

School Health and Related Services Through the Student Lens

Presented by the Anchorage School
District, Special Education and Student
Supports Programs



Presenters

- **Allison Susel**, the ASD Director of Student Supports, has over 18 years of school-based and administrative experience as a school counselor, program coordinator, and secondary school administrator. She manages the ASD's PreK-12 Comprehensive School Counseling Program and integrated mental health community partnerships
- **Alison Lovelace**, the ASD Director of Intensive Behavior Support, is a Board-Certified Behavior Analyst (BCBA) with over 20 years working within schools and more as a community behavioral health provider to support the needs of children and families in multiple sectors. Among other things, she oversees the tier-3 system of the Positive Behavioral Supports and Interventions (PBIS) Framework for ASD
- **Dr. Lauren Coble**, the ASD Assistant Director of Related & Sensory Services(RSS), has over 12 years of experience in educations as an occupational therapist in three different states and as program administrator for multiple RSS provider programs.
- **Melissa Reid**, the ASD Coordinator of School-Based Medicaid, has worked with RSS and Student Support providers for nine years, specializing in School-Based Service Medicaid and its benefits for promoting student success



Agenda

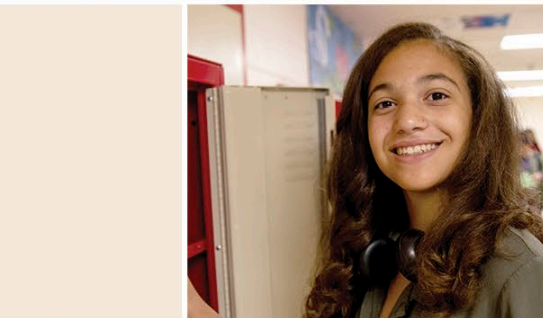
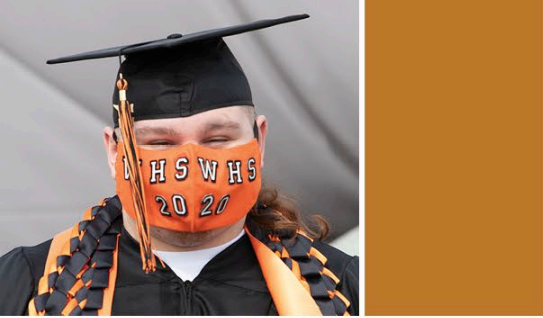
- Introduction to the Anchorage School District (ASD) School Health and Related Services (SHARS)
- ASD School Health and Related Services
 - Johnny's Story
 - Bailey's Story
- Presenter Contacts
- Resources
 - Key Terms
 - ASD Departments & Staff performing SHARS roles
 - Links to additional information, resources, and learning opportunities



Session Objectives

- Introduce stakeholders to:
 - The diversity of Student Health and Related Services (SHARS) providers in the ASD
 - The range of mental and physical health services needed to support students in Alaska
- Acknowledge the continuum of care between schools and community providers
- Share resources for
 - ASD SHARS programs
 - National organizations related to SBS Medicaid
 - Community and school SHARS partnerships





The ASD School Health and Related Services



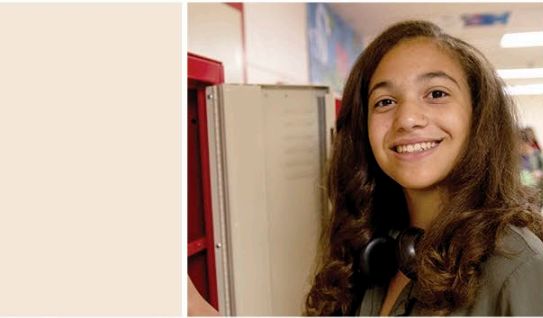
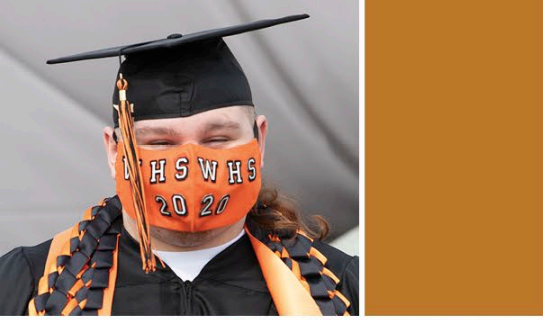
What are SHARS?

Physical and mental health services performed by qualified medical providers or special trained staff in schools, with the primary purpose of ensuring equitable access to a Free Appropriate Public Education for all students.



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A Day in the Life for a Student with Complex Health



Johnny's Day



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8th Grade student with:

- Incomplete quadriplegia
- Heart arrhythmia
- Asthma
- Diabetes
- Seizure disorder
- Multiple Allergies
- Anxiety & depression concerns
- Tracheostomy
- Enteral feeding



Johnny's Story

Johnny is an 8th grade student with a complex medical history that has resulted in him developing incomplete quadriplegia, multiple allergies, severe asthma and pulmonary dysfunction, diabetes, a seizure disorder, concerns of anxiety and depression, has a tracheostomy, unilateral visual impairment, and requires enteral feeding. Despite these medical hurdles, thanks to health plan, 504, and IEP accommodation services he receives daily in the ASD, Johnny consistently performs well in his academic assignments and testing. These services start before Johnny crosses the school threshold when the bus attendant helps Johnny to secure his electric wheelchair and school supplies onto the specialized bus that brings him to school. When he arrives at the school, he is greeted by a trained paraprofessional, or "para," who shadows Johnny to ensure his safety by closely monitoring him for his health complications and facilitating his ability to actively engage throughout the school day. In class, Johnny's para helps Johnny grasp a stylus in his mouth and holds an iPad where he can reach it to work through his first assignment. This process, which is an accommodation that was set up by his assigned Assistive Technology Specialist, is repeated throughout the day for all his classes.

The para does have breaks scheduled into their day where they are relieved by one of the other providers. Normally, the para is relieved during second period while Johnny attends group therapy with the school counselor. However, the para or other member of the team have to be flexible and ready to pivot to respond to critical events or shifts to their schedule. For example, when the counselor arrives to collect Johnny, perhaps the teacher pulls her aside to report a concern the teacher was just made aware of that one of the other students had posted threats of self harm to social media that morning. Due to the critical and imminent nature of this report, the counselor instead notifies Johnny and the para they will need to reschedule therapy to another day that week. The counselor then locates the other student to perform a risk assessment and implement the appropriate crisis response, such as parent/guardian notifications, referrals for interventive care, etc.

Johnny's Services

Daily

- Medication Administration
- Feeding Assistance
- Tracheostomy Care
- Insulin & Glucose monitoring
- Toileting Assistance
- Specialized Transportation

Weekly or Monthly

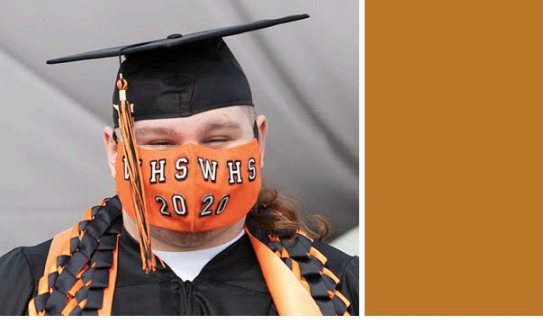
- Group counseling sessions
- Speech services for swallowing and communications
- Adaptive Physical Education
- Physical Therapy
- Occupational Therapy



Johnny's Story cont.

Because of Johnny's complex health history, beyond the accommodations we've already discussed and the specialized transportation services that bring Johnny to and from school, incorporated into his daily schedule are visits to the school nurse for medication administration, insulin & glucose monitoring, tracheostomy care, and feeding assistance. He is assisted by a para, teacher, or other qualified staff member with his toileting, a skill taught to his education support team by an ASD physical therapist. He also has scheduled weekly sessions with the school counselor or school psychologist to help him with coping strategies for his anxiety; weekly sessions with the speech therapist to help him with communications; an adaptive physical education teacher attends his PE classes to provide individualized activity adaptations to facilitate his participation; weekly sessions with the physical therapist to help him maintain maximal muscle and body function to prevent health concerns such as pressure sores or loss of the limited motor function he has that allows him to operate his wheel chair and use his iPad; and weekly sessions with his occupational therapist to help him with strategies for classroom engagement and fine motor control.

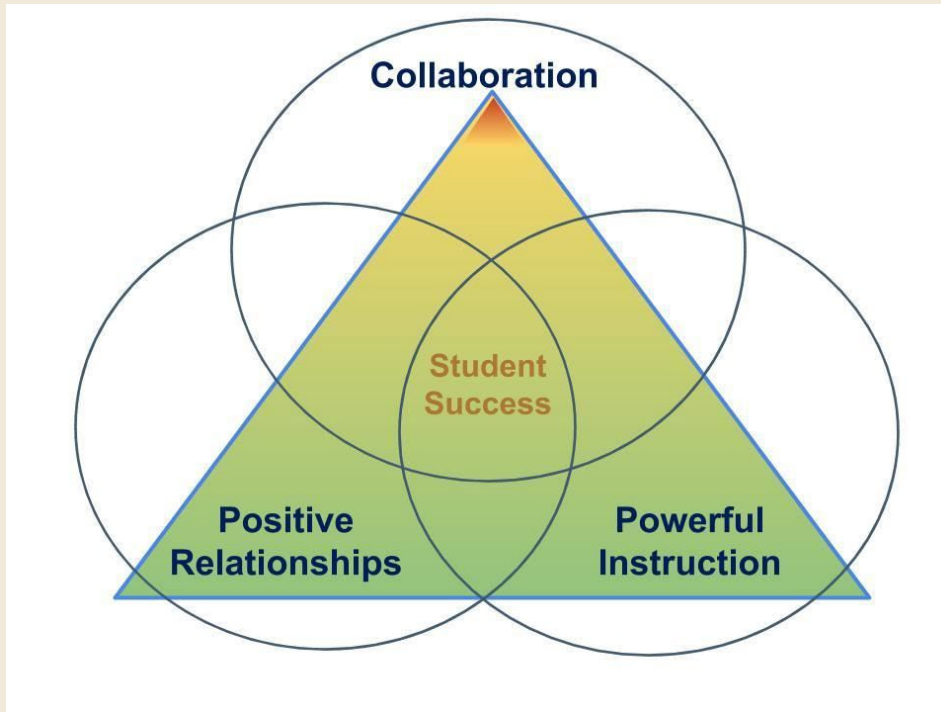
Beyond these services regularly scheduled daily and weekly services he and his family receive support from teacher experts, school administration, and other members of his ASD care team to ensure he is connected with appropriate interventions and community referrals when he has an event such as an asthma attack, seizure, allergy attack, or a new concern is noted by one of the ASD staff members working with him. They convene meetings to adjust his care plans as needed throughout the year. And they work diligently to show Johnny in any way they can that their mission is his success.



Functional Intervention Applications of MTSS



Multi-Tiered System of Supports (MTSS)



<https://www.asdk12.org/MTSS>

- Collaboration
 - Staff, students, and families work together
- Positive Relationships
 - Staff, students, and families are connected to bring value to learning
- Powerful Instruction
 - Staff, students, and families support relevant, rigorous, and engaging learning experiences



Interventions & Supports for Bailey

- 11 year old, 5th grade
- Frequent school nurse visits
- Chronic absences
- Repeated office discipline referrals
- Easily distracted
- Blurting & interruptive behavior in class



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Bailey's Story

Bailey is an 11 year old 5th grade student in an ASD elementary school. Different staff throughout the school have become worried about Bailey because of concerning patterns they are each noticing. The nurse has seen Bailey 1-2 times a week with complaints of generally feeling unwell with unspecific symptoms to narrow down cause. The principal noted that Bailey has been referred to the office for discipline four times in the last month. Attendance and truancy reports for the quarter show that Bailey missed an average of one day a week since the start of the school year. Additionally, Bailey's teacher has had to correct Bailey frequently for blurting out during classroom discussion and regularly catching her off-task during classroom activities.

Prior to any action or convening a team meeting, the parent is contacted by the teacher for input and consent. With the parent's consent, the teacher submits a request for assistance in addressing Bailey's behavior.

Tiered Approach to Supports for Bailey

- Contact Parent
- Request for Assistance
- Gather documentation
- Conduct interviews
- Implement Tier 2 interventions
- Analyze data
- Meet & discuss progress



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Bailey's Story cont.

The school counselor gathers documentation from staff, including the office referrals, attendance records, nurse visits, academic records, etc.; and conducts interviews with the teacher, support staff, and her parents. A support team composed of Bailey's teacher, the counselor, a teacher expert, and Bailey's parents meet to discuss the findings and identify an appropriate tier 2 interventions. Together they agree that adopting a "check-in, check-out" (CICO) intervention for Bailey will be a good way to address what appears to be predominantly attention seeking behavior. They define the responsibilities of the school counselor for conducting the CICO, which will include Bailey visiting briefly with the counselor at the start of each day to reinforce her plan for having a good day, and again at the end of the day to debrief on what Bailey was successful at and any things she struggled with for a six week period.

Over the six weeks, Bailey's teacher, the school counselor, and other support staff collect data on Bailey's performance, a request for assistance from an ASD BCBA to conduct an observation is submitted, and a Snapshot tool analysis is conducted by a teacher expert. At the end of the 6 weeks, the team meets with family to discuss Bailey's progress, observations, and next steps. A decision is made jointly by the team whether Bailey continues to need support, if they should continue at the present level, if Bailey needs to be provided with Tier 3 intensified and/or individualized supports, or a referral for evaluation for an IEP.

ASD Multi-tiered System of Supports - MTSS

Academics

Tier 3: Intensive

1%-5%

1%-5%

Tier 3: Tertiary Prevention
Individualized Supports for few students ~5%

Tier 2: Strategic/Targeted

5%-15%

Tier 2: Secondary Prevention
For some students. All staff & settings ~15%

Tier 1: Universal

80%-90%

Tier 1: Primary Prevention
All Students, Staff, & Settings ~80% of Students

Behavior

Tier 3: Intensive

- Individual students
- Individualized SEL/behavior instruction
- Behavior Intervention plan (BIP)
- Functional Behavior Assessment (FBA)
- Frequent Data Collection

Tier 2: Strategic/Targeted

- Systematic Behavioral Interventions
- Explicit SEL/Behavior Instruction In Small Groups
- Teacher Support and Problem-Solving
- Progress monitoring

Tier 1: Universal

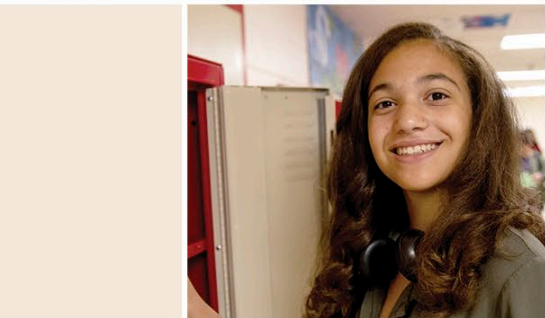
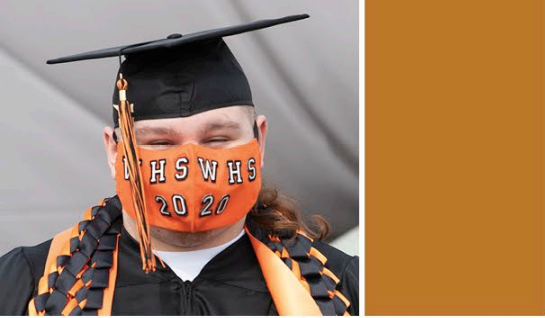
- All settings, all students
- Research-based Positive Behavior Support Practices
- Social Emotional Learning (SEL) Instruction
- Schoolwide and Classroom Expectations and Structures (i.e., STOIC, CHAMPS, Foundations)
- Universal Screening



Anchorage School District
Advancing All Students for Success in Life

Screenshot





Resources



Presenter Contact Information

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- **Dr. Lauren Coble**, the ASD Assistant Director of Related & Sensory Services(RSS)
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 - 907-742-3896
- **Melissa Reid**, the ASD Coordinator of School-Based Medicaid
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 - 907-742--6068



Terminology & Acronyms

- SHARS ~ School Health and Related Services
- MTSS ~ Multi-Tiered System of Supports
- SRI ~ Student Response to Instruction
- SEL ~ Social-emotional Learning
- PBIS ~ Positive Behavior Interventions and Supports
- WSCC ~ Whole School, Whole Community, Whole Child Model
- SPED ~ Special Education
- IEP ~ Individualized Education Plan
- SBS Medicaid ~ School-Based Services Medicaid



ASD SHARS Supporting Departments

- Healthcare Services
- Mental Health and Student Supports
 - Child in Transition (CIT)
 - English Language Learners (ELL)
 - Health Services (primarily school nurses)
 - Migrant Education
 - School Counseling
 - Title I
 - Title VI/Indigenous Education
- Special Education
 - Related Services
 - Special Education Instruction & Supports
- Student Nutrition
- Safety & Security
- Risk Management
- Transportation



SHARS Providers in the ASD

Medically Licensed or Certificated

- Audiologists
- Nurses
 - BSNs
 - MSNs
 - RNs
 - LPNs
- Occupational Therapists (OT)
- Certified Occupational Therapy Assistants (COTA)
- Physical Therapists (PT)
- Physical Therapy Assistants (PTA)
- Speech-Language Pathologists (SLP)
- Speech-Language Pathology Assistants (SLPA)
- School Psychologists
- School Counselors
- Board Certified Behavior Analysts (BCBA)
- Registered Behavior Technician (RBT)
- Social Workers



SHARS Providers in the ASD cont.

Specialized Educational Certifications; or Specially Trained and Supervised

- Special Education Teachers
- Adaptive Physical Education Teachers
- Recreational Therapists
- Blind-Visually Impaired Teachers
- Hard-of-Hearing Teachers
- Orientation and Mobility Specialists
- Braille Technicians
- Adaptive Technology Specialists
- School Office Staff
- School Administrators
- Bus Drivers
- Bus Attendants
- Paraprofessionals
- School Nutrition Staff
- Teacher Experts
- Translators
- School Safety Officers



Anchorage School District Links

- [The ASD Mental Health and Student Supports website](#)
- [The ASD Special Education website](#)
- [The ASD MTSS website](#)
- [The ASD School-Based Medicaid website](#)



National & World Agencies

- CMS: Medicaid and School Based Services
 - Fact Sheet – Delivering Services in School-Based Settings: A comprehensive Guide to Medicaid Services and Administrative Claiming
 - US Department of Education and School-Based Services
- Center for Disease Control (CDC) Adolescent & School Health
 - Healthy schools: School Health Services
 - Youth Mental Health
- World Health Organization (WHO) Guidelines on School Health Services



National Organizations & Entities

- National Alliance for Medicaid in Education (NAME)
- Healthy School Campaign
 - Complimentary Roles of School and Community Providers
 - School Medicaid and Sustaining School-Based Mental Health Services to Reduce Chronic Absenteeism
 - School Health Services
- Georgetown University Center for Children & Families: Medicaid Supports Student Success in School Districts Across the Country
- The School Superintendents Association (AASA): Medicaid Information Toolkit



Upcoming National Learning Opportunities

- Healthy Schools Campaign Webinar - Celebrating Two Years of Federal Investment in School Medicaid – And How to Continue Building Support for Student Health & Well-Being
 - June 26th @ 10:00 am AKST
- Relay Webinar – Panel Discussion: School Medicaid 101- Updated for the '24/25 School Year
 - August 6, 2024 @ 9:00 am AKST
- National Alliance for Medicaid In Education Annual Conference
 - October 15 – 18, 2024 in Denver, Colorado

