

Chapter 5 Part 2

First inclusion of guidance regarding contingency plans

Section 3 IEP Development

- Location Definition Updates

P&P Update Location Definitions

Ch. 5, Section 3, O

- **Synchronous** virtual learning occurs when students engage with a teacher and **learn content simultaneously**, but each may be in separate locations. The synchronous framework enables the exchange of information **in real-time** (i.e., live interaction online) between student and provider via audio and video. An example of a synchronous framework could be a live virtual session between a special education teacher and a small group of students online learning basic reading skills as a part of their direct instruction time listed on the IEP (special education – virtual setting).

P&P Update Location Definitions – 2

Ch. 5, Section 3, O

- **Asynchronous** virtual learning occurs when students and teachers are **not learning simultaneously** together in the same place. Teachers provide lessons and assignments, and students complete the work **at their own pace** and in their own space. Asynchronous has been referred to as store-and-forward data transmission (e.g., video clips, digital images, virtual technologies, Learning Management Systems-LMS, hands on tasks, paper/pencil, and other forms).

P&P Update Location Drop Down Boxes

Ch. 5, Section 3, O

- General Education Setting
- General Education Synchronous
- General Education Asynchronous
- Special Education Setting
- Special Education Synchronous
- Special Education Asynchronous

Section 3 IEP Development

- Extended School Year Services (ESY)
 - The IEP team **must consider** the above factors on an individual basis in determining whether a student is in need of ESY services.
 - The LEA must complete the ESY Determination form within the online special education system **when the IEP team is unsure** or **when ESY services are needed**.

New Oklahoma Policy

- Exceeding the IDEA requirement for Secondary Transition from age 16 to being in effect **on or before age 15**.
- (34 CFR § 300.320(b))
- The IEP must include secondary transition services that are in effect before the beginning of the student's ninth grade year, or on or before the student's 15th birthday, whichever comes first, or younger, if determined appropriate by the IEP team and updated annually.



Contingency Plans

Ch. 5, Section 3, O

- **Contingency plans** are available to determine service changes or adjustments in case of **unexpected barriers**.
 - Pandemic
 - School tragedy (tornado, fire, etc.)
 - Other event that impacts all students
- **Contingency plans should be thought out to ensure that FAPE is being provided** even when the student is not in a typical situation due to an unexpected circumstance.
- **Effective communication between all IEP team members is critical** in determining a contingency plan that meets the needs of students on IEPs.

Contingency Plans - 2

- Not intended for snow days
- Written Notice
 - If implementing the contingency plan developed by the IEP team results in a change of placement, a written notice is required.
 - If implementing the contingency plan developed by the IEP team **does not** result in a change of placement, a written notice is **not** required.

Contingency Plan: Service Types

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Synchronous	Asynchronous	Hybrid
Virtual learning occurs when students engage with a teacher and learn content simultaneously , but each may be in separate locations.	Virtual learning occurs when students and teachers are not learning simultaneously together in the same place.	Frameworks include a combination of synchronous, asynchronous, and/or in-person services.

[Guidance Brief for Distance Learning](#)