

Child Welfare Professional's General and Special Education/Disability Accommodation Screen

Based on the results of the 2008 Child and Family Services Review, Well-Being Outcome 2: Children receive appropriate services to meet their educational needs, was the highest rated item. Despite this, Pennsylvania youth voiced concern regarding their educational needs not being met. In addition, despite the fact that Well-Being Outcome 2 was the highest rated item during the onsite review, Pennsylvania did not achieve substantial conformity with this outcome. The Commonwealth achieved conformity in 81.6 percent of the cases reviewed, which is 13.4 percent under the national conformity standard. In addressing this situation, as part of a collaborative effort among the Department of Public Welfare, the Juvenile Law Center, the Education Law Center, as well as the University of Pittsburgh's Pennsylvania Child Welfare Training Program, this education screen and its associated tool were developed to help guide child welfare professionals in striving to improve educational outcomes for children and youth in Pennsylvania.

Please note that the Child Welfare Professional's General and Special Education/Disability Accommodation Screen, from this point forward, will be referred to as the Education Screen. In addition, note that the Action Steps Tool for Child Welfare Professional's General and Special Education/Disability Accommodation Screen, from this point forward, will be referred to as the Action Steps Tool.

Education Screen (Screen) Intervals:

Children Receiving Services in Their Own Home:

When a family has been accepted for services by the county children and youth agency and there are school-aged children, the screen must be completed on each school aged child in conjunction with initial development of the Family Service Plan (FSP), as well as annually thereafter. The screen should also be completed on an as needed basis including those situations in which there are concerns that the child's educational needs are not being met, they are experiencing educational challenges, moving into a new school, etc. This provides an opportunity for child welfare professionals to review educational information related to each school-aged child and if needed, to incorporate action items related to education into the FSP.

Children in Out-Of-Home Care:

For children placed in out-of-home care, the Screen should be completed prior to the child entering care, if possible. If it is not possible, the child welfare professional should attempt to gather information including asking all education-related questions and obtaining documentation related to the areas included on the screen within the first week following placement. Completion of the actual screen should then occur within 60 days for an emergency placement or within 30 days for a non-emergency placement, which is consistent with the regulations and development of the FSP and Child's Permanency Plan (CPP). If the Screen cannot be completed prior to the child entering

placement, consideration must still be given to the proximity and appropriateness of the child's home school when making placement decisions, and to the child's best interest when determining which school the child will attend. This information must be documented in the case record. The Screen must also be completed before any subsequent placement and move to a new school district. It is also recommended as quality practice to use the Screen whenever "considering" a placement change and prior to any court proceeding, in order to ensure that the agency can address any relevant inquiries from the court regarding whether or not a child's educational needs are being met. The Screen must be completed at minimum every 6 months thereafter for a child in out-of-home care.

How to Use the Education Screen:

Child welfare professionals should review the child/youth's education records, and gather information through discussions with the child/youth, his/her caregivers, and his/her educators. **The Education Screen will be most accurately completed when both record reviews and discussions are conducted.** Both portions of the Education Screen (*i.e.* General Education Screen and Special Education/Disability Accommodation Screen) are to be completed for all children/youth, including those children/youth in special education and regular education. Child welfare professionals should review each statement in the Education Screen and check the *Referral/Action Needed* box for each statement that is accurate. If the statement is inaccurate or inapplicable, no action is necessary.

For any Referral/Action Needed box checked in the Education Screen, reference the respective section/portion of the Action Steps Tool. The Action Steps Tool immediately follows the Education Screen on pages 6-21 and is designed to assist child welfare professionals in addressing areas of concern.

Note on Parental Involvement:

The Action Steps Tool accompanying the Education Screen identifies steps that child welfare professionals can take to assist children/youth in getting the educational services that they need and deserve. However, as always, *child welfare professionals should help promote positive family interactions by empowering caregivers to take these steps directly on behalf of their child/youth whenever possible.*

Complete this screen for **all children/youth** in special education **and** regular education. **For each box checked** on this page, proceed to the **Action Steps Tool for Child Welfare Professional's General and Special Education/Disability Accommodation Screen** for that item.

Student's Name: _____
 Date of Birth: _____
 Education Decision-Maker: _____
 Special Education Decision-Maker: _____

Case Number: _____
 Student ID Number: _____
 School Grade: _____
 Current School: _____

Action Needed	1. EDUCATION RECORDS
<input type="checkbox"/>	A. Neither a written parental consent form nor judicial order is on file authorizing the caseworker to receive the student's education records.
<input type="checkbox"/>	B. Up-to-date education records are not in the student's file.
Action Needed	2. EDUCATION STABILITY/PROMPT ENROLLMENT
<input type="checkbox"/>	A. The child/youth meets the definition of homeless under the McKinney-Vento Homeless Assistance Act, the child/youth is being placed in out-of-home care, or the placement is being changed and the child welfare professional/family are unable to identify a resource with which the child/youth can reside in the same school district or attendance area.
<input type="checkbox"/>	B. Student is not enrolled in school with necessary school records.
Action Needed	3. SPECIAL SCHOOL SETTINGS/SITUATIONS
<input type="checkbox"/>	A. Child is not attending regular public school (which can include a public charter school) or private school.
<input type="checkbox"/>	B. Student receives less than 5.5 hours per day of instruction if in secondary school, or 5 hours if in elementary school.
<input type="checkbox"/>	C. Student has not received assistance in accessing Advanced Placement (AP) or honors courses, vocational training, or extra-curricular activities as appropriate.
Action Needed	4. PROGRESS TOWARD PROMOTION OR GRADUATION
<input type="checkbox"/>	A. Student does not attend school regularly.
<input type="checkbox"/>	B. Student is not placed at age/developmentally appropriate grade level.
<input type="checkbox"/>	C. Student has not received all full or partial credits earned.
<input type="checkbox"/>	D. Student's academic progress is inadequate. Child may need remedial services.

<input type="checkbox"/>	E. Student who has completed high school requirements was not issued a diploma.
Action Needed	5. PREPARATION FOR POSTSECONDARY EDUCATION (applies, at a minimum, to students age 16 or older)
<input type="checkbox"/> <input type="checkbox"/>	A. Postsecondary planning has not occurred (e.g., student has not taken necessary entrance exams and prep courses, visited colleges or vocational programs). B. Student was not informed about and assisted with accessing financial resources for postsecondary education (e.g., Chafee Education and Training Grant (ETG), board extension, financial aid, and housing options).
Referral Needed	6. NEED FOR SPECIAL EDUCATION EVALUATION (Complete this section only for student without existing Individualized Education Plan (IEP))
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	A. Student has a disability that may affect school functioning (e.g., has a diagnosis or receives treatment for a cognitive, behavioral or physical health problem; is in a placement for individuals with disabilities such as an Residential Treatment Facility (RTF), Psychiatric Residential Treatment Facility (PRTF), Intermediate Care Facility for persons with Mental Retardation (ICF/MR), or a Partial Hospitalization Program). B. Student has serious problems with academic performance (e.g., any of the following is unexplained by other factors: repeated a grade in the last three years; has a pattern of receiving Ds or Fs in academic courses; has a C average with history of special education services, scored “below basic” on recent standardized tests in reading or math). C. Student is not performing well in school <i>and</i> has serious disciplinary or truancy problems that suggest a possible special education need. D. Student’s family or caregiver believes the student should be evaluated. (List reasons.) _____ _____ _____ _____ E. Other reasons exist that the student should be evaluated. (List reasons.) _____ _____ _____ _____

Action Needed	7. ADEQUACY OF SPECIAL EDUCATION SERVICES (Complete this section only for student with an existing IEP)
<input type="checkbox"/>	A. Student might need additional or different services and supports, or is not in the Least Restrictive Environment (e.g., student is not making good academic or behavioral progress or could be in regular class but is in separate class).
<input type="checkbox"/>	B. Student is age 14 or older and does not have a transition plan in his/her IEP (a plan of services to help the student achieve post-school outcomes).
<input type="checkbox"/>	C. Student's evaluation for special education is older than three years (or older than two years for a student with mental retardation).
Action Needed	8. NEED FOR SPECIAL EDUCATION DECISION-MAKER (This individual cannot be a child welfare professional except when appointed by a court to request and consent to an initial evaluation)
<input type="checkbox"/>	A. Student's parent is not available and/or is not actively representing the student in the special education process and there is no person with whom the child is living whom is acting as a parent or resource parent or a surrogate parent appointed by a school district or court to make special education decisions for the child.
Referral Needed	9. NEED FOR ACCOMMODATIONS FOR A DISABILITY OR PHYSICAL OR BEHAVIORAL HEALTH CONDITION
<input type="checkbox"/>	A. Student needs accommodations in the school setting for a disability or physical or behavioral health condition (e.g., needs sign-language interpreter, access to medications, special seating in classroom, etc.)
<input type="checkbox"/>	B. Student needs supports in school for behavioral health or substance abuse.

Caseworker Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Action Steps Tool for Child Welfare Professional's General and Special Education/Disability Accommodation Screen

How to Use this Tool:

Specific guidance is offered regarding each issue identified in the Education Screen as requiring action. For each issue, a child welfare professional should attempt to resolve the matter by talking to the appropriate representative of the school district. The County Education Liaison(s) should be consulted if the matter cannot be resolved despite such efforts. Use the space provided to identify action steps taken. It may be necessary to take more than one action step to address some of the problems identified in the screen.

Note on Confidentiality and Parental Involvement:

Throughout this document, contacting a child/youth's school district is recommended. Whenever possible, the child/youth's parent should be directly supported in making these contacts. Additionally, when contacting the school district, and if the parent has decision-making authority, the child welfare professional should first gain the parent's written consent. If the parent will not provide written consent, the child welfare professional can ask the court for an order when it is in the child/youth's best interest and after supervisory consultation. It is also advised that the child welfare professional consult directly with older youth to determine when the youth wants the child welfare professional to contact the school, and to involve the youth in his or her education planning and advocacy.

1. EDUCATION RECORDS

- **If Box A was checked (because no parental consent or judicial order are on file):**
 - Attempts should first be made to engage the family and obtain written parental consent. Parental consent can be provided by a birth or adoptive parent, a guardian, or an individual acting as a parent in the absence of a parent. A resource parent cannot give consent for school records to be released. If obtaining parental consent is not possible, a judicial order should be obtained. Without one of these, education records cannot legally be obtained from the school district.

- **If Box B was checked (because education records are not on file):**
 - Contact the school to obtain education records using the parental consent. The child/youth's **records on file should include, at a minimum:**
 - Documents necessary for school enrollment, including: proof of the child/youth's age, residence, school immunizations and a sworn statement of the student's disciplinary record.

- Records relating to the child/youth’s academic progress, such as: the child/youth’s current and anticipated school placement, grade-level and recent report cards or alternate measures of progress.
- Records relating to a child/youth’s special needs, such as: current Individualized Education Program (IEP) or Service Agreement (for children/youth with disabilities or medical needs that require modifications at school but who do not qualify for special education).

These education records should be updated at least every six months and all new records added to the file.

ACTIONS TAKEN: _____

Child welfare professional was unable to resolve issue. Referred to County Education Liaison on _____ [Insert date.]

2. EDUCATION STABILITY/PROMPT ENROLLMENT

- **If Box A was checked (because the child/youth is moving to a new school district or attendance area):**
 - If continued attendance at the current school is appropriate and in the child/youth’s best interest, try to keep the child/youth at the same school. This rule also applies if a child is in a residential setting. For further information on this determination, see the Office of Children, Youth and Families (OCYF) Bulletin 3130-10-04, titled *Educational Stability and Continuity of Children Receiving Services from the County Children and Youth Agency (CCYA) Including the Use of an Education Screen.*
 - *The Fostering Connections to Success and Increasing Adoptions Act of 2008 (Public Law 110-351), requires child welfare professionals to have a plan for ensuring the educational stability of the child while placed in out-of-home care, including –*
 - (i) assurances that the placement of the child placed in out-of-home care takes into account the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement; and*
 - (ii)(I) an assurance that the child welfare agency has coordinated with appropriate local educational agencies (as defined under section 9101 of the Elementary and Secondary Education Act of 1965) to ensure that the child remains in the school in which the child is enrolled at the time of placement.*

indicating date of birth); (2) immunization records (written statement or verbal assurance with records to follow from prior school or medical office is sufficient); (3) proof of resource parent’s residency and that the child is living with that resource parent; and (4) a sworn statement of the child/youth’s disciplinary record to the best of the person’s knowledge regarding offenses involving drugs, alcohol, weapons, infliction of injury or violence on school property. The school cannot require any other records for school enrollment.

- If the child/youth is “awaiting foster care placement” under McKinney-Vento or is homeless for other reasons, ensure that the school enrolls the child/youth immediately, even if required documents are not available.
- For more information on enrollment rules and trouble-shooting, see *Learn the Rules for Enrolling a Child in School and the Steps You Can Take if you Run into a Problem* as well as the *Sample Enrollment Letter* at <http://www.resourceedpa.org/learnmore.php>. Additionally, you may access the *Enrollment of Students* Basic Education Circular (BEC) 24 P.S. §13-1301 – §13-1306 at http://www.portal.state.pa.us/portal/server.pt/community/purdon's_statutes/7503/enrollment_of_students/507350.

ACTIONS TAKEN: _____

- Child welfare professional was unable to resolve issue.
- Referred to County Education Liaison on _____ [Insert date.]
- Referred to McKinney-Vento Homeless Liaison on _____ [Insert date.]
- Referred to McKinney-Vento Regional Coordinator on _____ [Insert date.]
- Referred to McKinney-Vento State Coordinator on _____ [Insert date.]

3. SPECIAL SCHOOL SETTINGS/SITUATIONS

- **If Box A was checked (because the child/youth is not in regular school):**
 - Collaborate with the school district to ensure that the child/youth is placed in an appropriate educational setting in the least restrictive environment that meets the child/youth’s needs.
 - Alternative Education Setting: A school district can only place a student (grades 6th-12th) in an alternative school if: (1) the student violated a rule of that school district; or (2) the student seeking to enroll is currently expelled for a weapons offense. When the expulsion for the weapons offense ends, the student must be allowed to return to regular school. Except for students currently expelled for a weapons offense, students are

entitled to written notice of the possible transfer and an informal hearing prior to being placed in an alternative education program. Every alternative education program must review each student at the end of each semester to see if the student is ready to return to regular school, and child welfare professionals should check with the school as to when the semester ends in order to provide letters of support and advocate for the child/youth's return to regular education at that time. Note: Alternative education programs must offer at least 20 hours of academic instruction per week plus 2.5 hours of counseling. See the *Alternative Education for Disruptive Youth* BEC at

http://www.portal.state.pa.us/portal/server.pt/community/purdon%27s_states/7503/alternative_education_for_disruptive_youth/507342.

- On-site Schools in Residential Programs: A student can only be required to attend school on-site in a residential program if the court has ordered the child to attend school at the facility, or the parent or other person legally authorized to make education decisions for the child has agreed to the placement or there is a student-specific reason relating to the safety and well-being of the child. Otherwise, the student has either the right to continued attendance at his/her prior school or to attend the public school in the school district where the facility is located (called a "host" school district.) See *24 P.S. 13-1306*. The "host" school district must admit the child into its regular schools unless the child is court-committed, a current expulsion permits placement in an alternative education program or there is an agreed-upon IEP or 504 Plan that requires education outside regular school buildings. A residential facility cannot require the child/youth to attend the on-site school as a condition of placement at the facility. Unless remaining in the alternative or on-site school is in the child/youth's best interest, advocate for the student to attend regular school. Talk with the school principals from the alternative and regular schools to see whether attending regular school will be possible. See the PDE BEC titled *Educational Programs for Students in "Non-Educational" Placements*, revised May, 2010 at http://www.portal.state.pa.us/portal/server.pt/community/pa_codes/7501/educational_portions_of_non-educational_placements/507372.
- Homebound Instruction: A school district cannot require the student to receive "homebound instruction" unless the student's medical condition necessitates such instruction. Approval for temporary homebound instruction must be renewed every three months. See *22 Pa. Code §11.25*.
- Partial Hospitalization Programs (PHP): The school district where the student is currently living is responsible for providing or ensuring the provision of educational services to a student who is attending a PHP. School districts are permitted to educate these students through homebound instruction. However, a child/youth placed in a PHP may not receive homebound instruction for a period in excess of 30 calendar days.

In addition, the school district where the child/youth is living must ensure that a child enrolled in a PHP has access to instruction designed to permit a successful transition back into the child/youth's school of residence without significant interruption in instruction in core academic subjects. If a PHP is providing educational services to the child/youth, the PHP must work with the school district to develop an education plan that will include the educational goals for the student while the student is enrolled in the PHP. In addition, the PHP must work with the school district to develop a transition plan that will ensure successful integration into the school the child/youth will attend when discharged. A PHP should notify the school district of residence of the child/youth's transfer to and from the PHP unless a parent objects. Consideration should be given as to whether the child/youth can attend a regular public school for at least part of the day in order to ensure that the child/youth is educated in the least restrictive environment. See 34 C.F.R. §§300.114-.116.

- Cyber Schooling: Cyber charter schools offer “distance learning technology” to students in their homes. Cyber schools receive their charters directly from the Pennsylvania Department of Education rather than a local school board and the school where the child resides pays the tuition. Cyber schools also receive special education funding to meet the needs of students eligible for special education. Generally, cyber charter schools are **not** a good option for a child who lacks strong support from a caregiver or other involved adult. In fact, in order to qualify to attend a cyber charter school, a child or youth must have an adult to supervise their participation, be involved in daily homework and communicate with the cyber charter school on a consistent basis. Before seeking to enroll a child/youth in a cyber school, consider whether the student can attend a regular school, as the regular school will offer more options and greater support, as well as the opportunity for interaction with similar age peers. Cyber schools may be an option for a child who has been expelled – some but not all cyber schools will accept expelled students.
- Private Schools: Other private schools – e.g., parochial schools that the caregiver chooses – are permissible education placements. If uncertain whether the school placement is appropriate, speak with the County Education Liaison.
- Homeschooling: A child/youth can only be taught at home by a properly qualified private tutor, or through a “home education program” in which the parent, guardian or person having legal custody of the student provides the resident school district with all necessary paperwork and complies with state requirements regarding subjects taught and hours of instruction. For more information on these requirements, see the *Home Education Program* BEC at http://www.portal.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/home_education_program/507313.
- Students with Disabilities:

- ✓ A school district cannot require a student with a disability to go to a program or school just for students with disabilities unless it is determined to be necessary for that child as a result of the IEP process. A child with a disability has a right to be educated in the Least Restrictive Environment (LRE).
- ✓ A student with a disability has special rights in school disciplinary proceedings. A suspension of more than 10 days in a row or more than 15 total days in the school year is considered a “change in placement.” If the change in placement is not approved by the child/youth’s special education decision-maker, the student can still be transferred to an alternative education program for up to 45 days for an offense involving weapons, drugs or serious bodily injury to a person in the school setting. In all other cases, the IEP team must decide within 10 days of the proposed discipline whether the student’s conduct was a “manifestation” of the student’s disability (i.e., was caused by or had a substantial relationship to the student’s disability or the school’s failure to follow the child/youth’s IEP). If the IEP Team decides that the conduct was connected to the student’s disability, the student cannot be transferred, suspended or expelled and the school must conduct a functional behavioral assessment of the student if an assessment was not previously conducted, or amend an existing plan to address the behavior.
- ✓ Whenever a student’s behavior impedes the student’s learning or that of others, the school district must develop a positive behavioral support plan based on a Functional Behavioral Assessment (FBA) that uses positive behavioral techniques.
- ✓ Following a child/youth’s referral to law enforcement officials, for students with behavior plans, the FBA must be updated and a positive support plan is required.

For more information on school discipline for children with disabilities, go to <http://www.elc-pa.org/pubs/downloads%202009/School%20Discipline%20for%20Children%20w-Disabilities%204-15-09.pdf>

See also *Avoiding Discipline Problems and Limitations on Use of Restraints* available at <http://www.elc-pa.org/pubs/downloads%202009/Avoiding%20Discipline%20Problems%20PBS-Limits%20on%20Restraints%204-14-09.pdf>.

- **If Box B was checked (because the child/youth receives fewer than the required hours of daily instruction):**

- Talk to the principal to advocate for the student to receive full-time instruction. Students are generally entitled to receive full-day instruction of 5.5 hours for high school students and 5 hours for elementary school students. Alternative education programs must offer at least 20 hours of academic instruction per week plus 2.5 hours of counseling. Students receiving “homebound instruction” may receive fewer hours, but a school cannot require a child/youth to receive homebound instruction as opposed to being educated in a regular school setting unless the student’s medical condition necessitates receiving homebound instruction.
- Suspended or Expelled Students: The expelling school district maintains the responsibility to provide some form of education to the expelled student, under the age of 17, unless the student relocates to another school district. If a student with a disability is expelled, the student is still entitled to (1) an education that will enable the student to continue to participate in the general curriculum and to progress towards meeting IEP goals, and (2) a FBA and behavior interventions, services, and modifications to prevent recurrence of the misbehavior. A student who has been expelled from one school district is still entitled to attend regular school in another district to which they have moved unless currently expelled for a weapons offense (and in that situation, the student should be offered an alternative education program). All students facing expulsion (removal greater than 10 days) are entitled to a formal hearing. A student facing suspension greater than 3 days is entitled to an informal hearing and written notice of the grounds for the suspension. For a suspension of less than 3 days, anyone may ask for a meeting with the principal, on behalf of the student (Note: Suspensions of less than 3 days do not qualify for hearings).

For more information on school discipline, see *School Discipline in Pennsylvania*: <http://www.elc-pa.org/pubs/downloads%202009/SchoolDisciplineinPA11-09.pdf> or download ELC’s manual *Fairness in Discipline in Pennsylvania* at <http://www.elc-pa.org/pubs/downloads%202009/FairnessInDiscipline9-09.pdf>.

- **If Box C was checked (because the child/youth’s talents or interests are not identified or addressed):**
 - Work with the student to identify his or her skills and interests, and contact the school to help meet the student’s needs. Work with the school, school counselor, regular or special education teacher or director, to see whether the child/youth qualifies for a gifted program, Advanced Placement (AP) courses, vocational education or relevant extra-curricular activities. The school may be able to provide aptitude or vocational testing. Remember that the IEP for a child/youth with a disability who is 14 or older should contain a transition plan that can include these items.

ACTIONS TAKEN: _____

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- Child welfare professional was unable to resolve issue. Referred to County Education Liaison on _____ [Insert date.]**

4. PROGRESS TOWARD PROMOTION OR GRADUATION

- **If Box A was checked (because the child/youth is truant)**
 - Make every effort to keep the child/youth in school and avoid referrals to courts or juvenile justice systems to address the issue. Innovative solutions that respond to a child/youth's emotional, psychological and physical, and family needs should be emphasized. The family may contact the school guidance counselor or home and school visitor to explore possible avenues such as an evaluation for special educational needs, counseling services for frequently truant youth or youth at risk of dropping out of school, including, but not limited to, family counseling and other school-based and community-based interventions. For a child/youth with a disability, consider solutions to truancy such as behavioral support plans as part of the IEP process. Caregivers and children/youth should not be penalized when absences from school result from homelessness or moves between placements.
 - For more information on enrollment rules and trouble-shooting, see *Learn the Rules for Enrolling a Child in School and the Steps you can Take if you Run into a Problem*, and *Sample Enrollment Letter* at <http://www.resourceedpa.org/learnmore.php> and *Enrollment of Students Basic Education Circular (BEC) and 24 P.S. §13-1301-§13-1306*. For more information on truancy, see *Compulsory Attendance and Truancy Elimination Plan BEC* at <http://www.patruancytoolkit.info/providers/291/BEC-CompulsoryAttendance.pdf> and *24 P.S. §13-1327*.
- **If Box B was checked (because the child/youth was not placed in an appropriate grade level):**
 - Review the student's courses to ensure that he or she is placed in level-appropriate classes. Speak with the school's guidance counselor or principal to discuss the appropriate grade level for the child in light of their age, educational background, experiences and ability. Consider testing the child to determine the appropriate grade placement. Also, consider whether the student could be placed in an age-appropriate grade while completing coursework from a prior grade.
- **If Box C was checked (because child/youth has insufficient credits):**

- Speak with the school’s guidance counselor to address additional credits the student might have earned. Review with the family and the school all courses the student took and ensure that the school accurately counted the student’s credits and partial-credits. Also, ensure that the school recognizes coursework substantially similar to the district’s curriculum. Per 22 Pa. Code § 4.74, Pennsylvania regulations provide that credit granted by a public school “shall be accepted by all public schools and institutions in this Commonwealth upon the transfer of a student.”
 - If necessary, discuss the availability of credit recovery programs at the school.
- **If Box D was checked (because the child/youth might need remedial services):**
 - Speak with the school’s guidance counselor about available tutoring and other remedial programs during and after school. Ask whether Title I remedial services are available at the school for this child/youth. Also, alert the school if the child/youth awaits placement under the McKinney-Vento Homeless Assistance Act, as this might help to secure remedial services. As always, remember to address the external factors that might affect a child/youth’s school performance.
 - Consider whether the child/youth needs support as an English Language Learner (ELL).
 - **If Box E was checked (because youth needs a diploma):**
 - Contact the school district to advocate for the youth to receive the diploma, unless the youth with an IEP could benefit from additional educational services to meet IEP goals and is willing to stay in school. If necessary, encourage the present school district to contact the prior school district or facility to assess whether credits accrued will satisfy the current school’s graduation requirements. If the current school district cannot issue a diploma, determine whether a prior school district can. A youth with an IEP who completes his/her IEP program to the satisfaction of the IEP team must receive a diploma from his/her resident school district.

ACTIONS TAKEN: _____

Child welfare professional was unable to resolve issue. Referred to County Education Liaison on _____ [Insert date.]

5. PREPARATION FOR POSTSECONDARY EDUCATION

- **If Box A was checked (because no postsecondary planning has occurred):**

- Assist the student in postsecondary plans. Steps include helping the youth identify colleges, vocational programs, or other postsecondary opportunities through aptitude and vocational interest surveys, and helping the youth identify necessary first steps (e.g., aptitude and vocational interest surveys, visiting campuses, filling in applications, signing up for entrance exams and preparatory courses).

OR

- If the youth is not interested in postsecondary education, help him or her to develop the necessary life and career skills. Identify the appropriate training through aptitude and vocational interest surveys.
- Work with the youth to develop a detailed transition plan at least 90 days before a youth discharges from care at age 18 or older. This plan must include detailed and specific options regarding education as well as vocational or workforce training as applicable. The transition plan must be youth-driven and should be presented to and approved by the court. Child welfare professionals should seek the involvement of representatives from the youth's school, including, if applicable, the IEP team, the Office of Vocational Rehabilitation, and any postsecondary programs the youth is in, or in which the youth is interested. The plan should also include credentials as well as credits earned. In addition, the plan should document coursework that needs to be included to earn a diploma.
- If the youth has an IEP and is 14 or older, make sure that the youth has a transition plan that is comprehensive and that includes all necessary transition services.
- Encourage youth to continue in care to expand postsecondary opportunities. If a youth has been adjudicated dependent before turning age 18, he/she can stay in care until age 21 if they are participating in a program of treatment or instruction and have requested the court to retain jurisdiction. This extension in care can provide youth a crucial opportunity to enter and complete postsecondary training and education. Studies show that youth who stay in care are far more likely to enter postsecondary education than those who leave care at 18. As part of the required transition plan, agencies must inform eligible youth of their right to request to remain in care.

- **If Box B was checked (because youth needs information about financial resources):**

- Assist the student in identifying and accessing necessary financial resources. Possible sources include the Chafee Education Training Grant (ETG) program, college scholarships, remaining in care under a board extension until age 21, completing the Free Application for Federal Student Aid (FAFSA) and other state and private grant applications as well as identifying him/herself as financially independent to obtain consideration for full funding.

Consult with your county's Independent Living Coordinator regarding available resources.

ACTIONS TAKEN: _____

Child welfare professional was unable to resolve issue. Referred to County Education Liaison on _____ [Insert date.]

6. NEED FOR SPECIAL EDUCATION EVALUATION

- **If any boxes in this section were checked, AT LEAST one of the following will need to be completed. Some children/youth will need both.**
 - **A referral for an initial evaluation for special education services.**
 - Request the student's parent or other special education decision-maker (a person acting as a parent with whom the child is living, a resource parent if there is no active parent available, or a surrogate parent appointed by a school district or by the court to make special education decisions) to ask the school district for a *Permission to Evaluate Form (PTE)* which can be downloaded at <http://www.pattan.net/files/Forms/English/PtECon-ANN070108.pdf>. The parent or other special education decision-maker requesting the PTE should then sign and return the form to the school district. (Note the timeline for completing the evaluation of 60 calendar days minus the summer does not start until the PTE has been signed and returned by the special education decision-maker);

OR

- If the school district cannot locate the parent after making reasonable efforts, or the parent's rights are terminated, and the child/youth is not living with a resource parent, or the child is placed in an institutional setting and the parent can be found but is not responsive, ask the judge to appoint someone to request and consent to an initial evaluation. The judge *can* appoint the child welfare professional to make this request and provide consent to the initial evaluation but only for this limited purpose. The child welfare professional cannot be the special education decision-maker following this initial process. Therefore, make sure that the school district or the court appoints a "surrogate parent" as quickly as possible. This individual must be one who does not work for an agency that is involved in the education or care of the child. See section eight for additional information on special education decision-makers for all other decisions.

- For more information on this process, see *The Right to Special Education in Pennsylvania: A Guide for Parents and Advocates* at http://www.elc-pa.org/pubs/pubs_disabilities.html.
- **Another action to meet the child/youth’s needs.**
 - For example, consider whether the child/youth might need behavioral health services or other supports instead of, or in addition to, special education services. Review section four, box B and section nine for some possible options.

ACTION TAKEN:

- **Describe actions taken toward a referral for a special education evaluation:**

- **Describe other actions taken:** *(If no special education evaluation referral was made, explain why a referral was not appropriate.)* _____

- Child welfare professional was unable to resolve issue. Referred to County Education Liaison on _____ [Insert date.]**

7. ADEQUACY OF SPECIAL EDUCATION SERVICES

- **If Box A or B were checked (because the child/youth might need supports or a transition plan):**
 - Request the student’s parent or other special education decision-maker (a person acting as a parent with whom the child is living, a resource parent if there is no active parent available, or a surrogate parent appointed by a school district or by the court to make special education decisions for the child) to contact the school district and convene an IEP Team meeting to revise the IEP to address the student’s lack of progress, to ensure that the student is in the Least Restrictive Environment, or to develop a transition plan for the IEP for a youth over age 14. When developing a transition plan, consider whether the student might benefit from a vocational program or an Area Vocational Technical School (AVTS) and whether an outside agency, such as the Office of Vocational Rehabilitation (OVR) or the County Office of Mental Health or Mental Retardation should be invited to the meeting. However, the IEP should not be delayed because a non-school entity has failed to participate.

- **If Box C was checked (because the child/youth needs a re-evaluation):**
 - Request a parent or other special education decision-maker (a person acting as a parent with whom the child is living, a resource parent if there is no active parent available, or a surrogate parent appointed by a school district or by the court to make special education decisions for the child) to request a re-evaluation, and, if necessary, an independent evaluation.
 - For more information on this process, see *The Right to Special Education in Pennsylvania: A Guide for Parents and Advocates* at http://www.elc-pa.org/pubs/pubs_disabilities.html.

ACTIONS TAKEN: _____

Child welfare professional was unable to resolve issue. Referred to County Education Liaison on _____ [Insert date.]

8. NEED FOR A SPECIAL EDUCATION DECISION-MAKER

- **If this Box was checked:**
 - Work to engage the parent or, if the parent is not actively involved, the resource parent as the special education decision-maker. Under the Individuals with Disabilities Education Act (IDEA), a birth or adoptive parent who is active in the child/youth’s education is presumed to be the special education decision-maker unless a court has taken away the parent’s right to make education decision for the child/youth. If there is no active parent, the special education decision-maker may be a person in whose home the child/youth is living who is acting as a parent, or, if neither is available, a resource parent. If a child/youth does not have a parent, a person with whom the child/youth is living, or a resource parent, the school district should appoint a surrogate parent within 30 days. A court can at any time appoint a person to act as the child /youth’s special education decision-maker when this is in the student’s best interests. An individual appointed by a court for this purpose is the only person who can make special education decisions for the child. **REMEMBER:** Unless the person has been appointed by a Judge to consent to the initial evaluation for a child, neither a child welfare professional nor any person employed by an agency involved in the care or education of the child can make special education decisions for a child.
 - If engaging the parent or another special education decision-maker is not possible, (e.g., parental rights have been terminated or the parent cannot be located or the resource parent is unable or unwilling to perform this role),

identify an individual to recommend as the surrogate parent or education guardian to the court or school. Request an appointment in one of the following ways:

- Request that the school district appoint a surrogate parent within 30 days if (1) the school, after reasonable efforts, cannot locate a parent; and (2) there is no resource parent to fill this role; or (3) the child/youth is an unaccompanied homeless youth/child.

OR

- Request that a family court Judge appoint a surrogate parent or education guardian. Even if there is a parent or resource parent available, a court can always appoint an alternative special education decision-maker if doing so is in the child/youth's best interest.
- For more information, see *Guide to Special Education Decision-Making for Children in Out-of-Home Care* at <http://www.resourceedpa.org/learnmore.php> or *Who Can Make Special Education Decisions for a Child with a Disability in Out of Home Care in Pennsylvania?* at <http://www.elc-pa.org/pubs/downloads/english/fos-Special%20Education%20and%20Children%20in%20Out%20of%20Home%20Care%207-08.pdf>.

ACTION TAKEN:

- Child welfare professional recommended the following individual to the court/school.** Unless the person has been appointed by a court to consent to an initial evaluation, *a child welfare professional or other person employed by an agency involved in the education or care of the child cannot be the special education decision-maker.*

Insert person's name below as well as his/her relationship to the child or youth:

- Child welfare professional was unable to resolve issue. Referred to County Education Liaison on _____ [Insert date.]**

9. NEED FOR ACCOMMODATIONS FOR A DISABILITY OR PHYSICAL OR BEHAVIORAL HEALTH CONDITION

- If Box A was checked (because the child/youth needs accommodations):

- Contact the school to arrange for a meeting to develop an “accommodations plan” also known as a “504 Plan,” “Chapter 15 Agreement” or “Service Agreement.”
- **If Box B was checked (because the child/youth needs supports for behavioral health or substance abuse):**
 - Work with the student’s caregiver to make a referral to the Student Assistance Program (SAP), the behavioral health system, or to contact the school to identify other behavioral health services that might be available. School guidance counselors can help to identify resources.

ACTIONS TAKEN: _____

Child welfare professional was unable to resolve issue. Referred to County Education Liaison on _____ [Insert date.]

Caseworker Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____