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Integrated Care Rounds: Schools

Thursday, September 14th, 2023: 12:00-1:30 PM

This project is supported by the Centers for Medicare and Medicaid Services (CMS) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling $9,999,227 in 2023 with 0% percentage financed with nongovernmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by CMS, HHS or the U.S. Government.

Welcome to NC InCK Integrated Care Rounds!

As we get started, do the following:

1

Think about the last role you played in a school. This could be as a parent of a school-aged child, a student yourself, a professional working in a school or connecting with a school.

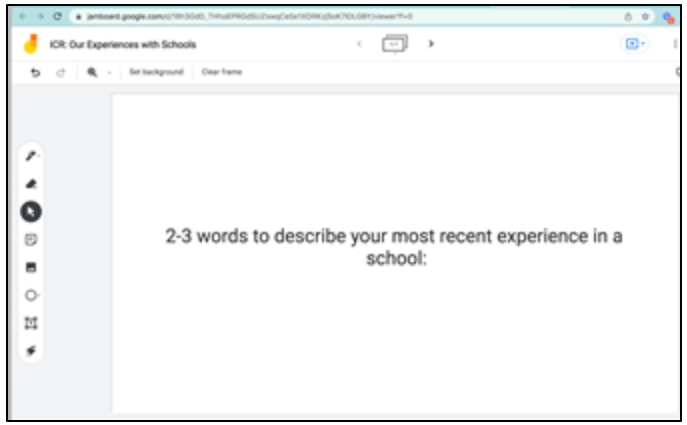
Reflect on that experience and choose 2-3 words that describe it.

Examples: supportive, confusing, amazing, difficult, successful, frustrating…

2

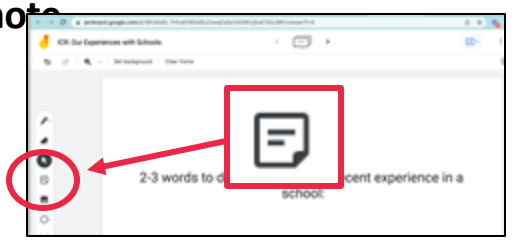
Open up the link https://shorturl.at/cyH67

It should take you to a Jamboard, which looks like this:



2

Click the "sticky note" button to make a new note.



Type the last role you played and your 2-3 descriptor words onto the new sticky note and click "save."



Your sticky note will appear! Resize it/drag it where it can be seen on the slide.

Clapper!

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Anna Czerniak (CCH)



Anna is:

- Wonderful
- Adaptable
- Easy to work with
- Not afraid to ask questions if she is uncertain

Anna finished her onboarding and started training around the end of October of 2022. The overall orientation was different from our specific department's day-to-day duties as a CM but Anna jumped in and started adapting to these changes. During that time, Anna was learning several of our internal job processes from several Care Managers from our team. In addition, she had to start learning our internal NC InCK workflow process for outreaching members. WOW! To put icing on the cake, Anna received 39 of my transfer cases prior to me transitioning to the IC.

Anna has done a phenomenal job not only providing resources and support to families but making sure that she follows back up with members to see if the resources were useful. Anna provides weekly engagement status on her members and responds timely to manual NC InCK referrals.

"I can tell Anna really believes in the InCK model because she demonstrates through her actions."- Jacinta Mclawhorn, IC

From a FN to an IC: The Value of Schools in Providing Care Management



Jacinta McLawhorn
Carolina Complete Health

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Agenda

- Why Schools?
- Understanding a Child's Experience in Schools
- Communicating with Schools
- School-Based Support Services, Chronic Absenteeism, and Bullying
- Building Resources for Family Navigators
- Applying Key Concepts: InCK Referrals in Alamance-Burlington Schools

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Why Schools: Schools are Where Kids are…

Age	Average Well-Child PCP Visits per Year*	Average Days in Attendance at k-12 School**
Under 1	3.5	N/A
1-5	0.74	N/A
6-11	0.31	170/180
12-17	0.29	165/180

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*NCHS Data Brief No. 248, May 2016: NCHS Data Brief, Number 248, May 2016 (cdc.gov)
** Estimates based on KidsCounts Data Center Report



Nancy Madenyika
Lead Integration Consultant, Schools

Understanding a Child's Experience in Schools

In the Chat: What is one question you ask families to better understand their school experiences?

The Value of Understanding the Experience of Children in Schools

1. Children spend a **SIGNIFICANT** amount of time in and around schools;
2. Schools can **INCREASE** children's access to support, services, and resources to address their needs (from housing, to behavioral health, to food);
3. Challenges experienced in schools are often **INDICATORS** of issues affecting the health and well-being of a child;
4. Schools can be a **SOURCE** of added stress for children;

    Increased emergency department visits for behavioral and mental health crisis at the beginning and end of a school year.

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Understanding the Experience of Children in Schools

Questions to Consider Asking Families:

- What does your child enjoy about school? Are there particular classes, teachers or friends your child talks about?
- What is your relationship like with your child's school? Have you had any contact with a member of the school community to discuss your child's success and/or challenges in school?
- How is your child doing in school? Is your child struggling academically? If yes, has this been a consistent challenge?
- What challenges, if any, exist that keep your child out of school for extended periods of time? Physical Health? Mental Health? Transportation? Food? Housing? A need for your child to earn an income or take care of younger siblings?
- Has your child changed schools in the previous year?

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Strategies for Connecting with Schools

1. **Know (or ask!) who you need to talk to**
   - Every school website has a directory of staff where you can find anyone's email address.
   - The fastest way to find what you need? **Call the school and ask the receptionist**
     - Tell them your question and ask who you need to contact
     - Ask them to give you the correct email address for someone while on the phone
     - School receptionists know all!!!

Contact…	For questions about…
Classroom teachers	• Specific class or content area support/questions • Setting up parent/teacher conferences
School Counselors	• Course scheduling • Request for transcripts • Post-graduation planning • School-specific programs, initiatives, opportunities • Information about collocated health services
School Social Worker	• Truancy/attendance support • Transportation & basic needs support • Information about collocated health services
EC Facilitator	• IEP/504s • Connecting with school psychologist • Connected with other health professionals (speech, OT, etc.)
School Principal	• Requesting a new IEP/504 evaluation • Why certain services are not being provided or are not being provided adequately

Strategies for Connecting with Schools

2. **Email Effectively**
   - **As often as possible, have parents/ students send emails and copy you on them**

     Families get the fastest response ☺ As they should!
   - **Keep emails short and actionable, especially for classroom teachers.**

     Put questions you need answered in bullet points and highlight them in color
   - **Give one week for school staff to respond before following up – they are busy!**

     If you do not hear back in a week, reply all to the email and copy an administrator (principal or vice principal)

Strategies for Connecting with Schools

3. **Center the student and family as the experts and owners of their experience**
   - Ask them about school and listen to their story before engaging with the school
   - As often as possible, have families initiate and own school communication

     You can always help write (or pre-write) an email and have them send it
   - Always, always, always play the role of a "strengths-bringer" to any school space

In the Chat: As you have advocated for children in schools, how have you centered around the student and family?

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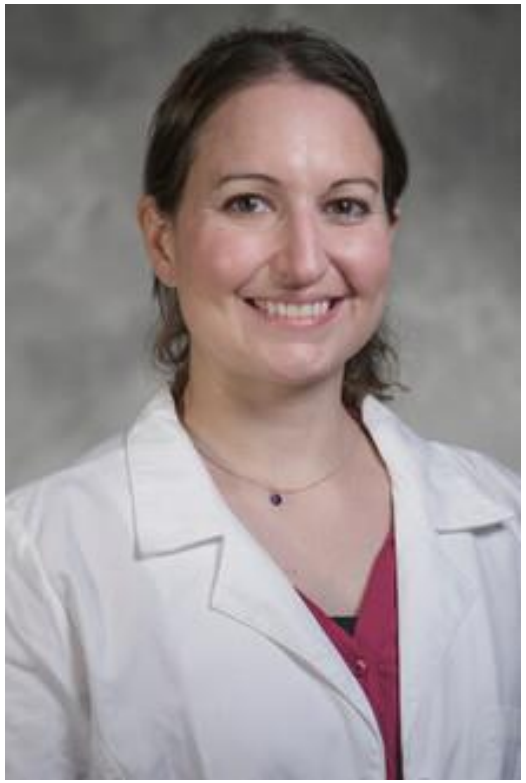
Spotlight on Communicating with School-Based Service Providers

The best way to connect to a school-based service provider (eg., occupational therapist, co-located mental health specialist) **is to ask a family to connect you directly to the provider.**

If a direct connection from a family is not possible:

1) For activities connected to an IEP, email the EC facilitator and copy the family on the email. Include a copy of the consent form;
2) For co-located mental health services, email the school counselor and copy the family on the email. Include a copy of the consent form;
3) Call the main office and ask to be connected with the school-based service provider;
4) Call the school counselor, explain role with InCK and ask to be connected to school-based service provider;
5) Drive to the school and ask the receptionist if you can meet with or leave a note for the school-based service provider

Make sure to have a copy of the InCK consent with school listed.



Jeylan Close, MD
Child and Adolescent Psychiatrist,
InCK Research Fellow

Connecting Children to School-Based Support Services

Poll Question: How familiar are you with each of these three school-based supports (with each one having a scale of 1-4)

Main Types of School Supports

Individualized Education Program (IEP)

- Individualized Family Service Plan (IFSP)
  - For 0-3yo
- Behavior Intervention Plan (BIP)
  - Usually within an IEP
  - Created after a Functional Behavioral Assessment (FBA) is done

Section 504 Plan

Individualized Health Plan (IHP)

These plans are underutilized in North Carolina!

NC is 46th in the US in providing appropriate in-school supports and accommodations for children with mental health needs

NC is 50th in suspending children with disabilities, disproportionally affecting Black students

Examples

Individualized Education Program (IEP)

Child with Autism Spectrum Disorder:

- Access to communication devices
- Time in special education classroom, with higher teacher to student ratio
- Specialized lesson plans
- Visual instructions and reminders of transitions
- Positive reinforcement plan for behaviors

Section 504 Plan

Child with ADHD:

- Seating in front of the room
- Extra time for assignments
- Daily report card home to family
- Able to take afternoon medication at school
- Positive reinforcement plan for behaviors

Child with Anxiety:

- Adult to check-in with at the start of school, or throughout the day
- Quiet testing location
- Repeating or writing instructions (anxious thoughts can be distracting)

Individualized Health Plan (IHP)

Child with trauma and eating disorder:

- Frequent breaks from class, with adult to check-in with and/or designated cool-down space
- Allowed snacks in the classroom
- Adult monitoring of lunch
- Positive reinforcement plan for behaviors

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How FNs Can Support Students in Accessing School Supports

- Help families fill out a letter template for schools to request an IEP/504 evaluation to send to school's principal.
- Attend IEP/504 meetings and/or parent teacher conferences
  - Help student & family prepare before meeting
  - Strengths-bringer
  - Clarity seeker & question asker
  - Student & family advocate
- Help the family contact Legal Aid if the school is not providing adequate supports: **Legal Aid**: **1 (866) 219-LANC (5262)**

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Sample Letter for Parents

Dear Mr/s. [Principal's Name]:

I am referring my [son/daughter], [child's name], for evaluation under the Individuals with Disabilities Education Act to determine [his/her] eligibility for special education services.

[Child's name] is in the [child's grade] at your school. [Child's name's] teacher is [Teacher's name]. I am worried because my child is struggling in school and may need additional services to learn. In particular, [Add details here about how your child is struggling and other information that suggests he or she may need special education to succeed].

As provided in the Individuals with Disabilities Education Act, I would like to be an active participant in the team that decides the components of the comprehensive evaluation. Please let me know when this team will be meeting.

Please consider my signature below as my consent for any testing that will be a part of the evaluation. If there is any additional paperwork that needs to be completed, please send it to me and I will complete it promptly.

Thank you for your assistance. I hope that an evaluation can be completed without delay. If you have any questions, please contact me at [your phone number/email address].

Example letters from **providers with suggestions for accommodations for ADHD & Anxiety**

Laws

- **Parents can send a letter to request IEP/504 evaluation**

  From the date on the letter, the district has 90 days to complete the evaluation, have an "eligibility meeting" to determine whether your child qualifies for special education, and develop an IEP if the child is eligible

- If the school allows harassment **(bullying) against a disabled child**, it may be in violation of Section 504
- A child with a disability may **not be removed from school for more than a total of ten days** in a school year without getting the benefit of the IDEA protections

  Includes being sent home early

- If a parent believes the district has failed to implement a valid IEP, has failed to follow special education law, or is discriminating against a student or a group of students the **parent may file a complaint directly** with the North Carolina Department of Public Instruction.

  NCPDI will investigate and will issue a decision regarding non-compliance within 60 days

If there is a concern about a violation of one of these laws, the FN should encourage a family to first reach out directly to the school principal. If this does not lead to any impact, the FN can support the family in connecting to Legal Aid: 1 (866) 219-LANC (5262)



Kirsten Alfaro
Integration Consultant,
Early Childhood



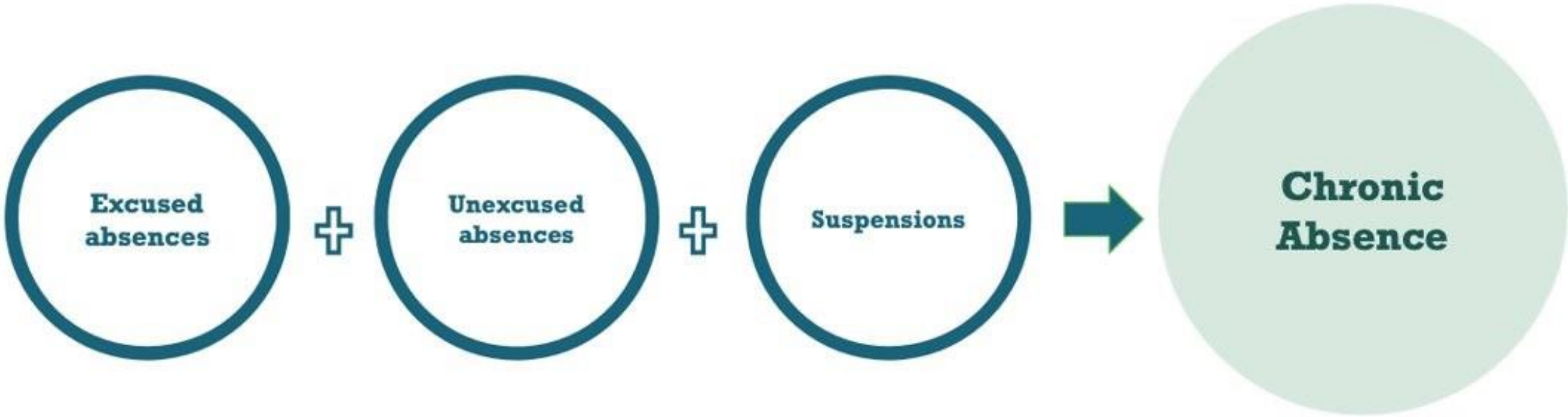
Michelle Shankar, MD
General pediatrician,
InCK Research Fellow

Addressing Chronic Absenteeism

In the Chat: What do you wish you knew, could do, or had at your fingertips to support families with attendance?

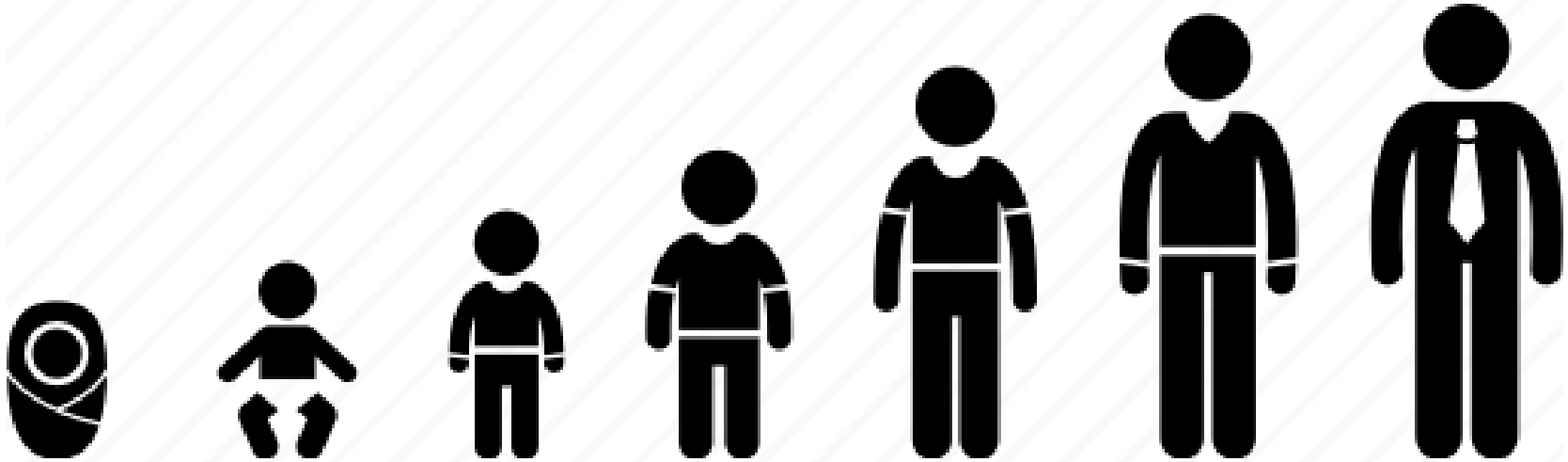
Chronic Absenteeism

10% or more of school days missed for any reason



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Impacts of School Absences



In early years

- One in 10 kindergarten and first-grade students are chronically absent.
- Prevents early learning milestones, lower academic performance, and poor attendance in future years.

In later years

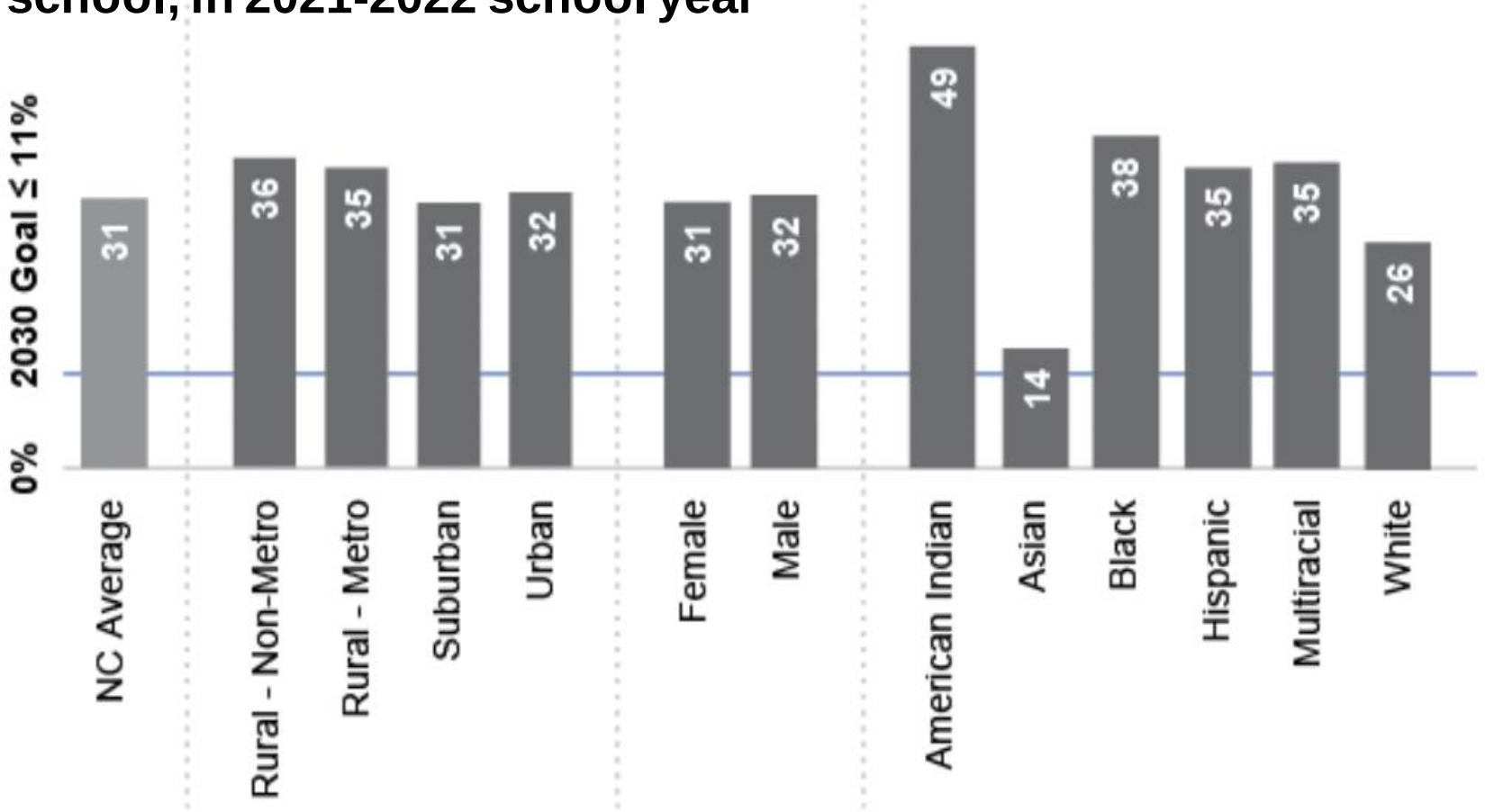
- Increased risk for school dropout, engaging in health-risk behaviors, and becoming involved in the criminal-legal system.
- Shapes health and social outcomes in adulthood.

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Absenteeism is an Equity Issue

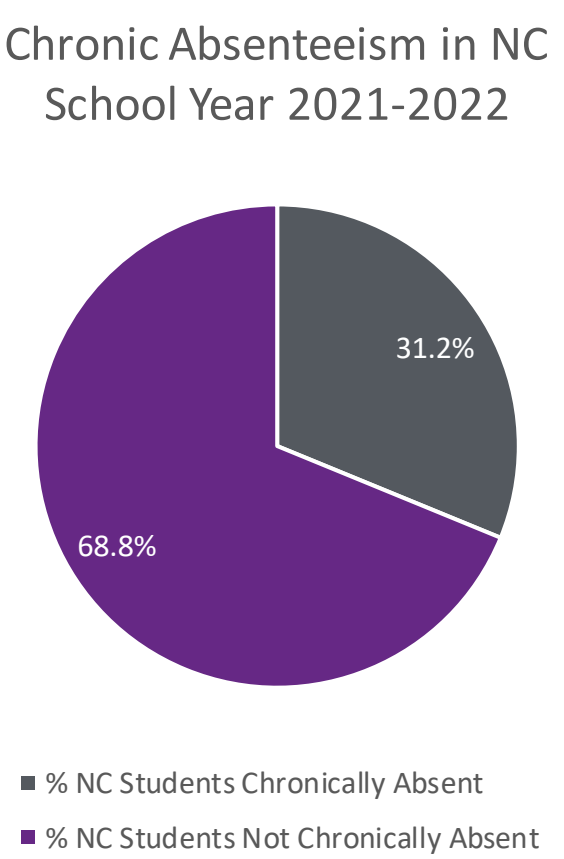
Percent of NC Public school students who missed 15 or more days of school, in 2021-2022 school year

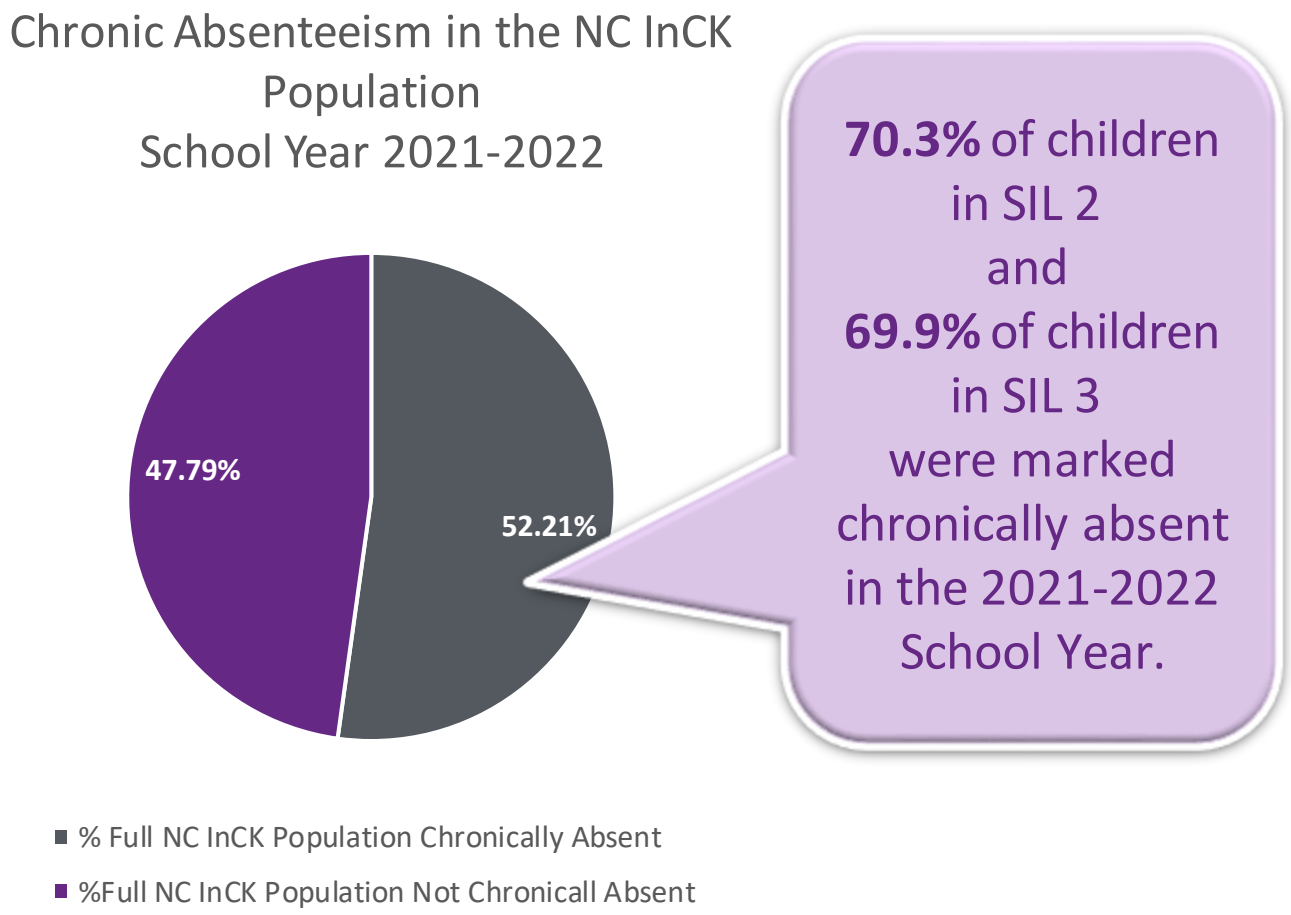
2030 Goal: <11%



https://dashboard.myfuturenc.org/college-and-career-access/chronic-absenteeism/

Chronic Absenteeism in the NC InCK Population





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Barriers to School Attendance

Child	Family	School
• Acute or chronic illness • Mental health needs (depression, anxiety) • Unmet learning needs	• Caregiver mental and physical health needs • Competing demands (ex: childcare) • Social needs (housing, transportation) • Misconceptions	• Bullying • Safety issues • Lack of positive school climate and connectedness (relationships with peers and adults)

In the Chat: 70% of children eligible to work with an FN were chronically absent from school in 2021-2022. Based on what you know about children who receive care management at NC InCK, what other barriers might keep kids from going to school?

Addressing Chronic Absenteeism and InCK Core Child Service Areas

Spotlight on Food Insecurity

In NC, at least 1 in 5 children is food insecure, and children of color are more likely than white children to face food insecurity.

Benefit	Evidence	What FNs can do
SNAP/FNS	• Reduces food insecurity and poverty rates • Is linked to improved educational attainment and higher rates of school completion	Make direct referral to More in My Basket for enrollment support: morefood.org/using-snap/connect-with-snap/
School Meals	• Reduce the cost of food for families • Reduce food insecurity among children • Improve dietary intake in children • Reduce child obesity rates • Improve learning outcomes	Medicaid-insured students are now being automatically enrolled in free or reduced school lunch. Call the child's school nutrition enrollment specialist (page 20 of NC InCK Food Guide) with enrollment questions

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Spotlight on Housing Instability

During the 2020-2021 school year, **22,644** NC students were considered homeless. These children are at a higher risk of experiencing:

- Chronic absenteeism
- More school changes (each of which is associated with nearly a half-year loss in educational attainment)
- Lower test scores
- Slower grade progression
- Higher rates of dropping out of school

FNs play a critical role by:

- Connecting families who facing housing instability to the McKinney-Vento liaison in their school system.
- **McKinney-Vento Homeless Assistance Act** guarantees:
  - Enrollment in school regardless of record status
  - Transportation to school
  - Access to the same education as non-homeless/housing instable students
  - Access to comparable services non-homeless/housing instable students are afforded

Page 23 of the NC InCK Housing Guide includes McKinney-Vento liaisons for InCK counties.

Care Managers are Uniquely Positioned to Support School Attendance: Recommendations from FNs

Understand

- Ask families directly about school attendance (**How many days of school have you missed in the past month?** >2 = chronic absenteeism)
- Look for underlying reasons for absences
- Recognize that absenteeism may be associated with **stigma** and fear of retribution

Collaborate

- Work with school personnel, health care providers, and community-based organizations to identify and address needs
- Serve as a bridge for communication between schools and health providers (so parent doesn't have to be "middle man")

Address

- Utilize tools (people, information, resources) across different sectors to address unmet health and social needs

Follow-Up

- Continue to partner with family and serve as a link among family, school, and community resources

Communication Tip:

Talking with families about attendance can bring up sensitive and vulnerable topics, and families may avoid engaging due to stigma or fear of retribution.

It is important to build psychological safety and trust using trauma-informed approaches:

- Be mindful of stereotypes and labels.
- Avoid assumptions, blame, and accusations.
- Practice empathy and seek to understand their needs.
- Ask for permission to share specific information with others.
- If you do make a mistake, apologize.

"When a child reaches a point where there's all these absences I think there is stigma attached to that… it's important to understand the reason why. It's usually not what they tell you the first time that you ask… Once you bring it up, they're like 'Oh I'm in trouble, I'm going to be in trouble.' They're not going to give you that information. But if you can build a relationship, you can see what's going on."

-Integration Consultant

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Jacinta McLawhorn
Integration Consultant,
Carolina Complete Health

Addressing Bullying

What is Bullying?

- Repeated aggressive behavior where one person (or group of people) in a position of power deliberately intimidates, abuses, or coerces an individual with the intention to hurt that person physically or emotionally.
- Four types of bullying:
    - Physical (ex: kicking or pushing)
    - Verbal (ex: name-calling or yelling)
    - Relational bullying (ex: excluding or rumor-spreading)
    - Cyberbullying (sending hurtful messages over digital devices)

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Children at Risk of Being Bullied

- Perceived as different from their peers
  - Ex: over- or underweight, wearing glasses or different clothing, being new to a school
- Perceived as weak or unable to defend themselves
- Depressed, anxious, or have low self esteem
- Are less popular than others and have few friends
- Do not get along well with others, seen as annoying or provoking, or antagonize others for attention
- LGBTQ youth, youth with disability, and socially isolated youth may be at higher risk of bullying
  - Stigma can also spread false and harmful information that can lead to increasing rates of bullying against certain groups of people

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Warning Signs for Bullying



- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits (suddenly skipping meals or binge eating)
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

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How to Talk to a Child about Bullying?

Support parents/guardians to:

1. Educate their children about bullying.
2. Talk with their children more openly and frequently.
3. Encourage their children to be a positive role model.
4. Help build their child's self-confidence.
5. Be a positive role model.
6. Familiarize themselves with the online platform(s) being used.

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Communication Tip:



Ask, don't assume: Families may not bring up issues to you if you simply ask generic questions (ex: how is school going?) Ask specific questions to give families space/ permission to discuss sensitive topics:

- Have you experienced any safety concerns at school?
- Do you participate in any extra activities at school?
- Have you spoken to your child's teacher 1:1 recently? Do you receive regular updates about your child?
- What types of support services are offered at your child's school? Counseling, tutoring?
- What does your child say about their teacher?

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Building Resources for Family Navigators

Ashley Woolard, LCSW
Integration Consultant,
AmeriHealth Caritas

Resource	County	Summary
ABSS Dual Language Immersion Program	**Alamance-Burlington**	Allows children to participate in an academic program while learning Spanish as a second language. Families complete application for their rising kindergarten student.
Durham Performance Learning Center	**Durham**	**Helps high school students who aren't succeeding in traditional school get back on track for graduation in small classes with 1:15 teacher student ratio. Students may be recommended by current/ previous school, but families can apply independently as well.**
Hillsborough Elementary Students (HES) Afterschool (Year Round) and Intersession Dolphin Camp	**Orange**	After school program for K-5 students at 7 local elementary schools and a multi-faceted intersession program for K-5 year round students that provides varied activities including arts/crafts, cooking, music/dance, cooperative games, computers, and field trips.
Digital Children's Reading Initiative	**Granville** (and statewide)	A digital resource that provides literacy activities that specifically target the literacy skills of phonemic awareness, phonics, fluency, vocabulary, reading comprehension, and oral language at each grade level, pre-kindergarten through fifth grade.
Just U & Me Mentoring Program	**Vance**	A mentoring program that engages fifth-grade students in social-emotional intervention strategies that will help them improve classroom participation and academic success; meets weekly on Saturdays from 9am – 12pm.



NC Center for Afterschool Programs – **Search programs with filters that include zip code, grades served, and activities offered**



Applying Key Concepts: InCK Referrals in Alamance Burlington Schools

Nancy Madenyika
Lead Integration Consultant, Schools

Understanding Schools in Alamance-Burlington



37 Schools



±23,000 Students



39 School Nurses

1 school nurse at each school AND 2 lead district nurses!

- 26% of all InCK children live in Alamance County and most likely attend a school in the Alamance-Burlington School System.
- InCK is excited to partner with Alamance-Burlington schools in prioritizing the health and well-being of children who call Alamance-Burlington home.

  Launching a pilot referral system in late Fall 2023!

As a result of mold, school opening in Alamance-Burlington has been delayed by two weeks!

Can you imagine the impact a Family Navigator could have in supporting a child/family to overcome challenges resulting from school closure?

Spotlight: Connecting with School Representatives for an ABSS Student

1. **Stronger partnership with child's school, to better identify and support their need(s).**
   - Referral = more in-depth information on child's/family's situation
   - Direct Source = School Nurse
2. **Increased engagement with family**
   - Increased awareness of InCK services from school personnel
   - Commitment from family to engage with InCK services prior to FN outreach
3. **Strengthening FN's ties to a Child's Community**
   - Community-Based Organizations
   - Clinical Support
   - School-based Interventions

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A Look Ahead

Don't forget to check out our NC InCK Webpage and Facebook for events in the 5 NC InCK Counties. Explore our training page for archived ICRs, takeaways, and shared resources.

Upcoming NC InCK Events:

Echo Series: Topic TBD
Thursday, October 12th:
12:00 pm – 1:30 pm
Please contact Josie Hatley (anna.hatley@duke.edu) if you need the invitation for the ICR/Echo series.

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Upcoming Community Events:

Family Fun Friday:
Friday, September 15th, 6:00pm-8:00pm
Chapel Hill Public Library 100 Library Dr. Chapel Hill, NC 27514.

Fall Fest and Early Childhood Resource Fair: (Durham's Partnership for Children):
Saturday, September 16th, from 10:00am - 1:00pm.
First Presbyterian Church, 305 E Main St, Durham, NC 27701.

Family Movie Afternoon:
Saturday, September 16th, from 2:30pm - 5:00pm.
Thornton Library, 210 Main St, Oxford, NC 27565

Esperanza 2023:
Saturday, September 30th
Family-based events at Alamance Arts, 213 South Main Street, Graham, NC 27253 from 1:00pm-3:00pm.

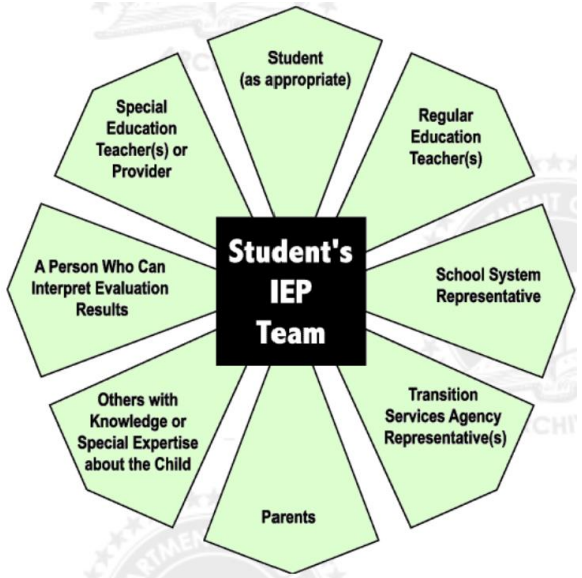
Appendix

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Appendix: Main Types of School Supports

Individualized Education Program (IEP)

- Logistically more difficult than the other types of plans, but can provide the most support
- 13 categories for eligibility, including 'emotional disturbance'



Section 504 Plan

- For a condition causing a limitation of a major life activity
  - A child does not have to get poor grades to be eligible
- Usually preferred when the student needs accommodations (ie seat at the front of the room), but does not need specialized instruction
- Usually if have an IEP, do not need a 504
  - Exception - 504s can transfer to college, IEP cannot

Individualized Health Plan (IHP)

- Plan of care written by registered nurse for students with or at risk for physical or mental health needs

Appendix: General Resources

- Autism Society of North Carolina: IEP Guide
- Duke University Law School: A Parents' Guide to Special Education in North Carolina
- Legal Aid of North Carolina: Education Advocacy Toolkit
- National Center for Learning Disabilities: IDEA Parent Guide
- North Carolina Department of Health and Human Services: Individualized Health Plan information
- North Carolina Department of Public Instruction: Parent Resource Page
- Parental Readiness and Empowerment Program: North Carolina Special Education Parent Guide
- United States Department of Education: Parent Guide to IEP

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Appendix: Bullying

- Review bullying section in the Legal Aid Education Advocacy Toolkit
- Contact the school principal by submitting in writing or by emailing your concerns.
- Consider filing a grievance. If the school fails to properly address the bullying.
- For youth with IEPs or 504 plan, consider requesting an IEP or 504 team meeting to implement extra support to address bullying harms.
- Refer to LANC if a complaint is needed to address a school IEPs team and/ or 504 teams failed to properly address reported patterns of bullying.

  Legal Aid NC Helpline
  Toll-Free: 1 (866) 219-LANC (5262)
  8:30 AM – 1:00 PM, Monday – Friday
  5:30 PM – 8:30 PM, Monday & Thursday

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Appendix: FN Support of Educational Needs Amidst Housing Instability

- Make sure families who are homeless or facing housing instability are connected with the McKinney-Vento liaison in their school system.
- **McKinney-Vento Homeless Assistance Act** guarantees:
  - Enrollment in school regardless of record status
  - Transportation to school
  - Access to the same education as non-homeless/housing instable students
  - Access to comparable services non-homeless/housing instable students are afforded

For information on McKinney-Vento liaisons for each InCK county, reference page 23 of the NC InCK Housing Guide.

Appendix: Support SNAP/FNS and School Meals Enrollment

	SNAP/FNS	School Meals
Who?	Benefits awarded by household	PreK-12 students enrolled in a participating school (all public schools)
Eligibility	Some Medicaid recipients are eligible if income criteria are met. (Use the SNAP screener tool with families to discuss eligibility.)	Medicaid-insured students are now being automatically enrolled in free or reduced school lunch
Enrollment	Make direct referral to More in My Basket for enrollment support: morefood.org/using-snap/connect-with-snap/	Call the child's school nutrition enrollment specialist with enrollment questions

Appendix: Before and After-School Programs

- NC Center for Afterschool Programs –search programs with filters that include zip code, grades served, and activities offered
- Boys & Girls Clubs of North Carolina - Click here to find a club near you
- YMCA of the Triangle After-school Programs for Durham and Orange County
- My Durham for Teens (free drop in for ages 13-18)
- Durham County Schools Before and Afterschool Programs
- Orange County Schools Afterschool Programs
- Alamance-Burlington School System Before and Afterschool Programs
- Granville County Schools Afterschool Programs

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Appendix: School Resources by County

Durham County

- Durham Public Schools Family Academy
- Academic Support Services
- PowerSchool Parent portal
- My Durham for Teens
- Durham County Before and Afterschool Programs
- Durham Performance Learning Center

Orange County

- Orange County Schools Afterschool Programs
- Orange County Schools Parent Portal
- Child Find (Exceptional Children Services)
- Hillsborough Elementary Students (HES) Afterschool (Year Round) and Summer Dolphin Camp

Alamance County

- Alamance-Burlington School System Pre-K: Early Learning Community
- Alamance-Burlington School System before and after school programs
- ABSS Dual Language Immersion Program
- PowerSchool for Parents

Granville County

- Granville County Schools Afterschool Programs
- Pre-K applications
- Digital Children's Reading Initiative
- PowerSchool parent portal
- Student Services
- Exceptional Children's Program

Vance County

- Innovative Schools
- Just U & Me Mentoring Program
- CLIMB (Children Learning to Improve and Manage Behaviors)
- Exceptional Children Project Child Find
- Career and Technical Education
- Student Online Resources

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Appendix: Added Benefits offered by PHPs

Healthy Blue	Invest in your future GED exam voucher ($160 value), Old Navy® or Footlocker® gift card for 11th-12th graders with a 3.5 GPA and up, School supplies for students ages 6-18 (up to $50 value), Twenty-four hours of free tutoring for eligible members ages 6-18
AmeriHealth Caritas	Mission GED provides testing vouchers to take practice and regular tests for an HSE diploma at no cost and connects members to resources that can help with getting ready to take the exam
Wellcare	Additional Benefits Boy Scouts or Girl Scouts annual membership for members ages 5 through 18, 4H Club activities for members ages 5-18, Sports physicals for members ages 6 through 18, Healthy Kids Club for members ages 4 through 11, $120 GED voucher, $300 reading scholarship for qualified members, 12 free tutoring sessions
UnitedHealthcare	Education Members 18 and older can get free GED Exam Voucher and materials (up to $160), $25.00 gift card for students grades 9-12 who obtain a 3.5 GPA or higher, Get $25 to open a checking account
Carolina Complete Health	Value-Added Services A $75 voucher for afterschool activities for members ages 6-18, a $50 value of basic school supplies each year for members enrolled in grades Pre-Kindergarten through 12th grade, K-6 24 hours of online math and/or reading tutoring per year, GED voucher for members aged 16 years or older

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