
SPECIAL EDUCATION ASSESSMENT REQUEST POLICY

Sage Oak Charter Schools (“SOCS” or the “Charter School”) recognizes the need to actively seek out and evaluate charter school students who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. SOCS hereby adopts this Special Education Assessment Request Policy to apply to students enrolled in SOCS.

The Superintendent or designee shall implement the designated Sonoma County Special Education Local Plan Area (“SELPA”) process to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment.

The Superintendent or designee shall implement the designated SELPA’s method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program.

For assessment purposes, staff shall use appropriate tests to identify specific information about the individual’s abilities.

The Superintendent or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the SELPA’s procedures for initiating a referral for assessment to identify individuals who need special education services.

SOCS shall comply with the SELPA’s CEO Policy and Administrative Regulation governing the identification, referral, assessment, instructional planning, implementation, and review, including the SELPA’s procedures for initiating a referral for assessment to identify individuals who need special education services.

Request for Initial Evaluation

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. Staff shall send any referrals to the Special Education (“SPED”) department.

SPECIAL EDUCATION ASSESSMENT REQUEST POLICY

A parent/guardian of a student may initiate a request for an initial special education evaluation to determine if their student qualifies for special education services. When the teacher receives a verbal request from a parent/guardian, the teacher should notify the SPED department. If the teacher receives a written request from a parent/guardian for a formal special education assessment, including an email request, the teacher should forward the request to the SPED department email immediately.

An IEP shall be held within 60 days of receiving the consented to assessment plan, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension.

The 60-day time period does not apply if either of the following occurs:

1. A student enrolls in SOCS after the relevant time period has commenced but prior to a determination by his or her previous local educational agency of whether the student has a disability that requires special education. The exemption of this paragraph applies only if SOCS is making sufficient progress to ensure a prompt completion of the assessment, and the parent/guardian agrees to a specific date by which the assessment shall be completed.
2. The parent/guardian repeatedly fails or refuses to produce the student for the assessment.

Upon receipt of the request:

1. The SPED department will communicate acknowledgment of the request and provide parent/guardian with a copy of their Notice of Procedural Safeguards and answer any questions relevant to the assessment process.
2. The SPED Department will notify the Student Services Coordinator to set up a response Student Success Team (SST) meeting.
 - a. The response SST will be scheduled within 10 days of the request.
 - b. The response SST will review the student's current progress and discuss which resources of the regular education program have been considered and, where appropriate, utilized.

The SST may also recommend regular education resources for the student moving forward.
 - c. The SST process is not in lieu of nor will it delay a special education assessment unless the parent/guardian agrees in writing to rescind the request or extend the timeline.

SPECIAL EDUCATION ASSESSMENT REQUEST POLICY

3. An Assessment Plan (“AP”) will be developed within 15 days from the date of the initial written request from the parent/guardian unless, prior to that time, the parent/guardian rescinds in writing the request for assessment.
4. The SPED department will contact the parent/guardian in accordance with the required timelines.