



CONNECTICUT STATE DEPARTMENT OF EDUCATION

**CT-SEDS
IEP Preview Series
May 23, 2022**

Session recorded



CONNECTICUT STATE DEPARTMENT OF EDUCATION

SESSION 11:
Progress Reports and IEP Amendments

Welcome and Introductions

**Bryan Klimkiewicz, Special Education
Division Director**

[New IEP/CT-SEDS](#) (posted sessions)

**Michael Tavernier, Education Consultant
Bureau of Special Education**



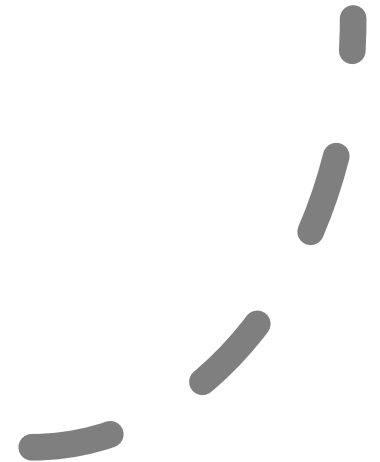
Learning Targets

- Review the processes for completing progress reports and IEP Amendments
- Preview of how CT-SEDS supports the generation of progress reports
- Preview of how CT-SEDS supports the documentation of IEP Amendments



Ask Questions

Throughout the presentation add questions to the Q&A Panel



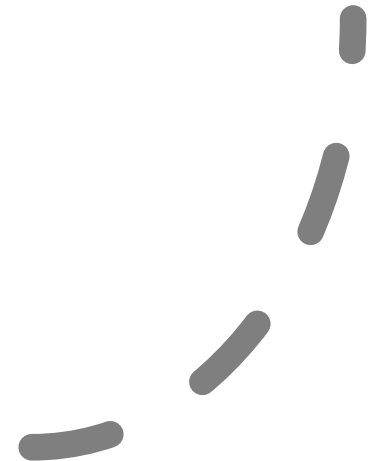
WHY?

1. To support and assist educators in the transition from their current IEP system/process.
2. To support and assist educators for the Go-Live launch of CT-SEDS on July 1, 2022.
3. To provide an opportunity for you to share your questions related to generating IEP Progress Reports and documenting IEP Amendments.



Progress Reports

- Description of the child's progress toward meeting the annual goals.
- PPT determines the frequency of periodic reports.



Amendments

- Agreement to change an IEP without convening a PPT.
- Requires Parent Signature.
- Cannot be utilized to replace the Annual Review.



Student: _____ Last Name, First Name DOB: _____ mm/dd/yyyy District: _____ Meeting Date: _____ mm/dd/yyyy

SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA

- For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and :
 NA A behavioral intervention plan has been developed. IEP Goals and Objectives have been developed to address the behavior. Other (specify): _____
- For students with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following:
 NA Recommendation: (specify) _____
- For students who are blind/visually impaired (VI): NA Instruction in braille or use of braille is being provided, as required. The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.
- For students with print-related disabilities (such as SLD/Dyslexia, blind/VI, physical limitations or organic dysfunction): NA The PPT has considered accessible instructional/educational material (AEM) and/or accommodations noted on page 8 of the IEP– if so which format/accommodation utilized: Large Print Digital Text Audio Other (specify): _____
- For students who are deaf or hard of hearing: NA See attached **required** *Language and Communication Plan* (Form ED638) – The PPT has determined (after considering the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology.



PROGRESS REPORTING

- A report of progress toward meeting the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents periodically, according to the following schedule:
 Quarterly Consistent with grade level report cards Other (specify): _____

EXIT CRITERIA

- Exit Criteria: Student will be exited from Special Education upon: (Check One) Ability to succeed in Regular Education without Special Education support Graduation Age 21 Other: _____ (specify)

INFORMATION ON IEPs and SECONDARY TRANSITION

- Parents, including Surrogate Parents and the student if 18 or older have been provided (electronically or in hard copy) with relevant information and resources relating to IEPs created by the CSDE (including, but not limited to, information relating to transition resources and services for high school students) immediately upon the formal identification of any child as a child requiring special education and at each PPT meeting thereafter: *Building a Bridge* *Parent's Guide to Special Education* *IEP Manual* OTHER: _____
- The *Parent's Transition Bill of Rights* has been provided to parents of students in sixth through twelfth grade to ensure that the PPT discusses transition services: Parent's Transition Bill of Rights: is available on the school district website; is enclosed with this document; was already provided, reviewed and discussed this school year (date) _____



Progress Reporting

A report of progress toward meeting the Annual Goals and Short Term Objectives included in this IEP will be provided to the parent(s):

Consistent with general education grade-level report cards



CT-SEDS INTERFACE – Progress Reporting Schedule

▼ Reporting Progress



At a minimum, progress must be reported consistent with the issuance of grade-level report cards.



A report of progress toward meeting the Annual Goals and Short Term Objectives included in this IEP will be provided to the parent(s):

- Consistent with general education grade-level report cards
 Other

SAVE

▼ Reporting Progress



At a minimum, progress must be reported consistent with the issuance of grade-level report cards.

A report of progress toward meeting the Annual Goals and Short Term Objectives included in this IEP will be provided to the parent(s):

- Consistent with general education grade-level report cards
 Other



Other
(Required)

SAVE



CT-SEDS INTERFACE – Individual Progress Report

STUDENTS RECENT STUDENTS TOOLS ▾ MY ACCOUNT ▾ ADMIN ▾ REPORTING M. ALVAREZ

DEMOGRAPHICS ▾ REFERRAL AND EVALUATIONS IEP PROCESS SP PROCESS 504 PROCESS **CREATE/VIEW DOCUMENTS** ADMIN ▾

CT Training District
HOME / DASHBOARD / CREATE/VIEW DOCUMENTS Marty Alvarez

Documents:

General

Testing

- Prior Written Notice
- Parent Notice of Referral to Determine Eligibility for Special Education and Related Services
- Notice of PPT Meeting
- PPT Record of Meeting
- Multidisciplinary Evaluation Report for Students Suspected of Having a Specific Learning Disability
- PPT Attendance Excusal Document
- CT Summary of Performance
- Trial Placement for Diagnostic Purposes Planning and Parental Consent (Non Initial)
- Progress Report
- Summary of Planning and Placement Team (PPT) Meeting
- Laws Relating to Seclusions and Restraints
- Parent Guide to Special Education in CT
- Procedural Safeguards
- Transition Bill of Rights
- Serious Injury Report (Restraint and Seclusion)
- Learning Mode IEP Implementation Plan
- IEP At A Glance (Indiana)

Letters: (No Letters Available)

CREATE DRAFT (WILL BE SAVED FOR 30 DAYS)

CREATE FINAL DOCUMENT (WILL BE SAVED)

UPLOAD EXTERNAL DOCUMENT(S)



CT-SEDS INTERFACE – Individual Progress Report

The following information is required before you can create this Draft Document

Progress Report

School Year: 2021-2022

Reporting Period:



SAVE

CREATE DRAFT DOCUMENT



The following information is required before you can create this Draft Document

Progress Report

School Year: 2021-2022

Reporting Period:

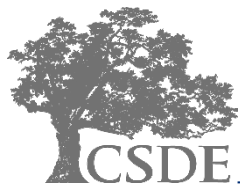
- Reporting Period 1
- Reporting Period 2
- Reporting Period 3
- Reporting Period 4

CREATE



CT-SEDS INTERFACE – Progress Report Wizard (Multiple)

The screenshot displays the CT-SEDS web application interface. At the top, a dark blue navigation bar contains the CTSEDS logo on the left and several menu items: STUDENTS, RECENT STUDENTS, TOOLS (with a dropdown arrow), MY ACCOUNT (with a dropdown arrow), ADMIN (with a dropdown arrow), and REPORTING. On the far right of this bar are links for CM One, an email icon, and a refresh icon. Below this is a secondary blue bar with WIZARDS and PROGRESS TRACK tabs. A green arrow labeled '2' points to the WIZARDS tab. A red arrow labeled '1' points to the TOOLS menu item. Below the secondary bar, a breadcrumb trail shows 'CT Training District' and 'TOOLS / WIZARDS'. A 'Select a Wizard' dropdown menu is open, showing three options: 'Progress Report', 'Caseload Setup Wizard', and 'Ad Hoc Report Wizard'. A blue arrow labeled '3' points to the 'Progress Report' option. In the top right corner of the main content area, there is a 'View Calendar' link with a calendar icon and a refresh icon.



CT-SEDS INTERFACE – Progress Report Wizard (Multiple)

This wizard will guide you through generating Progress Reports for your Students.

Please be sure to select the correct Reporting Period.



School Year: 2021-2022

Reporting Period:

Select the Students for whom you would like to update status and/or generate Progress Reports.
Students that do not have a currently valid final IEP / ISP will not show in this list.
Students who transferred into this school system with events but without detailed historical information may show as having a current IEP / ISP, but will also not appear below and will need a new IEP / ISP before a Progress Report can be created.

CHECK ALL

CHECK NONE



- Martin Brooks
- Margaret Garcia
- Lynn Harper
- Salvatore Quinn

(4 Available Students)

CONTINUE



CT-SEDS INTERFACE: Progress Report Wizard

WIZARDS PROGRESS TRACK

CT Training District
TOOLS / WIZARDS

Randy Adams (2021-2022 - Reporting Period 1)

Progress Report

Randy Adams (2021-2022 - Reporting Period 1) (Student 1 of 2)

SKIP THIS STUDENT

Annual Goal: Given a number line, Randy will accurately add and subtract positive and negative integers, as measured by performance on weekly assessments

Status:

Describe the qualitative and/or quantitative data utilized to justify the goal status: (for Progress Report)

Last Updated By: (none)
Last Updated On: (none)

Objective	Status	Describe the qualitative and/or quantitative data utilized to justify the objective status	Score Type	Current	Target	Measurement Type	Last Updated By / Last Updated On
Given math manipulatives Randy Adams will skip count by twos with decreasing prompts in 8 of 10 trials by 01/14/2022	<input type="text" value="Not Introduced"/>		<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	Trials, WPM etc.	(none) (none)

Annual Goal: Given counseling sessions and positive reinforcement, Randy will utilize coping strategies to reduce negative behaviors, as measured by weekly data collection

Status:

Describe the qualitative and/or quantitative data utilized to justify the goal status: (for Progress Report)


Last Updated By: (none)
Last Updated On: (none)



CT-SEDS INTERFACE

Annual Goal: Given a number line, Randy will accurately add and subtract positive and negative integers , as measured by performance on weekly assessments

Status: Mastered (Goal Achieved) 

 Justify the goal status:
(for Progress Report)

- Not Introduced
- No Progress to Date
- Limited/Minimal Progress
- Satisfactory Progress
- Not Mastered
- Mastered (Goal Achieved)**

Status



status

Score Type

Current

Tai


Annual Goal: Given a number line, Randy will accurately add and subtract positive and negative integers , as measured by performance on weekly assessments

 Status: Satisfactory Progress 

Describe the qualitative and/or quantitative data utilized to justify the goal status:
(for Progress Report)

The student is making satisfactory progress during the first reporting period as demonstrated by quarterly math assessment.





 Last Updated By: (none)




Last Updated On: (none)



CT-SEDS INTERFACE: Progress Report Wizard



Objective	Status	Describe the qualitative and/or quantitative data utilized to justify the objective status	Score Type	Current	Target	Measurement Type	Last Updated By / Last Updated On
Given math manipulatives Randy Adams will skip count by twos with decreasing prompts in 8 of 10 trials by 01/14/2022	Not Introduced					Trials, WPM etc.	(none) (none)
Annual Goal: Given math manipulatives Randy Adams will skip count by twos with decreasing prompts in 8 of 10 trials by 01/14/2022	Not Introduced No Progress to Date Limited/Minimal Progress Satisfactory Progress Not Mastered Mastered (Objective Achieved)	Describe the qualitative and/or quantitative data utilized to justify the goal status: (for Progress Report)					Last Updated By: (none) Last Updated On: (none)




Objective	Status	Describe the qualitative and/or quantitative data utilized to justify the objective status	Score Type	Current	Target	Measurement Type	Last Updated By / Last Updated On
Given math manipulatives Randy Adams will skip count by twos with decreasing prompts in 8 of 10 trials by 01/14/2022	Satisfactory Progress		Percent	65%	80%		(none) (none)



CT-SEDS INTERFACE: Progress Report Wizard



Create Cumulative Report 

JUST UPDATE THE DATABASE

UPDATE AND MOVE TO NEXT STUDENT

Include a Spanish version of the document

CREATE DRAFT PROGRESS REPORT AND MOVE TO NEXT STUDENT

CREATE FINAL PROGRESS REPORT AND MOVE TO NEXT STUDENT



Document Printout

Progress Report on IEP Goals and Objectives

Reporting Period: Reporting Period 1, 05/21/2022

OSEP District 2

IEP Dates: 12/28/2021 - 11/16/2022

Student Name: Randy Adams
Date of Birth: 09/30/2015
Current Grade: KF

SASID: 9713251291
Case Manager: CM Three
Current Enrolled School: Burr Elementary School
(510211)

Parent/Guardian Name: Adams Dad, Dad Adams, Mom Adams

ANNUAL GOAL 1

Given a number line, Randy will accurately add and subtract positive and negative integers , as measured by performance on weekly assessments

Current Status	Current Score	Target Score	Progress Data/ Notes
Satisfactory Progress	N/A	N/A	The student has made satisfactory progress toward this goal during the first reporting period as determined by quarterly classroom assessments and data collection.

Short-term Objective(s)	Current Status	Current Score	Target Score	Progress Data/ Notes
Given math manipulatives Randy Adams will skip count by twos with decreasing prompts in 8 of 10 trials by 01/14/2022	Satisfactory Progress	65 %	80 %	

ANNUAL GOAL 2

Given counseling sessions and positive reinforcement, Randy will utilize coping strategies to reduce negative behaviors , as measured by weekly data collection

Current Status	Current Score	Target Score	Progress Data/ Notes
Satisfactory Progress	N/A	N/A	The student has made satisfactory progress toward this goal during the first reporting period as determined by quarterly counseling milestones.



Federal Regulation:

- ❖ In making changes to a child's IEP after the annual IEP Team [PPT] meeting for a school year, the parent of a child with a disability and the public agency may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.
- ❖ If changes are made to the child's IEP, the public agency must ensure that the child's IEP Team is informed of those changes.

34 CFR § 300.324(a)(4)



IEP Amendment – Current Form ED634

[DISTRICT NAME] PUBLIC SCHOOLS
AGREEMENT TO CHANGE AN INDIVIDUALIZED EDUCATION PROGRAM WITHOUT CONVENING A
PLANNING AND PLACEMENT TEAM MEETING

Student: _____ DOB: _____ Grade: _____
School: _____ IEP being changed: _____
Date the IEP was developed
Parent/Guardian: _____

We agree to make the changes to the student’s IEP as described in the documents specified below and which are attached to this agreement. We understand that these changes were not made at a PPT meeting. We agree only to the changes described in the attached documents. We understand that this agreement is optional and that the parent can request a PPT meeting at any time to review the IEP. We understand that this agreement can be made only if the changes are not part of an Annual Review of the student’s program.

Parent/Guardian Signature Date

School District Representative Date

This agreement must be signed by a representative of the school district who has full authority to sign such a document on behalf of the school district and who, as described by federal statute, is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum and is knowledgeable about the availability of resources of the public agency.

The following documents are attached to this agreement:
____ Revised Pages 1 and 2 of the IEP dated: _____ Prior Written Notice
____ Amendments (please specify) _____

It is expected that, at minimum, a Prior Written Notice, the revised pages 1 and 2 of the IEP being changed and any other pages of the IEP that will be different as a result of the changes made (e.g. goal and objectives pages, service delivery grid, etc.) will be attached to this agreement as verification of the changes made to the IEP.

Section 614(d)(3)(D) of H.R. 1350, the revised Individuals with Disabilities Education Act, the “IDEA,” provides as follows:

AGREEMENT NOT TO CONVENE: In making changes to a child’s IEP *after* the annual IEP meeting for a school year, the parent of a child with a disability and the public agency (school district) may agree not to convene an IEP meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child’s current IEP. Such changes may be made by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.

ED634
January 2006



IEP Amendment – Current IEP

Student: _____ **DOB:** _____ **District:** _____ **Meeting Date:** _____
Last Name, First Name mm/dd/yyyy

PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE

Current Enrolled School: _____ Age: _____ Current Grade: _____ H.S. Credits: _____ Grade Next Yr: _____ Gender: Female Male
 Current Home School: _____ School Next Year: _____ Home School Next Year: _____
 SASID #: _____ If your school district does not have its own high school, is the student attending his/her designated high school?
 Case Manager: _____ Yes No NA
 Student Address': _____ Student Instructional Lang: English Other: (specify) _____
 Parent/Guardian (Name): _____ Home Dominant Lang: English Other: (specify) _____
 Parent/Guardian (Address): Same _____ Student Home Phone: _____ Parent Home Phone: _____
 Surrogate Name: _____ Parent Work Phone: _____ Misc. Phone: _____
 Surrogate Address: _____ Most Recent Eval. Date: _____ Next Reevaluation Date: _____
mm/dd/yyyy mm/dd/yyyy
 Most Recent Annual Review Date: _____ Next Annual Review Date: _____
mm/dd/yyyy mm/dd/yyyy

Reason for Meeting²: Review Referral Plan Eval/Reeval Review Eval/Reeval Determine Eligibility Determine Continuing Eligibility Develop IEP
 Review or Revise IEP Conduct Annual Review Transition Planning Manifestation Determination Other (specify) _____

Primary Disability: Autism Emotional Disturbance Multiple Disabilities Orthopedic Impairment Speech or Language Impaired Other Health Impairment
 Deaf – Blindness Hearing Impairment (Deaf or Hard of Hearing) Specific Learning Disabilities Traumatic Brain Injury OHI – ADD/ADHD
 Developmental Delay (ages 3-5 only) Intellectual Disability Specific Learning Disabilities/Dyslexia Visual Impairment To be determined

The next projected PPT meeting date is: _____
mm/dd/yyyy

- Eligible as a student in need of Special Education (The child is evaluated as having a disability, and needs special education and related services) Yes No
- Is this an amendment to a current IEP using Form ED634? YES, attached is the ED634 and amendments (revised IEP pages 1, 2, 3 and other supporting IEP documents) No

If YES, what is the date of the IEP being amended? _____
mm/dd/yyyy

Team Member Present (required)

Admin/Designee: _____	Spec. Educ. Teacher: _____	OT: _____
Parent/Guardian: _____	School Psych: _____	PT: _____
Parent/Guardian: _____	Social Work: _____	Agency: _____
Surrogate Parent: _____	Speech/Lang: _____	Other: (specify) _____
Student: _____	Guidance: _____	Other: (specify) _____
Student's Reg. Ed. Teacher: _____	Nurse: _____	Other: (specify) _____

¹Address of student's primary residence. ²May choose more than one

ED620, Revised October 2014 INDIVIDUALIZED EDUCATION PROGRAM 1



IEP Amendment – New Form

Columbus Public Schools Agreement to Change an Individualized Education Program without Convening a Planning and Placement Team Meeting

Student Name: Salvatore Quinn

SASID: 9969162124

School: Burr Elementary School (510211)

Grade: 4



IEP being amended was developed on: 11/16/2021

Parent/Guardian: Dad Quinn, Mother Quinn

The PPT is requesting agreement to make the specified changes to the student's IEP. This agreement is optional, and the parent may request a PPT meeting at any time to review the IEP. The agreement cannot be used for the purpose of an annual review or reevaluation PPT Meeting.

Parent/Guardian Signature

Date

Agree
 Do Not Agree

District Administrator or Designee

05/20/2022

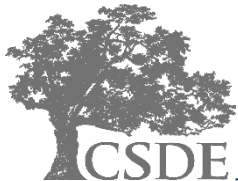
Date

Agree
 Do Not Agree



The following IEP amendment is proposed:

Section	Changes
Present Levels, Annual Goals, Supplementary Aids/Services	Added a second Communication goal
Special Education and Related Services	Added 30 minutes a week to the Communication related service



IEP Amendment – New IEP

IEP AMENDMENT

IEP Amendment Implementation Date: 05/31/2022

The following section(s) of the IEP were amended:

Section	Changes
Present Levels, Annual Goals, Supplementary Aids/Services	Added a second Communication goal
Special Education and Related Services	Added 30 minutes a week to the Communication related service




CT-SEDS INTERFACE – IEP Amendment

IEP Process

Select action

Create/Revise IEP Amend IEP



IEP Overview

Special Considerations

Present Levels, Annual Goals, Supplementary Aids/Services

Secondary Transition

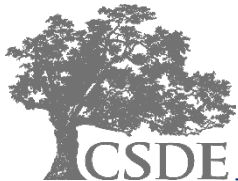
Special Education and Related Services

Removal from General Ed

District and State Testing

PPT Recommendations

Create Prior Written Notice and IEP





CT-SEDS INTERFACE – IEP Amendment

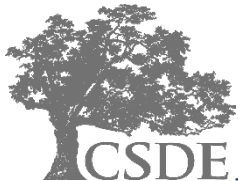
∨ IEP Amendment Details



Complete the relevant information for the IEP Amendment. Select the IEP Sections below that will be revised without convening a PPT meeting and describe the change(s). Then complete the District Administrator/Designee Response. This information will populate the "Agreement to Change the IEP without Convening a PPT meeting" document.

Amended Sections

IEP Section	Describe the Change(s)
<input type="checkbox"/> Special Considerations	
 <input checked="" type="checkbox"/> Present Levels, Annual Goals, Supplementary Aids/Services	<input type="text" value="Added a second Communication goal"/>
<input type="checkbox"/> Secondary Transition	
 <input checked="" type="checkbox"/> Special Education and Related Services	<input type="text" value="Added 30 minutes a week to the Communication related service"/>
<input type="checkbox"/> Removal from General Education	
<input type="checkbox"/> District and State Testing	
<input type="checkbox"/> Recommendations	



CT-SEDS INTERFACE – IEP Amendment

District Administrator/Designee Response

Agree

District Administrator or Designee

Include Spanish Translated Document

[CLEAR SIGNATURE](#)

[CREATE DRAFT](#) [CREATE FINAL](#)

∨ Agreement to Amend: Parent Response



View the "Agreement to Change an IEP without convening a PPT" document(s) that have been created for the Amendment.



Doc ID	Date Created	Created By	Document	Status	Response
13336	05/15/2022	Samantha Testani	Agreement to Change an Individualized Education Program without Convening a Planning and Placement Team Meeting	Final	RESPONSE

CT-SEDS INTERFACE – IEP Amendment

Agreement to Change IEP without a PPT Meeting - Parent Response



Agree to Amend (required)



The PPT is requesting agreement to make the specified changes to the student's IEP. This agreement is optional, and the parent may request a PPT meeting at any time to review the IEP. The agreement cannot be used for the purpose of an annual review or reevaluation PPT Meeting.

- Agree
- Do Not Agree

Signature: Agree to Amend (required)

CLEAR

CLOSE

SAVE



CT-SEDS INTERFACE – IEP Amendment



▼ Revert Workspace Data

[REVERT IEP WORKSPACE TO CURRENT IEP](#)



To revert the workspace data to the data from the currently valid IEP, click "Revert IEP Workspace to Current IEP". IMPORTANT: This action will clear any changes that have been made in the workspace since the current IEP was finalized. To avoid losing any valid draft data, navigate to the "Create PWN and IEP" section of the process, create a Draft of the IEP, and download and save the PDF to reference the changes at a later date.

Confirm Revert Workspace Data



Are you sure you want to revert the IEP Workspace to the currently valid IEP data?

IEP created on 05/21/2022 (Meeting Date: 12/14/2021, Start and End Dates: 12/28/2021 - 11/16/2022)



This action will clear any changes that have been made in the workspace since the current IEP was finalized. To avoid losing any valid draft data, navigate to the "Create PWN and IEP" section of the process, create a Draft of the IEP, and download and save the PDF to reference the changes at a later date.

CLOSE

CONFIRM



Individualized Education Program (Amendment)
OSEP District 2



Student Name: Randy Adams

Meeting Date: 12/14/2021

SASID: 9713251291

Case Manager: CM Three

Date of Birth: 09/30/2015

Parent/Guardian Name: Adams Dad, Dad Adams, Mom Adams

Current Grade: KF

Primary Disability: Speech or Language Impairment

Current Enrolled School: Burr Elementary School (510211)

School Next Year:

Most Recent Evaluation Date: 09/09/2021

Next Reevaluation Date: 09/09/2024

Most Recent Annual Review Date:

Next Annual Review Date: 11/16/2022

Reason for Meeting:

Review or Revise the IEP

PLANNING AND PLACEMENT TEAM (PPT) MEMBERS PRESENT AT THE MEETING FOR THE CURRENT IEP

Name	Role
Mom Adams	Parent/Guardian
Dad Adams	Parent/Guardian
Adams Dad	Parent/Guardian
Loren Dennis	Student's General Education Teacher
Lee Chambers	Special Education Teacher or Provider
CM Three	Administrator or Designee



IEP AMENDMENT

IEP Amendment Implementation Date: 01/06/2022

The following section(s) of the IEP were amended:

Section	Changes
Special Education and Related Services	Added a second Communication goal

Finalized
Amendment



Summary

- There are no new special education requirements related to Progress Reporting or Amendments.
- Progress Reports can be generated in the system by using the Progress Report Wizard or a stand-alone document.
- The status of a student's progress is available to be selected from a drop-down menu and can be justified with quantitative or qualitative data.
- Revert Workspace Data is a required step during an IEP Amendment process.



CT-SEDS INTERFACE- Progress Reporting for the transition

1. Complete Progress Reports “by hand” using an in-district Progress Report template.
2. Continue to complete Progress Reports within your current system (until the student has a new IEP) for School Districts who are selecting close out renewal status with their current vendor.
3. PCG is providing a progress reporting template within CT-SEDS that can be utilized.







CONNECTICUT STATE DEPARTMENT OF EDUCATION

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