

Eaton RESA School Closure Contingency Learning Plan- COVID-19 For Students with Disabilities

Overview

Purpose:

This template is intended to support school districts and public school academies in ensuring they have meaningful, relevant, and equitable learning plans in place to address the needs of all students. This is a fluid plan that can be implemented with a family in support of their child while home during a state/country shutdown or other natural disaster.

Distance Learning Defined:

Students engaging in distance learning have access to appropriate educational materials and receive interaction with their primary care provider. It is important to note that distance learning does not always mean e-learning or online learning. It is critical to provide this learning in a format that can be equitably accessed by all students.

Students with Disabilities Defined:

Both students who qualify for accommodations under Section 504 and students eligible for special education programs/services under IDEA: Individuals with Disabilities Education Act, are recommended for an individualized continuity of learning plan. While the procedural safeguards vary from Section 504 vs. IDEA, both student populations have needs requiring special considerations to ensure learning is accessible and equitable to their same age typical peers, to the greatest extent feasible.

Considerations regarding FAPE:

It is important to note that the Distance Learning Plan does not take the place of the District's Offer of FAPE (Free Appropriate Public Education) during regularly scheduled/held school days. This plan expires once the district is back in session. Once school resumes, this plan will expire, and the current programs and services outlined in the Individualized Education Plan or accommodations outlined in the individualized 504 plan will be continued.

Considerations upon school re-entry:

When school resumes, each child with an IEP will be reassessed in their areas of needs, in most cases informally, and the IEP team will respond appropriately at that time. Responses to future identified need may include amending the IEP to revise goals and objectives to align skill and target with current functioning, adjusting program or service time to make adequate progress towards these revised goals/objectives, and considering adjustments to ancillary services as appropriate. This should also be considered for students with 504 plans as appropriate.

Considerations for confidentiality:

Although every effort will be made to protect the confidentiality of all students, there may be times in which students may participate in groups that could include other students. Privacy regarding student records in the Family Educational Rights and Privacy Act (FERPA) will be upheld.

Instructions

Special educators & 504 Coordinators will be expected to complete a plan for each student on their caseload, whose current IEP or 504 plan as written is not feasible to implement, during this time of emergency school closure. To every extent possible, this plan should be created in collaboration with the parent(s) or guardian(s).

Special educators/504 Coordinators should initiate plan development by:

1. Coordinating with the student's IEP/504 school team to determine lead communicator and planning of services
2. Calling the parent to complete a phone interview or schedule a time with the parent to complete the phone interview
 - a. Utilize the agenda for phone interview below to ensure all parts of the plan are covered in discussion
 - b. Have the individual plan template printed and available to take notes during the phone interview
3. For students in special education, completing the plan for each student on caseload
 - a. Be sure to send a copy to your special education administrator
 - b. Provide a copy of the plan to the parent and all relevant IEP team members
4. For students with 504 plans, completing the template plan and savings in the student's cumulative CA-60 folder

Consider the Whole Child

Additionally, as we approach families during an unexpected time of crisis, we want to keep the [WHOLE CHILD](#) approach at the forefront of our planning.

WHOLE SCHOOL, *WHOLE* COMMUNITY, *WHOLE* CHILD
A collaborative approach to learning and health



Interview Guiding Questions

- 1) Guiding question: *Tell me about how things are going with your child and how learning activities are going? What are current strengths/interest of your student?*
- 2) Guiding question: *Let's talk about technology options that work for your family in your current home environment. What format(s) would work best for you to access learning and communicate with your school team?*
 - ☐ Online via computer or tablet with unlimited internet access (no data cap)
 - ☐ Access to online virtual platform like Facetime, Google Hangouts, and/or Google TEAMS, other?
 - ☐ Online via computer or tablet but with limited internet access (yes data cap)
 - ☐ Access to internet via cell phone only
 - ☐ No access to internet
 - ☐ Telephone conference
 - ☐ E-mail between parent and teacher
 - ☐ E-mail address of student:
 - ☐ REMIND APP
 - ☐ Days of the week/times preferred for instruction:
- 3) Guiding statement/question: *Let's discuss what learning modes might work for your student. What works and doesn't work for your student to engage in activities?*
 - ☐ Paper and pencil/worksheet style
 - ☐ Hand-on manipulation of activities
 - ☐ Online games
 - ☐ Online tutorials
 - ☐ Visual demonstration (online video) with expected activities after viewing
 - ☐ Length of attention span to one task: _____ minutes
- 4) Guiding statement/question: *Let's review your student's IEP goals/benchmarks/objectives (have copy in front of you). For each IEP goal, what level of instruction could/should occur to maintain current skills attained and possibly increase progress to meet those goals?*

Eaton RESA

Contingency Learning Plan- COVID-19

Student Information		
Student:	DOB:	UIC:
Grade:	School:	Date of Current IEP: Or list 504 plan
Parent(s)/Guardian(s):		Phone:
Date of Contingency Plan Interview: Date of Interview goes here		
Implementation of the Contingency Learning Plan Date:		
Email Addresses(if applicable): Please provide me with the email address(es) that you would like correspondence sent to and from. Note: This could be both the parent(s)/guardian(s) and the students. If there is not an email available to use please note this GOES HERE		
Participants:		
Description of Student		
Eligibility:	Description of student's eligibility-- *include projected impact during the distance learning period goes here.	
Ability to access/Mode of access:	Let's discuss what learning modes might work for your child. What works and does not work in regards to getting them to engage in activities? <ul style="list-style-type: none"> <input type="checkbox"/> Online via computer or tablet with unlimited internet access (no data cap) <input type="checkbox"/> Access to online virtual platform like Facetime, Google Hangouts, and/or other? 	

	<input type="checkbox"/> Online via computer or tablet but with limited internet access (yes data cap or connection issues) <input type="checkbox"/> Access to internet via cell phone only <input type="checkbox"/> No access to internet <input type="checkbox"/> Telephone conference <input type="checkbox"/> E-mail <input type="checkbox"/> No phone service <input type="checkbox"/> Other:
<input type="checkbox"/> After reviewing your Student's IEP or Section 504 Plan, staff will implement your students plan through the use of the school's Continuous Learning Plan with distance or online learning and technology, in good faith, and to the extent that it is safe, practicable and within applicable state and federal guidance and restrictions. If the box is checked above you do not need to complete a Contingency Plan, check one or the other boxes - the box below means you do complete a Contingency Plan <input type="checkbox"/> After reviewing your Student's IEP or Section 504 Plan, your student will receive supports, accommodations, consultation, and services to ensure access to academic materials and assist the student and their parent(s)/guardian(s) maintain and/or make continued progress with IEP Goals and Objectives.	
<p style="text-align: center;">Contingency Learning Plan</p>	
Description of IEP service and supports provided aligned with the District's Continuous Learning Plan:	After reviewing the current IEP and districts Continuity of Learning Plan, what IEP goals, objectives, and essential skills will be provided in this Contingency Learning Plan? What alternative methods of instruction will be used? *Be sure to review the districts Continuity of Learning Plan and the methods/modes that are accessible for parent(s)/guardian(s)/student.

Description of IEP Supplemental Aids and Services provided, aligned with the District's Continuous Learning Plan:	After reviewing the current IEP and Continuity of Learning Plan, detail the Supplemental Aids and Services that will be provided to access the academic materials and instruction? What might be needed for the students to access what the district is providing for materials and mode of learning?
Preferred contact(s) day(s)/time(s)/method(s)	Parents preferred contact time
Reason(s) why the Contingency Learning Plan is not an option for the family at this time: Please state, "Just to clarify, you do not want or need anything from your school at this time, is that correct?" If they say yes, then ask, "If so, please tell me why this is not an option at this point in time."	

A copy of this Contingency Learning Plan was provided to the Parent(s), Guardian(s) or eligible Student through: what mode comes from last section of Contingency Learning Plan goes here on _____ by _____.

Contingency Learning Plan

A Contingency Learning Plan is the district's good faith effort and is a temporary plan to help provide access to appropriate educational materials and provider(s) during the closure of traditional school as is safe and practicable at this time. Once school resumes, this plan will expire and school will return to implementing your student's IEP in the more traditional setting. It is important to note that distance learning does not always mean e-learning or online learning. This does not take the place of the District's Offer of FAPE during regularly scheduled/held school days. During the time that the distance learning or online activities in this Contingent Learning Plan are implemented, information regarding your student and other students may inadvertently be disclosed in online or distance learning environments to others who may be with the Students or provider in the setting. Any disclosure is inadvertent and, to the extent practicable, will be avoided.

The Contingent Learning Plan was developed by your caseload teacher or provider in consultation with at least one general education teacher (when participating in general education) or at least one other provider who was working with your student at the time of the school building closures. In creating this Contingent Learning Plan, the staff reviewed your Student's IEP in the context of the school's Continuous Learning and COVID-19 Response Plan approved by the Intermediate School District. During the public health emergency, this Contingent Learning Plan may be reviewed and revised as necessary to provide your Student with continued access to the Continuous Learning and COVID-19 Response Plan. During this unprecedented time, please know that the school, the staff and our school community are here to support your Student and their educational needs in good faith and as best as practicable.

The Procedural Safeguards Notice you received when the district requested your consent for the initial evaluation describes protections under the IDEA. The Procedural Safeguards Notice is also available at https://www.michigan.gov/documents/mde/Procedural_Safeguards_Notice_550307_7.pdf The following sources are available to assist you in understanding your rights: Michigan Alliance for Families (800) 552-4821 <http://www.michiganallianceforfamilies.org/> or www.michigan.gov/mde Search: Family Matters