



RIVER BEND EDUCATION DISTRICT

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Part C of the **Individuals with Disabilities Education Act (IDEA)** pertains to early intervention services for infants and toddlers with disabilities, from birth to age 3. In Minnesota, Part C progress reporting focuses on individualized services to support the development of young children and ensure family involvement. Here are the key requirements for Part C progress reporting in special education for Minnesota. For additional guidance, please utilize the **Part C Progress Reporting Checklist** and/or the **MDE Flowchart**.

Individualized Family Service Plan (IFSP)

- ☐ IFSP Goals: Progress reporting is tied to the child's **Individualized Family Service Plan (IFSP)**, which outlines specific developmental outcomes and goals.
- ☐ Family-Centered: The IFSP must focus on the family's role in supporting the child's development, with measurable outcomes that reflect both child and family goals.
- ☐ Measurable Outcomes: Each outcome or goal must be measurable, and progress must be tracked in terms of these specific, measurable outcomes (i.e. Adequate, Insufficient, or Goal Met).

Progress Monitoring and Reporting

- ☐ Continuous Monitoring: Progress is monitored continuously through evaluations, assessments, and observations, focusing on developmental milestones.
- ☐ Periodic Reviews: Minnesota follows federal guidelines requiring the IFSP to be reviewed **every six months** or more frequently if needed. These reviews assess progress toward the outcomes and determine whether changes in services or supports are needed.
- ☐ Annual Evaluation: In addition to periodic reviews, the IFSP must be evaluated **annually** to assess the overall progress and update goals and services as needed.

Parent and Family Communication

- ☐ Regular Communication: Parents and families must be kept informed about the child's progress toward IFSP goals. Communication can occur through regular meetings, phone calls, or other forms of contact.
- ☐ Involvement in Progress Reporting: Families are actively involved in progress reporting. Professionals work with families to assess progress and adjust goals and services based on the child's developmental needs.
- ☐ Language Access: Progress reports and communication must be provided in the family's preferred language to ensure clear understanding and collaboration.



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Methods of Measurement

- ☐ Developmental Milestones: Progress is often measured using developmental milestones in areas such as communication, motor skills, cognitive development, and social-emotional development.
- ☐ Ongoing Assessments: Progress reporting relies on formal assessments, informal observations, and family input. Minnesota requires that early intervention providers use reliable, validated tools to assess a child's developmental progress.

Reporting Frequency

- ☐ IFSP Review Every Six Months: The IFSP must be reviewed at least every six months, but more frequent reviews can be conducted if necessary. This allows adjustments to services based on the child's developmental progress.
- ☐ Annual Meeting: An annual IFSP meeting is required to formally evaluate progress and revise the plan for the upcoming year.

Data Collection and Documentation


- ☐ Progress Documentation: Service providers must maintain thorough records of all assessments, observations, and communications related to the child's progress toward their IFSP goals.
- ☐ Developmental Indicators: Data must reflect the child's progress across key developmental domains (e.g., communication, physical development, adaptive behavior) as outlined in the IFSP.

Adjustments to Services

- ☐ Modifying the IFSP: If the child is not making adequate progress toward the IFSP goals, the IFSP team (including parents, service providers, and other stakeholders) must convene to discuss adjustments in services, supports, or goals.
- ☐ Service Intensity and Frequency: Based on progress, the intensity or frequency of early intervention services may be increased or decreased to better meet the child's developmental needs.

Transition Planning

- ☐ Transition to Part B Services: As the child approaches age 3, transition planning from Part C to Part B services (preschool special education) must be addressed. Progress reports help inform this transition by documenting developmental achievements and any ongoing needs.
- ☐ Timeline: Transition planning must begin at least **90 days** before the child's third birthday to ensure a smooth transition to the next stage of services.

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Family Rights and Participation

- ☐ Parental Rights: Parents have the right to receive progress reports and can request additional meetings or updates if they have concerns about their child's development.
- ☐ Collaborative Process: Families are considered key members of the IFSP team and must be involved in all decisions regarding services and progress reporting.

Compliance and Accountability

- ☐ State Monitoring: Minnesota monitors compliance with Part C requirements through audits and reviews of early intervention programs. Service providers must ensure that progress reporting meets state and federal standards.
- ☐ Timely Reporting: Progress reports and IFSP reviews must be completed on time and according to the prescribed schedule (every six months and annually).