

# DPS Declining Enrollment Advisory Committee

## Meeting 5 / Declining Enrollment Challenges, April 20, 2022

| Topic Areas                          | Notes & Links  |
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| <b>Welcome &amp; Check-in</b>        | <p>Meetings start at 4:00pm with a general welcome and check in. Language justice orientation is done. This week the group check-in was omitted in order to give more time for the committee voice. The committee was able to hear from FACE and other DPS liaisons about community feedback and concerns. The committee then proceeded with sharing the draft guidelines and criteria according to their affinity groups. The volunteer drafters from each group collaborated on the preliminary version of the guidelines and presented this to the rest of the committee. Committee members were then able to make comments and suggestions for edits to the working document. Next steps include continued refinement of the draft and collecting feedback from the community at large.</p> <p><b>***THE COMMITTEE HAS DECIDED TO CONTINUING EDITING THE DRAFT BEFORE POSTING PUBLICLY!***</b></p> |
| <b>Community Input</b>               | <p>During this section of the meeting we heard from FACE and DPS liaisons regarding community feedback. The guiding question for the community was “What does the district need to consider when thinking about closing or consolidating schools?” FACE was able to provide some feedback from the community to help guide the committee throughout the drafting process. The FACE team meets with the community on Friday’s to provide updates on work the committee has done. The committee then proceeded to ask any questions or points of clarification for the FACE group. There was some concern around awareness of when these meetings are happening and ensuring an inclusive process for communicating and disseminating information along with providing translation. The holiday break could have impacted the timing of some of this.</p>  |
| <b>Draft Principles and Criteria</b> | <p>Prior to this meeting the volunteer drafters from the affinity groups were able to meet. They collectively came up with a draft of some guidelines and criteria for closing or consolidating schools. This section was led by a teacher from SW Denver with the support of the volunteer drafters. Their collaborative efforts produced a document that addressed three areas:</p> <ul style="list-style-type: none"><li>● Principles</li><li>● Guardrails</li><li>● Criteria</li></ul> <p>The group shared their ideas for criteria along with how it could be implemented. Committee members were then allowed to provide feedback as a group and as a part of the initial drafting of the guidelines and criteria. The goal is to draft a final</p>  |

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|                                  | <p>product that can be shared publicly for the community to provide feedback on. This initial draft is not the final product and will go through additional iterations, with contributions from the committee, before being presented to the superintendent and board.</p>  |
| <b>Highlights &amp; Concerns</b> | <p>The committee highlighted several concerns with the draft and other considerations. One salient point was wanting to ensure communities feel things are done with them as opposed to done to them. Other questions raised concerning this process include but were not limited to:</p> <ul style="list-style-type: none"> <li>● How do we safeguard against cutting needed programs for financial solvency? What is the process for how programs are kept, replaced, or cut?</li> <li>● What considerations will be given for the transition of programs for schools selected for closure or consolidation?</li> <li>● How will grant support be considered in assessing financial solvency, with consideration given to schools who have the resources to support grant writing versus those who don't.</li> <li>● How will ECE students be factored in when considering student population as a trigger for consolidation given that funding and budgets are different?</li> <li>● What can we do to ensure that closed schools aren't subsequently repurposed?</li> <li>● Can we ensure language within the guidelines and criteria are specific to include things like Consent Decree, TNLI, and other designations.</li> <li>● Can we exhaust all efforts and resources before closure or consolidation?</li> <li>● What does the process look like for middle school versus high school?</li> <li>● How can we ensure the criteria and recommendations are inclusive of all school governance types</li> </ul> |
| <b>Next Steps</b>                | <ul style="list-style-type: none"> <li>● Continue refinement of the initial draft of guidelines and criteria</li> <li>● Solicit feedback from community members</li> <li>● Address any concerns from community or group</li> </ul>  |