Family Services Program Evaluation Advisory Council

1. Judy Presberg, SSD Administrative Liaison/Family & Community Resource Center/Family Services & Diversity — Chair
2. Joann Noll, SSD Assistant Administrator/Parent Education/Family Services & Diversity
3. Nancy Verderber, SSD Administrative Liaison/Multicultural & Disability-Related Issues/Family Services & Diversity
4. Michele Pitman, SSD Early Childhood Special Education — Behavior Facilitator
5. Lee Andrews, SSD Administrative Liaison — Compliance
6. Ros VanHecke, SSD Director — Curriculum & Staff Development
7. Shane Trafton, SSD Administrator — Technical Education
8. Nancy Ide, SSD Chief Information Officer — Communications
9. Jill Johnson, SSD Normandy District — Psychological Examiner
10. Lee Bascom, SSD Early Childhood Special Education/North & Central — Social Work
11. Jodie Hay, SSD Area Coordinator — Special Non-public Access Program (SNAP)
12. Phyllis Kulp, SSD Administrator — Title 1/Federal Programs
13. Robert Howell, SSD Teacher and Parent, Ackerman School
14. Chris Harmon, SSD Teacher and Parent, Litzsinger School
15. Alison Davis, Teacher, Early Childhood, Kirkwood School District
16. John Brubaker, SSD Director and Affton School District Liaison
17. Cathy Dutcher, SSD Area Coordinator, Parkway/West Region
18. Rita Hackett, SSD Area Coordinator, Pattonville/Central Region
19. Pinky Hunter, Parent, Ferguson-Florissant/North Region
20. Tomeika Washington, Parent, University City/Central Region
21. Marla Taggart, Parent, Mehlville/South Region, SSD Parent Advisory Committee (IPAC)
22. Ann Stackle, Parent, Lindbergh/South Region, SSD Parent Advisory Committee (IPAC)
23. Kathy Strong, Parent, Transition Program/Parkway/West Region
24. Pam Kortum, director, St. Louis Learning Disabilities Association (LDA)
25. Sue Fleming, director, Recreation Council of Greater St. Louis
26. Debby Stengel, consultant, former Director of Belle Center
2004-2005 PARENT NEEDS & SATISFACTION SURVEY

We will use the information from this survey for our Family Services Program Evaluation and to prioritize your needs for information and training. Materials will be purchased for the Family & Community Resource Center and parent workshops will be planned in response to the needs you indicate.

Child’s School & District___________________________Disability_________________________

If you wish to have information sent home through school mail, please fill out the other side of this survey.

Do you need more information in these disability-related areas?       Yes   No

<table>
<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>Assistive technology devices and services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attention deficit disorder (ADD)</td>
<td></td>
<td></td>
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<tr>
<td>Autism, pervasive developmental disorder (PDD)</td>
<td></td>
<td></td>
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<tr>
<td>Asperger syndrome</td>
<td></td>
<td></td>
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<tr>
<td>Behavior strategies</td>
<td></td>
<td></td>
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<tr>
<td>Blind/partially sighted</td>
<td></td>
<td></td>
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<tr>
<td>Building self-esteem</td>
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<td></td>
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<tr>
<td>Central auditory processing disorder (CAPD)</td>
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<tr>
<td>Cognitive and developmental disabilities</td>
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<tr>
<td>College planning for students with disabilities</td>
<td></td>
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<tr>
<td>Community resources/service providers</td>
<td></td>
<td></td>
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<tr>
<td>Deaf/hard of hearing</td>
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<tr>
<td>Diagnostic process</td>
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<tr>
<td>District overview—policies/procedures/services</td>
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<tr>
<td>Early childhood special education services</td>
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<tr>
<td>Emotional: depression, bipolar, anxiety (circle one)</td>
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<tr>
<td>Family support</td>
<td></td>
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<tr>
<td>Friendship and social skills</td>
<td></td>
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<tr>
<td>Guardianship/financial planning</td>
<td></td>
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<tr>
<td>Homework strategies</td>
<td></td>
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<tr>
<td>IEP development/implementation</td>
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<tr>
<td>Independent living skills</td>
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<tr>
<td>Learning disabilities</td>
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<tr>
<td>Least restrictive environment (LRE)/inclusive education</td>
<td></td>
<td></td>
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<tr>
<td>Legal issues and rights in special education</td>
<td></td>
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<tr>
<td>Leisure/recreation skills and programs</td>
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<tr>
<td>Oppositional defiant disorder (ODD)</td>
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<tr>
<td>Parenting skills</td>
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<tr>
<td>Positive behavior support (PBS)</td>
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<tr>
<td>Reading</td>
<td></td>
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<tr>
<td>Sexuality education</td>
<td></td>
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<tr>
<td>Sibling issues</td>
<td></td>
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<tr>
<td>Speech and language disabilities</td>
<td></td>
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<tr>
<td>Stress management</td>
<td></td>
<td></td>
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<tr>
<td>Supported employment/living</td>
<td></td>
<td></td>
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<tr>
<td>Transition from school to adult life</td>
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<tr>
<td>Traumatic brain injury (TBI)</td>
<td></td>
<td></td>
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<tr>
<td>Vocational/career plans</td>
<td></td>
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<tr>
<td>Other:</td>
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____________________________________________________________________________________
____________________________________________________________________________________
Please circle the number that indicates your level of agreement with the statement below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I understand my child’s diagnosis</td>
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<tr>
<td>2. I understand the way my child learns</td>
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<tr>
<td>3. I believe my child is making progress on his/her IEP goals</td>
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<tr>
<td>4. I have an understanding of the methodologies used with my child</td>
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<tr>
<td>5. My child receives the adaptations/modifications he or she needs</td>
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<tr>
<td>6. I receive information in a timely manner</td>
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<tr>
<td>7. I have good home-school communication</td>
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<tr>
<td>8. I am comfortable with my role on my child’s planning team</td>
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<tr>
<td>9. I feel my input about my child is valued by other team members</td>
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<tr>
<td>10. I have many resources available to me through SSD</td>
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<tr>
<td>11. I am aware of the training opportunities available to me</td>
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<tr>
<td>12. I understand the role of local support agencies</td>
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<tr>
<td>13. I understand the technology used by my child</td>
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<tr>
<td>14. I am aware of transition activities for my child from grade to grade</td>
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<tr>
<td>15. I understand the roles of the people who work with my child</td>
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<tr>
<td>16. My calls to SSD staff are returned in a timely manner</td>
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<tr>
<td>17. Issues regarding my child’s education are resolved in a timely manner</td>
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<tr>
<td>18. I am able to access support for my child</td>
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<tr>
<td>19. I am able to access support for our family</td>
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<tr>
<td>20. I believe my child is being educated in the least restrictive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>environment</td>
<td></td>
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<tr>
<td>21. My child has the level of support he/she needs to be successful in</td>
<td></td>
<td></td>
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<tr>
<td>the general education setting</td>
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<tr>
<td>22. I believe my child is being prepared for adult life</td>
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<tr>
<td>23. I believe my family receives the information we need to prepare</td>
<td></td>
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<tr>
<td>for our child’s transition to adult life</td>
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<tr>
<td>24. My child is involved in community activities</td>
<td></td>
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</tr>
</tbody>
</table>

Other Comments or needs:

To send information through your child’s school, we need the following information:

Your Name........................................................................Child’s Name.................................

Your Phone Number................................................Child’s Age......Child’s Grade Level......

Child’s School.......................................................School District......................................

Child’s Special Education Teacher or Therapist...........................

Child’s Educational Diagnosis (Optional)........................................

Thank you for taking the time to provide this input.

Please complete and return this form by March 4, 2005, to:
Family Services & Diversity, Special School District
12110 Clayton Road, St. Louis, MO 63131
Phone: (314) 989-8108/989-8438/989-8194, TTY: (314)989-8552, FAX: (314)989-8449

(You may return this form through your child’s Special School District teacher.)
1997-98 Parent Needs Assessment

Parent workshops are scheduled in response to the yearly needs assessment. In the 1997-98 school year there were more than 80 workshops offered to parents, with approximately 700 persons attending. Data for the needs assessment are collected yearly from a district-wide distribution of a parent needs survey. In the recent needs assessment, 392 questionnaires were returned, representing parents in 21 of the 23 local districts, parents with children in SSD buildings, and parents with children in the Special Non-Public Access Program (S.N.A.P). The most critical needs selected by parents on the 1998 needs assessment are as follows:

- Building self-esteem
- Behavior strategies
- Learning disabilities-understanding
- Learning disabilities-specific strategies
- Speech and language disabilities-understanding
- Current trends-curriculum/instruction
- IEP development/implementation
- Community resources/service providers
- Attention deficit disorders
- Social skills and strategies (Circle of Friends/MAPS)
1999-2000 Parent Needs Assessment

Parent workshops are scheduled and materials are purchased for the Family & Community Resource Center in response to the yearly needs assessment. In the 1999-2000 school year there were more than 80 workshops offered to parents, with approximately 700 persons attending. Data for the needs assessment are collected yearly from a district-wide distribution of a parent needs survey. In the recent needs assessment, 330 questionnaires were returned, representing parents in 21 of the 23 local districts, parents with children in SSD buildings, and parents with children in the Special Non-Public Access Program (S.N.A.P.). More than 130 parents requested materials or information on community resources when returning the needs assessment. The most critical needs selected by parents on the 1999-2000 needs assessment are as follows:

- Building self-esteem
- Learning disabilities- specific strategies
- Speech and language disabilities - understanding
- Current trends - curriculum/instruction
- Community resources/service providers
- Behavior strategies
- Homework strategies
- Learning disabilities - understanding
- Social skills and strategies (Circle of Friends/MAPS)
- IEP development/implementation
Special School District of St. Louis County
MEMO

2000-2001 Parent Needs Assessment

Parent workshops are scheduled and materials are purchased for the Family & Community Resource Center in response to the yearly needs assessment. Data for the needs assessment are collected yearly from a district-wide distribution of a parent needs survey. In the recent needs assessment, 180 questionnaires were returned, representing parents in 20 of the 23 local districts, parents with children in SSD buildings, and parents, with children in the Special Non-Public Access, Program (S.N.A.P.). The most critical needs selected by parents on the 2000-2001 needs assessment are as follows:

- Homework strategies
- Behavior strategies
- Speech and language disabilities - understanding
- Current trends - curriculum/instruction
- Learning disabilities- specific strategies
- Community resources/service providers
- Learning disabilities - understanding
- IEP development/implementation
- Social skills and strategies (Circle of Friends/MAPS)
- Attention deficit disorder

Other needs ranked as follows: Building self-esteem; Leisure/recreation skills and programs; Adaptations and modifications; Parenting; Diagnostic evaluation, screening and interpretations; Family support/stress management resources; Legal issues and rights in special education; District overview-policies/procedures/services; College planning for students with disabilities; Sibling issues; Inclusion; Depression/other emotional disorders in children/teenagers; Assistive technology - devices and services; Vocational/career plans; Guardianship/financial planning; Sexuality education; Independent living skills; Transition from school to adult life; Autism, pervasive developmental disorder, etc.; Mental retardation - strategies; Supported employment/living; and Drug/alcohol abuse.
2002 Needs Assessment Results

Parent workshops are scheduled and materials are purchased for the Family & Community Resource Center in response to the yearly needs assessment, as well as parent requests for information and assistance. Data for the needs assessment are collected yearly from a district-wide distribution of a parent needs assessment in the Parent Connection newsletter. In the recent needs assessment, 108 surveys were returned, representing parents in 19 of 23 districts, parents with children in SSD buildings, and parents with children in the Special Non-Public Access Program (S.N.A.P.). The most critical needs selected by parents on the 2002 needs assessment and satisfaction survey are as follows:

- Building self-esteem
- Homework strategies
- Social skills and strategies (Circle of Friends/MAPS)
- Adaptations and modifications
- Community resources/service providers
- IEP development/implementation
- Learning disabilities- specific strategies
- Behavior strategies
- Speech and language disabilities - understanding
- Family support and stress management resources

Other needs ranked as follows: Current trends – curriculum/instruction; Reading; Attention deficit disorder; Learning disabilities - understanding; Leisure/recreation skills and programs; Legal issues and rights in special education; Parenting ’Skills; Diagnostic evaluation, screening and interpretations; Inclusion; District overview-policies/procedures/services; Transition from school to adult life; Vocational/career plans; College planning for students with disabilities; Independent living skills; Depression/other emotional disorders in children/teenagers; Assistive technology - devices and services; Mental retardation -strategies; Guardianship/financial planning; Autism, pervasive developmental disorder, etc.; Sexuality education; Supported employment/living; Sibling issues; Early childhood special education services; Drug/alcohol abuse
Parent workshops are scheduled in response to the yearly needs assessment and requests to the Family & Community Resource Center. Data for the needs assessment are collected yearly from a district-wide distribution of a parent needs survey. In the recent needs assessment, 78 questionnaires were returned, representing parents in 19 of the 23 local districts, parents with children in SSD buildings, and parents with children in the Special Non-Public Access Program (S.N.A.P.). The most critical needs selected by parents on the needs assessment are as follows:

- Friendship and social skills
- Behavior strategies
- Building self-esteem
- Homework strategies
- Attention deficit disorder
- Autism/asperger syndrome
- Reading
1. I believe my child's achievement has increased through the use of computers.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>193</td>
<td>3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>162</td>
<td>2%</td>
</tr>
<tr>
<td>Moderate</td>
<td>156</td>
<td>24%</td>
</tr>
<tr>
<td>Agree</td>
<td>153</td>
<td>24%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>151</td>
<td>23%</td>
</tr>
<tr>
<td>Not applicable/Do not know</td>
<td>188</td>
<td>29%</td>
</tr>
</tbody>
</table>

Total Responses: 644
Mean: 3.91 Standard Deviation: 1.07

2. I believe my child's achievement has increased through the use of varied technologies.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>16</td>
<td>2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>21</td>
<td>3%</td>
</tr>
<tr>
<td>Moderate</td>
<td>64</td>
<td>10%</td>
</tr>
<tr>
<td>Agree</td>
<td>233</td>
<td>36%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>156</td>
<td>24%</td>
</tr>
<tr>
<td>Not applicable/Do not know</td>
<td>153</td>
<td>24%</td>
</tr>
</tbody>
</table>

Total Responses: 643
Mean: 4.00 Standard Deviation: 0.96

3. I believe my child's achievement has increased through my involvement as a parent.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>0%</td>
</tr>
<tr>
<td>Moderate</td>
<td>33</td>
<td>5%</td>
</tr>
<tr>
<td>Agree</td>
<td>195</td>
<td>30%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>401</td>
<td>62%</td>
</tr>
<tr>
<td>Not applicable/Do not know</td>
<td>9</td>
<td>1%</td>
</tr>
</tbody>
</table>

Total Responses: 648
Mean: 4.53 Standard Deviation: 0.72

4. I believe my child's achievement has increased through my having better understanding of the special education process.

<table>
<thead>
<tr>
<th>Response</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>12</td>
<td>2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>3%</td>
</tr>
<tr>
<td>Moderate</td>
<td>71</td>
<td>11%</td>
</tr>
<tr>
<td>Agree</td>
<td>259</td>
<td>40%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>253</td>
<td>39%</td>
</tr>
<tr>
<td>Not applicable/Do not know</td>
<td>31</td>
<td>5%</td>
</tr>
</tbody>
</table>

Total Responses: 646
Mean: 4.17 Standard Deviation: 0.90
9. I believe my child's achievement has increased through more emphasis on teachers building meaningful relationships with my child.

- Strongly Disagree: 18 (3%)
- Disagree: 20 (3%)
- Moderate: 53 (8%)
- Agree: 201 (31%)
- Strongly Agree: 314 (49%)
- Not applicable/Do not know: 39 (6%)

Total Responses: 645
Mean: 4.28  Standard Deviation: 0.96

10. I believe my child's achievement has increased through teachers having higher standards and expectations for my child performance.

- Strongly Disagree: 21 (3%)
- Disagree: 31 (5%)
- Moderate: 86 (13%)
- Agree: 221 (34%)
- Strongly Agree: 254 (39%)
- Not applicable/Do not know: 31 (5%)

Total Responses: 644
Mean: 4.07  Standard Deviation: 1.03

11. I believe my child's achievement has increased through my support of my child's learning at home.

- Strongly Disagree: 6 (1%)
- Disagree: 5 (1%)
- Moderate: 47 (7%)
- Agree: 212 (33%)
- Strongly Agree: 344 (53%)
- Not applicable/Do not know: 31 (5%)

Total Responses: 645
Mean: 4.44  Standard Deviation: 0.75

12. SSD teachers offer me help in supporting my child's learning at home.

- Strongly Disagree: 29 (5%)
- Disagree: 53 (8%)
- Moderate: 91 (14%)
- Agree: 220 (34%)
- Strongly Agree: 199 (31%)
- Not applicable/Do not know: 49 (8%)

Total Responses: 641
Mean: 3.86  Standard Deviation: 1.13
25. I am satisfied with the SSD staff and parent communication process.

1. Strongly Disagree 26 4%
2. Disagree 40 6%
3. Moderate 95 15%
4. Agree 266 41%
5. Strongly Agree 214 33%
6. Not applicable/Do not know 6 1%
Total Responses: 647
Mean: 3.94 Standard Deviation: 1.05

26. I am satisfied with case management and responsiveness to my child's needs.

1. Strongly Disagree 32 5%
2. Disagree 38 6%
3. Neutral 97 15%
4. Agree 250 39%
5. Strongly Agree 205 32%
6. Not applicable/Do not know 23 4%
Total Responses: 645
Mean: 3.90 Standard Deviation: 1.09

27. I am satisfied with the general education and special education staff coordination processes in my child's school.

1. Strongly Disagree 32 5%
2. Disagree 38 6%
3. Neutral 84 13%
4. Agree 249 39%
5. Strongly Agree 214 33%
6. Not applicable/Do not know 28 4%
Total Responses: 645
Mean: 3.93 Standard Deviation: 1.09

28. I am satisfied with the involvement of related service providers such as OT, PT, APE, social work in my child's special education program.

1. Strongly Disagree 22 3%
2. Disagree 24 4%
3. Neutral 58 9%
4. Agree 187 29%
5. Strongly Agree 162 25%
6. Not applicable/Do not know 189 29%
Total Responses: 642
Mean: 3.98 Standard Deviation: 1.07
Agencies and Support Groups Family Services & Diversity has served or collaborated with 2004-2005

Access 4-All
Annie Malone Children’s Center
Area Agency on Aging
Ascension School
Barnes College of Nursing
BJC Healthcare
Boulder, CO Public School
Bridges Community Support Services
Bureau of Special Health Care Needs
Cardinal Glennon Hospital
Catholic Family Services
CBC High School
Child Day Care Association
Churchill School
City of Chesterfield Miracle Field
Collinsville (IL) School District
Cooperating School District
Delta Gamma Center
Delta Center for Independent Living
Division of Family Services
Division of Vocational Rehabilitation
Down Syndrome Association
Easter Seal Society
Edgewood Children’s Home
Family Resource Center
Family Support Network
Family Support Services – St. Charles
First Presbyterian Church
First Steps
Fragile X Foundation
Giant Steps
Governor’s Council on Disability
Grace Hill Head Start
Holy Redeemer School
Illinois Special Education Cooperative
Institute for Human Development – UMKC
JESS (Jobs and Employment Support Services)
Jamestown New Horizons Riding for the Disabled
Jewish Family & Children’s Services
Judevine Center for Autism
Kuman Math & Reading
La Clinica
Lafayette Industries
The Lab School
Learning Disabilities Association
Life Skills
Lutheran Association for Special Education
Marygrove
Maryville University
Metropolitan School
Midwest Music Therapy Services
Miriam School
Missouri Assistive Technology
Missouri Planning Council for Developmental Disabilities
Missouri Department of Mental Health
Mo-FEAT
MPACT Parent Training & Information
MoSPAN
Municipal Partners for Inclusive Recreation
NICCHY
North County Head Start
Paraquad
Parent Advisory Councils:
Affton
Clayton
Ferguson Florissant
Interdistrict PAC
Lindbergh
Parkway
Rockwood
Webster Groves
Parent Engagement and Empowerment Center – St. Louis Black Leadership
Pathways to Independence
Planned Parenthood
Productive Living Board
Recreation Council of Greater St. Louis
Sacred Heart School
St. Charles School District
St. Clement School
St. Francis of Assisi School
St. Joseph Institute for the Deaf
St. Louis Arc
St. Louis Challenger Baseball
St. Louis Children’s Hospital
    Physicians in the Community program
    Down Syndrome Center
St. Louis City Schools
St. Louis Community College-Forest Park
St. Louis County Parks & Recreation
St. Louis Diversity Awareness Partnership Board
St. Louis Family Support & Respite Coalition
St. Louis Navigators
St. Louis Office for MR/DD Resources
St. Louis Regional Center
St. Louis Society
St. Louis Spirits Gymnastic Club
St. Louis Variety Club
St. Margaret Mary Alacoque School
St. Norbert’s School
Solomon Schechter Hebrew School
Special Education Foundation
Spirit League
Springfield Public Schools
Stages St. Louis
The Starkloff Disability Institute
Support Innovations
TASK (Team Activities for Special Kids)
Therapeutic Horsemanship
United Services of St. Peters
University of Missouri – Columbia
University of Missouri – St. Louis
Unlocking Autism
Uppity Theater Group
WAC Industries
Walk for NAAR
Washington County Board of Services
Washington University
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Joann Noll—Assistant Administrator/Parent Education
Judy Presberg—Administrative Liaison/Family Services
Family & Community Resource Center
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Judy Presberg, Joann Noll, Nancy Verderber
Family Services & Diversity
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Judy Presberg, Joann Noll, Nancy Verderber  
Family Services & Diversity
### Requests for information 7/1/00 through 5/22/01

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*Judy Presberg — Administrative Liaison for Family Services*

*Joann Noll — Assistant Administrator/Parent Education*
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*Judy Presberg—Administrative Liaison for Family Services*

*Joann Noll—Assistant Administrator/Parent Education*
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*Judy Presberg—Administrative Liaison for Family Services*

*Joann Noll — Assistant Administrator, Parent Education*

*Family & Community Resource Center*
### Requests by district through April 27, 2004

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<tr>
<th></th>
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<tr>
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*Judy Presberg, Joann Noll, Nancy Verderber*  
*Family Services & Diversity*
# Requests by district through March 31, 2005

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<tr>
<th>District</th>
<th>Parents</th>
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<td>Litzsinger</td>
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<tr>
<td>Bridges/JDC/Hawth.</td>
<td>1</td>
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<tr>
<td>North Tech</td>
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<tr>
<td>Misc. CO staff</td>
<td></td>
<td>112</td>
</tr>
</tbody>
</table>

*Judy Presberg, Joann Noll, Nancy Verderber*

*Family Services & Diversity*
Parent Advisory Council
Grant Application
FY04

Guidelines

Description:

The Division of Special Education is offering this one-time grant opportunity to LEAs to support initial development of Parent Advisory Councils (PAC).

Funds available:

Sliver grant funding is available for 20 new districts to start a Parent Advisory Council this school year 2003-2004. Three levels of funding are available based upon the district’s December 1, 2002 Child Count for children with disabilities as reported to DESE:

<table>
<thead>
<tr>
<th>December 1 2002, Child Count</th>
<th>Maximum Funding Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 500</td>
<td>$ 2500</td>
</tr>
<tr>
<td>501 - 999</td>
<td>$ 5000</td>
</tr>
<tr>
<td>1000 or more</td>
<td>$ 10000</td>
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</table>

Who should apply?

Districts without an established PAC should apply.

In order to provide start-up funding to develop a PAC, districts will be funded in the order they are approved until 20 districts have been selected. Districts that expended PAC funds during previous years may not apply.

Timelines:

The application deadline is September 26, 2003.
Additional information:

Large districts may consider establishing several councils, by building level or for specific age ranges, i.e., secondary, early childhood/primary. Funds may be expended for any costs associated with council meetings (and activities), including childcare and refreshments or to support any activities related to PAC activities (see below). PAC funds are not to be used for out of state travel.

Application:

All email applications are to be sent to Teresa Tometich at this address: ttometic@mail.dese.state.mo.us. (Email applications sent to any other address will not be accepted) In the message subject line indicate “PAC and the county/district code number.”

Application format: (No form needed)

The body of the application must contain the following itemized information: (Please number each element)
1. District name
2. County-district code
3. District Contact person’s name, phone, and email
4. Description of the projected purpose of the PAC, suggested planning process, intended membership, proposed activities, and anticipated evaluation process.
5. Amount of funds projected to be expended in each of the following broad categories:
   • personnel (whether employed or contracted),
   • supplies,
   • travel, and
   • other (explain other costs).

Districts will be notified via email of their approval for funds in October.

Purpose of a Parent Advisory Council:

The purpose of the PAC is to improve special education services through collaboration between district personnel and parents.
**PAC membership:**

Should include administrators, staff and parents of students with disabilities and without disabilities.

**Activities:**

Establish a Parent Advisory Council that will focus on these activities:

A. Provide advice to the local districts on special education services,
B. Coordinate district-wide school, family, and community partnerships in support of special education,
C. Determine areas of focus, develop long-range plans of action and identify potential funding sources,
D. Assist in developing parent-teacher support groups,
E. Devise ways to use mediation effectively,
F. Track participation of parents of special education students in all district parent councils, committees, etc., and
G. Provide training for parents and teachers on special education and the IEP process, communication and decision-making skills, and related disability issues.

**End of the year requirements:**

Districts awarded a PAC grant will be required to file an electronic final expenditure report by May 14, 2004. FERs filed after this date will be rejected for pay. Each PAC grant recipient must fully complete the PAC evaluation and submit it by May 14, 2004.

PAC recipients will be e-mailed mid-year a format for the final expenditure report (FER) and an evaluation. No receipts or backup documentation are needed in our office. Instead each district should keep that information in their files for their auditors.

All activities related to this grant should be completed by May 14, 2004. (Invoices do not have to be paid by this date--just activities completed). Payments will be made during June of 2004.

For additional information contact Teresa Tometich at 573-751-0285 or email: ttometic@mail.dese.state.mo.us

Teresa Tometich, Supervisor, Division of Special Education, Effective Practices section
Parent Advisory Council (PAC)

Questions
1. What is a Parent Advisory Council (PAC)?
2. What is the purpose?
3. What about membership?
4. Is a district required to have a PAC?
5. What are the advantages to having a PAC?
6. How can we create a successful Special Education Parent Advisory Council?
7. What are the duties of PAC members?
8. What are some activities the PAC should consider?
9. What are some ideas on how to get started?
10. What resources are available?
11. Why should a district establish a PAC?
Questions And Answers

1. Q: What is a Parent Advisory Council (PAC)?

   A: A PAC is a standing committee or council of individuals interested in improving special education services in their district.

2. Q: What is the purpose?

   A: The purpose of the PAC is to improve special education services through collaboration between district personnel and parents.

3. Q: What about membership?

   A: The number of members, roles, positions, titles, etc. is determined at the local level. The PAC should include administrators, staff and parents of students with disabilities and without disabilities.

   The focus must be on family involvement in special education so it might be best to have a majority or more of parents of special education students as members, but no predetermined numbers have been established. The selection process may be crucial to PAC success.

4. Q: Is a district required to have a PAC?

   A: Although there are no state or federal requirements for districts to form a PAC, DESE/DSE encourages the formation of PACs for improved services to students with disabilities.

5. Q: What are the advantages to having a PAC?
A: An active and effective special education parent advisory council (PAC) can be a true asset to a school district, by providing parent involvement and input on special education issues. The district may be able to recruit members who very much wish to offer help and advice. Also, such an advisory council can be formed around programs for which the school district needs specific and technical expertise in order to meet the needs of children with disabilities. And finally, a special education advisory council can extend district connections and support into a broader segment of the community.

6. Q: How can we create a successful Special Education Parent Advisory Council?

A: Before creating an advisory council, consider the following issues:

1. What is the purpose of the council? What do the parents want it to accomplish?
2. What will the council expect the individual members to do in order to achieve its purpose?
3. To whom will this council report?
4. Who will have the authority to select its members?
5. Who will provide the staff support to orient, educate, and work with the members of the council?
6. How much time will this take?
7. Whose responsibility is it?
8. How will the council recruit members?
9. How large should the council be in order to carry out its purpose? Will it need subcommittees?
10. What is the nature of the relationship between the school district, the board of education, and the parent advisory council?
11. What are the financial costs for the council on an annual basis (e.g., travel, meals, materials, staff support)?
12. To what extent are the school district administrators and the local school board in favor of the council?
13. Will the council members need liability insurance?

Determining clarity in purpose, role, and scope is key to a successful PAC.

It is also important to communicate the mission of the school district and its commitment to the PAC. Leadership, support, and expectations of all will help to form a cohesive group.

7. Q: What are the duties of PAC members?

A: After answering some of the questions posed above, the local PAC will need to establish clear assignments and duties. One excellent method for determining district strengths and concerns is to do a survey or needs assessment of the district. One example of a district "Needs Assessment" is posted at:

http://www.parentsinc.org/spedpac/assessment.html

The results of a needs assessment will help to determine appropriate activities. Districts may need to include orientation and/or continuing education programs for members and other parents/staff.

8. Q: What are some activities the PAC should consider?

A:

* Provide advice to the local district on special education services; coordinate district-wide school, family, and community partnerships in support of special education.
* Determine areas of focus, develop long-range plans of action and identify potential funding sources.
* Assist in developing parent-teacher support groups.
* Devise ways to use mediation effectively.
* Track participation of parents of special education students in all district parent councils, committees, etc.
* Provide training for parents and teachers on special education and the IEP process, communication and decision-making skills, and related disability issues.

9. **Q: What are some ideas on how to get started?**

   **A:** 1. Identify the existing parent groups within the districts, such as PTAs, PTOs, parent support groups, etc.
   2. Use an existing group as a jumping off point.
   3. Include your meeting announcement flyers in the grade card mailings.
   4. Invite parents whose children have 504 plans also.
   5. Does your district have a Web Page? If so, the PAC may want to post meeting announcements, minutes, upcoming training and events on the district web page.

10. **Q: What resources are available?**

    **A:** CISE
    The Center for Innovations in Special Education (CISE) has a free resource library of materials that may be of interest to Parent Advisory Councils. Materials include books, videotapes, training curriculum, manuals and address parent issues, disability awareness, instructional strategies, leadership, and much more. Materials can be borrowed for up to four weeks. The borrower is responsible for the return postage. Visit the CISE on-line catalog to search and order resources:

    [http://mocise.coe.missouri.edu](http://mocise.coe.missouri.edu)
or call 1-800-976-2473 to have CISE staff help you select resources to meet your needs.

**MPACT**

Missouri Parents Act (MPACT) is a statewide parent training and information center serving all disabilities. MPACT offers information on-line, through the toll free phone line, 1-800-743-7634, as well as training sessions throughout the state for parents and agencies.

http://www.ptimpact.com/

**11. Q: Why should a district establish a PAC?**

**A:** Overall, increased parent involvement leads to quicker, more successful programs for the child, less stress for both parents and staff, and reduction in costs that might be spent through excessive trial and error. A special education advisory council can become the focal point for building widespread parent involvement. What is it that these PACs do to make them shine? Usually they view themselves as an advisory council and information resource. They collect information for parents, create resource libraries, and serve as a community liaison for disability awareness and inclusion. PACs advise, teach, and support their communities.

Successful PACs become a valuable resource to their community and school districts. Whether it is conducting a needs assessment to share with the school committee or by supporting parents and keeping them informed, the PAC can make a difference.

------------------------------------------------------------------------

Revised: December 15, 2003
1. I am an
   - [ ] SSD director
   - [ ] SSD I-PAC parent representative

2. The school district that my child attends (parent) /the school district my assigned responsibility (director)
   - [ ] Affton
   - [ ] Brentwood
   - [ ] Ferguson-Florissant
   - [ ] Hazelwood
   - [ ] Kirkwood
   - [ ] Lindbergh
   - [ ] Mehville
   - [ ] Parkway
   - [ ] Ritenour
   - [ ] Rockwood
   - [ ] Valley Park
   - [ ] Wellston
   - [ ] Technical Education School

3. Does your district have a special education Parent Advisory Council (PAC)?
   - [ ] Yes
   - [ ] No
   - [ ] Do not know/No information

4. How many times this school year (total including anticipated meetings) has/will your district PAC met/meet? If you do not know, please leave it blank. If there is no meeting, please write "0" in the box.

5. What is the "average" district PAC meeting parent attendance (count parents, not staff, please)?
   - [ ] 1-5
   - [ ] 6-10
   - [ ] 11-15
   - [ ] 16-20
   - [ ] more than 20

6. Does each building in your district have a PAC representative?
   - [ ] Yes
   - [ ] No
   - [ ] Do not know/No information

7. Are there building level PACs in your district?
   - [ ] Yes
   - [ ] No
   - [ ] Do not know/No information

8. Did your district PAC have any source for funding this school year?
   - [ ] Yes
   - [ ] No
   - [ ] Do not know/No information

9. If yes to #8, where did the funds come from and for what amount? If you do not know, please leave it blank.

10. SSD administrative involvement in your district's PAC (Check all that apply)
    - [ ] SSD administrator organizes/coordinates district PAC
    - [ ] SSD administrator plans district PAC meeting
    - [ ] SSD administrator facilitates/runs PAC meeting
    - [ ] SSD administrator attends PAC meeting only
    - [ ] Other (Please specify________________________)
11. Partner district administrative involvement in your district's PAC (Check all that apply)
   - Partner district administrator organizes/coordinates district PAC
   - Partner district administrator plans district PAC meeting
   - Partner district administrator facilitates/runs PAC meeting
   - Partner district administrator attends PAC meeting only
   - Other (Please specify________________________)

12. The I-PAC parent involvement in your district's PAC (Check all that apply)
   - I-PAC parent organizes/coordinates district PAC
   - I-PAC parent plans district PAC meeting
   - I-PAC parent facilitates/runs PAC meeting
   - I-PAC parent attends PAC meeting only
   - District PAC organized by parent other than I-PAC parent
   - Other (Please specify________________________)

13. The goal of your district's PAC activities (Check all that apply)
   - dissemination of information to parents
   - advocacy for students
   - promote communication/collaboration with parents and school personnel
   - provide resources and supports to parents and school personnel
   - provide parent education according to parent's needs
   - awareness of district programs
   - other (please specify________________________)

14. What topics have been discussed at PAC meetings? (Check all that apply)
   - IEP
   - transportation
   - general education staff understanding of disabilities
   - friendship & social skills for students
   - transition
   - district & community support
   - other (please specify________________________)

15. Any additional information you feel would be important for us to have.

16. Do you have any thoughts on or suggested strategies for Rolling Plan Goal III--Objective 3: In collaboration with the SSD Parent Advisory Committee, SSD will continue to assist in the development and strengthening of district level Parent Advisory Councils?
1. The school district that your child attends is
   - Affton
   - Brentwood
   - Ferguson-Florissant
   - Hazelwood
   - Kirkwood
   - Lindbergh
   - Mehlville
   - Parkway
   - Ritenour
   - Rockwood
   - Valley Park
   - Wellston
   - Technical Education School

2. Are you aware that SSD has a Parent Advisory Council (PAC)?
   - Yes
   - No

3. Does your school district have a special education PAC?
   - Yes
   - No
   - Do not know

4. If yes to questions #2 or #3, how are you informed about PAC? (Check all that apply)
   - Flyer
   - Newsletter
   - Phone call
   - Teacher
   - Other parent
   - Email
   - Other (Please specify__________)

5. Do you go to PAC meetings?
   - Yes
   - No

6. If no, what are the barriers that keep you from attending PAC meetings? (Check all that apply)
   - Need for childcare
   - Need for transportation
   - Location of the meeting
   - Inconvenient time/day
   - Lack of time
   - Poor communication about the meetings
   - Not interested
   - Other (Please specify__________)

7. What is the best way to get information to you? (Check all that apply)
   - Call me
   - Invite me to a meeting
   - Meet me in my community
   - Come to my home
   - Send information home with my child
   - Mail information to me
   - Email information to me
   - Other (Please specify__________
8. What topics have been discussed or would you like to have discussed at district PAC meetings? (Check all that apply)
   - dissemination of information to parents
   - advocacy for students
   - promote communication collaboration with parents and school personnel
   - provide resources and supports to parents and school personnel
   - provide parent education according to parent's needs
   - other (please specify___________________)
   - awareness of district programs

9. Please add any additional information you feel would be important for us to have.

10. Do you have any thoughts on or suggested strategies for Rolling Plan Goal III--Objective 3: In collaboration with the SSD Parent Advisory Committee, SSD will continue to assist in the development and strengthening of district level Parent Advisory Councils?
PUBLIC FORUM
Program Evaluation for Family Services

Please use the yellow “sticky” notes to answer the following questions and then place the notes on the numbered sheets up on the chart paper.

Sheet #1
How are you involved in the education of your child?

How would you like to be involved in your child’s education?

Sheet #2
What are barriers to your involvement as a parent?

What recommendations do you have to address the barriers?

Sheet #3
How do you receive information about SSD programs for parents?

How would you like to receive information about programs for parents?

Sheet #4
In what ways have the services of the parent program assisted you in understanding the needs of your child and your involvement in your child’s education?

What recommendations do you have for the parent program?

Sheet #5
What opportunities exist for parents to serve on committees, discuss concerns with the district and study specific problems?

In what ways can SSD engage parents in collaborative activities?
National Standards for Parent/Family Involvement Self Assessment

Standard I: Communicating
Communication between home and school is regular, two-way, and meaningful.

1. Use a variety of communication tools on a regular basis, seeking to facilitate two-way interaction through each type of medium.
2. Establish opportunities for parents and educators to share “partnering” information such as student strengths and learning preferences.
3. Provide clear information regarding course expectations and offerings, student placement, school activities, student services, and optional programs.
4. Mail report cards and regular progress reports to parents. Provide support services and follow-up conferences as needed.
5. Disseminate information on school reforms, policies, discipline procedures, assessment tools, and school goals, and include parents in any related decision-making process.
6. Conduct conferences with parents at least twice a year, with follow-up as needed. These should accommodate the varied schedules of parents, language barriers, and the need for childcare.
7. Encourage immediate contact between parents and teachers when concerns arise.
8. Distribute student work for parental comment and review on a regular basis.
9. Translate communications to assist non-English speaking parents.
10. Communicate with parents regarding positive student behavior and achievement, not just regarding misbehavior or failure.
11. Provide opportunities for parents to communicate with principals and other administrative staff.
12. Promote informal activities at which parents, staff, and community members can interact.
13. Provide staff development regarding effective communication techniques and the importance of regular two-way communication between the school and the family.

Standard II: Parenting
Parenting skills are promoted and supported

1. Communicate the importance of positive relationships between parents and their children.
2. Link parents to programs and resources within the community that provide support services to families.
3. Reach out to all families, not just those who attend parent meetings.
4. Establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practice within the community’s cultural and religious diversity.
5. Provide an accessible parent/family information and resource center to support parents and families with training, resources, and other services.
6. Encourage staff members to demonstrate respect for families and the family’s primary role in the rearing of children to become responsible adults.

Standard III: Student Learning
Parents play an integral role in assisting student learning.

1. Seek and encourage parent participation in decision-making that affects students.
2. Inform parents of the expectations for students in each subject at each grade level.
3. Provide information regarding how parents can foster learning at home, give appropriate assistance, monitor homework, and give feedback to teachers.
### National Standards for Parent/Family Involvement Self Assessment

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<td>4.</td>
<td>Regularly assign interactive homework that requires students to discuss and interact with parents about what they are learning in class.</td>
</tr>
<tr>
<td>5.</td>
<td>Sponsor workshops or distribute information to assist parents in understanding how students can improve skills, get help when needed, meet class expectations, and perform well on assessments.</td>
</tr>
<tr>
<td>6.</td>
<td>Involve parents in setting student goals each year and in planning for post-secondary education and careers. Encourage the development of a personalized education plan for each, where parents are full partners.</td>
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<tr>
<td>7.</td>
<td>Provide opportunities for staff members to learn and share successful approaches to engaging parents in their child’s education.</td>
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### Standard IV: Volunteering

Parents are welcome in the school, and their support and assistance are sought.

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<td>1.</td>
<td>Ensure that office staff greetings, signage near the entrances and any other interaction with parents create a climate in which parents feel valued and welcome.</td>
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<tr>
<td>2.</td>
<td>Survey parents regarding their interests, talents and availability, then coordinate the parent resources with those that exist within the school and among the faculty.</td>
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<td>3.</td>
<td>Ensure that parents who are unable to volunteer in the school building are given the options for helping in other ways, at home or place of employment.</td>
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<td>4.</td>
<td>Organize an easily accessible program for utilizing parent volunteers, providing ample training on volunteer procedures and school protocol.</td>
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<td>5.</td>
<td>Develop a system for contacting all parents to assist as the year progresses.</td>
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<td>6.</td>
<td>Design opportunities for those with limited time and resources to participate by addressing childcare, transportation, work schedule needs, and so forth.</td>
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<td>7.</td>
<td>Show appreciation for parents’ participation and value their diverse contributions.</td>
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<td>8.</td>
<td>Educate and assist staff members in creating an inviting climate and effectively utilizing volunteer resources.</td>
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<tr>
<td>9.</td>
<td>Ensure that volunteer activities are meaningful and built on volunteer interests and abilities.</td>
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### Standard V: School Decision Making and Advocacy

Parents are full partners in the decisions that affect children and families.

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<td>1.</td>
<td>Provide understandable, accessible, and well-publicized processes for influencing decisions, raising issues or concerns, appealing decisions, and resolving problems.</td>
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<td>2.</td>
<td>Encourage the formation of PTAs or other parent groups to identify and respond to issues of interest to parents.</td>
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<td>3.</td>
<td>Include parents on all decision-making and advisory committees and ensure adequate training for such areas as policy, curriculum, budget, school reform initiatives, safety, and personnel. Where a site governance body exists, give equal representation to parents.</td>
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<td>4.</td>
<td>Provide parents with current information regarding school policies, practices, and both student and school performance data.</td>
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<tr>
<td>5.</td>
<td>Enable parents to participate as partners when setting school goals, developing or evaluating programs and policies or responding to performance data.</td>
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<td>6.</td>
<td>Encourage and facilitate active parent participation in decisions that affect students, such as student placement, course selection and individual personalized education plans.</td>
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<td>7.</td>
<td>Treat parent concerns with respect and demonstrate genuine interest in developing solutions.</td>
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<td>8.</td>
<td>Promote parent participation on school district, state, and national committees and issues.</td>
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9. Provide training for staff and parents on collaborative partnering and shared decision making.

**Standard VI: Collaborating with Community**

*Community resources are used to strengthen schools, families, student learning.*

| 1. | Distribute information regarding cultural, recreational, academic, health, social, and other resources that serve families within the community. |
| 2. | Develop partnerships with local business and service groups to advance student learning and assist schools and families. |
| 3. | Encourage employers to adopt policies and practices that promote and support adult participation in children’s education. |
| 4. | Foster student participation in community service. |
| 5. | Involve community members in school volunteer programs. |
| 6. | Disseminate information to school community, including those without school age children, on school programs and performance. |
| 7. | Collaborate with community agencies to provide family support services and adult learning opportunities, enabling parents to more fully participate in activities that support education. |
| 8. | Inform staff members of the resources available in the community and strategies for utilizing those resources. |
Policy:  IGBC
Page 1 of 3

Parent/Family Involvement in Instructional and Other Programs

The Board believes that the education of each student is a responsibility shared by the school as well as the family. The Board recognizes the need for a constructive partnership between districts and families that will provide for two-way communication and foster educational support for students and families. The District provides for parent/family involvement for all of its students via the Parent Advisory Council (PAC) as required by Missouri statute.

In addition, the Board recognizes the special importance of parental involvement to the success of its Title I, Migrant (MEP), and Limited English Proficiency (LEP) programs. Pursuant to federal law, the district and parents will jointly develop and agree upon a written parental involvement policy that will be distributed to parents participating in any of these programs. In keeping with these beliefs, it is the intention of the District to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning. The district will:

1. Provide activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels. This will include promoting cooperation between the District and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.

2. Implement strategies to involve parents in the educational process, including:
   - Keeping families informed of opportunities for involvement and encouraging participation in various programs.
   - Providing access to educational resources for parents/families to use together with their children.
   - Keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs.

3. Enable families to participate in the education of their children through a variety of roles. For example, family members should be given opportunities to:
   - Provide input into district policies.
   - Volunteer time within the classrooms and school programs.

4. Provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.

5. Perform regular evaluations of parent involvement at each school and at the district

Special School District of St. Louis County, Missouri
6. Provide access, upon request, to any instructional material used as part of the educational curriculum.

7. If practicable, provide information in a language understandable to parents.

**Title I Parent Involvement**

**District Policy**

Pursuant to federal law, the district and parents of children participating in the Title I program will jointly develop and agree upon a written parent involvement policy. This policy will describe how the agency will accomplish the following:

- Involve parents in the joint development of the Title I program plan and in the process of reviewing the implementation of the plan and suggesting improvements.
- Provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
- Build the schools' and parents' capacity for strong parental involvement.
- Coordinate and integrate Title I parental involvement strategies with those of other educational programs.
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized by law, particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
- Involve parents in the activities of the schools served.

**School Policy**

Each school receiving Title I funds will jointly develop with and distribute to parents of children participating in the Title I program a written parental involvement policy agreed upon by such parents in accordance with the requirements of federal law:

- The policy must be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Special School District of St. Louis County, Missouri
• The policy shall contain a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children.

• Each school participating in the Title I program will convene a meeting annually to inform parents about Title I and to involve parents in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parental involvement policy.

Migrant Education Program Parent Involvement

Parents of students in the MEP will be involved in and regularly consulted about the development, implementation, operation and evaluation of the Migrant Program. Parents of MEP students will receive instruction regarding their role in improving the academic achievement of their children.

Limited English Proficiency Parent Involvement

Pursuant to federal law, parents of LEP students will be provided notification regarding their child’s placement in and information about the district’s LEP program. Parents will be notified of their rights regarding program content and participation.

Adopted:        April 9, 1996
                April 24, 2001
                May 27, 2003

Cross Refs.:   CGC – State and Federal Programs Administration
                IA – Instructional Goals/Priority Objectives
                IGBCA – Programs for Homeless Students
                IGBCB – Programs for Migrant Students
                IGBH – Programs for Limited English Proficient/Language Minority
                        Students
                IK – Academic Achievement
                JHC – Student Health Services and Requirements
                JHDA – Surveying, Analyzing or Evaluating Students
                KI – Public Solicitations/Advertising in District Facilities
                KL – Public Complaints

Legal Refs.:  §610.010-.028 – RSMo.
Public Information Program

The Board recognizes the importance of developing a comprehensive community relations and public information program to inform the public; to provide the public with accurate, up-to-date information on educational issues important to the District; and to provide avenues whereby the Board may obtain the advice and opinion of its patrons in determining Board policies, rules and regulations. The program will include provisions for:

- Conducting studies, surveys, questionnaires or polls to determine the educational needs, desires and perceptions of the community.
- Completing research within the District to reveal specific conditions and needs.
- Building positive and effective working relationships with the news media.
- Publicizing school visitations, open house schedules, student performances and athletic contests.
- Recognizing outstanding service and achievements.

Adopted: June 23, 1971
May 12, 1998
June 13, 2000
September 24, 2002

Cross Refs: IGDJ – Interscholastic Athletics
KBB – Public Relations
KC – Community Involvement in Decision Making
KK – Visitors to the Schools
Community Involvement in Decision Making

The Board values citizen contributions and carefully weighs the advice it receives from individuals and community groups as it arrives at decisions and fulfills its responsibilities.

The Board believes that effective citizen participation occurs at both the District and building levels. Consequently, the Board expects individual schools and SSD programs within its partner school districts to work closely with their local school communities and to serve as the basic units around which community participation is encouraged.

The Board will encourage patrons of the District to express ideas, concerns and opinions about the school programs in the following ways:

- Accepting written suggestions or proposals for consideration by the Board.
- Listening to presentations at hearings.
- Asking for responses to surveys, questionnaires, interviews and information requests.
- Providing time for public comments at Board meetings.
- Promoting service by staff and patrons on advisory committees.
- Seeking input into District proposals and applications for federal and state funds.
- Supporting the Parent Advisory Committee.

Adopted: May 12, 1998
March 13, 2001
September 24, 2002

Cross Refs: BCE – Board Committees
BDDH – Public Participation at Board Meetings
BF – School Board Policy Process

Legal Refs: Education Consolidation and Improvement Act (ECIA) as part of PL 97-35, Omnibus Budget Reconciliation Act of 1981
Public Complaints

Recognizing that parents and citizens may have concerns about the operation of the District, the Board encourages communication with appropriate staff members and officers of the District, such as teachers, principals, the superintendent or the Board.

The following procedures are to be followed by persons with questions or complaints regarding the operation of the District:

1. Complaints on behalf of individual students should first be addressed to the teacher.

2. Unsettled matters from (1) above, or problems and questions concerning individual cases, employees or operational matters, should be directed to the SSD building principal or to the appropriate SSD area coordinator.

3. Unsettled matters from (2) above, or problems and questions concerning the District, should be directed first to the responsible SSD director at the District central office and next to the responsible SSD assistant superintendent.

4. Unsettled matters from (3) above should be directed to the superintendent.

5. If the matter cannot be settled satisfactorily by the superintendent, it should be referred to the Board. Questions and documents submitted to the Secretary of the Board by letter will be brought to the attention of the entire Board at a regular meeting. If necessary, a Board hearing will be scheduled to resolve the complaint. The decision of the Board will be final, except in the case of complaints concerning the administration of federal programs. In that case, the complainant may appeal the Board’s decision to the appropriate section of the Missouri Department of Elementary and Secondary Education and from there to the United States Department of Education.

The Board expects the professional and support staff to resolve questions of parents and the public as much as practically feasible.

Adopted:  
June 23, 1971
April 9, 1996
March 13, 2001
September 24, 2002

Special School District of St. Louis County, Missouri
Cross Refs.: BDDH – Public Participation at Board Meetings
IGBCB – Programs for Disadvantaged Students
IGBCA – Programs for Homeless Students
Public Complaints About the Curriculum and Instructional or Media Center Materials

The Board has the ultimate responsibility for establishing the curriculum and for purchasing instructional or media center materials to be used in the District. While the Board recognizes the right of students to have free access to many different types of books and instructional materials, the Board also recognizes the right of teachers and administrators to select books and other materials in accord with current trends in education and the established curriculum.

It is therefore the policy of the Board that books and other instructional materials will be chosen for values of educational interest and the enlightenment of all students in the community. Instructional materials will not be excluded on the basis of the writer’s racial, nationalistic, political or religious views. Every effort will be made to provide materials that present all points of view concerning international, national and local issues. Multicultural, disability-awareness and gender-fairness concepts will be among the criteria used for selecting materials. Books, or other instructional or media center materials of sound factual authority, will not be prescribed, nor removed from library shelves or classrooms, on the basis of partisan or doctrinal approval or disapproval. The District will strive to provide stimulating, effective materials that will be appropriate to the community’s values and the students’ abilities and maturity levels.

Despite the care taken to select materials deemed to be educationally useful, occasional objections to instructional materials may occur. If objections occur, academic freedom and First Amendment rights will be defended, rather than the materials. If a challenge is made, it will be processed following Board Policy KL or specific procedures established by the superintendent.

Adopted: July 11, 2000
September 24, 2002

Cross Refs.: IIA – Instructional Materials
IIAC – Instructional Media Centers/School Libraries
KL – Public Complaints

Relations with Parent/Guardian Organizations

The Board endorses the creation of parent/guardian organizations and parent/guardian/teacher organizations as an appropriate means of achieving and maintaining involvement of parents and guardians of students in the affairs of the schools. The Board expects all professional and support staff members, but most particularly administrators, to work closely and in harmony with the officers and directors of parent/guardian organizations in pursuit of the following goals:

1. Involve parents/guardians and school personnel in a cooperative and sustained system of activities that will continually enhance the educational opportunities of the children, both in school and at home.

2. Improve school-home relationships by enabling parents/guardians and school personnel to:
   a. Define their relationship to each other.
   b. Define their roles as they pertain to the children served by the schools.
   c. Identify needs and resources of families and schools, as well as those in the community.

3. Provide teachers and administrators with opinions and viewpoints that will lead to a better analysis of the needs of students and to appropriate program planning.

4. Develop the skills needed by school personnel to function effectively in a working relationship with parents/guardians and other community members.

Members of the professional staff are encouraged to join the parent/guardian-teacher organization of their particular school and to participate in its activities.

The Board encourages parent/guardian organizations to concentrate their efforts on supporting school educational activities and to confine fund-raising to clearly defined educational purposes.

The Board promotes and supports the Parent Advisory Committee established by Senate Bill 687.

Adopted: June 23, 1971
         May 12, 1998
         June 13, 2000
         September 24, 2002
Parents Serving on
2004-'05 Standard and In-depth Program Evaluations
(as reported by chairs)

Assistive Technology (1)
Audiology (2)
Autism (5)
Early childhood Special Education (2)
Emotional Disturbance (4)
Hearing Impaired Deaf (1)
Family Services (4)
Federal Programs (4)
Food Services (2)
Guidance & Counseling (2)
Homebound (1)
Homeless (1)
Instructional Design (1)
Learning Disabilities (1)
Limited English Proficiency (1)
Migratory (1)
Music therapy (1)
Multicultural (1)
Multiple Disabilities (5)
Orthopedic Impairment (1)
Other Health Impairment (1)
Safety Intervention Plan (2)
SNAP (1)
Social Work (3)
Special Education Schools (6)
Staff Development (1)
Technical Services (1)
Transition (1)
Visual Impairment (4)

Total — 61
SECOND REGULAR SESSION

[TRULY AGREED TO AND FINALLY PASSED]

CONFERENCE COMMITTEE SUBSTITUTE NO. 4 FOR

HOUSE COMMITTEE SUBSTITUTE FOR

SENATE SUBSTITUTE FOR

SENATE BILL NO. 687

88TH GENERAL ASSEMBLY

1996

S2725.21T

AN ACT

To repeal sections 162.855, 162.860, 162.865, 162.870 and 162.910, RSMo 1994, relating to special school districts, and to enact in lieu thereof eleven new sections relating to the same subject, with an emergency clause.

Be it enacted by the General Assembly of the State of Missouri, as follows:

Section A. Sections 162.855, 162.860, 162.865, 162.870 and 162.910, RSMo 1994, are repealed and eleven new sections enacted in lieu thereof, to be known as sections 162.212, 162.855, 162.856, 162.857, 162.858, 162.860, 162.865, 162.867, 162.870 and 162.910, to read as follows:

162.212. The six-director school district shall hereafter be known as the seven-director school district.

162.855. 1. The board of education of a special school district with a population of not more than one hundred thousand persons shall consist of [six] seven members to be elected as provided in sections 162.670 to 162.995. In addition to the duties required of boards of education of special school districts
with a population of not more than one hundred thousand persons pursuant to sections 162.670 to 162.995, the board shall perform the same duties and is subject to the same liabilities as the board of a [six-director] seven-director school district, other than an urban district, acting under the general school laws of the state of Missouri.

2. The board of education of a special school district with a population of not more than one hundred thousand persons shall have the power, in addition to powers granted elsewhere in sections 162.670 to 162.995 and in addition to powers granted to the boards of education of [six-director] seven-director school districts, other than urban districts, under the general school laws of this state, to:

(1) Establish and operate programs for the education of handicapped and severely handicapped children residing in the district subject to rules and regulations of the state board of education and the state department of elementary and secondary education promulgated pursuant to sections 162.670 to 162.995;

(2) Establish and operate programs for the vocational education of residents of the district;

(3) Employ teachers and other personnel necessary to provide these programs; and

(4) Do such other things as are necessary and incidental to any of the foregoing powers whether set forth in sections 162.670 to 162.995 or in the laws applicable to [six-director] seven-director school districts, except urban districts.

162.856. 1. In each special school district with a population in excess of one hundred thousand persons, there is hereby established a "Governing Council" which shall consist of one member of the board of education of each school district, all or a portion of which is contained in the special school district. The first governing council shall be formed on or before May 31, 1996 or the effective date of this section, whichever is later. Each member of the governing council shall be elected by the board of education of the school district on which the member serves. The board of education of a school district within the special school district may elect a new member to the governing council to fill a vacancy from that district and may replace the existing district member on the governing council at any time, upon providing written notice of the change to the secretary of the governing council.

2. The governing council of a special school district shall have the following powers and duties:

(1) To establish such rules and procedures as may be necessary to carry out its powers and duties as provided in this section;

(2) To elect a chairman, a secretary and such other officers as it deems necessary;

(3) To review and give final approval of the annual budget of the special school district subject to
the following provisions:

(a) For the 1996-97, 1997-98 and 1998-99 school years, the board of education of a special school district shall submit its proposed budget to the governing council no later than April first prior to the beginning of the school year, except that, for the 1996-97 school year only, the board of education shall submit its proposed budget to the governing council no later than thirty days after the effective date of this section. The governing council shall then either accept this budget proposal or make any amendments it deems appropriate and adopt the annual budget as amended no later than sixty days after receipt of the proposed budget;

(b) For the 1999-2000 school year and each school year thereafter:

a. The board of education of a special school district shall develop, in cooperation with the governing council, its annual budget which shall, following adoption by the board, be submitted to the governing council no later than April first prior to the beginning of the school year for final approval;

b. The governing council shall accept or reject the proposed budget by May first prior to the beginning of the school year. If rejected, the proposed budget shall be returned to the board of education no later than May first with a statement setting forth the reasons for the rejection;

c. The governing council and the board of education shall resolve any differences regarding approval of the budget by June thirtieth prior to the beginning of the school year;

(4) To annually review, conduct public hearings on and approve a rolling five-year plan for the operation and management of the district which shall be annually developed by the board of education of the special school district. The plan shall contain, but not be limited to, the following:

(a) The delivery of services;

(b) The structure, governance, administration and financial management of the district;

(c) Cooperation with component school districts; and

(d) Responsiveness to the needs and concerns of the citizens of the special school district.

The plan shall be first approved by the governing council on or before December 31, 1996, and shall be reviewed and approved annually on or before December thirty-first of each following year;

(5) To consult with the parental advisory committee established in section 162.858;
(6) To hold at least four meetings per school year and such other meetings, called by the chairman of the council, a majority of the council members or the board of education of the special school district, as may be necessary to transact business and fulfill the duties established under this section. All meetings of the governing council shall be open to the public, pursuant to chapter 610, RSMo. Minutes shall be kept of all proceedings and shall be a public record;

(7) To compel the attendance of the superintendent, members of the board of education, or any employee of the special school district and the production of papers, records, testimony, and other materials relating to the special school district, and to administer oaths to witnesses and take testimony under oath;

(8) To conduct a study to determine whether a plan should be developed whereby the local school districts assume greater responsibility and authority in the education of children with disabilities.

3. Unless a greater majority is otherwise required, all actions of the governing council shall require a majority of the authorized members who represent at least fifty percent of the population of the district. Population figures shall be adjusted based on the latest census data available.

162.857. 1. The board of education of a special school district with a population of more than one hundred thousand persons shall consist of seven members to be elected as provided in section 162.867. In addition to the duties required of boards of education of special school districts pursuant to sections 162.670 to 162.995, the board shall perform the same duties and is subject to the same liabilities as the board of a seven-director school district, other than an urban district, acting under the general school laws of the state of Missouri, except that those powers and duties specifically reserved to the governing council pursuant to section 162.856 shall remain with the governing council and shall not be granted to the board of education.

2. The board of education of a special school district with a population of more than one hundred thousand persons shall have the power to:

(1) Establish and operate programs for the education of handicapped and severely handicapped children residing in the district subject to rules and regulations of the state board of education and the state department of elementary and secondary education promulgated pursuant to sections 162.670 to 162.995;

(2) Develop and adopt the annual budget for submission and final approval of the governing council;

(3) To authorize all tax levies by two-thirds approval of the board of education prior to submission of the tax levy proposal to the voters of the district as provided by law;
(4) Annually develop and submit to the governing council of the district for approval a five-year plan for the operation and management of the district required pursuant to section 162.856. In developing the plan, the board of education shall solicit a broad range of public input;

(5) Until such time set by the court but no later than June 30, 1997, establish and operate programs for the vocational education of residents of the district;

(6) Employ teachers and other personnel necessary to provide these programs;

(7) Ensure that there is no coercion or interference with any parent of a pupil of the special school district on account of the parent having exercised any rights under any law affecting the education of the pupil; and

(8) Do such other things as are necessary and incidental to any of the foregoing powers whether set forth in sections 162.670 to 162.995 or in the laws applicable to seven-director school districts, except urban districts.

162.858. 1. On or before July 1, 1997, and every four years thereafter, a public review committee shall be appointed to conduct a thorough review of a special school district with a population greater than one hundred thousand persons including the structure, governance, administration, financial management, delivery of services, cooperation with component school districts, the district's role as an advocate for handicapped and severely handicapped children, compliance with sections 162.850 to 162.859, RSMo, regarding conflicts and responsiveness to the needs and concerns of the citizens of the special school district. The committee shall investigate, document and determine the validity or invalidity to the extent possible of allegations relating to these matters. Any such allegation shall be addressed in writing and shall be delivered to the governing council and school board for resolution, as required. The committee shall consist of three members appointed by the commissioner of education, three members appointed by the governing council of the district and three members appointed by the parental advisory committee established in section 162.858. All members of the public review committee shall be registered voters of the special school district who have resided within the state for one year next preceding the appointment of the committee and who are at least twenty-four years of age. The committee may hold public hearings and gather information and shall make recommendations based upon factual findings. No later than July first of the year following the year in which the committee is appointed, the committee shall complete its review and submit a report containing its findings and recommendations to the board of education of the special school district, the governing council and the general assembly, and the report shall be made available to the public upon request. The department of elementary and secondary education shall provide staff resources to assist in the review, and the district budget shall provide sufficient resources, including staff and consultants, upon request of the public review committee. The public review committee may propose, if needed, a revised structure of the board of education of the special school district, or a revised structure for the selection of the members of the board of education of the special school district,
or both, and may cause the county election authority to place such proposal before the voters of the special school district for approval and adoption, and any such issue shall become effective thirty days after approval and adoption by the voters of the district or on such other, later date as provided in the issue placed before the voters. Any such issue shall be proposed no later than July first of the year following the year in which the committee is appointed, and the issue shall be submitted to the voters on the first Tuesday after the first Monday in November in the year following the year in which the committee is appointed in the manner provided pursuant to chapter 115, RSMo. The structure of the board of education and the selection of members of the board of education of a special school district with a population of more than one hundred thousand persons shall be as established pursuant to section 162.867, except as may be otherwise approved by the voters of the special school district under this subsection.

2. There is hereby established a parental advisory committee which shall consult with the governing council and the board of education on issues involving pupils or parents of pupils of the district, including procedures for parental rights in resolution conferences and other proceedings regarding disputes between a parent and the local school district, the special school district or both, over the education of a pupil. The governing council shall establish a process for selection of the members of the parental advisory committee which shall provide for members to be independently selected by parents of pupils of the special school district.

162.859. All board members elected pursuant to section 162.867 shall file financial interest statements pursuant to section 105.483, RSMo.

162.860. Candidates for membership on the board of education of a special school district with a population of not more than one hundred thousand persons shall be citizens of the United States and voters of the proposed district who have resided within the state for one year next preceding the election and who are at least twenty-four years of age. All candidates shall file their declarations of candidacy with the secretary of the state board of education.

162.865. [1.] The board members of a special school district with a population of not more than one hundred thousand persons shall be elected at large [unless the district has a population in excess of one hundred thousand]. [In such event, the state board of education, prior to calling the election, shall divide the area of the special school district into six election districts of equal population, taking into account insofar as possible the existing school district boundary lines, and the voters of each election district shall elect one board member who shall be a resident of the election district. If the board members are elected at large under this section.] The [six] seven receiving the largest number of votes shall be elected and the [two] three receiving the highest number of votes cast shall be elected for terms of three years each; the two receiving the next highest number of votes cast shall be elected for terms of two years each; and the two receiving the next highest number of votes cast shall be elected for terms of one year each. [If board members are elected from election districts under this section, the state board of education, prior to the election, shall number the districts by lot, one to six, inclusive. Members elected from districts one and two shall serve for terms of three years; members elected from districts three and four shall serve for terms of two years; and members elected from districts five and six shall serve for
one year.] That part of the year between the date of the election of board members and the municipal election day of the following year is considered a full year in the terms of the members elected. All board members shall serve until their successors are elected and qualified and the state board of education shall issue certificates of election to the board members elected.

[2. In all special districts divided into election districts as provided in subsection 1 of this section, the board of education of the special district may, at any duly called meeting, adopt a resolution calling for the formation of a redistricting committee to consider redistricting the special school district. Upon adoption of any such resolution, the secretary of the board of education shall forward a certified copy thereof to the state board of education with a request that a redistricting committee be appointed in order to redistrict the special school district. The redistricting committee shall consist of three residents within the district, appointed by the board of education of the special district, plus three additional persons resident within the special district, appointed by the state board of education. Thereafter, the redistricting committee shall meet, organize itself with a chairman and secretary, and proceed with the adoption of a redistricting plan. Notwithstanding the above, the board of education shall, within ninety days following the publication of the decennial census figures, adopt a resolution calling for the formation of a redistricting committee; and the redistricting committee shall adopt a redistricting plan. Any plan proposed to be adopted must receive approval of a majority of the whole redistricting committee. Upon adoption, the redistricting committee shall forward a copy of the plan certified by the secretary of the redistricting committee to the state board of education for its approval or disapproval. The state board of education shall approve any redistricting plan which divides the special district into six election districts of equal population, taking into account insofar as possible existing school district boundary lines. Upon approval by the state board of education, the redistricting plan shall become effective and all board members elected thereafter shall be required to be elected from subdistricts in which they are resident. If the plan is not approved, then it shall be returned to the redistricting committee for revision and resubmission. If a redistricting plan has not been adopted within one year after the publication of the decennial census figures, the members of the board of education shall run at large. No member of the redistricting committee shall serve on the board of education for a period of six years following his service on the redistricting committee.]

162.867. 1. Each qualified candidate for the board of education of a special school district with a population of more than one hundred thousand persons shall:

(1) Be a voter of the district who has resided within the state for one year next preceding selection to the board and is resident in the subdistrict in which the candidate files;

(2) Be at least twenty-four years of age;

(3) Neither solicit nor accept monetary or in-kind contributions as defined in section 130.011, RSMo, from any organization which has a financial, equitable or beneficial interest in the special school district, unless:
(a) Such contributions are disclosed in writing to the governing council and available to the public upon request and free of charge;

(b) Such disclosure contains the name, address, phone number of contributor; and

(c) Such contribution is less than two hundred dollars for the election cycle.

2. No member of the board of education of a special school district with a population of more than one hundred thousand persons shall:

(1) Vote on, solicit, transact, offer, or accept any contract between the special school district and any corporation, partnership, association, or other organization in which that member of the board of education has a financial interest, unless otherwise provided herein, excluding interests owned prior to such member's election;

(2) Hold any office or employment of profit from the board of education of the special school district while serving. However, nothing in this section shall be construed to preclude a person from being elected to or serving on the board of education of the special school district on the basis that the person is related to a pupil of the special school district or to a pupil of any school district all or a portion of which is contained within the special school district; or

(3) Vote on, solicit, transact, offer, or accept any contract or procurement in which that board member shall have a direct or indirect beneficial interest, unless:

(a) The material facts as to such member's relationship or interest and as to the contract or transaction are disclosed in writing and are known to the board and governing council, and such governing council and board, in good faith, authorize the contract or transaction by the affirmative vote of the majority of the disinterested members; and

(b) Such member's relationship or interest in such contract or transaction shall not be voted upon by such interested member.

3. Beginning in April, 1997, and every third year thereafter, two members shall be elected. Beginning in April, 1998, and every third year thereafter, two members shall be elected. Beginning in April, 1999, and every third year thereafter, three members shall be elected. An election shall be held to fill each open seat on the board of education, and qualified citizens may file for the open seat in the subdistrict where they reside and the names of all candidates who file shall appear on the election ballot.

4. Board members shall serve three year terms and shall serve until their successors are duly elected and qualified.
5. The board of education shall, upon formation and each decade within ninety days following the publication of the final decennial census figures thereafter, adopt a resolution calling for the formation of a redistricting committee. Upon adoption of such resolution, the secretary of the board of education shall forward a certified copy thereof to the state board of education. The redistricting committee shall consist of three residents within the district, appointed by the board of education of the special school district, plus three additional persons resident within the special school district, appointed by the state board of education. Thereafter, the redistricting committee shall meet, organize itself with a chairman and secretary, and proceed with the adoption of a redistricting plan. Any plan proposed to be adopted must receive approval of a majority of the whole redistricting committee. Upon adoption, the redistricting committee shall forward a copy of the plan certified by the secretary of the redistricting committee to the state board of education for its approval or disapproval. The state board of education shall approve any redistricting plan which divides the special district into seven subdistricts of equal population, taking into account insofar as possible existing school district boundary lines. Upon approval by the state board of education, the redistricting plan shall become effective and all board members selected thereafter shall be selected from subdistricts in which they are resident. If the plan is not approved, then it shall be returned to the redistricting committee for revision and resubmission. If a redistricting plan has not been adopted within one year after the publication of the decennial census figures, the state board of education shall provide the redistricting plan. No member of the redistricting committee shall serve on the board of education for a period of six years following such service on the redistricting committee.

6. The structure of the board of education and the selection of members of the board of education of a special school district with a population of more than one hundred thousand persons shall be as established pursuant to this section, except as may be otherwise approved by the voters of the special school district under section 162.858.

162.870. The results of board elections conducted pursuant to section 162.865 shall be certified and transmitted to the state board of education and to the board of education of each school district comprising the special district, immediately upon tabulation following the closing of the polls. The state board of education, from the results so certified, shall determine the members elected to the board of education and shall issue certificates of election to the persons entitled thereto.

162.910. At the elections conducted pursuant to section 162.865, the voters of a special district with a population of not more than one hundred thousand persons shall elect, by ballot, two board members to succeed those whose terms have expired and the board members so elected shall hold office for terms of three years and until their successors have been elected and qualified and shall assume the duties of their offices at the first regular meeting of the board of education held after their election. [If the board members are elected from election districts under section 162.865, then successors to those board members whose terms expire shall be selected at municipal elections by the voters resident in the election districts in which the board member whose term has expired was resident and the board members so elected shall hold office for terms of three years each and until their successors have been elected and qualified.] Candidates shall file their declarations of candidacy for office of board member
with the secretary of the board of education of the special school district. A majority of the then qualified members of the board of education of the special school district shall certify the candidates receiving the greatest number of votes for terms of three years each and until their successors shall have been elected and qualified, and shall declare and certify the results of the vote cast on any question presented at the election.

Section B. Because of the urgent need to provide for the effective governance of certain special school districts, this act is deemed necessary for the immediate preservation of the public health, welfare, peace and safety, and is hereby declared to be an emergency act within the meaning of the constitution, and this act shall be in full force and effect upon its passage and approval.
SSD PARENT ADVISORY COMMITTEE

Senate Bill 687 provides for the establishment of a parent advisory committee. Section 162.858, paragraph 2, states:

“There is hereby established a parental advisory committee which shall consult with the governing council and the board of education on issues involving pupils or parents of pupils of the district, including procedures for parental rights in resolution conferences and other proceedings regarding disputes between a parent and the local school district, the special school district or both, over the education of a pupil. The governing council shall establish a process for selection of the members of the parental advisory committee which shall provide for members to be independently selected by parents of pupils of the special school district.”

PROCESS FOR SELECTION OF MEMBERS OF THE SSD PARENT ADVISORY COMMITTEE

1. **Membership:** An eligible member must be a parent of a student who receives services under an IEP. There shall be one parent member representing each of the 23 LEA districts, and one parent member representing each of the self-contained buildings of the Special School District. Parents of vocational students are represented through the LEA district. A parent of a vocational student may be an eligible member if the student has an IEP.

2. **Election:** The process for selection of members shall be an election in which all parents of pupils in the Special School District must have the opportunity to cast a ballot. One vote may be cast for each SSD pupil.

3. **Election Procedure:** The Governing Council member in each LEA district shall serve as the election coordinator. The Governing Council member in consultation with existing parent organizations, the LEA staff, and the SSD staff, will determine the election procedure in the LEA district. The election may be held at a general meeting of parents, by a mail ballot, or other process provided that all parents are notified of the election and given the opportunity to vote. Details of the election procedure including the nominating process shall be determined by the Governing Council member in consultation with the other groups.

4. **Election Procedure in Special School District self-contained buildings:** The election procedure in SSD self-contained buildings shall be the same as paragraph 3 with the Governing Council member for the LEA district in which the SSD building is located geographically serving as the election coordinator.
5. **Alternate Members**: Each LEA district and each of the SSD self-contained buildings may elect an alternate member (or members) who will serve in the absence of the parent representative.

6. During the 1996-97 school year the election will be held in the months of April-May, 1997. The parent representative elected will serve the remainder of the 1996-97 school year and the entire 1997-98 school year.

The Governing Council member will report the name of the parent representative to the office of the Superintendent of the Special School District by **June 1**.

Parent representatives will serve until replaced in a subsequent election.

If a pupil becomes ineligible for services under an IEP, the parent representative must resign.

If a parent representative position becomes vacant, the alternate will serve in that capacity until the next election.

7. Beginning with the 1998-99 school year, the election procedure will be determined by the SSD Parent Advisory Committee.

8. The Governing Council will be responsible for calling the first meeting of the SSD Parent Advisory Committee at which meeting the SSD Parent Advisory Committee will elect officers, establish rules, and conduct its own business thereafter.
DUTIES, RESPONSIBILITIES AND POWERS AS SPECIFIED IN SENATE BILL 687

<table>
<thead>
<tr>
<th>GOVERNING COUNCIL</th>
<th>BOARD OF EDUCATION</th>
<th>REVIEW COMMITTEE</th>
</tr>
</thead>
</table>

Unless a greater majority is otherwise required, all actions of the Governing council shall require a majority of the authorized members who represent at least fifty percent of the population of the Special School District. The governing Council will be formed on or before May 31, 1996, or the effective date of this action, whichever is later.

The Board shall perform the same duties and is subject to the same liabilities as the Board of a seven-director school district acting under the general school laws of the State of Missouri, except those powers and duties specifically reserved for the Governing Council.

On or before July 1, 1997, and every four years thereafter, a Public Review Committee will be appointed. The Committee will consist of three members appointed by the Commissioner of Education, three appointed by the Governing Council and three appointed by the Parent Advisory Committee. The Committee will complete its review and submit its report no later than July 1 of the year following its appointment.

<table>
<thead>
<tr>
<th>Duties, Responsibilities and Authorities</th>
<th>Duties, Responsibilities and Authorities</th>
<th>Duties, Responsibilities and Authorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establishes rules and procedures necessary to carry out powers and duties.</td>
<td>• Establishes and operates programs for the education of students with disabilities residing in the district.</td>
<td>• Conducts a through review of SSD which includes the structure, governance, administration, financial management, delivery of services, the district’s role as an advocate for children with disabilities, cooperation with component school districts, and responsiveness to the needs and concerns of SSD citizens.</td>
</tr>
<tr>
<td>• Elects chairperson, secretary and other officers.</td>
<td>• Develops and adopts the annual budget for submission to and approval of the Governing Council. The budget is submitted by April 1 of each year, except for FY 97 when it will be submitted within 30 days of the effective date of this legislation.</td>
<td>• Submits reports and recommendations to the SSD Board, the Governing Council and General Assembly and makes the report available to the public upon request.</td>
</tr>
<tr>
<td>• Reviews and gives final approval of the SSD annual budget with the following provisions:</td>
<td>• Authorizes all tax levies by two-thirds approval of the Board prior to submission of the levy proposal to the district voters.</td>
<td>• Proposes, if needed, a revised structure of the SSD board or a revised structure for the selection of SSD Board members or</td>
</tr>
<tr>
<td>1. For FY 97, 98 &amp; 99, the Council either accepts the proposed budget or makes amendments to and adopts the budget as amended no later than 60 days after its receipt.</td>
<td>• Develops annually, and submits to the Governing Council for approval, a five-year plan for the operation and management of the district. The plan shall contain, but not be limited to:</td>
<td></td>
</tr>
<tr>
<td>2. For FY 2000 and each year thereafter, the Council either accepts or rejects the proposed budget by May 1. If rejected, the budget is returned to the SSD Board no later than May 1 with an explanation of the reasons for rejection.</td>
<td>1. Delivery of services;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Structure, governance, administration and financial management of the district;</td>
<td></td>
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</tr>
</tbody>
</table>
DUTIES, RESPONSIBILITIES AND POWERS AS SPECIFIED IN SENATE BILL 687

| 3. The Council and the Board will resolve any budget differences by June 30. |
|---|---|---|
| - Annually reviews, holds public hearings and approves by December 31 of each year, a rolling five-year plan for the operation and management of SSD. |
| - Establishes a process for the selection of members of the Parent Advisory Committee which provides for members to be independently selected by parents of SSD students. |
| - Consults with the Parent Advisory Committee. |
| - Holds at least four meetings per school year and other meetings as needed. |
| - Compels the attendance of the superintendent, SSD Board and any SSD employee to produce papers, records, testimony and other SSD related materials, administers oaths and takes testimony under oath. |
| - Conducts a study to determine if a plan should be developed whereby LEAs assume greater responsibility and authority in the |
| 3. Cooperation with component school districts; |
| 4. Responsiveness to the needs and concerns of SSD citizens. |
| - Establishes and operates programs for vocational education until such time as set by the Court, but no later than June 30, 1997. |
| - Employs teachers and other personnel. |
| - Ensures that there is no coercion or interference with any parent of an SSD pupil due to the parent having exercised any rights under any law affecting the education of the students. |
| - Does such other thing, as are necessary and incidental to any of the foregoing powers set forth in the laws applicable to seven-director school districts. |
| - Adopts within 90 days following the publication of the final decennial census figures a resolution calling for the formation of a redistricting committee. The Committee consists of three residents appointed by the SSD Board and three residents appointed by the State Board. The committee meets and proceeds with the redistricting plan. Approval of the redistricting plan is the responsibility of the State Board. |

Both and causes the County Election Authority to place such proposals before the SSD voters for adoption and approval. (Effective date will be 30 days after voter approval.)

Any such issues will be proposed no later than July 1 of the year following the committee’s appointment, and submitted to voters on the 1st Tuesday after the 1st Monday in November in the year following the year of the committee’s appointment.
DUTIES, RESPONSIBILITIES AND POWERS AS SPECIFIED IN SENATE BILL 687

| education of children with disabilities. |  |  |
SSD Parent Advisory Council--Total

Creation Date: 4/4/2005
Time Interval: 3/16/2005 to 3/29/2005
Total Respondents: 36

1. I am an

- SSD director: 27 (75%)
- SSD I-PAC parent representative: 9 (25%)
Total Responses: 36

2. The school district that my child attends (parent) / the school district my assigned responsibility (director)

1. Affton: 1 (3%)
2. Bayless: 1 (3%)
3. Brentwood: 1 (3%)
4. Clayton: 3 (9%)
5. Ferguson-Florissant: 2 (6%)
6. Hancock Place: 1 (3%)
7. Hazelwood: 1 (3%)
8. Jennings: 1 (3%)
9. Kirkwood: 1 (3%)
10. Ladue: 1 (3%)
11. Lindbergh: 3 (9%)
12. Maplewood Richmond Heights: 1 (3%)
13. Mehlville: 3 (9%)
14. Normandy: 2 (6%)
15. Parkway: 1 (3%)
16. Pattonville: 1 (3%)
17. Ritenour: 2 (6%)
18. Riverview Gardens: 1 (3%)
19. Rockwood: 1 (3%)
20. University City: 1 (3%)
21. Valley Park: 1 (3%)
22. Webster Groves: 1 (3%)
23. Wellston: 1 (3%)
24. Special Education School: 1 (3%)
25. Technical Education School: 1 (3%)
Total Responses: 34

3. Does your district have a special education Parent Advisory Council (PAC)?

- Yes: 23 (64%)
- No: 12 (33%)
- Do not know/No information: 1 (3%)
Total Responses: 36
5. What is the "average" district PAC meeting parent attendance (count parents, not staff, please)?

1. 1-5 10 45%
2. 6-10 9 41%
3. 11-15 1 5%
4. 16-20 0 0%
5. more than 20 2 9%

Total Responses: 22

6. Does each building in your district have a PAC representative?

1. Yes 10 29%
2. No 20 59%
3. Do not know/No information 4 12%

Total Responses: 34

7. Are there building level PACs in your district?

1. Yes 6 18%
2. No 24 71%
3. Do not know/No information 4 12%

Total Responses: 34

8. Did your district PAC have any source for funding this school year?

1. Yes 6 18%
2. No 21 62%
3. Do not know/No information 7 21%

Total Responses: 34
10. SSD administrative involvement in your district's PAC (Check all that apply)

1. SSD administrator organizes/coordinates district PAC meeting 7 26%
2. SSD administrator plans district PAC meeting 7 26%
3. SSD administrator facilitates/ runs PAC meeting only 6 22%
4. SSD administrator attends PAC meeting only 14 52%
5. Other (Please specify ___________________) 12 44%

Total Responses: 27

11. Partner district administrative involvement in your district's PAC (Check all that apply)

1. Partner district administrator organizes/coordinates district PAC meeting 5 21%
2. Partner district administrator plans district PAC meeting 6 25%
3. Partner district administrator facilitates/ runs PAC meeting only 4 17%
4. Partner district administrator attends PAC meeting only 11 46%
5. Other (Please specify ___________________) 10 42%

Total Responses: 24

12. The I-PAC parent involvement in your district's PAC (Check all that apply)

1. I-PAC parent organizes/coordinates district PAC meeting 5 23%
2. I-PAC parent plans district PAC meeting 2 9%
3. I-PAC parent facilitates/ runs PAC meeting only 1 5%
4. I-PAC parent attends PAC meeting only 7 32%
5. District PAC organized by parent other than I-PAC parent 6 27%
6. Other (Please specify _________________) 8 36%

Total Responses: 22

13. The goal of your district's PAC activities (Check all that apply)

1. dissemination of information to parents 19 79%
2. advocacy for students 11 46%
3. promote communication/collaboration with parent 15 62%
4. provide resources and supports to parents and families 17 71%
5. provide parent education according to parent's needs 16 67%
6. awareness of district programs 11 46%
7. other (please specify__________________) 4 17%

Total Responses: 24
14. What topics have been discussed at PAC meetings? (Check all that apply)

1. IEP  
2. transportation  
3. general education staff understanding of disab...  
4. friendship & social skills for students  
5. transition  
6. district & community support  
7. other (please specify____________________)  

Total Responses: 24

- IEP: 15 (62%)
- transportation: 2 (8%)
- general education staff understanding of disab...: 11 (46%)
- friendship & social skills for students: 10 (42%)
- transition: 11 (46%)
- district & community support: 13 (54%)
- other: 11 (46%)
SSD Parent Advisory Council-Director & IPAC parent

Creation Date: 4/4/2005  
Time Interval: 3/16/2005 to 3/29/2005  
Total Respondents Director: 27  Total Respondents IPAC parent: 9

1. I am an

- Director
- IPAC parent

1. SSD director  
2. SSD I-PAC parent representative

Total Responses:
- Director: 27 100%  
- IPAC parent: 0 0%

2. The school district that my child attends (parent) / the school district my assigned responsibility (director)

- Director
- IPAC parent

1. Affton  
2. Bayless  
3. Brentwood  
4. Clayton  
5. Ferguson-Florissant  
6. Hancock Place  
7. Hazelwood  
8. Jennings  
9. Kirkwood  
10. Ladue  
11. Lindbergh  
12. Maplewood Richmond Heights

Total Responses:
- Director: 25  
- IPAC parent: 9

3. Does your district have a special education Parent Advisory Council (PAC)?

- Director
- IPAC parent

1. Yes  
2. No  
3. Do not know/No information

Total Responses:
- Director: 27  
- IPAC parent: 9
5. What is the "average" district PAC meeting parent attendance (count parents, not staff, please)?

<table>
<thead>
<tr>
<th></th>
<th>Director</th>
<th>IPAC parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1-5</td>
<td>7</td>
<td>44%</td>
</tr>
<tr>
<td>2. 6-10</td>
<td>7</td>
<td>44%</td>
</tr>
<tr>
<td>3. 11-15</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4. 16-20</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5. more than 20</td>
<td>2</td>
<td>12%</td>
</tr>
</tbody>
</table>

Total Responses: 16

6. Does each building in your district have a PAC representative?

<table>
<thead>
<tr>
<th></th>
<th>Director</th>
<th>IPAC parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>8</td>
<td>32%</td>
</tr>
<tr>
<td>2. No</td>
<td>16</td>
<td>64%</td>
</tr>
<tr>
<td>3. Do not know/No information</td>
<td>1</td>
<td>4%</td>
</tr>
</tbody>
</table>

Total Responses: 25

7. Are there building level PACs in your district?

<table>
<thead>
<tr>
<th></th>
<th>Director</th>
<th>IPAC parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>2. No</td>
<td>19</td>
<td>76%</td>
</tr>
<tr>
<td>3. Do not know/No information</td>
<td>1</td>
<td>4%</td>
</tr>
</tbody>
</table>

Total Responses: 25

8. Did your district PAC have any source for funding this school year?

<table>
<thead>
<tr>
<th></th>
<th>Director</th>
<th>IPAC parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>6</td>
<td>24%</td>
</tr>
<tr>
<td>2. No</td>
<td>17</td>
<td>68%</td>
</tr>
<tr>
<td>3. Do not know/No information</td>
<td>2</td>
<td>8%</td>
</tr>
</tbody>
</table>

Total Responses: 25
10. SSD administrative involvement in your district's PAC (Check all that apply)

1. SSD administrator organizes/c... 7 39% 0 0%
2. SSD administrator plans distric... 6 33% 1 11%
3. SSD administrator facilitates/ru... 6 33% 0 0%
4. SSD administrator attends PA... 9 50% 5 56%
5. Other (Please specify_______... 8 44% 4 44%
Total Responses: 18 9

11. Partner district administrative involvement in your district's PAC (Check all that apply)

1. Partner district administrator or... 5 29% 0 0%
2. Partner district administrator pl... 5 29% 1 14%
3. Partner district administrator fa... 4 24% 0 0%
4. Partner district administrator at... 7 41% 4 57%
5. Other (Please specify_______... 7 41% 3 43%
Total Responses: 17 7

12. The I-PAC parent involvement in your district's PAC (Check all that apply)

1. I-PAC parent organizes/coordi... 2 12% 3 50%
2. I-PAC parent plans district PA... 1 6% 1 17%
3. I-PAC parent facilitates/runs P... 1 6% 0 0%
4. I-PAC parent attends PAC me... 6 38% 1 17%
5. District PAC organized by pare... 5 31% 1 17%
6. Other (Please specify_______... 7 44% 1 17%
Total Responses: 16 6

13. The goal of your district's PAC activities (Check all that apply)

1. dissemination of information to... 14 82% 5 71%
2. advocacy for students 7 41% 4 57%
3. promote communication/collab... 11 65% 4 57%
4. provide resources and support... 13 76% 4 57%
5. provide parent education accor... 14 82% 2 29%
6. awareness of district programs 9 53% 2 29%
7. other (please specify________... 1 6% 3 43%
Total Responses: 17 7
14. What topics have been discussed at PAC meetings? (Check all that apply)

- IEP
- Transportation
- General education staff unders...
- Friendship & social skills for stud...
- Transition
- District & community support
- Other (please specify)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Director</th>
<th>IPAC parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Transportation</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>General education staff unders...</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Friendship &amp; social skills for stud...</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Transition</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>District &amp; community support</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Responses: 17

Director: 71%  IPAC parent: 43%
<table>
<thead>
<tr>
<th>Student Population*</th>
<th>Parent Returned Survey</th>
<th>Need childcare</th>
<th>Need transportation</th>
<th>Location of meeting</th>
<th>Inconvenient time/day</th>
<th>Lack of time</th>
<th>Poor communication about the meeting</th>
<th>Not interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=27936 100% N=332</td>
<td>N=31 % of parents need childcare for each district</td>
<td>N=11 % of parents need transportation for each district</td>
<td>N=22 % of parents indicating location of meeting for each district</td>
<td>N=38 % of parents indicating inconvenient time/day for each district</td>
<td>N=106 % of parents indicating lack of time for each district</td>
<td>N=70 % of parents indicating poor communication about meeting for each district</td>
<td>N=41 % of parents indicating not interested for each district</td>
<td></td>
</tr>
</tbody>
</table>

| Affton   | 2%  | 1%  | 3 | 0 | 0%  | 0 | 0%  | 1 | 33% | 0 | 0%  | 2 | 67% | 1 | 33% | 0 | 0%  |
| Bayless  | 1%  | 2%  | 6 | 0 | 0%  | 0 | 0%  | 0 | 0%  | 1 | 17% | 1 | 17% | 1 | 17% | 2 | 33% |
| Brentwood| 1%  | 0%  | 1 | 0 | 0%  | 0 | 0%  | 0 | 0%  | 0 | 0%  | 0 | 0%  | 0 | 0%  | 0 | 0%  |
| Clayton  | 1%  | 1%  | 3 | 0 | 0%  | 0 | 0%  | 0 | 0%  | 0 | 0%  | 2 | 67% | 2 | 67% | 0 | 0%  |
| F-F      | 8%  | 6%  | 22 | 1 | 5%  | 1 | 5%  | 2 | 9%  | 2 | 9%  | 5 | 23% | 5 | 23% | 1 | 5%  |
| Handcock | 1%  | 0%  | 1 | 0 | 0%  | 0 | 0%  | 0 | 0%  | 0 | 0%  | 0 | 0%  | 0 | 0%  | 0 | 0%  |
| Hazelwood| 11% | 8%  | 27 | 4 | 15% | 0 | 0%  | 0 | 0%  | 2 | 7%  | 5 | 19% | 5 | 19% | 3 | 11% |
| Jenning  | 3%  | 1%  | 3 | 0 | 0%  | 0 | 0%  | 2 | 67% | 0 | 0%  | 1 | 33% | 0 | 0%  | 0 | 0%  |
| Kirkwood | 4%  | 4%  | 12 | 1 | 8%  | 0 | 0%  | 0 | 0%  | 3 | 25% | 6 | 50% | 3 | 25% | 4 | 33% |
| Ladue    | 2%  | 2%  | 8 | 1 | 13% | 0 | 0%  | 0 | 0%  | 2 | 25% | 2 | 25% | 1 | 13% | 1 | 13% |
| Lindbergh| 4%  | 6%  | 20 | 2 | 10% | 0 | 0%  | 1 | 5%  | 1 | 5%  | 7 | 35% | 2 | 10% | 3 | 15% |
| Maplewood RH | 4%  | 1%  | 3 | 1 | 33% | 0 | 0%  | 0 | 0%  | 0 | 0%  | 1 | 33% | 2 | 67% | 0 | 0%  |
| Mehlville | 8%  | 11% | 35 | 3 | 9%  | 1 | 3%  | 4 | 11% | 2 | 6%  | 9 | 26% | 9 | 26% | 3 | 9%  |
| Normandy | 4%  | 2%  | 7 | 1 | 14% | 2 | 29% | 1 | 14% | 1 | 14% | 0 | 0%  | 1 | 14% | 0 | 0%  |
| Parkway  | 14% | 17% | 57 | 4 | 7%  | 0 | 0%  | 2 | 4%  | 7 | 12% | 27 | 47% | 16 | 16% | 8 | 14% |
| Pattonville| 4%  | 3%  | 9 | 0 | 0%  | 0 | 0%  | 0 | 0%  | 1 | 11% | 1 | 11% | 3 | 33% | 3 | 33% |
| Ritenour | 4%  | 4%  | 12 | 2 | 17% | 0 | 0%  | 0 | 0%  | 1 | 8%  | 3 | 25% | 1 | 8%  | 0 | 0%  |
| Riverview Garden | 5%  | 3%  | 9 | 0 | 0%  | 1 | 11% | 2 | 22% | 2 | 22% | 1 | 11% | 3 | 33% | 0 | 0%  |
| Rockwood | 14% | 16% | 54 | 7 | 13% | 0 | 0%  | 2 | 4%  | 7 | 13% | 19 | 35% | 10 | 19% | 9 | 17% |
| U City   | 3%  | 2%  | 8 | 0 | 0%  | 0 | 0%  | 0 | 0%  | 3 | 38% | 2 | 25% | 1 | 13% | 0 | 0%  |
| Valley Park | 1%  | 1%  | 4 | 1 | 25% | 1 | 25% | 1 | 25% | 1 | 25% | 1 | 25% | 1 | 25% | 1 | 25% |
| Webster  | 3%  | 4%  | 15 | 0 | 0%  | 0 | 0%  | 0 | 0%  | 0 | 0%  | 4 | 27% | 4 | 27% | 1 | 7%  |
| Wellston  | 0%  | 1%  | 2 | 1 | 50% | 2 | 100% | 0 | 0%  | 0 | 0%  | 1 | 50% | 1 | 50% | 0 | 0%  |
| SSD schools | 3%  | 9 | 1 | 11%  | 0 | 0%  | 2 | 22% | 3 | 33% | 2 | 22% | 2 | 22% | 1 | 11% |
| Tech Schools | 2%  | 8 | 1 | 13%  | 1 | 13% | 4 | 50% | 2 | 25% | 3 | 38% | 2 | 25% | 0 | 0%  |

# of district having percentage >40%.

Bold percentage indicates the percentage is higher than 40%.

*Data from December 1, 2004 count.

4/27/2005 Program Evaluation
Parent Survey Question # 6 –
Barriers: Other

No one told me about them
My child’s use of SSD services is limited
Work closely with the teacher
Didn’t know it existed
No knowledge of it!
Did not know
School night/hard to leave my child/homework/dinner, etc…
Have gone sometimes, when can
Didn’t know about them
Never were informed of such meeting
We have other help/support
Have not needed
Unaware (PTO) meetings
Don’t feel it is necessary for the needs of my child
Didn’t know it was there
Work schedule
Unaware of them time
Do not recall reading or being contacted about meeting dates/times
Other than newsletter, no other communication I am aware of
Was not aware of these
My son just qualified so it was not necessary until now
Did not know they exist
I had no idea about it
Work nights
What are they?
Language barrier
I was in need of a parent advisory this year and asked about it and was told that
Hazelwood doesn’t have any (gave contact information)
Didn’t know about
Not aware of meeting
Child about to graduate
My spouse keeps me informed
Don’t know about them
Didn’t know about them
Legal guardian as a casemanager, not parent
Didn’t know of mtgs.
Time
Not aware
Was not aware
Didn’t know
Did not know they have meetings or when they are scheduled
Not know
Did not know they existed
Don’t know what they are about
Did not know about
Didn’t know council existed
Not sure why we don’t attend…
Don’t know about it
My wife attends (sometimes)
Don’t know anything about them
N/A
Not aware
I would like to go to more if they start up again
Did not know
Didn’t know
Did not know much about them
Simply did not know or read about them (too busy with school myself)
Didn’t know
Didn’t know
Not aware
Did not know about meetings or council – do not know when they meet to answer above questions
Didn’t know they had meetings
There has always been a school meeting for our children that we end up having to attend or the P.T.O. meetings, etc.
Cannot answer properly since I don’t know when the mtgs. are
Didn’t know about them
We have been in the system long enough to know what to do
When are they?
Was not aware of meetings
Unaware
Forget
Did not know
1. The school district that your child attends is

<table>
<thead>
<tr>
<th>District</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affton</td>
<td>31%</td>
</tr>
<tr>
<td>Bayless</td>
<td>62%</td>
</tr>
<tr>
<td>Brentwood</td>
<td>0%</td>
</tr>
<tr>
<td>Clayton</td>
<td>1%</td>
</tr>
<tr>
<td>Ferguson-Florissant</td>
<td>7%</td>
</tr>
<tr>
<td>Hancock Place</td>
<td>8%</td>
</tr>
<tr>
<td>Hazelwood</td>
<td>8%</td>
</tr>
<tr>
<td>Jennings</td>
<td>4%</td>
</tr>
<tr>
<td>Kirkwood</td>
<td>4%</td>
</tr>
<tr>
<td>Ladue</td>
<td>2%</td>
</tr>
<tr>
<td>Lindbergh</td>
<td>6%</td>
</tr>
<tr>
<td>Maplewood Richmond Heights</td>
<td>1%</td>
</tr>
<tr>
<td>Mehlville</td>
<td>10%</td>
</tr>
<tr>
<td>Normandy</td>
<td>7%</td>
</tr>
<tr>
<td>Parkway</td>
<td>57%</td>
</tr>
<tr>
<td>Pattonville</td>
<td>3%</td>
</tr>
<tr>
<td>Ritenour</td>
<td>4%</td>
</tr>
<tr>
<td>Riverview Gardens</td>
<td>3%</td>
</tr>
<tr>
<td>Rockwood</td>
<td>16%</td>
</tr>
<tr>
<td>University City</td>
<td>2%</td>
</tr>
<tr>
<td>Valley Park</td>
<td>1%</td>
</tr>
<tr>
<td>Webster Groves</td>
<td>4%</td>
</tr>
<tr>
<td>Wellston</td>
<td>2%</td>
</tr>
<tr>
<td>SSD Special Education School</td>
<td>3%</td>
</tr>
<tr>
<td>Technical Education School</td>
<td>2%</td>
</tr>
</tbody>
</table>

Total Responses: 338

2. Are you aware that SSD has a parent advisory council with parents representing each district in St. Louis County?

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>177 53%</td>
</tr>
<tr>
<td>No</td>
<td>159 47%</td>
</tr>
</tbody>
</table>

Total Responses: 336
Mean: 1.47 Standard Deviation: 0.50

3. Are you aware of a parent advisory council in your school district?

<table>
<thead>
<tr>
<th>Awareness</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>142 43%</td>
</tr>
<tr>
<td>No</td>
<td>124 37%</td>
</tr>
<tr>
<td>Do not know</td>
<td>68 20%</td>
</tr>
</tbody>
</table>

Total Responses: 334
4. If yes to questions #2 or #3, how are you informed about the parent advisory council and its activities? (Check all that apply)

1. Flyer 61 34%
2. Newsletter 110 62%
3. Phone call 8 5%
4. Teacher 30 17%
5. Other parent 15 8%
6. Email 6 3%
7. Other (Please specify_________________) 13 7%
Total Responses: 177

5. Do you go to parent advisory council meetings?

1. Yes 268 8%
2. No 298 92%
Total Responses: 324
Mean: 1.92  Standard Deviation: 0.27

6. If no, what are the barriers that keep you from attending parent advisory council meetings? (Check all that apply)

1. Need for childcare 311 11%
2. Need for transportation 114 4%
3. Location of the meeting 228 8%
4. Inconvenient time/day 381 13%
5. Lack of time 107 38%
6. Poor communication about the meetings 70 25%
7. Not interested 42 15%
8. Other (Please specify_________________) 59 21%
Total Responses: 282

7. What is the best way to get information to you? (Check all that apply)

1. Call me 83 25%
2. Invite me to a meeting 52 16%
3. Meet me in my community 13 4%
4. Come to my home 16 5%
5. Send information home with my child 142 43%
6. Mail information to me 242 73%
7. Email information to me 94 28%
8. Other (Please specify_________________) 4 1%
Total Responses: 333
8. What topics have been discussed or would you like to have discussed at district parent advisory council meetings? (Check all that apply)

1. IEP 157 63%
2. transportation 32 13%
3. general education staff understanding of disab... 130 52%
4. friendship & social skills for students 120 48%
5. transition 82 33%
6. district & community support 82 33%
7. other (please specify____________________) 24 10%
Total Responses: 250

11. Are you aware of SSD's Family & Community Resource Center?

1. Yes 117 35%
2. No 214 65%
Total Responses: 331
Mean: 1.65  Standard Deviation: 0.48

12. Do you receive the Parent Connection newsletter?

1. Yes 190 60%
2. No 126 40%
Total Responses: 316
Mean: 1.40  Standard Deviation: 0.49
Public Forum Results

A public forum was held during an Interdistrict Parent Advisory Committee (IPAC) meeting to elicit additional input for the program evaluation. Ten parents participated the night of the forum. The questions also were emailed out to a parent list and 4 parents participated electronically. Two hundred fifty-five responses were given to the following five sets of questions:

#1

**How are you involved in the education of your child?**
- Homework/know what is being taught (9)
- IEP (8)
  - Go to IEP, submit my input and fight to have it included
- Teacher contact (7)
- Parent advisory council (6)
- Attend regular team meetings to monitor goals (4)
- Conferences (3)
- Involved in district planning/committees (3)
- Classroom volunteer (2)
- Attend open house (2)
- Field trips (2)
- Observing in the class (2)
- Keep informed (2)
  - Read all of the newsletters/e-news, flyers and notices that I receive so that I can be informed about what is going on at school, in my district and with the SSD
- Active in decision-making
- President of the elementary school PTO
- Attend training classes
- Keep lines of communication open

**How would you like to be involved in your child’s education?**
- Would like more/closer communication with teacher/team (3)
  - Would like to know right away if there are problems
- See work samples, study guides, know what they are learning (2)
- More information on services offered to my child and how I can be involved (2)
- Satisfied with present level of participation (2)
- More opportunity to observe
- Work on goals
- Would like to be heard/respected more by child’s team
- Since switching schools, not sure how to get involved
- School PTO and volunteer more at school, but it's difficult because of meeting conflicts, time constraints and working full-time
- Reading books
- Internet
- Interact with more parents

#2
What are barriers to your involvement as a parent?

- Lack of communication or poor communication (13)
  - Not really understanding my options (3)
  - Time available to communicate with SSD staff (2)
  - Not enough information on how I can be involved (2)
  - As a new parent, not as much support as we needed; books and handouts are good, but human contact is better
  - Too much time lapse between problem and being informed
  - Teachers do not return calls
  - Lack of information about what is being taught

- Childcare (2)

- Time constraints

- Poor investment on the part of teachers to s success-oriented program

- Not understanding the “process”

- As kids get in upper grades involvement seems harder

- Parent teacher conferences are too short (elementary level)

- Not feeling like a valuable member of the team

- I do not have any at this time as I have worked on developing a good rapport with his teachers and therapists

- School doesn’t like us to observe

- Principals don’t understand all aspects of why a parent of a child with special needs wants to be involved; feel like I am pushing

What recommendations do you have to address the barriers?

- Communication (8)
  - INCREASE COMMUNICATION – both from administration as well as team – make it less of a battle
  - Have someone from SSD contact the family to see if help is needed; parent contact would be best, someone who has been there
  - Use email (2) or voice mail to parents and teachers
  - Communication from school or teacher listing opportunities to be involved
  - Two-way communication by phone, email, in-person or through notebook
  - The student’s teachers need to inform the parents about the FRC and upcoming workshops. This should be done periodically, not only at the initial IEP meeting, in an attempt to reach parents when they might be most receptive to this information.

- General education teachers need more awareness and training in regard to kids with disabilities and need to be held accountable for their education (3)

- Workshops (2)
  - More education for new parents/parents of younger children – maybe a “new to the process” seminar
  - For others who may meet barriers, I would recommend a workshop on "How to collaborate" with the child's support team.

- Administrators need to support and check that adaptations/modifications are being done; often they aren’t

- Knowing the chain of command (both at SSD and at their home school) is useful in helping parents become more effective advocates for their children

- Childcare
• More information sent to parents who cannot attend
• Opportunity to visit and observe child at school
• More sensitivity training

#3

How do you receive information about SSD programs for parents?
• Email (7)
  o Now that my child is in high school, this happens almost exclusively via email from the Family Resource Center
  o From PAC
• Parent newsletter (5)
• In child’s backpack (4)
• Snail mail (4)
• Word of mouth/other parents (2)
• Ask for it (2)
• Website
• My child’s teacher
• Attend meetings

How would you like to receive information about programs for parents?
• Email (13)
  o Email has worked well even if it is just to remind me to check out the SSD web site for more information on upcoming programs. Program reminders are also useful.
• Newsletter (5)
• Snail mail (4)
• From my child’s teacher/SSD staff (2)
• Website (2)
• From other parents
• Brochures, but they are not readily available
• Radio, local newspapers
• Partner district calendars
• At the IEP
• Backpack
• I like to hear about everything; not just things geared to parents

#4

In what ways have the services of the parent program assisted you in understanding the needs of your child and your involvement in your child’s education?
• Workshops/speakers (10)
  o Great workshops; great speakers
  o Attending workshops helps increase knowledge base
  o Workshops and resource center have helped us understand the issues we are facing and need to look at in the future
  o VERY HELPFUL – I’ve attended dozens of trainings – all very helpful – everything from ABA training to ASD training – to MPACT classes – friendship building – you name it
The community resource center workshops and materials have been very valuable in preparing me to be an active participant in my child's education. I have been attending workshops at SSD since my child was 2 years of age. (He is now 8). I continue to attend the workshops (new and refresher workshops)

- **Family & Community Resource Center (9)**
  - Answering questions and providing information
  - Access to disability information and programs as requested by phone and email
  - Have used files extensively
  - Referrals
  - A lot of very useful information on a wide variety of topics have helped me with ADHD and homework issues
  - Informational packets
  - The expertise of the staff in the Family Resource Center is noteworthy. The scope and depth of the ‘printed’ information they have compiled and make available is impressive and the workshops that they present most valuable. I have been able to use this information both at home as well as to pass along this information to my child’s teachers.

- **PAC support**
- Awareness of programs offered in the community and through SSD
- Allow me to connect with other parents
- Improved knowledge — helped in understanding the issues
- Increase knowledge with IEPs

**What recommendations do you have for the parent program?**

- Promote more widely (2)
  - To get more participation, possibly having all SSD teachers be very aware of what is offered and promote it to the parents of their students regularly. Possibly a quick phone call home once in a while to the parents about what workshops are being offered.

- Help getting more parents involved
- I don’t know anything about the parent program to recommend it
- I think the programs are excellent
- Main challenge is communicating the programs in a timely manner to all parents
- Keep up the good work
- “Hotline” or parent liaison
- Communicate the IRC availability and possibilities for parents, students, staff
- Figure out how to have a real voice to make positive changes so parents won’t feel like they are wasting their time
- Seems like fewer classes this year – maybe more specialty classes – what happened to brain gym!!!!
- The Transition Fair was great 2 years ago and I look forward to going again this year.
- Please continue to offer evening workshops for those of us who work outside of the home during the day
- Sometimes offer “parent only” meetings
What opportunities exist for parents to serve on committees, discuss concerns with the district and study specific problems?

- PAC (6)
  - Serving on the PACs (both at the inter and intra district level) helped me to more effective negotiate the education system and to better advocate for my child.
- Program committees (2)
- Attend Board of Education meetings (2)
- I don’t know (2)
- I would love more opportunities to discuss concerns with my partner district
- Not sure, but parents need a way to make positive changes and not just the opportunity to serve
- I’m not convinced most parents know about these options
- Concerns specific to an individual student would be best addressed through one’s district area coordinator and/or building principal.
- I would like more information on committees to improve the collaborative effort between SSD and the Home School District.
- Many opportunities available

In what ways can SSD engage parents in collaborative activities?

- More information/communication on activities/ways to be involved (5)
  - SSD teachers and related service providers need to be informed of activities and encouraged to inform parents and to participate themselves
  - At the beginning of the school year send a letter that outlines opportunities for parents to become involved and have them return it
- Surveys (3)
  - Phone surveys
  - Email surveys
  - Survey at IEP
- Electronically: online groups/discussion board/listserv (3)
- Surveys don’t receive enough response to be considered valid
- Engagement effort needs to be more at a local school level and not at district level (2)
  - Each school to do a “what SSD is all about and what is available to parents” seminar
  - Board could consider meetings occasionally at SSD schools to engage parents and students locally
- Have district meetings about concerns and questions
- Support groups
- Open forum sessions for community
- Need alternative to public forums, which do not work
- To give parents a voice and not just put them on a committee for the sake of saying you had “parent input”
- I don't know too much about this
- Parental input is critical as parents (on behalf of their children) are the primary stakeholders on how effectively these educational program function (i.e. their
children succeed). Therefore, parents need to be given the opportunity and be encouraged to serve on committees.

- Offer opportunities at convenient times (10 am until 1 pm seems to work best for "at home" parents and 7 pm on for those that work).
- Parents need to **SEE THE RESULTS** of their efforts, so promoting that involvement will result in **positive changes** for their child's education. I have been involved in committees at the home school level and never saw the results of our efforts happen. A true commitment by the districts to initiate change through parental involvement in bridging the gap that exists in many schools between the dual districts. *I happen to be very blessed that my child's school staff collaborates extremely well and values the input of parents!!* (Eureka Elementary).

After the above questions were answered on paper at the public forum, discussion centered on several issues.

**What I wish I would have known when I started out with my child receiving special education services:**

- Who and how to contact someone
- What and where are the resources
- What it all means

**Suggestions for the above:**

- Contact numbers on the Procedural Safeguards
- Video of resources for PTO and other meetings
- Short videos on the website
- Publicize availability of workshop handouts

**What should happen when entering special education:**

- Mentor family connection
- Procedural safeguards for “dummies”
- Contact sheet for parent, also school buzz book
- Access to book lists and other resources online
- Parent orientation meeting in district calendar
- Automated phone surveys
- Survey at the IEP meeting
- Needs assessment at different events
- Magnet with phone number
- Tables at open houses with information and surveys
- SSD start-of-the-school year packet for every student

Parents also noted there was much more parent contact at the early childhood level and that some parents at school-age level did not want to be identified as having a child who received special education services.
October 7, 1997

To Whom It May Concern:

Special School District participated in the Missouri School Improvement Program (MSIP) during May 1997. MSIP is designed to promote excellence in the public schools of the state.

The Department of Elementary and Secondary Education (DESE) schedules each school district in the state during a five-year period to be reviewed by a team of educators from across the state. The main purpose of the review is to assist schools to improve the educational opportunities for all students and to assess how well the school district meets the School Improvement Process Standards, which have been adopted by the State Board of Education.

SSD received their final report, which will go the State Board of Education for approval on October 23, 1997. The following is a synopsis of the final report:

The Resource Standards – The district met 4 of 5 resource standards, one is not applicable.

The Process Standards – The district met 6 of 10 process standards.

Performance Standards – The district had one strength listed and three concerns.

Strengths, which were identified by the MSIP team, include:

Parent education is exemplary, as is evident in the amount of activities, resources, and printed materials available to parents.

The community based school-to-work transition programs, which includes cooperative education, internships, experiential education, and job-shadowing activities are exemplary.

The district has an extensive collection of guidance materials available to parents, as well as staff, through the parent handbook and the Instructional Resource Center.

SSD offers a wide array of inservice and professional development opportunities for staff, administrators, and parents.

The dropout rate declined for three of the past five years, and the net decline was over 11 percent.

We are confident that Special School District will be fully accredited within one year. Many of the items that have been noted have been addressed since June 1st with the reorganization that has occurred at all departments.