Resource Companion Document

Integrated Care Rounds: Schools

September 14, 2023

Document Purpose:

This document is intended to be used as a companion to the shared slides from the Integrated Care Rounds on Schools from September 14, 2023. This document does not include any new information regarding these resources, rather, provides the resources in one Word document for ease of use. If you would like to learn more about the resources shared, please refer to the shared slide deck or a member of the Integration Consultant team.

Reminder: This document has been created to respond to feedback received requesting a separate format for resources. If you have any feedback on this document or ideas as to how to best present this information, please reach out to Josie Hatley (anna.hatley@duke.edu).

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For additional information, please reference the NC InCK School Guide

Understanding the Experience of Children in Schools

Questions to consider asking families:

1. What does your child enjoy about school? Are there particular classes, teachers, or friends your child talks about?
2. 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?
3. How is your child doing in school? Is your child struggling academically? If yes, has this been a consistent challenge?
4. 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?
5. Has your child changed schools in the previous year?

Strategies for Connecting with Schools

Know Who You Need to Talk to

Who to 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
School 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!

Email Effectively

1. As often as possible, have parents/ students send emails and copy you on them; families get the fastest response.
2. Keep emails short and actionable, especially for classroom teachers.
3. Put questions you need answered in bullet points and highlight them in color.
4. Give one week for school staff to respond before following up.
5. If you do not hear back in a week, reply all to the email and copy an administrator (principal or vice principal).

Center the Student and Family as the Experts and Owners of their Experience

1. Ask them about school and listen to their story before engaging with the school.
2. 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.
3. Always, always, always play the role of a "strengths-bringer" to any school space.

Communicating with School-Based Service Providers

1. The best way to connect to a school-based service provider (ex: occupational therapist, co-located mental health specialist) is to ask a family to connect you directly to the provider.
2. If a direct connection from a family is not possible:

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

Connecting Students to School-Based Support Services

Main Types of School Supports

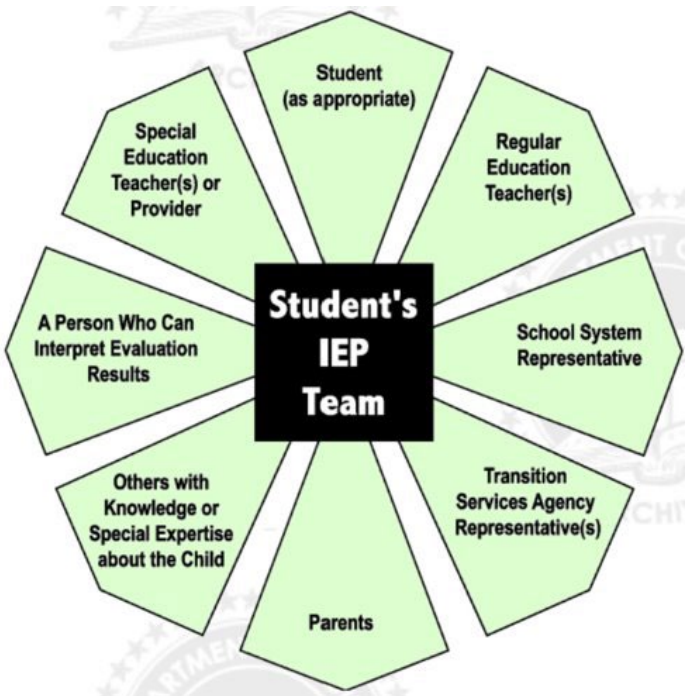
1. **Individualized Education Plan (IEP)** – Logistically more difficult than the other types of plans, but can provide the most support.
    a. Categories for eligibility:
        i. **Autism Spectrum Disorder (AU)** - a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotypical movements, restricted interests, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.
        ii. **Deaf-Blindness (DB)** - hearing and visual impairments that occur together, the combination of which causes such severe communication and other developmental and educational needs.
        iii. **Deafness (DF)** - a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects the child's educational performance.
        iv. **Developmental Delay (DD)** - a child aged three through seven, whose development and/or behavior is delayed or atypical, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who, by reason of the delay, needs special education.
        v. **Emotional Disability (ED)** - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (a) an inability to make educational progress that cannot be explained by intellectual, sensory, or health factors; (b) and inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression; (e) a tendency to develop physical symptoms or fears associated with personal or school problems.
        vi. **Hearing Impairment (HI)** - impairment in hearing, whether permanent or fluctuating that adversely affects a child's educational performance.
        vii. **Intellectual Disability - Mild, Moderate, or Severe (ID)** - significantly below average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.
        viii. **Multiple Disabilities (MU)** - two or more disabilities occurring together, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments.
        ix. **Orthopedic Impairment (OI)** - a severe physical impairment that adversely affects a child's educational performance.
        x. **Other Health Impairment (OHI)** - having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment and adversely affects a child's educational performance.
        xi. **Specific Learning Disability (SLD)** - a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the impaired ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

xii. **Speech or Language Impairment (SI)** - a communication disorder, such as an impairment in fluency, articulation, language, or voice/resonance that adversely affects a child's educational performance.

xiii. **Traumatic Brain Injury (TBI)** - an acquired injury to the brain caused by an external physical force or by an internal occurrence resulting in total or partial functional disability and/or psychosocial impairment that adversely affects a child's educational performance.

xiv. **Visual Impairment, including Blindness (VI)** - an impairment in vision that, even with correction, adversely affects a child's educational performance.

b. Student's IEP team members:



2. **Individualized Family Service Plan (IFSP)** – Plan for children ages 0-3 years.
3. **Behavior Intervention Plan (BIP)** - Usually within an IEP and created after a Functional Behavioral Assessment (FBA) is done.
4. **504 Plan**
   a. For a condition causing a limitation of a major life activity
   b. A child does not have to get poor grades to be eligible.
   c. Usually preferred when the student needs accommodations (ex: seat at the front of the room), but does not need specialized instruction
   d. Usually if a student has an IEP, they do not need a 504; Exception - 504s can transfer to college, while IEPs cannot.
5. **Individualized Health Plan (IHP)** - Plan of care written by registered nurse for students with or at risk for physical or mental health needs.

Examples of School Support Interventions

1. **Individualized Education Plan (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

2. **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) • Extra time for assignments • Daily report card home to family • Able to take afternoon medication at school • Positive reinforcement plan for behaviors

3. **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

How Family Navigators Can Support Students with Accessing School Supports

1. Help families fill out a letter template for schools to request an IEP/504 evaluation to send to school's principal.
2. Attend IEP/504 meetings and/or parent teacher conferences.
3. Help the family contact Legal Aid if the school is not providing adequate supports: **Legal Aid: 1 (866) 219-LANC (5262)**
4. Reference NC InCK Legal Aid Guide

Sample Letter for Parents Requesting an Evaluation

[Date]
[Principal's Name], Principal
[School's Name and Address]
RE: [Child's Name, Date of Birth, School, and Grade]

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].

Sincerely,
[Your name]

Laws Related to School Supports

1. **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.
2. If the school allows harassment **(bullying) against a disabled child**, it may be in violation of Section 504.

3. 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.
4. 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.
5. 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)**; Reference NC InCK Legal Aid Guide

Addressing Chronic Absenteeism

Chronic Absenteeism Defined

1. Chronic absenteeism is defined as missing 10% or more of the academic year for any reason, including excused and unexcused absences, suspensions and time missed due to changing schools; meaning if a student misses at least 15 days of school in a year they are at risk of falling behind in school.
2. In early years, it can delay early learning milestones, lower academic performance, and poor attendance in the future.
3. In later years, it can increase risk for school dropout, engaging in health-risk behaviors, and becoming involved in the criminal legal system; shapes health and social outcomes in adulthood.

Barriers to School Attendance

1. Child – acute or chronic illness, mental health needs, unmet learning needs.
2. Family – caregiver mental and physical health needs, competing demands (ex: childcare), social needs (housing, transportation, etc.), misconceptions.
3. School – bullying, safety issues, lack of positive school climate and connectedness.

Addressing Chronic Absenteeism through InCK Core Child Service Areas

1. **Food Insecurity**

Benefit	Eligibility and Enrollment Information
SNAP/FNS	• Benefits awarded by household • Some Medicaid recipients are eligible if income criteria are met. (Use the SNAP screener tool with families to discuss eligibility). • Make direct referral to More in My Basket for enrollment support
School Meals	• PreK-12 students enrolled through all public schools • 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

2. **Housing Instability**

Resource	Information
NC InCK Housing Guide	• Provides housing resources by InCK county and statewide policies and programs • NC InCK Housing Guide

McKinney-Vento Homeless Assistance Act	• Make sure families who are homeless or facing housing instability are connected to the McKinney-Vento liaison in their school system; download the most current Liaison Contact List
	• 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 more information on McKinney-Vento, reference page 22 in the NC InCK Housing Guide
PHP Housing Specialists	• Will work with the family to connect to housing resources. • Refer a member to a PHP Housing Specialist through the Referral for NC InCK Care Management Services or PHP Housing Specialist webpage. *Note: At this time, this form can only be used by NC InCK Family Navigators, DJJDP Juvenile Court Counsellors, and School Nurses within the NC InCK ABSS Referral Pilot Schools. If you are not one of the above and would like clarification, please reach out to Josie Hatley (anna.hatley@duke.edu). Please do not distribute or share this link.*

3. **Family Navigator Support**
    a. Ask families directly about school attendance. (How many days of school have you missed in the past month? >2 = chronic absenteeism)
    b. Look for underlying reasons for absences.
    c. Recognize that absenteeism may be associated with stigma and fear of retribution.
    d. Work with school personnel, health care providers, and community-based organizations to identify and address needs.
    e. Serve as a bridge for communication between schools and health providers (so parent doesn't have to be "middle man").
    f. Use tools (people, information, resources) across different sectors to address unmet health and social needs.
    g. Continue to partner with family and serve as a link among family, school, and community resources.

Addressing Bullying

Bullying Defined

1. 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.
2. Four types of bullying:
    a. Physical (ex: kicking or pushing)
    b. Verbal (ex: name-calling or yelling)
    c. Relational bullying (ex: excluding or rumor-spreading)
    d. Cyberbullying (sending hurtful messages over digital devices)

Children at Risk of Being Bullied

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

Warning Signs for Bullying

1. Unexplainable injuries.
2. Lost or destroyed clothing, books, electronics, or jewelry.
3. Frequent headaches or stomach aches, feeling sick or faking illness.
4. Changes in eating habits (suddenly skipping meals or binge eating).
5. Difficulty sleeping or frequent nightmares.
6. Declining grades, loss of interest in schoolwork, or not wanting to go to school.
7. Sudden loss of friends or avoidance of social situations.
8. Feelings of helplessness or decreased self-esteem.

9. Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide bullying.

How to Talk to a Child about Bullying

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

Bullying Resources and Recommendations

1. Review bullying section in the Legal Aid Education Advocacy Toolkit
2. Contact the school principal by submitting in writing or by emailing your concerns.
3. Consider filing a grievance. If the school fails to properly address the bullying.
4. For youth with IEPs or 504 plan, consider requesting an IEP or 504 team meeting to implement extra support to address bullying harms.
5. Refer to Legal Aid NC 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
   NC InCK Legal Aid Guide

School Resources

General Resources

1.	Autism Society of North Carolina: IEP Guide
2.	Duke University Law School: A Parents' Guide to Special Education in North Carolina
3.	National Center for Learning Disabilities: IDEA Parent Guide
4.	North Carolina Department of Health and Human Services: Individualized Health Plan information
5.	North Carolina Department of Public Instruction: Parent Resource Page
6.	Parental Readiness and Empowerment Program: North Carolina Special Education Parent Guide
7.	United States Department of Education: Parent Guide to IEP

Before and After School Programs

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

School Resources by InCK County

Durham County	1. Durham Public Schools Family Academy 2. Academic Support Services 3. PowerSchool Parent portal 4. My Durham for Teens 5. Durham County Before and After school Programs 6. Durham Performance Learning Center
Orange County	1. Orange County Schools Afterschool Programs 2. Orange County Schools Parent Portal 3. Child Find (Exceptional Children Services) 4. Hillsborough Elementary Students (HES) Afterschool (Year-Round) and Summer Dolphin Camp

Alamance County	1. Alamance-Burlington School System Pre-K: Early Learning Community 2. Alamance-Burlington School System before and after school programs 3. ABSS Dual Language Immersion Program 4. PowerSchool for Parents
Granville County	1. Granville County Schools Afterschool Programs 2. Pre-K applications 3. Digital Children's Reading Initiative 4. PowerSchool parent portal 5. Student Services 6. Exceptional Children's Program
Vance County	1. Innovative Schools 2. Just U & Me Mentoring Program 3. CLIMB (Children Learning to Improve and Manage Behaviors) 4. Exceptional Children Project Child Find 5. Career and Technical Education 6. Student Online Resources

School Related Value-Added Benefits offered through Prepaid Health Plans (PHPs)

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
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
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
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
United Healthcare	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