Long Range Advisory Committee

DRAFT

MINUTES
Monday, March 9, 2026
5:30 - 7:00 PM

Se ofrece traducción de los materiales de la reunión a español por pedido. Por favor comunicarse con bvsd.operations@bvsd.org.

Committee Members in Attendance: Jeff Anderson, Laura Baukol, Brooke Daerr, Trish De Fries, Tina Marquis, Dan Ryan, Mamta Saxman, Della Smith, Caleb Starbuck, Jim Topping, Nick Vanderpol, Ezra Veno, Kitty Sargent, Beth Niznik

Staff Members in Attendance: Rob Price, Robbyn Fernandez, Sierra Espinoza, Glen Segrue, Susan Cousins, Randy Barber

Board Members in Attendance: Jorge Chavez

I. **Welcome**
Chairperson Jeff Anderson opened the meeting and welcomed the committee.

II. **Public Comment**
No members of the public were present, and there was no public comment.

III. **Committee Governance**
- A. Upcoming Important Dates
  1. Next LRAC Meeting -TBD
  2. Upcoming BOE meetings on enrollment
     a) Community Engagement update - Apr. 14
     b) Community Engagement summary - June 9
- B. The Jan, 12, 2026 minutes were approved.
- C. Committee Communication
  1. Committee members shared what they are hearing in the community and their personal perspectives, including:
     a) People have heard we are closing schools on social media. We need to reiterate that no decisions have been made.
     b) Feedback from teachers indicates the round tables are going well. Some have expressed feelings of acceptance and appreciation that teachers are being heard. Schools are starting to recognize the impacts of declining enrollment and what is missing for students.
     c) Parents of elementary school students are questioning what schools will be closing and some are starting to accept that it will happen.

d) In regards to the Superior Town Council meeting, there was a perception that the district already knows what schools are closing and is keeping it from the community. There is some frustration and questions about who is actually making this decision and who decides what to bring to the Board.
e) From Flatirons - the community is aware of the issue and that some things are going to change. At conferences, teachers reported parents were asking about what's going to happen to the school. Teachers are feeling anxious about their jobs. There are a lot of questions around where staff will go and if they will have to interview. If they knew the plan, they could help with supporting it to their parents.
f) One committee member reported spending time at Heatherwood and shared how well things are going there. There is a bit of angst and wonder if the school is going to close now after everything that has been done there.
g) There is a perception that better marketing will address the issue. The problem is lack of children, not marketing.

IV. Information/Discussion

A. Sr. Planner Glen Segrue presented the Annual Trend Report, which was presented to the Board on Feb. 10. Highlights of committee comments included:
1. Having data from the impacts of the Marshall Fire would be very useful for whoever is going out to the community engagements in those regions. Just like COVID and the housing crash of 2009, the Marshall Fire was an unexpected crisis that affects enrollment projections and trends. It looks like most students who left at that time have returned.
2. Two schools—Heatherwood and Flatirons—currently meet the community engagement criteria.

B. Chief Communications Officer, Randy Barber, provided an update on the community engagement process to date.

C. Assistant Superintendent Robbyn Fernandez provided an overview of the format being developed for the upcoming regional community meetings. The committee offered the following feedback:
1. It feels like there is a need to provide the opportunity for participants to give input outside of what is allowed in the simulation exercise, for example, whether families prefer a middle school or K-8 in Superior; the trade-offs provided are too narrow.
2. Have an exit poll or survey so that people can offer other suggestions or ideas that did not come up in the scenarios;
3. Include neurodiverse students and students with special needs in the simulation;
4. Keep like stakeholders with each other, i.e. parents with parents and community members with community members;

5. Have a facilitator and a note taker so that all the feedback is documented;
6. Use LRAC as a test group;
7. Consider also testing the exercise with an uninformed group;
8. Play a video of the simulation in action so participants can see how it will go

V. Agenda Setting

A. TBD

VI. Adjournment

The meeting adjourned at 7:06 pm.