

Consider opportunities for direct\* communication with peers and professional personnel and opportunities for instruction in the child's/student's language and communication mode.  
Communication: CFR § 300.324(a)(2)(iv).

*\*Direct language/communication/instruction occurs person-to-person, not through an additional source (e.g., educational interpreter, captioner).*

**3A. The IEP team has considered the following for onsite and/or online learning environment(s).**

1. Opportunities for direct\* communication with peers. Describe opportunities:
  
  
  
  
  
  
  
  
  
  
2. Opportunities for direct\* communication with professional staff and other school personnel. Describe opportunities:
  
  
  
  
  
  
  
  
  
  
3. Opportunities for direct\* instruction: Describe opportunities:

**3B. What supports are needed to increase the proficiency of parents and family members in communicating with the child/student?** Parent Counseling Training: CFR § 300.34(8)(i) and (iii).

Issues considered:

Action plan, if any:

How was this assessed?

**3C. Mentors/peers who are deaf/hard of hearing can have a positive impact for everyone – child, parent, and professional. Document who on the team will be responsible for arranging adult role model connections and opportunities for the student.**

Issues considered: Action plan, if any:

**3D. The teachers, interpreters, and other specialists providing services and auxiliary aids outlined in the Communication Plan must have demonstrated proficiency in and be able to accommodate for the child's/student's primary communication mode or language and communicate effectively in an onsite and/or online learning environment.** Qualified

Personnel: Operating Standards: (B)(50) [ADA Title II 28 C.F. R. 35.160(a) (1)].

Issues considered:

Action plan, if any:

How was this assessed?