



EPHRATA
SCHOOL DISTRICT

Special Education **Handbook**

Every student can learn, just not on the same day, or in the same way.

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SPECIAL EDUCATION DEPARTMENT GOALS

In order to provide appropriate specially designed instruction to all qualified students with disabilities in the Ephrata School District, the special education department has the following goals and objectives:

1. Provide qualified and well-trained special education staff
 - Recruit and hire special education staff that are committed to students with disabilities
 - Provide ongoing staff development opportunities to all special education staff
2. Retain qualified and well-trained special education staff
 - Provide access to appropriate and timely staff development
 - Provide ongoing opportunities for individual and team problem solving/support
3. Implement state and federal regulations
 - Provide accurate and timely evaluations of student needs
 - Develop appropriate programs for students with special needs
4. Work with district technology staff to provide training and access to appropriate programs used in Special Education
 - Keep current on district adopted technology programs
 - Maintain updated information on the Special Services web page
5. Provide staff development to general educators regarding appropriate accommodations and techniques for meeting the needs of all students
 - Provide collaboration time for Special Education teachers
 - Seek in-service opportunities for Special Education staff

SPECIAL EDUCATION REFERRALS

Multi-tiered Systems of Support (MTSS) teams will be used at each building when concerns arise about the educational, behavioral, social/emotional, and/or speech and language needs of a student. Buildings hold MTSS team meetings at regularly scheduled intervals in order to discuss progress and suggest strategies to improve the learning opportunities of students. MTSS teams have the task of determining which interventions can meet the needs of the student, which interventions may still need to be explored, and the efficacy of attempted interventions. Additionally, data collection for interventions and student progress are examined.

[Click here for the Special Education Referral Form](#)

Referrals

After the MTSS team has determined that a special education referral is appropriate, the MTSS team will complete the Ephrata School District Special Education Referral Form. A representative from the itinerant staff, the building administrator, a school psychologist, the special education director, and the referring teacher can be members of this team. The completed form is sent to the Special Services office.

Once the Special Services office receives the request for an evaluation, the evaluation process identified in the Special Education Referral Form will be followed, this process is also listed below.

School referral process:

1. School completes the referral form, complete with data and sends a paper packet to special services.
2. Create a Special Education Referral under the GT Tab in IEP Online and complete the 'reason' for referral section.
3. Special Services Secretary sends the letter to the referring source indicating the 25 school day timeline.
4. Special services team will review the referral data.
5. Special Services Secretary will schedule referral meeting with the special services team, parent, and school team.
 - a. Review parent concerns
 - b. Review school concerns
 - c. Review data from referral packet
 - d. Make a determination whether or not to evaluate

Outside/ Parent Referrals

When a written referral for evaluation for special education services is made by someone other than a school MTSS team, the following process will be utilized:

Outside/ Parent referral process:

1. Special Services Secretary sends the following notices:
 - a. Letter to the referring source.

- b. Letter/email to building Principal, Director of Special Services, School psychologist, Special education coordinator and any other providers.
 - c. School psych calls parents to find more information out about concerns.
 - d. The Special Services Secretary schedules a meeting with the school team and special services to review data from the referral form.
 - e. Special Services Secretary will schedule referral meeting with the special services team, parent, and school team within 25 school days.
2. School team meets to gather data, facilitated by the building team. Use most current referral form.
3. The School team and Special services team meet to review data.
4. Referral meeting happens with parent included:
 - a. Review parent concerns
 - b. Review school concerns
 - c. Review data from referral packet
 - d. Make a determination whether or not to evaluate

EVALUATIONS

The Special Services Secretary will do the following:

Upon decision to proceed with evaluation:

Send packet (consent, Health Inventory, safeguards) home for consent signature.

Add student name to Case Manager and initial evaluation lists.

Upon receipt of signature:

Update IEP Online and rosters with consent date and due date.

Create an initial evaluation file and give it to the case manager.

Special Services staff will do the following:

Ongoing:

- Communicate with the secretary regarding referral decision.
- Evaluate students.
- Prepare report.
- Schedule and meet with parents.
- Turn completed file to the Special Services Secretary.

REEVALUATIONS

The Special Services Staff will do the following:

Approximately 2 months prior to due date:

- Send consent to parent/guardian, reconciling qualifying areas with previous evaluation.
- Give pink reevaluation folder to the case manager.
- Add student names to Case Manager (CM) lists.

30 days prior to due date:

- Call parent/guardian if consent has not yet been received.
- Send second consent to parent/guardian if no verbal consent.
- Document parent contacts on IEPOL.

Before count day:

- Enter new evaluation data on Skyward.

Ongoing (Secretary):

- Add incoming info to Case Manager files (consent, teacher input, med info).
- Add consent dates to IEPOL.
- File reports.

Ongoing (Case Mgr.):

- Evaluate students.
- Prepare report.
- Schedule and meet with parents.
- Turn completed file to Special Services Secretary.

IEPS

The IEP Case Manager is the student's advocate in the building. He/she is responsible for assuring that each student he/she case manages receives Specially Designed Instruction (SDI) in all areas for which the student qualifies for Special Education. Unless otherwise documented on the IEP Reimbursement form, it is the Case Manager who will receive payment for completing the IEP.

As per the EEA contract the following are the definitions and responsibilities for Special Education teachers:

Case Management- the number of unduplicated students that a teacher/ESA is primarily responsible for writing/managing the processes for an entire IEP this includes but is not limited to: providing prior notice, scheduling meetings, completing the IEP to OSPI/IDEA compliance standards, providing additional meetings, progress monitoring & reporting, FBA participation, BIP writing, and transportation forms

Caseload-the case management responsibilities listed above as well as the number of students with which the teacher/ESA services, progress monitors & reporting, and writes a portion of the IEP

Workload- Activities listed above that are performed as well as but not limited to: duties that are required of all teachers, Specially Designed Instruction (SDI) face-to-face services, evaluation rating scales, completing evaluations and reevaluations, collaboration and consultation with teachers/staff, supervising and prepping for support staff

Class load- the number of special education students within a class period

For clarity the following are Special Services department processes:

1. Conduct IEP meetings within legal timelines for students you case manage.
2. Turn in complete IEPs to the special education department no later than the last workday of the month.
3. Systematic progress monitoring with documentation for each student on your caseload that can be provided in a timely manner when requested.
4. Use IEPOL to provide quarterly goal reporting to parents.
5. Monitor accommodations and modifications in the general education setting for your students.
6. Keep IEPOL updated to include: students on your caseload, current IEPs with progress reports, behavior plans, transportation forms, and evaluations.
7. Participate in transfer activities as students move to the next grade/building.
8. Provide classroom and test accommodations to staff and students.

IEP Checklist

| <p align="center">IEP Completion Checklist (Use this form once you receive the 30 day reminder email)</p> | | | |
|---|---------------|-------------------|--|
| Enter date of completion | Task Due | Task | Description |
| | 30 days prior | Open Document | <p>Required steps for the document to be accessible to team members:</p> <ul style="list-style-type: none"> • Create document AND copy over minimum data (checkbox). • Enter anticipated meeting date and time. • Enter anticipated plan start and end dates • Answer LRE Change question (drop down menu YES/NO). • Select “Form Not Returned” in Medicaid drop down menu. <p>Click here for the IEP writing checklist. (most current version)</p> |
| | 30 days prior | Contact Team | <p>Be sure that you contact team members who you feel <i>need</i> to be in attendance at the IEP meeting prior to scheduling with parents to check their availability. Staff to consider: principal, speech teacher, language teacher, occupational therapist, physical therapist, school psychologist, special services administrator.</p> |
| | 28 days prior | Contact Parent | <p>Options:</p> <ul style="list-style-type: none"> • Meeting of team with parent present. • Meeting of team with parent attending via phone call. • Meeting of team without parent present (if unable to attend). • Enter 3 contact attempt(s) in IEPOL, one must be a letter. <p>Required team members: general education teacher, special education teacher, and administrator/district LEA</p> |
| | 25 days prior | Letter Invitation | <p>Steps:</p> <ul style="list-style-type: none"> • Add contact attempt (letter) in IEP Online • Print letter invitation • Send letter home with student or by mail. |
| | 25 days prior | Contact Team | <p>Email IEP team from IEP Online to inform them of the meeting date and time. To do this, click the “EMAIL” button on the bottom right of the screen when viewing the participants list.</p> |

| | | | |
|--|-------------------------------|-----------------|--|
| | 2 days prior to IEP meeting | Excused Members | <p>Mark any team members that will not be able to attend or you have not received a response from as excused.</p> <ul style="list-style-type: none"> • Click on their name in the participants list then check the “excused” box and add a description of the reason for their absence. • Inform parent (prior to the meeting date) of team members excused and ensure that they are okay with meeting in their absence. • Record date, time, and means of contact for informing parent of excused members. |
| | 1-2 days prior to IEP meeting | Complete IEP | <p>Be sure all areas are covered. You can use the small colored dot on the right hand side of the screen to monitor the percentage complete. Print and proofread the IEP prior to meeting with parents.</p> |
| | After meeting | Lock & Send | <p>Once the meeting has been held:</p> <ul style="list-style-type: none"> • Provide a copy of the signed document to the parent, either hard copy or through IEPOL Connect. • Open the document and add any revisions to the online document. • Send the ORIGINAL to the Special Services secretary. • Lock the document in IEP Online. This can be done by clicking the lock on the left hand side of the screen when viewing the list of IEPs for the student. |

IEP Writing Checklist

Student: _____

IEP Due Date: _____

Grade/Teacher: _____

Set up the meeting:

Scheduled meeting date & time: _____

Parent contact #1

Parent contact #2

Parent contact #3

____ Parent email selected in demographic tab for IEP OL Connect communication

____ Send invitation home (email or mail) (can be considered 1 of the contacts)

____ Send calendar invite to all team members

____ Complete final progress report for outgoing IEP

____ Complete any progress monitoring for new IEP

____ Draft new IEP

____ present levels contain baseline data

____ goals are measurable and are attached to baseline in present levels

____ Most current templates for LRE, Description of services and PWN are used

____ Print draft copies, make sure to remove the watermark for the signature and excusal pages

Do not print the medicaid consent or the health care authority form

____ Hold meeting

____ Add revisions from the meeting to the IEP

____ Transportation form (if student is identified as needing special education transportation)

____ Print final copies of the IEP

Do not print the medicaid consent or the health care authority form

____ Send a final copy home to parent and/or student

____ Send general education teachers IEP at a glance

____ Send the draft IEP with signature page and excusal form to the Special Services Office

All paperwork needs to be turned in by the last working day of the month in which the IEP meeting was held

____ Lock the IEP

STUDENT DISCIPLINE

The Ephrata School District adheres to WAC 392-172A-5140 through 392-172A-5155 whose purpose is to ensure that students eligible for Special Education services are not improperly excluded from school for disciplinary reasons.

School personnel may remove a student eligible for Special Education services for not more than ten school days to the extent the same removals are applied to students without disabilities.

When a student removal reaches ten school days, a Manifest Determination will be held. If the behavior that led to the removal is found not to be a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures in the same manner and for the same duration as would be applied to a student without a disability, except that Special Education services shall still be provided. If the behavior that led to the removal is found to be a manifestation of the student's disability, the District will conduct an FBA and BIP.

SPECIAL EDUCATION ADVISORY COMMITTEE

A Special Education advisory committee has been jointly established to provide a forum for studying and discussing special education issues and concerns. A "Special Education Advisory Committee" will be established to jointly address issues and concerns for special education as a way to provide input to the Director of Special Education. The committee will meet at least once during the school year plus additional times if requested by a majority of committee members.

The following are the general purposes of the committee:

1. Examine and give input for program/curriculum improvement.
2. Provide input regarding special education case/workloads, including procedures for and distribution of resources.
3. Review and provide input regarding the Special Education procedural handbook.

Committee Composition:

1. One (1) Special Education Teacher from each building
2. One representative from Special Services
3. One representative from the EEA chosen by the Association
4. Administration as determined by the District
5. Employees participating in this committee will not receive compensation for meeting time.
6. If no one volunteers for the committee, requests will be sent out to special education staff as needed.

BEHAVIOR INTERVENTION PLANS & FUNCTIONAL BEHAVIOR ASSESSMENTS

Functional Behavior Assessments will be conducted when a student's behavior is determined to have an adverse effect on his/her ability to learn. The FBA is conducted by the school psychologist or assessment specialist.

Behavior Intervention Plans are developed and delivered by the school team which includes the special education teacher, the school counselor, the principal, and any general education teacher involved with the student's program. The case manager is responsible for writing the behavior intervention plan.

EARLY CHILDHOOD EDUCATION

The Educational Service District (ESD 171) provides Birth - 3 evaluation and services. B-3 students will be transitioned into the preschool program after they reach their 3rd birthday.

Child Find screenings are conducted at the beginning of each school year and once per month thereafter, excluding summer. All members of the Early Childhood Team work together to complete a comprehensive determination of eligibility. A Child Find screening form will be completed and initiated by each member of the team for each child. If it is determined that there is no need for further evaluation, a copy of the screening form will be given to the parent and one kept on file at the Special Services office. If further testing is necessary, an appointment will be scheduled for an evaluation.

Ephrata School District serves students age 3 to 5 in an Early Childhood Education Program. Members of the Early Childhood Team can include a preschool teacher, OT/PT, psychologist, and SLP. Students can be served up to four half-days per week.

In the spring of each year a meeting will be held with the building principal, preschool teacher, psychologist, SLP, OT/PT, and elementary special needs classroom teacher. The purpose of the meeting shall be to determine placement for students entering Kindergarten in the fall.

CHILD FIND ACTIVITIES

The Ephrata School District is required by Washington Administrative Code 392-172A-02040 to conduct child find activities calculated to reach all students with a suspected disability for the purpose of locating, evaluating, and identifying students who are in need of special education and related services, regardless of the severity of their disability. The Child Find activities shall extend to students residing within the school district boundaries whether or not they are enrolled in the public school system. Additionally, various living arrangements qualify children or youth as eligible for educational services under the McKinney-Vento Act. The Ephrata School District contracts with NCESD 171 to conduct any Child Find activities for infants and toddlers, up to age 3.

The State of Washington defines special needs as having concerns with: autism, vision, hearing, developmental delay, cognitive delay, social emotional, adaptive, emotional behavior, multiple disabilities, orthopedic impairment, learning disabilities, health impairment, speech and language impairment, and traumatic brain injury. Parents with children from birth to age 21 who have any of these concerns, are encouraged to contact the district's Director of Special Services for more information.

The Ephrata School District engages in the following Child Find activities.

1. The district publishes a Child Find notice in the local newspaper, on the radio, and on the district website.
2. Child Find notices are also sent to all area clinics, doctors, preschools and daycare centers in conjunction with preschool screening activities. Preschool screenings are conducted several times annually.
3. The files of children transferring to the district are screened to identify children who may have been receiving special services in their prior district.
4. For children attending the district ages 6 to 21, the primary child find process is parent and school referrals. Each school building uses a Multi-Tiered System of Support (MTSS) process to identify students with suspected disabilities. In-service activities to assist teams in making appropriate referrals are provided annually.

TRANSFERS FROM OTHER DISTRICTS

Students who transfer from one district to another within the state continue to be eligible for special education and any necessary related services. When a special education student transfers into the district, the building principal or designee (e.g. psychologist, counselor, special education provider) will notify the Special Services office. The Special Services Team will review the student's IEP to determine whether the district is able to implement the services on the IEP, as written. If implementation of the IEP is not possible, the district will provide services that approximate the services on the old IEP until a new IEP can be developed. If it is necessary to develop a new IEP, the district will convene the IEP team as soon as possible.

When a student who was identified as eligible for special education transfers from out of state into the district, the building principal or designee (e.g. psychologist, counselor, or special education provider) will notify the Special Services office. The Evaluation Team will review the evaluation, eligibility documentation and IEP, to determine whether or not the student meets state eligibility criteria. If the student meets the state eligibility criteria, the procedures described in the previous paragraph will be followed. If the student needs to be evaluated to determine eligibility in this state, the evaluation process will be initiated.

EXITING STUDENTS FROM PROGRAM

If it is suspected that a student will no longer be eligible to receive special education services, the re-evaluation process will be initiated. If it is then determined that a student will still need accommodations, but not specially designed instruction, the student will be placed on a 504 plan.

DISABILITY CATEGORIES

Special education and related services are provided to students who meet Washington State eligibility criteria under one of the disability categories defined below. Students must meet specific eligibility criteria for one of these disability categories. For detailed eligibility criteria, refer to [WAC 392-172A-01035](#) or Section [300.8](#) of IDEA. In addition, there must be documented an adverse educational impact and need for specially designed instruction and/or related services because of a student's disability.

All students being considered for eligibility for special education and any necessary related services shall be evaluated in all areas of suspected disability and in accordance with procedures in WAC 392-172A - 01155.

Developmentally Delayed - Children at birth through age nine who are delayed in cognitive development, communication development, physical development, social or emotional development, adaptive communication or qualify for one or other eligibility categories specified below are in need of special education and any necessary related services.

Emotionally/Behaviorally Disabled – Students who exhibit one or more of the following characteristics over a long period of time and to a marked degree: inability to build or maintain a satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; general pervasive mood of unhappiness or depression; physical symptoms or fears associated with personal or school problems.

Communication Disorder (SLI) – Students who have a documented communication disorder such as stuttering, voice disorder, language impairment, and/or impaired articulation, which adversely affects a student's educational performance and requires specially designed instruction.

Orthopedically Impaired – Students who lack normal function of muscles, joints, or bones due to congenital anomaly, disease, or permanent injury and such conditions adversely affect educational performance and require specially designed instruction.

Health Impaired – Students who have limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that result in limited alertness with respect to the educational environment due to chronic or acute health problems, such as a heart condition, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, hemophilia, lead poisoning, leukemia, or diabetes, that adversely affect their educational performance and require specially designed instruction.

Specific Learning Disability – Students who have a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. This may include problems in listening, thinking, speaking, or communicating clearly; reading with comprehension; writing legibly and with meaning, spelling, and accurately performing mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. A learning disability is indicated by a severe discrepancy between the student's intellectual ability and academic achievement.

Intellectual Disability – Students demonstrate significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects their educational performance and requires specially designed instruction.

Multiple Disabilities – Students who have two or more disabling conditions, which adversely affect their educational performance and require specially designed instruction, the combination of which cause such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. This term does not include deaf/blindness.

Deafness – Students who have hearing impairments which are so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects their educational performance and requires specially designed instruction.

Hearing Impaired – Students who have a permanent or fluctuating hearing impairment, but are not included under the definition of deafness, which adversely affects their educational performance and requires specially designed instruction.

Visually Impaired – Students who have a visual impairment, which even with correction adversely affects the student's educational performance and requires specially designed instruction. The term includes both paMTSSally sighted and blind students.

Deaf-Blindness – Students whose hearing and vision impairments, in combination, cause such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for the students with deafness or blindness. The impairments adversely affect the student's educational performance and require specially designed instruction.

Autism – Students who have a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a student's educational performance and requires specially designed instruction. Students in this category have a range of intellectual abilities. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The category of autism includes students with pervasive developmental disorders if the students meet eligibility criteria.

Traumatic Brain Injury – Students who have acquired injury to the brain caused by an external physical force resulting in total or paMTSSal functional disability and/or psychosocial impairment that adversely affects educational performance and requires specially designed instruction.

IMPORTANT SPECIAL EDUCATION CONCEPTS

Ephrata School District strives to provide appropriate services to our students with disabilities.

Free Appropriate Public Education. It is the legal responsibility of the local education agency (school district) to provide an appropriate education to all children with disabilities residing within the boundaries of the district. In order for this to happen, the school district must address the following issues:

- Child Find. How the district will go about finding children who may have disabilities.
- Individual Evaluations. Develop a process for conducting individual evaluations.
- Qualified Staff. Employing qualified staff to evaluate and teach students with disabilities.
- Related Services. Employing qualified staff to provide speech and language services, physical therapy, occupational therapy, counseling and psychological services, sign language interpreting, etc.
- A range of services. Not all children need the same level of service. The district is required to develop a range of services ranging from support in the regular classroom to “pull out” resource room services to home or hospital instruction.

Every eligible student who has a disability, whose disability adversely affects the student’s educational performance and whose unique needs cannot be addressed exclusively through education in the general education classes, with or without accommodations, has the basic right, guaranteed by state and federal law, to a free and appropriate public education designed to meet his or her unique educational needs. Services are mandated for all eligible students aged three through 21.

The Notice of Procedural Safeguards for Special Education Students and Their Families must be given to parents any time they ask for a copy and:

- The first time a child is referred for a special education evaluation.
- Each time an individualized education plan (IEP) meeting is scheduled for the child.
- Each time the child is reevaluated.
- Each time the parents request a due process hearing.
- When the district takes disciplinary action that results in a change of placement for the child.

Prior Written Notice must be given to the parents before making important decisions that affect their child’s special education. These include decisions related to any proposal or refusal to initiate, continue or change the identification, evaluation, placement, or provision of a free appropriate public education.

Parent Participation in Meetings. Parents must be given the opportunity to participate in any meetings about the identification, evaluation, educational placement and other matters relating to their child’s free appropriate public education.

Parent Consent. Parental consent is required before the district can conduct an initial evaluation, and initial placement in special education. Parent must be informed of reevaluations and changes of placement.

Special Education Eligibility is a three-pronged test. An individual evaluation by a multidisciplinary team must document all three parts of the test before a child can receive special education services.

- The child has a disability.
- The disability(ies) adversely affects the child’s educational performance.
- The child requires specially designed instruction.

Adverse Impact. Adverse impact is a description of the degree of deficits in the general education curriculum. It is a statement describing the student's needs that have not been met through general education interventions with or without accommodations. Adverse impact is typically evaluated with evidence of a dual discrepancy.

- The student performs below grade level, and
- The student demonstrates a learning rate that is substantially below that of peers.

Determination of Need for Special Education Services. The determination of need utilizes a problem-solving approach to determine the need of special education services. A system of general education interventions is put in place to attempt to resolve problems in the least intrusive, least restrictive level. The function of the general education intervention process is to develop intervention plans to assist students with academic and behavioral concerns. The focus is upon assisting the student's progress in the general education curriculum. Examples of general education interventions include remedial classes, retention, individual student or family counseling, group counseling in social or behavioral functioning, and community assistance programs. The need for special education services is established if the evaluation team determines that the presenting problem or behavior has not been responsive to general education interventions. A second factor the evaluation team considers is whether or not the resources and supports necessary for the student to progress in the general education program are beyond those available in the general education program. If they are not, the student may need specially designed instruction.

Specially Designed Instruction. The student's educational program becomes specially designed instruction when different content is used or when the method of instruction is adapted, occurs with greater intensity or is provided in a different setting. Specially designed instruction must be designed and managed by a certificated special education teacher.

Missed Services. In the event that special education intervention sessions are missed due to a student's absence from school, student participation in a class or school-wide activity, absence of the intervention provider, or a combination of any of these factors, a process exists for addressing concerns of team members. This process is based on guidance provided by the United States Department of Education on this matter. Any member of the student's IEP team can request a meeting of the team to discuss whether or not an absence or repeated absences constitute a denial of a Free and Appropriate Public Education (FAPE) and the student's progress toward meeting annual goals in his or her IEP. Any denials of FAPE determinations are inherently individual in nature and must be made on a case-by-case basis.

DEFINITIONS

Screening is a procedure which is applied uniformly with a given age, class or grade and is used to identify potentially at risk students. For example, the STAR test is given to all students in certain grades or the WRAT-III test is used to screen for children who are referred for academic difficulties.

Evaluation is a procedure used in accordance with [WAC 329-172A-01070](#) to determine whether a student has a disability, and the nature and extent of the special education and related services the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to or procedures used with all students in a school, grade, or age group.

Multidisciplinary Team (MDT) is a team of professionals that evaluates students who are suspected of having a disability. The team is usually composed of the parents, the regular education teacher, the special education teacher, school specialist, such as, a school psychologist, physical therapist or speech and language pathologist, and other professionals as needed. Each member of the team completes an individual evaluation, writes a report and submits the report to the team leader. The individual reports must include the following information; (1) what procedures and instruments were used, (2) what were the results were, (3) any conclusion from observations of the student, (4) a statement of the apparent significance of the findings as related to the student's suspected disability (ies) and instructional program.

The Team Leader collects the various individual reports and writes the Evaluation Summary Report. Individual team members sign the Evaluation Summary Report signifying their agreement with the report. If members do not agree with the Evaluation Summary Report, they are required to write a statement indicating why they do not agree with the report.

The Individual Education Plan (IEP) is a written education plan that has been individualized to meet the student's needs. It includes goals and objectives for the student, and specifies who will teach which goals, where the instruction will take place, for how long and when the instruction will begin and end. The IEP also includes accommodations, program modifications, supplementary aids and services to meet the student's needs in the regular education program.

Special education student means any student, enrolled in a school or not, (I) who has been identified as having a disability, (II) whose disability adversely impacts the student's educational performance, (III) and whose unique needs cannot be addressed exclusively through education in general education classes with or without individual accommodations and is determined to be eligible for special education services.

Special education is instruction that is specially designed to meet the unique needs and disabilities of an eligible student with a disability. It must be provided at no cost to the student or parent, in accordance with the student's IEP. Specially designed instruction includes instruction conducted in the classrooms, in the home, in hospitals, institutions, in other settings, and instruction in physical education.

Related services means transportation and developmental, corrective, and other supportive services as are required to assist a student to benefit from special education and not provided as specially designed instruction. Refer to [WAC 392-172A-01155](#) for related services information.

CONTINUUM OF SERVICES

In order to provide Special Education services in the Least Restrictive Environment (LRE) Ephrata School District provides a continuum of services that includes self-contained special education classrooms, integrated classrooms, and resource rooms.

MEDICAL RECORDS

Medical Records are confidential and not to be shared with staff. When medical records are received by the Special Services office, they will be given to the school psychologist or assessment specialist to determine the educational impact of the contents of the records. Once this is determined, the relevant information will be written into the evaluation of the child. The medical records will then be placed in the student's special education file in the special services office. Medical records are not to be copied for distribution to staff.