

**Provo City School District**  
**Policy Series 4000: Curriculum, Instruction, Assessment**



**Policy No. 4160**

**General Special Education and Related Services for Eligible Students**

*Responsible Governance:* The Provo City School District Board of Education recognizes that students with disabilities may require specially designed instruction and related services to receive a free, appropriate public education. In order to provide those services in an efficient and effective manner the board will appoint a Director of Special Education who will provide leadership in planning, staffing, policy setting, federal and state rules and regulation compliance, monitoring student achievement and advocacy.

*Creating Conditions for Student Success:* PCSD adopts the state's Special Education Rules in its entirety and the program will be operated in compliance with federal and state requirements. Additionally, the board will support these conditions for student success:

- Special education and related services are provided to students with disabilities to support their participation the general education program and facilitate access to the core curriculum to the greatest extend possible as determined by the IEP team.
- The district will provide a continuum of placement options to support the learning of students with disabilities.
- Only students who have been determined eligible by an IEP team will have access to Special Education and related services.

*Dispute Resolution:* The Board authorizes the superintendent or a designee to bind the district to a mediation, resolution agreement or due process hearing.

*Parent Involvement:* The Board recognizes that parental involvement is critical to compliance with the requirements of the federal Individuals with Disabilities Education Act and encourages fostering positive relationships with families. The Board supports on-going efforts to foster meaningful collaboration between students, families, schools, and community agencies.

*Personnel Development:* The Board supports professional development for special educators in order to meet the diverse needs of children with disabilities. The board also supports enhanced support for beginning special educators.

*Termination of High School Special Education Services:* The Board supports the State Graduation Guidelines for Students with Disabilities and the Utah State Board of Education graduation requirements

- Students with disabilities may receive a Provo City School District diploma after successful completion of the correct number of credits and district requirements. The IEP team may amend the graduation requirements through the IEP process.

Amendments may include modifications, substitutions, and/or exemptions made to accommodate individual student's needs.

- Modifications for a diploma must
  - o Be consistent with the student's IEP or SEOP or both;
  - o Be maintained in the student's file and include the parent's/guardian's signature; and
  - o Maintain the integrity and rigor expected for high school graduation
- Students with disabilities may receive a Certificate of Completion if they have completed their senior year, are exiting the school system or have not met all state or district requirements for a diploma. If that student has not reached age 22, he/she is eligible to return to the school system to qualify for a PCSD diploma.
- A student's right to FAPE ends when the student has graduated from high school with a *regular* diploma or reaches age 22, leaving school either at winter break or the end of the school year, depending upon the student's birthday.
- Students with disabilities may take the GED test and earn a *Utah High School Completion Diploma*. If that student has not reached age 22, he/she is eligible to return to the school system to qualify for a PCSD diploma.
- Students with disabilities may enroll in Adult Education programs; students who do not have a high school diploma are still eligible for FAPE with in Adult Education until they reach age 22 or receive a Utah Adult Secondary Diploma
- PCSD will use the state defined high school completion codes
- Students with disabilities may participate in graduation ceremonies at the high school if they receive a diploma or Certificate of Completion at the same time their age-level peers receive theirs.
- Students with disabilities who will continue on to a post-secondary program in PCSD may attend the graduation ceremony with their age-level peers.
- Students with disabilities who have completed 13 years of education or turn/will turn 18 before the following August, and continue to be eligible for services to ensure FAPE, will transition to the PCSD post high program at East Bay High School.
- An EBPH student may complete their Individualized Education Program prior to age 22 and be terminated from special education services. The IEP team will make that determination.

*Community Engagement:* The superintendent will oversee the development and maintenance of special education procedures necessary to implement this policy. The policy and procedure will be available to the public.

#### **Legal references**

IDEA Title 1 (B) §612(a) (5), §300.202, §300.116, §300.300 (5)(B, C), §662 (b), §300.102(a)(3)(i-iv)

#### **Synopsis**

Least Restrictive Environment, placement options, professional development, Free Appropriate Public Education  
State defined rules and

USBE Administrative Rule R277-705, November 2013

Utah Adult Education Policies

<http://www.schools.utah.gov/computerservices/Meetings-and-Conferences/May-2011/DOCS/GraduationandDropoutCodes2012.aspx>

Approved by Board of Education:  
Revised:

regulations for students  
with disabilities  
Elementary and  
Secondary School Core  
Curriculum  
Adult education  
requirements  
High School  
Completion Codes

May 12, 2015  
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