



# Individualized Distance Learning Plan (IDLP) Quick Guide



## General Guidance

In situations where IEP teams need to consider a contingency plan to address a temporary change in how educational services will be provided for the student, an *Individualized Distance Learning Plan (IDLP)* should be completed. IEP teams can discuss and document how special education and related services will be provided to the student if they must transition to Hybrid Learning or Fully Remote or Online Learning; between school, home, and hospital; and other scenarios.

IEP teams should continue to convene to develop an IEP with implementation during regular school operations in mind. After determining the necessary services and supports the student will receive, the IEP team may then consider multiple options for delivery of instruction and develop/update the *Individualized Distance Learning Plan (IDLP)* to reflect the student’s services and supports during time periods where temporary adjustments may need to be made.

Question	Guidance
Is the IDLP part of the IEP?	Yes. The <i>Individualized Distance Learning Plan</i> is part of the student’s IEP. The process for developing, implementing and amending the <i>Individualized Distance Learning Plan</i> is the same as any other component of the IEP. The IEP team will need to work together to identify the most appropriate way to identify and provide services to the student, based on their unique needs.
If a student is enrolled in a full-time online option through our district, should services be documented through an IDLP?	If a student enrolls in your district’s fully online/virtual learning option (meaning they are virtual no matter what brick and mortar schools are doing), then the team would develop the IEP as they would any annual IEP.  In this case, there may be no need for an <i>Individualized Distance Learning Plan</i> as the student’s supports and services may not fluctuate under emergency circumstances. However, IEP teams are always encouraged to consider whether contingency planning is appropriate for each student.
Do we need to amend the IDLP when there is a change to the district’s plan that is not currently reflected in the IDLP?	Yes. The purpose of the <i>Individualized Distance Learning Plan</i> is to document the student’s plan for implementation if the student transitions to Hybrid or Remote/Online Learning. If the student’s circumstances change, and the needs do not align with the plan that was in place when the IDLP was developed, the IEP team will need to amend the IEP to reflect the necessary changes to the student’s plan.  Since the <i>Individualized Distance Learning Plan</i> is a component of the student’s current IEP, any changes to the plan that take place outside of an annual IEP meeting must be completed through an IEP amendment. The IEP amendment process can take place with or without a team meeting.
How do we address IDLPs when students transfer to or from our LEA?	When a student transfers <b>to</b> another school district, the eligibility documents and current IEP (including the <i>Individualized Distance Learning Plan</i> ) must be sent to the receiving district within in 5 school days of the receiving district’s request.  When a student transfers <b>from</b> another Idaho school district, the receiving school district must request the eligibility documents and current IEP (including the <i>Individualized Distance Learning Plan</i> ) within 2 school days. The IEP team will determine whether to adopt the IEP and IDLP as written or develop an Interim IEP (that includes an IDLP) until a new IEP can be developed by the team.



# Individualized Distance Learning Plan (IDL) Quick Guide



<p>What should the IEP team consider when developing an IDLP?</p>	<p>Each IEP team should use the <i>IDL Planning Document</i> to determine the type of instruction being provided to the student and considerations related to the type of instruction.</p> <p>Because instruction may be provided in different formats depending on the type of educational service delivery, the IEP team will identify services and supports addressing current IEP goals for each potential type of service delivery on the <i>Individualized Distance Learning Plan</i>.</p> <p>For example, if virtual instruction is provided in the form of individual or small group meetings via Teams or Zoom, the IEP team should discuss what participation will look like for the student, how the student's current IEP goals will be addressed, and whether or not any changes need to be made to accommodations in order for the student to access their services. IEP teams should also consider how progress will be monitored under each circumstance.</p>
<p>If our student temporarily participating in Hybrid Learning may also be instructed in the school building, how do we determine how much time they would spend there?</p>	<p>It may not be feasible or appropriate for some students to receive all of their services in the school building. The IEP team will review the student's current IEP and determine, based on the unique needs of the student, the annual goals, supports, and services that will be implemented in a face-to-face setting as part of the LEA's hybrid/blended model of instruction. Document this in the <i>Individualized Distance Learning Plan</i>.</p> <p>Because "Hybrid Learning" can take so many forms, teams may want to consider indicating services on the IDLP based on daily services or based on what services will look like on virtual learning days as well as what services will look like on in-person learning days to provide clarity for IEP teams while allowing for some variability in district planning.</p>
<p>How should the IEP team document a student's IDLP?</p>	<p>Students must not experience gaps in educational services. Each LEA must be able to provide evidence that planning for foreseeable transitions has been addressed at the individual student level. It is recommended that IEP teams use the IDLP form template provided. IEP teams may also opt to embed the components of the IDLP into the IEP in another way. As part of the IEP, the IDLP must be uploaded with IEP documents in the LEA's IEP software system and transferred between LEAs with the student along with all other required IEP documents.</p> <p>The IEP team will include a statement in the Optional Statement of Service Delivery section of the IEP indicating that the team has created an <i>Individualized Distance Learning Plan</i>. The IDLP includes documentation of services, optional delivery statements, and progress monitoring plans for each potential format that the student will participate in.</p> <p><b>Example:</b> The IEP team has developed (Student's) <i>Individualized Distance Learning Plan</i>. The special education and/or related services and optional statement of service delivery associated with this plan are documented on the attached <i>Individualized Distance Learning Plan</i> document. This plan will be in place for a time period established by the IEP team and based on the student's learning and health needs.</p>
<p><i>Written Notice</i> (embedded within the IEP) must be completed and provided to parents as a result of the team's development of the student's <i>Individualized Distance Learning Plan</i>. The team should use IEP meeting notes to assist in clearly documenting the team's discussion, including all options considered and rejected as part of the discussion.</p>	