



Learning Model IEP Implementation Plans

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

The CSDE has advised planning and placement teams (PPTs) 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, school districts will need to develop Learning Model IEP Implementation Plans. These plans will describe the manner in which a student's IEP will be implemented, within the context of three learning models (Full In-Person, Hybrid, Full Remote). 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.

Full In-School 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 school district must document any such adjustment in the Learning Model IEP Implementation Plan.

Hybrid Model

It may be necessary for the school district to develop Learning Model IEP Implementation Plans for some students to address how FAPE will be delivered in a hybrid learning model. The CSDE requires the school district to consider providing in-person services in school to high needs¹ students full time, if it can be done so consistent with public health and safety protocols, and if not, the maximum frequency which may be more days per week than what the Hybrid Model schedule generally allows for the full school population. If a school is beginning the school year using the hybrid model, specialized instruction and related services could still be delivered in accordance with the IEP for some students, although it may necessitate a change in schedules or staffing assignments to provide specific services on the days the students are attending school in-person. A Learning Model IEP Implementation Plan will be needed only for those students whose IEP services will be delivered differently than the current IEP indicates.

¹ Refer to Addendum 3 in the Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together: <https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>.

Full Remote Model

Developing Learning Model IEP Implementation Plans to address how FAPE will be delivered in a full remote learning model will be necessary for the majority of students. As public health and safety mandates allow, the school district is required to consider providing in-school services to high need students even if the school district is operating under the full remote instructional delivery model.

Parent Opt Into Remote Learning

The student's IEP must be developed as if the student is participating in full time in-school learning and if needed a Learning Model IEP Implementation Plan must be created to appropriately illustrate the services the school district is prepared to deliver to students of families who choose to opt into remote learning. The IEP and the corresponding Learning Model 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 Learning Model 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 Learning Model 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 model of instruction.
 - 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.
- The school district should consider supplementing the plan with the following information:
 - Student Schedule (synchronous/asynchronous activities).
 - Necessary accommodations/modifications, and/or assistive technology necessary to access instruction.
 - Brief cover letter to the parent in the parent's native language.

Learning Model IEP Implementation Plan

Student: _____ SASID: _____ School: _____ Special Education Case Manager: _____

Plan based on IEP dated: _____ Date plan implemented: _____ Date plan revised: _____

Specially Designed Instruction/ Related Service	Supporting IEP Goal(s) #	Description of Model (full in-school, hybrid, remote), Mode(s) (in person/remote), and Manner(s) in which the Service will be delivered (how and where), only if different from the IEP <small>*Districts may provide supplemental information to parents (e.g., student schedules)</small>	Frequency/ Duration	Service Implementer(s)
		Model: Mode: Description:		
		Model: Mode: Description:		
		Model: Mode: Description:		

Confidentiality and Privacy Disclaimer: This district remains obligated to protect students' confidentiality and privacy. Remote learning does not enable the district to control who is viewing a lesson, and therefore parents should be aware that there is no expectation of privacy.

Parent Choice to Opt Into Full Remote Services

Specially Designed Instruction/ Related Service	Supporting IEP Goal(s) #	Manner(s) in which the Service will be delivered (how and where) <small>*Districts may provide supplemental information to parents (e.g., student schedules)</small>	Frequency/ Duration	Service Implementer(s)

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