From "Rob Price <rob.price@bvsd.org>" <rob.price@bvsd.org>
Subject **ERS Proposal**
To Susan Cousins <susan.cousins@bvsd.org>
Date February 17, 2026 12:00:59 PM MST

Rob Price
Assistant Superintendent of Operational Services
6500 East Arapahoe Road
Boulder, Colorado 80303
720.561.6425 (office)
970.214.0110 (mobile)
www.bvsd.org

---------- Forwarded message ---------
From: **Angela King Smith** <akingsmith@erstrategies.org>
Date: Tue, Feb 17, 2026 at 10:38 AM
Subject: RE: ERS Proposal
To: Rob Price <rob.price@bvsd.org>
Cc: Sierra Espinoza <sierra.espinoza@bvsd.org>, Robbyn Fernandez <robbyn.fernandez@bvsd.org>, Lora De La Cruz <lora.delacruz@bvsd.org>, Randy Barber <randy.barber@bvsd.org>, Samantha LeVangie <slevangie@erstrategies.org>

Good morning Rob and BVSD Team:

We look forward to meeting with the you all this afternoon. Below is the high-level agenda for our meeting and attached are materials we have prepared for our time together.

Sincerely,

Angela

Kick-Off Meeting Agenda

1. Welcome & Introductions

- Team introductions
- Roles and responsibilities
- Meeting objectives

2. Project Overview & Scope Alignment

- Review project goals and desired outcomes
- Confirm scope, priorities, and success criteria
- Align on roles and ways of working

3. Review of Existing Materials & Context

- Discuss draft or initial artifacts and background materials
- Identify initial themes, questions, and gaps
- Align on direction for upcoming exercises

4. Milestones & Long-Term Workplan (15 min)

- Outline key phases and major deliverables
- Discuss critical milestones and decision points
- Align on timeline expectations and pacing

5. Next Steps, Scheduling & Close (5–10 min)

- Confirm immediate next steps and owners
- Discuss cadence of meetings and touchpoints
- Q&A and final reflections

Angela King Smith, Ed.D (Pronouns: She/Her/Hers)
Partner

Education Resource Strategies
480 Pleasant St, Suite C200 | Watertown, MA 02472

678-612-4903

akingsmith@erstrategies.org | www.erstrategies.org

MONEY TALKS. MAKE SURE IT SAYS THE RIGHT THING.
Attract and retain teachers with a strategic compensation model. Click to learn more.

From: Rob Price <rob.price@bvsd.org>
Sent: Tuesday, February 10, 2026 2:29 PM
To: Angela King Smith <akingsmith@erstrategies.org>
Cc: Sierra Espinoza <sierra.espinoza@bvsd.org>; Robbyn Fernandez <robbyn.fernandez@bvsd.org>; Lora De La Cruz <lora.delacruz@bvsd.org>; Randy Barber <randy.barber@bvsd.org>; Alex Kogan <akogan@erstrategies.org>
Subject: Re: ERS Proposal

Hi Angela,

The purchase order will allow us to move forward. When you submit invoices, please be sure to include the PO number.

It would be greatly appreciated if you could prepare an agenda and any supporting materials for our meeting on the 17th.

We look forward to working with you. Thanks,

Rob

Rob Price
Assistant Superintendent of Operational Services
6500 East Arapahoe Road
Boulder, Colorado 80303
720.561.6425 (office)
970.214.0110 (mobile)
www.bvsd.org

On Mon, Feb 9, 2026 at 12:53 PM Angela King Smith <akingsmith@erstrategies.org> wrote:

> Good afternoon,
>
> Thank you for sharing the procurement materials and for proposing dates for our initial meeting. We wanted to confirm next steps on contracting—should we proceed with a formal contract, or does the purchase order allow us to move forward?
>
> For the kickoff meeting, we would be happy to prepare an agenda and any supporting materials in advance. Looking at the calendar, the 17th would work best for our team. I am unavailable on the 13th due to a prior commitment; however, if that date is ultimately the only option, I may be able to make adjustments.
>
> We look forward to getting started and appreciate your guidance on next steps.
>
> Angela

Angela King Smith, Ed.D (Pronouns: She/Her/Hers)
Partner

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From: Rob Price <rob.price@bvsd.org>
Sent: Monday, February 9, 2026 2:26 PM
To: Sierra Espinoza <sierra.espinoza@bvsd.org>
Cc: Angela King Smith <akingsmith@erstrategies.org>; Robbyn Fernandez <robbyn.fernandez@bvsd.org>; Lora De La Cruz <lora.delacruz@bvsd.org>; Randy Barber <randy.barber@bvsd.org>
Subject: Re: ERS Proposal

Hi Sierra,

Please schedule a one-hour kick-off meeting with Angela, Lora, Robbyn, Randy, and me. We would prefer to meet on February 13 or 17.

Angela,

Could you please put together an agenda for this meeting? It would be helpful to know what information or materials you need from us to continue working on the simulation.

Thanks,

Rob

Rob Price
Assistant Superintendent of Operational Services
6500 East Arapahoe Road
Boulder, Colorado 80303
720.561.6425 (office)
970.214.0110 (mobile)
www.bvsd.org

On Mon, Feb 9, 2026 at 11:41 AM Sierra Espinoza <sierra.espinoza@bvsd.org> wrote:

> Good afternoon Angela,
>
> Please find the attached Purchase Order below. A copy has also been sent to your billing department at billing@erstrategies.org.
>
> Please let me know if you have any questions.

> Kind regards,
>
> On Fri, Feb 6, 2026 at 2:27 PM Rob Price <rob.price@bvsd.org> wrote:
>
> > Sierra,
> >
> > When you get the account code from Sarah, please enter a req for ERS's proposal. ERS's contact information is below:
> >
> > **Angela King Smith, Ed.D** (Pronouns: She/Her/Hers)
> > Partner
> >
> > ERS
> >
> > Education Resource Strategies
> > 480 Pleasant St, Suite C200 | Watertown, MA 02472
> >
> > 678-612-4903
> >
> > akingsmith@erstrategies.org | www.erstrategies.org
> >
> > Thank you,
> >
> > **Rob Price**
> > *Assistant Superintendent of Operational Services*
> > 6500 East Arapahoe Road
> > Boulder, Colorado 80303
> > 720.561.6425 (office)
> > 970.214.0110 (mobile)
> > www.bvsd.org

Attachments:

- BVSD_Kickoff_Deck.pdf

Boulder Valley School District x ERS Kick-Off

February 17th 2026



Objectives

20 Min	**Team Introductions & review project scope and outcomes**
15 Min	**Review current artifacts and align on exercise direction**
20 Min	**Identify key milestones and long-term workplan**
5 Min	**Scheduling and close-out**

ERS Boulder Valley Team



Angela King Smith

She/Her

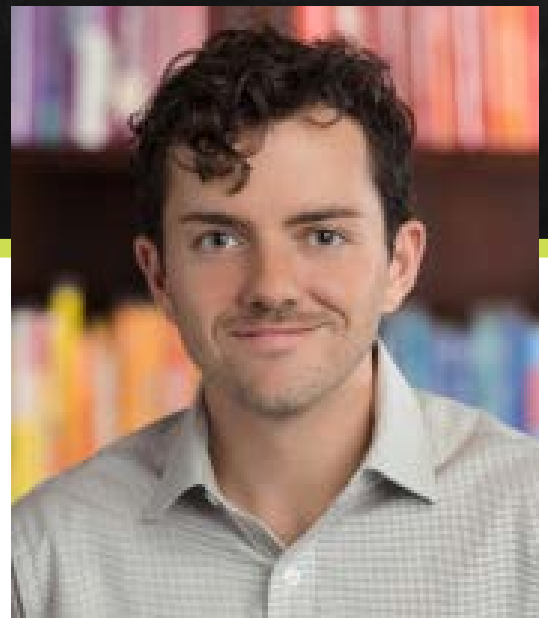
Partner & Project Lead



Samantha LeVangie

She/Her

Principal Associate



Simon Ellis

He/Him

Associate



Raquel Fernandes

She/Her

Analyst

Overall Project Goals



To develop and facilitate a community engagement exercise, so that:

The Boulder Valley District Team:

- Has a deep understanding of the types of student experiences the community values the most
- Understands community appetite for – and considerations around – different trade-offs and potential portfolio decisions

Community Members:

- Can articulate the types of student experiences they value the most, and want the district to prioritize creating for all students
- Understand, at a high level, the relationship between school size and student experience – and what trade-offs and strategies districts can pursue to prioritize offering the experience they want for students

Questions for the Boulder Valley Team:

✓ What other outcome(s) do you want us to be designing towards?

✓ Do you have feedback on the framing of these broad goals?

Draft Project Timeline

Week of	2/16	2/23	3/2	3/9	3/16	3/23	3/30	4/6
External Engagements *(Outside of Weekly Check-ins)*	***This week**			*Game Test with the BV Team	***School Break*** *Facilitation Training, if possible	*Facilitation Training, ctd.	***Potential Community Sessions**	***Potential Community Sessions**
Weekly Work	*Aligning game design to BV goals & priorities*	*Content testing & decision making*	*Facilitation Testing & revised content feedback*	*Prep for in-person facilitation test* *Finalizing Materials*	***Materials Sent for Printing*** *Session coordination*	*Prepare for facilitation training* *Prepare for feedback synthesis*	*Session Delivery* *Synthesize Feedback & Insights*	*Session Delivery* *Synthesize Feedback & Insights** **(May continue after 4/6)*

Question for the Boulder Valley Team:

- ✓ What date(s) do you want to target for facilitating these community sessions? When will we be able to get those dates confirmed on the calendar?

Who will need to be involved

Who?	What role will they play?	Notes
ERS Team	- Project Management - Material Creation and Testing - Training BVSD Facilitators	
BVSD Project Leads Rob Price, Robbyn Fernandez, Randy Barber, Lora De La Cruz	- Executive direction setting - Providing feedback, weekly collaboration	
BVSD Staff – Play-testers Cross-functional stakeholder group (Central Office, School Leaders, School based staff, who else?)	- Providing feedback for draft exercise content - Testing and iterating on gameplay	
BVSD Staff - Facilitators	- Engaged throughout design process to understand facilitation roles and nuance - Facilitating exercise during community session	
BVSD Communications Staff	- Exercise and material translation/coordination	

Question for the Boulder Valley Team:

✓ Who are the right internal stakeholders to involve in pressure testing the game design?

Our plan is an exercise that starts by grounding in students "Day in the Life" experiences, before going into a trade-off decision making exercise

1 Day-in-the-Life

[Est 30min] Grounded in realistic student experiences, community members **review and discuss the experiences of students and staff** in a well-enrolled and resourced school compared to an under-enrolled, resource-constrained school

Creates a shared-fact base that helps the community understand the impact of the resource environment on student experience

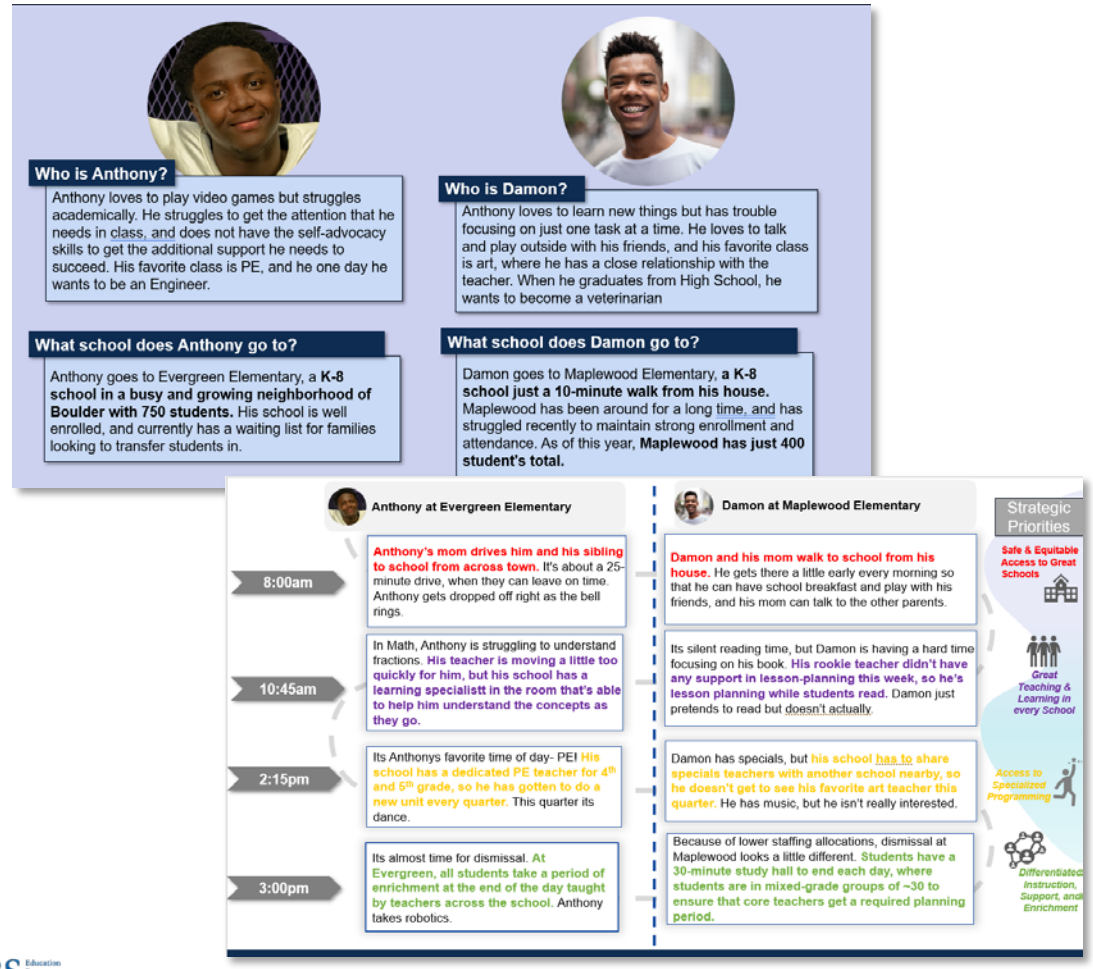
2 Student Priority Exercise

[Est 60min] Tak the experiences from the DITL activity**, community members advocate for and prioritize specific student experiences** and understand the tradeoffs that come with prioritizing them

Socializes school resource and student experience decisions, and builds community knowledge of the impacts of specific resource decisions

During both activities, facilitators are collecting feedback and writing down notes to be summarized for district recommendations and takeaways

Centering on Elementary School student and staff experiences, the Day in the Life activity creates an entry-point to understanding school resource tradeoffs



Key Decision Points

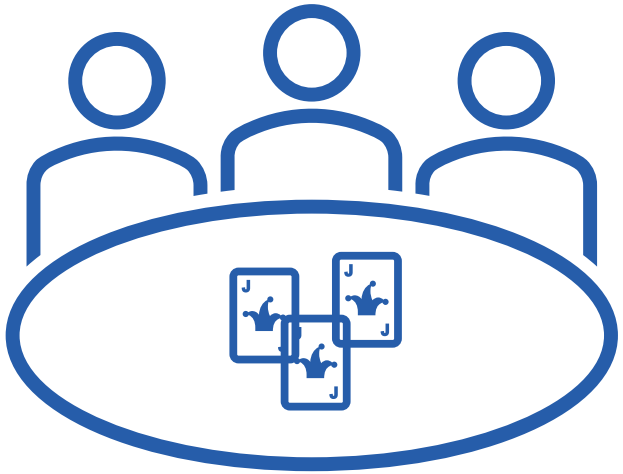
1. What types of student experiences are most important to highlight for the BV community? (e.g., student types, classroom instruction, before/after school, etc.)
2. What data sources exist that illustrate the current experience of those students, that we might be able to pull from to create a relevant “Day in the Life” exercise for Boulder Valley? (E.g., current school resource realities/challenges) **

Question: Can we get time later this week/early next week to discuss your student experience priorities in more depth?

The Student Priority Exercise will be set up in multiple phases of play designed to introduce a framework for thinking about the student experience, and the actions on the table for prioritizing those experiences

Draft Exercise Gameplay

1. *Framing & Set-Up:* In groups of 6-8, players receive a framing scenario and directions from the facilitator
2. *Priority Round:* Players are given a **set of Student Experience Cards aligned to strategic priorities** and **must pick a sub-set to prioritize** in the Action Card round
3. *Action Round:* Players are told that the district is experiencing enrollment decline and given a **set of Action Cards.** Each card can "unlock" a student experiences. Teams must prioritize which experiences to keep.
4. *Discussion:* Players then **discuss how the action cards they picked affected their prioritized student experiences** or limited other possible student experiences



Example Student Experiences & Actions

Student Experiences

Strategic Priority	Student Experience
Strong Instruction	Offer a variety of academic experiences in Elementary (e.g. Music, Art, STEM, Career Exposure, Health & PE)
Individual Time & Attention	Create smaller class sizes in higher need schools (e.g. schools serving more students in poverty)

Actions

Resource Shift	Student Experience Impact
Reducing the number of grades that a school may offer (K-8 to K-5 and 6-8)	Increases class size
Consolidate or Regionalize Non-Core Offerings (rotate enrichment teachers, regional language programs, shared lang.)	Decrease breadth of elective academic offerings

Each Action is explicitly tied to a student experience impact from Phase I of the exercise

Key decision points for exercise

1. Are there specific student experiences or strategic priorities in BVSD we should be aligning our cards to?
2. Are there specific resource actions/decisions (such as the consolidation of schools/closing school campuses) that should be excluded from the exercise?
3. In addition to translation (into Spanish) of the exercise, are there other accessibility considerations we should take into account as we tailor this to the BVSD context?

Logistics & Admin

- When is a good day/time for a standing check-in – ideally 1hr
  - **Potential Time Windows:**
    - *Tuesdays, 9-10am MST*
    - *Wednesdays, 9-10am MST, 10-11am MST, 12-1pm MST*
    - *Thursdays, 9-10am MST, 11-12pm MST, 12-1pm MST*
    - *Fridays, 9-10am MST, 10-11am MST, 12-1pm MST*
- When is a good time to discuss student experiences in more depth, and who should be involved in that conversation in the upcoming week?
- What is the best method for sharing materials and documents for collaboration?
  - *ERS Team can set up an external Sharepoint for shared materials, unless BV prefers an alternative structure*

Archive

DRAFT



Who is Anthony?

Anthony loves to play video games but struggles academically. He struggles to get the attention that he needs in class, and does not have the self-advocacy skills to get the additional support he needs to succeed. His favorite class is PE, and he one day he wants to be an Engineer.

Who is Damon?

Anthony loves to learn new things but has trouble focusing on just one task at a time. He loves to talk and play outside with his friends, and his favorite class is art, where he has a close relationship with the teacher. When he graduates from High School, he wants to become a veterinarian

What school does Anthony go to?

Anthony goes to Evergreen Elementary, a **K-8 school in a busy and growing neighborhood of Boulder with 750 students.** His school is well enrolled, and currently has a waiting list for families looking to transfer students in.

What school does Damon go to?

Damon goes to Maplewood Elementary, **a K-8 school just a 10-minute walk from his house.** Maplewood has been around for a long time, and has struggled recently to maintain strong enrollment and attendance. As of this year, **Maplewood has just 400 student's total.**

DRAFT

Anthony at Evergreen Elementary



Damon at Maplewood Elementary

8:00am

Anthony's mom drives him and his sibling to school from across town. It's about a 25-minute drive, when they can leave on time. Anthony gets dropped off right as the bell rings.

Damon and his mom walk to school from his house. He gets there a little early every morning so that he can have school breakfast and play with his friends, and his mom can talk to the other parents.

10:45am

In Math, Anthony is struggling to understand fractions. **His teacher is moving a little too quickly for him, but his school has a learning specialistt in the room that's able to help him understand the concepts as they go.**

Its silent reading time, but Damon is having a hard time focusing on his book. **His rookie teacher didn't have any support in lesson-planning this week, so he's lesson planning while students read.** Damon just pretends to read but doesn't actually.

2:15pm

Its Anthonys favorite time of day- PE! **His school has a dedicated PE teacher for 4th and 5th grade, so he has gotten to do a new unit every quarter.** This quarter its dance.

Damon has specials, but **his school has to share specials teachers with another school nearby, so he doesn't get to see his favorite art teacher this quarter.** He has music, but he isn't really interested.

3:00pm

Its almost time for dismissal. **At Evergreen, all students take a period of enrichment at the end of the day taught by teachers across the school.** Anthony takes robotics.

Because of lower staffing allocations, dismissal at Maplewood looks a little different. **Students have a 30-minute study hall to end each day, where students are in mixed-grade groups of ~30 to ensure that core teachers get a required planning period.**

Strategic Priorities

Safe & Equitable Access to Great Schools

Great Teaching & Learning in every School

Access to Specialized Programming

Differentiated Instruction, Support, and Enrichment