


Site Planning Steps for Developmental and Developmental Transition Programs

This guide is intended for separate special education sites where the students engage in a functional versus an academic curriculum. As with any guide, local policies and procedures may vary.

Activities	Product or Outcome
MONTH ONE	
Create site-level Minnesota Graduation Standards Implementation Committee	<ul style="list-style-type: none"> ■ Identified team ■ Structure for thinking about standards
Select team leader and notify district graduation standards technician of existence of committee	<ul style="list-style-type: none"> ■ Communication established between site and district ■ Site contact person identified
Collaborating with district-level staff, determine cycle of reference for the Minnesota Graduation Standards at each site	Clarity about which standards are being referenced each year
Attend staff inservice on district implementation plan if cycle of reference correlates to academic cycle of Minnesota Graduation Standards	All staff knowledgeable about district plan
Create site due process deadlines calendar	Year-at-a-glance time management tool  <i>Chart: Year-at-a-Glance Due Process, page 4-18.</i>
MONTHS TWO and THREE	
Determine a process for developing or adopting assessments for the standards in the cycle	<ul style="list-style-type: none"> ■ Responsibility chart for who is identifying each assessment ■ Identified assessments
Determine a process to correlate assessments, where possible, with the Alternate Assessment used for the Basic Standards testing	Integration of High Standards with Basic Standards procedures and requirements
MONTHS FOUR and FIVE	
Hold coaching sessions for teachers, helping them to: <ul style="list-style-type: none"> ■ Create assessment activities/tasks ■ Align the standard statements with the tasks ■ Review where the tasks already are or can be placed in the curriculum ■ Create any new learning activities needed to support the assessments 	<ul style="list-style-type: none"> ■ Course sketches ■ Possible new assessments ■ Possible new learning activities in curriculum
Explore the use of outside agencies and community resources available to support meeting and assessing standards	Resource list and potential community partnerships
Identify materials and resources needed to implement the assessments	Materials and resources list
Coordinate verification of assessments consistent with district policy	Validated assessments

Activities	Product or Outcome
MONTHS SIX through EIGHT	
Plan staff inservice for: <ul style="list-style-type: none"> ■ Assessing and scoring ■ Recording as required by district procedure 	Inservice calendar
Hold staff inservice on scoring and recording	Staff knowledgeable about scoring and recording assessments
Hold sessions for coaching staff as they implement the standards and assess	Collection of student work samples
Design student progress report form with district approval	Student progress report form
As reviews are done, document progress on IEP	Documentation on IEP
MONTH NINE	
Review identified staff development, student, and curriculum needs and for the next year	Needs lists
YEARS TWO and THREE (refining)	
Review reference cycle and confirm for year two	Articulated cycle of standards
Maintain ongoing monitoring of student progress by collecting student data <ul style="list-style-type: none"> - Completion of performance assessments - Scores of Basic Standards testing or alternate assessments - Individual student progress relating to IEP objectives 	Collection of student performance data related to standards
Follow up with staff who implemented specific student adaptations to determine additional inservice needs	Needs lists
Maintain ongoing monitoring of curriculum alignment with standards	Curriculum improvement through standards' influence
Determine a process for developing or adopting assessments for the standards in this years' cycle	Identified assessments
Determine areas of need for program development	Program development and continuous improvement through standards' influence