

Total Distance Learning Plan Checklist

In the event that a parent(s)/legal guardian(s) chooses to have their child receive their education completely through distance learning due to the COVID-19 pandemic, a Free Appropriate Public Education (FAPE) must still be provided to the greatest extent possible so that students with disabilities can continue to access learning opportunities. This includes providing all services, accommodations, and/or modifications listed in a student's Individualized Education Program (IEP) to the greatest extent possible.

To ensure schools provide a FAPE to the greatest extent possible during distance learning, IEP teams should discuss and complete the following steps, which will lead to the development of the *Total Distance Learning Plan*:

- The student's IEP team (e.g., parent(s)/legal guardian(s), special education teacher, administrator, etc.) meets to collaborate on this process.
- Review each goal and objective in the IEP and determine the following:
 - Can the goal/objective be implemented via distance learning?
 - If yes:
 - How will the goal and objective be implemented?
 - Who will implement the goal and objective?
 - When/how often will the goal and objective be implemented?
 - How will progress on the goal and objective be monitored?
 - If no:
 - How can the student still be supported?
- Review all services listed in the IEP and determine the following:
 - How will the specially designed instruction or related service be provided?
 - Who will provide the specially designed instruction or related service?
 - When/how often will the specially designed instruction or related service be provided?
 - See [Telepractice Worksheet](#) for guidance on determining the feasibility of related services via telepractice. Document parental/legal guardian approval or non-approval of telepractice in the [Parent Communication & Services Provided Documentation](#).
- Review the accommodations and modifications listed in the IEP and determine the following:
 - Can the accommodation/modification be provided via distance learning?
 - If yes:
 - How will the accommodation/modification be provided?
 - When will the accommodation/modification be provided?



- If no:
 - How can the student still be supported?
 - Can the student be supported via distance learning if accommodations/modifications are changed?
- ❑ Identify if there are current barriers that may impede the student's access to distance learning. Barriers may include academic barriers, behavioral barriers, or environmental barriers.
- ❑ Discuss and determine what new accommodations and/or modifications can be provided to address each barrier.
- ❑ Identify if the parent(s)/legal guardian(s) require additional support while their child accesses distance learning.
- ❑ Complete the below *Total Distance Learning Plan* as an IEP team.
- ❑ Give parent(s)/legal guardian(s) a copy of the *Total Distance Learning Plan*.
- ❑ For record-keeping, upload the *Total Distance Learning Plan* in eCSSS, Supports Tab.
- ❑ While the student participates in total distance learning and the *Total Distance Learning Plan* is implemented, be sure to:
 - Document all ongoing communication/communication attempts with the parent(s)/legal guardian(s) in the [*Parent Communication & Services Provided Documentation*](#).
 - Monitor the student's engagement and modify accessibility supports as needed.
 - Communicate with parent(s)/legal guardian(s) and other team members regularly.

OFFICE OF Student Support Services



Total Distance Learning Plan

Student Name: _____

Plan Date: _____

School: _____

Care Coordinator: _____

IEP Team Member Names and Positions: _____

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Goal/Objective	Mode of Delivery/Frequency	Accommodations/Supports

# General Education Minutes Provided	# Special Education Minutes Provided	Least Restrictive Environment

Progress Monitoring Instrument	Frequency of Progress Monitoring	Comments

Type of Support Provided to Parent(s)/Legal Guardian(s)	Frequency of Support	Team Member Providing Support (by role)