



Pelham Public Schools
ELA Writing Tri-State Review

April 18-20 2016

School: (please check one)

Elementary

High School

Middle School

District

Evidence Title: IEP Reporting & Parent Communication

Name of person submitting evidence: M. Cordero & C. Kiessling

Grade Level: K-12

School: Districtwide

Course Name: N/A

Please check one Indicator and one Stage of Implementation.

Indicator	Stage of Implementation		
	Approach	Implementation	Results
1. Performance Based Assessment			
2. Student Metacognition in Learning Process			
3. Student Performance Data			
4. Curriculum & Instruction			
5. Professional Learning, Supervision and Evaluation			
6. Equitable Support for Student Needs	X		
7. Shared Vision & Environment for Change			
8. Parent and Community Support	X	X	
OTHER: Please Specify			

Brief Explanation of Evidence:

The IEP process that evaluates the individual needs and resources for special ed students always includes writing assessments that often result in writing goals being set for the student being reviewed. The parents of the student are part of the meeting during which goals are set and are kept abreast of the student's performance with regard to those goals with four formal progress reports, in addition to regular, informal conversations with the case manager.

A sample IEP is attached with * denoting:

- (1) writing assessments
- (2) writing goals
- (3) communication with parents

