

Students with (I)ndividualized (E)ducation (P)lans are harmed the most under the CCLS. One of the most important components of an IEP are clear, measurable, and attainable goals. Common Core requires that students with IEPs be taught and tested at grade levels not where they are actually functioning academically, intellectually, emotionally, etc. Many students with IEPs or learning disabilities are reading at lower lexiles and doing math calculations 2, 3, or more grades below the current grade level they are in and expected to meet state standards in. Therefore this makes it virtually impossible to write and meet goals that meet the CC learning/state standards.

Goals in an IEP are meant to be task oriented not curriculum oriented. Another issue that arises is that the CCLS were never piloted or tested in any school or school district prior to their being implemented. We have no proof whether these standards will work for general education students let alone learning disabled students. Therefore it can be said these standards lack research and evidence that they will even work or produce the outcome they claim.

Under the (I)ndividuals With (D)isabilities in (E)ducation (A)ct as well as (N)o (C)hild (L)eft (B)ehind Federal law requires that the curricula and methodology or remediation to be used in reading and or math be scientifically research based. Section 9101(37) of the ESEA thoroughly explains the procedures by which research and evidence must be obtained so that it may be appropriately applied prior to using any particular curriculum or methodology with students with disabilities. The spirit behind that is so that tried and tested methods with evidence of success are being used and so that further regression is not caused for students with learning disabilities.

By implementing and forcing students with disabilities to learn according to the CC standards is a violation of law and is a blatant abuse of our most vulnerable students. As a result of this and to add further insult to injury many of our learning disabled students will not be able to earn a regents diploma yet they are being held to the same learning standards as their non-disabled peers. We do not have five, ten, or more years to see whether the CC learning standards will work. Students cannot go back and make up for years of education lost. Common Core needs to be abolished, more sensible and challenging standards as were already being developed in NY prior to the push in of the CCLS need to be brought back.

-Yolanda Thompson