## Required Elements of Special Education Policies and Procedures [Resource from Opening Procedures Handbook] *May 2015*

To ensure that your proposed school will be prepared to operate programs and services which meet the requirements of law and meet the needs of students, please review the following required elements of Special Education Policies and Procedures. Charter applicants should consider how the proposed processes and procedures to identify, assess, and serve students with disabilities described in the charter application reflect an understanding of required policies and procedures.

1. **Evaluations**
2. Describe the process for identification of students who may be in need of special education services (school and parent referrals).
3. Describe the evaluation process, including timelines, for students, including how decisions regarding the choice of optional assessments will be made.
4. Describe the process, including timelines, for three year re-evaluations.
5. Describe the process for end-of-school year assessments.
6. Describe the process for independent education evaluations.
7. Describe how evaluations will be conducted if the student’s primary language is not English.
8. **IEP Development and Placement**
9. Describe the process and procedures for individual education program (IEP) amendments when students enter your school.
10. Describe the school’s timeline for sending home proposed IEPs.
11. Describe the school’s process for communication and meetings to make decisions regarding potential out-of-district placements.
12. **IEP Implementation**
13. If the school serves students ages 14 and older, describe how transition planning will be conducted, and/or who will create written transition plans.
14. Describe the school’s process for developing amendments for any students, including those new students who enter the school on an existing IEP.
15. Describe how IEP progress reports are developed and how often they are sent home.
16. Describe how families will be provided with IEPs, progress reports, and other notices and evaluations if they speak a language other than English.
17. Describe the school’s process for managing instructional group sizes and age span requirements.
18. Describe the school’s policy concerning the manner in which students with disabilities are required to participate in the annual administration of MCAS, including information about accommodations.
19. **Student and Parent Rights**
20. Describe the school’s process for obtaining parental consent for educational evaluations and special education services, including the process if a parent waives or requests additional assessments.
21. Describe the school’s process if a parent revokes consent to special education service.
22. Describe the school’s process if a parent rejects or partially rejects an IEP or proposed placement.
23. Describe the process for providing parents with the Notice of Procedural Safeguards, including the timing and frequency with which these will be provided.
24. Describe how the school will provide equal access to educational, nonacademic, extracurricular and ancillary programs for all students.
25. **Confidentiality**
26. Describe the school’s process for releasing student information.
27. Describe the school’s process for the transfer of records from former schools (if applicable) and to new schools (upon request).