

Arc@School

Advocacy Curriculum Modules 1-4



Meeting Norms

- Participation in the group is voluntary.
- All responses are valid—there are no right or wrong answers.
- Please respect the opinions of others even if you don't agree.
- Try to stay on topic; we may need to interrupt so that we can cover all the material.
- Speak as openly as you feel comfortable.
- Avoid sharing detailed information or stories that involve other people, outside of your household.
- Help protect others' privacy by not discussing details outside the group.

Module 1

Legal Foundation

Michigan Administrative Rules for Special Education (MARSE)

- Michigan has 57 Intermediate School Districts – (ISD)
- Each ISD has a Board of Education and a Superintendent, just like your local school district. The boundaries of an ISD follow county lines, some ISDs cover more than one county.
- Each ISD is required to appoint a Parent Advisory Committee (PAC). Parent Advisory Committees (PAC) are composed of representatives (parents who have children who receive special education supports and services) from each of its constituent districts.

Module 2

Early Intervention Services

Laws and Rules

Individuals with Disabilities Act (IDEA)

- Federal Law
- Part C: Early Intervention
 - Birth to Age 3
 - Coordination of Services
- Part B: Special Education
 - 3 years to 21 years

Michigan Administrative Rules for Special Education (MARSE)

- *Early On*®
 - Birth to 3 years
- Michigan Mandatory Special Education
 - Birth to 26 years
 - 13 categories of eligibility



What is *Early On* Michigan?

"Don't worry. But don't wait"

<https://www.1800earlyon.org/>

Mission: *Early On* builds upon and provides supports and resources to assist family members and caregivers to enhance eligible children's learning and development through everyday learning opportunities.

Vision: Infants and toddlers who are enrolled in *Early On* reach their fullest potential, successfully transitioning to the next phase of life, with empowered and supportive families.

Who is eligible?

Children in Michigan birth to age 3 with either:

Developmental Delay

When a child takes longer than expected to learn a basic skill

Examples:

- Talking
- Moving
- Responding to others

Established Health Condition

Examples:

- Down Syndrome
- Autism
- Cerebral palsy
- Hearing loss
- Vision Impairment



IFSP to IEP: Big Change

- The **Individualized Family Service Plan (IFSP)** focuses on family as well as child. The **IFSP** focuses on both the child and the family within their daily routines.
- The **Individualized Education Program (IEP)** is student focused - The **IEP** focuses primarily on the student's educational needs and hours.



Module 3

IDEA and Special Education
Services

FAPE



Free



Appropriate



Public



Education

Schools must provide a FAPE through programs and services. The FAPE must meet the student's unique needs and provide an educational benefit.

LRE

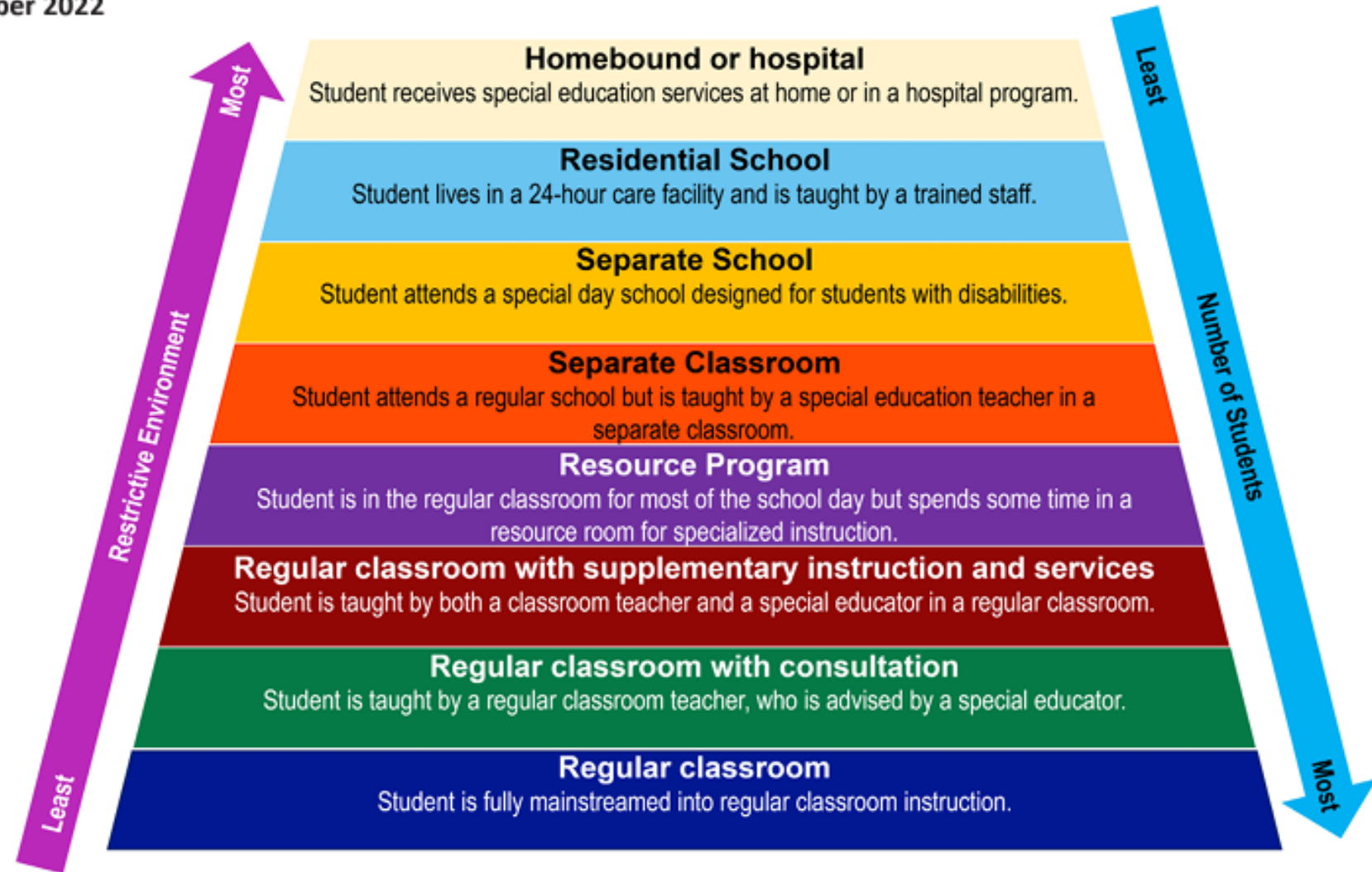
Least Restrictive Environment

Student must be placed in the regular educational environment to the maximum extent appropriate to receive supports and services as determined by the individualized education program team.

* Remember: Parents are members of the IEP Team.

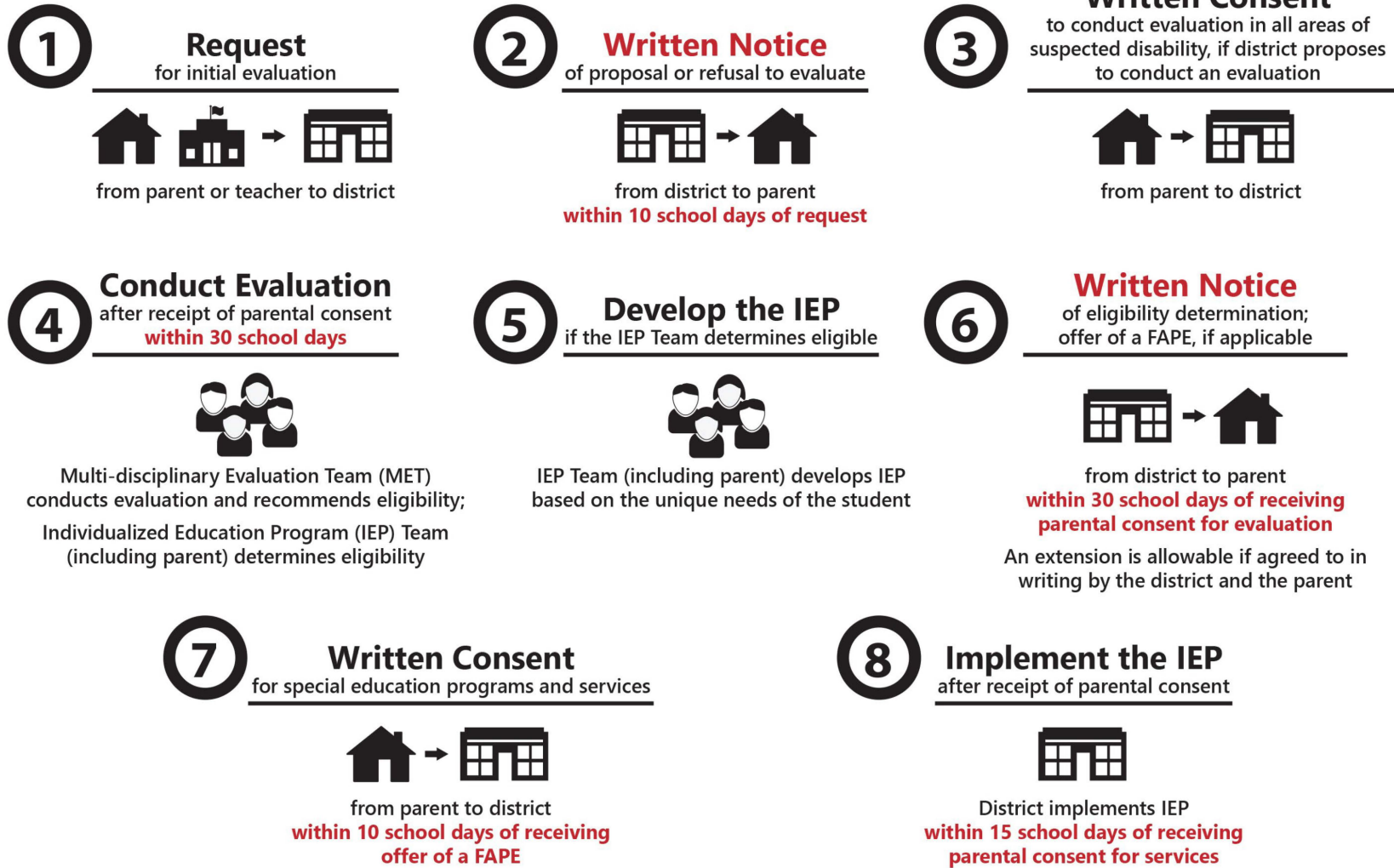
Least Restrictive Environment (LRE) Continuum

Michigan Department of Education Office of Special Education
October 2022



Initial Evaluation Procedure for Special Education Programs and Services

Michigan Department of Education Office of Special Education Guidance Document:
[Guidance for Timeline for Initial Evaluations](#)



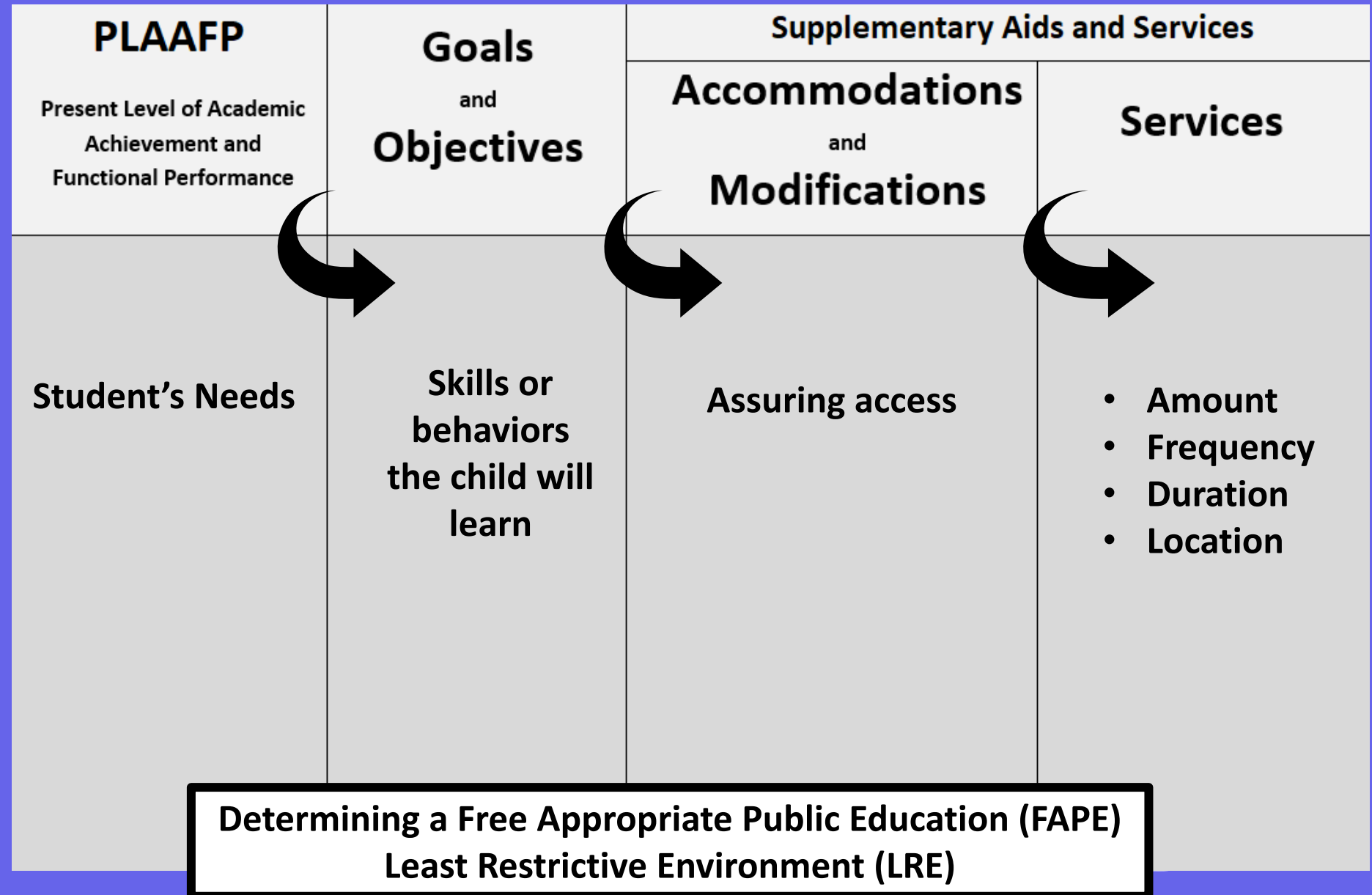
Eligibility – MARSE 340.1705-340.1716

- Autism Spectrum Disorder (ASD)
- Cognitive Impairment (CI)
- Deaf-Blindness (DB)
- Deaf or Hard of Hearing (DHH)
- Early Childhood Developmental Delay (ECDD) (children up to seven (7) years of age)
- Emotional Impairment (EI)
- Other Health Impairment (OHI)
- Physical Impairment (PI)
- Severe Multiple Impairment (SXI)
- Specific Learning Disability (SLD)
- Speech and Language Impairment (SLI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)

Module 4

Anatomy of an IEP

The IEP Process



Transition in Michigan

Special Education

- Michigan Department of Education – [Office of Special Education](#), 1-888-320-8384
- [Special Education Mediation Services](#), 1-833-543-7178
- [Disability Rights Michigan](#) – Special Education Advocacy, 1-800-288-5923

Vocational Rehabilitation

- [Michigan Rehabilitation Services \(MRS\)](#), 1-800-605-6722
- [MRS Customer Handbook](#)
- [Your Rights and Responsibilities at MRS](#)
- [Bureau of Services for Blind Persons \(BSBP\)](#), 1-800-292-4200
- The [Client Assistance Program \(CAP\)](#) at Disability Rights Michigan identifies problems and solutions between clients and vocational rehabilitation staff. Call [Disability Rights Michigan](#) at 1-800-288-5923 to speak with an advocate.

Medicaid

- Apply for benefits online at newmibridges.michigan.gov
- Michigan Enrolls helpline, 1-800-975-7630
- Beneficiary helpline, 1-800-642-3195
- [Michigan Office of Administrative Hearings and Rules \(MOAHR\)](#), 1-800-648-3397

Community Mental Health

- Michigan Department of Health and Human Services (MDHHS), [Office of Recipient Rights](#) hotline, 1-800-854-9090

Social Security

- Apply for benefits, 1-800-772-1213
- [Social Security Red Book](#) explains work incentive programs.
- [Work Incentives Planning and Assistance \(WIPA\)](#) information, 1-866-968-7842

Discussion Groups

Case Studies as time allows

- A-ha Moments
- What did you think of the curriculum
- Do you feel more equipped to help others and grow your advocacy?

Colin



Colin is an 18-year-old with IDD. He often struggles with attention and organizational skills. His social skills are a strength but sometimes he needs social etiquette cues. His post-secondary school goals include part-time employment in a community setting and he would like to live independently. His hobbies and interests include video games, going out to dinner with friends, and listening to music.

1. What are some sample IEP goals that will help him support his vision?
2. How can post-secondary goals also align with annual goals?
3. What transition services and supports should Colin receive to support his goals?

Jamal



Jamal is a 4th grade student with Down syndrome. He is reading significantly below grade level, and he struggles to organize his thoughts when writing. He is easily distracted during instruction and requires significant support to complete assignments accurately and on time. The school feels that he would make the most academic progress in a special education classroom for most of the day, joining his peers only for lunch and physical education. His parents do not believe that placement is his Least Restrictive Environment.

1. What might they request so that Jamal can thrive in the general education classroom?
2. What educational placement models might work for Jamal?

Kayleigh



Kayleigh is a 6th grader with autism. She has a history of struggling to communicate verbally. The educators and peers from her elementary school understood her speech because they had been around her for many years, so they grew accustomed to her speech patterns. Since starting at the new middle school, she has struggled with her educational goals and is not understood by staff or her peers. She has become anxious and feels isolated.

1. What can her family do to address the situation?
2. What might they request?

We are here to support you!



@MichiganAllianceForFamilies



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For more information visit

www.michiganallianceforfamilies.org

Call 800-552-4821

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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, and Michigan's federal Parent-Training and Information Center (PTIC) funded by U.S. Department of Education, Office of Special Education Programs (OSEP).

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