

## Guiding Questions for Parent/Teacher Communication of the Temporary Learning Plan (TLP)

During these unprecedented times, FCPS is implementing a Temporary Learning Plan (TLP) to outline special education and related services which will look different than what are currently included in the individualized education program (IEP). While it does not replace the IEP, the TLP covers the continuity of learning services that will be provided to students between now and the end of the school year.

As you discuss the TLP with parents, it is important to involve parents in the identification of a few goals, accommodations/modifications, and services that are the priority and can be administered in distance learning. Services may be delivered in a variety of formats, such as telephone contact, emails, instruction via pre-recorded videos, and/or instruction via video conferencing sessions. Teachers should document attempts to contact the parent, noting the date and time of contact in the Notification Log in SEA-STARS.

### **Guiding questions/considerations to assist with this discussion:**

Note the date and contact with the parent in the Meeting Notification Log in SEA-STARS. If there is a detailed conversation, you can document parent concerns in SEA-STARS or use the Sample Distance Learning Log in Blackboard or create your own communication log to document the discussion.

Share the following with the parent:

- *During the closure, we will continue to provide your student with access to instruction and review related to curriculum content and your child's specific IEP needs.*

For students in high school credit courses share the following message:

- *Your child will also have the opportunity to move forward in his or her learning to receive credit for high school courses. While your child will receive feedback about the work they complete, this work will not be graded and may be used as a means to improve grades.*

For all students, document parent's responses to the following considerations:

- Inquire if the student has a device and Internet access for these supports.
  - *Is your child able to engage independently with a special education provider via a digital platform?*
  - *Are you able to commit time to support the student's access to digital learning?*

- Inquire what in the current IEP is essential to help the student be successful in Distance Learning.
  - *Are there any specific areas for which you would like to focus special education support for your child?*
- Assure the parent that we will provide students with any necessary accommodations outlined in their current IEP that can be provided through the TLP.
  - *Are there specific accommodations that you believe are most needed for your child at this time?*
- If the student receives a related service, consider with the parent whether the student is able to engage in an online or virtual format.
  - *Is the student able to engage independently with a related service provider?*
  - *Are you able to commit time to support the student's access to virtual learning modes?*
  - *As a parent, what is your biggest priority for related service during the closure?*
- Assure the parent that their student will have multiple opportunities to engage in learning activities during the school closure to COVID-19. Even if their child is unable to access Distance Learning, their child's current IEP will go into effect when school resumes.

### **What happens when parents disagree with the TLP?**

- If parents express disagreement with the proposal of the TLP, or state a refusal to sign the letter, then say:
  - *I would like to continue our discussion with my department chair/lead teacher/administrator/relevant related service providers and/or PSL to further discuss the TLP.*
  - *If you still have concerns after our discussion, we can offer an IEP meeting to further discuss and consider your concerns and any additional questions you may have.*

### **After your call:**

- Contact your administrator and PSL to share areas of disagreement for future consideration in the follow up phone call or IEP meeting, if necessary.
- Continue regular contact with the student in support of the TLP goals, accommodations and services offered via distance learning.