

The Collaborative Input Model as it Guides the Recommendation Procedure

Givens:

- The collaborative group presents findings and/or recommendations to the stakeholders by a prescribed deadline.
- The stakeholders will arrive at decisions through a consensus model.
- There will be an opportunity for, and expectation of ongoing dialogue/update sessions
- The Superintendent will assign a facilitator.
- The Superintendent will approve group membership.
- Membership will be based on stakeholders most directly impacted by the decision and/or people that have special expertise in the area of discussion.
- The collaborative group will conduct an evaluation of its product and process.
- The collaborative group will design a follow-up evaluation, to be conducted by the administration, on the implementation effects.
- The collaborative group will define a back-up method for decision-making if consensus cannot be reached, but should consider a sufficient majority vote (66-80%).

The recommendation to the staff and community should include:

- Objectives with measurable results
- Strategies for accomplishment
- Timeline
- Resource requirements
- People responsible for implementation
- Methods of communicating the implementation
- Methods of evaluating the impact of the implementation to determine success

The report should include at minimum:

- A list of committee members
- An executive summary of findings
- The purpose statement
- Meeting agendas and minutes
- The recommendations to the stakeholders

**Graduation Guidelines Task Force
Collaborative Input Model
August, 2015 – May, 2016**

Issues Statement

In 2007, the General Assembly adopted H.B. 07-1118 that set forth a process for developing statewide high school graduation guidelines that local boards of education must meet or exceed. Pursuant to the legislation, the Graduation Guidelines Council was formed to develop recommendations for the State Board to consider. The Council presented their initial recommendations to the State Board in 2008, focusing on the need for clearer, more rigorous standards at every grade level. In 2008, the General Assembly adopted comprehensive legislation calling for an aligned system of standards and assessments from preschool through postsecondary education. The timelines for the adoption of high school graduation guidelines were extended to May 2013 to allow time for this new system of standards and assessments to be developed.

In June 2012, a reconstituted Graduation Guidelines Council, comprised of original council members and additional members to ensure representation of desired areas outlined in law, convened to build on the recommendations of the original council. The council met monthly to develop recommendations for the State Board of Education's consideration. More than 40 meetings were held across the state with interested constituents. Data from other states and relevant research/studies informed the work of the council.

Local school boards may use their own locally developed graduation requirements so long as they “meet or exceed” any minimum standards or core competencies/skills adopted by the State Board. The law outlines several considerations that the State Board must take into account when adopting a set of guidelines, including:

- Alignment with the description of postsecondary and workforce readiness
- Alignment with postsecondary academic admission standards
- Recognition of multiple and diverse pathways to a diploma
- Articulation through a standards-based education system
- Attainment of skills necessary to succeed in the 21st century
- Importance of academic and career planning

Goal Statement

Ensure that District 20 graduation requirements meet and/or exceed new Colorado Department of Education and State Legislative mandates, by reminding members of the 2014/2015 Phase I discussion and focusing on Phase II of the Graduation Guidelines discussion in the 2015/2016 school year. Phase I discussion included the following:

- Review Colorado Graduation Guidelines and Colorado menu of college and career-ready determinations.

- Compare local high school graduation requirements to state guidelines.
- Identify areas of alignment for practices and policies.
- Discuss comparison of local high school graduation requirements to state guidelines, and Colorado menu of college and career-ready determinations.
- Consider areas of alignment for practices and policies.
- Determine district action steps and timelines.
- Adopt revisions in 2015-16 to meet or exceed state guidelines, including a local menu for students to demonstrate college and career readiness.
- Prepare to implement starting in 2017-18 with ninth graders.
- Plan for Phase II work that will continue in the 2015/2016 school year per CDE recommendations.

Phase II discussion includes the following:

- Consider state board of education's potential expansions to the Colorado menu of college and career-ready determinations (*expected in summer 2015*).
- Engage community and staff members in conversations about the skills students will need to be successful after they graduate from high school.
- Decide on a list of options students may use to demonstrate college and career readiness in order to graduate from high school.
- Adopt revisions to local high school graduation requirements to meet or exceed the Colorado Graduation Guidelines, including a local menu for students to demonstrate college and career readiness.
- Communicate revisions and menu of college and career-ready determinations to students (*as early as sixth grade*) and parents.
- Connect with district charter schools about graduation guidelines adoption.

Product/Results Desired

The final outcome for this task force is to make recommendations about graduation guidelines for students in District 20 that call for students to demonstrate minimum academic competencies, demonstrate 21st century skills, and successful completion of an Individual Career and Academic Plan (ICAP) by the time of high school graduation.

In addition, the task force will share its work with building leaders and the Superintendent's Cabinet throughout the 2015/2016 school year that includes:

- A list of task force members
- The Collaborative Input Model that will guide the work of this task force
- Meeting agendas and minutes
- Final recommendations to Dr. Hatchell by May, 2016

Membership

Member	Location	Position
Austgen, Stephanie	AAHS	English Teacher
Back, Kolette	PCHS	Principal
Barrows, Bob	EAC	Ex. Dir. For SPED
Brotherton, Sean	AAHS	Counselor
Castle, Shannon	LHS	SPED teacher
Cormaney, Tracie	RHS	AP
Derickson, Laurie	DCCHS	Counselor
Feldman, Jay	LHS	Student
Forsythe, Diane	Learning Services	CTE Director
Hinkin, Dan	DCCHS	Social Studies Teacher
Hinkin, Karen	RHS	Counselor
Kessler, Koryn	Learning Services	TOSA
King, Sarah	PCHS	Counselor
Kroeker, Rosie	LHS	Counselor
Maxon, Clark	Learning Services	C & I Director
Meacham, Holly	LHS	AP
Moothart, Richard	EAC/Online Credit Recovery	Teacher
Newcomer, Riley	LHS	Student
Olson, Dan	AAHS	Principal
Peak, David	EAC	Asst. Supt. for HR
Peters, Joanna	TCA	College Placement Director
Regan, Molly	TMS	English Teacher
Reynolds, Karin	EAC/Facilitator	Deputy Superintendent
Romero, Mario	DCCMS	Principal
Shields, Sean	TCA	HS Principal
Smith, Brett	TMS	Principal
Spradling, Rhonda	AOHS	TOSA
Stone, George	AVC	Principal
Uddenberg, Laurie	EAC/DAC Chair	Parent
Ullmann, Lacy	AAHS	Parent
Wagner, Melissa	MRMS	AP
Welge, Colin	PCHS	Student
White, Nancy	Information Technology	IT Specialist

Timeline

2015/2016 Meeting dates and times all from 3:30 – 5:00 in Willow:

8/25 (T)

9/29 (T)

10/20 (T)
12/9 (Weds.)
1/26 (T)
2/25 (Th)
3/15 (T)
4/27 (T)
5/24 (T)

Scope of Responsibility

The committee will limit their work to that which is outlined in our charge statement as communicated in the issues and goal statements.

Communication Linkages

Principals
Superintendent's Cabinet
Parent Sounding Board
District Accountability Committee
Superintendent
Board
Superintendent's Student Advisory Council
Teacher Communication Council
Classified Liaison Committee

Resources

The estimated financial resources for this committee are as follows:

Items	Cost
Snacks	\$200.00
Office supplies	\$200.00
Other?	
Total:	\$400.00 est.

Communication Plan

- Updates to Superintendent, Dr. Mark Hatchell, throughout task force work during 15/16
- Update to K-12 Principals in October
- MS and HS principal meeting updates beginning in October
- Cabinet updates monthly beginning in October
- Stakeholder meetings as requested by Dr. Hatchell
- Board of Education updates as requested by Dr. Hatchell

Implementation Schedule

- Provide updates about discussions and any recommendations to Dr. Hatchell by May 31, 2016 with updates throughout 15/16.
- Learning Services work with high schools to ensure implementation as per the CDE requirements and District 20 expectations.

Evaluation Plan

The task force will evaluate itself on the following:

- How well did the task force follow the charge?
- How skilled was the facilitator at building consensus for the outcome?
- How well did the task force members follow the Collaborative Input Model?
- Did the task force successfully complete the task?
- Was the task force recommendation accepted by the linkage groups? If not, why not and what can be learned for the next time surveys are developed to support Board policy and to inform processes that result in district and school improvement?