

Provo City School District

Policy Series 4000: Curriculum, Instruction, Assessment



Policy 4160

Special Education and Related Services for Eligible Students General Policy

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, interpreting the most current federal and State special ed policies/procedures and implementing Policy 4160 and the associated procedures to the policy.

Creating Conditions for Student Success: PCSD adopts the Utah State Board of Education (USBE) Special Education Policies and Procedures (January 2023) in its entirety as documented in PCSD Policy 4160 Procedure 1. The PCSD special education services 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 in the general education program and facilitate access to the core curriculum to the maximum extent appropriate 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 (IDEA) and encourages fostering positive relationships with families. The Board supports ongoing 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 A) meet the individual needs of students with disabilities and B) keep current on the legal and compliant aspects related to the delivery of special education services. The board also has enhanced support for beginning special educators.

Graduation: A student with a disability served by a special education program shall satisfy high school completion or graduation criteria, consistent with State and federal law and the student's IEP.

- The IEP Team must adhere to the most current USBE Special Education Graduation Guidelines for additional information regarding modifying graduation requirements and IEP substitutions.
- The IEP team may amend (includes modifications, substitutions, and/or exemptions), graduation requirements based on the unique circumstances and individual needs of the student with a disability. All modifications must maintain rigor expected for high school graduation requirements and be documented in the IEP.
- PCSD may award a student a certificate of completion consistent with state and federal law and the student's IEP.
 - 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 regular high school diploma.
- 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.

Termination of High School Special Education Services:

A student’s right to FAPE ends when the student with a disability 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. The obligation of FAPE continues for students that have completed high school but have not been awarded a regular high school diploma.

Post Secondary Program:

- 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, may transition to the PCSD post high program.
- Students with disabilities participating in the post high program may continue to participate until they a) graduate with a regular high school diploma, b) until they reach age 22 or c) until the adult student chooses not to continue prior to age 22.

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	Synopsis
Utah State Board of Education Special Education Policies and Procedures, 2023	Least Restrictive Environment, placement options, post secondary transition plans, Free Appropriate Public Education, Post high program

<p>Utah State Board of Education, Special Education Services, Graduation Guidelines for Students with Disabilities 2016-2017</p> <p>(UCA 53E-7-201; Board Rules R277-419-2(23)(B))</p>	<p>Amending graduation requirements. Termination of Special Educations Services</p>
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Approved by PCSD School Board on September 12, 2023