Developing Contingency Plans
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As with any plan, sometimes situations occur that will change the way things were meant to happen. This section of the guide will provide you with a list of things the team may want to develop contingency plans for:

Develop contingency plans for the following:

1) Absences of Key Personnel. Written Plans are a way to keep continuity in case any staff are absent or must be away from the class or student for meetings, trainings or illness. These written plans (substitute plans) should be specific for the student and outline any strategies, language, break schedules, etc. currently in place for the student. The plans should be reviewed and updated monthly.

____ Substitute plans for
    ____ the general education teacher
    ____ the special education teacher
    ____ the paraprofessional
    ____ the speech language pathologist
    ____ the occupational therapist
    ____ the physical therapist
    ____ the nurse
    ____ peer
    ____ other________________

2) Emergency Plans/Evacuation Plans/Health Plans. Emergency plans include information that will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may be required for students with special needs in the event of an emergency. In addition, creation of an Evacuation Plan cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

____ Emergency/Evacuation plans for
    ____ fire
    ____ tornado
    ____ earthquake
    ____ unauthorized intruder
    ____ armed intruder
    ____ back up Health Plan
3) Field Trips are an important part of all students’ school experience and being adequately prepared is essential. All components of the student’s specific needs are reviewed and accounted for during the planning process. Some things to consider include:

___ Field trips

___ transportation
___ wheelchair lift
___ planning for accessible routes to buildings
___ adult support
___ medications
___ food (allergies or necessary snacks)
___ sensory breaks
___ sensory equipment
___ visual schedules or social stories
___ emergency contacts

4) Equipment Failure – As technology is a vital component of many students access to education, contingency plans outline the steps in the case of any equipment failure.

___ Equipment failure

___ augmentative communication device
___ assistive technology device
___ wheelchair
___ computer
___ iPad
___ hearing aide
___ other ______________________
5) Non-Violent Crisis Intervention and Positive Behavior Intervention – One of the biggest obstacles for our students to successful inclusive experiences is Behavior Regulation. In what ways are we ensuring that the team is trained in both Non-violent Crisis Intervention and in Positive Behavior Support.

____ Non-violent crisis intervention
   ____ training provided to staff
   ____ staff identified to intervene
   ____ documentation method determined

____ Positive Behavior Intervention
   ____ training provided to staff
   ____ Positive Behavior Intervention plans developed

**Transportation**

(Please note, Transportation as a Related Service (TRS) project team is actively creating a process and checklist and will be incorporated upon completion.)

When planning for an inclusive education for students, there are transportation issues the team may need to address.

Transportation should:

1. Promote the development of peer relationships
2. Provide for functional, age-appropriate learning opportunities within the community
3. Contribute to students’ participation in extra-curricular activities.

The following is a list of effective transportation practices that will support students with disabilities as they fully participate in general education and extracurricular activities:

____ Students with and without disabilities wait at school bus stops together and ride to and from school on the same bus.

____ The student will arrive and depart from school at the same time as the other students.

____ The student rides the same school bus that neighborhood students ride.

____ Involve transportation staff in all or part of inclusion planning.

____ Determine transportation services according to student need, residence, and district transportation practices.

____ Assess the level of transportation support needed by individual students such as:
   ____ wheel chair lift on bus
   ____ seat belt
_____ shoulder harness
_____ special arrangements for behavioral or medical management
_____ preferential seating

_____ Provide individualized support and assistance for students on school buses if required.

_____ The Special School District Transportation Department staff is available to provide training to local school district personnel in techniques for transporting students with disabilities, as well as awareness and disability-specific training. For information, call the Director of Transportation at 989-8160.

_____ Plan for transportation for community-based instruction.

_____ Plan for student participation in and transportation to extra-curricular activities such as: clubs, dances, after school recreation/day care programs, scouts, etc.

_____ Plan transportation for student to participate in school field trips.

_____ Identify training and/or consultation needs with transportation staff.

_____ Develop a safety plan specific for the student’s unique needs related to transportation. Considerations might include additional emergency bus training for the student, how to access the bus, crossing the street, etc.

_____ Plan for proactive approaches for possible bullying concerns. Some possible accommodations include preferential seating, socials skills training, and awareness training. Please work with your specific district regarding bullying interventions and practices. In addition, please also consider contacting PBIS - http://pbiscompendium.ssd.k12.mo.us/


For additional information on Emergency Plans, please visit the Inclusive Education page on the SSD website.