

Special Education Distance Learning Plan IEP Addendum TA DOCUMENT

Purpose: This template is to support individualized student planning for the delivery of special education and related services through distance learning instruction during COVID-19. The Distance Learning IEP Addendum (DLA) is not intended to replace a student's IEP, but rather to document individual priority decisions for special education services while enrolled in optional distance learning.

Student:	<u>Kahrownah Smith</u>	Grade:	<u>5</u>
School:	<u>Pandemic Hills Elementary</u>	Student ID#:	<u>123456</u>
IEP Due Date:	<u>2/1/2021</u>	DOB::	<u>3/16/20</u>
Eligibility Due Date:	<u>2/1/2022</u>	Date Created:	<u> </u>

Present Levels and Distance Learning Priorities
Describe the student's data-based strengths for assessing distance learning instruction.
<p>For BOTH strengths and needs boxes, determine how familiar the student is with the platform/program as well as with the device used to access, which accessibility features are available for the device and platform/program, and how independent the student is with navigating those features.</p> <ul style="list-style-type: none"> • Does the student have access to a location to complete schoolwork (e.g., table, chair, lighting)? • What materials does the student need to complete assignments (e.g., paper, pencil, dictionary)? • What family support/supervision is available for the students during learning time? <p><i>EXAMPLE:</i> Kahrownah has a quiet room to work in with appropriate lighting, table and writing supplies. He works independently 72% of the time and navigates google meet while engaging with the instructor.</p>
Describe the student's data-based anticipated needs for accessing distance learning instruction.
<p>See above guiding questions.</p> <p><i>EXAMPLE:</i> Kahrownah needs a computer and internet to access distance learning. He needs prompting to stay on task and complete work.</p>
Describe parent input on distance learning priorities for the student.
<p>All families have a wide variety of strengths and needs that should be recognized and addressed throughout the provisions of the distance learning plan. List parent input. Focus conversation on IEP specific learning. If anything needs to be refused, WPN is needed. Consider family situations such as more than one student on IEP, multiple grade levels, feeling overwhelmed, parental ability to assist with academic content, language barriers, and parental work schedules.</p> <p><i>EXAMPLE:</i> Kahrownah will need significant social emotional support as well as reading help.</p>
Distance Learning Goals
Describe the learning goals for the duration of distance learning, including how and when progress toward these goals will be measured.

Area of Focus	Goal	When & how measured?
Reading	Kahrownah will state main idea, sequence material and answer comprehension questions about material read at 90% accuracy 5 of 5 trials	Weekly via online assessments.
Math	Kahrownah will when given a Quadratic Equation, solve the equation by using Quadratic Factoring, Taking the Square Root, or using the Quadratic Formula to find the Zeros of the Function with 80% accuracy over a 9 week period on 4 out of 5 assignments/assessments	Weekly via emailed assignments.
Social Emotional	Kahrownah will improve his self-regulation ability to cope with his anxiety and use calm down strategies when feeling upset, overwhelmed and anxious when dealing with stressful and challenging situations associated with school work demands, with one adult reminder on 4 out of 5 opportunities during a 9-week period as measured by teacher report, observation data and behavior logs.	Online meetings as needed (could Google meets or Zoom or Canvas Meeting)
Speech & Language	Kahrownah will produce the "sh" sound in phrases and sentences with 90% accuracy over 3 consecutive probes	Weekly via Canvas Meeting or Zoom

Special Education Services and Related Services ¹

¹ Per federal guidance, the U.S. Department of Education understands that there may be exceptional circumstances that could affect how a particular service is provided.

A student's DLP is an opportunity to document the accommodations, modifications, distance learning goals, special education, and related services that will be provided during distance learning, to ensure access to high-quality and meaningful instruction. Additional Documentation will take place of the Documentation Sheet that was used in the Spring. All documents will be placed in a Distance Learning Plan (DLP) Folder.

Whatever method of collecting and reporting data that is in the IEP applies to the DLP as well.

Service	Initiation Date	Frequency	Modality (platform, program, worksheet)	Duration
Specifically Designed Instruction:				
Reading (comprehension)	8/19/2020	T,TH	Canvas Meeting	30 mins
Math (Division)	8/19/2020	M,W,F	Canvas Meeting	30 mins
		T,H	Canvas Assignments	
Social Emotional	8/19/2020	M,T,H	Canvas Meeting	15 mins
Math Secondary 2	8/19/2020	A day	Canvas Meeting	45 mins
		B day	Canvas course 10	45 mins
Language Arts 10	8/19/2020	A day	Canvas Course #32	45 mins
		B day	Canvas Meeting	30 mins
Related Services:				
Speech & Language	8/19/2020	M, W	Canvas Meeting	15 min

Describe additional information regarding the services delivered through distance learning.

Accommodations/Modifications for Access

- Review accommodations currently documented in the student's IEP, including any assistive technology (AT) supports, and determine how those needs will be addressed through distance learning instruction.
- Identify any new accommodations and AT supports the student may need in order to benefit from distance learning instruction and develop a plan for access with the student and family.
- Parents/caregivers are critical partners in the effectiveness of home-based distance learning instruction. Frequent and clear communication is necessary for the success of students.

Describe the supports needed by the student in the distance learning setting.

Accommodations/Modifications needed:	How and when it will be provided?
Large Key Calculator	Parent will pick up from school office by 8/21/20
Audio records	Records will be posted each week by Mon at 8am
Behavior Tracker	

Describe the supports needed for family during distance learning instruction.

Supports needed:	How and when it will be provided?
Chromebook	Available for check out from the school until 9/1/20

Does the student require the following?

Communication Needs	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, explain.	
Assistive Technology	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	If yes, explain.	Google Read and Write
Blind or Visual Impairment	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, explain.	
Deaf or Hard of Hearing	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, explain.	
Interpreter	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, explain.	

Secondary Transition and Graduation Planning

Describe the priorities for transition and graduation planning during distance learning.

Priority:	How will it be addressed?
•Identify areas of interest	•Provide/instruction on interest inventories, needs assessments, preferences, career clusters, self-determination, etc. Assignments that include activities such as researching three job titles and listing the job title, training, salary range, skills, etc.,
• Write post-secondary goals	•Provide/instruct the student with the 'formula' for writing post-secondary goals: After high school, ___ (I) will ___ (do) ___ (where/what)
•Assess their work readiness.	• After students assess their skills, this can become information on which they base some activities for their transition services. Assign a task for students to compare their readiness with the tasks/responsibilities of their chosen post-school employment outcomes. The students create a list of things they could do, such as conduct an informational interview with someone in the field with focused

	questions
•Guest speaker	<ul style="list-style-type: none"> • Informational interviews of employers/employees, mock interviews, phone interviews, or virtual tours of businesses, all focusing on the skills and preparation for employment. • Invite adult agency personnel to an online class. Such as Vocational Rehab S, etc. where they may need assistance. Help students generate a list of questions they can ask to learn more about the support an agency provides.
•Develop/practice work and/or independent living skills for those who can no longer be on the job site due to COVID-19.	•Consider working with the family to set up comparable activities in the home. Examples could include assisting with household chores such as laundry, cooking, cleaning, etc.; assisting with the family budget; or caring for pets and/or younger siblings.

Participants:				
Title:	Signature:		Date:	Participated Virtually
Student				<input type="checkbox"/>
Parent/Guardian (Required)				<input type="checkbox"/>
Parent/Guardian				<input type="checkbox"/>
Special Educator (Required)				<input type="checkbox"/>
Other:				<input type="checkbox"/>
Other:				<input type="checkbox"/>
Other:				<input type="checkbox"/>
Other:				<input type="checkbox"/>