

SCHOOL ASSESSMENT TOOL



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Use this handout to assess the school of a child with special health care needs.

Ask parents the following questions.

Part A: Ask the following questions to all parents of children with special health care needs.

YES NO I DON'T
KNOW

1. Has your child been evaluated for special services in school?
2. Do you know your rights regarding changes to your child's IEP or 504 plans?
3. Do you know your rights regarding payment for special services in school?
4. Do you see yourself as an equal member of your child's IEP/504 teams?
5. Have you met with your child's IEP/504 teams in the past year?

**If the client responded "No" to question 1, review the materials in Lesson 3 about laws protecting students with special health care needs.*

***If the client responded "No" to question 2, review parent rights with the client. Examples of parents' rights include need for parent consent before a child is evaluated and services are provided; role of parents as equal members of their child's IEP or 504 teams; need for parents to be notified of changes made to their child's IEP or 504 plan before changes are made.*

****If the client responded "No" to question 3, remind them that parents do not have to pay for services, including special services and evaluations.*

*****If the client responded "No" to question 4, remind them that parents have the right to be equal members of their child's IEP/504 teams. They are their child's best advocates and should be involved in their child's school plans.*

Part B: Ask the following questions to parents of children with special health care needs who have IEP or 504 plans (answered "Yes" to questions 2 or 3).

YES NO

1. Do you understand IDEA and Section 504 of the Rehabilitation Act of 1973?
2. Do you know your rights regarding changes to your child's IEP or 504 plans?
3. Do you know your rights regarding payment for special services in school?
4. Do you see yourself as an equal member of your child's IEP/504 teams?
5. Have you met with your child's IEP/504 teams in the past year?

**If the client responded "No" to question 1, review the materials in Lesson 3 about laws protecting students with special health care needs.*

***If the client responded "No" to question 2, review parent rights with the client. Examples of parents' rights include need for parent consent before a child is evaluated and services are provided; role of parents as equal members of their child's IEP or 504 teams; need for parents to be notified of changes made to their child's IEP or 504 plan before changes are made.*

****If the client responded "No" to question 3, remind them that parents do not have to pay for services, including special services and evaluations.*

*****If the client responded "No" to question 4, remind them that parents have the right to be equal members of their child's IEP/504 teams. They are their child's best advocates and should be involved in their child's school plans.*

******If the client responded "No" to question 5, remind them that IEP teams are required to meet to review and revise the IEP at least once a year. Teams may also meet more regularly if a team member feels it is necessary to discuss the child's plan, needs, and progress. Encourage the client to schedule a meeting with their child's school.*

Rate each question on a scale of 1 to 5 with 1 being “not very” and 5 being “extremely.”

	Circle one				
	Not very				Extremely
6. How often do you share relevant information about their child with their school?	1	2	3	4	5
7. How comfortable do you feel advocating on behalf of your child at educational planning meetings?	1	2	3	4	5
8. How comfortable do you feel communicating your concerns about your child’s educational progress and need for services with their school?	1	2	3	4	5
9. How comfortable do you feel notifying your child’s school if you disagree with a school conducted evaluation?	1	2	3	4	5
10. How comfortable do you feel requesting bilingual school staff or an interpreter for educational planning meetings?	1	2	3	4	5

**If the client responded 1 or 2 to question 6, remind them that sharing health information with the school will allow the school to best support the child. Reporting essential information about the child’s health, needs, assessments, medical records, and experiences in school will help identify appropriate accommodations.*

***If the client responded 1 or 2 to question 7, remind them that they are their child’s best advocate. Help parents speak to their child about their feelings and use this information when speaking with school personnel.*

****If the client responded 1 or 2 to question 8, remind them that although they can address their concerns anytime, a great time to address concerns is during IEP or 504 meetings. Encourage the client to schedule a meeting with their child’s school.*

*****If the client responded 1 or 2 to question 9, remind them that they have the right to disagree with a school conducted evaluation and pursue an independent educational evaluation. Remind the client that they are their child’s best advocate and they should tell the school if they would prefer another opinion.*

******If the client responded 1 or 2 to question 10, remind them that they are their child’s best advocate and that in order to best advocate for their child, they have the right to attend meetings in their preferred language. If the client is hesitant to make this request, encourage them to bring a bilingual family member to the meetings to act as an interpreter.*