



# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## REMOTE LEARNING IMPLEMENTATION PLAN (RLIP) FOR STUDENTS WITH DISABILITIES

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
 School Location #: \_\_\_\_\_ School Name: \_\_\_\_\_  
 Exceptionalities: \_\_\_\_\_ Current IEP Placement: \_\_\_\_\_  
 Completed by (print): \_\_\_\_\_ Title: \_\_\_\_\_

**Section 1: Priority Educational Needs (PENs) for students with an Individualized Educational Plan (IEP):** Mark all PENS that will be delivered weekly during remote learning (check all that apply).

TECHNOLOGY RESOURCES	PENS								
	CURRICULUM & LEARNING (PK)	LANGUAGE ARTS READING	MATH	SCIENCE SOCIAL STUDIES	ELECTIVE	SOCIAL EMOTIONAL BEHAVIORAL	INDEPENDENT FUNCTIONING	COMMUNICATION	OTHER
ABC Mouse									
Attainment Hub*									
BrainPop									
Conscious Discipline									
Discovery Education									
Edgenuity									
i-Ready									
IXL Personalized Learning									
Khan Academy (Kids)									
Learning A-Z									
MyOn									
Newsela									
OdysseyWare									
Power My Learning									
Quaver SEL									
Reading Rockets									
Ready Rosie									
Scholastic Learn at Home									
Storyline Online									
TeachTown*									
TouchMath*									
Tumble Books									
Unique Learning									
Victoriesnautism*									
Vizzle*									
Waterford									
Other (Specify) _____									
Other (Specify) _____									

\* Typically used with students on modified curriculum.

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_ Date: \_\_\_\_\_ Grade Level: \_\_\_\_\_

**Section 2: Remote Learning Type:** Mark all PENS that will be delivered weekly during remote learning (check all that apply).

REMOTE RESOURCES	PENS								
	CURRICULUM & LEARNING (PK)	LANGUAGE ART READING	MATH	SCIENCE SOCIAL STUDIES	ELECTIVE	SOCIAL EMOTIONAL BEHAVIORAL	INDEPENDENT FUNCTIONING	COMMUNICATION	OTHER
MDVS- FLVS (Parent Choice)									
Microsoft Teams/ZOOM									
Other (Specify) _____									

**Section 3: Remote Learning Instructional Delivery Methods/Accommodations for Students with an IEP/504 Plan** Enter the code(s) from Table A and Table B below that describes the remote learning instructional delivery methods and accommodations that will be utilized with the student.

Monday	Tuesday	Wednesday	Thursday	Friday
Instructional Delivery Method Code(s):	Instructional Delivery Method Code(s):	Instructional Delivery Method Code(s):	Instructional Delivery Method Code(s):	Instructional Delivery Method Code(s):
Accommodation Code(s):	Accommodation Code(s):	Accommodation Code(s):	Accommodation Code(s):	Accommodation Code(s):

**TABLE A: KEY FOR INSTRUCTIONAL DELIVERY METHODS**

1. ESE Teacher	5. Small group virtual/phone contact
2. General Education Teacher	6. Interactive tutorials
3. Support Facilitation/Consultation Teacher support	7. Recorded video instructions of lesson (PowerPoint)
4. Virtual face-to-face contact (i.e., Zoom, Microsoft Teams)	8. Text to Speech/Narration
9. Other (specify)	10. Other (specify)

**TABLE B: KEY FOR ACCOMMODATIONS**

a. Provide recorded instructions from live sessions for reinforcement	o. Allow narration feature on virtual learning platforms whenever available.
b. Present information through a multisensory approach	p. Provide written directions for assignments when directions are given orally through virtual means
c. Allow students to draw models (graphic organizers, charts) and upload	q. Allow oral rather than written responses
d. Allow written rather than oral responses	r. Use positive behavioral supports
e. Closed captioning (Google Slides)	s. Online Dictionary/ Thesaurus/ Spellers
f. Use of immersive reader/text-to-speech	t. Interactive tutorials
g. Provide important dates/deadlines in writing	u. ESOL strategies
h. Recorded video instructions of lesson (PowerPoint)	v. Extended time for test taking
i. Sign Language Interpreter support	w. Voice typing/Speech to text
j. Small group virtual/phone contact	x. Extended time to complete assignments
k. Virtual synchronous contact (i.e., Zoom, Microsoft Teams)	y. Credit for oral participation
l. Visual cueing/ highlighters/ pointers/ emoji	z. Magnification/customizable formats
m. Incorporate materials of high interest to capture the student's attention	aa. Other (specify)
n. Use visual supports for routine, expectations, choice making, and/or communication	

**Section 4: Speech and Language Impairments:** Mark the frequency of remote specialized instruction that will be utilized with the student.

CHECK FREQUENCY FOR SPEECH AND/OR LANGUAGE IMPAIRMENT						
	Daily	2-3 times per week	Weekly	Bi-Weekly/Every Other Week	Monthly	Other (specify)
Speech						
Language						

**Section 5: Related and/or Supplementary Services:** Enter the code(s) from Table 3 below that identifies the methods of delivery that will be utilized with the student for Speech and/or Language Therapy, Occupational and/or Physical Therapy, Counseling, Itinerant Services, and/or Supplementary Services provided to the student during remote learning, based on applicable IEP services as appropriate.

SERVICES	CHECK ALL THAT APPLY	RELATED AND SUPPLEMENTAL SERVICE DISTANCE DELIVERY METHOD	FREQUENCY	
			1 = daily 2 = 2 or 3 times per week 3 = weekly	4 = bi-weekly/every other week 5 = monthly 6 = other (explain)
Speech Therapy				
Language Therapy				
Occupational Therapy				
Physical Therapy				
Counseling				
Nursing				
Itinerant Teacher				
Paraprofessional Assistance				
Interpreting				

TABLE 3: KEY FOR RELATED AND SUPPLEMENTAL SERVICE DELIVERY METHODS	
1.	Remote Therapy Session
2.	Phone Consultation
3.	Videotape Modeling for Parent
4.	Online Resources
5.	Activity Packet
6.	Resources in Braille
7.	Interpreting Services
8.	Online Dictionary/Thesaurus/Spellers
9.	Visual cueing/highlighters pointers/emoji
10.	Other (Specify)