



COVID-19 IEP Implementation Plans

The ever-changing nature of COVID-19 circumstances may require subsequent adjustments to this guidance.

The Sycamore Community School District recognizes that in order to provide a Free Appropriate Public Education (FAPE) to our students with disabilities, district teams need to develop and design individualized education programs (IEPs) as though school was in session and under normal health conditions. For those IEPs that are not able to be implemented as written, IEP teams will need to develop COVID-19 IEP Implementation Plans. These plans will describe the manner in which a student's IEP will be implemented, within the context of two learning models (Face-to-Face, Virtual Classroom) the district has offered to all students. These plans will also be used to describe any differences in the delivery of IEP services as school districts move from one learning model to another based upon current health data.

Face-to-Face Learning Model

While full in-school learning is best aligned to providing IEP services as written, there still may be the need to adjust particular supports or services due to how the school or classroom has been reconfigured and/or how other mitigation measures (e.g., student cohorts) affect the learning environment. The student's IEP team will document any such adjustment in the COVID-19 IEP Implementation Plan. Additionally, the COVID-19 IEP Implementation Plan will outline the services and supports that will be provided in the event the district moves to remote learning, based on the status of COVID-19 within the community.

Face-to-Face Learning Model Template

Virtual Classroom Learning Model

Developing COVID-19 IEP Implementation Plans to address how FAPE will be delivered in the Virtual Classroom learning model will be necessary for the majority of students. As public health and safety mandates allow, the student's IEP team will consider providing in-school services to students who cannot benefit from some or all services within their IEP in a virtual learning model as determined by the student's IEP team.

Virtual Classroom Learning Model Template

Parent Choice for Virtual Classroom Learning Model

The student's IEP will be developed as if the student is participating in full time in-school learning and if needed a COVID-19 IEP Implementation Plan will be created to appropriately illustrate the services the school district is prepared to deliver to students of families who choose to opt into Virtual Classroom learning. The IEP and the corresponding COVID-19 IEP Implementation Plan represent and fulfill the school district's obligation to offer FAPE to the student if the family has made this choice despite the school's intention to offer in-school education to that student. The COVID-19 IEP Implementation Plan contains a section to document the special education and related services that the student will receive remotely as a result of a parent's voluntary choice.

The COVID-19 IEP Implementation Plan

- Does not replace the student's IEP. It is a temporary tool used to identify how a student's current IEP is being implemented during the COVID-19 pandemic.
- Is based upon the student's current IEP that was designed for implementation as if school were in session under normal health conditions.
- Is only required if adjustments need to be made to the manner in which a student's IEP is being implemented.
- Must be developed with input from the parent/student.
- May require multiple pages.
- Must include the following components:
 - The mode of instruction.
 - IEP Goals/Objectives addressed (i.e., Goal 1 Objective 1–3).
 - The manner in which specially designed instruction and related services is delivered.
- Additional considerations to provide as supplements to the plan could include the following information:
 - Student Schedule (synchronous/asynchronous activities), and schedule of special services.
 - Accommodations/modifications, and/or assistive technology necessary to access instruction.
 - Provide plan in parent's native language.