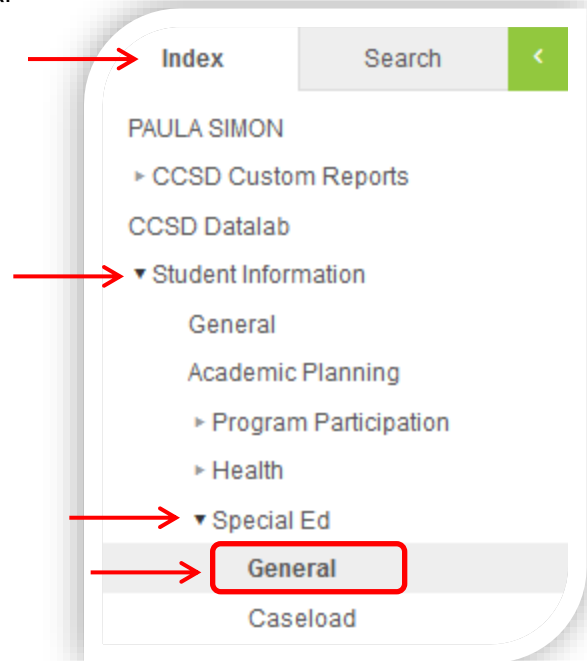
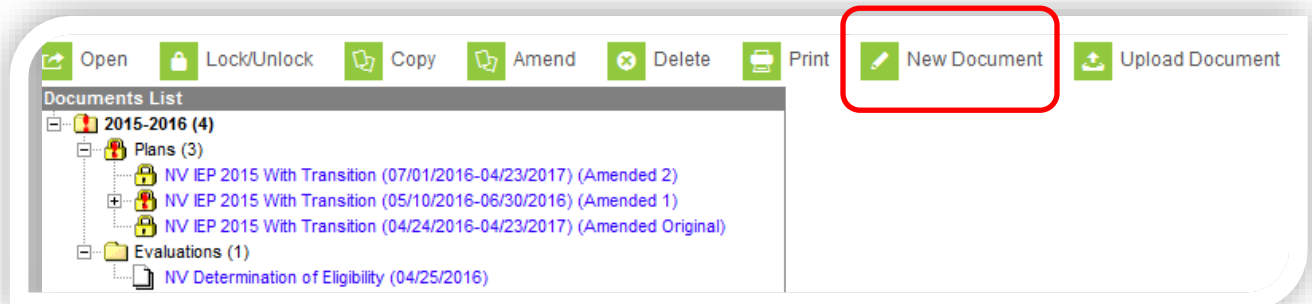


CREATING PROGRESS REPORTS IN INFINITE CAMPUS

1. Index > Student Information > Special Ed > General



2. Select the **Documents** Tab. Select **New Document**.



3. Select **Create New Progress Report**. Select **Progress Report** and make sure that you **Link to the Correct Enrollment Year**. Select **Create Document**.

Teacher of Record Extended School Year Child Find Pending Placement Enrollment

Summary Team Members **Documents** Case Mgmt Programs SSD Transportation

Create New Document Wizard

Please select one of the following documents:

- ☐ **Create New Evaluation:**
Initial Referral, Determination of Disability, Re-Evaluations and Notice of Evaluation
- ☐ **Create New Plan:**
Goals and Objectives, Services, Accommodations, Transition, and Other Information
- ☒ **Create New Progress Report:**
Report measurable progress against ongoing Plan Goals
Link to an Enrollment: 15-16 Green Valley HS(08/24/2015-)
☒ Progress Report
- ☐ **Create New Simple Form:**
Notices, checklists, and supplemental forms

DOCUMENT SELECTED FOR CREATION: Progress Report

Instructions:
The default format used to report measurable progress against ongoing plan goals. Can log multiple progress report assessments.

Create Document Cancel

4. Enter the **Report Date** and Select **SAVE**. Make sure you select the correct IEP to report progress on.

Grade: 10 #513844 DOB: 09/27/2000 Gender: M

Teacher of Record Extended School Year Child Find Pending Placement Enrollment

Summary Team Members **Documents** Case Mgmt Programs SSD Transportation

Save Print

Progress Report Editor

Plan to report on (Start Date - End Date): NV IEP 2015 Without Transition (02/01/2016-02/01/2017)

*Report Date: 02012016

Link to an Enrollment: 15-16 Green Valley HS(08/24/2015-)

5. Select **Goal/Objective Assessment**.

6. Select **New Goal/Objective Assessment**.

7. Select the goal from **Progress Report Editor**. **DO NOT** mark any of the objectives. Choose **Progress toward the annual goal** (drop down). Add Comments (optional). Select **Save**.

****Repeat steps 6 and 7 for the remaining goals.**

8. Select the **Documents** Tab. Select the IEP that you reported progress towards the goals. Go to the IEP Goal Page. Information from the Progress Report will be in the progress report section.

**STATE OF NEVADA
INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)**

CONSIDERATION OF SPECIAL FACTORS

| | | | |
|---|---|---|---|
| 1 | Does the student's behavior impede the student's learning or the learning of others? If YES, team must provide positive behavioral strategies, supports and interventions, or other strategies, supports and interventions to address that behavior. | <input checked="" type="checkbox"/> No action needed. | <input type="checkbox"/> Yes, addressed in IEP. |
| 2 | Does the student have limited English proficiency? If YES, team must consider language needs of the student as those needs relate to the student's IEP. | <input checked="" type="checkbox"/> No action needed. | <input type="checkbox"/> Yes, addressed in IEP. |
| 3 | Is the student blind or visually impaired? If YES, team must evaluate reading and writing needs and provide for instruction in Braille unless determined not appropriate | <input checked="" type="checkbox"/> No action needed. | <input type="checkbox"/> Yes, addressed in IEP. |
| 4 | Is the student deaf or hard of hearing? If YES, team must consider communication needs. | <input checked="" type="checkbox"/> No action needed. | <input type="checkbox"/> Yes, addressed in IEP. |
| 5 | Does the student require assistive technology devices and services? If YES, team must determine nature and extent of devices and services. | <input checked="" type="checkbox"/> No action needed. | <input type="checkbox"/> Yes, addressed in IEP. |

IEP GOALS, INCLUDING ACADEMIC AND FUNCTIONAL GOALS, AND BENCHMARKS OR SHORT-TERM OBJECTIVES

| MEASURABLE ANNUAL GOAL (including how progress toward the annual goal will be measured) Ask and answer questions to determine understanding of text <input type="checkbox"/> Check here if this goal supports the student's postsecondary goal(s) and identify the goal(s) to which it relates: <input type="checkbox"/> Training/Education <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Skills <input type="checkbox"/> Other <input type="checkbox"/> Check here if this goal will be addressed during Extended School Year Services (ESY) | | PROGRESS REPORT 1. Satisfactory Progress Being Made (continue) 2. Unsatisfactory Progress Being Made (need to review/revise) 3. Goal Met (note date) <table border="1"> <tr> <th>Date</th> <th>Date</th> <th>Date</th> <th>Date</th> </tr> <tr> <td>02/01/2016</td> <td></td> <td></td> <td></td> </tr> </table> | Date | Date | Date | Date | 02/01/2016 | | | |
|--|------|---|------|------|------|------|------------|--|--|--|
| Date | Date | | Date | Date | | | | | | |
| 02/01/2016 | | | | | | | | | | |
| BENCHMARK OR SHORT-TERM OBJECTIVE # 1. Refer to text to support conclusions # 2. Find evidence within a literary text to support an answer # 3. Ask questions about literary text referring to specific details | | | | | | | | | | |

| | |
|---|--|
| MEASURABLE ANNUAL GOAL (including how progress toward the annual goal will be measured) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | PROGRESS REPORT 1. Satisfactory Progress Being Made (continue) 2. Unsatisfactory Progress Being Made (need to review/revise) 3. Goal Met (note date) |
|---|--|

9. To print Progress Report, highlight the document and select print.

