

Parent Advisory Council



TRAINING MANUAL



Parent Advisory Council PAC TRAINING MANUAL

Washington Office of Superintendent of Public Instruction (OSPI)
Washington State Migrant Education Program
PO Box 47200 • Olympia, WA 98504-7200
(360) 725-6147
<http://www.k12.wa.us/MigrantBilingual/default.aspx>
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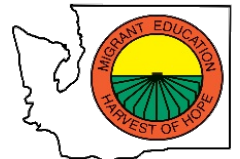


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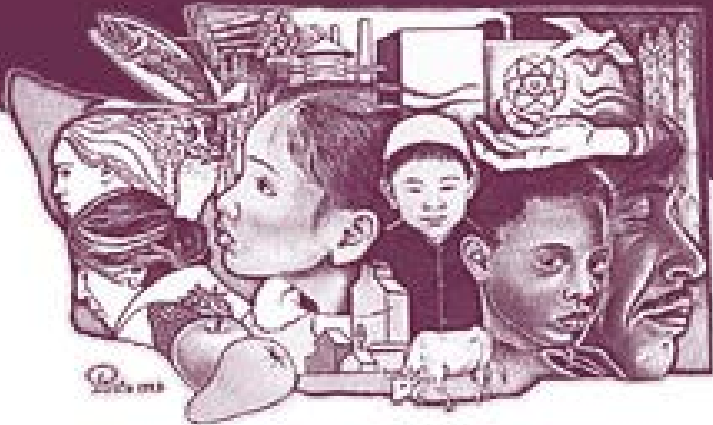
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This Section Contains:

- Historical Perspective: Migrant Education Program Title I, Part C
- Migrant Education Program Goals
- Office of Superintendent of Public Instruction (OSPI) Desired Outcomes in the Migrant Education Program
- Organizational Chart-Washington State Migrant Education Program
- Organizational Structure
- Glossary of Acronyms
- Glossary of Terms
- Federally Funded Services in Washington State
- Services Funded by the Migrant Education Program

Historical Perspective:

Migrant Education Program, Title I, Part C

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, it would disturb the routine and set back the programs for local resident children. Other factors also came into play as concerned people attempting to enroll migrant children were many times thwarted by the migrant parents who wished to have their children near, either working with them or taking care of younger 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 and 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.

Migrant Education Program Goals

The goal of the Migrant Education Program (MEP) is to provide supplementary educational programs and health services to migrant children. Special programs are designed to meet the unique educational needs of migrant children. It is the goal of the MEP to coordinate program activities with similar school programs in Washington and in other states.

The Migrant Education Program will strive to:

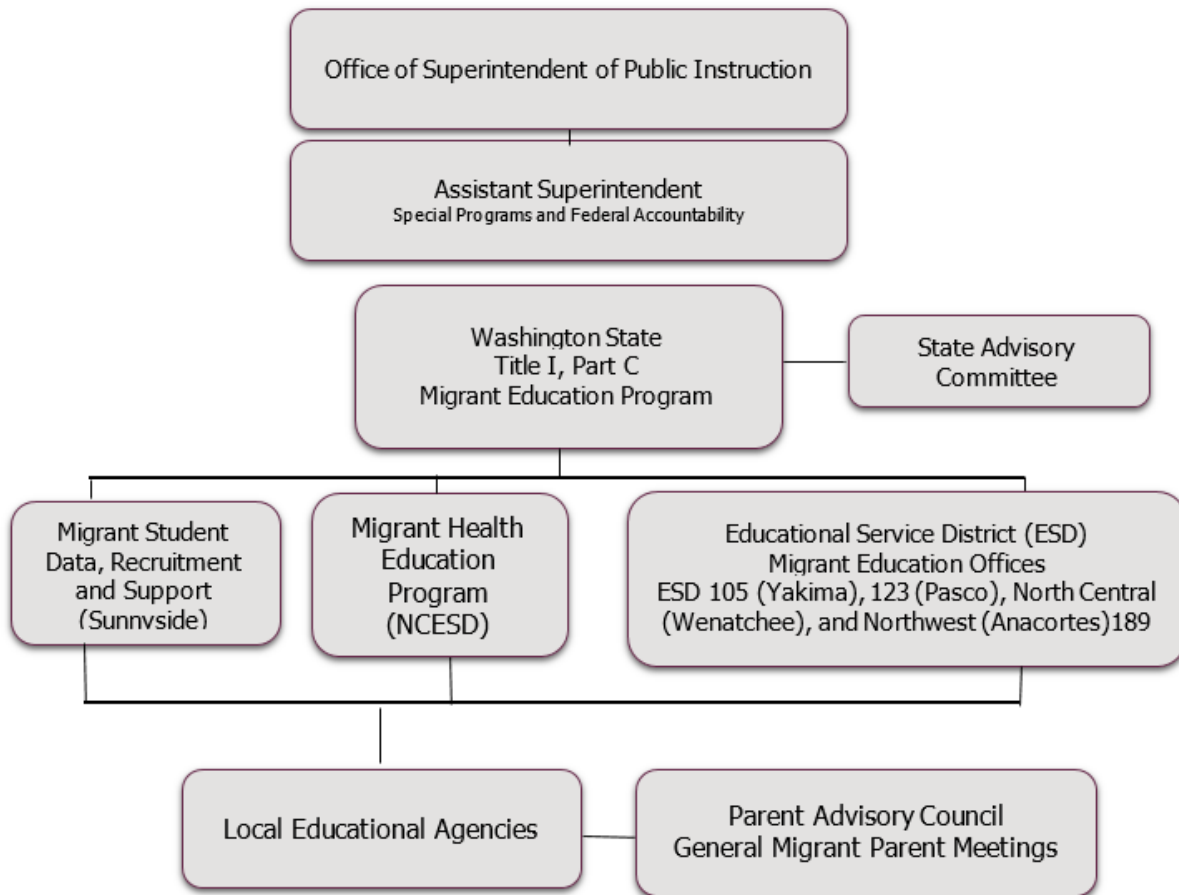
- Provide all migrant youth appropriate services and support, which will prepare them to succeed in school.
- Provide opportunities for all migrant youth to complete their education course designed for success in life.
- Enable parents to effectively intervene in their child's social, emotional, and educational success.
- Assure educational continuity for migrant students.
- Strengthen and create effective partnerships at the state, regional, and local levels to support the migrant child.

Office of Superintendent of Public Instruction (OSPI) Desired Outcomes in the Migrant Education Program

- Academics – increase the number of migrant students meeting standard in math and English language arts (reading).
- Graduation – increase the number of migrant students graduating from high school.
- English language proficiency – close the achievement gap between English proficient migrant student and Limited English Proficient migrant students through the coordination of services available from state and federal English language development programs.
- Non-academic services – provide support and resources to migrant students and their families as feasible.

Organizational Chart

Washington State Migrant Education Program



Organizational Structure

Office(s)	Function and Services
<p>OSPI Migrant and Bilingual Education Programs, Olympia (360) 725-6147 Mea Moore, Director Sylvia Reyna, Program Supervisor Lupe Ledesma, 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 the 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
<p>Migrant Student Data, Recruitment, and Support (MSDRS), Sunnyside (509) 837-2712 (800) 274-6084</p>	<ul style="list-style-type: none"> • State identification and recruitment of families qualifying for migrant services • State migrant records management through Migrant Student Information System (MSIS) database Professional development in recruitment and identification PASS needs of local school districts and database Funding data & statistical reports • Facilitation of services for Out of School Youth (OSY) ages 16-21
<p>Migrant Education Health Program, Wenatchee (509) 667-3646</p>	<ul style="list-style-type: none"> • Coordinate provision of health benefits to migrant families in accordance with State and Federal laws and regulations. • Schedules health and dental care exams for migrant children statewide. Coordinates with medical and dental agencies and assists in making local connection for LEAs.
<p>Educational Service District Migrant Ed 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 local educational agency Migrant Education Programs; • Professional development and teacher training on strategies to work with migrant students and their families. • Training of district and building staff in facilitation of parental involvement of migrant families in their children's schools. • Graduation Specialist and Student Advocate training

Glossary of Acronyms

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

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>

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:

- | | |
|--|---|
| <ul style="list-style-type: none">• Academic Programs K–12<ul style="list-style-type: none">MathEnglish Language Arts (reading/writing)Secondary Credit RetrievalScience• Health Programs<ul style="list-style-type: none">NursePhysical Exams & Dental ScreeningsBehaviorial HealthPreventive Health Education• Preschool<ul style="list-style-type: none">Kindergarten Readiness• Home Visiting/Counseling Services• Supplemental Secondary Services<ul style="list-style-type: none">Dropout Prevention, Credit Retrieval,Student Leadership Opportunities,Referred Services and Alternative EducationPrograms to Out-of-School Youth | <ul style="list-style-type: none">• Parental Advisory Council<ul style="list-style-type: none">Planning, implementation and evaluation of local programDevelopment of Agenda for general Migrant Parent Meetings• Parent Training<ul style="list-style-type: none">Parent Involvement/EngagementFamily Literacy• Teacher Training• Migrant Student Data and Collection<ul style="list-style-type: none">Migrant Student Information System• Summer Schools• Dissemination of Information |
|--|---|

Program Application: Local Educational Agencies 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
- Relationship between the Parent Advisory Council (PAC) and the State Advisory Committee (SAC)
- Washington State MEP State Advisory Committee (SAC) Members

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

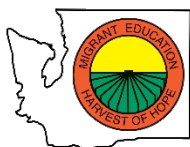
- Assist the executive committee to provide input and feedback at times when the full committee is unable to meet.

Roles and Responsibilities of the Federal Programs Director and Designated Staff

MEP PARENT ADVISORY COUNCIL		
Activity	FPD	Designated Migrant Staff
Meet with PAC to: <ul style="list-style-type: none"> • Help plan the local program • Review implementation of program as submitted in grant application • Evaluate the efforts of the local program • Identify district PAC needs and goals 	X	X
Meet with PAC to develop meeting calendar and topics.	X	X
Assist PAC officers with organizing meetings.	X	X
Obtain a translator for meetings as needed.	X	X
Provide training to migrant parents regarding district policies; program goals; objectives; requirements; and budget.	X	X
Attend PAC and general migrant parent meetings	X	X

Sample Bylaws of the PAC

EXAMPLE #1:



[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 the PAC members. In the event that

there are no nominations by parents, the PAC membership may be appointed by school district personnel.

**SCHOOL DISTRICT NAME MEP
PARENT ADVISORY COUNCIL (PAC)
BYLAWS**

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 ___ (number) ___ of consecutive meetings.
The following persons have been elected by the Migrant Parents as their representatives on the Migrant Education Parent Advisory Council:
(Attach list of PAC members and copies of COEs at time of appointment)

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).

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 I above.

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

Section 4 The following persons have been elected as the **Executive Council** of _____ (Name of School District)

**SCHOOL DISTRICT NAME MEP
PARENT ADVISORY COUNCIL (PAC)
BYLAWS**

PRESIDENT _____
Date Elected Term of Office

VICE –PRESIDENT _____
Date Elected Term of Office

SECRETARY _____
Date Elected Term of Office

OTHER _____
Date Elected Term of Office

ARTICLE VI ADOPTION OF BYLAWS

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

ARTICLE V11 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.

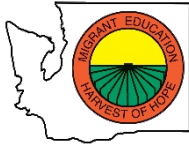
MEP PAC President Signature Date

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)
Bylaws

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 districts local program.

BYLAWS

I DUTIES OF THE MIGRANT EDUCATION PARENT ADVISORY COUNCIL

To consult with the School District in the 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 the needs of migrant students;
- Make recommendations/suggestions for services and activities to address these needs;
- Develop criteria for implementing and evaluating services and activities

II Operating Procedures of the PAC

A. *Selection of Members and Term of Office* All members shall be officially appointed by the School District for a minimum of a two (2) year term of office. Appointments shall be staggered. 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 the migrant education program, or who have been enrolled in such programs during a three-year period preceding a parent's appointment.

C. *Voting* Each voting member 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* Failure on the part of a PAC member to attend in person or through an alternate any two council meetings during a 12-month period shall constitute termination from the PAC. Membership also 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. *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 LEA 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 the council member being replaced.

F. *Chair* The chair shall preside at all meetings of the PAC and will sign all letters, reports, and communications of the council. In addition, he or she shall perform all duties incident to the office of chair and such other duties as may be prescribed by the PAC from time to time. The chair shall serve for a one year term.

G. *Membership* Members of the PAC shall represent children in each of the school buildings in the *NAME* School District, including Elementary, *NAME* Middle School and *NAME* High School. A member-at-large may also be appointed by the *NAME* School District. These members shall attend all PAC meetings as determined by the PAC members; 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 Migrant Federal Programs Director (FPD) and any other designated migrant staff person. The migrant staff person will be responsible to support the PAC through written and verbal correspondence.

H. *Meetings of the PAC*

1. **Regular Meeting** The PAC shall meet three times each year or at the call of the School District, with concurrence of the PAC Chair.
2. **Special Meetings** Special meetings may be called by the School District.
3. **Place of Meetings** The PAC shall hold its regular meetings and its special meetings in a facility and geographical location, approved by the district, with concurrence of the PAC chair.
4. **Notice of Meetings** Regular meetings must be preceded by reasonable notice. Any change in the established date, time, or location must be given special notice. All special

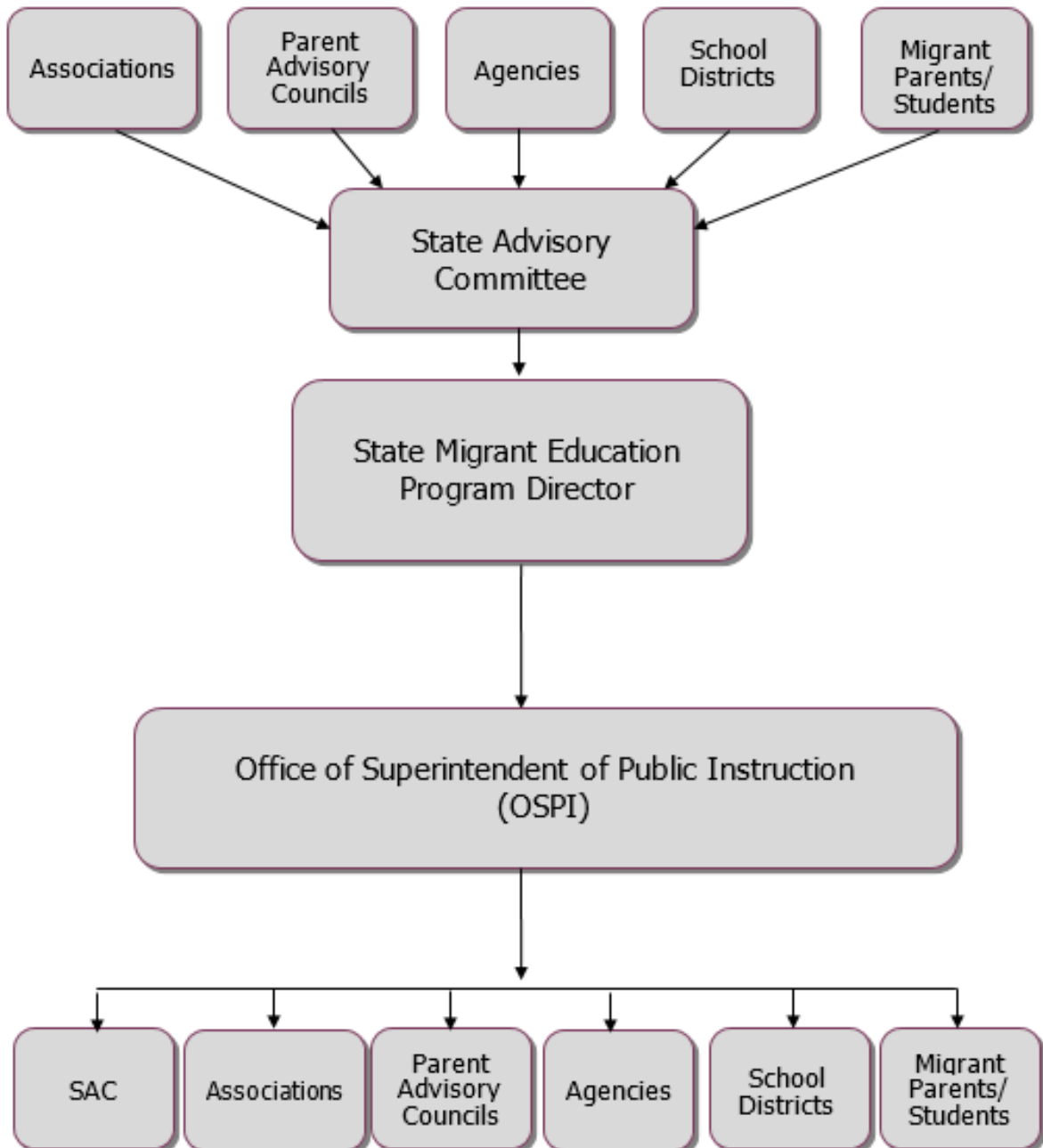
meetings shall be preceded by reasonable notice. Any required notice shall be in writing; shall state the hour, day, and location of the meeting; and shall be delivered either personally or by mail to each member not less than seven days or more than three weeks before the date of such meetings.

5. **Minutes of Meetings** The secretary shall keep minutes and be made available in English and Spanish and kept on file in the School District Administration office.
- I. **Voting** Each voting member shall be entitled to one vote. Absentee ballots shall not be permitted.
- J. **Ties** In case of a tie vote, the election shall be decided by lot.
- K. **Special Committees** Such special task forces and/or ad hoc 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.
- L. **Quorum** A simple majority (51%) shall constitute a quorum necessary for the transaction of the business of the PAC. Attendance will be carefully monitored.
- M. **Conduct of Meetings** All regular and special meetings of the PAC shall be conducted in accordance with *Robert's Rules of Order* or in accordance with an appropriate adaptation thereof.
- N. **Decisions of Council** All decisions of the PAC shall be made only after an affirmative vote of a majority of its members in attendance.
- O. **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 roll 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.
- P. **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.
- Q. **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.
- R. **Limits of Authority** The PAC shall have no power to enter into contracts of any nature, or disburse 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

Relationship between the Parent Advisory Council (PAC) and the State Advisory Committee (SAC)



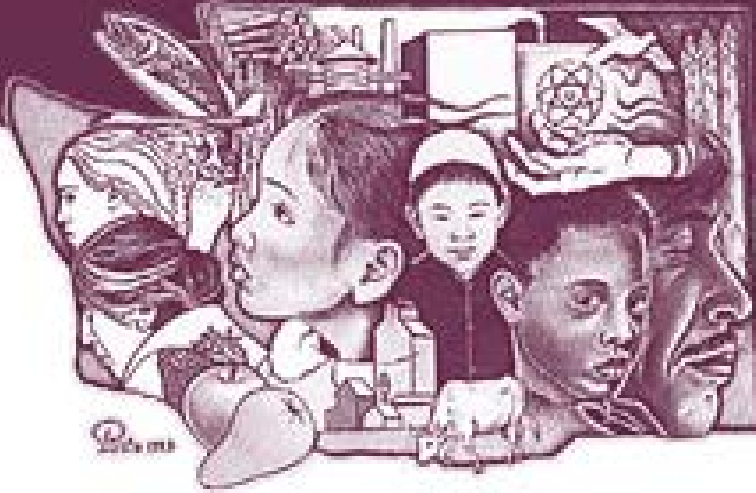
Washington State Migrant Education Program State Advisory Committee (SAC) Members

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.



This Section Contains:

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

Meeting Details

1. Things To Consider

- Decide when to have a meeting
- Decide 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
- 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
- Encourage all 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 or agendas 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 to 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. *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. *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

Basic Dialogue When Conducting a Meeting

I. CALL TO ORDER

(STARTING THE MEETING) (Sargeant-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.

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.)

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 things to be done at a meeting.
Amendment	Adding onto or deleting from a motion usually to improve it, enlarge its intent, or make it more understandable.
Appeal the Decision of the President	To question the president's 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.
Committee	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.
Council	An advisory group of people formally constituted and meeting regularly.
General Consent	Approval by the group. If even one member objects, a vote must be taken.
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.

Term	Definition
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 be taken on it.
Recess	Taking a short break.
Rescind	To take back, withdraw.
Resolution	Usually a policy statement being 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.
Special Committee	A committee selected to handle a single task or event.
Standing Committee	A committee that goes year-round such as a Program Committee
Sub-committee	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.
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.

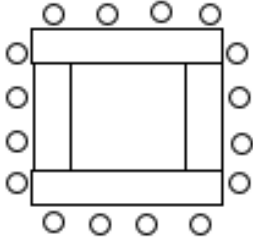
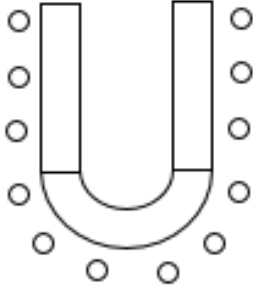
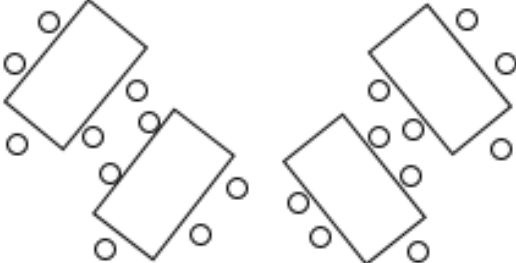
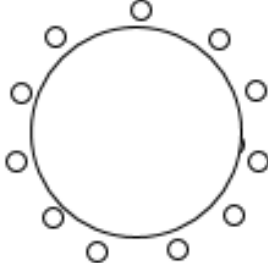
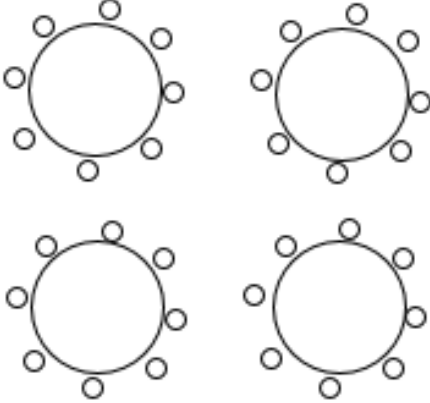
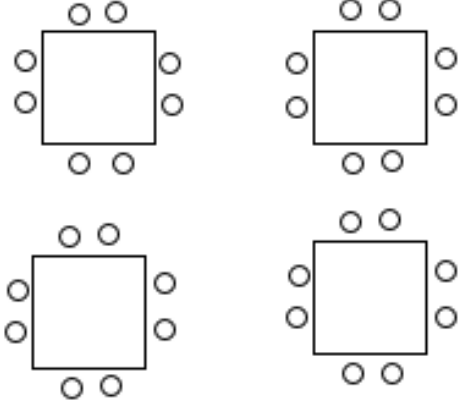
Ground Rules to Promote an Effective Meeting

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.

Recommended Meeting Room Arrangements

 <p>Useful for medium-sized collaboration and decision-making meetings</p>	 <p>Useful for small collaboration and decision-making meetings</p>
 <p>Useful for medium-sized collaboration meetings and using a projector screen</p>	 <p>Useful for small collaboration groups</p>
 <p>Useful for large-sized collaboration meetings</p>	 <p>Useful for large-sized meetings</p>

Notes: