From "Randy Barber <randy.barber@bvsd.org>" <randy.barber@bvsd.org>
To Eric Hamilton <eric.hamilton@bvsd.org>
Date February 9, 2026 12:28:16 PM MST

Eric,

I'm piloting how we provide our leaders with insight into the feedback we receive at each school. Here's a synopsis for Crest View (pulled together with the help of AI). I, of course, welcome any thoughts you might have.

February 2, 2026 - Crest View Elementary

Superintendent Rob Anderson and Deputy Superintendent Lora de la Cruz

Executive Summary
Feedback from Crest View staff reflects strong concern about the impacts of consolidation on class sizes, school community, and equity for students and families—particularly those with fewer resources or specialized needs. Educators emphasized that effective teaching depends on small class sizes, individual attention, strong relationships, and consistent supports for students, including SPED, ELL, and mental health services. Many expressed fear of job insecurity, loss of trust in the process, and decisions being made without meaningful teacher input. Across responses, there is a clear call for transparency, thoughtful transportation and boundary planning, and increased staffing and intervention supports, along with opposition to combo classes and disruptive reconfiguration models. Overall, respondents urged the district to prioritize classroom conditions, student well-being, and community cohesion as central decision-making criteria.

Column 1: Biggest concerns and fears regarding the process

- Loss of school community and negative impacts on families and students
- Lack of trust that teacher voices and on-the-ground perspectives will be heard
- Disproportionate impacts on students and families with less visibility or advocacy
- Larger class sizes, particularly in early grades, making it difficult to meet student needs
- Fear of job loss, being forced to reapply, or being pushed out
- Concerns about students being “sprinkled” across schools without adequate supports
- Transportation challenges, especially for students in outlying areas and specialized programs
- Use of combo/multiage classes as a response to enrollment decline rather than as a philosophical choice
- Increased conflict and strain within larger schools
- Concern that consolidation decisions are predetermined rather than genuinely collaborative

Column 2: Aspects of experience that best support effective teaching

- Deep understanding of students’ academic, social, and emotional needs
- Strong relationships with students, families, and the school community
- Commitment to student well-being and individual attention
- Experience working with diverse learners, including SPED, ELL, and neurodiverse students
- Belief in small class sizes as essential to effective instruction
- Professional judgment developed through firsthand classroom experience
- Ability to support students on the margins when given appropriate conditions
- Value of consistency and stability in school environments

Column 3: New supports hoped to come out of the process

- Smaller class sizes across grade levels
- Increased special education, literacy, psychological, and intervention services
- Language and newcomer/ELL supports

- Transportation solutions to ensure access and equity
- Full-time assistant principals and appropriate staffing aligned to school needs
- Clear boundaries and enrollment decisions based on student needs
- Additional training, release time, and professional learning opportunities
- More consistency in supports and services across schools
- Stronger systems to help students and families feel connected during transitions

Column 4: Additional notes

- Strong call for transparency and honest communication with staff and communities
- Clear opposition to combo classes and grade reconfiguration models (e.g., K–2 / 3–5)
- Emphasis on prioritizing students on the margins and preventing further flight to private schools
- Suggestions for creative district-wide solutions (boundary adjustments, transportation partnerships, virtual/ shared programming)
- Interest in using underutilized buildings for specialized or innovative programs
- Desire for consolidation decisions that reduce disruption and focus on classroom conditions rather than new facilities
- Recognition that individual attention—not large-scale efficiency—is critical to student success

Column 5: Ranking variants (highest to lowest)

1. 3,1,2 — 5 selections
2. 2,1,3 — 4 selections
3. 3,2,1 — 3 selections
4. 1,2,3 — 2 selections
5. 2,3,1 — 1 selection

On Fri, Jan 30, 2026 at 5:46 PM Randy Barber <randy.barber@bvsd.org> wrote:

> Eric,
>
> In preparation for tomorrow's roundtable with Superintendent Anderson, Deputy Superintendent de la Cruz, and your team, we wanted to share a few resources that may be helpful to review—and to pass along to staff in advance.
>
> Feel free to copy and email the message below to your staff:
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> ---
>
> Dear Crest View Elementary Staff,
>
> As you may know, Superintendent Rob Anderson and Deputy Superintendent Lora de la Cruz will be visiting School Name tomorrow for a roundtable conversation.
>
> Educators are invited to join us for lunch and a discussion focused on building resilient schools for BVSD students during this period of declining enrollment. We hope you'll stop by, if your schedule allows, and be part of this important conversation.
>
> In order to maximize your time in conversation, please review this background information in advance:
> - Defining the path forward presentation
> - Jan. 28 Board of Education presentation (~24 minutes) and the discussion amongst board members that followed (~12 minutes).
>
> The feedback gathered during tomorrow's conversation will help inform next steps, including future engagement with BVSD staff, families, and the broader community.
>
> Thank you in advance for your time and for all you do to support our students.

Finally, I've attached the feedback form that we will have staff fill out tomorrow. Would you mind printing enough copies for your team?

Randy

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