

IEP progress reports are due **Thursday, June 18, 2020** and should include IEP goal progress data collected prior to school closure and progress data on student engagement during building closure and Continuous Learning Plan (CLP) learning priorities collected during school building closure.

*Case manager should send **progress reports to families via email**. For families who do not have email, send list of names via email to your regional records secretary to mail paper copies.*

- **Elementary and Middle School**
 - From February-March 13 utilize any data collected (data sets, anecdotal or observational) to note progress toward IEP goals in the respective goal sections.
 - During building closure utilize progress monitoring toward CLP critical skills
 - Document CLP critical skill progress monitoring in the **corresponding IEP goal section***. Be sure to note CLP critical skill progress to differentiate this progress data from IEP Goal progress data
- **High School**
 - Utilize progress monitoring toward CLP critical skills from April-June
 - Document CLP critical skills progress monitoring in **the corresponding IEP goal section***. Be sure to note CLP critical skill progress to differentiate this progress data from IEP Goal progress data.

****NOT ALL GOALS NEED CLP PROGRESS***

Completing Progress Reports:

- Case Managers and Related Service providers will utilize the Progress Report form in IEP Plus to report progress data.
- If you recently held an IEP meeting, you can indicate that no new progress data was collected due to IEP being held on [Insert Date] and report only CLP progress data.
- The following comments can be used in the comment section to explain progress markings:
 - **Guidance for reporting progress on each goal (see examples below):**
Enter progress data for goals based on data collected prior to building closure AND data collected during CLP implementation OR student engagement.
 1. Worked on the goal as written - report progress as usual
 2. Worked on the goal area as written AND via CLP during building closure. Report two areas of progress:
 - a. IEP goal progress based on data collected prior to building closure
 - b. Progress on critical skill learning priority during CLP implementation
 3. Worked on the goal area as written BUT NOT via CLP during building closure.
 - a. IEP goal progress based on data collected prior to building closure
 - b. Report why goal was not addressed via CLP (Parent nonresponsive, parent declined this area on CLP, not an area of focus for CLP)

IF YOU WANT SAMPLE LANGUAGE PLEASE SEE BELOW

Use of the sample language below is an option, not a requirement.

Examples for Scenario 2: Worked on the goal area as written AND via CLP during building closure

Reading Goal #1 Progress through COVID-19 school building closure on March 13 is as follows: Student has made steady progress toward this goal. As of March 13, 2020 Student was able to read 32/42 Dolch First grade sight words.

Reading Goal #1 was addressed during school building closure via Continuous Learning Plan. Student [consistently engaged/occasionally engaged/was unable to engage] with work provided for Dolch sight words. Based on [parent input, work samples submitted, observation, online platform data, etc.] Student [completed/met/has not yet met] work expectations related to targeted critical skills.

Examples for Scenario 3: Worked on the goal area as written BUT NOT via CLP during building closure

Reading Goal #1 Progress through COVID-19 school building closure on March 13 is as follows: Student has made steady progress toward this goal. As of March 13, 2020 Student was able to read 32/42 Dolch First grade sight words.

Reading Goal #1 was not addressed during school building closure via Continuous Learning Plan (CLP) because (choose one):

1. Parent was not able to be contacted to develop a CLP OR
2. Parent declined to address [insert service area] via CLP OR
3. Parent declined to access a CLP for their student.

Although there was no CLP in place, Student engaged in continuous learning as follows: Student attended [General Education Class Zooms, Special Education Class Zooms, Resources on online platforms, Packets sent home, etc.]

Student goal area included on CLP but student not engaging:

Goal was addressed during school building closure via Continuous Learning Plan. Student did not engage with work provided. Based on [parent input, work samples submitted, observation, online platform data, etc.] Student has not yet met work expectations related to targeted critical skills.

Student goal area not included on CLP/Family didn't access a CLP:

Goal was not addressed during school building closure via Continuous Learning Plan (CLP) because (choose one): 1. Parent was not able to be contacted to develop a CLP OR 2. Parent declined to address [insert service area] via CLP OR 3. Parent declined to access a CLP for their student.