

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 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.

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, meet their IEP goals and/or reach the end of the school year in which they turn 21 years of age.

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 References:	RCW 28A.155	Special Education
	RCW 49.60	Law against Discrimination
	WAC 392-172A	Rules for the Provision of Special Education
	20 U.S.C. 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	Family Education Rights and Privacy Act (FERPA)

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 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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Issaquah School District
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