

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 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. The needs of those students will be addressed individually and if,

appropriate, the student will be provided accommodations and/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.

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.

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 Education of Students with Disabilities under Section 504
3231 Student Records
3241 Classroom Management, Corrective Actions or Punishment

Legal Reference	RCW 28A.155 RCW 49.60	Special Education 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 U.S.C. 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 29 U.S. C. 794	Family Education Rights and Privacy Act (FERPA) 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 Program for Infants and Toddlers with Disabilities

Management Resources:

<i>Policy News</i> , December 1999	Rule Adoption Leads to Special Education Policy
<i>Policy News</i> , June 2007	Graduation Ceremonies for Special Education Students
<i>Policy News</i> , December 2007	Updated Special Education Policy and Procedure

Revision Date: 7-12-10
Adoption Date: July 17, 2002
Woodland School District #404