# Table of Contents

Welcome to the Parent Advisory Council (PAC) ................................................. Page 1-2

## Section 1: Washington State Migrant Education Program

### Historical Perspective
- Office of Superintendent of Public Instruction (OSPI) Focus Areas in the Migrant Education Program .............................................................. Section 1, Page 4
- Organizational Chart Washington State Migrant Education Program .......... Section 1, Page 5
- Organizational Structure ........................................................................ Section 1, Page 6
- Federally Funded Services in Washington State ........................................ Section 1, Pages 7-8
- Services Funded by the Migrant Education Program ................................ Section 1, Page 8

## Section 2: Washington State MEP Parent Advisory Council

- Role of the Parent Advisory Council ....................................................... Section 2, Page 10
- Parent Advisory Council Selection ....................................................... Section 2, Page 11
- Responsibility of the PAC Officers (executive committee) ....................... Section 2, Page 11
- PAC Officer Descriptions (executive committee) ..................................... Section 2, Pages 11-12
- Roles and Responsibilities of the Federal Programs Director and Designated Staff ................................................................. Section 2, Page 12
- Sample Bylaws of the PAC ................................................................... Section 2, Pages 13-16
- Relationship between the Parent Advisory Council and the State Advisory Committee .......................................................... Section 2, Page 17
- Washington State MEP State Advisory Committee (SAC) Members .......... Section 2, Page 18

## Section 3: Conducting Effective Meetings

- Meeting Details ...................................................................................... Section 3, Pages 20-21
- Things to Consider .................................................................................. Section 3, Page 20
- Things That Happen at Meetings ............................................................. Section 3, Page 20
- Meeting Tips .......................................................................................... Section 3, Page 20
- Acceptable Meeting Behavior ................................................................ Section 3, Page 20
- Unacceptable Meeting Behavior ............................................................. Section 3, Page 20
- Encouraging Participation from All ......................................................... Section 3, Page 20
- Symptoms of Meeting Problems ............................................................ Section 3, Page 21
- Common Pitfalls in Meetings ................................................................. Section 3, Page 21
- Ground Rules to Promote an Effective Meeting ...................................... Section 3, Page 21
- Basic Dialogue when Conducting a Meeting .......................................... Section 3, Pages 22-23
- The Motion ............................................................................................. Section 3, Pages 23-26
  - What is a Motion? ................................................................................. Section 3, Page 23
  - Standard Procedure for Introducing a Motion ............................ Section 3, Page 23
  - How a Motion May be Amended ......................................................... Section 3, Page 24
  - Some Common Motions ................................................................. Section 3, Page 24
  - Motions That Do Not Require a Second ............................................ Section 3, Page 24
  - Motions That Cannot be Amended .................................................... Section 3, Page 24
  - Motions That Cannot be Debated ....................................................... Section 3, Page 24
  - Motions That Require a Two-Thirds (2/3) Vote .......................... Section 3, Page 25
  - How a Motion is Made ........................................................................ Section 3, Page 25
Table of Contents (continued)

Section 4: Additional Resources
- Sample Agenda for a Parent Advisory Council Officer Meeting............. Section 4, Page 30
- Sample Minutes for a Parent Advisory Council Officer Meeting............... Section 4, Pages 31-33
- Sample Agenda for PAC General Meetings.................................................. Section 4, Page 34
- Glossary of Acronyms............................................................................. Section 4, Page 35
- Glossary of Terms.................................................................................. Section 4, Pages 35-39
- Recommended Meeting Room Arrangements.......................................... Section 4, Page 40
- Notes Page.............................................................................................. Section 4, Page 41
Welcome to the Parent Advisory Council (PAC)

The school community is pleased that you have agreed to share your ideas, suggestions and time in partnership with your children’s schools. Your suggestions are critical to the success of the Migrant Education Program. The Washington State Migrant Education Program, along with your school district, will provide you the support and training necessary to have a rewarding and successful experience as an educational leader in your community. Thank you for your contributions!

Mission of the PAC
To enable parents to effectively contribute to the local Migrant Education Program so that migrant students achieve social, emotional and educational success.

Purpose of this Manual
• To help you understand the purpose and importance of your role as a leader in the PAC
• To empower you with knowledge about the Migrant Education Program, its benefits and requirements
• To explain your duties as a PAC officer
• To provide examples of how to work as a partner with the school to help plan and run effective meetings, including resources for:
  o Agendas
  o Minutes
  o Bylaws
  o Surveys
  o Rules of Order
  o Strategies to include the voice of all participants
  o Strategies to develop a united school community of migrant families and educators

Expectations of PAC Officers
As PAC officer, you will do your best to:
• Represent your community by gathering ideas from other migrant families
• Meet as a small group of PAC officers, along with the Migrant Federal Program Director at least 3 times a year to plan migrant activities
• Follow the bylaws and help update them when needed
• Participate in leadership training offered by migrant program experts
• Help lead General PAC meetings intended for all migrant families

What does the PAC do?
1. An effective PAC helps to plan Migrant Education Program Activities
• Meet with the Program Director and other PAC officers at least once in the spring or summer to plan activities for the coming school year
• Share with school experts what you know about the strengths (Funds of Knowledge) and needs of the migrant community
• Examine data, test scores, and surveys to determine academic and social/cultural needs of migrant students and their families
• Together with the school experts, learn about effective activities that research and past experiences suggest will meet the needs of migrant families

2. An effective PAC helps to improve the implementation of Migrant Education Program Activities
• Meet with the Program Director and other PAC officers at least once (recommended fall, winter or spring)
• Help plan and hold general PAC meetings intended to engage and inform all migrant families
• Help monitor migrant activities to recommend improvements when needed
• Ensure that the following Parent Training Evaluation is completed after each MEP parent training activity, example below:

   Washington Migrant Education Program
   2017-18 Parent Training Evaluation

   Directions: Parents complete after each MEP parent training activity, regardless of who conducts the parent activity. Submit copies to Sylvia Regna with your end-of-year report. This form addresses Washington MEP Measurable Program Outcomes (MPOs) 1c/c2/c3/c6.

   District Name
   Date
   Topic/Activity

   Literacy/Reading Activities
   1. How much did this training help you learn skills to better support your child’s reading at home? Not at all Somewhat A lot Very Much
   Math Activities
   2. How much did this training help you learn to have conversations about math with your child? Not at all Somewhat A lot Very Much
   Preschool/School Readiness Activities
   (Only applies to parents of preschool children)
   3. How much did this training help you learn skills to support your preschooler’s learning at home? Not at all Somewhat A lot Very Much

   4. What would you be interested in learning more about at future parent meetings?

3. An effective PAC helps to evaluate Migrant Education Program Activities
• Meet with the Program Director and other PAC officers at least once (recommended winter or spring or summer)
• Analyze data of the effectiveness of the activities - test scores, surveys, evaluations, observations, etc.
• Review and compare the needs of migrant students to the services offered by the local Migrant Education Program
The Migrant Education Program hopes that you will find this manual valuable and become empowered with knowledge to be great leader in your communities!
This Section Contains:

• **Historical Perspective: Migrant Education Program**

• Office of Superintendent of Public Instruction (OSPI) Focus Areas in the Migrant Education Program

• Organizational Chart for Washington State Migrant Education Program

• Organizational Structure

• Federally Funded Services in Washington State

• Services Funded by the Migrant Education Program
Historical Perspective: Migrant Education Program

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

The children of migrant families have long been an increasing concern to our nation. However, prior to the 1960s not much real progress was made toward meeting the needs of this portion of our population. For many years, the children of migrant workers were shamefully neglected. Schools often made little effort to enroll these “temporary” residents. Usually, classes were already filled with local children. Bringing large numbers of strangers into the classrooms for so short a period, it was often argued, 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 migrant children the opportunity and resources for a formal and equal education. Recognizing that the migrant child was not the sole responsibility of one district, one community, or one state, federal funds were allocated to states with the assurance that each state or their local operating agencies would identify and address the special educational needs of migratory children.

Office of Superintendent of Public Instruction (OSPI) Migrant Education Focus Areas

The goal of the Migrant Education Program (MEP) is to provide supplemental education and health services programs for migratory children. These federal funds are to be used to ensure that migratory children have an opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet, while coordinating program activities with similar school programs in Washington and other states. The four focus areas of the Migrant Education Program are:

- **Academic Areas** - increase the number of migrant students who meet standards in English language arts (listening, speaking, reading, and writing) and mathematics.
- **Family Involvement** - increase services for migrant families and help them be better prepared to participate in activities that support reading or math in the home.
- **School Preparation** - provide support and resources to migrant students and their families as possible.
- **Graduation** - increase the number of migrant students who graduate from high school.
Washington State Migrant Education Program
Organizational Chart

Office of Superintendent of Public Instruction

Assistant Superintendent
Special Programs and Federal Accountability

Washington State
Title I, Part C
Migrant Education Program

State Advisory Committee

Educational Service District (ESD)
Migrant Education Offices
ESD 105 (Yakima), 123 (Pasco), North Central (Wenatchee), and Northwest (Anacortes) 189

Local Educational Agencies

Parent Advisory Council
General Migrant Parent Meetings

Migrant Student Data, Recruitment and Support (Sunnyside)

Migrant Health Education Program
## Organizational Structure

<table>
<thead>
<tr>
<th>Office(s)</th>
<th>Function and Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OSPI Migrant and Bilingual Education Programs, Olympia</strong></td>
<td>• Obtain and allocate Federal Title I, Part C funding</td>
</tr>
<tr>
<td>(360) 725-6147</td>
<td>• Monitor compliance with State and Federal policies and regulations</td>
</tr>
<tr>
<td>Terry Garrett, Director</td>
<td>• Work with the State Advisory Committee to receive input and feedback on the services</td>
</tr>
<tr>
<td>Mea Moore, Program Manager</td>
<td>and resources to support the identified needs of migrant students.</td>
</tr>
<tr>
<td>Sylvia Reyna, Program Supervisor</td>
<td>• Coordination of state program services</td>
</tr>
<tr>
<td>Lupe Ledesma, Program Supervisor</td>
<td>• Coordinate provision of health benefits to migrant families in accordance with</td>
</tr>
<tr>
<td>Armando Isais-Garcia, Health Program Supervisor</td>
<td>State and Federal laws and regulations</td>
</tr>
<tr>
<td>• Obtain and allocate Federal Title I, Part C funding</td>
<td>• Schedules health and dental care exams for migrant children statewide. Coordinates</td>
</tr>
<tr>
<td>• Monitor compliance with State and Federal policies and regulations</td>
<td>with medical and dental agencies and assists in making local connection for LEAs.</td>
</tr>
<tr>
<td>• Work with the State Advisory Committee to receive input and feedback</td>
<td></td>
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<tr>
<td>on the services and resources to support the identified needs of migrant</td>
<td></td>
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<tr>
<td>students.</td>
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<tr>
<td>• Coordination of state program services</td>
<td></td>
</tr>
<tr>
<td>• Coordinate provision of health benefits to migrant families in</td>
<td></td>
</tr>
<tr>
<td>accordance with State and Federal laws and regulations.</td>
<td></td>
</tr>
<tr>
<td>• Schedules health and dental care exams for migrant children statewide.</td>
<td></td>
</tr>
<tr>
<td>• Facilitation of services for Out of School Youth (OSY) ages 16-21</td>
<td></td>
</tr>
<tr>
<td><strong>Migrant Student Data, Recruitment, and Support (MSDRS), Sunnyside</strong></td>
<td></td>
</tr>
<tr>
<td>(509) 837-2712 (800) 274-6084</td>
<td></td>
</tr>
<tr>
<td>• State identification and recruitment of families qualifying for migrant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>services</td>
</tr>
<tr>
<td>• State migrant records management through Migrant Student Information</td>
<td>• State identification and recruitment of families qualifying for migrant services</td>
</tr>
<tr>
<td>System (MSIS) database</td>
<td></td>
</tr>
<tr>
<td>Professional development in recruitment and identification</td>
<td>• Schedules health and dental care exams for migrant children statewide. Coordinates</td>
</tr>
<tr>
<td>PASS needs of local school districts and database</td>
<td>with medical and dental agencies and assists in making local connection for LEAs.</td>
</tr>
<tr>
<td>Funding data &amp; statistical reports</td>
<td></td>
</tr>
<tr>
<td>• Facilitation of services for Out of School Youth (OSY) ages 16-21</td>
<td></td>
</tr>
<tr>
<td><strong>Educational Service District Migrant Education Offices</strong></td>
<td></td>
</tr>
<tr>
<td>• ESD 105, Yakima (509) 454-2856</td>
<td>• Technical assistance in program planning and implementation of local educational</td>
</tr>
<tr>
<td>• ESD 123, Pasco (509) 544-5756</td>
<td>agency Migrant Education Programs;</td>
</tr>
<tr>
<td>• NCESD 171, Wenatchee (509) 667-3631</td>
<td>• Professional development and teacher training on strategies to work with migrant</td>
</tr>
<tr>
<td>• NWESD 189, Anacortes (360) 299-4047</td>
<td>students and their families.</td>
</tr>
<tr>
<td>• Training of district and building staff in facilitation of parental</td>
<td>• Graduation Specialist and Student Advocate training</td>
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<tr>
<td>involvement of migrant families in their children's schools.</td>
<td></td>
</tr>
<tr>
<td>• Graduation Specialist and Student Advocate training</td>
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</tbody>
</table>
Federally Funded Services in Washington State

Awarding Funds to Local Educational Agencies:
The Washington State Migrant Education Program, under rules established by the Elementary and Secondary Education Act, and reauthorized under Every Student Succeeds Act (2015); receives a federal grant to establish or improve, directly or through sub-grants to local operating agencies; education programs for migratory children.

Once federal funds have been awarded to Office of Superintendent of Public Instruction (OSPI), the Migrant Education Program (MEP) allocates funds to local educational agencies and local operational agencies to serve migrant children locally, regionally, or on a statewide basis. Services to migrant children and their families funded by MEP may include:

- **Academic Programs K-12**
  - Math
  - English Language Arts (reading/writing)
  - Secondary Credit Retrieval
  - Science
- **Health Programs**
  - Nurse
  - Physical Exams & Dental Screenings
  - Behavioral Health
  - Preventive Health Education
- **Preschool**
- **Kindergarten Readiness**
- **Home Visiting/ Counseling**
- **Supplemental Secondary Services**
  - Dropout Prevention, Credit Retrieval,
  - Student Leadership Opportunities,
  - Referred Services and Alternative
    Education Programs to Out-of-School Youth
- **Parental Advisory Council**
  - Planning, implementation and evaluation of local program
  - Development of Agenda for general Migrant Parent Meetings
- **Parent Training**
  - Parent Involvement/Engagement
  - Family Literacy
- **Teacher Training**
- **Migrant Student Data and Collection**
  - Migrant Student Information System
- **Summer Schools**
- **Dissemination of Information**

Program Application:
Local Educational Agencies (LEA) requesting MEP funds must submit an application to OSPI. The grant application is submitted every year for OSPI approval and must give a
complete account of requested funds. The Parent Advisory Council (PAC) is a crucial voice in this process and is required to provide input into the planning, implementation and evaluation of the local program. The number of federally funded projects is based on an Allocation Table that is generated each year; the number of projects will differ each fiscal year.

**Services Funded by the Migrant Education Program**

OSPI allocates the majority of its MEP funds to LEAs to provide supplemental educational and support services for migrant children and migrant education personnel.

**Regular Program**—An LEA’s regular program may offer reading, math, science, writing, readiness, credit retrieval (including PASS), or preschool services for eligible migrant children (beginning at age 3) in any grade from preschool (PK–3) to Grade 12. Support staff and services vary from district to district as the migrant children’s needs dictate but usually include a recruiter and records clerk.

**Summer School Programs**—Summer programs may be implemented by an LEA or other agency for children in Grades PK–3 through 12 with emphasis on reading, math, science, writing, readiness, preparation for GED, or PASS. Most summer programs operate between four to six weeks depending on local needs. Academic and support services vary from district to district because of unique needs and circumstances. Students may also have an opportunity to participate in the partner Dare to Dream Academies or Voices from the Field Arts or Science Academies.
This Section Contains:

- Role of the Parent Advisory Council
- Parent Advisory Council Selection
- Responsibility of the PAC Officers (executive council)
- PAC Officer Descriptions (executive council)
- Roles and Responsibilities of the Federal Programs Director and Designated Staff
- Sample Bylaws of the PAC
- Washington State MEP State Advisory Committee (SAC) Members
- Relationship between the Parent Advisory Council (PAC) and the State Advisory Committee (SAC)
Role of the Parent Advisory Council

It is important to understand that you are serving on an advisory council. This means that you advise the school district with concerns of migrant parents that relate to the Washington State Migrant Education Program. The final decisions are made by the school board; however, as a parent you are an essential part of the decision-making process of the district.

NOTE: Members of the local PAC should not restrict themselves to serving only in the migrant PAC. It is important that parents participate in district-wide councils to ensure that the concerns/needs of migrant children are acknowledged and understood.

The main role of the PAC as a group is defined specifically as follows:

- 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 migrant children.
- Recommend activities which improve the migrant and/or other compensatory educational programs.
- Take an active role in promoting parental participation.
- Assist and advise the school district on the planning and implementation of the Migrant Education Program.
- Study past migrant education programs, know how the present program will be evaluated, and assist school district staff to evaluate current migrant programs.
- Assist in identifying community resources for the educationally disadvantaged children.
- Assist in providing information to parents about the Migrant Education Program (MEP).
- Become knowledgeable about and support the State Advisory Committee (SAC) for migrant education.
- Listen to any person or group who may have questions, concerns, or recommendations about the present Migrant Education Program (MEP).
- 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.
Parent Advisory Council Selection

Committee members can be selected in a variety of methods. 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 committee size.

Responsibility of the PAC Officers (executive council)

Officers should have a clear guideline of their responsibility designated to their officer role.
The main role and responsibilities of the PAC officers are defined specifically as follows:
• Take a leadership role in planning and organizing PAC meetings.
• Assist in keeping the PAC meeting focused on approved agenda and time limits.
• Act on behalf of the full PAC when an emergency meeting is called by the Federal Programs Director or designee outside the regularly scheduled meetings.
• Keep the full PAC informed of emergency meeting results.

PAC Officer Descriptions (executive council)

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 that are needed.

CHAIR/PRESIDENT
• 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
• Other duties as identified by the PAC

VICE – PRESIDENT
• Lead PAC meetings if President is unavailable
• Assist PAC President to fulfill their duties

SECRETARY (It is recommended that this person be a school district staff with no voting privileges.)
• Record, keep, and maintain minutes of all PAC meetings
• Record and keep a list of who attends the PAC meetings
• Maintain a current register of contact information of the PAC membership
• Assure that minutes from prior meeting are addressed at future meeting and are reviewed and approved
• Ensure final approved minutes are kept on file in the district’s administrative office

OTHER POSSIBLE COUNCIL OFFICERS:

SARGEANT-AT-ARMS
• Work with officers to set time limits on agenda items.
• Call the meeting to order.
• Ensure agenda topics are within the time limits.
• Notify committee members if conversation is outside the agenda item.
• Close the official meeting.

MEMBERS-AT-LARGE
• Assist the executive committee to provide input and feedback at times when the full committee is unable to meet.

Roles and Responsibilities of the Federal Programs Director and Designated Staff

<table>
<thead>
<tr>
<th>MEP PARENT ADVISORY COUNCIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>Meet with PAC to:</td>
</tr>
<tr>
<td>• Help plan the local program</td>
</tr>
<tr>
<td>• Review implementation of program as submitted in grant application</td>
</tr>
<tr>
<td>• Evaluate the efforts of the local program</td>
</tr>
<tr>
<td>• Identify district PAC needs and goals</td>
</tr>
<tr>
<td>Meet with PAC to develop meeting calendar and topics.</td>
</tr>
<tr>
<td>Assist PAC officers with organizing meetings.</td>
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<tr>
<td>Obtain a translator for meetings as needed.</td>
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<tr>
<td>Provide training to migrant parents regarding district policies; program goals; objectives; requirements; and budget.</td>
</tr>
<tr>
<td>Attend PAC and general migrant parent meetings</td>
</tr>
</tbody>
</table>
Sample Bylaws of the PAC

[Your local School District's Name] Migrant Education Program (MEP) Parent Advisory Council (PAC) By-Laws

ARTICLE I NAME

Section 1 The name of the council shall be [Name of your school or district] 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 ___ (number) ___ and no more than ___ (number) ___ members on the Migrant Education Program PAC and will serve on the committee no more than ___ years. The PAC executive council members shall be elected by 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 A PAC member shall be automatically withdrawn if he/she does not attend ___ (number) ___ of consecutive meetings and will be notified by phone and mail.
ARTICLE IV  QUORUM
Section 1 A quorum of ___ (number) _____ 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  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 _____ year(s) through rolling elections.

1. Rolling Elections are intended to keep experienced officers on the Executive Board. An executive board made up of 4-8 officers, is elected every year in the early spring. Officers are elected for a two-year term. Each year only half of the terms expire and new officers are elected to replace the retiring officers.

Section 2 Rotating chairs in the Executive Council Meetings is intended to share, among all willing officers, the responsibilities of the President and Parliamentarian (Sergeant at Arms). PAC Officers will take turns fulfilling the leadership roles of the Executive Board in the Parent Advisory Council Executive Meetings.

Section 3 The following persons have been elected by the Migrant Parents as the Executive Council of __________________ (Name of School District). Attach list of PAC members and copies of COEs at time of appointment.

<table>
<thead>
<tr>
<th>OFFICER</th>
<th>Name</th>
<th>Date Elected</th>
<th>Term of Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESIDENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VICE - PRESIDENT</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SECRETARY</td>
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<tr>
<td>OTHER</td>
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</tbody>
</table>

ARTICLE VI  ADOPTION OF BYLAWS

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

MEP PAC President Signature __________________________ Date __________________

MEP Director Signature __________________________ Date __________________

Superintendent Signature __________________________ Date __________________
Sample Bylaws of the PAC

EXAMPLE #2:

[Your local School District’s Name] Migrant Education Program (MEP) Parent Advisory Council (PAC) By-Laws

MISSION STATEMENT

The Parent Advisory Council (PAC) consults with the School District regarding:

(1) The comprehensive assessment of the needs of migratory children to be served; and
(2) The design, implementation and evaluation of the district’s local program.

BYLAWS

I. DUTIES OF THE MIGRANT EDUCATION PARENT ADVISORY COUNCIL

To consult with the School District in planning, implementation, and evaluation of the district’s Migrant Education Program, funded under Every Student Succeeds Act, Public Law 103-382, Title I, Part C, with emphasis in the following areas:

Identify needs of migrant students; make recommendations for services and activities to address needs; develop criteria for implementing and evaluating services and activities.

II. OPERATING PROCEDURES OF THE PAC

A. Selection of Members

shall be officially appointed by School District for a minimum of a two (2) year term. Potential parent members may be nominated by local migrant parents. Such nominees will be considered for appointment by the School District, along with others suggested by staff, or other sources. Terms of office shall expire on June 30. Each appointment shall be effective and each committee member shall begin serving upon the filing of his or her acceptance with the School District.

B. Council Composition

1. PAC membership shall consist of not more than [five] and not less than [four] members.

NOTE: The size of the council should be reflective of the number of migrant students identified in your district boundaries

2. Membership shall represent parents or guardians of eligible migrant children and individuals who represent the interests of such parents.

3. At least 51% of the membership shall consist of parents of children who are enrolled in MEP, or who have been enrolled in such programs during a preceding three-year period.

C. Voting

members shall be entitled to one vote and may cast that vote on each matter submitted to a vote on the PAC. Absentee ballots shall not be permitted.

D. Termination of Membership

in the PAC will proceed if a member fails to attend any two council meetings during a 12-month period. Membership shall terminate if a member transfers actual residence from the School District, or is considered by the district to be in violation of conflict of interest. Extenuating circumstances may prevail as determined by the PAC.

E. Chair

(or designee) shall preside at all meetings of the PAC and will sign letters, reports, and communications of the council. In addition, the chair shall perform all duties of a chair and other duties as may be prescribed by the PAC. The chair shall serve for a one year term.

F. Membership

of the PAC shall represent children in each of the school buildings in the School District, including Elementary, Middle and High School. A member-at-large may also be appointed by the School District. These members shall attend all PAC meetings; provide assistance and support at district parent activities; and agree to represent the PAC at other appropriate district events including, but not limited to school board meetings, parent meetings and other events agreed upon by the PAC. The PAC membership will be supported by the
G. Meetings of the PAC
Regular Meetings shall be three times each year or at the call of the School District, with concurrence of the PAC Chair.
Special Meetings may be called by the School District.

Place of Meetings shall be in a facility and geographical location, approved by the district, with concurrence of the PAC chair.
Notice of Meetings must be preceded by reasonable notice. Any change in established date, time, or location must be given notice. All special meetings shall be preceded by reasonable notice. Any required notice shall be in writing; shall state the hour, day, and location of the meeting; and shall be delivered either personally or by mail to each member not less than seven days or more than three weeks before the date of such meetings.
Voting members are entitled to one vote. Absentee ballots shall not be permitted.
Minutes of Meetings shall be kept by the Secretary and be made available in English and Spanish. Minutes shall be kept on file in the School District Administration office.

H. In case of a tie vote, the election shall be decided by lot.
I. Special Committees may be called into existence for specific purposes and for designated time periods by the chair with the concurrence of the School District representative.
J. Quorum, simple majority (51%), shall constitute a quorum necessary for the transaction of the business of the PAC. Attendance will be carefully monitored.
K. Conduct of Meetings shall be conducted in accordance with Robert’s Rules of Order or in accordance with an appropriate adaptation thereof.
L. Decisions of Council shall be made only after an affirmative vote of majority of its members in attendance.
M. Procedure for Amending Bylaws 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.
N. Meeting Open to the Public All meetings of the PAC shall be announced and open to the public, and all persons shall be permitted to attend any meeting in compliance with and under the conditions provided in chapter 42.30 RCW.
O. Allowable Expenses Members will be paid expenses for attendance at council meetings and related travel expenses to attend activities on behalf of the School District to the extent and for such purposes as allowed by district policies and regulations. Other expenditures required to conduct council business, such as meeting site rentals, shall be provided in accordance with fiscal authorization policies and procedures of the district.
P. Limits of Authority The PAC shall have no power to enter into contracts of any nature, or dispense public funds. No council member shall be required to provide any sum of money, property, or services other than the services described herein, to the PAC. The PAC shall have no powers beyond those expressly set forth herein.
School District Superintendent

__________________________________________
Date
Washington State Migrant Education Program
State Advisory Committee (SAC) Members

The State Advisory Committee members is composed of migrant students, parents, district and school staff, as well as the OSPI Migrant Program staff and other partners. If any migrant students, parents, or individuals that represent the different areas are interested in applying to serve on the SAC, please contact your local migrant program staff or OSPI Migrant Program.

The State Advisory Committee is made up of not 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, recruiter, or paraeducator school representative

1 representative from the Commission on Hispanic Affairs

Contact the Washington State Migrant Education Program office for the most recent listing of committee representatives.
Relationship between the Parent Advisory Council (PAC) and the State Advisory Committee (SAC)

- Associations
- Parent Advisory Councils
- Agencies
- School Districts
- Migrant Parents/Students

State Advisory Committee

State Migrant Education Program Director

Office of Superintendent of Public Instruction (OSPI)

- SAC
- Associations
- Parent Advisory Councils
- Agencies
- School Districts
- Migrant Parents/Students
This Section Contains:

- Meeting Details
- Ground Rules to Promote an Effective Meeting
- Basic Dialogue when Conducting a Meeting
- The Motion
- Example of Making a Motion
- Parliamentary Procedure Glossary of Terms
Meeting Details

1. **Things to Consider**
   - Decide when to have a meeting and who will be invited
   - Prepare for the meeting and create an agenda
   - Know how to manage the dynamics during the meeting

2. **Things That Happen at Meetings**
   - Announcements
   - Progress Reports
   - Problem Solving and Decision Making
   - Planning

3. **Meeting Tips**
   - Prepare and distribute the agenda well in advance of the meeting
   - Begin and end the meeting on time
   - Change the agenda only when most of the participants agree, not when only one person suggests a revision
   - Maintain a focused discussion
   - Encourage and support participation by all members, as well as their ideas
   - Discourage the clash of personalities
   - End the meeting with a sense of gathering together, summarizing accomplishments and follow-up assignments

4. **Acceptable Meeting Behavior**
   - 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

5. **Unacceptable Meeting Behavior**
   - 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

6. **Encouraging Participation from All**
   - Icebreakers
   - Rotate roles
   - Sit in a circle or horseshoe design
   - Pass an object from person to person
   - Brainstorm ideas
   - Go person-to-person around the room soliciting input
   - Have small-group discussions prior to all-group discussions
   - Ask open-ended questions
   - Call on people directly
7. **Watch for Symptoms of Meeting Problems**
   - Meetings start later and later each time
   - 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 are reached during the meeting
   - No plan for follow-through is developed
   - Assignments are not completed on time

8. **Be Aware of Common Pitfalls in Meetings**
   - Unnecessary or inappropriate meetings
   - Poorly organized meetings
   - Inappropriate group composition or size
   - Group pressure for conformity
   - Faulty decision-making process
   - Losing sight of the original objective

**Ground Rules to Promote an Effective Meeting**
To conduct an effective meeting, the participants must agree to follow certain rules. The purpose for the rules is 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. Some of the most important rules include:

- Each participant’s beliefs are honored.
- There is mutual respect among members.
- Everyone participates.
- 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.
- Members will avoid side conversations.
- Members will be sensitive to translator’s need for clarification.
- Members reserve the right to pass.
Basic Dialogue When Conducting a Meeting

I. CALL MEETING TO ORDER

(STARTING THE MEETING) (Sergeant-at-Arms or Chair)
"Will the meeting please come to order?"

(WELCOMING THE PARTICIPANTS) (Chair)
"Welcome, everyone. The chair would like to recognize ________________who is with us today. Welcome to our meeting."

II. MINUTES (Chair)

"The secretary will now read the minutes of the previous meeting." (Chair can also allow each member to read silently).

"Are there any corrections to the minutes?"

If corrections are needed, they are called to the attention of the president and/or the secretary.

"If there are no further corrections, the minutes will stand approved as corrected."

The minutes require a motion from one of the members and a second to the motion. The standard way to make a motion is as follows:

"I move that the minutes be approved or accepted as read," or "I move that the minutes be approved as they were mailed," if applicable.

III. REVIEW THE AGENDA (Chair)

Note the items and time allocations approved by the Parent Advisory Council Executive Committee. An example of how the agenda is approved is located in the Motion Section on page 28.

IV. REPORTS (Chair)

The reports, which are heard, are usually of the officers, boards, standing committees, and special committees.

"At this time, we have a report which will be read by ________________." 

V. ANNOUNCEMENTS

Announcements may be heard in the same manner as the reports.

VI. UNFINISHED BUSINESS

"We come now to the unfinished business." or "Is there any unfinished business to come before the committee?"
VII. NEW BUSINESS

“We come now to new business. Is there any new business to come before the committee? If not, then we will have our presentation next.”

VIII. PRESENTATIONS/SPEAKERS

“I would like to introduce __________________ who will talk to us about __________________. Welcome __________________.”

IX. OTHER BUSINESS

“Are there any other items to be discussed at this time?”

X. ADJOURNMENT

“We now come to the last item of business on the agenda,” or, “The chair will entertain a motion to adjourn the meeting.”

After the motion has been made and seconded the chair calls for a vote in the following manner.

“Those in favor to adjourn the meeting please raise your right hand; those opposed do the same;” or “All in favor of the motion say ‘Aye,’ “those opposed say ‘Nay.’”

The 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 referred to as a question. Example: Before the president puts any motion to a vote he may ask, “Are you ready for the question?”

Standard Procedure for Introducing a Motion
A member either raises his or her hand or rises and addresses the presiding officer in the following manner: “Mr. President.” Or if the president happens to be a woman, the member addresses her as follows: “Madam President, may I have the floor please?” After the member has been recognized, he or she introduces the motion in the following manner: “I move that . . . whatever the proposal may be. Example, “I move that we accept the budget as it has been presented.” The president then repeats the motion to the council and asks for a second by saying, “Is there a second to the motion?” No motion can be brought before the council without being seconded. If another member wishes the motion to be brought before the council for consideration, he or she says, “I second the motion.” When this has been properly done, the president repeats the motion to the council and asks for discussion or comments in the following manner: “Are there any remarks or discussion to the proposed motion?” Or he or she may inquire, “Are you ready for the question?” If no one responds, the president
presumes the discussion is closed. If the motion passes, it is announced by saying, “Motion carried.” If the motion does not carry, it is announced by saying, “The motion is lost.”

**How a Motion May be Amended**
- By adding something to it
- By eliminating something from it

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.

**Some Common Motions**
- To table or postpone
- To amend
- To suspend the rules
- To adjourn the meeting
- To call for the orders of the day
- To fix a time to adjourn
- To dispense with the reading of the minutes
- To take a recess
- To open or close nominations
- To approve the minutes
- Point of information or order

**Motions That Do Not Require a Second**
- To call for the orders of the day
- Nominations
- Point of order
- Point of information

**Motions That Cannot Be Amended**
- To adjourn
- To call for the orders of the day
- To table or postpone
- Nominations

**Motions That Cannot Be Debated**
- To adjourn
- To amend an un-debatable motion
- To call for the orders of the day
- To dispense with the reading of the minutes
- To fix a time to adjourn
- To lay on the table
- To close or reopen nominations
- To take a recess
- Suspension of the rules
Motions That Require a Two-Thirds (2/3) Vote

- 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

How a Motion is Made

- Address the president — “Mr. or Madam President.” Wait until the president recognizes you by a sign or by name.
- Be sure you have your motion clearly in mind and worded as briefly as possible.
- When you have been recognized, state the motion so that all can hear. “I move that . . . “
- After the motion has been made, another member, without waiting to be recognized, calls out; “I second the motion.”
- The motion having been made and seconded, the president repeats the motion by saying, “It has been moved and seconded that . . .”
- When the president has stated the motion, it is said to be pending. The council may now consider it; that is, it is open to discussion and debate.
- Any member may now rise to agree or disagree with the proposal.
- The president inquires, “Is there any further discussion?” If none, the president asks, “Are you ready for the question?” The members call, “Question!” The response, “Question” is a parliamentary form that shows that the members are ready to vote.
- Except where special rules apply, a majority vote is usually required to pass a motion. The president calls first for the votes in favor of a motion. A voice vote is most often called, although members may also be asked to show their hands, stand, or vote by written ballot. A standing vote is sometimes used to verify the results of a voice vote.
- The president then announces the vote, “The Aye’s have it. The motion is carried.” or, “The Nay’s have it. The motion is defeated.”

Methods of Voting on a Motion

The president reads a motion before calling for a vote.

- **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.

(Adapted from: Robert’s Rules of Order, with comments from Rachel Vixman, Jove Publications, 1967. Gloriela Chiappelli, Los Angeles County, Division of Education.)

## Example of Making a Motion

Information on Example: During the “Review of the Agenda” portion of the Parent Advisory Council meeting, the officers must review and approve the agenda. A motion must be carried and approved to approve the agenda as presented as example shown below.

*Wait until the last speaker has finished*

**Chair:** “Please take a few moments to review the agenda items we will be discussing today.”

*A few moments pass*

**Chair:** “Are there any questions or revisions on the agenda for today?”

*If corrections are needed, they are called to the attention of the president and/or secretary*

**Chair:** “If there are no further corrections, we will need someone to make a motion.”

**Member A:** “Mr./Mrs. President, I move to approve the agenda how it is presented today.”

*Wait for a second motion*

**Member B:** “I second the motion to approve today’s agenda how it is presented today.”

**Chair:** “Any discussion or comments on this proposed motion?”

*If no one rises to claim the floor, the chair proceeds to take the vote*

**Chair:** “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 responded ‘Aye’ to approve the agenda

**Chair:** “The motion to approve the agenda as presented will stand approved.”

The group can determine voting method depending on the topic discussion. Groups can decide to vote anonymously, writing their vote on a piece of paper, stand up, or raise their hands.
Parliamentary Procedure
Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstain</td>
<td>Not voting one way or the other.</td>
</tr>
<tr>
<td>Adjourn</td>
<td>Ending the meeting.</td>
</tr>
<tr>
<td>Adopt</td>
<td>To okay or accept.</td>
</tr>
<tr>
<td>Agenda</td>
<td>An outline of things to be done at a meeting.</td>
</tr>
<tr>
<td>Amendment</td>
<td>Adding onto or deleting from a motion usually to improve it, enlarge its intent, or make it more understandable.</td>
</tr>
<tr>
<td>Appeal the Decision of the President</td>
<td>To question the president’s decision and ask the group to change it.</td>
</tr>
<tr>
<td>Appoint</td>
<td>To place someone in a job or position.</td>
</tr>
<tr>
<td>Bylaws</td>
<td>The rules a group has agreed to follow and the goals of the organization.</td>
</tr>
<tr>
<td>Caucus</td>
<td>Getting together outside the regular meeting to decide on plans, positions, policy, and/or people to nominate.</td>
</tr>
<tr>
<td>Committee</td>
<td>Small group that reviews and reports on a special task given them by the larger membership. A committee can recommend certain action be taken, based on its findings.</td>
</tr>
<tr>
<td>Council</td>
<td>An advisory group of people formally constituted and meeting regularly.</td>
</tr>
<tr>
<td>General Consent</td>
<td>Approval by the group. If even one member objects, a vote must be taken.</td>
</tr>
<tr>
<td>Majority Opinion</td>
<td>The decision of more than half the voting members.</td>
</tr>
<tr>
<td>Minority Opinion</td>
<td>The position held by less than half the voting members.</td>
</tr>
<tr>
<td>Minutes</td>
<td>Official record of a meeting.</td>
</tr>
<tr>
<td>Motion</td>
<td>A member’s proposal for action.</td>
</tr>
<tr>
<td>Nominate</td>
<td>To recommend a person for election of office. Nominations do not need a second.</td>
</tr>
<tr>
<td>Pending</td>
<td>Still “up in the air” and undecided.</td>
</tr>
<tr>
<td>Personal Privilege</td>
<td>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.</td>
</tr>
<tr>
<td>Point of Information</td>
<td>Asking for more information before making a decision.</td>
</tr>
<tr>
<td>Point of Order</td>
<td>Correcting a mistake that is against the rules of organization.</td>
</tr>
<tr>
<td>President</td>
<td>The position held by the meeting’s leader.</td>
</tr>
<tr>
<td>Pro Tem</td>
<td>Temporary.</td>
</tr>
<tr>
<td>Orders of the Day</td>
<td>Calling for the group to get back to the agenda or the main business of the meeting.</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Question</td>
<td>A motion that is under discussion with a vote to be taken on it.</td>
</tr>
<tr>
<td>Recess</td>
<td>Taking a short break.</td>
</tr>
<tr>
<td>Rescind</td>
<td>To take back, withdraw.</td>
</tr>
<tr>
<td>Resolution</td>
<td>Usually a policy statement being suggested to the group for approval.</td>
</tr>
<tr>
<td>Second</td>
<td>Support for a motion. Before a group can handle a proposed action, it must know that two people want it discussed.</td>
</tr>
<tr>
<td>Special Committee</td>
<td>A committee selected to handle a single task or event.</td>
</tr>
<tr>
<td>Standing Committee</td>
<td>A committee that goes year-round such as a Program Committee</td>
</tr>
<tr>
<td>Sub-committee</td>
<td>A small group of members serving on a large committee who take a special problem, study it, and report back to the whole committee so that a final decision can be made.</td>
</tr>
<tr>
<td>Suspending of the Rules</td>
<td>Discussing something without sticking to the rules of the meeting.</td>
</tr>
<tr>
<td>Table</td>
<td>The committee can set the question or discussion aside until a specific time or indefinitely.</td>
</tr>
<tr>
<td>Unanimous Vote</td>
<td>Everyone votes the same way.</td>
</tr>
<tr>
<td>Veto</td>
<td>To turn “Thumbs Down” on a motion or idea.</td>
</tr>
</tbody>
</table>
This Section Contains:

- Sample Agenda for a Parent Advisory Council Officer Meeting
- Sample Minutes of Parent Advisory Council Officer Meeting
- Sample Agenda for General Parent Meetings
- Glossary of Acronyms
- Glossary of Terms
- Recommended Meeting Room Arrangements
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  
(5 minutes)

2. Social Activity for Parents  
   a. PAC Officers take turns leading an activity  
(3 minutes)

3. Approval of Agenda  
   a. Chair or designee will take lead  
(2 minutes)

4. Review Previous Meeting Minutes  
   a. Chair or designee will lead  
(3 minutes)

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  
(20 minutes)

6. Announcements from PAC Officers  
   a. PAC officers will share any updates  
(5 minutes)

7. Report or Updates from Special Committee  
   a. Special Committee members will share updates on their projects  
(15 minutes)

8. Pending Business Items  
   a. Identification and Recruitment reports  
   b. Discuss strategies on how to expand communication of the Migrant program in the community  
(15 minutes)

9. New Business  
   a. State Migrant Conference reports  
   b. National Migrant Conference  
   c. Educational Service District Migrant Program presentation or announcements  
(11 minutes)

10. General and Community Announcements  
(10 minutes)

11. Meeting Adjourned and Set Date for Next Meeting  
(1 minute)
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

1. Welcome, call to order, roll call

   Document who is presented to the board. Documenting who is present at the meeting helps in the future to know how 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 an example for the committee to do a fun activity. Most PAC's do a little activity before they start the board business.
   a. Yolanda leads the group to a small icebreaker to start the meeting. Jorge will lead next meeting's ice breaker.

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 made 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 for the previous meeting. When checking the minutes individually or in a group, it is checked if there was 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 board 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 board if anyone would like to discuss the issue that they raise their hands. Nobody liked to discuss it. Maria mentioned to the committee that all who agree to do the review raise the hand, everyone raised it. The vote went to include the presentation of the counselor in minutes.
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 to give him a tour of the school and the different programs of support for the 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 of the school to the committee on the results of the summer school for young migrants. 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 room 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.
         1. Action: Jorge has to speak to the bakery and put in the bread order. Jorge will report to the next meeting. Once you do, let us know during member reports. It’s all for an hour.
      b. 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 for the next PAC meeting but there is not enough 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. Josefina report on the report on Identification and Recruitment of migrant families
   i. 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 where they can identify new migrant families so please let them know to go and talk with families.

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.

11. Board Concludes with Next Meeting Date
    a. 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.
Sample Agenda for PAC General Meetings

PAC General Meeting
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 and how they benefited from attending
   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. Activities and resources for families to support their children in math or English language arts that they can use at home
      1. Co-Presentation by elementary and a middle school teacher

4. Community Voice
   a. OSY & Health Updates; College & CAMP Information; Immigration; HEP & CAMP

Why include these four areas in your general PAC meetings?

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 Acronyms

<table>
<thead>
<tr>
<th>COE</th>
<th>Certificate of Eligibility</th>
<th>MSDRS</th>
<th>Migrant Student Data, Recruitment, and Support Office</th>
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</thead>
<tbody>
<tr>
<td>ESD</td>
<td>Educational Service District</td>
<td>OSPI</td>
<td>Office of Superintendent of Public Instruction</td>
</tr>
<tr>
<td>ESEA</td>
<td>Elementary and Secondary Education Act</td>
<td>OSY</td>
<td>Out-of-School Youth</td>
</tr>
<tr>
<td>ESSA</td>
<td>Every Student Succeeds Act</td>
<td>PAC</td>
<td>Parent Advisory Council</td>
</tr>
<tr>
<td>FPD</td>
<td>Federal Program Director</td>
<td>PASS</td>
<td>Portable Assisted Study Sequence</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Educational Agency (i.e. school district)</td>
<td>PFS</td>
<td>Priority for Service</td>
</tr>
<tr>
<td>MEP</td>
<td>Migrant Education Program</td>
<td>SAC</td>
<td>State Advisory Committee</td>
</tr>
</tbody>
</table>

Glossary of Terms

**Age Level (Grade Level)** - The average grade level of a child as identified given their age.

**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 be provided with Title I, Migrant Education Program funds to address the needs of migrant students in their district.

**Audit** - A review of the program financial records to ensure program funds are being used within regulatory requirements.

**Authorization** - An authorization bill is a proposed public law that permits the federal government to carry out various functions and programs.

**Average Daily Attendance** - The average number of children enrolled in school each day. Every state has its own way of computing average daily attendance.

**Average Per-Pupil Expenditure** - The amount of state funds set aside to pay for public education per student.

**Basic Skills** - The minimum set of skills and academic knowledge a student should be able to demonstrate by the time they complete their K-12 education.
Certificate of Eligibility (COE) - The document used to verify the eligibility of migrant students and their families for program services.

Compensatory Education - Supplementary programs or services designed to help children at risk of low educational achievement reach their full potential.

Compliance - The act of adhering to, and demonstrating adherence to, a standard or regulation.

Consolidated Application - A jointly developed application submitted to the Department of Education that addresses the goals and objectives of individual federal programs under the Elementary and Secondary Education Act to be administered by the State Education Agency.

Criteria - A standard by which a judgment or decision is made.

Curriculum - A set of course materials utilized in the education of students.

Diagnostic - A process to examine and analyze in an attempt to understand and explain.

Dissemination - A process by which information is spread or circulated.

Educational Service District - Nine administrative organizations established in Washington State to provide centralized services, such as teacher training, for school districts within its geographic area.

Educational Service District Migrant Education Offices - Four regional offices funded by the Office of Superintendent of Public Instruction to provide support services and technical assistance to local educational agencies receiving migrant funds. These offices are located in the following Educational Service Districts: ESD 105-Yakima; ESD 123-Pasco; ESD 171-Wenatchee; and ESD 189-Anacortes.

Educationally Disadvantaged - A student who’s economic, social, language, or cultural background may impact 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 which funds primary and secondary education. As mandated in the Act, the funds are authorized for professional development, instructional materials, and resources to support educational programs, and parental involvement promotion. The Act was originally authorized through 1970, however the government has reauthorized the Act every five years since its enactment. The current reauthorization of ESEA is the No Child Left Behind Act of 2001.

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** - 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 not available to meet.

**Federal Programs Director** - a school district employee designated to manage the federal and state grants and programs the local school district receives.

**General Migrant Parent Meeting** - A large group meeting for migrant parents. The agenda could be planned and prepared by the PAC.

**Goals** - An intention or end that one or a group of people strive to attain.

**Government Performance and Results Act** - enacted by US Congress in 1993, it established strategic planning and performance measurements in the Federal Government. The Migrant Education Program performance indicators include increasing the percentage of migrant students at or above proficient in state assessments in reading and math; increasing the percentage of migrant students who received credit in Algebra I by 11th Grade; and increasing the percentage of migrant students Grades 7-12 promoted to next grade level and graduating.

**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.

**Local Educational Agency** - Also known as school district, the LEA has legal authority to administer public education in a city or county.

**Maintenance of Effort** - Local school districts receiving federal funds must continue to support public elementary and secondary schools with state and local funds.

**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 Student Data, Recruitment and Support (MSDRS) – The state office funded through the Office of Superintendent of Public Instruction supports the computerized Migrant Student Information System (MSIS) and the Identification and Recruitment (I/R) efforts statewide.

Needs Assessment – A study of a student’s needs (academic and non-academic) to determine the services to be provided.

Objective – A statement of an expected outcome or goal.

Out of School Youth - Out of School Youth (OSY) is defined as any migrant youth between the ages of 16-21 that has not graduated from high school or received a GED and is not currently enrolled in school.

Office of Superintendent of Public Instruction (OSPI) - The State Educational Agency (SEA) in Washington State responsible for administering state and federal educational funds and programs.

Parent Advisory Council – A representative group of migrant parents required by law under Title I, Part C to advise the local educational agency in the planning, implementation, and evaluation of its MEP.

Policy – A plan of action to guide decisions and achieve a rational outcome that may be as 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 had an interrupted regular school year and are most at-risk of not meeting state academic and achievement standards.

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 is aligned with federal and state regulations.

Qualifying Arrival Date (QAD) - The month, date, and year recorded on the Certificate of Eligibility (COE) a migrant child and/or their family moved to acquire qualifying work.

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 be provided to migrant students statewide that address their identified needs.

Special Education – Academic services that have been specially designed to meet the needs of students who have been identified with a learning disability.

State Transitional Bilingual Instructional Program – Instructional support program that provides services to students who have been identified as needing English language development.

Supplant – Federal funds that are 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.

Supportive 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.

OTHER EDUCATIONAL TERMS - Log on to Washington State’s Office of Superintendent of Public Instruction website for the following:

State Assessment and Graduation Requirements (available in nine languages):
http://www.k12.wa.us/GraduationRequirements/default.aspx
# Recommended Meeting Room Arrangements

<table>
<thead>
<tr>
<th>Arrangement</th>
<th>Description</th>
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<tbody>
<tr>
<td><img src="Image1" alt="Diagram" /></td>
<td>Useful for medium-sized collaboration and decision-making meetings</td>
</tr>
<tr>
<td><img src="Image2" alt="Diagram" /></td>
<td>Useful for small collaboration and decision-making meetings</td>
</tr>
<tr>
<td><img src="Image3" alt="Diagram" /></td>
<td>Useful for medium-sized collaboration meetings and using a projector screen</td>
</tr>
<tr>
<td><img src="Image4" alt="Diagram" /></td>
<td>Useful for small collaboration groups</td>
</tr>
<tr>
<td><img src="Image5" alt="Diagram" /></td>
<td>Useful for large-sized collaboration meetings</td>
</tr>
<tr>
<td><img src="Image6" alt="Diagram" /></td>
<td>Useful for large-sized meetings</td>
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</tbody>
</table>