

SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS

The district recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction can improve their educational performance when they receive special education and related services tailored to fit their needs. The district adopts the state’s full educational opportunity goal to provide students in need of special education services with a free appropriate public education.

Special education programs for eligible students will be an integral part of the general educational programs of this district, and will be operated in compliance with federal and state requirements governing special education. The district will provide a continuum of placement options which may include services within and outside the district depending on the student’s needs.

Not all students with disabilities are eligible for special education services. The needs of students with disabilities will be addressed individually and, if appropriate, students will be provided accommodations, modifications, and/or related aids and services as required under Section 504 of the Rehabilitation Act of 1973 in accordance with district policy and procedures.

Mediation or Resolution Agreements

The board authorizes the superintendent or a designee to bind the district to a mediation or resolution agreement.

Commencement Exercises /Certificate of Attendance

In order to participate in commencement exercises, students must have met the minimum criteria for graduation prior to the date of the exercise and otherwise be in good standing with their school through the commencement date. Minimum criteria for participation may be adjusted for students with an Individualized Education Plan (IEP) whose disabilities have impacted their opportunity to accumulate credits. Each student’s IEP team will determine the student’s graduation plan, including graduation date. Students with an IEP who have attended four years of high school and need additional time to complete IEP goals and/or credits may request participation in commencement exercises. Students with an IEP will receive a certificate of attendance until they complete their credits for graduation.

The district superintendent shall develop and maintain special education procedures necessary to implement this policy. This policy and the procedures shall be available to the public.

<p>Cross References:</p> <ul style="list-style-type: none"> Board Policy 2162 Board Policy 2163 Board Policy 2410 Board Policy 3231 Board Policy 3241 	<ul style="list-style-type: none"> Education of Students with Disabilities under Section 504 Response to Intervention High School Graduation Requirements Student Records Classroom Management, Corrective Actions or Punishment
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Board Policy 3247

Notification of Isolation or Restraint of Students with IEPs or Section 504 Plans

Legal References:

RCW 28A.605.020

Parents' Access to Classroom or School Sponsored Activities

RCW 28A.155

Special Education

RCW 28A.600.485

Restraint of students with individualized education programs or plans developed under section 504 or the rehabilitation act of 1973 – Procedures – Definitions

RCW 28A.600.486

District policy on use of isolation or restraint – Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.

RCW 49.60

Law against Discrimination

WAC 392-172A

Rules for the Provision of Special Education

20 USC 1400 et seq.

Individuals with Disabilities Education Improvement Act of 2004

42 USC 12131-12133

Americans with Disabilities Act of 1990

28 CFR Part 35

Nondiscrimination on the Basis of Disability in State and Local Government Services

34 CFR Part 99

Family Education Rights and Privacy Act (FERPA)

29 USC 794

Section 504 of the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974, Pub. L. 93-516, 29 U.S.C. 794

34 CFR Part 104

Nondiscrimination on the basis of handicap in programs and activities receiving or benefiting from federal financial assistance

34 CFR Part 300

Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities

34 CFR Part 303

Early intervention for infants and toddlers with disabilities

Management Resources:

Policy News, December 2021

Policy News, December 1999

Rule adoption leads to special education policy

Policy News, June 2007

Policy News, December 2007

June 2014 – Policy Alert

Policy News, March 2016

Graduation Ceremonies for Special
Education Students

Updated Special Education Policy and
Procedure

Adoption Date: June 21, 2000

Revised: December 17, 2003

March 19, 2008

September 15, 2010

July 18, 2011

December 17, 2014

May 18, 2016

August 23, 2022