



MONTOUR SCHOOL DISTRICT

Annual Public Notice

The Montour School District maintains pupil records as an inherent part of the student's education associated with the provision of necessary instructional services. These records are confidential and privileged and access is limited to the following school district employees: Administrators, counselors, specialists, student's classroom teachers, and members of the secretarial staff. The Montour School District's student educational records policy is in compliance with Pennsylvania Board of Education regulations and with the Family Educational Rights and Privacy Act. School district employees shall abide by the Student Educational Records Policy.

Parents of students in the Montour School District and students who have attained the age of 18 have the right to a copy of the District's records policy and the right to inspect and obtain copies of records by contacting the building principal. The principal has 30 days to respond to a written request for copies of the records. For further details, obtain a copy of the records policy from the school principal.

If students transfer to another school system, educational records will be forwarded upon written request from that school. A high school transcript will be released to post-secondary educational institutions, or prospective employers only upon the parent's or student's written authorization.

Each parent has access to his child's record unless the school district has received a copy of a court order which limits access. This regulation holds even if only one parent has custody of the child.

Types of records:

Directory Information Categories:

- Student's name, address, telephone number, date and place of birth
- Awards won and offices held
- Major areas of study
- Participation in officially recognized activities and sports
- Post high school endeavors
- Recognition of achievements in academic and non-academic areas of endeavors
- Recognition of graduating seniors
- Weights and heights of athletes

The parent or eligible student may refuse to permit the designation of any or all of these categories by notifying the principal within thirty days of the publication and distribution of this notice.

Health Records: Vision, hearing, specific health conditions and immunization records.

Academic and Attendance Records: Grades, and general achievement or ability test results.

Special Education Records:

School districts are required to annually notify parents that a file is maintained for students receiving special education programming and services. The school principal is responsible to ensure that the collection, maintenance and storage of information are in accordance with state and federal regulations. Parents and other persons or agencies required by law have access to this file.

Parents and eligible students who have attained the age of majority have the following rights:

- The rights to review inspect and obtain a copy of the records.
- The right to challenge the contents of the records with intent of removal or edit factual accuracy.
- The right to refuse individual consent, where that permission is needed for releasing certain information by the Montour School District.

Prior to the destruction of personally identifiable information, the school district will send written notification to the parents. Parents shall also be informed of their rights to receive a copy of the material to be destroyed.

Special Education File: Location

The building in which the student receives special education instructional services as well as in the Pupil Services office. The file is separate from the regular school file. Contents – Relevant special education data, identifying psychological and academic reports, other data pertinent to the student's special education placement or handicapping condition.

Parents' Right to Know

Under "No Child Left Behind", parents have the right to ask for the following information about their children's classroom teachers or paraprofessionals:

- Whether the teacher is properly certified by the PA Dept. of Education for the grades and subjects he/she teaches.
- Whether the teacher is teaching under emergency or other provisional status in which PA licensing criteria have been waived.
- Whether the teacher has any baccalaureate degrees or advanced degrees and the subject of the degrees.
- Whether the child is provided services by paraprofessionals and if so their qualifications.

If you would like to receive specific information about your child's teacher or paraprofessional, please contact your school principal. Our district is fully committed to the success of your child. We appreciate your partnership in our efforts to provide the best education for your child.

Child Identification Activities

The Montour School District employs the following procedures for locating, identifying and evaluating the needs of school-aged students requiring special programs and/or services. As mandated by School Code, the district routinely conducts screenings of a child's hearing acuity and visual acuity. Screening for speech and language skills is on an ongoing basis by referring children to the therapist. Gross motor and fine motor skills, academic skills and social/emotional skills are assessed by classroom teachers and support staff on an ongoing basis. Building level screening meetings are held monthly to conduct various ongoing screening activities which include: review of group-based data, such as enrollment and health records, report cards, ability and achievement test scores. Needs identified from these sources, as well as information from parents and agencies are assessed, noted within the student's record, and discussed with parents.

If appropriate, the child screening team recommends interventions to be implemented by the instructional staff or to document the need for further evaluation. If it is determined that a student may be eligible for special education, the student is referred for a multidisciplinary team evaluation. After the evaluation is completed, an evaluation report is prepared with parent involvement. The report includes specific recommendations for the types of intervention necessary to meet the needs of the student.

When the multidisciplinary team's evaluation report is completed and in accordance with state regulations, an IEP Team meeting with parent involvement is scheduled to develop an appropriate Individualized Education plan (IEP) for the students. Parents of students who suspect that their child is exceptional and in need of special education services may request a multidisciplinary team evaluation of their child by submitting a written request to the building principal.

Services for School Age Exceptional Students

The school district provides a free, appropriate public education to exceptional students according to state and federal mandates. To be eligible, the child must be of school-age, require specially designed instruction, and meet eligibility for mentally gifted and/or one or more of the following physical or mental disabilities as set forth in state and federal regulations: autism/pervasive developmental disorder, blindness/visual impairment, deafness/hearing impairment, mental retardation, multi - handicap, neurological impairment, physical disability, emotional disturbance, specific learning disability, speech/language impairment, and other health impairment.

Services designed to meet the needs of eligible students include supportive intervention in the regular class, supplemental in the regular class or in a special education resource program, placement in a part-time or full-time special education class in a regular school or placement in a full-time special education program outside of the regular school. The extent of special educational services are determined by the parents and staff at the IEP Team meeting and are based on the student's identified needs and abilities, chronological age, and the intensity of the specific interventions. The school district also provides related services, such as transportation, Physical therapy, and Occupational therapy that are required to enable the student to derive educational benefits.

Prior to the initiation of services, parents are presented a "Notice of Recommended Educational Placement" (NOREP) with which they may agree or disagree. If parents disagree with the program being recommended, they have the right to request a pre-hearing conference, mediation, and/or a due process hearing. Copies of the Procedural Safeguards Notice are issued when Permission to Evaluate/Reevaluate Form is sent to parents and at each IEP Team meeting. The school district also provides program services for students identified as being mentally gifted, K - 12. Any questions or concerns please feel free to contact the Coordinator of Gifted Services, Roberta Cegelski, at 412-490-6500 Ext. 1605.

Early Intervention:

Children who will be at least 3 years of age by September 1st and are suspected to have a disability in one or more of the following areas may be eligible to receive Early Intervention Educational Services: Physical Development, Cognitive and Sensory Development, Learning Problems, Speech/Language Development, Social/Emotional Development, other significant health impairment. Parents can contact Project DART, Allegheny Intermediate Unit, Dr. Susan Sams 412-394-5816.

Chapter 15 (504) Notice

The Montour School District complies with the requirements of Section 504 of the Rehabilitation Act and its implementing regulations for all students with known handicapping conditions. Section 504 and its accompanying regulations protect otherwise qualified handicapped students who have physical, mental, or health impairment from discrimination because of those impairments. The law and its regulations require public educational agencies to ensure that these students have equal opportunity to participate in the school program and extracurricular activities to the maximum extent appropriate. For further information, please contact District 504 Coordinator, Cindy Caliguire, Ext. 1606. School districts are required to provide these students with aids, services, and accommodations that are designed to meet the educational needs of the students as adequately as the needs of non-handicapped students are met. These aids, services and accommodations can include, but are not limited to, special transportation, modified equipment, and adjustments in the student's instructional program or the administration of needed medication. Any questions or concerns please feel free to contact the Pupil Services Office at 412-490-6500 Ext. 6100.