Seattle Public Schools IEP and Evaluation Guide for Extended Closure:
What This Means for Parents and Families

IEP Meetings:

- All IEP meetings during school closure will be held virtually.
- Families may request an IEP meeting at any time, even if an IEP meeting was not originally scheduled to occur during closure. Families can request an IEP meeting by contacting their case manager.
- Parental participation in IEP meetings is essential. To accommodate different circumstances, parents may:
  - Hold the IEP meeting as scheduled virtually, via phone, or other agreed upon method.
  - If parents are unable to attend a meeting remotely, but still wish to participate, teams can set aside those meetings until the parent can attend. Families may choose to wait until buildings reopen to have the IEP meeting.
  - Families may choose to give the IEP team written permission to proceed (an email will suffice).
- If families need a paper copy of the IEP draft, they can request one from their case manager.

Student Intervention Team Meetings:

- A student intervention team might review data collected before the closure and decide that a special education evaluation is: not appropriate, should be held when school resumes, or is appropriate and the student should be considered for an initial evaluation.

Initial Evaluations and Reevaluations:

- When feasible, the district is conducting initial evaluations remotely to determine if students are eligible to receive special education services. All decisions around whether to complete an initial evaluation will be made on a case-by-case basis.
- The IEP team may decide that, based on existing documentation, it is not possible to remotely complete the initial evaluation. If this is the case, the initial evaluation should be completed when in-person school resumes.
- Reevaluations must occur at least once every three years, unless the parent and the school district agree that a reevaluation is not necessary.
- Reevaluations may also occur using existing data if the IEP team determines that no new assessment is needed to complete the evaluation. Existing information or data could include district assessments, grades, parent and teacher input, file review, and other additional sources of data that may be available.

Instruction and Special Education Services During Closure

- During school closure, staff are working to provide services to students and families to support continuous learning. This means staff are focused on providing resources and supports to promote student growth on IEP goals, to the greatest extent possible.
- Teachers are consulting and collaborating with paraprofessionals, related service providers, and general education teachers to support student learning.
• Services and support may be provided in different ways, depending on the unique need of each student. We are not expecting services to look exactly as they did when school was held in a brick and mortar building.
• Changes to the way services are provided during remote learning will be documented in the Continuous Learning Plan. These Continuous Learning Plans act a temporary tool to help focus services and supports that can be most beneficial for student's learning.
• All questions related to your student’s Continuous Learning Plan or IEP services can be directed to the case manager.

Who to Connect with for Support:
• Your IEP team is your first stop for most questions.
• Your school team may contact you via the following methods: phone calls, video meetings using Microsoft Teams or Zoom, Schoology, and email. You can work with your case manager to establish what communication methods work best for you and your student.
• ASL and home language interpreters are available for meetings and calls. If you need an interpreter, please let your case manager know, and they will coordinate to have an interpreter present.
• Learning packets are going to continue to be available at meal distribution sites. These packets align with the PreK-8 instruction across content areas happening through SPSTV, which is available on local TV and on the SPS website.
• There are many special education-specific resources on the district website.
• Answers to common questions are provided on the Special Education COVID-19 FAQ web page.
• If you need support with staff, you may contact your school principal.
• Call our volunteer supported Family Tech Support Center at 206-413-2700, 7:30 a.m. - 7:30 p.m., Monday through Friday for help with personal devices.
• For other technology-related resources, please visit the district website.
• For other family resources during school closure, please visit district website.
• If you have general questions about special education, you can email the department at specialed@seattleschools.org.
• For home language supports, you can call the following phone numbers:
  o Amharic and Oromo: 206-445-3848 or 206-252-0121
  o Chinese, Cantonese, Mandarin, Taishanese: 206-475-1860 or 206-252-0013
  o Vietnamese: 206-471-9386 or 206-252-0778
  o Somali, Arabic: 206-430-2492 or 206-252-0880
  o Spanish: 206-471-2414 or 206-252-0208