

DPS Declining Enrollment Advisory Committee

Meeting 4 / Declining Enrollment Challenges, April 6, 2022

Topic Areas	Notes & Links
Welcome & Check-in	<p>Meetings start at 4:00pm with a general welcome and check in. Language justice orientation is done, and we begin with a light check in sharing our good news for the week. This week we were able to address some of the concerns of the committee by creating optional Q&A meetings for the group separate from this one. By providing this opportunity, committee members are able to address their concerns beforehand, allowing them to be more focused on the current tasks and outcomes. Prior to starting the meeting we took a few minutes to breathe and relax so that we can all be grounded in the work and to check in with ourselves and the energy we are bringing to the space.</p>
Safe space	<p>After meeting 3, there were some concerns about equity in the space and some voices being louder than others. We addressed this by reminding the committee of why we are here. We used the guiding question of “What does the district need to consider when closing or consolidating schools?” to bring the group into focus. We also developed a process to allow for those with strong opinions to be heard in a breakout room without disrupting the meeting. The goal of the facilitation team is to remain neutral while helping to facilitate the conversation around declining enrollment and the impacts of school consolidation or closure. We acknowledged that conflict can still occur but reminded the team of our group agreements and will reshare them before each meeting. Sofiya also spoke briefly about the intention of FACE as a part of this meeting. An FAQ document is also being prepared for the community for general questions.</p>
Design/Guiding Principles	<p>In this session the group began ideating around design/guiding principles for the recommendations of criteria related to school consolidation or closure. This was done using a collaborative decision making process from Liberating Structures called “1-2-4-All”. The process was executed allowing the group to engage each other in their worries, concerns, hopes, and wishes then turn those into principles. Here is a link to the preliminary document.</p> <ul style="list-style-type: none"> ● 1: The group was given homework to begin thinking about guiding principles that could be used in this process. This was done as individuals and brought back to the session. ● 2: Individuals in the group were then put in pairs to discuss and merge their ideas for guiding principles. ● 4: Each pair was then put with another pair to form a group of four. The group discussed their lists, merged, and added anything that was missing. ● All: Finally the committee was brought back together as a whole and shared the combined lists in a group forum.

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Brainstorm Criteria in Affinity Groups	This activity was abbreviated due to time constraints. The committee was tasked with having a volunteer within each affinity group begin drafting initial ideas for criteria. They will then get feedback from other members on their team and community, and will report back to the group for any adjustments. The affinity groups that were listed include: Teachers, School Leaders, Parents/Family, Community Members, School/District/Network Staff
Next Steps	<ul style="list-style-type: none"> ● Review and discuss initial drafts of criteria ● Solicit feedback from community members ● Address any concerns from community or group