



CONTINGENCY LEARNING PLAN for the Delivery of FAPE during the COVID-19 Pandemic

Student Name:	Date of this plan:
Date of Birth:	Date of IEP to which this plan relates:
School/District:	Grade:

Rationale for Contingency Planning

Due to the COVID-19 pandemic, IEP Teams must anticipate possible changes in the public health situation and plan proactively to move smoothly from one phase of the MI Safe Schools Roadmap to another in response to those changes.

The IEP is the district's current offer of a free, appropriate, public education (FAPE) and serves as the foundation for contingency planning. A Contingency Learning Plan is triggered when a district shifts to an alternate instructional delivery that prevents full implementation of the current IEP as written. The purpose of a Contingency Learning Plan is to modify the student's IEP so that the student receives a FAPE to the greatest extent possible in light of the public health circumstances and the district's Preparedness Plan, while ensuring that the student continues to:

- be involved and progress in the general curriculum;*
- progress toward the annual goals/objectives in the current IEP;*
- be educated with other students with and without disabilities to the extent that s/he would under the current IEP; and*
- receive the special education programs, related services, and supplementary aids/services in the current IEP.*

The following IEP Team members participated in the development of this Plan:

Student:	District Representative:
Parent:	General Education Teacher:
Parent:	Special Education Teacher or Provider:
Other:	Other:
Other:	Other:

Note: *If the parent did not participate, document multiple efforts to obtain parent participation.*



Triggers for a Contingency Learning Plan

The current IEP was developed with the assumption that instruction is being delivered under the following model (check one):

- full-time brick-and-mortar model with in-person instruction.
- full-time virtual model with distance learning.
- a hybrid model that includes both in-person instruction and distance learning.

The Contingency Learning Plan will be implemented when the IEP cannot be fully implemented as written because (check all that apply):

- the district moves to a **full-time virtual model** with distance learning. (*Complete Contingency Scenario #1.*)
- the district moves to a **hybrid model** that includes both in-person instruction and distance learning. (*Complete Contingency Scenario #2.*)
- the district moves to a full-time **brick-and-mortar model** with in-person instruction. (*Complete Contingency Scenario #3.*)
- the **student is not attending school** because a) the student is ill, or at high risk for becoming ill, with COVID-19; or b) the student is quarantined due to COVID-19 illness in the household. (*Complete Contingency Scenario #1.*)

NOTE: *In some districts it may be necessary to consider only one contingency scenario; however, some districts may face multiple possible scenarios that require planning for multiple contingencies (i.e., a hybrid model to start year with potential for a school closure that would drive a full-time virtual model.) On the following pages LA Special Education Services offers three different contingency planning scenarios to accommodate different district assumptions about IEP development and different instructional delivery models under different, district-level Preparedness Plans. Districts should use the contingency planning scenario(s) that fits with the unique circumstances of the district and/or student.*



Contingency Scenario #1: Planning for FAPE in a Full-Time Virtual Model with Distance Learning

1. Are there any supplementary aids/services in the current IEP that cannot be implemented as written in a full-time virtual model with distance learning?
 No.
 Yes. Complete the chart below. Insert additional rows as necessary.

Supplementary aid/service from the current IEP which cannot be implemented as written	How will this supplementary aid/service be modified for distance learning?

2. Are there any different/additional supplementary aids/services (other than those in the current IEP) that will be necessary in a full-time virtual model with distance learning?
 No.
 Yes. List those SAS in the chart below. Insert additional rows as necessary.

Different/Additional Supplementary Aids/Services to be provided for distance learning	Frequency/duration or conditions under which the SAS will be provided	Location

3. Are there any annual goals/STOs in the current IEP that cannot be taught, progress monitored, or measured as written in a full-time virtual model with distance learning?
 No.
 Yes. Complete the chart below. Insert additional rows as necessary.

Annual Goal or STO from the current IEP which cannot be implemented as written	How will this annual goal/STO be modified for distance learning?

4. Identify the special education programs and/or related services that the student will receive in a full-time virtual model with distance learning. Insert additional rows as necessary.

Special Education Program or Related Service	Frequency and Duration	Location	Comments

5. Are there any postsecondary transition services/activities in the current IEP that cannot be delivered as written during a full-time virtual model with distance learning?
- Not applicable due to age.
- No.
- Yes. Complete the chart below. Insert additional rows as necessary.

Postsecondary Transition Service/Activity from the current IEP which cannot be implemented as written	How will this service/activity be modified for distance learning?

6. Describe any other modifications to the current IEP that will be necessary in a full-time virtual model with distance learning:



Contingency Scenario #2: Planning for FAPE in a Hybrid Model with both In-Person and Distance Learning

1. Are there any supplementary aids/services in the current IEP that cannot be implemented as written in a hybrid model?
 No.
 Yes. Complete the chart below. Insert additional rows as necessary.

Supplementary aid/service from the current IEP which cannot be implemented as written	How will this supplementary aid/service be modified for a hybrid model?

2. Are there any different/additional supplementary aids/services (other than those in the current IEP) that will be necessary in a hybrid model?
 No.
 Yes. List those SAS in the chart below. Insert additional rows as necessary.

Different/Additional Supplementary Aids/Services to be provided in a hybrid model	Frequency/duration or conditions under which the SAS will be provided	Location

3. Are there any annual goals/STOs in the current IEP that cannot be taught, progress monitored, or measured as written in a hybrid model?
 No.
 Yes. Complete the chart below. Insert additional rows as necessary.

Annual Goal or STO from the current IEP which cannot be implemented as written	How will this annual goal/STO be modified for a hybrid model?

4. Identify the special education programs and/or related services that the student will receive in a hybrid model. Insert additional rows as necessary.

Special Education Program or Related Service	Frequency and Duration	Location	Comments

5. Are there any postsecondary transition services/activities in the current IEP that cannot be delivered as written in a hybrid model?
- Not applicable due to age.
- No.
- Yes. Complete the chart below. Insert additional rows as necessary.

Postsecondary Transition Service/Activity from the current IEP which cannot be implemented as written	How will this service/activity be modified during a hybrid model?

6. Describe any other modifications to the current IEP that will be necessary in a hybrid model:



Contingency Scenario #3: Planning for FAPE in a Full-Time Brick and Mortar Model with In-Person Learning

1. Are there any supplementary aids/services in the current IEP that cannot be implemented as written in a full-time brick-and-mortar model with in-person learning?

No.

Yes. Complete the chart below. Add rows as necessary.

Supplementary aid/service from the current IEP which cannot be implemented as written	How will this supplementary aid/service be modified for in-person learning?

2. Are there any different/additional supplementary aids/services (other than those in the current IEP) that will be necessary in a full-time brick-and-mortar model with in-person learning?

No.

Yes. List those SAS in the chart below. Insert additional rows as necessary.

Different/Additional Supplementary Aids/Services to be provided for in-person learning	Frequency/duration or conditions under which the SAS will be provided	Location

3. Are there any annual goals/STOs in the current IEP that cannot be taught, progress monitored, or measured as written in a full-time brick-and-mortar model with in-person learning?

No.

Yes. Complete the chart below. Insert additional rows as necessary.

Annual Goal or STO from the current IEP which cannot be implemented as written	How will this annual goal/STO be modified for in-person learning?

4. Identify the special education programs and/or related services that the student will receive in a full-time brick-and-mortar model with in-person learning. Insert additional rows as necessary.

Special Education Program or Related Service	Frequency and Duration	Location	Comments

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5. Are there any postsecondary transition services/activities in the current IEP that cannot be delivered as written in a full-time brick-and-mortar model with in-person learning?

Not applicable due to age.

No.

Yes. Complete the chart below. Insert additional rows as necessary.

Postsecondary Transition Service/Activity from the current IEP which cannot be implemented as written	How will this service/activity be modified during in-person learning?

6. Describe any other modifications to the current IEP that will be necessary in a full-time brick-and-mortar model with in-person learning:



Prior Written Notice of a Contingency Learning Plan

Dear Parent/Guardian:

The school district intends to implement the Contingency Learning Plan described in this document. This Contingency Learning Plan will be triggered when the district shifts to an alternate instructional delivery model due to changes in the public health situation. This Contingency Learning Plan will remain in place until the district resumes the instructional delivery model under which the current IEP was developed, at which time the district will revert to implementing the current IEP as written.

The Contingency Learning Plan is considered part of the current IEP and offer of a FAPE and is therefore subject to all the procedural safeguards and dispute resolution options available under IDEA/MARSE. The Contingency Learning Plan may be reviewed/ revised by the IEP Team (including the parent) without revising the IEP itself. If a new IEP is developed, the Contingency Learning Plan will be reviewed, and revised as necessary, to align with the new IEP.

The following options were considered but not included in this Contingency Learning Plan (insert additional rows as necessary):

Option considered but not selected:	Basis for not selecting the option:

Other factors relevant to the development of this Contingency Learning Plan:

The Procedural Safeguards Notice that you have received previously describes protections under the Individuals with Disabilities Education Act (IDEA). The following sources are available to help you understand your rights:

- MICHIGAN ALLIANCE FOR FAMILIES, 1819 South Wagner Road, PO Box 1406, Ann Arbor, MI 49106; 1-800-552-4821; www.michiganallianceforfamilies.org
- MICHIGAN DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION AND EARLY INTERVENTION SERVICES, PO Box 30008, Lansing, MI 48909; 1-517-373-0923; www.michigan.gov/mde
- MICHIGAN PROTECTION AND ADVOCACY, 4095 Legacy Parkway, Suite 500, Lansing, MI 48911-4263; 1-800-288-5923; www.mpas.org

A copy of this notice and plan is being provided to the parent by (name/title):	
On (date):	
Mode of Delivery:	

