



TO: Board of Directors

FROM: Robert Hascall

SUBJECT: Board Policy

DATE: April 19, 2022

TYPE: Action Required

This is the first reading of revised policy 2161 Special Education and Related Services for Eligible Students, which has been updated to clearly identify related aids and services provided for students qualified for special education. This was a recommendation provided by the Washington State School Directors' Association (WSSDA).

Recommendation: We recommend the board move revised policy 2161 Special Education and Related Services for Eligible Students forward for a second reading.

## 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, and/or related aids and services, as 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.

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
<del>3247</del>	<del>Required Notification of Isolation or Restraint of Students with IEPs or Section 504 Plans</del>
<b>3246</b>	<b>Isolation and Restraint of Students</b>
2410	High School Graduation Requirements

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
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

Management Resources:

Policy News, December 1999	Rule Adoption Leads to Special Education Policy
Policy News, June 2007	Graduation Ceremonies for Special Education Students
Policy News, December 2007	Updated Special Education Policy and Procedure
Policy News, October 2009	
Policy News, June 2014	

**Adoption Date: 08.22.00**  
**Stanwood-Camano School District**  
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**Updated references: 12.2.14;**