

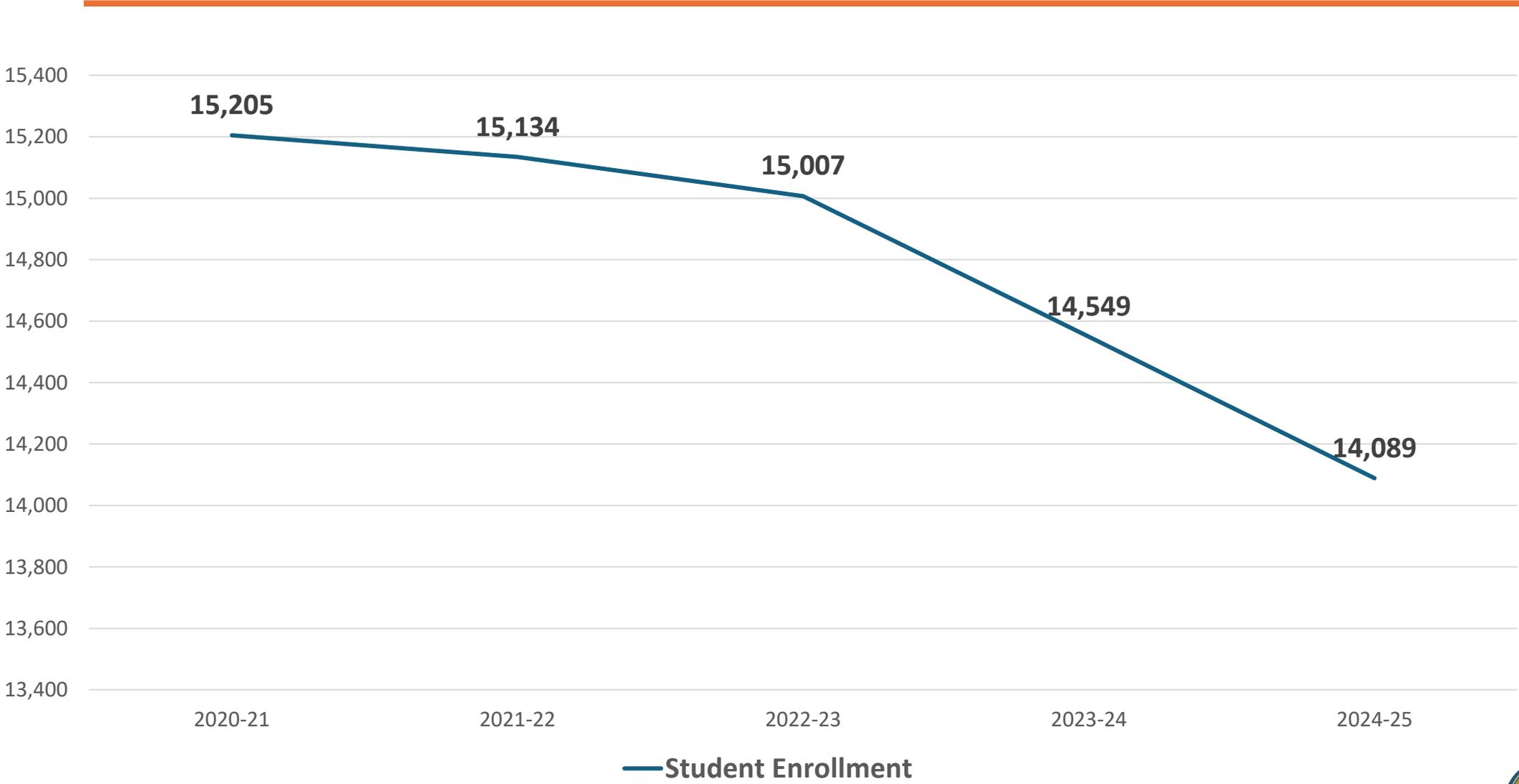


# **One Voice, Collective Action: Becoming a Destination District**

**Right-SERVING Plan Recommendation Update  
District 60 Board of Education Meeting**

December 9, 2025

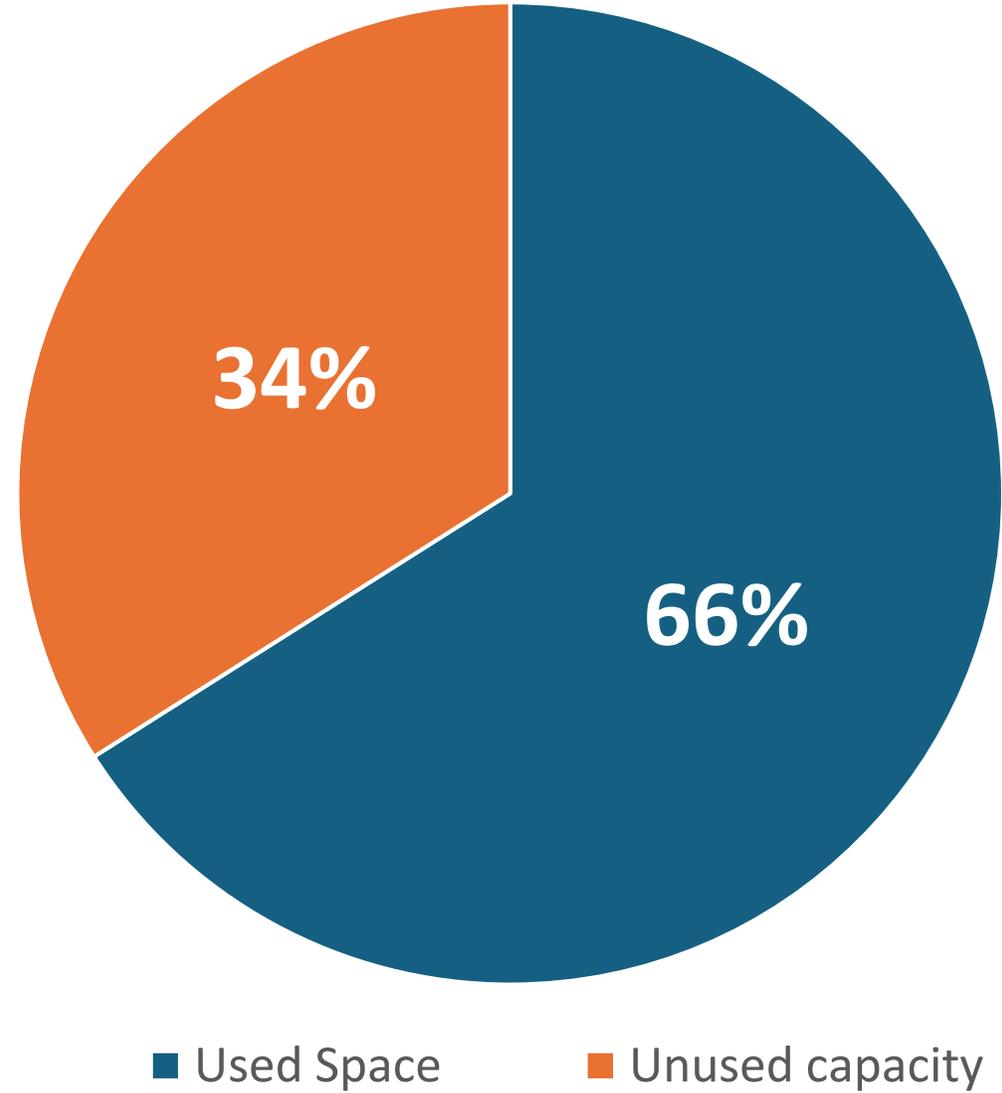
# Our Current Reality





# Facility Capacity and Utilization

In D60's 29 schools, the average use of capacity (space in relation to enrolled students) is 66%.



$$\text{Facility Utilization Rate} = \frac{\text{Enrollment}}{\text{Capacity}} \times 100\%$$

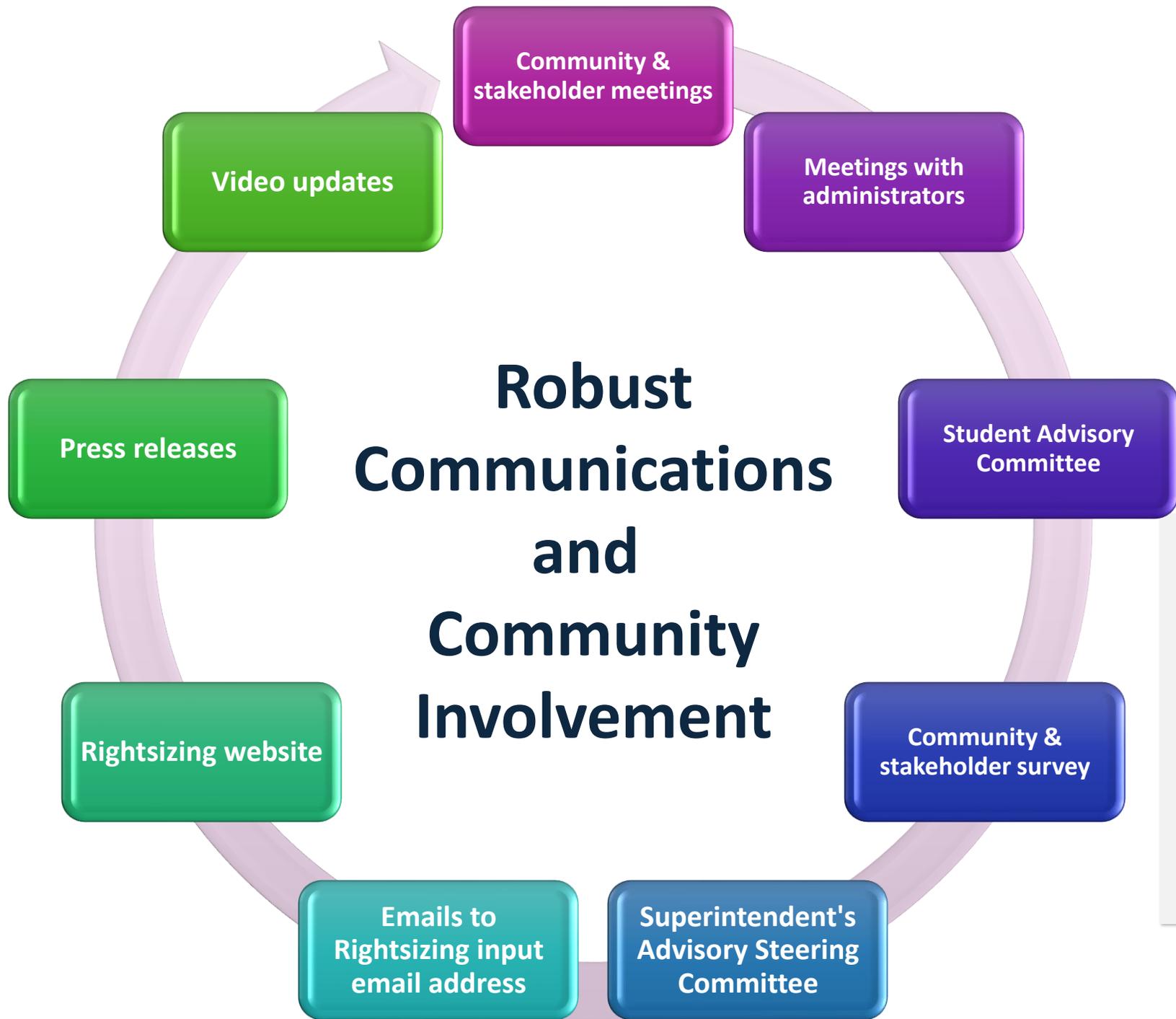


## From Rightsizing to Right-SERVING: Our Process Goal

Strengthen educational opportunities to ensure a bright, powerful, sustainable future for our students by -

- Enhancing innovative programs
- Optimizing budgetary resources
- Reducing reliance on aging facilities







# Rightsizing



## RIGHTSIZING

[Timeline](#)

[News](#)

[FAQs](#)

[Fast Facts](#)

[School Performance](#)

[Additional Rightsizing Data](#)

[Photo Gallery](#)

[Criteria For Consideration](#)

[Steering Committee](#)

[Community Feedback](#)

[Archived Videos](#)

## Rightsizing Progress Update

Pueblo School District 60 has been engaged in a collaborative Rightsizing process aimed at ensuring a bright and sustainable future for our students. The plan we have developed reflects the culmination of more than ten months of meaningful engagement with our community, staff, and stakeholders. We invite you to review the key highlights of our recommendations in this video from Superintendent Dr. Barbara Kimzey.

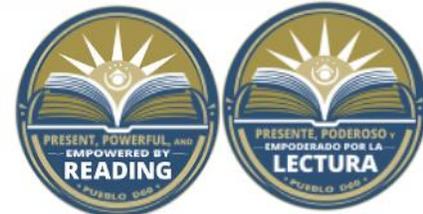
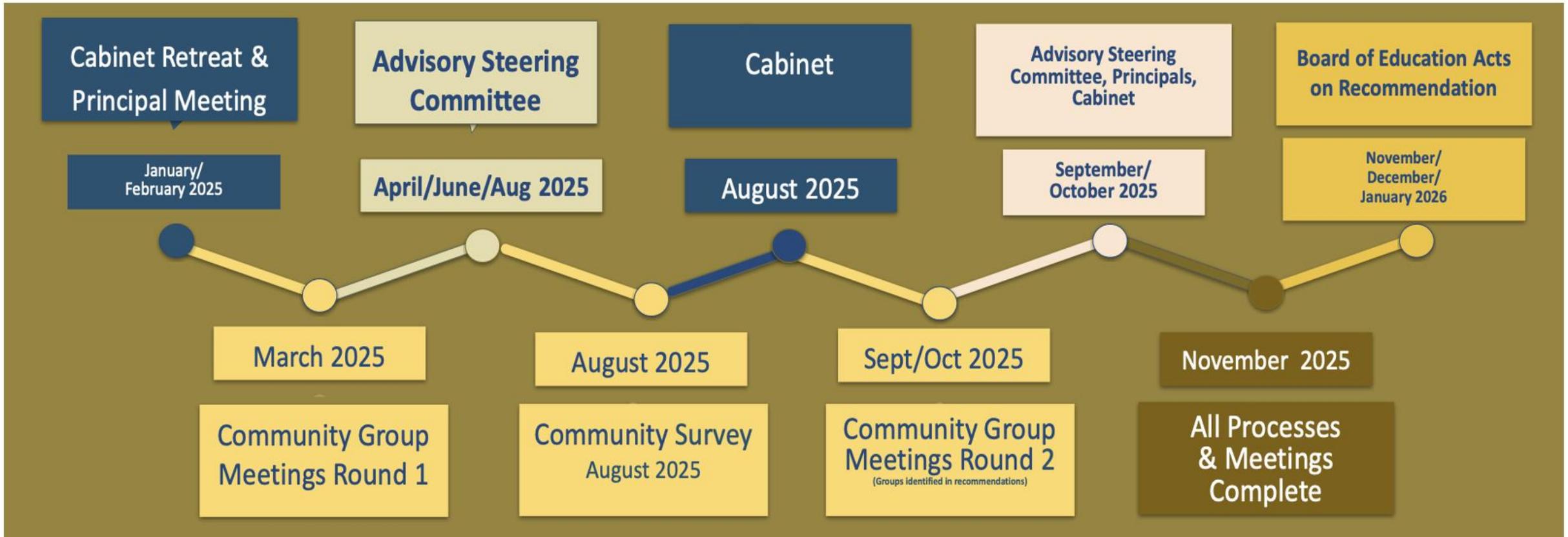
District administration will continue discussions with the Board of Education through December and January, with the Board's final approval requested at the January 2026 Board meeting.

A comprehensive overview of our [timeline is available here](#).

# Our Commitment: Transparency



# Timeline



# Round 1 Community Meetings (March 2025)

- Introduce the process to our community
- Develop the Decision Framework
- Share data with community members (Fast Facts, etc.)
- Recruit Steering Committee members
- Gather ideas from the community for options for the Steering Committee to evaluate





+

# Superintendent's Advisory Steering Committee



Finalized Decision Framework

Evaluated idea options provided during Round 1 meetings for feasibility

Analyzed data over the summer

Generated additional idea options

Finalized their recommended options to send to the community for additional feedback





# Decision Framework Pueblo School District 60

Values	Primary Criteria	Contextual Factors
<p><b>Thriving Schools that Serve Students and Families</b></p> <ul style="list-style-type: none"> <li>Stability &amp; continuity</li> <li>Kids first</li> <li>Community engagement</li> </ul> <p><b>Opportunities for ALL</b></p> <ul style="list-style-type: none"> <li>Enrichment opportunities</li> <li>Unique innovative programs</li> <li>Career readiness</li> </ul> <p><b>Safety - Equity and Access</b></p> <ul style="list-style-type: none"> <li>Transportation in alignment with Board Policy</li> <li>Disability access</li> <li>Embrace community culture</li> <li>Safety</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Student support services</li> <li>Consistency across schools</li> <li>Use of taxpayer money</li> </ul> <p><b>Stand By Our Staff</b></p> <ul style="list-style-type: none"> <li>High-quality staff</li> <li>Class size (student to teacher ratio)</li> <li>Staff support</li> </ul>	<p><b>*Sustainable enrollment</b></p> <p><b>*Community utilization</b></p> <p><b>*Facility condition</b></p> <p>(*the primary criteria were established by building principals)</p> <hr/> <p><b>Board Policy FCB-R Criteria</b></p> <ol style="list-style-type: none"> <li>Educational Program</li> <li>Enrollment-Percent (utilization)</li> <li>Building Capacity(how many)</li> <li>Enrollment Trend</li> <li>Transportation</li> <li>Academic Success</li> <li>Facility Condition</li> </ol>	<p><b>Programming</b></p> <ul style="list-style-type: none"> <li>Unique programs (STEM, IB, AVID, EL, Community Schools, etc)</li> <li>Consistency in programming</li> <li>Enrichment</li> </ul> <p><b>Enrollment</b></p> <ul style="list-style-type: none"> <li>Trend data</li> <li>Grade configuration</li> </ul> <p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>Disability access</li> <li>Facility condition</li> </ul> <p><b>Long-Term Considerations</b></p> <ul style="list-style-type: none"> <li>Class size (student to teacher ratio)</li> <li>Transparency and communication</li> <li>Sustainability</li> </ul> <p><b>Boundaries/Neighborhoods</b></p> <ul style="list-style-type: none"> <li>Proximity of non-academic assets</li> <li>Walking distance to school</li> <li>Feeder school programs</li> <li>Every neighborhood needs a school</li> </ul>

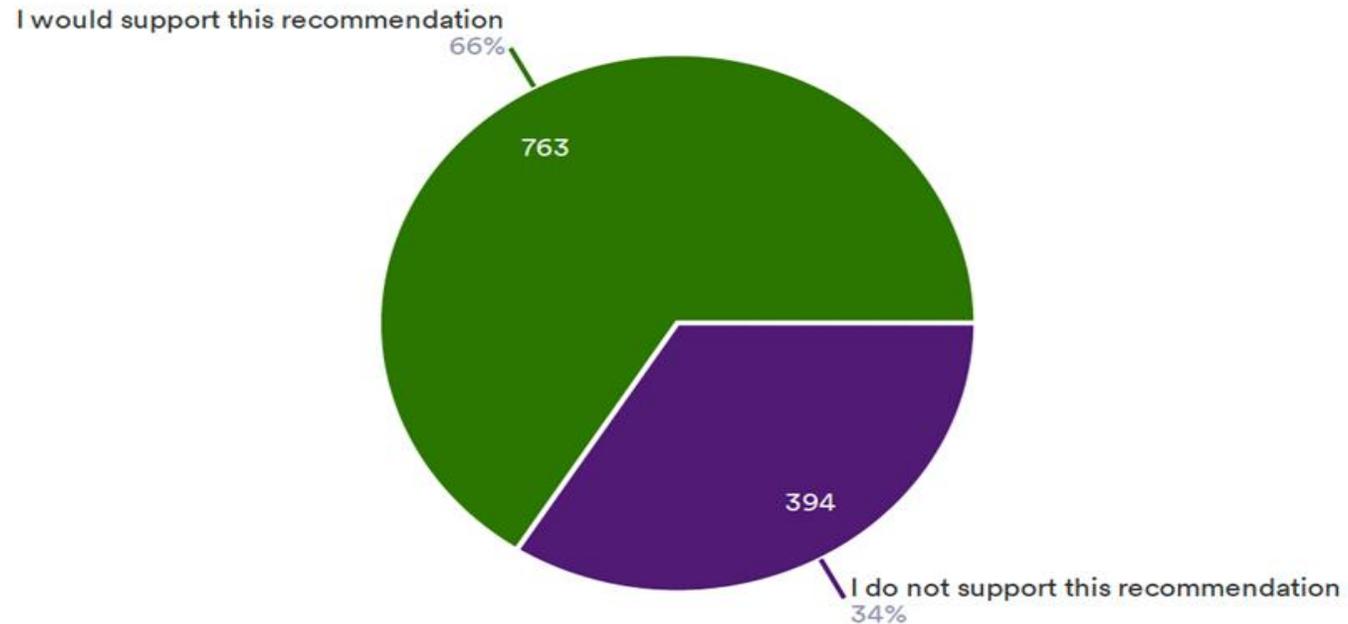




# Group 1

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



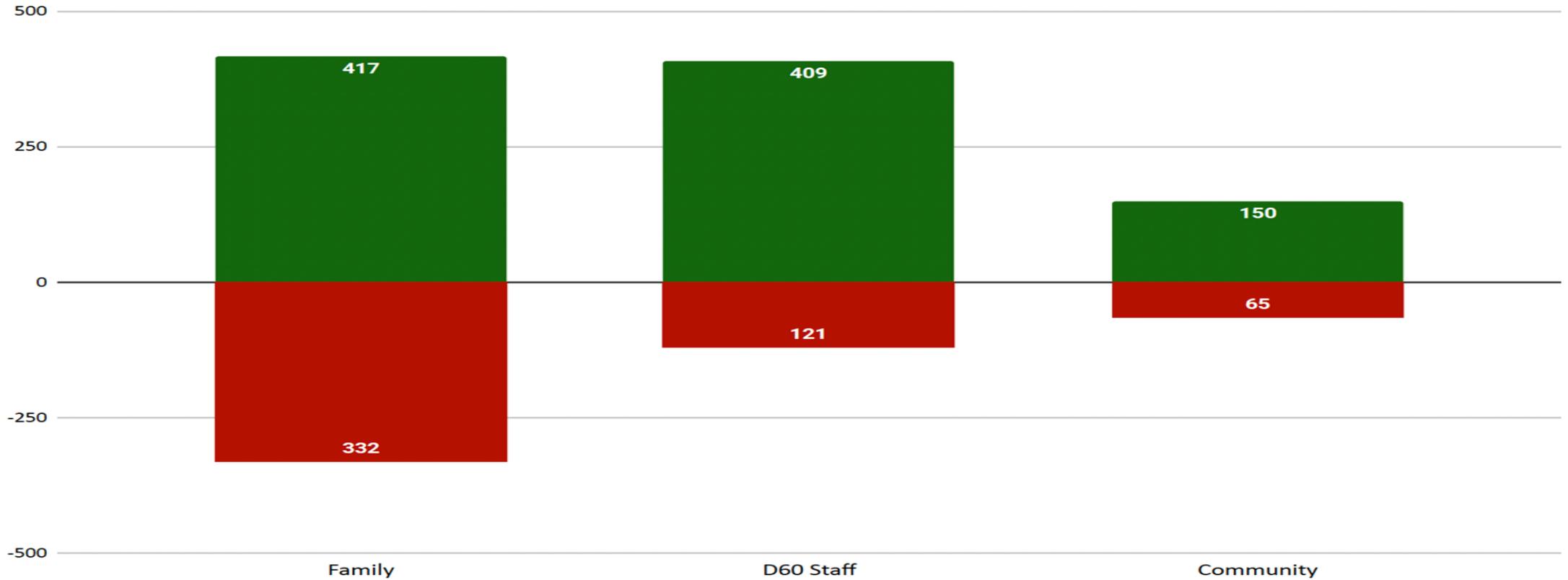
● I would support this recommendation ● I do not support this recommendation



# Group 1

## Group 1: Merge Columbian and Bessemer

■ Support ■ Not support



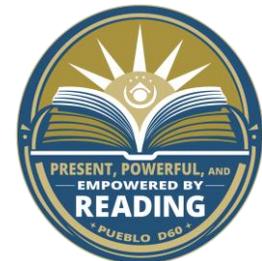
Comparison of Respondent Categories for Bessemer, Columbian, Corwin, Heritage and Minnequa

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

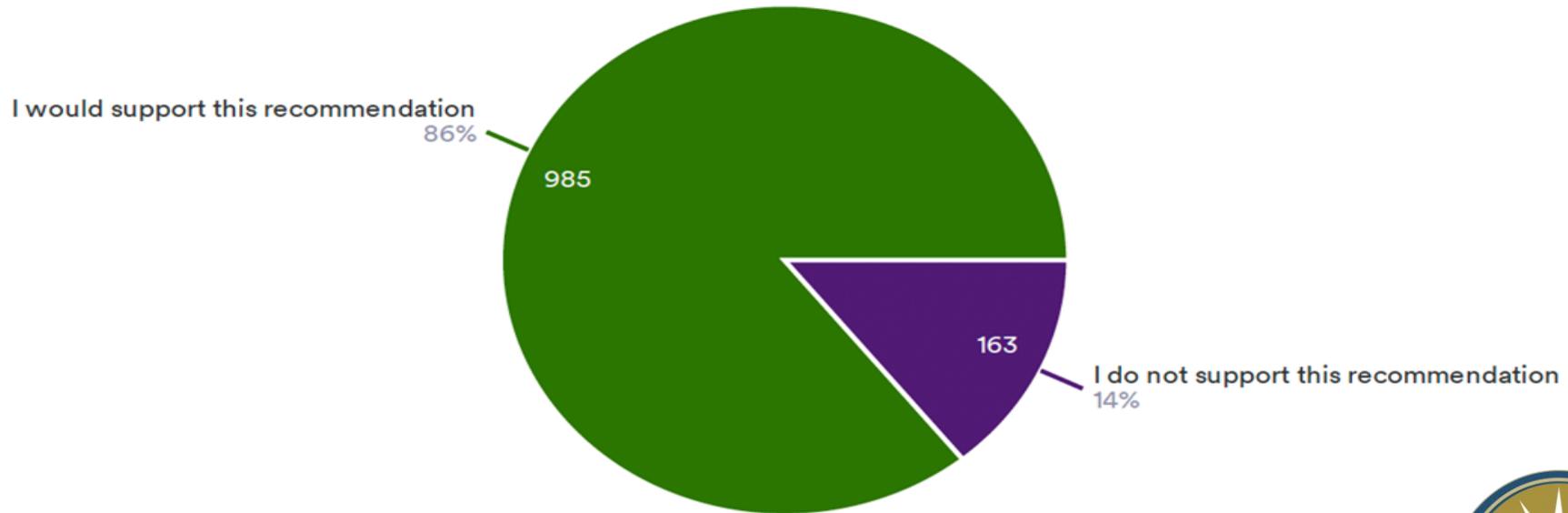




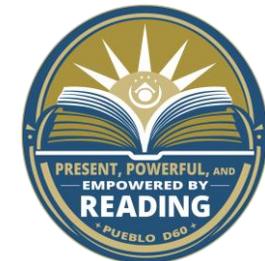
# Group 2

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.

1148 Responses- 112 Empty



● I would support this recommendation ● I do not support this recommendation

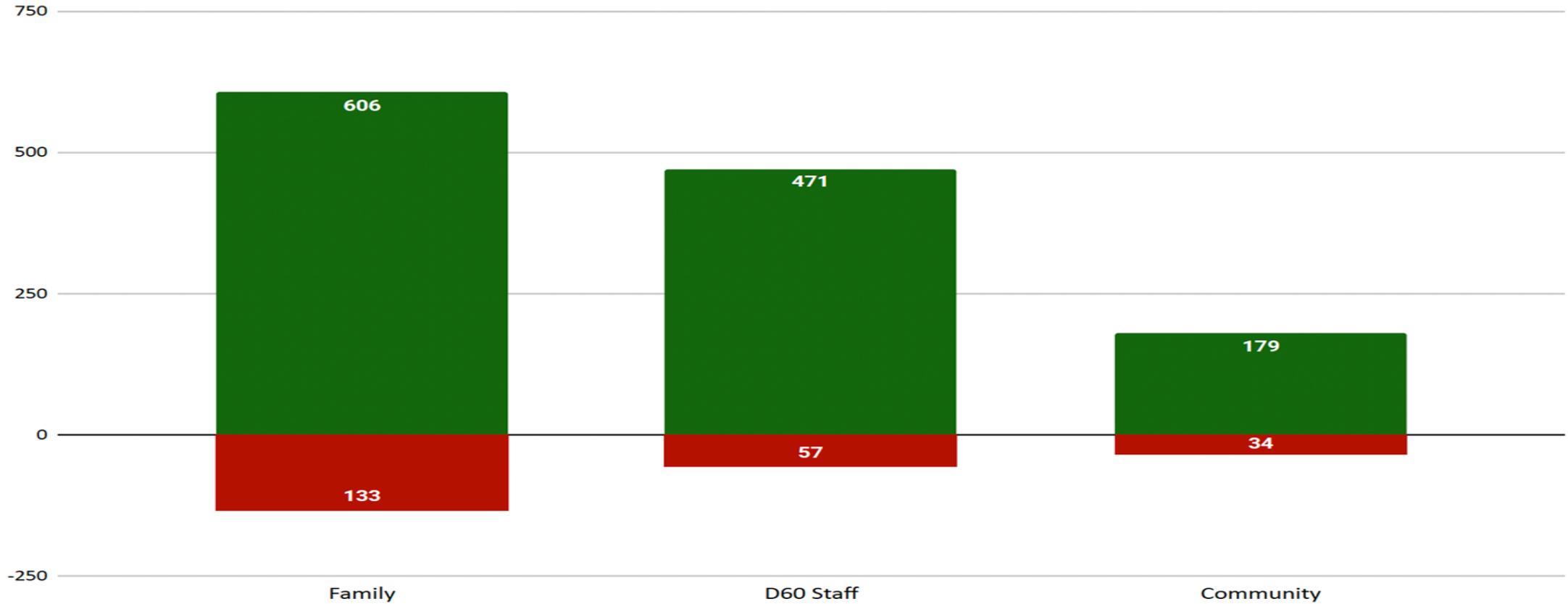




# Group 2

## Group 2: No Action

■ Support ■ Not support



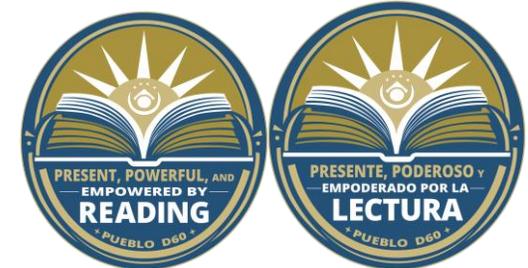
Comparison of Respondent Categories for Belmont, Franklin, Haaff and Heaton

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



## 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

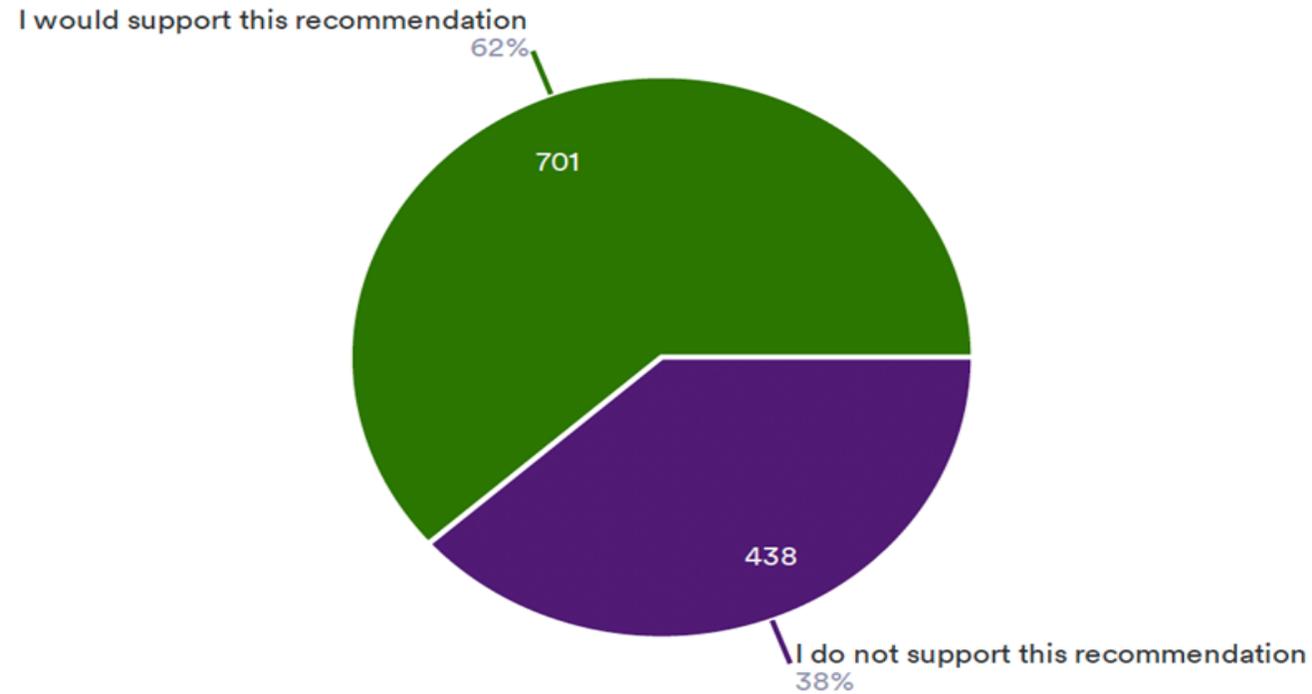




# Group 3

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.

1139 Responses- 121 Empty



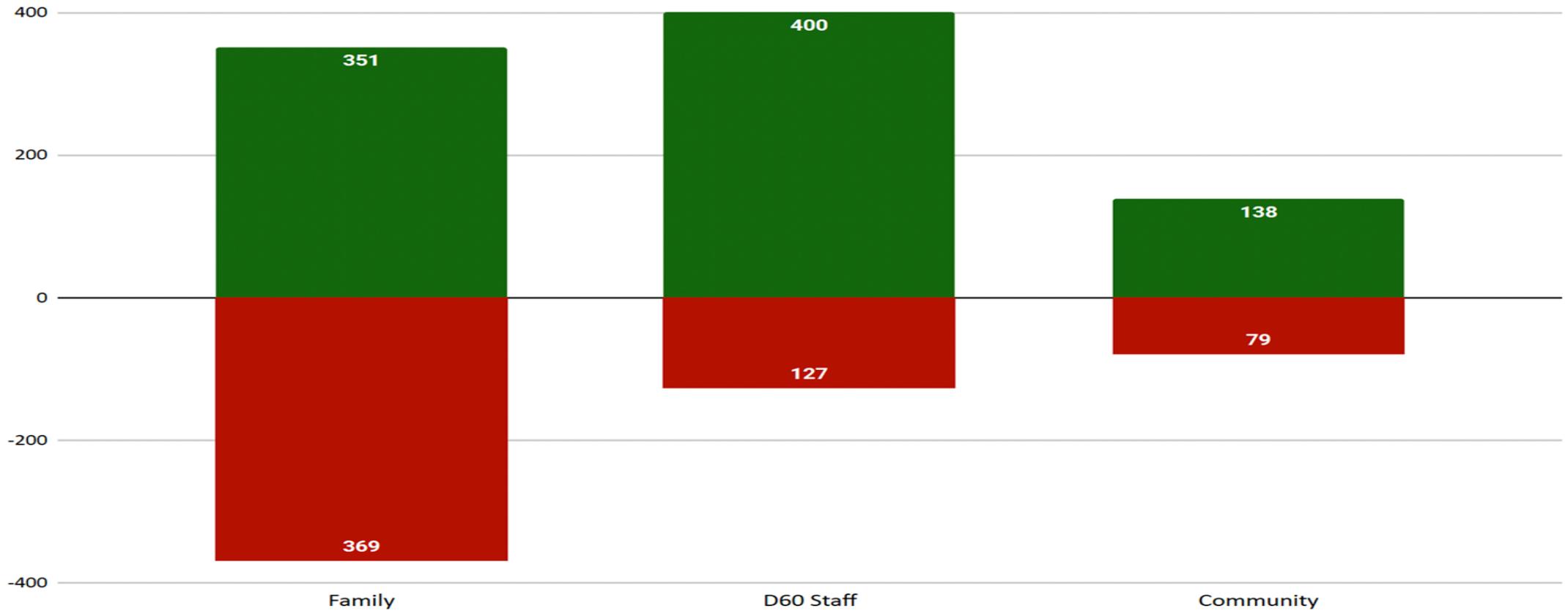
● I would support this recommendation ● I do not support this recommendation



# Group 3

## Group 3: Close Highland Park

■ Support ■ Not support



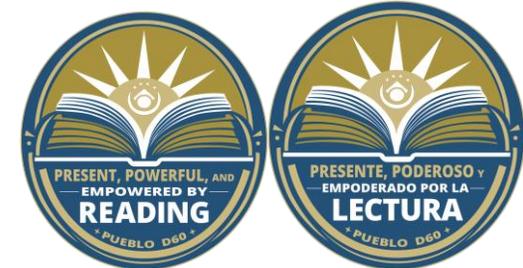
Comparison of Respondent Categories for South Park, Highland Park and Beulah Heights

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



## 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

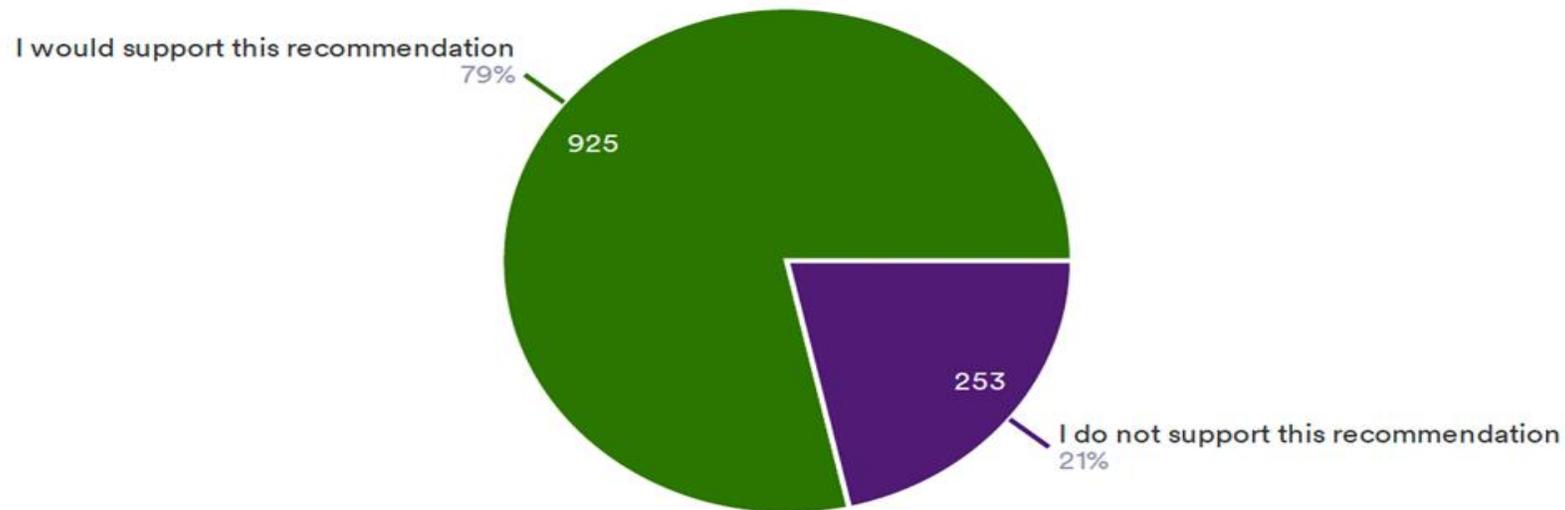




# Group 4

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.

1178 Responses- 82 Empty

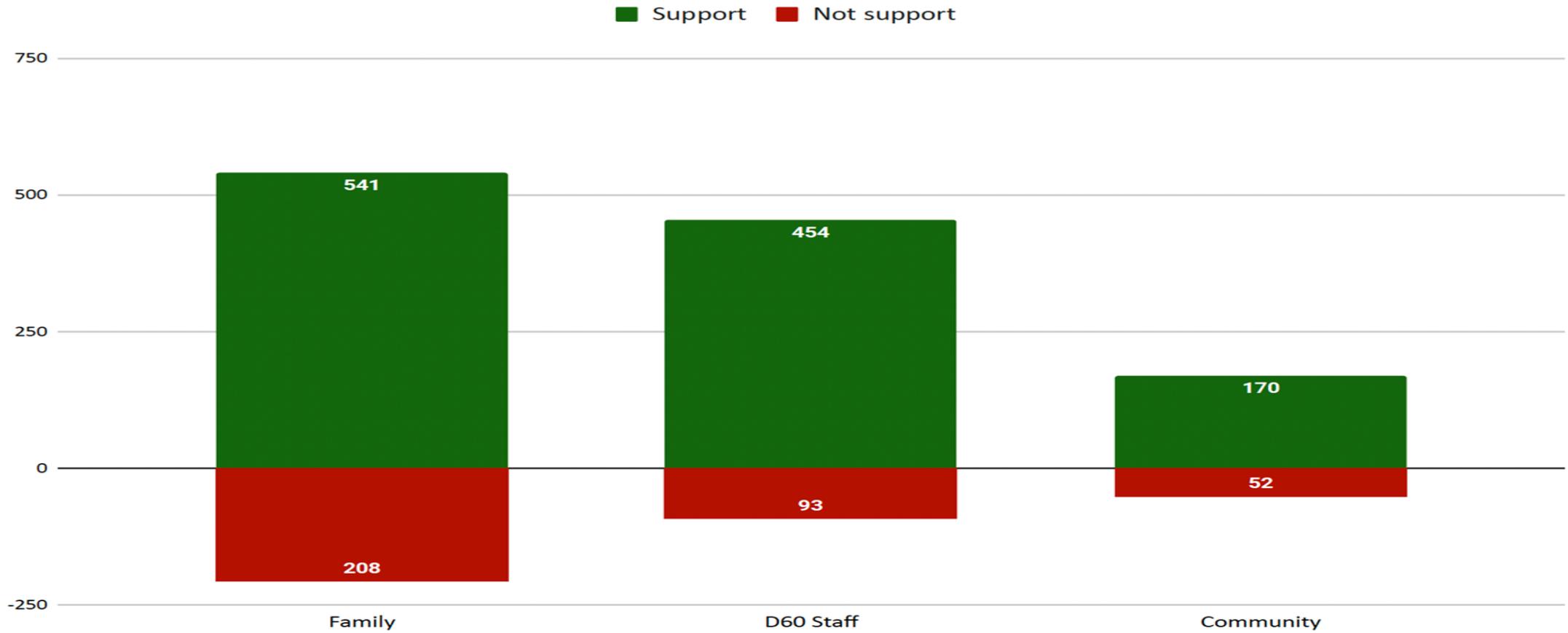


● I would support this recommendation ● I do not support this recommendation



# Group 4

## Group 4: Co-locate D60 Online at Paragon



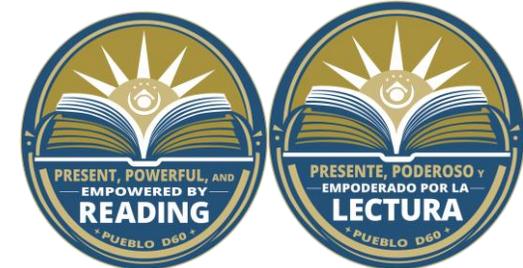
Comparison of Respondent Categories for D60 Online, Paragon, Goodnight, Sunset Park and Pueblo Academy of Arts

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



## 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

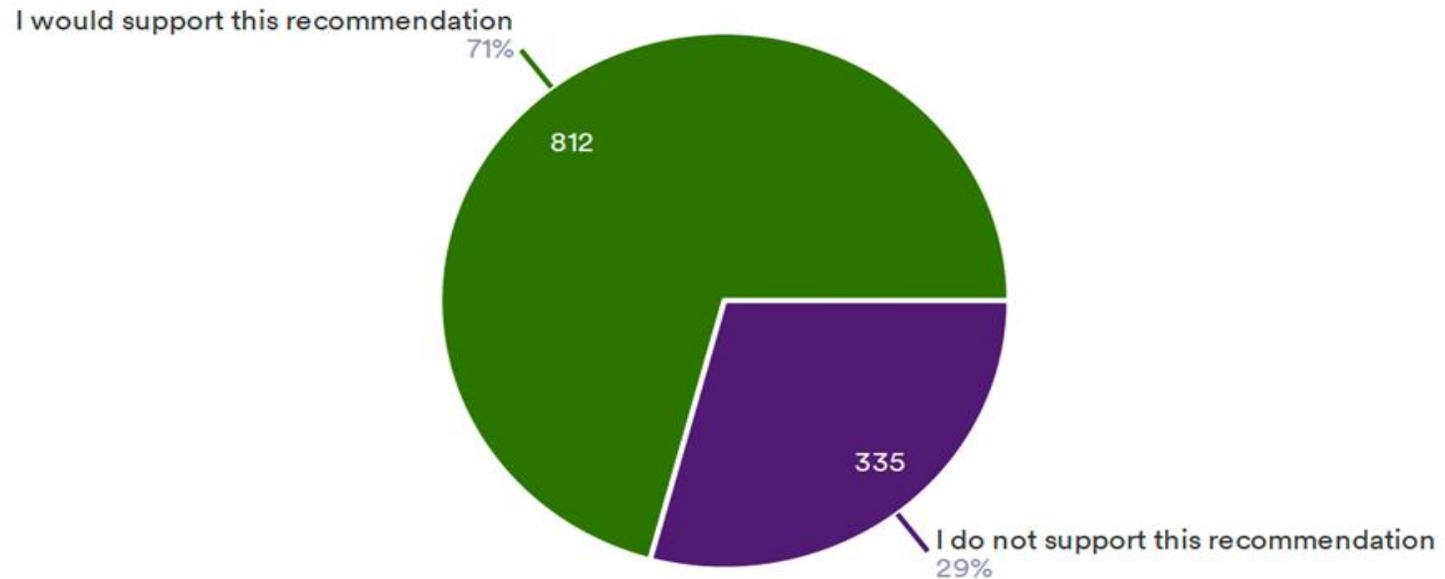




# Group 5

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.

1147 Responses- 113 Empty



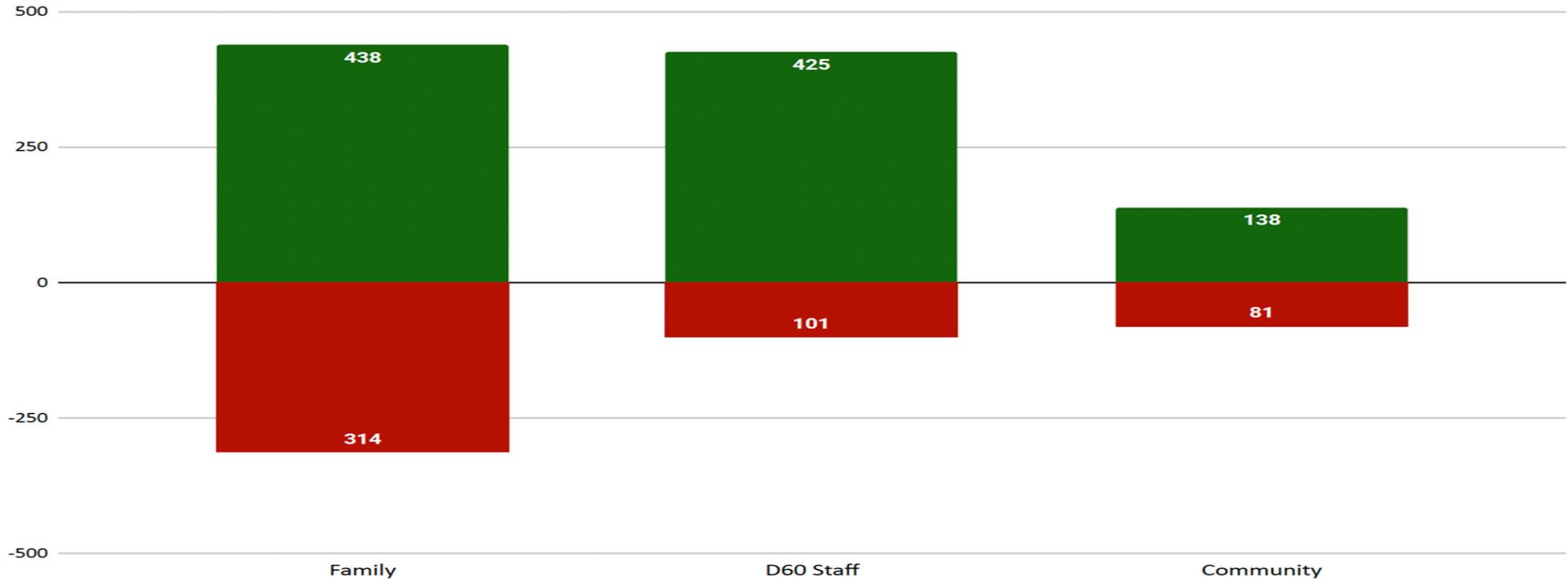
● I would support this recommendation ● I do not support this recommendation



# Group 5

## Group 5: Merge Bradford into Park View

■ Support ■ Not support



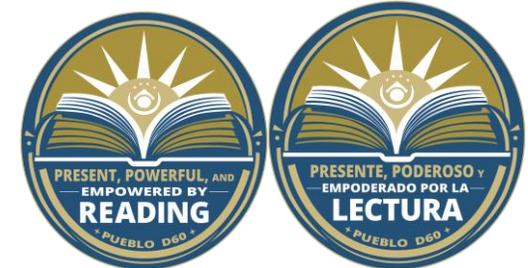
Comparison of Respondent Categories for Risley, Bradford, Park View, Fountain and Baca

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



## 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 4<sup>th</sup> street
- Concerns about relocating special needs students and about overcrowding

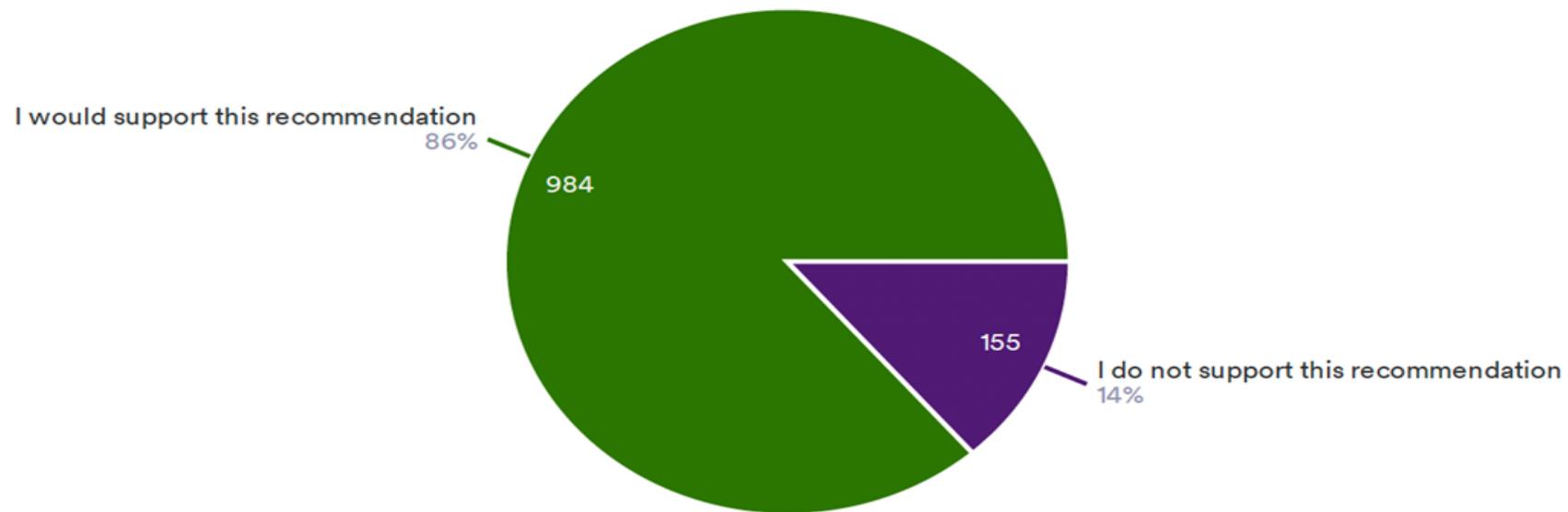




# Group 6

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.

1139 Responses- 121 Empty



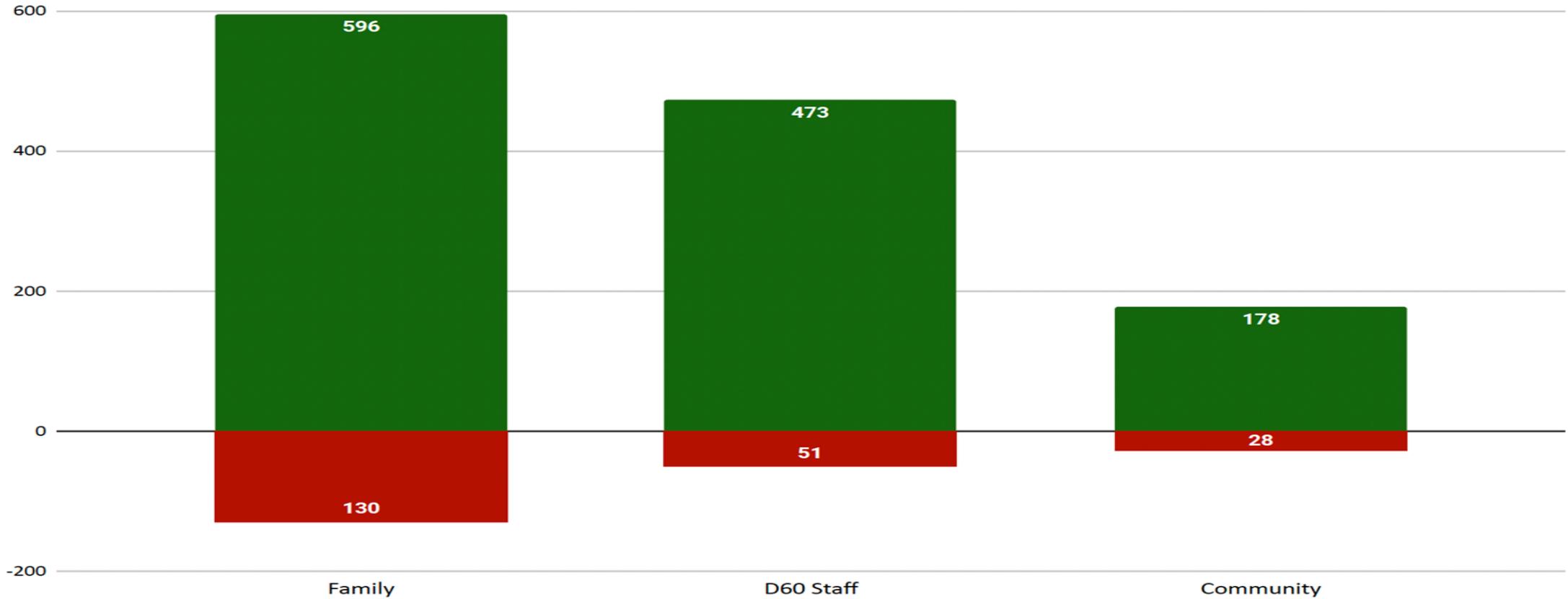
● I would support this recommendation ● I do not support this recommendation



# Group 6

## Group 6: No action

■ Support ■ Not support



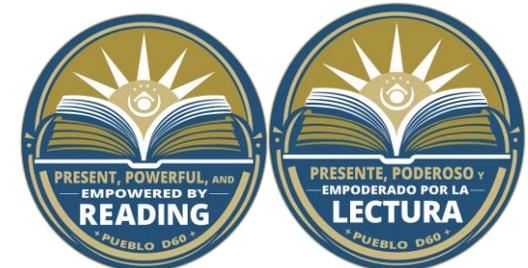
Comparison of Respondent Categories for Irving, Morton and Nettie S Freed

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



## Group 6: Written Response Themes

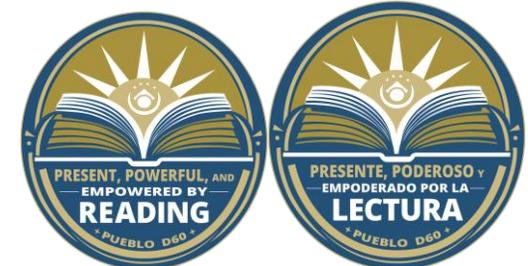
- Strong preference from respondents to keep schools as they are
- Perception of these schools is positive





# 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





## Round 2 Community Input Summary

### • School Mergers and Closures

- Close Beulah Heights and redistribute students to other schools
- Merge Haaff and Belmont
- Make Fountain a K-5 school and return Corwin to a 6-8 school
- Keep Bradford open as a standalone school
- Reopen Somerlid as a preschool on the North/West side
- Make Sunset K-4 and PAA 5-8

### Boundary Adjustments:

- Redraw boundaries to better reflect population distribution
- Split Bradford between Fountain and Park View
- Create a K-2 school at Columbian and a 3-5 school at Bessemer

### Program Enhancements:

- Bring back autism centers and behavior programs at schools
- Establish preschool centers at Highland Park and Bradford
- Implement transitional kindergarten classes at Bradford

# Round 2 Community Input Summary

- **Community and Support Initiatives:**
  - Develop partnerships with community organizations to support schools
  - Create after-school enrichment programs and wraparound services
  - Utilize closed school buildings for community services, such as adult daycare
- **Transportation and Safety:**
  - Address transportation challenges for students walking long distances
  - Ensure safety measures are in place for crossing busy roads
- **Special Needs Considerations:**
  - Maintain strong support for special needs students during any transitions
  - Ensure that existing relationships between at-risk students and staff are preserved
- **Future Planning:**
  - Consider the impact of new housing developments on school enrollment
  - Propose the establishment of a new middle school on the West side





Our Overarching Goal:

*Enhance Innovative Programs to **Right-SERVE** our Students & Community!*

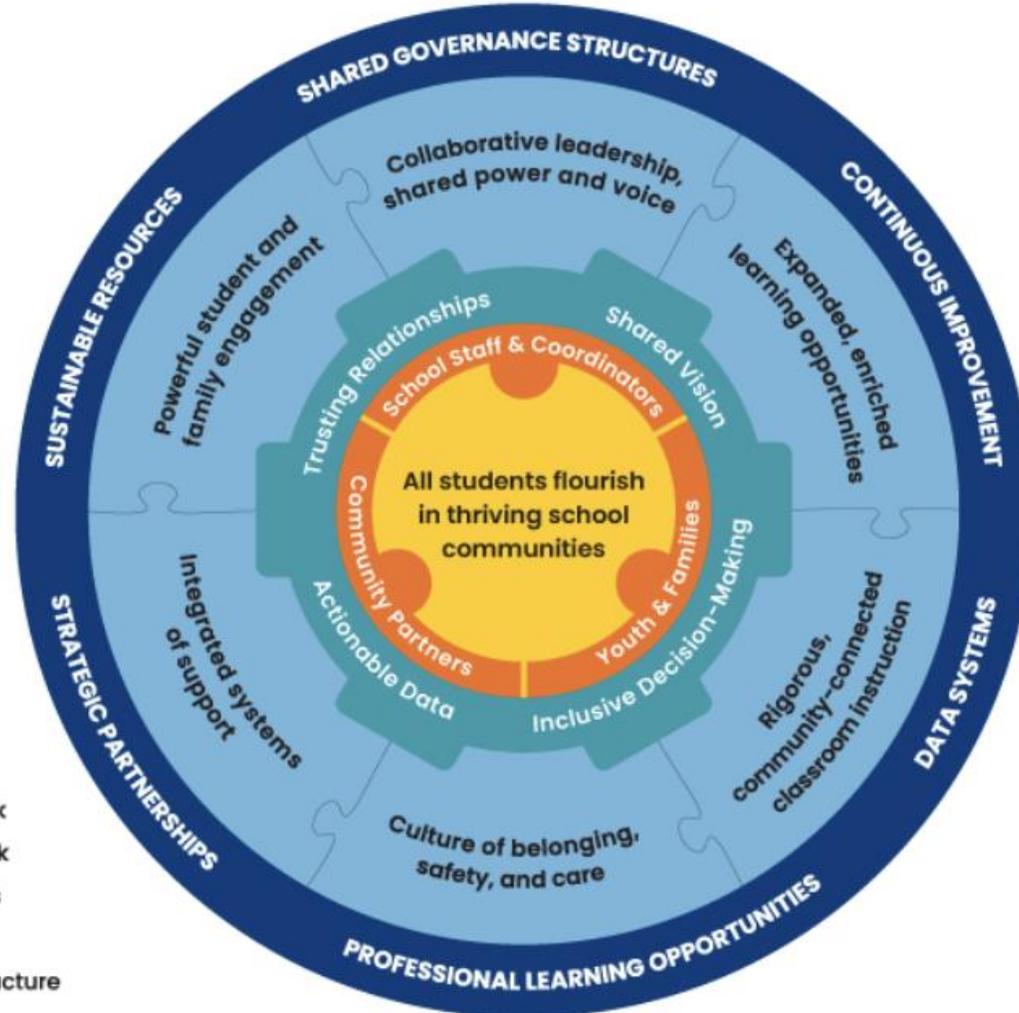




## Create anchor community schools with community resource centers



- Integrated systems of support
- Expanded and enriched learning opportunities
- Powerful student and family engagement
- Collaborative leadership and shared power and voice
- Rigorous, community-connected classroom instruction
- A culture of belonging, safety, and care.



**LEGEND**

- Why we do this work
- Who drives this work
- Enabling conditions
- Key practices
- Supportive infrastructure

BROOKINGS



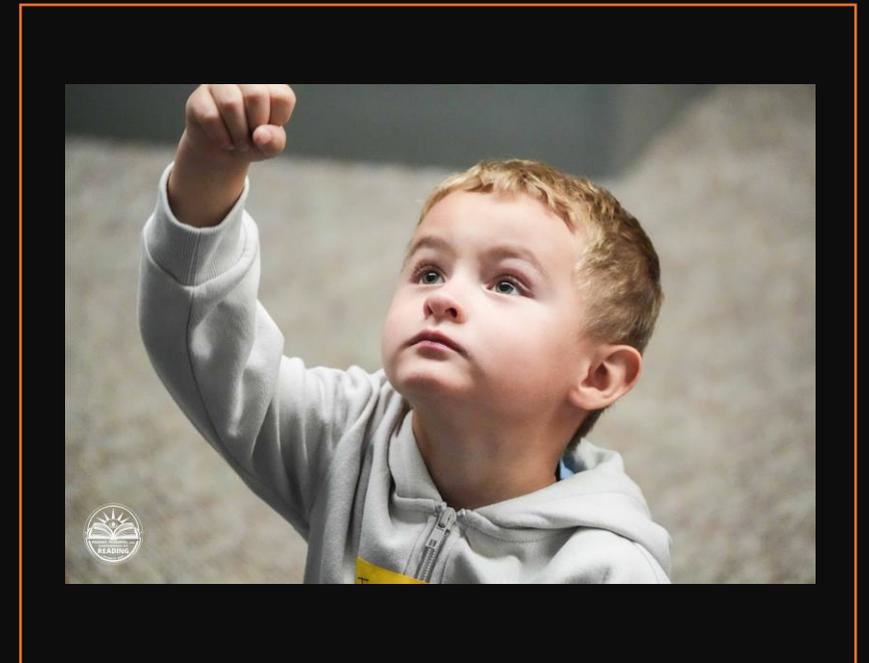
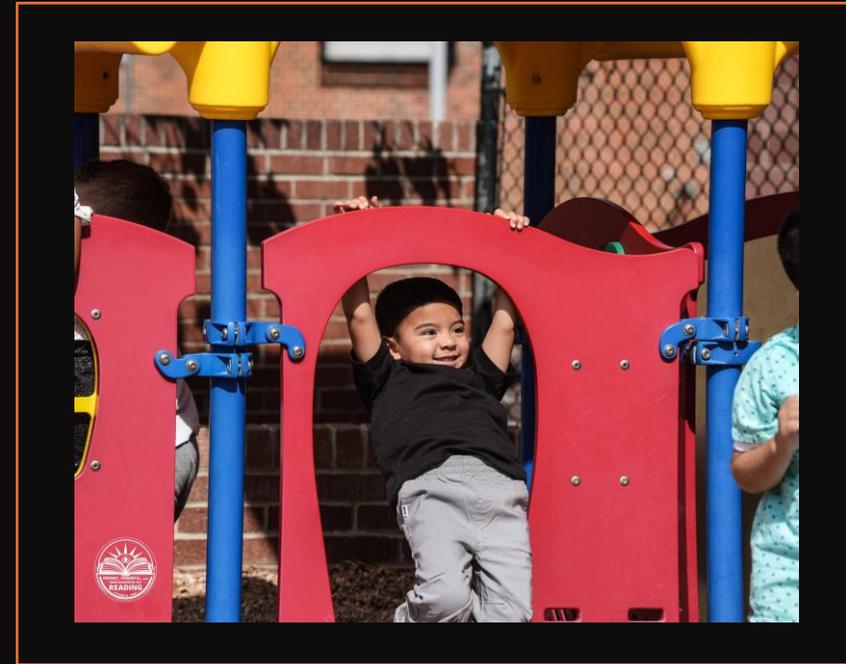
# The STREAM Approach: Preparing Future-Ready Students

- Expands high-quality Science, Technology, Reading/Research, Engineering, Arts, & Math (STREAM) programming
- Provides hands-on project-based learning
- Builds future-ready skills while tying learning to solving real life problems
- Strengthens teacher collaboration and professional learning
- Continues expansion of scalable STREAM programming across our district



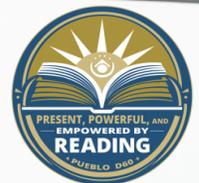
# Preschool: The Foundation for Learning

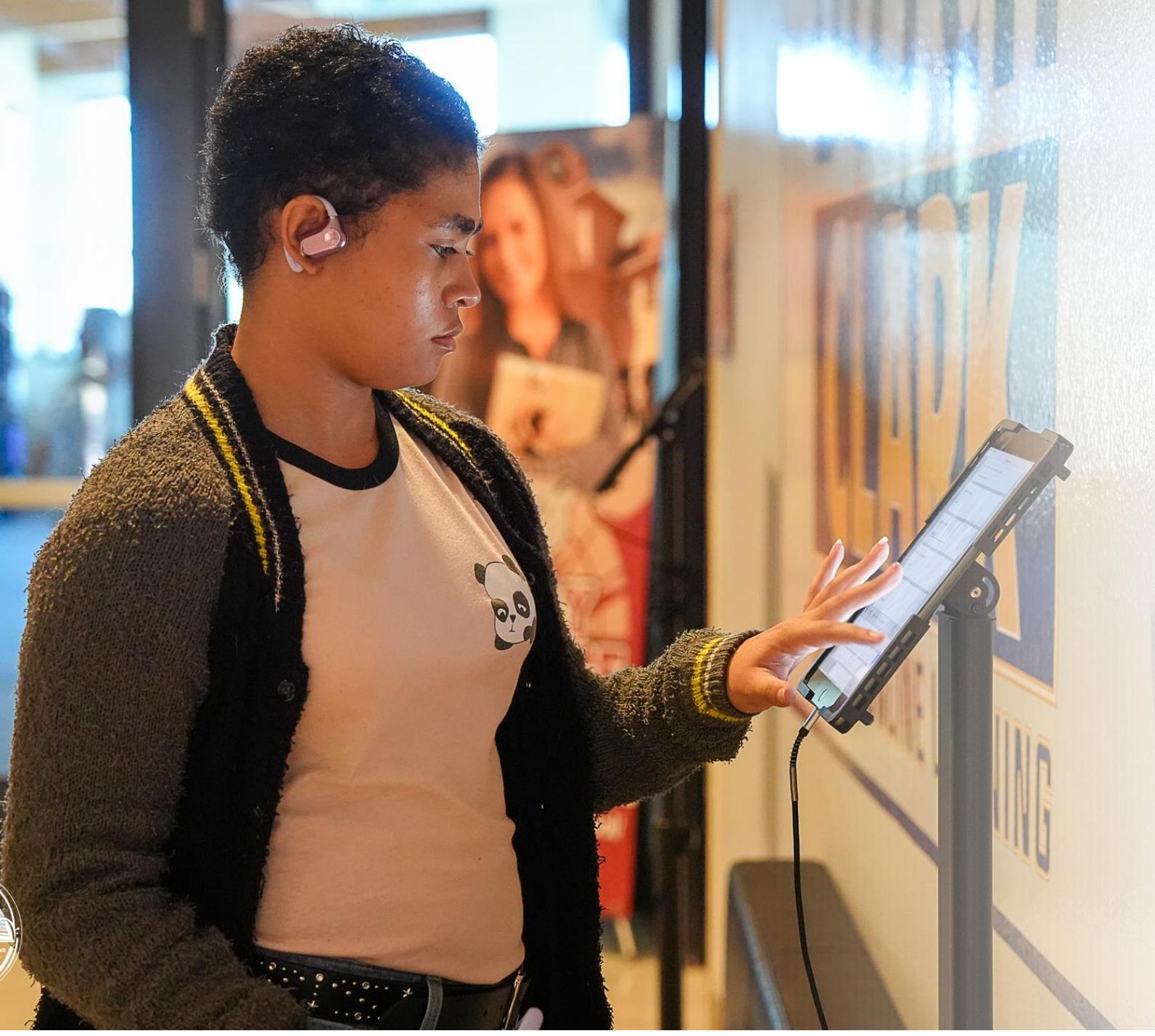
- Expand preschool programming to full-day programming for 4-year-old students
  - Support working families
  - Prepare students for kindergarten and beyond
- Maintain high standards of instruction & professional development
- Partner with families to promote early literacy & school readiness
- Upgrade facilities/playgrounds with CPP reserve funds



# Creating Middle School Opportunities: Precollegiate & Online Options

- Establish a **precollegiate-themed middle school (6-8)** centered on rigorous academic pathways, college readiness, & earning high school credits in middle school
- **Expand D60 Online** to build upon hybrid online & in-person learning model with a focus upon supporting middle school students' wellbeing and development
- **Realign current middle school boundaries** to better reflect neighborhood areas





# Expand High-Quality Online Learning

- Expand to multi-district designation for D60 Online (6-8) and Dutch Clark Digital (9-12)
- Build upon powerful programming at both sites for participating students



# Strengthening ESS Programming

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- Optimize staff who serve our differently-abled students
- Provides higher quality for Specially Designed Instruction (SDI) to students served with an Individual Education Plan (IEP)
- Creates opportunities for increased collaboration among staff while providing high-quality SDI
- Includes specialized transportation provisions for students who qualify based upon their specific IEP-identified needs



# Did you know?

Extant research indicates that the “ideal” elementary school size ranges from 300-500 students.

- Small enough to foster **strong relationships** with students, families, and staff
- Large enough (economy of scale) to provide **more extensive support services** for students
- The “**ideal**” **capacity usage** for an elementary school is **90-95%**





## The key?

Infusion of targeted, individualized, effective resources and supports for each student and family.

# Strategic Cost Savings: Ensuring the Future

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When considering how to strategically plan for cost savings into our future, we kept in mind the following:

- Closing a facility (building) will result in a **potential one-time** cost savings, depending upon many factors
- Adjusting staffing yields larger, **consistent strategic cost savings** that will continue to realize into the future

**In D60, our staff are our greatest asset, and we are committed to honoring their work.**

**We are also committed to the health and growth of our greater Pueblo community.**



# Our Class Size Commitment

## Pre-school:

16 students per class

## K-5:

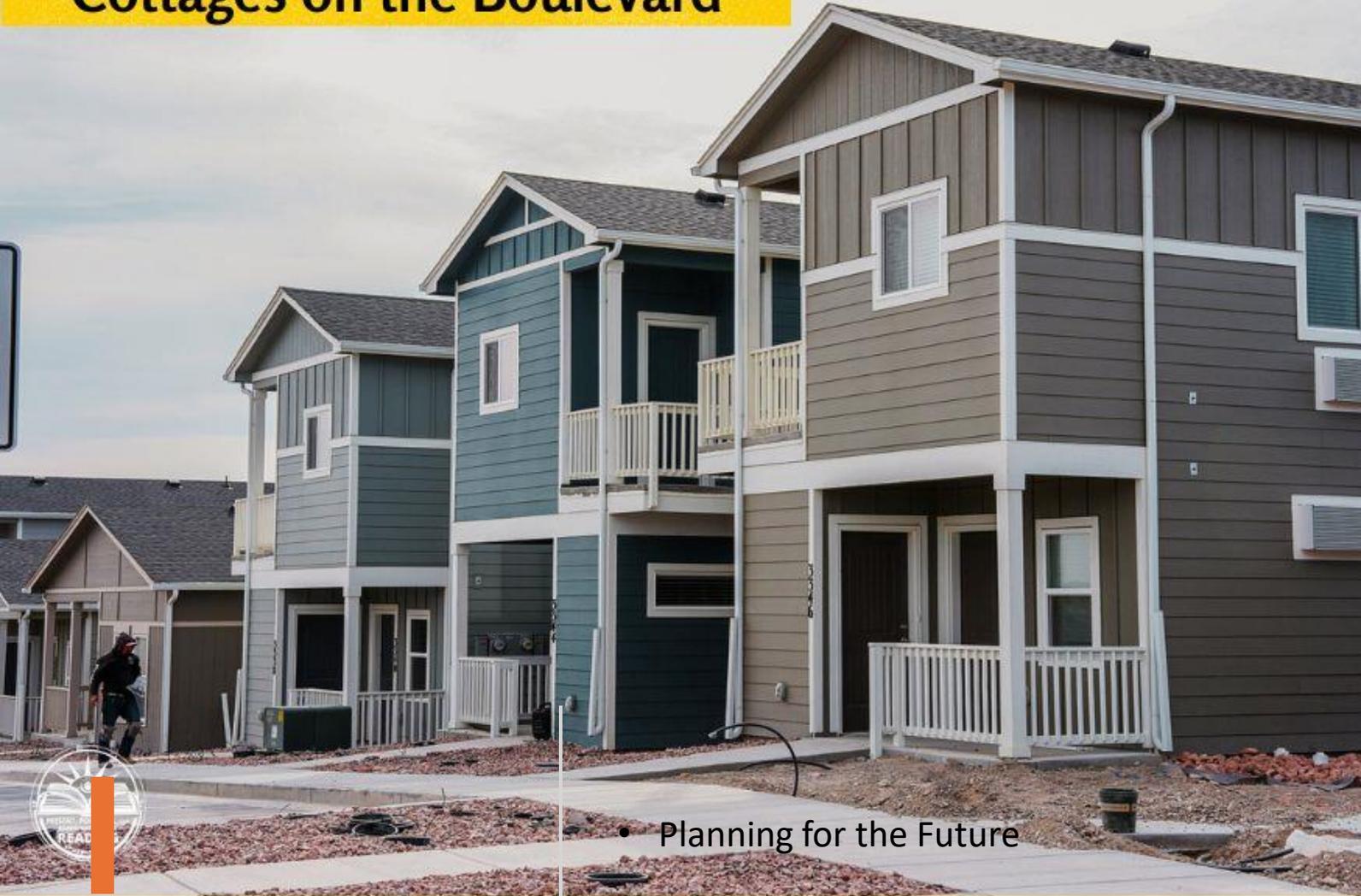
18 students per class

## 6-12:

25 students per class



# Cottages on the Boulevard



- Planning for the Future



# Legends at River's Run

300+ Homes and Condos

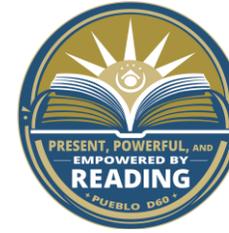


# South Pointe



# Westside Development

# One Voice, Collective Action: Becoming A Destination District

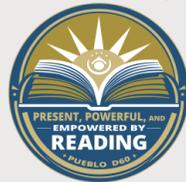


- Create **anchor community schools** with community resource centers
- Provide high-quality, **full-day preschool**
- Increase student access to **STREAM** instructional programming
- Expand **high-quality online learning options** for secondary students
- Provide an **additional rigorous middle school** in the growing northwest section of our city
- Ensure high-quality **Exceptional Student Services programming**
- **Realign school boundaries** to reflect and strengthen neighborhood communities



# East Quadrant

- Merge **Bradford & Park View** on the **Park View campus** allowing ALL students to participate in powerful STREAM programming
- Create a **full-day preschool center** on the **Bradford campus**
- Create a **neighborhood community school resource hub** on the **Bradford campus**



# Merging Bradford & Park View: Projected Enrollment for 2026-27

Bradford: 168

Park View: 256

**TOTAL ENROLLMENT: 424**

**Capacity: 453**

**Utilization: 93%**

**NOTE:** Our projections are historically accurate!



# Central Quadrant

- Merge Bessemer & Columbian on the **Columbian campus**
- Develop a **STREAM** programming focus on the **Columbian campus**
- Create a **neighborhood community school resource hub** on the **Bessemer campus**
- **Maintain ESS offices**, including Child Find, on the **Bessemer campus**
- Expand the **Heritage campus** to include a **preschool center**



# Merging Bessemer & Columbian: Projected Enrollment for 2026-27

Bessemer: 185

Columbian: 274

**TOTAL ENROLLMENT: 459**

**Capacity: 491**

**Utilization: 93%**



# South Quadrant

- Merge Beulah Heights & Highland Park on the **Highland Park campus**
- Expand STEM programming at **Highland Park** to become **STREAM programming**
- Use the **Beulah Heights campus** as a **professional development hub** for staff training



# Merging Beulah Heights & Highland Park: Projected Enrollment for 2026-27

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Beulah Heights: 197

Highland Park: 213

**TOTAL ENROLLMENT: 410**

**Capacity: 584**

**Utilization: 70%**



# North Quadrant

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- Transform the **Hyde Park campus** into a **middle school with a precollegiate focus** (grades 6-8)
- **Move D60 Online** to the **Hyde Park campus** for a full middle school experience
- Create a **neighborhood community school & resource hub** on the **Hyde Park campus**
- **Realign** the neighborhood middle school boundaries



# Co-Locating D60 Online & A Precollegiate Middle School: Projected Enrollment

D60 Online: 95 students

Precollegiate MS: 50-75 6<sup>th</sup> graders

**TOTAL ENROLLMENT: 170**

**Capacity: Estimated 350**

**Utilization (1<sup>st</sup> year): 29%** (note that D60 students are in a blended program - not physically in the building every day)

**Utilization (in the 3<sup>rd</sup> year): 73%**  
(allowing for D60 Online continued growth and community resource hub)



# Taking Care of Our Students: Transportation

- Support students merging onto new campuses
- Prevent students from having to cross major highways to attend the new campus
- Continue to offer transportation in accordance with Board policy



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# Next Steps

Requested  
approval by the  
Board in January  
2026





# Questions?

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