

ADDITIONAL SERVICES DATA DOCUMENTATION WORKSHEET

INTRODUCTION

A student's need for additional services due to school closures is an individualized determination that must be made by the student's IEP team (or with the parent through the I-10 process). This worksheet is intended to serve as a data collection tool to compile relevant information and assist IEP teams in making data-informed additional services determinations.

I. STUDENT INFORMATION

Name: _____ Grade: _____

School: _____

Regular Education Teacher: _____

Special Education Teacher: _____

Related Service Providers (list area and identity): _____

Parent/Guardian Information: _____

II. ACCESS TO SPECIAL EDUCATION AND RELATED SERVICES DURING CLOSURE

List all specially designed instruction and related services included in the Student's IEP in effect during the school closure and **the extent to which services/instruction were provided to and accessed by the Student during the closure and/or summer following closure.** If the reason for any identified lack of access is known, note such reasons.

Specially Designed Instruction/Related Service	Amount provided/accessed
Example: Reading instruction 3 times per week, 30 minutes per session	Example: All instruction provided to and accessed by student; or Instruction not provided during the period of 3/16 through 3/27, but provided and accessed continuously from 3/30 to end of school year; or All instruction offered to student. Student accessed instruction approximately 50% of the time due to limited internet access/poor connectivity.

III. ACCESS TO INSTRUCTION IN THE GENERAL CURRICULUM DURING CLOSURE

List general curricular areas and the amount of instruction **provided to all students during the closure and/or summer following closure** and the amount accessed by the Student.

General Curriculum Area	Amount of instruction provided to all students/accessed by student
Example: Language Arts	Example: Instruction offered three times per week and supplemented by online assignments and optional, individualized, zoom meetings with teacher. Student accessed 80% of instruction and completed all assignments.

IV. PROGRESS DATA

In evaluating a student’s progress during the school closure, take these steps:

1. List all goals/objectives included in the Student’s IEP in effect during the school closure as well as areas of the general curriculum in which the student was involved.
2. Next, list all available data demonstrating student’s skill levels and progress on the identified goal/objective or general curricular area **prior to the school closure**.
3. Finally, to the extent known, list all available data **demonstrating the Student’s progress during the school closure**, in comparison to his or her regular education peers, and current skill levels and the sources of that data.
4. If data demonstrating progress was not maintained during the school closure, administer assessments when school resumes and consider whether the student showed progress based on data collected prior to the school closure. In addition, consider whether the student’s current skill levels are commensurate with his or her regular education peers.

NOTE- Except for students graduating or reaching the age of 21 during the school closures, for students requiring new services to address disengagement during the period of school closure and students whose initial evaluation for special education has been delayed due to school closures, **IEP teams must**

make additional service determinations no later than the first six months of the 2020-2021 school term. Due to this extended timeline, it is expected that [case managers] will update the information below as the Student recoups skills and progresses on goals and objectives and in the general curriculum.

Goal/Objective/General Curriculum Area	Pre-Closure Skills Levels (Sources of Data)	Progress During School Closure and Post-Closure Skill Levels (Sources of Data)
Example: Goal #1 -With an adult prompt, Student will initiate a conversation with a peer in 3 out of 5 observations.	Example: Student was observed to initiate peer conversations in 2 out of 5 observations (IEP Progress Report dated 2/1/20)	Example: Student frequently initiates conversations with same-aged, visiting relatives (parent report, 5/15/20) With prompting, Student was able to initiate peer conversations during 1 out of 5 observations (teacher observations, 9/1- 9/14/20)

V. PRIOR ESY DATA

Summarize prior ESY data identifying patterns of regression during school breaks, the amount of services required to address regression and the results of those services. If ESY services were considered but the Student did not qualify for ESY services, note the reason the Student did not qualify.

VI. AVAILABILITY OF SERVICES WHEN SCHOOL RESUMES

Describe the educational program that will be offered to general education and special education students when school resumes. Will students receive blended instruction, full online instruction (asynchronous/synchronous or blended), full in person instruction? Will special education and related services be provided in the same manner?

VII. AVAILABILITY OF REGULAR EDUCATION INTERVENTIONS WHEN SCHOOL RESUMES

List interventions, including multi-level systems of support, which will be available to all students to address the effects of the school closure. (If the Student is already participating in such interventions,

note that intervention here and also provide data regarding effectiveness in the Progress Data section above):

VIII. PARENT CONSIDERATIONS AND OTHER SPECIAL FACTORS

Provide information collected from parents including the student’s study habits during closure, ability to engage in curriculum at home, and challenges and successes during the school closure. In addition, include any other special factors that may affect the student’s need for additional services, such as chronic health conditions, challenges with transition, etc.

IX. DETERMINATION OF ADDITIONAL SERVICES

The following are questions that the **IEP team (or the District and parent through the 1-10 process)** will need to answer prior to making an additional services determination. Please keep these in mind to focus your responses to the data collected above.

- How much specialized instruction did the student miss?
- What related services did the student miss?
- Did the student progress in the general ed curriculum like his or her peers?
- Did the student progress in his or her IEP goals?
- Did the student engage at home?
- Where should the student be when school resumes?
- What additional services can we provide before, during or after school or on weekends or summers? And how will we provide them?
- What amount of additional services each day/week/month are appropriate for **this** student?
- What are the most significant needs of this student **right now** and what needs can we address later in the year or with ESY next summer?