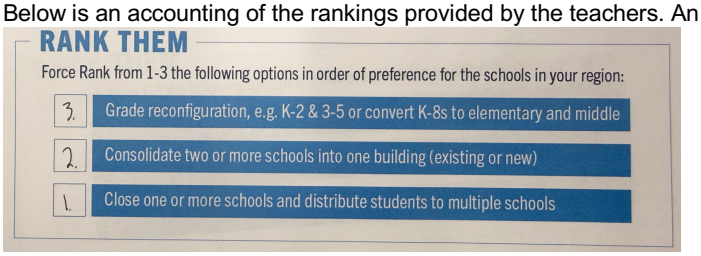
From "Randy Barber <randy.barber@bvsd.org>" <randy.barber@bvsd.org>
Subject **Preparing for tomorrow's roundtable**
To Tanner Dayhoff <tanner.dayhoff@bvsd.org>
Cc Neil Anderson <neil.anderson@bvsd.org>
Date February 13, 2026 6:39:48 AM MST

Tanner,

We thought it might be helpful for our school leaders to see a distilled version of the feedback we received during the roundtable at their school. Here's what I put together (with the help of AI).

Also, in case it is helpful -- for column five:

Below is an accounting of the rankings provided by the teachers. An entry like the one pictured would be 3,2,1.



If that ranking was the most selected by teachers it would be shown as:
1. 3, 2, 1
2. 1, 2,3

February 10, 2026 - Bear Creek Elementary

Superintendent Rob Anderson

Executive Summary

Bear Creek staff consistently emphasized that class size and equitable access to supports are central to student success. Many respondents expressed concern that consolidation or closure decisions could disrupt strong school culture, fracture established teams, and weaken special education and intervention systems that are currently working well. Educators highlighted that their effectiveness depends on manageable class sizes, strong leadership, cohesive teaching teams, and realistic caseloads—particularly for high-need students. While there is openness to creative or hybrid solutions, staff stressed the importance of detailed planning, equitable resource distribution, and protecting neighborhood school communities. Across responses, the overarching message is that instructional quality and student relationships must remain the primary drivers of decision-making.

Column 1: Biggest concerns and fears regarding the process

- Increasing class sizes (often above 30 students) and reduced ability to meet diverse needs
- Loss of positions (teachers, specialists, office staff) and job security concerns
- Disruption of strong school culture and established teams
- Uncertainty about what happens to teachers if a school closes
- Potential consolidation of special education teams that are currently working well
- Concerns about ILC and high-need student supports
- Equity of services and distribution of student needs across schools
- Fear of losing neighborhood schools and community cohesion
- Families potentially leaving for private schools
- Lack of clarity around consequences and implementation details

Column 2: Aspects of experience that best support effective teaching

- Strong leadership that listens and supports staff
- Deep experience working with diverse learners (IEPs, neurodiversity, differentiated instruction)
- Ability to build strong relationships with students

- Collaborative, cohesive teaching teams
- Experience across multiple grade levels and districts
- Commitment to equity-centered teaching practices
- Block scheduling and daily specials that support instructional continuity
- Professional culture and positive school climate
- Ability to adapt to change while maintaining focus on students

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

- Smaller class sizes and smaller special education caseloads
- Full-time counselors and specialists
- Realistic caseloads for intervention and special education staff
- Improved equity in service distribution across the district
- More planning time for teachers
- Stronger teaching teams and intentional staffing structures
- Clearer and fairer resource allocation processes
- Additional staffing support during transitions
- Improved MTSS and intervention systems
- Continuation of vital student services and programs

Column 4: Additional Notes

- Recognition that solutions may need to vary by region of the district
- Interest in creative or hybrid grade configurations (e.g., PK–1 / 2–5)
- Desire for deep planning before final decisions
- Concern about splitting effective teams and rebuilding culture
- Appreciation for opportunities to be heard
- Emphasis that class size directly impacts relationship-building and instructional quality
- Questions about maintaining open enrollment policies

Column 5: Ranking Variants (Highest to Lowest)

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

On Mon, Feb 9, 2026 at 12:22 PM Randy Barber <randy.barber@bvsd.org> wrote:

> Thank you sir!
>
> On Mon, Feb 9, 2026 at 12:17 PM Tanner Dayhoff <tanner.dayhoff@bvsd.org> wrote:
>
> > Sent - thank you
> >
> > ---

Tanner Dayhoff
Principal, Bear Creek Elementary School
720-561-3500

On Mon, Feb 9, 2026 at 12:09 PM Randy Barber <randy.barber@bvsd.org> wrote:

Dear Tanner,

In preparation for tomorrow's roundtable with Superintendent Anderson 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:

Dear Bear Creek Staff,

As you may know, Superintendent Anderson will be visiting Bear Creek 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.
Tanner

Finally, I've attached the feedback form that we will have staff fill out tomorrow. Rob should have printed forms with her, but I thought it would be helpful to have the file just in case. Additionally, if there are educators that don't have the opportunity to participate during the event, you are welcome to share this electronic version with them: https://forms.gle/h2QyCDKiVsreFQwo9

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

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Mobile: 303-507-6694

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