



Bureau of Special Education

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Guidance for IEP Progress Reporting during the COVID-19 Pandemic

This is a working document, which may be updated frequently due to the rapidly changing response to this pandemic emergency and ongoing state and federal guidance updates.

The Individuals with Disabilities Education Act (IDEA) requires the individualized education program (IEP) for each student to describe when periodic reports on the progress the child is making toward meeting the annual goals will be provided to the parents. In Connecticut, this is recorded in the “Progress Reporting” section on page 10 of the IEP document. If due to the school closure a district is unable to issue progress reports in accordance with page 10 of the IEP, the district must still issue a progress report to each student with an IEP by the end of the 2019-2020 school year.

Districts may use an electronic IEP program to complete progress reports or provide a written summary about the student’s progress on each annual goal and short-term objective contained in the student’s IEP.

If the district uses its electronic IEP program, progress should be documented in the following way:

- For goals and objectives for which the district has sufficient data to determine the student’s progress, indicate the student’s level of mastery by using the corresponding code in the “Progress Reporting Key.”
- For goals and objectives for which sufficient data are not available to make a determination, use “O=Other” and include an explanation. For example: *The district has been unable to assess progress on this goal/objective using the evaluation procedure documented in the IEP since [insert date of last progress report] due to the extended school closure.* In these circumstances, the district should include alternative evaluative information, if any, that it was able to collect during the progress reporting period.
- For goals and objectives that the district has been unable to address, use progress code “NI=Not Introduced” if appropriate, otherwise use “O=Other” and include an explanation. For example: *The district was not able to effectively address this goal/objective through the continued learning opportunities offered during the period of extended school closure because [insert reason].*

If the district chooses to provide a written summary, progress information on each specific annual goal and short-term objective must be included. Unless otherwise noted, all data and narrative information in the progress report must be consistent with the evaluation procedure recorded in the student’s IEP. A district may create its own “progress codes” to indicate the level of mastery for the IEP goals and objectives as long as the codes are clearly defined in the report.