



COLORADO DEPARTMENT of EDUCATION

Vision

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

Goals

Every student, every step of the way



Meeting Logistics & Desired Outcomes

Meeting:	Graduation Guidelines Unique Populations Work Group Meeting				
Date:	May 22, 2014	Time:	9:15 - 10:30	Location:	Webinair
Meeting Lead:	Jacqueline Medina, Julia Watson				
Meeting Participants:	HS Graduation Group- Gifted				
Meeting Objectives:	<ul style="list-style-type: none"> • Understand purpose of graduation guidelines • Outline work group goals & objectives • Develop plan for analyzing and making recommendations for Graduation Guidelines Implementation 				

Agenda Items and Next Steps

Time	Agenda Item	Notes & Next Steps
9:15 a.m.	Welcome, review of agenda	Focus for today: <ul style="list-style-type: none"> • Honoring your time, format is to review docs and then have work-time on your own. • Where we are now: Background: have done research, looked at more resources, compiled notes from your notecatchers and phone conf (4/24), other state plans, not ready to synthesize all yet • Task for today: Need input, opinions, reflect on additional points/programs you can add, jot down further questions, issues, search out another states' work, research, other great programs, reflect on next steps and what you would like to see.
	Document review	<ul style="list-style-type: none"> • Doc 1: Resources, feel free to add to and send to Jacquelin and Julia • Doc 2: Title is misleading, this

		<p>will be fixed. These will be recommendations vs best practices. As we read, we realized that certain suggestions fit different stakeholder groups: students, teachers, parents, counselors. Is it helpful to present suggestions as role-related? Middle school was added as it is critical to start early, transition is critical, comments are cited per initials</p> <ul style="list-style-type: none"> • Doc 3: State policy guidelines review (OH), left column is research around best practice, scroll down for specifics also GA, CA, directly from research. MO starts pg 6, good language, page 7 is chart, do we need to have similar chart? Page 8 continues regarding proficiency-based and alternative performance. Page 10: bottom box, maybe use new terminology and insert new language (internship, mentorship). Getting to policy: some states have examples of "credit by assessment" option. State of State report (NAGC report) might tell us which states have credit by assessment. Need to check into this. • Doc 4: Template review. Suggesting to use this as an organizer. Add in what you know about, what you find in research, cite what you add. Comments about template; <ul style="list-style-type: none"> ○ Less intimidating, consistent, communication pipelines, how to access them? ○ Collaboration ○ Ambassador: are these the people who supported gifted ed? Maybe this is where the other chart fits? Should advocacy be alongside this? We can
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		<p>put it there or on collaboration...could fit in 5 or 6</p> <ul style="list-style-type: none"> ○ 7 & 8 added for additional responses and input ○ adding "Specialized High Schools" as another item on the template. Local HS, Wheatridge, Cherry Creek, Jeff Co. <ul style="list-style-type: none"> • Doc 5: Example of how Ohio talks about some of their pathways. • Doc 6: This flowchart is in regard to IDEA but SPED/GT might also have a flowchart for our work...and we might be able to have ONE for exceptional children. Flowchart/visual for people might be important • Doc 7: Note-taker for your input</best practice, state policy, template, what are your thoughts, comments? Clarify: we do not want to have 2 different documents, <u>so lets just fill in template 4, be sure to put in your citations</u> ☺ <p>***Please start looking into any resources you can find for any of the categories, add the research/cite, examples, ideas to this template (#4) to Jacquelin and Julia by May 27..... by the end of day.</p>
	<p>Structure suggestions</p>	<ul style="list-style-type: none"> • Overview, recommendations, visual, reference template info, then references/bibliography. • Don't want to make it too wordy, simplify it, not too much info. "Make gifted seem easy/do-able". Needs to be concise. • Flowchart? Possibly a "click on" to access examples. We are not in charge of the total format...CDE will make

		decision, we present as we think it would be best-presented, but there may some changes.
	Final Notes	June 3: Next scheduled webinar

Evaluate the Meeting:				
We stayed on track:	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes
We achieved the meeting outcomes:	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes
We clarified next steps:	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes
This meeting was time well-spent:	<input type="checkbox"/>	No	<input type="checkbox"/>	Yes

How can we improve the next meeting?

Postsecondary Workforce Readiness is the knowledge, skills, and behaviors essential to high school graduates to be prepared to enter college and the work force and compete in the global economy, including content knowledge, learning, and behavior skills.

EARLY GRADUATION

Decision Tree

Recommended Steps

With a committee including middle and high school counselors, administration, G/T and SBDM members:

- Develop communication and criteria to identify Early Graduation candidates
- Develop possible schedules and pathways to complete criteria
- Create clear and consistent progress monitoring schedule for students on Early Graduation pathway
- Utilize regular updates to the ILP to support student success
- Develop blueprint with clear indicators and steps for students when they fail to meet criteria
- Develop a transition plan

1. Discussion about Early Graduation begins with the student and family
2. A meeting is held with the counselor at MS/HS reviewing options and possible pathways

