



## **Annual Public Notice of Child Find for Special Education Services**

School districts, intermediate units and charter schools are required to establish and implement procedures to identify, locate and evaluate all students who may be eligible for special education or related services and/or services via Section 504 of the Rehabilitation Act of 1973. (For additional information related to Section 504/Chapter 15 services, the parent/guardian may refer to Section 504, Chapter 15, and the Basic Education Circular entitled Implementation of Chapter 15.)

This notice, highlighting special education services and identification activities and procedures, is to help find these students, assist parents/guardians, and to describe their rights concerning confidentiality of information, which is maintained not only during the identification process but also throughout students' enrollment at the Global Leadership Southwest Charter School ("Charter School").

The content of this notice has been written in English. If any person does not understand any part of this Notice, he/she/they should contact any individual at the address and telephone number listed at the end of this notice and request an explanation.

This notice shall inform parents/guardians throughout the Charter School of the child identification activities and of the procedures followed to ensure confidentiality of information pertaining to students with disabilities or eligible young children. In addition to this public notice, each school district, intermediate unit, and charter school shall publish written information in the handbook and on the website.

### **Identification Activity ("Child Find")**

"Child Find" or identification activities are performed to identify students who are suspected of having a disability that would interfere with their learning so that special education programs and related services, or other accommodations, can be provided and a free appropriate public education ("FAPE") be made available. The types of disabilities that if found to cause a student to need services are autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment due to chronic or acute health problems, specific learning disabilities, speech or language, traumatic brain injury and visual impairment including blindness.

The identification activities are sometimes called screening activities and may include reviewing group data, conducting hearing and/or vision screening, assessing a student's academic functioning, observing the student and determining his or her response to attempted redirection and/or remediation.

Once identified as a student who is suspected of having a disability, he or she is evaluated by the Charter School, but only if the parent/guardian has given consent to proceed with the evaluation process. The school cannot proceed with an evaluation, or with the initial provision of special

education and related services, without the written consent of a student's parent/guardian. For additional information related to consent, please refer the "Consent" portion of this Notice below.

If a parent/guardian believes that his or her student may be eligible for special education, the parent/guardian may initiate evaluation procedures by forwarding a written statement to the Principal stating his or her concerns about the student, with a request for the student to be evaluated.

Child Find activities are also conducted for students who may be eligible for services or accommodations under Section 504 of the Rehabilitation Act of 1973 and Chapter 15 of Title 22 of the Pennsylvania Code.

Questions or concerns may be directed to any individuals listed at the end of this notice.

### **Signs of Potential Developmental Delays and Other Risk Factors that Could Indicate Disability**

Each student develops at his or her own pace, and the rate of normal development ranges by the individual student. However, it is helpful for parents/guardians to be aware of signs of potential developmental delays or other risk factors that could indicate disability -- and need for evaluation and/or support and services in school -- particularly if, when compared to other students of the same age, problems are noticed in one or more areas of physical development, gross motor skills, cognitive development, communication development, social and emotional development and adaptive skills:

- Speech or Language Skills -- involving ability to express and receive information at age-appropriate levels
- Cognitive Skills -- involving ability to learn, solve problems and remember tasks
- Gross Motor Skills -- involving ability to use the large muscle groups that assist in walking, running, standing, sitting, changing positions and maintaining balance and coordination
- Fine Motor Skills -- involving ability to grasp, pinch and eat and dress
- Social and Emotional Skills -- involving ability to interact with others, understand social rules, demonstrate social reciprocity and self-regulation
- Adaptive Behavior -- involving everyday skills for functioning such as bathing, dressing, grooming, feeding oneself or performing age-appropriate skills independently

Risk factors for developmental delay are genetic, environmental or a complex mix of factors.

Questions or concerns may be directed to any individuals found at the end of this Notice. Any parent/guardian wishing to initiate an evaluation may forward a written statement to the Principal stating his/her/their concerns about the student, with a request for the student to be evaluated.

### **Evaluation Process**

Each school district, intermediate unit, and charter school has a procedure in place by which parents can request an evaluation. For information about procedures applicable to your child, contact the individuals listed below at the end of this Notice. Parents of preschool age children, age three through five, may request an evaluation in writing by addressing a letter to Elwyn SEEDS at 4025 Chestnut Street, 2<sup>nd</sup> Floor, Philadelphia, PA 19104.

### **Consent**

Once identified as a student who is suspected of having a disability, he or she is evaluated by the Charter School, but only if the parent/guardian has given consent to proceed with the evaluation process. School entities cannot proceed with an evaluation, or with the initial provision of special education and related services, without the written consent of the parents. For additional information related to consent, please refer the Procedural Safeguards Notice which can be found at the PaTTAN website, [www.Pattan.net](http://www.Pattan.net). Once written parental consent is obtained, the district will proceed with the evaluation process. If the parent disagrees with the evaluation, the parent can request an independent education evaluation at public expense.

### **Confidentiality of Information**

School districts, intermediate units and charter schools maintain records concerning all children enrolled in the school, including students with disabilities. The Charter School maintains records concerning all students enrolled in the school, including students with a disability or suspected of having a disability, in accordance with state law and federal law, namely, The Family Educational Rights and Privacy Act ("FERPA"). A record of identification activities for a student by the Charter School constitutes an education record for him or her that the school maintains in the strictest confidence, as it does for all other education records that contain confidential and personally identifiable information including the student's name, the name of the student's parent/guardian or other family member, the address of the student or family, a personal identifier such as social security number, or a list of characteristics or other information that would make the student's identity easily traceable.

The Charter School will gather information regarding a student's academic, intellectual, physical, mental, emotional and health functioning through testing and assessment, observation of the student, as well as through review of any records made available to the school from the student's physician and/or other providers of services such as any outside agencies.

The school protects the confidentiality of personally identifiable information by one school official being responsible for ensuring the confidentiality of the records; training provided to all persons who need to use the information; and maintaining for public inspection a current list of employees by names and positions who may have access to the information.

When information gathered is no longer needed to provide educational services to a student, the Charter School will destroy the information at the request of the parent/guardian, but general information such as the student's name, address, phone number, grades, attendance record and classes attended, and grade level completed, may be maintained without time limitation.

A parent/guardian has a number of rights regarding the confidentiality of his/her/their student's records, including the right to inspect and review any education records pertaining to his or her student that are collected, maintained or used by the Charter School. The Charter School will comply with a parent's/guardian's request to review the records without unnecessary delay and before any meeting regarding planning for a student's special education program or IEP, and before a hearing in the event of disagreement about a student's special education needs. In no event may the Charter School take more than 45 days to furnish a parent/guardian with the opportunity to inspect and review his or her student's records.

A parent/guardian of a student with, or suspected of having, a disability, has the right: to an explanation of the records; to be provided with a copy of the records if otherwise the parent/guardian would be effectively prevented from exercising his or her right to inspect and review the records; and to have a representative inspect and review the records upon a parent's/guardian's authorization. Upon a parent/guardian's request, the Charter School will provide the parent/guardian with a list of the types and location of education records collected, maintained or used by the school.

The Charter School will charge a fee for copies of records made in response to a parent/guardian's request for copies but will not charge a fee if doing so will prevent the parent/guardian from inspecting and reviewing his or her student's records. The school will not charge a fee to search or retrieve information. The fee for copies is \$.10 per page.

Furthermore, a parent/guardian of a student with, or suspected of having, a disability has the right to request the amendment of his or her student's education records that the parent/guardian believes are inaccurate or misleading or violates the privacy or other rights of his or her student. The Charter School will decide whether to amend the records within a reasonable time of receipt of a parent/guardian's request. If the school refuses to amend the records, the parent/guardian will be notified of the refusal and right to a hearing. The parent/guardian will be given, at that time, additional information regarding the hearing procedures; upon request, school will provide the parent/guardian with a record hearing to challenge information in his or her student's education files.

Consent of the parent/guardian is required before personally identifiable information contained in a student's education records is disclosed to anyone other than officials of the school collecting or using the information for purposes of identification activities and evaluation, or for any other purpose in order to make available FAPE to the student. A school official has a legitimate educational interest in the education record if the official needs to review the education record in order to fulfill his or her professional responsibility. Additionally, the Charter School, upon request, may disclose records without consent to officials of another school or school district in which a student seeks or intends to enroll.

When a student reaches age 18, the rights of the parent/guardian with regard to confidentiality of personally identifiable information is transferred to the student. A parent/guardian may file a written complaint alleging that the rights described in this notice were not provided to the following:

Pennsylvania Department of Education, Bureau of Special Education  
Compliance Division  
333 Market St.  
Harrisburg, PA 17126-0333

Complaints alleging failure regarding confidentiality of personally identifiable information may also be filed with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4605

### **Program Development and Provision of Services**

Once the evaluation process is completed, a team of qualified professionals and parent/guardian determine whether the child is eligible for special education and related services. If the child is eligible, the Individualized Education Program (IEP) team meets, develops the program, and determines the educational placement. Once the IEP team develops the program and determines the educational placement, the Charter School will issue a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN). . Written consent from the parent/guardian is required before initial services can be provided. The parent has the right to revoke consent after initial placement.

Public schools must ensure that children with disabilities are educated to the maximum extent possible in the regular education environment, and that the instruction they receive conforms as much as possible to the instruction that non-disabled students receive. Programs and services available to students with disabilities, in descending order of preference, may include (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant service by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part time special education class placement in a regular public school or alternative setting; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting.

Depending on the nature and severity of the disability, the Charter School can provide special education programs and services in areas such as (1) the public school the child would attend if not disabled, (2) an alternative regular public school either in or outside the school district of residence, (3) a special education center operated by a public school entity, (4) an approved private school or other private facility licensed to serve children with disabilities, (5) a residential school, (6) approved out-of-state program, or (7) the home.

Special education services are provided according to the primary educational needs of the child, not the category of disability. The types of service available include: (1) learning support, for

students who primarily need assistance with the acquisition of academic skills; (2) life skills support, for students who primarily need assistance with development of skills for independent living; (3) emotional support, for students who primarily need assistance with social or emotional development; (4) deaf or hearing impaired support, for students who primarily need assistance with deafness; (5) blind or visually impaired support, for students who primarily need assistance with blindness; (6) physical support, for students who primarily require physical assistance in the learning environment; (7) autistic support, for students who primarily need assistance in the areas affected by autism spectrum disorders; and (8) multiple disabilities support, for students who primarily need assistance in multiple areas affected by their disabilities.

The Charter School, in conjunction with the parents/guardians, determines the type and intensity of special education and related services that a particular student needs based exclusively on the unique program of special education and related services that the school develops for that student. The student's program is described in writing in an individualized education program, or "IEP," which is developed by an IEP team consisting of educators, parents/guardians, and other persons with special expertise or familiarity with the student. The parents/guardians of the student have the right to be notified of and to participate in all meetings of their student's IEP team. The IEP is revised as often as circumstances warrant but reviewed at least annually. The law requires that the program and placement of the student, as described in the IEP, be reasonably calculated to ensure meaningful educational progress to the student. IEPs contain, at a minimum, a statement of present levels of educational performance, an enumeration of the annual goals and short-term objectives or benchmarks established for the student, and a statement of the special education and related services that the student needs to make meaningful educational progress. For students aged fourteen and older, the IEP must also include an appropriate transition plan to assist in the attainment of post-secondary objectives. The public school must invite the student to the IEP team meeting at which the transition plan is developed.

### **Provision of Related Services Including Psychological Counseling**

Related services are designed to enable the student to participate in or access his or her program of special education. Examples of related services include, but are not limited to, speech and language therapy, occupational therapy, physical therapy, nursing services, audiologist services, counseling, and family training. Necessary related services are afforded to eligible students at no cost to parents/guardians.

### **Psychological and Counseling Services**

Psychological and Counseling related services are included in a student's IEP to ensure that a student benefits from their special educational program and are intended to provide additional support to students and parents. Counseling services are defined as Counseling Services are defined as "services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel." 34 C.F.R. § 300.34(c)(2). Psychological services include:

1. Administering psychological and educational tests, and other assessment procedures.
2. Interpreting assessment results,
3. Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning.

4. Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations,
5. Planning and managing a program of psychological services, including psychological counseling for children and parents, and
6. Assisting in developing positive behavioral intervention strategies.

34 C.F.R. § 300.34(c)(10).

The Charter School's school psychologists are uniquely qualified members of the school teams that support students' ability to learn and teachers' ability to teach. School psychologists receive special training in child development, learning processes, emotional and behavioral adjustment, and psychological and instructional testing, and are certified by the Pennsylvania Department of Education. They are relied upon when planning educational decisions for students.

With parent's/guardian's written consent, the school psychologist conducts an Evaluation (below) including developing recommendations for a student's education by talking with the student, parent/guardian, and teachers; observing the student in the classroom; administering standardized psychological tests; assessing the way the student is benefiting from the current school curriculum; and gathering reports (if any) from other professionals. This information is shared with parent/guardian and the other members of the evaluation team (such as the teacher, school administrator and counselor). These records are confidential and will not be shared with anyone without your permission. Together, the team tailors an educational program that is appropriate for the student in a report of the team's conclusions and recommendations also made available to parent/guardian.

Psychological counseling as a related service includes psychological services defined above, administered by the qualified personnel described above, and designed to allow students to benefit from their special education. If a student is found through evaluation or assessment to benefit from psychological counseling as a related service, it must be included in their IEP and delivered until it is demonstrated that a student no longer has the need for such a service.

### Counseling Services

The Charter School's school counselor(s) assess students' needs, identify the obstacles that may hinder student success, and advocate student strategies to support learning and growth. The counselor provides a host of mental health services to support our students, including:

- Individual and group counseling
- Crisis intervention
- Classroom lessons and many other types of academic support
- Emotional support

Counselors collaborate as a team with students, parents/guardians, teachers and community agencies to identify students at high-risk and to facilitate appropriate interventions.

Psychological counseling as a related service is also available to families of eligible students when determined necessary by the IEP team. At any point during the evaluation and IEP development process, the IEP team may consider the necessity of such services. If deemed necessary, these services will be delineated in the student's IEP.

### Social Worker Services

The Charter School's social worker addresses a variety of concerns related to student behavior and/or wellbeing, working with teams of teachers, parents/guardians and administrators. Some responsibilities can include individual and group counseling/therapy, special education assessment and support, assisting in the development of positive behavioral intervention strategies, and working to address problems in a student's living situation that affect his or her adjustment in school, ultimately serving as a bridge between the school, the student's home and the community. The school's social worker is pivotal to helping students obtain Behavioral Health services and often attends intake and discharge planning meetings when students need mental health in-patient or partial hospitalization. The social worker ensures there is a comprehensive transition to and from these services to promote student success.

The school's social worker frequently serves as the liaison to outside agencies to facilitate interagency coordination for comprehensive student care and receipt of necessary services.

### Services for Protected Handicapped Students

Also, in compliance with applicable law, the Charter School will provide to each student with a qualified disability under Section 504 of the Rehabilitation Act of 1973, having a disability that substantially limits or prohibits participation in or access to an aspect of the school's program, without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program (and extracurricular activities) to the maximum extent appropriate to the student's abilities. These services and protections for students with disabilities may be distinct from those applicable to students eligible for special education services or thought-to-be eligible students. Please contact the Charter School at the contact information below for further information or to request an evaluation under Section 504.

### Equal Opportunity in Educational Programs or Activities

The Charter School will not discriminate in educational programs or activities based on race, color, national origin, age, sex, sexual orientation, handicap, creed, marital status, disability or any other legally protected classification. No student enrolled at the Charter School will be denied equal opportunity to participate in age and program-appropriate instruction or activities for any reason prohibited by federal or state law including but not limited to a disability.

This Annual Notice is only a summary of the special education services, evaluation and screening activities, and rights and protections pertaining to children with disabilities, children thought to be disabled, and their parents/guardians. For more information or to request



evaluation or screening of a child, please contact the individuals listed below. For preschool age children, information, screenings and evaluations requested, may be obtained by contacting Elwyn SEEDS.

**Contacts**

**Elwyn SEEDS:**

4040 Market St.  
Philadelphia, PA 19104  
215-895-5500

**Charter School Contacts:**

**Global Academies:**

Director of Special Services, Alicia Kennedy  
[akennedy@globalacademies.org](mailto:akennedy@globalacademies.org)  
5070 Parkside Ave. Ste. 1404  
Philadelphia, PA 19131  
267-605-1854

**Global Leadership Academy Southwest:**

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