

Special Education and Related Services for Eligible Students

The district is committed to full and faithful compliance with state and federal requirements related to special education with the goal of fully supporting all students.

Special education programs for eligible students will be an integral part of the general educational programs of this district. The district will provide a continuum of placement options, which may include services within and outside the district depending on the student's needs. The district commits to involving parents and/or guardians in creation of student-specific special education plans.

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.

Commencement Exercises/Certificate of Attendance

Minimum criteria for participation in commencement 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 will develop and maintain special education procedures necessary to implement this policy. Procedures will include: Free appropriate public education (FAPE); Least restrictive environment (LRE); procedural safeguards (including confidentiality procedures); and students receiving services in private schools.

Procedures will address but not necessarily be limited to the following areas:

- A. Free appropriate public education (FAPE)
- B. Least restrictive environment (LRE), i.e., including participation in general education and access to extra-curricular and non-academic activities
- C. Procedural safeguards (including confidentiality procedures)
- D. Continuum of placement options
- E. Involvement of parents in construction of student plans
- F. Escalation process for parents who feel their student's needs are not being adequately addressed
- G. Due process rights
- H. Review of plan implementations and effectiveness and timely revisions of plans when necessary
- I. Students receiving services in private schools
- J. Evaluation
- K. Child Find

- L. Access to highly qualified staff
- M. Access to instructional materials appropriate to the person's disability
- N. Data collection and review at the program level
- O. Annual report to the board of program performance

The Superintendent will also create informational resources that support families, students, and community members to understand special education and related services with the goal of enabling families of special education students to fully access appropriate services.

Cross-References:

Board Policy 2162	Education of Students with Disabilities under Section 504
2410	High School Graduation Requirements
3231	Student Records
3241	Classroom Management, Corrective Actions or Punishment Legal
3246	Restraint, Isolation and Other Uses of Reasonable Force_____

References:

Chapter 28A.155 RCW	Special Education
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 — Limitation
Chapter 49.60 RCW	Discrimination — human rights commission
WAC 392-172A	Rules for the Provision of Special Education
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
20 U.S.C. 1400 et seq.	Individuals with Disabilities Education 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)
34 CFR Part 104	Nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance
34 CFR Part 300	Assistance to States for the Education of Children With Disabilities
34 CFR Part 303	Early Intervention Program for Infants and Toddlers with Disabilities

Management Resources:

Policy & Legal News, June 2014

Policy News, October 2009 Special Education Rules Revisions

Policy News, December 2007 Updated Special Education Policy and Procedure

Policy News, June 2007 Graduation Ceremonies for Special Education Students

Policy News, December 1999 Rule Adoption Leads to Special Education Policy

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