



## Special Education Services

Special Education services are provided to those students who are found eligible under the Federal IDEA Reauthorization of 2004 (Individuals with Disabilities Act). Special services, called Related Services may include Speech/Language therapy, Resource Room, Occupational Therapy, Physical Therapy, Counseling, and Gifted Services.

The parent or school may request that a student be evaluated for eligibility for special education services. The Student Assistant Team (SAT) must meet to discuss current and possible interventions to be implemented before conducting a formal evaluation.

Based on the interventions, the team may then decide to request a formal comprehensive evaluation to provide further information for helping determine if a student is eligible to receive special services. A licensed diagnostician conducts the evaluation. The evaluation is to be conducted within 60 days of receipt of parent permission for the evaluation.

Following the evaluation, a Multi-Disciplinary Team (MDT) meeting is scheduled. This team consists of the student's parents, the student, if appropriate, classroom teachers, special education teacher, diagnostician, school administrator, and other members as appropriate. The MDT reviews the evaluation results as well as other pertinent information. The team determines whether the student meets the criteria and demonstrates the need to be eligible to receive special education services.

If it is determined that the student meets the criteria needed for special education services, an Individualized Education Program (IEP) is then developed for setting annual goals in the areas of need with specification of related services needed to address the educational needs of the student. The IEP is written in a meeting consisting of the parents, student, if appropriate, special education teacher, classroom teachers, related service providers, school administrator, and others, if appropriate.

At RRVCS, it is our policy not to separate Special Education students from non-special education students. Special Education students may leave the classroom to receive related services but otherwise accommodations are made to the school curriculum and requirements for special education students to successfully learn within the school learning environment. This is a practice that teaches all of us to accept others' differences and to treat each other with respect.