

# Exceptional Children Information for Parents

April 21, 2021

## Children's Mental Health Awareness Week – May 2 – 8, 2021

[From National Federation of Families](#)

Perhaps the fourth most popular topic in U.S. news last year – after COVID-19, racial injustice, and the presidential election – was mental health. A positive outcome of these uniquely challenging times is that we are aware of and talking about our mental health more than ever. Our country is uniquely primed to challenge myths, biases, and discrimination about what mental health is - and what it is not. We see this as an opportunity to change the way we think about our own mental health and that of others.

While everyone has been impacted by the events of the last 12 months, the events have been particularly distressing for children and youth – perhaps even more so for those who already experienced mental health challenges. Many of our children and youth have been able to spend more time with their parents or primary caregivers; however, many are grieving the loss of peer interaction, social connection, and time spent in person with other vital, caring adults in their lives such as extended family, educators, therapists, neighbors, and other community members. Many of them have missed out on important rites of passage and lost loved ones or friends as well.

As we focus on the emotional wellbeing of children and youth during Children's Mental Health Awareness Week (CMHAW), we see this as an opportunity to change hearts, minds, and attitudes regarding mental health. To that end, the 2021 Children's Mental Health Awareness Week theme is **"Flip the Script on Mental Health."**

Addressing the mental health needs of children is the responsibility of all community members. Children and youth learn from their parents, caregivers, family members, teachers, and doctors, the adults they are taught to respect and rely on. In these roles, we impact how children and youth think about and care for their own mental health and how they treat others who have mental health challenges. We have our work cut out for us. Now is the time to shape a brighter, healthier future for the next generation.

Explore the National Children's Mental Health Awareness Week [resources](#) to learn more about mental health and begin having open and honest conversations with others.

Check out previous newsletters for other resources.

<https://ec.ncpublicschools.gov/parent-resources/parent-listserv-communications>



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

<https://ec.ncpublicschools.gov>

## Important Links

- [Centers for Disease Control and Prevention](#)
- [U.S. Department of Education](#)
- [N.C. Department of Health & Human Services](#)
  - [Strong Schools NC Public Health Toolkit \(K-12\)](#)
- [N.C. Department of Public Instruction](#)
  - [Lighting Our Way Forward \(Summary\)](#)
- [No Kid Hungry](#)
- [NCDPI-COVID-19 Responses & Resources](#)

## Upcoming Events

- Arc of the Triangle [Events](#)
- Autism Society [Workshops](#)
- Autism Speaks [Information Topics](#)
- CADRE [Parent Resources](#)
- ECAC [Events](#) & [Recorded Webinars](#)
- National Alliance on Mental Illness [Courses](#)
- NC Down Syndrome Alliance [Events](#)
- Special Olympics NC [Events](#)

[Mental Health Awareness Week](#) – May 2-8  
(#EveryDayInMay)

[Teacher Appreciation Day](#) – May 4

[Bike to School Day](#) – May 5

Mother's Day – May 9

[International Nurses Day](#) – May 12

[World Schizophrenia Day](#) – May 24

Do you have an upcoming event you'd like to share with the community? Please email with information.

Contact: Alexis Utz, Parent Liaison  
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## Homebound/Modified Day Information

Homebound instruction is instruction provided in a setting outside of school for students with disabilities who are unable to attend school. Instruction is provided by certified staff from the local education agency (LEA). A homebound setting may be used in several distinct situations for students with or without disabilities. In 2016, Disability Rights NC and NC DPI Exceptional Children Division formed a stakeholder group and created a [guidance document](#) for LEAs. Below are some key points from this document.

A homebound or modified day placement may be appropriate for a student served under the IDEA who is unable to attend school due to a medical or mental health condition. Additionally, in some situations, suspended students served under the IDEA may be placed in a homebound setting, as may students whose behaviors jeopardize the safety of themselves or others in the school building.

For students with disabilities served under IDEA, decisions regarding homebound or modified day placement are made by the student's IEP team. The IEP team must consider what will be the appropriate least restrictive environment for the student. Homebound isolates students from their peers - both those with and without disabilities - as well as from the variety of educators in the school building and the general learning environment. A "modified day" for a special education student is a partial homebound placement and is a highly restrictive because it similarly segregates students with disabilities.

When in a homebound or modified day placement, students with disabilities are entitled to receive a free, appropriate, public education (FAPE). As it is modifying the IEP for implementation in a setting outside of school, the team must determine how the student will continue to access the general curriculum as well as the special education and related services identified in the student's IEP.

If you have questions regarding Homebound or Modified Day placements, start by contacting your IEP team and/or the local [EC Director](#). If additional questions or concerns arise, you can reach out to one of the [Dispute Resolution Consultants](#) in the EC Division.