PUEBLO SCHOOL DISTRICT 60
Educating for Purpose and Impact

Rightsizing Community Meetings

Second Round

October 2025

WELCOME

- Norms
  - Respectful Communication
  - Balanced Participation
  - Time Management

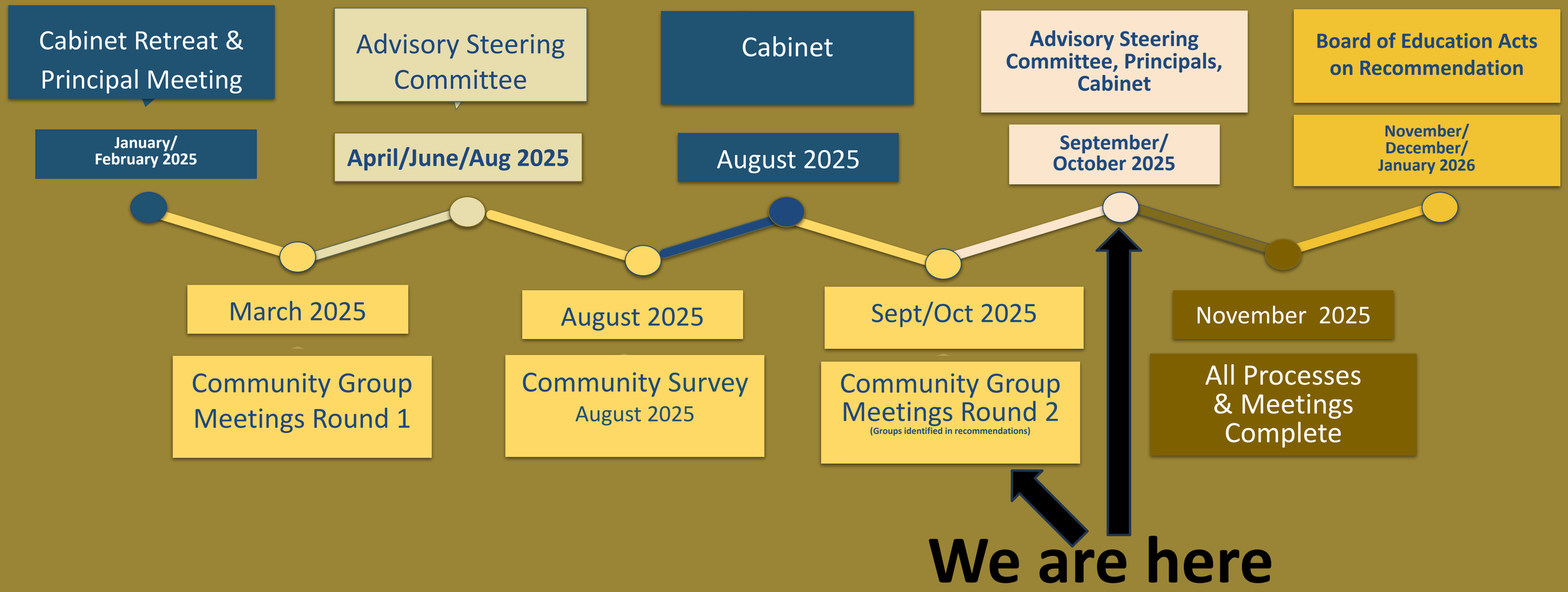
Today's Objective

Community members will use the established D60 rightsizing decision framework as they brainstorm additional potential rightsizing options for consideration.

Tonight's Agenda

- Welcome & norms review
- Timeline review
- Review of rightsizing survey data
- Final brainstorming of potential options for potential recommendations

Rightsizing Timeline



Our Decision Framework

As we work tonight, let's keep in mind our framework for decisions.

Decision Framework
Pueblo School District 60

Values

Thriving Schools that Serve Students and Families
- Stability & continuity
- Kids first
- Community engagement

Opportunities for ALL
- Enrichment opportunities
- Unique innovative programs
- Career readiness

Safety - Equity and Access
- Transportation in alignment with Board Policy
- Disability access
- Embrace community culture
- Safety

Resources
- Student support services
- Consistency across schools
- Use of taxpayer money

Stand By Our Staff
- High-quality staff
- Class size (student to teacher ratio)
- Staff support

Primary Criteria

**Sustainable enrollment*
**Community utilization*
**Facility condition*

(*the primary criteria were established by building principals)

Board Policy FCB-R Criteria

1. *Educational Program*
2. *Enrollment-Percent (utilization)*
3. *Building Capacity(how many)*
4. *Enrollment Trend*
5. *Transportation*
6. *Academic Success*
7. *Facility Condition*

Contextual Factors

Programming
- Unique programs (STEM, IB, AVID, EL, Community Schools, etc)
- Consistency in programming
- Enrichment

Enrollment
- Trend data
- Grade configuration

Facilities
- Disability access
- Facility condition

Long-Term Considerations
- Class size (student to teacher ratio)
- Transparency and communication
- Sustainability

Boundaries/Neighborhoods
- Proximity of non-academic assets
- Walking distance to school
- Feeder school programs
- Every neighborhood needs a school

Survey Data

Response Rate

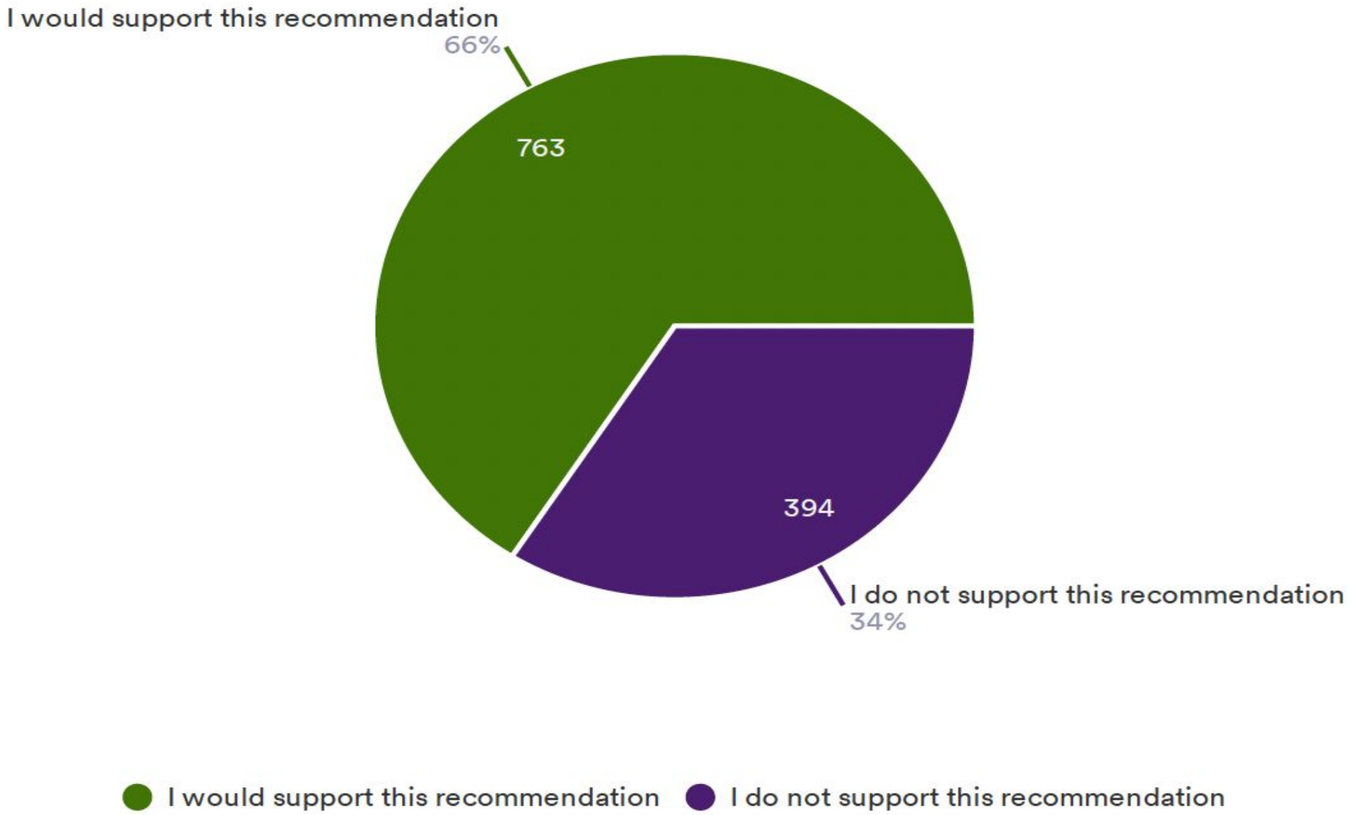
1,389 Total responses

- Family members - 649 (46.7%)
- D60 staff members - 419 (30.2%)
- Community members - 104 (7.5%)
- Multiple roles - 199 (14.3%)
- Students - 5 (.4%)
- No response/blank - 13 (.9%)

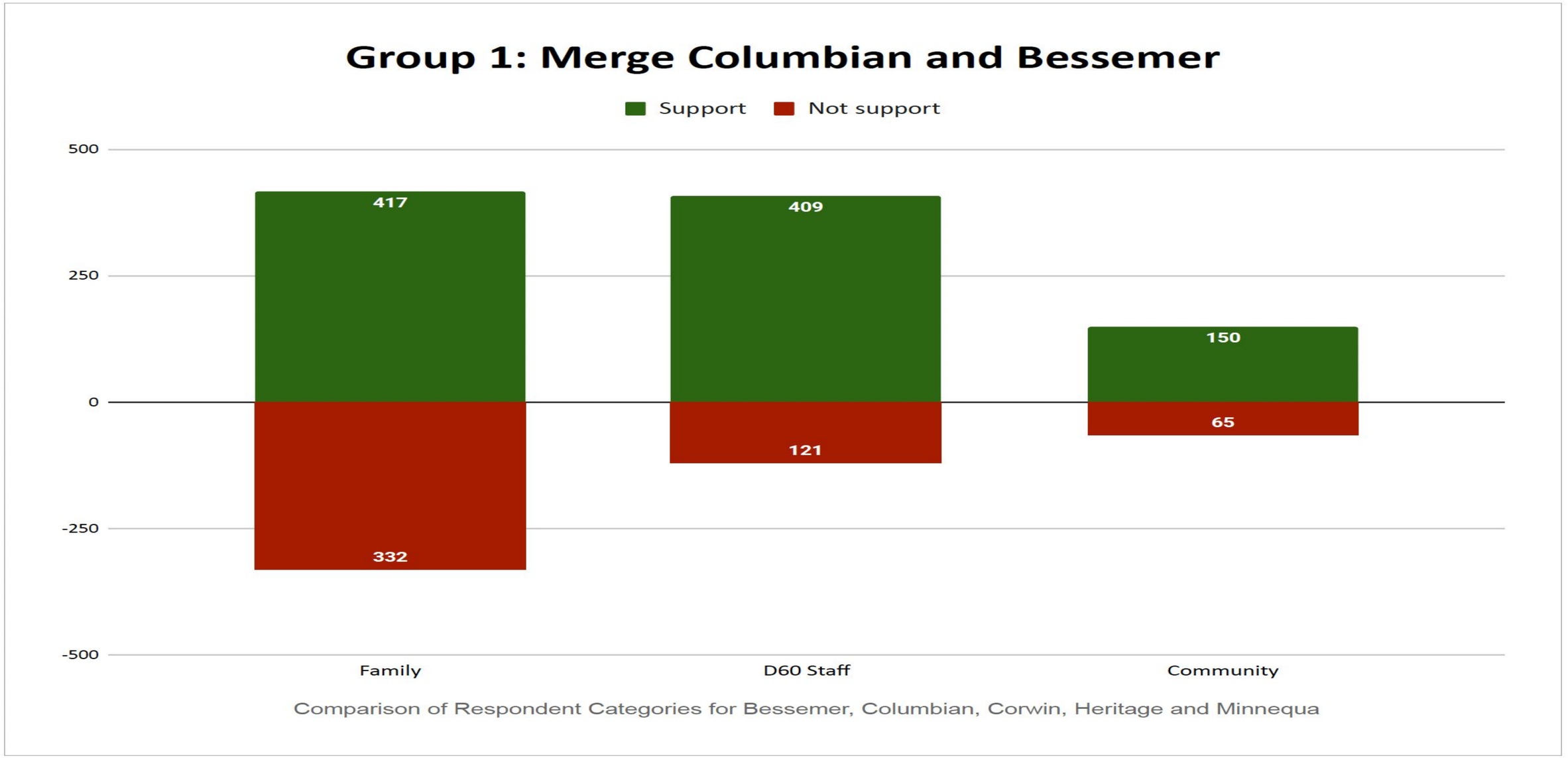
Group 1

Group 1 schools: Bessemer, Columbian, Corwin (4-8), Heritage, Minnequa. Based on the rightsizing criteria and available data for Group 1, the option for potential recommendation is to merge Columbian and Bessemer.

1157 Responses- 103 Empty



Group 1



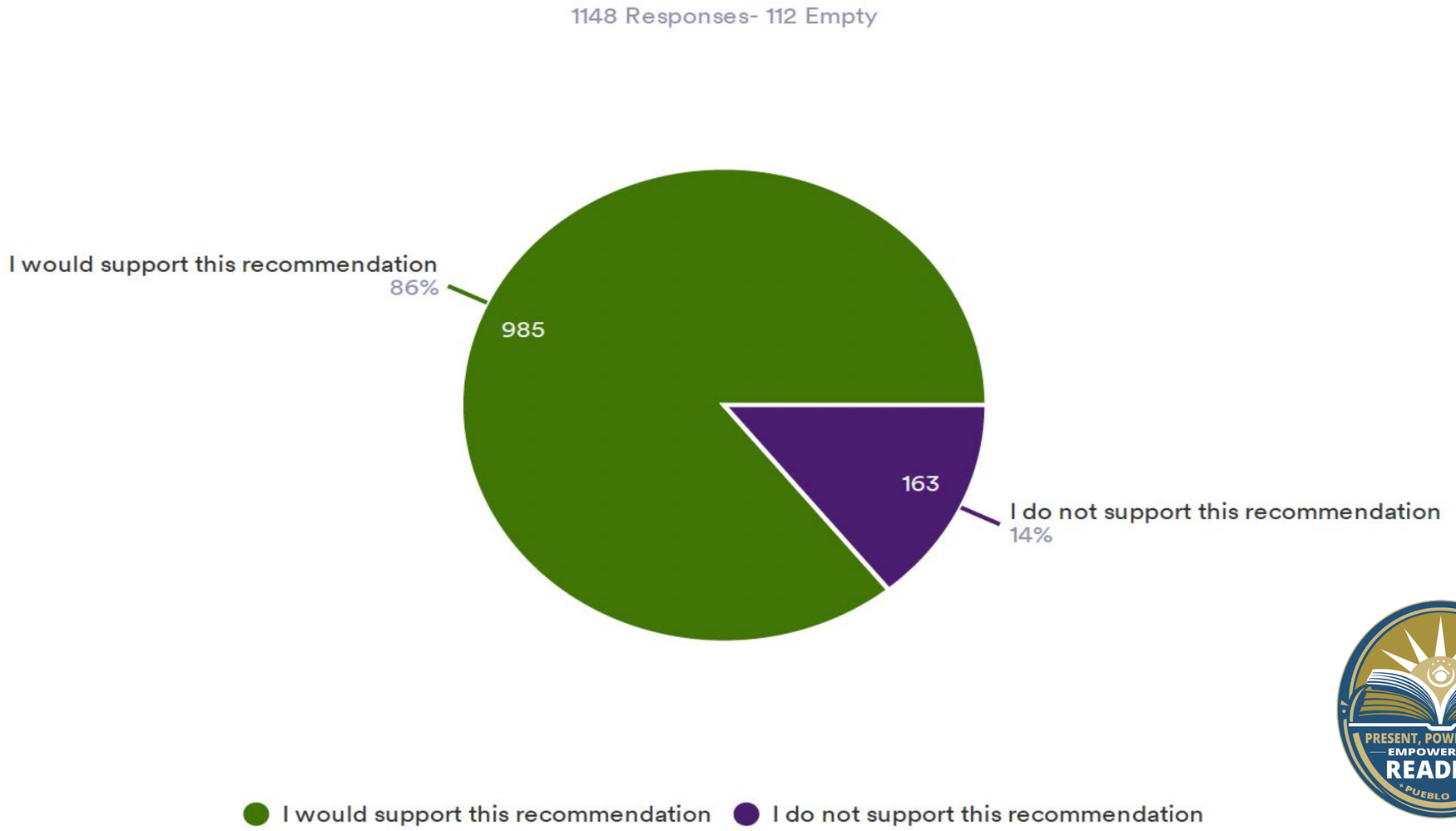
The posted totals are not reflective of the entire survey population, as some respondents were selective in the groupings they participated in.

Group 1: Written Response Themes

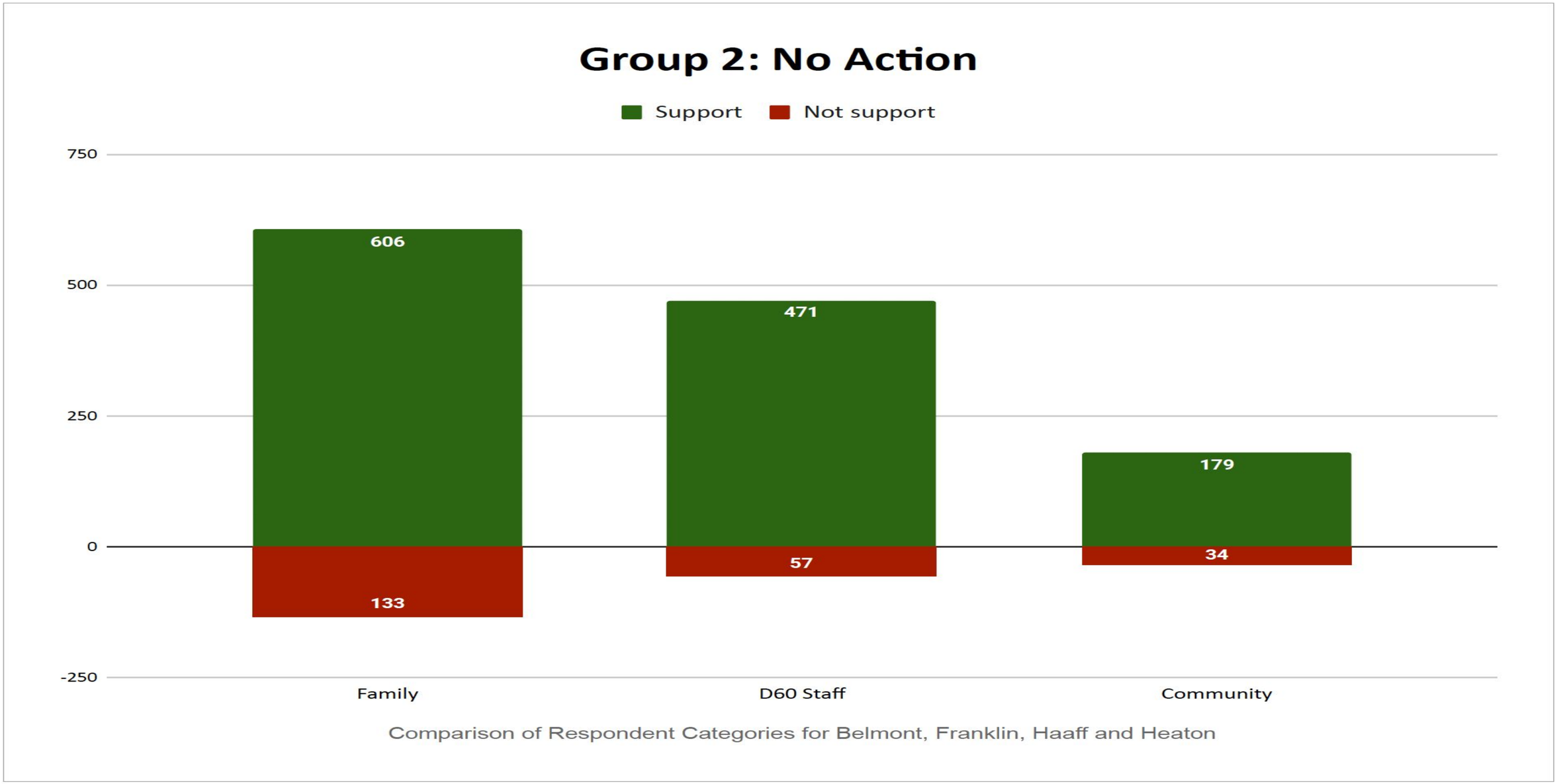
- Proximity makes merging logical
- Frustration after Carlile's closure – feel like they've been displaced once already
- Perceived accessibility concerns for Bessemer facility
- Loss of neighborhood school

Group 2

Group 2 schools: Belmont, Franklin, Haaff, Heaton. Based on the rightsizing criteria and available data for Group 2, the primary option for potential recommendation was that no action be taken at any of these campuses.



Group 2



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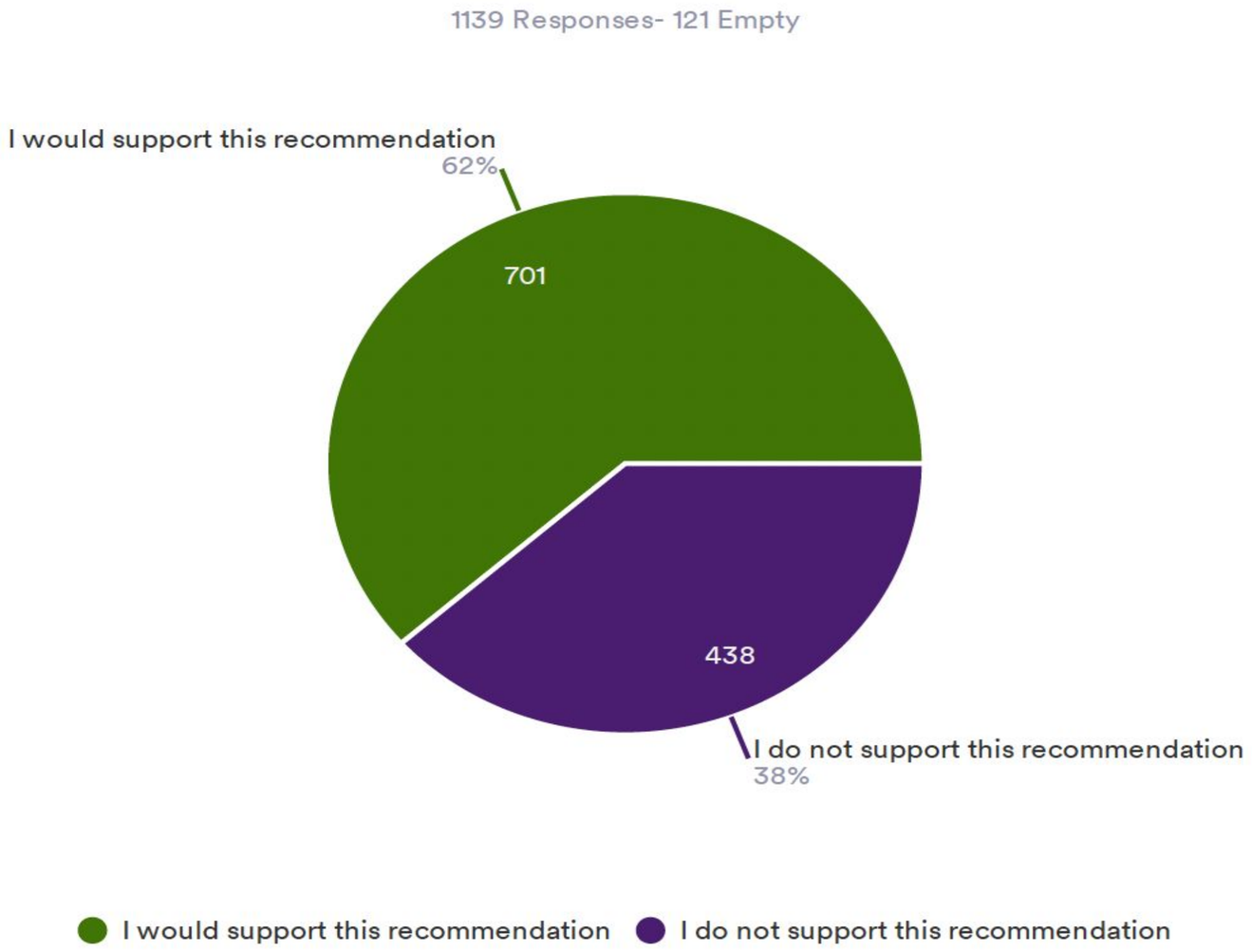
Group 2: Written Response Themes

- Wish to retain class sizes
- Perception that more affluent schools are shielded from closure while lower-income communities face closures
- Desire for alternate grade configurations and/or strategic mergers

Group 3

Group 3 schools: South Park, Highland Park, Beulah Heights. Based on the rightsizing criteria and available data for Group 3, the primary option for potential recommendation was to close Highland Park and redistribute students.



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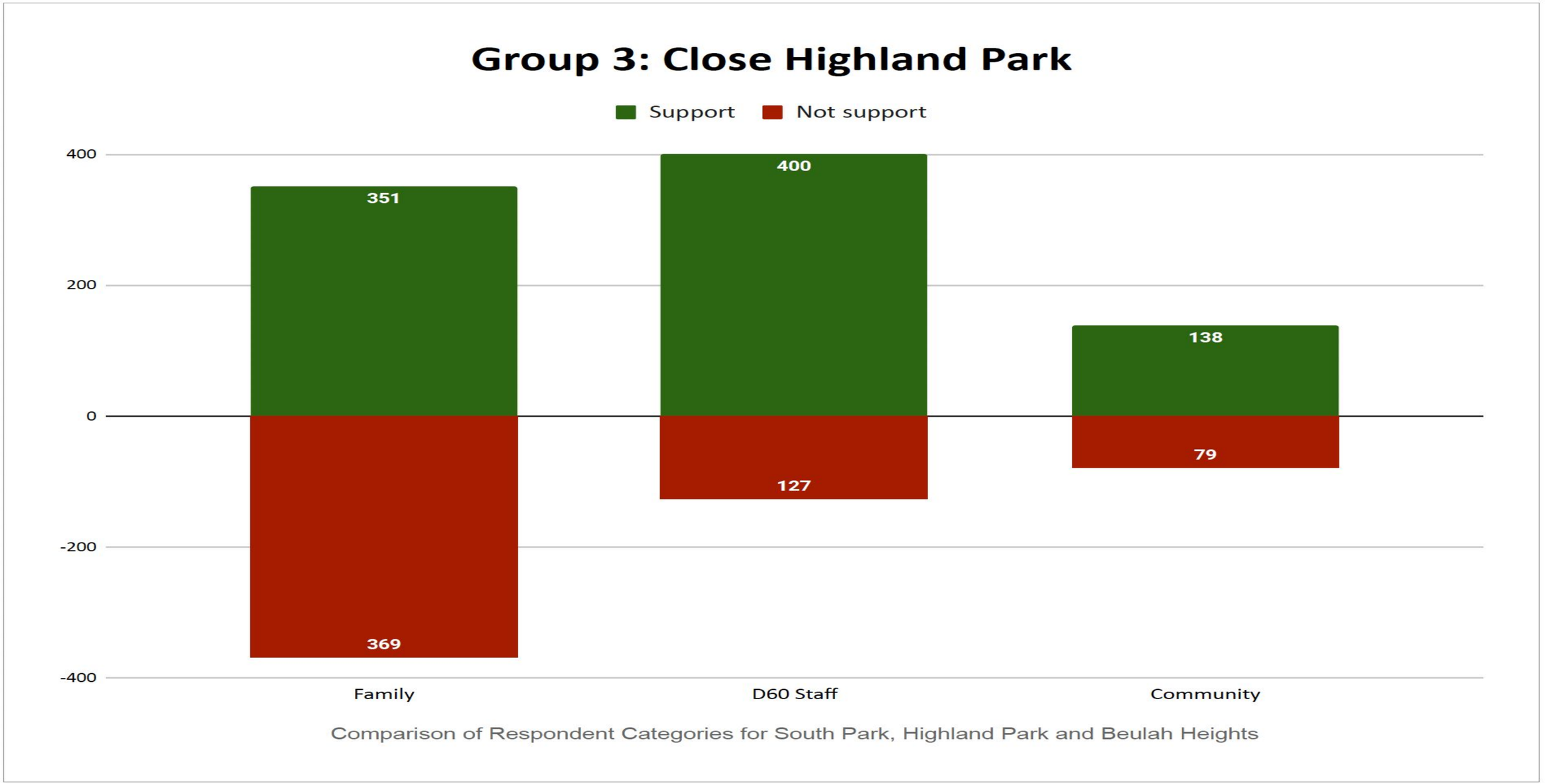

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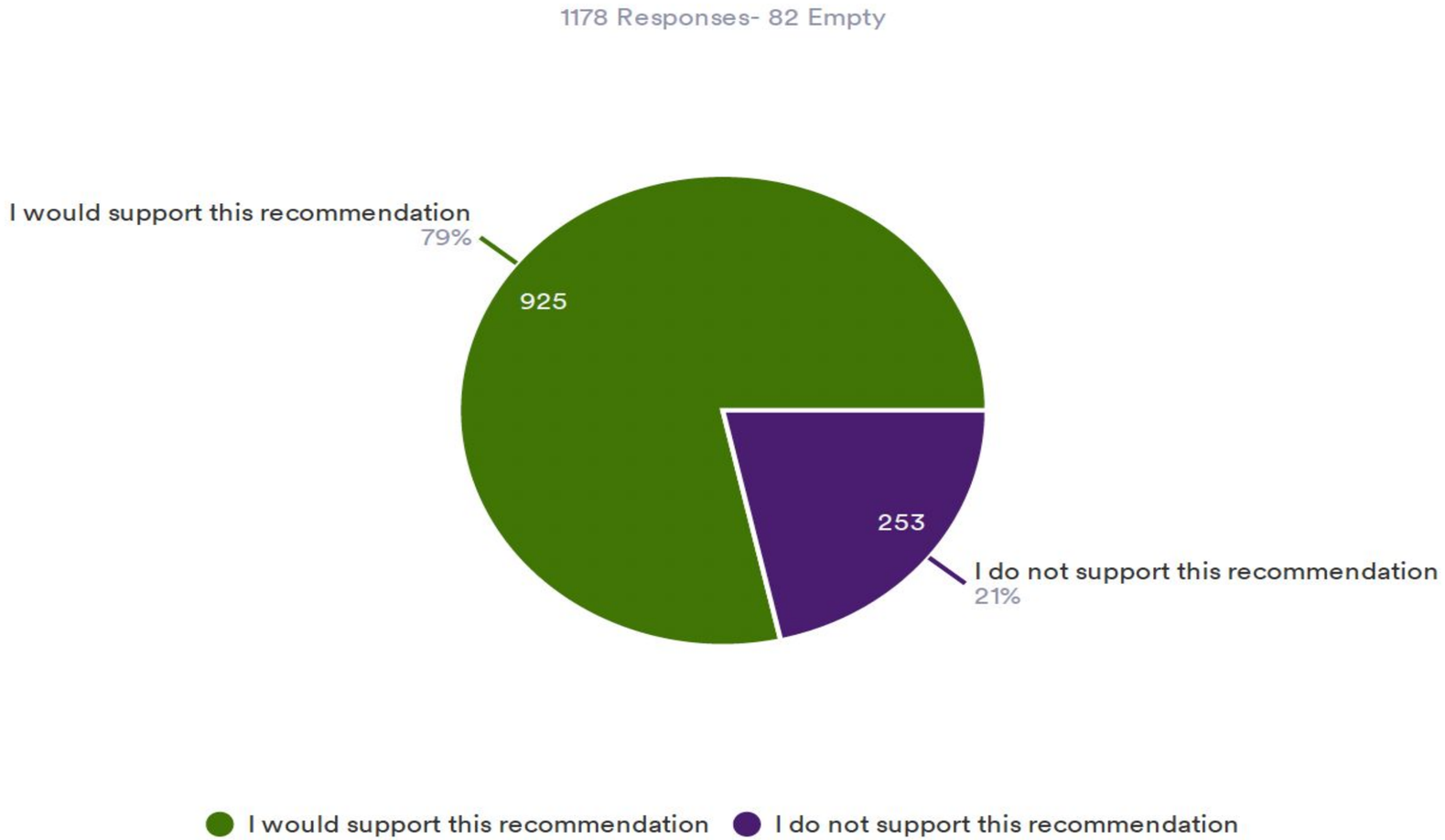
Group 3: Written Response Themes

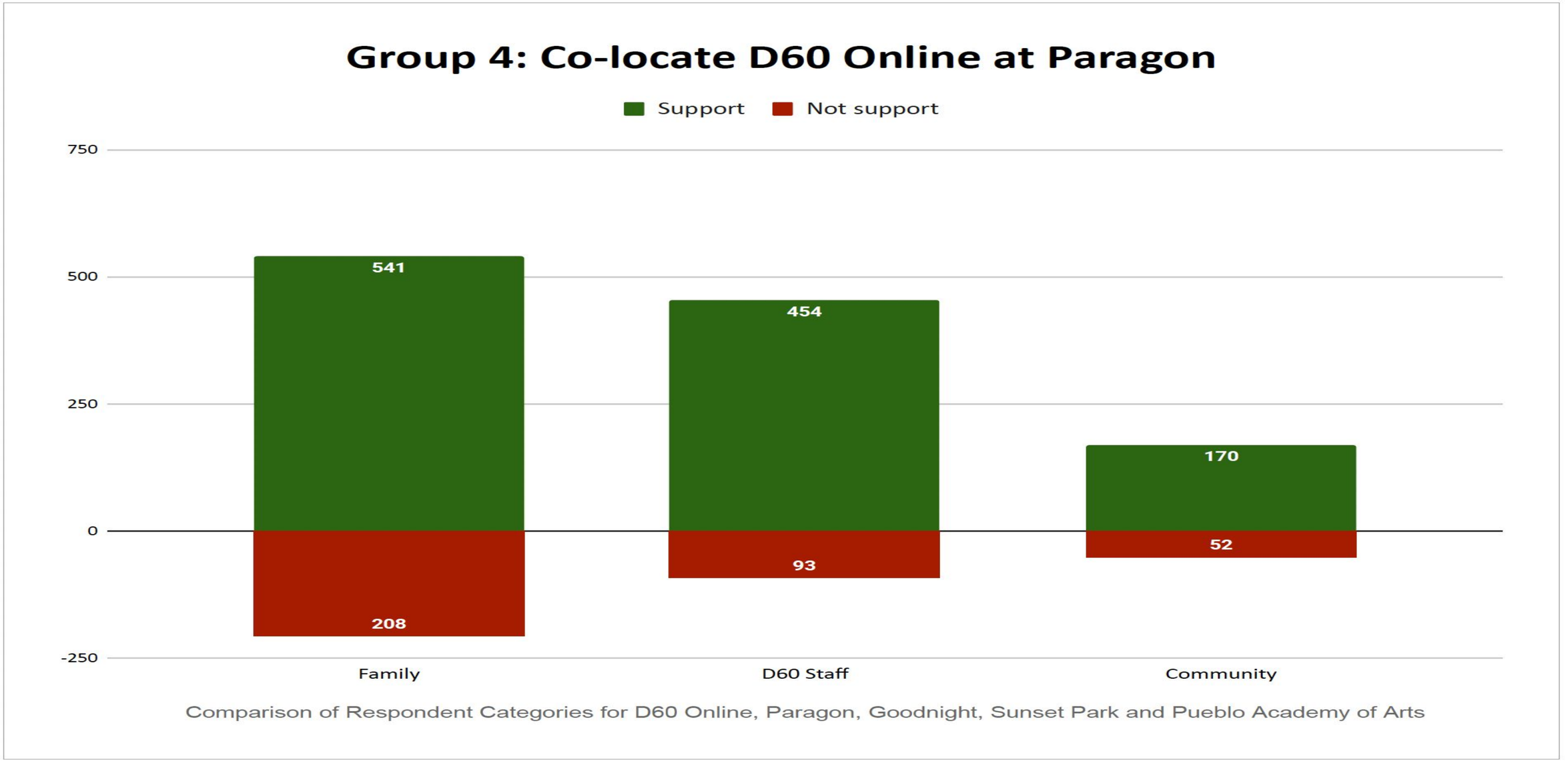
- Idea that redistribution of students is a chance to strengthen other schools
- Concerns of creating a “school desert”
- Emotional attachment to Highland Park is strong – sense of community & love of staff
- Fear of longer travel times and/or transportation barriers

Group 4

Group 4 schools: D60 Online, Paragon, Goodnight (K-8), Sunset Park, Pueblo Academy of Arts. Based on the rightsizing criteria and available data for Group 4, the primary option for potential recommendation was to co-locate D60 Online Middle School and Paragon High School. Both schools would operate independently in one building.



Group 4



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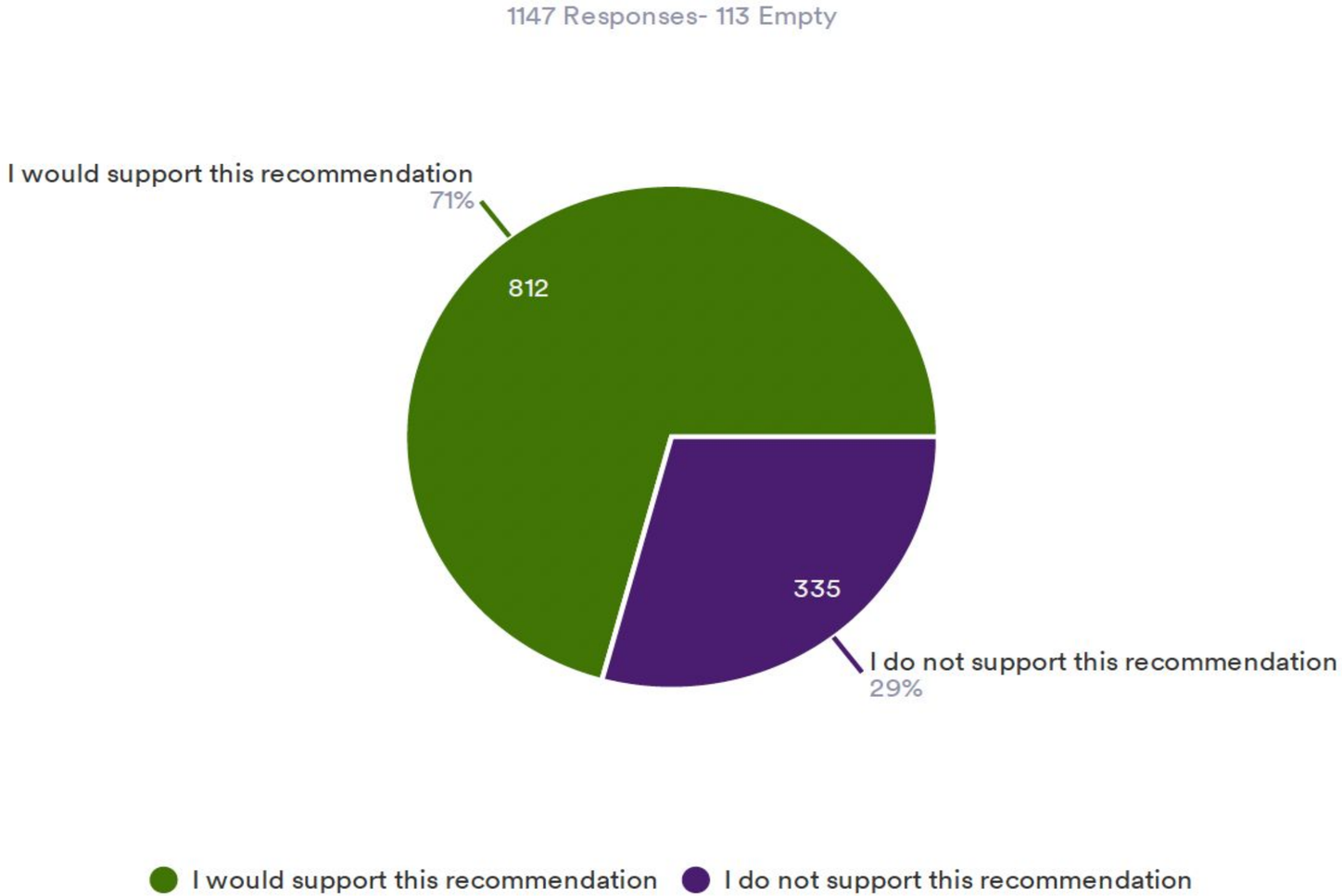
Group 4: Written Response Themes

- Perception that could reduce costs without hurting programs and allow South to expand
- Concerns that programs (HS & MS) are too different – may harm the culture at both schools
- Fears that co-location may harm identity/recruitment for both schools

Group 5

Group 5 schools: Risley, Bradford, Park View, Fountain (K-3), Baca. Based on the rightsizing criteria and available data for Group 5, the primary option for potential recommendation was to close Bradford and redistribute students to Park View so that students can participate in the STREAM and Project-Based Learning programming available at that school.



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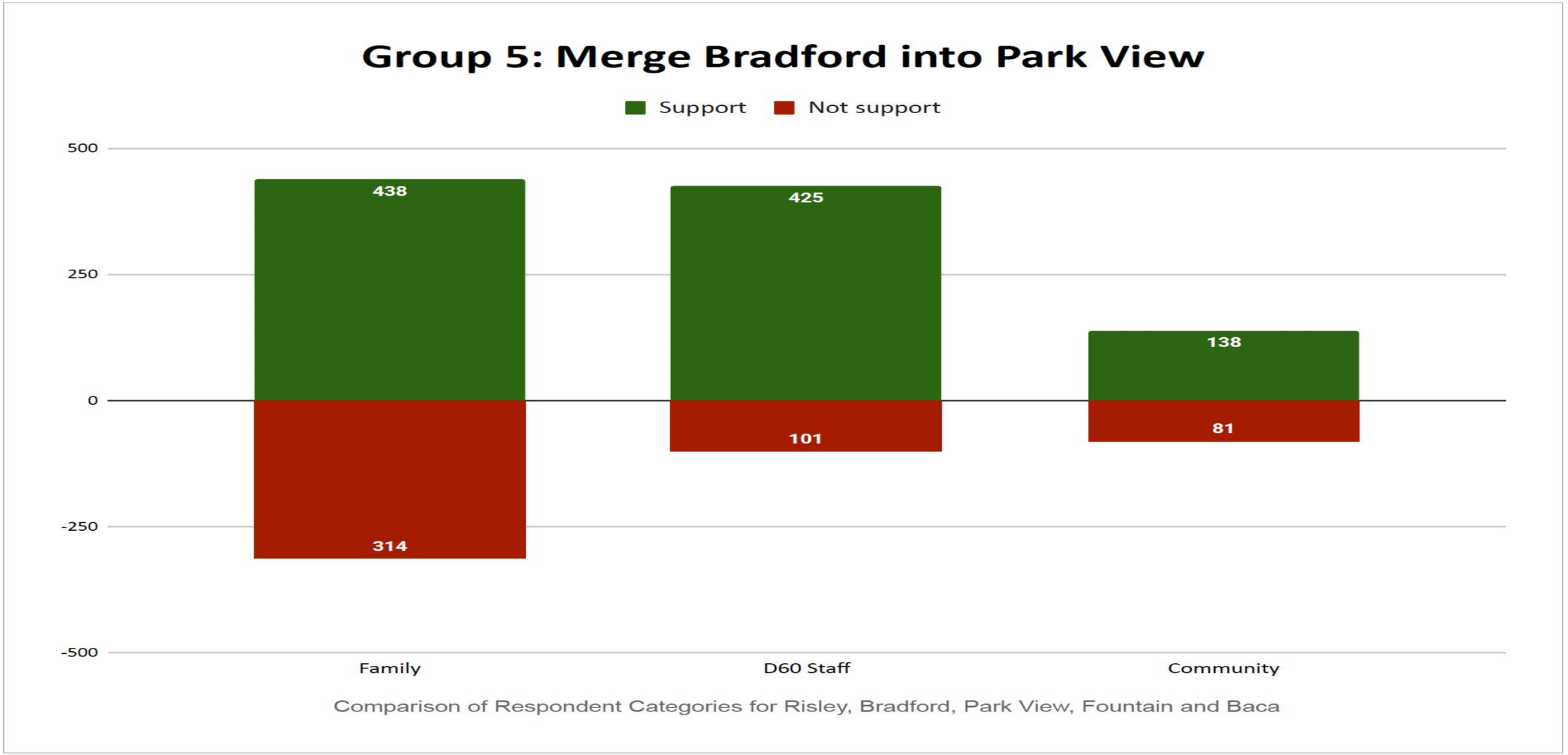

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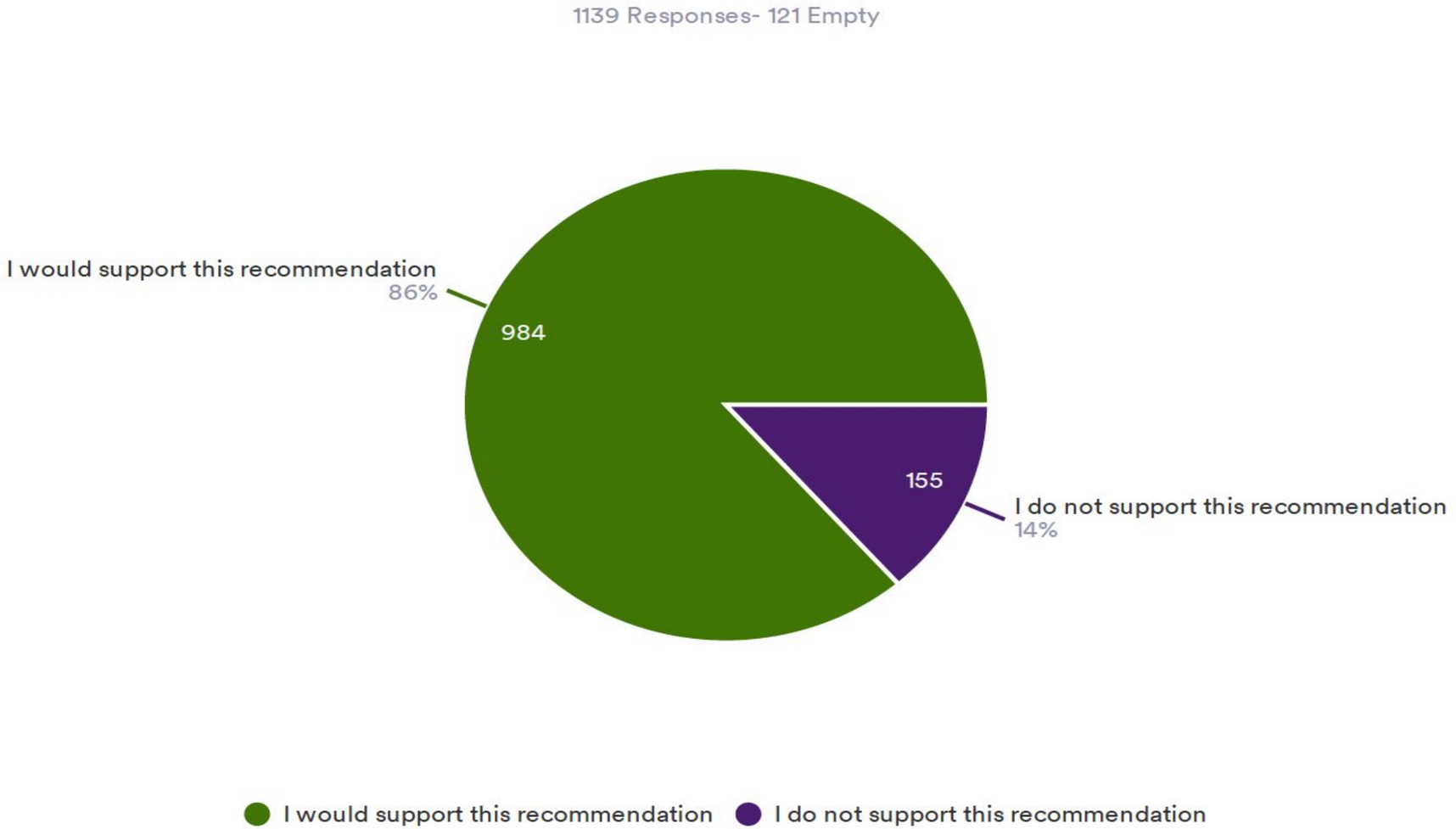
Group 5: Written Response Themes

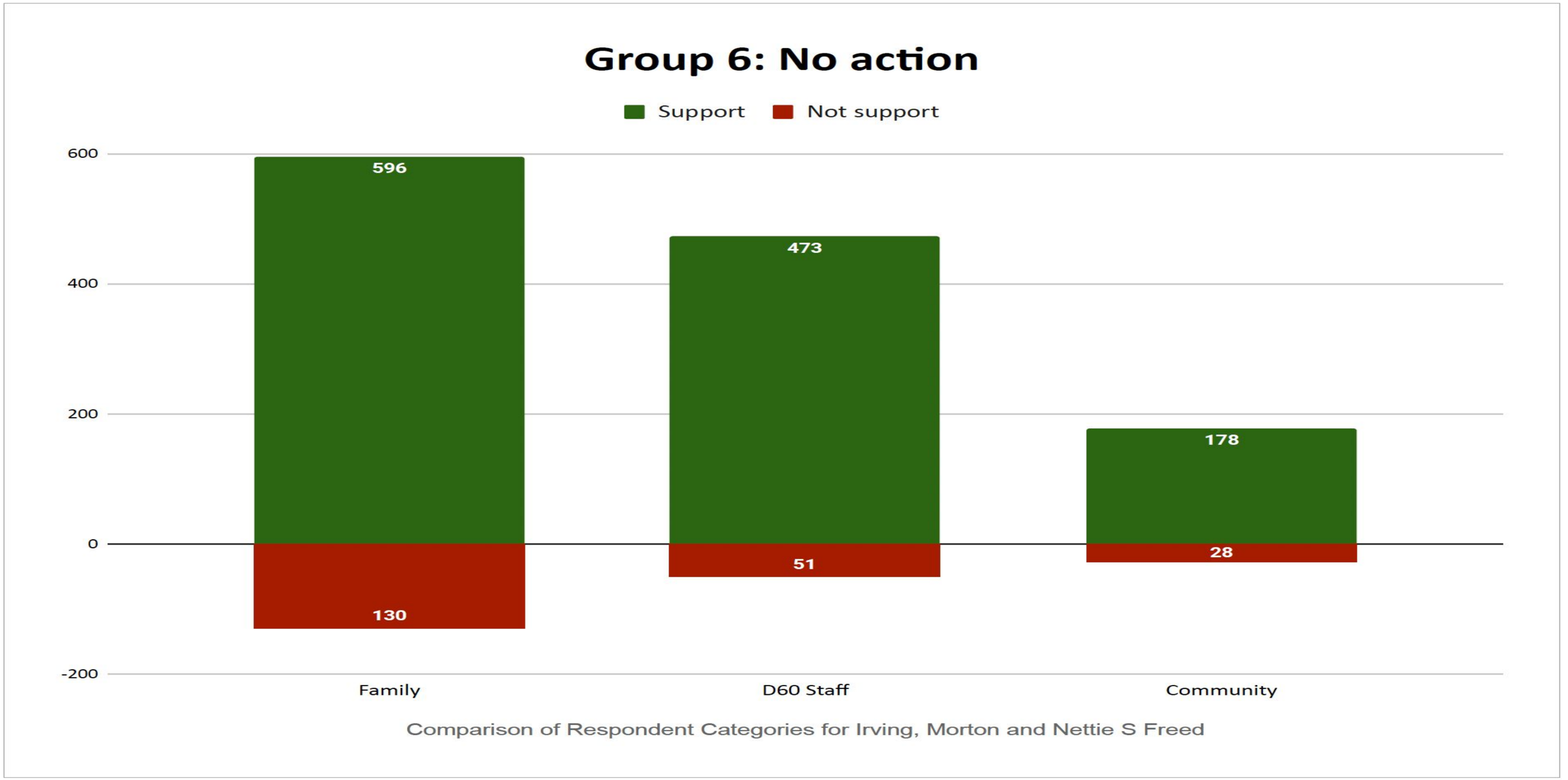
- Families are deeply passionate about keeping Bradford open – deep historical and emotional attachment for this community
- Fears of creating transportation barriers for families & creating “school desert” south of 4th street
- Concerns about relocating special needs students and about overcrowding

Group 6

Group 6 schools: Irving, Morton, Nettie Freed (K-8). Based on the rightsizing criteria and available data for Group 6, the primary option for potential recommendation was that no action be taken at any of these campuses.



Group 6



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Group 6: Written Response Themes

- Strong preference from respondents to keep schools as they are
- Perception of these schools is positive

General Themes of Written Responses

- Equity concerns: tending to close schools in lower-income communities
- Class size concerns: fears that rightsizing will cause large class sizes
- Transportation concerns: worries that recommendation options will cause barriers
- School choice fallout: perception that school choice has caused destabilization of neighborhood schools
- Community identity: emphasis upon preserving schools as neighborhood anchors

Let’s Brainstorm!

- Brainstorm potential options you would like considered that have not been explored so far for any schools.
- Place one idea per sticky note.
- Ideas may be included that also include other quadrant’s schools IF the idea would also directly impact the schools noted above.
  - Discuss each group member’s idea(s), evaluating how each idea fits into our decision making framework.
  - Reach consensus as a table group on the idea(s) you would like considered during this process.
  - Place your finalized ideas on the large chart paper at your table. We will collect these to inform rightsizing recommendations.

Next Steps

Cabinet Retreat & Principal Meeting

January/ February 2025

March 2025

Community Group Meetings Round 1

Advisory Steering Committee

April/June/Aug 2025

August 2025

Community Survey August 2025

Cabinet

August 2025

Sept/Oct 2025

Community Group Meetings Round 2

(Groups identified in recommendations)

Advisory Steering Committee, Principals, Cabinet

September/ October 2025

We are here

Board of Education Acts on Recommendation

November/ December/ January 2026

November 2025

All Processes & Meetings Complete

Thank you for your engagement!

We are ***present***.

We are ***powerful***.

We are ***empowered***.

We are better ***together***.

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