



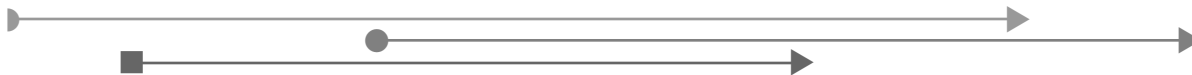
Chapter 4: Site Guidelines

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A shared vision creates learning opportunities for both staff and students.



Site Guidelines

Introduction

The philosophies of the three teams of teachers who developed this framework from a center-based perspective demonstrate a can-do attitude about standards while still recognizing the complex environment in which center-based teachers work. The transient nature of the student population; the variety of academic levels presented by students in a given classroom; and the lack of content expertise among an often small teaching staff whose license areas are in special education are all factors that impact standards delivery in the following programs.

1. Academic Programs

Center-based academic programs include any program that is curriculum-based where students could be capable of working through a general education curriculum. Academic programs are designed for students with emotional behavioral disorders (E/BD), autism spectrum disorders, or those who are Deaf and Hard of Hearing (D/HH).

2. Developmental Programs

Center-based developmental programs focus on skill development for students with significant cognitive impairment and/or autism spectrum disorders.

3. Transition Programs

Center-based transition programs focus on the passage from school to community life. Transition programs may include academic or developmental curricula, depending on the type of student for whom the program has been designed.

Philosophies and Stories

The philosophies and student and site stories further illuminate the needs of the students and teachers in these programs.

Academic Team Philosophy

We are educators working in academically oriented special education sites. We provide an appropriate selection of standards (to be determined by site resources and student needs as well as the mission of each site) within a core curriculum. Our philosophy represents a shift from grouping by disability to grouping by ability.

Transition Team Philosophy

Transition programs are designed for students 14–21 years old with unique learning needs. The focus is on content standards that relate to the five areas of transition as outlined in the IEP, which is standards-referenced, not standards-driven, linking the identified goals for that unique student to the graduation standards content areas.

Tonya's Story

Tonya is a 16-year-old student in a Federal setting 4 E/BD program. She has had a difficult time attending school and completing assignments. Due to absences, she is a year or two behind where she is expected to be achieving.

Tonya attends a vocational program two hours a day at a vocational education center. The course she is taking has the technical writing standard embedded into it. Tonya has the opportunity to complete that standard like any other student.

At her separate-site program, the teachers have identified a cycle of standards that are delivered throughout the school year. In addition, Tonya has a job and is involved in an employment seminar through which she is completing the career investigation standard.

During a research project in a social studies class, Tonya initially refused to finish the timeline she was producing. When her class was told that their finished projects were being taken to a state-sponsored workshop on scoring students' work, Tonya was motivated to finish.

Tonya became aware that graduation standards apply to her, just like everyone else.

Developmental Team Philosophy

As educators of and advocates for students with multiple developmental disabilities, we strive to help students build life skills that enable them to become as empowered and connected as possible. We recognize that some students will be exempt from the state level of the standards. However, students will remain accountable to a performance outcome in a content standard area at a level appropriate to their individual strengths and needs.

Ryan's Story

Ryan is a very social 15-year-old boy who has moderate mental impairments.

Ryan likes to read early elementary storybooks such as Cat in the Hat, Curious George, Madeline, Time Magazine for Kids, and some sections of the daily newspaper. Ryan recently wrote his own book on sledding. He thoroughly enjoyed reading his book to other elementary students. When he is reading, Ryan often skips or substitutes words and relies on graphics and memory.

Ryan needs support in organizing personal and school-related information, managing his personal belongings, and being responsible for his schedule and communications between home and school. He is working on marking important dates on his calendar and using that information to write and deliver notes home and to school.

Another of Ryan's goals is to choose and rehearse at least 15 different children's books. He then goes weekly to read at a nearby elementary school. Ryan will decide how he wants to read the book, if he wants help, or what additional material he may need when reading the story.

Through these activities, Ryan is working on the graduation standards in the areas of Read, View and Listen; Write and Speak; Physical Education and Lifetime Fitness; and Economics and Business. Ryan is doing graduation standards.

Site Story: The Challenge of Implementation in a Small Site

Site Profile

Most of the 25 to 30 students in this EBD/Transition program have some type of diagnosed mental illness such as depression, Tourette syndrome, autism, or obsessive-compulsive disorder. The skill levels and IQs range from borderline (mild mental impairment—MMI) to extremely gifted. Students are between the ages of 15 and 22. Some students have earned all their high school credits but have chosen to defer their diplomas while developing more transition skills. Most have not graduated from high school and will be enrolled in the program from one to four years, depending on their needs, achievements, and attendance.

The program has three self-contained classrooms, each with 8 to 10 students, one licensed teacher, and one paraprofessional. In addition, there is one full-time work coordinator, one full-time social worker, and one due-process lead/social worker. The typical school morning teaches classroom transition skills such as real life or consumer math skills, writing for the world of work, employability skills, apartment search techniques, social skills, cooking, and driver education. The afternoon has a heavy vocational emphasis with some students taking classes at a technical college, many holding competitive jobs, and others volunteering and working in supportive environments.

The Barriers

In a world of smooth integration of graduation standards into the curriculum, the teachers would simply match what they are doing in the classroom with the standards. In some areas of transition, this happens easily. For example, one of the Physical Education and Lifetime Fitness standards requires students to create a post-secondary education plan, to develop job-seeking skills, to assess post-graduation needs, and to take part in job-shadowing experiences.

Unfortunately, not all of the High Standards integrate this well. There are several reasons why. First, transition programs have historically not offered courses in biology, chemistry, physics, or U.S. history. Second, the staff is not licensed in many of these content areas: therefore they are not

trained to teach and evaluate students in them. Finally, the needs of many of the students do not make integration of High Standards easy. Most of the students are struggling to pass the basic skills test in math.

Integrating the Standards

The graduation standards journey began by reviewing student skill levels. The majority performed well below their grade level in basic skill areas of reading, writing, and math. Therefore, it was not surprising that they struggled with the Basic Standards tests in all areas.

As a result, basic skills became the focus of the graduation standards efforts. For 40 minutes per day, students were grouped by basic-skill rather than social-emotional need. Classes were offered in all basic-skill areas, teaching skills needed to pass the Basic Standards tests.

In addition to teaching basic skills, the site staff also focused on the High Standards. Unlike the Basic Standards that fit with the skill levels of the majority of the students, they found the High Standards to be more of a challenge to integrate. Several teachers looked at the existing curriculum and wrote performance assessments to meet the High Standards.

What Was Learned

It is important to keep in mind not only which standards match the goals of the program, but also the skill levels of the students. Therefore, IEP teams must determine the level at which a student will be held accountable in the graduation standards. In instances where students are capable of working on the High Standards in content areas that have not been included in the program curriculum, sites might look to itinerant educators, distance learning, or community resources to help deliver the standards.

Regardless of the barriers programs face when trying to integrate the graduation standards in small special-education program, decisions should be guided by the needs of the students. By focusing on a piece of the puzzle, a program can improve the quality of education.

Referencing IEPs at the Site

A theme that runs through the philosophies and stories is “standards-referenced versus standards-driven.” When students qualify for special education services, the vehicle for providing those services is the IEP (individualized education plan). Instruction is based on individually assessed needs and defined in IEP goals and objectives. Graduation standards and statewide testing do not alter the sanctity of the IEP; nor should they distort it nor detract from the IEP process. A standards-referenced approach to the IEP keeps the proper perspective.

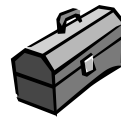
Standards and the IEP

<i>Move from</i>	<i>To</i>
Standards-driven	Standards-referenced
<ul style="list-style-type: none"> • primary focus on achieving the standard • based on items from assessment • goals are limited to academic curriculum choices 	<ul style="list-style-type: none"> • primary focus on student’s individual needs • based on team decision-making • goals organized around needs rather than content areas

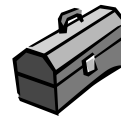
Site-Level Decisions

Center-based programs for special education students have a difficult challenge in bringing standards-referenced education to their students. The decisions made at these sites, however, can incorporate the best of the thinking from both general education and special education.

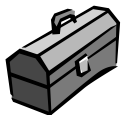
On pages 4-10 to 4-13 are two versions of a decision-making timeline for center-based programs. Both timelines offer an integration of the embedding model for standards found in general education and the individualized model for standards found in special education. The two timelines reflect a difference in realistic attainment of age-appropriate standards for these two groups of students. By following the planning steps, a site reaps the benefits of the products or outcomes.



Site Planning Steps for Academic and Academic Transition Programs, pages 4-10 to 4-11.



Site Planning Steps for Developmental and Developmental Transition Programs, pages 4-12 to 4-13.

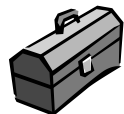


Process for Referencing Standards: Academic Transition Programs, page 4-9.

Integration Through a Cycle of Standards

By choosing a certain number of standards each year as the filter or screen for the IEP, not every standard needs to be addressed every time the IEP is considered. This still allows a site to provide students the opportunity over a number of school years to earn the required number of standards to graduate. If students are not present at the site during some part of the cycle, then the same rules would apply that govern general education equivalencies for standards acquisition. In that way, the burden on center-based programming is no more or less than that in general K–12 education.

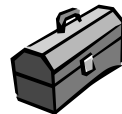
Often center-based programs draw from a large area, and students may be graduating from several different systems. Where the number of standards a student needs to graduate is different from district to district, the center-based program must account in its entire cycle of standards the highest number needed among the sending districts. The law states that all standards must be included in the curriculum. The distinction among districts is not which standards are taught, but which standards are scored and recorded for graduation purposes. A district agreement described in Chapter 3 clarifies that the sending district will accept the cycle and assessments of the educating district given certain assurances.



Sample Inter-District Memo of Understanding, page 3-3.

The sample placement chart for a center-based academic program is found on pages 4-16 to 4-17. Center-based placement charts will differ from general education placement charts because they guide which standards will be considered during that year on

students' IEPs. Using such a cycle does not automatically mean that all students in the program will be working to attain the state level on all the standards for that year, but it does mean that those particular standards will be looked at in reference to the students' individual needs. Narrowing the number of standards documented annually will increase the likelihood of more standardized curriculum and assessments, more possibilities for group instruction, and a general sense of thinking about standards in a workable fashion.



Sample Standards Cycle Placement Chart, pages 4-16 to 4-17.

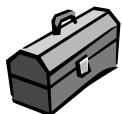
Depending on the needs of the group, the difficulty level might change or the standard may not be taught at all, but over time the goal is that the students will be able to meet greater academic challenges: more students will be expected to attempt more parts of the standard or pass at the state level as they are given more opportunity and standards challenges.

Creating a yearly cycle of standards that will be addressed is a way to integrate the general education philosophy of delivering standards and the special education practice of individualizing. Current practice for implementing standards in general education offers particular standards at a particular time. For example, reading, listening, and viewing complex information might be offered in General English 9. But special education practice could imply that any standard should be offered at any time. This could mean that special education teachers would need to be ready to deliver every standard at every level at any point in the year. The burden on individual sites to offer all levels of all standards whenever a student enrolls makes delivering standards



unmanageable. Choosing a cycle of standards to be delivered at the site provides a roadmap for navigating the standards. This helps students who are part of a program throughout all the levels the program enrolls, and it also helps students who later transfer into the program.

Once a site has established its cycle, then the links between existing curriculum or goals and the standards become clearer, which makes standards delivery not only possible but exciting. The chart titled “Integrating Transition Skills Content into MN Graduation Standards” gives ideas for curriculum or assessment tasks in ten standards’ learning areas for each of the six transition goal areas.

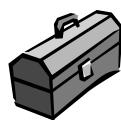


Integrating Transition Skills Content into MN Graduation Standards, pages 4-14 to 4-15.

Having a cycle doesn’t mean that all standards in the cycle will be assessed. For instance, if none of the 15 students enrolled in a high school transition program are working at a level sufficient for them to achieve any part of the high school Chance and Data Handling standard, then it is not reasonable to assess it. But we still need to use the filter of that standard, the careful look at the specifications of the standard in reference to each student, in order to determine that each of those students are unable to work at the state level during their years at the site.

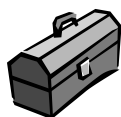
Decisions and Documentation

When students are able to work at the state level of the Preparatory and High Standards, smaller sites may be challenged to offer standards instruction that is beyond the content expertise of the staff. The community and distance learning models may be a solution to this dilemma. This suggestion is included in the steps that will guide a small site in planning, detailed on the two site planning charts.



Site Planning Steps, pages 4-10 through 4-13.

Another particular challenge for center-based special education sites is to coordinate standards assessments with all other due process information. A Year-at-a-Glance Due Process form can be set up on a spreadsheet to keep track not only of IEP-related dates but the standards assessment dates as well.



Year-At-A-Glance Due Process, page 4-18.

If a high school student cannot achieve a High Standard at the state level of performance, one of two decisions needs to be made. Either the student is able to do parts of the standard or parts of an aligned Preparatory Standard (middle, intermediate, primary), in which case the modifications would be made and achievement recorded as “Pass Individual,” or the student is not able to work in the standard at all, in which case “Exempt” is recorded. To assist teachers in determining if students can do parts of an aligned Preparatory Standard, all levels of the standards are included in Appendix 1. The high school level of each learning area is printed first, with middle, intermediate, and primary levels immediately following.



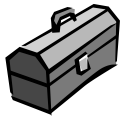
Minnesota Content Standards, Appendix 1.

Exempting a student from a standard through a decision of the child study team is a valid option that does not exclude that child from the system of standards. By exempting a student in the careful, considered manner presented here, the student is included in a system of standards and is meeting the intent of the Individuals with Disabilities Education Act (IDEA) reauthorization to move students toward a general education curriculum.

Students who might be exempt from a number of standards are often in developmental or developmental transition programs.



Ten Steps to Creating a Standards-Referenced IEP for Students with Significant Cognitive Impairments, page 4-8.



"Appendix F" and Profile of Learning IEP Planning Forms, Appendix 2.

Many students in academic programs could be working on some standards at the state level and some at the individual level. The complexity and number of decisions that need to be made could result in a confusing and lengthy IEP conference. To understand how a cycle of standards is considered for an individual student, a sample script is included in this chapter.

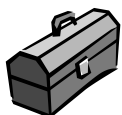


Sample Academic Transition IEP Conference Script, page 4-19.

While integrating standards into small-site special education programs will be challenging, working with a cycle of standards gives programs a reference point. Impact for programming for that year is brought into focus as each IEP is examined.

Ten Steps to Creating a Standards-referenced IEP for Students with Significant Cognitive Impairments (*Developmental and Developmental Transition Programs*)

1. Conduct/review the student's most current special education evaluations and performance data.
2. Write IEP goals and objectives based on needs determined through the special education evaluation process.
3. At an IEP team meeting, discuss the Individuals with Disabilities Education Act—1997 (IDEA 97) mandate to consider the student's involvement with the general education curriculum and Minnesota's practice of including all students in the graduation standards process.
4. At an IEP team meeting, discuss and define the term exemption (Glossary of Terms, page 7-1).
5. Use the Profile of Learning forms for IEP planning to review the learning areas and content standards in the student's age/grade appropriate educational placement (primary school, intermediate school, middle school, or high school).



"Appendix F" and Profile of Learning IEP Planning Forms, Appendix 2.

6. Align IEP goals with appropriate learning areas (in bold print on the Profile of Learning IEP Planning Forms.)
7. Use the content standard for IEP planning worksheet, page 8-20, to review the components of the specific standards.
8. Align IEP goals with appropriate content standards (in italics on the Profile of Learning IEP Planning Forms.)
9. Mark the number of the goal being paired with the learning area and content standard under number three of the area titled "exempt" on the content standard for IEP planning worksheet.
10. Check exempt in the box next to the appropriate content standard on the Profile of Learning IEP Planning Forms.

Process for Referencing Standards: Academic Transition Programs

1. How do the identified standards (or portions thereof) directly and meaningfully relate to living and/or working independently in the community? (If the site is using a cycle of standards, then "identified" relates to the standards to be addressed at this point in the cycle.)

2. Indicate the content standard(s) and how it aligns with transition areas.

3. Could the student achieve the statewide standard, either now or in the future? yes no

4. Are accommodations needed to achieve the standard? Check those needed.

_____ Change the topic.

_____ Change the product.

_____ Change the activities.

- Accommodations must be done without lowering or changing the rigor of the standard.
- Student work is evaluated using the established scoring criteria (0, 1, 2, 3, 4).
- Achievement will be recorded "Pass State."

5. If accommodations will not provide adequate support, are there portions of the standard that could be achieved with modifications?

_____ Eliminate the requirements of a portion of the content standard.

_____ Substitute a content standard from a lower level.

_____ Reduce the rigor stipulated by the performance assessment.

- Modifications require IEP or 504 Plan documentation.
- Achievement will be recorded as "Pass Individual."

◆ If modifications will not provide adequate support, consider exempting.



◆ If exemption is indicated, choose standard from another learning area.


Specify _____

◆ What is the IEP goal that will be attained in lieu of the standard?

Site Planning Steps for Academic and Academic Transition Programs


This guide is intended for separate special education sites where the students engage in an academic versus a functional 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 implementation of the Minnesota Graduation Standards at each site	<ul style="list-style-type: none"> ■ Clarity about which standards are being addressed each year ■ Placement chart
Obtain home district's graduation standards placement chart for individual students	<ul style="list-style-type: none"> ■ Reference for individual students ■ General picture of requirements for area sending schools
Provide staff inservice on district implementation plan for your 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 writes each assessment ■ Identified assessments
Plan staff inservice and coaching on performance-based assessment	Staff development plan and coaching session calendar  <i>Staff Development Planning Chart, page 6-3.</i>
Hold staff inservice on performance-based assessment	Staff knowledgeable about performance assessment principles
MONTHS FOUR and FIVE	
Hold coaching sessions for teachers writing assessments, 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 that will support the assessments 	<ul style="list-style-type: none"> ■ Course sketches ■ Identified 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	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: <ul style="list-style-type: none"> ■ Review student work ■ Score as a team ■ Refine assessments 	Collection of student work samples
Re-confirm the alignment of the assessments with the standard	Verified assessments
Design student mid-year progress report form with district approval	Student progress report form
Hold staff inservice for referencing graduation standards on the IEP	Staff understands relationship between standards and IEPs
As annual reviews are done, document progress on IEP	Documentation on IEP
MONTH NINE	MONTH NINE
Review identified staff development, student, and curriculum needs for the next year	Needs lists
YEARS TWO and THREE (refining)	YEARS TWO and THREE (refining)
Review implementation cycle and confirm for year two	Articulated cycle of standards  <i>Sample Placement Chart, pages 4-16 and 4-17.</i>
Maintain ongoing monitoring of student progress by collecting student data <ul style="list-style-type: none"> - Scored performance assessments - Scores of Basic Standards testing - 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	Staff development calendar
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

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	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	MONTH NINE
Review identified staff development, student, and curriculum needs and for the next year	Needs lists
YEARS TWO and THREE (refining)	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




















Integrating Transition Skills Content into Minnesota Graduation Standards

	Post-Secondary Education/Training & Employment	Home & Family Living	Recreation & Leisure	Community Involvement	Emotional & Physical Health	Personal Responsibility
Read, Listen, & View	<ul style="list-style-type: none"> reading classified ads for jobs interviewing worker in career interest area understanding oral directions 	<ul style="list-style-type: none"> interpreting bills comprehending oral directions for making dinner applying step-by-step procedures for making dinner 	<ul style="list-style-type: none"> locating and understanding movie information on the Internet or newspaper listening to forecast to plan an outdoor activity 	<ul style="list-style-type: none"> following directions on a tax form understanding oral directions understanding campaign ads 	<ul style="list-style-type: none"> comprehending directions on medications attending a class on stress 	<ul style="list-style-type: none"> reading letters from friends taking turns in conversations
Write & Speak	<ul style="list-style-type: none"> writing a letter of application for a job developing a resume 	<ul style="list-style-type: none"> writing checks for bills discussing daily routine with family modeling advocacy behavior 	<ul style="list-style-type: none"> writing for information on a city to visit inquiring about tickets for a concert 	<ul style="list-style-type: none"> filling in a voter registration form demonstrating how to locate public facilities 	<ul style="list-style-type: none"> filling in your medical history on forms describing symptoms to doctor 	<ul style="list-style-type: none"> giving feedback to a friend on a CD developing a four-year education/career plan
Inquiry & Research	<ul style="list-style-type: none"> job shadow career interests exploring the disability culture and define careers 	<ul style="list-style-type: none"> locating various agencies needed after school understanding eligibility criteria for SSI/rehab services 	<ul style="list-style-type: none"> learning how to effectively communicate in social/recreation leisure situations 	<ul style="list-style-type: none"> developing interpersonal skills participating in school organizations 	<ul style="list-style-type: none"> activities to understand self self-awareness and advocacy skills 	<ul style="list-style-type: none"> understanding capabilities, limitations, and needs learning study skills
Mathematical Concepts & Applications /Scientific Concepts & Applications	<ul style="list-style-type: none"> understanding the difference between net and gross pay 	<ul style="list-style-type: none"> computing the cost of doing laundry in a laundromat vs. at home comparing weather temperatures between cities or seasons 	<ul style="list-style-type: none"> calculating the cost of a dinner out vs. a dinner at home 	<ul style="list-style-type: none"> obtaining information for a building permit 	<ul style="list-style-type: none"> using a thermometer 	<ul style="list-style-type: none"> planning the cost of a date designing a new product to improve your life

Integrating Transition Skills Content into Minnesota Graduation Standards *continued*

	Post-Secondary Education/Training & Employment	Home & Family Living	Recreation & Leisure	Community Involvement	Emotional & Physical Health	Personal Responsibility
Physical Education & Lifelong Fitness	<ul style="list-style-type: none"> settling a dispute with a co-worker exploring post-secondary settings 	<ul style="list-style-type: none"> developing a plan for meeting financial needs 	<ul style="list-style-type: none"> role playing appropriate behaviors in various places developing a total body fitness plan 	<ul style="list-style-type: none"> knowing what to do if you become a victim of fraud learning how to find a doctor/dentist 	<ul style="list-style-type: none"> selecting a doctor, applying decision-making skills in real life situations 	<ul style="list-style-type: none"> deciding how to ask someone out how to handle an emergency
Economics & Business	<ul style="list-style-type: none"> using a prepared career planning packet 	<ul style="list-style-type: none"> listing emergency phone numbers estimating cost of living in different arrangements awareness of different types of insurances 	<ul style="list-style-type: none"> using a shopping center directory 	<ul style="list-style-type: none"> marking a calendar for important dates (recycling, birthdays, bills due) 	<ul style="list-style-type: none"> designing a reminder system for vitamins/medicines 	<ul style="list-style-type: none"> managing time effectively (making appointments, managing personal grooming and hygiene skills)
Social Studies	<ul style="list-style-type: none"> applying appropriate interview skills learning how to impact public policy 	<ul style="list-style-type: none"> helping someone with homework 	<ul style="list-style-type: none"> knowing the rules of the neighborhood pool identifying various modes of transportation 	<ul style="list-style-type: none"> locating self-improvement or enrichment classes learning about different advocacy groups citizenship issues 	<ul style="list-style-type: none"> getting a yearly physical exam develop a plan to access your health care 	<ul style="list-style-type: none"> understanding capabilities, limitations, needs
Arts & Literature	<ul style="list-style-type: none"> exploring different careers in the arts area 	<ul style="list-style-type: none"> actively participating in community activities (concerts, drama, art classes) 	<ul style="list-style-type: none"> visiting an art gallery and interpret a piece of art 	<ul style="list-style-type: none"> interpreting a drama event with a friend 	<ul style="list-style-type: none"> defining what kind of music relaxes you 	<ul style="list-style-type: none"> designing a personal filing system

Sample Placement Chart — Middle School

Read, Listen & View		Write & Speak		Arts & Literature		Math Applications		Inquiry	
Listen to complex information in the English language	Year when standard is assessed 	Write and speak effectively in the English language	Year when standard is assessed 	Apply and interpret artistic expression	Year when standard is assessed 	Solve problems by applying mathematics	Year when standard is assessed 	Conduct research and communicate findings	Year when standard is assessed 
Nonfiction Comprehend, interpret, and evaluate information from a variety of nonfiction formats in reading, viewing and listening		Writing Write for a variety of academic and technical purposes, situations and audiences		Artistic Creativity and Performance Demonstrate knowledge of art forms through artistic process and presentation		Shape, Space and Measurement Apply concepts of shape and space to describe and measure the physical world to solve problems		Direct Observation Gather information to answer scientific or social science questions	
Fiction Comprehend, interpret, and evaluate information in fictional reading, viewing and listening selections		Interpersonal Communications Communicate effectively in a small group of familiar people		Artistic Interpretation Interpret and evaluate a variety of art works, performances or presentations		Number Sense Use number concepts, relationships and computational procedures to communicate, solve problems and evaluate results		Accessing Information Access information and use a variety of sources to answer a question or support a position	
Technical Reading Comprehend technical information from documents or electronic media						Chance and Data Handling Apply concepts of chance and data analysis to make critical judgments, predictions or decisions		Controlled Experiments Design and conduct a controlled experiment or investigation and interpret the results	
						Patterns and Discrete Functions Use discrete structures to model mathematical relationships and solve problems			

Sample Placement Chart — Middle School *continued*

Scientific Applications		Social Studies		Physical Education		Economics		World Languages	
Understand and apply scientific concepts and methods	Year when standard is assessed	Understand interactions among people and cultures	Year when standard is assessed	Use information to make decisions	Year when standard is assessed	Manage resources for a household, community, or government	Year when standard is assessed	Communicate in a language other than English	Year when standard is assessed
Living Systems Understand interactions and interdependence of living systems	YEAR 2	Current Issue Analysis Defend a position concerning a current event or issue	YEAR 2	Career Exploration Explore career and education options to make informed decisions for future life choices	YEAR 1	Personal Resources Effectively manage personal resources to meet a goal or solve a problem	YEAR 2	World Language Communicate in another language on familiar topics and in appropriate cultural contexts	
Earth Systems Recognize and evaluate interactions of earth/space systems and their impact upon human life	YEAR 1	Geography and Culture Understand how events or actions of people are influenced by physical and cultural geography	YEAR 1	Personal Health Make informed decisions based on information to promote personal health and nutrition	YEAR 1	Group Resources Manage resources as a team to produce a product or service	YEAR 3		
Physical Systems Evaluate interactions between physical systems encountered in everyday life	YEAR 3	History and Citizenship Understand historical events and the roles of individuals within them	YEAR 3	Physical Education and Fitness Understand and participate in physical activities that develop motor skills and physical fitness	YEAR 1	Informed Consumerism Understand the impact of purchases in the areas of household, business, community, and environment	YEAR 3		
						Technology Applications Use appropriate computer technology to access, evaluate, and organize information and to produce products	YEAR 2		

Sample: Academic Transition IEP Conference Script

This conversation could take place during an IEP meeting when standards are referenced to the IEP. It is used as an example of how center-based programs can use a cycle of standards and relate that cycle to an individual student's IEP.

When involving parents and students in creating an IEP where the standards are referenced, always have a copy of the standard being referenced. If possible, also share copies of the district-approved performance assessment/s for standards under discussion.

Student Profile Background

The high school student has not passed the Minnesota Basic Standards tests in reading, writing, or math. The student has had inconsistent school attendance and has attended three different programs in the past two years. He/She has a transition goal that includes achieving a high school diploma and going on to a vocational program. He/She has been identified as a student with an emotional/behavioral disorder and has a current Individual Educational Plan.

Sample Teacher Script

Our district plan requires us to embed, teach, assess, and score the following High Standards as part of the district's cycle of standards. *(Student Name)*'s teachers will be using curriculum and activities related to the standards throughout the year. Through a variety of activities, *(Student Name)* will be given sufficient opportunities to complete all the specifications of the standards. District-approved performance assessments will be used to assess the standards. Because these standards are embedded in the curriculum with consistent attendance and completion of assigned tasks, *(Student Name)* will have sufficient learning opportunities to complete the standard.

The IEP remains the most important planning document for each student. Therefore, we want to decide how the cycle of district standards relates to *(Student Name)*'s needs as identified in his/her present level of performance.

We must consider a number of factors. First, *(Student Name)* has been placed in this program because the IEP team has decided that his/her needs are best addressed through placement in this four-period-per-day vocational program. In addition to this consideration, we believe *(Student Name)* has the ability to pass the Minnesota Basic Standards Test (MNBST) in math, reading, and writing. Therefore, we need to address the development of basic skills along with vocational skills.

The first standard, Interpersonal Communication, has been embedded in the work that a theater company will do with our students once a week for 15 weeks. This will not conflict with *(Student Name)*'s need to focus on vocabulary or basic skills.

continued...

Sample Academic Transition IEP Conference *continued...*

To document this, “state level” will be checked by “Interpersonal Communication” under the Write and Speak learning area on the high school chart for IEP planning.



Minnesota Content Standards, Appendix 1, and “Appendix F” and Profile of Learning IEP Planning Forms, Appendix 2.

The next standard on the cycle is the high school standard, Chance and Data Handling. We believe *(Student Name)* can pass the MNBST in math, although his/her present level of performance indicates that he/she is significantly below grade level in math. Therefore our planning needs to focus on transition and basic skills. While we feel with continued instruction and consistent attendance, *(Student Name)* will be able to learn the necessary skills that are assessed in the MNBST for math, his/her current educational evaluation indicates that we select another level and standard in the Mathematical Concepts and Applications learning area. Working toward the middle-level standard, Number Sense, *(Student Name)* will not only receive instruction and practice to increase his/her skills to pass the Basic Standards, he/she will gain the math skills necessary for future success with his/her transition goal. If the team determines (this includes parents and student) *(Student Name)* will attempt to complete the Mathematical Concepts and Applications standard at the middle level, this is a modification; therefore, “Pass Individual” will be checked for documentation of this decision on the middle level chart for IEP planning.

The third standard is Literature and Arts Analysis and Interpretation. Because *(Student Name)* will be working to pass the MNBST of reading and his/her present level of performance on a placement test for corrective reading, we suggest that *(Student Name)* be exempt from this standard. We will identify another goal that applies to this learning area. The goal would be: To progress from the level of testing for placement in decoding, level C in SRA direct instruction materials to the level of testing for placement in comprehension A, prior to our next IEP meeting. This will help *(Student Name)* to develop skills needed to pass the MNBST. This goal to increase reading comprehension is also aligned with *(Student Name)*’s transition goal of attending a vocational program after graduation from high school. If the team determines *(Student Name)* will not be assessed on this standard, we will check “Exempt” on the high school chart for IEP planning.

The additional standards would continue to be referenced in this manner. In center-based programs, all standards in the school year cycle must be addressed in the IEP.

It is important to remember that the team determines the level at which a student will attempt to complete the standards of the Profile.