

PROGRAMS FOR STUDENTS WITH DISABILITIES

The District recognizes the right of all students to a free appropriate public education as defined by state and federal laws and is committed to providing a meaningful educational experience for all students, including students with disabilities. All students with disabilities ages 3-21 shall receive special education programming and related services to meet their individual needs in accordance with state and federal laws and regulations.

The District recognized that special education programs and services are part of the total education program in the District and not a separate entity. The District also recognized the legal requirement that students with disabilities be educated in the least restrictive environment that is appropriate to their individual needs. Consistent with this philosophy, the District believes it is desirable that:

- (1) Students with disabilities participate to the maximum extent possible in regular education programs (academic, non-academic, and or co-curricular) along with students who do not have disabilities. Special classes, separate schooling or other removal of students with disabilities should occur only when the severity of the disability cannot be dealt with in a regular educational setting through the use of supplementary aids and services.
- (2) Students with disabilities are included in chronologically age appropriate environments.
- (3) Programs for students with disabilities are distributed geographically within the district to the greatest degree appropriate and possible.
- (4) Specific educational programs and services for a student with a disability are determined by an individualized education program (IEP) team and are based on an assessment of the student's individual needs. Students with disabilities shall participate in academic assessments required by all, with or without accommodations, or alternate assessments as outlined in the student's iep.

The District utilizes a special education handbook that outlines guidelines and procedures to be used by district staff. The handbook also includes a section that outlines specific policies and procedures relating to students with disabilities. The District will direct these administrative procedures. The District further directs that the administrator in charge of special education reviews and revises the procedures in the special education handbook annually to ensure compliance with federal and state statutes and rules.

The District shall complete all special education report forms and District plans as required by the department of public instruction.

Within the parameters of state and federal laws governing the operation of programs for students with disabilities, there are due process safeguards for parent rights and appeal. Such provisions shall be adhered to by the District.

LEGAL REFERENCE: Chapter 115, Subchapter V, Wisconsin Statutes

Sections: 118.13
118.30(2)(b)
121.54(3)
121.78(3)

PI 11 - Wisconsin Administrative Code
Individuals with Disabilities Education Act (as amended)
Section 504 of the Rehabilitation Act of 1973
Americans with Disabilities Act of 1990
No Child Left Behind Act of 2001

CROSS REFERENCE: 110 - Educational Philosophy
342.2 - Alternate High School Credit Guidelines
342.5 - At Risk Policy
342.5 – Allocating Title I Resources
345.1 - Grade Reporting
345.4 - Promotion/retention of Students (Grades Prek-8)
345.6 - High School Graduation
346 - Using Standardized Testing to Assess Students' Achievement / Testing of
Students with Disabilities and District Achievement Testing Program or
Standards (r) and (s)
363.2 - Technology Concerns for Students with Special Needs
364 - Pupil Services
411 - Equal Educational Opportunities
425 - Open Enrollment Policy
751 - Transportation
823.1 - Record Retention Policy
891 - Relations With Other Schools and Agencies
Special Education Policy and Procedure Handbook