

## School Closure Contingency Plan Guidance

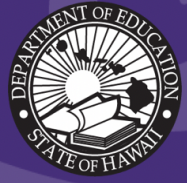
In the event that a school closes due to unforeseen safety concerns (e.g., natural disaster, disease outbreak), a Free Appropriate Public Education (FAPE) must be provided to the greatest extent possible so that students with disabilities can participate in distance learning during the school closure. This includes providing all services, accommodations, and/or modifications listed in a student's Section 504 Plan/Individualized Education Program (IEP) to the greatest extent possible. Distance Learning includes specially-designed instruction (SDI) that is designed and monitored by the special education teacher to meet the student's individual needs. Distance learning can be delivered in a variety of ways including:

- virtual instruction with SDI
- online programs with SDI
- paper and pencil packets with SDI Supports, feedback and monitoring of student performance must be included in the delivery of SDI.

To ensure schools provide a FAPE to the greatest extent possible during the school closure, Section 504/IEP teams should discuss and complete the following steps which will lead to development of the *School Closure Contingency Plan*:

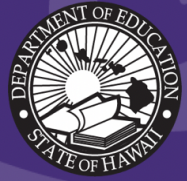
- ❑ The student's Section 504/IEP team (e.g., parent(s)/legal guardian(s), special education teacher (for IEPs), general education teacher, administrator, etc.) meets to collaborate on this process.
- ❑ Review each goal and objective in the Section 504 Plan/IEP and determine the following:
  - Can the goal/objective be implemented via distance learning?
    - If yes:
      - How will the goal and objective be implemented?
      - Who will implement the goal and objective?
      - When/how often will the goal and objective be implemented?
      - How will progress on the goal and objective be monitored?
    - If no:
      - How can the student still be supported?
- ❑ Review all services listed in the Section 504 Plan/IEP and determine the following:
  - How will the specially designed instruction or related service be provided?
  - Who will provide the specially designed instruction or related service?
  - When/how often will the specially designed instruction or related service be provided?

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- See [Telepractice Worksheet](#) for guidance on determining the feasibility of related services via telepractice. Document parental/legal guardian approval or non-approval of telepractice in the [Parent Communication & Services Provided Documentation](#).
- ❑ Review the accommodations and modifications listed in the Section 504 Plan/IEP and determine the following:
  - Can the accommodation/modification be provided via distance learning?
    - If yes:
      - How will the accommodation/modification be provided?
      - When will the accommodation/modification be provided?
    - If no:
      - How can the student still be supported?
      - Can the student be supported via distance learning if accommodations/modifications are changed?
- ❑ Identify current barriers that may impede the student's access to distance learning. Barriers may include academic barriers, behavioral barriers, or environmental barriers.
- ❑ Discuss and determine what new accommodations and/or modifications can be provided to address each barrier.
- ❑ Identify if the parent(s)/legal guardian(s) require additional support while their child accesses distance learning.
- ❑ Complete the *School Closure Contingency Plan* as a Section 504/IEP team.
- ❑ Give parent(s)/legal guardian(s) a copy of the *School Closure Contingency Plan*.
- ❑ For record keeping, upload the *School Closure Contingency Plan* in eCSSS, Supports Tab.
- ❑ Should school closure occur and the *School Closure Contingency Plan* is implemented, be sure to:
  - Document all ongoing communication/communication attempts with the parent(s)/legal guardian(s) in the [Parent Communication & Services Provided Documentation](#).
  - Monitor the student's engagement and modify accessibility supports as needed.
  - Communicate with parent(s)/legal guardian(s) and other team members regularly.

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## **SAMPLE** School Closure Contingency Plan

**Student Name:** Student Name

**Plan Date:** 8/15/2020

**School:** ABCD School

**Care Coordinator:** Carrie Cord

**School Phone:** 123-4567

**Email:** firstname.lastname@k12.hi.us

The following are the identified Individualized Education Program (IEP) goals that will be addressed during school closure.

Goals
By the end of the year, when engaged in a conversation and asked to explain a personal event, Student will relay information to another speaker using two word responses that includes one personal detail and consecutive two events.

Services	Frequency	Mode of Delivery	Provider
Special Education	60 minutes/day	Virtually	SPED Teacher

Accommodations, Modifications, and Supports to Access Distance Learning
Direct verbal model of relaying a personal story, personal pictures to point to reference

Type of Support Provided to Parents/Legal Guardians	Frequency	Provider
Probing questions, feedback and data collection sheet	Every other day	SPED Teacher

If you have further questions please contact the Care Coordinator.



## School Closure Contingency Plan

**Student Name:**

**Plan Date:**

**School:**

**Care Coordinator:**

**School Phone:**

**Email:**

The following are the identified Individualized Education Program (IEP) goals that will be addressed during school closure.

Goals

Services	Frequency	Mode of Delivery	Provider

Accommodations, Modifications, and Supports to Access Distance Learning

Type of Support Provided to Parents/Legal Guardians	Frequency	Provider

If you have further questions please contact the Care Coordinator.