Chair's Summary of Proposals for Discussion

PROPOSALS THAT WE CAN RECOMMEND NOW

- Using written questionnaires to try to elicit suggestions and information from parents prior to the IEP meeting.
- Providing draft IEP to parents prior to IEP meeting.
- Requiring discussion at the end of each page or section of a draft IEP.
- Ensuring that no IEP meeting is limited to a particular time frame and that parents are aware that the meetings can be continued if not completed within the time initially set aside.
- Parents should be asked in advance who they would like to have at IEP meetings, with a particular emphasis on having paraprofessionals who work directly with their children present. Schools and districts must make arrangements for appropriate supervision of other children during IEP meetings in order for this to occur.
- Service providers should stay through the entire IEP meeting, so they can hear from other teachers and providers and gain a broader picture of child.
- Teachers should be given specific preparation time to prepare for IEP meetings.
- Specific equipment used by students should be enumerated in the IEP.

PROPOSALS/SUBJECTS THAT REQUIRE ADDITIONAL DISCUSSION

- What specifically should be in a Delaware IEP beyond data-based academic goals?
- How should goals be expressed in a Delaware IEP?
- Should IEPs occur on a child's birthday rather than at a specified time in the school year?
- What technical assistance should be provided to schools, and in particular charter schools, in preparing appropriate IEPs?
- Additional assistance should be provided to parents to ensure that they understand the complexities of the IEP process, including translators and persons with expertise in the legal process? And what additional steps and culture changes should be taken to ensure that parents know that they do not need to agree to the proposed IEP and feel comfortable raising questions?
- What type of formal meeting among school personnel should take place prior to the IEP meeting, and what formal acknowledgement of the IEP should be required of teachers after it is completed?
- How can the language used in IEPs be simplified so it uses less jargon and acronyms?
- What changes need to be made to accommodate (a) students for whom transition planning must be done, (b) students who reach the age of majority, and (c) students with visual impairments?
- How can the state appropriately track the rate at which districts and schools are able to reach agreement with parents on IEPs?
- What assurance should be required over the life of the IEP that teachers and other professionals are following and implementing it (including the use of work samples)?
- How should new goals and present level of performance be reflected in the written IEP?
- How can the state or schools inform parents of what categories of accommodations may be available prior to the IEP meeting so parents know what options are available?
- How can IEPs be checked to ensure that students with disabilities have appropriate access to physical education, health, and sex education classes?
- How can the IEP process be used to discuss vocational employment opportunities with students?

- Should IEP meetings be recorded?
- Should school districts keep statistics on the number of appeals filed by parents of IEP decisions?
- To what extent should the IEP process be audited by the state, and what should the focus of such audits be and the consequences of not meeting the standards of the audit?
- To what extent can web sites such as deldhub.com be used to better inform parents about the IEP process?