Amending the IEP for Temporary Distance Learning

The LEAs are encouraged to hold an IEP amendment meeting for all of students with IEPs to reflect the temporary educational setting and provision of services. The IEP team may opt to meet by teleconference or other online platforms. When appropriate, a parent may agree to a written amendment to the IEP in lieu of holding an IEP meeting. In this scenario, the agreement between the LEA and the parent to amend the IEP in writing must be documented in the text of the amendment.

The IEP team must determine what necessary supplementary aids/supports/services the student will require to access the curriculum throughout the Distance Learning period. Service delivery options may include providing specialized academic instruction and related services:

- Online or virtually
- At an alternate location (individual or small group setting)
- Instructional phone calls
- School learning centers (individual or small group setting)
- Other curriculum-based instructional activities
- At the student’s home

Any changes/amendments made to the student’s provision of services must be reflected on the Offer of FAPE Services and Offer of FAPE Educational Setting pages of the IEP document. The following table outlines potential changes/amendment to be made (underlined below) to the forms.

**Adding an Amendment**

- From the current IEP, Click the Amendments tab.
- Click the Add Amendment button.
**Purpose of Meeting**
- The "Amendment Purpose" is located on the Amendment form.
- This is where you will indicate if the purpose is an **Amendment** or **Other**: “Temporary change of Services due to Covid-19.”

**Editing IEP Forms**
This amendment will require the amendment of the Educational Setting - Offer of FAPE and Services - Offer of FAPE forms.
- Scroll to the bottom of the form and select **Yes** for “Does this Amendment require additional forms?”
Edit the Offer of Educational Setting - Offer of FAPE Form

- **District of Service**: Name of the LEA.
- **School of Attendance**: Name of LEA.
- **All Special Education Services provided at the student’s school of residence?**: Check the box for No.
- **Enter Rationale**: Please provide further details in the comment box.

**Program Setting**: Setting that is determined by the LEA.

**Percent of time student is in the regular class & nonacademic activities**: Update to reflect the amount of time the student will be participating in the general education instruction given the changes to the instructional setting.
• **Activities to Support Transition**: Based on the individual student’s needs, determine if any activities to support the student transitioning to/from distance learning will be needed (e.g., student will be taught how to access Google Classroom, student will be supported creating Google Drive documents, etc.) The team should also identify additional technology supports that may be required during the specified timeframe.

• **Click Save**

• Proceed to “Services-Offer of FAPE Form”
Edit the Offer of Services- Offer of FAPE form
Update the services page to reflect services being provided during Distance Learning.

- **The Service options that were considered by the IEP team (list all):** Include a statement regarding the service delivery options discussed and the rationale for the delivery option determined to be appropriate for the student.

Services - Offer of FAPE

The service options that were considered by the IEP team (List all):

Include a statement regarding the service delivery options discussed and the rationale for the delivery option determined to be appropriate for the student.

In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs:

Include the potential negative effects the team discusses, make a statement about whether positive effects of the short-term placement outweigh the potential harmful effects of exposure to COVID-19. If the student is unlikely to be able to access the instructional environment or their offer of FAPE in light of their specific circumstances, the team may include a statement that, once school resumes, the team should consider whether compensatory services are warranted.

- **In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs:** Include the potential negative effects the team discusses, take a statement about whether positive effects of the short-term placement outweigh the potential harmful effects of exposure to COVID-19. If the student is unlikely to be able to access the instructional environment or their offer of FAPE in light of their specific circumstances, the team may include a statement that, once school resumes, the team should consider whether compensatory services are warranted.
• **Supplementary aids, services & other supports:** Review the supplementary aides, services and other supports to reflect what the student needs and will receive while participating in Distance Learning.

**Supplementary Aids & Services and Other Supports for School Personnel, or for Student, or on Behalf of the Student**

**Accommodations**
- The IEP team discussed and determined program accommodations are not needed in general education classes or other education-related settings.
- The IEP team discussed and determined the following program accommodations are needed in general education classes or other education-related settings.

<table>
<thead>
<tr>
<th>Program Accommodations</th>
<th>Start Date</th>
<th>End Date</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>100s number Table (grades 4 &amp; up)</td>
<td>07/01/2019</td>
<td>06/20/2020</td>
<td>Classroom</td>
</tr>
</tbody>
</table>

**Modifications**
- The IEP team discussed and determined program modifications are not needed in general education classes or other education-related settings.
- The IEP team discussed and determined the following program modifications are needed in general education classes or other education-related settings.

<table>
<thead>
<tr>
<th>Program Modifications</th>
<th>Start Date</th>
<th>End Date</th>
<th>Frequency</th>
<th>Duration</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow take-home or open-book tests</td>
<td></td>
<td></td>
<td>weekly</td>
<td>hourly</td>
<td>Classroom</td>
</tr>
</tbody>
</table>

**Amending Services:**
- Click the **Amend Service** button under the service that is being amended.
• Enter an **End Date** for THE REGULARLY DELIVERED version of the service that is ending. The amended service will automatically be marked “Do Not Report.”

![](image1.png)

• **Click Continue**

![](image2.png)

• All fields on the new version of the service (Distance Learning version) will be editable (except the service code).

• The “Start Date” for the Distance Learning version of service should be the date immediately following the “End Date” (day after) of amended service. The end date will be the date your LEA has determined Distance Learning shall end.
• **Click Save**

![Services for John Technician](image)

• **Click Add Service**

![Add Service](image)

• Create a new service of the student’s previous regularly delivered services. The student’s previous regularly delivered services should resume immediately following the end date of the Distance Learning Services. The “End Date” should be the date of the next annual IEP meeting. There should be no gaps in services.
• Click **Save**

• Click **Save**, and then click **Affirm**.

• Click **Continue**.
- Click to **Preview Amended Forms**.

- Check the Boxes next to the **Amended Forms**.

- Click **Yes** to confirm that you want the selected forms for the amendment.

- Congratulations, you have completed the amendment.