

Individualized Education Program (IEP)

CONFIDENTIAL - Education Record | Synthetic Sample

Synthetic demonstration document

This IEP is fictional and intentionally includes realistic internal inconsistencies, vague drafting, and incomplete follow-through so that sample VantageIEP memoranda and walkthroughs can demonstrate what the product surfaces. It is not based on any real student or school record.

Student and Meeting Information

Field	Information	Field	Information
Student Name	Jordan A. Reyes	Date of Birth	04/12/2010
Age / Grade	16 / Grade 10	Student ID	MV-2010-44871
School	Meridian Valley High School	District	Meridian Valley Unified School District
Primary Disability	Specific Learning Disability (SLD)	Secondary Disability	Other Health Impairment (OHI) - ADHD
Native Language	English	Interpreter Needed	No
Meeting Date	03/05/2026	Meeting Type	Annual Review
IEP Effective Dates	03/05/2026 - 03/04/2027	Last Annual Review	02/28/2025
Initial Eligibility Date	11/14/2018	Most Recent Reevaluation	01/22/2023
Case Manager	T. Holloway, M.Ed.	School Year	2025-2026 / 2026-2027

1. Eligibility and Evaluation Summary

Jordan continues to meet eligibility criteria as a student with a Specific Learning Disability in reading fluency and reading comprehension. The team also reviewed the impact of ADHD on attention, planning, organization, and task completion and continues to identify Other Health Impairment as a secondary eligibility category.

The team reviewed existing data and determined that the available information was sufficient to develop the annual IEP. No additional district evaluation was proposed at this time.

Evaluation data considered

Source	Summary of Information Reviewed
Woodcock-Johnson IV Tests of Achievement, 01/2023	Broad Reading SS 78; Reading Fluency SS 74; Passage Comprehension SS 81; Broad Written Language SS 85.
WISC-V, 01/2023	FSIQ 103; Verbal Comprehension 106; Working Memory 82; Processing Speed 79.
District oral reading fluency measure, 09/2025	96 words correct per minute on a grade-10 passage; grade-level benchmark approximately 150 WCPM. Accuracy decreased on unfamiliar multisyllabic words.
Curriculum-based comprehension probes, 10/2025-01/2026	Average 50% accuracy on grade-level passages read independently; average 78% accuracy when text was read aloud.
Private neuropsychological evaluation submitted by parent, 09/2025	Identified a significant deficit in phonological processing and recommended structured literacy intervention using an Orton-Gillingham based approach, 5 times per week for 45 minutes, delivered by a trained reading specialist.
Teacher input and grade reports, 2025-2026	Passing grades in most classes with accommodations and frequent teacher support. Late and incomplete assignments increased during second quarter.
Parent and student input, annual review	Parent requested more intensive reading support and better communication about homework. Jordan reported that he wants to attend college and that long reading assignments are frustrating.

2. Parent, Student, and Teacher Input

Parent input

Jordan's parent reported that homework involving independent reading often takes much longer than expected and is a frequent source of stress at home. Parent shared that Jordan can discuss class content well after listening to it but avoids assignments that require sustained independent reading. Parent submitted the 09/2025 private neuropsychological evaluation and asked the team to consider the structured literacy recommendation and a plan for building Jordan's independent reading skills before eleventh grade.

Parent also requested more consistent communication about missing assignments and asked whether Jordan should receive assistive technology support for audiobooks, text-to-speech, and organization of longer assignments.

Student input

Jordan stated that he likes science, history discussions, graphic novels, and hands-on projects. He said he uses audiobooks whenever possible and finds it embarrassing to read aloud in class when the passage includes unfamiliar words. Jordan said he wants to go to college after high school, possibly for video game design, animation, or sports management. He said he is not sure what classes he needs to take to prepare for college.

General education teacher input

Teachers described Jordan as respectful, humorous, and engaged during group instruction. He participates when content is presented orally or visually. Teachers also reported that Jordan frequently needs reminders to begin independent work, loses track of multi-step assignments, and sometimes submits partially completed work. One

teacher noted that Jordan left class three times this year during extended independent reading activities and returned after a brief break or check-in.

3. Present Levels of Academic Achievement and Functional Performance

Reading - decoding, fluency, and comprehension

Jordan reads below grade level. On the fall 2025 district oral reading fluency measure, he read 96 words correct per minute on a grade-10 passage, compared with a benchmark of approximately 150 words correct per minute. His reading was more accurate with familiar text and repeated readings. Accuracy decreased when Jordan encountered longer, unfamiliar, or multisyllabic words. Teachers report that he often relies on context, sentence meaning, and visual cues rather than consistently applying decoding strategies.

Jordan's listening comprehension is a relative strength. When a passage is read aloud, he can answer literal and inferential questions, participate in discussion, and connect the passage to prior knowledge. When he reads independently, comprehension decreases because he spends significant effort on decoding and maintaining fluency. The private evaluation submitted by parent describes a phonological processing weakness that affects automatic word recognition and reading stamina.

Jordan benefits from previewing vocabulary, listening to text, repeated reading, teacher modeling, and opportunities to discuss content before answering written questions. His teachers report that he works hard and has a positive relationship with adults, but he is increasingly frustrated by the amount of independent reading required in tenth grade.

Written expression

Jordan can write a single organized paragraph with a clear topic sentence and two to three supporting details when provided a graphic organizer, sentence starters, and a model. Without these supports, his writing is shorter and less organized, and he often omits transitions or supporting evidence. Spelling remains inconsistent, especially for longer words and words with vowel teams or silent letters. Jordan sometimes avoids revising written work because he is unsure how to improve spelling and organization.

Jordan can dictate ideas at a higher level than he writes independently. He benefits from prewriting conferences, oral rehearsal, word prediction, and the option to use speech-to-text for longer writing assignments. Teachers report that Jordan's written responses do not always reflect his understanding of class discussions.

Mathematics

Jordan performs at or near grade level in mathematics. He completes computation and problem-solving tasks with his class and shows confidence in math. Word problems are sometimes difficult when the language is lengthy or when Jordan must read the problem independently. When the problem is read aloud or key information is highlighted, Jordan usually identifies the operation and completes the calculation. No math-specific skill deficit was identified by the team.

Attention, organization, and executive functioning

Jordan's ADHD affects sustained attention, planning, organization, and completion of multi-step assignments. He often needs an adult check-in to begin work and another check-in to confirm that he has recorded the assignment correctly. Teachers report late or incomplete work in English, history, and biology. Jordan uses a school planner inconsistently. His parent reports that Jordan often says he has no homework and later discovers missing assignments in the online gradebook.

Jordan responds positively to respectful redirection, chunked assignments, teacher check-ins, and visual reminders. Executive-functioning demands have increased in tenth grade because assignments require longer reading, multi-day planning, and independent completion outside class.

Social, emotional, and behavioral functioning

Jordan is well-liked by peers and generally follows classroom expectations. He sometimes becomes visibly frustrated during reading-heavy assignments. Teachers documented three incidents this year in which Jordan

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left the classroom without permission during or immediately before independent reading tasks. In each incident, Jordan returned within a few minutes on his own or after a brief check-in from staff. The team discussed that the incidents appear connected to frustration and task avoidance during reading demands.

The team currently uses informal check-ins, access to a brief break, and encouragement to return to task. No formal behavior plan is currently in place.

Health and attendance

Jordan has a medical diagnosis of ADHD, combined presentation. Medication is managed outside school by his physician. No school-based health plan is currently in place. Attendance is generally regular, with seven absences and four tardies recorded as of the annual review date.

4. Prior-Year Progress and Current Performance Data

Area	Data Reviewed by Team
Reading comprehension goal, 2025 IEP	Quarter 1: 55%; Quarter 2: 58%; January progress note states Jordan is making steady progress and is expected to meet the goal.
Written expression goal, 2025 IEP	Jordan writes one organized paragraph with a graphic organizer; progress report refers to growth on multi-paragraph writing but provides no rubric score.
Decoding goal referenced in January progress note	January progress note states Jordan has shown growth on decoding and self-advocacy goals. The current IEP team did not locate separate decoding or self-advocacy annual goals in the 2025 IEP.
Homework and assignment completion	Gradebook indicates 14 missing or late assignments across English, history, and biology during the second quarter.
Behavior/reading incidents	Three documented classroom exits during reading-heavy tasks. No formal frequency, duration, or antecedent data collection was completed.

5. Measurable Annual Goals

Progress toward annual goals will be reported quarterly, concurrent with general education report cards. Unless otherwise noted, progress will be measured by curriculum-based assessments, teacher-made assessments, work samples, teacher observation, and classroom performance.

Goal	Baseline	Annual Goal	Method of Measurement
Goal 1 - Reading Fluency	Baseline: Jordan reads 96 WCPM on a grade-10 passage with reduced accuracy on unfamiliar multisyllabic words.	By 03/2027, Jordan will improve reading fluency to 115 words correct per minute on instructional-level passages with 95% accuracy on 3 consecutive probes.	Curriculum-based oral reading fluency probes and teacher observation.
Goal 2 - Reading Comprehension	Baseline: 50% accuracy on grade-level comprehension probes when reading independently; 78% when text is read aloud.	By 03/2027, when given a grade-level passage and 10 comprehension questions, Jordan will answer literal and inferential questions with 80% accuracy on 4 of 5 trials.	Curriculum-based assessments and classroom probes.
Goal 3 - Written Expression	Baseline: Jordan writes one organized paragraph with a graphic organizer and model.	By 03/2027, Jordan will write a five-paragraph essay with correct spelling, scoring 90% on a teacher-made rubric on 4 of 5 trials.	Writing rubric, work samples, teacher-made assessments.
Goal 4 - Mathematics Word Problems	Baseline: Jordan solves multi-step word problems with 65% accuracy when reading independently and higher accuracy when read aloud.	By 03/2027, Jordan will solve multi-step word problems with 80% accuracy on 4 of 5 trials.	Teacher-made tests and classroom performance.
Goal 5 - Self-Advocacy	Baseline: Jordan sometimes asks for help after a teacher initiates a check-in.	By 03/2027, Jordan will request help, clarification, or a short break when he does not understand an assignment in 4 of 5 observed opportunities.	Teacher observation and student conference notes.

Short-term objectives / benchmarks

- Reading Fluency: By 06/2026, Jordan will read instructional-level passages at 105 WCPM with 95% accuracy on 3 consecutive probes. By 11/2026, he will read instructional-level passages at 110 WCPM with 95% accuracy on 3 consecutive probes.
- Reading Comprehension: By 06/2026, Jordan will answer literal questions with 70% accuracy on 3 of 5 trials. By 11/2026, he will answer inferential questions with 70% accuracy on 3 of 5 trials.
- Written Expression: By 06/2026, Jordan will write a three-paragraph composition using a graphic organizer, scoring 3 of 4 on organization. By 11/2026, he will write a five-paragraph composition using a graphic organizer, scoring 3 of 4 on organization.
- Mathematics Word Problems: By 06/2026, Jordan will identify the operations needed in two-step word problems with 80% accuracy. By 11/2026, he will solve two-step word problems with 80% accuracy.
- Self-Advocacy: By 06/2026, Jordan will identify when he needs help or a break using a teacher-provided checklist in 3 of 5 opportunities. By 11/2026, he will request help or a break verbally or using a card in 3 of 5 opportunities.

6. Special Education, Related Services, and Program Supports

Service	Frequency	Duration	Provider	Location	Notes
Specialized Reading Instruction	3 times per week	30 minutes	Special Education Teacher	Resource Room	Group of 3-5 students; focus on reading strategies, vocabulary, and fluency practice.
Specialized Academic Support	Daily	15 minutes	Special Education Teacher	General Education Classroom	Support during English or history as schedule permits.
Specialized Math Support	Daily	15 minutes	Special Education Teacher	General Education Classroom	Support with word problems and assignment completion.
Speech-Language Therapy	2 times per month	30 minutes	Speech-Language Pathologist	Therapy Room	Consult and direct support for language organization and classroom communication.
Counselor Check-In	1 time per month	20 minutes	School Counselor	Counseling Office	General check-in regarding school stress and planning.

Total time in general education: approximately 78%. Services begin on the IEP effective date and continue through 03/04/2027 unless amended by the IEP team.

Service delivery may be adjusted during school-wide testing schedules, assemblies, or shortened weeks. Missed sessions will be rescheduled when practicable.

Extended School Year (ESY)

The team considered ESY and determined that Jordan does not require ESY services at this time. The team reviewed progress reports and teacher input. No separate regression or recoupment data were collected for this annual review.

7. Supplementary Aids, Accommodations, and Modifications

Accommodation / Support	When Used	Description
Extended time	Assignments and assessments	Up to 1.5x standard time unless otherwise specified by classroom teacher.
Preferential seating	General education classes	Near point of instruction and away from high-traffic areas when available.
Read-aloud / oral presentation	Classroom instruction and assessments	Text may be read aloud as appropriate and where permitted; does not apply to items measuring decoding.
Audiobooks or digital text	Lengthy reading assignments	Access when materials are available in digital format.
Graphic organizer	Writing tasks	Provided for multi-paragraph writing when requested or when assigned by teacher.
Chunking of assignments	Multi-step assignments and projects	Teacher breaks larger tasks into smaller parts and checks for understanding.
Teacher check-ins	Independent work	Check-in at start of independent work and before the end of class as staff availability permits.
Breaks as needed	Reading-heavy or writing-heavy activities	Student may request a brief break and return to task.
Reduced copying demands	Notes and board work	Access to teacher notes or guided notes when available.
Calculator	Math assessments and assignments	Permitted unless the item measures calculation without calculator.

Program modifications

Jordan will access the grade-level general education curriculum. Assignments may be shortened when the purpose of the assignment is practice and when shortening does not alter the standard being measured. Teachers may reduce the number of items requiring extended written responses while maintaining the same instructional objective.

Supports for school personnel

Special education teacher will consult with general education staff regarding accommodations and assignment chunking at least once per quarter. The SLP may consult with staff regarding language organization strategies as schedule permits.

8. Special Factors

Special Factor	Team Consideration
Does the student require assistive technology devices or services?	No. The team discussed audiobooks and digital text as classroom accommodations. No assistive technology evaluation is proposed at this time.
Does behavior impede the learning of the student or others?	Yes. Jordan has left class without permission on three occasions during or immediately before independent reading activities.
Positive behavior interventions, strategies, and supports considered	Teacher check-ins, access to brief breaks, encouragement to return to task, preferential seating, and chunking of reading assignments.
Functional Behavioral Assessment	Not completed this year.
Behavior Intervention Plan	Not attached.
English Learner considerations	Jordan is not an English Learner. Native language is English.
Blind/visually impaired or deaf/hard of hearing considerations	Not applicable.
Communication needs	Team discussed language organization and classroom communication. Speech-language therapy remains listed as a related service.

9. Secondary Transition Plan

Jordan is 16 years old. The team discussed postsecondary transition planning. Jordan participated in the meeting and provided input about his interests and preferences.

Transition Area	Description
Age-appropriate transition assessment	Student transition interest survey completed 02/2026; informal student interview during annual review.
Postsecondary education/training goal	After high school, Jordan will attend college or a postsecondary training program.
Employment goal	After high school, Jordan will obtain part-time or full-time employment in an area related to his interests.
Independent living goal	Not applicable at this time.
Courses of study	Jordan will take required courses for graduation and electives related to digital media when available.
Transition services/activities	Jordan will meet with the school counselor to discuss graduation requirements and college options. Jordan will be encouraged to attend the spring college fair.
Agency linkages	No outside agencies identified at this time.
Responsible parties	School counselor, case manager, student, parent.

10. Transfer of Rights

Jordan and his parent were informed that rights under IDEA will transfer to Jordan when he reaches the age of majority. The team provided notice at this annual review meeting. Jordan will turn 18 on 04/12/2028.

11. Least Restrictive Environment (LRE) and Placement

Jordan will be educated with non-disabled peers to the maximum extent appropriate. He will participate in general education classes with accommodations and supports. He will be removed from the general education classroom for specialized reading instruction and speech-language therapy.

The team considered the continuum of placement options and determined that the combination of general education with supplementary aids and services, specialized reading instruction in the resource room, and related services is appropriate at this time. A more restrictive special class placement was considered and rejected because Jordan can participate in the general education curriculum with supports.

Placement Option Considered	Team Decision / Rationale
General education with accommodations only	Rejected because Jordan requires specialized instruction in reading.
General education with resource-room reading instruction	Selected because Jordan can participate in general education with accommodations and targeted specialized instruction.
Special class for core academics	Rejected as more restrictive than necessary at this time.

12. Participation in State and District Assessments

Jordan will participate in state and district assessments with accommodations as listed in this IEP. Jordan is working toward a regular high school diploma and will access the general education curriculum.

Assessment	Participation / Accommodation
English Language Arts	Standard assessment with accommodations embedded and non-embedded as allowed.
Mathematics	Standard assessment with accommodations embedded and non-embedded as allowed.
Science	Standard assessment with accommodations embedded and non-embedded as allowed.
District reading benchmark	Alternate administration may be used when appropriate, including small-group setting and oral directions.
Physical fitness	Participates with accommodations as needed.

Assessment accommodations include extended time, small-group testing, read-aloud of directions, calculator where allowed, and breaks as needed. For reading assessments, read-aloud will be provided only when the accommodation does not invalidate the construct being measured.

13. Progress Reporting

Parents will be informed of Jordan's progress toward annual goals quarterly, at the same time as general education report cards. Progress reports will include a brief narrative and available data points.

Most recent progress note, 01/2026: "Jordan is making steady progress this quarter. He continues to progress toward his reading comprehension and written expression goals and has shown particular growth on decoding and self-advocacy goals. He remains on track to meet his goals by the annual review."

14. Prior Written Notice

This notice describes actions proposed by the IEP team at the meeting held on 03/05/2026.

PWN Item	Description
Action proposed	The team proposes to continue Jordan's eligibility and implement the annual IEP described in this document.
Explanation of action	The team reviewed existing evaluation data, classroom performance, parent input, student input, and teacher input and determined that the program described in this IEP is reasonably calculated to enable Jordan to make progress appropriate in light of his circumstances.
Evaluations, assessments, records, or reports used	Existing evaluation data; 01/2023 district evaluation; 09/2025 private neuropsychological evaluation submitted by parent; classroom performance; progress reports; teacher and parent input.
Other options considered	The team considered continuing current services, increasing reading support, adding additional organization supports, and maintaining the current service model. The team adopted the program described in this IEP.
Reasons other options were rejected	The team determined that the selected program provides appropriate support in the least restrictive environment. No other written reasons are provided.
Procedural safeguards	Parent was offered a copy of the Procedural Safeguards Notice.

15. Procedural Safeguards

The parent was offered a copy of the Procedural Safeguards Notice describing rights under the Individuals with Disabilities Education Act (IDEA), including the right to participate in meetings, examine educational records, obtain an independent educational evaluation, receive prior written notice, give or withhold consent when required, and pursue dispute-resolution options including mediation, state complaint, and due process hearing. Questions may be directed to the case manager or the district special education office.

16. IEP Team Participants

Name	Role	Attendance
T. Holloway, M.Ed.	Special Education Teacher / Case Manager	Present
R. Mbeki	General Education Teacher	Present
L. Fournier	Parent / Guardian	Present
Jordan A. Reyes	Student	Present for transition discussion
M. Calder	LEA Representative	Present for part of meeting
S. Patel, M.S., CCC-SLP	Speech-Language Pathologist	Excused from part of meeting
School Psychologist	Evaluation Specialist	Not present

Parent signature on file indicates attendance. Signature does not necessarily indicate agreement with all contents of the IEP.

17. Signatures and Consent

Team Member / Role	Signature	Date
Parent / Guardian		
Student, if applicable		
Special Education Teacher		
General Education Teacher		
LEA Representative		

Parent Consent: ☐ I give consent to implement this IEP. ☐ I do not give consent. ☐ I give consent except as noted.

Synthetic sample disclaimer

This is a fictional, synthetic IEP created for product demonstration and testing. Jordan A. Reyes, Meridian Valley Unified School District, Meridian Valley High School, and all names, dates, scores, and details are invented. No real student, family, district, school, or education record is represented. The document intentionally includes realistic drafting issues and internal inconsistencies so that sample VantageIEP outputs can demonstrate how a memorandum or parent walkthrough might surface issues for further human review.