



COVID-19 FAQ: Special Education Emergency Contingency Plan April 3, 2020

(512) 463-9000

disasterinfo@tea.texas.gov

tea.texas.gov/coronavirus

During the COVID-19 pandemic, many Local Education Agencies (LEAs) are providing special education services remotely. The Special Education Emergency Contingency Plan form may be used to document the temporary special education services that are feasible and safe to provide to an individual student while a local education agency (LEA) is closed but continuing to provide instruction during the COVID-19 pandemic. While some or all of the information recorded in this document may come from the student's individualized education program (IEP), this form is not intended to serve as, or to replace, the most recent IEP agreed upon by the student's admission, review, and dismissal (ARD) committee. **Without documented parent/guardian agreement under 34 CFR §300.324 to amend the student's IEP, the form should not be considered a fulfillment of an IDEA requirement.** It may be used for documenting services that will be provided so that there is clarity for both parents/guardians and educators during this unique situation and to assist the ARD committee in determining what, if any, compensatory services will be provided to the student once school reopens. LEAs must coordinate with a student's parents/guardians in the completion of this document, and it must be individualized for each student.

Parents/Guardians can provide information about preferred types of activities that work well in engaging their child at home; therefore, collaboration could include conversations about the need for telephone consultations, teleconference meetings, days, times and methods for providing instruction, etc.

Once the plan is developed, it is important that a student's educators and family continually communicate to adapt and adjust the plan based on the student's ongoing needs.

1. Are LEAs required to use the Special Education Emergency Contingency Plan form?

No. LEAs may choose to use this form if it is helpful when addressing the provision of temporary special education services during the COVID-19 pandemic.

2. What type of information may be included in the document?

Student Identifying Information:

This section should include any information that would assist school personnel in identifying the student.

An interpreter assisted in completing this form.

This section should be used to identify whether an interpreter was part of the team that developed the form.

Names of Those Who Participated in Completing This Document:

There are no required participants except for the student's parent/guardian. Participants who are familiar with the student's unique needs should also be involved in the development of the plan as much as possible.

Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements:



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For the school-aged student, the PLAAFP summarizes the current strengths and needs of the student in both academic and functional performance areas. They must include how the student's disability affects the student's involvement and progress in the general education curriculum regardless of the setting in which the student currently receives services. In developing the plan, the student's PLAAFP statements may come from the student's current IEP, but should also address how the student's disability impacts his/her participation in the virtual learning environment.

For the preschool student, the PLAAFP statements summarize the current levels of present performance related to the student's developmental domains, functional performance, and pre-academic skills. It must include how the student's disability affects the student's participation in appropriate activities.

The PLAAFP statement may come from the student's current IEP, but should also address how the student's disability impacts his/her participation in the virtual learning environment.

Academic and Functional Goals:

This section outlines goals that will be implemented for the student. These may be from the student's current IEP and/or may be goals that address a student's needs resulting from virtual instruction, being separated from his/her school peers, etc. The goals must be based on the student's PLAAFP statements and must address the needs identified therein.

Data Collection and Progress Monitoring:

This section explains how and when data regarding the student's progress toward mastery of his/her IEP goals will be gathered and when the student's progress toward mastery of his/her IEP goals will be reported to the student's parents/guardians. This section should include a description of how progress toward goals will be tracked. Service providers may be able to request work products turned in by students to support the assessment of IEP goals. Service providers may also be able to assess IEP goals through an online learning session with the student.

Secondary Transition:

If needed, any considerations related to the student's secondary transition should be entered here.

Supplemental Aides and Services:

This section contains the supplementary aides and services that will be implemented for the student. These should be determined based on the student's PLAAFP statements and should assist the student in successfully accessing learning and services in the virtual environment.

Accommodations:

This section contains accommodations that will be implemented for the student. These should be determined based on the student's PLAAFP statements and should assist the student in successfully accessing learning and services in the virtual environment. Accommodations should be provided to ensure the student's access to instruction and academic materials and will be provided to help him/her maintain progress toward mastery of his/her IEP goals.





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Special Education and Related Services:

The services to be provided to the student must be individually determined based on the student's abilities and needs. The plan should include a clear schedule of when and how a service provider will be in contact time with a student. The type, frequency, and manner of the provision of services should be clearly outlined so that families know what to expect.

3. What if a student's parent/guardian disagrees with the proposed plan?

While the temporary special education services should be determined collaboratively with a student's parent/guardian, in the event that agreement cannot be reached, the LEA should provide the parent/guardian with a copy of the plan and prior written notice of implementation.