



## Progress Reporting for Students with Disabilities 2019-2020 SY

The EC Division has received a number of questions regarding fourth quarter activities (record keeping) for students with disabilities in light of school closures. The following points are offered to assist LEAs in local decision-making based on their local remote learning plans.

### Report Cards/IEP Progress Reports

In light of school closures, the LEA must first review and determine how progress (report cards) is being communicated for all students according to:

- The State Board of Education (SBE) LEA/Charter School Guidance for Remote Learning, Evaluation of Student Progress, and Graduating Seniors (March 27, 2020);
- SBE End of Year Grading and Student Promotion policy (April 23, 2020); and
- The local remote learning plan.

For students with disabilities, the following policy requirements are then applied.

In the NC *Policies* for the Definition of Individualized Education Programs, progress reports are included as “periodic reports on the progress the child is making toward meeting the annual goals will be provided concurrent with the issuance of report cards.” NC 1503-4.1(3)(ii)

LEA/Charter Schools should consider the following when making local decisions:

- Report progress on IEP goals commensurate with how progress is being reported for all students.
- The Progress Report template<sup>1</sup> may be used for reporting progress when report cards are not issued; but must be used if report cards are provided. For some students, “Limited progress due to extra time needed” may be appropriate given school closures and any other barriers to accessing services.
- Progress reports may need to be customized or include notes referring to the conditions by which the student accessed special education and related services and how progress was monitored according to their remote learning plan.

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<sup>1</sup> <https://ec.ncpublicschools.gov/ecats/special-education/training>