
General and Special Education/Disability Accommodation Screen

Person Completing the
Education Screen:

Date of Completion:

Name:

Agency:

Phone Number:

Email Address

Date of CYF Caseworker

Signature:

Date of CYF Supervisor

Signature:

Student's Name:

Date of Birth:

Education Decision

Maker:

Special Education

Decision Maker:

KIDS Client ID number:

Student ID Number

(assigned by school):

School Grade Level:

Current School:

1 EDUCATION RECORDS

A. Parent consent/Judge's order to obtain child's education records is on file

TRUE

FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

Initiate diligent search for parent to obtain consent

Obtain parental consent for education records

Obtain certain educational information regarding a child placed in out-of-home care through the school district data sharing agreement.

Consult with supervisor and/or county solicitor about how to obtain a court order authorizing the release of education records to DHS.

Other follow-up actions (briefly describe):

Comments:

B. Up-to-date education records are on file

TRUE

FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

Contact school to obtain records

Other (briefly describe):

Comments:

2 EDUCATION DECISION MAKER (A special education decision maker cannot be a child welfare professional, except when appointed by a court to request a consent to an initial evaluation)

A. The child has an education decision maker who is acting or attempting to act

TRUE

FALSE

B. The child has a special education decision maker who is acting or attempting to act.

Section does not apply

TRUE

FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

- Encourage parent/foster parent/court or appointee/surrogate parent to actively participate in regular education or special education decisions
- Request that the school appoint a surrogate parent (for a child whose parent is unknown or can't be located, has no foster parent or other IDEA parent or the child is an unaccompanied youth)
- Request that the Court appoint a Special Education Decision Maker (if there is no parent or other IDEA parent actively participating)
- Other (briefly describe):

Comments:

3 SCHOOL STABILITY/PROMPT ENROLLMENT

A. The child shall remain in the same school he/she is currently attending.

- TRUE**
- FALSE**

If FALSE is checked, indicate follow-up steps (select all that apply):

- Discuss whether changing schools is in child's best interest at Permanency Planning Conference and/or pre-placement conference and document the factors relied on in making this decision.
- Contact school social worker/guidance counselor to discuss reasons child is not remaining in the same school.
- Contact the district McKinney-Vento homeless liaison because it appears that child qualifies as homeless (e.g. is awaiting foster care placement.)
- Contact the McKinney-Vento Regional Coordinator to discuss reason child is not in school of origin
- Other (briefly describe):

Comments:

B. If child is not remaining in the same school, child was enrolled in new school promptly

<input type="checkbox"/>
<input type="checkbox"/>

TRUE

FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Provide parent/guardian with accurate information about enrollment requirements and child's right to prompt enrollment

Contact parent/guardian to ensure child is enrolled as soon as possible.

Accompany the parent/guardian to school to enroll child immediately.

Contact the district's McKinney-Vento Homeless Liaison to ensure immediate enrollment of child who is homeless.

Contact the McKinney-Vento Regional Coordinator to troubleshoot getting child enrolled immediately

Other (briefly describe):

Comments:

4 SPECIAL SCHOOL SETTINGS/SITUATIONS

A. Child is attending a regular public school (including charter school) or private or parochial school.

<input type="checkbox"/>
<input type="checkbox"/>

TRUE

FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

<input type="checkbox"/>
<input type="checkbox"/>

Discuss if school placement is appropriate with child/parent/guardian/provider/education decision maker

Contact school social worker/guidance counselor to discuss if school placement is appropriate

Check the child welfare education screening tool resources for more information about special school settings (i.e. alternative education setting, on-site schools in residential programs, homebound instruction, partial hospitalization programs, cyber schooling, private schools, and home schooling)

Other (briefly describe):

Comments:

B. Child receives full day of instruction in accordance with the law (at least 5.5 hours per day if in secondary school and at least 5 hours per day if in elementary school)

TRUE
 FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

- Encourage parent/guardian to contact school social worker/guidance counselor to find out reason child is not receiving full day of instruction
- Contact school social worker/guidance counselor to find out reason child is not receiving full day of instruction
- Schedule conference with the school officials to discuss reason child is not receiving full day of instruction
- Advocate for child who is in alternative education for disruptive youth at semester review to return to regular school.
- Other (briefly describe):

Comments:

C. Child is in Advanced Placement (AP), vocational-technical (vo-tech) or involved in extra-curricular activities

TRUE

FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

- Encourage parent/guardian to contact school social worker/guidance counselor about availability of Advanced Placement, vocational-technical and extra-curricular activities if appropriate
- Contact the school social worker/guidance counselor about availability of Advanced Placement, vocational-technical and extra-curricular activities if appropriate
- Other (briefly describe): Identify extra-curricular and vocational interests if known.

Comments:

5 PROGRESS TOWARD PROMOTION OR GRADUATION

Child attends school regularly and there are no concerns regarding attendance (i.e. excessive excused or unexcused absences, increased number of

A. suspensions, and/or being chronically late to school).

TRUE

FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

- Talk with child and parent/guardian about importance of school attendance and consequences of truancy
- Contact school social worker/guidance counselor to discuss and develop a truancy elimination plan
- Refer child to a mentoring program to help improve school attendance
- Refer child to an afterschool program to help improve school attendance
- Refer family to Children, Youth and Families Truancy Prevention Program to help improve school attendance
- Other (briefly describe): Please indicate how many school days child has missed this year.

Comments:

B. Child is placed at appropriate grade level for age/development

TRUE

FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

Encourage the parent/guardian to contact the school social worker/guidance counselor to discuss if current grade level placement is appropriate

Contact the school social worker/guidance counselor/principal to discuss appropriate grade level and need for testing

Review student's courses with the parent/guardian and school officials to ensure that the child is placed in the appropriate grade level/classes

Other (briefly describe):

Comments:

C. Child is receiving remedial services as needed

Section does not apply

TRUE

FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

Encourage the parent/guardian to contact the school social worker/guidance counselor to discuss available remedial services within the school

Contact the school social worker/guidance counselor to discuss available remedial services within the school

- Schedule conference with school officials to discuss available and appropriate remedial services within the school
- Other (briefly describe):

Comments:

D. Child is making adequate academic progress (i.e., child has a C average or better)

- TRUE**
- FALSE**

If TRUE is checked, consider whether child is legible for Pittsburgh Promise)

If FALSE is checked, indicate follow-up steps (select all that apply):

- Encourage the parent/guardian to contact the school social worker/guidance counselor to discuss why child is not making adequate academic progress
- Contact the school social worker/guidance counselor about the availability of interventions within the school to help the child make progress
- Refer the child to tutoring or other remedial program to help child [delete - achieve adequate academic] progress
- Consider whether the child needs support as an English Language Learner in order to achieve adequate academic progress
- Consider whether child may need to be evaluated for special education services. See Section 6 below.
- Consider whether child needs accommodations in school (e.g., extra time for testing due to ADHD) See Section 9 below.
- Other (briefly describe):

Comments:

E. Child received all credits earned for classes successfully completed (applies only to students in grades 9-12)

Section does not apply

TRUE

FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

Encourage the parent/guardian to contact the school social worker/guidance counselor to determine why child did not receive all credits earned

Contact the school social worker/guidance counselor to find out reason child did not receive all credits earned

Schedule conference with school officials to find out reason child did not receive all credits earned

Review the education records with the child, parent/guardian, and school to ensure that the credits were accurately counted

Assist parent/guardian to access credit recovery programs.

Other (briefly describe):

Comments:

F. Child completed high school requirements and diploma or GED was or will be issued

Section does not apply

TRUE

FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

Encourage the parent/guardian to contact the school social worker/guidance counselor to discuss status of diploma or GED. Discuss whether certain credits can be waived

- Contact the school social worker/guidance counselor to discuss status of diploma or GED and whether certain credit requirements can be waived
- Determine whether a prior school district can issue the diploma or can verify that credits accrued will satisfy current school graduation requirements
- Confirm that child has an IEP and has chosen to remain in school
- Other (briefly describe):

Comments:

6 PREPARATION FOR POSTSECONDARY EDUCATION (Complete for children/youth age 16 or older)

Section does not apply

A. Postsecondary planning is occurring

TRUE
 FALSE

If TRUE or FALSE is checked, indicate follow-up steps (select all that apply):

- Encourage parent/guardian to talk to youth about postsecondary goals
- Ask youth about postsecondary goals and discuss the planning process
- Encourage youth to ask school guidance counselor/social worker about resources within the school to help students with postsecondary planning
- Refer youth to youth/family to Department of Human Services Independent Living Initiative for assistance with postsecondary planning
- Develop a transition plan with youth at least 90 days before leaving care that addresses postsecondary education goals
- Refer youth to any available TRIO program (e.g., Upward Bound, Talent Search) or other programs for first-generation, low-income college-bound students.
- Other (briefly describe):

Comments:

B. Child has a plan for accessing postsecondary education/training (Chafee ETG, etc.)

TRUE

FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

Encourage parent/guardian to help youth identify financial resources for postsecondary education

Give the family a copy of the resource guide titled "A Student's Guide to Financial Aid and Scholarships" produced by the PA Child Welfare Training Program

Refer youth/family to Department of Human Services Independent Living Initiative for assistance accessing postsecondary programs

Assist youth in filling out FAFSA (Free Application for Federal Student Aid) forms and other financial aid applications

Inform youth/family about The Pittsburgh Promise scholarship opportunity

Other (briefly describe):

Comments:

7

NEED FOR SPECIAL EDUCATION EVALUATION (Complete for children who do not have an Individualized Education Plan - IEP) Select all that apply.

Section does not apply because child already has an IEP.

A. Child does not appear to have a disability that affects school functioning.

TRUE

FALSE

B. Child's academic performance and/or progress does not indicate a need for evaluation for eligibility for special education (including gifted)

TRUE

FALSE

C. Child exhibits no truancy/disciplinary concerns that suggest a need for special education services.

TRUE

FALSE

D. Child's family/caregiver does not believe the child needs to be evaluated for special education services, including gifted.

TRUE

FALSE

If FALSE is checked for ANY of A, B, C or D (above), indicate follow-up steps (select all that apply):

Contact the parent/guardian or special education decision-maker to discuss need for special education evaluation

Request a meeting with school guidance counselor/social worker to identify available interventions within the school that may improve the child's educational functioning

Contact the parent/guardian or education decision-maker to discuss the need for **gifted** instruction to enhance learning

Request a Permission to Evaluate (PTE) form from the school or find a copy on the Department of Human Services Education webpage

Provide parent/guardian or education decision maker with Permission to Evaluate (PTE) form to be filled out and given to school

Contact Office for Dispute Resolution Special Education ConsultLine at 1-800-879-2301 for further information about eligibility and assistance

Consult with Department of Human Services Office of Behavioral Health to discuss possible special education needs

Assist parent/guardian or special education decision maker to request an Independent Educational Evaluation (IEE) for a child with a suspected disability who was deemed ineligible and/or inform him/her of procedural rights to challenge.

Other (briefly describe):

Comments:

8 ADEQUACY OF SPECIAL EDUCATION SERVICES (Complete only for child/youth with an existing Individualized Education Plan - IEP) Select all that apply.

Section does not apply

- A. Current special education services are meeting the child's educational needs and child is making academic progress as indicated in quarterly reports.**

TRUE

FALSE

- B. Child is 14 or older and has special education transition plan in Individualized Education Plan**

TRUE

FALSE

- C. Child's special education plan is current (reviewed each year) and evaluations have been conducted at the appropriate intervals (every 3 years for all children or every 2 years for children with a diagnosis of Mental Retardation)**

TRUE

FALSE

- D. Child's family or caregiver believes child's educational needs are being met (including gifted and talented or special education needs)**

TRUE

FALSE

E. Child is in the least restrictive education environment.

TRUE

FALSE

If FALSE is checked for ANY of A, B or C (above), indicate follow-up steps (select all that apply):

Encourage the parent/guardian or special education decision maker to request an IEP Team meeting

Assist parent,/guardian or special education decision maker to schedule conference with special education teacher

Request a special education transition coordinator be assigned

Assist parent/guardian or special education decision maker conference with special education transition coordinator.

Encourage the parent/guardian or special education decision-maker to request a re-evaluation of the child

Consult with Department of Human Services Office of Behavioral Health Education Specialist regarding the child's special education needs

Advocate for child to be placed in a less restrictive educational environment.

Other (briefly describe):

Comments:

9 NEED FOR ACCOMMODATIONS IN SCHOOL

A. Child does not need accommodations for a Section 504 disability or condition.

Section does not apply

TRUE

FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

- Contact the parent/guardian or education decision-maker to discuss appropriate accommodations needed in school for the child's disability/condition
- Assist parent/guardian or education decision-maker to request a meeting with school guidance counselor/social worker to identify available accommodations and develop a 504 Plan.
- Consult with Department of Human Services Office of Behavioral Health Education Specialist about appropriate accommodations for the child's disability/condition
- Other (briefly describe):

Comments:

B. Child does not need support (e.g. Student Assistance Program (SAP) for behavioral health or substance abuse.

Section does not apply

TRUE

FALSE

If FALSE is checked, indicate follow-up steps (select all that apply):

- Contact the parent/guardian/education decision-maker to discuss child's behavioral health and/or substance abuse needs
- Assist parent/guardian to schedule a meeting with school guidance counselor/social worker to identify available supports within the school that may address the child's behavioral health and/or substance abuse needs and improve the child's educational functioning
- Consult with Department of Human Services Office of Behavioral Health about the child's behavioral health and/or substance abuse needs
- Other (briefly describe):

Comments:
