



Annual Notice of Services for Students with Disabilities Including Special Education and Protected Handicapped Students

Boys' Latin of Philadelphia Charter School ("Boys' Latin") prepares boys for success in college and beyond. The school does not discriminate based on external or perceived differences, but instead empowers all young men with a beneficially rewarding and diverse school program. Boys' Latin provides special education and related services to resident students with disabilities who are ages eleven through 21. The purpose of this notice is to describe (1) the types of disabilities that might qualify a student for such programs and services; (2) the special education program and related services; (3) the process by which public schools screen and evaluate such students to determine eligibility; and (4) the special rights that pertain to such students and their parents or legal guardians.

Students Served in Special Education Programs:

Special education services are available to students who have one or more of the following physical or mental disabilities:

Autism	Intellectual Disability	Specific Learning Disability
Deaf / Blindness	Multiple Disabilities	Speech or Language Impairment
Emotional Disturbance	Orthopedic Impairment	Traumatic Brain Injury
Hearing Impairment, including Deafness	Other Health Impairment	Visual Impairment, including Blindness

Description of Special Education Programs:

Boys' Latin provides appropriate special education programs and related services that are:

- Provided at no cost to parents.
- Provided under the authority of a school entity, directly, by referral or by contract.
- Individualized to meet the educational needs of the students.
- Reasonably calculated to yield meaningful educational benefit and progress and designed to conform to an Individualized Education Program ("IEP").

Special education is designed to meet the needs of each eligible student, including specifically designed instruction conducted in the classroom, home, community settings, hospitals, institutions, and other settings.

Related services available to students include transportation and corrective and other supportive services that help an eligible student benefit from special education. Examples include speech pathology, psychological services, physical and occupational therapy, social work services and assistive technology services. If a student requires psychological counseling as a related service, there is no cost to the parent, including transportation if necessary if it is provided outside of the school setting.

Referral of Students for Screening and Evaluation:

Boys' Latin has procedures to identify students needing special education. Those procedures are "screening" and "evaluation". If a disability is suspected, teachers and other school personnel or parents may refer a student for screening and/or evaluation. Parents suspecting that a student may have a disability and need special education can request a screening or evaluation at any time by contacting the principal of their student's school. Screening activities include reviewing immediately available data sources such as health records, parent interview, and history; functional vision and hearing evaluations; and determining the student's response to attempted remediation. Speech and language screenings are completed upon request. If the screening leads to a recommendation for evaluation, the evaluation team will conduct the evaluations. No evaluations may be conducted without written parental permission.

State and federal law affords many rights and protections to students with disabilities and their parents. A summary of these rights and protections follows. Interested persons may obtain a complete written summary of the rights and protections afforded by the law, together with information about free or low cost legal services and advice, by contacting the specialized services coordinator at the student's school site.

Rights and Protections:

Prior Written Notice: The public school must notify you in writing whenever it proposes to initiate or to change the identification, evaluation, educational program, or placement of a student or whenever it refuses to initiate or make a change in identification, evaluation, educational program, or placement requested by a parent. Such notice must be accompanied by a written description of the reasons for the proposal or refusal, the options considered, if any, and the reason why such options were rejected, if applicable.

Consent: The public school cannot proceed with an evaluation or with the initial provision of special education and related services without the written consent of the parent. A public school may not seek a hearing to override the refusal of a parental consent to initial placement in special education. A public school may override the lack of consent for an initial evaluation by requesting the approval of an impartial hearing officer or judge following a hearing. If the parent fails to respond to a written request for permission to re-evaluate, however, the public school may proceed with the proposed re-evaluation without consent.

Protection in Evaluation Procedure: Evaluations to determine eligibility and current need for special education and related services must be administered in a manner that is free of racial, cultural, and linguistic bias. Evaluations cannot consist of a single test or assessment and testing must be a valid measure of the psychological, social, emotional, or other learning characteristic or behavior that the school is using it to measure. Testing and assessment must be administered in accordance with professional standards and the criteria established by the publisher. It must be administered in the native language of the student.

Confidentiality: The records and documents that are part of the evaluation and screening process are confidential and protected under the Family Educational Rights and Privacy Act (FERPA). School districts, intermediate units, and charter schools maintain records concerning all students enrolled in the school, including students with disabilities. All records are maintained in the strictest confidentiality. The consent of the parent or eligible student who has reached the age of majority under State law must be obtained before personally identifiable information is released, except as permitted under FERPA. The age of majority in Pennsylvania is 21. Each participating agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction. One official at each participating agency must assume responsibility for ensuring the confidentiality of any personally identifiable information. At Boys' Latin, the Chief Executive Officer holds this responsibility. Each participating agency must maintain, for public

inspection, a current listing of the names and positions of those employees who have access to personally identifiable information. For additional information related to student records, the parent can refer to FERPA. This notice is only a summary of the special education services and protections pertaining to students with disabilities, students thought to be disabled, and their parents. For more information or to request an evaluation or screening of a student, contact the specialized services coordinator at the student's school site.

More Information:

Detailed information about available special education services and programs and Boys' Latin policies are available from the school upon request. Interested persons should contact the specialized services coordinator of the student's school. Information and communications are in English but will be provided in the native language or other modes of communication used by parents, if appropriate.

To learn more, please visit the school's website www.boyslatin.org and/or contact the student's school site.

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