



Comprehensive Planning Committee Update

POUDRE SCHOOL DISTRICT

Presentation Details

Key Topics

School Closure, Consolidation, Boundary Change
CPC recommendation

Presenters

Dr. Brett Hansen and Dr. Traci Gile, co-chairs

Date

October 13, 2026



Tonight's Objectives

01 Review how the CPC arrived at its recommendation

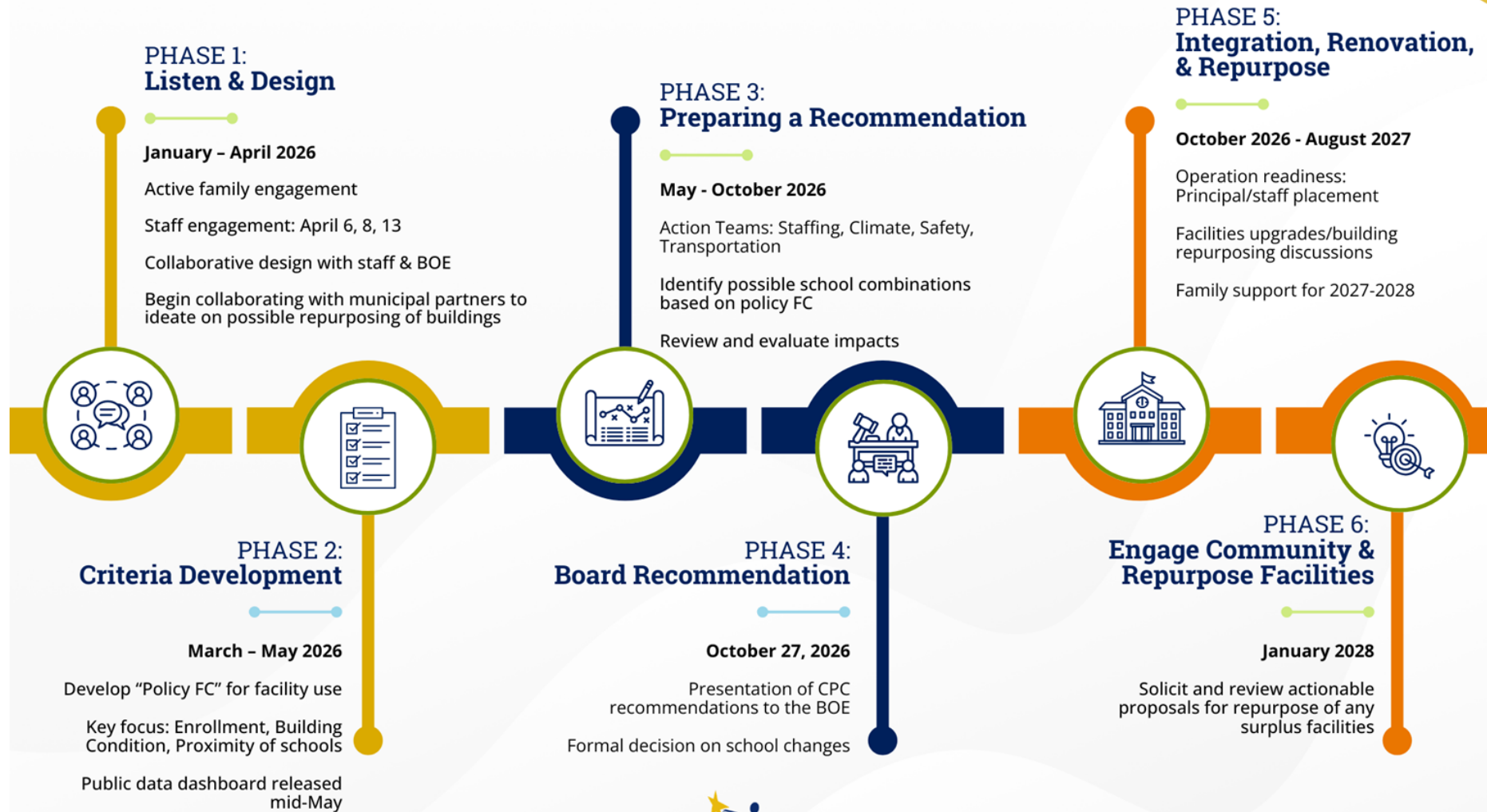
02 Review the recommendations for school closure and consolidation

03 Question and answer from the BOE and timeline review

2026–2027

Comprehensive Planning for Poudre School District

Timeline Overview



Preparing a Recommendation

- 1,000+ combined hours by PSD staff to provide data and model
- 1,000+ combined hours by PSD staff and community members in action teams
- 1,000+ combined hours by CPC members to design, review, and discuss scenarios

Thank you to all of the staff and volunteers who have contributed their time and thoughtful perspective to developing a recommendation.

Direction from May 26, 2026 BOE meeting

- CPC was asked by the BOE to prepare a recommendation for school closures and consolidations for a fall 2026 BOE vote.
- Given the core conclusion that PSD has too many empty seats, the CPC asked the BOE for guidance on a goal for addressing the number of open seats.
- We applied feedback from the BOE and used the criteria in policies FCB and FCB-R to guide our process for creating a recommendation.



Scenario Development Teams

Work occurred with members of the CPC and staff

4

Regions (June - September)

Scenario Development Teams

1. Divided into regional areas of study, with a standard protocol in each region.
2. Members of the Comprehensive Planning Committee volunteered for regions.
3. Members disclosed conflicts of interest or personal affiliations in the region to address potential biases openly.
 - Standard protocol
 - i. Reviewed the regional data for all levels, including the regional analysis of open seats.
 - ii. Explored possible scenarios to be modeled in the region.
 - iii. Staff analyzed and presented the models for a feasibility study by the Scenario Development Team
 1. Does this scenario improve the regional utilization?
 2. Does the scenario move more elementary schools closer to 400 and middle school enrollment closer to 700?
 3. Consensus check on what to move forward for implementation analysis



Scenario Development Teams

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Regions (June - September)

Regional Analysis Targets

Each region and level had different variations of open seats

Open Seats	NW	SW	SE	NE
Elementary	1,501	996	1,133	1,213
Middle School	1,171	269	1,037	60
High School	1,214	483	850	231
K-12	126	N/A	N/A	(29)
6-12	N/A	N/A	N/A	284

Data source: Average enrollment 2025-30, NSC utilization



Scenario Development Teams

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Regions (June - September)

80% Regional utilization targets

Seats to Close

	West	East	Total
Elementary	1,788	723	2,511
Middle School	1,033	443	1,446
High School	951	165	1,116
K-12	24	(109)	(85)
6-12	N/A	(341)	(341)
80% utilization	3,796	881	4,647

Data source: *Average enrollment 2025-30, NSC utilization*



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Regions (June - September)

80% Regional utilization targets

For context:

- Elementary schools are designed to have ~500 - 600 students each
- Middle schools are designed to have ~1,100- 1,400 students each
- High schools are designed to have ~1,700 - 2,500 students each
- Smaller, alternative schools vary in size.

This led the Scenario Development Teams to identify:

- 5+ elementary schools
- 1 middle school
- HS consolidation



Scenario Development Teams

Work occurred with members of the CPC and staff

4

Regions (June - September)

Scenario Development Teams

Step 1: Basis for Recommendation

Group responsible: Scenario Development Team (CPC members) and Equity Team

Data Evaluation: Based on the identification criteria explicitly defined by policy, regional and level targets, identify possible scenarios that align to the identification criteria:

1. Current and Future Enrollment
2. Building Utilization
3. Facility Condition



Scenario Development Teams

Work occurred with members of the CPC and staff

26

scenarios modeled

Scenario Development Teams

Step 2: Modeling Identification Indicators

Group responsible: Modeling Team (CPC co-chairs, PSD staff), Scenario Development Team

Data Evaluation:

- Modeling of recommendations from the Scenario Development Team of
 - physical capacities, demographic trajectories, and deferred maintenance profiles to evaluate the feasibility of the scenarios for review by the Scenario Development Team.
 - transportation routes by new boundaries for consideration of feasibility.

Scenario Development Teams

Work occurred with members of
the CPC and staff

26

scenarios modeled

Scenario Development Teams

- Determined what would move forward using a consensus check:
- *Which scenarios apply the criteria, increase the regional enrollment to be closer to 80% utilization, create an optimal enrollment target of 400/700 students, and address facilities which should be discontinued for student use?*

Group responsible: Scenario Development Team (CPC members)

- [YES] → *Advance to Phase 3 (Implementation Evaluation)*
- [NO] → *Loop back to Phase 1 (Re-evaluate Candidates)*



Action Teams- Implementation Evaluation

5

Implementation Criteria

Teams evaluated the implementation criteria

Step 3: Implementation Evaluation- Analysis of the 5 identification criteria in policy FCB-R

Feasibility Study: Human-centered diagnostics.

Group responsible: CPC Chairs, CPC, and Action Teams (PSD staff and parents)

1. Traffic, safety, walkability
2. Transportation access and commute length
3. Maximization of School Program Offerings
4. School Proximity and Regional Continuity
5. Continuity of Services, emphasizing programming for impacted student populations

Equity Analysis

Equity Analysis

Members of the District Equity Committee and Staff Equity Committee were in all scenario development team meetings.

They met as a collective group to apply the *Administrative Guidelines for Equity* and provide an analysis for the Comprehensive Planning Committee to guide their decisions.

Equity Analysis

Equity Analysis: Key Points for Consideration

- Least harm minimization pro/con analysis
- Demographic analyses- racial and socioeconomic impacts
- Disproportionality baseline
- Title I status
- Neighborhood anchor
- Transition supports and community culture building
- Equitable access to opportunities
- Proximity, transportation, and access
- Finances and facilities
- Community engagement priorities



Comprehensive Planning Committee review

17

Scenarios evaluated for implementation criteria

Comprehensive Planning Committee review

In total, the CPC reviewed **17 scenarios**.

The Comprehensive Planning Committee reviewed:

- the identification criteria, implementation criteria, and equity analysis
- consensus checks were conducted for scenarios to conduct a deeper dive.
- 70% was required to move something forward for a deeper dive.

Consensus checks were taken for each region

- **89% of the CPC members aligned on the final recommendation.**

Approach to Building a Recommendation

Action Teams to prepare for school closures and consolidations



Specialized Action Teams

Action Teams have been working alongside the Comprehensive Planning Committee.

- **Building Communities Together:** Climate and Culture for staff and students
 - Social emotional supports for students, staff
 - Merging of cultures academically, socially and emotionally
 - Transition activities for students, family, and staff
- **Supporting Families:** Smooth and seamless transitions
 - School choice process
 - Limited paperwork
 - Immediate connections, communication, community
- **Utilization approaches for buildings:**
 - Internal usage models
- **HR and Employee processes**
 - Supporting staffing cohorts in alignment with law and policy
 - Creating staffing plans for educational programming
- **Records, Finance, School Codes**
 - Transfer of student records
 - Student-Based Budget plan

Staff and family feedback integration

Action Teams to prepare for school closures and consolidations



Closing school staff and family feedback sessions

- Feedback sessions were held at all closing and consolidating schools to provide information and identify considerations for the recommendations.
- Feedback will be included in the packet for October 27.

Closure vs. Consolidation

Closure: school is closed and the name and location are removed from CDE school codes. The students shifting to the new school are integrated into the existing school program.

Consolidation: one or more school communities join to create a new school code and new name.



Final Recommendation (27-28 school year)

Closures

- Beattie Elementary
- Blevins Middle School
- Irish Escuela Bilingüe Elementary
- Johnson Elementary
- Livermore Elementary
- Red Feather Lakes Elementary
- Stove Prairie Elementary
- Putnam Elementary
- Timnath Elementary

Consolidations

- Centennial High School
- Poudre Community Academy

Boundary Changes

- Reassign grid code 1254 from Bamford Elementary to Bacon Elementary.
- Reassign grid codes 1313 and 1314 from Werner Elementary to Bacon Elementary.

Discussion

What questions does the Board have about the final recommendation?



Reinvesting in the Student Experience



Reinvesting in the Student Experience

Estimated recurring
annual savings:

\$7-8 million

THRIVING STUDENTS & EDUCATORS

Experience Things Like:





Student & Family Information



If Your Child's School Closes

If the closing school is your neighborhood school and you plan to attend your new neighborhood school:

- You do not need to do anything. Your student will automatically be registered at your new school.

If you would prefer to attend a school other than your new neighborhood school:

- Complete a school choice application in November.
- In-district students at closing schools will receive first priority in the School Choice lottery.
- Out-of-district students at closing schools will receive fifth priority in the lottery.

Important

- This priority ranking is only for the 2027-28 school year.
- It only applies to students in closing schools.
- School Choice seat offers will depend on available space, programming, and staffing.
- Students who are moving to the next school level (i.e. Pre-K to K, 5th to 6th grade, and 8th to 9th grade) will follow the regular enrollment process or apply for School Choice through the regular Choice process outlined in Policy JFBA



What Families Can Expect: Transportation, Early Childhood, and Before & After School Care

Transportation

Eligible students will receive transportation to their assigned neighborhood school. Eligibility is based on the following criteria from District Policy EEAA:

- **Elementary:** 1+ mile from assigned school
- **Middle:** 1.5+ miles from assigned school
- **High:** 2+ miles from assigned school

Transportation required by a student's IEP will continue.

Families who choose a school outside their neighborhood school are responsible for transportation.

Early Childhood

Early Childhood (ECE) programming will continue to be offered.

Specific locations for ECE programs for the 2027-28 school year will be shared when they are available.

Families will receive enrollment and transition information before Early Childhood registration.

Before & After School Care

Before and After School Care, provided by AlphaBEST, will be offered.

The district will work with AlphaBEST to determine whether additional before and after school care will be provided at receiving schools if they do not already have AlphaBEST programming on site.



Support for Students & Families

School specific communications regarding timelines, decisions, School Choice, and transition events will be shared

Family Liaisons are available to assist and support families through the transition process

District resources on how caregivers can provide age-appropriate support and reassurance to impacted students have been developed and are available on the district website (in the FAQs and Family Resources pages). These resources are available in English, Spanish, and Arabic.

School visits and events specifically designed for impacted families will be scheduled throughout the remainder of the 2026-27 school year

Events and opportunities to engage as a new school community will be scheduled throughout the transition period

***Have specific questions about next steps for your student?
Call the PSD hotline: 970-490-3005***



Staff Information

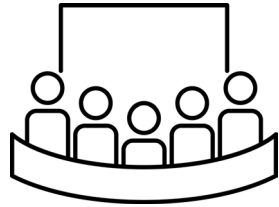
Structures of Support for Employees



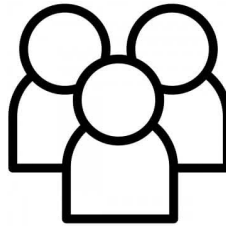
**Grounded in
PSD negotiated
Employee
Agreement**



**Clear and timely
communication
throughout the
process**



**HR presentations
to impacted school
staff prior to Board
Action. HR office
hours for individual
support.**



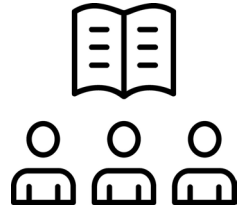
**Clearly defined
placement
processes
articulated in the
Employee
Agreement**



**Individual
communication
regarding
placement**



**Transition and
integration support
for closing and
receiving school
employees**



**Professional
learning and
onboarding
support**



Next Steps



Employee and Family Timeline

Oct. 13

Recommendations to PSD Board

Oct. 27

Board Action

Nov. 2-6 to Dec. 16

School Choice Open

By Feb. 26

Budget & Staffing to Schools and Employee Identification

By Apr. 27

Recommendations to BOE

Comprehensive Planning Committee

Recommendations

The CPC co-chairs present recommendations to the PSD Board.

Board Action

The PSD board takes official action on school closure and consolidation.

School Choice First Consideration Period

Families submit their applications during this window. Applications available on PSD website.

Budgeting & Staffing to Schools

Enrollment projections used to develop school budgets and determine staffing allocations for each school.

Employee Identification

HR begins identifying staffing needs and assignments.

Employee Assignments Finalized

Assignments are finalized, and employees receive individual communication with staffing information.

Any remaining available positions are posted as internal only.

Sept. 28-Oct. 8

Staff and family presentations at schools to answer questions about what recommendations may mean for them. HR office hours available for staff as well.

Important Note: Processes and supports for staff are grounded in PSD's Employee Agreement to ensure established rights, processes, and protections are followed throughout school closure and consolidation.



Discussion

What questions does the Board have about supports and next steps?

