

NON-DISCRIMINATION/ACCOMMODATION NOTICE

The Parkway School District does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs or activities. **If anyone with a disability needs accommodations to attend or participate in a school or District activity, please contact the staff member responsible for that event at least four (4) business days in advance.** Questions, concerns, or requests for information/assistance can also be directed to the designated District coordinator for each applicable federal law.

PARKWAY SCHOOL DISTRICT PARENT ADVISORY COUNCIL FOR CHILDREN WITH DISABILITIES (PACCD)

If your child receives special education services, has been diagnosed with a Section 504 disability, or is suspected of having a disability (i.e., being referred/evaluated), Parkway welcomes your involvement in a volunteer parent organization committed to securing quality education for students with special needs. Parents have opportunities to become involved with the PACCD at both the school and district levels.

Each school has one or more parent representatives who select and advise a district-level steering committee. The steering committee meets with Parkway and Special School District (SSD) administrators and act in an advisory capacity regarding programs and services for students with disabilities. The organization also provides support and information to parents and sponsors general meetings for anyone interested in attending.

If you have questions, want assistance or information, and/or would like to be a PACCD representative for your child's school, please contact the school's PACCD representative, *Ms. Lynn Winterrose*, special education Administrative Team *Dr. Ronald Banfield*, or Parkway's Special Services Department at the Administrative Center (@ 415-8071). The PACCD email address is paccd@pkwy.k12.mo.us. The PACCD website is at www.pkwy.k12.mo.us/paccd.

STUDENTS WITH DISABILITIES/SPECIAL EDUCATION PROGRAMS

Students with disabilities are protected by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and, when eligible, the Individuals with Disabilities Education Improvement Act (IDEA-2004). Students with disabilities are entitled to a "free appropriate public education" (FAPE), which is defined by the student's Individualized Education Program (IEP) or Individualized Accommodation Plan (IAP). Parents/guardians who believe their child may have a disability can initiate the special education and/or Section 504 "identification" process by making a request to school staff. When staff have significant concerns about a student, they are to initiate the "problem solving" process and, when appropriate, refer the student to the school's Care Team. Students between the ages of three (3) and twenty-one (21) residing in St. Louis County, as well as St. Louis City residents attending Parkway schools, are eligible for special education and related services offered by the Special School District (SSD) of St. Louis County if they are diagnosed with educational disabilities. The SSD also provides special education and audiological evaluations, hearing and speech/language screening services, Special Non-Public Access Program (SNAP) special education services for students with educational disabilities attending private/parochial schools, and a variety of adult education and "transitional" programs. Homebound instruction for home or hospital-bound students (both with and without disabilities) and applied technology/vocational programming are also available. Parkway provides accommodations and services for students with Section 504 disabilities who are not eligible for services from the SSD.

Under the Family Educational Rights and Privacy Act (FERPA), parents have the right to review, request amendment of, and file complaints concerning the content or maintenance of personally identifiable information about their children. The rights of individuals with disabilities are available upon request from school staff or the Parkway Special Services Department. Appeals of disability related decisions should be submitted in writing to the Parkway and/or SSD Superintendents of Schools.

Questions or requests for assistance/information should be directed to the student's guidance counselor, the school's special education Administrative Team *Dr. Ronald Banfield* or to Parkway's Special Services Department at the Administrative Center (@ 314-415-8071).

CARE TEAM / “PROBLEM SOLVING”

All Parkway schools utilize a Care Team and “problem solving” model for addressing concerns of any type that arise at school about a student. A Care Team is a group of professional staff representing a variety of disciplines. These may include general education, guidance and counseling, administration, school health/nursing, special education, speech/language pathology, school social work, and school psychology.

To the extent warranted, the “problem solving” process involves problem identification (i.e., definition and analysis), the development and implementation of supports/interventions, evaluation of their effectiveness, and, as needed, referral (e.g., for assistance, additional assessment, or services). This process is based on systematic data collection and analysis, documentation, consideration of all relevant and available information, and hypotheses development/testing. Care Teams rely on existing educational information and staff input, but also collect additional data through the intervention process and, when necessary, individual student assessment. Informed parent consent generally will be obtained before any student is individually assessed by a member of the school staff UNLESS the assessment is part of the District’s screening activities (i.e., something done with a particular group of students) or the normal instructional process (i.e., reading assessments).

Care Teams also encourage parents to provide any and all relevant information, including from outside professionals or agencies, about their children. Questions about Care Teams and the “problem solving” process should be directed to guidance counselors or school administrators.

SERVICES AND RIGHTS FOR STUDENTS WITH DISABILITIES

Students with disabilities have rights and safeguards under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and, when eligible, the Individuals with Disabilities Education Improvement Act (IDEA-2004). Students with disabilities are protected from discrimination and guaranteed a “free appropriate public education” (FAPE), which is defined by their Individualized Education Program (IEP) or, for Section 504, Individualized Accommodation Plan (IAP). The rights of students with disabilities and the roles/responsibilities for Parkway and the Special School District (SSD) of St. Louis County are described in:

Missouri Department of Elementary and Secondary Education’s (DESE) *State Plan for Special Education* and *IDEA-2004 Procedural Safeguards for Children and Parents* brochure
 the SSD’s Compliance Plan
 the St. Louis County General Assurance Document
 the U.S. General Education Provision Act (GEPA)
 Parkway’s policies/guidelines and Section 504 rights handout.

Under the Family Educational Rights and Privacy Act (FERPA), parents have the right to review, request amendment of, and file complaints concerning personally identifiable information maintained on their child. Parents/guardians (or majority age students) are to be provided with their procedural safeguards and written notification regarding the identification, evaluation, and/or placement of students with disabilities.

Children under Parkway’s jurisdiction between the ages of three (3) and twenty-one (21) may be eligible for special education and related services. The SSD provides services to students diagnosed with one of the following educational disabilities: Autism, Deaf/Blindness, Emotional Disturbance, Hearing Impairment and Deafness, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairments, Specific Learning Disabilities, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment/Blind, or Young Child with a Developmental Delay. Parkway provides accommodations and services to students with Section 504 disabilities who are not eligible under the IDEA.

The SSD offers special education and related services (e.g., physical and occupational therapy, speech and/or language services, social work services, counseling) for students. These include evaluation, screening, and special education services for students with educational disabilities attending non-public schools. For students with and without diagnosed educational disabilities, the districts offer Homebound Instruction (for home or hospital-bound students) and applied technology/vocational programming.

The districts are required to locate, evaluate, and identify children with disabilities under their jurisdiction, regardless of the severity of the disability, and assist the State with information and referral services in the implementation of early intervention services for infants and toddlers eligible for Missouri’s First Steps Program. This includes non-resident children attending private schools in Parkway, highly mobile children (i.e., migrant and homeless children), and children suspected of having a disability and in need of special education even though advancing from grade to grade. When staff have significant concerns about a student, they are to initiate the “problem solving” process and, when needed, refer the student to the school’s Care Team. Parkway Care Teams initiate the disability identification process when appropriate. Parents/guardians who suspect a disability may initiate the disability “identification” process by making a request to school staff.

All students with disabilities are served in the least restrictive environment and attend their neighborhood Parkway schools unless determined otherwise. A student’s IEP or IAP Team determines what placement, program, special education and related services, supplemental aids, adaptations, curriculum modifications, or other accommodations are required. The opportunity to participate in the Parkway curriculum, earn “regular” or “modified curriculum” credit, and obtain a high school diploma is available to all students.

Questions and requests for assistance, information, or this notice in another language should be directed to Parkway’s Special Services Department at the Administrative Center (@ 314-415-8071) or the school’s “special education administrative team” (Parkway administrator and SSD area coordinator).

SPECIAL EDUCATION

In conjunction with the Parkway School District, the Special School District (SSD) of St. Louis County provides special education staff, services, and programs for Parkway students with disabilities. A student qualifies for special education and related services when it is determined through evaluation that there is an educational disability which “adversely affects educational performance” and requires special education services.

All decisions regarding a student’s “free appropriate public education” (FAPE) and “individualized education program” (IEP) are to be made by the student’s IEP Team, which includes the student’s parent(s) and, as appropriate, the student. Emphasis is on keeping the student in the “least restrictive environment” (LRE) and supporting the student in Parkway’s general education curriculum. The types and amounts of special education and related services, service delivery models, settings in which the services are delivered, curriculum modifications, necessary adaptations, and all other instructional decisions related to the student’s disability are to be made by the IEP Team. Certain procedural safeguards, which include the right to appeal diagnostic and IEP decisions, are available to students with disabilities and their parents.

SPECIAL EDUCATION SERVICES

Special education services can be provided in a number of ways. These include:

Consultative Services: Special education staff work with general educators to monitor student performance and to adapt and/or modify classroom instruction, curriculum, materials, and tests in order to address student needs.

Direct Special Education Services In A Special Education Setting: Special education staff provide direct instruction and/or other services in a special education classroom or other setting outside of the general education programs. This model is frequently used for either:

“Learning Strategies:” These courses follow specific curricula to teach studying, writing, note taking, outlining, test preparation, test taking, and other skills designed to meet students’ individual goals. Students receive a grade (letter grade or pass/fail) and regular elective credit. Modified curriculum credit is awarded if a student repeats the same learning strategies curriculum in a subsequent semester.

Individualized Instruction: These IEP determined areas of instruction and support could include:

“Learning Support:” special education support in and the application of “Learning Strategies” skills to content area course work - elective modified curriculum credit is awarded for Learning Support classes (an asterisk [*] appears on grade reports and the transcript to reflect this is not a standard Parkway content area course)

“Alternative...” (e.g., Alt. Math, Alt. Eng.): direct instruction from a special education teacher in content areas (e.g., math, reading, writing, English, science) tailored to student needs – modified curriculum credit is awarded UNLESS the standard Parkway curriculum is taught (an asterisk [*] appears on grade reports and the transcript to reflect modified curriculum)

“Individualized Instruction” (Ind. Instr.): a curriculum which is individualized for a student by the IEP Team (for example, to address an IEP goal), does not relate to a specific content area or Parkway course, and/or is based on an alternative curriculum or materials or activities adapted by the special education teacher (does NOT mean 1-to-1 instruction) – elective modified curriculum credit is awarded

“Community Access” (Comm. Acc.): special education supervised work or community experiences as determined by a student’s IEP Team at specific work or community sites - may earn modified curriculum or regular elective credit

Direct Special Education Services In A General Education Setting: Special education staff provide instructional support and/or other services in a general education classroom/setting. A frequently employed model for doing so is:

Collaborative Instruction [i.e., Class-Within-A-Class (CWC)]: Special education services are provided through collaborative planning and teaching involving a Parkway content area teacher and a special education teacher. Collaborative instruction is not offered in all content areas, grades, or classrooms. Availability will vary according to building needs and resources, as well as on student needs identified through the IEP process.

NOTE: Students may participate in general education classes but work on course requirements, objectives, and competencies that are significantly reduced and/or altered. The student will earn **modified curriculum credit** in such situations and usually receive a traditional grade. The student’s record will document such modifications with an asterisk (*). See below for additional information about modified curriculum and credit.

Related Services: Related services are to be provided to a student with a disability when such services “are required to assist a child with a disability to benefit from special education.” Related services include, but are not limited to: social work, counseling, speech-language services, occupational therapy (OT), physical therapy (PT), and adaptive physical education (APE). The types and minutes/week of related services and the settings in which they are provided are determined by a student’s IEP Team based on need.

LEVELS OF SPECIAL EDUCATION SERVICE

A student’s level of service is determined by the **total amount of time** (calculated as a percentage [%] of their total instructional week) he/she is **removed from general education settings/activities** and from students without disabilities **for their special education and related services**. Regardless of their level of service, some students with certain disability related needs may require specialized special education programs, services, and/or expertise which may be located only at certain elementary schools. The levels of service offered in Parkway schools are:

- outside regular classrooms less than 21 percent (0% to 20.9%) of the school day
- outside regular classrooms at least 21 percent but no more than 60 percent (21% - 60%) of the school day
- outside regular classrooms more than 60 percent (60.1% or more) of the school day.

EARNING CREDIT

The opportunity to participate in a Parkway content area classroom and earn credit and a standard high school diploma is available to all students, regardless of the nature and severity of their disabilities. With appropriate adaptations and support, most students are able to meet curriculum objectives, be graded on the same expectations as other students, and receive credit. Modified curricula/courses are intended for use when, despite adaptations and support, students are unable to achieve the minimal outcomes defined for each course and therefore require the essence of the Parkway course to be changed (modified) to accommodate their needs.

Regular Credit:

A student may earn **regular credit when the essence of a Parkway course’s content, curriculum, objectives and competencies is maintained**. This is true even when a student is in a general education classroom setting involving collaborative instruction, support from special education staff (i.e., teacher, interpreter, assistant), and/or adaptations to instruction, testing, or materials. When a student is in a special education setting, but is working on the traditional or established content, requirements, and competencies for an approved general education Parkway course, the student will be eligible for regular credit if his/her curriculum is the same as for other students taking that course. **Whether regular or modified curriculum credit is earned is determined by the content and nature of the work** attempted by the student and NOT by who teaches the student (course) or in what setting (i.e., general or special education) the student spends a given period.

Modified curriculum credit:

When the “essence” of a traditional, approved Parkway course has been changed (usually by significantly modifying the course content, objectives, and competencies), a student (with or without disabilities) will earn a **modified curriculum credit** rather than regular credit. Unless determined otherwise, the amount of credit earned will be the same as for regular credit and will count toward a earning a Parkway diploma.

For students in Parkway general education classrooms and working on significantly modified content/competencies, Parkway instructors are able to give students appropriate grades and modified credits without compromising those for students working on traditional course work. Students will earn modified curriculum credit for content (e.g., math, English, science, history) related work in a special education setting where the content taught by the special education teacher is modified and based on individualized expectations. Students also will earn modified curriculum credit for “daily living,” vocational, or other “alternative” curricula which are determined by the IEP Team and are not equivalent to a traditional, approved Parkway course. The content usually will be determined by the IEP Team and will be based on modified curricula or on an established, but alternative curriculum.

Additional Information:

For students receiving special education services, their IEP Team must determine and document all adaptations and curricular modifications, individual graduation course work requirements, the type of credit that student is eligible to earn, and how grades will be determined when there are differences from how these are provided for students without disabilities. For students with Section 504 disabilities, the Individualized Accommodation Plan (IAP) Team must determine and document changes from what is comparable for students without disabilities. For students who do not have disabilities, the student’s parent(s)/guardian(s) must agree to modifications and how the modification will be documented in the student’s record.

Grades for students whose course/program is modified will be based on the same criteria used to grade other students. Therefore, **grades are to be based on the extent to which the modified requirements, expectations, and competencies/skills are met, not met, or exceeded by the student, as well as other variables** (i.e., class participation, homework completion and performance) used by teachers to determine grades. The teacher(s) responsible for a student’s primary instruction in a given area is to determine the student’s grade. **Grading also may be modified by switching to a pass/fail criterion or determining that no grade will be given (i.e., audit).**

Career grade point average (GPA) will NOT be REPORTED on grade reports and transcripts and **class rankings** will NOT be COMPUTED when modified curriculum credit represent 20% or more of all high school courses taken/attempted by the student, regardless of whether they earned credit for the course(s) or not (per Parkway's "Administrative Guidelines for Diploma Requirements - Policy IKF"). Semester GPA's will be calculated and reported for all students, regardless of the percentage of modified curriculum credits. Modified curriculum credit course grades are averaged in the same manner as regular credit grades to compute grade point averages and determine eligibility for extracurricular activities. Eligibility for interscholastic activities is determined for students with disabilities in the same manner as for other students.

A student's transcript will document the prescribed and completed course of study and types of credits earned. When **modified curriculum credit** is earned, a **course title will include an asterisk (*)** and, possibly, a different course number. The following notation will appear on Parkway transcripts: "* or IEP = Modified Curriculum."

SSD TECHNICAL HIGH SCHOOLS

Per the Administrative Guidelines for Parkway's Policy IKF "Diploma Requirements:"

Parkway may accept credits awarded by the Special School District (SSD) of St. Louis County to Parkway students attending (on a part or full time basis) a SSD technical high school. Transcripts are to indicate when the student attended and which courses were completed at the technical high school. Parkway grade point averages (GPA's) and class rankings will be based only on course work completed in Parkway high schools and transferred in from a previously attended accredited high school. Parkway students completing their high school requirements on a part or full time basis at a Special School District of St. Louis County technical high school may be eligible to receive a Parkway diploma from the Parkway school within whose boundaries they reside, provided they have satisfied both State and Parkway requirements.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) ANNUAL NOTIFICATION

I. NOTIFICATION OF RIGHTS

Each year the Parkway School District is required to give notice of the various rights accorded to parents or eligible students pursuant to the *Family Educational Rights and Privacy Act* (FERPA). Parents and eligible students have a right to be notified and informed. In accordance with the *Family Educational Rights and Privacy Act*, you are notified of the following:

II. RIGHTS OF PARENTS

1. RIGHT TO INSPECT: You have the right to review and inspect substantially all of your education records maintained by or at the District. You should submit to the student's school principal or other appropriate school official a written request that identifies the record or records you wish to review and inspect. You may also wish to request a copy of the Student Records policy and guidelines, which contain additional information.

2. RIGHT TO PREVENT DISCLOSURES: You have the right to prevent disclosure of education records to third parties with certain limited exceptions. It is the intent of the District to limit the disclosure of information contained in your education records to those instances where prior written consent has been given to the disclosure, as an item of directory information of which you have not refused to permit disclosure, or under the provisions of *Family Educational Rights and Privacy Act* (FERPA) which allow disclosure without prior written consent.

3. RIGHT TO REQUEST AMENDMENT: You have the right to seek to have corrected any parts of an education record which you believe to be inaccurate, misleading or otherwise in violation of your rights. This right includes the right to a hearing to present evidence that the record should be changed if the District decides not to alter the education records according to your request. You may request an amendment of your child's records by (1) advising the appropriate Parkway official how you wish to amend the student's record and why, and (2) requesting a copy of the Student Records policy and guidelines, which contain additional information.

4. RIGHT TO COMPLAINT: You have the right to file a complaint with the Family Educational Rights and Privacy Act Office, Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, concerning the District's alleged failure to comply with *Family Educational Rights and Privacy Act*.

5. RIGHT TO OBTAIN POLICY: You have the right to obtain a copy of the written policy adopted by the Board of Education of the Parkway School District in compliance with *Family Educational Rights and Privacy Act*. A copy may be obtained in person or by mail from: Custodian of Records, Parkway School District, 455 North Woods Mill Road, Chesterfield, Missouri 63017.

III. SHARING OF INFORMATION:

1. The district will disclose information from a student's education and/or health records to Parkway School District school officials who have a legitimate educational interest in the records. A school official is defined as:

- A person employed by the District as an administrator, supervisor, instructor, or support staff member including health medical staff and safety/security staff.
- A member of the board of education.
- A person employed by or under contract to the District to perform a special task, such as an attorney, auditor, medical consultants, or therapists.
- A person who is employed by the District's law enforcement unit.

A school official has a legitimate educational interest if the official is:

- Performing a task that is specified in his or her position description or by a contract agreement.
- Performing a task related to a student's education.
- Performing a task related to the discipline of a student.
- Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid.
- Maintaining the safety and security of the school or school property.

2. The District has determined that the Voluntary Interdistrict Choice Corporation (VICC) and its officers, employees and agents are school officials with legitimate educational interests because they act for and on behalf of the District with respect to transfer students and the transfer program, and because they seek to advance the interests of both. A transfer student's attendance records and other educational records relevant to the student's participation in the program or to the program itself may accordingly be disclosed to VICC without obtaining written consent from the parent/guardian or eligible student.

3. The District will disclose information from a student's education and/or health records to officials of another public school, school district or post-secondary school in which a student seeks or intends to enroll. Parkway staff shares education/health records of students, both disabled and non-disabled, with Special School District staff at various times during a child's enrollment at Parkway. The Parkway School District will not further notify parents or eligible students prior to such transfer of records.

4. The District will disclose information from a student's education and/or health records to law enforcement and juvenile justice authorities, if the disclosure concerns either law enforcement's or juvenile justice authorities' ability to serve the student prior to adjudication. The entity receiving such information must comply with applicable federal confidentiality restrictions.

IV. DIRECTORY INFORMATION

The Parkway School District has designated certain information contained in the education records of its students as directory information for purposes of the *Family Educational Rights and Privacy Act* (FERPA).

The following information regarding students is considered directory information:

1. Student's Name
2. Grade Level
3. Parent's Names
4. Address
5. Telephone number
6. Date of birth
7. Major field of study
8. Participation in activities and sports including audiovisual or photographic records of the openly visible activities thereof (e.g., artistic performances, sporting contests, assemblies, service projects, awards ceremonies, etc.)
9. Weight and height of members of athletic teams
10. Dates of attendance
11. Degrees and awards received
12. Most recent school attended by student
13. Enrollment status (e.g., full-time or part-time)
14. Photographs including photographs of regular school activities that do not disclose specific academic information about the child and/or would not be considered harmful or an invasion of privacy.

According to law, directory information may be disclosed by the Parkway School District without the consent of the parent of a student, or an eligible student. Such information is normally disclosed through distribution of yearbooks, handbooks, and similar school publications. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by *Family Educational Rights and Privacy Act*.

Any parent or student refusing to have any or all of the designated directory information disclosed must check specified box on the Pupil Information Form indicating that directory information shall not be released. This notification must be filed with the principal of the school that the student attends within thirty- (30) calendar days of the publication of this notice. In the event a notification of refusal is not filed, the Parkway School District assumes that neither a parent of a student nor an eligible student objects to the release of the directory information designated. Upon request, the Parkway School District will release the names, addresses, and phone numbers of secondary school students to military recruiters and representatives from institutions of higher education unless a parent or eligible student contacts the district and requests otherwise.

MILITARY RECRUITMENT – RELEASE OF INFORMATION (HIGH SCHOOL ONLY)

Recognizing the challenges faced by military recruiters, the No Child Left Behind Law requires high schools to provide to military recruiters, upon request, access to names, addresses, and phone numbers of high school students.

If you do not want Parkway School District to disclose this information without your prior written consent, you must fill out the detachable form below and return it to **Mary Theriot, Supervisor of Student Records, 12657 Fee Fee Road, St. Louis, MO 63146**. Checking the “Deny Permission of the Directory Information” box on the Pupil Information form will not be sufficient to deny the release of information to military recruiters. Also please note that the district cannot guarantee that buzz books will only be shared with families and members of the school community. They are, however, generally only distributed or sold to families and school personnel.

If you have previously filled out this form, you do not have to send it again.

A list of the guidelines on military recruiters’ access to information can be found at the following Web site: www.ed.gov/offices/OM/fpco/hot-topics/ht-10-09-02.html. If you have any questions, please do not hesitate to call Mary Theriot at 314-415-5062.

PARENT OPT-OUT FORM

I deny permission for my student’s directory information to be given to military recruiters.

Student Name _____

DOB _____

School _____

Parent’s signature _____

Date _____