
**SPECIAL ED STUDENT PROGRESS TOWARDS
GOALS/OBJECTIVES (SED-P018)**
WENATCHEE SCHOOL DISTRICT

1.0 SCOPE:

1.1 This outlines the procedure to follow to determine whether the instructional strategies the teacher is using have allowed a student receiving special education services to make adequate progress towards the goals on the student's IEP.

**The online version of this
procedure is official;
therefore, all printed versions
are unofficial copies.**

1.2 Quote from page 55 WAC 392-172A-03090 (ii) "... the district will provide periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards."

2.0 RESPONSIBILITY:

2.1 Director of Special Education, Assistant Director of Special Education, IEP Team, Special Education Teacher, and appropriate Special Education staff

3.0 APPROVAL AUTHORITY:

3.1 Director of Special Education or Assistant Director of Special Education

4.0 DEFINITIONS:

4.1 Individualized Education Program (IEP) - The Individualized Education Program is a written statement of an educational program for a student eligible for special education that is developed, reviewed and revised in accordance with state and federal guidelines (at least annually).

5.0 PROCEDURE:

5.1 Implement student's IEP.

5.2 Develop and implement instructional strategies with which to provide instruction according to the student's IEP.

5.3 Assess student progress toward goals. (See quote in 1.2)

5.4 Record systematic data and evaluate student progress based on that data.

5.4.1 If the student is not making progress, inform parents, reassess instructional strategies, implement new strategies, and record data on student portfolio. Repeat process 6-8 weeks, or implement new intervention and collect data. Reports of student progress are required quarterly, at a minimum.

5.4.2 If the student is making adequate progress, record data in student portfolio, inform parents of student progress at least quarterly, and continue to work towards completion of goals.

5.5 If the student meets all goals on the IEP, reconvene the IEP team to review the IEP and determine the need for new goals and/or continued services.

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6.0 ASSOCIATED DOCUMENTS:

- 6.1 Student's IEP
- 6.2 Student Portfolio
- 6.3 Classroom, State, and District Assessment Data
- 6.4 Student Progress Report

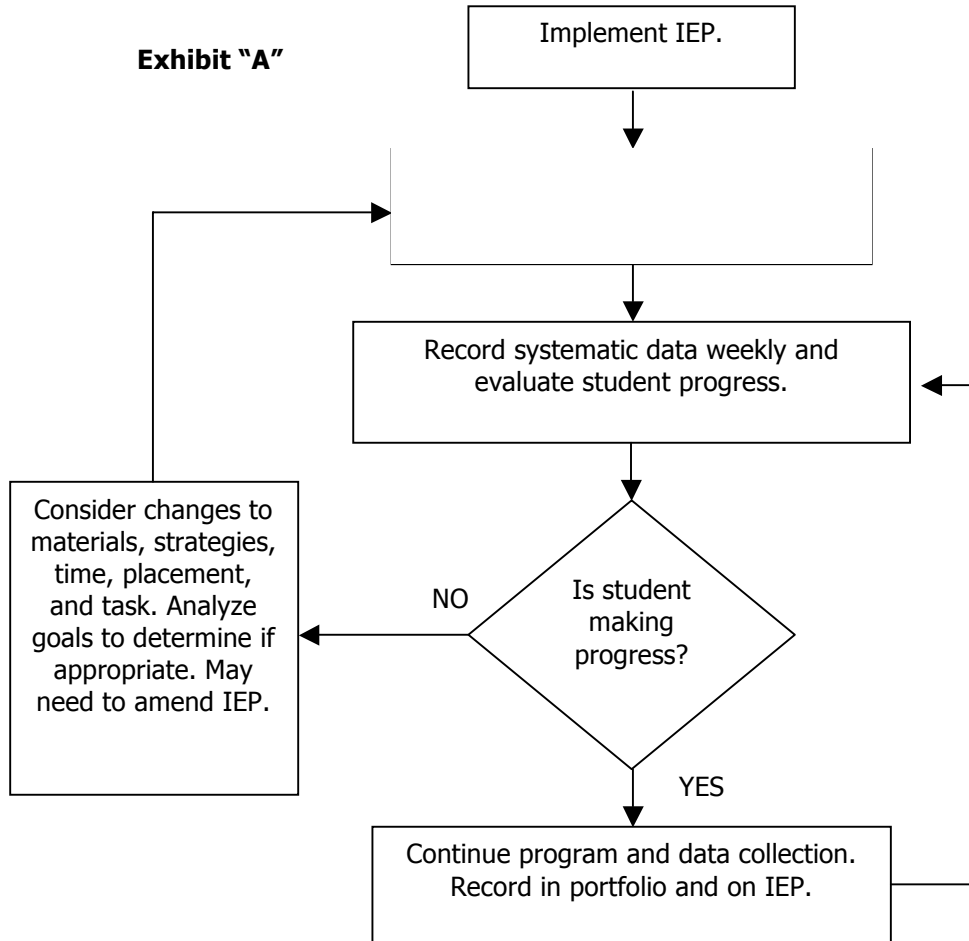
7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
All documents listed in 6.0 above	Special Education Cumulative File; Student's building site	According to state and federal guidelines, six years after services end	Letter sent to last known address; if no response, records destroyed after one month	Stored in one location; fireproof

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev:</u>	<u>Description of Revision:</u>
11-May-01	A	Original Release
4-Feb-02	B	Updated protection information
16-Jan-03	C	Updated Approval Authority to include Assistant Director of Special Education, updated form number and retention data
12-Sept-03	D	Updated records retention data, replacing seven years with six
04-Nov-04	E	Changed "student's twenty-first birthday" to "services end" in record retention table
2-Oct-08	F	New definition for IEP
30-Nov-09	G	Added 1.1, 5.3 to assess per WAC, 5.4.1 minimum required progress reporting.

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