

Parent Leadership Toolkit for ELPACS Document List

The Parent Leadership Toolkit for ELPACs contains the following documents (all documents are available in the Resources section of the course.)

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ELPAC Planning Committee Sample Meeting Agenda

Date: Thursday, September 14

Time: 3:30-5:00 pm

Location: Community Meeting Room

School or
District Logo

Representing: **Town Elementary School, Middle School, High School**

Planning Committee Members: [list names]

Agenda

1. Background information
 - Share demographic data on ELs and EL families in the district
 - Discuss priorities of EL families
2. First ELPAC meeting planning
 - Logistics (day, time, place); how to maximize attendance?
 - Refreshments
 - Childcare arrangements
 - Translation/interpretation arrangements
 - First meeting agenda; discuss what topics should be covered
 - Note taking plan
3. Recruitment strategy
 - Person-to-person recruitment; discuss who should be involved
 - Social media posts
 - Flyers to be sent home with ELs
 - Other ideas?
4. Bylaws
 - Share bylaws template and discuss officer roles to create
 - Discuss forming a bylaws subcommittee
5. Action items
 - Identify action items
 - Assign items to Planning Committee members

ELPAC Planning Committee Sample Action Items

Date: Thursday, September 14

School or
District Logo

Task	Who is responsible?	Notes
Reserve cafeteria for first ELPAC meeting on [date and time]	Vanessa Costa (EL Director)	
Create written materials to recruit parents – flyers and social media posts (English/Spanish)	Mr. Martin (teacher) and Isabel Lopez (parent)	Post on social media by [date]; send home flyer at school by [date]
Write telephone pitch to recruit parents (English/Spanish)	Mr. Martin (teacher) and Juan Garcia (parent)	Finish by [date]
Call parents to invite them to the first ELPAC meeting on [date and time]	Isabel Lopez and Juan Garcia (parents), Vanessa Costa (EL Director)	Make calls the week of [date range]
Finalize and print meeting agenda (English/Spanish)	Vanessa Costa (EL Director), Isabel Lopez (parent)	
Find and confirm Spanish interpreter for meeting	Juan Garcia (parent)	

ELPAC Planning Committee Roles

A school or district can identify parents to join the ELPAC Planning Committee in several ways. They may invite parents individually, ask teachers to recommend parents, or advertise to find parents who want to volunteer.

School and District role:

It's important for schools or districts to be represented on the committee because they can provide guidance on how school and district resources can be used to support the ELPAC.

- They can assist with the logistics of setting up ELPAC meetings such as reserving rooms, printing materials, and advertising the ELPAC on the district website.
- They can also help the ELPAC think strategically about its goals. Each ELPAC will need to consider which issues related to English Learners it wants to focus on.
- School and district officials can help identify areas of EL education in the school or district that need more involvement from parents.
- They can also help build partnerships between the ELPAC and other groups within the school or community by connecting ELPAC members with key people in these other groups.

Parent role:

Parent membership on the ELPAC Planning Committee is also very important. Parents will be the ultimate leaders of the ELPAC, so it is critical that their input is included from the very beginning.

On the ELPAC Planning Committee, parents can identify areas of English Learner education they want the ELPAC to focus on.

- They can also provide insight about the practical questions of how to set up an ELPAC so that as many parents join as possible. These include considerations like when and where meetings should be held, and if interpretation/translation, childcare, transportation assistance, or other services should be priorities of the ELPAC and how to make those services effective.
- Parents will also be a critical communication link for recruiting other parents to join the ELPAC. They can provide insight on how the ELPAC should advertise itself and what message it should use to invite parent participants.
- It is recommended that there are parents on the ELPAC Planning Committee that represent the major language and cultural groups in that community so that the ELPAC is welcoming and responsive to English learner families of varied backgrounds.

ELPAC Sample Recruitment Flyer

Please join us for the first
ELPAC (English Language Parent Advisory Council) Meeting

School or
District Logo

Who: Parents and guardians of English Learners at City Elementary School, Middle School and High School

What: A meeting to discuss topics that are important to English Learners in our schools

Where: Community Room #3

When: **September 27 from 6:00—7:30 p.m.**

Why: To give a voice to your child and learn more about programs for English Learners in our schools

Portuguese interpretation will be available!

Childcare will be offered.

Pizza and beverages will be served.

Let us know if you plan to attend the meeting here: [insert link]

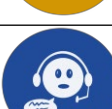
With questions, please contact Mr. Greg Li, EL Program Director, at
email@publicschools.org

School:
Location:
Event:

To Do List for ELPAC Meeting

Complete the items that apply.

Date:
Time:

Item	Name of Volunteer	Notes
 Refreshments		
 Cold Beverages		
 Hot Beverages		
 Clean Up		
 Flyers		
 Social Media		
 Phone Call		
 Photographer		
 Childcare		
 Technology		
 Interpretation		
 Decorations		
 Notetaker		
 Room Set Up		

School:

Event:

Location:

Date:

Time:

Checklist for ELPAC Meeting

(Select the boxes that apply to the event)

Room Set Up



Banquet

☐

Audience

☐

Classroom

☐

Conference

☐

Hollow Square

☐

Lecture

☐

U-Shape

☐

Notes:

Refreshments

☐

Notes:

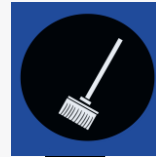
Cold Beverages

☐

Hot Beverages

☐

Clean Up

☐

Flyers

☐

Notes:

Social Media

☐

Phone Call

☐

Photographer

☐

Childcare

☐

Notes:

Technology

☐

Interpretation

☐

Decorations

☐

ELPAC Meeting Checklist (Detailed Version)

Before a meeting

- ☐ Is the **room or meeting space** confirmed for the correct day and time?
- ☐ How will the room be **set up**?
- ☐ Do you need to make **signs** to help parents find the room?
- ☐ What **technology** will you use (microphones, computer, projector, etc.)? Who can help with technical problems?
- ☐ Who will finalize the **meeting agenda** and translate it?
- ☐ Who will **print copies** of the agenda or other documents you want to share?
- ☐ Will you have a sign-in sheet or keep track of **attendance** in some other way?
- ☐ How will you handle **interpretation**?
 - If you have access to interpretation equipment, who will set it up?
 - If you do not have interpretation equipment, plan ahead for how interpretation will be handled. If you have interpreters for multiple languages, ask meeting participants who want to hear interpretation in the same language to sit together in a certain area of the room. That way, interpretation can occur in more than one language at the same time and be targeted at a particular group.
- ☐ Will **refreshments** (food or drinks) be provided?
 - Who will pick these items up and where will they be set up?
- ☐ Who will **take notes** during the meeting?
 - Notes can be taken by hand and typed later, or be taken directly on a computer.
 - Notes can be taken in English as well as other languages.
- ☐ Will you have **child care** available during the meeting?
 - Where will child care take place, and who will find the child care provider?

During a meeting

- ☐ Did you **greet members and introduce** speakers and other key people?
- ☐ Have you **taken attendance** or recorded information about who is present in some format?
- ☐ Did you **summarize the last ELPAC meeting** based on the notes taken by the note taker?
- ☐ Do the **note takers** have enough time to write down what is being discussed?
- ☐ Are all people who want to speak **being heard**? If there isn't time for everyone to speak, what is the best way to get their thoughts?
- ☐ Are you moving at the **right pace** to have time for all agenda points?
- ☐ Are you keeping track of **"follow ups" and "action items"** as the meeting goes on?

After a meeting

- ☐ Who will approve the **meeting notes**, translate them (as needed) and share them publicly in line with your ELPAC's policies?
- ☐ What **follow ups and action items** did you identify, and who is responsible for each of them?
- ☐ Does the **next ELPAC meeting** need to be scheduled?
- ☐ What is the process for **creating the agenda** for the next meeting?
- ☐ Do you have any reflections on how to **improve future meetings**?

ELPAC Meeting Recommendations

Do's and Don'ts of ELPAC Meetings

Do:

- Create an agenda to make the goals of each meeting clear
- Share the agenda and other important information in multiple languages
- Make a list of action items to accomplish before the next meeting

Don't:

- Try to cover too many topics in one meeting
- Exclude anyone based on language or educational background
- Expect that you will know exactly what to do from the first meeting; your skills and abilities as an ELPAC leader will grow over time!

Guide to Interpretation

How will you handle interpretation?

The answer to this question will depend greatly on your individual context.

- If you have access to interpretation equipment, consider using it so that information can be communicated in multiple languages with minimal delay.
- If you do not have that kind of equipment, plan ahead for how interpretation will be handled. If you plan to have interpreters for multiple languages, encourage meeting participants who want to hear interpretation in a particular language to sit together in a specified area of the room. That way, interpretation can occur in more than one language simultaneously and be targeted at a particular group.
- If you have interpretation equipment including receivers and headsets, establish a procedure for disinfecting them after meetings.
- Find out about translation and interpretation resources already available in your district such as from bilingual staff or community members, as well as investigating the following resources to find professionals who can help with your needs:
 - The New England Translators Association
(<http://www.netaweb.org/>)
 - UMass Translation Center
(<http://www.umass.edu/translation/translation-center-0>)

[DISTRICT] English Learner Parent Advisory Council BY-LAWS

***NOTE:** ELPACs are required to develop bylaws under the LOOK Act requirements. This bylaws template was developed by MATSOL as a starting place for development of ELPAC bylaws. The template can be edited and adapted to meet the needs of parents in your district.*

Article 1. NAME

The council is named the [DISTRICT] English Learner Parent Advisory Council (ELPAC).

Article 2. AUTHORITY

1. The [DISTRICT] ELPAC is formed following the provisions of Mass General Laws Chapter 71A English Learner Education and 603 CMR 14.09: English Learner Parent Advisory Councils

Article 3. PURPOSE AND DUTIES OF THE ELPAC

1. The purpose of the [DISTRICT] ELPAC is to support the academic success of all English Learners and former English Learners within [DISTRICT] Community and provide parents and guardians of English Learners and former English Learners with the opportunity to express their opinions.

2. The duties of [DISTRICT] ELPAC are to:

1. Provide advice to the district or school regarding its English Learner Education programs;
2. Meet regularly with school officials to participate in the planning and development of programs designed to improve educational opportunities for ELs;
3. Participate in the review of school improvement plans and district improvement plans as the plans relate to ELs;
4. Review proposals by the school district to offer a new instructional program for ELs;
5. Review requests to the school district from 20 or more parents to open a new language instructional program;
6. Promote a network of parents and guardians of ELs and provide a forum to share information and discuss matters of concern;
7. Promote communication between ELPAC members, other parent councils in the district, district staff and administration, the Department of Elementary and Secondary Education, local community groups, and the public as the ELPAC may wish;
8. Request information from the school district in order to fulfill its duties.

The [DISTRICT] school district should assist the ELPAC in scheduling meetings, finding meeting space, publicizing meetings to families, and providing language assistance.

Article 4. MEMBERSHIP

1. As required in 603 CMR 14.09(4), ELPAC voting membership is open to:

- a. any parent or guardian of a student currently identified as an English Learner; or
- b. any parent or guardian of a student who has been identified as an English learner in the past.

2. Duties of Members:

- a. Fulfill the duties of the ELPAC outlined in Section 3;
- b. Attend the ELPAC meetings;

**[DISTRICT] English Learner Parent Advisory Council
BY-LAWS**

3. Voting members can vote in the annual election of officers or any other business that comes before any ELPAC meeting.

Article 5. OFFICERS

1. Election of Officers

- a. ELPAC members may be nominated or self-nominate to become an officer.
- b. ELPAC officers are elected annually.
- c. Elections are decided by a simple majority vote of the voting membership. At least 6 members must be present to hold a vote.

2. Office and officer responsibilities of the [DISTRICT] ELPAC:

Chairperson:

- a. Set the agenda for each meeting, in consultation with other ELPAC members;
- b. Lead the meetings of the ELPAC;
- c. Act as a liaison with the staff person assigned to assist the ELPAC;
- d. Perform other duties identified by the ELPAC.

Co-Chairperson:

- a. Lead the meetings of the ELPAC if the Chairperson is absent.
- b. Assist the Chairperson at his/her request.
- c. Perform other duties identified by the ELPAC.

Secretary:

- a. Take minutes at ELPAC meetings and keep a binder of the minutes.
- b. Maintain and update the ELPAC membership list.
- c. Perform other duties identified by the ELPAC.

Article 6. MEETINGS

1. The [DISTRICT] ELPAC meets at least three times per school year at a location in the school district. The ELPAC may schedule additional meetings as needed or desired by ELPAC members.
2. Notice of the ELPAC meetings are distributed to parents and guardians of English learners and former English learners in the follow ways: [list ways the ELPAC and school district can publicize ELPAC meetings to families from all language backgrounds]
3. Non-voting members may attend ELPAC meetings as guests.

Article 7. AMENDING THE BY-LAWS AND MAKING OTHER DECISIONS

1. These by-laws may be amended, and other decisions made, by a simple majority of the voting members at a general meeting.

Adopted on [DATE]

Guidance for Holding ELPAC Meetings Online

Technology and logistics

- Choose an online videoconferencing program that is free for parent participants and simple to use. Check with your school district to see if it has recommendations or can provide any resources to help. Google Hangouts, Zoom, and GoToMeeting are a few examples to consider. Programs may have different levels of membership depending on the number of participants you want to invite and the features you want to use during the meeting.
- Make sure a short set of instructions for using the program is available in common languages spoken in your ELPAC. Create a picture-based set of instructions for using the program that highlights the main functions. You can also create a short tutorial video using a program like Screencast-O-Matic or LOOM and host it on your district's YouTube channel so that parents can view it at any time.
- Some videoconferencing programs allow for simultaneous interpretation in multiple languages. Research programs that will fit the needs of your group.
- Remember that some parents in your community may not have internet access. Consider using a meeting program that allows parents to listen to meeting audio on a phone without an internet connection.
- As an ELPAC leader, test out the technology you are going to use with school or district staff before the first meeting to be sure all features work as expected.

Maximizing the success of your meeting

- Share a meeting agenda beforehand via social media, text, or email.
- Keep the meeting short and focused. Holding a 30-minute meeting that covers 1 or 2 topics is a great accomplishment! Long meetings are particularly challenging when parents are dealing with childcare and other duties at home.
- Assume that many parents will be joining the meeting on a phone and will not have a large screen to view documents or other text-based content.
- If having parents speak up during the meeting is challenging due to the size of your group or technological limitations, think about other ways for parents to contribute. Some videoconferencing programs will let you ask survey questions or let parents write a comment in a chat box.
- As you would for a face-to-face meeting, decide ahead of time what the role is of each parent leader and school or district staff member. Who will start and end the meeting? Who will speak about each topic? Who will monitor the chat box (if you use this feature)?
- Give parents the option to make their voices heard in writing or by phone after the meeting if they are unable to share their thoughts during the meeting. Create a Google Form in English or other languages with multiple choice, yes/no/maybe or short answer questions and send the link or QR code to parents. Summarize the feedback they provide at the next online meeting.
- Consider sharing a recording of the meeting with parents who cannot attend the live meeting.