

Parent Advisory Committees: Best Practices

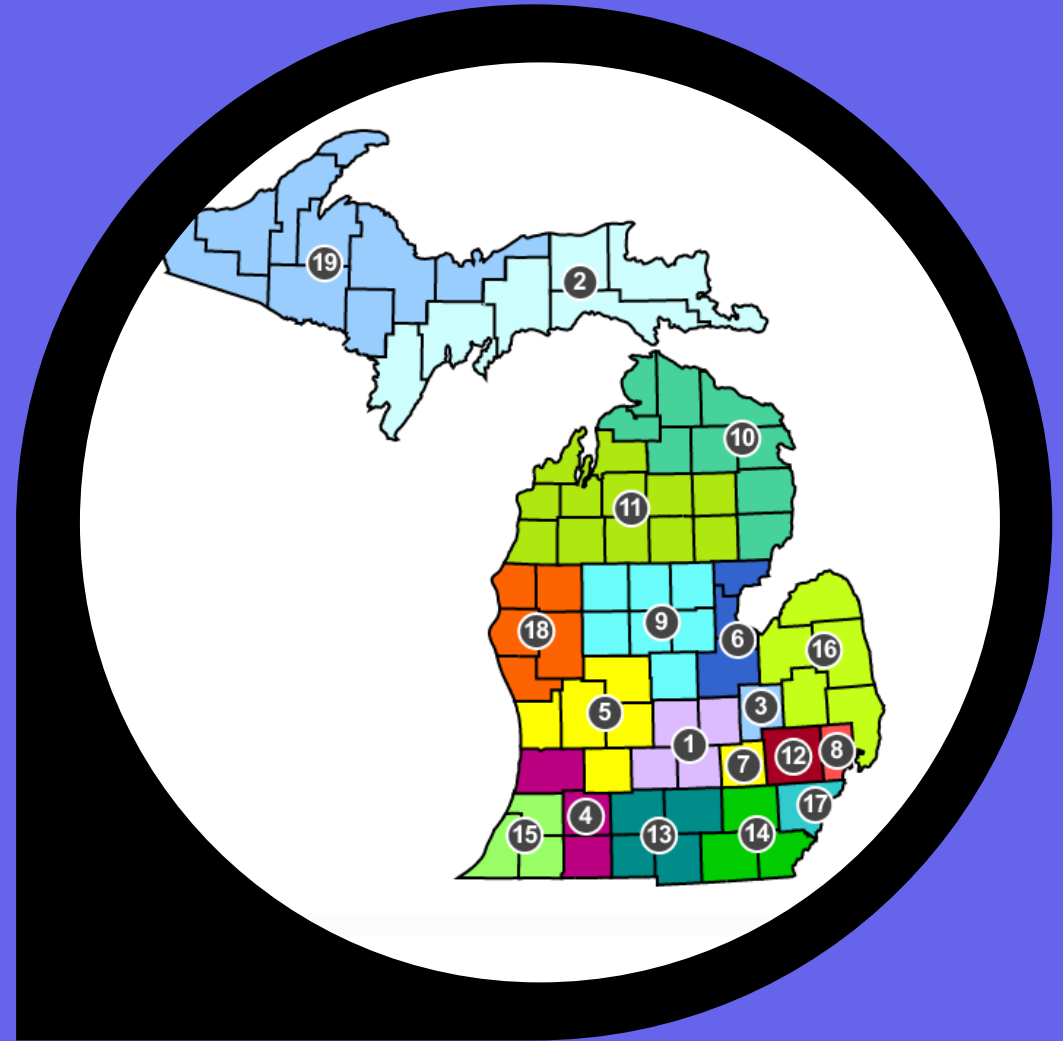
with Stephanie Nicholls



Please type in the chat where you are in Michigan.

You can put the number on the map, your county, or how you tell people where you live?

Where joining from?





Please type in the chat if you are a current, past, or possible future member of a PAC (Parent Advisory Committee).

Do you serve on a PAC?

Today's Discussion

PAC: Best Practices

What is a Parent Advisory Committee (PAC) and what do they do?

- Committee set up
- ISD (intermediate School District) Plan
- Planning content

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-regs/marse/p7/r340-1838>

Questions from You

I would like to join the PAC. What is the process?



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.

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/isdresa/>

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>

Committee Setup

The Parent Advisory Committee determines and documents, in writing, the organizational structure of the committee.



Organizational Structure



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

Questions from You

Where can I find information on the PAC in my area?

Please raise your hand or type in the chat.



Organizational Structure: Meeting Logistics



- How often does the committee meet?
- What is the schedule?
- Where? Virtual or in person?
- How is meeting information shared?

Questions from You

I'm interested to learn about successful ways to recruit future PAC members and solicit input from non-PAC members.

Please raise your hand or type in the chat.



Share Expectations

- Long-range, systems change issues for all children, not just one
 - from “ME” to “WE”
- Read the agenda and be prepared to contribute to the discussion
- Review previous minutes and be prepared to discuss any questions or vote on approval
- Communicate: share your perspective and listen to others



Share Expectations: How to Participate

- Formal or Informal?
- How are decisions made?
- Who coordinates meetings?
- Who leads the meetings?
- How do members add to the agenda?



Parent Advisory Committee



Parent **Advisory** Committee

Advise:

- to give a recommendation about what should be done
- power to make recommendations but not take action
- Consider a defined purpose, mission, and vision?

ISD Plan

The Parent Advisory Committee participates in the development of the ISD's plan and any modifications of the plan.



ISD (Intermediate School District) Plan

Each ISD is required to have an “Intermediate School District Plan for the Delivery of Special Education Programs and Services” which must include:

ISD Plan Signatures

Public Awareness and Child Find

Diagnostic and Related Services

Special Education Programs and Services

Paraprofessional

Transportation

Millage Fund Distribution

Parent Advisory Committee (PAC)

Surrogate Parents

Objections to the ISD Plan



Any constituent district or the PAC may file a written objection regarding the ISD Plan.

The written objection must specify the portion(s) of the ISD Plan being contested, provide a reason for the objection, and propose an alternative provision.

An objection can be filed against an ISD Plan which has already been approved by the State Superintendent or one which may be under review by the Office of Special Education.

Questions from You

What is a SEPAC?

Special Education Parent Advisory Committee for your local district

- not required by rules or laws

Please raise your hand or type in the chat.



Questions from You

What about SEAC?

Michigan's Special Education
Advisory Committee (SEAC)
is required by IDEA



Opportunity: Special Education Advisory Committee (SEAC)



Special Education Advisory Committee (SEAC) Membership

The *Individuals with Disabilities Education Act (IDEA)* requires each state maintain a state advisory panel, known in Michigan as the [Special Education Advisory Committee \(SEAC\)](#), for the purpose of providing policy guidance to the [State Board of Education \(SBE\)](#) and the [Michigan Department of Education \(MDE\)](#) related to special education and related services for students with disabilities in Michigan.

A Message from SEAC Members

SEAC's member organizations, agencies, and parents play a crucial role in determining how to best address unmet needs experienced by students with disabilities as we unite to promote positive outcomes for all Michigan students through the engagement of our various stakeholders. Our collaboration with the SBE and MDE provides SEAC a unique advisory opportunity where we are heard and are able to recommend change when it is needed.

SEAC Membership

SEAC accepts nominations for open seats from the SBE, organizations, and individuals. Members serve three-year terms and come from diverse backgrounds representing all categories of students with disabilities in Michigan. SEAC membership rotation allows everyone an opportunity to apply for an open seat. Open seats are posted on the [SEAC website](#), as they occur.

SEAC membership consists of a broad diversity of stakeholders, including members from a variety of administrator, provider, and higher education organizations, as well as parents, advocates, and other consumers who are concerned with the education of all children, including students with disabilities. However, when identifying potential members, organizations are reminded the type of person selected is not as important as ensuring that an organization's nominee will be a good spokesperson who can represent the organization's membership.

Approximately 25% of SEAC's membership

SEAC has member-at-large seats open for a term of July 1, 2026 to June 30, 2029. Openings require the applicant to meet the qualifications of a “defined” member, meaning they are a person with a disability, or they have a child with an active individualized education program (IEP) remaining in effect until the end of their term. Interested applicants should complete and return an application to be considered.

[Learn more about SEAC](#)

[SEAC Family Matters Fact Sheet](#)

[Application to the SEAC](#)

Planning Content

The Parent Advisory Committee may provide advisory input on any matters that the committee deems appropriate to the improvement of special education services within the intermediate school district.



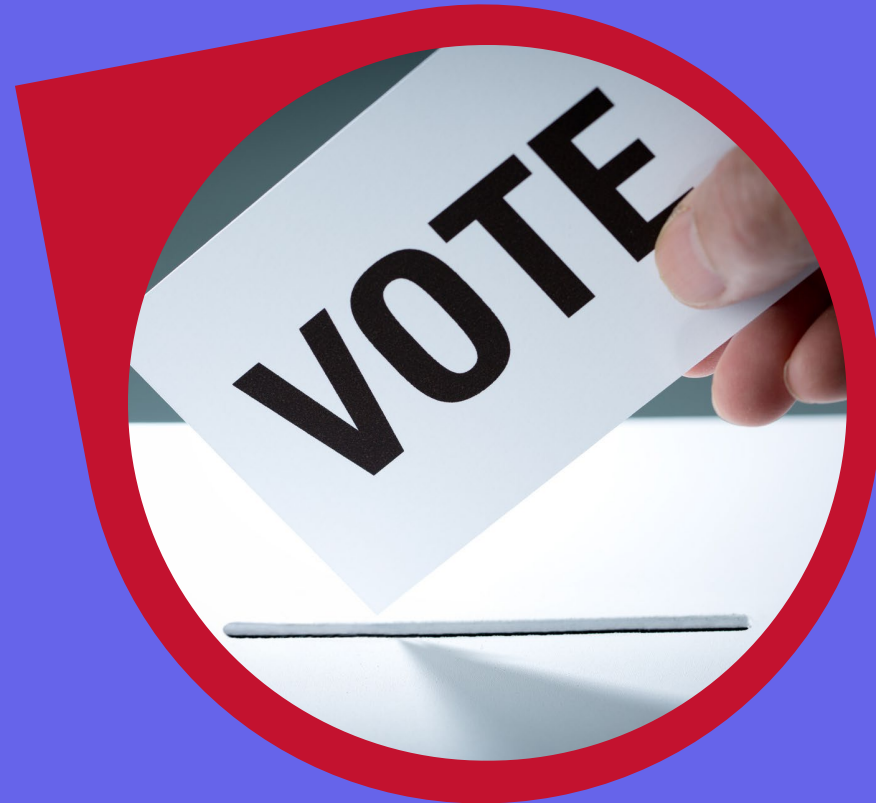
How does your PAC plan the learning for the year?

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.

Topics to Consider: Part B SPP Indicators

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.
- 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.

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

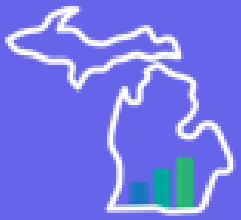
Graduation and Dropout Rates

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

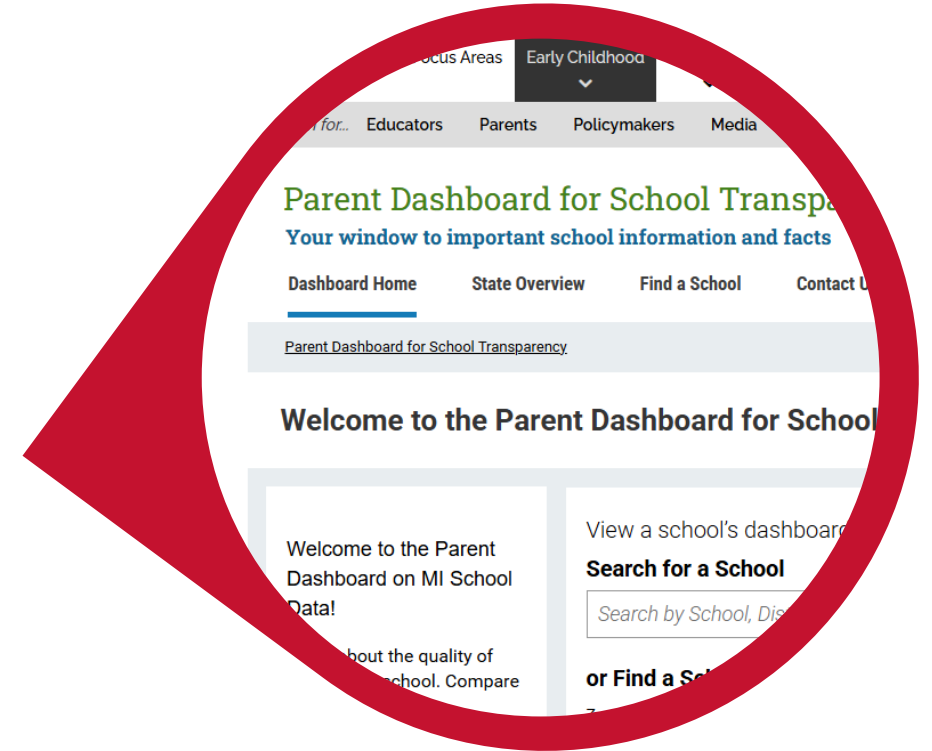


MI School Data

Michigan's Official Education Data Source

<https://mischooldata.org/dashboard-home/>

- MI School Data is the State of Michigan's official source for pre-K, K-12, postsecondary and workforce data to help residents, educators and policymakers make informed decisions to improve student success.
- The site offers multiple levels and views for statewide, intermediate school district, district, school and college level information. Data are presented in graphs, charts, trend lines and downloadable spreadsheets to support meaningful evaluation and decision making.



Questions from You

Is the MDE (Michigan Department of Education) visiting PACs?



Please raise your hand or type in the chat.

LRE Monitoring

Least Restrictive Environment Monitoring Process

The *Individuals with Disabilities Education Act* (IDEA) requires state education agencies (SEAs) to carry out activities to ensure all public agencies are fully informed about their responsibilities for implementing the least restrictive environment (LRE) requirements under 34 CFR §300.114-300.117; and are provided with technical assistance necessary to assist them in implementing compliant policies, procedures, and evidence-based practices consistent with the requirements.

<https://www.michigan.gov/mde/services/special-education/lre-monitoring-process>



Questions from You

As a new PAC representative how do I reach other parents of special needs kids? What resources are available for me to share?

Please raise your hand or type in the chat.



Topics to Consider: What is Happening?

- Share Public Comment Windows

[2026 Part B of IDEA Application Available for Public Review](#) (Open through April 17)

- Review Guidance documents:

[Individualized Education Program \(IEP\) Team Roles and Responsibilities](#)

[Successfully Navigating Virtual Education for Students with Individualized Education Programs](#)

- Legislative Updates

<https://www.michigan.gov/mde/news-and-information>



Questions from You

How do you increase participation?

How do you encourage parents to share current/wins/challenges, admin interaction?

Please raise your hand or type in the chat.



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.





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.



800-552-4821 www.michiganallianceforfamilies.org

We are here to support you!

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For more information visit

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Michigan Alliance for Families

In collaboration with



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