

IEP Meeting Advocacy Guide

Prepared for Jordan Lee family

Cedar Grove Schools | Remote IEP Meeting Advocacy

All names, dates, schools, scores, and case facts in this sample are invented.

WHAT THIS MEETING IS REALLY ABOUT

Jordan's reading service was reduced even though the school has not produced the service logs or skill-level data needed to show that less support is appropriate. The team is also proposing a new writing goal without a current baseline. The meeting cannot become a general conversation about progress. It must answer whether the existing services were delivered, whether Jordan learned the skills the IEP was supposed to teach, and what support the records justify now.

WHAT I WILL TAKE INTO THE MEETING

I will carry the record, the contradictions, the questions, and the language. You will not have to remember every page or find the right words while several school employees are waiting for an answer. My job is to keep the meeting on the decisions that matter and prevent an unsupported proposal from becoming the new plan simply because the team wants to move on.

The result I am pursuing

- No reduction in reading service without complete delivery records and meaningful skill data
- A current written-expression baseline before the team adopts a new writing goal
- Clear service language the family can understand and verify
- Named owners and dates for every missing record or unanswered question
- A written decision when the district refuses a supported request

The case I will put in front of the team

Record	What it shows	Why the team must address it
Current IEP	Five weekly reading sessions using explicit instruction	This is the service the district committed to provide
Provider calendar	Repeated cancellations and staffing gaps	Scheduled minutes do not establish delivered instruction
Progress reports	General statements without individual scores	The team cannot determine which reading skills improved
Recent evaluation	Continuing decoding and spelling weaknesses	The underlying need remains documented
Proposed IEP	Reading reduced to three sessions and a vague writing goal added	Both changes require current evidence the file does not contain

The central point

The school is asking the family to accept less reading support and a new writing plan while the basic proof is missing. I will not let the discussion skip over that gap. Before the team changes the plan, it must show what Jordan actually received, what Jordan can do now without help, and how the proposed services match those needs.

The four decisions the school must make

Decision	Evidence required	What I will request
Reading frequency	Dated delivery records and skill-level progress data	Maintain the current frequency unless the evidence supports a change
Missed instruction	Session-by-session service reconciliation	Determine the educational impact and how lost instruction will be addressed
Writing baseline and goal	A current independent writing sample scored by defined criteria	Write the baseline first, then build a measurable goal from it
Progress reporting	Named measures, dates, scores, and prompting levels	Give the parent understandable evidence at regular intervals

What does not count as an answer

- Jordan is doing better without showing the scores and the skill measured
- We generally provided the service without producing the dated service record
- The teacher is not concerned when the evaluation documents an unmet skill need
- We can monitor it after reducing support when the current plan has not been evaluated
- We will circle back without an owner, a date, and a place where the commitment will be written

The reading service argument

What the school is proposing

Reduce Jordan's reading support from five sessions each week to three because Jordan is making progress and needs more time in general education.

Why the record does not support it

The file does not show how many sessions were actually delivered, whether missed sessions were replaced, or whether Jordan's decoding and spelling skills improved. A broad statement about progress cannot answer those questions. General education time is important, but it does not replace specially designed instruction the data still show Jordan needs.

The request I will make

Maintain five weekly reading sessions until the district provides the complete delivery record and current, skill-level data. Then reconvene to decide frequency using the evidence rather than an assumption.

The words I will use

Before this team reduces Jordan's reading service, please show us the dated record of what was delivered and the individual decoding and spelling data supporting less instruction. If those records are not available today, the current service should remain in place while the district produces them and the team reviews them.

The writing goal argument

The problem with the proposed goal

The draft says Jordan will improve written expression, but it never states what Jordan can currently write independently, what feature will be measured, or what level of performance will count as success. Without that starting point, the family cannot tell whether the goal is ambitious, appropriate, or measurable.

The baseline the team needs

- A current independent writing sample
- The prompt, time allowed, and supports provided
- Sentence count and complete-sentence count
- Organization, grammar, spelling, and punctuation scored separately
- A clear description of what Jordan did without prompting

Goal language I will propose

Given a grade-level writing prompt and planning organizer, Jordan will independently produce a paragraph with a clear topic sentence, at least four related supporting sentences, logical organization, and correct end punctuation in four of five monthly samples, measured with a shared scoring guide and reported to the parent with the scored work sample.

The question that prevents another vague goal

What can Jordan do independently today, and where is that exact performance written in the IEP so the first progress report can be compared with a real starting point?

How I will keep the meeting from drifting

If the team says	What I will bring it back to
Jordan is making progress	Please show the dated scores for decoding, spelling, and writing, including the measure and prompting used
Five sessions are too restrictive	What current data show that three sessions will meet the documented reading need?
The service logs are not available	Then the team does not have the evidence needed to reduce the service today
We can write the baseline later	The team cannot measure progress toward a goal whose starting point is unknown
Let's try this and revisit	What evidence will trigger review, who will collect it, and on what date will the team reconvene?

The line I will hold

I will separate convenience, scheduling, and general reassurance from the evidence the team is required to consider. If the answer changes, I will restate the question. If the answer never comes, I will ask for the unanswered request and the district's decision to be documented.

The meeting plan in order

Order	Issue	Decision needed
1	Missing service records	What was delivered, missed, shortened, substituted, or replaced
2	Current reading performance	What Jordan can do now on the actual skills at issue
3	Reading service proposal	Frequency, duration, group size, provider, and instructional approach
4	Written-expression baseline	Current independent performance stated in observable terms
5	Writing goal and reporting	Measure, criteria, frequency, prompting, and parent-facing evidence
6	Open decisions	Owner, due date, written location, and reconvene date

Why this order matters

The team should not vote on less service before accounting for delivery and current performance. It should not approve a goal before establishing the baseline. This order forces the evidence to come before the decision.

What I will ask the team to put in writing

Commitment or decision	Owner	Due date	Where it will appear
Produce the complete reading service log	Special education coordinator	October 14	Educational record
Maintain current reading frequency pending review	IEP team	Immediately	Service page and meeting notes
Complete an independent writing baseline	Case manager	October 17	Present levels
Provide monthly skill-level scores and work samples	Reading specialist and case manager	Monthly	Progress reporting plan
Reconvene on unresolved reading service questions	District	October 24	Meeting notice

If the district refuses

Please identify the request the district is refusing, the reason for the refusal, the records and data used to make that decision, and the other options the team considered. Please provide that decision in writing.

Your private briefing before we join

What I need from you

- Tell me what outcome matters most to you if the meeting becomes rushed
- Correct any factual detail in this guide before the meeting
- Tell me whether there is anything you do not want discussed in front of the full team
- Keep this guide open, but do not worry about reading from it unless I ask you to add something

What you do not have to do

- Defend every concern by yourself
- Remember dates and page numbers
- Answer immediately because the team is waiting
- Accept a verbal promise that has no owner or deadline
- Agree to language you have not had time to understand

If you feel pressured

Say: I need a moment to speak privately with my advocate before I answer. Then stop. You do not owe the team an immediate yes because a meeting is ending or several people say they agree.

What I will carry

I will track the questions, compare answers with the record, challenge unsupported conclusions, ask for the actual data, and keep the team from treating an unresolved issue as finished. You can stay focused on your child while I hold the structure of the meeting.

The guide I will have open during the meeting

Priority	Evidence	Request	Do not leave with
Reading service	Missing logs and no skill-level progress data	Maintain five sessions pending evidence	A reduction based on reassurance
Missed instruction	Provider gaps and cancellations	Full accounting and a decision about replacement	Another promise to check later
Writing baseline	No current independent sample	Complete and document the baseline	A goal with no starting point
Progress data	Narrative reports without scores	Monthly dated scores and samples	More statements that Jordan is improving

The standard for this meeting

We do not need every person in the room to agree with us. We need the evidence examined, the questions answered, the requests decided, and every commitment made specific enough to verify. If the district will not agree, the refusal and the basis for it must be clear.

The point of having me there

You are not hiring me to sit quietly and take notes. I will know the record, challenge answers that do not match it, and keep pressing until the team makes a real decision about your child's plan.