

Special Education Distance Learning Plan IEP Addendum Jordan School District

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: _____	Grade: _____
School: _____	Student ID#: _____
IEP Due Date: _____	DOB:: _____
Eligibility Due Date: _____	Date Created: _____

Present Levels and Distance Learning Priorities
Describe the student's data-based strengths for assessing distance learning instruction.
Describe the student's data-based anticipated needs for accessing distance learning instruction.
Describe parent input on distance learning priorities for the student.

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?

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.				
Service	Initiation Date	Frequency	Modality <small>(platform, program, worksheet)</small>	Duration
Refer to goals in current IEP. <i>Whatever method of collecting and reporting data that is in the IEP applies to the DLP as well.</i>				
Specifically Designed Instruction:				
Related Services:				

Describe additional information regarding the services delivered through distance learning.				

Accommodations/Modifications for Access

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

Accommodations/Modifications needed:	How and when it will be provided?

Describe the supports needed for family during distance learning instruction.

Supports needed:	How and when it will be provided?

Does the student require the following?

Communication Needs	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, explain.
Assistive Technology	<input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, explain.
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?

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"/>