From "Jessica Alzen <jessica.alzen@bvsd.org>" <jessica.alzen@bvsd.org>
Subject **Document shared with you: "Executive Summary: Round Table Data"**
To Randy Barber <randy.barber@bvsd.org>
Date May 22, 2026 9:31:30 AM MDT

Well thank you for taking a more careful look. I made some assumptions about what this AI model was doing, and it is clearly problematic. I'm focused on the survey code right now. Let me take a look at your feedback and the ChatGPT summary, and we can connect next week. I see your red flags and will address them. It makes sense for me to do that before taking any of your time.

Appreciate you,

On Fri, May 22, 2026 at 9:24 AM Randy Barber <randy.barber@bvsd.org> wrote:

> Next week is fine by me.. but I can be available today too, if needed. Just want to help however I can.
>
> Thanks again for taking this one... it is a big lift :-)
>
> On Fri, May 22, 2026 at 9:21 AM Jessica Alzen <jessica.alzen@bvsd.org> wrote:
>
> > Hey Randy,
> >
> > Thanks for these comments and the feedback. I can't remember the order of events now between your sharing of the ChatGPT summary and my running this through NotebookLM. I'll do some more work to improve this and/or we can just use the ChatGPT summary and be done with it. I'm working from home today but can connect on Google Meet. I also have time Tuesday if that's better for you. Just let me know.
> >
> > Thanks,
> > Jessica
> >
> > On Fri, May 22, 2026 at 9:16 AM Randy Barber <randy.barber@bvsd.org> wrote:
> >
> > > Let's find a couple minutes to get together. I've shared some comments in the document -- including some concerns regarding the overall construct (related to the cards at the Community Engagement Sessions.
> > >
> > > Additionally, I believe a few key themes haven't been reflected, especially folks' concerns that their jobs will be eliminated.
> > >
> > > I thought I shared this overall summary from ChatGPT, but the top part might be helpful. I think it is a pretty accurate rundown of what was heard.
> > >
> > > Do you have any time later today? Mid next week?
> > >
> > > # Overall Rundown (Across All Schools)
> > >
> > > ## What staff are most concerned about (consistent across sites)
> > >
> > > - **Class size is the dominant issue** – repeatedly tied to instructional quality, behavior, and student relationships
> > > - **Loss of staff and supports** – especially special education, paraprofessionals, counselors, and interventionists
> > > - **Loss of community and identity** – neighborhood schools, PK–8 models, and focus programs (IB, dual language, arts integration)
> > > - **Job security and staff displacement** – particularly for newer teachers and specialists
> > > - **Equity concerns** – how resources, high-need students, and programs are distributed across schools
> > > - **Process concerns** – transparency, timing, and whether decisions are already made
> > > - **Family impact** – logistics, transportation, and risk of families leaving the district
> > >
> > > ## What educators say makes teaching effective
> > >
> > > - **Strong relationships** with students and families
> > > - **Collaboration** within stable, cohesive teams
> > > - **Small class sizes and manageable caseloads**
> > > - **Access to support staff** (SPED, paras, counselors, specialists)
> > > - **Clear school identity or model** (IB, dual language, PK–8, arts integration, Core Knowledge)
> > > - **Supportive leadership and positive culture**
> > > - **Experience with diverse and high-need learners**
> > >
> > > ## Most requested supports (remarkably consistent)
> > >
> > > - Smaller class sizes (often explicitly below contractual caps)
> > > - More **special education, paraprofessional, and intervention support**
> > > - Full-time **counselors, specialists, and mental health staff**
> > > - More equitable and predictable **FTE allocation**
> > > - Protected **planning and collaboration time**
> > > - Clear, early, and transparent **communication and staffing pathways**
> > >
> > > ## Key tensions emerging across the system

- **Efficiency vs. community** → consolidation benefits vs. loss of identity
- **Equity vs. equality** → directing resources where need is greatest vs. preserving all schools
- **Specialized programs vs. standardization** → protecting IB, dual language, arts, PK–8
- **Short-term disruption vs. long-term sustainability**
- **Central office vs. school-based investment** (raised in multiple locations)

Big takeaway

Across schools, staff are not resisting change outright—they are asking for **conditions that make teaching and learning viable**: manageable class sizes, adequate staffing, and preservation of the elements that already work.

By School Rundown (Quick Scan Format)

Aspen Creek PK–8

- **Concerns:** Loss of SPED/ILC supports, overcrowding, PK–8 disruption
- **Strengths:** Strong leadership, expertise with high-need students
- **Wants:** Protect SPED staffing, expand literacy, ensure supports follow students
- **Watchpoint:** Equity in IEP distribution

Bear Creek

- **Concerns:** Class size, job loss, breaking strong teams
- **Strengths:** Collaboration, leadership, diverse learner expertise
- **Wants:** Smaller classes, full-time supports, equitable resource distribution
- **Watchpoint:** Maintaining effective SPED systems

Whittier

- **Concerns:** Loss of IB program and diverse community
- **Strengths:** Mission-driven culture, global/inquiry model
- **Wants:** Preserve IB, full staffing, maintain diversity
- **Watchpoint:** Strong opposition to closure

Columbine

- **Concerns:** Loss of dual language programs
- **Strengths:** Biliteracy instruction, multilingual expertise
- **Wants:** Bilingual staffing, transportation, funding support
- **Watchpoint:** Equity and access to bilingual education

Heatherwood

- **Concerns:** Trust, transparency, predetermined decisions
- **Strengths:** Collaboration, inclusive practices
- **Wants:** Clear process, smaller classes, more supports
- **Watchpoint:** Credibility of the process

Pioneer

- **Concerns:** Disruption to dual language PK–8 model
- **Strengths:** Multilingual instruction, SEL focus
- **Wants:** Smaller classes, more paras, bilingual staffing
- **Watchpoint:** Representation of Spanish-speaking families

Coal Creek

- **Concerns:** Loss of community, K–2/3–5 model
- **Strengths:** Strong culture, collaboration
- **Wants:** Smaller classes, full-time specialists, better messaging
- **Watchpoint:** Strong resistance to grade reconfiguration

BCSIS

- **Concerns:** Loss of arts integration identity
- **Strengths:** Creative instruction, strong community
- **Wants:** Better facilities, program expansion, more support
- **Watchpoint:** Program fidelity vs. consolidation

Fireside

- **Concerns:** Staff reassignment, loss of teams
- **Strengths:** Multidisciplinary collaboration
- **Wants:** Smaller classes, more intervention, preserve SPED spaces
- **Watchpoint:** Physical space for programs

High Peaks

- **Concerns:** Losing small-school identity and Core Knowledge model
- **Strengths:** Strong parent community, collaboration
- **Wants:** Maintain staffing, preserve structure, add supports
- **Watchpoint:** Protecting unique program

Flatirons

- **Concerns:** Staffing uncertainty, timelines
- **Strengths:** Collaboration, student relationships
- **Wants:** Clear placement pathways, full-time supports
- **Watchpoint:** Process clarity

Douglass

- **Concerns:** Job stability, loss of enrichment (library, arts)
- **Strengths:** Collaboration, individualized support
- **Wants:** Libraries, counselors, early childhood pathways
- **Watchpoint:** Preserving foundational programs

University Hill

- **Concerns:** Loss of bilingual program, rising student needs
- **Strengths:** Multilingual instruction, relationships
- **Wants:** Smaller classes, intervention, SEL support
- **Watchpoint:** Achievement gap widening

Louisville

- **Concerns:** Loss of culture, uneven student distribution
- **Strengths:** Collaboration, intervention expertise
- **Wants:** Smaller classes, full-time staff, leadership support
- **Watchpoint:** Balancing student needs across schools

Alicia Sanchez

- **Concerns:** Needs of multilingual/high-poverty students overlooked
- **Strengths:** Culturally responsive teaching
- **Wants:** Smaller classes, PD, tech, continued supports
- **Watchpoint:** Equity and family engagement

Birch

- **Concerns:** Grade reconfiguration and family logistics
- **Strengths:** Experience with diverse learners
- **Wants:** Fully staffed schools, no combo classes
- **Watchpoint:** Enrollment impact

Ryan

- **Concerns:** Equity in funding and decision-making
- **Strengths:** Expertise with high-needs students
- **Wants:** More resources directed to highest-need schools
- **Watchpoint:** Perception of inequity

Eldorado PK–8

- **Concerns:** Loss of community and staff displacement
- **Strengths:** Collaboration, adaptability
- **Wants:** More staffing, smaller classes, stronger supports
- **Watchpoint:** Managing transitions well

Monarch PK–8

- **Concerns:** Loss of PK–8 model, rising behavior needs
- **Strengths:** Relationships, community continuity
- **Wants:** Smaller classes, SEL support, MTSS
- **Watchpoint:** Protecting PK–8 benefits

Kohl

- **Concerns:** Class size, loss of staff, merging cultures
- **Strengths:** Collaboration, inclusive practices
- **Wants:** More paras, counselors, smaller classes
- **Watchpoint:** Maintaining staff morale

Lafayette

- **Concerns:** Traveling specialists
- **Strengths:** Specialized instruction
- **Wants:** Single-site assignments, shared planning
- **Watchpoint:** Specialist workload

Meadowlark

- **Concerns:** Overcrowding, inequitable enrollment distribution
- **Strengths:** Data-driven systems, counseling model
- **Wants:** More FTE, space, equitable distribution
- **Watchpoint:** Resource imbalance

Emerald

- **Concerns:** Class size without added support
- **Strengths:** SPED and early childhood expertise
- **Wants:** Weighted staffing, more SPED support
- **Watchpoint:** Resource alignment with enrollment

Bottom Line (1–2 sentence version you can use anywhere)

Across the district, staff consistently point to class size, staffing levels, and preservation of strong school communities and programs as the core conditions for success. While there is openness to change, the message is clear: **any solution must protect instructional quality, equity, and the relationships that make schools work.**

On Thu, Apr 30, 2026 at 3:48 PM Jessica Alzen (via Google Docs) <drive-shares-dm-noreply@google.com> wrote:

Jessica Alzen shared a document



Jessica Alzen (jessica.alzen@bvsd.org) has invited you to edit the following document:

Hi Randy,

This is an executive summary of the analysis with the Round Table data. As someone who read through all of that data, please review and let me know if it seems to adequately reflect what you read. I also read all of the data and include this double human check of AI work as part of the methods for generating this document, so it would be great if you can get to it. No rush though.

Thank you,
Jessica

Executive Summary: Round Table Data

Open

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA
You have received this email because jessica.alzen@bvsd.org shared a document with you from Google Docs.

Google Workspace

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Randy Barber | APR
Chief Communications Officer
Office: 720-561-5823
Mobile: 303-507-6694

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Randy Barber | APR
Chief Communications Officer
Office: 720-561-5823
Mobile: 303-507-6694