

Section I – Overview of SSD and the Special Education Process

Parent Handbook

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Parent Education & Diversity Awareness

Special School District of St. Louis County

12110 Clayton Road

St. Louis, MO 63131

(314) 989-8108 / 989-8438 / 989-8194

<http://www.ssdmo.org>

<https://iwiki.ssdmo.org/groups/parentprogram/>

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Special School District — Notice of Non-Discrimination and Accommodation

Special School District does not discriminate or tolerate discrimination based on race, color, religion, sex, national origin, sexual orientation, ancestry, disability, veteran status, age, or activity protected by federal or state law in its programs, activities and employment. Direct inquires and complaints under this policy to Special School District's Compliance Coordinator, 12110 Clayton Road, St. Louis, Missouri 63131; telephone (314) 989-8100 or to the Office of Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, MO. 64114-3302; telephone (816) 268-0550. Information about the existence and location of services, activities, and facilities accessible to impaired persons can be obtained from Special School District's Compliance Coordinator at the phone number and address listed above.

Special School District – An Overview

What is Special School District?

Special School District of St. Louis County (SSD) is a public school system founded in 1957 through state legislation and local voter approval. The district provides special education services to St. Louis County students from ages 3 to 21 and technical education to St. Louis County and St. Louis City students.

The mission of SSD is, in collaboration with partner districts, to provide technical education and a wide variety of individualized educational and support services designed to ensure the student's successful contribution to our community.

Special education services are currently provided to approximately 23,500 students with approximately 97 percent of the students receiving their special education services from an SSD staff member in one of the 22 local school districts. The district operates five special education buildings and also serves students who need special education at the Bridges Program, the Juvenile Detention Center, Lakeside Center, Shriners Hospital and various other placements. Approximately 2,100 students receive technical education in the district's two technical educational high schools.

What Does Special School District Provide?

Special School District provides special education services to students who meet Missouri state eligibility criteria in one or more of the following categories:

- Autism
- Deaf/blindness
- Deaf/Hard of hearing
- Emotional disturbance
- Intellectual disabilities
- Multiple disabilities
- Other health impaired
- Orthopedic impairment
- Specific learning disability
- Speech or language
- Traumatic brain injury
- Visually impaired/Blindness
- Young child with a developmental delay

SSD special education related services for students include:

- Adaptive physical education
- Assistive technology services
- Audiology
- Counseling services
- Interpreter services
- Language therapy
- Medical services (for diagnostic or evaluation purposes)
- Music therapy
- Occupational therapy
- Orientation and mobility services
- Parent education/counseling
- Physical therapy
- Psychological services
- Recreation
- School health services
- Social work services
- Speech therapy
- Special transportation
- Transition services

Other SSD special education services include:

- Applied Behavioral Principles
- Character Education / Choices 4H
- Early Childhood Special Education
- Homebound Program
- Parent Education & Diversity Awareness Program
- Special Non-Public Access Program (SNAP)
- Special Olympics
- Title I Reading Program

What is Special School District's Governance?

Board of Education

SSD divides St. Louis County into seven subdistricts for representation on the district's Board of Education. One representative from each subdistrict is elected to serve on the Board. The subdistricts are formed by geographical area and by student population. Beginning in 1999, board members have been elected by the SSD Governing Council, which is made up of one board member from each partner district. Two or three board seats come up for election each year and board members are elected for three-year terms.

Subdistrict I includes the school districts of Hazelwood and Riverview Gardens. **Zella Williams** represents this subdistrict.

Subdistrict II includes the Affton, Bayless, Hancock Place and Mehlville school districts. **Daniel Cuneo** is the representative.

Subdistrict III consists of the Parkway School District. **Ken Eigenberg** is the board member for Parkway.

Subdistrict IV includes the Ferguson-Florissant, Jennings and Pattonville school districts. **John F. Koeper** represents this subdistrict.

Subdistrict V is made up of the Brentwood, Kirkwood, Ladue, Maplewood/Richmond Heights, Valley Park and Webster Groves school districts. **Marilyn Stewart** is the board member for Subdistrict V.

Subdistrict VI consists of the Clayton, Normandy, Ritenour and University City school districts. **Jan Goodman** represents this subdistrict.

Subdistrict VII is made up of the Rockwood and Lindbergh school districts. The board member for this subdistrict is **James Westbury** (president).

Governing Council

The SSD Governing Council was formed in 1996. Its members are elected Board of Education members from the 22 St. Louis County partner school districts. The Council's responsibilities include appointment of the SSD Board of Education, approval of the SSD annual budget, authorization of all tax levy proposals, and reviewing and holding public hearings on the SSD rolling five-year plan. *Call your local school district to contact your Governing Council member.*

2011-2012 Governing Council Members:

Affton	Mr. Thomas Bellavia
	Mr. Michael McNeil (alt.)
Bayless	Mr. Jeff Preisack
	Mrs. Laura Van Zale (alt.)
Brentwood	Ms. Katrina Harper
	Mr. Keith Rabenberg (alt.)
Clayton	Ms. Jane Klamer
Ferguson-Florissant	Mr. Robert Chabot
Hancock Place	Mr. Garrett Mees
	Ms. Leslie Vineyard (alt.)
Hazelwood	Dr. Brenda Youngblood
	Ms. Ann Gibbons (alt.)
Jennings	Mr. John Schlereth
	Mr. David Green (alt.)
Kirkwood	Mr. Andy Stewart
	Ms. Heidi Meckes (alt.)
Ladue	Mr. Ken Smith
	Mr. Andy Bresler (alt.)
Lindbergh	Ms. Kara Gotsch
	Ms. Kathleen O. Kienstra (alt.)
Maplewood-RH	Ms. Brooke Rintoul
Mehlville	Ms. Elaine Powers
	Mr. Tom Diehl (alt.)
Normandy	Dr. Edward Haynie
	Mr. William Humphrey (alt.)
Parkway	Mr. Bruce Major
	Ms. Beth Feldman (alt.)
Pattonville	Mr. Ron Kuschel
	Ms. Cindy Candler (alt.)
Ritenour	Mr. Gary Stein
	Mr. Mike Aitken (alt.)
Riverview Gardens	Ms. Veronica Morrow-Reel
	Dr. Mark Tranel (alt.)
Rockwood	Ms. Janet Strate
	Ms. Peggy Devoy (alt.)
University City	Mr. Rick Salamon
	Mr. Tom Peters (alt.)
Valley Park	Ms. Faye Peats
Webster Groves	Ms. Amy O'Brien
	Ms. Amy Clendennen (alt. 1)
	Mr. Steve Dioneda (alt. 2)

SSD Parent Advisory Council (SSD PAC)

Families advising and collaborating to improve the education, confidence and social outcomes of each student served by SSD.

The SSD PAC is made up of up-to-five parent representatives who are self-nominated, selected or elected from each of the 22 partner school districts and each of the five SSD schools. Terms for members are for two years. SSD PAC representatives consult with:

- Superintendent of SSD and/or staff
- SSD Governing Council (made up of one Board of Education member from each of the SSD 22 partner school districts)
- SSD Board of Education (appointed by the Governing Council)
- Public Review Committee (appointed for one year, every four years, to review Special School District – last PRC convened in spring of 2010)

The purpose of the SSD PAC is to collaborate, educate and advise the above groups concerning the rights and concerns of families of children with disabilities.

PAC generally meets at 7 p.m. on the 3rd Wednesday of each month at SSD's Central Administrative Office at 12110 Clayton Road in Town & County. Meeting information is posted on the SSD website at <http://www.ssdmo.org/leadership/pac.html>.

The use of these powers and duties allow SSD PAC to meet the end goals of:

- Working as a cooperative group to effectively advocate for the successful education of children of all ability levels and to participate in formulating a vision for the future of special education in St. Louis County
- Supporting parents in attaining equitable, appropriate services, information, assistive technology and other resources for children with disabilities
- Communicating with parents, educators and the general public concerning what the educational needs and rights of children with disabilities are and what resources are available to them in St. Louis County
- Joining in partnership with community leaders to enhance the educational resources and opportunities for children with disabilities in St. Louis County
- Collaborating with general and special educators to effectively teach our children

2011-2012 SSD Parent Advisory Council (SSD PAC)

Contact SSD PAC at 314.989.8342, ext. 6650, or e-mail pac@ssdmo.org

District/SSD School:

Representative:

Ackerman School

Affton

Tara Kelly

Bayless

Brentwood	
Clayton	Satonya Booker Ann Mitchell
Ferguson-Florissant	Karen Kickham (vice-chairperson)
Hancock Place	
Hazelwood	Cristina Peltekis Teri McCoubrie Connie Leonard Shannon Hermann
Jennings	
Kirkwood	Karen Deon
Ladue	
Lindbergh	Penny Rusk Stacy Zobrist
Litzsinger School	Meghan Stewart Rich Ledbetter
Maplewood-Richmond Heights	Carla Doerr
Mehlville	Donnell Probst Christina Blakenship (recording sec'y) Tina Bradley Lisa Crawford
Neuwoehner School	
Normandy	
Northview School	
Parkway	Michelle Levi-Perez Vici Manning
Pattonville	TBA
Ritenour	TBA
Riverview Gardens	LaRenda Hutt (chairperson) Mary Hayes
Rockwood	Veronica Leach Claudia Millonas
Southview School	Kathy Henke
University City	Shelley Shray
Valley Park	Susan Saputo
Webster Groves	Rachel Valenti

Parent Advisory Council at the District Level (D-PAC)

PAC also operates at the local district level. Parent representatives may be elected/selected from each school in their district to form a district-level parent council. D-PAC parents may consult with their district superintendent and/or liaison, the SSD director for their district, their elected SSD PAC representative and their SSD Governing Council member.

District-level PAC members may consult and collaborate on solutions to issues that effect the quality of education received by students with disabilities • discuss the effective use of the resources of both the partner district and SSD to achieve that end • affirm the voice and the rights of students with disabilities and their families within the context of their home district

Purpose of a Parent Advisory Council at the District Level

- To assist parents in networking and communicating with other parents of children who receive special education services in their school district;
- To help parents become as informed as possible about their child's special education services and the school districts that serve them;
- To improve communication and promote general collaboration between the partner district and Special School District;
- To create a positive understanding and awareness for students with disabilities in all of our schools;
- To establish a network for advocacy for local, state and national disability issues.

SSD Roles & Responsibilities

Superintendent of Schools — The superintendent of schools is the chief executive officer of the Board of Education and the administrative head of all divisions and departments of SSD. It is his or her responsibility to execute the Board's policies, rules and regulations. The superintendent recommends to the Board of Education employment and dismissal of staff. The day-to-day district operations are also the responsibility of the superintendent.

Associate Superintendent Learning & Assessment — The associate superintendent reports directly to the superintendent of schools. He or she oversees the staff and daily- and long-term operations of the five special education schools, court programs, transition program, purchase of service and vocational technical schools as well as district-wide professional development, related services and assistive technology.

Assistant Superintendent for Partner Districts Special Education — The assistant superintendent reports directly to the superintendent of schools. He or she oversees the staff and daily- and long-term special education operations in the 22 partner school districts, as well as other district programs such as Early Childhood Special Education, applied behavioral principles and regional professional development.

Assistant Superintendent of Planning & Development — responsible for designing and implementing district improvement initiatives and staff development.

Directors — Directors report to the associate and assistant superintendents and are responsible for special education in one or more of the partner districts, in the special education schools, or in a program or department that comprises the responsibilities of the associate or assistant superintendent (i.e., professional development, related services, early childhood special education).

Area Coordinators and SSD Principals — SSD area coordinators serve as principals to special education teachers located in the partner district schools. They are responsible for everything related to special education in the school and supervise the special education teachers, facilitators, diagnostic and related services staff. They collaborate with the building principal to assure the child's access to general education. Area coordinators may supervise staff at several schools. SSD principals supervise the staff in the five special education schools and the two technical high schools.

Teachers — SSD teachers work with students in a variety of settings. Special education teachers may work with students who are enrolled in general education classrooms for most of the school day, yet require special education instruction in specific areas. They provide academic instruction and collaborate with the general education staff to facilitate the inclusion of students into the general education setting throughout the day. Other special education teachers may work with students who receive most of their instruction (between 21% and 60%) in a special education classroom within one of the 22 partner school districts, or with students who attend one of SSD's special education schools and receive instruction outside the general education setting more than 60% of the day. Itinerant teachers are

teachers who usually travel between schools and work with students with disabilities enrolled in general education classrooms. Some itinerant teachers specialize in working with students with vision, hearing, physical or speech/language disabilities.

Speech/Language Pathologists — A speech/language pathologist provides services in both general and special education settings for students who have a disability in speech or language. A speech/language pathologist may be assigned to one or more schools.

Paraeducators (Teacher Assistants) — Paraeducators work in a classroom where there is a student or students who require support. In addition to general classroom assistance, they may assist with health-related procedures. Paras may serve as a substitute in the teacher's absence, implementing lesson plans previously prepared by the teacher. The para must have completed 60 hours of college credit and hold a substitute certificate with the state of Missouri.

Effective Practice Specialists (EPS) — SSD staff with expertise in areas such as speech/language, diagnostics, social work, autism, OT/PT/APE and transition. EPS staff may do coaching, mentoring and orienting of new staff as well as researching best practices and providing a variety of staff development options.

Facilitators (formerly Instructional and Regional Facilitators) — Facilitators are SSD staff assigned countywide responsibility for instruction and professional learning. These staff members work directly in the partner districts to provide consultation, coaching and professional development for educators.

SSD Special Education Regions

Special School District serves 22 partner school districts in St. Louis County. The SSD Assistant Superintendent for Partner Districts Special Education oversees the administration of services for the partner districts and supervises all SSD directors in those districts. Area coordinators report to the directors and directly supervise SSD classroom teachers, paraeducators, effective practice specialists, diagnostic and related services staff. The Assistant Superintendent reports to the superintendent.

Assistant Superintendent for Partner Districts Special Education — Lynne Midyett 989-8151

Director of Affton:

Jill Karr — 989-8528

Director of Bayless, Brentwood, Hancock Place, Ladue, Lindbergh, Maplewood-Richmond Heights:

Mary Ann Cooper — 989-8277

Director of Clayton, Jennings, Normandy and University City:

Carla Addoh — 989-8238 (Clayton) 989-8431 (Jennings, Normandy, University City)

Director of Ferguson-Florissant:

Vicki McNamara — 989-8248

Director of Hazelwood:

Rob Woerther — 989-8221

Director of Mehlville, Kirkwood and Valley Park:

Kim Meyer — 989-8205

Director of Pattonville and Ritenour:

Dee Byrnes — 989-8341 (Pattonville) 989-8585 (Ritenour)

Director of Parkway:

Marie Burke — 989-8436

Director of Riverview Gardens:

Alan Wheat — 989-8182

Director of Rockwood:

Virginia “Ginny” Bender — 989-8249

Director of Webster Groves:

Cathy Dutcher — 989-8260

Director of Early Childhood Special Education:

Martha Disbennett — 989-8557

Director of Applied Behavior Principles (ABP), Deaf/Hard of Hearing, Vision/Orientation & Mobility, Orthopedically Impaired, Traumatic Brain Injury:

Donald McCary — 989-8276

SSD Schools

Associate Superintendent: Dr. Joan Zavitsky – 989-8327

The associate superintendent reports directly to the superintendent of schools. He or she oversees the staff and daily- and long-term operations of the five special education schools, court programs, transition program, purchase of service, and vocational technical schools as well as district-wide professional development and related services.

Director of SSD Schools: Paul Bauer – 989-8486

The Director of SSD Schools reports to the Associate Superintendent and is responsible for the five special education schools, Bridges School, transition program, Title 1/Federal Programs, court programs, purchase of service and health services.

Ackerman School — 989-7200
Kelly Grigsby, principal

Bridges School - South — 989-7540
Wendi Pendegrass, principal

Litzsinger School — 989-8800
Dan Kelly, principal

Health Services — 989-8484
Debra D’Arcy, effective practice specialist

Neuwoehner School — 989-8700
Lori Arnsman-Schwartz, principal

Court Programs — 615-2974
Lori White, area coordinator

Northview School — 989-7300
Stephanie Valleroy, principal

Title 1/Federal Programs — 989-8542
Phyllis Kulp, administrator

Southview School — 989-8900
Irvin “Chuck” Howard, principal

Director of Vocational Technical Education Schools: Michael Rogg – 989-8243

South Technical High School — 989-7400
Dave Baker, principal

North Technical High School – 989-7600
Mike Powers, principal

Related Services

Director of Related Services: Janice Brooks – 989-8130

Related services offers developmental, corrective and support services that are not usually provided by general and special education teachers in the following areas:

Adapted Physical Education (APE) - APE staff utilizes specialized skills and knowledge to work collaboratively with the partner districts to develop and adapt physical education curriculums. This is to assure that students with disabilities (K-12) are afforded, to the fullest extent possible, opportunities to participate safely and successfully in physical education classes/activities along with their non-disabled classmates.

Audiology — Tests for hearing loss and usable range of hearing; considers language development, knowledge of language habilitation and speech reading; offers counseling and guidance to students, parents and teachers about specific audiology needs; determines a child’s need for appropriate aids.

Homebound Services — When a student is physically or emotionally unable to receive instruction at school, special education and regular education teachers provide instruction in the student's home, in a hospital setting or other site of confinement.

Music Therapy — Music therapists address educational goals in areas such as language, cognitive, motor and daily living skills through music.

Occupational Therapy (OT) - The OT team of occupational therapists (OTs) and certified occupational therapy assistants (COTAs) uses purposeful, goal-directed activities to enable a student with a disability to benefit from an individualized educational program and are designed to assist in the development of skills that are prerequisites for academic learning within the educational setting. This may include improving gross and fine motor skills, sensory-motor processing, coordination, adapting environments, organizing and using materials appropriately, and/or developing dressing and feeding skills appropriate to the learning environment.

Physical Therapy (PT) - The physical therapist plans and implements programs that will help students attain their educational potential and benefit from special education. The physical therapy team (physical therapists and physical therapy assistants) is concerned with facilitating the child's overall performance in the classroom, considering the student's developmental level and physical disability. Services are provided to enhance independent functioning and may include positioning, strengthening, modifications and adaptations to the environment. Although medical concerns are significant, rehabilitation is not the focus of school-based physical therapy.

Psychological Services — School psychologists and psychological examiners administer and interpret psychological and achievement tests, interpret behavioral assessment instruments; and coordinate the diagnostic/evaluation process to determine eligibility for special education. They consult with school personnel and parents about evaluation issues.

Social Work — Provides direct individual and group counseling to students in addition to consultation to parents, teachers and administrators. Social workers connect families with outside resources and liaison with medical doctors, psychologists, psychiatrists, social workers and other professionals.

Special Non-Public Access Program (SNAP) — Special education teachers provide services to students in private/parochial schools who need special education programs. SNAP services are after school in select public school buildings located throughout St. Louis County.

Planning and Development

Assistant Superintendent of Planning & Development: Dr. Mary Ann Tietjens — 989-8379

The Associate Superintendent is responsible for district-wide Professional Development, Program Evaluation and designing and implementing district improvement initiatives.

Director of Planning & Development: Kris Weingaertner-Hartke — 989-7803

The Director of Planning & Development reports to the Assistant Superintendent and is responsible for district-wide professional learning, district-wide and regional Facilitators, Positive Behavior Intervention & Supports (PBIS), Literacy and Math Interventions, Online Professional Learning, Non-Violent Crisis Prevention & Intervention, Character Education, Choices 4H, Special Olympics, Parent Education & Diversity Awareness, and training for new administrators, teachers and paraeducators.

Parent Program at SSD: Parent Education & Diversity Awareness

Special School District offers an extensive program for parents. The program includes:

- **Family & Community Resource Center (FCRC) / Lending Library • Parent Workshops / Orientations • Parent Leadership • Diversity Awareness**

Family & Community Resource Center: A clearinghouse of information and referral for parents, students, teachers and other professionals and community members, city or county, public or private. The FCRC, located on the lower level of the Central Administrative Office at SSD, contains resources on all disabilities and disability-related areas:

- 2,500 books
- 275 videos and DVDs
- 70 notebook binders filled with hundreds of “take-along” articles
- 48 resource packets with articles for the most requested topics such as attention deficit disorder, inclusive education, behavior strategies, learning disabilities, friendship/social skills, advocacy, reading, parenting strategies, homework strategies, positive behavior support, autism, depression, transition, post secondary, technology, siblings and more
- Ability awareness materials such as posters, videos, curricula
- Brochures to assist parents and teachers in accessing resources for training and support services, books, videos, informational packets, local agency and district contacts
- Agency pamphlets
- Translated materials for English language learners
- Computer for internet searches, word processing

Parent Workshops: Parent workshops are scheduled in response to a yearly needs assessment. Data for the needs assessment is collected from a district-wide distribution of a parent needs survey. One-to-3 workshops are offered weekly on topics such as:

- Helping Children Develop Friendships
- Special Education Law
- Understanding Depression and Anxiety in Children and Adolescents
- Helping Your Child Learn Anger Management
- Understanding Learning Disabilities
- College Planning for Students with Disabilities
- Positive Behavior Intervention
- Helping Your Child with Homework, and more

Orientation to Special Education & the IEP Process: This workshop gives an overview of special education services and how they are provided through SSD, discusses educational rights, community resources & support and how to develop an effective Individualized Education Program (IEP). Each parent is given a tour of the Family and Community Resource Center and the Parent Handbook. Orientations are held each month at SSD Central Office, alternating in the morning and in the evening.

Parent Connection Newsletter: The Parent Connection newsletter goes home through school mail (i.e. students’ backpacks) at the start of each semester to all students who receive special education services in the 22 partner districts and SSD special education buildings. It

explains the parent program, lists workshops for the upcoming semester (including the orientation described above), highlights new books and videos added to the Family & Community Resource Center, offers district and community information and includes a needs assessment (2nd semester only). For the latest copy of the newsletter, go here: http://www.ssdmo.org/cool_tools/workshops.html

Parent Handbook: The SSD Parent Handbook is available in sections by calling Parent Education or going to http://www.ssdmo.org/cool_tools/fcrc_parent_handbook.html:

Section I: Overview of Special School District, laws and parental rights in special education

Section II: The Evaluation Process

Section III: The IEP Guide for Parents

Section IV: Individual disability sections with state eligibility criteria and resources for each

Section V: Transition Process

Section VI: Local, state and national resources on disability, plus support groups, advocacy organizations, sibling support and technology

Section VII: Guide to People First Language, Glossary of Terms & Acronyms

IEP Guide for Parents: Part of the parent handbook, the IEP Guide provides as-you-need-it information about the Individualized Education Program:

- What to do to prepare before the meeting
- How to participate effectively during the meeting
- Strategies to use to follow-up after the meeting

Email Updates: Parents can sign up for an e-list to receive information about Parent Education events, information about changes in the law, community programs and more – jpresberg@ssdmo.org

Parent Advisory Councils (PAC): Parent Education & Diversity Awareness assists the PACs, which consist of the:

- SSD Parent Advisory Council (SSD PAC), a body of parents who represent each of the 22 partner districts and each SSD special education school
- District Parent Advisory Council (D-PAC), parents from local district buildings who meet as a group to discuss issues and present forums

All PACs work to assist parents in networking with other parents and helping them become as informed as possible about their child's special education services and the schools that serve them. To obtain the name of your PAC representative, call 989-8438 or go here for additional information: <http://www.ssdmo.org/leadership/pac.html>.

Parent Leadership Institute (PLI): The Fred Saigh Parent Leadership Institute is held three Saturdays in the fall to assist parents of children with disabilities to develop strong, effective, collaborative leadership skills. Go here too download a copy of the latest PLI application: <https://iwiki.ssdmo.org/groups/parentprogram/>.

Parent Mentors: The goal of our parent mentor program is to work with parents to provide resources, training and support in the following districts: Ferguson-Florissant, Hazelwood, Jennings, Normandy, Ritenour, Riverview Gardens and University City. Call 314-989-8194.

Diversity Awareness: Parent Education & Diversity Awareness coordinates and provides multicultural/diversity professional development for administrators and instructional staff. The goal of the training is to increase academic achievement and broaden staff knowledge about diverse student populations. Disability awareness programs for schools are also offered to increase students and staff understanding of diversity in the context of disability-related issues. Staff is also offered assistance in developing student-specific self-advocacy skills and goals.

To contact Parent Education & Diversity Awareness:

South (Affton, Bayless, Hancock Place, Kirkwood, Lindbergh, Maplewood-Richmond Heights, Mehlville, Webster Groves, Valley Park) — **989-8108**

West (Parkway, Rockwood) — **989-8438**

North (Ferguson-Florissant, Hazelwood and Riverview Gardens) — **989-8194**

Central (Brentwood, Clayton, Jennings, Ladue, Normandy, Pattonville, Ritenour, University City and SSD Special Education Schools) — **(all three numbers)**

Family & Community Resource Center — **989-8431**

Where Are Special Education Services Provided?

More than nine-out-of-ten students receive special education services in their neighborhood school district. While there is a wide range of options, students generally receive their special education services from SSD in the regular education setting, in special education classrooms in neighborhood schools or in special education schools.

The determination of what kind of services a student receives and where they will be received is based entirely on each student's Individualized Education Program (IEP) with the parameters of Least Restrictive Environment (LRE) being applied. LRE refers to students being educated, to the maximum extent appropriate, with children without disabilities.

Inclusive education refers to students who receive all or almost all of their special education services in a general education classroom. Supports such as classroom aides or assistants and adapted materials are brought into the classroom. In addition, the curricula may be modified for the students. As often as possible, the students are enrolled in their neighborhood school.

Early childhood placement options (ages 3 to 5):

In the regular early childhood (EC) program at least 80% of the time

Children with disabilities who receive all of their special education and related services in educational programs designed primarily for children without disabilities. No education or related services are provided in separate special education settings.

Early childhood / special education setting (ECSE)

Children with disabilities who receive all of their special education and related services in

educational programs designed primarily for children with disabilities housed in regular school buildings or other community-based settings. No education or related services as designated by an IEP are provided in early childhood settings.

Home

Children with disabilities who receive all of their special education and related services in the principal residence of the child's family or caregivers.

Part time EC / part time ECSE setting

Children with disabilities who receive all of their special education and related services in multiple settings, such that: (1) general and/or special education and related services are provided at home or in educational programs designed primarily for children without disabilities, AND (2) special education and related services are provided in programs designed primarily for children with disabilities.

Residential facility

Children with disabilities who receive all of their special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis.

Separate school

Children with disabilities who receive all of their special education and related services in educational programs in public or private day schools specifically for children with disabilities.

Itinerate service outside the home

Children with disabilities who receive all of their special education and related services at a school, hospital facility on an outpatient basis, or other location for a short period of time (i.e., no more than 3 hours per week). (This does not include children receiving services at home.) These services may be provided individually or to a small group of children.

Kindergarten–grade 12 placement continuum

Inside the general education classroom 80% or more of the day

Students with disabilities who are inside the general education classroom for 80% or more of the school day. (These are students who receive their special education and related services outside the regular classroom for less than 21% of the school day.) This may apply to children with disabilities placed in:

- regular class with special education/related services provided within regular classes;
- regular class with special education/related services provided outside regular classes; or
- regular class with special education services provided in resource rooms.

Inside the general education class no more than 79% of the day and no less than 40% of the day

Students with disabilities who are inside the general education classroom between 40 and 79% of the day. (These are children who receive special education and related services

outside the regular classroom for at least 21% but no more than 60% of the school day.) This does not apply to children who are receiving education programs in public or private separate school or residential facilities. This may apply to children placed in:

- resource rooms with special education/related services provided within the resource room; or
- resource rooms with part-time instruction in a regular class.

Inside the general education class less than 40% of day

Students with disabilities who are inside the general education classroom less than 40% of the school day. (These are children who receive special education and related services outside the regular classroom for more than 60% of the school day.) This category does not apply to children who are receiving education programs in public or private separate day or residential facilities. This category may apply to children placed in:

- self-contained special classrooms with part-time instruction in a regular class; or
- self-contained special classrooms with full-time special education instruction on a regular school campus.

Public separate school (day) facility

Children with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public separate facilities for children with disabilities.

Private separate school (day) facility

Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private separate facilities for children with disabilities.

Public residential facility

Children with disabilities who receive all of their special education and related services for greater than 50 percent of the school day in public residential facilities.

Private residential facility

Children with disabilities who receive all of their special education and related services, at public expense, for greater than 50 percent of the school day in private residential facilities.

Homebound/hospital

Children with disabilities who receive all of their special education and related services in hospital programs or homebound programs.

How Does a Student Qualify for Special Education Services?

There are several steps to be completed and criteria to be met before a student begins to receive services.

1. **Identify Educational Concerns:** Educational concerns relevant to a child may be identified in the classroom and from parents. (Note: In early childhood, the following steps 2 and 3 are not included in the process.)
2. **Implement Intervention Strategies:** Once an educational concern has been identified, the child's general education teacher, in consultation with a Care Team/Building Level Team (including the counselor, teachers, school psychologist, etc.), will attempt a variety of intervention strategies with the child and share the results of their interventions with the child's parents prior to making a decision about evaluation.

The emphasis throughout the entire intervention process is to meet the educational, social, emotional and other needs of students in a general education setting and to gather data documenting response to those interventions.

3. **Review by Building Level Team:** The Building Level Team reviews the data and determines whether the intervention strategies have successfully addressed the concern(s). If not, the team communicates its continuing concerns to the child's parents and seeks their insight and support in developing additional strategies for resolving the concern(s). Many students who are referred to a building level team are not referred for special education evaluation if the concerns can be addressed with supports provided within the general education setting.
4. **Completion of Data Gathering Packet:** The Data Gathering Packet should document concerns and the basis for those concerns. Developmental history and adaptive behavioral information from parents is included, as well as medical diagnoses or educational testing results from other sources. **Data Gathering Packet is forwarded to the Joint Review Committee.**
5. **Review by Joint Review Committee:** The committee determines whether an evaluation is warranted by reviewing the referral packet for completeness and appropriateness based on Missouri Department of Elementary and Secondary Education guidelines. The decision to evaluate requires a consensus of committee participants and is binding on both the partner district and SSD. Before a decision can be made, the committee reviews the data packet to:
 - a) Determine whether the building level team has identified specific concerns that have an adverse educational impact, **and**
 - b) Determine whether there is a suspicion of an educational disability, **and**
 - c) Determine whether the severity of that disability might warrant special education and related services.
6. **Referral to SSD:** If the Joint Review Committee determines that the child should be referred for evaluation, the SSD representative involved in the review activities will notify the parents in writing of the decision. Parents also will receive:
 - a) A written explanation of the procedural safeguards, b) Parents Bill of Rights, and c) An explanation of the proposed action(s).
7. **Review of Existing Data:** If it is determined that an evaluation is warranted, an evaluation plan is developed through a review of existing data to identify what additional information is required in order to identify:

- a) whether the child is eligible for services through identification as a child with an educational diagnosis based on state criteria;
- b) the child's "Present Level of Academic Achievement and Functional Performance" based on how the child is currently performing in school;
- c) whether that disability interferes with the child's educational performance;
- d) whether the child needs special education & related services;
- e) whether, in the case of a reevaluation, any adaptations or modifications are needed to enable the child to meet IEP annual goals and participate, as appropriate, in the general education curriculum.

8. Notice and Consent for Evaluation: Notice of Action/Consent to Evaluate must be provided within 30 days of referral for evaluation. Written parental consent, which usually occurs at a "Review of Existing Data" meeting, must be obtained prior to conducting any assessments. This consent must meet the "Prior Written Notice" requirements as defined by IDEA:

- a) A description of the action proposed;
- b) An explanation of why the action is being taken;
- c) A description of the options considered and why they were rejected;
- d) A description of each evaluation procedure, test, record, or report used as a basis for the action;
- e) A description of any relevant factors considered (if there were "none" it must so state);
- f) Information about how to obtain a copy of Procedural Safeguards and who to contact for interpretive information.

9. Completion of Evaluation Activities: During the 60 days after consent to evaluate has been obtained, assessments in areas identified as concerns where more information is needed are completed by Special School District school psychologists, examiners, and teachers.

10. Eligibility Conference: At the eligibility conference, each evaluator reports his/her assessment results, and a determination is made concerning whether or not the student is eligible for special education services according to state criteria. The team will also discuss issues related to access to the general education curriculum.

11. Development of Individualized Education Program: An IEP is:

- a) A legal document outlining the complete educational program for a child with a disability;
- b) Written by an IEP team consisting of the child's parents/guardians, a general education teacher, a special education teacher, representatives of the local school district and Special School District, and an individual who can interpret the instructional implications of evaluation results;
- c) Written in accordance with IDEA;
- d) Developed within 30 days of diagnosis.

12. Placement Notice and Consent to Place: The special education placement for each student with a disability is based on the student's IEP. To the maximum extent appropriate, this placement will be in the student's home school and district. Parental consent must be obtained prior to any initial placement.

13. Provision of services begins.

Procedural Safeguards for Children and Parents as required by The Individuals with Disabilities Education Act (IDEA) Amendments of 2004 (condensed)

Written Notice and Consent: You must be given written notice a reasonable time before the district:

- (1) proposes to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education to your child; or
- (2) refuses to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education to your child.

This notice will include the following information:

- (1) a description of the action proposed or refused, and an explanation of why,
- (2) a description of any other options the district considered and the reasons why they were rejected,
- (3) a description of each evaluation procedure, test, record, or report used,
- (4) a description of any other factors relevant to the proposal or refusal,
- 5) a statement that you, the parents of a child with a disability, have procedural safeguards protection and if not an initial referral, how the procedural safeguards can be obtained; and
- (6) sources for parents to contact to obtain assistance in understanding their procedural safeguards.

In addition, the notice must be written in language understandable to the general public, in language you understand and provided in your native language or your primary mode of communication unless it is clearly not feasible.

A copy of the procedural safeguards will be given to you one time a year, except that a copy also will be given:

- (1) upon initial referral for evaluation;
- (2) upon the first occurrence of the filing of a due process hearing request;
- (3) upon your request; and
- (4) upon disciplinary removal for drugs, weapons or serious bodily injury.

The district must obtain your written consent before conducting an evaluation or the initial provision of special education and related services to a child with a disability. Consent for initial evaluation may not be construed as consent for initial placement.

If you refuse consent for initial evaluation or reevaluation, the district may continue to pursue those evaluations by using the due process hearing procedures or mediation procedures. A school district may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity of the district.

A parent, or student age 18 or older, can have all special education and related services removed by stating in writing that they are revoking the initial consent for placement in special education. Once services are removed, a student will no longer be considered a student with a disability. Therefore, any rights received as a student with a disability will be removed, including special transportation, discipline considerations, and accommodations in the general education classroom or on state or district testing. In addition, the removal may impact any funding to which students with disabilities may be entitled.

“Consent” means that:

- (1) you have been fully informed of all information relevant to the activity for which consent is sought,
- (2) you understand and agree in writing to the carrying out of the activity for which your consent is sought, and
- (3) you understand that the granting of consent is voluntary on the part of the parent and may be revoked at any time. If you revoke consent, that revocation is not retroactive.

“Evaluation” means procedures used to determine whether a child is disabled and the nature and extent of the special education and related services that the child needs to be involved in and progress in the general curriculum. The term means procedures used selectively with an individual child and does not include basic tests administered to or procedures used with all children in a school, grade, or class.

Independent Evaluation: You have a right to an independent educational evaluation at public expense if you disagree with the evaluation conducted by the district. An **“independent educational evaluation” means** an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question. **“Public expense” means** the public agency either pays for the full cost of the evaluation or ensures the evaluation is otherwise provided at no cost to the parent. The district must provide, if you request it, information about where independent educational evaluations may be obtained. The district may initiate a hearing to show that its evaluation is appropriate (see “Due Process Procedures”). If the district does initiate such a hearing and the hearing decision is that the evaluation is appropriate, you still have the right to an independent evaluation, but not at public expense.

A copy of the district’s policy regarding independent evaluations will be provided to you upon request. Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the district uses when it initiates an evaluation. Except for those criteria, the district may not impose any other conditions or timelines. If you request an independent evaluation, the district may ask you why you object to the district’s evaluation. However, the district may not require an explanation and may not unreasonably delay either providing the independent evaluation at public expense or initiating a due process hearing to defend its evaluation.

The district will respond to any independent evaluation and consider it in any decision made with respect to the identification, evaluation, or placement of your child, or the provision of a free and appropriate public education for your child. The district is required to consider the independent evaluation information, but it is not obligated to modify your child’s program/placement based on the contested portions. Whether your child’s program/placement should be modified based on the independent evaluation, is an IEP team decision.

If you obtain an independent evaluation at private expense, the results of the evaluation must be considered by the school district, if it meets district criteria, in any decision made with respect to the provision of a free appropriate public education to your child, and may be presented as evidence at a due process hearing.

Access to Records:

- You have the right to inspect and review all of the records, collected, maintained or used by the district regarding your child and to have them clearly explained to you.

- You have the right to obtain copies of the records if failure to provide copies effectively prevents you from exercising your right to inspect and review them. The district may charge a fee for copies of the records if the fee does not prevent you from inspecting and reviewing the records. The district may not charge a fee to search for or to retrieve information regarding your child.
- You also have the right to have your representative inspect and review the records.

The district will comply with a request to access records without unnecessary delay and before any meeting regarding an individualized education program or hearing related to the identification, evaluation, or placement of the child, and in no case more than 45 days after the request has been made.

Confidentiality of Information: Information collected, maintained or used by the district regarding your child must be kept confidential.

You have the right to request a list of the types and locations of your child’s educational records and a list of any parties who have accessed information in that record. The district must keep a record of parties obtaining access except access by parents and authorized employees of the district, including the name of the party, the date of access, and the purpose for the access. You have the right to inspect and review only that information which relates to your child.

Information will be maintained and released in accordance with the regulations in the Family Educational Rights and Privacy Act (FERPA) of 1974 (see page 35) and the school district may not disclose, without your consent, information from your child’s records unless authorized to do so under the FERPA regulations. Your consent must be obtained before such information is disclosed to anyone other than officials of participating agencies collecting or using such data or used for any purpose other than meeting a requirement under IDEA.

The school district is not required to obtain your written consent before records are released to a school district to which you plan to transfer your child, to officials in your local district if they need them for educational reasons, or to officials of the Missouri Department of Elementary and Secondary Education. If you believe that information in these records is inaccurate or misleading, or violates the privacy or other rights of your child, you may request that the district amend the information. The district must decide whether to amend the information within a reasonable period of time. You will be informed of that decision and the district will advise you of the right to a hearing. This type of hearing is conducted according to procedures under FERPA, not under the special education due process hearing system.

The school district includes in your child’s records a statement of any current or previous disciplinary action that has been taken against the child and transmits the statement to the same extent that the disciplinary information is included in, and transmitted with, the student records of nondisabled children. The statement may include a description of any behavior engaged in by the child that required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the child and other individuals involved with the child. If the child transfers from one school to another, the transmission of any of the child’s records must include both the child’s current IEP and any statement of current or previous disciplinary action that has been taken against the child.

Destruction of Records: The district must inform you when personally identifiable information collected, maintained, or used, is no longer needed to provide educational services. **“Personally identifiable” means** information that includes: the name of the child, the child’s parent, or other family member; the address of the child; a personal identifier, such as the child’s

social security number or student number; or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

You have the right to request that information maintained or used by the district regarding your child be destroyed three years after it is no longer needed to provide educational services. Be aware, however, that the information may be needed at some time for Social Security benefits or other services. The district may maintain a permanent record of a student's name, address and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed.

Parent Participation: You will be given an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of your child and the provision of a free appropriate public education.

Mediation – prior to filing a due process hearing request: mediation is available at no charge. See page 29 for more information on the process and procedures. Mediation may be requested by sending a written request to:

Missouri Department of Elementary and Secondary Education
Attention: Legal Section/Special Education
P.O. Box 480, Jefferson City, MO 65102 Or fax: 573-526-4404

Private School Placement by Parents:

1. Services — To the extent consistent with their number and location in each partner district, provision must be made for participation of private school children with disabilities. However, no private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school. If your child is designated by the school district to receive special education and related services, the school district must develop a services plan for your child.

2. Limitation on Reimbursement — If you enroll your child in a private school without consent of or referral by the school district, a court or a due process hearing panel may require the school district to reimburse you for the cost of that enrollment if the school district did not offer a free appropriate public education to your child in a timely manner and that the private placement is appropriate. A parent placement may be found to be appropriate by a hearing officer or court even if it does not meet state standards as an approved private agency.

The cost of reimbursement may be reduced or denied if, before removing your child from the public school, you did not inform the IEP team that you were rejecting the placement proposed by the school district, including stating your concerns and your intent to enroll your child in a private school at public expense, or if you did not give 10 business days notice of your removal of your child noting your concerns. Reimbursement could also be limited or denied if you did not make your child available for a district initiated evaluation, or if the court found your actions were unreasonable.

However, the cost of reimbursement cannot be reduced or denied if the school prevented you from providing notice, or you did not receive notice of your responsibility to provide notice, or if compliance with the requirements above would likely result in physical harm to your child and if failure to provide notice was a result of a parent who is not literate or cannot write in English, or if compliance with the requirement would likely result in serious emotional harm to the child.

Discipline

1. Ten school days or less: School personnel may, for not more than **10 school days** in a row, remove a child with a disability who violates a code of school conduct from his or her current placement to an appropriate interim alternative educational setting, another setting or suspension. School personnel may also impose additional removals of a child of not more than **10 school days** in a row in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement. Removal of your child from school becomes a **change of placement** if: the removal is for more than 10 school days in a row **or** if the series of removals constitutes a pattern of more than 10 school days in a year; your child's behavior for each removal is similar; or factors regarding the length of each removal, the total amount of time the child has been removed and the proximity of the removals to one another indicate a change of placement.

Once a child with a disability as been removed from his or her current placement for a total of **10 school days** in the same school year, the school district must, during any subsequent days of removal in that school year, provide services. (see Access to Services below)

If the behavior that violated the student code of conduct was not a manifestation of the child's disability (see **Manifestation Determination** below) and the disciplinary procedures to that child with a disability would exceed **10 school days** in a row, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services.

2. Access to Services: Any interim alternative educational setting determination involving a long-term suspension or disciplinary change of placement shall be made by the IEP team. It must be selected to enable your child to continue to participate in the general curriculum, although in another setting, and to receive as appropriate, a functional behavioral assessment, behavior intervention plan and services and modifications required by the IEP. This includes services and modifications that will allow your child to progress toward meeting the goals of the IEP and address the behavior involved in the disciplinary action so it does not recur. Services for short-term suspensions for 10 days or less are only required if the district provides services to a child without disabilities who has been similarly removed.

3. Manifestation Determination: NO later than 10 school days after the date on which the decision to implement a disciplinary change of placement (long-term removal such as removal in excess of 10 consecutive days, or series of removals in excess of 10 days cumulatively where a pattern has been created due to the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another), the district, you and other relevant members of the IEP team shall determine if the conduct in question was caused by, or had a direct and substantial relationship to your child's disability or if the conduct in question was the direct result of the local district's failure to implement the IEP.

If the conduct is determined unrelated to your child's disability, disciplinary procedures applicable to children without disabilities may be applied to your child in the same manner in which they would be applied to children without disabilities. However, in that event your child must still receive a free appropriate public education. If the school district initiates disciplinary procedures applicable to all children, the special education and disciplinary records of your child will be

transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

If you disagree with a determination that your child's behavior was not a manifestation of his disability, or with any decision regarding placement in a disciplinary situation involving a disciplinary change of placement (long-term suspension), you have the right to request an expedited due process hearing.

If the conduct is determined to be a manifestation of your child's disability, the IEP team will conduct a functional behavioral assessment and implement a behavioral intervention plan (BIP) for your child, provided that the district had not conducted the assessment prior to the determination before the behavior that resulted in a disciplinary change of placement. If a behavioral plan has already been developed, the IEP team will review and modify it as necessary to address the behavior. If the conduct was a manifestation of the disability, no disciplinary change of placement, other than for drugs, weapons or serious bodily injury, may result.

4. 45 days: Your child's placement may be changed to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but not for more than 45 school days, if your child possessed a dangerous weapon at school or a school function or your child knowingly possessed or used illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function or inflicted serious bodily injury while at school. On the date on which the decision to take that action is made, you must be notified of the decision and provided the Procedural Safeguards statement.

5. Behavioral Assessment: If the team determines that the conduct was a manifestation of the disability, the IEP team will conduct a functional behavior assessment and develop a behavior intervention plan. If your child already has a behavioral intervention plan, the IEP team will review the plan and modify it, as necessary, to address the behavior involved in the disciplinary action.

6. Dangerous Students: If the school district believes your child will injure himself or others, the school district has the right to obtain an expedited due process hearing to seek a 45 school day interim alternative educational setting. You must be notified of the decision to seek this order on the day the decision is made and provided the procedural safeguards statement. At that hearing, the hearing officer may order a change in placement to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to your child or others. This procedure may be repeated as necessary and in no way limits the district's right to seek a court injunction.

7. "Stay-put" under disciplinary actions: If you request a due process hearing regarding the discipline action to challenge the interim alternative educational setting or the manifestation determination and when your child is disciplined for weapons, drugs, or because they are a danger to themselves or others, your child will remain in that interim alternative educational setting pending the hearing decision or until expiration of the time period of the interim alternative educational setting, whichever comes first (unless the parties agree otherwise). If school personnel maintain that it is dangerous for the student to be in the current placement (the placement prior to removal to the interim alternative educational setting) during the pendency of the due process proceedings, the school district may request an expedited hearing.

8. Protection for children not yet eligible for special education and related services:

Students who have not been identified as disabled may be subjected to the same disciplinary measures applied to children without disabilities if the district did not have prior knowledge of the disability. If the school district is deemed to have knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action, the child may assert any of the protections for students with disabilities in the area of discipline. The district has knowledge of the disability when:

- the parent has expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) that the student needs special education services; or
- the student's behavior or performance has demonstrated a need for services; or
- the parent has requested an evaluation; or
- the student's teacher or other school staff have expressed concern about the student's behavior or performance to the director of special education or other school staff.

A school district would not be deemed to have knowledge that the child is a child with a disability, if the school district conducted an evaluation and determined that the child was not a child with a disability, or determined that an evaluation was not necessary and provided proper Notice of Action Refused or, if the parent of the child has not allowed an evaluation of the child pursuant to IDEA or has refused services.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited. Until the evaluation is completed, the child remains in the educational placement determined by the school district, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, the school district shall provide special education and related services and follow all required procedures for disciplining students with disabilities.

9. Reporting crimes committed by students with disabilities: School districts reporting crimes, to appropriate law enforcement and judicial authorities, committed by students with disabilities, shall ensure copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime.

10. Definitions:

- Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812 (c)).
- Illegal drug means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal Law.
- Substantial evidence means beyond a preponderance of the evidence.
- Weapon means dangerous weapon as defined under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.
- Serious bodily injury means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Due Process

If you disagree with your child's identification, evaluation, reevaluation, IEP or placement, you have the right to due process.

Due Process Hearing Procedures:

1. Mediation - prior to filing for due process (optional) – also will be offered, and if agreed to by both parties, a session will be scheduled **within 15 days and held within 30 days** from agreement to mediate. You and the district will need to agree on a mediator.

At the mediation session:

- You and the district may bring 3 persons each to the mediation session, or more by agreement
- No attorneys can be present at mediation session
- You and the district have a right to end the mediation at any time
- Both you and the district will receive a copy of the written agreement reached as a result of the mediation
- The agreement is legally binding

2. Impartial Due Process Hearing: General – you may initiate a due process hearing if you do not agree with an action proposed or refused by the district. The due process hearing request must involve an alleged violation of no more than **two years** before the date you knew or should have known about the alleged action. The written request can be mailed or faxed to the Missouri Department of Elementary and Secondary Education (DESE) and a copy must be sent to the district.

MO DESE

Attention: Compliance Section/Special Education
Post Office Box 480
Jefferson City, MO 65102

Or FAX to: 1-573-526-4404

The request should include the child's name, address, name of the school and district the child attends, a description of the nature of the problem including facts relating to the problem and your proposed resolution of the problem if known. To request a form you can use to provide this information, call 1-573-751-0602 or Relay Missouri at 1-800-735-2966 or download from the website – http://www.dese.mo.gov/divspeced/Complaint_System/index.htm

- **Mediation - after filing for a hearing (optional)** – will be offered and if agreed to by both you and the district, a session will be scheduled **within 15 days and held within 30 days** from the agreement to mediate (see 2. Mediation above).

- **Resolution meeting** – (both parties can agree to waive) – will be convened by SSD **within 15 days of your request for a due process hearing**. The meeting will have a decision-making representative of the district. The district will only have an attorney present if you bring one.

- **Resolution period** – If the complaint is not resolved **within 30 days**, the due

process hearing may be held. If it is resolved, both parties sign a legally binding agreement.

3. 3-member Panel – Within 15 days of receiving the complaint SSD must notify the chairperson if it believes the request is insufficient and the chairperson must respond back **within 5 days** if he or she determines the request meets IDEA requirements. If determined insufficient, an amendment can be made to the complaint **no later than 5 days** before a hearing is held.

The panel has **45 days** from the date of the state’s receipt to set the date and location, give notice, conduct the hearing, and render and mail the findings. In an expedited hearing resulting from a disciplinary action, the hearing must be held **within 20 school days** and the decision rendered and mailed **within 10 school days** of the hearing.

Before the due process hearing:

- Missouri Department of Elementary and Secondary Education (DESE) will inform you of any free or low-cost legal or other relevant services
- DESE will provide you with a list of people who serve as hearing officers. The due process hearing is conducted by 3 hearing officers:

One hearing officer is chosen by the parents

One hearing officer is chosen by the district

The chair is chosen by DESE

Panel members not chosen by 10 days will be chosen by DESE

- The district will send you a response that specifically addresses the issues raised in your complaint **within 10 days** of receiving your request for a due process hearing
- Your child will remain in his or her current placement (except as provided under the Discipline section) unless you and the district agree otherwise

At the 3-member panel hearing, you and the district both have the right:

- To have an attorney or other individuals to assist you
- To explain your side, ask witnesses questions, cross-examine witnesses and show your evidence
- To require witnesses to attend
- To prevent the introduction of evidence, evaluations and recommendations not disclosed to you five days before the hearing
- To obtain a written or electronic verbatim record of the hearing at no cost
- To obtain written or electronic findings of fact and decisions of the hearing
- To have your child, the subject of the hearing, present
- To open the hearing to the public

4. Civil Action – If you do not agree with the hearing officers’ decision, or if you feel the hearing was unfair, you may appeal the findings and decisions in either state or federal court. Before filing a civil action, due process hearing procedures must be exhausted.

5. Child Complaint — If you or an organization believes the district has violated any state or federal regulations or statutes relating to the IDEA, a signed written complaint may be filed with DESE. Your complaint will be investigated and resolved within 60 days and you will receive a written decision that addresses each allegation in the complaint and contains findings of fact and conclusions. Decisions are final.

Each state must have written procedures for receiving, investigating and resolving such complaints regarding the administration of programs funded through the U.S. Department of Education. Go here for additional information including model forms:
http://dese.mo.gov/divspeced/Complaint_System/index.htm.

Complaints should be filed with:

Missouri Department of Elementary and Secondary Education (DESE)
Division of Special Education Compliance
C/O Child Complaint Coordinator
Post Office Box 480
Jefferson City, MO 65102-0480

Or fax to: 573-526-4404

6. Attorney's Fees — In any action or proceeding brought under Part B of IDEA, the court may award reasonable attorney's fees to the parents or guardians of a child with disabilities who is the prevailing party or to the educational agency who is a prevailing party, against the attorney of a parent who files a frivolous unreasonable complaint.

A complete and more detailed version of the procedural safeguards from the Missouri Department of Elementary and Secondary Education (DESE) publication "Procedural Safeguards for Children and Parents" may be obtained from the superintendent's office of Special School District or from the DESE web site at: http://dese.mo.gov/divspeced/Compliance/Proc_Safelindex.html

Timelines You Need to Know —

Evaluation — The district must develop an evaluation plan and provide the parent with Notice of Intent to Evaluate as soon as feasible, but within **30 calendar days** from the date of referral. The evaluation and eligibility staffing must be completed within **60 calendar days** from the date that signed consent to evaluate is received from the parent.

Initial IEP Meeting — held as soon as possible, but at least within **30 calendar days** after the educational evaluation data is reviewed at an eligibility conference and it is determined that the student meets state eligibility criteria and requires special education and related services. An IEP meeting is held **at least annually** from the date of the previous IEP meeting.

Implementation of the IEP — **as soon as possible** following the IEP meeting. The parent must give consent if the IEP is to be implemented sooner than 10 days after the meeting.

Copy of the IEP — parent should receive a copy **within 15 to 20 days** of the IEP meeting.

IEP/Reevaluation Meeting — held **within 3 years** of the date of the previous IEP/reevaluation or eligibility determination (unless there is an agreement between parents and representatives of SSD and partner district to waive the reevaluation).

Manifestation Determination — relevant IEP team members and parent meet **no later than 10 school days** after the decision to take disciplinary action involving a change of placement to determine if the conduct was caused by or had a direct or substantial relationship between the student’s disability and the conduct in question.

Due Process Hearing Procedures (Note: The timeline for requesting a due process hearing must be **within 2 years of the action** that is the basis of the complaint):

1. Mediation (optional prior to filing for due process) — will be offered and if agreed to by both parties, a session will be scheduled **within 15 days and held within 30 days** from agreement to mediate.

2. Impartial Due Process Hearing: General — the hearing panel must reach its decision and mail a copy of the decision **within 45 days** of the date of the receipt of the request. In an expedited hearing resulting from a disciplinary action, the hearing must be held **within 20 school days** and the decision rendered and mailed **within 10 school days** of the hearing.

3. Impartial Due Process Hearing: 3-Member Hearing Panel — The district must send a response **within 10 days** of receiving the request for a due process hearing.

Preliminary meeting/resolution session (both parties can agree to waive) — will be convened by SSD **within 15 days** of request. If complaint is not resolved **within 30 days**, the due process hearing may be held.

Mediation (optional after filing for a hearing)— will be offered and if agreed to by both parties, a session will be scheduled **within 15 days and held within 30 days** from agreement to mediate.

3-Member Panel — will be empowered by Missouri Department of Elementary and Secondary Education (DESE) **within 15 days** of request. Within **2 business days** of the receipt of the names of the chairperson and/or panel members, a party can request a

substitution. **Within 15 days** of receiving the complaint SSD must notify the chairperson if it believes the request is insufficient and the chairperson must respond back **within 5 days** if he or she determines the request meets IDEA requirements. If determined insufficient, an amendment can be made to the complaint **no later than 5 days** before a hearing is held. The panel has **45 days** from the date of the state's receipt to set the date and location, give notice, conduct the hearing, and render and mail the findings.

Laws That Govern Special Education

There are two major federal laws governing special education. Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act.

These laws both:

- Call for school systems to carry out a systematic search for every child with a disability in need of a public education;
- Mandate a free and appropriate public education (FAPE) regardless of the nature and severity of an individual's disability;
- Make it clear that education and related services must be provided at no cost to parents;
- Have similar requirements to ensure that testing and evaluation of a child's needs are not based on a single testing instrument;
- Emphasize the importance of educating children and youth with disabilities with their nondisabled peers to the maximum extent appropriate.

SECTION 504 (of the Rehabilitation Act of 1973) is a civil rights act that protects the civil and constitutional rights of persons with disabilities. It applies to anyone receiving federal funds. While IDEA (see next page) lists specific categories of disability, SECTION 504 defines a disability as a mental or physical impairment that substantially limits one or more major life activities. If a student is not diagnosed as having a disability under IDEA, the local district may still have obligations under SECTION 504. Section 504 provides for a free, appropriate education in the least restrictive environment, reasonable accommodations and a written plan describing placement and services. Section 504 also applies to college students, to the workplace and to physical access to public buildings. This act is enforced by the Office of Civil Rights. Any person having inquiries concerning their local district's compliance with Section 504 should contact their local district administration; concerns about SSD's compliance should be addressed to:

**Compliance Liaison
Special School District
12110 Clayton Road
St. Louis, MO 63131
(314) 989-8143**

IDEA, The Individuals with Disabilities Education Act,

governs how Special School District (SSD) provides special education. IDEA is the most comprehensive federal law regarding special education. According to this law, students with disabilities have a number of basic rights. The most significant rights are:

- **The right to a free and appropriate public education.** In St. Louis County, SSD is charged with providing a free and appropriate education to all students with disabilities, including those attending private/parochial schools. These services are to be available on the child's third birthday and may continue through age 21.
- **The right to have the educational services provided in the "least restrictive environment."** Least restrictive environment is the environment that is as close as possible to general education with peers who do not have disabilities, while still meeting the student's educational needs.
- **The right to have instructional and support services and supplementary aids provided when they are needed.** These services include but are not limited to physical therapy, counseling, speech therapy, transportation, adaptive equipment, etc., depending on individual needs.
- **The right to fair assessment procedures.** Educational assessment (or evaluation) is conducted to identify a child's learning needs and to determine whether a child requires special education and, if so, what type of special education. Assessments must be conducted before a child is placed in special education. A re-evaluation to determine eligibility must occur at least every three years following the child's placement. Parents and/or teachers may request assessment at more frequent intervals.
- **The right to be involved in developing an Individualized Education Program (IEP) or plan for your child.** Further details about your rights in an IEP are included in this section.
- **The right to Due Process, which assures the parents of a student with disabilities to be involved in educational decisions about their child and an appeal process to challenge decisions with which they disagree.** (see page 28)

Another major federal law that affects persons with disabilities is the Family Education Rights and Privacy Act (FERPA).

Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and the regulations implementing these acts, govern the release of personally identifiable information by SSD. FERPA provides privacy safeguards to parents, legal guardians, and students. It forbids the release of a student's records or personally identifiable information to unauthorized persons, but does not bar the disclosure of "directory information." IDEA incorporates the provisions of FERPA. In addition to the protections afforded by FERPA, the IDEA prohibits a school district from releasing information to unauthorized persons regarding a student's disability, or the fact that a student is disabled, without the consent of the student's parent or guardian. As a special education agency, the additional confidentiality requirements of IDEA restrict Special School District from acting upon the directory information provision of FERPA because any release of student information could be construed as identifying a student with an educational disability. Therefore, Special School District will deny requests for any student information without authorization of the parent, legal guardian, or majority age student.

Both FERPA and IDEA permit the release of educational information to public school districts in which the student is enrolled or intends to enroll without parental consent. The receiving school district is bound by the same confidentiality requirements under these laws. For students receiving special education services in a local school district building, the release of directory information by the local district can be prohibited through notification to that district.

In compliance with FERPA, IDEA and other federal laws, state regulations, and district policies and procedures, Special School District encourages parents/guardians and eligible students (18 years of age or older) to exercise their rights:

- To inspect and review the student's educational record;
- To have access to the Special School District student record policy/procedures pertaining to the disclosure of information contained in the student's educational file;
- To request an interpreter or translator to assist in the interpretation of the student's educational record and/or district policy/procedure regarding the student records;
- To have a hearing when the district does not amend the student's record according to the parent/guardian or eligible student's request; and
- To file a complaint with the Missouri Department of Elementary and Secondary Education if Special School District violates the privacy rights of parents/guardians/and students.

In compliance with FERPA and state laws regarding the retention of records test protocol booklets will only be maintained between evaluations. If the parent/guardian or eligible student would like test protocol booklets maintained, Special School District must be notified in writing prior to Oct. 1 of any given school year. All requests will be honored by the district. Written notification should be addressed to:

**Special School District of St. Louis County
Student Records Department
12110 Clayton Road
St. Louis, MO 63131**

Questions concerning release of student information, student records, or rights should be directed to the **Compliance Liaison, Special School District of St. Louis County, 12110 Clayton Road, St. Louis, MO 63131; (314) 989-8143.**

No Child Left Behind (NCLB)

NCLB, signed into law January 2002, is the most recent authorization of the elementary and Secondary Education Act affecting the education of students from kindergarten through grade 12. It includes accountability measures for all public schools based on the goal that all children will be proficient in reading and math by 2014. School districts and individual schools must show that students are making “adequate yearly progress” (AYP) toward that goal. It also requires that all children be taught by “highly qualified teachers,” that communication improves with parents, and that schools are made safer. NCLB sets high expectations for all students regardless of their race, ethnicity, family background or disability.

The American with Disabilities Act (ADA)

The ADA gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications.

Individualized Education Program (IEP)

Before your child receives special education services, a written IEP must be developed. It must be reviewed each year at a meeting in which you have the right to participate. The IEP consists of your child's annual goals; the type of placement; the present levels of your child's academic achievement and functional performance; the date(s) when the school services begin and end; transition planning (at age 16) and the annual evaluation procedures and review date. It serves as the management tool that links your child to an individually designed education program.

The team approach is the cooperative effort between you and your child's teacher(s) and other specialists with different kinds of skills. Together you will reach the decision (IEP) that best suits your child. The team develops the IEP at a meeting that must be held annually at a mutually convenient time and place for all participants. The teacher(s) and other specialists who work with your child are responsible for designing learning tasks and activities that correspond with the goals written in the IEP. They must also keep data and a record of your child's progress.

Who is on the team (IEP committee)?

The IEP committee that makes these decisions and develops the IEP includes:

- You, the parent or guardian;
- Your child (if appropriate);
- A representative from your child's home district who can assure the district's implementation of the IEP. Frequently this will be your child's general education classroom teacher;
- Your child's special education teacher(s);
- A representative of the school (usually an administrator) who is qualified to provide or supervise special education programs;
- Other persons who have knowledge or special expertise in regard to your child, as decided by the school and/or yourself (e.g., psychologist, speech specialist, counselor, child advocate, interpreter, friend of parents);
- The person who conducted an assessment of your child, or someone who understands the assessment procedures used with your child and can interpret the results.

For complete information about IEPs see Section III of the Parent Handbook: IEP Guide for Parents. Copies are available from the Family & Community Resource Center, 12110 Clayton Road, St. Louis, MO 63131; 314-989-8108; or <http://www.ssdmo.org/step2.html>

District Policies

SSD has a Board Policy Manual in the Superintendent's Office and online at <http://www.ssdmo.org/leadership/boe.html> (click on Board Docs, then policies). Policies you may want to be aware of: Discipline of Students with Disabilities, Outside Tutoring by District Staff, Parent Organizations, Sexual Harassment, Visitors to the Schools, Regulations Governing Reporting Abuse/Neglect, Student Attendance, Corporal Punishment & Adversive Strategies, Inoculations, Communicable Diseases, Use of Restraints, Teaching about Controversial Issues, Community-Based Instruction and Field Trips.

Special Education – Ages and Stages

If you know or suspect that your child has a disability, the following general information may be of value to you.

If your child is between birth and 3 years of age

You may want to contact Missouri's FIRST STEPS PROGRAM. First Steps offers coordinated services and assistance to young children with special needs and their families. First Steps is designed for children, birth to 3, who have delayed development or diagnosed conditions associated with developmental disabilities. Information and referrals can be obtained by calling **314-453-9203**.

If your child is between 3 and 5 years of age

You may contact the EARLY CHILDHOOD DEPARTMENT at your local school district to initiate screening programs. If the screening determines they are needed, your district will begin using intervention strategies to help your child, or your child may be referred to Special School District for evaluation and possible referral to an SSD Early Childhood Special Education program.

Some local districts provide their own special education services: Clayton (854-6912), Ferguson-Florissant (838-3517), Hazelwood (830-4811), Kirkwood (213-6136), Mehlville (467-5301), Pattonville (213-8105), Rockwood (636-207-2600) and University City (721-2965).

When your child turns 5

When your child approaches the age of 5, and has received Early Childhood Special Education, he/she may be re-evaluated by SSD to determine whether services need to be continued. This re-evaluation may be deferred into your child's kindergarten year. After your child's evaluation, a conference will be held to explain the evaluation and its implications to you. If services are continued, you will then begin planning for your child's Individual Education Program (IEP) conference.

HELPFUL HINT: This is an excellent time to become active in local support groups for parents whose children have disabilities similar to your child's. It is also a good time to do research and have an understanding of what you can expect to happen in the future.

If your child is in elementary school

If you suspect that your child has a disability that is affecting his/her ability to function in school, you may request that your child be evaluated by SSD. The evaluation process begins with intervention strategies implemented by the local school district. After these strategies have been used, a data-gathering packet is completed and a joint review committee determines whether your child should be referred to SSD for evaluation. If your child is referred, an evaluation will be completed and an individualized education program (IEP) will be developed. For more information on the evaluation process, refer to Section II on evaluation in the parent handbook or <http://www.ssdmo.org/step1.html>.

If your child will be receiving SSD services during his/her elementary years, an initial

decision will be made about his/her placement in a type of classroom setting designed to best support your child's IEP. For more information about placement, see page 18 of this overview section of the handbook.

At least yearly, you will have a formal IEP conference to plan your child's education for the following year. The conference is usually held on the anniversary of the date when your child was first accepted for services or one year from the date when your child's last IEP was held. Changes to the IEP can be made throughout the year by amending or modifying without reconvening the IEP team. For more information concerning the IEP, see Section III in the parent handbook.

During the elementary school experience, other educational opportunities are offered through your district — instrumental music, gifted education, 6th grade camp, sports and community school classes, etc. Your child is eligible for these programs on the same basis as any other child, i.e., if your child meets the criteria (if adaptations are needed they can be specified in the IEP, if necessary, to enable your child to meet the criteria).

Helpful Hint: The elementary years are ones of tremendous growth and change. Your child's educational needs are not likely to remain constant. During this period, it is especially important that you and your child's teacher establish and maintain open channels of communication. This is often achieved by using take-home folders, mail, email, phone calls and short conferences set at mutually agreeable times.

If your child is in middle school and/or junior high

For students receiving services from SSD, the junior high or middle school experience means an increased need for communication between all the people involved in your child's education. A different teacher for each subject, classrooms that may not be close to one another, lockers, combination locks, gym and shop classes, etc., may all present different sorts of challenges than are usually found in elementary school.

Planning for these challenges should take place in the IEP prior to the student's entry into junior high or middle school. If necessary, extra time should be built in to acquaint the student with the school and its layout, the location of lockers, etc.

It is also at this stage that we begin to plan for the child's transition into post secondary schools, work or other appropriate settings. Transitional goals may become part of the IEP process at this point and parents and students need to begin planning for them. Just as with their peers without disabilities, students with disabilities need assistance with issues of sexuality, drugs and alcohol, peer pressure and peer acceptance. Programs to help parents with these issues are available through most local school districts and through SSD. For more information on transition see the section in the parent handbook or request the more complete *Transition Guidebook, Through the Doorway to Adult Life* by calling 989-8108 or <http://www.ssdmo.org/step3.html>.

Resource room time at the middle or junior high school may become a regularly scheduled class period. In some instances, the requirement for time spent with an SSD educator is fulfilled by the class-within-a-class or collaborative teaching model that includes a special educator as a team teacher with a general educator in the same classroom. Self-contained special education classrooms in a general education building exist at the junior high/middle

school level and are usually cross-categorical. This means that students from several different categories of disabilities may be served in the same room at the same time.

If your child is in high school

If you suspect that your child has a disability that has not been detected, you can still request an evaluation from SSD. Although it is unusual, a disability can remain undetected until the high school level. Some students, particularly those with learning disabilities, may have been able to compensate for learning deficits at the elementary grade levels and only begin to have trouble as the work becomes more difficult and more fragmented at the upper school level.

The focus of the high school experience is the student's eventual use of his/her education and the preparation for that use. A core of basic classes is required by the state of Missouri in order for a student to receive a high school diploma. Other requirements are at the prerogative of the district conferring the diploma. All of a student's curriculum may be modified to enable the student to achieve the goals stipulated in the IEP. Unless your child will graduate from a school operated by SSD, the diploma and certificate of graduation will be awarded by the local school district where your child attends school. At the present time, many school districts in St. Louis County award diplomas to students who receive more than 50% of their classroom work in Special School District-operated classrooms.

Choosing and scheduling appropriate classes is a major aspect of the high school experience. It is important to note that the resource room time may be satisfied by a Special School District-operated class titled Study Skills (which students take in place of an elective class) or collaborative teaching, in which the general education teacher and the special education teacher team teach. If class scheduling is done by computer, it is important that the names of SSD students who are to be integrated into specific classes are entered into the local district school's computer.

When a student reaches age 16, transition planning as part of the IEP must be in place. The IEP must contain appropriate, measurable post-secondary goals in areas related to training, education, employment and, where appropriate, independent living, and the transition services needed to assist the student in reaching those goals. (Call 989-8108 for a copy of Transition Planning: Through the Doorway to Adult Life or go to <http://www.ssdmo.org/step3.html>)

Extracurricular activities are an important aspect of the high school experience for most students. It is important to note that all activities should be open to students with disabilities if they qualify for the activity or can qualify with reasonable adaptations that do not substantially alter the activity for the rest of the individuals involved. Such adaptations may need to be written into the IEP and coaches and sponsors may need to be invited to the IEP conference to gain a better understanding of the student's strengths and needs.

If your child has received services from SSD before high school, his or her IEP will already have begun planning for graduation and progression into the adult world.

Pre-college testing (PSAT & SAT, etc.) may be subject to particular rules concerning the adaptations and modifications that may be provided in the testing situation for students with disabilities. All colleges accepting federal monies are required to allow or provide adaptations and modifications for students with disabilities. Several guides are available that describe the types of modifications and on-campus resources that are available in colleges across the U.S.

Technical education is available through SSD and the partner district high schools. Programs

can be customized for the student's needs and time requirements. Students may attend their local high school for a half day and receive their technical training at a Special School District site, or they may attend one of SSD's two vocational schools full time. Transportation is provided for these programs.

SSD provides transitional and on-the-job training for students entering the workforce after graduation. More information about these community-based transition programs may be found in the section of this overview that begins on page 43. Transportation is provided for transition programs.

Records for SSD students who have completed their education are housed at the district's Central Administrative Offices. Transcripts and information concerning that education and the evaluation and determination of disability may be obtained by parents.

Transfer of Parental Rights at Age of Majority

Under Missouri law, the age of majority is 18 years old. When a child reaches age 18, parent procedural rights under the Individual with Disabilities Education Act (IDEA) transfer to the student unless the student has been declared incompetent by a court of law and the parent has been appointed guardian by the court.

Thus, at age 18, the student becomes the educational decision-maker and will receive all notices required under the IDEA. If the student at age 18 is still a dependent of the parent as defined by the Internal Revenue Service Code, then the parent will receive copies of any notices provided to the student by the Special School District. The parents also have the right to attend IEP meetings, and continue to have the right to access the special education records of the student.

SSD Programs, Services & Departments

ACCESS TO COLLEGE (ACT)

Description: Began in 2010 as a pilot program with Ferguson-Florissant School District and St. Louis Community College at Florissant Valley, Access to College (ATC) is a program for second-semester seniors with disabilities who want to experience transition to college in a supportive and encouraging environment. Students enroll in two courses:

Access to College course – Students receive ½ elective high school credit. Topics include self-awareness, career planning, understanding your disability, self advocacy, obtaining accommodations in college, understanding your rights and learning about adaptive technology. This class provides the student with the knowledge and skills needed to successfully transition from high school to college.

Orientation to College course – Students receive one hour of elective college credit. The course teaches students strategies to achieve success in college. Students develop college-level study skills such as note taking, test taking, effective listening and reading strategies. Students also learn how to access resources that will assist them in college.

Contact: your child's casemanager

ADAPTED PHYSICAL EDUCATION (APE)

Description: Within Special School District, the primary responsibility of the APE staff is to utilize specialized skills and knowledge to work collaboratively with the partner district staff in St. Louis County to develop and adapt physical education curricula. This is to assure that students with disabilities (K-12) are afforded (to the fullest extent possible) opportunities to participate safely and successfully in physical education classes/activities along with their classmates. APE is requested via the IEP or via the diagnostic team as a part of an initial evaluation or reevaluation. Eligibility for APE is determined by formal and informal assessments, consultation with parents and teachers and, when appropriate, student input.

Contact: your area coordinator

APPLIED BEHAVIOR PRINCIPLES (ABP)

Description: ABP may be considered for any student who has a medical or educational diagnosis on the autism spectrum or under the umbrella of pervasive developmental disorders. ABP involves intensive, direct, one-on-one programming for 10-to-40 hours a week for 1-1/2 to 3 years and supervision by a highly trained and experienced consultant. Programming is accessed through the IEP.

Contact: 989-8276

ASSISTIVE TECHNOLOGY:

- **Assistive Listening Device Facilitator for students who are non-hearing impaired**
- **Augmentative Communication Facilitators**
- **Computer Access Facilitators**

Description: Facilitators may assess students' needs for assistive technology services and also provide support and consultation to SSD staff, partner district staff and parents of students with educational disabilities in selection, acquisition and use of:

- Augmentative communication devices and systems to supplement or take the place of speech, writing or gesture
- Computer hardware identified as a necessary adaptation/modification

- Computer software when educational barriers have been identified
- Assistive listening devices

Facilitators may conduct assessment within the re evaluation process and/or may provide consultative services as a support for school personnel. Both roles are determined through the IEP process. When consultation has been requested, an initial meeting with members of the IEP team and the student's parents is held to develop a plan for assistive technology intervention providing a student meaningful access to the special education program or the general education curriculum. The team identifies an assistive technology device matching the needs of the student and then identifies a trial during which the student will use the device. Data is collected before the trial period and at the end of the trial period. The team meets following the trial period, evaluates the success of the device, and makes a recommendation whether the student requires the device, additional time is needed for the trial period, a new trial period is needed for a different device, or the student does not require the device. Some software, hardware, and adaptive devices are available for loan to parents through the Instructional Resource Center.

Contact: 989-8418 or 989-8254

AUDIOLOGY

Description: The audiology department offers the following services: • St. Louis County-wide hearing screening tests; • Full diagnostic test battery including middle ear analysis; • Complete central auditory processing test; • Battery and hearing aid assessment including hearing aid analysis, real ear measurements and FM system assessments.

Contact: 989-8132

BRIDGES PROGRAM

Description: The Bridges Program is a short-term placement option for student's ages 13 to 21 years with challenging behavior disorders. These students are placed in the Bridges Program in order to provide a more structured behavioral environment so students can achieve their full potential. Staff is able to work intensively with small groups of students on behavioral strategies as well as identifying triggers, replacement behaviors, and other techniques to help achieve success. The curriculum employed by the Bridges Program parallels other school districts, while emphasizing character development. It has added components of social skills training, conflict resolution, credit recovery and aggression replacement training. The academic curriculum provides high school credit for grades 9 through 12.

Contact: 989-7540

CHARACTER EDUCATION

Description: The Character Education program uses the Personal Responsibility Education Process (PREP) to help students develop the strength of character they will need to enter society as caring, ethical adults who understand, care about and act upon core ethical values such as honesty, respect and responsibility. Personal Responsibility Education Process (PREP) is a school-business-community partnership designed to develop student character, personal responsibility and achievement. PREP assists classrooms with program guidelines, curriculum resources, and staff development opportunities. Character Education also facilitates the district Choices 4H program.

Contact: 989-7815

COMMUNICATIONS

Description: SSD communications provides a two-way communication channel for all constituencies; parents, students, staff, local school districts, private/parochial schools, civic and political organizations, political leaders and the general public. The department is responsible for district communications, media relations, publications, special events, district website, recognition and awards programs and informational programs.

Publications: *Special Edition*

Contact: 989-8288

COMMUNITY-BASED VOCATIONAL INSTRUCTION (CBVI)

Description: CBVI is designed to help high school students learn work behaviors in a real-work environment. Students who have post-secondary goals for employment that need to learn appropriate work behaviors in a real-life setting and will need supported employment, are eligible for this program. Worksites are developed close to the high school. Transportation to the worksite is provided by SSD or Metro. Students are accompanied by a teacher and teacher assistant and may spend anywhere from one to five days per week at the worksite for a specified amount of time. Teachers record student progress on work skills and appropriate behaviors or soft skills that are needed in order to be successful in meeting post-secondary goals for employment. SSD currently has CBVI programs in more than 100 local businesses.

Contact: your child's casemanager

COMPLIANCE LIAISON/LEGAL SERVICES

Description: The Compliance Liaison provides information to SSD parents, personnel and local district staff regarding legal requirements and procedures addressing the Individuals with Disabilities Education Act (IDEA-2004), and the Family Educational Rights and Privacy Act (FERPA). Other responsibilities include: 1) research and respond to local parents' issues; 2) Coordinate information addressing child complaint/mediation/due process hearings that are filed with the Missouri Department of Elementary and Secondary Education (DESE); 3) facilitate interviews for State of Missouri, Children Division (CD) investigations. 4) Share updates regarding IDEA, FERPA and/or Missouri regulations.

Publications: • District Compliance Plan/Assurance Document for IDEA (publication available for review by appointment) • Procedural Safeguards Notice • Individuals with Disabilities Education Act (IDEA-2004) • Family Education Rights and Privacy Act (FERPA) • Missouri State Plan for Special Education Document B Standards and Indicators

Community Resources: • Missouri Protection & Advocacy (Mo P&A) • Missouri Parent Alliance for Cooperative Training (MPACT) • Missouri Department of Elementary & Secondary Education/Special Education Division (DESE)

Contact: 989-8143

COOPERATIVE WORK EXPERIENCE (COOP)

Description: The Cooperative Work Experience program (COOP) is available to qualifying high school students with disabilities whose IEPs indicate the need for work experience in a competitive setting and who also are eligible as clients of the Division of Vocational Rehabilitation (DVR). Program goals include acquiring general skills related to performing work under supervision, as well as job-related skills.

COOP offers students: • the opportunity to earn elective credit toward graduation for their work • the opportunity to be released from school for at least one hour per day • an opportunity to find entry-level employment prior to graduation • motivation to stay in school • the opportunity to earn up to four units of elective credits during the school year for off-campus work experience

Participants in COOP must be: Enrolled in a school where there is a certified WEC and COOP agreement, at least 16 years old and have an IEP, certified eligible by DVR, able to find their own transportation to and from work, competitively employed, able to turn in pay stubs to the WEC, and enrolled in or be receiving related instruction.

For more information about the COOP or to explore the possibility of applying, speak to the case manager during the IEP meeting. Decisions about enrolling in the COOP should be made at the IEP meeting well in advance because the certification process for DVR may take up to 60 days to complete.

Contact: your child's casemanager

COURT ORDERED PROGRAMS FOR JUVENILES

Description: Special School District is mandated to provide all educational services to all students who are ordered by the Family Court to be placed at the Juvenile Detention Center or the Lakeside Center. This mandate includes students with disabilities and those without disabilities. A regular academic program and special education services are provided by Special School District staff at both locations.

Contact: 989-8246

DEAF/HARD-OF-HEARING PROGRAM

Description: The program serves students in a variety of settings and program alternatives. Educational options are achieved through a comprehensive continuum of flexible, individualized programs. Classroom/resource center programs are available for preschool through secondary students, with the option of academic or vocational emphasis for older students. Support staff, including educational interpreters and speech/language pathologists, enhance programming and foster success in the least restrictive environment. Two educational philosophies for teaching students who are deaf or hard-of-hearing are used by the district: auditory/oral and total communication. Audiological services include: clinical assessment of hearing, hearing aid evaluation, FM evaluation, evaluation of performance of cochlear implant with/without FM unit, and analysis of hearing aids and FM auditory training units.

Publication: Brochure

Contact: 989-8276

DIVERSITY AWARENESS

Description: Through Parent Education & Diversity Awareness, the administrator coordinates and provides multi-cultural and equity professional development for administrators and instructional staff. Disability awareness programs for schools are also offered to help students and staff gain an understanding of diversity in the context of disability issues and to offer students assistance in developing self-advocacy skills and goals.

Contact: 989-8194

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

Description: The Early Childhood Special Education program provides classroom-based and itinerant or support special education services to eligible 3-, 4- and 5-year-old children. Services may be provided in partner school district settings, Head Start Centers and Special School District operated buildings. ECSE also may be provided on an itinerant basis in preschools or in parents' homes. SSD provides early childhood special education services in the following districts: Affton, Bayless, Brentwood, Hancock Place, Jennings, Ladue, Lindbergh, Maplewood-Richmond Heights, Normandy, Parkway, Ritenour, Riverview Gardens, Valley Park and Webster Groves. Parent-professional collaboration is an integral part of the ECSE program, including services to families.

Contact: 989-8557

EVALUATION SERVICES

Description: The SSD staff of school psychologists, educational examiners and effective practice specialists provides diagnostic services for St. Louis County students who are suspected of having an educational diagnosis that will qualify them for special education services. They are responsible for participation in the building level team process in schools and the initial evaluation of students, as well as needed assessments during the re-evaluation process.

Contact: 989-8130

EXTENDED SCHOOL YEAR (ESY)

Description: Extended school year services are provided during the summer for students with disabilities when the need is determined through the Individualized Education Program. Students who may need educational programming beyond the regular school year are those whose measured educational performance on IEP goals and objectives demonstrates a pattern of significant regression combined with excessive recoupment time when an extended break in the educational program occurs. The goal of preventing significant skill regression and excessive time for recoupment of lost skills is the basis for providing extended school year programming. It is the responsibility of the IEP committee to determine on an annual basis whether assessment data should be gathered/reviewed on a student to determine the need for extended school year programming. Eligible students are served by SSD personnel within either a partner district or in an SSD school building.

Contact: 989-8337

FACILITATORS (formerly Instructional and Regional Facilitators)—

Description: Facilitators are SSD professional learning staff who are assigned countywide responsibility for instruction and professional learning. These staff members work directly in the 1) SSD schools and/or 2) partner districts to provide consultation, coaching and professional development for educators.

Contact: your child's casemanager

FAMILY & COMMUNITY RESOURCE CENTER

Description: The Family & Community Resource Center (FCRC) is an information center to assist parents, students, teachers and other professionals and community members in accessing materials on disabilities. The center contains books and videos on every disability and disability-related area; disability awareness materials such as curricula, posters, videos; and "take along" articles on hundreds of disability topics. The center also has a computer with for internet use and software for word processing and to make picture schedules. Pamphlets and brochures from local, state and national support organizations and agencies also are available.

Publications: Parent Handbook, Brochures, IEP Guide for Parents, Informational Packets, FCRC Brochures, Transition Guidebook and Resource Directory

Contact: 989-8438/989-8431

HEALTH SERVICES

Description: SSD's school health service staff work with students, parents, and other health care professionals to ensure that students' physical needs are met. They also assist teachers with children who are medically fragile. Health care services staff screen students for vision, monitor students receiving daily medication, attend IEPs, provide individual health counseling, write health care plans and provide staff inservices. School Health Services staff also work with the curriculum department to develop a comprehensive, health education curriculum and sponsors school site wellness activities.

Contact: 989-8484

HOMEBOUND INSTRUCTION

Description: SSD provides general education, special education and related services in a homebound setting, on the dates when the resident school is ordinarily in session, for those students whose needs cannot be appropriately met in the school setting. Upon approval of the application and determination by district personnel that the student can benefit from such a program, homebound instruction will be provided to students for the following reasons:

- Medical/Psychological
- Suspension/Expulsion/Incarceration
- IEP Placement (Programmatic)

SSD provides the special education homebound services for all 22 districts in St. Louis County. Some of the component districts provide their own homebound general education services. Please consult the individual districts' policies to determine if homebound general education services are provided by SSD or the individual district.

Contacts: 989-8307 for application questions
989-8433 for IEP compliance questions
area coordinator at 989-8383 for other information

HOMELESS IDENTIFICATION

Description: The Student Information Department is responsible for identifying children and youth who are homeless and in need of special education services. Every effort is made to provide for continuity in the student's education. When a student is identified as homeless, it must be determined if it is in the student's best interest to return to the school of origin or to enroll in the new attendance center when a change of residence occurs. Homeless coordinators of the two districts must work together to make that determination and to make transportation arrangements for the student. If a homeless student with a suspected disability enrolls in a district but does not have copies of the evaluation and the IEP, the department will seek information from the previous school district to determine the need for special education.

Publications: Meeting the Educational Needs of Missouri's Homeless Children and Youth

Contact: 989-8125

HUMAN RESOURCES (HR)

Description: The department is responsible for implementing Board of Education policies in the area of personnel services. It manages daily personnel activities associated with currently employed instructional and non-instructional staff. The recruitment and selection of future instructional and non-instructional staff are also coordinated. The selection process includes the screening and reviewing of applications, interviewing of candidates, implementing hiring procedures and coordinating new employee orientation. HR prepares federal, state and local reports for reimbursement, including classification. In addition, employee transfers, reduction in force procedures, recall procedures, and the district's evaluation program are also managed by the department.

Contacts: Human Resources: 989-8295/Fax: 989-8449 For Applications: 989-8152

INSTRUCTIONAL RESOURCE CENTER (IRC)

Description: IRC contains instructional material, professional books, adaptive devices, and computer software that can be checked out by parents and teachers of SSD students. Typical areas include: technology, academic areas (reading, writing, math...), functional skills, social skills, inclusion, etc. There is a multicultural section of the IRC that also contains a wide variety of materials for checkout. The IRC is located on the lower level at the Central Administrative Offices.

Resources:

- **Teacher Resource Material** — The majority of the materials in the IRC are for instructional use in the classrooms. This includes games, kits, curriculum materials, software and readiness materials.
- **Professional Library** — The IRC contains a professional library for teachers, administrators and other staff. Materials in this section may contain some background reading and theory about disabilities, but are primarily focused on instructional supports and activities.
- **Technology** — The section contains a large selection of assistive/adaptive devices and software, designed to provide access to the curriculum. Software and hardware placed in student classrooms through the Computer Access Facilitators are generally checked out through the IRC.
- **General Information** — The IRC is open to requests from various groups and individuals in determining which materials to consider for purchase. Catalogs for instructional and professional materials are available. The library staff offers assistance to anyone seeking materials and information. The library catalog can be

found on the Internet at http://www.ssdmo.org/cool_tools/irc.html

Contact: 989-8308

INTAKE

Description: As part of the Student Information Department, Intake interfaces with all instructional divisions within the district. All referrals for evaluations enter through the Intake Office and then are forwarded to the diagnostic teams. Students transferring into or re-entering the district do so through this department. Transfer and reactivation information is then provided to the appropriate region. Intake also provides inservice to public and private agencies regarding the referral process and programming opportunities with the district.

Publications: Procedural Safeguards for Children and Parents

Contact: 989-8124

LITERACY COACHES

Description: SSD Literacy Coaches provide information to increase knowledge of instructional practices in literacy for teachers and administrators through ongoing professional learning (defined as: coaching, consultation, professional development, technical support) and data analysis.

Contact: 989-7941

OCCUPATIONAL THERAPY (OT)

Description: The occupational therapy team uses purposeful, goal directed activities to enable a student with a disability to benefit from an individualized educational program. Specifically, therapy is designed to assist in the development of skills that are prerequisites for academic learning within the educational setting. Depending on the student, it may include improving gross and fine motor skills, sensorimotor processing, coordination, adapting environments, organizing and using materials appropriately, and/or developing dressing and feeding skills appropriate to the learning environment. Delivery of OT services in the educational setting is distinctly different from clinically based, medically necessitated treatment. OT is requested via the IEP or via the diagnostic team as a part of an initial evaluation or reevaluation. Eligibility for this special education support service is determined by formal and informal assessments, consultation with parents and teachers and, when appropriate, student input.

Contact: your area coordinator

PARENT EDUCATION & DIVERSITY AWARENESS (PEDA)

Description: Parent Education & Diversity Awareness is the parent program at SSD. It consists of the • Family & Community Resource Center (FCRC) • Parent Workshops and Orientations • Parent Advisory Council (PAC) • Diversity Awareness

- **Family & Community Resource Center** — a clearinghouse of information and referral for parents, students, staff and the community. Houses more than 3,000 books and 275 DVDs and videos, 70 binders filled with hundreds of articles, 7-section Parent Handbook, resource packets, calendars, awareness materials, brochures, pamphlets, catalogs, internet resources.

- **Parent Workshops** — 1-to-3 workshops are offered weekly based on a yearly parent needs assessment. Orientations to SSD and special education are provided each month during the school year. The Parent Connection Newsletter goes out through school mail each semester listing workshops for the coming term.

- **Parent Advisory Councils (PAC)** — PEDA helps coordinate and assist the PACs, which consist of the SSD Parent Advisory Council (SSD PAC), a body of parents who represent each of the 22 partner districts and each SSD special education school and District Parent Advisory Councils (D-PAC), parents from local district buildings who meet as a group to discuss issues and present forums. All PACs work to assist parents in networking with other parents and helping them become as informed as possible about their child's special education services and the schools that serve them.

• **Diversity Awareness** — PEDDA coordinates and provides multicultural/diversity professional development for administrators and instructional staff. The goal of the training is to increase academic achievement and broaden staff knowledge about diverse student populations. Disability awareness programs for schools are also offered to increase students and staff understanding of diversity in the context of disability-related issues. Staff is also offered assistance in developing student-specific self-advocacy skills and goals.

Publications: Parent Connection newsletter, Parent Handbook, brochures, resource packets

Contact: 989-8438/989-8108/989-8194

PARENT WORKSHOPS

Description: Parent Education provides monthly orientation sessions, alternating mornings and evenings, each month for parents, arranges more than 80 workshops a year on disability topics, strategies for parents, educational rights, transition, family support, and serves as a resource to families having concerns about their children with disabilities. In addition, parent education provides training to staff on ways to encourage parent participation in the educational process and provides a link to agencies that serve families in the community.

Publication: Parent Connection newsletter (with parent workshops), Parent Handbook, Transition Guidebook and Resource Directory

Contact: 989-8108

PHYSICAL DISABILITIES/ORTHOPEDICALLY IMPAIRED

Description: Services for students with physical disabilities are provided to students who have a diagnosed educational disability as a result of a physical disability. The services are provided in partner district school settings and in SSD special education buildings by paraeducators, itinerant teachers, resource teachers or self-contained classroom teachers depending on the level of need and the decision of the IEP committee. Teachers are certified to work with students with physical disabilities and work in direct instruction and/or consultation with school staff, parents and students.

Contact: 989-8276

PHYSICAL THERAPY (PT)

Description: The physical therapist plans and implements programs that will help students attain their educational potential and benefit from special education. The physical therapy team is concerned with facilitating the child's overall performance in the classroom, considering the student's developmental level and physical disability. Services are provided to enhance independent functioning and may include positioning, strengthening, modifications and adaptations to the environment. Although medical concerns are significant, rehabilitation is not the focus of school-based physical therapy. Physical therapy is requested via the IEP or via the diagnostic team as a part of an initial evaluation or reevaluation. Eligibility for this special education support service is determined by formal and informal assessments, consultation with parents, teachers, and, when appropriate, student input.

Contact: your area coordinator

PURCHASE OF SERVICE

Description: Purchase of Service is an educational placement that must be determined by the IEP committee. When students require programming not available within the district, contractual arrangements may be made with approved private agencies to provide the appropriate services. Any contractual agency must meet standards established by the State Board of Education.

Contact: 989-8151

RELATED SERVICES

Description: Special education support services include:

• Adaptive Physical Education • Audiology (Hearing Screening & Testing) • Counseling Services • Diagnostic Services • Health Services • Intake and Attendance • Music Therapy • Occupational Therapy • Parent Education • Physical Therapy • Psychological/Psychiatric Consult • School Social Work Services • Special Education Instruction for Non-Public Students • Special Transportation • Instructional Resource Center • Computer Access Facilitators

Contact: your area coordinator

SOCIAL WORK SERVICES

Description: The SSD social workers, through the use of assessment, consultation, psychotherapy, counseling and coordination of services (case management), effectively serve students, parents, school and community. Specifically, social workers help students receive maximum benefits from their educational opportunities, understand themselves, improve relationships with others, improve their self-concepts, cope with stress and develop decision-making skills.

Community Resources: Division of Family Services, Division of Youth Services, Division of Mental Retardation and Developmental Disabilities, Families First, Alliance for the Mentally Ill

Contact: 989-8157

SPECIAL NON-PUBLIC ACCESS PROGRAM (SNAP)

Description: Special School District provides special education services to private and parochial students in St. Louis County through its Special Non-Public Access Program. To be eligible for SNAP services, a private/parochial student must be evaluated by a Special School District team and be diagnosed as having an educational disability. SNAP services begin after Special School District staff, the student's parents/guardians and private/parochial school personnel prepare a Services Plan for the student. In addition to educational services, private/parochial students with disabilities may also be eligible for related services. Instruction is conducted at public school sites and are offered outside the regular school day. The amount of time provided to a student will not exceed 180 minutes per week.

Contact: 989-8239

SPECIAL OLYMPICS

Description: Special Olympics Missouri/Special School District offers athletic training and competition to students with disabilities who compete in soccer, volleyball, basketball, bowling, track and field, softball, and other events at school, local and state events. Special Olympics Missouri strongly emphasizes parental support and involvement. They have established a statewide family committee to oversee parental interest.

Contact: 989-8917

STUDENT RECORDS

Description: The responsibility of the Student Records Department is to process, maintain and safeguard all student records. The department protects the privacy of the students and their families by implementing federal and state laws and guidelines that govern student records. All written requests for the release of student information are processed through this department.

Contact: 989-8170

SUMMER WORK EXPERIENCE PROGRAM (SWEP)

Description: The mission of SWEP, a program funded by the St. Louis County Office of Productive Living Services (PLB), is to provide a meaningful work experience that will assist students ages 16 to 20 in

a smoother transition into the world of work. SWEP is designed to provide the experience of working to those who have limited or no work experience or who need extra support in being successful on the job. SWEP offers: Eight weeks of summer employment, a twenty-hour work week, a paycheck, jobs that match the participant's preferences and support needs, job coach support, "Lessons learned" curriculum, documented work history, the opportunity to explore a new job and the possibility of a permanent job. Participants in SWEP must: Live in St. Louis County, be registered with Department of Mental Health (Regional Office), be committed to working the entire eight weeks of the program and have transportation to and from work.

Applications are available through schools during October and are due Feb. 1. Student applicants who are the oldest will be served first. SWEP is a collaborative program of the Productive Living Board (PLB) of St. Louis County, SSD, family members, employers and adult service providers.

Contact: your child's casemanager

SURROGATE PARENT PROGRAM

Description: The Surrogate Parent Program is facilitated through the Student Information Department. Students whose natural parent(s), for a variety of reasons, cannot make educational decisions for them may have a surrogate appointed for them by the Missouri Department of Elementary and Secondary Education (DESE). A surrogate parent is assigned to protect the student's educational rights and to act as the student's advocate in the educational decision-making process. The surrogate stands in for the parent or guardian of a child who is suspected of needing or who requires special education services. Surrogates attend evaluation and reevaluation conferences, Individual Education Program meetings and review educational records. DESE provides training for surrogate parents. A surrogate has no responsibility for the physical or financial support of the child. The Student Information Department makes applications for surrogates, conducts annual surrogate parent evaluations and requests termination of surrogate services if a student is no longer in need of a surrogate or if an evaluation of the surrogate is poor.

Publications: Surrogate Training Manual

Contact: 989-8124

TECHNICAL EDUCATION

Description: SSD's technical education program provides high school students with technical and academic skills necessary to enter the world of work, postsecondary skill training, continued education and/or college and university programs. The program also provides entry-level skills development for adolescents who are disadvantaged or have disabilities; job placement services; career awareness programs; and a wide variety of support services.

Adult Education Programs — evening adult education classes at North and South Technical High Schools. Using district facilities, equipment and other resources, ATS offers a wide variety of courses each semester. Program offerings range from individual classes at the schools to customized training partnerships with business and industry. The goal is to help adults and businesses become more productive and successful.

Resources: Student application, selection and assignment procedures; brochures for more than 34 programs; adult education course guide and videos; website at <http://www.techedstl.com>

Contacts: Technical Education 989-8272

Adult Education 989-7500

TITLE I READING PROGRAM

Description: Title I is a targeted assistance, federally-funded supplemental program for students performing below expected levels of proficiency in reading and writing. Students are identified as eligible for Title I services using multiple criteria. Title I teachers assess each eligible student's reading and writing skills and then work collaboratively with the student's academic teachers to offer rich and accelerated instruction. The program is offered at Neuwoehner, Litzsinger, Ackerman, Northview, Lakeside Center and

the Juvenile Detention Center. Student's reading skills are honed by direct instruction in the Title I reading lab and/or in the collaborative classroom. Interest in reading is cultivated by utilizing the extensive classroom libraries. Title I schools offer a parent involvement program that includes parents helping to write the school's Parent Involvement Plan and Parent/School Learning Agreement. *Helping Children/Students Learn*, a newsletter filled with ideas to help students succeed in school, is sent to parents/guardians monthly. Parents/guardians are encouraged to participate in the education of their child by attending parent meetings and school activities, as well as joining the Federal Programs Parent Advisory Committee. Parents/guardians of students receiving Title I services are mailed a Title I Newsletter each month that highlights local happenings and workshop opportunities.

Community Resources: **Dial-A-Story** — a 3-to-5 minute story told by local storytellers is available by dialing **989-8415**; **Title I Family Resource Center** — students receiving Title I services and their parents/guardians may check out reading materials on a variety of educational topics.

Contact: 989-8542

TRANSITION FACILITATORS

Description: Transition Facilitators provide building/district wide training in transition planning, Person Centered Planning and Self-Determination, as well as identify, establish and maintain linkages with community agencies and businesses. Transition Facilitators also provide individual support to teachers and families. Upon request, they provide updates on transition planning, community access support, adult agency information, development of new programs, participation in the transition planning meeting prior to the IEP conference and assist in facilitation of person centered planning.

Contact: 989-8741

TRAUMATIC BRAIN INJURY

Description: Itinerant teachers serve as district wide consultants for students with a diagnosis of Traumatic Brain Injury. The teachers help with student's transition back into school after a head injury and provide support to parents and school staff once the student is back in school. Consultation is gradually decreased as the student's performance improves. The teacher may be contacted for consultation as expectations change or physical changes occur. Contact may be made through the department for Orthopedic Impairments and Traumatic Brain Injury.

Contact: 989-8276

TRANSPORTATION

Description: The safe and comfortable transportation of special and technical education students who require bus services is a priority. Students are transported to and from school to sites throughout SSD schools and partner districts in St. Louis County. Students with IEPs that specify transportation receive door-to-door service. In addition to the daily routes, there may be transportation for field trips, special events, community access programs, and technical education satellite sites located in the county and city. Transportation is also provided for midday runs for the Early Childhood Special Education Program and technical education programs.

Contact: 989-7118

VISUAL DISABILITIES

Description: The program provides itinerant teachers for students who are blind or who have low vision. This service model includes direct student contact as well as consultative service. The objective is to assist students to meet classroom and school expectations through modification/adaptation of programming: use of large print materials, use of recorded materials (audio), Braille and instruction in assistive technology. Training in orientation and mobility, self-help and self-care may be provided as determined by the IEP team using evaluation information and input from team members.

Contact: 989-8276

VOCATIONAL SKILLS PROGRAM

Description: SSD provides a Vocational Skills Program to students for whom the IEP team has determined need to stay in school (beyond four years of high school or the usual age of graduation) until sufficient progress toward IEP goals is met. Each school district has established policies and guidelines that ensure that students with disabilities have the opportunity to earn credits toward graduation in a nondiscriminatory manner and within the spirit and intent of that requirement. The local school district determines who may attend graduation exercises at its high school, but may defer a student's diploma until he or she completes IEP goals relating to work experience or life skills, as determined by the IEP team. In such cases, the diploma is dated when services are completed.

Contact: your child's casemanager