



Individualized Distance Learning Plan (IDLDP) Quick Guide: COVID-19



General Guidance	
As school start for the 2020-2021 school year, each IEP team should convene to develop an IEP with Category 1 implementation in mind. Additionally, the IEP team should develop an <i>Individualized Distance Learning Plan</i> (IDLDP) for implementation in the event that the LEA moves to Category 2 (hybrid/blended or full distance/remote learning) or Category 3 (full distance/remote learning) during the current school year.	
Question	Guidance
What should the IEP team consider when developing an IDLP?	<p>Each IEP team should use the <i>Individualized Distance Learning Plan (IDLDP) Planning Document</i> to determine the type of instruction being provided to the student and considerations related to the type of instruction.</p> <p>For example, if virtual instruction is provided in the form of individual or small group meetings via Teams or Zoom, the IEP team should discuss what participation will look like for the student, how their current IEP goals will be addressed, and whether or not any changes need to be made to accommodations in order for the student to access their services. Teams should also consider how progress will be monitored under each circumstance.</p> <p>Because instruction will be provided in different formats depending on the level of community spread (Category 2: hybrid/blended or full distance/remote learning & Category 3: full distance/remote learning), the IEP team will identify services and supports addressing current IEP goals for both Category 2 and Category 3 on the <i>Individualized Distance Learning Plan</i>.</p>
If our LEA is in Category 2 and students may be instructed in the school building, how do we determine how much time they would spend there?	It may not be feasible or appropriate for some students to receive all of their services in the school building. The IEP team will review the student's current IEP and determine, based on the unique needs of the student, the annual goals, supports, and services that will be implemented in a face-to-face setting as part of the LEA's hybrid/blended model of instruction. Document this in the <i>Individualized Distance Learning Plan</i> .
How should the IEP team document a student's IDLP?	<p>The IEP team will include a statement in the Optional Statement of Service Delivery section of the IEP indicating that the team has created an <i>Individualized Distance Learning Plan</i>, addressing each level of community spread (Category 2 and Category 3), using the unique needs of the student as a basis for service implementation decisions.</p> <p>The <i>Individualized Distance Learning Plan</i> includes documentation of services, optional delivery statements, and progress monitoring plans for each level (Category 2 and Category 3).</p> <p>The team will include a statement within the Optional Statement of Service Delivery in the student's IEP (annual or amended) to reflect additional services documented in the <i>Individualized Distance Learning Plan</i> document.</p> <ul style="list-style-type: none"> • Example: The IEP team has developed (Student's) <i>Individualized Distance Learning Plan</i>. The special education and/or related services and optional statement of service delivery associated with this plan are documented on the attached <i>Individualized Distance Learning Plan</i> document. This plan will be in place for the duration of Category 2 and/or Category 3 determination.
<i>Written Notice</i> (embedded within the IEP) must be completed and provided to parents as a result of the team's development of the student's <i>Individualized Distance Learning Plan</i> . The team should use IEP meeting notes to assist in clearly documenting the team's discussion, including all options considered and rejected as part of the discussion.	