



**inclusion
matters!**

SECTION 16

Developing Contingency Plans

Developing Contingency Plans

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, social 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/>

Simon, M., Karasoff, P, & Smith, A. (1992) *Effective Practices for Inclusive Programs: A Technical Assistance Planning Guide*. San Francisco State University; California Research Institute on the Integration of Students with Severe Disabilities

1 Freagon, S., et al. (1992) *Individual school district profile for planning and implementing the inclusion of students with disabilities in general education and their transition to adult living and continuing education*. Springfield, IL; Illinois State Board of Education, Project CHOICES/Early CHOICES, S.A.S.E.D.

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