

Chapter 9

IEP Progress Reports

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Legal Requirement for IEP Progress Reports

Beginning with the passage of IDEA '97, each IEP must state how the parents of students with an IEP will be informed of the progress their child is making toward annual IEP goals, and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year. Additionally, parents of students with disabilities must be regularly informed of their child's progress at least as often as parents are informed of nondisabled student's progress of their child's progress toward IEP goals and objectives/benchmarks (WAC 392-172-160).

In Seattle Public Schools, a statement is provided on the IEP that assures the parent that they will be regularly informed of their child's progress. The statement reads:

Student's parents will be regularly informed of progress toward annual goals through periodic IEP progress reports. The IEP progress reports will indicate the extent to which progress is sufficient to enable the student to achieve the IEP goals by the end of the school year. The IEP progress report will be issued as often as report cards are issued to parents of nondisabled students. IEP progress reports are sent home with the student. Parents are to sign an enclosed signature page to indicate receipt of the progress report, and have their child return the signature page to the special education provider.

This means that parents of students with disabilities will be informed of their child's progress toward IEP goals and objectives at each report card period.

The *IEP Progress Report* is in addition to the report card. The report card does not take the place of the report on how the student is progressing toward the achievement of IEP goals and objectives.

Parents are to be informed of their child's progress in all goals and objectives/benchmarks, including those included in the *ITP* and *BIP*.

A progress report form is required for each goal. For example, if a student has 5 goals in the IEP and 2 behavior goals in the *BIP*, a total of 7 progress reports sheets will be completed and sent home to the parents, along with a signature page, at each grading period.

Preparation of the IEP Progress Report

It is the responsibility of district special education teachers/related service providers to prepare and send the progress report home to parents. Special education teachers/related service providers are to complete the *IEP Progress Report* at each established grading period.

The *IEP Progress Report* includes the listing of each goal, and its related objectives found in the IEP, *ITP*, and *BIP*. For each objective, the special education teacher/related service provider is to rate the child's current level of performance using a scale of 1 to 4.

4 = Objective met

3 = Significant progress made

2 = Some progress made

1 = Little or no progress made

Moreover, the special education teacher/related service provider is to provide the actual level of performance for each objective using current assessments. This means that data must be recorded in the performance level space on the form. Special education service providers may simply report the level of performance that corresponds to the original objective. For example, if the objective states that the student will perform a specific skill on 4 out of 5 occasions, the report may indicate that at the time of the report, the student performs the skill on 2 out of 5 occasions.

Sending Home the IEP Progress Report

The *IEP Progress Report* is to be sent to the parent at each grading period. It is suggested that the progress report, along with a signature page, be attached to the student's report card and the information sent home as a packet.

The *IEP Progress Report* and a Signature Page is sent home to the parent. The parent is asked to sign and return the signature page to the special education support provider (i.e., special education teacher, related service provider) to indicate that he/she has received it.

Student Demonstrates Minimal or No Progress

When a student demonstrates minimal or no progress during a grading period, the special education teacher/related services provider, in consultation with the parent, should informally discuss instructional techniques and explore new interventions that may support student achievement.

If the IEP team believes that the student's lack of progress cannot be adequately addressed by altering instructional approaches, the IEP team is to **convene** an IEP meeting to discuss the student's current program. The purpose of this meeting is to determine if the appropriate services are being delivered and if the goals and objectives outlined in the IEP are appropriate.

One outcome of this meeting is to amend the IEP. The IEP may be amended to document (a) changes in services (e.g., an increase in minutes), (b) adjustments made to goals and objectives (e.g., altering the criterion of performance; adding objectives that are indicators of smaller steps of progress), or (c) addition of an *ITP* or *BIP*. Other changes may be made as well.

It is the responsibility of the team to address this issue early in order to adjust the program to ensure the student is receiving FAPE.

Submission of the IEP Progress Report

Special education teachers/related service providers are required, at the end of the year, to submit a copy of a completed *IEP Progress* that includes performance data for each reporting period, and a copy of the signed parent signature paper.

If a parent fails to return the parent signature page, the teacher/related service provider is to submit a copy of it, indicating that it was prepared and sent home.