From "Randy Barber <randy.barber@bvsd.org>" <randy.barber@bvsd.org>
Subject **Superintendent Anderson at Boulder Rotary - Declining Enrollment**
To Merrill Glustrom <mglustrom@outlook.com>
Date April 17, 2026 5:04:16 PM MDT

We are still fine-tuning the graphics, but know that we are a bit past the due date, I at least wanted to get you an early copy of the presentation for a week from today. I'll have a completely finished slide deck by Monday. Do you guys have a preference? Powerpoint?

On Wed, Feb 25, 2026 at 8:22 PM Randy Barber <randy.barber@bvsd.org> wrote:

> Thank you so much for all the details!
>
> On Tue, Feb 24, 2026 at 3:26 PM Merrill Glustrom <mglustrom@outlook.com> wrote:
>
> > Hi Randy,
> >
> > April 24 works well. Please thank Superintendent Anderson for his willingness to speak to the Boulder Rotary Club. To review the parameters, we meet starting at about 12:00 at the Jewish Community Center in Boulder located at the corner of East Arapahoe and Cherryvale (6007 Oreg Ave). There's ample parking in the back off Oreg Ave. The main entrance is there.
> >
> > Please email Superintendent Anderson's PowerPoint to Karl Kurtz karlkurtz45@gmail.com, at least a couple weeks before the meeting, and our computer team will have the A-V computer equipment ready to go. We'll also advertise the talk in our in-club communication.
> >
> > There are usually between 100-125 attendees at the meeting, as I'm sure Rob knows, counting in-person and Zoom. If someone arrives at 11:45, that will give us time to make sure his PowerPoint slides are set up properly. As I'll be out of town, I'll make sure someone is there to meet you at the reception area at the JCC and help get Superintendent Anderson's PowerPoint set up.
> >
> > I hope Superintendent Anderson's and any of his staff will be our guest for lunch which starts at about 12:00. After some club announcements, Superintendent Anderson's talk will start at about 12:30 and runs until 1:00, 30 minutes in all. At the beginning of the talk, we'll give a brief introduction. Please email the following info for our in-club mailing and intro:
> >
> > **Checklist for Speaker Info for inclusion in email announcing the talk:**
> >
> > ____ The title of the presentation
> > ____ A brief 2-3 sentence description of the presentation
> > ____ A short bio that includes the presenter's educational and professional background
> > ____ An up-to-date photo
> >
> > Is there anything else Superintendent Anderson would like us to say in the intro? I like to include a bit about his hobbies in addition to the usual background and what he likes to do when not on the job.
> >
> > We've allowed 20-25 minutes for the talk and 5-10 minutes for questions, 30 minutes in all. We're a curious group so having more time for questions is a good idea. During the question period, the signal for the closing is a Rotarian will stand, thank him for the talk, and say we are donating 100 doses of polio vaccine in his honor.
> >
> > Let me know if you have any questions. We're looking forward to the talk!
> >
> > Thanks again for putting it together!
> >
> > Best,
> > Merrill
> >
> > Merrill Glustrom, PhD
> > Programs Committee, Boulder Rotary Club
> > 4492 Burr Pl
> > Boulder, Colorado 80303
> > 720 341-2794
> > mglustrom@outlook.com

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

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Chief Communications Officer
Office: 720-561-5823
Mobile: 303-507-6694

Attachments:

- BVSD Rotary Prez 4.24.26.pdf

Boulder Rotary | April 24, 2026

Boulder Valley School District Update

Points of Pride



Accredited with Distinction

For the second year in a row (2024 & 2025), BVSD is the only Metro Denver school district to be **Accredited with Distinction –** The Colorado Department of Education's **highest honor.**



1121 Average SAT Score



The on-time graduation rate for the class of 2025 was **93.3%.**
*Statewide graduation rate for 2025 was 85.6%



Highest percent of BVSD students **meeting/exceeding standards** in English Language Arts and Math **on CMAS since 2014.**

Strategic Objectives and Alignment to UIP



NO LIMITS
Grade-level Standards & Instruction



NEXT BEST STEP
Tiered Supports



DEFINE THE DESTINATION
Post-secondary Readiness



VALUED & INCLUDED
Cultural Competency

ALL TOGETHER
for **ALL STUDENTS**

Progress to Date

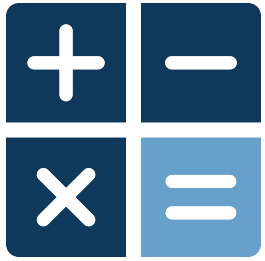
Students scoring at or above benchmark



K-12 Literacy

increased by

3-6%



K-8 Mathematics

increased by

2-5%

Moving MOUNTAINS

BVSD



Year-to-Date Suspension Comparison

August to November 2023 **183**

August to November 2024 **166**

August to November 2025 **160**

2024-2025 Suspension Comparisons

Cherry Creek - 4,607

Adams 12 - 4,212

St. Vrain - 2,824

27J - 2,045

Boulder Valley - 493

Colorado Department of Education
https://www.cde.state.co.us/cdereval/suspend-expel

BOULDER VALLEY SCHOOL DISTRICT

GRAD

GRAD

BOULDER VALLEY SCHOOL DISTRICT

















BOULDER VALLEY SCHOOL DISTRICT

DARE TO DREAM







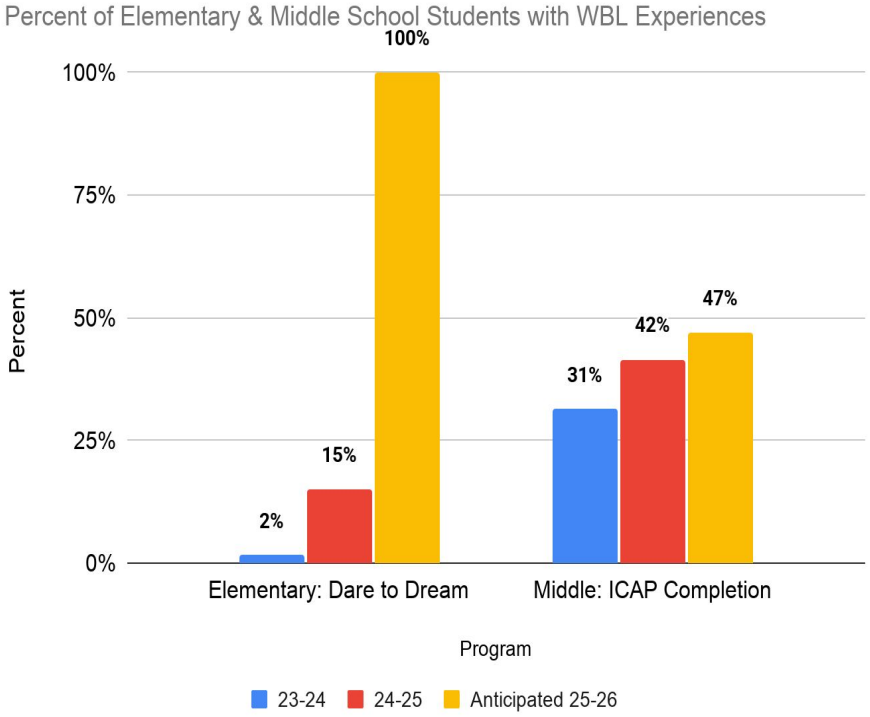


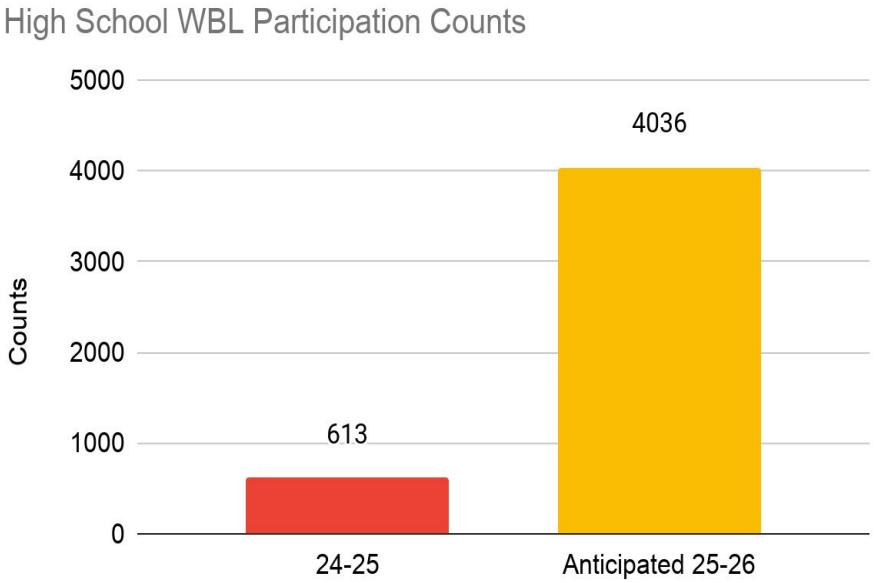
ALL

Elementary students participating in Dare to Dream Career Week during 25-26 school year

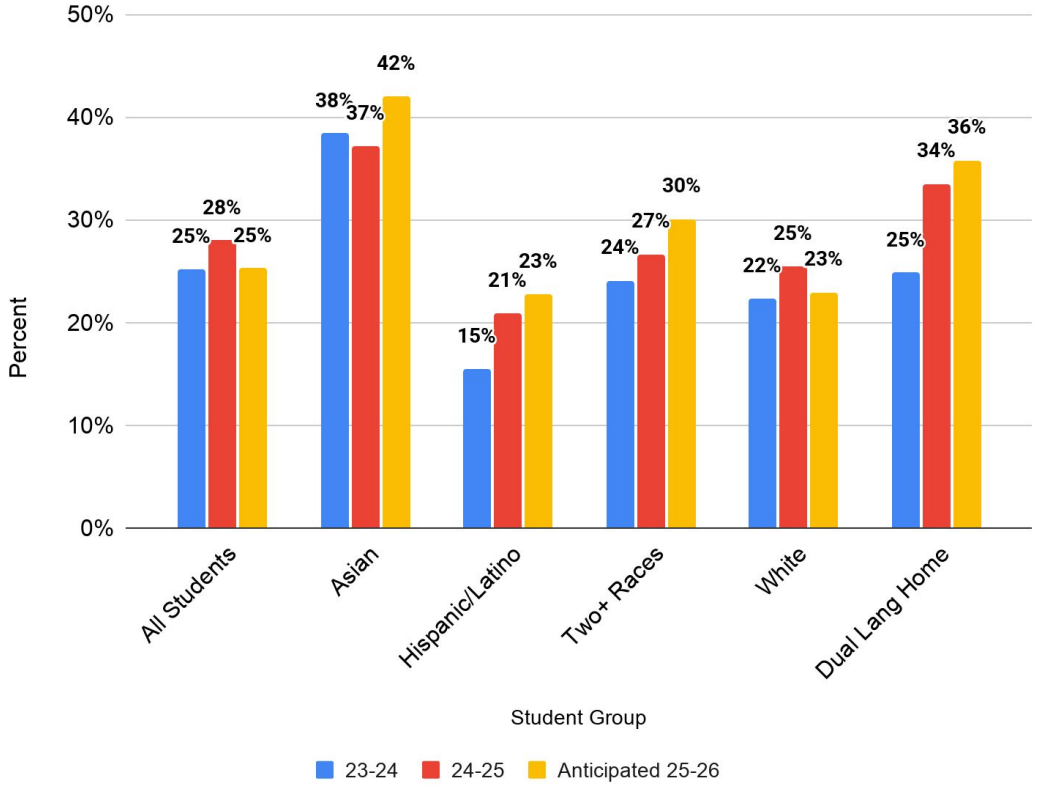
Define the Destination

WBL Experiences by Level and Program

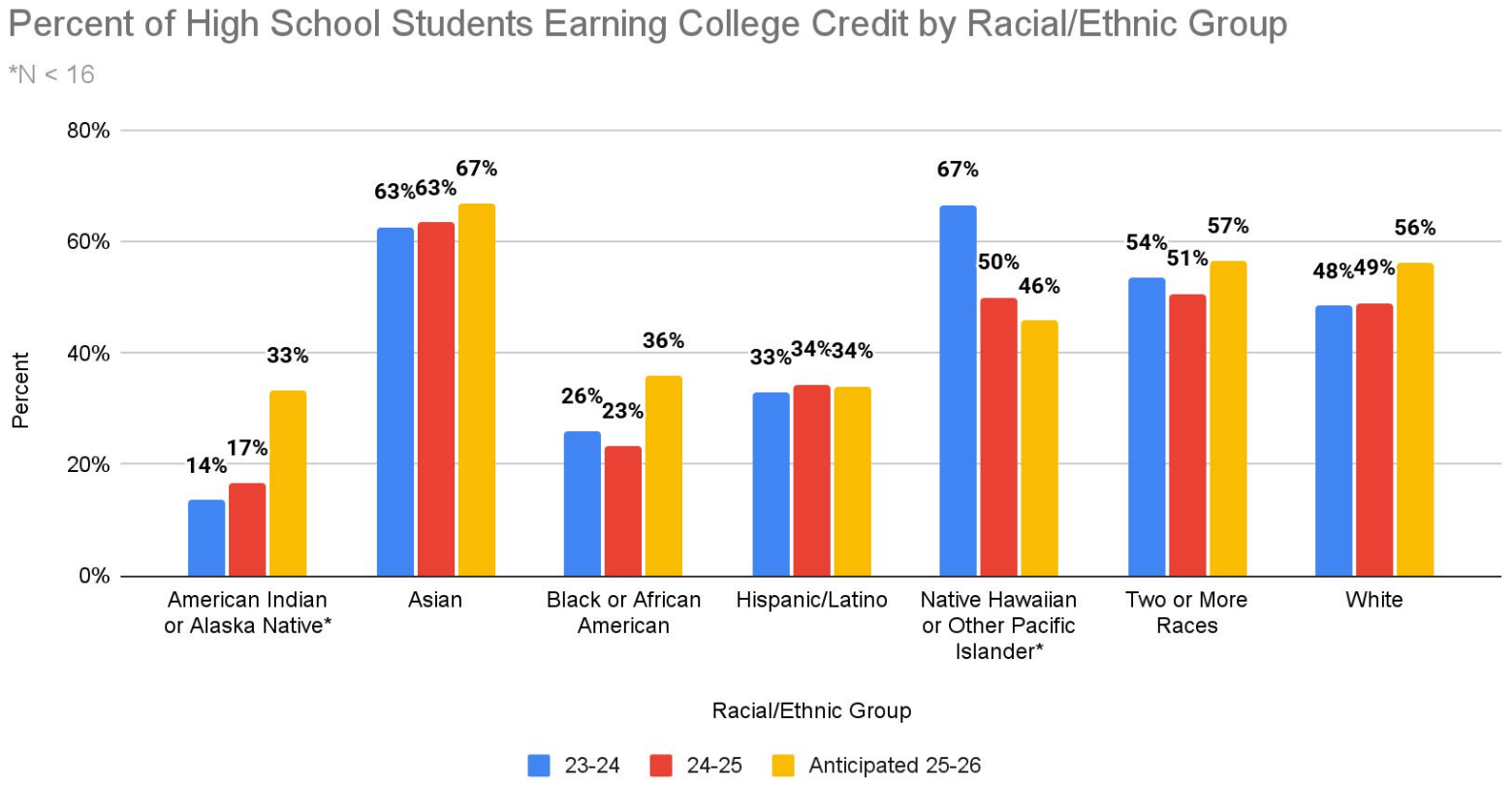




Percent of Students Earning the Seal of Biliteracy by Group



College Credit Attainment Before Graduation



Seal of Climate Literacy

—By the numbers—

5 New Climate Courses

5 Middle Schools offering the Junior Seal of Climate Literacy

46 Work-Based Learning Opportunities

8 College Credit Before Graduation Courses

12 Certifications

2026 **2nd graduating class** to earn the Seal of Climate Literacy

70

Students earned the Seal of Climate Literacy in 2025 - 2026

110+

Students in Grades 6 - 11 interested in the SCL



ACCELERATE

AT BOULDER VALLEY

Define the Destination

ACCELERATE (CTE) Pathways

Boulder High School
- Applied Design Technologies
- Computer Science

Broomfield High School
- Infrastructure
- Applied Technology

Centaurus High School
- Engineering
- IT
- STEM

Fairview High School
- Immersive Technology
- Artificial Intelligence

Monarch High School
- Health Science
- Sports Medicine

Nederland Middle/Sr. High
- Outdoor Recreation Leadership

New Vista High School
- Agriculture

Apex Current & Future Programs

Current	Opening in 2026-2027	Opening in 2027-2028
Auto Service Auto Collision Repair Biomedical Science Construction Trades Criminal Justice Culinary Arts Emergency Medical Services Environmental Sustainability Film & Video Arts Physical Therapy Sports Medicine Teacher Academy Welding	Behavioral Health Computer Science • Creative Computing • Cybersecurity Medical Assisting Pharmacy Technician	Aviation & Aerospace Intro to Nursing Modern Manufacturing

Defining the path forward: A Strategic Community Engagement Plan for Resilient Schools

Background

- Declining birth rates (national, state, & local trend) & fewer kindergarteners
- Aging population
- Dwindling housing opportunities due to low inventory, people aging in place
- High cost of living
- More housing opportunities in surrounding districts


THE DENVER POST

BUSINESS > REAL ESTATE • News

Colorado has the four most expensive housing markets in U.S. not on a coast

Denver, Boulder, Fort Collins and now Greeley make the real estate list


Daily Camera

Boulder County report: 80+ population to grow faster than all others

UPDATED: July 6, 2024 at 6:21 p.m.


THE DENVER POST

January 13, 2026

Colorado public school enrollment sees biggest drop since 2020 as graduation rate continues to improve


TIMES-CALL

NEWS > EDUCATION

St. Vrain Valley enrollment falls slightly for third year

PUBLISHED: December 18, 2025 at 4:19 PM MST


GOLDEN TRANSCRIPT

Jeffco enrollment falls to historic low as families move

District records smallest kindergarten class ever; officials point to rising home costs driving young families out

Updated Dec 3, 2025

BVSD Response To Date

2021-22

- Created Long Range Advisory Committee (April 2022)

2022-23

- LRAC metrics and recommendations (June 2023)

2023-24

- Parent enrollment survey (Sept. 2023)
- Place to Be Showcase (Oct. 2023)
- Annual Trend Report (Feb. 2024)
- Initiated Heatherwood Community Engagement (Mar. 2024)
- Updated enrollment-related policies

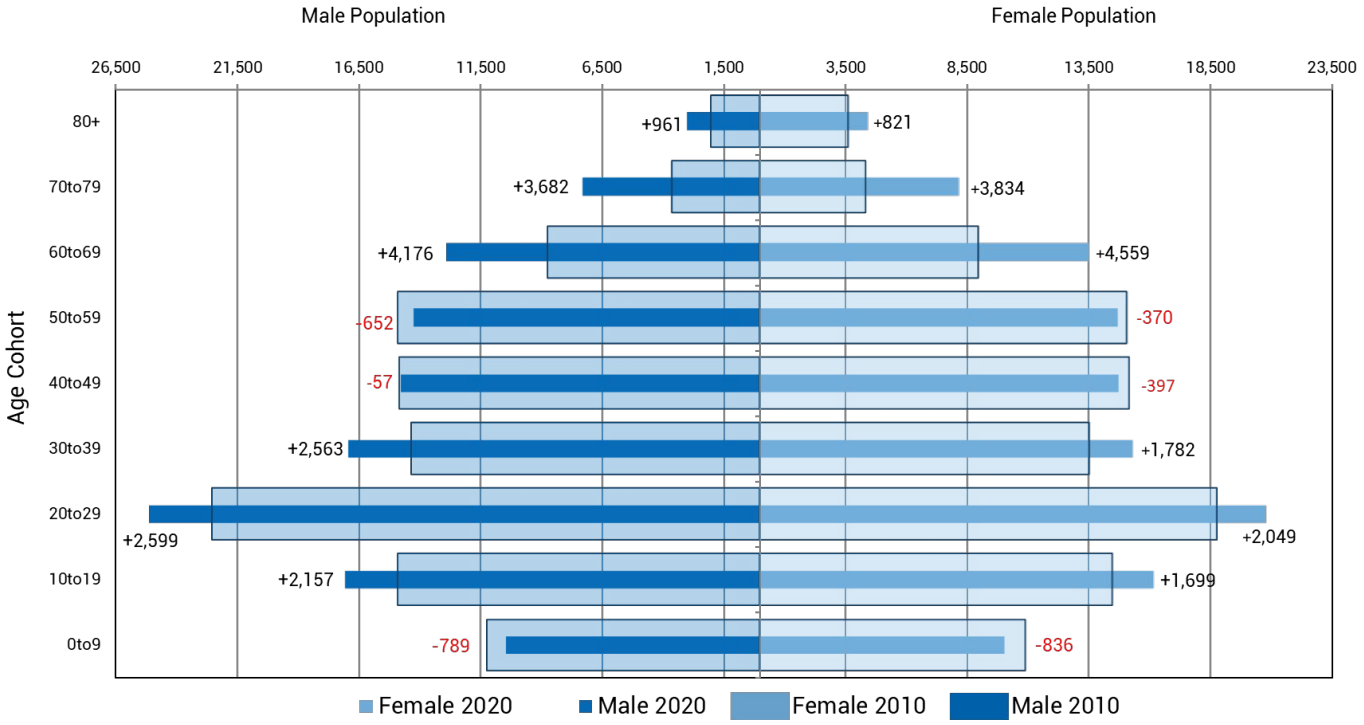
2024-25

- Approved Heatherwood focus program (Sept. 2024)
- New enrollment dashboard (Sept. 2024)
- New commuter Choice Enrollment preference (Oct. 2024)
- Place to Be Showcase (Oct. 2024)

2025-26

- Adopted new attendance boundaries (Sept. 2025)
- Long range planning worksession (Oct. 2025)
- Place to Be Showcase
- Launch community engagement

Demographic Composition: Boulder Region

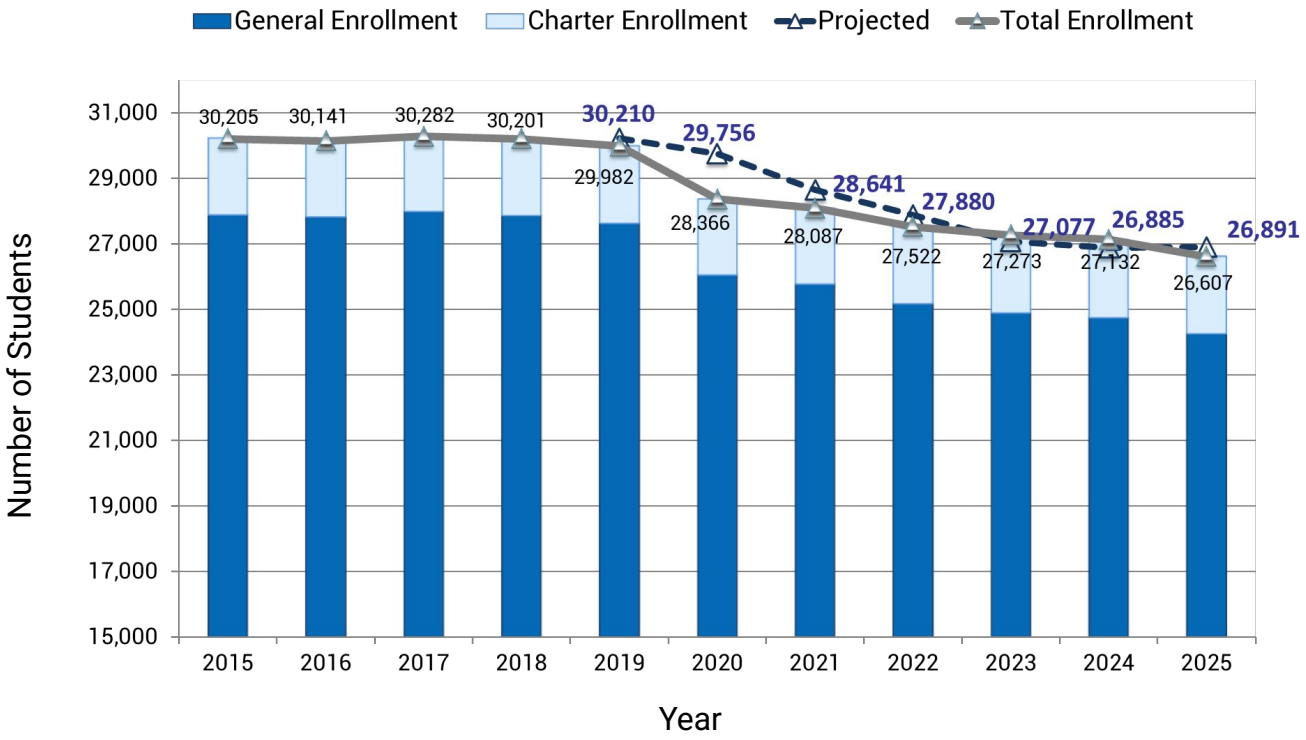


Takeaways

Between Census 2010 and 2020:

- Decreases in number of young children under 10.
- Sharp increase in number of residents over 60 years old (housing implications)
- Drop in fertility rate from 1.4 children per woman to 1.0

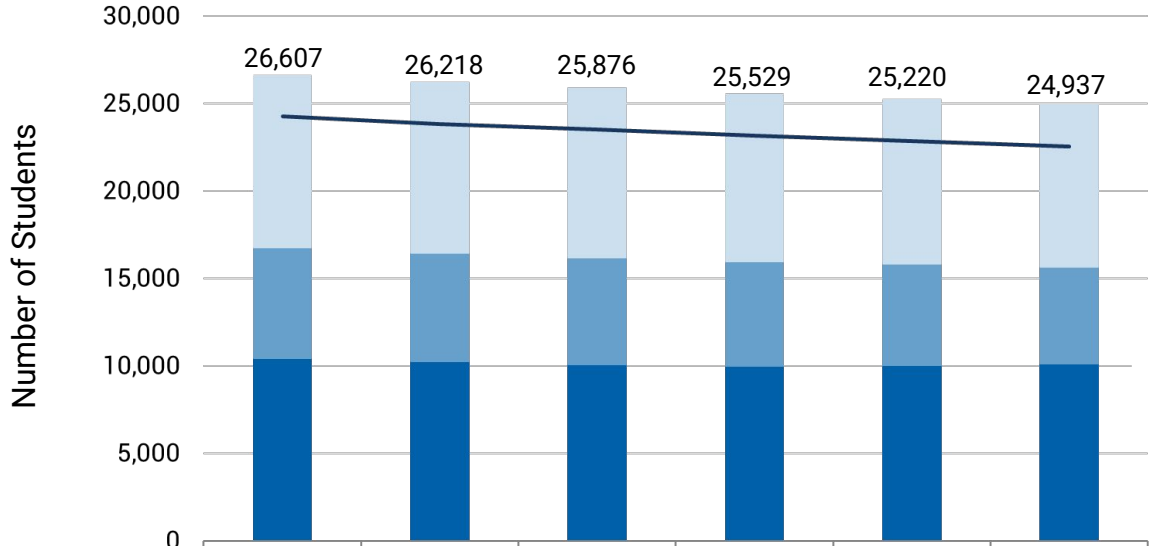
Enrollment Trends 2015-2025



Takeaways

- Continued overall decline of -1.9%
- Decline steeper than projected (-0.9%)
- Decrease in new, non-English speaking students

Overall Enrollment Projected to Decline



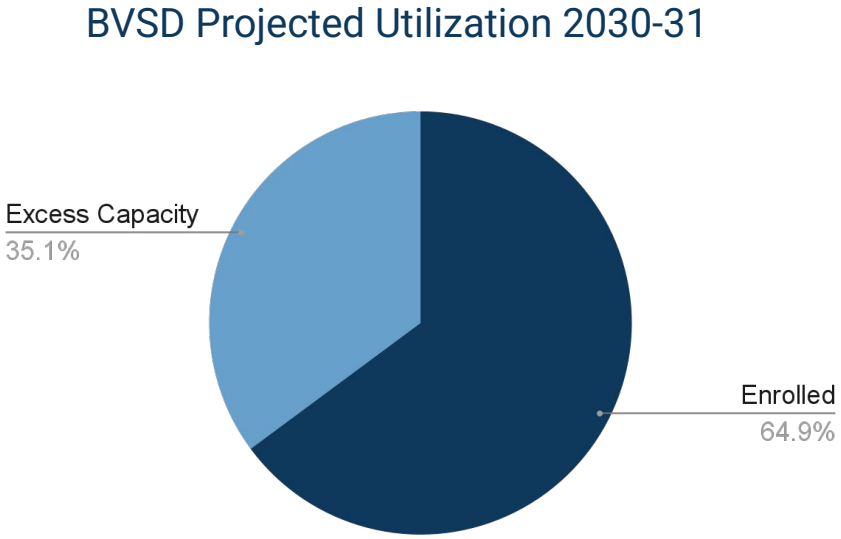
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
HIGH SCHOOL	9,848	9,767	9,681	9,548	9,399	9,256
MIDDLE SCHOOL	6,332	6,172	6,090	5,975	5,774	5,552
ELEMENTARY	10,427	10,280	10,105	10,006	10,047	10,129
General Fund	24,270	23,845	23,503	23,156	22,847	22,564

Projected loss of 1,670 students
(1,706 General Fund)

* *Preschool not included due to the difficulty to assess demand and due to its disconnect with school attendance areas.*

BVSD Elementary Building Capacity

- BVSD has the capacity to serve 14,543 K-5 students in our non-charter schools.
- We currently serve 9,732 (SY 25-26) K-5 non-charter students.
- The utilization rate is 67% with 4,811 open seats (SY 25-26).
- Projected to go to 9,433, or 65% in 5 years with 5,110 open seats.

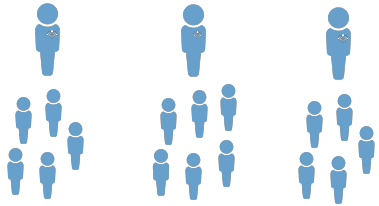


Elementary School Programmatic Impacts

Three Round (~450)

(3 classes per grade level)

Grade 1

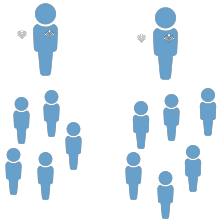


- ABC Specials rotation
- Instrumental music
- Ideal for programming
- Dedicated counselor, Specials teachers, Teacher Librarians, & Special Education teachers

Two Round (~300)

(2 classes per grade level)

Grade 1



- Traveling teachers
- Scheduling complexity & limitations
- Programming limitations

One Round (~150)

(1 class per grade level)

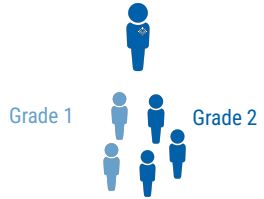
Grade 1



- Limited teacher collaboration
- Lack of flexibility to shift students
- More programming limitations

Multi Grade

(<1 class per grade level)



- Yearly change
- Complex planning for teachers



Meet Chloe

Chloe loves to learn new things but has trouble focusing on just one task at a time. She loves to talk and play with her friends, who have all gone to the same school since Kindergarten. Her favorite subject is science, and when she grows up she wants to become a veterinarian. Chloe is in the 4th grade.

Where does Chloe go to school?

Chloe goes to the **Teal School**, a **PK-5 school with 175 students total.** Most grade levels at this school have just one classroom, and the lower enrollment at the school means some staff are only part-time. **Chloe's 4th grade classroom is combined with a 5th grade classroom for a total of 29 students.**

7:50am

Chloe and her little brother walk to school together from their house. Chloe goes into her shared 4th and 5th grade classroom for morning meeting.

10:45am

Chloe gets a little lost during reading; they are reading a text that is more advanced than her current reading level. Because her teacher teaches 4th and 5th graders, he tries to pick a text that works for most students. There isn't another teacher in the classroom to help Chloe today, so she just pretends to read.

1:15pm

Chloe is having a tough day because of some drama with the other students in class. She isn't used to being in a classroom with a lot of students that she doesn't know. She likes talking to her school counselor, but they're at another school until the end of the day. She'll have to wait until tomorrow to talk to them.

2:00pm

Chloe's school doesn't have an in-person advanced math program, because there aren't enough students to hire an in-person teacher. She takes an online advanced math course instead while her teacher walks around and supervises the room.



Meet Anthony

Anthony loves to play video games and watch TV. He struggles a bit academically, but his Individual Education Plan (IEP) ensures that he gets additional support from a special education teacher in addition to his classroom teacher. He speaks Spanish at home, but has grown up bilingual. His favorite class is PE, and one day he wants to design and build cars. Anthony is in the 3rd grade.

Where does Anthony go to school?

Anthony goes to **Green Elementary, a PK-5 school with 200 students total.** The number of students with IEPs and 504s that Green Elementary services means that they are allocated a part-time Special Education teacher who is available three days a week. **Anthony is in a class of 3rd graders with 18 students.**

7:50am

Anthony was in a big 2nd grade class last year and his general education teacher didn't have a lot of time to support him one-on-one. This year, his class size is much smaller, so his teacher checks in with him to start the day.

10:45am

Anthony goes to see his special education teacher, like he does three times a week. However, sometimes misses specials on these days. He has to miss PE today. Because the PE teacher serves another school, this is the only time the class can be scheduled.

1:15pm

Even though Anthony is bilingual, he can get confused between English and Spanish words while reading. Some days his school has a Reading Specialist that he loves and helps him out, but they're part time and not there today. He doesn't feel comfortable asking for help.

2:50pm

Anthony has limited options for enrichment while his teachers have their planning period. He wishes he could have PE now, but today his class has silent reading time facilitated by the school librarian.



Meet Mrs. Smith

Mrs. Smith has been in the district for 10 years, all of them teaching 3rd grade with another teacher she is close with. Because there aren't enough students for two 3rd grade classrooms this year, and their 2nd grade teacher retired, Mrs. Smith is staffed to teach 2nd grade. She has a passion for science and gardening, and has a son starting Kindergarten this year.

Where does Mrs. Smith teach?

Mrs. Smith teaches at **Magenta Elementary, a PK-5 school with 180 students total.** The school's enrollment has steadily declined, which means her class sizes have changed a lot year to year- last year there were two 3rd grade classes, but now there are only enough students for one. **Mrs. Smith has a class of 29 2nd graders this year**.

7:50am

Mrs. Smith wants to build strong relationships with all of her students' families. She tries to catch them at drop-off and dismissal, but today she has to cover breakfast duty unexpectedly for a teacher who is out.

10:45am

Mrs. Smith could use some support managing a group of students who won't stop playing games during her writing lesson. She calls for her Principal, but they're supporting another class - and her school doesn't have an AP. Mrs. Smith pivots to independent reading, and doesn't cover as much content during the lesson as she planned.

1:15pm

Mrs. Smith is used to having another teacher to collaborate with during her planning period, and misses working with her old 3rd grade teaching partner. As the only 2nd grade teacher, Mrs. Smith spends her planning time working alone on her lessons for the next day.

2:50pm

For the past few years, Mrs. Smith ran "Nature Club", which included exciting nature-themed activities during recess and after school. However, because she is focused on teaching a new grade level, she stepped back from running Nature Club this year to dedicate more time to ensuring her 2nd grade lessons are really strong.

CHALLENGE #01

Limited Access to Specials

Under-enrolled schools may provide limited access to specials (art, music, PE) because they only have part-time staff to teach those courses. It is common for schools to share a specials teacher with another school and only have access to those classes for part of the week, month or year.



CHALLENGE #02

Unpredictable or Inconsistent Class Sizes

Under-enrolled schools are more sensitive to year-over-year changes in enrollment, leading to much smaller-than-average class sizes (well under the suggested cap) in one year, and much larger-than-average class sizes (closer to the suggested cap) the next.



CHALLENGE #03

Part-time School Counselors

Under-enrolled schools may not be allocated a full-time counselor to work with their students, limiting the availability of counseling services throughout the week.



CHALLENGE #04

Fewer Enrichment Opportunities

With fewer staff at under-enrolled schools, there are often fewer enrichment and club offerings at that school. Students are less likely to have an option that lines up with their interests.



CHALLENGE #05

Mixed-Grade Classrooms

Under-enrolled schools may not have enough students for a full class at each grade level, requiring them to combine grade levels into one mixed-grade classroom (e.g., having students in 4th and 5th grade in one classroom with one teacher).



CHALLENGE #06

Limited or No Access to Advanced Math

Under-enrolled schools may not be able to offer in-person advanced math programs due to staffing constraints. This means that students may not have access to that advanced class or may have to access it in a non-traditional way (e.g., online or through after-school programming).



CHALLENGE #07

Limited Time for Small Group or Individualized Support

In under-enrolled schools, there is often not enough staffing available to create smaller, flexible student groups throughout the day. In these types of small group experiences, students typically receive dedicated support in core subjects like ELA and Math or have access to gifted & talented programming.



CHALLENGE #08

Part-time Instructional Support Staff

At under-enrolled schools, math and literacy specialists, teacher librarians, special education teachers, interventionists – who often provide support to students and teachers – are often not full-time positions and are shared with other schools.



CHALLENGE #09

Staff Pulled to Perform Non-Instructional Duties

In under-enrolled schools, there are fewer staff overall in the building, meaning that if any staff are absent, staff who play important roles – school leaders, support staff – are more frequently pulled to cover lunch, recess, and/or classroom instruction throughout the day.



CHALLENGE #10

Limited Administrator Capacity

Under-enrolled schools are more likely to have no assistant principal, and in some cases share a principal with another school. This means that teachers, families, and students may have more limited access to administrator support throughout the day. This especially impacts access to instructional support and classroom management.



CHALLENGE #11

Limited or No Grade-Level Teacher Collaboration

In under-enrolled schools, a teacher may be the only one teaching their grade level. This means that they are likely to have few or no opportunities to collaborate with other teachers on curriculum design, lesson planning, brainstorming student supports, analyzing work, or problem solving.



CHALLENGE #12

Infrequent Instructional Feedback

Staff who are responsible for observing teachers to provide feedback and coaching – Principals, Assistant Principals, specialists, coaches – are often either unavailable or have very limited capacity in under-enrolled schools. This means that teachers are more likely to get infrequent support from an instructional expert.



Defining Goals

Future decisions should:

- Maintain and improve learning outcomes for all students
- Distribute students so all schools have the right level of students/resources to maintain high-quality learning experiences
- Stabilize overall enrollment by retaining current students and attracting new students to the district
- Maximize all efficiencies to address ongoing fiscal challenges

School Adjustment Options
~~Allow schools to stay "small"~~
Introduce or expand focus programs
Grade reconfiguration, e.g. K-2 & 3-5 or convert K-8s to elementary and middle
Relocate focus programs
Consolidate two or more schools into one building (existing or new)
Close one or more schools and distribute students to multiple schools

INTRODUCE OR EXPAND FOCUS PROGRAMS

Introduce or expand focus programs

Benefits

What are the benefits to taking this action?

- Can attract new students to the school
- Can address unmet needs in the community

Considerations

What should be considered?

- May take students from other BVSD schools, creating enrollment issues elsewhere
- School may still be vulnerable to future enrollment decline

Grade Reconfiguration

Benefits

What are the benefits to taking this action?

- Class sizes can be more consistent
- Teachers have more peers to collaborate with
- It can avoid a school closure
- Focuses age-appropriate resources
- Allows for the possible sharing of certain staff members

Considerations

What should be considered?

- Adds a transition year for the impacted students
- It doesn't change overall enrollment in these schools
- School may still be vulnerable to future enrollment decline

RELOCATE FOCUS PROGRAMS

Relocate focus programs

Benefits

What are the benefits to taking this action?

- More efficient use of buildings
- May make focus schools more accessible to more families

Considerations

What should be considered?

- Students families and staff would potentially need to change locations
- New location doesn't guarantee success
- School may be vulnerable to future enrollment decline

Consolidate two or more schools into one building

Benefits

What are the benefits to taking this action?

- Increases school and grade level size
- Can create a sustainable school size for the long term
- Students and families are able to move to the new school together

Considerations

What should be considered?

- Requires one school to transfer students
- Loss of familiar school home for some students and families

Close one or more schools

Benefits

What are the benefits to taking this action?

- Can create a sustainable school size for the long term
- Supports enrollment at multiple schools

Considerations

What should be considered?

- Loss of familiar school home for some students and families
- School communities are not able to transition to the same school, together


The Path Forward:
Our Community
Engagement
Commitment

What Engagement Will and Will Not Do

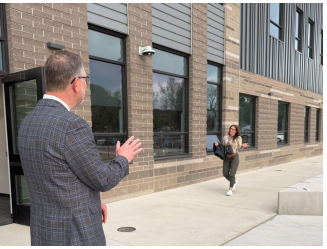
Engagement will:

- Build understanding of the problem
- Gather input on values, priorities, and tradeoffs
- Inform development of school adjustment options and Board of Education decision making

Engagement will not:

- Guarantee preservation of specific schools
- Delay action
- Transfer decision-making authority away from the Board of Education

Community Engagement Sessions











What to Expect

GOALS

- Allow all attendees to participate so all voices can be heard
- Bring forward input that will shape options for the Board to consider in August
- Develop understanding of:
  - How declining enrollment and resources show up in student and teacher experiences every day
  - Actions the Board is considering and how they address the impacts of declining enrollment
- Gather input on community values, priorities, and tradeoffs

FORMAT

- Small focus groups
- Activities to prompt reflection and discussion

MEETING FLOW

- Reflect on your student & share out
- Welcome
- Understanding BVSD's declining enrollment
- A-Day-in-the-Life of BVSD exercise and reflection
- Prioritizing student and teacher experiences
- Sustainable shifts being considered
- Closing and next steps

Opportunities for Engagement

Options brought forward to the Board in August and subsequent decision-making will be contingent on our community thoughtfully engaging with us.

MARCH

- Let's Talk Questionnaire

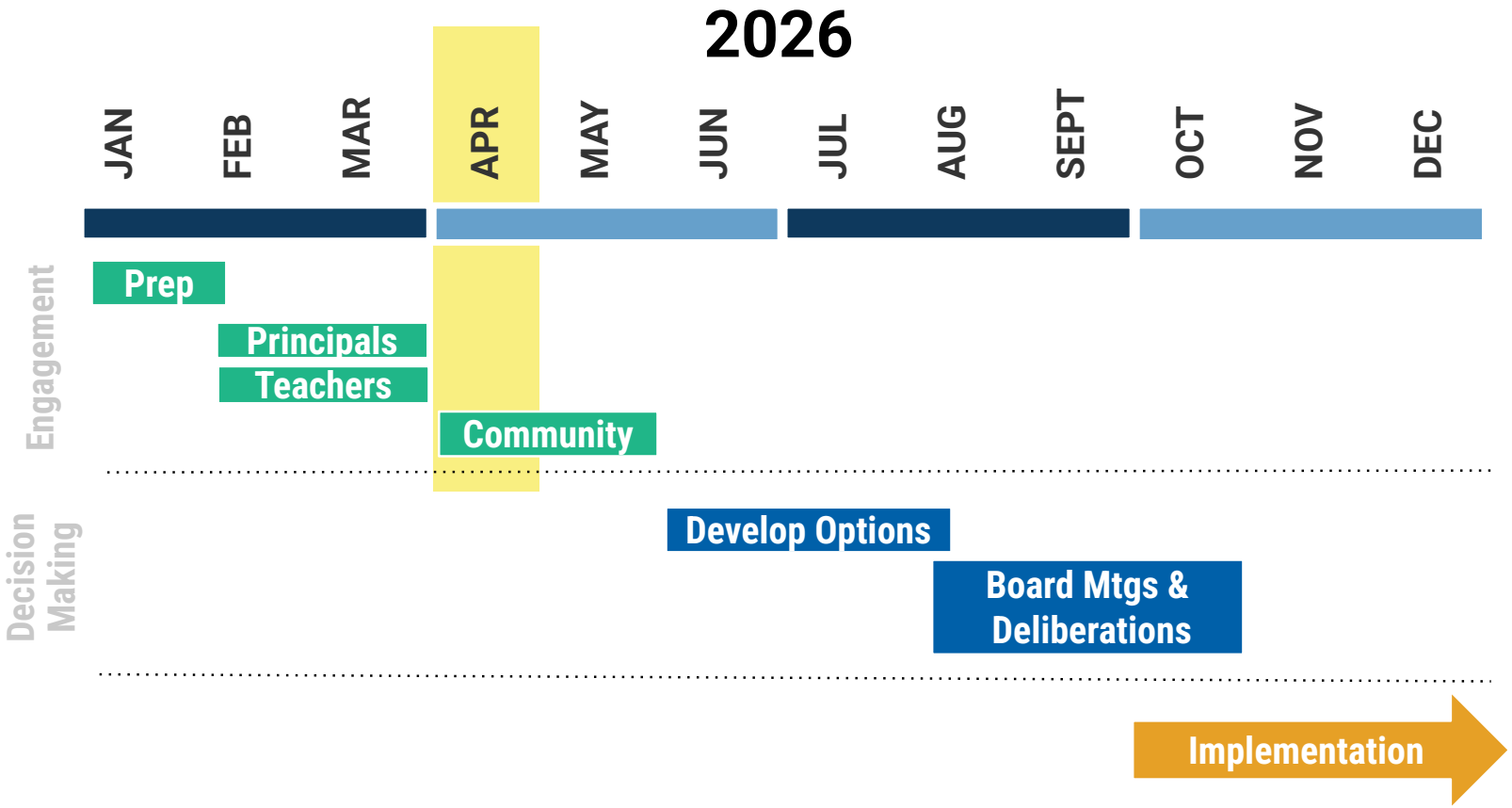
APRIL

- Community Engagement Sessions

MAY

- Community-focused qualitative feedback
- Website feedback form




2026
JAN
FEB
MAR
APR
MAY
JUN
JUL
AUG
SEPT
OCT
NOV
DEC
Engagement
Prep
Principals
Teachers
Community
Decision Making
Develop Options
Board Mtgs & Deliberations
Implementation

Questions