



## CENTRAL BUCKS SCHOOL DISTRICT

*LEADING THE WAY*

The Central Bucks Schools will provide all students with the academic and problem-solving skills essential for personal development, responsible citizenship, and life-long learning.

To: **Parents of IEP Students**  
From: **Alicen Cervellero and Shara Smith**  
Date: **September 9, 2015**

Dear Parents,

This letter will explain the current procedures for using the Central Bucks Standards-Based Student Reporting System for your child, whose educational program is individualized in his/her IEP.

- For learning standards (subjects), where your child is instructed by the general education teacher in the general education classroom, he/she receives learning indicators on the report card given by the teacher of instruction.
- For subjects where your child is receiving instruction in his/her IEP goals, current levels of achievement are reported in the IEP quarterly progress report by the special education teacher. The IEP progress report communicates accurately your child's growth in specific sub-skill areas within reading, writing and math. For instance, a reading grade of meeting standard on the report card does not provide you with information on progress in sub-skill areas of decoding, fluency, and comprehension. The IEP quarterly progress report speaks specifically to these areas.
- All IEP students will receive feedback from their general education and special education teachers in the following:
  1. Success Standards (learning to learn-work habits and study skills)
  2. Science and Social Studies learning standards
  3. Special area classes (art, music, gym)

Individual student strengths and goal areas are also completed with your child as part of the conference report used with all students.

These arrangements have been made in order to provide you with more meaningful information regarding your child's educational progress.