



INSTRUCTION

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 have potential for improving educational performance when they receive special education and related services tailored to fit their needs. Each eligible student in the district will be afforded a full educational opportunity. This goal will be met consistent with the state's goals through ensuring the provision of a free appropriate public education, complying with state and local procedures, and improving performance goal indicators.

Special education programs for students eligible for special education shall be an integral part of the general educational programs of this district, and shall 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 each student will be addressed individually and provided accommodations or modifications required under § Section 504 of the Rehabilitation Act 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 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. IEP students 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. IEP students 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.

Cross References: Board Policy 2162

2163

2410

3231

Education of Students with Disabilities under
Section 504

Response to Intervention

High School Graduation Requirements

Student Records

	3241	Classroom Management, Corrective Actions or Punishment
	3247	Required Notification of Isolation or Restraint of Students with IEPS or Section 504 Plans
Legal References:	RCW 28A.600.485	Restraint of students with individualized education programs or plans developed under section 504 of 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 28A.605.020	Parents' Access to Classroom or School Sponsored Activities
	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, June 2014

Policy News, December 1999

Policy News, June 2007

Policy News, December 2007

Policy Alert

Rule Adoption Leads to Special Education
Policy

Graduation Ceremonies for Special
Education Students

Updated Special Education Policy and
Procedure

Adoption Date: December 19, 1988

Updated: April, 1998

Updated: December, 2000

Updated: February, 2008

Updated references: December, 2009

Updated: August, 2014