*This tool is designed to assist IEP teams in reframing IEP review and development to facilitate the efficient provision of education and services across instructional models.*

| **IEP Area** | **Key Considerations** |
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| **PLAAFP** | * How can this be written to accommodate multiple instructional models? * Is there a through-line that addresses student learning needs across models? |
| **Goals** | * What goals are no longer relevant or must be approached differently during Comprehensive Distance Learning or Hybrid Instructional Models (e.g., peer interaction goals)? * How can the team be sure that all of the goals are appropriate to the selected environment? * How will the goals be progress monitored in the new environment? |
| **Service Delivery** | * How can staff provide supports and services as outlined in the IEP? * How will the team determine the most appropriate place for service delivery? Is there a way to craft this so that minimal changes need to occur during a switch in the instructional model? * How will materials for service delivery be transferred during an instructional model change? * How will training be provided to individuals that may become involved in service delivery during another instructional model? |
| **Special Factors** | * How are these factors addressed in the IEP? * How will staff/family members be made aware of and trained to implement plans and supports? |
| **Related Services** | * How will staff, including contractors, provide the related services outlined in the IEP across models? * Are related service staff trained and supported to provide services via telehealth? What platform will be used? * Do parents consent to have related services provided via telehealth? |
| **Accommodations and Modifications** | * Will all of these accommodations and modifications be appropriate in another instructional model? * Do behavior support plans need updating? * Are there assistive technology/adaptive device needs? |
| **Progress Monitoring** | * How are you choosing tools to measure student progress? * How will these tools be used if you need to switch to another instructional model? * What methods were being utilized prior to school closure? Could they be adapted for multiple instructional models? |
| **Placement** | * How is the student receiving services? Where and with whom? * How could this be written across models? |

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