

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 can improve their educational performance when they receive special education and related services tailored to fit their needs.

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 those students will be addressed individually and, if appropriate, the student will be provided accommodations or modifications required under Section 504 of the Rehabilitation Act in accordance with district policy and procedures.

Each eligible special education student in the district will be afforded a full education 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.

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

Commencement Participation – 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 exercises and otherwise be in good standing with their school through the commencement date. By state statute, 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. Student's 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, and will receive a certificate of attendance.

Mediation or Resolution Agreements

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

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Cross reference:	Policy	2160	Education of Students with Disabilities under Section 504
		2410	High School Graduation Requirements
		3300	Corrective Actions or Punishment
		3301	Discipline of Students with Disabilities
		3315	Time Out
		3317	Aversive Therapy
		3600	Student Records
Legal reference:	RCW	28A.155	Special Education
		28A.605.020	Parents' Access to Classroom or School Sponsored Activities
		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
		28 CFR Part 35	Nondiscrimination on the Basis of Disability in State and Local Government Services
		29 U.S.C 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 99	Family Education Rights and Privacy Act
		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 Program for infants and toddlers with disabilities

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