From Jennifer Barr <jennifer.barr@bvsd.org>
Subject **Update from principal meeting**
To BCSIS STAFF <bcsis-staff@bvsd.org>
Date January 30, 2026 11:11:24 AM MST

Dear staff,
As you know, Chris (High Peaks principal) and I met with Dr. Rob Anderson and Dr. Laura De La Cruz yesterday afternoon. They are meeting with all elementary principals as part of the engagement process to address declining enrollment trends. I wanted to share the following from our conversation:

- They reiterated the information shared at this week's Board of Education meeting (slides attached again, for your reference).
- Please engage in the processes for feedback. There is a sincere desire to hear from focus schools.
- Our school is seen and valued.

Thanks, all.

Jennifer Barr, Principal
Boulder Community School of Integrated Studies
720-561-5506

--
You received this message because you are subscribed to the Google Groups "BCSIS STAFF" group.
To unsubscribe from this group and stop receiving emails from it, send an email to bcsis-staff+unsubscribe@bvsd.org.
To view this discussion visit https://groups.google.com/a/bvsd.org/d/msgid/bcsis-staff/CAD_nT9%2BtiU-uo59ncH-wT3ovjiF4_1nc5AQPswDBFWVjCQCYkQ%40mail.gmail.com.

Attachments:

- Strategic Community Engagement Plan for Resilient Schools _ 2026.01.27 (1).pdf

Board of Education | January 27, 2026

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

Purpose of Tonight's Information Item

- Confirm shared understanding of the urgency created by declining enrollment
- Reaffirm Board goals for future decisions
- Review a community engagement plan to inform the development of viable school adjustment options
- Establish a clear path toward Board action in fall 2026

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

Context

- 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

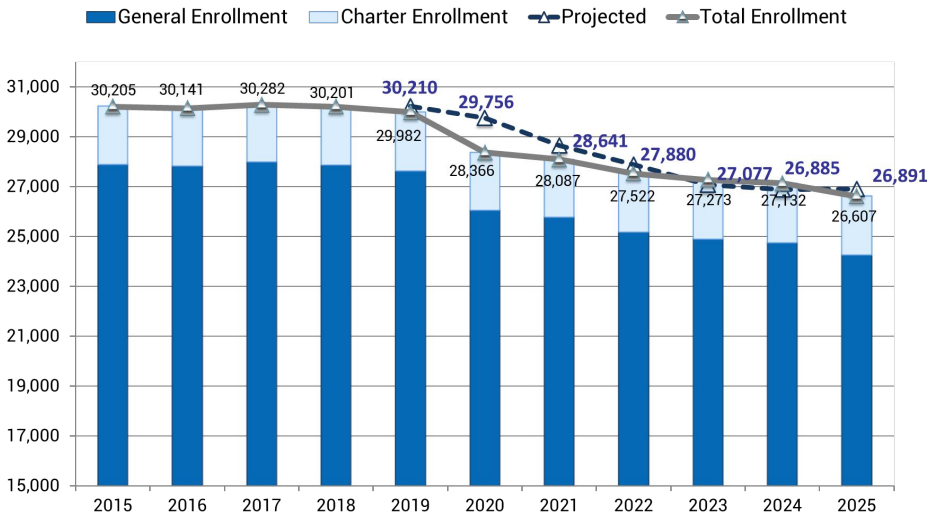
Declining Enrollment Process Overview

2022-23	2023-24	2024-25	2025-26 (Aug.-Jan.)
LRAC Studied elementary level enrollment history and projections and recommended Board actions and metrics for elementary schools	**LRAC** • Received updates on enrollment and the work of the District • Studied middle level enrollment status • Attended Heatherwood Community Engagement meetings	**LRAC** • Middle level & PK-8 enrollment discussions • Received updates re: Heatherwood process • Received Annual Enrollment update • Previewed Annual Trend Report • Received attendance boundary review update • Provided updates to Board	**LRAC** • Middle level & PK-8 enrollment discussion (Sept.) • Update to the Board (Oct.) • Reviewed Oct. 21 work session and provided input about community engagement process
BVSD • At the direction of the Board, created LRAC and supported the work of the group. **Board** • Received regular updates • Received committee recommendations	**BVSD** • Supported Heatherwood Community Engagement process • Held first Place to be Showcase • Conducted parent enrollment survey **Board** • Updated policies • Received enrollment updates, including Annual Trend Report	**BVSD** • Held Place to Be Showcase • Supported development of Heatherwood focus program • Established new commuter enrollment preference • Created Enrollment Dashboard **Board** • Dashboard work session • LRAC and Heatherwood updates • Annual Enrollment update • Annual Trend Report • Attendance boundary review	**BVSD** • Attendance boundary review process • Place to Be Showcase **Board** • Adopted new attendance boundaries • Long range planning work session • Heard enrollment update for 2025-26

What has Changed Since 2024-25 SY

The data has moved faster than expected:

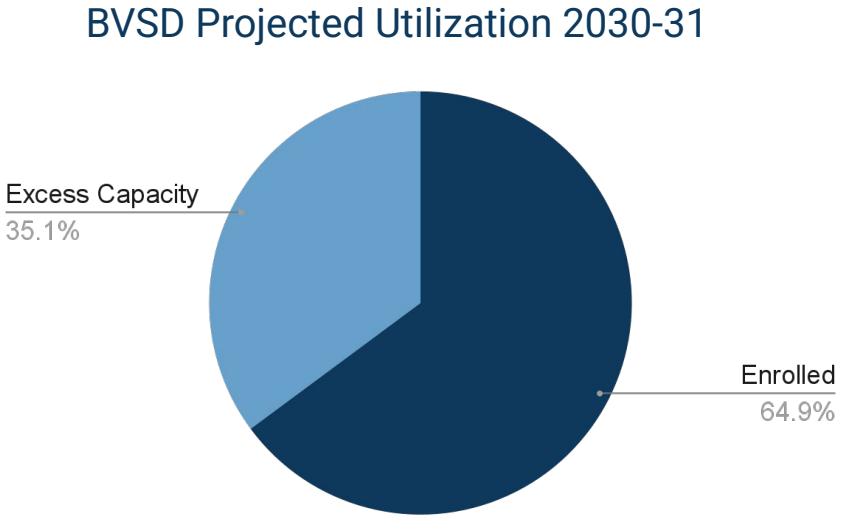
- Enrollment declined by 525 students.
- This accelerates the timeline for addressing excess capacity.
- Delay increases risk to student experience, staffing stability and long-term financial sustainability.



Enrollment declined by 525 students; 2nd greatest loss since pandemic.

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.

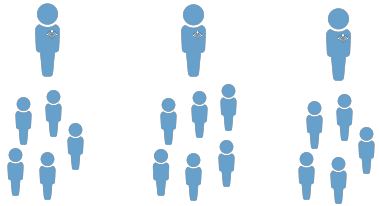


Elementary School Programmatic Impacts

Three Round (~450)

(3 classes per grade level)

Grade 1

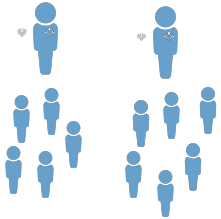


- ABC Specials rotation
- Instrumental music
- Ideal for programming
- Dedicated counselor, Specials teachers & Special Education teachers

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)

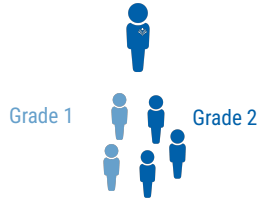
Grade 1



- 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

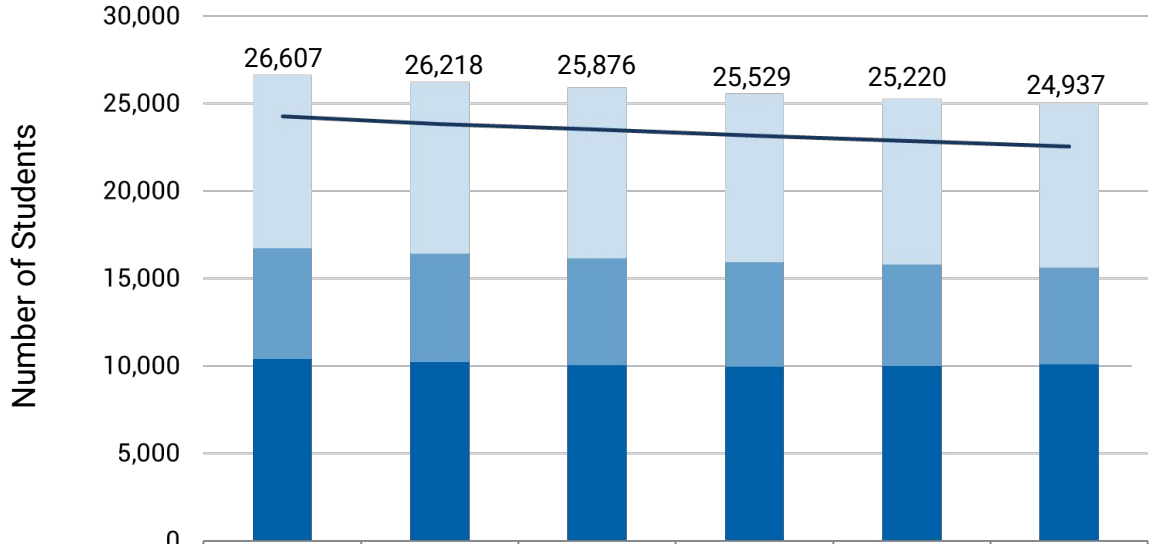


Defining the Problem & Defining Goals

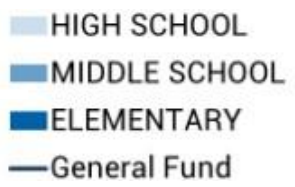
Future decisions should:

- 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 to maintain and improve outcomes for all students
- Stabilize overall enrollment by retaining current students and attracting new students to the district
- Maximize all efficiencies to address ongoing fiscal challenges

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 it's disconnect with school attendance areas.*

5-year Elementary Enrollment Projections

ELEMENTARY ENROLLMENT TRENDS (based on 2024-25 enrollment data)

- **Boulder**
  Continued enrollment declines, 10 of 14 (71%) schools projected to be at or below 2 classes per grade level with a regional building utilization of 58%
- **Louisville-Superior**
  Continued enrollment declines, 3 of 6 (50%) schools projected to be at or below 2 classes per grade level with a regional building utilization of 61%
- **Lafayette-Erie**
  Slow enrollment growth, no schools projected to be at or below 2 classes per grade level with a regional building utilization of 88%
- **Broomfield**
  Continued enrollment declines, 2 of 4 (50%) schools projected to be at or below 2 classes per grade level with a regional building utilization of 73%



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 Structure



Notes:

1. Projected enrollment in Lafayette and Erie is currently stable and will continue to be monitored. Potential impacts to these areas will be considered in the development of school adjustment options in other communities.
2. Due to their unique geographic circumstances, mountain schools require differentiated decisions and are not being considered for school adjustment options at this time.

Community Engagement Overall Process

Phase 1: Preparation (January-February 2026)

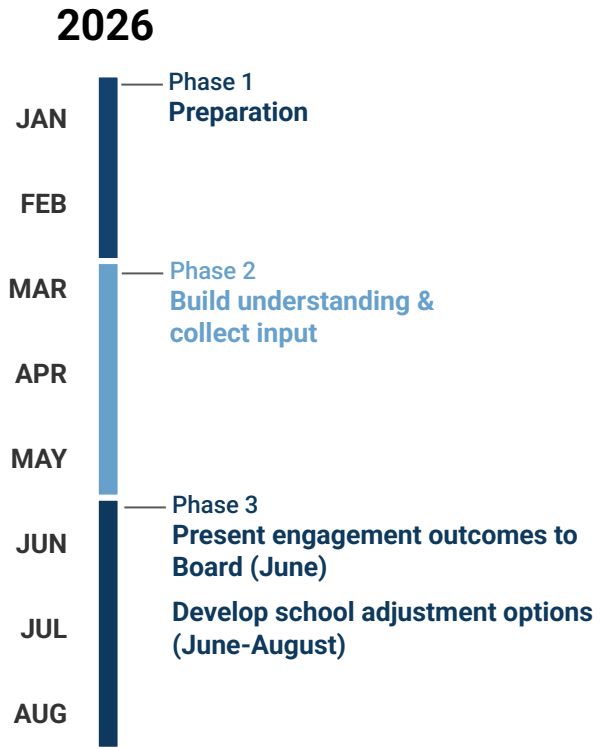
- Engage principals and teachers
- Orientation sessions with Board and Superintendent advisory committees
- Begin to engage with municipalities

Phase 2: Build understanding of the problem and collect input (March - May 2026)

- Regional community group meetings and stakeholder specific sessions

Phase 3: Develop school adjustment options (June - August 2026)

- Present summary of community engagement to Board (June)
- Staff to develop facility planning options (June-August)



Community Engagement Overall Process (continued)

Phase 4: Present school adjustment options to the Board (August 2026)

- Board's opportunity to discuss options
- Opportunity for community input during public comment

Phase 5: Present final plan for study to the Board (September 2026)

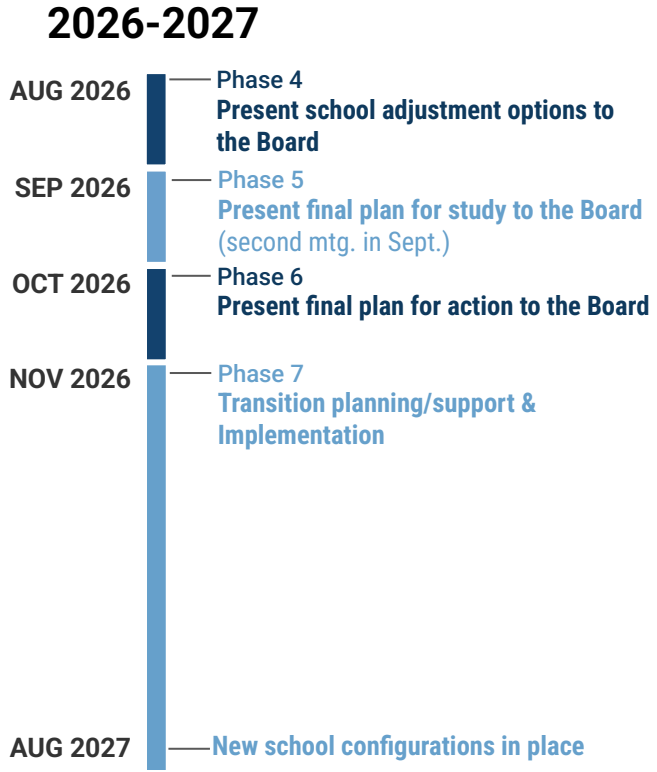
- This will include updated attendance boundaries, open enrollment preferences, analysis of facility improvements required (if any), etc.
- Opportunity for community input during public comment

Phase 6: Present final plan for action to the Board (October 2026)

- Necessary for BVSD open enrollment timeline Nov. 1 - early January 2027

Phase 7: Student / Staff Transition Planning & Support (Nov. 2026 - Aug. 2027)

- Enrollment specialists to provide direct support to impacted families throughout the enrollment process
- Support impacted staff and families with transition
- Plan for implementation
- Facility real estate process if needed



Discussion