



## RIVER BEND EDUCATION DISTRICT

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In Minnesota, Part B progress reporting for special education aligns with federal requirements under the **Individuals with Disabilities Education Act (IDEA)**. This ensures that schools provide regular, measurable updates on the progress of students with disabilities as outlined in their Individualized Education Programs (IEPs). Below are the specific requirements for Part B progress reporting in Minnesota. For additional guidance, please utilize the **Part B Progress Reporting Checklist** and/or the **MDE Flowchart**.

### **Alignment with IEP Goals**

- ☐ Measurable Annual Goals: Each IEP must contain measurable academic and functional goals specific to the individual student.
- ☐ Progress Toward Goals: Schools are required to report the student's progress toward these goals using clear, objective data (i.e. Adequate, Insufficient, or Goal Met).

### **Frequency of Reporting**

- ☐ As Often as Regular Education Reports: Schools must report the progress of special education students as frequently as they report on the progress of students in general education.
- ☐ Specified in the IEP: The IEP must clearly indicate how often progress reports will be provided to parents or guardians.

### **Content of Progress Reports**

- ☐ Current Progress: Reports must address the child's current level of progress toward meeting each of the IEP's measurable annual goals.
- ☐ Methods of Measurement: The reports should describe how progress is being measured, such as through assessments, observations, or other data collection methods.
- ☐ Comparison to Expected Progress: Reports must include a comparison of the child's progress to the expected rate of progress. If the child is not making sufficient progress, this should be documented.
- ☐ Description of Adjustments: If needed, the school must describe any changes made to instruction, accommodations, or services to improve progress toward IEP goals.

### **Parent Communication**

- ☐ Language Access: Progress reports must be provided in the parent's preferred language if necessary, to ensure clear communication.
- ☐ Consistent Updates: In addition to formal progress reports, schools are encouraged to keep open lines of communication with parents regarding their child's progress through meetings, emails, or phone calls.



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### **Progress Monitoring**

- ☐ **Regular Data Collection:** Schools must use reliable, evidence-based methods to monitor and document student progress toward their IEP goals.
- ☐ **Data-Driven Decisions:** Progress data should be used to inform the IEP team's decisions about whether goals, instruction, or services need adjustment to better support the student.

### **Review and Revisions**

- ☐ **Annual IEP Review:** The student's IEP must be reviewed at least once annually. During this review, the team evaluates progress toward goals based on progress reports and other data.
- ☐ **Adjustments Based on Progress:** If the student is not making adequate progress toward IEP goals, the IEP team must meet to discuss potential changes to the goals, services, or supports.

### **Compliance with Timelines**

- ☐ **Timely Reporting:** Schools must adhere to the timeline for distributing progress reports to parents, as stated in the IEP. Missing deadlines can result in non-compliance with both state and federal regulations.
- ☐ **State Audits and Reviews:** Minnesota school districts are subject to state monitoring to ensure they are compliant with both federal and state special education reporting requirements. Accurate and timely progress reports are a key element of compliance.

### **IEP Amendments**

- ☐ **If Insufficient Progress is Reported:** If a student is not making adequate progress, it may be necessary to amend the IEP prior to the annual review. This can be done through an IEP team meeting or through written agreement between the parent and school.

### **Recordkeeping**

- ☐ **Documentation:** Schools are required to keep detailed records of all progress reports, including how the reports were shared with parents and how the data was used in making educational decisions.