

Parental Participation in the IEP Process:

Using the Common Core Standards for an Improved IEP

presented by:

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Findings and Purposes of IDEA

20 USC § 1400(c) Findings. Congress finds the following:

- (1) Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities...

20 USC § 1400(d) Purposes. The purposes of this title are-

- (1)(A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;...

How an IEP is developed under IDEA

- The student is comprehensively **evaluated** in all areas of suspected disability;
- **Eligibility** for special education is determined by the IEP team;
- **Concerns and Needs** are listed based on evaluation results and school performance;
- A goal is developed to address each area concern. **Goals** can have multiple **objectives**;
- Level of service is determined, including amount of time, appropriate setting, responsible staff and intensity of instruction, i.e. 1:1, 1:2, small group of no more than 3, etc.

How do you know if your child is demonstrating age- or grade-appropriate skills?

- Go to the CDC website for developmental milestones (birth-5)

https://www.cdc.gov/ncbddd/actearly/pdf/FULL-LIST-CDC_LTSAE-Checklists2021_Eng_FNL2_508.pdf

- Go to ASHA website for communication milestones

<https://www.asha.org/public/speech/development/chart/> for speech, language and hearing skills (birth-5)

<https://www.asha.org/public/speech/development/communicationdevelopment/> for listening, speaking, reading, and writing skills (K-5th g)

- Go to CT Common Core State Standards for academic expectations

<https://portal.ct.gov/SDE/CT-Core-Standards/CCSS-Overview> CT CCSS for ELA/literacy and Math (K-12th g)

<http://www.corestandards.org/ELA-Literacy/> CCSSI website which you may find more flexible than the CT website

http://www.corestandards.org/assets/Appendix_C.pdf for ELA Writing samples by grade level

Common Core—why?

- US students performed well below many nations on international tests;
- Students were graduating from high school with tenth grade skills unprepared for college or career; (CCR)
- Once they entered college/university many had to take remedial coursework before they could take classes for credit;
- A set of rigorous national standards would promote educational equity in our country;
- State governors and state education commissioners collaborated to create the standards;
- CC is not a curriculum, teachers aren't told how to teach, there are no lesson plans. It is a merely a set of standards;
- CC is limited to ELA and Math;
- CC standards can inform what to include on an IEP.

IDEA Transition Services

20 USC § 1401(34) Transition Services

The term “transition services” means a **coordinated set of activities** for a child with a disability that—

(A) is designed to be within a **results-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, **including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;**

(B) is **based on the individual child’s needs**, taking into account the child’s strengths, preferences, and interests; and

(C) includes instruction, related services, **community experiences, the development of employment** and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

CT has a new IEP as of July 1, 2022

*the new document places the student's present level and parent/student input directly above each goal

*the prior IEP document had Parent Concerns as well as Present Levels of Achievement and Functional Performance listed on pages 4 and 5. Goals and objectives were found on page 7.

Present Levels of Academic Achievement and Annual Goal(s) and Objectives

ACADEMIC, PRE-ACADEMIC, COGNITIVE ACHIEVEMENT

Parent and/or Student Input

GOAL AREA: (E.g., Reading)

Present Level of Performance

Strengths

Concerns/Needs

Impact of student's disability on involvement and progress in the general education curriculum or appropriate preschool activities

Annual Goal 1	Evaluation Method
<i>Goal Statement #1 for Reading</i>	<i>Eval Procedure</i>
Short-term Objectives/Benchmarks	Progress Monitoring Schedule
<i>Obj. 1</i>	<i>Eval Schedule</i>
<i>Obj. 2</i>	<i>Eval Schedule</i>
<i>Obj. 3 (and more, if needed)</i>	<i>Eval Schedule</i>
CT Core Standards Aligned to this Goal (Early Learning Development Standards)	
<i>Standard 1</i>	
<i>Standard 2</i>	
Related Service(s) necessary to achieve this goal (if any)	
<i>Related Service Name</i>	

Additional Data/Assessment Information (not included in Present Level(s) of Performance)

New IEP differentiates academic from functional areas of concern

Academic Goal Areas

Reading

Writing

Mathematics

Pre-Academic

Other (Academic)

Functional Goal Areas

Communication

Behavior

Social/Emotional

Executive Functioning

Fine Motor

Gross Motor

Activities of Daily Living

Health and Development (including vision and hearing)

Use of Appropriate Behaviors to Meet Needs

Other (Functional)
