

## 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.

<b>Student:</b> _____	Grade: _____
<b>School:</b> _____	Student ID#: _____
<b>IEP Due Date:</b> _____	DOB:: _____
<b>Eligibility Due Date:</b> _____	Date Created: _____

<b>Present Levels and Distance Learning Priorities</b>
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.

<b>Distance Learning Goals</b>		
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?

<b>Special Education Services and Related Services <sup>1</sup></b>				
<sup>1</sup> 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
<b>Refer to goals in current IEP.</b> <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"/>