


Parent Advisory Committees: Choosing Topics


with Stephanie Nicholls



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Today's Discussion



- What is a Parent Advisory Committee (PAC)?
- Planning Content
 - Topics to Consider
 - Collecting Member Input & Priorities



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Do you serve on a PAC?

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



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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

<https://www.michigan.gov/mde/services/special-education/laws-reps/marse/p7/r340-1838>



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Who serves on the PAC?

- A parent advisory committee shall be appointed by each intermediate school district board.
- 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.
 - Each constituent local school district board of education and each public school academy board of directors shall nominate at least 1 parent.
 - The intermediate school district board of education may nominate additional members not to exceed 33 1/3% of the total parent advisory committee membership.



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What is the ISD's role?

The intermediate school district board of education shall **make every attempt** to assure that **all types of impairments** and **all identifiable organizations of parents** of students with disabilities within the intermediate school district are **represented** on the parent advisory committee.

The intermediate school district board of education may recommend operational procedures for parent advisory committee review and adoption.

The intermediate school district shall **secure or allocate fiscal and staff resources** to the parent advisory committee to make it efficient and effective in operation.

<https://www.michiganallianceforfamilies.org/isdresal/>



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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

<https://www.michigan.gov/mde/services/special-education/laws-regs/marse/p7/r340-1838>



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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.



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How does your PAC work?

How did you learn about your PAC?

How often do you meet?

Who leads the meeting?

Who sends communications?

How does the public know?


Please raise your hand or type in the chat.



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Planning Content

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




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How does your PAC plan the learning for the year?

When do you start planning?
 Is there a leadership team / executive board?
 Does the general membership have input?
 Do you set the year in advance? One or two meetings at a time?
 Are there standing topics?



Please raise your hand or type in the chat.




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Ideas to Collect Input

- Google Forms
- Email
- Paper forms with choices at meeting
- Suggestion box
- Canva

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Topics to Consider: APR/ SPP

PART B State Performance Plan Results Indicators

- 1. Graduation** - Percent of youth with Individualized Educational Programs (IEPs) exiting special education due to graduating with a regular high school diploma.
- 2. Dropout** - Percent of youth with IEPs who exited special education due to dropping out of high school.
- 3. Statewide Assessment** - (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards. MDI
- 4. A. Rates of Suspension and Expulsion** - Percent of Local Educational Agencies (LEAs) 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** - Percent of children with IEPs, age 5 and enrolled in kindergarten and ages 6-21, served (A) Inside regular class 80% or more of day; (B) Inside regular class less than 40% of day; (C) In separate schools, residential facilities, or homebound/hospital placements.
- 6. Preschool Environments** - Percent of children with IEPs, ages 3, 4, and 5 who are not yet enrolled in kindergarten and are: (A) Receiving majority of special education and related services in regular early childhood program; (B) Attending separate special education class, separate school, or residential facility; (C) Receiving special education and related services in the home.
- 7. Preschool Outcomes** - Percent of children with IEPs, ages 3, 4, and 5 who are not yet enrolled in kindergarten and demonstrate improved (A) Positive social-emotional skills, (B) Acquisition and use of knowledge and skills, (C) Use of appropriate behaviors to meet their needs.
- 8. Parent Involvement** - Percent of parents with a child receiving special education services who report schools facilitated parent involvement.
- 14. Post-School Outcomes** - Percent of youth with IEPs, no longer in school, (A) Enrolled in higher education; (B) Enrolled in higher education or competitively employed; (C) Enrolled in higher education, other postsecondary education, or training program or competitively employed or in some other employment, 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.

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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




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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



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Slide 13

MD0 See MDE Indicators
webpage-<https://www.michigan.gov/mde/services/special-educatic>

6 is titled Preschool Educational Environments
Michelle Driscoll, 2025-04-21T13:48:50.358

MD1 Same webpage as below. 8 is titled Parent Involvement.

I assume the terminology on MDE webpage is correct, but maybe it hasn't been updated.


If the MDE info is not correct, please let me know and I will contact Nancy.
Michelle Driscoll, 2025-04-21T13:51:17.498


SN1 0 [@Michelle Driscoll] It doesn't make sense without facilitated.
From the MDE page: "Percent of parents with a child receiving special education services who report schools parent involvement."
Stephanie Nicholls, 2025-04-22T18:39:19.446

SN1 1 Updated directly from
<https://www.michigan.gov/mde/-/media/Project/Websites/mde/sp>
Stephanie Nicholls, 2025-04-22T18:50:08.686

Topics to Consider

- Assessment & Alternate Assessment
- Surrogate Parents
- Assistive Technology
- Local Organizations
- Transition to Adulthood







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Topics to Consider: Local

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






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How to find great presenters?

How do you find presenters?
What was your favorite presentation last year?

Please raise your hand or type in the chat.





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What are the expectations on members sharing out information from PAC meetings?

- Local PACs (not required in MARSE or IDEA)
- Connect with your local district Special Education Director
- Newsletters
- Social media groups

Please raise your hand or type in the chat.




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Thank You for Sharing

Michigan Alliance for Families Parent Mentors connect with PACs where we live and serve.

Please share comments in the evaluation if you would like more PAC collaboration topics in the future.



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For more information visit
www.michiganallianceforfamilies.org

Call 800-552-4821
En Español 313-217-1060
لغة العربية 248-963-0607
info@michiganallianceforfamilies.org



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Michigan Alliance for Families

Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education (MDE-OSE); the Michigan Department of Lifelong Education, Advancement, and Potential (MILEAP); and Michigan's Federal Parent-Training and Information Center (PTIC) funded by the U.S. Department of Education, Office of Special Education Programs(OSEP).

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1-800-552-4821
info@michiganallianceforfamilies.org





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