

EXECUTIVE SUMMARY COVER SHEET

School Closure, Consolidation, and/or Relocation Recommendation — PSD Board Policy FCB-R

District	Poudre School District (PSD)	Governing Policy	Board Policy FCB & Regulation FCB-R
Target Audience	Superintendent of Schools & Board of Education	Cross-Referenced	Policy JC (Attendance) & Policy JFBA (Choice)
Document Purpose	Policy FCB-R Criteria Compliance Cover Sheet	Status / Scope	Executive Closure Recommendation

School Name: Beattie

Proposed Action: [X] Closure [] Relocation [] Consolidation

Receiving School Site(s): Lopez and Bennett Elementary

Summary Rationale

Multiple scenarios were evaluated for the 5 southwest elementary schools (Beattie, Johnson, Lopez, McGraw, Olander). Beattie Elementary ranked 5th in the region on composite z-scores. This was largely skewed by the facility condition assessment of adding air conditioning and the facility size of Beattie being one of the smaller schools in the region which increases its utilization percentile. Due to physical size constraints and floor plan, the committee did not support Beattie being a receiving school in any scenario and believed its current and future enrollment needed to be addressed to improve the educational programming. The implementation criteria evaluation elevated two areas of additional concern about Beattie. It was noted to be a more challenging receiver site for intensive center-based programs due to the open floor plan and needing to create secure spaces for more significantly impacted students. Additionally, Beattie's open floor plan was noted as a more at-risk environment to secure in a school lockdown. After reviewing the identification criteria, implementation analysis, and equity analysis, the CPC determined that Beattie would be recommended due to its current and projected enrollment, low utilization, facility design, proximity to other elementary schools, and how its closure contributes to positively providing greater stability and programmatic opportunities for all students in the region.

Financial Considerations:

Cost for overall day-to-day operation could decrease by \$1.89 million (includes estimate for Johnson closure as well). This includes changes to student-based budget, school administration, custodial, child nutrition, and utilities.

Criteria Evaluation

Per FCB-R, staff recommendations for school closure, consolidation, or relocation are based on an analysis of two primary criteria sets (identification and implementation criteria):

A. Identification Criteria (Warrants Consideration for Action)

- **Identification criteria:** Beattie has two criteria ranking in the bottom quartile, two in the bottom third, and two in the upper quartile.

<i>Meets bottom 25%</i>	<i>Enrollment rank in district</i>	<i>Enrollment Rank in Level</i>	<i>Utilization rank in district</i>	<i>Utilization rank in level</i>	<i>FCA rank in district</i>	<i>FCA rank in level</i>
Beattie	14 th percentile	16 th percentile	32 nd percentile	34 th percentile	92 nd percentile	94 th percentile

1. **Building Utilization:** Evaluation of current building enrollment relative to capacity, benchmarked against the 70%–95% optimal target range.
 - RIC Current: $231/500 = 46\%$
 - NSC Current: $231/400 = 58\%$
2. **Facility Condition Assessment and Quality:** *Evaluation of physical accessibility, security infrastructure, repairability, physical plant needs, and outdoor recreational space.*
 - Beattie has an open classroom concept in its three pods. This creates a unique and challenging safety consideration, particularly with the lack of classroom doors.
 - Repairability and deferred maintenance costs at Beattie are estimated at \$1,783,790.
3. **Enrollment Projections:** *Longitudinal demographic analysis and multi-year student enrollment forecasts across feeder areas.*
 - Student enrollment at Beattie Elementary School is projected at 225 students in the 2026-2027 school year and is expected to remain generally stable with a slight increase of 4 students, 1.8%, to 229 students in 2030-2031.
 - Beattie Elementary has a choice-out rate of approximately 39%, compared with a 13% choice-in rate, resulting in the largest net choice-out pattern among the five southwest elementary schools. With significantly fewer students choosing into Beattie to offset those choosing out, enrollment is more dependent on the size of its neighborhood student population and is particularly sensitive to continued demographic decline in the surrounding area.

B. Implementation Criteria (Operational Viability & Transition Management)

4. **Traffic, Safety, and Walkability:** *Management of vehicular traffic flow, pedestrian safety, and neighborhood walkability for students and families.*

- Increased traffic is expected around Bennett and Lopez with the increased enrollment; however, no structural traffic mitigation measures are recommended.
- PSD and the City of Fort Collins recognize there will be increased delays around the school during 15-minute peak periods at pick-up and drop-off times.
- Parent pickup traffic at Bennett is adjacent to the bus zone causing increased congestion.
- Parent pickup traffic at Lopez is located on Benthaven St and Wabash St minimizing congestion.
- Bennett is within the City of Fort Collins and has ample curb space and sidewalk connectivity within walk boundaries. Closest SRO (FCPS at Blevins) assigned is 1.9 miles from site. Closest fire station (PFA Station 2) is 1.4 miles from school.
- Lopez is within the City of Fort Collins and has ample curb space and sidewalk connectivity within walk boundaries. Closest SRO (FCPS at Webber) assigned is 1.3 miles from site. Closest fire station (PFA Station 5) is 1.8 miles from school.

5. **Transportation & Commute Length:** *Availability of district transportation routes and total commute length for affected students.*

- 157 students that previously walked to Beattie will be eligible for busing to their neighborhood school Lopez or Bennett.
- Average student ride times to Beattie currently:
 - Average – 16 minutes
 - Max ride time – 26 minutes
- Anticipated student ride times:
 - Average – 15 minutes
 - Max ride time – 33 minutes

6. **Maximization of School Program Offerings:** *Preservation and expansion of Specials (art, music, PE), electives, extracurriculars/athletics, early childhood programming, and before/after-school care.*

- We project Lopez and Bennett to have 3-4 tracks at each grade level. This will facilitate full-time or nearly full-time specials at each school.
- Before and after school care can be accommodated at the receiving site.
- We are projecting that early childhood programming would remain at both Lopez and Bennett.

7. **Facility Proximity:** Geographic distance and accessibility between receiving campuses and closing facilities.

Drive mile distance from Beattie to:

- Bennett – 2.2 miles
- Lopez – 1.6 miles

8. **Continuity of Specialized Services:** *Preservation of intensive support services, including specialized programs for students served with an IEP.*
- Beattie does not currently have any center-based programs.

C. Additional Considerations

- **Preservation of Cohorts:** Intentional efforts to preserve student, staff, and community cohorts as much as possible.
 - Receiver schools (Lopez and Bennett) are distributed across the region in a north/south orientation, with consideration given to maintaining an equitable geographic distribution of schools.
- **Preservation of Feeder Integrity:** Maintenance of feeder integrity and educational continuity across grade levels, where possible.
 - No changes to middle or high school feeders are expected.

Core Principles & Equity Integration

Policy FCB-R states that all recommendations regarding school closure, consolidation, and/or relocation reflect both educational quality and fiscal stewardship values across Poudre School District:

Totality of Circumstances: Evaluation criteria are analyzed in no particular order. Equity is evaluated not as a separate standalone criterion, but as an essential factor considered as part of the totality of the circumstances, guided by administrative equity standards.

Educational Optimization: Decisions prioritize maintaining and expanding equitable access to high-quality instruction, specialized programming, necessary support services, and co-curricular offerings.

Stakeholder Engagement & Procedural Timeline Requirements

Community & Staff Engagement dates and times: The Superintendent holds public meetings to gather input and adapt recommendations as appropriate from staff, families and caregivers. These meetings have been scheduled and are not open to the general public. The Board of Education will hold additional listening sessions in the community before a public vote.

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School Name: Irish

Proposed Action: ☒ Closure ☐ Relocation ☐ Consolidation

Receiving School Site(s): Bauder, CLPE

Summary Rationale

Irish Elementary has experienced continuously declining enrollment. Student enrollment at Irish Elementary is projected at 251 students in the 2026-2027 school year and is expected to remain in continuous decline for the next five years losing up to 84 students, 30.8%, by the 2030-2031 school year. At this time, we expect a funded enrollment of approximately 188 students during the 2030-2031 school year. This is less than a two-track school.

Irish's current utilization is under 50%.

Putnam and Irish were considered for combining, but overall west side enrollment and utilization as well as student programming are improved by both schools closing rather than consolidating. Within the equity analysis, closing Irish and Putnam was also affirmed as a preferred scenario over consolidating to create more diverse and less segregated communities by language, culture, and socioeconomic status. Research supports that more integrated school environments produce better short term and long-term effects for children. To mitigate the loss of the Dual Language Program at Irish, a specialized transition plan for multilingual learners has been created to ensure continuity of access to DL for the students that need the program the most. This scenario enables students to receive access to more extra-curriculars, programming, and more full-time staff by attending Bauder/CLPE. Additionally, this scenario improves the utilization and enrollment of Cache La Poudre Elementary and Bauder Elementary.

There is no center-based program at Irish, so continuity of programming for students served with a significant IEP will not be disrupted. Continuity of dual language programming will be addressed through possible integration of students at Harris Elementary or a future expansion of dual-language programming at a single site.

Financial Considerations: Cost for overall day-to-day operation could decrease by \$1.91 million. This assumes an Irish and Putnam closure. This includes changes to student-based budget, school administration, custodial, child nutrition, and utilities.

Criteria Evaluation

Per FCB-R, staff recommendations for school closure, consolidation, or relocation are based on an analysis of two primary criteria sets (identification and implementation criteria):

A. Identification Criteria (Warrants Consideration for Action)

- **Identification criteria:** Irish Elementary meets 5 out of 6 of the identification criteria, with 1 criterion ranking in the bottom half of the district.

	<i>Enrollment rank in district</i>	<i>Enrollment Rank in Level</i>	<i>Utilization rank in district</i>	<i>Utilization rank in level</i>	<i>FCA rank in district</i>	<i>FCA rank in level</i>
Irish	22 nd percentile	28 th percentile	20 th percentile	22 nd percentile	14 th percentile	9 th percentile

1. **Building Utilization:** Evaluation of current building enrollment relative to capacity, benchmarked against the 70%–95% optimal target range.
 - RIC Current: 272/669=41%
 - NSC Current: 272/535=51%
2. **Facility Condition Assessment and Quality:** *Evaluation of physical accessibility, security infrastructure, repairability, physical plant needs, and outdoor recreational space.*
 - Irish’s building condition is in the lower quartile of the district.
 - Repairability and deferred maintenance costs at Irish are estimated at \$1.9 million.
3. **Enrollment Projections:** *Longitudinal demographic analysis and multi-year student enrollment forecasts across feeder areas.*
 - Student Enrollment at Irish Elementary is projected at 251 students in the 2026-2027 school year and is expected to remain in continuous decline for the next five years losing up to 63 students, 25.1%, by the 2030-2031 school year. At this time, we expect a funded enrollment of approximately 188 students during the 2030-2031 school year.
 - Irish Elementary choice-in and choice-out rates are currently balanced at approximately 38% but combined with declining enrollment across the feeder area, this suggests continued pressure on Irish’s future enrollment beyond school choice patterns alone.

B. Implementation Criteria (Operational Viability & Transition Management)

4. **Traffic, Safety, and Walkability:** *Management of vehicular traffic flow, pedestrian safety, and neighborhood walkability for students and families.*
 - Parent pickup traffic at CLPE is close to the bus zone but separated. Bus and parent traffic leave the same exit causing congestion.
 - Parent pickup traffic at Bauder is separated from the bus zone, reducing congestion.

- PSD, City of Fort Collins, and Larimer County recognize there will be increased delays around the receiving schools during 15-minute peak periods at pick-up and drop-off times.
- (CLPE) Closest SRO (LCSO at CLPM) assigned to CLPE is stationed next door. Nearest fire station (PFA station 7) is .7 miles away.
- (Bauder) Closest SRO (FCPS at Blevins) is 1.0 mile away. Closest fire station (PFA Station 4) is 1.5 miles away.

5. Transportation & Commute Length: *Availability of district transportation routes and total commute length for affected students.*

- 23 students that previously walked to Irish will be eligible for busing to their new neighborhood school at CLPE or Bauder (Updated for clarity 9/30/2026)
- Average student ride times to Irish currently:
 - Average – 14 minutes
 - Max ride time – 27 minutes

6. Projected student ride times to CLPE and Bauder

- Average – 19 minutes
- Max ride time – 29 minutes

7. Maximization of School Program Offerings: Preservation and expansion of Specials (art, music, PE), electives, extracurriculars/athletics, early childhood programming, and before/after-school care.

- We project Bauder to have 3-4 tracks at each grade level and CLPE to have 3 tracks at each grade level. This will facilitate full-time or nearly full-time specials at each school.
- Before and after school care can be accommodated at the receiving site.
- We are projecting that 2 early childhood classrooms will be at both Bauder and CLPE.

7. Facility Proximity: Geographic distance and accessibility between receiving campuses and closing facilities.

- Irish is 3.5 drive miles from CLPE and 2.8 drive miles from Bauder

8. Continuity of Specialized Services: Preservation of intensive support services, including specialized programs for students served with an IEP.

- There are no center-based programs at Irish.

C. Additional Considerations

Preservation of Cohorts: Intentional efforts to preserve student, staff, and community cohorts as much as possible.

- The CLP Middle School Transportation routes pass through the 3530 grid code and the boundary was consolidated into the CLP Elementary Boundary. Grid Code 3541 is largely natural space land, and its lakes and river create a geographic separation between Grid Codes 3343 and 3542 and the rest of the Irish Elementary School Boundary. Highway 287 provides transportation access to the most densely populated Grid Code 3542 directly to CLP Elementary. Grid Code Boundaries 3541, 3343, 3542 were consolidated into the CLP Elementary Boundary as well.

Preservation of Feeder Integrity: Maintenance of feeder integrity and educational continuity across grade levels, where possible.

- Students will remain in the Lincoln-Poudre High School feeder system.

Core Principles & Equity Integration

Policy FCB-R states that all recommendations regarding school closure, consolidation, and/or relocation reflect both educational quality and fiscal stewardship values across Poudre School District:

Totality of Circumstances: All criteria in the policy were applied and reviewed. Equity is evaluated not as a separate standalone criterion, but as an essential factor considered as part of the totality of the circumstances, guided by administrative equity standards.

Educational Optimization: Decisions prioritize maintaining and expanding equitable access to high-quality instruction, specialized programming, necessary support services, and co-curricular offerings.

Stakeholder Engagement & Procedural Timeline Requirements

Community & Staff Engagement dates and times: The Superintendent holds public meetings to gather input and adapt recommendations as appropriate from staff, families and caregivers. These meetings have been scheduled and are not open to the general public. The Board of Education will hold additional listening sessions in the community before a public vote.

EXECUTIVE SUMMARY COVER SHEET

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District	Poudre School District (PSD)	Governing Policy	Board Policy FCB & Regulation FCB-R
Target Audience	Superintendent of Schools & Board of Education	Cross-Referenced	Policy JC (Attendance) & Policy JFBA (Choice)
Document Purpose	Policy FCB-R Criteria Compliance Cover Sheet	Status / Scope	Executive Closure Recommendation

School Name: Johnson

Proposed Action: [X] Closure [] Relocation [] Consolidation

Receiving School Site(s): Olander and McGraw

Summary Rationale

Multiple scenarios were evaluated for the 5 southwest elementary schools (Beattie, Johnson, Lopez, McGraw, Olander). Johnson Elementary ranked 1st in the region (lowest enrollment, lowest utilization, lowest FCA) on composite z scores (-1.931) with the next closest school at (-1.743). After reviewing the identification criteria, implementation analysis, and equity analysis, the CPC determined that Johnson would be recommended due its combined z-score, proximity to other elementary schools and how its closure contributed to positively providing greater stability and programmatic opportunities for all students in the region.

Financial Considerations:

Cost for overall day-to-day operation could decrease by \$1.89 million (includes estimate for Beattie closure as well). This includes changes to student-based budget, school administration, custodial, child nutrition, and utilities.

Criteria Evaluation

Per FCB-R, staff recommendations for school closure, consolidation, or relocation are based on an analysis of two primary criteria sets (identification and implementation criteria):

A. Identification Criteria (Warrants Consideration for Action)

- Identification criteria:** Johnson Elementary has 3 out of 6 criteria in the bottom quartile and 3 rank in the bottom half.

<i>Meets bottom 25%</i>	<i>Enrollment rank in district</i>	<i>Enrollment Rank in Level</i>	<i>Utilization rank in district</i>	<i>Utilization rank in level</i>	<i>FCA rank in district</i>	<i>FCA rank in level</i>
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Johnson	24 th percentile	31 st percentile	26 th percentile	28 th percentile	24 th percentile	22 nd percentile
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1. **Building Utilization:** Evaluation of current building enrollment relative to capacity, benchmarked against the 70%–95% optimal target range.
 - RIC Current: 281/625= 45%
 - NSC Current: 281/500= 56%
2. **Facility Condition Assessment and Quality:** *Evaluation of physical accessibility, security infrastructure, repairability, physical plant needs, and outdoor recreational space.*
 - Johnson is generally landlocked by residential dwellings.
 - Repairability and deferred maintenance costs at Johnson are estimated at \$4,457,274.
3. **Enrollment Projections:** *Longitudinal demographic analysis and multi-year student enrollment forecasts across feeder areas.*
 - Student Enrollment at Johnson Elementary School is projected at 266 students in the 2026-2027 school year and is expected to remain in continuous decline for the next five years, losing up to 54 students, 20.3%, by the 2030-2031 school year. At this time, we expect a funded enrollment of approximately 212 students during the 2030-2031 school year.
 - Johnson Elementary has a choice-out rate of approximately 30% and a choice-in rate of 37%, resulting in modest net choice-in. While choice helps support enrollment, the school remains affected by the broader decline in the elementary-aged population across the surrounding neighborhoods.

B. Implementation Criteria (Operational Viability & Transition Management)

4. **Traffic, Safety, and Walkability:** *Management of vehicular traffic flow, pedestrian safety, and neighborhood walkability for students and families.*
 - Increased traffic is expected around McGraw and Olander with increased enrollment; however, no structural traffic mitigation measures are recommended.
 - PSD and the City of Fort Collins recognize there will be increased delays around the school during 15-minute peak periods at pick-up and drop-off times.
 - McGraw is within the City of Fort Collins and has adequate curb space and sidewalk connectivity within walk boundaries. While no infrastructure changes are needed, Hinsdale is a narrow street with limited access off of Harmony Rd. Increased attendance will further congest Hinsdale Rd. into McGraw.
 - Olander is within the City of Fort Collins and has ample curb space and sidewalk connectivity within walk boundaries.
 - Closest SRO (FCPS at Webber) is 1.8 miles from McGraw. Closest fire station (PFA Station 5) is 1.2 miles from school.

- Closest SRO (FCPS at Webber) assigned is 1.9 miles from Olander. Closest fire station (PFA Station 4) is 1.6 miles from school.

5. **Transportation & Commute Length:** *Availability of district transportation routes and total commute length for affected students.*

- 93 students that previously walked to Johnson will be eligible for busing to their neighborhood school of Olander and McGraw.
- Average student ride times to Johnson currently:
 - Average – 8 minutes
 - Max ride time – 33 minutes
- Anticipated student ride times:
 - Average – 7 minutes
 - Max ride time – 33 minutes

6. **Maximization of School Program Offerings:** Preservation and expansion of Specials (art, music, PE), electives, extracurriculars/athletics, early childhood programming, and before/after-school care.

- We project McGraw and Olander to have 3-4 tracks at each grade level. This will facilitate full-time or nearly full-time specials at each school.
- Before and after school care can be accommodated at the receiving site.
- We are projecting that early childhood programming would remain at Olander. McGraw does not currently offer Early Childhood.

7. **Facility Proximity:** Geographic distance and accessibility between receiving campuses and closing facilities.

Drive mile distance from Johnson to:

- Olander – 1.7 miles
- McGraw – 1.6 miles

8. **Continuity of Specialized Services:** *Preservation of intensive support services, including specialized programs for students served with an IEP.*

- The CBA program at Johnson will be accommodated at McGraw Elementary.

C. Additional Considerations

- **Preservation of Cohorts:** Intentional efforts to preserve student, staff, and community cohorts as much as possible.
 - Receiver schools (McGraw and Olander) are distributed across the region in a north/east orientation, with consideration given to maintaining an equitable geographic distribution of schools.
- **Preservation of Feeder Integrity:** Maintenance of feeder integrity and educational continuity across grade levels, where possible.
 - No changes to middle or high school feeders are expected.

Core Principles & Equity Integration

Policy FCB-R states that all recommendations regarding school closure, consolidation, and/or relocation reflect both educational quality and fiscal stewardship values across Poudre School District:

Totality of Circumstances: Evaluation criteria are analyzed in no particular order. Equity is evaluated not as a separate standalone criterion, but as an essential factor considered as part of the totality of the circumstances, guided by administrative equity standards.

Educational Optimization: Decisions prioritize maintaining and expanding equitable access to high-quality instruction, specialized programming, necessary support services, and co-curricular offerings.

Stakeholder Engagement & Procedural Timeline Requirements

Community & Staff Engagement dates and times: The Superintendent holds public meetings to gather input and adapt recommendations as appropriate from staff, families and caregivers. These meetings have been scheduled and are not open to the general public. The Board of Education will hold additional listening sessions in the community before a public vote.

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Target Audience	Superintendent of Schools & Board of Education	Cross-Referenced	Policy JC (Attendance) & Policy JFBA (Choice)
Document Purpose	Policy FCB-R Criteria Compliance Cover Sheet	Status / Scope	Executive Closure Recommendation

School Name: Red Feather Lakes, Stove Prairie, Livermore Elementary

Proposed Action: [X] Closure [] Relocation [] Consolidation

Receiving School Site(s): CLP Elementary

Summary Rationale

The three mountain schools, Red Feather Lakes, Stove Prairie, and Livermore, ranked #1, 2, and 3 of the elementary schools on the combined z-scores for the northwest region as the best candidates for closure. Analyses indicated concerns about access to emergency services and increased risk due to natural disasters with young children being geographically remote and the increased responsibility on school staff to ensure their safety. Middle school students from the mountain school communities travel to CLPMS for middle school and will be riding on buses together with younger siblings. Bringing the Mountain Schools to CLPE increases the enrollment and utilization at CLPE as well as creating more opportunities for access to additional programming that is available at CLPE and not currently available at the Mountain Schools. This scenario enables students to receive access to more extracurriculars, programming, emergency services, and more full-time staff by attending Cache La Poudre Elementary.

Financial Considerations:

Cost for overall day-to-day operation could decrease by \$2.12 million. In addition, there would be a reduction of \$195,000 of state categorical funding for rural schools. The savings include changes to student-based budget, school administration, custodial, child nutrition, transportation and utilities. Estimated facilities costs are shown above. (Updated for clarity 9/30/2026)

Criteria Evaluation Per FCB-R, staff recommendations for school closure, consolidation, or relocation are based on an analysis of two primary criteria sets (identification and implementation criteria):

A. Identification Criteria (Warrants Consideration for Action)

- Identification criteria:** The Mountain Schools rank in the lowest quartile on 4 out of 6 identification criteria.

	<i>Enrollment rank in</i>	<i>Enrollment Rank in Level</i>	<i>Utilization rank in district</i>	<i>Utilization rank in level</i>	<i>FCA rank in district</i>	<i>FCA rank in level</i>
	<i>district</i>					

Livermore	6 th percentile	9 th percentile	16 th percentile	16 th percentile	56 th percentile	56 th percentile
Red Feather	2 nd percentile	3 rd percentile	2 nd percentile	3 rd percentile	48 th percentile	50 th percentile
Stove Prairie	4 th percentile	6 th percentile	4 th percentile	6 th percentile	82 nd percentile	81 st percentile

1. Building Utilization: Evaluation of current building enrollment relative to capacity, benchmarked against the 70%–95% optimal target range.

- Stove Prairie:
 - RIC Current: $21/100 = 21\%$
 - NSC Current: $21/80 = 26\%$
- Livermore:
 - RIC Current: $37/100 = 37\%$
 - NSC Current: $37/80 = 46\%$
- Red Feather Lakes:
 - RIC Current: $20/100 = 20\%$
 - NSC Current: $20/80 = 25\%$

2. Facility Condition Assessment and Quality: *Evaluation of physical accessibility, security infrastructure, repairability, physical plant needs, and outdoor recreational space.*

- The Mountain Schools' building conditions are mostly in the top half of the district.
- Repairability and deferred maintenance costs
 - Stove: \$311,745
 - Livermore: \$1,408,350
 - Red Feather Lakes: \$436,081
 - Total: \$2,156,176

3. Enrollment Projections: *Longitudinal demographic analysis and multi-year student enrollment forecasts across feeder areas.*

- The enrollment of PSD Mountain Schools, which consist of Red Feather Elementary, Stove Prairie Elementary and Livermore Elementary, is sensitive to small population changes within the mountain communities. As a whole the PSD Mountain Schools had a total enrollment of 109 students in the 2021-2022 school year. The school populations have oscillated up and down reaching a low of 78 students in the 2025-2026 school year. A net decline of 31 students, 28.4% over the 5 year period.
- Student Enrollment in the PSD Mountain Schools is projected at 82 students total in the 2026-27 school year. The total population is expected to shift to a low of 78 students in the 2027-2028 school year to a possible high of 103 students in the 2030-2031 school year. Bear in mind that the PSD Mountain School enrollment is very sensitive to shifts in population in the mountain communities. Due to the small enrollment, there are three combo classes at each Mt. School with one teacher assigned each to K/1, 2/3, and 4/5.

- PSD Mountain Schools, which consist of Red Feather Elementary, Stove Prairie Elementary and Livermore Elementary serve small, geographically distinct mountain communities where enrollment is highly sensitive to changes in the number of families living within each community. Choice patterns vary considerably across the three schools. Because of the small student populations, the movement of only a few families or students can substantially affect both enrollment and choice rates from year to year. Long-term enrollment is therefore closely tied to the unique population and housing dynamics of these mountain communities.

B. Implementation Criteria (Operational Viability & Transition Management)

4. Traffic, Safety, and Walkability: *Management of vehicular traffic flow, pedestrian safety, and neighborhood walkability for students and families.*

- Increased traffic is expected around CLPE with increased enrollment.
- PSD and Larimer County recognize there will be increased delays around the receiving schools during 15-minute peak periods at pick-up and drop-off times.
- CLPE is in Larimer County and has ample on property bus and car parking, and minimal infrastructure within walk boundaries.
- Red Feather and Stove Prairie are more vulnerable to wildfire natural hazards than other PSD schools.
- Emergency response time is improved, and natural hazard risks are reduced by moving the Mountain Schools to CLPE. An SRO (LCSO at CLPM) assigned to CLPE is stationed next door. The nearest fire station (PFA station 7) is .7 miles away.

5. Transportation & Commute Length: *Availability of district transportation routes and total commute length for affected students.*

- All students who are currently educated in the three mountain schools would be eligible for busing to CLPE.
- All Mountain School students are currently bussed to school.
- Average student ride times to Mountain Schools currently:
 - Average 16 minutes
 - Max ride time 21 minutes
- Projected student ride times to CLPE:
 - STO/CPE +19 minutes (35 min max)
 - LIV/CPE +6 minutes (22 min max)
 - RFLE/CPE +43 (59 min max)

Colorado Department of Education max ride time is 90 min

6. Maximization of School Program Offerings: *Preservation and expansion of Specials (art, music, PE), electives, extracurriculars/athletics, early childhood programming, and before/after-school care.*

- CLPE would be projected at 3-4 sections per grade level which would warrant nearly full-time specials staff.

- Expanded before/after school opportunities would be available at CLPE.
 - Before and After school care can accommodate the increased number of students at CLPE. Students from all three Mountain Schools will be able to access before and after care.
 - Students will benefit from single grade programming, full-time specials, and full-time support staff.
7. **Facility Proximity:** Geographic distance and accessibility between receiving campuses and closing facilities.
- CLPE is 39 drive miles from Red Feather, 15 drive miles from Livermore Elementary, and 14 drive miles from Stove Prairie Elementary.
8. **Continuity of Specialized Services:** Preservation of intensive support services, including specialized programs for students served with an IEP.
- The Mountain Schools do not have a program for intensive support services.

C. Additional Considerations

- **Preservation of Cohorts:** *Intentional efforts to preserve student, staff, and community cohorts as much as possible.*
 - This scenario proposes three one-to-one boundary consolidations, meaning each existing school boundary moves together as a whole rather than dividing neighborhood cohorts across multiple schools.
- **Preservation of Feeder Integrity:** Maintenance of feeder integrity and educational continuity across grade levels, where possible.
 - Students currently attend CLPMS and Poudre High School so feeder integrity is preserved.

Core Principles & Equity Integration

Policy FCB-R states that all recommendations regarding school closure, consolidation, and/or relocation reflect both educational quality and fiscal stewardship values across Poudre School District:

Totality of Circumstances: All criteria in the policy were applied and reviewed. Equity is evaluated not as a separate standalone criterion, but as an essential factor considered as part of the totality of the circumstances, guided by administrative equity standards.

Educational Optimization: Decisions prioritize maintaining and expanding equitable access to high-quality instruction, specialized programming, necessary support services, and co-curricular offerings.

Stakeholder Engagement & Procedural Timeline Requirements

Community & Staff Engagement dates and times: The Superintendent holds public meetings to gather input and adapt recommendations as appropriate from staff, families and caregivers. These meetings have been scheduled and are not open to the general public. The Board of Education will hold additional listening sessions in the community before a public vote.

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Document Purpose	Policy FCB-R Criteria Compliance Cover Sheet	Status / Scope	School Closure Recommendation

PROPOSAL & ANALYSIS

School Name: Putnam

Proposed Action: ☒ Closure ☐ Relocation ☐ Consolidation

Receiving School Site(s): Tavelli, Dunn

Summary Rationale

Putnam Elementary has experienced continuously declining enrollment. 5-year projections put Putnam Elementary with an enrollment of 98 students for the 2030-31 school year. This is less than a one-track school (16 students in each class).

Putnam's utilization is approximately 1/3rd of the building's capacity. (Updated for clarity 9/30/2026) Putnam and Irish were considered for combining, but overall west side enrollment and utilization as well as student programming are improved by both schools closing rather than consolidating. Within the equity analysis, closing Irish and Putnam was also affirmed as a preferred scenario over consolidating to create more diverse and less segregated communities by language, culture, and socioeconomic status. Research supports that more integrated school environments produce better short term and long-term effects for children. This scenario enables students to receive access to more extracurriculars, programming, and more full-time staff by attending Dunn/Tavelli.

Financial Considerations: Cost for overall day-to-day operation could decrease by \$1.91 million. This assumes an Irish and Putnam closure together. This includes changes to student-based budget, school administration, custodial, child nutrition, and utilities.

Criteria Evaluation

Per FCB-R, staff recommendations for school closure, consolidation, or relocation are based on an analysis of two primary criteria sets (identification and implementation criteria):

A. Identification Criteria (Warrants Consideration for Action)

- **Identification criteria:** Putnam Elementary has 4 out of 6 of the identification criteria in the lowest quartile, with 2 criteria ranking in the bottom half of the district.

	<i>Enrollment rank in district</i>	<i>Enrollment Rank in Level</i>	<i>Utilization rank in district</i>	<i>Utilization rank in level</i>	<i>FCA rank in district</i>	<i>FCA rank in level</i>
Putnam	12 th percentile	13 th percentile	10 th percentile	9 th percentile	38 th percentile	41 st percentile

1. **Building Utilization:** Evaluation of current building enrollment relative to capacity, benchmarked against the 70%–95% optimal target range.
 - Putnam:
 - RIC Current: 174/575=30%
 - NSC Current: 174/460=38%
2. **Facility Condition Assessment and Quality:** *Evaluation of physical accessibility, security infrastructure, repairability, physical plant needs, and outdoor recreational space.*
 - Putnam’s building condition is in the lower half of the district.
 - Repairability and deferred maintenance costs at Putnam are estimated at \$5.0 million.
3. **Enrollment Projections:** *Longitudinal demographic analysis and multi-year student enrollment forecasts across feeder areas.*
 - Putnam Elementary has experienced continuously declining enrollment. The 2021-2022 school year had the highest enrollment of the past 5 school years, 253 students. Student enrollment at Putnam Elementary is projected at 158 students in the 2026-2027 school year and is expected to remain in continuous decline for the next five years, losing up to 60 students, 38.0%, by the 2030-2031 school year. At this time, we expect an enrollment of approximately 98 students in the 2030-2031 school year. Putnam Elementary has a high choice-out rate of approximately 60%, compared with a 33% choice-in rate. Fewer students choice into Putnam as families increasingly attend their neighborhood schools, while existing grade-level cohorts are also losing several students from year to year. These patterns further weaken the long-term feeder pipeline.

B. Implementation Criteria (Operational Viability & Transition Management)

1. **Traffic, Safety, and Walkability:** *Management of vehicular traffic flow, pedestrian safety, and neighborhood walkability for students and families.*
 - 39 students that previously walked to Putnam will be eligible for busing to their new neighborhood school at Tavelli or Dunn.
 - Increased traffic is expected around both receiving schools with increased enrollment.
 - PSD, City of Fort Collins, and Larimer County recognize there will be increased delays around the receiving schools during 15-minute peak periods at pick-up and drop-off times.
 - Dunn is in the City of Fort Collins and has minimal curb and parking space and ample infrastructure within walk boundaries. The minimal available parking may be restricted to accommodate additional bus parking.
 - Tavelli is an annex within the City of Fort Collins. Existing infrastructure is limited within walk boundaries. Traffic is congested around the site and may require a change to traffic plans and

consideration of creating a dedicated traffic lane on campus to accommodate more traffic and buses.

- (Tavelli) Closest SRO (FCPS at Leshner) is 3.8 miles away. Closest fire station (PFA Station 12) is 1.0 miles away.
- (Dunn) Closest SRO (FCPS at Blevins) is 2.9 miles away. Closest fire station (PFA Station 2) .9 miles away. Please note Dunn is within close proximity to first responders at CSU.

2. **Transportation & Commute Length:** *Availability of district transportation routes and total commute length for affected students.*

- 38 students that previously walked to Putnam will be eligible for busing to their new neighborhood school at Tavelli or Dunn.
- Average student ride times to Putnam currently:
 - Average – 21 minutes
 - Max ride time – 29 minutes
- Projected student ride times to Dunn and Tavelli
 - Average – 11 minutes
 - Max ride time – 29 minutes

3. **Maximization of School Program Offerings:** *Preservation and expansion of Specials (art, music, PE), electives, extracurriculars/athletics, early childhood programming, and before/after-school care.*

- We project Dunn to have 3 tracks at each grade level and Tavelli to have 4 tracks at each grade level. This will facilitate full time or nearly full-time specials at each school.
- Before and after school care can be accommodated at the receiving site.
- We are projecting that 1 early childhood classroom will remain at Tavelli.

4. **Facility Proximity:** *Geographic distance and accessibility between receiving campuses and closing facilities.*

- Putnam is 4.3 drive miles from Tavelli and 1.3 drive miles from Dunn.

5. **Continuity of Specialized Services:** *Preservation of intensive support services, including specialized programs for students served with an IEP.*

- The ILS program currently at Putnam will be accommodated at Tavelli Elementary. The CBA program at Dunn will remain.

C. Additional Considerations

- **Preservation of Cohorts:** *Intentional efforts to preserve student, staff, and community cohorts as much as possible.*
 - The Putnam Elementary Boundary was split along the Poudre River. There is an area of natural area space and industrial/commercial development that separates the neighborhood that was consolidated with Dunn from the neighborhood that was consolidated with Tavelli.

- **Preservation of Feeder Integrity:** Maintenance of feeder integrity and educational continuity across grade levels, where possible.
 - Students will remain in their current feeder system.

Core Principles & Equity Integration

Policy FCB-R states that all recommendations regarding school closure, consolidation, and/or relocation reflect both educational quality and fiscal stewardship values across Poudre School District:

Totality of Circumstances: All criteria in the policy were applied and reviewed. Equity is evaluated not as a separate standalone criterion, but as an essential factor considered as part of the totality of the circumstances, guided by administrative equity standards.

Educational Optimization: Decisions prioritize maintaining and expanding equitable access to high-quality instruction, specialized programming, necessary support services, and co-curricular offerings.

Stakeholder Engagement & Procedural Timeline Requirements

Community & Staff Engagement dates and times: The Superintendent holds public meetings to gather input and adapt recommendations as appropriate from staff, families and caregivers. These meetings have been scheduled and are not open to the general public. The Board of Education will hold additional listening sessions in the community before a public vote.

EXECUTIVE SUMMARY COVER SHEET

School Closure, Consolidation, and/or Relocation Recommendation — PSD Board Policy FCB-R

District	Poudre School District (PSD)	Governing Policy	Board Policy FCB & Regulation FCB-R
Target Audience	Superintendent of Schools & Board of Education	Cross-Referenced	Policy JC (Attendance) & Policy JFBA (Choice)
Document Purpose	Policy FCB-R Criteria Compliance Cover Sheet	Status / Scope	Executive Closure Recommendation

School Name: Timnath

Proposed Action: [X] Closure [] Relocation [] Consolidation [X] Boundary change

Receiving School Site(s): Bamford and Linton

- This scenario also recommends two boundary shifts. Reassign Grid Code 1254 from Bamford to Bacon. Reassign Grid Codes 1313 and 1314 from Werner to Bacon. Both boundary adjustments are recommended due to increased walkability in this region to Bacon, reducing some transportation routes. Grid code 1313 is a new-build apartment complex, just recently framed. No inhabitants currently.

Summary Rationale

Timnath Elementary is recommended for closure primarily due to its facilities condition. It is not ADA compliant and creating physical accessibility would be a significant challenge. The group felt that the lack of access for students with disabilities and the difficulty to bring the facility to a level of accessibility as well as overall modern standards for all students, Timnath Elementary needed to be considered for closure. To bring the building up to modern standards and perform deferred maintenance, millions of dollars would need to be invested in a building that is not able to meet the current needs of our students. Nearby elementary schools can absorb the student enrollment in more up to date school environments. Timnath Elementary ranks in the lowest 10th percentile on the two facility condition criteria and in the upper half on four of the criteria.

Financial Considerations:

Cost for overall day-to-day operation could decrease by \$750,000.

This includes changes to student-based budget, school administration, custodial, child nutrition, and utilities.

Criteria Evaluation

Per FCB-R, staff recommendations for school closure, consolidation, or relocation are based on an analysis of two primary criteria sets (identification and implementation criteria):

A. Identification Criteria (Warrants Consideration for Action)

- **Identification criteria:** Timnath Elementary ranks in the lowest 10th percentile on the two facility condition criteria and in the upper half on four of the criteria.

<i>Meets bottom 25%</i>	<i>Enrollment rank in district</i>	<i>Enrollment Rank in Level</i>	<i>Utilization rank in district</i>	<i>Utilization rank in level</i>	<i>FCA rank in district</i>	<i>FCA rank in level</i>
Timnath	64th percentile	81st percentile	82nd percentile	81st percentile	2nd percentile	3rd percentile

1. **Building Utilization:** Evaluation of current building enrollment relative to capacity, benchmarked against the 70%–95% optimal target range.
 - RIC Current: 424/560=76%
 - NSC Current: 424/448=95%
2. **Facility Condition Assessment and Quality:** Evaluation of physical accessibility, security infrastructure, repairability, physical plant needs, and outdoor recreational space.
 - ADA upgrades pose cost and feasibility challenges due to the age and structural design of the building. Additionally, classroom sizes do not meet the standard square footage size (700 SF) used for classrooms in modern structures. The overall age and structural design of the building create significant challenges for expansion and modernization.
 - Repairability and deferred maintenance costs at Timnath are estimated at \$6,456,149. This amount **does not** account for the added financial needs that will be necessary for ADA upgrades triggered by deferred maintenance construction.
 - Building does not have an elevator, building does not have fully ADA accessible routes, building is not air conditioned, site does not have braille signage, building needs internal LED lighting upgrades and partial external LED lighting upgrades.
 - This site contains Walt Weiss baseball field which was donated to PSD by the Colorado Rockies organization. This donation would have to be addressed with future use.
3. **Enrollment Projections:** Longitudinal demographic analysis and multi-year student enrollment forecasts across feeder areas.
 - Student Enrollment at Timnath Elementary School is expected to have a relatively minor decline of 415 students in 2026–27 to 407 students in 2029–30.
 - Compared to the rest of Poudre School District, the Timnath area is expected to show modest gains over the next five years. Choice out of Timnath is 35% and choice in is 5%. This is the highest choice out rate of the three Timnath area elementary schools.

B. Implementation Criteria (Operational Viability & Transition Management)

1. **Traffic, Safety, and Walkability:** *Management of vehicular traffic flow, pedestrian safety, and neighborhood walkability for students and families.*

Bamford/Linton

- Increased traffic is expected around Bamford with increased enrollment; however, no structural traffic mitigation measures are recommended.
- Increased traffic is expected around Linton with increased enrollment; however, no structural traffic mitigation measures are recommended.
- PSD and the City of Loveland recognize there will be increased delays around the school during 15-minute peak periods at pick-up and drop-off times.
- Bamford: Closest SRO (LCSO at CLPMS) assigned is 17.4 miles from site. Loveland PD does respond to calls for service from Bamford, and Windsor PD would respond in an emergency. Closest fire station (Loveland Fire Station 10) is 5.0 miles from the site. However, Windsor-Severance Fire (Station 3) is also 1.4 miles from school.
- Linton: Closest SRO (FCPS at Preston) assigned is 2.2 miles from site. Closest fire station (PFA Station 10) is 1.4 miles from school.

2. **Transportation & Commute Length:** *Availability of district transportation routes and total commute length for affected students.*

- 9 students that previously walked to Timnath Elementary will be eligible for busing to their neighborhood school of Bamford or Linton.
- Average student ride times to Timnath currently:
 - Average – 19 minutes
 - Max ride time – 40 minutes
- Scenario student ride times to Bamford and Linton:
 - Average – 31 minutes
 - Max ride time – 50 minutes

3. **Maximization of School Program Offerings:** *Preservation and expansion of Specials (art, music, PE), electives, extracurriculars/athletics, early childhood programming, and before/after-school care.*

- We project Linton and Bamford to have 3-4 tracks at each grade level. This will facilitate full-time or nearly full-time specials at each school.
- Before and after school care can be accommodated at the receiving site.
- We are projecting that early childhood programming would remain at Linton and Bamford.

4. **Facility Proximity:** *Geographic distance and accessibility between receiving campuses and closing facilities.*

- Distance by drive miles from Timnath Elementary to:
 - Bamford – 5.1 miles
 - Linton – 4.8 miles

5. **Continuity of Specialized Services:** *Preservation of intensive support services, including specialized programs for students served with an IEP.*
- Timnath does not currently have any center-based programs.

C. Additional Considerations

- **Preservation of Cohorts:** Intentional efforts to preserve student, staff, and community cohorts as much as possible.
 - Receiver schools (Bamford and Linton) are distributed across the region in a south/west orientation, with consideration given to maintaining an equitable geographic distribution of schools and grid codes separated by major arterial roads and not through neighborhoods.
- **Preservation of Feeder Integrity:** Maintenance of feeder integrity and educational continuity across grade levels, where possible.
 - No changes to middle or high school feeders are expected.

Core Principles & Equity Integration

Policy FCB-R states that all recommendations regarding school closure, consolidation, and/or relocation reflect both educational quality and fiscal stewardship values across Poudre School District:

Totality of Circumstances: Evaluation criteria are analyzed in no particular order. Equity is evaluated not as a separate standalone criterion, but as an essential factor considered as part of the totality of the circumstances, guided by administrative equity standards.

Educational Optimization: Decisions prioritize maintaining and expanding equitable access to high-quality instruction, specialized programming, necessary support services, and co-curricular offerings.

Stakeholder Engagement & Procedural Timeline Requirements

Community & Staff Engagement dates and times: The Superintendent holds public meetings to gather input and adapt recommendations as appropriate from staff, families and caregivers. These meetings have been scheduled and are not open to the general public. The Board of Education will hold additional listening sessions in the community before a public vote.

EXECUTIVE SUMMARY COVER SHEET

School Closure, Consolidation, and/or Relocation Recommendation — PSD Board Policy FCB-R

District	Poudre School District (PSD)	Governing Policy	Board Policy FCB & Regulation FCB-R
Target Audience	Superintendent of Schools & Board of Education	Cross-Referenced	Policy JC (Attendance) & Policy JFBA (Choice)
Document Purpose	Policy FCB-R Criteria Compliance Cover Sheet	Status / Scope	Executive Closure Recommendation

School Name: Blevins

Proposed Action: [X] Closure [] Relocation [] Consolidation

Receiving School Site(s): Lincoln and Webber

Summary Rationale

While Blevins Middle School has a high facility condition, the enrollment and utilization are some of the lowest in the district. Lincoln MS and CLPMS were also considered for potential closure in this region. Lincoln had higher current and projected utilization. Closing CLPMS would have required several additional bus routes (7-8 routes), and it was determined to not be feasible for closure for this reason. Ultimately, Blevins was selected for closure due its low projected enrollment and utilization, proximity to two other middle schools, and creating a healthier overall utilization in the west region of the district. Blevins Middle School has also experienced continuously declining enrollment with a projected future enrollment of 179 students in 2030.

Blevins is the best choice due to its enrollment, utilization, and feasible transportation options to other west side middle schools. This scenario enables students to receive access to more extracurriculars, programming, electives, and more full-time staff by ending Lincoln and Webber.

Financial Considerations: Cost for overall day-to-day operation could decrease by \$940,000. This includes changes to student-based budget, school administration, custodial, child nutrition, and utilities.

Criteria Evaluation

Per FCB-R, staff recommendations for school closure, consolidation, or relocation are based on an analysis of two primary criteria sets (identification and implementation criteria):

A. Identification Criteria (Warrants Consideration for Action)

- Identification criteria:** Blevins meets 3 out of the 6 criteria, with a 4th criteria in the bottom half of the district.

<i>Meets bottom</i>	<i>Enrollment rank in</i>	<i>Enrollment Rank in Level</i>	<i>Utilization rank in district</i>	<i>Utilization rank in level</i>	<i>FCA rank in district</i>	<i>FCA rank in level</i>
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25%	<i>district</i>					
Blevins	46 th percentile	22 nd percentile	14 th percentile	11 th percentile	80 th percentile	89 th percentile

1. **Building Utilization:** Evaluation of current building enrollment relative to capacity, benchmarked against the 70%–95% optimal target range.
 - RIC Current: $365/1170 = 31\%$
 - NSC Current: $365/878 = 42\%$

2. **Facility Condition Assessment and Quality:** *Evaluation of physical accessibility, security infrastructure, repairability, physical plant needs, and outdoor recreational space.*
 - Blevins’ building condition is in the top quartile of the district.
 - Repairability and deferred maintenance costs at Blevins are estimated at \$1,875,771.

3. **Enrollment Projections:** *Longitudinal demographic analysis and multi-year student enrollment forecasts across feeder areas.*
 - Blevins Middle School has experienced continuously declining enrollment. The 2021-2022 school year had the highest enrollment of the past 5 school years, 543 students. Blevins Middle School's student enrollment has declined by 178 students, 32.8%, to 365 students in the 2025-2026 school year.
 - Student Enrollment at Blevins Middle School is projected at 360 students in the 2026-2027 school year and is expected to remain in continuous decline for the next five years, losing up to 181 students, 50.3%, by the 2030-2031 school year. At this time, we expect an enrollment of approximately 179 students in the 2030-2031 school year.
 - Blevins Middle School has a high choice-out rate of approximately 54%, compared with a 15% choice-in rate, resulting in a significant net loss of students through school choice. This is compounded by declining enrollment among the elementary schools that feed into Blevins, creating continued pressure on the long-term feeder pipeline.

B. Implementation Criteria (Operational Viability & Transition Management)

4. **Traffic, Safety, and Walkability:** *Management of vehicular traffic flow, pedestrian safety, and neighborhood walkability for students and families.*
 - Increased traffic is expected around both receiving schools due to increased enrollment.
 - PSD, City of Fort Collins, and Larimer County recognize there will be increased delays around the receiving schools during 15-minute peak periods at pick-up and drop-off times.
 - Webber is in the City of Fort Collins and has adequate curb and parking space, has ample infrastructure within walk boundaries, and no structural traffic mitigation measures are recommended. No structural traffic mitigation measures are recommended at Lincoln. Existing infrastructure (sidewalks) is limited within walk boundaries.

- (Lincoln) Closest SRO (FCPS) is onsite. Closest fire station (PFA Station 2) is 2.2 miles away.
- (Webber) Closest SRO (FCPS) is onsite. The closest fire station (PFA Station 5) is 2.5 miles away.

5. Transportation & Commute Length: *Availability of district transportation routes and total commute length for affected students.*

- 170 students that previously walked to Blevins will be eligible for busing to their neighborhood school of Lincoln or Webber.
- Average student ride times to Blevins currently:
 - Average – 16 minutes
 - Max ride time – 30 minutes
- Projected student ride times to Webber and Lincoln
 - Average – 21 minutes
 - Max ride time – 28 minutes

6. Maximization of School Program Offerings: *Preservation and expansion of Specials (art, music, PE), electives, extracurriculars/athletics, early childhood programming, and before/after-school care.*

- With increased enrollment, we expect the availability of electives to increase.
- Athletics teams offered at each site are consistent across all comprehensive middle schools, and they all have the capacity to accommodate more students. Adding students to other schools helps maintain their ability to have teams compete in each sport.

7. Facility Proximity: *Geographic distance and accessibility between receiving campuses and closing facilities.*

- Blevins is 3.3 drive miles from Lincoln and 3 drive miles from Webber.

8. Continuity of Specialized Services: *Preservation of intensive support services, including specialized programs for students served with an IEP.*

- Blevins has an Affective Needs program for students.
- Students requiring an affective needs program will be accommodated at Lincoln MS.

C. Additional Considerations

- **Preservation of Cohorts:** *Intentional efforts to preserve student, staff, and community cohorts as much as possible.*
 - The Blevins Middle School Boundary was split largely along Prospect Road between College Avenue and Taft Hill Road. West of Taft Hill Road, to accommodate transportation routing, we needed to keep the boundary from W Stuart Street and northward as part of Lincoln's boundary. South of W Stuart Street and Prospect Road was consolidated into Webber Middle

School's Boundary. Care was taken to not split a boundary down the center of non-arterial roads.

- **Preservation of Feeder Integrity:** *Maintenance of feeder integrity and educational continuity across grade levels, where possible.*
 - Students will be split into Lincoln Middle School, the Poudre High School feeder and Webber Middle School, the Rocky Mountain High School feeder. Rocky Mountain High School will be the school of residence for all students currently in the Blevins attendance area. (Updated for clarity 9/29/2026)

Core Principles & Equity Integration

Policy FCB-R states that all recommendations regarding school closure, consolidation, and/or relocation reflect both educational quality and fiscal stewardship values across Poudre School District:

Totality of Circumstances: Evaluation criteria are analyzed in no particular order. Equity is evaluated not as a separate standalone criterion, but as an essential factor considered as part of the totality of the circumstances, guided by administrative equity standards.

Educational Optimization: Decisions prioritize maintaining and expanding equitable access to high-quality instruction, specialized programming, necessary support services, and co-curricular offerings.

Stakeholder Engagement & Procedural Timeline Requirements

Community & Staff Engagement dates and times: The Superintendent holds public meetings to gather input and adapt recommendations as appropriate from staff, families and caregivers. These meetings have been scheduled and are not open to the general public. The Board of Education will hold additional listening sessions in the community before a public vote.

EXECUTIVE SUMMARY COVER SHEET

School Closure, Consolidation, and/or Relocation Recommendation — PSD Board Policy FCB-R

District	Poudre School District (PSD)	Governing Policy	Board Policy FCB & Regulation FCB-R
Target Audience	Superintendent of Schools & Board of Education	Cross-Referenced	Policy JC (Attendance) & Policy JFBA (Choice)
Document Purpose	Policy FCB-R Criteria Compliance Cover Sheet	Status / Scope	Executive Closure Recommendation

School Name: Poudre Community Academy and Centennial High School

Proposed Action: ☐ Closure ☒ Relocation ☒ Consolidation

Consolidated School Site(s): TBD

Summary Rationale

Poudre Community Academy and Centennial High School are good candidates to be consolidated into one alternative education campus. Poudre Community Academy ranked #1 for high schools and #2 in the northwest overall on the composite z-scores. Centennial High School ranked #1 in the northeast region across all schools on the composite z-scores. Committee members shared concerns about the equity of more vulnerable students being in buildings with lower facility condition scores, with both campuses falling in the 10th percentile and below. Given that both campus enrollments require a high level of financial resourcing due to their small size that is above what would be provided to an alternative education program, members felt that more full-time staff and increased access to electives and programming opportunities would be more available at one campus than two to best serve students who have selected an alternative education program. Both campuses are not impacted significantly by transportation or center-based specialized programming that could not be adapted under one consolidated school.

Alternative Education defined: *In Colorado, an Alternative Education Campus (AEC) is a public or charter secondary school designated by the State Board of Education that serves a student population comprised of at least 90% high-risk students. (source: Colorado Department of Education)*

Financial Considerations:

No receiving location is identified. Cost for overall day-to-day operation are projected to decrease by \$255,000. This includes changes to student-based budget, school administration, custodial, child nutrition, and utilities. Estimated facilities costs are shown above.

Criteria Evaluation

Per FCB-R, staff recommendations for school closure, consolidation, or relocation are based on an analysis of two primary criteria sets (identification and implementation criteria):

A. Identification Criteria (Warrants Consideration for Action)

Identification criteria:

- For Poudre Community Academy, 4 out of 6 identification criteria rank in the lower quartile and an additional two rank in the lower half of all district schools.
- For Centennial, 5 out of 6 identification criteria rank in the lower quartile and the remaining one ranks in the lower half.

<i>Meets bottom 25%</i>	<i>Enrollment rank in district</i>	<i>Enrollment Rank in Level</i>	<i>Utilization rank in district</i>	<i>Utilization rank in level</i>	<i>FCA rank in district</i>	<i>FCA rank in level</i>
PCA	8 th percentile	14 th percentile	8 th percentile	29 th percentile	10 th percentile	29 th percentile
Centennial	10 th percentile	29 th percentile	6 th percentile	14 th percentile	8 th percentile	14 th percentile

1. Building Utilization: *Evaluation of current building enrollment relative to capacity, benchmarked against the 70%–95% optimal target range.*

- PCA
 - RIC Current: $105/313 = 33.55\%$
 - NSC Current: $105/250 = 39.47\%$
- Centennial:
 - RIC Current: $87/391 = 22.25\%$
 - NSC Current: $87/332 = 26.20\%$

2. Facility Condition Assessment and Quality: *Evaluation of physical accessibility, security infrastructure, reparability, physical plant needs, and outdoor recreational space.*

- PCA:
 - a. No Air conditioning
 - b. No internal braille signage
 - c. Partial interior LED lighting
- Centennial:
 - a. No Air conditioning
 - b. Partial interior LED lighting
- PCA: \$1,193,797
- Centennial: \$1,763,086
- Total: \$2,956,883

3. Enrollment Projections: *Longitudinal demographic analysis and multi-year student enrollment forecasts across feeder areas.*

- The current expectation is that the need for our AEC campuses with their current programming will stay relatively consistent over the next 5 years.
- Centennial High School and Poudre Community Academy are classified by the Colorado Department of Education as Alternative Education Campuses (AEC). Enrollment at our AEC campuses is conducted via placement or referral. These schools do not have a residence boundary in the same manner as a neighborhood school does. Enrollment is dictated by the needs of our students.
- With that in mind, Centennial High School had an enrollment of 125 students in the 2021-2022 school year. The population oscillated up and down to a high of 138 students in the 2024-2025 school year and a low of 100 students in the 2025-2026 school year, a net decline of 25 students over a 5-year period, 20.0%. Centennial High School is expected to maintain an average enrollment of approximately 102 students over the next 5 years.
- The enrollment at Poudre Community Academy was 235 students in 2021-2022. The population oscillated up and down from the high in 2021-2022 to a low of 93 students in 2025-2026, a net decline of 142 students over a 5-year period, 60.4%.
- Poudre Community Academy has had a diverse portfolio of additional programs associated with its state school code over the years including our Expelled School, Special Education Transition Programs, and HSED Programs. The projections for Transition Programs and HSED programming are separate from the Poudre Community Academy. Also, the district expelled school program, the Journey Program, which is utilized as needed by our community, is not projected.
- The Poudre Community Academy school is expected to maintain an average enrollment of approximately 90 students over the next 5 years.

B. Implementation Criteria (Operational Viability & Transition Management)

4. Traffic, Safety, and Walkability: *Management of vehicular traffic flow, pedestrian safety, and neighborhood walkability for students and families.*

- The combined school location will require a traffic, safety, and walkability evaluation.

5. Transportation & Commute Length: *Availability of district transportation routes and total commute length for affected students.*

- Transportation is not currently provided and is not planned for a combined campus.

6. Maximization of School Program Offerings: *Preservation and expansion of Specials (art, music, PE), electives, extracurriculars/athletics, early childhood programming, and before/after-school care.*

- Program offerings will be developed as part of the consolidation process.

7. Facility Proximity: *Geographic distance and accessibility between receiving campuses and closing facilities.*

- A dedicated facility will be identified once the BOE votes on school closures.

8. Continuity of Specialized Services: *Preservation of intensive support services, including specialized programs for students served with an IEP.*

- There are no IS center-based programs currently at PCA or Centennial.

C. Additional Considerations

- **Preservation of Cohorts:** Intentional efforts to preserve student, staff, and community cohorts as much as possible.
 - There are no enrollment boundaries for either PCA or Centennial.
 - Staff cohorts will be determined by HR processes.
- **Preservation of Feeder Integrity:** Maintenance of feeder integrity and educational continuity across grade levels, where possible.
 - As an AEC 9-12 program, access to diploma pathways for educational continuity will be a priority focus in a consolidation plan.

Core Principles & Equity Integration

Policy FCB-R states that all recommendations regarding school closure, consolidation, and/or relocation reflect both educational quality and fiscal stewardship values across Poudre School District:

Totality of Circumstances: Evaluation criteria are analyzed in no particular order. Equity is evaluated not as a separate standalone criterion, but as an essential factor considered as part of the totality of the circumstances, guided by administrative equity standards.

Educational Optimization: Decisions prioritize maintaining and expanding equitable access to high-quality instruction, specialized programming, necessary support services, and co-curricular offerings.

Stakeholder Engagement & Procedural Timeline Requirements

Community & Staff Engagement dates and times: The Superintendent holds public meetings to gather input and adapt recommendations as appropriate from staff, families and caregivers. These meetings have been scheduled and are not open to the general public. The Board of Education will hold additional listening sessions in the community before a public vote.