

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 eligible students will be an integral part of the general educational programs of this district and will 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 will be addressed individually and, if appropriate, students will be provided accommodations, modifications, and/or related aids and services as required under Section 504 of the Rehabilitation Act of 1973 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.

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 Individualized Education Program (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 an 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. Students with an IEP will receive a certificate of attendance until they complete their credits for graduation.

The district superintendent will develop and maintain special education procedures necessary to implement this policy. This policy and the procedures will be available to the public.

Cross-references:

Board Policy, 2162/P	Education of Students with Disabilities under Section 504
Board Policy, 2163/P	Response to Intervention
Board Policy, 2410/P	High School Graduation Requirements
Board Policy, 3231/P	Student Records
Board Policy, 3241/P	Student Discipline
Board Policy, 3246/P	Restraint, Isolation and Other Uses of Reasonable Force
Board Policy, 4217/P	Effective Communication

Legal References:

RCW 28A.605.020	Parents’ Access to Classroom or School Sponsored Activities - Limitation
Chapter RCW 28A.155 RCW	Special Education
RCW 49.60	Discrimination – Human rights commission

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.
Chapter 392-172A WAC	Rules for the Provision of Special Education
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)
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 federal financial assistance
34 CFR Part 300	Assistance to States for the Education of 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	
<i>Policy News</i> , December 2021	

Adoption Date: August 23, 1995

Revised Date: June 2000

Revised Date: March 28, 2001

Revised Date: March 26, 2008

Revised Date: August 8, 2012

Revised Date: March 25, 2015

Revised Date: July 27, 2016

Revised Date : May 9, 2018

Revised Date: April 27, 2022