

# IEP Review

Student: "Sam T." (sample) · Grade 4 · Annual IEP review

The bottom line. Sam's IEP shows the school recognizes he needs support — but the goals aren't measurable and a key service is vaguely defined. As written, the team could report "progress" all year while Sam stays stuck. The three fixes below would change that. Bring them to the meeting.

## WHAT YOUR IEP CURRENTLY PROVIDES

- 30 minutes/day of specialized academic instruction in a resource room, group of 5
- Speech-language services listed as "consultation, as needed"
- Accommodations: extended time on tests, reduced written workload
- Progress reported each trimester by teacher report

## WHAT'S STRONG

- Sam qualifies and is getting daily specialized instruction and sensible accommodations.
- Extended time and reduced workload are appropriate — keep them.

## RED FLAGS

1

The goals aren't measurable.

IEP says: "Sam will improve his academic skills."

Why it's weak: No baseline, no target, no method — the team can claim progress without proving any.

Stronger: "Given grade-level tasks, Sam will [specific skill] with 90% accuracy across 3 consecutive sessions by [date]," with his current baseline stated.

2

A related service is vaguely defined.

IEP says: "speech-language: consultation, as needed"

Why it's weak: "Consult, as needed" isn't direct service — it names no minutes and can quietly mean nothing happens.

Stronger: Name direct service minutes and frequency (e.g., "2 × 30 min/week, direct"), or share the data showing consult is enough.

**3**

Minutes and group size may be too low.

IEP says: "30 min/day, group of 5"

Why it's weak: Intensive support often needs smaller groups; 1:5 may be too large to move the needle.

Stronger: Ask for the data behind the minutes and group size, and push for intensity tied to his baseline.

### YOUR TOP 3 PRIORITIES FOR THE MEETING

1. Get measurable goals with stated baselines.
2. Get the speech service defined as direct minutes (or the data justifying consult).
3. Get the rationale for minutes and group size — and push for matching intensity.

### QUESTIONS TO ASK AT THE TABLE

- "What is Sam's current baseline on each goal, in numbers?"
- "Is speech a direct service or consult — and what data supports that?"
- "How will progress be measured, and how often will I get the data?"
- "What is the basis for 30 minutes in a group of five?"

### A LETTER YOU CAN SEND (PARENT CONCERNS)

Dear IEP Team,

Ahead of our meeting on [date], I want to share my concerns for the record. Sam's current goals aren't measurable — they have no baselines or targets — and his speech-language service is listed only as "consultation, as needed," with no direct minutes.

At the meeting I'd like us to (1) write measurable goals with baselines, (2) define speech as a direct service with minutes (or share the data supporting consult), and (3) review whether the academic minutes and group size match Sam's needs. Please include this in Sam's record.

Thank you,  
[Parent name] · [date]