agenda individually or in a group, as you choose. If the agenda needs to add a topic and correct it, a group vote must be taken to make changes to the agenda before the meeting begins.

- a) Guadalupe mentioned she would like to make a correction. At the previous meeting, they voted to invite Josefina, the Migrant Program Recruiter, to share a report and is not documented in today's agenda. Guadalupe made a motion to vote and correct the agenda to include Josefina. Yolanda seconded the motion. All were in favor to add those this item.

4) Review Previous Meeting Minutes

This part is to review the minutes from the previous meeting. When checking the minutes individually or in a group, the purpose is to see if there is any missing item or vote that was discussed at the previous meeting and was not documented in the minutes.

- a) President María shared the minutes of the previous meeting and asked the officers to review them in 3 minutes. Jorge mentioned that the minutes do not reflect information about when the school counselor reported on high school youth graduation credit requirements.
- b) Maria asked the officers if anyone would like to discuss the issue to please raise their hands. No discussion. Maria mentioned to the committee that all who agree to do the review raise the hand, everyone raised it. The vote passed to include the presentation of the counselor.

- c) Yolanda mentioned following the next item on the agenda because it is getting late. Maria asked if everyone agreed and everyone raised their hand. Everyone voted yes.
- 5) Review status of Migrant Education Program grant application
- a) John provided copies and reviewed the Migrant grant application that will be submitted on September 15th. This grant application includes the suggestions gathered from previous PAC meetings.
- b) John thanked parents for their input and will provide updates at next meeting.
- 6) Announcements from PAC Officers
- This part is a space of time so that each member of the committee reports something, news or reminder if available.*
- a) President Maria mentioned that she made an appointment with the principal of the high school for a tour of the school and the different programs of support offered to migrant students. Maria mentioned that she liked it and was impressed. She proposed to the other committee members to do the same or go in a group, even once a year.
- b) Jorge mentioned that he would like to add on the agenda for the next meeting a presentation from the school to the committee on the results of summer school programs for migrant students. Maria said she agreed and made the motion and voted for the group. They all raised their hands and agreed to put on the agenda in new businesses to talk about inviting the director of the summer program to give a report of the results.
- 7) Report or Updates from Special Committee
- This part is to report the work of special committees. Some schools have and others do not, but in case they have special committees that help with events at school or in the community here they can share.*
- a) Committee Celebrating the Day of the Dead
- i) Maria mentioned that almost everything is ready for the cultural event Day of the Dead. The brochure was already out to the families and they were invited. Each classroom in the school is making an altar (perhaps the word memorial is better in schools) to present during the event. The food was already ordered.
- b) Action: Jorge has to speak to the bakery and put in the bread order. Jorge will report on the next meeting. Once you do, let us know during member reports.
- c) Committee to share gifts (gifts for members who attended PAC general meeting)
- i) Guadalupe visited the local community college and gave her bags to share at the next general PAC meeting, but there is not enough gifts and she would like to go to another school to receive more information and reminders to share with the group.
- ii) Maria thanked the two committees and mentioned that they will follow the next item on the agenda. The vote was made and everyone agreed.
- 8) Pending Business Items:
- This part is to visit topics or actions that were not finished discussing or voting for several reasons at the previous meeting. Some reasons are because there were not enough members to vote and only talked and left to vote for the next team meeting. There is also sometimes that there is not enough information and more information about a topic before voting as a team.*
- a) Where they can identify new migrant families so please let them know to go and talk with families.
- Josefina report on the report on Identification and Recruitment of migrant families
 - Josefina mentioned that there are 180 students identified in the school district. He also mentioned new changes in recruitment. She asked the group if they know of new places
- b) Strategies on how to expand community outreach



- i. Maria reminded committee members that last week they wanted to make a radio statement giving information about the migrant program, but did not have enough information on how to make it possible.
- ii. José shared information with President Maria on how to make a statement of the migrant program. Jose mentioned that it was easy to make an appointment, take a paper to read the information with the contact in case families have questions and present it.
- iii. Maria asked the committee if there are one or two people who would like to make the report possible with the help of the school. Jorge signed up. Maria and Jorge will take charge of this activity and report to the committee how everything goes.

9) New Business:

This part is to talk about new topics.

- a) Reports from the State Migrant Conference
 - i) Maria, Yolanda and Jorge gave a short report about their experience of participating in the State conference in August in Yakima. The three encouraged the others to attend the next conference.
 - b) National Migrant Conference
 - i) Maria mentioned that she would love to continue with this topic that follows, but the time is up and she would like to make a motion and put this issue as Business Pending for the next meeting. No one argued, they all raised their hands and passed the vote.
 - c) Educational Service District Migrant Program announcements
 - i) ESD Migrant Program representative shared upcoming opportunities for parents
- 10) General and Community Announcements
- a) An audience participant, Arturo from the Employment Department mentioned that he has an invitation to the committee to a job fair and shared the brochure.
 - b) Maria thanked Arturo for sharing and shared information with members of the general committee.

Board Concludes with Next Meeting Date

- Maria mentioned that the meeting was over at 7:30 pm, and she thanked everyone for participating. Announcement was made for next scheduled PAC meeting.

Items to consider with meetings and agendas:

- Agendas must be provided in the language of your PAC officers**
- Minutes must be provided in the language of your PAC officers**
- These minutes need to be uploaded onto the iGrants : PAC Page**

These must be uploaded to the iGrants system *Parent and Family Engagement (PFE) Guide-Checklist*

Name of LEA/ School Name:

Date:

Activity Lead(s):

General Information

Funding source(s) for activity Federal State | Amount:

How will the LEA or school remove barrier(s) for participation? Transportation Childcare Meal Other:

1. Linked to Learning– Align to achievement goals

Aligned to needs assessment/ improvement plan Staff reviews their needs assessment or the school improvement plan to create the family engagement activity that best fits and aligns to achievement goals.

What is the purpose of the activity? Write a brief description:

Grade level targeted Indicate the grade level(s):

Content area(s) ELA Math Science Social Studies Arts Other, If Other, please specify:

Place and time Time: Location

2. Relational– Establishes relationships of trust and respect

Welcoming Environment Create welcoming standards with staff Invitations (simple and clear language)
 Welcome families and visitors with signs around school

3. Developmental– Builds the intellectual, social and human capital of stakeholders

Develop families' self-confidence: ***The following strategies are required by Title I, Part A under building capacity:***
 Provide materials and training
 Offer flexible meeting times that meet the needs of parents
 Keep parents informed of purpose of activity
 Coordinate with state and federal program(s) to maximize resources
 Other:

Professional development ***The following training strategies are required by Title I, Part A under building capacity:***
 Monitor child's progress
 Working with educators
 Understanding state academic standards

4. Collaborative– Learns in groups: Focuses on building communities and networks

Collective learning environments Designed for family or parents to build knowledge and share skills within their school-family community
 Draws on families' cultural background (Funds of Knowledge)

5. Interactive– Provides time to learn and practice

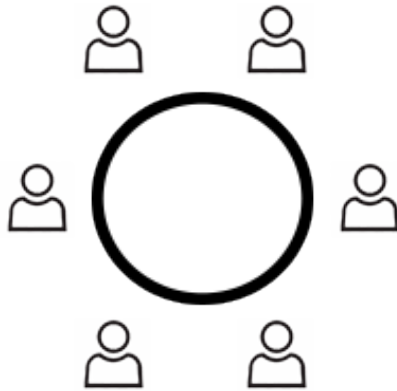
Activity gives opportunities to practice new skills Focuses on coaching and practice
 Time allowed to provide feedback

Evaluating Effectiveness

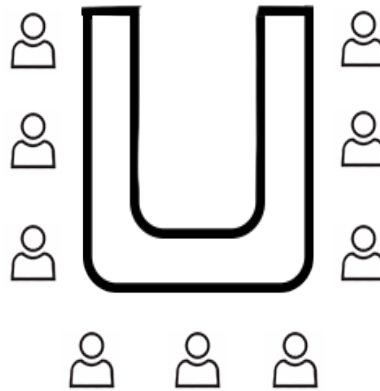
Evaluation tool Survey Parent forums Comment box
 Sign-in sheets (review for increased/decreased attendance)

Parent Advisory Council Meeting Room Set Up

Here are some suggestions PAC Officer and General Parent Meeting room set up to promote collaboration and increased communication, as well as maintain eye contact with everyone present.

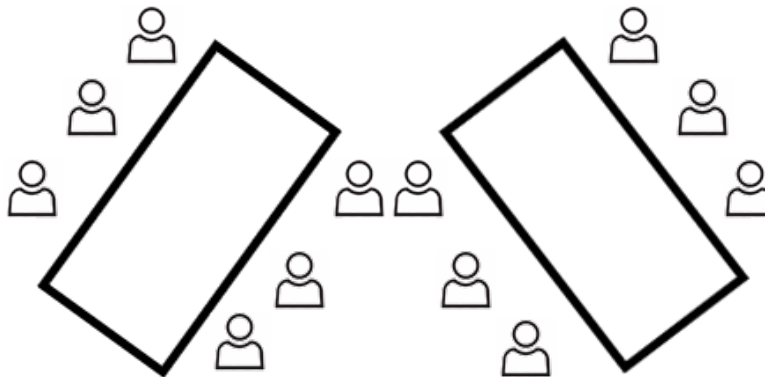


Round table set up for small group work Meetings

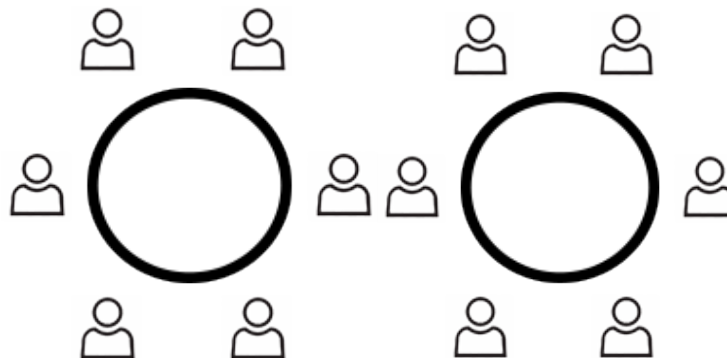


U-Shaped set up for PAC

General Parent Meeting Room Set Up



Set up for General Parent Meetings with a presenter or using a projector or TV.



Set up for General Parent Meetings with group activities the main focus of the meeting.

Special Recognition Certificate for PAC Officers

Use a template like the one below to provide a PAC officer for their dedication on the PAC team. The document can be edited and fit to your style. It can be found on: <https://tinyurl.com/RecognitionCertificate>

CERTIFICATE *of* RECOGNITION

TO

Migrant Parent

AN OFFICER OF THE PARENT ADVISORY COUNCIL

at _____ School District

Thank you for your outstanding work with the migratory community.

MONTH, DAY
YEAR

SIGNED, Federal Program Director, Migrant
Education Program



Sample Agenda for PAC General Meetings

September Migrant Family Night

ABC District
September 29th
6:00 pm-7:30 pm

Today's Agenda

- 1) Welcome
 - a) Officers and administrators present welcomed families
 - b) Inform families of the meeting theme and presenters
- 2) Announcements on the Migrant Education Program
 - a) Dare to Dream summer participants will share experiences
 - b) Presenting on Summer Program and the outcomes
- 3) Resources or Academic Tools
 - a) Showcase ways of how to keep an eye on their children's grades
 - b) Two teachers will co-present on activities and resources for families to support their children in math or English language arts that they can use at home
- 4) Community Voice
 - a) OSY & Health Updates; College & CAMP Information; Immigration; HEP & CAMP

Why do we include these four areas in the general PAC meeting agenda?

1. The Welcome

It is always good to have the PAC president or a principal, superintendent, or federal project director welcome families and do introductions, including introducing the interpreter. There is no need to include more in your welcome agenda other than to use it as a way of indicating when the official start of the meeting will begin, should you be having dinner in advance.

2. Announcements on the Migrant Education Program

Announcements should always be part of your meeting. Invite school officials to update you on what is happening in the migrant program or share the latest updates of PAC officer meetings.

3. Resources or Academic Tools

Include information about a tool or resource to inform families about mathematics and/or English language arts or invite teachers to show parents how they can progress in the home. Also remember, migrant families have diverse needs, some have children in primary school, some have secondary or high school. Do your best to include information that is relevant to all.

4. Community Voice

This is an agenda item, if you have time to include it. Be creative, think about what important information exists outside the school district that is important for migrant

families to know, such as a Know Your Rights night, or invite college students to talk about financial aid or health benefits, invite the library to share fun activities you can do there. This really is open to many different options.

Glossary of Terms used in Migrant Education Programs

| Term | Definition |
|--|---|
| Allocation | The amount of money set aside by the state for local school district programs. |
| Application | The process by which local school districts demonstrate the type of services to provide with Title I, Migrant Education Program funds to address the needs of migrant students in their district. |
| Audit | A formal review of the program financial records to ensure use of program funds are within regulatory requirements. |
| Certificate of Eligibility | The document completed by a trained student recruiter whose job is to identify eligible migratory students for Title I Part C Migrant Education Program services. |
| Compliance | The act of adhering to, and demonstrating adherence to, a standard or regulation. |
| Criteria | A standard by which a judgment or decision is made. |
| Curriculum | A set of course materials utilized in the education of students. |
| Educationally Disadvantaged | The situation in which the economic, social, language, or cultural background of a student may affect their ability to learn at the same pace as other students. |
| Elementary and Secondary Education Act (ESEA) | A United States federal statute enacted April 11, 1965. The Act is an extensive statute that funds primary and secondary education. As mandated in the Act, Funds authorize services for professional development, instructional materials, and resources to support educational programs, and parental involvement promotion. The Act, originally authorized through 1970, has received reauthorization from Congress every five years since its enactment. |
| Ethnicity | The recognition from others of a group's distinctiveness and the recognition of common cultural, linguistic, religious, behavioral or biological traits, real or presumed, as indicators of contrast to other groups. |
| Evaluation | An examination or determination of a child's academic progress that compares knowledge, performance, and achievement to expectations. |
| Every Student Succeeds Act (ESSA) | The Every Student Succeeds Act is the congressional reauthorization of the Elementary and Secondary Education signed into law December 2015. The Act supports the federal funding of educational programs to the states. The focus of the funds is to help close the achievement gap between disadvantaged and minority students and their peers. For detailed information, log on to the U.S. Department of Education website: http://www.ed.gov |

| | |
|--|--|
| Executive Committee or Council | Is a subgroup of the Parent Advisory Council (PAC) that leads the advisory council and can be made available to the local Migrant Education Program director at times when the entire PAC is unable to so. |
| Federal Programs Director (FPDs) | A school district employee designated to manage the federal and state grants and programs the local school district receives. |
| Goals | An intention or end that one or a group of people strive to attain. |
| Grant Award | A set of funds given to an agency for a particular purpose. |
| Grievance Procedures | An official procedure that outlines and defines the process (with timeline) for an individual or group to file a formal complaint to local school district board of directors and/or to OSPI. |
| Identification and Recruitment (I/R) | Activities conducted to ascertain the presence and location of migrant populations within each state. |
| Maintenance of Effort | Local school districts receiving federal funds must continue to support public elementary and secondary schools with state and local funds. |
| Measurable Outcome | A growth measurement or goal set by the state or local educational agency to determine academic or support achievement. |
| Meeting Norms | A set of agreed-upon behaviors and actions a group has identified in order to establish effective meeting boundaries or guides. |
| Migrant Child | A child between the ages of 0-21 who has not yet graduated and moves with their families or by themselves across school district boundaries to obtain employment in agriculture or fishing-related activities. |
| Migrant Parent Meeting | A large group meeting for migrant parents. The PAC may plan and prepare the agenda for the group meeting. |
| Needs Assessment | A study of a student's needs (academic and non-academic) to determine the needed services for eligible migrant students. |
| Objective | A statement of an expected outcome or goal. |
| Out of School Youth | Any migratory youth between the ages of 16-21 that has not graduated from high school or received a GED and not currently enrolled in school. |
| Parent Advisory Council | A parent group that provides guidance and feedback to the local educational agency on the planning, implementation, and evaluation of the Title I Part C, Migrant Education Program. |
| Policy | A plan of action to guide decisions and achieve outcomes that may be a result of implemented rules and regulations. |
| Portable Assisted Study Sequence (PASS) | Semi-independent academic courses created for the use by secondary migrant students needing credit recovery. |
| Priority for Service (PFS) Migrant Students | Migrant students who have moved within the last twelve (12) months and are most at-risk of not meeting state academic and achievement standards or dropped-out. |
| Private School | A school operated and supported by a private organization and does not directly receive state or federal funds. |
| Procedure | A particular way of doing something. |

| | |
|---|---|
| Program Review | A review of the local educational agency that implements federal programs to ensure it aligns with federal and state regulations. |
| Regulations | Rules governing federal and state services. |
| Schoolwide Programs | Schools operating Title I, Part A Programs who meet poverty level criteria may combine certain federal funds to provide services to all students in the building. |
| Service Delivery Plan | A description of the services to provide to migrant students statewide that address their identified needs. |
| Special Education | Specially designed academic services to meet the needs of students who have identified and assessed with a learning disability. |
| State Transitional Bilingual Instructional Program | State-funded English-language development instruction program provided to students assessed as English learner. |
| Standard | A set of student academic measurements by grade level or grade span |
| Supplant | Federal funds used to replace or used instead of state or local funds. Federal funds must not supplant state or local funds. |
| Supplement | Federal funds are intended to supplement (add to or enhance) state or local educational funds. |
| Support Services | Activities that are non-instructional that have been identified as a need by local educational agencies to support the academic achievement of migrant students. Services may include medical, dental, transportation, counseling, or food. |
| Title I, Part A | The largest component of federal aid to state and local programs for educationally disadvantaged children. |
| Title I, Part C | A component of Title I addressing the needs of migratory children. |

Robert's Rules of Order - Parliamentary Procedure Glossary of Terms

| Term | Definition |
|----------------|--|
| Abstain | Not voting one way or the other. |
| Adjourn | Ending the meeting. |
| Adopt | To okay or accept. |
| Agenda | An outline of topics for a meeting. |
| Amend | Adding onto or deleting from a motion usually to improve it, enlarge its intent, or make it more understandable. |
| Appeal | To question a decision and ask the group to change it. |
| Appoint | To place someone in a job or position. |
| Bylaws | The rules a group has agreed to follow and the goals of the organization. |
| Caucus | Getting together outside the regular meeting to decide on plans, positions, policy, and/or people to nominate. |

| | |
|--------------------------------|--|
| General Consent | Approval by the group. If even one-member objects, a vote occur. |
| Majority Opinion | The decision of more than half the voting members. |
| Minority Opinion | The position held by less than half the voting members. |
| Minutes | Official record of a meeting. |
| Motion | A member's proposal for action. |
| Nominate | To recommend a person for election of office. Nominations do not need a second. |
| Pending | Still "up in the air" and undecided. |
| Personal Privilege | Calling attention to something having to do with the well-being of the people at the meeting, such as asking to have a window opened. |
| Point of Information | Asking for more information before making a decision. |
| Point of Order | Correcting a mistake that is against the rules of organization. |
| President | The position held by the meeting's leader. |
| Pro Tem | Temporary. |
| Orders of the Day | Calling for the group to get back to the agenda or the main business of the meeting. |
| Question | A motion that is under discussion with a vote to follow. |
| Recess | Taking a short break. |
| Rescind | To take back, withdraw. |
| Resolution | Usually a policy statement suggested to the group for approval. |
| Second | Support for a motion. Before a group can handle a proposed action, it must know that two people want it discussed. |
| Sub-committee | A sub-group of the members serving on a large committee who take a special problem, studies it, and reports to the whole committee for a final decision. |
| Suspending of the Rules | Discussing something without sticking to the rules of the meeting. |
| Table | The committee can set the question or discussion aside until a specific time or indefinitely. |
| Unanimous Vote | Everyone votes the same way. |
| Veto | To turn "Thumbs Down" on a motion or idea. |

