



# **Ionia County School Closure Contingency Learning Plan (CLP) For Students with Disabilities**

## **Overview**

### **Purpose:**

The [Contingency Learning Plan \(CLP\) 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 CLP. 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 CLP does not take the place of the District's Offer of FAPE (Free Appropriate Public Education) during regularly scheduled/held school days. Once school resumes, the CLP will expire, and the current programs and services outlined in the Individualized CLP 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 Education Case Managers and 504 Coordinators will be expected to complete a CLP for each student on their caseload, through the use of the Local District's or ISD's Continuity of Learning and COVID-19 Response Plan (COL) 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, during this time of emergency school closure.

Special Education Case Managers/504 Coordinators should initiate CLP development by:

1. Reviewing the [Local District's or ISD's \(for ISD operated programs only\) COL](#).
2. Coordinating with the student's IEP/504 school team to determine lead communicator and planning of services.
  - a. Consider accessibility, including accommodations and modifications
  - b. Keep equity at the center in developing the [Contingency Learning Plan](#)
3. For students in special education, uploading the Contingency Learning Plan to the current IEP in Illuminate.
4. Email a copy of the following to the parent:
  - a. Completed Contingency Learning Plan
  - b. Cover letter
    - i. If parent does not have internet access and/or email, then email copy to the local special education coordinator/director to send to families
5. Prior to implementation of the CLP, the Lead Communicator (as identified in Step 2 above) must collaborate with parent/legal guardian to develop a schedule of the implementation of the CLP.
6. Documentation:
  - a. [Communication Log](#): for general communications with parents/legal guardians unrelated to the CLP
  - b. FAPE Service Log in Illuminate: for documentation of activities outlined in Contingency Plan

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