

SAMPLE IEP REVIEW

John Doe

A Parent Friendly Roadmap From Present Levels to Services

STUDENT	PLAN	REVIEW PURPOSE
John Doe Grade 9	Annual IEP with amendments	Demonstration of the IEP Uploader analysis

PRIVACY NOTICE This demonstration uses the fictional name John Doe, student ID 0000000000, a fictional school and fictional staff names. Direct identifiers were removed or replaced. Some dates and contextual details were generalized. It is not intended to identify a real student.

Prepared by Florida Families Educational Advocacy & Consulting, LLC
Sample educational advocacy analysis

How to Use This Review

An IEP is not a pile of disconnected pages. It is supposed to tell one coherent story: where the student is now, what disability related needs interfere with progress, what measurable improvement is expected, what instruction and services will produce that improvement, and how the team will know whether the plan worked.

THE CORE CHAIN Present levels identify needs and baselines. Needs drive measurable annual goals. Goals drive specially designed instruction, related services, accommodations, supplementary aids, placement, and progress monitoring. If one link is vague or missing, the plan becomes harder to implement and harder for a parent to monitor.

What this sample includes

- Executive summary and priority concerns
- Plain language explanation of every major IEP section
- Line of sight analysis connecting needs, goals, services, and data
- Goal quality review using measurable criteria
- Services, accommodations, transition, placement, and implementation review
- Before meeting and after meeting action plans
- Ready to send parent email templates
- Questions and proposed revisions for the IEP team

IMPORTANT This is an educational advocacy review, not legal advice, a clinical evaluation, or a guarantee of a particular outcome. Conclusions should be confirmed with current records, provider logs, work samples, evaluation reports, and input from the full IEP team.

Student and Plan Snapshot

FIELD	ANONYMIZED SAMPLE INFORMATION
Student	John Doe
Student ID	0000000000
School	Sample High School
District	Sample County School District
Grade	9
Primary eligibility	Autism Spectrum Disorder
Additional eligibility	Language Impairment and Other Health Impairment
Related services	Occupational therapy, physical therapy, language therapy, specialized transportation
Plan type	Annual IEP with later amendments
Assessment participation	General statewide and district assessment with accommodations

FIELD	ANONYMIZED SAMPLE INFORMATION
Diploma path	Standard diploma, 18 credit ACCEL option stated
Placement	Home or hospital initially, then general education 40 to 79 percent of the day

Executive Summary

John is described as kind, persistent, cooperative, motivated, and able to engage with grade level material when instruction is structured. His IEP documents significant academic needs in reading comprehension, written expression, and mathematics; communication needs; attention and organization needs; physical access and safety needs; and a need to reduce prompt dependence. The IEP contains many useful supports, but several sections do not fully line up with one another.

What is working in the document

- Strengths are described across academic, communication, occupational therapy, and physical therapy areas.
- The IEP identifies concrete supports that help, including graphic organizers, modeling, chunking, guided practice, note taking assistance, reduced distraction, extended time, and assistive technology.
- Academic, communication, and mobility goals include accuracy or observation criteria and identify responsible staff.
- The services section includes specialized instruction, language therapy, related service consultation, and specialized transportation.
- The plan recognizes safety needs and includes supervision, elevator access, early transitions, door to door transportation, and a bus aide.

Highest priority issues to clarify or revise

PRIORITY	AREA	WHY IT MATTERS
1	Internal contradiction	The amendment says the behavior plan was discontinued and removed, but the supplementary aids section still lists a Positive Behavior Support Plan as daily. Special considerations also says behavior impedes learning. The final operative document should say exactly what is in effect.
2	Weak or missing baselines	Several goals state end targets but the present levels do not give a clean numerical starting point on the same skill. Without baseline data, progress cannot be meaningfully compared.
3	Service frequency lacks precision	Reading, writing, and math support facilitation is listed as 4 to 5 times weekly without minutes per session. The team should specify enough detail for implementation and accountability.

PRIORITY	AREA	WHY IT MATTERS
4	Goals and services do not fully match needs	Prompt dependence, navigation or disorientation, science reasoning, organization, and executive functioning are described as needs, but the goal and service response is incomplete or unclear.
5	Transition plan is generic	The IEP largely lists resources previously provided. It should identify concrete activities, responsible parties, timelines, and skills connected to John's postsecondary goals.
6	Graduation statements conflict	One section says the 18 credit ACCEL option, while the course of study refers to 24 credit requirements. The team should correct the plan and confirm the consequences of the chosen route.
7	Independent living decision needs support	The plan says no independent living goal is needed, while also describing dependence, disorientation, safety supervision, and a desire for greater independence. The team should document the data supporting this decision.
8	ESY rationale needs data	The plan says data are insufficient and collection will continue, yet also records a final "No." The team should identify what data will be collected and when it will reconvene if a decision is not yet supportable.

The IEP Process, Step by Step

1. Referral or concern

A parent or school identifies suspected disability related needs. Existing data, intervention records, observations, attendance, discipline, health information, work samples, and parent concerns should be considered.

2. Evaluation and eligibility

The district evaluates in all suspected areas. The team determines whether the student meets eligibility criteria and needs special education. Eligibility opens the door; the individual needs determine the actual services.

3. Present levels

The team describes current academic and functional performance using recent, specific data. The present levels should state strengths, needs, baselines, helpful conditions, and the effect of disability.

4. Annual goals

For each disability related need requiring direct instruction, the team writes a measurable target for one year. A goal must identify the condition, observable skill, criterion, measurement method, and reporting schedule.

5. Services and supports

The team selects specially designed instruction, related services, supplementary aids, accommodations, assistive technology, staff supports, and transportation needed to pursue the goals and access school.

6. Placement and LRE

The team determines where services can be delivered while educating the student with nondisabled peers to the maximum extent appropriate. Placement follows needs and services; it should not be chosen first.

7. Implementation

Every responsible teacher and provider must have access to the IEP and know their responsibilities. Parents can ask how staff were notified and how implementation will be documented.

8. Progress monitoring

Staff collect the kind of data named in each goal. Progress reports should compare current performance to the baseline and annual target, not merely say “making progress.”

9. Review and revision

The team reviews the IEP at least annually and sooner when progress is insufficient, needs change, services are missed, behavior or safety changes, or a parent or staff member requests a meeting.

10. Prior written notice

When the district proposes or refuses an action involving identification, evaluation, placement, or FAPE, the parent should receive written notice explaining the decision, reasons, data considered, options rejected, and safeguards.

Present Levels to Goals to Services

LINK	QUESTION THE IEP MUST ANSWER	JOHN DOE EXAMPLE
Present level	What can John do now, and under what conditions?	John needs guided practice and support to solve one step equations. A numerical baseline on independent performance is not clearly stated.
Need	What disability related barrier affects access or progress?	Difficulty choosing operations, organizing multi step work, sustaining attention, and managing an overwhelming workload.
Goal	What measurable improvement is expected within one year?	Solve one step equations in 4 of 5 opportunities with scaffolding, guided practice, visual aids, or chunking.
Service	What instruction will be delivered, by whom, how often, and where?	Math strategy and concept support facilitation 4 to 5 times weekly in general education. Minutes per session are not stated.
Accommodation	What removes an access barrier without lowering the skill target?	Extended time, graphic organizers, directions repeated, reduced distractions, and periodic checks.
Progress data	What evidence will show whether instruction works?	Teacher developed tests every 4.5 weeks. The team should define the probe, denominator, independence level, and data display.

BOTTOM LINE An accommodation helps John access instruction. A goal identifies the skill he must improve. A service is the specially designed instruction or related service delivered to help him improve it. These are connected, but they are not interchangeable.

Present Levels Review

The present levels are the foundation of the IEP. A strong present level is current, data based, functional, understandable to a new teacher, and specific enough to create a measurable goal and select services.

AREA	WHAT THE IEP REPORTS	WHAT IS NEEDED FOR A STRONG BASELINE
Reading	Grade level texts are accessible with supports. John needs help with main idea, details, inference, vocabulary, and summary.	Accuracy on defined reading probes, text level, prompt level, number of trials, and an independent baseline for each targeted skill.
Writing	John struggles to rephrase ideas and organize writing. Graphic organizers, sentence starters, modeling, and checklists help.	A scored work sample or rubric by component, writing length, time, prompt level, and whether assistive technology was used.
Math	Mental math is a strength. One step equations and visual spatial aspects of graphing are difficult.	Independent accuracy by equation type, common error pattern, number of problems, time, prompt level, and comparison with supported performance.

AREA	WHAT THE IEP REPORTS	WHAT IS NEEDED FOR A STRONG BASELINE
Communication	Figurative language is reported around 70 percent; categorization and pragmatic language remain needs.	Separate baselines for categorization, unfamiliar vocabulary, social responses, emotion or intent, and level of cueing.
Executive function	Frequent redirection, cognitive fatigue, organization difficulty, and prompt dependence are described.	Frequency or duration data, tasks affected, current independence, prompts required, and a defined fading plan.
Mobility and safety	Left sided weakness, fall risk, navigation difficulty, supervision, equipment, and transition supports are described.	Current campus observation data after return, fall or near fall data, route independence, prompt level, brace restrictions, and emergency procedures.
Sensory or behavior	Noise reduction, reduced stimuli, movement opportunities, redirection, and prior behavior plan are mentioned.	Operational definitions, frequency and context of behaviors, current data after plan discontinuation, and clarity on whether behavior presently impedes learning.
Transition	Interests include finance, technology, English, human services, construction, and library work.	Reconcile preferences through updated assessment and link results to course selection, experiences, instruction, and agency activities.

Parent Concerns

The parent concern statement is broad: continued services and support to master goals and grade level standards. The meeting notes contain much richer concerns about independence, prompt dependence, visual spatial difficulty, safety, navigation, medical access, and missed instruction. Those concerns should be consolidated into the parent concerns section so they remain visible to every implementer.

PROPOSED PARENT STATEMENT John's parent is concerned about his reading, writing, math, communication, executive functioning, physical safety, navigation, visual spatial access, prompt dependence, and ability to independently use accommodations. The parent requests measurable baselines, explicit instruction to increase independence, consistent implementation data, and services sufficient to make meaningful progress.

Annual Goal Quality Review

A usable goal answers five questions: under what condition, what will John do, to what criterion, measured how, and over what number of opportunities or time period? Supports written into the goal also matter. If a goal always permits heavy scaffolding, it may measure supported performance rather than independent mastery.

GOAL AREA	RATING	ANALYSIS	PROPOSED ACTION
Math: one step equations	Partially measurable	Has 4 of 5 opportunities and subskills, but lacks a clean present level baseline and does not define how much scaffolding is allowed or faded.	Add baseline by equation type, define independence and prompts, standardize the weekly probe, and include generalization.
Reading comprehension	Generally measurable	Includes 80 percent in 4 of 5 trials and work samples, but allows "grade level or modified text," which can materially change difficulty.	Define text complexity, passage length, question type, independence, and whether supports are part of the target.
Writing: three paragraph essay	Needs clarification	Includes structure and 75 percent accuracy, but "accuracy" across topic, details, grammar, punctuation, and spelling is not defined.	Attach or define a rubric, baseline each domain, specify prompt conditions and assistive technology, and define independence.
Editing goal	Duplicative or misplaced	The independent functioning goal repeats an objective from the writing goal. It may not address the actual independent functioning needs documented.	Decide whether editing belongs under writing. Replace or supplement with an executive functioning or self advocacy goal tied to present levels.
Mobility and safety	Measurable in part	Includes 4 of 5 observations without mechanical falls and supervision, but "safe" and the terrain or route are not fully operationalized.	Define routes, distance, transitions, equipment, prompt level, safety behaviors, data recorder, and fading criteria.
Language: categorization and figurative language	Needs separation	One annual goal combines identifying, labeling, and categorizing while objectives add figurative language. These are distinct skills.	Use separate baselines and goals or a clearly structured language construct with defined probes.
Language: vocabulary and social skills	Too broad	Combines unfamiliar vocabulary and pragmatic language under one target. Progress could mask weakness in one component.	Separate vocabulary from pragmatic language and report each objective independently with cue levels.
Prompt dependence or navigation	Missing	The meeting notes identify dependence and disorientation as significant needs, but no clear annual goal directly measures greater independence.	Add a goal based on route finding, task initiation, use of a visual schedule, self monitoring, or prompt fading after baseline data are collected.

Example of a Stronger Goal Chain

ILLUSTRATIVE BASELINE Across three 10 item probes of one step equations using whole numbers, John independently

selected the correct inverse operation on 4 of 10 items and solved 3 of 10 correctly. With one visual model and one verbal prompt, he solved 7 of 10 correctly. Replace these sample figures with actual current data before adoption.

ILLUSTRATIVE ANNUAL GOAL Given a 10 item mixed probe of one step addition, subtraction, multiplication, and division equations and access to a taught visual reference, John will independently select the correct inverse operation, show his work, and solve at least 8 of 10 items correctly on three consecutive weekly probes, with no more than one general direction and no item specific prompts.

INSTRUCTION AND DATA Provide explicit systematic instruction in inverse operations, worked examples, guided practice, error correction, cumulative review, and planned fading of prompts. Record item level accuracy, error type, prompt level, and whether the skill generalizes to classroom assignments.

Services and Related Services Review

SERVICE	IEP COMMITMENT	REVIEW
Home academic instruction	300 minutes weekly in core academic areas during home or hospital placement.	Clarify allocation across four core areas and compare minutes with the student's full instructional needs. Confirm missed instruction and compensatory services records.
Language therapy	45 minutes weekly.	Clear amount and frequency. Request session logs, objective level data, attendance, cancellations, and makeup documentation.
Math support facilitation	4 to 5 times weekly in general education.	Add minutes per session or another objectively clear duration. Identify responsible qualified provider and delivery model.
Reading support facilitation	4 to 5 times weekly in general education.	Same precision concern. Confirm this is specially designed instruction, not only general classroom assistance.
Writing support facilitation	4 to 5 times weekly in general education.	Same precision concern. Define instructional strategies and data collection responsibilities.
Independent functioning and academic support	One period daily in an ESE classroom.	Identify curriculum, targeted skills, relationship to goals, and how independence or prompt fading will be measured.
Learning strategies	250 minutes weekly in classroom.	Clarify whether this overlaps with the daily period and what specially designed instruction is delivered.
Physical therapy	16 minutes monthly consultation.	Compare with current mobility, equipment, surgery recovery, navigation, and safety needs. Consultation should produce documented recommendations and follow up.
Occupational therapy	32 minutes total monthly consultation.	Clarify whether this meets written expression, assistive technology, visual spatial, brace, sensory, and functional access needs.

SERVICE	IEP COMMITMENT	REVIEW
Transportation	Daily door to door specialized transportation with bus aide.	Strongly stated. Confirm route procedures, aide assignment, safety plan, equipment needs, pickup and drop off, and implementation records.

SERVICE PRECISION Federal IEP content requirements call for projected start date, frequency, location, and duration. “4 to 5 times weekly” gives frequency but not session length. The team should make the commitment objectively understandable so a parent and provider can tell whether it was delivered.

Accommodations Review

John has a broad accommodation set. The next question is not simply whether an accommodation appears on the page. The team should confirm that each one is needed, routinely used, explicitly understood, and monitored for effectiveness.

CATEGORY	CURRENT EXAMPLES	QUESTIONS TO ASK
Presentation	Text to speech, directions repeated or clarified, teacher notes, verbal cues.	What materials may be read aloud? Who ensures access? Does John initiate use? What evidence shows effectiveness?
Response	Graphic organizers, speech to text, reduced assignments, periodic checks.	Does reduced work preserve the target skill? When is speech to text used? How is independence taught?
Scheduling	Up to 100 percent extended time; extra transition time.	Where is extended time completed? How is work carried over? Does extra passing time affect instruction?
Setting	Small group up to 25, reduced stimuli, preferential seating, headphones, movement, elevator, safety supervision.	Is 25 actually reduced relative to typical class size? What does supervision require? Who covers transitions, lunch, arrival, dismissal, and emergencies?
Assistive technology	Text to speech, speech to text, word prediction, microphone.	Was AT functionally assessed? Is equipment available in every location? Is John trained to use it independently? Are staff trained?

WATCH THIS An accommodation should not quietly become a modification. Reducing the number of assignments or problems may be appropriate, but the IEP should explain how the reduced set still measures the intended standard or skill and when parent consent is required for a classroom accommodation not permitted on statewide assessment.

Special Considerations and Behavior

The IEP marks that behavior impedes learning, yet later notes say there are no current behavioral concerns and the behavior plan was discontinued. At the same time, the final service pages still list the plan. This is not a cosmetic issue. Staff need one clear, operative direction.

DOCUMENT STATEMENT	CONCERN	NEEDED CORRECTION
Behavior impedes learning: Yes	May be supported by attention, distraction, off task technology use, or inappropriate language, but the exact behavior is not defined.	Identify the behavior, its educational impact, current frequency, and the positive supports in effect.
Behavior plan discontinued	Meeting notes report that noncompliance no longer warrants a plan.	Document the data used, replacement supports, monitoring period, and conditions for reconvening.
Behavior plan listed daily	Supplementary aids still include a daily plan.	Remove it if discontinued or attach and implement it if still active. Issue a corrected finalized IEP.
Visual schedule for self monitoring	Promising support but not fully operationalized.	State where, when, by whom, how John is taught to use it, and how prompt fading is measured.

Transition Planning Review

Transition planning should be a coordinated set of activities, not a list of brochures. John's plan includes measurable postsecondary goals, but the underlying interests and course of study need reconciliation and the annual activities need owners and timelines.

AREA	CURRENT PLAN	PROPOSED IMPROVEMENT
Education or training	Bachelor's degree in finance while working part time.	Confirm with updated transition assessment, identify academic prerequisites, disability services skills, application milestones, and financial literacy instruction.
Employment	Part time library, office, or customer service employment within one year.	Add job exploration, resume and interview practice, workplace behavior, transportation planning, work based learning, and Pre ETS referral steps.
Independent living	Plan says no goal is needed.	Reconsider using data on navigation, prompt dependence, safety, self advocacy, money management, medication or health communication, transportation, and daily organization.
Course of study	IEP references both 18 credit and 24 credit pathways.	Correct the discrepancy and map remaining credits, assessments, online course requirement if applicable, electives, and career aligned experiences.

AREA	CURRENT PLAN	PROPOSED IMPROVEMENT
Student voice	Interests vary between finance, library work, architecture or construction, human services, technology, and English.	Update assessment and document John's own preferences, strengths, dislikes, support needs, and informed choices.
Agency linkage	Resources were reportedly provided.	List the actual referral or application, responsible person, target date, consent, follow up, and alternative if the agency does not act.

Assessments, ESY, and Placement

Assessment participation

The IEP indicates participation in general state and district assessments with accommodations. Confirm every tested course during the IEP year, confirm that classroom accommodations are routinely used before testing, and verify which supports are allowable for each assessment. The IEP lists ELA but the student's course schedule may trigger additional district or end of course assessments.

Extended School Year

The rationale says data are insufficient, collection will continue, and the team may reconvene. The final determination says no ESY. Ask the team to identify the critical skills reviewed, regression and recoupment data, emerging skills, severity factors, extenuating circumstances, responsible data collectors, and the decision deadline before a long break.

Least Restrictive Environment

The plan describes an initial home or hospital placement and later a campus placement with 40 to 79 percent of the day in general education. Ask for the actual schedule and service grid to verify the percentage. Confirm that removal from general education is based on the student's needs and the services that cannot be satisfactorily delivered there with supplementary aids and services.

Implementation and Accountability

WHAT TO TRACK	DOCUMENTS TO REQUEST	WHAT GOOD DATA LOOK LIKE
Annual goals	Goal probes, rubrics, work samples, data sheets, progress reports.	Baseline and target shown together, dates, number of trials, prompt level, raw score, trend, and instructional response.
Special education	Support facilitation and learning strategies logs, schedules, lesson or intervention records.	Date, start and end time, skill, specially designed instruction, provider, student response, cancellation, and makeup.
Related services	SLP, OT, PT logs and notes.	Scheduled versus delivered minutes, objective addressed, data, consultation recommendation, follow up, and missed service notice.

WHAT TO TRACK	DOCUMENTS TO REQUEST	WHAT GOOD DATA LOOK LIKE
Accommodations	Teacher implementation checklists, AT usage, classroom records.	Accommodation used by class and task, student independence, effectiveness, barriers, and staff action.
Transportation and safety	Route confirmation, aide assignment, safety or emergency plan, incident records.	Exact procedures, responsible adults, equipment, handoff, timing, incidents, and corrective action.
Compensatory tutoring	Offer, provider, schedule, attendance, content, completion, progress.	Hours owed, hours delivered, dates, missed sessions, remaining balance, and effectiveness.

FLORIDA PARENT ACCESS Florida law states that when a related service in the IEP is not provided as scheduled, the district must notify the parent within 10 school days, explain why, and discuss makeup services. It also provides a right, upon request, to access related service provider logs or progress notes within 15 school days after the service is provided. See section 1003.5716(5), Florida Statutes.

Parent Action Plan Before the Meeting

- Request the draft IEP and all documents the team intends to use early enough to review them.
- Request current goal progress data, raw data, work samples, rubrics, provider logs, service records, accommodation implementation records, grades, assessments, attendance, discipline, and evaluation reports.
- Create a one page parent concerns list organized by academics, communication, independence, behavior or sensory access, health, mobility and safety, transition, and missed services.
- Compare every present level need to at least one goal, service, accommodation, or documented team decision. Mark every broken link.
- Write proposed baseline language and goal revisions. Bring copies or email them before the meeting.
- List service questions: provider, amount, frequency, session duration, location, group size, delivery model, start date, and documentation.
- Ask the student what is hard, what helps, what goals matter, and what support feels overly dependent or embarrassing.
- Confirm who will attend and request required team members. Decide whether excusal is acceptable only after receiving the required written information.
- Ask for the meeting link, cameras on if desired, enough scheduled time, and a continuation date if the team cannot finish.
- Prepare a short opening statement and identify the three outcomes that matter most.

Questions to Ask During the Meeting

- What current data establish John's independent baseline for each proposed goal?
- What exact disability related need is this goal intended to address?
- How does the service teach the skill in the goal, rather than merely help John complete assignments?
- How many minutes per session are included in support facilitation listed 4 to 5 times weekly?
- How will prompts be tracked and systematically faded so support does not increase dependence?
- What is the plan for navigation, safety supervision, early transitions, brace use, and emergency response?
- Is the Positive Behavior Support Plan discontinued or active? Which final IEP page will be corrected?
- If behavior currently impedes learning, what behavior is being referenced and what current data support that answer?
- Why does the plan say both 18 credit and 24 credit diploma routes?
- What age appropriate transition data support the decision that no independent living goal is needed?
- What concrete transition activity will occur this year, who owns it, and by what date?
- What regression and recoupment data were reviewed for ESY, and when will the team revisit the decision if data are insufficient?
- How will each accommodation's effectiveness and John's independent use be measured?
- How will parents receive progress data, not merely narrative status labels?
- What services were missed, what compensatory hours remain, and where is the delivery log?

Requested Revisions Checklist

- ☐ Correct the behavior plan contradiction throughout the final IEP.
- ☐ Add numerical, skill specific baselines for every annual goal.
- ☐ Separate goals that combine unrelated skills and remove duplicated goals.
- ☐ Add measurable goals for independence, prompt fading, executive functioning, or navigation if current data confirm need.
- ☐ Define reading text complexity, writing rubric criteria, math probe conditions, communication cue levels, and mobility routes.
- ☐ Specify service duration for every 4 to 5 times weekly service and clarify overlapping service descriptions.
- ☐ Connect OT and PT consultation to documented deliverables, recommendations, and follow up.
- ☐ Correct the 18 credit versus 24 credit course of study discrepancy.
- ☐ Replace generic transition information with activities, owners, timelines, and measurable annual outcomes.
- ☐ Document the ESY data plan and decision timeline.
- ☐ Clarify assessment areas and test specific accommodations.
- ☐ Expand parent concerns to include the concerns documented in meeting notes.
- ☐ Add a concrete progress reporting format showing baseline, target, current data, prompt level, and trend.
- ☐ Attach or clearly identify the safety, transportation, emergency, assistive technology, and behavior procedures actually in effect.

Email Template 1: Request Records Before the Meeting

SUBJECT Request for IEP meeting documents and implementation records for John Doe

Hello [Name],

I am preparing for John Doe's IEP meeting on [date]. Please provide the following records electronically before the meeting so I have a meaningful opportunity to review and participate:

1. The draft IEP and any proposed amendments
2. Current progress reports and the raw data used to measure every annual goal
3. Work samples, curriculum based assessments, teacher developed probes, and scoring rubrics tied to the goals
4. Special education service logs, support facilitation records, and John's current schedule
5. Language therapy, occupational therapy, and physical therapy logs and progress notes, including scheduled, delivered, missed, and made up sessions
6. Accommodation implementation records and assistive technology usage information
7. Current grades, state and district assessment results, attendance, discipline, behavior, and safety records
8. Transition assessments, course of study or credit audit, and documentation of transition referrals or activities
9. Transportation plan, bus aide confirmation, and any relevant safety or emergency plan
10. Records showing the 15 compensatory tutoring hours offered, delivered, and remaining

Please also confirm the meeting participants, meeting link, and the amount of time reserved. I am specifically asking the team to be prepared to address current baselines, measurable goals, service duration, prompt fading and independence, the status of the behavior plan, the diploma pathway discrepancy, transition services, ESY data, and implementation of safety supports.

If any requested record does not exist, please identify that in writing. If additional time is needed to provide the records, please let me know what will be provided and by what date.

Thank you,
[Parent Name]

Email 2: Parent Concerns and Agenda

SUBJECT Parent concerns and proposed agenda for John Doe's IEP meeting

Hello IEP Team,

Before John's meeting, I want to clearly document my concerns and the items I am asking the team to address.

John is capable, motivated, and eager to succeed. He also has documented needs in reading comprehension, writing, math, communication, organization, attention, prompt dependence, mobility, navigation, physical safety, and independent use of accommodations. I want the IEP to show a clear connection between his current data, annual goals, services, accommodations, and progress monitoring.

My requested agenda is:

1. Review current data and establish a numerical baseline for every goal
2. Revise goals so the skill, condition, independence level, criterion, measurement method, and progress schedule are clear
3. Specify the minutes and delivery details for reading, writing, and math support facilitation
4. Develop a measurable plan to reduce prompt dependence and increase navigation and task independence
5. Clarify the status of the behavior plan and correct every inconsistent section
6. Review OT, PT, language therapy, transportation, safety, and assistive technology needs
7. Correct the 18 credit versus 24 credit course of study discrepancy
8. Review age appropriate transition data and reconsider whether independent living instruction or goals are needed
9. Review ESY data and identify any additional data and decision timeline
10. Review missed services and compensatory tutoring records

Please include these concerns in the parent concerns section of the IEP and consider the requested revisions during the meeting. I am open to the team's proposals, but I do not agree that a concern is resolved merely because support appears somewhere in the document. The final IEP needs to be measurable, internally consistent, and clear enough for every provider to implement.

Thank you,
[Parent Name]

Email Template 3: Follow Up After the Meeting

SUBJECT Parent summary and follow up from John Doe's IEP meeting on [date]

Hello IEP Team,

Thank you for meeting regarding John Doe on [date]. I am sending this summary to confirm my understanding while the discussion is still fresh.

The team agreed to the following:

1. [Agreed revision, responsible person, and completion date]
2. [Agreed service or accommodation, start date, frequency, duration, and location]
3. [Agreed data collection or evaluation step and deadline]
4. [Agreed correction to the IEP]
5. [Agreed follow up meeting date]

The following requests were not agreed to or remain unresolved:

1. [Request and district response]
2. [Request and district response]
3. [Information or data still outstanding]

Please send the finalized IEP, meeting notes, progress data reviewed, and prior written notice reflecting each proposal and refusal. For any refused request, please ensure the notice explains the action refused, why it was refused, the evaluations, records, or reports relied upon, the options considered and rejected, and any other relevant factors.

Please let me know by [date] if any part of this summary is inaccurate. Silence will not be treated as agreement, but I want to give the team an immediate opportunity to correct any misunderstanding.

Thank you,
[Parent Name]

Email 4: Request Correction and Reconvene

SUBJECT Request to correct and reconvene John Doe's IEP

Hello [Name],

After reviewing John Doe's finalized IEP dated [date], I am requesting correction of internal inconsistencies and an IEP meeting to address unresolved educational needs.

The current document states that the Positive Behavior Support Plan was discontinued, yet it remains listed as a daily supplementary aid. It also states that behavior impedes learning while the meeting notes report no current behavior concern. In addition, the IEP identifies the 18 credit ACCEL option but elsewhere references a 24 credit course of study. These statements need to be reconciled in one clear, operative IEP.

I am also requesting review of missing or unclear baselines, the duration of support facilitation services, prompt dependence and navigation needs, transition activities, the decision regarding independent living skills, ESY data, and the relationship between John's documented needs and his OT, PT, language, academic, and independent functioning services.

Please provide proposed meeting dates and the records requested in my earlier email. If the district refuses any requested correction, evaluation, service, or meeting proposal, please provide prior written notice.

Thank you,
[Parent Name]

What Each IEP Section Means

Plan information

Identifies the student, plan dates, eligibility categories, meeting purpose, and amendment history. Verify dates, grade, school, reevaluation deadline, and that amendments are incorporated into one accurate operative plan.

Evaluations and assessments

Summarizes evaluations and assessment results the team used. It should be current, cover all suspected areas, and explain educational meaning rather than merely list diagnoses or scores.

Graduation planning

States diploma option, designations, credit pathway, deferment information, and preparation for completion. Every section should describe the same pathway.

Transition planning

Uses age appropriate assessment to create measurable postsecondary goals and coordinated annual activities in education, employment, and when appropriate independent living.

Special considerations

Requires the team to consider behavior, language, vision, communication, hearing, assistive technology, accessible materials, health, PE, and self determination as applicable. A “yes” should connect to specific IEP content.

Parent concerns

Preserves the parent’s priorities in the operative document. It should be specific and complete, including concerns shared before and during the meeting.

Present levels

Explains current achievement and functional performance, baselines, strengths, needs, helpful supports, and how disability affects access and progress.

Annual goals

Defines measurable academic and functional progress expected within the IEP year. Goals should arise from present levels and guide services and data collection.

Assessment

States whether the student takes general or alternate assessments and the individualized accommodations needed for valid participation.

Accommodations

Changes how the student accesses instruction or demonstrates learning without changing the intended content standard. They must be individualized, clear, implemented, and monitored.

Special education

Describes specially designed instruction, including amount, frequency, location, initiation, and duration. This is instruction adapted to the student's disability related needs.

Related services

Supportive services required for the student to benefit from special education, such as language, OT, PT, transportation, counseling, or nursing as determined by the team.

Supplementary aids and services

Supports provided in general education and other settings to enable participation with nondisabled peers, including aids, consultation, behavioral supports, and staff supports.

ESY

Determines whether services beyond the normal school year are necessary for FAPE based on individual data, not category or convenience.

Supports for school personnel

Training, consultation, coordination, or resources staff need to implement the IEP correctly.

Placement and LRE

Explains the educational setting and any removal from nondisabled peers. Placement must be based on the completed IEP and individual needs.

Access and implementation

Explains how the parent receives the IEP, how providers access it, and how each person learns their responsibilities.

Meeting notes

Records discussion but should not be used to hide or replace an enforceable service, accommodation, goal, or decision that belongs in the operative sections.

Prior written notice

Documents proposals and refusals concerning identification, evaluation, placement, and FAPE, with reasons and supporting information. It is often separate from the IEP itself.

Legal and Educational Reference Points

REFERENCE	WHY IT MATTERS
34 C.F.R. § 300.320	Defines required IEP content, including present levels, measurable annual goals, progress measurement and reporting, special education and related services, supplementary aids, assessment accommodations, LRE explanation, and service start, frequency, location, and duration.
34 C.F.R. § 300.324	Requires review and revision based on lack of expected progress, reevaluation results, parent information, anticipated needs, and other matters; includes special factor considerations.
34 C.F.R. § 300.323(d)	Requires the IEP to be accessible to responsible staff and each provider to be informed of specific implementation responsibilities and accommodations or supports.
34 C.F.R. §§ 300.114 through 300.117	Establish least restrictive environment requirements and placement principles.
34 C.F.R. § 300.106	Addresses individualized ESY determinations necessary for FAPE.
34 C.F.R. §§ 300.503 and 300.504	Address prior written notice and procedural safeguards.
Section 1003.5716, Florida Statutes	Addresses Florida transition planning, related service missed session notice, makeup discussion, and parent access to service provider logs or progress notes.
Rule 6A-6.03028, Florida Administrative Code	Provides Florida requirements for development of IEPs and related procedures.

Official sources: <https://sites.ed.gov/idea/regs/b/d/300.320> | https://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.5716.html | <https://www.flrules.org/>

Final Parent Takeaway

WHAT THIS REVIEW SHOWS John's IEP contains meaningful strengths, supports, goals, and safety provisions. It also contains gaps that could make implementation inconsistent: weak baselines, bundled or duplicated goals, imprecise service duration, conflicting behavior and graduation statements, incomplete independence planning, and generic transition activities. The next step is not to rewrite everything blindly. It is to bring current data to the team and repair each broken connection so the final plan says who will do what, how often, for how long, toward which measurable outcome, and how the parent will know whether it worked.

A clean IEP is not about perfect wording. It is about enforceable clarity and a plan that can actually teach the child.

SEE WHAT YOUR CHILD'S IEP IS REALLY SAYING Upload the IEP for a detailed, parent friendly review with clear priorities, meeting questions, and ready to send follow up language. Learn more at floridafamilieseducationalconsulting.com.