1. Objectives
   a. Attendees will:
      i. Understand the identification and enrollment procedures of Children and Youth with Disabilities
      ii. Learn best practices for meeting the needs of Children and Youth with Disabilities experiencing homelessness
      iii. Learn resources to support Children and Youth with Disabilities experiencing homelessness

2. Welcome and Introductions
   a. Guest Speakers
      i. Emily Durrell, Special Education Attorney, Disability Rights Ohio
         1. edurell@disabilityrightsohio.org
         2. Contact for Assistance: 614-466-7264 or 1-800-282-9181 (toll free)
         3. https://www.disabilityrightsohio.org/intake-form
      ii. Candace Talty, SOAR Ohio and HNHF Director, COHHIO
         1. candacetalty@cohhio.org
         2. https://soarworks.samhsa.gov/

3. Identification
   a. Identifying Students with Disabilities
      i. Even if a student’s poor academic achievement may be attributable to his or her homelessness, the school still must evaluate for special education.
      ii. Only by evaluating the student will the school be able to properly determine whether the student has a disability requiring special education and related services.
      iii. Environmental, cultural, or economic disadvantages should be considered as part of the evaluation.

b. Trauma
   i. Trauma negatively impacts brain development and hinders learning.
   ii. Effects of trauma
      1. Impacted concentration and memory
      2. Emotional dysregulation
3. Hypervigilance
4. Intrusive flashbacks and traumatic re-experiencing
   iii. The effects of trauma can be supported by an IEP or 504 plan.

c. Intervention
   i. If a student is struggling in school, it may be appropriate to put in
      place interventions and services to support the student.
   ii. However, intervention can never be used to delay denying a special
        education evaluation.
   iii. Intervention data may be used as part of the special education
        evaluation.

4. Enrollment
   a. Enrolling students with disabilities
      i. Schools must immediately enroll students with disabilities, even if
         the student is unable to produce records such as their IEP
      ii. Schools must provide the student with a FAPE (free, appropriate
          public education) immediately.
         1. Services comparable to those described in the previous IEP,
            in consultation with the parents.
      iii. Schools can adopt the existing IEP or implement a new IEP.
   b. Obtaining paperwork
      i. When a new McKinney-Vento student with a disability enrolls
         1. Immediately contact the last school attended to obtain
            relevant academic records.
         2. IDEA requires enrolling schools to promptly obtain records,
            and previous schools to promptly respond.
      ii. Establish a procedure for obtaining school records expeditiously.
      iii. FAPE must be provided immediately even if the paperwork is
           delayed.
   c. Who is the educational decision maker?
      i. Students 18 and over:
         1. The student themselves
         2. Unless: determined legally incompetent by an Ohio court
            (assigned a legal guardian)
         3. Presumption of competence
      ii. Students under 18
         1. Parent or, if there is no legal parent, a surrogate parent
   d. Who is a parent?
      i. Biological or adoptive parent but not a foster parent
      ii. Guardian authorized to act as the child’s parent or authorized to
          make education decisions for the child
         1. But not the state if the child is a ward of the state
      iii. Person acting in place of a parent (such as a grand-parent or step-
           parent with whom the child lives, or a person legally responsible for
           the child’s welfare)
   e. Surrogate parent
      i. Acts in place of natural parents to make decisions about the
         student’s special education.
      ii. School assigns if:
         1. No parent is identified (following the definition on the
            previous slide)
2. No parent can be located after reasonable efforts by the school district
3. Child is a ward of the state
4. Child is an unaccompanied homeless youth
   i. Must complete Ohio Dept. of Education training for surrogate parents
f. Who cannot be a surrogate parent?
   i. Someone who is an employee of any state, local, or any other public agency that is involved in the education or care of the child
      1. i.e. teacher, children’s service worker

5. Working with Parents
   a. Identifying the parent
      i. Biological or adoptive parents may obtain education rights even if their child is in custody of another entity.
      ii. To ensure the correct educational decision maker is identified, request court custody decisions and review with your legal council.
   b. Contacting parents
      i. Use multiple lines of communication (such as email, phone, school apps, text messages)
      ii. Schedule calls in advance
      iii. Be flexible about times you can be contacted
      iv. Let parents know where they can find you in person if needed

6. Transition Planning
   a. In Ohio, transition planning starts at 14
   b. Schools have the ability to link students to great resources:
      i. Vocational support (OOD)
         1. Job exploration and training can start when transition starts (age 14 or over)
         2. For information on Opportunities for Ohioans with Disabilities (OOD) or help resolving disputes with OOD, contact DRO’s Client Assistance Program (CAP)
      ii. OhioRISE
      iii. County board of developmental disabilities
      iv. Career technical schools
      v. College preparation
      vi. Other local resources

7. Introducing SOAR for Children
   a. Sponsors
      i. The Ohio Department of Mental Health and Addiction Services
      ii. Ohio Developmental Disabilities Council
   b. What is SOAR? (SSI/SSDI, Outreach, Access, Recovery)
      i. A model for assisting eligible individuals to apply for Social Security Administration (SSA) disability benefits
      ii. For individuals who are experiencing or at risk of homelessness and have a serious mental illness, co-occurring substance use disorder, or other physical disabilities
      iii. Sponsored by SAMHSA in collaboration with the Social Security Administration (SSA) since 2005, Child SOAR 2018
      iv. All 50 states and Washington, DC, currently participate
      v. Methodology for completing SSA applications
vi. Interaction with clients from start to finish of SSI/SSDI application and beyond
vii. Connecting individuals with other needed necessities
viii. Move on from homelessness
c. What is SSI for children?
i. Developmental disabilities, serious mental illness, trauma, and medical issues can impact a child’s ability to function. The path to recovery can be extraordinarily challenging when a family is constantly struggling to meet basic needs. Accessing income and healthcare benefits for children with disabilities through SSI is often a crucial first step on the road to recovery.

ii. SSI (Supplemental Security Income):
1. Provides income & other benefits for low-income individuals & children who are disabled or blind
2. Provides Medicaid insurance in most states.
3. Eligibility Criteria are different for Adults and Children
4. Federal benefit rate is $914/month in 2023
d. Why SOAR for Children?
i. Children and youth experiencing homelessness have higher rates of disability and experience higher rates of mental health problems, developmental delays, and poor cognitive outcomes than their stably housed peers.

ii. SSI eligibility: children only
1. Mental health or physical conditions(s)
   1. Diagnosis
   2. Documentation
3. Duration
   ii. Functional impairments
      1. SSA will determine how the child’s functional abilities compare to the functional abilities of a child of the same age who does not have physical or mental impairments.

c. SSI eligibility: adults and children
   i. A serious mental or physical impairment or a combination of illnesses
   ii. The illness/condition has lasted at least 12 months OR is expected to result in death
   iii. Mental illnesses impairment must have documentation of medical criteria & marked limitations in the four areas of mental functioning.
   iv. The four areas of functioning adults and children:
      1. Understand, remember, or apply information
         a. Memory, following instructions, solving problems, etc.
      2. Interact with others
         a. Getting along with others, anger, avoidance, etc.
      3. Concentrate, persist, or maintain pace
         a. Task completion, focusing on details, distractibility at work, etc.
      4. Adapt or manage oneself
         a. Hygiene, responding to change, setting realistic goals, etc.

d. SSI eligibility: children only
   i. For children with mental or physical conditions:
      1. The child struggles to do things on a daily basis that other children without impairments typically are able to do within six broad domains of functioning:
         a. Acquiring and using information
         b. Attending and completing tasks
         c. Interacting and relating with others
         d. Moving about and manipulating objects
         e. Caring for themselves
         f. Health and physical well-being

9. SOAR for Children: Online Course
   a. Course is FREE, web-based, and self-guided
   b. Standardized training is provided across all geographic areas
   c. Complete a full, practice SSI application for a fictional child, including a Medical Summary Report (which will prepare you for the SSA-3820 Child Function Report)
   d. Receive individualized feedback from experts at the SAMHSA SOAR TA Center on the practice SSI application
   e. Earn 20 free Continuing Education Units from the National Association of Social Workers (NASW) upon successful completion
   f. SOAR Leaders can coordinate follow-up training and support

10. Getting Started
a. Learn more about SOAR: Register for the SOAR Online Course!
b. Identify children and youth counterparts with existing stakeholders & ask them for their contacts in each area
c. Assess current needs and capacity
d. Organize a SOAR for Children Orientation
e. Schedule a separate meeting with SSA/DDS to discuss the SOAR process for child SSI claims

11. Next Steps
   a. Reminders
      i. Visit the COHHIO Course to HOME webpage here
      ii. Request technical assistance by emailing homelesseducation@cohio.org
      iii. Join our mailing list here
   b. Next Session
      i. August 9th, 2023, at 1 PM