

PROGRAMS FOR STUDENTS WITH DISABILITIES

Continuum of Special Educational Services and Least Restrictive Alternative

Pursuant to state and federal law, students identified as having a disability are placed, based on IEP team recommendations, in programs providing for the least restrictive educational placement and the most appropriate programming. In those cases where students require special services not available in the District, cooperative arrangements may be made with CESA #11 or through placement in other public or private facilities as provided by statute. In such cases, efforts shall be made to insure that the placement provides a minimum level of disruption to the student's academic or social development.

The Rice Lake Area School District is committed to providing all students with equal access to high quality instruction, balanced assessments, and appropriate academic and behavioral interventions and supports that will help improve student achievement and lead to high school graduation and long-term success.

Decisions regarding the appropriate educational program and services for a student with a disability shall be made by an individualized education program (IEP) team in accordance with legal requirements and based on an evaluation of the student's individual needs. Provided that they have received adequate training under the District's special education policies and procedures, including training on the role and duties of a local education agency (LEA) representative, employees holding the following positions may serve as the District's (i.e., LEAs) representative on IEP teams and shall have the authority to commit the District to implementing the student's IEP resulting from the IEP team meeting:

1. Building principal
2. Building assistant principal
3. School Psychologist
4. Director of Pupil Services

The IEP process serves as the basis for determining the student's academic achievement, functional performance, and annual goals and as the vehicle for making student assessment decisions. Students with disabilities shall participate in academic assessments required by law and the District, with or without accommodations, or in alternate assessments as outlined in the student's IEP.

While learning is an individual process, the student's interaction with non-disabled peers in his/her social and physical environment significantly influences what is learned and how well it is learned. Therefore, as outlined in the student's IEP, each student with a disability shall be educated in the regular classroom environment to the maximum extent appropriate. Involvement of the student's parent(s) or guardian in the educational process is equally essential to the success and development of the student's program and shall be promoted and supported by the Board and the District staff.

The District shall provide relevant staff with professional development resources that address the critical skills and attributes required for effective implementation of student IEPs and effective

delivery of academic and behavioral interventions in support of student learning. The Board has also adopted the DPI model special education forms without substantive modifications.

The Board acknowledges the importance of ensuring on-going legal compliance in regard to its special education policies, procedures, and forms. Accordingly, the Board expressly delegates to the Director of Pupil Services the authority and responsibility to adopt and implement such changes to the District's special education, policies, procedures, and forms are necessary to comply with applicable law, including the District's adoption and implementation of DPI-issued revisions to the DPI model policy and procedure manual and model forms. However any discretionary substantive changes to the District's special education policies, procedures, and forms that deviate from the DPI models and that are not legally mandated shall be presented to the Board for approval prior to implementation.

The Director of Pupil Services shall have responsibility for recording, tracking, and reporting to DPI how the District's special education policies, procedures, and forms differ from the DPI models'

The Director of Pupil Services shall have responsibility for ensuring that the District issues all mandated notices related to special education.

The Director of Pupil Services shall have responsibility for completing all special education report forms, audit materials and District plans as may be required by any state or federal agency.

The Board shall review the District's annual school performance report and other relevant data provided by the administration to monitor the progress of students with disabilities toward identified District student achievement goals and to take appropriate measures to provide for continuous improvement.

Legal Ref: Chapter 115, Subchapter V [educational programs and services for children with disabilities]; Section 118.13 [student nondiscrimination]; Section 118.30(2)(b)1 [state student assessments; children with disabilities]; Section 121.54(3) [student transportation; children with disabilities]

Cross Ref: Special Education Policy Handbook; 342.11 Independent Educational Evaluations; 411 Equal Educational Opportunities

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