

## INSTRUCTION

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

The Pullman School District Board of Directors 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 education 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 students with disabilities who are ineligible for special education and related services 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.

### **Certificate of Attendance**

In accordance with Board Policy 2410: Graduation Requirements, students receiving special education and related services may 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. Students with a current IEP 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. These 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. The procedures will include the following: free appropriate public education (FAPE), early intervention, public and private insurance, parent participation, identification and referral (child find), evaluation, transfer students, independent educational evaluations, individualized education programs, placement, private school students, procedural safeguards, confidentiality and records management, mediation, due process hearing, discipline, staff qualifications, and public participation.

This policy and the procedures shall be available to the public.

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#### **Cross-references:**

Board Policy 2162	Education of Students with Disabilities under Section 504
Board Policy 2163	Response to Intervention
Board Policy 2410	High School Graduation Requirements
Board Policy 3231	Student Records
Board Policy 3200	Student Rights and Responsibilities
Board Policy 3231	Student Records
Board Policy 3241	Classroom Management, Corrective Actions or Punishment
Board Policy 3246	Restraint, Isolation and Other Uses of Reasonable Force
Board Policy 4217	Effective Communication

#### **Legal References:**

RCW 28A.605.020	Parents' Access to Classroom or School Sponsored Activities
RCW 28A.155	Special Education
RCW 49.60	Law against Discrimination

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.
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 303	Early Intervention Program for Infants and Toddlers with Disabilities

**Management Resources:**

<i>Policy News</i> , December 1999	Rule Adoption Leads to Special Education Policy
<i>Policy News</i> , June 2007	Graduation Ceremonies for Special Education Students
<i>Policy News</i> , December 2007	Updated Special Education Policy and Procedure
<i>Policy News</i> , October 2009	Special Education Rules Revisions
<i>Policy Alert</i> , June 2014	
<i>Policy Alert</i> , March 2016	

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