

Planning for Virtual or Distance Learning Services and Developing a Contingency Plan in OK EDPlan



OKLAHOMA
Education



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Planning for Virtual or Distance Learning Services

As LEAs increasingly utilize different instructional models that incorporate virtual or distance learning, it will be helpful for the IEP team to specify which services are provided virtually, in-person, or through distance learning. When planning for services, other than in-person, remember to consider sound instructional strategies that differentiate learning opportunities, expected learning outcomes, student-specific supports, and student voice to help maximize success. Please consult the [Distance Learning Guidance for Special Education](#). Two new areas on the IEP provide space to include information: the location under services and a text box to provide narrative detail about services.

Service Location

Options for virtual or distance services in the general education and special education setting have been added to the ‘Location’ drop-down list to be used for services provided through the annual IEP. These services locations have also been added under Related Services.

- Virtual: The service is provided on a virtual platform (i.e. Google Classroom or Edgenuity). This may be synchronous or asynchronous.
 - New “Locations”: *General/Regular Education – Virtual* and *Special Education – Virtual*
- Distance: The service is not provided virtually, but through instructional packets or something similar.
 - New “Locations”: *General/Regular Education – Distance* and *Special Education – Distance*

Depending on the needs of the student and the instructional delivery model a particular service may be offered in multiple locations. For example, a student might receive direct instruction in reading comprehension in-person 2 days a week and virtually 3 days a week. The IEP team will list these as two separate services on the IEP. If an LEA has defined virtual or distance services, please use that definition. The IEP team, including parents, should have a clear understanding of how the services are being provided. There is no required amount of time/instruction that constitutes a class period or school day in the virtual setting. LEAs determine if a school day was met by their attendance policy and monitoring students’ completion of schoolwork for specific class periods. Therefore, there is no formula available to convert service minutes/periods from a traditional onsite setting to a virtual setting. Depending on the specific instructional delivery models and the virtual instructional methods utilized, the required services minutes will vary. The LEA will need to determine how many minutes of virtual instructional support is necessary for the specific special education service being provided.

Example for Service Locations

District 1A has chosen an A/B model for instructional delivery. In that model, students attend two days per week in-person and three days a week virtually. A 3rd grade student, “Charlie”, normally receives direct instruction for math and ELA in a special education setting, each for 50 minutes per day. Charlie also receives services for speech, normally 2 times per week for 30 minutes. Because of the change in the instructional model, Charlie’s services page may look like this:

Special Ed Services

Del	Pos	Specially Designed Instruction	Service Type	Number Sessions Session Length	Start Date End Date	ESY	Contingency	Provider	Location	Serving School (* denotes external school)	
<input type="checkbox"/>	1	Basic Reading Skills	Direct instruction ▾	2 per week 50 min	08/20/2020 08/20/2021	<input type="checkbox"/>	<input type="checkbox"/>	Alicia M Test ▾	Special Education Setting ▾	Fred Flinstone School of Rock ▾	Details
<input type="checkbox"/>	2	Basic Reading Skills	Direct instruction ▾	3 per week 20 min	08/20/2020 08/20/2021	<input type="checkbox"/>	<input type="checkbox"/>	Alicia M Test ▾	Special Education - Virtual ▾	Fred Flinstone School of Rock ▾	Details
<input type="checkbox"/>	3	Math Calculation	Direct instruction ▾	2 per week 50 min	08/20/2020 08/20/2021	<input type="checkbox"/>	<input type="checkbox"/>	Alicia M Test ▾	Special Education Setting ▾	Fred Flinstone School of Rock ▾	Details
<input type="checkbox"/>	4	Math Calculation	Direct instruction ▾	3 per week 20 min	08/20/2020 08/20/2021	<input type="checkbox"/>	<input type="checkbox"/>	Alicia M Test ▾	Special Education - Virtual ▾	Fred Flinstone School of Rock ▾	Details

Related Services

Del	Pos	Related Service	Service Type	Number Sessions Session Length	Start Date End Date	ESY	Contingency	Provider	Location	Serving School (* denotes external school)	
<input type="checkbox"/>	1	Speech-Language Pathology Services Setting: <input checked="" type="radio"/> Individual and/or Group Therapy <input type="radio"/> Other	Direct instruction ▾	1 per week 30 min	08/20/2020 08/20/2021	<input type="checkbox"/>	<input type="checkbox"/>	Alicia M Test ▾	Special Education - Virtual ▾	Fred Flinstone School of Rock ▾	Details
<input type="checkbox"/>	2	Speech-Language Pathology Services Setting: <input checked="" type="radio"/> Individual and/or Group Therapy <input type="radio"/> Other	Monitoring ▾	1 per week 20 min	08/20/2020 08/20/2021	<input type="checkbox"/>	<input type="checkbox"/>	Alicia M Test ▾	Special Education - Virtual ▾	Fred Flinstone School of Rock ▾	Details

Narrative for Virtual or Distance Learning

A text box has been added for the option of adding a description of virtual/distance learning services provided *as part of the annual IEP* (not part of the contingency plan). The narrative in Charlie's IEP might look like this:

Provide additional information, if necessary, to describe any services provided through Special Education - Virtual or Special Education - Distance that are not part of the contingency plan.

“Charlie is participating in the B group for in-person instruction and will attend school on Monday and Tuesday. He will participate in virtual instruction on Wednesday, Thursday, and Friday. Charlie will participate in small group virtual instruction on those days with Mrs. Test (his special education teacher) to assist him in completing curriculum through Edgenuity. He will be provided a Chromebook to participate virtually. Charlie will receive speech services one day per week in a one on one virtual setting (Teletherapy) and his speech therapist will provide information for therapeutic activities each week to his parents. Mrs. Test will provide support for Charlie and his parents in accessing the virtual curriculum and be available through email. Charlie normally needs a calculator to complete math assignments and will use the calculator on his Chromebook during virtual instruction. On Fridays, Charlie will meet virtually with his peers for 30 minutes.”

IEP teams can also utilize space under “Overall Objective Statements” to note the model of delivery and any other relevant information. IEP teams may deem it necessary to amend other areas of the IEP, such as accommodations, special factors, or the behavior intervention plan to tailor it more specifically to the particular model of instructional delivery. However, it may be unnecessary to amend some portions of the IEP, such as “LRE and General Education” on the Services tab. For example, the length of the student's instructional week will still be the same length as non-disabled peers.

Developing a Contingency Plan

In the event of school closure or health/medical emergency resulting in a disruption of services, LEAs must ensure students with disabilities maintain continuity and access to services that are provided to all students participating in the general education setting. LEAs may develop a contingency plan to clearly articulate the provision of special education and related services in light of these circumstances. The OSDE has integrated aspects of a contingency plan in the IEP that is optional for the IEP team. The contingency plan may be put into effect in the event of health/medical issues or site/district building closure and/or can be initiated by the IEP team (including the parents). It should not be used for brief, typical, absences. If an LEA is beginning the year in a virtual environment for all students for an extended or indeterminate period of time, it is best practice for IEPs to reflect that instructional delivery model. Students that are receiving IEP services virtually may not need a contingency plan. A contingency plan is only needed to anticipate a change in the instructional delivery model after or directly prior to the beginning of the school year due to a school shutdown or student quarantine. The LEA must provide a written notice to parents at the time it goes into effect, noting the specific dates the contingency plan will be in effect. Five sections of the IEP have been amended or added that constitute the contingency plan: special factors, services, transition services, contingency plan details, and informed parent consent. Contingency plan details may be amended as necessary, through the normal IEP amendment process.

Special Factors

Students may require additional or different assistive technology and/or behavior supports when receiving the services documented in the contingency plan. Text fields have been added to allow for the documentation of any separate assistive technology or behavior needs as part of a student's contingency plan.

5. Has the team determined that Assistive Technology is necessary in order to implement the student's IEP?	<input type="radio"/> Yes <input type="radio"/> No
Describe any assistive technology that may be necessary in order to implement any services or supports that are part of the Contingency Plan:	<input type="text"/>
6. Does the student's behavior impede his/her learning or that of others?	<input type="radio"/> Yes <input type="radio"/> No
Describe any behavioral supports that may be necessary as part of the Contingency Plan:	<input type="text"/>

Charlie, our example student, has a behavior intervention plan in place. His Special Factors include the following as part of his contingency plan:

<p>6a. If the student's behavior impedes their learning or the learning of others, the IEP Team has addressed the student's behavior in the following way(s):</p>	<p> <input type="checkbox"/> Functional Behavior Assessment <input checked="" type="checkbox"/> Behavior Intervention Plan <input type="checkbox"/> Accommodations <input type="checkbox"/> Goals and Objectives <input type="checkbox"/> Other </p>
<p>Describe any behavioral supports that may be necessary as part of the Contingency Plan:</p>	<p>Should the school/class move to virtual or distance services, Charlie's parents will be provided with behavioral resources and home intervention protocols from Everyday Behavior with Dr. Mary Ann, OTISS parent behavior guides, and Ci3T.org. Resources provided will be specific to the use of home routines/schedules, timers, reinforcement, and work completion.</p>

Services

A 'contingency' check box has been added to the services page (in addition to the new service locations) for both specially designed instruction and related services. Services to be provided under the contingency plan will need to be added and marked as 'contingency'. Charlie's services page, with a contingency plan, might look like this:

Special Ed Services											
Del	Pos	Specially Designed Instruction	Service Type	Number Sessions Session Length	Start Date End Date	ESY	Contingency	Provider	Location	Serving School (* denotes external school)	Details
<input type="checkbox"/>	1	Basic Reading Skills	Direct instruction	2 per week 50 min	08/20/2020 08/20/2021	<input type="checkbox"/>	<input type="checkbox"/>	Alicia M Test	Special Education Setting	Fred Flinstone School of Rock	Details
<input type="checkbox"/>	2	Basic Reading Skills	Direct instruction	3 per week 20 min	08/20/2020 08/20/2021	<input type="checkbox"/>	<input type="checkbox"/>	Alicia M Test	Special Education - Virtual	Fred Flinstone School of Rock	Details
<input type="checkbox"/>	3	Math Calculation	Direct instruction	2 per week 50 min	08/20/2020 08/20/2021	<input type="checkbox"/>	<input type="checkbox"/>	Alicia M Test	Special Education Setting	Fred Flinstone School of Rock	Details
<input type="checkbox"/>	4	Math Calculation	Direct instruction	3 per week 20 min	08/20/2020 08/20/2021	<input type="checkbox"/>	<input type="checkbox"/>	Alicia M Test	Special Education - Virtual	Fred Flinstone School of Rock	Details
<input type="checkbox"/>	5	Basic Reading Skills	Direct instruction	5 per week 20 min	08/20/2020 08/20/2021	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Alicia M Test	Special Education - Virtual	Fred Flinstone School of Rock	Details
<input type="checkbox"/>		Math Calculation	Direct instruction	5 per week 20 min	08/20/2020 08/20/2021	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Alicia M Test	Special Education - Virtual	Fred Flinstone School of Rock	Details

Charlie's related services remain the same – through virtual direct instruction and virtual monitoring, so the contingency plan might not need to adjust those services.

Transition Services

A 'contingency' check box has been added - transition services to be provided under the contingency plan will need to be added and marked as 'contingency'. Charlie doesn't technically have a secondary transition plan in place, because he is in the 3rd grade. However, since it is never too early to start planning a child's future, his family has been provided the [Transition Planning Document](#).

Nila is an 11th grader with a specific learning disability in reading comprehension and written expression. Her transition services, with a contingency plan, might look like this:

Transition Area	Transition Service/Coordinated Activities	Person Responsible	Agency Responsible	Anticipated Completion Date	Contingency
Education	Visit two local colleges, speak with a representative in the disability service centers to gain information about accommodations available in college.	Student, parent	Home	05/10/2021	<input type="checkbox"/>
Employment	Complete a job shadowing at the local movie theater, explain the factors that influence job retention, dismissal, and promotion	Student, parent, teacher	School and Home	05/10/2021	<input type="checkbox"/>
Education	Visit the Disability Support Services websites from two local colleges and complete a Scavenger Hunt for each, Complete quests in the Eye to Eye Empower app	Student, parent, teacher	School and Home	05/10/2021	<input checked="" type="checkbox"/>
Employment	Complete a virtual job shadow, Watch "How not to get fired, complete a How to keep a job" activity	Student, parent, teacher	School and Home	05/10/2021	<input checked="" type="checkbox"/>
Independent Living	Create a budget for college including living, health, nutrition, transportation, and leisure expenses based on working a part time job	Student, teacher	School	05/10/2021	<input type="checkbox"/>
Community Participation	Complete a mock voter registration form	Student, teacher	School	05/10/2021	<input type="checkbox"/>

Contingency Plan Details

A section to document details of the contingency plan has been added to the Services page. The details include the following:

- Describe how services will be provided.
- Describe how progress will be monitored.
- Describe how communication will take place between the school and the parent(s).
- Describe any other considerations (including supplementary aids and supports, accommodations, assistive technology, behavioral interventions, etc).

Contingency Plan

This contingency plan may be put into effect upon site or district building closure, or may be initiated by the IEP team, including the parent, in the event of health/medical reasons, or other reason (if other, please specify): The school district will provide a written notice to parents at the time, noting the specific dates the contingency plan will be in effect. The Contingency Plan may need to be modified under some circumstances as determined by the IEP team.

Contingency Plan Details

Describe how services will be provided:

Describe how progress will be monitored:

Describe how communication will take place between the school and the parent(s):

Describe any other considerations (including supplementary aids and supports, accommodations, assistive technology, behavioral interventions, etc.):

Examples for Contingency Plan Details

Student 1 – Charlie

- **Describe how services will be provided:** Charlie's specially designed instruction in the virtual setting will be extended to 5 days per week. He will participate in small group virtual instruction each day with Mrs. Test to assist him in completing curriculum through Edgenuity. He will use his Chromebook to participate virtually. Charlie's speech services will continue one day per week in a one on one virtual setting and his speech therapist will provide information for therapeutic activities each week to his parents. On Fridays, Charlie will meet virtually with his peers for 50 minutes.
- **Describe how progress will be monitored:** Progress will be monitored through Edgenuity.
- **Describe how communication will take place between the school and the parents:** Mrs. Test will provide support for Charlie and his parents in accessing the virtual curriculum and be available through email.
- **Describe any other considerations (including supplementary aids and supports, accommodations, assistive technology, behavioral interventions, etc):** Charlie normally needs a calculator to complete math assignments and will use the calculator on his chromebook during virtual instruction. He will be given extended time to complete work virtually. Mrs. Test will provide a virtual schedule to assist him in making progress that will include suggestions for taking breaks.

Student 2 – Jimmy

- **Describe how services will be provided:** The contingency plan includes providing instructional packets to Jimmy. Ms. Smith, Special Education Teacher, will provide the packets via email/mail/school pick-up. Instructional packets will be returned weekly via email/mail/school drop-off. Speech services will be provided through teletherapy and parents will receive information from Ms. Callie, Speech Pathologist.
- **Describe how progress will be monitored:** Progress toward goals will be monitored through completion of instructional packets and collaboration between Ms. Smith and Jimmy’s general education teachers.
- **Describe how communication will take place between the school and the parents:** Ms. Smith and/or Jimmy’s general education teacher will communicate to parents via email or phone weekly. Phone numbers and email addresses have been shared with the parents.
- **Describe any other considerations (including supplementary aids and supports, accommodations, assistive technology, behavioral interventions, etc):** Jimmy will need a calculator to complete packets, this will be provided along with the packet. He also requires additional behavior support while learning at home and Ms. Smith will provide intervention plans and instructions to the parents. Ms. Smith and Jimmy’s general education teacher will be available by email/phone to provide support.

Student 3 – Nila - [Video Link](#)

- **Describe how services will be provided:** Nila will receive direct instruction from the special education teacher for 50 minutes per day, 4 days a week with her peers via Google Meet. Nila’s parents are concerned how she might adjust to a virtual environment. The team determined that she will receive individualized direct instruction for 20 minutes, 1 day per week to get help in her other core classes and collaboration for 30 minutes per week, 1 day per week. The special education teacher will collaborate with the general education teachers to ensure that her needs in reading comprehension and written expression are being met, accommodations are being provided, and she’s progressing in her general education classes. Her assignments will be available in Google classroom. Her teachers will provide feedback in Google classroom and will be available for assistance via email or by text.
- **Describe how progress will be monitored:** Progress will be monitored through completion of assignments in Google classroom, through IXL, and collaboration between the special education teacher and the general education teachers.
- **Describe how communication will take place between the school and the parents:** Nila’s Advisory teacher will serve as the main point of contact during the contingency plan and will send a weekly email to Nila’s parents. Nila and her parents will have the emails of the special education teacher and the general education teachers in case they want to contact them directly.
- **Describe any other considerations (including supplementary aids and supports, accommodations, assistive technology, behavioral interventions, etc.):** Nila uses visual aids to complete essays assignments and these will be available in Google classroom during in-person and virtual instruction. Nila receives an extra day to complete assignments during in-person instruction. She will receive two extra days during virtual instruction. Nila’s special education teacher is available via email and Remind. Nila can request a Google Meet call for individual assistance on an essay or difficult assignment.

Student 4 – Judy - [Video Link](#)

- **Describe how services will be provided:** The Speech language pathologist will join Judy’s general education group during spelling lessons on Wednesdays at 9:30am for 15 minutes to support and provide practice for Judy with targeted speech articulation sounds. The occupational therapist will join the general ed teacher for academic lessons to provide support and instruction in handwriting on Thursdays at 2:00pm. Judy’s parents plan to assist her with logging into sessions via Google classroom on these dates and times. In addition to these synchronous activities, the SLP will provide Judy and her parents with asynchronous education resources aligned to her IEP goals to be practiced throughout the week. The OT will provide asynchronous instructional videos with activities for Judy and her parents, including strength-building tasks associated with her goals.
- **Describe how progress will be monitored:** Judy’s parents will be provided with a goal monitoring data sheet to record when Judy completes IEP goal tasks independently and semi-independently. Additionally, SLP will response record articulation direct instruction and will provide documentation on goal progress at the end of each nine-week period. If Judy’s parents or SLP notices a decline in articulation skills, the team will determine how to amend services. OT will collaborate with the general education teacher to monitor handwriting skills and provide progress notes to the parent at the end of each nine week period.
- **Describe how communication will take place between the school and the parents:** Speech pathologist will meet with parent virtually on Tuesday’s for 5 minutes just prior to Judy’s small group speech session. OT will work individually with parent and Judy during her direct instruction virtual session. All therapists and general education teachers will be available via email throughout the work week to answer questions and share additional resources as needed.
- **Describe any other considerations (including supplementary aids and supports, accommodations, assistive technology, behavioral interventions, etc.):** Judy uses an AT device in the classroom and may need to be prompted to use it in the virtual classroom. SLP will work with family on a reward system for Judy.

Student 5 – Melissa - [Video Link](#)

- **Describe how services will be provided:** Melissa’s mathematics goals focus on her academic skill deficits in relation to her typically developing classmates and individualized information. Melissa’s NWEA (MAP) screening, Imagine Math Online Program* benchmark assessments, and observational data identifies, collectively, a weakness in her development of a deep and flexible conceptual understanding of numbers and operations. As a result of necessary learning adjustments, Melissa’s specially designed instruction for the co-taught eighth-grade algebra course in the general education setting will be changed to five days per week of virtual instruction. Melissa’s IEP also includes supporting executive functioning skills: working memory and organization. Anticipating that the full virtual setting may exacerbate these challenges, choosing a learning management system platform that promotes ease of accessibility, organized efficiency, and predictability is critical. An assistive technology assessment may be needed to determine Melissa’s specific technology adaptations during this transition. The co-teaching team’s consistent course structure will focus on identifying specific goals and narrow, direct-instruction, mini-lessons in the first 15-minutes of class; equitable service

delivery is provided: live, synchronous, Zoom class and a pre-recorded version (asynchronous). Upon completion of the mini-session, students will be given 30 minutes of supported, independent skill practice within a set daily schedule. Peer partnerships, choice-boards, and UDL concepts will be integrated into lessons. – Personal assistance in breakout rooms is built into the schedule.

– *Imagine Math Online Program is a supplemental, individualized learning resource assigned to all students based upon the initial placement test built into the system. The program works as an instructional accelerant, whether bridging a skill gap between instructional and grade-level or as an enrichment. The co-teaching team monitors the progress and adjusts lessons and resources as needed – based upon daily progress.

- **Describe how progress will be monitored:** Ongoing, formative curriculum-based measurements, MWEA benchmarks, and Imagine Math Program’s instructional data profile.
- **Describe how communication will take place between the school and the parents:** The co-teaching team will provide support for Melissa and her grandmother (guardian) in accessing virtual curriculum/instruction and available for ongoing communication through email.
- **Describe any other considerations (including supplementary aids and supports, accommodations, assistive technology, behavioral interventions, etc.):** Reviewing Melissa’s accommodations concerning the virtual learning setting, access to a Chromebook, calculator, and video lessons will continue to be important in accessing the curriculum. Additional time for completions and organizing thoughts and concepts is provided for both assignments and assessments.

Student 6 – Scott - [Video Link](#)

- **Describe how services will be provided:** Due to work-from-home schedules, Scott’s parents can assist in his distance instruction twice per week for 30 minutes on Wednesday and Friday mornings at 8:00am. Wednesdays will be reserved for synchronous instruction and Fridays will be used for progress monitoring data collection. Throughout the rest of the week, the special education teacher to provide synchronous direct instruction virtually at 8:00am without parental assistance. To assist in compliance and work completion, the special education teacher will assist in the creation of a token economy within the home- a system Scott is familiar with from the school setting. In addition to these synchronous activities, the special education teacher will provide Scott and his parents with asynchronous education resources aligned to his IEP goals to be completed throughout the week. These activities include instructional videos for Scott and his parents, daily living tasks associated with his goals, and home-embedded math and reading practice (e.g. counting cups for a cooking recipe, reading instructions for completing laundry, etc.).
- **Describe how progress will be monitored:** While students are meeting face-to-face, Scott will work with his paraprofessional to learn how to complete a self-monitoring protocol, and Scott will complete this protocol daily during distance instruction. Additionally, Scott’s parents will be provided with a goal monitoring data sheet to record when Scott completes IEP goal tasks independently and semi-independently. Finally, Scott will meet on Zoom with his paraprofessional each Friday and data will be collected over a small sampling of IEP goals.

- **Describe how communication will take place between the school and the parents:** The special education teacher will meet virtually on Zoom with Scott’s parents every Monday morning (Tuesday, if Monday is a holiday) at 8:00am to discuss lesson planning for the upcoming week and debrief any concerns or questions from the previous week. Additionally, the special education teacher will be available via email throughout the week to address family concerns and share additional resources.
- **Describe any other considerations (including supplementary aids and supports, accommodations, assistive technology, behavioral interventions, etc.):** The teacher will provide guidance on the use of these resources:
 - OAAP DISTANCE LEARNING RESOURCES - <https://sde.ok.gov/sites/default/files/documents/files/OAAP%20Online%20Teaching%20Resources.pdf>
 - DLM AT HOME TEACHING RESOURCES: Parent version - https://sde.ok.gov/sites/default/files/documents/files/DLM%20At%20Home%20Teaching%20Resources_ParentVersion.pdf
 - DLM AT HOME TEACHING RESOURCES: Teacher version - https://sde.ok.gov/sites/default/files/documents/files/DLM%20At%20Home%20Teaching%20Resources_TeacherVersion.pdf

Student 7 – Liam - [Video Link](#)

- **Describe how services will be provided:** Liam’s Speech, OT, and PT services will be provided in the virtual setting via FaceTime between his service providers and parent’s technology devices. He will participate in individualized and/or small group virtual therapy with Mrs. Kwok for speech 1 day a week for 30 minutes. Liam will be provided monitoring by the OT and PT for his fine motor and gross motor needs 1 day a week for 15 minutes. The speech therapist, OT, and PT will provide information for therapeutic activities to Liam’s parents that can be practiced daily with the student while at home.
- **Describe how progress will be monitored:** Liam’s progress will be monitored weekly by each of his service providers therapy notes.
- **Describe how communication will take place between the school and the parents:** Mrs. Kwok will provide support to Liam’s parents in accessing virtual services.
- **Describe any other considerations (including supplementary aids and supports, accommodations, assistive technology, behavioral interventions, etc.):** To prepare him for the transition to virtual services, his parents and Mrs. Kwok will FaceTime to practice and familiarize Liam with teletherapy. Also, Liam will be provided with noise-blocking headphones, a laminated collection of words and corresponding symbols a child can point to and indicate their feelings, wants, and needs, large foam grips for various tools (such as markers, tableware, or toothbrushes), a visual schedule, and a gait trainer to be provided to parent for use by the student.

Video Examples

- [Nila](#)
- [Judy](#)
- [Melissa](#)
- [Scott](#)
- [Liam](#)

Informed Parent Consent

A statement regarding the contingency plan has been added to the information under Informed Parent Consent. Parents, as part of the IEP team, should participate in the development of the contingency plan.

Parent(s) have participated in the development of the Contingency Plan in place for the student and understand under what circumstances it will go into effect

Yes No N/A