

## WHAT THIS WALKTHROUGH COVERS

This walkthrough is about Jordan, a 16-year-old in Grade 10, and the IEP dated March 5, 2026. It is meant to help you understand what the plan actually says, see which parts are clear and which parts are worth a question, and walk into your next conversation with the school knowing what to ask.  Clear,  Clarify, and  Priority are guides to help you prioritize this walkthrough. They do not indicate legal compliance or a legal conclusion.

## YOUR IEP AT A GLANCE

- **Main needs identified:** Reading (decoding, fluency, and comprehension), written expression, attention and organization (linked to ADHD), and reading-related frustration that has led to leaving class.
- **Annual goals (five):** Reading fluency, reading comprehension, written expression, math word problems, and self-advocacy.
- **Special education and related services:**
  - Specialized reading instruction: 3 times per week, 30 minutes, resource room, group of 3 to 5.
  - Specialized academic support (English/history): daily, 15 minutes, in the general education classroom.
  - Specialized math support: daily, 15 minutes, in the general education classroom.
  - Speech-language therapy: 2 times per month, 30 minutes, therapy room.
  - Counselor check-in: 1 time per month, 20 minutes.
  - Time in general education: about 78%.
- **Key accommodations:** Extended time (up to 1.5x), read-aloud (except when a task measures decoding), audiobooks/digital text, graphic organizers, chunking of assignments, teacher check-ins, breaks as needed, calculator, reduced copying.
- **Progress reporting:** Quarterly, at the same time as report cards, with a short narrative and available data.
- **Behavior:** The plan notes Jordan has left class three times during or before reading tasks. No formal behavior assessment and no behavior plan are in place.
- **Assistive technology:** The plan marks "No" for assistive technology, while listing audiobooks, digital text, and speech-to-text elsewhere.
- **Placement:** General education with pull-out for reading and speech.
- **Extended School Year (ESY):** Team decided Jordan does not need it; no regression/recoupment data were collected.
- **Transition (starts at 16):** College/training and employment goals, counselor meetings, encouragement to attend a college fair.

This copy appears complete. It is a synthetic sample document (it says so on every page), so treat this as a walkthrough of the plan's contents, not a record about a real child.

## THE BIG PICTURE

This IEP is built mainly around Jordan's reading needs, with connected attention to writing, organization, and self-advocacy. Many of the core parts connect well: the present levels describe reading and writing difficulties, and there are goals and services aimed at those areas. The clearest areas are the goals, which mostly have specific numbers, and the services, which mostly state how often and how long.

A few areas deserve the most attention. The plan documents reading you asked about (structured literacy, 5 days a week per a private evaluation) but does not explain how the team responded to that recommendation. It identifies a behavior that is impeding learning but attaches no data collection or plan. The most recent progress note refers to goals that do not appear to exist in the plan. And the plan says

"no assistive technology" while listing technology supports. None of this means anything is wrong with the plan as a legal matter; these are simply the places where a clear question will help you most.

#### WHAT LOOKS CLEAR OR WELL CONNECTED

 **Clear: Reading fluency goal has a specific target** The starting point (96 words correct per minute, with reduced accuracy on unfamiliar longer words) and the target (115 words correct per minute at 95% accuracy on 3 consecutive probes) are both stated as numbers, with a plain way to check them. Note that the baseline was taken on a grade-10 passage while the target is set on "instructional-level" passages, so the two are measured under somewhat different conditions; you may want the team to explain what "instructional-level" means here.

 **Clear: Reading comprehension goal is measurable** The baseline (50% when reading independently, 78% when read aloud) and the target (80% accuracy on literal and inferential questions, 4 of 5 trials) give a clear numeric starting point and target.

 **Clear: Self-advocacy goal is well defined** The starting point (asks for help after a teacher initiates a check-in) and the target (requests help, clarification, or a break in 4 of 5 opportunities) describe the same skill and are checkable.

 **Clear: Reading services state how often, how long, and where** The reading instruction and support services each list frequency, duration, provider, and location.

 **Clear: Several accommodations connect to documented difficulties** Read-aloud, audiobooks, extended time, and graphic organizers all tie directly to the reading and writing needs described in the present levels.

 **Clear: Parent request about communication and reading was recorded** Your requests for more consistent communication about missing assignments and for more intensive reading support are written into the input section.

#### WHAT DESERVES A CLOSER LOOK

##### **Clarify: Reading fluency baseline and target use different passages**

- What the IEP says: The starting point is measured on a grade-10 passage; the target is measured on "instructional-level" passages.
- Why you may want to clarify it: Progress is easier to track when the same kind of text is used at the start and the end. "Instructional-level" is not defined, so it is hard to know what will be counted as success.
- A question you could ask: "What does 'instructional-level passage' mean for Jordan, and how will you keep the measurement consistent so we can see real growth?"

##### **Clarify: Written expression goal is a big jump with no in-between spelling detail**

- What the IEP says: The starting point is one organized paragraph with a graphic organizer. The one-year target is a five-paragraph essay with "correct spelling," scoring 90% on a teacher-made rubric.
- Why you may want to clarify it: That is a large jump in one year, and "correct spelling" is not defined against the present levels, which note ongoing spelling difficulty. The rubric is not attached, so it is hard to know how 90% will be judged.
- A question you could ask: "Can we see the writing rubric, and can you walk me through how the steps from one paragraph to a five-paragraph essay with correct spelling will be built over the year?"

##### **Clarify: Math goal appears in the plan though no math skill deficit was identified**

- What the IEP says: The present levels state Jordan is at or near grade level in math and that no math-specific deficit was found, yet there is a math word-problem goal and daily math support.
- Why you may want to clarify it: When a goal and a service exist for an area with no identified deficit, it helps to understand what they are targeting (reading inside word problems, or math itself).
- A question you could ask: "Since no math skill deficit was identified, what exactly is the math goal and the daily math support meant to address?"

##### **Clarify: Speech-language therapy is listed but the communication need is thinly described**

- What the IEP says: Speech therapy is 2 times per month for "language organization and classroom communication," and is described as both "consult and direct."
- Why you may want to clarify it: The present levels do not describe a specific communication difficulty in detail, and "consult and direct" does not say how much of each Jordan receives.
- A question you could ask: "What communication need is the speech therapy addressing, and how much of the twice-monthly time is direct work with Jordan versus consultation with staff?"

#### **Clarify: Reevaluation data are from January 2023**

- What the IEP says: The most recent formal reevaluation is dated 01/2023, and the team decided existing data were sufficient without a new district evaluation.
- Why you may want to clarify it: Confirming the reevaluation schedule helps you know when the next formal look is planned, especially with a private evaluation now in the file.
- A question you could ask: "When is Jordan's next formal reevaluation due, and how does the new private evaluation fit into that timeline?"

#### **Clarify: ESY decided with no regression data collected**

- What the IEP says: The team decided Jordan does not need ESY and states that no regression or recoupment data were collected for this review.
- Why you may want to clarify it: The decision is stated without the kind of data that usually supports it, so it helps to know what the decision was based on.
- A question you could ask: "What information did the team use to decide Jordan does not need extended school year services?"

#### **Clarify: Transition plan is general for a student who named specific interests**

- What the IEP says: Jordan named video game design, animation, and sports management, and said he does not know what classes he needs for college. The transition goals say he will "attend college or a postsecondary training program" and "obtain employment in an area related to his interests."
- Why you may want to clarify it: The goals are broad given how specific Jordan's stated interests are, and he directly said he is unsure which courses to take.
- A question you could ask: "Can the transition plan name specific next steps and courses tied to Jordan's interests, and can we schedule the counselor meeting about graduation and college requirements he asked about?"

#### **Priority: The private evaluation's reading recommendation is not addressed**

- What the IEP says: The private neuropsychological evaluation you submitted recommended structured literacy (an Orton-Gillingham based approach), 5 times per week for 45 minutes, with a trained reading specialist. The plan provides reading instruction 3 times per week for 30 minutes in a group, focused on "reading strategies, vocabulary, and fluency practice," delivered by a special education teacher.
- Why you may want to clarify it: The plan does not explain how the team considered the specific recommendation or why the provided reading service differs from it in method, frequency, duration, and who delivers it. This goes to the heart of Jordan's main need.
- A question you could ask: "How did the team consider the private evaluation's structured literacy recommendation, and can you explain the reasons the reading service differs from it in approach, minutes, and provider?"

#### **Priority: A behavior is identified as impeding learning, but no data or plan is attached**

- What the IEP says: The plan answers "Yes" to whether behavior impedes learning and describes three times Jordan left class during or before reading tasks. It notes no formal frequency, duration, or antecedent data were collected, no functional behavioral assessment was done, and no behavior plan is attached. The supports listed are informal check-ins and breaks.

- Why you may want to clarify it: The plan names a behavior tied to Jordan's reading frustration but does not attach a structured way to understand or address it. Leaving class relates to both learning and where Jordan is during the school day.
- A question you could ask: "Since behavior is marked as impeding learning, will the team collect data or consider a functional behavioral assessment, and how will staff consistently respond when Jordan leaves during reading tasks?"

#### **Priority: Progress note describes goals that do not appear in the plan**

- What the IEP says: The January 2026 progress note says Jordan has shown growth on "decoding and self-advocacy goals" and is progressing toward reading comprehension and written expression goals. The team itself noted it could not locate separate decoding or self-advocacy goals in the prior (2025) IEP.
- Why you may want to clarify it: Progress reports should measure the goals that are actually in the plan. If the note refers to goals that were not there, it is hard to trust that the reporting reflects real, tracked progress.
- A question you could ask: "The January progress note mentions a decoding goal and a self-advocacy goal that the team could not find in the prior IEP. Can you show me which goals were actually being measured, and confirm future progress reports will track only the goals in this IEP?"

#### **Priority: The plan says 'no assistive technology' while listing technology supports**

- What the IEP says: The special factors section marks assistive technology as "No" and says no evaluation is proposed. Elsewhere the plan lists audiobooks, digital text, and speech-to-text, and you specifically asked about assistive technology for audiobooks, text-to-speech, and organizing longer assignments.
- Why you may want to clarify it: The "No" answer and the technology supports listed elsewhere point in different directions, and your direct request does not appear to have a written response.
- A question you could ask: "The plan lists audiobooks, digital text, and speech-to-text but marks assistive technology as 'No.' Can you explain that, and give a written response to my request for an assistive technology look at Jordan's needs?"

### **QUESTIONS WORTH BRINGING TO YOUR NEXT IEP CONVERSATION**

1. How did the team consider the private evaluation's structured literacy recommendation, and what are the reasons the reading service differs in approach, minutes, and provider?
2. Since behavior is marked as impeding learning, will the team collect data or consider a functional behavioral assessment, and how will staff respond consistently when Jordan leaves during reading tasks?
3. The January progress note mentions a decoding goal and a self-advocacy goal the team could not find in the prior IEP. Which goals were actually being measured, and will future reports track only the goals in this IEP?
4. The plan lists audiobooks, digital text, and speech-to-text but marks assistive technology as "No." Can you explain that and respond in writing to my request about assistive technology?
5. Can we see the writing rubric, and can you walk me through how Jordan moves from one paragraph to a five-paragraph essay with correct spelling in one year?
6. What does "instructional-level passage" mean for the fluency goal, and how will measurement stay consistent from start to finish?
7. Can the transition plan name specific courses and next steps tied to Jordan's interests, and can we schedule the counselor meeting about graduation and college requirements he asked about?

### **WHAT TO MONITOR GOING FORWARD**

- Whether the listed services actually appear on Jordan's schedule, especially the 3-times-a-week reading instruction and the daily supports.
- Whether the quarterly progress reports arrive on time and measure the exact goals in this plan (reading fluency, comprehension, writing, math word problems, self-advocacy), not goals from another year.

- Whether the accommodations Jordan needs most (read-aloud, audiobooks, extended time, breaks, check-ins) are consistently available, since several are worded "when available" or "as staff availability permits."
- Whether staff have a shared, understood way to respond when Jordan leaves class during reading tasks.
- Whether the communication you asked for about missing assignments actually happens, given the 14 missing assignments noted last quarter.
- Whether any changes agreed to at the meeting show up in the finalized, signed IEP.

#### **WHEN IT MAY HELP TO TALK TO A PROFESSIONAL**

Several document-level items here cluster around Jordan's central reading need and a documented behavior: the private evaluation's reading recommendation is not addressed in writing, a behavior marked as impeding learning has no data or plan behind it, and progress reporting references goals that do not appear to exist. These questions appear suitable to raise directly with the team first. If, after that conversation, you still do not have clear answers on the reading approach or the behavior supports, a special education advocate or attorney could help you interpret the responses and decide on next steps.

#### **WHAT THIS WALKTHROUGH CANNOT TELL YOU**

From the document alone, this walkthrough cannot tell whether the listed services are actually being delivered, whether the evaluation numbers are accurate, what was said in the meeting, what Jordan needs beyond what is written, what the school or your family knows outside this document, or whether any legal requirement was met. It reflects only what the pages say.

#### **CLOSING NOTE**

This walkthrough is provided for educational purposes only. It is not legal advice, does not create any professional relationship, and is not a substitute for the advice of a qualified special education advocate or attorney. Some of what applies to your child's IEP depends on your state's specific rules, which this walkthrough cannot confirm. A local advocate, attorney, or your state's parent training and information center can help verify anything state-specific.