

DAC Meeting Minutes (December 6, 2022)

Agenda ([English](#)) ([Spanish](#))

Links and Resources:

- DAC Meeting Attendance Link: <https://forms.gle/bu2Pu45EQJM7LQHS6>
- [UIP Implementation Update](#) (Jonathan Dings)
- [Long-Range Advisory Council and Bond Update](#) (Rob Price)

Meeting Notes:

- Meeting called to order: 6:27 pm on Tuesday 6 December 2022
- Minutes approval:
 - Move to approve and second; unanimous approval for the November minutes
- Welcome from DAC Exec

DAC Open Comment Period:

- Reminder to parents to secure and lock up guns at home; resources are available from the district and will be sent out to the DAC membership

Board Liaison Report / Superintendent Report (Rob Anderson):

- Election night update:
 - Bond measure passed in the 2022 vote
 - Highest voter approval ratings in 2 decades (69% in Boulder; 61% in Broomfield)
 - Currently staffing up and planning to begin these projects, starting this summer
 - Prop FF passed as well; all students now able to access free lunch at schools (starting SY 23-24)
 - State Board of Ed considered approval of new social studies standards, crossing out inclusions from the 2019 law that removed histories of the LGBTQ+ community and communities of color; those crossouts were not maintained
- District has been working on the bond measure planning
 - Bond includes plan for building facilities in every middle and high building for CTE opportunities
- Board updates:
 - Grad+ updates (providing families and kids opportunities and experiences that lead to graduating with more than a diploma - language certificates, industry relevant learning, etc)
 - Doubled the number of courses offered for concurrent enrollment this year
 - Dual language pathway programs are receiving even more support

- Questions from DAC members:
 - Does the social studies curriculum now mean that there will be changes to standards moving forward?
 - No other curriculum impacted beyond social studies; there were conversations about what should be in and out, but people crossed certain things out creating the appearance of a do-not-teach list, which wasn't what was intended.
 - As part of Prop FF: concern about running out of lunches at schools with increased demand.
 - No systemic concern based on this, but there could be school-specific concerns
 - Grad+: Any data tracking for students who get college credit and what benefits they receive?
 - There is a national clearinghouse for public college data; BVSD does track toward college attainment, but there will be a need for more robust tracking around where benefits are derived so that parents and students can make informed choices.
 - Computer Science K12 endorsement from state board?
 - CTE investments include plans for growth in this area; Superintendent has been communicating with computer science teachers; working toward building more computer science pathways and options for students across the district and support CS teachers with too many concurrent course preps
 - Dual language pathways: Spanish or other languages considered?
 - Currently, dual language pathways only include spanish in scope
 - Talking to parents leading into the Bond vote: how did items in the Bond specific to an individual school get decided on?
 - Facilities needs assessment conducted; more needs than could be fit in the bond, so had to prioritize #1 and #2 tiers for this particular bond measure; there is a remainder list for those things that didn't make it on the Bond this year
 - BVSD did not adopt the state-recommended MTSS protocols?
 - The district is making lots of investments in its MTSS model; historically the district has deviated from the state where they were deficient, but now we're in line with their most recent recommendations.
 - New CTE programs and open enrollment context: challenges for populations in our community who could not access these programs via open enrollment based on transportation challenges. Will transportation be a discussion point so that the barrier can be addressed?
 - With CTE programming, this transportation challenge is exactly why the plan is to build facilities in every middle and high school

- 30% fewer bus routes than just a few years ago because of the challenges in hiring and retaining drivers; district is working very hard to increase compensation packages
- Preschool transportation challenges as well for providing 4.5 days a week of supervised care, but the state is still ironing out issues with the new expansion model
- Follow up: has BVSD worked with RTD? Connected to open enrollment - parents/families may not know that other transport options are available
 - Some schools have 95% of students leveraging RTD; some schools have Via passes, and other transport models.
 - Could be better communication to parents and families about transportation options
- Follow up: middle and high schools are in need of food service - have the food service and bus driver jobs been considered combined into one full time?
 - Challenge is that the pay rates are very different; many small shifts for food service make it challenging; BVSD has pursued job share opportunities with other organizations in the area, but nothing specific has come from it.
- Grad+: Great model, but what kind of support systems are in place for ensuring equitable access; and mitigating against disproportionate tracking of certain students into certain CTE pathways
 - Lots of work has gone into planning the CTE models to ensure that disproportionate tracking doesn't really emerge; sensitive about this issue and working to mitigate

UIP Implementation Update (Jonathan Dings):

- UIP relationship to the strategic plan and timeline, as well as status of implementation and action steps. Currently we are in the implementation phase for the UIP that went into effect earlier this year.
- Questions from the DAC Membership on discipline implementation:
 - Process appears very linear - how has the district explored incorporating feedback and circling back on elements that haven't found traction.
 - There is an element of iteration and return, even as the benchmark would stay visible so that we can track what's working and not.
 - Bullying prevention coach 1 person for full district? How will they work with schools?
 - Depends on which schools are focusing at which time, and how they can sequence their priorities
 - What is the coordination or alignment between the restorative justice coordinator and the bullying prevention coach?

- The monthly discipline data meetings are meant to review and assess; there could be value in bringing the bullying prevention and restorative justice workstreams
 - Are the family learning sessions offered in English and Spanish?
 - Unclear if the sessions were offered bilingually; intention is to ultimately host these materials online
 - Benchmarks here are process; are there benchmarks intended for impact?
 - The public-facing strategic plan metrics dashboards are intended to display impact based on the work on the implementation benchmarks
- Questions from DAC membership on postsecondary success and acceleration:
 - DAC data subcommittee: pushing for something concrete - will DAC be privy to the publishing of expectations and reports pursuant to the implementation benchmarks
 - Should schedule an opportunity for feedback and validation on the pre-publication documents
 - How is equity being built into the implementation benchmarks for acceleration and pathways: concern from CAPL that advising and counseling services are recommending students not apply for certain colleges, or opportunities.
 - There have been purposeful conversations with principals about how well students feel about the conversations they have with trusted adults in school buildings; we're not currently tracking at the individual level around how well counselors are presenting particular topics
 - Doubling down on the equity issue with advising: there needs to be proactive work in advising and counseling to mitigate against the natural tracking effect that can happen
 - Action step on deficit thinking but no implementation benchmark established
 - Need to define an implementation benchmark for this action step specifically
- Questions from DAC membership on MTSS and Data Driven Instruction:
 - Can schools develop their own DDI (data driven instruction) protocols, and only have to adopt the district protocols if they don't create their own?
 - We want schools to adopt practices themselves, but they would need to demonstrate impact and there could be a recommendation to adopt the district protocol
 - Is there a mechanism for determining where new math assessments are working well and working not as well, to have school communities share their results and challenges?
 - BVSD will be looking and the performance trends over time, but individual schools would need to talk to each other to mitigate possible different applications
 - Could we define MTSS more clearly?

- MTSS is about how we identify students who have unmet needs, what we do next with them to better address; how we monitor that impact over time; if there's an issue maintaining over time how do we involved parents and families
- General questions on the UIP Update:
 - General feeling about the status across the four areas and any friction points or barriers?
 - Generally the team and directors are feeling good about the progress; there are some things that aren't moving as fast as hoped for, and there will be continued work to refine and iterate; but generally positive and the process is being adopted
 - Implementation benchmarks were attached to priority indicators. Are we seeing any movement on those priority indicators so far? The root impact?
 - Too early in the year to really see impact yet; discipline is an example where we aren't where we want to be, but watching this more closely

Long-Range Advisory Committee and Bond Implementation (Rob Price):

- Bond Update:
 - Hiring has begun and postings are out, closing on December 13th
 - RFQ (request for qualifications) for architects has hit and a shortlist is being formed, then RFP rounds will begin (New Vista construction RFP is already out)
 - Goal for New Vista is breaking ground summer 2023
 - Working on a phasing plan for the master schedule (which schools under construction in which summers); focus on secondary schools with CTE first, elementary second, and Parkdale at the tail end
 - Sell first round of bonds in April; 85% sold needs to be spent in the first year
 - Updating citizen bond oversight committee Board policy; committee constituted in April/May
 - Bond management software: eBuilder (used in the 2014 Bond) used to forecast month-to-month expenditure
- Questions on Bond Update:
 - How will the market volatility impact the bond selling?
 - Unlikely to see a bond premium in this market upon sale; might get some benefit from interest
 - How is the citizen bond committee formed?
 - Social channel and contacts with district parent groups; solicit folks with finance and construction backgrounds; 20-25 people in the last round, asking for 2 and 4 year terms; likely sometime in March the solicitation will come out
 - There is also a design committee ensuring alignment to bond plan goals and project plans

- Long Range Advisory Committee Update
 - Policy BDFD dictates the board constituting this committee to develop recommendations to the Board
 - An advisory committee, the goal is to put together metrics to allow BVSD to make decisions about schools in the future
 - Over 120 community members applied to be on the committee; currently 30 members strong
 - 3 meetings have taken place so far in SY 22-23, and meeting topics and minutes are [available on the committee website](#)
 - Outcome of the committee is really developing the matrices to know what a school's options are when they in the future hit a point of declining enrollment, to intervene before the hard decisions have to be made
 - Current provisional schedule has the committee meeting 3 more times in the spring and potentially reporting out to the Board on recommendations in April 2023, but the timeline could be flexible based on the need
- Questions from the DAC membership on the LRAC update:
 - This is all very doom and gloom. Is there an opportunity to envision something better proactively now rather than wait until the numbers continue to shrink? Like combining more elementary and middle schools?
 - The committee is thinking about how to be proactive in this effort; how might declining enrollment present an opportunity to do something we haven't been able to do to date?
 - Budget perspective, given context of DPS
 - This committee is a proactive measure; when you see urgent school closure decisions, it's tied to money (compensation commitments when the money hasn't yet come).
 - The committee is working to avoid the tipping point where declining enrollment leads to reduced services which ultimately lead to enrollment cliffs
 - Considered more funding into special ed and paras?
 - Need to open up more specialized programs for autistic students and more para supports, and there are budget processes in the works that will emerge in the new budget in the spring; even with declining enrollment, IEPs and intensity of need is only increasing; currently targeting more support and reducing the intensity on the caseloads, rather than modifying compensation packages
 - If there is a school closure, what happens to the property?
 - Idea is there need to be community opportunities to find a way to leverage open enrollment and school combinations to find solution paths forward.

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Final announcement: the DAC will meet next on January 3rd, 2023 for a virtual meeting. Key agenda item will be to vote on the Budget Subcommittee recommendations on the SAC Budget Survey from the fall.

The all hands meeting adjourns at 8:00pm on Tuesday 6 December, 2022