

PAC: Planning the Year

Choosing Topics

with Stephanie Nicholls



Today's Discussion

What is a Parent Advisory Committee (PAC)?

Important Issues

Planning the meeting agendas

Do you serve on a PAC?

Please type in the chat what if you are a current, past, or prospective member of your PAC.



Parent Advisory Committees (PAC)

- IDEA does not require regional or local special education advisory committees.
- **Michigan Administrative Rules for Special Education (MARSE)** requires each intermediate school district board to appoint a Parent Advisory Committee.
 - **R 340.1838** Parent advisory committee. Rule 138.
- Some local school districts form Special Education Parent Advisory Committees – these are not required under IDEA or MARSE

Who serves on the PAC?

A parent advisory committee shall be appointed by each intermediate school district board.

- (a) The parent advisory committee and its officers shall consist only of parents of students with disabilities with at least 1 parent from each constituent local school district and public school academy unless no parent agrees to serve on the parent advisory committee to represent the constituent local school district or public school academy.
- (b) Each constituent local school district board of education and each public school academy board of directors shall nominate at least 1 parent.
- (c) The intermediate school district board of education may nominate additional members not to exceed 33 1/3% of the total parent advisory committee membership.

Parent Advisory Committee MARSE R 340.1838

Responsibilities of the Parent Advisory Committee:

Determining and documenting, in writing, the organizational structure of the committee

Participating in the development of the ISD's plan and any modifications of the plan

Providing input on any matter that the committee deems appropriate to the improvement of special education services within the ISD

Each PAC is responsible for:

determining and documenting, in writing, the organizational structure of the committee, including all of the following:

- (a) Officers and their responsibilities.
- (b) Meeting times.
- (c) Notice of meeting times.
- (d) Voting procedures.
- (e) Terms of office.
- (f) Related matters.

Planning Content

Once the PAC defines when and how often they will meet they can start to think about topics.

Topics to Consider: APR/ SPP

PART C State Performance Plan Results Indicators

2 Services in Natural Environments: Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.

3 Early Childhood Outcomes: Percent of infants and toddlers who demonstrate improved: positive social-emotional skills; acquisitions & use of knowledge & skills; and use of appropriate behaviors to meet their needs.

4 Family Involvement: Percent of families participating in Part C that report early intervention services have helped the family: know their rights; effectively communicate their children's needs; and help their children develop and learn.

5 Child Find (Birth to One): Percent of infants and toddlers birth to 1 with IFSPs compared to national data.

6 Child Find (Birth to Three): Percent of infants and toddlers birth to 3 w/IFSPs compared to national data.

9 Resolution Sessions: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements (applicable if Part B due process procedures are adopted).

10 Mediation: Percent of mediations held that resulted in mediation agreements.

11 State Systemic Improvement Plan (SSIP): A comprehensive, ambitious, yet achievable multi-year plan for improving results for infants and toddlers with disabilities.



Topics to Consider: Family Involvement

Part C – Indicator #4

Early intervention services have helped the family:

- Know their rights
- Effectively communicate their child's needs
- Help their child develop and learn

Topics to Consider: APR/ SPP

PART B State Performance Plan Results Indicators

1 Graduation: Percent of youth with individualized educational programs (IEPs) graduating from high school with a regular diploma.

2 Dropout: Percent of youth with IEPs dropping out of high school.

3 Statewide Assessment: Participation and performance of children with an IEP on statewide assessments.

4A Rates of Suspension and Expulsion: Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with an IEP.

5 Educational Environments (Ages 6 through 21): Percent of 6-21 year old children with an IEP served inside the regular class and in public/private separate schools, residential, homebound/hospital placements.

6 Early Childhood Education Environments (Ages 3 through 5): Percent of children with an IEP aged 3 through 5 attending a regular early childhood program and in separate special education class, separate school or residential facility.

7 Preschool Outcomes: Percent of preschool children with an

IEP aged 3 through 5 who demonstrate improved positive social-emotional skills; acquisition & use of knowledge and skills; and use of appropriate behaviors.

8 Facilitated Parent Involvement: Percent of parents with a child receiving special education services who report schools facilitated parent involvement.

14 Postsecondary Outcomes: Percent of youth who had an IEP, are no longer in secondary school and who have been employed, enrolled in higher education, or some other postsecondary education/training program within one year of leaving high school.

15 Resolution Session Agreements: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

16 Mediation Agreements: Percent of mediations held that resulted in mediation agreements.

17 State Systemic Improvement Plan (SSIP): A comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

Topics to Consider: SPP APR Part B

State Performance Plan Annual Performance Report (SPP APR)

Compare the current data with state averages and goals

Outcomes – Part B

Number of students receiving special education supports and services

% of students who receive services in regular education settings

% of students who receive services in segregated settings

Current outcomes for students with disabilities

Graduation and Dropout Rates

Topics to Consider: Discipline

Part B – Indicator #4

- Student suspension rates in your district (for students who do and do not have disabilities)
- Number of students placed in Interim Alternative Educational Settings (IAES)
- Major behavior concerns that result in IAES placement, and district planning to address the concerns

Topics to Consider

- MI-ACCESS
- Surrogate Parents
- Assistive Technology
- Local Organizations
- Transition



Topics to Consider: Local

- What major issues your district faces, if any
- Whether the issues affect the education of students with disabilities
- Local programs





800-552-4821 www.michiganallianceforfamilies.org

We are here to support you!

 @MichiganAllianceForFamilies

 @mialliance

 @michiganallianceforfamilies

 /MichiganAlliance

For more information visit:

<https://www.michiganallianceforfamilies.org>

Call: 800-552-4821

En Español 313-217-1060

Statewide Email: info@michiganallianceforfamilies.org



Michigan Alliance for Families

Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education, and Michigan's federal Parent-Training and Information Center (PTIC) funded by U.S. Department of Education, Office of Special Education Programs (OSEP).

www.michiganallianceforfamilies.org

1-800-552-4821

info@michiganallianceforfamilies.org

