

- Participants should include the LEA, Parent/Guardian, and Special Education teacher
- Notify all participants of the meeting time and location. (Ensure that all participants receive some form of written communication indicating date and time.)
- When relevant best practice would be to collect information from persons who will not be present



## Section 1-

### Present Levels and Distance Learning Priorities

#### Section 1 Consideration-

-This section is to assess the access to distant learning.



Section 2 Consideration-

- The DLP is used to document individual priority decisions for Special Education services.
- Refer to goals in the IEP to guide the DLP.
- Goals should be modified/changed to reflect the online learning environment.



## **DLP cont.**

### Section 3-Special Education Services & Related Services

- When planning time and frequency consider that online teachers will need to look at their entire caseload and create a schedule to not only serve all minutes but also fit them into the weekly schedule.
- The online instruction model is not designed to be equal to in-person instruction.
- Service minutes for goals will reflect among other things student's stamina for online instruction.



**DLP cont.**

Section 4-Accommodations/Modifications for  
Access

-General access rather than device specific...



## **DLP cont.**

### Section 5-Transition & Graduation

- Consider using activities and resources that can be done self paced
- Counselors may be able to provide many ideas and resources
- Pre-Employment transition service agencies may also be a good partnership
- Contact your teacher specialist or Melany Johnson for additional ideas on transition resources

