

Member Recommendations for Additional Topics of Discussion by the IEP Improvement Task Force

Deb Heffernan:

Transition services as related to IEP.
Implementation of IEP and student outcome.

Ruth Lavelle:

Transition planning as part of the IEP process – require DVR to become engaged earlier in the transition IEP process by conducting baseline assessments of the child by 9th grade so there is more guidance to and time for IEP teams to help the child develop the skills necessary for future employment. Waiting for DVR to engage at age 18 is far too late for successful outcomes.

Tracy Bombara:

Could the task force recommend and/or vote to streamline and coordinate the services that are already available from various nonprofit and government agencies?

Dafne Carnright:

1. In the IEP document, adding a check box under “Other factors to consider” for adapted physical education needs.
2. Add a check box in the IEP document that states that the homeland security’s emergency plan for students with disabilities was discussed in the IEP.
3. Ensure that parents/guardians are actively and equally involved in the FBA process and resulting behavior plan by making those documents actual parts of the IEP, or attachments.

Dave Lawson:

1. The Federal laws and guidelines pertaining to IEP's.
2. The Delaware State laws and guidelines pertaining to IEP's.

Bill Doolittle:

LRE determination issues

- Lack of LEA and IEP team understanding of the appropriate LRE determination practices
- Lack of documentation of LRE determination process
- Lack of best practices and oversight from DOE
- Limiting determination considerations to currently available supports, programs, settings and resources.
- Failure to consider all potential supports, modifications and services
- General negative impact of administrative convenience

Failure to broadly individualize both academic and functional curriculum materials and delivery in the general education environment

Adversarial culture of IEP meetings

- Empower educators to fully advocate for children in IEP meeting without fear of post meeting repercussions.
- End "we cannot do that" preemption to discussions
- Respect parents as equal partners in all aspects of the process including agenda setting
- Educate team so they have a common accurate understanding

3a, which **Tricia Dallas** seconds, may be worded as: “Educators and other SEA and LEA staff and contractors are protected from adverse actions and consequences resulting directly or indirectly from advocating in good faith for a child in an IEP or 504 meeting, or as part of implementation of an IEP or 504 plan or from providing parents with information, materials or other supports to allow the parent to better advocate for their child within the confines of law.”

Laura Manges:

Training and technical assistance provided to educators to ensure best practice development and implementation of IEP’s. (This also requires pre-service support for expanded course offerings within Delaware’s teacher preparation programs.)

Fiscal commitment to encompass the entire range of potential supports, interventions, and specially designed instructional practices, developed in IEP’s, in order to provide the “Cadillac” of educational programming for SWD’s.

Funding to expand/grow facilities, able to partner with school systems, in order to provide appropriate mental and behavioral health supports to SWD’s and their families.

Diane Eastburn:

A form [should] be added to the IEP 504 & BIP that has a box for every goal and next to the box it says - EXCEEDED THE GOAL - MET THE GOAL - DID NOT MEET GOAL and have the one that fits that goal circled or marked in a way that the parent and student can see how they are tracking on progress reports and report cards.

Marissa Band:

1. What technical assistance should be provided to schools, and in particular charter schools, in preparing appropriate IEPs?
2. What assistance can be provided to encourage students to become effective self-advocates in the IEP process (eg, student led IEPs, MAP or PATH courses)

Also I wish to reiterate that in order to properly support parents, I believe the task force should recommend the following:

- a) Requirement to provide a one-page hand out with advocacy resources (Parent Information Center, Disabilities Law Program of Community Legal Aid Society, Inc. “DLP”, and GACEC/DeIDHub)
- b) Requirement that all districts establish parent special education councils
- c) Recommend the legislature provide financial support to advocacy organizations (PIC, DLP). Please note that the DLP is requesting 100,000 for special education advocacy in its FY GIA application. If the Task Force supports consideration of this additional funds, we would welcome that support.