

- ✓ Instruction in Braille if your child is blind and the IEP committee determines that's appropriate
- ✓ Your child's need for Assistive Technology

4. Is the information being given to you in understandable language, and are you given an opportunity to ask questions?

5. Are you encouraged to contribute significant information about your child?

6. Are you a fully participating member of the committee?

7. Are you willing to give formal consent to the services described in the IEP?

8. If you are unwilling to give consent, are your rights concerning Due Process explained, and are you invited to another meeting to try to resolve the outstanding issues?

### After the IEP Meeting, Consider

1. Were you given a copy of the IEP?

2. Were services agreed to in the IEP meeting provided without undue delay after the IEP meeting?

3. Have you received periodic progress reports and have these reported progress on IEP objectives?

4. Given your child's disability, are you satisfied with the rate of progress?



To make wise decisions about your child's special education program, you need accurate information about the child's disability, strengths, weaknesses, and needs. This information is available from tests and evaluations of your child.



### ASSISTIVE TECHNOLOGY NOTE:

AT devices and services are to be made available to a child with a disability if required as part of the child's

- special education services
- related services, and/or
- supplementary aids and services,

And a statement of their use and required training must be included on their IEP/IFSP.

This brochure provided by DRMS

#### Disability Rights Mississippi

210 East Capitol Street  
Suite 6  
Jackson, MS 39201

Phone: - 601-968-0600  
Fax: - 601 968-0665  
Toll Free - 800-772-4057  
E-mail: info@drms.ms

#### Gulf Coast Office:

11975 Seaway Road  
Suite B248  
Gulfport, MS 39503

OR

Phone:— 228-604-4455  
Fax:— 228-604-4433  
Toll Free: - 855-604-4455

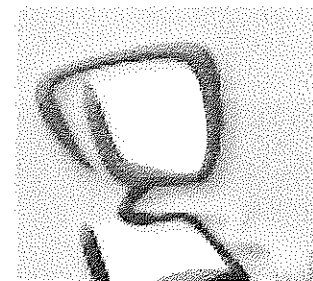


**DISABILITY RIGHTS MISSISSIPPI**

Protection and Advocacy for Individuals with Disabilities

# IEP

# CHECKLIST



Individualized Education Program information and guidance for parents of children with disabilities.

1-800-772-4057

[www.drms.ms](http://www.drms.ms)

# How to Use This Brochure:

IDEA (The Individuals with Disabilities Education Act, as Amended) requires that a written individualized education program (IEP) be developed for each child to meet his/her educational needs. Every child needing special education must have an IEP, and it must be reviewed and updated at least once a year by the IEP committee

This IEP checklist is designed to help parents and advocates become knowledgeable members of their children's IEP committees. Look it over before going to the IEP meeting. It will help you to prepare questions for the teachers and other school representatives

The checklist is divided into three sections with questions to answer before, during and after the IEP meeting.

Answering the "before" questions will necessitate your looking back over the past records and evaluations and will help you organize your thoughts and feelings so you can better communicate your goals for your child.

"During" questions are based on federal regulations. "Yes" answers to all eight should yield a meeting and, hence, an IEP which conforms to law as well as to your personal goals for your child.

"After" questions are intended to help you monitor your child's program throughout the year. Remember, you are your child's best advocate. If you know your child's rights, then you will be better able to negotiate with the school to ensure that your child will not miss out on important services to which he or she is entitled.



## Before the IEP Meeting, Consider:

### 1. The long-term goals you have for your child. (circle the ones that apply)

- ✓ Go to college
- ✓ Obtain a regular diploma
- ✓ Obtain a Mississippi Occupational Diploma
- ✓ Obtain a special education certificate and as many life skills as possible
- ✓ Work full-time independently
- ✓ Work with support from a job coach, either full-time or part-time
- ✓ Not work at all
- ✓ Live completely independently after schooling is complete
- ✓ Live in a supervised apartment or group home, or other supportive living situation
- ✓ Live with a family member
- ✓ Live in a residential facility

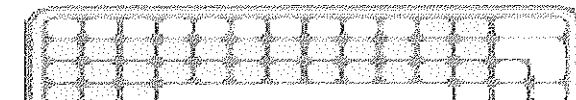
### 2. Are there specific skills that your child could learn that would help you at home? Make note of those.

### 3. If this is your child's first IEP/placement in special education, is it being completed within 30 days of the day he/she was ruled eligible for services?

### 4. If this is not the first IEP, is it being completed at least one year from the day the last one was completed?

### 5. Were you given Written Prior Notice (WPN) for the IEP meeting and were you given an opportunity to re-schedule if the proposed time/date was inconvenient for you?

### 6. Was there a draft IEP developed; and, if so, were you given a copy to review before the meeting?



## During the Meeting

### 1. Are the appropriate people here?

- ✓ Agency representative (someone from the school who is qualified to provide or supervise the provision of special education, is knowledgeable of the general curriculum and the resources of the district)
- ✓ Special education teacher
- ✓ Regular education teacher
- ✓ One or both parents
- ✓ Your child, if appropriate
- ✓ Other persons that either the school or you requested

### 2. Does the proposed IEP contain the following in understandable terms:

- ✓ A statement of your child's present level of performance, including how his/her disability affects progress in the general (regular) curriculum
- ✓ A statement of measurable annual goals,
- ✓ A statement of the special education and related services that will be provided for your child and how he/she will participate with other children with and without disabilities to fullest extent possible
- ✓ An explanation of why your child will not participate in regular classes and activities, if that decision is made
- ✓ A statement of how progress toward the annual goals will be measured and how you will be informed of the progress
- ✓ The projected date for the beginning of the services described in the IEP and duration of those services
- ✓ Transition services, if your child is 16 years old, or older

### 3. Was consideration given to the following:

- ✓ Your child's behavior and need for positive behavior intervention if behavior is a problem
- ✓ Language needs of your child if he/she has limited use of English or has a hearing impairment