

Questions and Answers Regarding the Additional Information Page (Page I) of the IEP

July 21, 2020(updated July 28, 2020)

When I click on “Additional Information Page” (Page I) the prompts are not there? Why and what am I supposed to do?

If the IEP was “open” on July 1, 2020, the prompts will not appear. To protect existing information on an open IEP, open IEPs are not impacted by programming changes and updates. The IEP team will need to copy the “Additional Information Page” (Page I) prompts from the bottom of this document (see below).

Where do I find the Additional Information Page (Page I)?

Once an IEP is open, “Additional Information Page” (Page I) can be found on “Tab I” and/or on the “Forms Tab.” For active IEPs, “Additional Information Page” (Page I) can be accessed by clicking “Forms for Active IEP”

For an active IEP, should I select “Forms for Active IEP” or “New IEP Planning”?

“Forms for Active IEP” will attach “Additional Information Page” (Page I) to the current IEP. “New IEP Planning” will attach “Additional Information Page” (Page I) to the next IEP the team develops for the student. In most cases, it would be most appropriate to select “Forms for Active IEP.”

Can I edit the prompts on an open “Additional Information Page” (Page I)?

Yes. The “Additional Information Page” (Page I) can be edited to allow the IEP team to enter responses to the prompts or to delete the prompts if the page is being used to document other information by the IEP team.

Do I have to change Page F to mirror the “Additional Information Page” (Page I)?

No. Page F reflects the services and activities the student receives in a brick and mortar setting when students are not engaged in any virtual or hybrid learning opportunities.

Who should be part of the “Additional Information Page” (Page I) conversation?

The IEP team will need to review the student’s IEP and collaborate to develop the virtual/hybrid learning plan. The necessity for the entire team to meet will be an individualized decision based on the complexity of needs. IEP teams are encouraged to document who was present and the date the plan was developed.

Who is responsible for completing the “Additional Information Page” (Page I)?

The IEP team is responsible for developing and documenting the virtual/hybrid learning plan on “Additional Information Page” (Page I).

Should I do a Prior Written Notice (PWN) to inform the parents of the plans documented on “Additional Information Page” (Page I)?

Yes. The PWN should be used to notify parents of the proposed and/or refused actions included in the virtual/hybrid learning plan, as well as any other actions the LEA/AEA is proposing/refusing.

(7-28-20) When an IEP team completes the “Additional Information Page” (Page I) Plan for Virtual/Hybrid Learning....should the IEP include a meeting notice?

If the IEP team met, then yes a meeting notice is required.

Can an IEP have more than one “Additional Information Page” (Page I)?

Yes. An IEP can have more than one “Additional Information Page” (Page I). For example, one “Additional Information Page” (Page I) could be used to document communications with the family, and one “Additional Information Page” (Page I) could be used to document the virtual/hybrid learning plan.

If the virtual/hybrid learning plan needs to be updated, what steps are necessary?

The IEP team will need to amend the IEP to make changes.

Additional information is available in the [IEP Documentation Guide](#) (pages 218-220).

(7-28-20) Do you revise the information on Page I or do you create a new Page I for changes throughout the year?

No. It is not recommended that existing information on “Additional Information Page” (Page I) be altered. The best practice would be to open an additional “Additional Information Page” (Page I) to add new information. IEP teams should also include the date to the plan. It is critical IEP teams have clear documentation of what decisions were made each time the IEP team made revisions.

(7-28-20) When developing a virtual/hybrid learning plan, do IEP teams indicate the minutes?

The IEP team may include minutes keeping in mind the minutes may look different than brick and mortar.

(7-28-20) What happens if the student is attending brick and mortar instruction but due to COVID-19 the student needs a setting to limit exposure to others? Where is this documented on the IEP?

The recommended practice is to use the “Additional Information Page” (Page I) to document virtual/hybrid learning plans, as well as potential ‘temporary’ services, supports, and activities a student needs due to the COVID-19 pandemic.

(7-28-20) How and where should the IEP document additional and/or different accommodations and/or services an eligible student may need when attending brick and mortar instruction? For example, due to mask-wearing, the student will need closed captioning.

The recommended practice is to use the “Additional Information Page” (Page I) to document virtual/hybrid learning plans, as well as potential ‘temporary’ services, supports, and activities a student needs due to the COVID-19 pandemic.

(7-28-20) If a student’s IEP meeting is not due until later in the year, can the IEP team simply amend the IEP to add the virtual/hybrid learning plan on the Additional Information Page this fall?

Yes. IEP teams are encouraged to develop a virtual/hybrid learning plan to be prepared for the potential shifts in learning formats due to COVID-19 as early as possible.

(7-28-20) Would you recommend putting a plan together for virtual and hybrid and putting it in Page I due to the possibility of a student becoming sick and having to switch from one to the other? And adding a phase line would be the progress monitoring?

Yes. The IEP team should develop and document a virtual/hybrid learning plan for students to prepare for the potential of shifts in the learning formats. The IEP team will need to review the goals and progress monitoring as they develop the virtual/hybrid learning plans and make individualized decisions on how to progress monitor and then document the IEP team’s actions and decisions, which may include comments/phase changes on IEP goals.

(7-28-20) Will the minutes of services such as direct instruction and paraprofessional support listed on each students' IEP be modified if a student/family chooses on-line learning or if the district is shut down?

The minutes, services, and supports may change depending on the individual needs of the student and the individual circumstances. The IEP team will explore various options to address the needs to determine and document the virtual/hybrid learning plans due to the COVID-19 pandemic.

(7-28-20) Should Page I be used to identify plans for instruction on snow days?

At this point, the focus of the work is to have IEP teams use the Additional Information Page (Page I) to document virtual/hybrid learning plans due to the COVID-19 pandemic.

“Additional Information Page” (Page I) Directions and Prompts:

Discuss the following and document IEP Team decisions in preparation for occasions when virtual/hybrid learning is necessary. Consider other questions as relevant to the unique circumstances of the individual:

- Describe the **General Education** services and settings for virtual/hybrid learning.
- What **Accessibility** needs are unique to the student for virtual/hybrid learning?
- What other **Needs** of the student are unique to the virtual/hybrid setting and his/her/their individual circumstances?
- How will **Services** on page F be prioritized, adapted, and delivered to the student to make progress in virtual/hybrid learning? What, if any, services will not be delivered in virtual/hybrid learning?
- What **Goals** are prioritized by the IEP team and how will **Progress Monitoring** for these goals be adapted for a virtual/hybrid setting?
- What **Additional Considerations** are important for the implementation of this IEP with these adaptations?