

WASHINGTON STATE CENTER FOR CHILDHOOD DEAFNESS & HEARING LOSS

POLICY: **2161**

Adopted: **May 16, 2008**

Revised: **February 6, 2015**

SUBJECT: **Special Education and Special Services for Eligible
Students (Update)**

Approved by:


Sidney Weldele-Wallace, Chair, Board of Trustees

The Washington State Center for Childhood Deafness & Hearing Loss (CDHL) and the Washington School for the Deaf (WSD) 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. WSD 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 WSD, and shall be operated in compliance with federal and state requirements governing special education. WSD provides a continuum of placement options which may include services within and outside the school 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 WSD policy and procedures.

Mediation or Resolution Agreements

The board authorizes the superintendent or designee to bind the school 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 Executive Director 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:

- 3247 – Isolation and Restraint of Students with IEPs and Section 504 Plans
- 3241 – Change of Placement/Expulsion
- 3231 - Student Records
- 2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Legal 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 the use of isolation and 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