ADVANCE FOUNDATIONS ADVOCACY CENTER

Empowering Families. Protecting Student Rights. Ensuring Equitable Education for Every Child.

FAITH. Education. Justice.

IEP IMPLEMENTATION TRACKER

What is written matters. What is implemented matters too.

WHY USE THIS TRACKER?

An IEP is more than a meeting document. It describes the special education, related services, supplementary aids, accommodations, goals, supports, and other commitments the school must implement. This tracker helps families compare the written IEP with what is actually happening, organize records, identify patterns, and bring specific information back to the IEP team.

THE PARENT HOLDS THE HISTORY

Professionals bring expertise. Parents bring history. The child brings lived experience and voice. All three matter. Parents often see patterns across teachers, school years, providers, settings, and changes in the child's functioning. Tracking implementation turns those observations into an organized record.

AFAC KNOW-LEDGE

The goal is not to assume every missed service or problem is an IDEA violation. The goal is to KNOW what the IEP requires, document what occurred, ask for records and explanations when needed, and give the IEP team an opportunity to address concerns.

1. STUDENT AND IEP INFORMATION

Student Name: _____	**Date of Birth:** _____
School: _____	**Grade:** _____
Current IEP Date: _____	**IEP Review Date:** _____
Parent/Caregiver: _____	**Case Manager / Contact:** _____

2. BUILD YOUR IEP IMPLEMENTATION MAP

Before tracking day-to-day implementation, copy the exact commitments from the current IEP. Use the IEP itself, not memory. Add pages if your child has more services or supports.

IEP Item	What the IEP Says	Frequency / Amount	Location	Responsible Staff	Start / End

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3. GOAL AND PROGRESS MAP

List each annual goal, the baseline if stated, how progress is measured, and when progress should be reported.

Goal / Skill	Baseline	Target	How Measured	Progress Report Schedule	Current Data / Notes

4. SERVICE DELIVERY LOG

Use for special education instruction and related services such as speech, OT, PT, counseling, adapted PE, vision, nursing, transportation, or other IEP services. Record what you know. If you are unsure, mark it as unknown and request records rather than guessing.

Date	Service / Provider	IEP Amount Due	Provided?	Actual Amount	Missed / Shortened Reason	Make-Up Offered?	Parent Notes / Evidence

5. ACCOMMODATION, MODIFICATION, SUPPORT AND AT TRACKER

Track whether required accommodations, modifications, supplementary aids, behavior supports, communication supports, assistive technology, health supports, or other IEP provisions were available when needed.

Date / Class / Event	IEP Support Required	Provided?	What Happened	Impact on Access / Participation	Evidence / Follow-Up

6. GOAL PROGRESS AND DATA TRACKER

Progress should connect to the measurable goal. Record school-reported data, work samples, observations, and questions. Parent observations are useful, but distinguish them from school-collected progress data.

Date	Goal	Data / Score / Work Sample	Source	Progress Seen?	Questions / Concern	Follow-Up

Date	Goal	Data / Score / Work Sample	Source	Progress Seen?	Questions / Concern	Follow-Up

7. MISSED, CHANGED, OR INTERRUPTED SERVICE LOG

Use this page when a service is missed, shortened, substituted, rescheduled, or delivered differently from the IEP. One entry does not by itself determine whether FAPE was denied. Patterns, educational impact, the reason, and the school's response matter.

Date	IEP Requirement	What Occurred	Reason Given	Educational Impact / Concern	School Response	Make-Up / Corrective Action	Resolved?



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8. DOCUMENTS TO SAVE

☐ Current IEP and amendments
☐ Evaluation and reevaluation reports
☐ IEP progress reports
☐ Report cards and assessment results
☐ Service logs or provider records available to the parent
☐ Attendance and removal records
☐ Emails, messages, and meeting notes
☐ Work samples and dated schoolwork
☐ Behavior data, incident reports, FBA/BIP records when applicable
☐ Transportation, nursing, communication, AAC, AT, or other relevant records
☐ Parent notes showing dates, concerns, requests, and responses

9. IMPLEMENTATION CHECKPOINT

☐ Yes ☐ No ☐ Unsure	Are the services in the IEP being delivered at the written frequency, amount, location, and duration?
☐ Yes ☐ No ☐ Unsure	Are accommodations and supports consistently available in the settings where the IEP requires them?
☐ Yes ☐ No ☐ Unsure	Are staff responsible for implementation aware of the relevant IEP requirements?
☐ Yes ☐ No ☐ Unsure	Is my child receiving access to assistive technology, AAC, behavior supports, health supports, or other required provisions?
☐ Yes ☐ No ☐ Unsure	Am I receiving progress reports on the schedule stated in the IEP?
☐ Yes ☐ No ☐ Unsure	Does the progress information contain enough data to understand whether goals are being met?
☐ Yes ☐ No ☐ Unsure	Are missed or interrupted services being documented and addressed?
☐ Yes ☐ No ☐ Unsure	Has my child's need changed enough that the IEP team should reconvene?

10. WHEN YOU FIND A CONCERN

1. VERIFY

Read the exact IEP language. Identify the service, support, goal, accommodation, frequency, location, duration, or other commitment involved.

2. DOCUMENT

Record dates, what occurred, who you contacted, the response, and any educational impact. Save supporting records.

3. ASK

Ask the school for clarification and, when appropriate, records that help verify implementation, such as service logs, progress data, or other education records available to you.

4. REQUEST A MEETING

If the concern continues or is significant, request an IEP meeting to review implementation, progress, needs, services, supports, and possible corrective action.

5. GET DECISIONS IN WRITING

When the school proposes or refuses an IDEA action for which Prior Written Notice is required, ask for the required notice explaining the decision and basis.

6. ESCALATE WHEN NEEDED

If the issue is not resolved, review applicable Louisiana special education dispute-resolution options or seek individualized advocacy or legal guidance.

> **AFAC LANGUAGE TO USE**
>
> "I am concerned that my child's IEP may not be implemented as written. Please review the attached dates and information with me. I am requesting documentation that will help us verify implementation, and I am requesting an IEP team meeting if needed to address missed services, access, progress, educational impact, and any corrective action the team should consider."

11. PARENT SUMMARY FOR THE IEP TEAM

My implementation concern:

_____

_____

What the IEP requires:

_____

_____

What I documented:

_____

_____

How this affected my child's access, participation, progress, safety, communication, or other educational need:

_____

_____

What I asked the school to do:

_____

_____

The school's response:

What remains unresolved:

My request to the IEP team:

12. AFAC KNOW-LEDGE: IMPORTANT DISTINCTIONS

Missed service vs. pattern

A single missed session and a repeated implementation problem are not necessarily the same. Track frequency, reasons, make-up efforts, educational impact, and recurrence.

Parent observation vs. school data

Both can matter. Label the source so the team can understand what is a parent observation, what is a school record, and what is provider or assessment data.

Written IEP vs. informal promise

Track what is actually written in the IEP. If the team agrees to a change that should be reflected in the IEP, ask when the written document will be updated.

Implementation concern vs. changing the IEP

Sometimes the IEP is appropriate but is not being implemented. Sometimes the child's needs or the plan itself need revision. The IEP team should identify which problem it is addressing.

13. PRIMARY LEGAL FOUNDATION

- IDEA regulations at 34 C.F.R. §§ 300.320-300.324 address IEP content, development, review, revision, and implementation.
- 34 C.F.R. § 300.323 requires the public agency to ensure the IEP is accessible to each responsible regular education teacher, special education teacher, related-service provider, and other service provider, and that each is informed of specific responsibilities and accommodations, modifications, and supports that must be provided.
- 34 C.F.R. § 300.503 addresses Prior Written Notice when a public agency proposes or refuses certain actions involving identification, evaluation, educational placement, or FAPE.
- Louisiana Department of Education provides special education dispute-resolution processes for families and school systems.

ADVOCACY SUPPORT NOTE

This AFAC resource is provided for parent education, documentation, and advocacy support. It is not legal representation or individualized legal advice. A tracker does not by itself establish a legal violation or entitlement to a particular remedy. Individual facts, educational impact, the IEP language, school records, and applicable law matter.