

IEP Team Determination and Documentation Forms for Distance Learning: *Introduction*

Purpose

The purpose of the IEP Team Determination and Documentation Forms is to support IEP teams when making decisions regarding service provision during distance learning.

Directions for Use

The attached documents focus on the individualized needs of the student in order to determine an appropriate level of special education and related services during distance learning. They are designed to be used in preparation for and/or during the IEP meeting to guide discussion and do not replace the required forms within the IEP. A brief description of each form is provided below:

Form	Description
Form 1a: Analyzing Needs Related to Special Education Services During Distance Learning	Form 1a serves as a starting point for all IEP teams. Beginning with the first column, it is recommended that the IEP team work through the essential questions from left-to-right. The bottom of each column determines the next step for the IEP team.
Form 1b: Analyzing Needs Related to Special Education Services During Distance Learning	Form 1b should be utilized when the IEP team has determined that goals/services cannot be implemented via distance learning, or, when an IEP team determines additional family support may be required to attain educational benefit, as indicated by form 1a. This form may be more commonly used for students with significant support needs.
Form 2: Analyzing Needs Related to Special Education Services During Distance Learning Summary	An IEP team may utilize this form following form 1a or form 1b, as appropriate, to summarize the student's distance learning plan. Although not required, it is recommended that this form be attached to the IEP.

Considerations for Individualized Support

In all circumstances, determination of service provision must be based on the individual needs of the student and tailored to the student's capacity to access curriculum in the home setting. IEP teams will need to consider both the family's access to technology as well as readiness to support the student during distance learning. In some cases, families may need to be provided with technology (e.g., hotspots, chromebooks, ipads, etc.) from the Local Educational Agency (LEA). Additionally, alternative options must be explored if use of technology creates a barrier to access Distance Learning.

Accessing Additional Support

Please reach out to your assigned program specialist with any questions regarding the use of the attached forms. You may also contact the SELPA main office at (530) 295-2462.

IEP Team Determination and Documentation Form (Form 1b)

Analyzing Needs Related to Special Education Services During Distance Learning

Suggested use: The essential questions and corresponding recommendations provided on Form 1b are intended to guide discussions regarding a student’s distance learning program. As a reminder, this form should be utilized when the IEP team has determined that goals/services cannot be implemented via distance learning, or, when an IEP team determines additional family support may be required to attain educational benefit, as indicated by form 1a.

Tailor learning and support for each student and family.	Invest direct support with family members.	Assist families with identifying a daily routine for their student.	Document when direct services are not deemed appropriate by the IEP Team.
<p>Essential Question: <i>How can the IEP team align supports with the needs of the student and family?</i></p> <ul style="list-style-type: none"> • A Family Support Plan may assist with designing a program that supports the family’s needs and capacity to support the student (available in English and Spanish). • Consider areas of need/IEP goals as well as the family’s immediate needs, concerns and readiness for supporting their child. • Develop a weekly schedule (sample) based on the family support plan. 	<p>Essential Question: <i>What level of support will the family need?</i></p> <ul style="list-style-type: none"> • Set regular meetings with the family to check-in, discuss progress, and adjust learning plans. • Maintain a contact log, documenting all communication • Use accessible language. • Consider video modeling and other support strategies for parents. • Focus on successes, challenges and questions for future planning. 	<p>Essential Question: <i>What does a daily routine look like for the student based on the student/family’s individualized needs?</i></p> <ul style="list-style-type: none"> • Who can provide support? When? • Seek input from the student. • Attempt to maintain a predictable schedule. • Incorporate activities of daily living. • Allow for independent activities (e.g., online activities, educational videos), as appropriate. See Sample Daily Schedule 	<p>Essential Question: <i>How should special education supports be documented when a student is not receiving direct services?</i></p> <ul style="list-style-type: none"> • IEP meeting notes should capture the discussions and decisions related to these guidelines as outlined in this document. • The Offer of FAPE Services and Educational Setting pages of the IEP should be updated in accordance with the SELPA’s guidance for the provision of special education services during school closures due to COVID-19 • Parent support may be documented through Parent Counseling (520) or as an accommodation, on the Offer of FAPE Services Page. • All supplementary aids/Services/supports required for the student to access distance learning should be included in the Program Accommodations or Modifications portion of the Offer of FAPE- Services page of the IEP. • All related documents (e.g., forms 1a and 2 in this document, the family support plan, goal/activity matrix, sample daily schedule, etc.) should be referenced in the Program Accommodations or Modifications section of the student’s IEP, as appropriate. All respective forms should be maintained and uploaded to SEIS for documentation. • The IEP team must discuss and document (in the IEP meeting notes) that compensatory services will be determined when the school re-opens.
<p>Identify engaging activities that families can do with their student that embed communication, literacy, and math.</p>	<p>Work with families to develop strategies to connect IEP goals to activities.</p>	<p>Ensure opportunities for the student to connect with classmates and staff during the school closure.</p>	
<p>Essential Question: <i>How can the student’s underlying needs associated with IEP goals continue to be supported?</i></p> <ul style="list-style-type: none"> • Identify the student’s underlying needs and activities that may relate to skill building in the identified areas. • Incorporate student’s strengths interests and preferences into planning as much as possible. • Focus on meaningful participation and engagement related to areas of need, avoid busywork (“less is more” approach). • Consider leisure activities that can support areas of need. • What family resources are available? 	<p>Essential Question: <i>What activities can support the student’s underlying needs associated with their goal areas?</i></p> <ul style="list-style-type: none"> • Identify short-term goal(s) in the home setting that align with underlying needs affiliated with IEP goals (<i>it’s o.k. to focus on participation</i>). • Utilize the Family Check-In form to monitor short-term goals. • Utilize the goal/activity matrix to develop strategies aligned with needs/goals . • Provide simple systems to track progress (e.g., ask for parent to record one activity per week, or keep a list of 2-3 successes each day). • Access the Distance Learning & Significant Needs Padlet for sample activities and resources. 	<p>Essential Question: <i>How will school staff remain directly engaged with the student?</i></p> <ul style="list-style-type: none"> • Make regular, personal connections with the student. • Utilize virtual platforms as appropriate: video messages, postcards, phone calls, email. <i>Note, an LEA’s desire to utilize technology should not create a barrier for access, if a family chooses not to engage with technology.</i> <p>Essential Question: <i>How will the student engage with peers and the general education environment during distance learning?</i></p> <ul style="list-style-type: none"> • Consider opportunities to embed literacy and communication skills (e.g., AAC, writing, recorded messages, “pen pals” etc). • Utilize video conference platforms, as appropriate, to establish social circles, lunch clubs, or morning meetings. 	

IEP Team Determination and Documentation Form, Optional (Form 2)

Analyzing Needs Related to Special Education Services During Distance Learning Summary

Suggested use: An IEP team may utilize this form to summarize the student’s distance learning plan. This does not replace the required IEP paperwork yet provides a helpful general overview of the provision of services during distance learning. Although not required, it is recommended that this form may be attached to the IEP.

Summary of Distance Learning Services	Other Supplementary Aids, Services, Supports (Consultation, Packets, Etc.)	Additional Comments/Notes	Distance Learning Providers												
		<i>IEP will determine need for any additional compensatory services when school reopens.</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Name:</td> </tr> <tr> <td style="padding: 5px;">Title:</td> </tr> <tr> <td style="padding: 5px;">Name:</td> </tr> <tr> <td style="padding: 5px;">Title:</td> </tr> <tr> <td style="padding: 5px;">Name:</td> </tr> <tr> <td style="padding: 5px;">Title:</td> </tr> <tr> <td style="padding: 5px;">Name:</td> </tr> <tr> <td style="padding: 5px;">Title:</td> </tr> <tr> <td style="padding: 5px;">Name:</td> </tr> <tr> <td style="padding: 5px;">Title:</td> </tr> <tr> <td style="padding: 5px;">Name:</td> </tr> <tr> <td style="padding: 5px;">Title:</td> </tr> </table>	Name:	Title:										
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