

# **Integrating Minnesota Graduation Standards and Special Education**

## **A Framework**



*“Education and the process of educating is a total integral, contextual situation which includes students, teachers, parents, administration, and environment.” Jean Houston*



## About the Intermediates

The intermediate school districts were created to deliver instructional programs and services at all educational levels. Minnesota's intermediates serve the following member districts:

**Intermediate District 287**—Bloomington, Brooklyn Center, Eden Prairie, Edina, Hopkins, Orono, Osseo, Minnetonka, Richfield, Robbinsdale, St. Louis Park, Wayzata, and Westonka

**Intermediate District Northeast Metro 916**—Centennial, Forest Lake, Mahtomedi, Mounds View, North St. Paul-Oakdale-Maplewood, Roseville, South Washington County, Spring Lake Park, Stillwater, White Bear Lake, and associate member Columbia Heights

**Intermediate District 917**—Burnsville, Farmington, Hastings, Inver Grove Heights, Lakeville, Randolph, South St. Paul, and West St. Paul-Mendota Heights-Eagan

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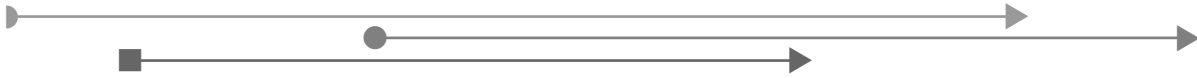
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# Preface

In the fall of 1999, the three intermediate school districts, 287, 916, and 917, were awarded a grant to develop a clearinghouse of best education practice for special education. The grant was funded by an appropriation from the Minnesota State Legislature and administered by the Minnesota Department of Children, Families & Learning (CFL).

The goal of the intermediate school districts was to create a framework to integrate the Minnesota Graduation Standards into four areas of special education as defined by the CFL. The programs include:

- center-based academic,
- center-based transition,
- center-based developmental, and
- student-based low-incidence.

We knew we had the capacity to create this document because the intermediates are rich with experienced special education instructors. Forty special education teachers were identified to collaborate and develop a framework that would address the unique circumstances surrounding the integration of graduation standards into the special education programs that they represented. The framework needed to recognize the road blocks that special education teachers encountered with the standards, while acknowledging the role that standards could play in special education. The voices of teachers are woven throughout this framework, creating a practice-based resource.

This framework provides guidance and resources for districts, sites, and teachers in the implementation of the Minnesota Graduation Standards. It is not intended to provide teaching and assessment activities, but to give teachers planning tools for integrating standards into their programming. The tools give clear suggestions and examples of the choices that educators have.

We would like to thank everyone who contributed to the Framework for Integrating Minnesota Graduation Standards and Special Education, and give a special thanks to the superintendents of the three intermediates and our colleagues in Education Minnesota who made the grant a reality.

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*Project Directors*

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The special education teachers below gave their time and effort to develop this document. They understood the need to integrate the graduation standards into their classrooms and into special education classes around the state. Through their work a framework now exists to help districts and teachers implement graduation standards in their unique settings.

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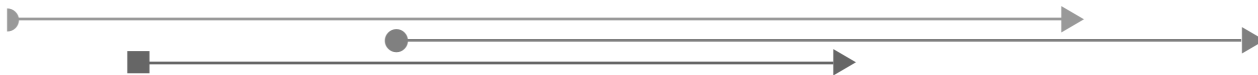
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