**COVID-19 Special Education Learning Plan**

***Recommendations for Use of this Template***

*The Massachusetts Department of Elementary and Secondary Education (“DESE”) recognizes that some special education services may need to be delivered differently during the 2020-2021 school year, because schools and districts may be using a modified in-person, remote or hybrid learning model. Even the in-person learning model will look different than in-person learning before the COVID-19 pandemic, because of the necessary health and safety requirements and guidance. This template is intended to assist schools and districts in documenting changes in the way that special education services outlined in the student’s Individualized Education Program (“IEP”) will be delivered during periods of modified in-person, remote, or hybrid instruction during the 2020-2021 school year. This sample form is only intended for use during the period of the COVID-19 pandemic.*

*In its* [*Guidance on Fall 2020 Special Education Services*](http://www.doe.mass.edu/covid19/on-desktop/2020-0709special-ed-comp-guide-memo.docx)*, issued on July 9, 2020, DESE advised that teachers or IEP liaisons should contact parents of students as soon as possible to discuss how a given student’s IEP services will be delivered if different than described in a student’s IEP. Using information from that discussion, teachers or liaisons must provide parents with written notification containing specific information about how IEP services will be provided promptly at the start of the 2020-2021 school year. In response to requests from schools and districts for a method of documenting such changes, DESE has created the following sample template.*

***The following should be considered when using this form:***

* *Schools and districts are not required to use this template but must engage with families in a discussion about how services may be provided differently due to COVID-19 and must document those changes in writing. Schools and districts may choose to use the Notice of School District Action (N1), a letter, or other written documentation instead of this template to document the changes.*
* *Schools and districts may wish to choose from the following sections (in-person, remote, or hybrid) based on the instructional model that the student will be receiving. For example, if a school or district must provide services remotely, they would only complete the section on remote instruction.*
* *Schools and districts may wish to complete this documentation for all three instructional models if they so choose.*
* *This template does not relieve schools and districts of their obligation to provide students with all of the services documented in each student’s IEP and to provide a free and appropriate public education in the least restrictive environment.*
* *This template is not to be used for the purpose of amending a student’s IEP.*

**Introductory Letter to Parent or Guardian**

Dear Parent or Guardian:

Thank you for working with us regarding your child’s special education needs and services. We appreciate your input regarding your child’s progress and experience during the period of remote learning in the 2019-2020 school year, as it helps us plan for the 2020-2021 school year. Our school/district is committed to continued family engagement and collaboration. As you know, the school/district will be implementing a [**in-person/hybrid/remote**] instructional model. General details regarding this model have been communicated separately by the school/district.

This notification is intended to document specific information about how Individualized Education Program (IEP) services will be implemented differently than as outlined in your child’s current IEP due to the COVID-19 pandemic. It is important to note that a change in the delivery of special education services due to a school’s change in learning model as a result of COVID-19 **does not result in a change to your child’s IEP**. Special education laws provide protection to you and your child. You will find specific information about your legal rights within the [Notice of Procedural Safeguards](http://www.doe.mass.edu/sped/prb/), which the district provides to parents at least once annually. This document includes sources that you may contact for assistance in understanding your rights.

If you have any questions, please reach out to your child’s contact, whose email and phone number are listed below.

Sincerely,

Title

Contact information

***COVID-19 Special Education Learning Plan 2020-2021***

|  |  |
| --- | --- |
| **Student Name** |  |
| **School or District Contact Name/Role/Email/Phone Number** |  |
| **Start Date/Revision Date for COVID-19 Special Education Learning Plan** |  |

**In-Person Instruction**

1. **Describe how and when the school or district obtained parental input regarding the proposed differences in provision of special education services.**
2. **Describe how the accommodations, modifications, and services outlined in the student’s IEP will be provided differently than as written in the current, signed IEP.**

**Remote Learning Instruction**

1. **Describe how and when the school or district obtained parental input regarding the proposed differences in provision of special education services in a remote model.**
2. **Describe how the accommodations, modifications, and services outlined in the student’s IEP will be provided differently in the remote environment than as written in the current, signed IEP.**
3. **Describe what the parent should expect in the way of regular, ongoing communication from their child’s special education team members.**

**Hybrid Instruction**

1. **Describe how and when the school or district obtained parental input regarding the proposed differences in provision of special education services in a hybrid model.**
2. **Describe how the accommodations, modifications, and services outlined in the student’s IEP will be provided differently for modified in-person instruction than as written in the current, signed IEP.**
3. **Describe how the accommodations, modifications, and services outlined in the student’s IEP will be provided differently in the remote environment than as written in the current, signed IEP.**
4. **Describe what the parent should expect in the way of regular, ongoing communication from their child’s special education team members.**