

ADMINISTRATIVE POLICIES OF THE  
MILWAUKEE PUBLIC SCHOOLS

---

**ADMINISTRATIVE POLICY 7.13**  
**EXCEPTIONAL SPECIAL EDUCATION PROGRAMS**

(1) Under Wisconsin and federal law, the Milwaukee Public Schools are mandated to provide to its residents multidisciplinary team evaluations of all children ages birth to 21 (or to graduation) who are suspected of having ~~an exceptional~~special education ~~need~~needs, and educational programming for all children ages three to 21 (or to graduation) who have ~~exceptional~~special education needs.

(2) The ~~Division~~Department of ~~Special~~Specialized Services shall be responsible for supporting the schools in providing ~~diagnosis~~diagnoses and appropriate educational programs designed to confer educational benefits to all eligible children. Programs shall be under the direct supervision of the ~~Division~~Department of ~~Special~~Specialized Services.

(3) ~~In order to~~To comply with the requirements of law (see delineation of applicable state and federal laws in the model special education policy document published by the Wisconsin Department of Public Instruction ~~(DPI)~~) and to ensure equal ~~educational~~education rights for all ~~exceptional children and youth~~students with disabilities living in the ~~City~~city of Milwaukee, the Board has established a comprehensive program for such students incorporating the following:

- (a) An effective process for screening students new to the Milwaukee Public Schools for possible ~~exceptional~~special education needs and a mechanism for ensuring that all ~~handicapped children~~students with disabilities within its jurisdiction are identified, located, and evaluated, including children in all public and private agencies and institutions;
- (b) A ~~multidisciplinary~~special education referral system ~~which~~that makes available appropriate diagnostic services to all children who have need of such services. A child may be referred to ~~a multidisciplinary~~an evaluation team for evaluation by parents, ~~school principals~~building administrators, teachers, or community agencies;
- (c) A system to ensure informed parental consent before any action is taken by the ~~multidisciplinary~~evaluation team;
- (d) A system whereby the rights of parents and children are guaranteed throughout the entire diagnostic and programming process;
- (e) ~~A multidisciplinary~~An evaluation team and ~~exceptional~~special education programming process ~~which~~that involves parents of identified children throughout the process;
- (f) The establishment of ~~multidisciplinary teams for each school, which shall include at least two of the following staff members: school psychologist, school social worker, speech pathologist, exceptional education diagnostic teacher, and exceptional education classroom teacher.~~a centralized evaluation process. A regular classroom teacher is required for children ~~suspected of having learning disabilities who will~~participate in the general curriculum. Additional members may be added to the team, based on the suspected needs of the child. A person shall be designated as case manager for each team to act as team coordinator and to ensure that all ~~due-~~ process requirements are met during the ~~multidisciplinary team~~evaluation process;
- (g) A ~~multidisciplinary~~ team and ~~exceptional~~special education program placement process ~~which~~that appropriately assesses the needs of each child referred, identifies ~~handicapping conditions~~disability-related needs based upon criteria, develops an appropriate individualized education program (IEP) in conjunction with parents, and notifies parents of program placement decisions within 90 calendar days of receipt of the referral;
- (h) An effective system for reevaluating the needs of children served in

~~exceptional~~special education at least every three years;

- (i) A process for the placement of children in the various ~~exceptional~~special education programs accomplished in accordance with Department of Public Instruction rules, regulations, and procedures established by the Administration and approved by the Board.;

~~11.12.2014~~

~~Page 1 of 2~~

**Page 2 of 2**

**Administrative Policy 7.13**

- (j) A ~~cascade~~variety of ~~exceptional~~special education services sufficient to meet the needs of and to confer educational benefits to all children with ~~exceptional~~special education needs;

- (k) A flexible service-~~delivery~~ model of ~~exceptional~~special education suited to the individual needs of-

~~(k)~~ the child ~~which~~that provides for frequent reevaluation of the needs, capabilities, and progress of a child with ~~exceptional~~special education needs throughout the school years and includes transition to the adult community.;

- (l) Education of the child with ~~exceptional~~special education needs, whenever appropriate, in classes ~~along with children who do not have exceptional needs~~non-disabled peers;

- (m) Provision of related services, such as psychological services, social work services, health services, and ~~student and parent~~ counseling, identified by either the ~~multidisciplinary~~evaluation team or IEP team and delineated in the IEP.;

- (n) Enrollment of ~~exceptional~~special education students in all schools ~~shall be~~that is proportional to district averages, ~~with all mildly disabled students being included as part of the student/teacher ratios at the elementary school level~~much as possible.

(4) To develop and implement programs in accordance with the aforementioned requirements, administrators, teachers, and other staff members in ~~exceptional~~special education programs must be trained to work with children who have ~~handicapping conditions~~special education needs; a well-defined staff-development plan must be in place to ensure that best practices are known and followed; and the cooperation of parents and community agencies must be sought and utilized.

~~Note: For more detailed information and specific procedures pertaining to programs for students with exceptional educational needs, refer to the Division of Exceptional Education and Supportive Service's Referral, Diagnosis and Programming Handbook, Fourth Edition, September 1991, and the model special education policy document published by the Wisconsin Department of Public Instruction (DPI).~~

**History:** Codified 1976; revised 1977, 1978, 1982, 1993, 2-22-95, 4-20-95

**Previous Coding:** Admin. Policy IGBA, Prior to May 1995; Admin. Policy 9.13, May 1995-August 1996

**Legal Ref.:** W.S. 115.51, 115.89-115.94, PI 11, 34CFR300

**Cross Ref.:** Admin. Policy 8.10, School Admissions

— ◇ —