



## 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.

The screenshot shows a web interface with four tabs: 'Affirmed Forms', 'Attachments (0)', 'Amendments (0)', and 'Comments (0)'. The 'Amendments (0)' tab is currently selected. Below the tabs, there is a green button with a plus sign and the text '+ Add Amendment'.

## 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."**

The screenshot shows the 'Amendment' form. The 'Amendment Date' is 03/25/2020. Under 'Amendment Purpose', the 'Other' radio button is selected, and the text 'Temporary Distance Learning' is entered in the adjacent field. The 'Purpose of Meeting' section contains the text: 'To reflect the temporary educational setting and provision of services in response to Covid-19.' The 'Changes to the IEP dated 04/26/2019' section contains the text: 'What necessary supplementary aids/supports/services the student will require to access the curriculum during distance learning.'

## 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?"

The screenshot shows the 'Does this Amendment require additional forms?' section. The 'Yes' radio button is selected. Below this is a table of forms to be updated. To the right of the table, there are instructions for updating the forms.

Form
IEP At a Glance
Assessment Plan w/ PWN w/ Medi-Cal
Assessment Plan w/ PWN w/out Medi-Cal
Triennial Reeval
Invitation/Notice of Meeting B

To update IEP forms in addition to the Amendment form, select Yes and follow the instructions.

1. Click the **Edit** icon next to the IEP form(s) that need to be updated.
2. Edit and Save each form as needed. *Please Note: the Amendment Date will display on the editable forms.*
3. To return to the Amendment form, click the **Return to Amendment** button.
4. To affirm the Amendment click the **Affirm** button on any form. *Please Note: Affirmed Amendments will include the Amendment form and the additional IEP forms selected.*



## 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.

The screenshot shows a web form titled "Educational Setting - Offer of FAPE". Under the "Physical Education" section, there are three radio button options: "General", "Specially Designed", and "Other". Below these is a text input field. The "District of Service" section has a dropdown menu with "SELPA Training District (SELPA USE ONLY!)" selected. The "School of Attendance" section has a dropdown menu with "Blue Sky School" selected. The "All special education services provided at student's school of residence?" section has two radio buttons: "Yes" and "No (rationale)". The "No (rationale)" option is selected. Below this is a text area labeled "Enter rationale" with the instruction "Check the box 'No' and include rationale." and a green circular icon with a checkmark.

- **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.

The screenshot shows a web form titled "Program Setting (Ages 6 and older within duration of this IEP):". It has a dropdown menu with "400 - Regular Classroom/Public Day School" selected. Below this is a note: "(Note: Percentage of time is required for those that will be age 6 and older within the duration of this IEP)". The "% of time student is outside the regular class & extracurricular & non academic activities" section has a text input field with "10". The "% of time student is in the regular class & extracurricular & non academic activities" section has a dropdown menu with "90" selected.



- **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.

**Activities to Support Transition - (e.g. preschool to kindergarten, special education and/or NPS to general education class, 8th-9th grade, etc)**

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, the 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**

The screenshot shows a web application interface with a top navigation bar containing 'Save' (orange), 'Print' (green), and 'Affirm' (green) buttons. Below this is a green bar with 'Return To Amendment'. The main content area is titled 'Forms' and includes a 'Return to List' link and navigation arrows. A search bar is present. A list of forms is displayed, with 'Services - Offer of FAPE' selected and highlighted in blue. Other forms in the list include 'Educational Setting - Offer of FAPE', 'Transition Page 1', 'Transition Page 2', 'Present Levels', 'Special Factors', 'Statewide Assessments', and 'Goals'.

- 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 discusses 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 discusses 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.

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- **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.

Program Accommodations	Start Date	End Date	Location
  100s number Table (grades 4 & up)	07/01/2019	06/20/2020	Classroom

[+ Add Accommodations](#)

#### 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.

Program Modifications	Start Date	End Date	Frequency	Duration	Location
  Allow take-home or open-book tests			weekly	hourly	Classroom

[+ Add Modifications](#)

### **Amending Services:**

- Click the **Amend Service** button under the service that is being amended.

[Amend Service](#)



- 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.”

Services for John Technician

Instructions: Enter an End Date for when this version of the service will end. Then click the Continue button.

**Service**

330 Specialized Academic Instruction

**Start Date \*** 07/01/2019

**End Date \*** 03/25/2020

**Provider Agency \*** 100 District of Service

☐ Ind ☐ Grp ☐ Sec Transition

- Click **Continue**

Cancel Continue

- 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

**Service \***  
330 Specialized Academic Instruction

**Start Date \***  
03/26/2020

**End Date**  
05/31/2020

**Provider Agency \***  
100 District of Service

☒ Ind ☐ Grp ☐ Sec Transition

**Session Based** ☒

**Minutes / Session**  
90

**Sessions / Frequency**  
2

**Total Minutes / Frequency:**  
180 min

**Frequency \***  
10 Daily (one or more times a day)

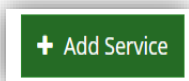
**Location \***  
210 Home

**Initial Start Date**  
03/26/2020

**Comments**  
Student will temporarily receive SAI virtually, while the LEA temporarily operates under an independent study model.

Cancel Save

- Click **Add Service**



- 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**

### Services for John Technician

**Service \***  
330 Specialized Academic Instruction

**Start Date \*** 06/01/2020 **End Date** 06/30/2020

**Provider Agency \*** 100 District of Service ☐ Ind ☐ Grp ☒ Sec Transition

**Session Based** ☒

**Minutes / Session** 90 **Sessions / Frequency** 2

**Total Minutes / Frequency:** 180 min **Frequency \*** 10 Daily (one or more times a day)

**Location \*** 570 Charter Schools **Initial Start Date**

**Comments**

Cancel Save

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

Save Print Affirm

Return To Amendment

- Click **Continue**.

### Affirm Amendment

**Amendment Date** 03/25/2020 **Amendment Purpose:** Other Distance Learning **Additional Purpose of Meeting (If Needed):**

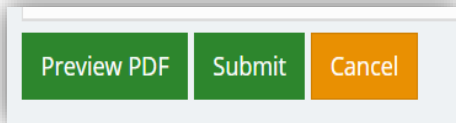
**Current IEP Meeting Type**  
☒ Part B Initial Evaluation (Ages 3-22) ☐ Part C Initial Evaluation (Ages 0-2) ☐ Annual Meeting ☐ Triennial Evaluation  
*Note: The Meeting Type must reflect the Current IEP meeting type to affirm this Amendment and to meet the CALPADS requirements for field 14.20.*

**Parent/Legal Guardian/Adult Student Signature on Amendment**  
☐ Yes ☐ No

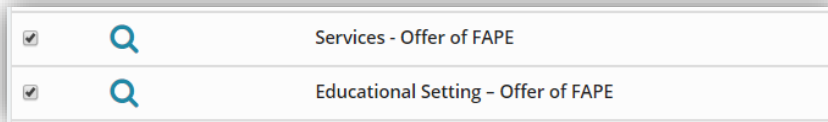
Continue Cancel



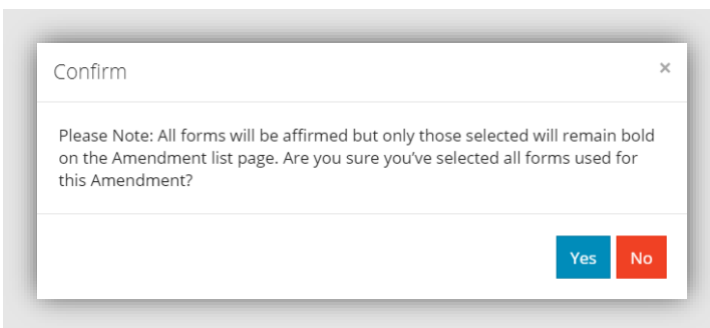
- Click to **Preview Amended Forms**.



- 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.

