Developing the Contingency Learning Plan (CLP): Guidance for IEP Teams

The purpose of the CLP is to establish a plan for immediate actions regarding the delivery of IEP services and supports, should there be a disruption in educational services for all students. Note that the CLP is not designed to address individual student situations such as illness or hospitalizations - only instructional disruptions that impact <u>all</u> students. *Disruptions may be due to a district's choice to implement a virtual snow day, a natural disaster event or large-scale health event.* The CLP is intended to communicate what changes, if any, might occur to the delivery of services or supports, so there will be no lapse in services. In planning for a special education delivery model during a potential disruption, the IEP team will address the unique needs of learners with disabilities but also consider *how students without disabilities will be participating in general education instruction and the district infrastructure for alternative delivery of instruction*. The CLP represents the IEP team's best thoughts at the time of planning. Since it is impossible to predict for every possible disruption, it may be necessary to amend the CLP to adjust to the specifics of an actual disruption.

The format for developing the CLP in the ACHIEVE system was modified in June, 2023. IEP teams no longer articulate both short term and long term disruptions separately. The general plan is to be developed, and components of the IEP (see below) will be addressed in the event of *any* disruption - short or long term. ***As sections of the CLP are developed, the considerations below may be helpful to guide IEP team discussions:***

Goals

- Each learner goal will be addressed in the CLP. Talking points for team planning may include:
    - In cases of instructional interruptions, can the instructional focus on each goal continue, or are modifications needed?
    - Progress monitoring is a consideration that should be discussed by the team:
        - Does the district's infrastructure for instructional delivery during an interruption allow for progress monitoring to proceed as scheduled and planned?
        - If a progress monitoring methodology does not fit the district plan for instructional delivery (for example, if it cannot be accomplished virtually), the team may discuss a plan for progress monitoring to be adjusted, rescheduled, or paused.

Special Education Services

- The IEP Team addresses whether Specially Designed Instruction (SDI) and each other support service (frequency and delivery model) would be offered as listed in the IEP, or adjusted.
- Will SDI and support service delivery formats remain unchanged, or need to be delivered in other formats (e.g. recorded lessons, via print learning materials/packets) or through virtual/electronic learning activities?
- When planning potential adjustments of SDI or support services for a learner, the team should consider *how students without disabilities will be participating in general education instruction*. For example, a district may have a virtual platform of instruction available to all students that would allow specially designed instruction (live or asynchronous) to be delivered remotely. Alternatively, a district may provide instructional activities to all students through printed learning activities/packets. Depending on the district infrastructure for providing instruction during school disruptions, an IEP team will need to plan methodology of SDI and support services accordingly.

Supports, Activities and Accommodations

- Each support service, activity and accommodation in the learner IEP will be addressed in the CLP. IEP Teams should discuss whether each type of support would be provided as listed in the IEP, or potentially be adjusted or paused.
- For students who have Assistive Technology devices or Accessible Educational Materials (AEM) as part of their IEP, the team will discuss how the learner will have *access* to instruction and materials:
  - How can we assure that a learner using an assistive technology device for communication has appropriate access in cases of remote instruction?
  - How can we assure that a learner who needs text and materials in an alternate format, has AEM available during an instructional interruption?

Other Supports

- This section of the CLP allows planning and documentation of needs in two areas:
  - **Parent support**
    - Will any parent training or support be needed, especially for possible situations of distance or virtual learning?
    - The team will discuss special considerations regarding communication that may be needed between educators and the family.
  - **Technology Support**
    - The team will consider the technology supports the learner may need, in the event of virtual or distance learning. Will the family require support in helping their child *utilize technology* to access their instruction remotely, should this be a need during an instructional interruption?